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Nature and Determinants of Emotional Intelligence among Social Studies Teachers in Public Senior High Schools in the Central Region of Ghana

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Abstract

Emotional intelligence (hereafter as EI) is highlighted in literature to be crucial attribute for teacher effectiveness in coping with changes and pressure in the work environment especially in the growing emphasis on acquisition of 21st century competencies among students. Hence, in response to the mounting concerns, teachers' level of EI has become pertinent more than ever before. However, there are controversies in literature on the influence of demographic characteristics and their impact on levels of EI amongst teachers. Therefore, this study investigated the level of EI as well as how demographic characteristics (sex, age, academic qualification and years of experience) influence EI among Social Studies teachers in public Senior High Schools in the Central Region of Ghana. Bar-On (2007) mixed model of EI guided the study. The cross-sectional descriptive survey research design within the positivists' quantitative methodology was used to collect quantitative data with the main instrument being structured questionnaire. Data were collected from all the 380 Social Studies using the census sampling technique. With the aid of the version 28 of Statistical Product for Service Solutions (SPSS) descriptive (mean, standard deviation) and inferential statistics such as independent samples t-test and one-way between groups ANOVA were used to analyse the data. The findings revealed that Social Studies teachers had high level of EI. Specifically, even though Social Studies teachers indicated several dimensions of EI, they had very high emotional intelligence in interpersonal relationship and intrapersonal relationship and high EI in stress management, adaptability and general mood. The study further revealed that whereas sex and academic qualification did not account for any statistical significance, age and years of teaching experience statistically significantly influenced Social Studies teachers level of EI. Therefore, the study recommended that Ghana Education Service through the Central Regional Directorates of Education should consider age and years of teaching experience when organising training programmes and interventions that have the potential of sustaining the high levels of EI to improve their effectiveness in the teaching and learning of Social Studies.

Keywords: Emotional intelligence; Social studies teachers; Sex; Age; Academic qualification and years of teaching experience.

1. Introduction

Improving the quality of education is a concern of all nations because of the belief that education fosters economic growth and development. Scholars (Barry, 2021; Wang, 2021) substantiate this assertion when they contend that in the 21st century, education empowers individuals and countries to compete favourably in the global arena, exude economic and political dominance, transmits core competencies, knowledge and skills to students, fosters attitudinal and technological transformation and bridge the inequity gap. Education has therefore been identified as instrumental and an agent of national development (Amajuoyi, 2022; Assumpta and Chimezie-Mathew, 2022). To achieve educational aims and provide quality education, the teachers' role has been identified as significant in determining the nature of education received in schools (Dankwah *et al.*, 2021). Therefore, education stakeholders have the responsibility to ensure that teachers perform their tasks to the best of their abilities in their schools so as to offer quality education to students.

Meanwhile, in the quest to enhance the quality of teachers and improve their performance on the job, educationists and researchers recognise the crucial role of teachers' EI in this regard. Indeed, research over the years has gathered ample evidence which supports the claim that EI is the pillar and fulcrum around which their effectiveness and efficacy revolved (Valente *et al.*, 2022). Likewise, Abiodullah *et al.* (2020), noted that working on classroom emotions has become increasingly important in recent years for students' emotional well-being and academic success. Successful instructors are expected to have a high level of emotional intelligence. Emotional

intelligence predicts positive and successful outcomes in all areas of life, and as a result, it dominates all educational fields. Teachers must be taught emotional intelligence in order to regulate their own emotions while assisting children. Emotional intelligence has become increasingly crucial for both instructors and students as a result of this (Singh, 2015). Edara (2021), described emotional intelligence as individuals' ability to recognize and distinguish between distinct emotions and feelings in themselves and others, label them accurately, use them to guide thinking and conduct, and adapt them to diverse surroundings and contexts. The views of the preceding author imply that the concept could be divided into four discrete yet related abilities: perceiving, using, understanding, and managing emotions. The definitions further suggest that given the emotional nature of teaching it is crucial for teachers to be emotionally intelligent for effective teaching and learning.

Scholars within the education space have adduced evidence on the crucial role of EI on teacher effectiveness which is gaining prominence day by day especially within todays changing and ever evolving education system (Kanbur and Kirikkaleli, 2023; Singh S. and Ryhal, 2023). It has documented that emotionally intelligent teachers demonstrate concern for their students, establish an emotional atmosphere in the classroom that fosters student learning, and this assist teachers in becoming more effective in order to assure academic success. Teachers' emotional intelligence has been shown to influence their comfort level, self-efficacy, job happiness, and social relationships with students (Abiodullah *et al.*, 2020; Ullah *et al.*, 2021). Teachers' efficiency and performance correlate with their ability to regulate their emotions and manage classrooms, hence, EI, has a direct impact on the teaching and learning process and students' academic performance (Kanbur and Kirikkaleli, 2023; Romero *et al.*, 2022). Indeed, it has been argued that no educational change will be effective until teacher quality is raised, hence, highly dedicated, enthusiastic, and passionate teachers are crucial and therefore make the best teachers (Salehpour and Roohani, 2020; Singh, 2015). It could be concluded that energetically, intellectual, and emotionally intelligent teachers are required to deliver the school and educational goals and objectives. It could be gleaned from these assertions that EI is important and have recognized the impact of EI on teachers' effectiveness, students' academic achievement levels and in enhancing the realization of educational goals and objectives.

Convinced that EI contribute significantly to teacher effectiveness, researchers carried out studies to find out the level of EI among teachers in various jurisdictions of the world. For instance, (Chapagain, 2020) investigated the level of EI among university-level teachers in Nepal by employing the Bar-On model of EI. In this study, the quantitative methodology was utilized and the findings of the study showed a moderately high level of EI among the university level teachers. The study further showed that emotional awareness was ranked highest followed by emotional acceptance, emotional attitude and emotional action respectively. Likewise, a study by Stami *et al.* (2018) in Australia and Pooja and Kumar (2016) showed a moderately high level of EI among radiation therapists as well as the education and banking sector workers involved in the respective studies. In a related study, Angayarkanni (2021) examined the level of EI among private school teachers in Tambaram, India, and reported higher level of EI in all the five dimensions of EI: self-awareness, motivation, empathy, self-regulations and social skills. The findings showed that these teachers prioritise the development of their effectiveness and professionalism and through teacher knowledge, teacher values skills and professional practice. In a study on the sociodemographic-professional profile and emotional intelligence in infant and primary education teachers in the Manabi province of Ecuador, Arteaga-Cedeño *et al.* (2022) employed quantitative methodology in analysing the research questions identified in the study. The findings of the study showed that primary education teachers in the Manabi province of Ecuador exhibited high levels in all the three levels of EI (emotional regulation, emotional understanding and emotional perception) as outlined in the study.

Agbelie and Aliyu (2022), conducted a study on the level of EI among middle-level Ghanaian insurance industry. These researchers adopted the quantitative methodology and the findings showed that middle level managers possessed high levels in all the indicators of EI such as self-awareness, self-management, motivation, social skills, and empathy even though competency in social skills was ranked highest followed by empathy, motivation, self-awareness while self-regulation was ranked the least. This result demonstrates that middle level managers in the Ghanaian insurance sector have the ability to use information from one's own emotions as well as those of others, comprehend how these are expressed in actions and thoughts, and use emotional information obtained to control one's judgment and behavior. Contrary to the evidence from the aforementioned empirical studies that showed moderately high levels of EI, Lahore and Nazly (2021) conducted a study on the EI of secondary school teachers in the Vehari District in Punjab, Pakistan and the findings showed a generally low level of EI in all the five levels of EI, thus, self-awareness, managing oneself, managing emotions, empathy, and social skill even though teachers reported slightly better EI in empathy and social skills components of EI. Likewise, in a recent study Dampson (2021) conducted an investigation on headteachers emotional intelligence in Senior High Schools in Ghana showed that headteachers had low level of EI.

The conclusion drawn from these previous studies is that the level of EI among teachers have been the subject of several investigation and evidence from around the world has shown different levels of EI. While some studies revealed high levels of EI among teachers, findings from other studies also revealed low levels of EI among teachers with Ghana being inclusive. As noted earlier by scholars such as Arteaga-Cedeño *et al.* (2022), the dangers of low EI among teachers include loss of working hours as a result of unpleasant circumstances and situations, low job performance and commitment as well as increase in attrition and turnover intentions. This implies that teachers with high level of EI boost their job performance whereas low or weak level of EI represses teachers' job performance. Therefore, it would be expected that teachers demonstrate good levels of EI so as to reap in the benefits thereof. However, evidence on this is elusive especially on Social Studies in public Senior High Schools in the Central Region of Ghana. Therefore, it is pertinent that the level of EI among teachers are continually tracked from context

and subject specific context, such as Social Studies teachers in the Central Region of Ghana, hence, this study becomes relevant.

Corpus of literature have empirically discovered that the level of EI among teachers is also influenced by their demographic characteristics. As such, previous studies have investigated the influence of teachers' demographic variables like gender, academic qualification, and years of teaching experience on their EI in various jurisdictions around the world. For instance, Angayarkanni (2021) examined the impact of demographic variables on EI among private school teachers in Tambaram, India. In this study, Angayarkanni analysed the data by employing the One-way between groups ANOVA. The findings showed that, demographic variables of teachers such as age and academic qualification statistically significantly influenced their EI. These findings imply that other demographic variables such as gender and years of teaching experience is not a determinant of differences in EI among the teachers in Tambaram, India. Contrary to this finding, Sharma and Siddiqui (2018) study on the influence of certain demographic variables on EI of university teachers in India disclosed that even though no statistically significant differences were realised in other demographic characteristics, both male and female teachers were found to possess similar levels of EI construct and was statistically significant.

Likewise, in Dampson (2021) study in Ghana, the researcher investigated the level of teachers' EI as well as comparing if the teachers differed significantly in their perception of EI based on demographic variables such as sex, age and academic qualification. In analysing the hypotheses set for the study, the researcher employed multiple regression analysis and the findings of the study established that there was a statistically significant difference in the various levels of EI between male and female while academic qualification did not statistically significantly influence the perception of headteachers on their EI. These findings suggest that while sex and age of the headteachers influenced their EI, academic qualification did not impact the perception of headteachers on their EI in Ghana. In a contrary study in Ghana, Butakor et al. (2021) used a structural equation modelling to examine the relationship between emotional intelligence, job satisfaction, professional identity, and work engagement while also exploring the influence of teachers' demographic variables. Specifically, the independent samples t-test results revealed no statistically significant mean differences between male and female teachers in terms of their EI.

A study on Indian service sector employees by Pooja and Kumar (2016) revealed that the demographic variables such as gender, age, educational qualification, and work experience statistically significantly predicted their EI where female employees were found to possess significantly higher EI than their male counterparts as well as employees with high age (51-60 years), non-technical education, and long work experience (16-20 years) also possessing significantly higher EI than the other categories. Likewise, a study by Stami et al. (2018) in Australia revealed significantly higher levels of EI among radiation therapists having a higher level of education, and among female, and young radiation therapists. Contrary, Yoke and Panatik (2016) study among public school teachers in Malaysia did not reveal any statistically significant differences in the levels of EI based on gender and work experience. In a similar study in India, Karthikeyan and Lalwani (2019) study among bank employees revealed that there were no statistically significant differences in the EI of the employees based on gender, age, educational level, and work experience. It is interesting that certain studies have presented mixed but yet conflicting results. For instance, Birol et al. (2019) study among teachers in Turkey revealed that whereas age and work experience statistically significantly predicted the EI, gender and education level of the teacher had no significant effect on their Jayakody and Dharmasiri (2017) study on the education and banking sectors workers of Sri Lanka revealed a positive association between academic qualification and EI, but no association was realized between gender and EI, and an inverse association between work experience and EI.

A cursory look at the aforementioned empirical findings have revealed evidence and context gaps as few studies focused specifically on teachers from Ghana with no study on Social Studies teachers. Besides, majority of findings in extant literature were carried out in a variety of settings other than among Social Studies teachers in Senior High Schools in Ghana. With the contradictory findings where some studies observed mixed and statistically significant effect of demographic variables on EI, this study was carried out to provide context specific findings so as to shed more lights on the influence of teachers' demographic variables on their EI thereby expanding the frontiers on knowledge on the field. Besides, the review of literature shown in the preceding paragraphs has demonstrated that the level of EI among Social Studies teachers in public Senior High Schools in the Central Region of Ghana could be induced by their demographic characteristics. However, there is no empirical evidence to support this attribution and the existence of these conflicting results creates room for further inquiry on the influence of demographic variables on the level of EI in context specific setting such as among Social Studies teachers in public Senior High Schools in the Central Region of Ghana, thereby, expanding the frontiers on knowledge on the field. As most of the studies were conducted in the different settings and very few were specifically on teachers and most especially Social Studies teachers. Keeping in view the importance of emotional intelligence and the role of demographic variables in the field of teachers, the present research was conducted to assess the level of EI among Social Studies teachers in public Senior High Schools in the Central Region of Ghana. Besides, the study also investigated the influence of Social Studies teachers personal characteristics such as gender, age, academic qualifications and years of experience on their level of EI.

2. Research Question and Hypotheses
The study was guided by the following research question and hypotheses:
1. What is the level of emotional intelligence among Social Studies teachers in public Senior High Schools in the Central Region of Ghana?

2.1. Hypotheses

H_{O1}:   Gender of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

H_{O2}:   Age of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

H_{O3}:   Academic Qualification of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

H_{O4}:   Years of work experience of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

It is anticipated that the findings of the study would have implications for both theory and practice. Theoretically, it is hoped that the findings would help in obtaining contextual data to shed more light on the influence of Social Studies teachers emotional intelligence and job performance, thereby expand the frontiers of knowledge in the field. Also, it is anticipated that the findings of the study would contribute to the discourse on emotional intelligence and how teachers' demographic characteristics influence their level of emotional intelligence. It is anticipated that discovering the level of emotional intelligence would create awareness among Senior High School Social Studies teachers and other educational stakeholders within the Central Region of Ghana and beyond on how to improve on their emotional intelligence so as to boost Social Studies teachers effectiveness and learning outcomes among students. The results of the study would shed lights on the dimensions of emotional intelligence. This is crucial to uncover the dimensions that need improvement and design intervention programmes and seminars required to enhance them for improved effectiveness and efficiency among Social Studies teachers for improved job performance and the realization of educational goals and objectives. Finally, the findings of the study would throw more lights on the theories and practices of emotional intelligence by linking theory to practice, and contribute to the emotional intelligence discourse in contemporary times.

3. Theoretical Underpinning

The development of the concept of EI was conceived by Gardner (1983) in his writings which he discussed as multiple intelligences in his attempt to explain one's cognitive ability. However, the concept has gained worldwide acceptance outside the academic circles following the writings of Goleman (1995) who described EI as a range of attributes and skills that influence leadership and performance. Goleman's conception, however, triggered a scientific debate, providing the foundation and accounting for the endless flux and divide between ability and trait and mixed ability models and conceptions of EI. The ability model postulated by Salovey and Mayer (1990) describes EI as an ability to healthily reason with emotions to enlighten the thought process. In describing the ability model Mayer *et al.* (2016) identifies dimensions of ability model namely recognition of emotions, understanding emotions, managing emotions and utilising emotions.

Petrides and Furnham (2001), trait framework of emotional intelligence conceives the concept as the normal beliefs, experiences, and propensities of an individual with regard to their capacity to understand, express, and control their emotions in order to advance their own well-being and adaptability. Contrary to the ability model, the trait model of EI holds that EI is not a true intelligence and cannot be measured as an ability because emotions are inherently subjective (Petrides *et al.*, 2016). Likewise, Lea *et al.* (2018) explained that the trait of EI describes a constellation of emotional self-perceptions positioned at the lower levels of personality hierarchies and is believed to be situated inside personality frameworks. Similar to ability of EI, trait framework of EI is measured using self-report tools but is not without drawbacks. Some have suggested that the trait framework of EI is poorly defined and only represents an amalgamation of already existing personality constructs as a result of the multiple different conceptualizations of characteristics of emotional intelligence (Andrei *et al.*, 2016; Waterhouse, 2006). Due to the lack of psychometric robustness, trait-based model of EI has since received a great deal of criticism and skepticism (Barchard *et al.*, 2016; Brody, 2004). It has been discovered that results from trait EI assessments are too similar to those from well-known personality self-report measures, including the five-factor model of personality i.e., extraversion, neuroticism, openness, agreeableness, and conscientiousness; (Dimitrijevic *et al.*, 2018; Parker *et al.*, 2011). This implies that, the model is purposefully tailored towards measuring certain traits in teachers. However, Goleman (2019) argued that emotional intelligence is a combination of cognitive capacity and personality traits, and these two factors are crucial in determining job performance, hence, it is deficient in assessing other personality characteristics such as both ability and traits in teachers.

In line with the criticisms of against the ability and trait models of EI, this employed Bar-On (2007) mixed ability model of EI as theoretical foundation. The mixed model of emotional intelligence incorporates two major models of EI thus, trait and ability models of EI. The mixed ability model was originally introduced by Goleman (1998) and was further expanded by Bar-On (2007). Bar-On mixed model of EI consisted of five (5) composite scales: interpersonal relationship scale (with sub-scales: emotional self-awareness, assertiveness, independence, self-regard and self-actualization), intrapersonal relationship scale (with sub-scales: empathy, social responsibility, and interpersonal relationship), adaptability scale (with sub-scales: problem solving, reality testing, and flexibility), stress management scale (with sub-scales: stress tolerance and impulse control) and general mood (with sub-scales: happiness and optimism). The Bar-On (2007) mixed model of EI was considered because, it gives a complete picture of EI and how it could be assessed. Besides, it relates well to the Ghanaian context education setting; hence, the results would have implications for effective teaching and learning especially within the domain of Social Studies education.

4. Methodology

This study was anchored with the positivist paradigm. Specifically, it adopted the ontological stance of naïve realist, objectivist in terms of epistemology, beneficent in terms of axiology and quantitative methodology (Kivunja and Kuyini, 2017). Consistent with positivist paradigm this study utilized the cross-sectional descriptive survey design and the quantitative approach was followed in the conduct of this study. Through census sampling technique, 380 Social Studies teachers in public Senior High Schools in the Central Region of Ghana were sampled and participated in the study. However, 342 questionnaires were returned resulting in 83% return rate which is consistent with Dillman *et al.* (2014) suggestion of 70% response rate being adequate in surveys. Bar-On (2007), mixed ability model of EI was the main instrument used for the study. The instrument which was adopted and adapted had two main sections A and B. Section A collected information on the demographic variables such as sex, age, academic qualification and years of teaching experience. Section B contained items on emotional intelligence relating to interpersonal relationship, intrapersonal relationship, stress management, adaptability and general mood which was measured on 5-point Likert Scale from *not true of me to very often true of me*. Reliability coefficients of 0.87, 0.88, 0.87, 0.89 and 0.87 was realized for intrapersonal relationship, interpersonal relationship, stress management, general mood and adaptability which is consistent with the threshold of ≥0.7 being indicative of acceptable reliability (Collier, 2020; Verma and Abdel-Salam, 2019). With the aid of version 28 of Statistical Product for Service Solution (SPSS), descriptive statistics such as mean and frequency and inferential statistics such as the independent samples t-test and one-way between groups ANOVA were used to analyse the research question and the hypotheses. Assumptions underlying the use of inferential statistics such as normality of data and homogeneity of variance were all ensured in the study. The ethical procedures that were ensured included access, anonymity, confidentiality and informed consent.

5. Findings and Discussion

5.1. Demographic Characteristics of Participants

This section of the study examined the demographic characteristics of the Social Studies teachers. The distribution of the Social Studies teachers based their demographics such as sex, age, academic qualification and years of teaching experience was investigated, and the results are presented in Table 1.

Table-1. Demographic Characteristics of the Respondents

Variables	Dimensions	Frequency	Percent
Sex	Male	239	69.9
	Female	103	30.1
	Total	**342**	**100.0**
Age	20-29 Years	94	27.5
	30-39 Years	147	43.0
	40-49 Years	79	23.1
	50+Years	22	6.4
	Total	**342**	**100.0**
Academic Qualification	Bachelor's Degree	244	71.3
	Masters	98	28.7
	Total	**342**	**100.0**
Years of Teaching Experience	1-5 Years	110	32.2
	6-10 Years	106	31.0
	10+Years	126	36.8
	Total	**342**	**100.0**

Source: Fieldwork Data, (2024)

The demographic characteristics of the respondents are shown in Table 1. It could be seen from Table 1 more male teachers (n=239, 69.9%) than female teachers (n=103, 30.1%) participated in the study. The information also disclosed majority of the respondents were between 30-39 years (n=147, 43%) than those between 20-29 (n=94, 27.5%), 40-49 years (n=79, 23.1%), and 50 and above (n=22, 6.4%) years. The composition of the respondents based on academic qualification has shown that the proportion of those who were had bachelor's degree (n=244, 71.3%) were more than masters (n=98, 28.7%) holders respectively. The distribution of the respondents by years of teaching experience revealed that 126 representing 36.8% had spent 10+years teaching the subject, 110 (32.2%) had taught the subject for between 1-5years, whilst the remaining 106 representing (31.0%) have been teaching the subject for between 6-10years. The demographic compositions of the respondents were vital to the study in three folds. Firstly, they confirmed that data were collected from a sample with varied backgrounds which suggested that the data were rich and representative of the population. Secondly, the demographic characteristics were used as the basis of comparison of the respondents on the study variables. Finally, the demographic variables were used as basis for assessing their statistical differences with the nature of emotional intelligence.

5.2. Analysis of Research Question

5.2.1. What is the Level of Emotional Intelligence among Social Studies Teachers in Public Senior High Schools in the Central Region of Ghana?

This research question sought to examined the level of emotional intelligence among Social Studies teachers in the public Senior High Schools in the Central of Ghana. In this study, Social Studies teachers emotional intelligence focused on Bar-On (2007) model which consisted of five (5) composite scales: interpersonal scale (with sub-scales: emotional self-awareness, assertiveness, independence, self-regard and self-actualization), intrapersonal scale (with sub-scales: empathy, social responsibility, and interpersonal relationship), adaptability scale (with sub-scales: problem solving, reality testing, and flexibility), stress management scale (with sub-scales: stress tolerance and impulse control) and general mood (with sub-scales: happiness and optimism). Besides, the level of emotional intelligence was determined based on the recommendations by Leedy and Ormrod (2021) and Nunnally and Bernstein (1994) who proposed that on a 5-point Likert Scale, mean scores of between 1.00 to 2.00 suggest very low level, 2.01 to 3.00 is deemed low, 3.01 to 4.00 is rated high, and 4.01 to 5.00 is deemed very high level/response. The general level of Social Studies teachers' emotional intelligence is presented in Table 2.

It could be seen from the findings in Table 2 that the Social Studies teachers had varied levels of emotional intelligence relative to the indicators outlined in this study. Indeed, the findings show that the Social Studies teachers' emotional intelligence was rated very high for interpersonal relationship (M=4.33, SD=0.53), and intrapersonal relationship (M=4.08, SD=0.47). The findings again show that their emotional intelligence was rated high for stress management (M=3.90, SD=0.68), adaptability (M=3.79, SD=0.62), and general mood (M=3.31, SD=0.76) respectively. The findings further show that, the overall emotional intelligence yielded a mean of 3.95 with a standard deviation of 0.41 which was considered to be high. The subscales for interpersonal relationship indicated that, the Social Studies teacher practiced social responsibility more (M=4.46, SD=0.59) than social relationship (M=4.33, SD=0.65) and empathy (M=4.19, SD=0.69). For intrapersonal relationship, the findings showed that assertiveness was most prevalent among the Social Studies teachers (M=4.42, SD=0.55), followed by self-actualization (M=4.22, SD=0.62), emotional awareness (M=4.16, SD=0.75), independence (M=4.09, SD=0.65), and self-regard (M=3.66, SD=0.68) respectively. The findings further showed that, in relation to stress management, impulse control was dominant among the Social Studies teachers (M=4.11, SD=0.83) as compared to stress tolerance (M=3.69, SD=0.77), respectively. Moreover, the findings further reveal that problem solving was dominant (M=4.34, SD=0.62), followed by reality testing (M=3.39, SD=0.91) and flexibility (M=3.38, SD=1.00) under adaptability. For general mood, optimism was rated to be dominant among the Social Studies teachers (M=3.67, SD=0.76) as compared to happiness (M=2.94, SD=1.07). The findings on overall emotional intelligence suggest that Social Studies teachers had a high emotional intelligence in executing their jobs as put forward by Nunnally and Bernstein (1994). Moreover, it could be seen from Table 2 that all the mean scores feel within the range of ±3 signifying data variability and therefore point to the fact that the data were normally distributed. Therefore, we conclude that, the Social Studies teachers had a high emotional intelligence among all the emotional intelligence dimensions outlined in the study, though in varying levels.

Table-2. Descriptive Statistics on the Level of Teachers' Emotional Intelligence

Scales	Sub-Scales	Min.	Max.	Mean		Std. Dev.	Interpretation
		Statistic	Statistic	Statistic	Std. Error	Statistic	
Interpersonal Relationship	Social Responsibility	1	5	4.46	0.03	0.59	Very High
	Social Relationship	1	5	4.33	0.04	0.65	Very High
	Empathy	1	5	4.19	0.04	0.69	Very High
	SSM	*1*	*5*	*4.33*	*0.03*	*0.53*	*Very High*
Intrapersonal Relationship	Assertiveness	1	5	4.42	0.03	0.55	Very High
	Self-Actualisation	1	5	4.22	0.03	0.62	Very High
	Emotional Awareness	1	5	4.16	0.04	0.75	Very High
	Independence	1	5	4.09	0.04	0.65	Very High
	Self-Regard	1	5	3.66	0.04	0.68	High
	SSM	*1*	*5*	*4.08*	*0.03*	*0.47*	*Very High*
Stress Management	Impulse Control	1	5	4.11	0.05	0.83	Very High
	Stress Tolerance	1	5	3.69	0.04	0.77	High
	SSM	*1*	*5*	*3.90*	*0.04*	*0.68*	*High*
Adaptability	Problem Solving	1	5	4.34	0.03	0.62	Very High
	Reality Testing	1	5	3.39	0.05	0.91	High
	Flexibility	1	5	3.38	0.05	1.00	High
	SSM	*1*	*5*	*3.79*	*0.03*	*0.62*	*High*
General Mood	Optimism	1	5	3.67	0.04	0.76	High
	Happiness	1	5	2.94	0.06	1.07	Low
	SSM	*1*	*5*	*3.31*	*0.04*	*0.76*	*High*
Overall Emotional Intelligence		*1*	*5*	*3.95*	*0.02*	*0.41*	*High*

Source: Fieldwork Data, 2024
NB=342
NB: The higher the mean score, the higher the level of teachers' emotional intelligence in the execution of that scale/subscales of emotional intelligence.

5.3. Test of Study's Hypotheses

5.3.1. Hypothesis 1

H_{O1}:Gender of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

To investigate how gender influenced the views of Social Studies teachers in public Senior High School in the Central Region, the independent samples t-test was used and the descriptive information and results from the independent samples-test have been presented in Table 3.

Table-3. Independent Samples t-test Results for Gender and Emotional Intelligence

Indicators of Emotional Intelligence	Sex	Mean	Std. Dev.	T	df	Sig. (2-tailed)
Interpersonal Relationship	Male	4.34	0.53	0.527	340	0.599
	Female	4.31	0.53			
Intrapersonal Relationship	Male	4.09	0.48	0.557	340	0.578
	Female	4.06	0.45			
Stress Management	Male	3.95	0.66	2.015	340	0.045
	Female	3.79	0.69			
General Mood	Male	3.27	0.76	-1.435	340	0.152
	Female	3.40	0.76			
Adaptability	Male	3.76	0.64	-1.235	340	0.218
	Female	3.85	0.58			
Overall Emotional Intelligence	Male	3.95	0.42	0.108	340	0.914
	Female	3.94	0.40			

Source: Fieldwork Data, 2024

The results in Table 3 have unveiled that male Social Studies teachers recorded higher than their female counterparts in most of the indicators of emotional intelligence. Indeed, male Social Studies teachers recorded higher (M=4.34, SD=0.53) than their female counterparts (M=4.31, SD=0.53) on interpersonal relationship; male Social Studies teachers scored higher (M=4.09, SD=0.48) than their female colleagues (M=4.06, SD=0.45) on intrapersonal relationship; male Social Studies teachers rated higher (M=3.95, SD=0.66) than their female counterpart (M=3.79, SD=0.69) on stress management; and females Social Studies teachers scored higher (M=3.40, SD=0.76) than their male colleagues on (M=3.40, SD=0.76) on general mode. Furthermore, it could also be seen that female Social Studies teachers scored higher (M=3.85, SD=0.58) than their male colleagues (M=3.76, SD=0.64) on adaptability. On the overall emotional intelligence, male Social Studies teachers slightly rated themselves higher (M=3.95, SD=0.42) than their female colleagues (M=3.94, SD=0.40).

Additionally, the results from the independent samples t-test has shown in Table 3 that except for stress management where differences in the means was statistically significant [t (340) =2.015, p=0.045, 2-tailed], there were no statistically significant differences in the means for interpersonal relationship [t (340) =0.527, p=0.599, 2-tailed], intrapersonal relationship [t (340) =0.577, p=0.578, 2-tailed], general mood [t (340) =-1.435, p=0.152, 2-tailed], adaptability [t (340) =-1.235, p=0.218, 2-tailed], and the overall emotional intelligence [t (340) =0.108, p=0.914, 2-tailed] at 0.05 alpha level due to gender. It could be inferred from the results that gender did not statistically significantly influence emotional intelligence among Social Studies teachers in the public Senior High Schools in the Central Region of Ghana. The results suggest that the male and female Social Studies teachers hold similar views on the level of their emotional intelligence. Hence, the null hypothesis that Senior High School Social Studies teachers' gender will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana was supported and the alternate hypothesis was not supported.

5.3.2. Hypothesis 2

H_{O2}:Age of Senior High School Social Studies teachers' will not statisticallysignificantly account for differences in their emotional intelligence in the Central Region of Ghana.

The study examined the influence that age had on the perception of Social Studies teachers on their emotional intelligence, but first a discussion of the differences in means for the various indicators of emotional intelligence is presented in Table 4.

Table-4. Mean, Standard Deviation and ANOVA Results for Age and Emotional Intelligence

Indicators of Emotional Intelligence	Years in Range	Mean	Std. Dev
Interpersonal Relationship	20-29 Years	4.20	0.522
	30-39 Years	4.41	0.511
	40-49 Years	4.31	0.572
	50+Years	4.37	0.476
	Total	**4.33**	**0.531**
Intrapersonal Relationship	20-29 Years	4.27	0.662
	30-39 Years	4.40	0.623
	40-49 Years	4.30	0.734
	50+Years	4.24	0.414
	Total	**4.33**	**0.651**
Stress Management	20-29 Years	3.77	0.662
	30-39 Years	4.00	0.632
	40-49 Years	3.86	0.695
	50+Years	3.92	0.856
	Total	**3.90**	**0.675**
General Mood	20-29 Years	3.26	0.711
	30-39 Years	3.41	0.822
	40-49 Years	3.10	0.650
	50+Years	3.61	0.716
	Total	**3.31**	**0.759**
Adaptability	20-29 Years	3.70	0.614
	30-39 Years	3.86	0.650
	40-49 Years	3.75	0.562
	50+Years	3.86	0.666
	Total	**3.79**	**0.623**
Overall Emotional Intelligence	20-29 Years	3.85	0.420
	30-39 Years	4.02	0.433
	40-49 Years	3.91	0.310
	50+Years	4.00	0.476
	Total	**3.95**	**0.412**

Source: Fieldwork Data, (2024)

It could be observed from Table 4 that Social Studies teachers who were between the age of 30-39years recorded highest mean (M=4.41, SD=0.51) than those who were 50+years (M=4.37, SD=0.47), 40-49years (M=4.31, SD=0.57), and 20-29years (M=4.20, SD=0.52) for interpersonal relationship whilst those between 30-39years rated greatest (M=4.40, SD=0.63) than those within 40-49years (M=4.30, SD=0.73), 20-29years (M=4.27, SD=0.0.62), and 50+years (M=4.24, SD=0.41) for intrapersonal relationship. The results indicated that those within the age bracket of 30-39years scored highest mean (M=4.00, SD=0.69) than those within 50+years (M=3.90, SD=0.85), 40-49years (M=3.86, SD=0.69) and 20-29years (M=3.77, SD=0.66), for stress management. On general mood, Social Studies teachers who were 50+years rated highest (M=3.61, SD=0.71), than those who were between 30-39years (M=3.41, SD=0.82), 20-29years (M=3.26, SD=0.71) and 40-49years (M=3.10, SD=0.65). Similarly, teachers within the age bracket of 51+years rated greatest (M=3.86, SD=0.66) than those within 30-39years (M=3.86, SD=0.65), 40-45years (M=3.75, SD=0.56) and 20-29years (M=3.70, SD=0.61) for adaptability, while Social Studies teachers within the age bracket of 30-39years rated highest (M=4.02, SD=0.43), than those who are 50+years (M=4.00, SD=0.47), 40-49years (M=3.91, SD=0.31), and 20-29years (M=3.85, SD=0.42) for the overall emotional intelligence. The results have suggested that age of Social Studies teachers did account for differences, however, to test if the differences were statistically significant, one-way between groups ANOVA was used and the results are presented in Table 5.

Table-5. One-way Between Groups ANOVA Results for Age and Emotional Intelligence

Age and Emotional Intelligence		Sum of Squares	df	Mean Square	F	Sig.
Interpersonal Relationship	Between Groups	2.566	3	0.855	3.087	0.027
	Within Groups	93.675	338	0.277		
	Total	**96.242**	**341**			
Intrapersonal Relationship	Between Groups	1.404	3	0.468	1.105	0.347
	Within Groups	143.152	338	0.424		
	Total	**144.555**	**341**			
Stress Management	Between Groups	3.202	3	1.067	2.370	0.040
	Within Groups	152.240	338	0.450		
	Total	**155.442**	**341**			
General Mood	Between Groups	7.156	3	2.385	4.257	0.006
	Within Groups	189.383	338	0.560		
	Total	**196.539**	**341**			
Adaptability	Between Groups	1.642	3	0.547	1.416	0.238
	Within Groups	130.612	338	0.386		
	Total	**132.254**	**341**			
Overall Emotional Intelligence	Between Groups	1.907	3	0.636	3.831	0.010
	Within Groups	56.077	338	0.166		
	Total	**57.983**	**341**			

Source: Fieldwork Data, (2024)

A one-way between group ANOVA results in Table 5 have disclosed that apart from intrapersonal relationship [$F_{(3, 338)}= 1.105$, p=0.347] and adaptability [$F_{(3, 338)}= 1.416$, p=0.238], where there were no statistically significant differences in the means, there were statistically significant differences in the means for interpersonal [$F_{(3, 338)}= 3087$, p=0.027], stress management [$F_{(3, 338)}= 2.370$, p=0.040], general mood [$F_{(3, 338)}= 4.257$, p=0.006] as well as the overall emotional intelligence [$F_{(3, 338)}= 3.831$, p=0.010] at 0.05 alpha level due to age. Therefore, the null hypothesis that Senior High School Social Studies teachers' age will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana was not supported and the alternate hypothesis was supported. A post hoc analysis using Tukey HSD test reveal that for interpersonal relationship, Social Studies teachers who were between 30-39years years' rated significantly higher (M=4.41, SD=0.51) than those who were 50+years (M=4.37, SD=0.47), 40-49years (M=4.31, SD=0.57) and 20-29years (M=4.20, SD=0.52). For stress management, Social Studies teachers who were between 30-39years recorded significantly higher (M=4.00, SD=0.63) than those who were 50+years (M=3.92, SD=0.85), 40-49 (M=3.86, SD=0.69), and 20-29years (M=3.77, SD=0.66) while in the case of general mood, Social Studies teachers who were 50+years recorded significantly higher (M=3.61, SD=0.71), than those between 30-39years (M=3.41, SD=0.82), 20-29 years (M=3.26, SD=0.0.71), and between 40-49years (M=3.10, SD=0.65). Finally, on the overall emotional intelligence, Social Studies teachers who were between 30-39 years recorded significantly higher (M=4.02, SD=0.43) than those who were 50+years (M=4.00, SD=0.47), 40-49 years (M=3.91, SD=0.0.31), and those between 20-29 years (M=3.85, SD=0.42). The results have suggested that age of Social Studies teachers did significantly influence the perception of the nature of their emotional intelligence.

5.3.3. Hypothesis 3

H$_{O3}$:Academic Qualification of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

The goal of this hypothesis was to test the extent to which academic qualification of Social Studies teachers influence their level of emotional intelligence, the descriptive statistics information using mean and standard deviation as well as independent samples t-test are presented in Table 6.

Table-6. T-test Results for Academic Qualification and Emotional Intelligence

Indicators of Emotional Intelligence	Academic Qualification	Mean	Std. Dev.	t	df	Sig. (2-tailed)
Interpersonal Relationship	Bachelor's Degree	4.35	0.51	1.291	340	0.198
	Master's Degree	4.27	0.58			
Intrapersonal Relationship	Bachelor's Degree	4.08	0.48	0.263	340	0.793
	Master's Degree	4.07	0.44			
Stress Management	Bachelor's Degree	3.89	0.70	-0.473	340	0.637
	Master's Degree	3.93	0.61			
General Mood	Bachelor's Degree	3.36	0.78	1.828	340	0.068
	Master's Degree	3.19	0.70			
Adaptability	Bachelor's Degree	3.81	0.64	1.086	340	0.278
	Master's Degree	3.73	0.59			
Overall Emotional Intelligence	Bachelor's Degree	3.96	0.43	1.095	340	0.274
	Master's Degree	3.91	0.35			

Source: Fieldwork Data, (2024)

Reviewing Table 6 has disclosed that for interpersonal relationship, Social Studies teachers with bachelor's degree recorded higher mean (M=4.35, SD=0.51) than their colleagues with master's degree (M=4.27, SD=0.58). Similarly, Social Studies teachers with bachelor's degree recorded higher mean (M=4.08, SD=0.48) than their counterparts with masters' degree (M=4.07, SD=0.44) for intrapersonal relationship, while master's holders recorded higher mean (M=3.93, SD=0.0.61) than those with bachelors' degree (M=3.89, SD=0.70) for stress management. Concerning on general mood, Social Studies teachers with bachelor's degree had higher mean (M=3.36, SD=0.78) than those with master's degree (M=3.19, SD=0.70) whereas bachelor's degree holders recorded greater mean (M=3.81, SD=0.64) than their colleagues who were master's degree holders (M=3.73, SD=0.59) in adaptability. Regarding their overall emotional intelligence, Social Studies teachers with bachelor's degree had higher mean (M=3.96, SD=0.43) than their counterparts who had masters' degree (M=3.91, SD=0.35).

The results from the independent samples t-test reveals that the differences in the means for interpersonal relationship [t (340) =1.291, p=0.198, 2-tailed], intrapersonal relationship [t (340) =0.263, p=0.793, 2-tailed], stress management [t (340) =-0.473, p=0.637, 2-tailed], general mood [t (340) =1.828, p=0.068, 2-tailed], adaptability [t (340) =1.086, p=0.278, 2-tailed], as well as the overall emotional intelligence [t (340) =1.095, p=0.274, 2-tailed], were statistically insignificant at 0.05 alpha level due to academic qualification. These results confirm that academic qualification does not influence the perception of Social Studies teachers on their level of emotional intelligence in the public Senior High Schools in the Central Region of Ghana. Hence, the null hypothesis that stated Senior High School Social Studies teachers' academic qualification will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana is supported and the alternate was not supported.

5.3.4. Hypothesis 4

H$_{O4}$:Years of work experience of Senior High School Social Studies teachers' will not statistically significantly account for differences in their emotional intelligence in the Central Region of Ghana.

The aim of this hypothesis was to test if years of teaching of the Social Studies teachers would statistically significantly influence their emotional intelligence, but, first the differences in the means relative to the various indicators of emotional intelligence was checked, and the results are presented in Table 7.

Table-7. Descriptive Statistics Results for Years of Teaching Experience and Emotional Intelligence

Indicators of Emotional Intelligence	Years of Experience	Mean	Std. Deviation
Interpersonal Relationship	1-5 Years	4.32	0.56
	6-10 Years	4.18	0.53
	10+Years	4.46	0.47
	Total	**4.33**	**0.53**
Intrapersonal Relationship	1-5 Years	4.02	0.55
	6-10 Years	4.02	0.43
	10+Years	4.18	0.42
	Total	**4.08**	**0.47**
Stress Management	1-5 Years	3.81	0.67
	6-10 Years	3.80	0.69
	10+Years	4.06	0.64
	Total	**3.90**	**0.68**
General Mood	1-5 Years	3.21	0.64
	6-10 Years	3.42	0.79
	10+Years	3.30	0.82
	Total	**3.31**	**0.76**
Adaptability	1-5 Years	3.75	0.58
	6-10 Years	3.78	0.66
	10+Years	3.83	0.63
	Total	**3.79**	**0.62**
Overall Emotional Intelligence	1-5 Years	3.89	0.44
	6-10 Years	3.90	0.39
	10+Years	4.04	0.40
	Total	**3.95**	**0.41**

Source: Fieldwork Data, (2024)

It could be observed from the results in Table 7 that Social Studies teachers who had spent 10years+ rated highest (M=4.46, SD=0.47) than those who were between 1-5years (M=4.32, SD=0.56), and those between 6-10years (M=4.18, SD=0.53) on interpersonal relationship. Regarding intrapersonal relationship, Social Studies teachers with 10+years of teaching experience ranked highest (M=4.18, SD=0.42) than those with between 6-10years (M=4.02, SD=0.43), and those with between 1-5years teaching experience (M=4.02, SD=0.55). The results have also indicated that Social Studies teachers with 10+years of teaching experience recorded highest mean (M=4.06, SD=0.64) than those with between 1-5years teaching experience (M=3.81, SD=0.67), and those between 6-10years of teaching experience (M=3.80, SD=0.69) in relation to stress management. Concerning years of teaching experience and Social Studies teachers and general mood as an indicator of emotional intelligence revealed that

those with between 6-10years experience recorded highest mean (M=3.42, SD=0.79) than those with 10+years (M=3.30, SD=0.82), and those with between 1-5years of experience (M=3.21, SD=0.64). The results further reveal that Social Studies teachers with 10+years rated highest (M=3.83, SD=0.63) than those who had between 6-10years (M=3.78, SD=0.66) and those with between 1-5years (M=3.75, SD=0.58) on adaptability while those with 10+years of teaching experience rated highest (M=4.04, SD=0.40) than those with between 6-10years (M=3.90, SD=0.39) and 1-5years (M=3.89, SD=0.44) respectively on the overall emotional intelligence. A one-way between groups ANOVA test was carried out to check if the differences were statistically significant and the results in Table 8.

Table-8. One-way Between Groups ANOVA Results for Years of Experience and Emotional Intelligence

Years of Experience and Emotional Intelligence		Sum of Squares	df	Mean Square	F	Sig.
Interpersonal Relationship	Between Groups	4.367	2	2.183	8.057	0.000
	Within Groups	91.875	339	0.271		
	Total	**96.242**	**341**			
Intrapersonal Relationship	Between Groups	1.944	2	0.972	4.452	0.012
	Within Groups	74.012	339	0.218		
	Total	**75.956**	**341**			
Stress Management	Between Groups	5.106	2	2.553	5.757	0.003
	Within Groups	150.336	339	0.443		
	Total	**155.442**	**341**			
General Mood	Between Groups	2.330	2	1.165	2.033	0.133
	Within Groups	194.209	339	0.573		
	Total	**196.539**	**341**			
Adaptability	Between Groups	.416	2	0.208	0.534	0.587
	Within Groups	131.839	339	0.389		
	Total	**132.254**	**341**			
Overall Emotional Intelligence	Between Groups	1.571	2	0.786	4.720	0.010
	Within Groups	56.412	339	0.166		
	Total	**57.983**	**341**			

Source: Fieldwork Data, 2024

The results in Table 8 discovered that with the exception of general mood [F(2, 339)=2.033, p=0.133], and adaptability [F(2, 339)=0.534, p=0.589], where there were no statistically significant differences in the means, there were statistically significant differences in the means for interpersonal relationship [F(2, 339)=8.057, p=0.000], intrapersonal relationship [F(2, 339)=4.452, p=0.012], stress management [F(2, 339)=5.757, p=0.003] as well as the overall emotional intelligence [F(2, 339)=4.720, p=0.010] at 0.05 alpha level due to years of teaching experience. Nevertheless, post hoc analyses test using Tukey HSD test revealed that for interpersonal relationship, Social Studies teachers who had 10+ years' experience rated significantly higher (M=4.46, SD=0.47) than those between 1-5 years (M=4.32, SD=0.56) and 6-10 years (M=4.18, SD=0.53). For intrapersonal relationship, Social Studies teachers who had 10+ years' experience recorded significantly higher (M=4.18, SD=0.42) than those between 6-5 years (M=4.02, SD=55) and 10+years (M=4.02, SD=0.3) while in the case of stress management, Social Studies teachers who had spent 10+years recorded significantly higher (M=2.85, SD=.15) than those who had spent 1-5years (M=3.81, SD=0.67) and between 6-10 years (M=3.80, SD=0.69). Based on these results, it could be concluded that years of teaching experience is a determinant in assessing the perception of Social Studies teachers in public Senior High Schools in the Central Region of Ghana.

6. Discussion of the Results

The aim of the main research question was to determine the level of emotional intelligence among Social Studies teachers in the public senior high schools in the Central Region of Ghana. In this study, teacher emotional intelligence was operationalised as the ability of Social Studies to identify and manage their emotions as well as the emotions of others which was categorised under five main indicators such as interpersonal relationship, intrapersonal relationship, stress management, adaptability as well as general mood. The findings revealed that, generally the level of emotional intelligence among Social Studies teachers was high (M=3.95, SD=0.02). Additionally, findings for the various indicators of emotional intelligence show that the Social Studies emotional intelligence was rated very high for interpersonal relationship, and intrapersonal relationship. The findings again show that their emotional intelligence was rated high for stress management, adaptability and general mood respectively. The general level of emotional intelligence as well as all its dimensions were interpreted between high and very high. Similar findings were found in a study conducted by Arteaga-Cedeño et al. (2022) in Ecuador, Angayarkanni (2021) in India as well as Stami et al. (2018) in Australia where the general level of emotional intelligence among teachers was rated as very high. Nevertheless, the findings of this study do not resonate with the findings of previous studies in Ghana by Dampson (2021), Agbelie and Aliyu (2022), and Pakistan by Lahore and Nazly (2021) where it was established that the levels of teacher emotional intelligence was low. The findings of these researchers further revealed that the teachers' professional knowledge and skills were rated as high while their professional practice was assessed as low.

Additionally, the findings of this study contradict (Akturk and Ozturk, 2019) findings in Turkey where it was established that, the teachers' overall knowledge as well as their teaching knowledge was high. The implication of the results in this research question resonates with the position of Arteaga-Cedeño et al. (2022), that the dangers of low EI among teachers include loss of working hours as a result of unpleasant circumstances and situations, low job performance and commitment as well as increase in attrition and turnover intentions. This implies that teachers with high level of emotional intelligence boosts their job performance whereas low or weak level of emotional intelligence represses teachers job performance. Therefore, it is pertinent that the level of emotional intelligence among teachers are continually tracked from context and subject specific context. The findings suggest that teachers from various countries are keen in developing their competences through emotional intelligence which has implications for their effectiveness and their job performance.

In view of this, Houston (2021) argue that emotional intelligence of teachers is critical in promoting the capacity of teachers to experience, understand, and successfully apply emotion as the source of human energy, information, communication, and influence. We contend that the high level of emotional intelligence among the teachers indicates that the promotion of teacher professionalism and effectiveness takes centre stage in many countries. This validates efforts of countries like Ghana which has developed national teacher standards to guide teacher professionalism efforts and enhance teacher proficiencies as well as calls for seminars and workshops in emotional intelligence related matters (Dampson, 2021; National Teaching Council, 2020; Zakaria et al., 2021). This is in line with contemporary developments where extensive efforts are made by professional authorities and education regulators across the globe to improve teacher emotional intelligence, set professional standards for teachers within the teaching profession (Ginja and Chen, 2020; Wu et al., 2019). The findings of several studies suggest that teacher emotional intelligence, quality and effectiveness are improved in countries where there are specific requirements for teachers that serve as benchmarks for evaluating their qualifications for certification and licensure. This justifies the national teacher standards for pre-tertiary educators' inclusion in Ghana's 2019 education reforms as a means of directing teacher effectiveness and quality.

Literature documents the significant dimensions of emotional intelligence for teachers. Hinds (2017), observes that the various components or dimensions of emotional intelligence aid teachers to a very deep understanding of their own strengths, weakness, needs, desires and emotions, thus, this element of their emotional intelligence makes them to do make an honest appraisal for themselves. This is fundamentally crucial owing to the fact that the teacher's job continues to be challenges because of the numerous stressors they encounter such as student discipline, heavy workload among others which tend to create emotional and psychological distress (Carroll et al., 2022; Mukwamu, 2019; Sindhya, 2022; Velle, 2020). Hence, emotionally intelligent as teacher is crucial in making decisions related to managing stress, lesson planning, classroom teaching, monitoring and assessment, and classroom management which are essential for effective instruction and learning success (Zakaria et al., 2021).

Essentially, the choices that teachers make in their teaching processes are underpinned by their emotions. Therefore, we surmise that high level of teachers' emotional intelligence is likely to lead to good decisions on classroom management, student engagement as well as instructional matters that enhance effecting the job performance of teachers, teaching and learning as well as students' learning outcomes. To sustain this, Dampson (2021) call for educational institutions and education stakeholders to focus on improving the emotional intelligence prowess of teachers through interventions such as seminars, symposiums and training programmes as well as training programmes that would enhance the emotional intelligence of pre-service teachers in training institutions. This call has implications for enhancing teacher emotional intelligence where both in-service teachers and pre-service teachers need to update their emotional intelligence prowess so as to improve on their job performance and students' learning outcomes.

The hypothesis in this study sought to investigate whether demographic characteristics (gender, age, academic qualification and work experience) of Social Studies teachers statistically significantly influence or accounted statistical differences on their perception of the level of emotional intelligence. In terms of the influence of gender on the EI of Social Studies teachers, the findings of the study revealed that except for stress management where differences in the means was statistically significant [t (340) =2.015, p=0.045, 2-tailed], the findings again disclosed that there were no statistically significant differences in the means for interpersonal relationship, intrapersonal relationship, general mood, adaptability, and the overall EI at 0.05 alpha level. This finding suggest that the gender of Social Studies teachers did not account for any statistical influence on the perception of their level of EI. Hence, this study supported the null hypothesis while the alternate hypothesis was not supported. The findings of this study corroborate the findings in previous studies in India Karthikeyan and Lalwani (2019); Sharma and Siddiqui (2018), Malaysia Yoke and Panatik (2016), Turkey (Çetin and Karakaş, 2021; Ergin et al., 2022), Sri Lanka Jayakody and Dharmasiri (2017) and Ghana (Butakor et al., 2021) where gender of teachers did not statistically significantly influence the emotional intelligence of teachers. Nevertheless, the findings of this study contradict the findings from previous studies in Australia Stami et al. (2018), India Pooja and Kumar (2016) and in Ghana Dampson (2021) where it was discovered that gender statistically significantly influence the emotional intelligence of teachers. In the light of the finding, study failed to accept the alternate hypothesis, hence, the null hypothesis was accepted.

In terms of the influence of age on the level of Social Studies teachers level of EI, the findings disclosed apart from intrapersonal relationship and adaptability, where there were no statistically significant differences. However, there were statistically significant differences for interpersonal, stress management, general mood as well as the overall EI due to age. Hence, it was concluded that age statistically significantly influenced Social Studies teachers perception on their level of EI. This finding corroborates previous findings in China Chen et al. (2015), Iran Jorfi et al. (2011) and in Ghana Dampson (2021) where age statistically significantly influenced teachers perception on their

level of EI. Yet the findings of this study conflicts evidence from previous studies in Iran (Nikoopour and Esfandiari, 2017; Rastegar and Memarpour, 2009) Turkey Birol *et al.* (2019) where it was discovered that age did not account for statistical significance difference in the perception of EI among teachers in these respective countries.

The finding in relation to how academic qualification influence the perception of Social Studies on the level of their EI disclosed that the differences in the means for interpersonal relationship, intrapersonal relationship, stress management, general mood, adaptability, as well as the overall EI were statistically insignificant at 0.05 alpha level due to academic qualification. These results confirmed that academic qualification did not influence the perception of Social Studies teachers on their level of EI in the public Senior High Schools in the Central Region of Ghana. This finding concurs with previous studies in Turkey Birol *et al.* (2019), Sri Lanka Jayakody and Dharmasiri (2017), India Karthikeyan and Lalwani (2019) and Ghana Dampson (2021) where academic qualification did not influence the emotional intelligence. Conversely, the finding of this study conflict with Angayarkanni (2021) findings in India where academic qualification influenced the level of EI in India. The findings of this study imply that the academic qualification of teachers does not matter in the discussion of ways and interventions that could be deployed to improve and sustain the level of teachers' EI.

In relation to the influence of years of teaching experience on the level of emotional intelligence among Social Studies teachers, the findings of the study showed that with the exception of general mood, and adaptability, where there were no statistically significant differences in the means, there were statistically significant differences in the means for interpersonal relationship, intrapersonal relationship, stress management as well as the overall EI due to years of teaching experience. Hence, this study concluded that years of teaching experience statistically significantly influenced the level of EI among Social Studies teachers in the public Senior High Schools in the Central Region of Ghana. This finding corroborates the findings of previous studies in India (Jorfi *et al.*, 2011; Shukla and Srivastava, 2016) where years of teaching experience statistically significantly influenced the level of EI among teachers. Nevertheless, the finding of this study disagrees with findings of previous studies in Dubai Sergio *et al.* (2015), Malaysia Yoke and Panatik (2016), and Turkey Birol *et al.* (2019) where years of teaching experience did not statistically significantly influence EI.

7. Conclusions and Recommendations

Triggered by growing controversies among extant researchers and education practitioners on the importance of emotional intelligence in teacher effectiveness, this study has gathered ample evidence to ascertain the level of emotional intelligence among Social Studies teachers and how their demographic characteristics (sex, age, academic qualification and years of teaching experience) determine their level of emotional intelligence. The findings of this study also revealed that the Social Studies teachers' level of emotional intelligence as well as the level of each indicator of emotional intelligence in terms of interpersonal relationship, intrapersonal relationship, stress management, general mood and adaptability was very high. Therefore, this study concludes that the Social Studies teachers were emotionally well equipped to discharge their instructional tasks effectually. Having high emotional intelligence as expressed in the various indicators by the teachers implies that they can better manage their emotions and that of their learners, build better relationships with their learners, and able to manage their frustrations, anxieties and difficulties during their instructional practices and delivery as well as teaching and learning of Social Studies is concern. Being efficacious in adapting to stressful circumstances and stress management imply that teachers are able to deal with various sources of stress at in and out of school, teachers with high emotional intelligence use more positive, well-adapted coping strategies, making them more effective and satisfied with their work. Based on the findings that Social Studies teachers recorded very high levels in the indicators of emotional intelligence, this study recommends that Ghana Education Service through the Central Regional and District Directorates of Education to devise training programmes and interventions that have the potential of sustaining the high levels of emotional intelligence to improve their effectiveness in the teaching and learning of Social Studies within the context of Senior High Schools in the Central Region of Ghana.

Additionally, the findings pointed out that the Social Studies teachers possessed adequate intelligence emotionally to arrest the emotions of students which have potential to mar their learning and is often ignored in many today's classroom. In essence, the Social Studies teachers were of high emotional intelligence which would translate in making them effective by understanding their students' emotional states as well as the underlying causes of their behavior. Additionally, demographic variables like years of teaching experience and age of Social Studies teachers statistically significantly influenced their emotional intelligence. This suggests that these demographic characteristics of Social Studies teachers is crucial in the discussion of their level of emotional intelligence and as such attention should be paid to these (age and years of teaching experience) demographic characteristics so as to improve their emotional intelligence. In conclusion, it is expected that the level of the teachers' emotional intelligence was adequate to impact their job performance as well as learning outcomes in Social Studies instruction.

7.1. Research Implications and Suggestions for Further Studies

This study has provided contextual knowledge in the field of emotional intelligence within the undergraduate context, as most studies in Ghana and beyond have concentrated on Basic and Senior High School levels. The findings of the study imply that the Social Studies teachers are emotionally equipped and competent in dealing with their negative emotions that impede their effectiveness as well as emotions and difficulties that students encounter and pose a challenge to their learning. The implication in this context is that teachers must become sensitive to the intellectual differences among students. They should relate well and respect the diversity among students, and welcome their diversity as opportunity for creating a conducive learning environment where the diversity among

students can inure to their advantage. Logically, the Social Studies teachers are expected to surmount challenges that emerge in the teacher knowledge and beliefs model whose central idea is what teachers feel and belief relative to their practice. The findings that the emotional intelligence of Social Studies teachers being contingent on their age and years of teaching suggest that attention should be directed to these variables if we desire to improve Social Studies teachers' level of emotional intelligence. Therefore, it is proposed that the study be conducted throughout the country to determine the level of emotional intelligence among not only Social Studies teachers as well as how their variables influenced their level of emotional intelligence. This we believe would aid in the development and a discussion on a national strategy so as to uncover the level of emotional intelligence for improved teachers' effectiveness to achieve educational goals and objectives.

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