UNIVERSITY OF CAPE COAST

INFLUENCE OF EMOTIONAL INTELLIGENCE ON ECONOMICS TEACHERS' SELF-EFFICACY: THE MODERATING ROLE OF BACKGROUND CHARACTERISTICS

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2023

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BY

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Thesis submitted to the Department of Business and Social Sciences Education of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of a Master of Philosophy degree in Economics Education

APRIL 2023

DECLARATION

Candidate's Declaration

I hereby declare that this is the result of my original research and that no part of it has been presented for another degree at this university or elsewhere.

Candidate's Signature ……..…….. Date …….

Name: Doris Dziedzorm Agbo

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised following the guidelines on supervision of the thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature …….. Date ……..

Name: Dr. Bernard Yaw Sekyi Acquah

ABSTRACT

While emotional intelligence and self-efficacy are essential for teachers, there is a dearth of studies regarding Economic teachers at senior high schools in Ghana. The study examined the influence of Emotional intelligence and Self-Efficacy on Economic teachers in Senior High Schools. A quantitative research approach embedded with a descriptive survey design was employed. A multi-state sampling and census method was used to select 138 Economic teachers from the sixteen regions from Northern, Southern and Middle zones. The Smart PLS software was used to estimate models with data obtained using basic PLS-SEM, weighted PLS-SEM (WLPS), consistent PLS-SEM (PLSc-SEM), and total scores regression methods for the research. The study's findings revealed that background characteristics, such as marital status, gender, and length of service or experience, were predictive of the emotional intelligence of the teachers in the schools in Ghana. The study established that the demographic variables, i.e., marital status, gender and length of service or experience, significantly positively impacted the teachers' self-efficacy in the schools sampled. In addition, the results revealed that emotional intelligence significantly predicted teachers' self-efficacy in Ghana's senior high schools. The findings declined the postulation by showing that the background features of the teachers did not moderate the impact of Emotional Intelligence on Self-Efficacy. The study recommends that the Ministry of Education and the Ghana Education Service should put up measures to develop the emotional intelligence of the teachers in senior high schools in Ghana.

ACKNOWLEDGEMENTS

My gratitude and thanks to the Almighty God for his constant care, love, and kindness are beyond words. Dr. Bernard Yaw Sekyi Acquah, my supervisor from the Department of Business and Social Sciences Education, was an invaluable resource who provided insightful criticism, productive conversation, prompt feedback, unwavering support, and much hard work that allowed me to complete this project. I appreciate your kindness a great deal.

I will want to give special thanks to the people listed below. Mr Eugene K. Hesse, Registrar, School of Graduate Studies and my friend Maxwell Adu Sarpong for your kind heart and assistance.

I owe a debt of gratitude to the staff of the schools involved in the research. Their identities will remain undisclosed, but please accept my sincere appreciation for all they have done.

In conclusion, it would take me a lifetime to thank everyone individually, but I hope you all understand how much you are valued.

DEDICATION

To my father's (Augustine Wilson Agbo Korkordi) memory and my mother,

Martha Tsuiatorfe

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Overview

The chapter is organised under the following sub-headings: Background to the Study, Problem Statement, Purpose of the Study, Research Questions, Significance of the Study**,** Delimitations, Limitations, Organization of the Study and the summary.

Background to the Study

Education aims to provide an environment where students can actively develop their potential for religious-spiritual power, self-control, personality, intelligence, noble character, and abilities needed by themselves, society, the nation, and the State (Gaol & Sitepu, 2020). The definition seems to portray an emotional aspect of humans; one may therefore research into other non-cognitive aspect of humans which may include emotional intelligence. Emotional intelligence and other factors account for 80 percent of the variance in "Performance Achievement," according to Winardi, Prentice and Weaven (2022, p.18). According to Akhtar, Ibrahim, Riaz, and Hussain (2015) emotional intelligence may also impact an organisation's culture. When individuals interact in an organisation, they create a social phenomenon known as organisational culture. Because emotional intelligence is a framework for attaining corporate goals, the necessity of emotional intelligence is presented in this situation to allow the organisation to establish an organisational culture. Day (2019) found that organisational culture can help educators perform better.

Out of employers' requirements, prominent among them is experience, which mostly renders most fresh graduates unqualified for most advertised jobs

because for someone to perform well at their job, the person must be experienced (Burning Glass Technologies, 2014). The prevalence of experience as a primary criterion for professional success, particularly in leadership roles across diverse organizational contexts, is a widely acknowledged phenomenon (Bhargava & Anbazhagan, 2014). In the current landscape of complex business environments, employee performance efficacy and efficiency are critical factors in the realization of organizational objectives and the maintenance of competitive advantage in an increasingly saturated market (Yilmaz, 2015). This emphasis on experience and performance underscores the intricate relationship between human capital development and organizational success in contemporary business practices.

The correlation between job-specific experience and enhanced performance over time is a well-established concept in organizational psychology (Obadiah, 2018). This principle extends to the education sector, where work experience is posited to play a crucial role in teaching efficacy. Obadiah (2018) postulates that accumulated work experience has the potential to incrementally improve job performance. In the context of education, Rice (2010) observes that teachers' professional experience can lead to augmented knowledge, skills, productivity, and comprehension of pedagogical practices. Educators occupy a position of significant societal influence due to their multifaceted responsibilities. The teacher's role encompasses a range of complex tasks, including curriculum planning, resource organization, environmental optimization for learning efficiency, student progress monitoring, and anticipation of potential learning obstacles (Darling-Hammond, 2000). Effective classroom management, a cornerstone of

successful teaching, necessitates clear and unambiguous communication from the educator to their students (Gujjar & Choudhry, 2009). The impact of a teacher's proficiency in executing these roles extends beyond mere classroom order; it significantly influences the learning outcomes of students. Hattie (2009) emphasizes that teacher effectiveness is one of the most substantial factors affecting student achievement. Furthermore, Stronge et al. (2011) argue that the quality of teaching, which is often enhanced through experience, is pivotal in shaping student academic performance and overall educational attainment.

Teachers are important factors in determining an educational system's success or failure because they are responsible for implementing policies in the classroom. The educational system will be more effective if the teachers are competent; hence, if the teachers are competent, they will significantly impact students' performance (Shahzad & Naureen, 2017), helping to buttress the importance of teacher competency. Teacher competency is fundamentally rooted in self-efficacy, and its absence may precipitate various psychological issues, including diminished confidence and self-esteem (Shahzad & Naureen, 2017). The development of requisite attributes for effective teaching is often a time-dependent process, with emotional intelligence and self-efficacy being paramount among these qualities. Trigwell (2012, p. 609) posits that "emotion is pervasive" and constitutes a critical component in both student and teacher learning processes.

Emotional intelligence (EI) encompasses the utilization of non-cognitive capabilities to manage and leverage emotional conditions within a given context, predicated on an individual's understanding of their own

emotions and those of others (Reis & Sprecher, 2009). Mohamad and Jais (2016) define EI as the capacity to process emotional information accurately and efficiently. This conceptualization of EI encompasses the ability to perceive, assimilate, comprehend, and regulate emotions. Jordan and Troth (2002) further expand this definition to include the understanding of one's actions and those of others, differentiating between the effects of emotions, and utilizing this information to monitor thoughts and actions.

The concept of self-efficacy, rooted in Bandura's social cognitive theory, has been extensively researched in educational contexts (Penrose et al., 2007). Bandura (1994) defines perceived self-efficacy as individuals' beliefs in their capabilities to produce designated levels of performance that exercise influence over events affecting their lives. These beliefs shape cognitive processes, emotional responses, motivational states, and behavioral patterns. In the educational domain, Gibson and Dembo (1984) characterize teacher self-efficacy as the extent to which educators believe they can effect change and positively impact students' lives through their instructional practices and influence on learning outcomes.

High levels of teacher self-efficacy have been associated with enhanced student motivation and cognitive development (Bandura, 1994; Tschannen-Moran & Hoy, 2001). Moreover, Bandura (1995) posits that the creation of conducive learning environments is largely contingent upon teachers' self-efficacy and their pedagogical competencies. Recent research by Zee and Koomen (2016) further corroborates the significant role of teacher self-efficacy in shaping classroom dynamics and student achievement. The interplay between emotional intelligence and self-efficacy in the teaching profession has garnered

increasing attention in educational research. Studies by Vesely et al. (2013) and Hen and Goroshit (2016) suggest a positive correlation between these constructs, indicating that emotionally intelligent teachers often exhibit higher levels of self-efficacy, which in turn contributes to more effective teaching practices and improved student outcomes.

The relationship between self-efficacy and teacher effectiveness has been extensively documented in educational research (Barmi, Danioni & Benevene, 2019; Sehgal & Mishra, 2016; Barnes, 2000). Self-efficacy, conceptualized as an individual's confidence in their ability to accomplish tasks, is fundamental to understanding teacher performance. Bandura's (1994) seminal definition of self-efficacy emphasizes individuals' beliefs about their capabilities to attain expected performance standards within social contexts, which significantly influence subsequent life events. This construct is particularly salient in educational settings, where a teacher's self-efficacy reflects their confidence in executing self-set tasks and leading student groups effectively.

Bandura's social cognitive theory posits various sources of self-efficacy, including mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states (Bandura, 1997). Among these, mastery experiences, or previous successes, are particularly potent in shaping and reinforcing self-efficacy beliefs (Tschannen-Moran & Hoy, 2007). In the context of teaching, this underscores the potential significance of cumulative professional experience in shaping a teacher's self-efficacy. Whereas the contributions of self-efficacy and emotional intelligence to teaching efficacy are well-established, other variables such as experience and professional status

warrant consideration. Bandura (1994) emphasizes the role of past experiences in shaping future behaviour and cognition, highlighting the need to investigate the impact of teaching experience on instructional delivery, particularly in specific subject areas like economics.

The concept of experience, broadly defined, encompasses the totality of conscious events constituting an individual's life (Erlich, 2003). Hohr (2013) expands on this, characterizing experience as the interaction between an individual and their environment, representing an integral event. This conceptualization aligns with the philosophical tradition that posits primary experiences as foundational to the lifeworld, preceding discourse and conceptualization, both of which play crucial roles in meaning-making (Alexander, 1987).

In the educational context, Dewey's (1938/1997) theory of experience and education provides a framework for understanding how teachers' accumulated experiences shape their pedagogical practices. Darling-Hammond (2000) further elucidates the relationship between teacher experience and effectiveness, noting that the benefits of experience appear to level off after the first few years of teaching, suggesting a complex, non-linear relationship. Recent research by Podolsky, Kini, and Darling-Hammond (2019) indicates that teachers' effectiveness generally increases with experience, particularly in areas such as supporting student learning, classroom management, and curriculum development. However, the impact of experience may vary across different educational contexts and subject areas (Kini & Podolsky, 2016).

In the specific context of economics education, studies by Walstad and Soper (1988) and Bosshardt and Watts (1990) have explored the relationship

between teacher characteristics, including experience, and student achievement in economics. These studies suggest that while teacher experience can positively influence student outcomes, the relationship is complex and may be mediated by other factors such as subject-specific training and pedagogical content knowledge.

The impact of teaching experience on teacher effectiveness and student performance has been a subject of extensive research in educational psychology. Aiken (1991) identified a significant correlation between teaching experience and teacher effectiveness, as well as subsequent student performance. This finding is corroborated by Martins et al. (2000), who established a robust positive relationship between student outcomes and teacher experience. The importance of experience is further underscored by studies indicating that novice teachers often lack comprehensive pedagogical content knowledge (Feiman-Nemser & Parker, 1990; Ornstein et al., 2000).

Novice educators tend to rely heavily on unmodified subject-matter information, often extracted directly from the curriculum, and may lack a coherent framework or perspective for content presentation. Furthermore, inexperienced teachers frequently employ broad pedagogical strategies without adequate consideration of students' prior knowledge or learning preferences (Jega & Julius, 2018). This challenge is compounded by the simultaneous need for beginning teachers to grapple with issues of general pedagogy and pedagogical content knowledge (Ornstein et al., 2000).

The positive relationship between work experience and teacher self-efficacy has been well-documented in the literature (Shazadi et al., 2011; Phipps et al., 2013). This association is further supported by Azam and Kingdon's

(2015) study in India, which found significant positive effects of teacher experience on students' reading test scores, even when controlling for fixed teacher quality. Similarly, Grissom, Egalite, and Lindsay (2021) identified teacher experience as one of the key factors positively influencing student achievement. Recent research has highlighted the differential impact of self-efficacy sources between novice and experienced teachers (Bjorklund, Warstadt & Daly, 2021; Yada et al., 2021). Bandura's (1997) seminal work identified four primary sources of self-efficacy: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal. Among these, mastery experiences, defined as feelings of accomplishment in teaching, have been particularly emphasized in recent studies (Bellemans & Devos, 2021; Rupp & Becker, 2021).

The role of experience in shaping teacher self-efficacy is further supported by Tsui's (1995) research utilizing a modified version of the Teacher Efficacy Scale (TES), which identified years of teaching experience in an educational environment as a dominant factor in self-efficacy formation. This aligns with Bandura's (1997) identification of mastery and vicarious experiences as prominent sources of self-efficacy beliefs. The relationship between experience, self-efficacy, and emotional intelligence (Goleman, 1995) suggests a complex relationship among these variables. However, the nature and extent of this relationship remain unclear, necessitating further research.

Recent studies have provided additional insights into this relationship. For instance, Klassen and Chiu (2010) found a nonlinear relationship between years of teaching experience and self-efficacy, with self-efficacy increasing through mid-career and then declining. Tschannen-Moran and Hoy (2007)

observed that contextual factors might play a more significant role in the self-efficacy of novice teachers compared to experienced teachers. Furthermore, the relationship between emotional intelligence and teaching experience has been explored by Gürüz (2021), who found a positive correlation between emotional intelligence and years of teaching experience. This finding suggests that emotional intelligence may develop alongside professional experience, potentially influencing teacher self-efficacy. The complex relationship between teaching experience, self-efficacy, and emotional intelligence in the context of teacher effectiveness and student outcomes presents a rich area for future research. Longitudinal studies examining the development of these constructs over teachers' careers could provide valuable insights. Additionally, research investigating how these factors interact in different educational contexts and across various subject areas could contribute to a more nuanced understanding of teacher effectiveness.

In addition to the preceding discussion, it has been argued that academic qualification (status), which depicts the status of teachers, influences their delivery, hence the students' performance (Mustofa & Samani, 2021). A study indicated that workers' performance varies according to their qualifications (Kotur & Anbazhagan, 2014). The findings indicate that the performance of the workers declines with increasing educational qualifications. A nation needs a skilled, knowledgeable workforce and an equipped citizenry to thrive in the complex world (Jega & Julius, 2018). Dahar et al. (2011) also observed no significant difference in the relationship between teacher quality and student academic performance in school subjects. However, it is interesting that teachers who have higher qualifications find themselves better positioned to

help their students achieve greater laurels because they are equipped with the pedagogical content knowledge to teach subjects allocated to them. It is also important to note that students appear to benefit from better learning conditions and more qualified teachers. Teachers who continually update their knowledge by further degrees can manipulate the learning environment and process to make learning easier for their students (Unanma, 2013).

Agyeman (1993) also noted that teachers without academic and professional teaching qualifications would negatively influence the teaching and learning of their subjects. This helps us confirm previous assertions that the status of a worker and, thus, teacher helps or has an influence not just on their self-efficacy but also has a higher relationship or influence on their emotional intelligence (Goleman, 1998). Again, it can also be realised that the length of years of teaching classified in this research as the teacher's experience and qualification/status is related to a teacher's sense of efficacy. However, status is much more likely to influence a teacher's self-efficacy than experience (Penrose et al., 2007).

Statement of the Problem

The effectiveness of teachers is crucial to student achievement and national development, with research consistently demonstrating that teachers significantly influence educational outcomes (Madigan & Kim, 2021; Lauermann & ten Hagen, 2021). Two key factors that contribute to teacher effectiveness are self-efficacy - teachers' beliefs in their capabilities - and emotional intelligence (EI) - their ability to understand and manage emotions (Gibbs, 2002; Kazmi, Siddiqui, & Siddiqui, 2021).

In recent years, the relationship between emotional intelligence, self-efficacy, and teacher effectiveness has gained attention in educational research. Studies have shown that higher levels of emotional intelligence correlate with increased teacher self-efficacy and improved classroom performance (Akdoğan, 2021; Vesely, Saklofske, & Leschied, 2013). This relationship has significant implications for creating supportive learning environments and enhancing student outcomes (Jennings & Greenberg, 2009; Valente, Monteiro, & Lourenço, 2019).

However, a significant gap exists in our understanding of these dynamics within the specific context of economics education at the senior high school level, particularly in Ghana. Economics, as a subject, presents unique challenges. Its integrated nature and the requirement for students to grasp complex, often abstract concepts make the role of the teacher especially critical (Norman, 1975). In Ghana, where economics is only introduced at the senior high level, the effectiveness of economics teachers is paramount to students' understanding and future application of economic principles.

Despite the importance of economics education, there is a dearth of research examining the relationship between emotional intelligence and self-efficacy among economics teachers in Ghanaian senior high schools. Furthermore, the potential moderating role of factors such as relationship status, gender, and teaching experience on this relationship remains unexplored in this specific context.

This lack of understanding presents a significant problem. Without knowledge of how emotional intelligence influences self-efficacy in the context of economics education, and how factors like relationship status, gender, and

experience might moderate this relationship, we are limited in our ability to support and enhance the effectiveness of economics teachers. This gap potentially impacts the quality of economics education, students' engagement with the subject, and ultimately, their economic literacy - a crucial life skill in today's world (OECD, 2020).

Therefore, there is a compelling need for research that specifically examines the influence of emotional intelligence on self-efficacy among economics teachers in senior high schools, as well as the moderating role of relationship status, gender, and experience in this context. It is based on this backdrop that this study aims to address this gap by examining the influence of emotional intelligence on self-efficacy among teachers of Economics in selected Senior High Schools in Ghana, with a focus on how relationship status, gender, and experience moderate this relationship.

Purpose of the Study

The main purpose of this study was to investigate the relationship status, gender and experience have on EI and SE among teachers of Economics in selected Senior High Schools in Ghana.

Specifically, the study was guided by these objectives;

1. examine the impact of background characteristics on the Emotional Intelligence of senior high school economics teachers.
2. investigate the impact of background characteristics on Self-efficacy of senior high school economics teachers.
3. investigate the impact of Emotional Intelligence on Self-efficacy of senior high school economics teachers.

4. ascertain the moderating role of background characteristics on the impact of Emotional Intelligence on Self-efficacy of senior high school economics teachers.

Research Questions

These questions served as the foundation for the research:

1. What is the effect of economics teachers background characteristics on EI?
2. What is the effect of economics teachers background characteristics on SE?
3. What is the effect of EI on SE?
4. What is the moderating role of background characteristics on the impact of EI on SE?

Significance of the Study

The findings of this study will be useful to various institutions and educational authorities involved in policy formulation, development, and implementation. To the Ministry of Education and the Ghana Education Service, the findings of this study may inform the development of more effective teacher recruitment, training, and professional development strategies. By elucidating the impact of background characteristics on both EI and Self-efficacy, as well as the relationship between EI and Self-efficacy, policymakers can tailor interventions to enhance these crucial attributes in economics teachers. This, in turn, may lead to improved teaching quality and student outcomes.

Teacher educators and trainers stand to benefit from the study's results by gaining a deeper understanding of how background characteristics influence

EI and Self-efficacy. This knowledge can be incorporated into teacher preparation programs and ongoing professional development initiatives, enabling the design of more targeted and effective interventions to strengthen these essential teacher competencies.

For school leaders and principals, the findings may provide valuable insights into the factors that contribute to teacher effectiveness and job satisfaction. Understanding the moderating role of background characteristics on the relationship between EI and Self-efficacy can assist in creating supportive school environments that foster teacher growth and enhance their psychological well-being.

Economics teachers themselves may benefit from increased self-awareness regarding the influence of their background characteristics on their EI and Self-efficacy. This understanding can empower them to engage in targeted self-improvement efforts and seek appropriate professional development opportunities to enhance their teaching effectiveness.

Researchers in the field of education and psychology will find this study significant as it contributes to the existing body of knowledge on teacher attributes and their interrelationships. The findings may stimulate further research into the complex dynamics of teacher characteristics and their impact on educational outcomes.

Delimitation

The study was organised in selected Senior High Schools in Ghana because they possess similar characteristics to the desired sample but not all senior High Schools were involved in the study. The country was divided into zones, and schools were selected from the various zones. Also, though many

factors affect teacher effectiveness and student performance, this study was limited to emotional intelligence and self-efficacy. Many variables influence emotional and Self-efficacy, but this research focused only on the contribution of experience, gender, and status on emotional intelligence and self-efficacy.

Limitations

The researcher encountered some limitations. Since the researcher administered closed-ended questionnaires, the freedom of the respondents to express themselves was limited, which prevented the researcher from getting in-depth information about the situations at hand. This limited the information available to take proper and effective actions. Also, the researcher has no control over the veracity of the information provided by the respondents, and there is the probability that it might differ from the respondent's perception in a different context.

Definition of Terms

Emotional intelligence is the use of capabilities other than cognitive capabilities to control and take advantage of the emotional conditions in a setting due to the individual's understanding of their emotions and others at that moment.

Self-efficacy is the extent to which teachers believe in themselves to bring about change and impact a student's life through behaviour and learning outcomes.

Experience is used to refer to the number of years the teacher has taught

Status is the rank of the teacher according to the GES rank classification in Ghana

Academic qualification is used to refer to the degree or the certificate obtained by the teacher

Unemployment is the number of people who are looking for jobs in Ghana

Academic achievement is the outcome of the students after being taught by a teacher.

Teacher Quality is how a teacher possesses certain characteristics that will help them be effective.

Teacher Effectiveness is the ability of the teacher to help their students achieve their aim or become successful.

Organisation of the Study

The study was organised into five chapters. Chapter One, which captured the introduction, included the following: introduction, background to the study, statement of the problem, the purpose of the study, the research questions, significance of the study, delimitation, and limitation of the study definition of terms. Chapter Two of the study dealt with the review of related literature. Chapter Three elaborated on the study's methodology, which described the population, the sample, and the sampling procedure. The type of instrument that was used and how it was administered. Chapter Four discussed the findings, and chapter Five contained the study's summary, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Overview

The literature review is organised under the following sub-headings: Emotional Intelligence, self-esteem, teacher efficacy, the concept of Economics education at the SHS level, and the importance of emotional and self-esteem in teaching**.** The theory underpinning this study, a review of related empirical studies, and the summary.

Theoretical Framework

Creswell (2013) explains that a theoretical framework is a set of interconnected ideas and definitions that may be used to make predictions or hypotheses about the connections between various entities. Theories should be internally consistent, use technical language meaningfully, and provide the foundation for useful assumptions. One problem with studying emotional intelligence is that some theories apply only to emotions and intelligence, while others appear much broader. As a result, it is worth looking at the individual terms, emotions, intelligence, and combinations.

Bandura's (1977) Social Cognitive Theory (SCT)

The social cognitive theory provides the theoretical foundation for teacher self-efficacy (SCT). Bandura's (1977) Social Cognitive Theory serves as the guiding theoretical framework for this investigation. SCT argues that humans are active agents who shape their destinies regardless of what happens to them. According to SCT, life is about taking the initiative, planning, being purposeful, and making deliberate decisions (Bandura, 1986). Those who subscribe to SCT believe that the complex web of social interactions is through

which individuals make sense of the world and shape their motivation, behaviour, and development (Bandura, 1999).

The study is fundamentally grounded in Bandura's (1977) social cognitive theory, which delineates four primary sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. These sources are integral to understanding the development of self-efficacy among economics teachers in senior high schools.

Bandura's framework posits that individuals' cognitive states are shaped by their emotional and sensory responses to various learning modalities, including experiential, observational, auditory, and motivational inputs. In the context of economics education, these sources of self-efficacy manifest in diverse pedagogical experiences such as student teaching practical, classroom observations, evaluative feedback, and task accomplishment. These experiences generate affective responses that, when positive, serve as reinforcement for successful teaching behaviours, thereby enhancing self-efficacy.

Teacher self-efficacy, as conceptualized by Bandura (1993) and further refined by Tschannen-Moran and Hoy (2001), refers to educators' beliefs in their capacity to effectively impart knowledge and manage student behaviour, irrespective of student motivation. This construct is particularly salient in the domain of economics education, where teachers must navigate complex concepts and foster critical thinking skills among students.

The present study extends this theoretical foundation by examining the influence of emotional intelligence on economics teachers' self-efficacy, with a specific focus on the moderating role of background characteristics. This

approach allows for a nuanced exploration of how teachers' emotional competencies interact with their self-efficacy beliefs, potentially mediated by individual differences in background and experience. Notably, research indicates that teachers with high self-efficacy demonstrate greater openness to pedagogical innovation and superior classroom management skills (Dibapile, 2012). These attributes are crucial in the context of economics education, where teachers must adapt to evolving economic theories, global financial dynamics, and diverse student needs.

Bandura's Social Cognitive Theory (SCT) provides a robust framework for understanding the relationship between emotional intelligence and self-efficacy among economics teachers in Ghanaian senior high schools. The theory's emphasis on four sources of self-efficacy - mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states - aligns closely with the study's focus on emotional intelligence and its impact on teacher self-efficacy. By examining how emotional intelligence influences these sources of self-efficacy, and how background characteristics such as relationship status, gender, and experience moderate this relationship, the study can provide insights into the development of teacher efficacy in economics education. Investigating the relationship between emotional intelligence, self-efficacy, and background characteristics is crucial since it explains the complex factors that contribute to effective economics teaching in senior high schools. The findings may inform targeted interventions and professional development initiatives designed to enhance teachers' emotional intelligence and self-efficacy, ultimately improving the quality of economics education and student outcomes.

The Goleman Model

A mixed model of emotional intelligence is often called Goleman's (1995) theory of emotional intelligence. His emotional quotient (EQ) assessment included self-reported data and feedback from the participant's associates or peers and involved measures of both skills and personality traits. Emotional intelligence is composed of five factors, according to Goleman (1998a): self-awareness, self-regulation, internal motivation, empathy, and social skills. The original five variables were reduced to four in what he dubbed the "two by two paradigm," which focused on self-knowledge, social awareness, emotion control, and empathy. Eventually, Goleman (1998b) began to emphasise any leader's need for motivation.

It has been hypothesised that many of our daily interactions are heavily influenced by IQ (Ko, Cho & Roberts, 2005; Doyle et al., 2019). Goleman (1995) questioned the significance of IQ, claiming that it was not the sole predictor of success. Why did some people with high IQs struggle professionally while others with moderate IQs flourish? Emotional life, like basic arithmetic or reading, is a domain that can be treated with varying degrees of skill and necessitates its own set of competencies, according to Goleman (1995). And how good a person is at them is key to understanding why one person succeeds in life while another, with similar intelligence, fails (p. 36).

According to Goleman's (2001) application of his theory of emotional intelligence to the realm of management, effective leaders require a high level of emotional intelligence so that they can easily move between leadership styles. For organisational and leadership purposes, Emotional Intelligence (EI) may be more significant than Wechsler's (1955) IQ, the standard measure of

intelligence hitherto. It was also proposed that although everyone has some innate capacity for emotional intelligence, it may be developed and enhanced via education and experience. Goleman's (2001) idea of emotional intelligence is based on its application to business leadership. Emotional intelligence is defined by Goleman (2001) as the "capacity to govern ourselves effectively, and our relationships" (p. 80), and the author argues that possessing such abilities is crucial for successful leadership.

These abilities were divided into five categories by Goleman (1998b): self-awareness, self-management, motivation, social awareness, and relationship management. Emotional self-awareness, accurate self-assessment, and self-confidence are examples of self-awareness competencies. Self-control, trustworthiness, conscientiousness, and adaptability are examples of self-management skills. Achievement drive and initiative are examples of motivation.

Examples of social awareness include empathy, a focus on service, and a keen understanding of the importance of structure. Successful relationship management requires people development, influence, communication, leadership, being a change catalyst, connecting with others, and working as a team. Moreover, Goleman (1995) argued that personality traits like collaboration, optimism, and initiative are not innate qualities but abilities that can be acquired. Teachers need to be self-conscious and mindful of the feelings of others if they want to have productive working relationships with their colleagues and, more importantly, their students. In light of this, the current research will investigate whether or not economics education teachers'

Emotional Intelligence and Self-efficacy are significantly influenced by their experience and standing.

Bradberry and Greaves (2009) created the Emotional Intelligence Appraisal (EIA) premised on Goleman's emotional intelligence theory incorporating four subscales: self-awareness, self-management, social awareness, and relationship management. Emotional intelligence, according to Bradberry and Greaves (2009), is "the ability to be aware of emotions in oneself and others, as well as the capacity to use that awareness to manage behaviour and relationships" (p. 17). They asserted that emotional intelligence could predict 58% of a worker's job performance, but only 38% of people are aware of their emotions as they happen. The mixed theory of Bradberry and Greaves involves personality traits and the cognitive ability component of emotional intelligence. However, based on Goleman's emotional intelligence theory, they argue that the traits measured by their indicator reflect observable skills and competencies individuals can develop.

This theoretical review of Goleman's model of emotional intelligence is highly relevant to the current study on the influence of emotional intelligence on economics teachers' self-efficacy. Goleman's mixed model approach, which incorporates both skills and personality traits, provides a comprehensive framework for understanding the multifaceted nature of emotional intelligence in educational contexts. The five factors identified by Goleman - self-awareness, self-regulation, internal motivation, empathy, and social skills - align closely with the competencies required for effective teaching, particularly in a subject as complex as economics. The study's focus on the moderating role of background characteristics resonates with Goleman's assertion that emotional

intelligence can be developed through education and experience, suggesting that teachers' backgrounds may indeed play a crucial role in the relationship between their emotional intelligence and self-efficacy. Furthermore, Goleman's emphasis on emotional intelligence as potentially more significant than IQ for organizational and leadership success supports the study's exploration of EI's impact on teachers' self-efficacy, which is critical for effective classroom management and student engagement in economics education. By utilizing this theoretical foundation, the study examined how economics teachers' emotional competencies, as outlined in Goleman's model and further refined by Bradberry and Greaves, interact with their background characteristics to influence their self-efficacy.

The Bar-On Model

The five main tenets of Bar-On's (2006) ability-based theory of emotional intelligence are as follows:

1. the capacity to comprehend, understand, and demonstrate feelings and emotions;
2. the ability to comprehend and make reference to others' feelings;
3. the right to influence and manage one's emotions;
4. the ability to deal with modification, adjust, and solve personal and interpersonal challenges; and
5. Self-motivation and the ability to generate positive impact (p. 9)

A cross-section of interrelated emotional and social competencies, skills, and implementers that determine how effectively we begin to identify ourselves, understand others and associate with them, and cope with daily demands, according to Bar-On (2006, p. 9). His EQ-i measured emotional

intelligence in five dimensions and 15 subscales, some of which were not present in the work of Salovey and Mayer (1990) or Daniel Goleman (1995). Individual, social, environmental, psychological, and emotional issues were considered.

The five components were further broken down into subscales, as discovered by Bar-On (2006). The intrapersonal factor included subscales measuring self-esteem, emotional self-awareness, assertiveness, independence, and the capacity for self-actualisation. Subscales within the interpersonal factor included empathetic behaviour, social responsibility, and friendship. The stress management factor included the subscales of stress tolerance and impulsive control. The adaptability factor included reality-checking, flexibility, and problem-solving subscales. The mood component was made up of two subscales, optimism and happiness. Bar-On (2006) wanted to know why some people were more successful than others. His emotional intelligence construct included ability-based skills, such as managing and controlling emotions and non-ability-based traits and moods.

Bar-On's model of emotional intelligence offers a comprehensive framework that is relevant to this study on the influence of emotional intelligence on economics teachers' self-efficacy in Ghanaian senior high schools. The five main components of Bar-On's model - intrapersonal, interpersonal, stress management, adaptability, and general mood - align closely with the multifaceted demands of teaching economics. For instance, the intrapersonal component, which includes self-awareness and assertiveness, could be crucial for teachers' self-efficacy in presenting complex economic concepts. The interpersonal aspect, encompassing empathy and social

responsibility, is vital for creating an engaging classroom environment. Stress management and adaptability are particularly relevant given the challenges of teaching a dynamic subject like economics, while the general mood component may influence teachers' resilience and enthusiasm. By examining these emotional intelligence components in relation to teachers' self-efficacy, and considering how they might be moderated by background characteristics such as relationship status, gender, and experience, this study can provide insights into the emotional competencies that contribute to effective economics teaching in the Ghanaian context.

Mayer and Salovey Model of Emotional Intelligence

Emotional intelligence (EI) was defined by Salovey and Mayer (1990) as the ability to monitor one's own and others' moods and emotions, to distinguish between them, and to utilise this information to guide one's thinking and actions (p. 189). Emotional intelligence (EI) was first offered as a paradigm that included three constructs: emotion appraisal or expression, emotion control, and emotion utilisation. The ability to evaluate and communicate one's and other's emotions using verbal and nonverbal clues is emotion appraisal or expression.

This branch emphasises the ability to analyse one's emotions and articulate them appropriately and the ability to perceive and respect the feelings of others through reading facial expressions or body language and attempting to understand other people's perspectives. The ability to manage one's emotional state and influence the mood of others is referred to as emotion regulation. This construct considers one's activities and behaviours.

In 1997, Mayer and Salovey revised their original concept of emotional intelligence to emphasise the intersection of reasoning and feeling. The new definition of emotional intelligence includes the following as examples of the ability to perceive, appraise, and express emotion accurately; to access and/or generate feelings when they facilitate thought; to comprehend emotion and emotional knowledge; and to regulate emotions to foster emotional and intellectual development (Salovey & Mayer, 1997, p. 10).

This new emotional intelligence framework has four branches, organised from easiest to most difficult to perform. From the lowest to the greatest level, the four components are perceiving or expressing emotions, using emotions to facilitate thought, understanding/analysing emotions, and controlling emotions to promote growth. Perceiving/expression of emotion involves the precise evaluation and expression of one's and others' emotions, similar to the emotion appraisal/expression construct of the original EI structure; however, the revised framework also includes the ability to detect emotional expression in objects (artwork/design) and distinguish between individuals with unethical agenda. The use of emotion to influence one's mental processes is referred to as using emotions to promote thought. This branch acknowledges the importance of emotional awareness in directing ideas, aiding judgment and remembering feelings, and affecting mood shifts.

Mayer and Salovey's theory is highly relevant to the current study on the influence of emotional intelligence on economics teachers' self-efficacy in Ghanaian senior high schools. The four-branch model, which includes perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions, provides a comprehensive foundation for

examining how these emotional competencies might impact teachers' self-efficacy in the economics classroom. For instance, a teacher's ability to perceive and understand their own and students' emotions could significantly influence their confidence in managing classroom dynamics and delivering effective lessons. The emphasis on using emotions to facilitate thought aligns well with the cognitive demands of economics education, where complex concepts often require innovative teaching approaches. Furthermore, the ability to manage emotions could be crucial for maintaining high self-efficacy in challenging teaching situations. By applying this model to the study's context, the researcher was able to explore how these specific emotional intelligence components interact with teachers' background characteristics (such as relationship status, gender, and experience) to influence their self-efficacy, potentially offering valuable insights for teacher training and professional development in economics education within the Ghanaian educational system.

Conceptual Review

This section presents the literature review pertinent to the concepts relevant to this study.

The Concept of Economics Education

Much of the literature on economic education claims that high school economics courses should transition from simply teaching students economic concepts to teaching them economic reasoning skills-in other words, educating them to “think like an economist” (Eze, 2018; Siegfried & Colander, 2021). Students’ ability to think like an economist enable pupils to make more sensible and productive decisions as individuals and as a group as adults. Economic

reasoning necessitates applying inductive and deductive reasoning to economic concepts and theories to better understand economic issues (Louzek, 2011).

Scholars in the field of economic education maintain that incorporating instruction in economic reasoning skills into the social studies curriculum has many positive outcomes, such as allowing students to learn about economics without being overwhelmed by technical jargon, encouraging students to "do" economics by exploring real-world issues and piquing their curiosity about the field. In his book, 'Principles and Practice of Education,' Farrant (1980) defines education as a whole process of human learning in which knowledge is taught, faculties are trained, and skills are produced. Economics is one of the courses taught in Ghana's formal education system. Economics is described as a social science that investigates human behaviour as a relationship between aims and scarce means that have alternative uses, according to Professor Lionel Robbins (1935) in his book Nature and Significance of Economic Science. As a result, economics is a social science that assists individuals in properly managing their limited resources to meet their desires (NCSS, 2010; Rosales & Journell, 2012).

Around 1966, Ghana became the first country to recognise economics as a school subject (Dare, 1995). Students studying Business, Arts (Visual and General), Agriculture, and Home Economics in Senior High School can take Economics as an elective. Students in S.H.S one (1), two (2), and three (3) studied Economics in the former educational system when S.H.S education lasted three (3) years (3). Economics was only studied by students in forms two (2), three (3), and four (4) until 2007, when the period of S.H.S schooling was raised to four (4) years, and Economics was only studied by students in form two (2), three (3), and four (4). The period of S.H.S. education was lowered to

three (3) years later, in 2009. Economics is currently studied by students in forms one (1), two (2), and three (3). (3).

Economics is a critical science that provides citizenship education for increased individual participation in issues affecting nations' social and economic growth. The Ghanaian Teaching Syllabus for Economics (2008) states that studying Economics in high school is necessary since individuals and nations require more and higher-quality products and services, including food, clothes, housing, education, healthcare, and recreation (Ministry of Education Science and Sport, 2008). To meet consumer demand, businesses must effectively control and allocate scarce resources, including land, labour, cash, and entrepreneurial spirit. Economics studies allocating scarce resources to fulfil the needs of many people, groups, and nations.

As a practical discipline, economics assists individuals, businesses, and governments in identifying and solve basic economic problems and making the required decisions and policies to improve people's and society's living standards. Appropriate and high-quality Economics teachers must be trained for such a positive vision to become a reality. As a result, the University of Cape Coast's Bachelor of Education programme allows students who want to teach Economics in senior high school to major in the subject, and they are then taught to become Economics instructors. Given this, various studies have recommended that teachers who teach economics must have good content and pedagogical knowledge (Shulman, 1987; Ayers, 2016). However, IQ is insufficient for effective teaching strategies (Nisbett, 2013). More qualitative research studies that incorporate formal and direct observations of classroom teachers have been repeatedly called for to better present teaching strategies for

teaching economics education (Miller & VanFossen, 2008). Therefore, this study uses a descriptive research survey design to concentrate on economics teachers' Emotional Intelligence and Self-efficacy in the case of demography at the senior high school.

Sojanah, Suwatno, Kodri, and Machmud (2021) investigated the effects of teaching experience, training, facilities and infrastructure, self-efficacy, and motivation on teachers' TPACK among 472 economics teachers in the Greater Bandung area, with 217 economics teachers chosen using the proportional probability sampling technique as respondents. Questionnaires were used to collect data, then analysed using descriptive analysis and structural equation modelling (SEM). According to the findings, teachers' experience, training, facilities and infrastructure, self-efficacy, and motivation are low. TPACK appears to be low among the teachers as well. Furthermore, teaching experience, training, facilities and infrastructure, self-efficacy, and motivation positively impact teachers' TPACK

Concept of Emotional Intelligence

According to Emmerling and Goleman (2003), there are several complementary conceptions of EI; each one tries to comprehend one's and the other's emotions. Salovey and Mayer (1990) originated the phrase "Emotional Intelligence" in 1990. They defined it as the ability to monitor one's own and other's feelings and emotions, to distinguish among them, and to use this information to guide one's thinking and actions. This was the original definition of EI, later modified in 1997 as the ability to sense and express emotion, absorb emotion in thought, understand and reason with emotion, and manage emotion in oneself and others (Mayer, Salovey & Caruso, 2000). According to a review

of the literature, most scholars and researchers worldwide recognise and utilise this definition of EI (Gayathri & Meenakshi, 2013).

Goleman wrote Emotional Intelligence, Why It Matters More Than IQ, instantly becoming a global bestseller. He defined EI as the ability to recognise and accept one's and others' feelings, encourage oneself, and effectively control one's and others' emotions (Goleman, 1998). Later, he tweaked EI to help us identify our own and others' feelings, encourage ourselves, and successfully regulate our own and others' emotions (Boyatzis, Goleman & Rhee, 2000).

In his doctoral dissertation, Bar-On (1998) coined the term Emotional Quotient (EQ) as a counterpart to Intelligent Quotient (IQ). He described emotional intelligence as a set of non-cognitive abilities, competencies, and skills that influence a person's ability to cope with external demands and stresses (Bar-On, 1997). Nourizade and Mohseni (2014) provided the most comprehensive definition of EI, defining it as non-cognitive skills that surround skills that assist people in dealing with daily life, as opposed to the most popular definitions. An array of non-cognitive skills, capabilities, and competencies influence a person's ability to cope with external demands and stresses (Martinez, 1997).

Emotional intelligence is the ability to recognise and show affection, understand emotions, assimilate emotions in mind, and manage positive and negative emotions in oneself and others (Nourizade & Mohseni, 2014). Recognising emotion-related facial and voice signs in others and being aware of one's emotional body states are all part of emotional perception competency (MacCann, Matthews, Zeidner & Roberts, 2003). Understanding one's and other's emotions requires knowledge of the causes and consequences of various

emotions and the ability to distinguish between them (Shutte, Malouff & Thorsteinsson, 2013). According to this definition, the ability to perceive, understand, use, and control emotions properly in oneself and others is the essence of emotional intelligence (Mayer, Salovey & Caruso, 2008; Maul, 2012; Shutte et al., 2013).

A successful leader possesses both IQ and EQ regarding emotional intelligence (Lubbadeh, 2020). EI is defined as the ability to recognise our own and others' feelings, to motivate ourselves, and to manage emotions in ourselves and our relationships effectively (Goleman, 1998, p. 317), while EI is defined by Tyng, Amin, Saad, and Malik (2017) as intelligence in the areas of self-awareness and controlling feelings and emotions, sensitivity and affecting others, motivating and optimising motivation, and self-monitoring to achieve cognition, emotional stability, and ethical behaviour. A person's ability to control and manage emotions and efficiently handle essential information impacts their success in life (Tyng et al., 2017). Teachers with high emotional intelligence can use and control emotions in difficult situations, influence their motivation and cognition, and strengthen their students' learning, perception, and mental and physical well-being (Ye & Chen, 2015; Anwar, Zaki, Memon, & Thurasamy, 2021).

Higher levels of emotional intelligence have been associated with numerous positive outcomes, including enhanced occupational performance and physical and mental health (Vesely-Maillefer& Saklofske, 2018; Sa et al., 2019; Esteban-Gonzalo, Rodriguez-Romo & Acebes-Sánchez, Diez-Vega, 2019). Knowing what drives student "tick" emotionally could aid individual learning. Teachers can also reduce interpersonal disputes and add value to

students' emotional and social development by being aware of their emotions and assisting them in regulating the emotions (Valente, Lourenço, Alves & Dominguez-Lara, 2020). Furthermore, emotionally intelligent teachers can recognise and control their emotions, increasing job engagement and reducing burnout.

Criticisms of Emotional Intelligence

Several have cast doubt on the validity of emotional quotient in the past. The most common criticism of emotional intelligence is whether or not it can even be recognised as a legitimate construct, which is a problem because there is so little agreement within the field of emotional intelligence (Cherniss, Extein, Goleman, & Weissberg, 2006; Waterhouse, 2006; Zeidner et al., 2009). Opponents (Cherniss et al., 2006; Waterhouse, 2006) argue that the emergence of rival emotional intelligence theories is evidence of the theory's immaturity. Murphy (2006) found incompatibilities between current emotional intelligence assessments, which cast doubt on the reliability of the concept. Also, research has revealed that emotional intelligence is strongly intertwined with personality aspects (Gannon & Ranzijn, 2005; Cherniss et al., 2006; Waterhouse, 2006), calling into doubt the extent to which it may explain anything beyond personality.

Emotional intelligence's ability to predict outcomes has also been debated (Waterhouse, 2006). Although Cherniss et al. (2006) found that EQ has predictive value, Waterhouse made strong claims in their statistical evaluation of EQ's predictive power. Because there is no patent on the concept of emotional intelligence and because the tools used to assess it vary, the predictive power of emotional intelligence has been called into doubt. Researchers Gannon

and Ranzijn (2005) found that whereas personality accounted for 34.2% of the predictability of achievement in life, emotional intelligence contributed just 1.3%.

According to Zeidner et al. (2009), three fundamental problems with EQ need to be addressed. The first one wonders if EQ has characteristics with IQ. Although writers like Goleman (1995) divide EQ into intrapersonal and interpersonal components, Zeidner et al. (2009) suggest that it is still unclear how much EQ depends on social interactions. The second philosophical question involves the degree to which emotional intelligence is a conscious or unconscious process. Zeidner et al. (2009) differentiate between overt and covert processes. In their view, overtime processes are ones like remembering a bicycle's components, which can be described and accessed by one's awareness. Innate processes, like the ability to ride a bike, are notoriously difficult to put into words. Reading another person's body language or facial emotions is an example of an implicit process since it is more closely tied to the unconscious.

Lastly, questions concerning the role of context in emotional intelligence are raised by Zeidner et al. (2009). In particular, the influence of cultural settings on one's emotional intelligence score is highlighted. Their level of cultural understanding likely strongly influences one's emotional intelligence, and the speed with which one can adapt to a new culture is a significant factor in determining their level of emotional intelligence. The study of the emotional quotient as it relates to intellect and character traits is in its infancy. To what extent the notion of emotional intelligence can stand on its own substantively remains to be seen, although Zeidner et al. (2009) maintain

that greater study into emotional intelligence would broker a harmonious marriage between emotions and intellect (p. 371).

The History of Self-Efficacy

The construct of Bandura's (1977) social cognitive theory is where self-efficacy. The interplay of behaviour, environment, and internal personal factors focuses on social cognitive theory, which explains how human behaviour develops and is influenced. Our actions are not solely the result of our experiences in the environment, nor are they the consequence of our personality traits. Rather, according to social cognitive theory, all three factors constantly influence one another and mould our behavioural choices as we gain experience. The concept of self-efficacy is found within the factor of personal characteristics.

According to Bandura's (1977) self-efficacy theory, instructors' confidence in their abilities to improve their students' academic performance is strongly influenced by their desire to realise those results. Bandura developed the concepts of "outcome expectancy" and "self-efficacy expectation" to characterise the factors that determine an individual's level of motivation. Belief in one's power to bring about the desired outcome characterises self-efficacy expectation. The term "outcome expectation" refers to a person's estimation of the likelihood of a certain result given a certain degree of success. To a much greater extent than result expectancy, self-efficacy predicts effort.

Bandura (1977) claimed that teacher self-efficacy is inconsistent across all tasks. As a result, teacher self-efficacy tests should include diverse tasks to provide a more comprehensive picture of a teacher's efficacy. Self-efficacy to influence decision-making, self-efficacy to influence school resources,

instructional self-efficacy, disciplinary self-efficacy, parental involvement, community involvement, and self-efficacy to create a positive school climate were among the subscales of his unpublished teacher self-efficacy measure. There is no information about the measure's validity or reliability. Furthermore, educators have criticised this multifaceted assessment because many of the items did not accurately reflect situations encountered by teachers.

Finding the right amount of specificity in the measurements has been a tough problem for studies of teacher efficacy (Tschannen-Moran & Hoy, 2001). Teachers' sense of competence can be affected by their familiarity with the grade level, subject area, or even issue within that area. Too wide a measure may not be able to capture all elements of teachers' beliefs in their abilities to teach, while too limited a measure may lack predictability in research and hence lose some of its value.

The Concept of Self-Efficacy

Self-efficacy is a psychological attribute that has gained popularity in educational research, with studies demonstrating its impact on teacher effectiveness, job satisfaction, and well-being (Tze & Klassen, 2014; Koomen & Zee, 2016; Ismayilova & Klassen, 2019).

SE is defined as beliefs in one's ability to organise and execute the courses of action required to obtain specific attainments, Bandura's (1997) social cognition theory (p. 3). Unless pre-existing attitudes about one's skills are questioned, self-efficacy beliefs are context-dependent, robust, and resistant to change (Johnson & Tschannen-Moran, 2011; Hitches, Woodcock & Jones, 2019). It assists teachers in bettering their behaviour, practice, interest, dedication, and capacity to cope with difficult students (Skaalvik & Skaalvik,

2007). Individuals with a high SE can complete an affective (emotional) competence-related teaching activity (Bandura, 1997). Teachers' EI and SE have been linked in studies, implying that these two skills work together to affect their success and effectiveness (Zhang, Fu, Li, & He, 2019; Kosti-Bobanovi, 2020).

Renowned Stanford researcher Albert Bandura defines self-efficacy as confidence in one's ability to produce desired performance levels, influencing one's life outcomes. How people feel, think, and are motivated to take action are all affected by their perceptions of their abilities. Four main processes are at play when people hold these beliefs, each resulting in a unique set of consequences. These include mental operations like thinking and motivation, emotions, and deciding.

In educational studies, self-esteem has been characterised as self-concept and personality traits (Susperreguy, Davis-Kean, Duckworth & Chen, 2018; Wolff, Nagy, Helm & Möller, 2018; Sewasew & Schroeders, 2019). Self-esteem and other aspects of teachers' growth benefit students' academic success (Effiom & Bassey, 2018; Kariuki, 2019).

The inability to maintain a healthy sense of self-worth when one's expectations and perceptions of oneself are at odds (Harris et al., 2019; Hodgetts, Stolte, Sonn, Drew, Carr & Nikora, 2020). Teachers with a healthy sense of self-worth are more likely to see themselves as capable of growing and changing as they strive to meet ever-increasing challenges and learn new things (Noronha, Monteiro & Pinto, 2018).

There is no universal indication of teacher efficacy (Bandura, 2006) since people cultivate their sense of self-efficacy differently and at different

depths depending on the situation (Bandura, 2006). As SE is a distinct collection of self-beliefs connected to different functional domains, combining multidimensional components creates confusing findings and leaves significant uncertainty about exactly what is being measured or the amount of task and situational demands that must be controlled (Bandura, 2006, p. 307). Specifically, SE affects how much effort is expended, how likely one is to stick with a task to completion, and what kinds of judgements are made when completing that work (Bandura, 1997). According to Bandura (1997), four factors contribute to the growth of SE: mastery experience (performance accomplishments, including previous experiences), observational learning (modelling by others), social persuasion (coaching, verbal persuasion, etc.), and physiological and emotional states (Gavora, 2010).

Potgieter (2012) argues that a person's self-esteem affects their workability since they are more inclined to put out an effort when they feel good about themselves. Positivism is promoted, connections between superiors and subordinates are strengthened, and work ethics are bolstered (Suar, Gochhayat, & Suar, 2016). People's sense of worth is formed through their relationships with society, family, and others (Liu, 2014).

Relationship Between Emotional Intelligence and Self-Efficacy

Bandura (1997) related increased degrees of self-awareness, self-regulation, and emotional control to the development of self-efficacy. Much curiosity has been about how these elements connect to the emotional intelligence theory. Several researches have been done in the recent decade to examine the connection between emotional intelligence and confidence in one's abilities. The relationship between EQ and teachers' beliefs in their abilities is

not well established. Penrose et al. (2007) looked at a sample of schools in the Australian state of Victoria and found that teachers who scored higher on emotional intelligence also felt more confident in their teachers' abilities. Several types of educators include master's degree holders, professionals, experts, leaders, and principals. Compared to their less experienced counterparts, principals and department heads tended to have higher levels of emotional intelligence and self-efficacy. Unfortunately, the school's pedagogical climate was not considered. Nevertheless, Bryan (2011) conducted similar research with primary school teachers in Southeast Michigan, United States, who also utilised the RTS, replicating the findings of Penrose et al. Researchers discovered a strong adverse association between emotional intelligence and teachers' belief in their abilities to impact student learning.

For teachers in training and experienced educators alike, high levels of emotional intelligence have been linked to higher confidence in one's ability to do a good job. Chan (2008) found that persons in Hong Kong with greater EQ were better able to handle stress thanks to their enhanced emotional intelligence.

According to Abdolvahabi, Bagheri, and Kioumarsi (2012), physical education teachers have a significant relationship. Emotional intelligence and confidence in one's ability to teach a foreign language have been linked in studies of Iranian preservice and in-service teachers (Koçolu, 2011; Rastegaar & Memarpour, 2009). Studying Iranian university professors, Sarkhosh and Rezaei (2014) found a correlation between EQ and confidence in one's abilities. Nevertheless, the influence of context on educators' EQ and SEL has not been explored in any of these investigations.

Emotional Intelligence, Teacher Self-Efficacy, and Background Characteristics

Teacher self-efficacy is evaluating teacher's ability to engage pupils and achieve the intended learning outcomes, even those students who are likely tough or disengaged (Karim, Masud, Subarna, Billah & Wienaah, 2022). More than enough evidence suggests that teachers' self-efficacy directly impacts their actions and reactions (Burić & Moe, 2020).

Independent of other considerations, children whose teachers' have greater levels of self-efficacy tend to do better than those whose teachers have lower levels of self-efficacy (Bandura, 1993; Ware & Kitsantas, 2007; Hampton et al., 2020). A teacher's belief their efficacy as an educator can be a good indicator of whether or not other factors, such as students' socioeconomic status (SES) or administrative support, are at play (Tran & Le, 2015).

According to a correlational study on external variables and teacher self-efficacy conducted by Wagler (2011), the author found that SES substantially affected preservice teachers' self-efficacy levels. Preservice teachers with a self-efficacy score of 0.29 or above were more likely to teach at schools where the percentage of students receiving free or reduced-price meals ranged from 58.8% to 100%. Teachers at low-income schools deal with more challenging student attitudes, greater student mobility, and fewer resources (Kincheloe, 2010). It is important to recognise the influence of the environment on teacher self-efficacy despite the fact that teacher self-efficacy is connected to student accomplishment independent of external circumstances.

Alonso-Yanez, Preciado-Babb, Brown, and Friesen (2021) examined how instructional leadership and school culture influenced students' academic

performance. One hundred and ninety-four teachers and 948 students were recruited using a stratified sampling technique; teachers' answers were measured using the Organisational Culture Scale, the Instructional Leadership Scale, and the Collective Teacher Efficacy Scale. In this study, we found that students' average academic performance scores were strongly impacted by students' socioeconomic position, students' academic self-efficacy, and teachers' collective efficacy. Another research demonstrated that teachers' impressions of school administrators' instructional leadership significantly affected teachers' impressions of the school's overall culture. What is more, teachers' views on company culture impacted their estimations of group performance.

Several researches have examined how economics teachers' emotional intelligence correlates with their student's sense of competence. Other studies, however, have found a correlation between a family's socioeconomic condition and their children's social and emotional development. Most people feel that a lack of social and emotional competence is a major contributor to low income (Ghosh, 2014; Gruijters, Raabe & Nicolas, 2021).

Wu et al. (2019) investigated emotional intelligence (EI) and self-efficacy and tested whether teaching performance mediated this link. The study enlisted the help of 429 Chinese high school teachers. They answered three surveys about emotional intelligence, self-efficacy, and teaching ability. According to the study, the total effect of EI on self-efficacy was .61, showing that higher EI is positively connected with higher self-efficacy. Teaching performance played a role in this association. The direct effect of EI on teachers' self-efficacy was .23, while the mediating impact of teaching performance on

the link between EI and teachers' self-efficacy was.45, according to the mediating model for teaching performance.

Empirical research has found a robust relationship between teachers' EI and their confidence in their teaching abilities (e.g., Moafian & Ghanizadeh, 2009; Sarkhosh & Rezaee, 2014). Additionally, EI factors can be employed as predictors of educators' sense of competence (Moafian & Ghanizadeh, 2009; Sarkhosh & Rezaee, 2014). According to research conducted by Chan (2004), it was shown that among Hong Kong's secondary school teachers, empathic sensitivity was a predictor of positive emotion management and general self-efficacy.

Lynch (2020) employed an eye-tracking study to see if self-efficacy impacted emotional intelligence in US K-12 public school teachers and if emotional intelligence could attenuate those connections. Seventy-five people were recruited through industry-specific social media platforms to participate in a single-administration survey that included six demographic questions, The Teacher SE Beliefs Scale, The OLBI, and the TEIQue-SF. The study findings reveal that EI impacts teachers SE F (3,71) -7.173, $p < .001$, $\Delta R2 = .200$. Based on the findings and previous literature, teachers and school/district leaders interested in supporting teacher well-being should consider SE training and practice, focused on adult SE and EI, an important initiative.

Conceptual Framework

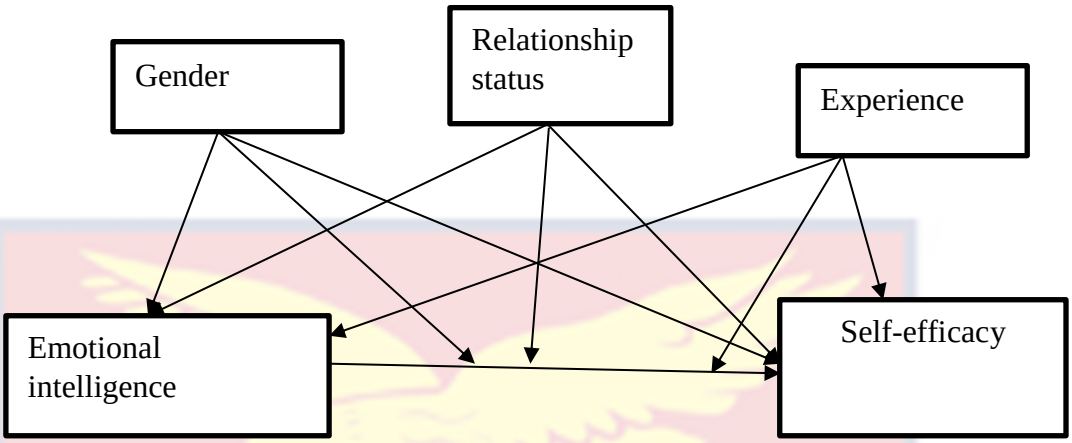

Figure 1: Conceptual framework

Source**:** Self-efficacy model (Shortridge-Baggett & van der Bijl, 1996)

The Conceptual Framework presented in Figure 1 illustrates the hypothesized relationships between Emotional Intelligence, Self-efficacy, and the moderating variables of Gender, Experience, and Relationship status. This framework is based on the Self-efficacy model by Shortridge-Baggett & van der Bijl (1996), which in turn draws from Bandura's (1977, 1986) seminal work on self-efficacy.

The primary relationship under investigation is the influence of Emotional Intelligence on Self-efficacy among economics teachers. This connection is grounded in the understanding that emotional competencies may significantly impact a teacher's belief in their ability to effectively perform their educational duties. The framework introduces Gender, Experience, and Relationship status as moderating variables. These background characteristics are hypothesized to influence the strength or direction of the relationship between Emotional Intelligence and Self-efficacy. Specifically:

1. Gender: The framework suggests that the impact of Emotional Intelligence on Self-efficacy may differ between male and female

teachers. This could be due to societal expectations, differing emotional processing, or varying experiences in the teaching profession based on gender.

2. Experience: The length and quality of a teacher's professional experience are posited to moderate the Emotional Intelligence-Self-efficacy relationship. More experienced teachers might leverage their emotional intelligence differently than novice teachers, potentially leading to varied effects on self-efficacy.
3. Relationship status: This variable considers how a teacher's personal relationship status (e.g., single, married, divorced) might influence the way their Emotional Intelligence translates into Self-efficacy. Personal life circumstances could affect emotional resources and, consequently, professional self-belief.

These moderating variables add complexity to the model, acknowledging that the relationship between Emotional Intelligence and Self-efficacy is not uniform across all individuals but rather can be influenced by personal and professional background factors. The framework aligns with Bandura's assertion that self-efficacy beliefs are derived from four main sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. In this context, Emotional Intelligence can be seen as potentially influencing these sources, particularly the management of physiological and affective states.

Empirical Review

This section reviews past research conducted on the objectives guiding this current study. This aided the researcher in identifying gaps that other studies have not filled, directing this study's focus.

Ahad, Mustafa, Mohamad, Abdullah, and Nordin (2021) conducted a quantitative study with 263 vocational college teachers across Malaysia to investigate the association between work attitudes, organisational commitment, and emotional intelligence. The study findings reveal that work attitudes, organisational commitment, and emotional intelligence have a substantial positive association.

Using a convenience sample technique, Kamboj and Garg (2021) investigated the impact of intrinsic characteristics such as emotional intelligence and resilient character qualities on the psychological well-being of 200 school teachers across Haryana, India. According to the findings of multiple parallel mediations, perseverance emerges as a substantial mediator and predictor of psychological well-being among resilient trait factors, and self-reliance emanates as an inaccurate yet significant mediator in the relationship between emotional intelligence and teacher well-being. Emotional intelligence's direct impact on psychological well-being was also statistically significant. In addition, compared to male school teachers, female school teachers have stronger emotional intelligence and resilience.

In the Croatian context, Kostić-Bobanović (2020) evaluated SE and trait EI among beginner and experienced primary, secondary, and university EFL teachers. The study found that experienced teachers had higher self-control,

sociability (Trait EI characteristics), and classroom management efficacy than novice teachers.

Skura and Świderska (2021) examined how instructors' emotional intelligence and social competency affected special-needs pupils. Students' emotional intelligence and social competency levels: 225 teachers from Polish schools were used in the investigation. The Social Competences Questionnaire and the Two-dimensional Emotional Intelligence Inventory were used as data sources. The study revealed that emotional intelligence and social competence disparities only work with children with moderate and severe intellectual disabilities, chronic illness, and mental diseases. The findings further posit that teachers reported difficulty working with specific special education categories.

Masa'Deh et al. (2021) investigate the role of self-esteem in the link between academic achievement and socio-demographic factors of pupils. Jordanian schools were studied in cross-sectional descriptive research. Students who gave demographic information and completed the Arabic Version of the Rosenberg Self-Esteem Scale were recruited using a nonrandom consecutive sampling procedure. The study's findings reveal that self-esteem was 23.07 (*SD* = 2.69) in 1800 pupils, while academic performance was 86.5 (*SD* = 6.34). The connection between socio-demographics (gender, educational sector, and education program) and academic performance was modified by self-esteem.

In support of this, Hassan, Awan, and Awan (2018) examined the motivation and self-efficacy of 105 male and 55 female teachers in Pakistani government secondary schools. Different measuring scales were employed to assess motivation and self-esteem, including the School Climate Scale (SCS), Teacher Motivation Scale (TMS), and Teachers Self-esteem Scale (TSS).

According to the findings, 75% of principals and teachers prefer an open workplace, while 25% prefer a closed one. They discovered a significant difference between the two habitats when they compared both (open and closed) environments. When comparing male and female employees, there was a significant disparity. Female employees were found to be more motivated than male employees.

The self-efficacy idea suggests that one's successes are the most important factor in determining confidence and competence (Bandura, 1978). Therefore, if teachers view their performance in the classroom as successful, they are more likely to believe in their abilities as educators and raise their expectations for future success. If teachers view their performance as unsuccessful, they are less likely to believe in their abilities as educators and lower their expectations for future failure (Bandura, 1997; Tschannen-Moran & Hoy, 2007). Empirical findings confirm the pivotal function of classroom performance in developing teachers' sense of competence (e.g., Tschannen-Moran & McMaster, 2009). Furthermore, Holzberger, Philipp, and Kunter (2013) discovered that instructors' confidence in their abilities as teachers rise after a year of excellent performance in the classroom.

Chesnut and Cullen (2014) studied 209 prospective educators to see how self-efficacy, future work environment expectations, and emotional intelligence affected future educators' dedication to the teaching profession. The research found a favourable relationship between preservice teachers' expectations of their self-efficacy in classroom management, instructional strategies, and student engagement through correlation and regression analysis. Teachers-to-

happiness are, and determination to pursue the profession were affected by their visions of the workplace.

At high schools, Ebrahimi and Moafian (2012) investigated the relationships between critical thinking (CT) and emotional intelligence (EI) as well as self-efficacy. The study included 64 high school instructors. The participants needed the Teachers' Sense of Efficacy Scale, the Emotional Intelligence Questionnaire, and the Watson-Glaser Critical Thinking Appraisal. The data was analysed using descriptive statistics, Pearson product-moment correlations, and regression analysis. The study found that CT was linked to EI but not self-efficacy. Furthermore, no moderating effects for age, gender, or teaching experience were discovered in the association between CT and EI.

A total of 158 secondary school teachers were surveyed by Chan (2004) to assess their level of confidence in their ability to help their pupils and their emotional intelligence. Four aspects of self-reported emotional intelligence were identified by item component analysis and translated into four distinct empirical measures. According to the results, instructors excelled in all areas, especially positive control and empathetic sensitivity. Positive regulation was the most significant when considering the four factors of perceived emotional intelligence as predictors of self-efficacy beliefs. However, it was shown that empathetic sensitivity was a robust predictor of belief in one's ability to aid students.

Saeed and Ahmad (2020) investigated the relationship between emotional intelligence and academic self-efficacy in senior high school instructors and gender disparities. The relationship between emotional intelligence and academic self-efficacy in undergraduate students and gender

differences. According to the findings, 206 (51.5%) of the 400 participants were females, while 194 (48.5%) were males. The average age of the participants was 21.28±2.12 years. Academic self-efficacy was significantly predicted by emotion perception, emotion use, and emotion management with self and others ($p<0.05$). According to the findings, emotional intelligence was found to play a significant role in developing academic self-efficacy among teachers.

Chapter Summary

Various theoretical and empirical studies provide ample evidence and enough literature to examine the concept of Emotional intelligence and self-efficacy in SHS teachers. However, a dearth of studies focusing on Economics teachers in the Ghanaian context leaves the issue of inadequate geographical representation.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter of the research elaborated on the methods used to undertake the study. This included the research design, study population, sample size and sampling procedures, research instrument, data collection procedure, validity and reliability, field challenges, ethical considerations, data analysis, budget and timeline.

Research Paradigm

The research perspective adopted was positivism. Positivism takes a quantitative approach to investigating phenomena instead of post positivism, which tries to describe and examine phenomena in depth from a qualitative standpoint (Frank, 2013). EI and SE can be assessed objectively as a result of this. The variables evaluated in a quantitative research study are related to answering a research question and/or predicting the outcomes the researcher anticipates (Creswell, 2014). Quantitative research is a deductive method of investigation (Rovai et al., 2014, as cited in Wisdom & Creswell, 2013). For quantitative researchers, the world exists independently of the individual, and they approach reality by deconstructing it into simpler parts. Within these more manageable chunks, we may test and verify hypotheses concerning the interplay of various factors (Wisdom & Creswell, 2013).

Research Design

According to Rahi (2017), a research design is a pattern or detailed plan for conducting a study; it directs the logical data collection and analysis framework to arrive at conclusions. The research design can be described as the

bond that holds together all the components of research work and can be viewed as the structure or plan of the research (Akhtar & Islamia, 2016). This research was carried out using a survey. The research employed a cross-sectional survey. A survey is typically used to study the perspectives of a wide group of people on a certain situation or event (Wang & Cheng, 2020). It helps develop a well-rounded understanding of the potential relationships of measured conditions, which are usually inexpensive and easy to conduct **(**Ewart & Ames, 2020). The choice of this design is because it is used for the identification and obtaining information on phenomena such as a group of people and helps to describe these as they exist (Akhtar & Islamia, 2016), and that is what this study seeks to achieve. In the survey analysis, generalisation is limited to the observed group. Thus, the generalisation of this study can only be limited to teachers since that was the observed group. No generalisations can be made beyond the sample size of the study, and generalisations to other populations based on the results are also not warranted (Chitiyo, 2014).

Population

The target population for the study was all senior high school economics teachers in Ghana. An exact total number of economics teachers in the country could not be obtained because the district and regional education offices could not provide the exact number of economics teachers in the schools as some teachers get reassigned to teach other subjects after being posted to the schools. An estimated total number of 4,407 economics teachers was arrived at by multiplying the total number of schools (1469) which offer economics, based on the 2022 national school placement system data by the estimated average of 3 economics teachers in each school. The accessible population of economics

teachers was estimated to be far less than this estimated national total. Some economics teachers were inaccessible for the study because their schools were on vacation during the time of data collection. Senior high schools in Ghana run a double-track system, whereby the population of students is divided into two tracks. Students of one-track report to school when the other track goes on vacation. This arrangement was made by the Ghana Education Service to manage the increased enrolment due to the implementation of the free senior high school education policy.

Sampling Procedures

To obtain a representative sample of economics teachers for the study, senior high schools in Ghana were grouped into three zones: the northern, middle and southern zones. The northern zone comprised the Northern, Savannah, Upper East, Upper West and North East Regions. Oti, Bono East, Bono Ahafo, Ahafo, and Ashanti Regions formed the middle zone and the southern zone comprised the Western, Western North, Central Region, Volta, Eastern and Greater Accra Regions. Cluster sampling technique was used to randomly select the northern zone for the study. The accessible number of economics teachers in the Northern zone was 300 economics teachers who were in school at the time of data collection. All 300 economics teachers in the accessible population were included in the study, via the census method. However, only 88 questionnaires were filled to the requirements of the study. All responses with missing values were discarded to ensure that the obtained responses provided the requisite data for the study. The study therefore ended up with a sample of 88 economics teachers.

Data Collection Instruments

Data collection is gathering information to answer particular questions, test hypotheses, and evaluate the results (Pandey & Pandey, 2021). The researcher employed the General Self-Efficacy and Quick Emotional Intelligence Self-Assessment.

The General Self-Efficacy scale developed by Ralf Schwarzer and Jerusalem Mattias in 1995 was used to measure the self-efficacy of economic teachers. This instrument has a ten-item and four Likert scales, with Not at all true, hardly true, moderately true and exactly true, as the responses, respectively. The total score was achieved by summing up all the items, ranging from 10 to 40. The higher the score, the higher the self-efficacy.

The Quick Emotional Intelligence Self-Assessment developed by Paul Mahopel (2015) was adapted to measure the Emotional Intelligence of the respondents. This is also a forty-item scale divided into four parts: Emotional Awareness, Emotional Management, Social Awareness and Social Skills. The total score determines whether there is an area for improvement, there needs to be strengthening, or there is an improved skill. This has a 5-point Likert scale. The teacher's qualification was used to measure their status; thus, the respondents indicated whether they have a diploma, degree or master's. They also needed to indicate the years they have been teaching and their rank in the service, which was used as a proxy for measuring the length of experience. Section 'A' dealt with the demographic data of the respondents, while Section 'B' focused on the emotional intelligence of the teacher, and Section 'F' focused on self-efficacy.

There were 68 items on each questionnaire which constituted only closed-ended questions. The questionnaire items were grouped into five sections. Section 'A' dealt with the respondents' demographic data, while Sections 'B,' C,' 'D' and 'E' focused on Emotional Awareness, Emotional Management, Social-Emotional Awareness and Relationship Management, respectively. Sections 'F,' 'G,' 'H,' and 'I' focused on General Efficacy, Efficacy for Instruction and Efficacy Motivation and Efficacy Classroom Management, respectively.

Validity and Reliability

The reliability of the data was estimated using the Cronbach's Alpha, composite reliability and convergent validity, all of which were within the benchmark of 0.708 or higher (Hair et al., 2019). Discriminant validity was estimated using the heterotrait-monotrait ratio, which, according to Henseler et al. (2016), should be lower than 0.85. All the estimated ratios shown in Table 6 and 7 were below the 0.85 threshold, implying that the data set passed the discriminant validity test.

Partial least square structural equation modelling

Multivariate analysis with structural equation modelling (SEM) is a flexible, all-purpose method. It captures complex and dynamic interactions within a web of observable and unobserved variables through a conceptual model, route diagram, and system of connected regression-style equations. SEM and regression may look similar at first glance; but SEM is quite distinct. There is a strict delineation between the two types of variables in a regression model. Nevertheless, in SEM, such notions only apply relatively, as a dependent variable in one model equation might become an independent variable in other

parts of the SEM (Kowalski and Tu, 2007; MacKinnon & Fairchild, 2009). Specifically, this form of a variable's recursive function allows SEM to infer causal linkages.

To test and analyse multivariate causal linkages, scientists are increasingly turning to structural equation modelling (SEM), a sophisticated multivariate approach. SEMs diverge from other modelling strategies in investigating the immediate and remote consequences of hypothesised causal connections (Fan et al., 2016). Nursing researchers frequently employ structural equation modelling (SEM) to confirm complex phenomena across various topics, including human beings, health, and the natural world. In the area of interest, it creates an equation system that formally expresses the causal links between different variables and how these ideas are connected (Kim et al., 2015). Because of its various benefits, SEM is a popular data analysis tool in many academic disciplines. First, it is possible to limit the impact of any errant measurements. Second, it is simple to employ mediating variables. The third benefit is that the theoretical model may be evaluated statistically (Hong, 2000). That is to say, the researcher can decide whether or not to accept the theoretical model they built as legitimate after assessing how well it fits the real facts.

SEM includes several integrated analytic approaches. These include variance comparisons between and within groups commonly connected with ANOVA. Path analysis (regression analysis) is also included, in which equations reflecting the influence of one or more variables on others may be solved to estimate their correlations (Tarka, 2018). As a result, a path analysis illustrates the predicted causal links between variables to be investigated. Another subset of SEM is factor analysis, in which unseen variables (factors or

latent variables) are computed from measured variables, and there are general recommendations for using PLS (Henseler et al., 2009).

Mediation Procedure in SEM

The concept of mediation investigates the influence of a third variable on the relationship between two others (Hayes, 2009). Such a model is termed an "intervening" or "mediating" model, and it proposes that one independent variable (X) influences another independent variable (Y). A combination of direct and indirect effects might contribute to X's overall impact on Y. An independent variable's impact on a result can sometimes be better understood by considering an intervening variable, or "mediator," in the process. In treatment research, learning and analysing the mechanisms by which an intervention produces its effects is often of great interest (Gunzler et al., 2013).

Measurement Model

The assessment criteria under the measurement model are comprised of indicator loadings or item reliability (IL), internal consistency, convergent validity (CV), and discriminant validity (DV). As a rule of thumb, these criteria sought to determine the data quality criteria for analysis of the hypotheses set in the study (Hair et al., 2019).

Indicator Loadings

The indicator acceptability on the constructs in Table 1 and Figure 2 revealed that loadings were well within the recommended criteria of 0.70 and above. Some of the indicators that loaded below the 0.70 thresholds were retained because of the argument raised by Hair et al. (2019) that in circumstances where such items will not affect the overall reliability of the

model, they can be maintained. The bases for retaining the factors are also demonstrated in the significance of each factor to its construct.

Table 1: Constructs' Item Loadings

Factors	Loading	T stat	P values
EA1 <- Emotional intelligence	0.592	3.459	0.001
EA10 <- Emotional intelligence	0.665	2.999	0.003
EA4 <- Emotional intelligence	0.739	2.651	0.009
EA7 <- Emotional intelligence	0.760	3.981	0.048
EA8 <- Emotional intelligence	0.873	2.026	0.043
EA9 <- Emotional intelligence	0.549	5.307	0.000
ECM1 <- Self-efficacy	0.576	7.719	0.000
ECM2 <- Self-efficacy	0.614	7.802	0.000
ECM3 <- Self-efficacy	0.775	11.155	0.000
ECM4 <- Self-efficacy	0.702	9.253	0.000
EFM1 <- Self-efficacy	0.775	11.155	0.000
EFM2 <- Self-efficacy	0.702	9.253	0.000
EFM3 <- Self-efficacy	0.628	8.139	0.000
EFM4 <- Self-efficacy	0.651	7.631	0.000
EI1 <- Self-efficacy	0.645	8.477	0.000
EI3 <- Self-efficacy	0.622	9.175	0.000
EI4 <- Self-efficacy	0.685	6.777	0.000
EM2 <- Emotional intelligence	0.625	2.232	0.026
EM3 <- Emotional intelligence	0.685	1.780	0.075
EM4 <- Emotional intelligence	0.734	2.384	0.017
EM5 <- Emotional intelligence	0.509	5.716	0.000
EM6 <- Emotional intelligence	0.660	4.153	0.000
EM8 <- Emotional intelligence	0.658	4.258	0.000
EM9 <- Emotional intelligence	0.768	2.985	0.003
Exp <- Length of service	1.000	0.000	0.000
RM2 <- Emotional intelligence	0.478	3.911	0.000
RM3 <- Emotional intelligence	0.703	10.099	0.000

Table 1: Cont'D

RM4 <- Emotional intelligence	0.425	4.163	0.000
RM5 <- Emotional intelligence	0.777	2.792	0.005
RM6 <- Emotional intelligence	0.556	5.853	0.000
RM7 <- Emotional intelligence	0.684	8.467	0.000
RM8 <- Emotional intelligence	0.687	10.821	0.000
SA2 <- Emotional intelligence	0.540	6.226	0.000
SA3 <- Emotional intelligence	0.451	3.433	0.001
SA5 <- Emotional intelligence	0.529	4.370	0.000
SA6 <- Emotional intelligence	0.616	2.103	0.035
SA7 <- Emotional intelligence	0.560	5.074	0.000
SA8 <- Emotional intelligence	0.508	2.805	0.005
SA9 <- Emotional intelligence	0.592	5.823	0.000
SE10 <- Self-efficacy	0.663	7.482	0.000
SE4 <- Self-efficacy	0.683	7.189	0.000
SE5 <- Self-efficacy	0.511	4.653	0.000
SE7 <- Self-efficacy	0.526	5.391	0.000
SE9 <- Self-efficacy	0.533	5.537	0.000
gen <- Gender	1.000	0.000	0.000
marit_status <- Marital status	1.000	0.000	0.000
Length of service x Emotional intelligence -> Length of service x Emotional intelligence	1.000	0.000	0.000
Gender x Emotional intelligence -> Gender x Emotional intelligence	1.000	0.000	0.000
Marital status x Emotional intelligence -> Marital status x Emotional intelligence	1.000	0.000	0.000

Source: Field Survey (2022)

From Table 1, loadings for emotional intelligence were between 0.425–0.873, loading for self-efficacy ranged from 0.511 – 0.775, while others with single constructs, i.e., gender, marital status and experience, were all 1.00 respectively. Based on the rule of thumb prescribed by Hair et al. (2019), the

indicators shown in Table 1 were retained to ensure the reliability of the model or appropriate AVE.

Internal Consistency and Convergent Validity

According to Hair et al. (2019), internal consistency or reliability values ranging between 0.60 and 0.70 is acceptable, and a score between 0.70 and 0.90 is satisfactory. The internal consistency of the constructs was assessed using the CA, rho_A and CR, while convergent validity was assessed using the AVE. The average variance extracted (AVE) for all items on each construct is used to assess a concept's convergent validity. An AVE of 0.50 or greater is desirable since it indicates the constructs' ability to explain at least 50% of its items variance. The results presented in Table 2 evaluated how well the constructs measured what they were supposed to measure and have met consistent use in different settings.

Table 2: Construct Reliability and Convergent Validity

Constructs	CA	rho_A	CR	AVE
Emotional intelligence	0.853	0.869	0.875	0.519
Self-efficacy	0.906	0.914	0.919	0.620
Gender	1.000	1.000	1.000	1.000
Length of service	1.000	1.000	1.000	1.000
Marital status	1.000	1.000	1.000	1.000

Notes: CA = Cronbach's Alpha; CR = Composite Reliability; CV = Convergent Validity; AVE = Average Variance Extracted.

Source: Field Survey (2022)

Although CR is seen as the best measure of internal consistency; however, a cursory check of the values of all the other measures showed that the constructs' internal consistencies were achieved. This is because CA, rho_A, and CR values all met the accepted threshold of 0.708 or higher (Hair et al.,

2019). Again, the constructs convergent validity, which measured the extent to which the constructs shared a mutual relationship, was satisfactory. This was because Average Variance Extractors (AVE) values were reasonably higher than the minimum 50 percent threshold (AVE≥0.50).

Discriminant Validity (DV)

Another form of an assessment of the measurement model is discriminant validity, which shows how distinctive or discriminatory a construct is experimentally from other constructs in the structural model. Table 3 was used to confirm that the constructs were distinct and that each measured different phenomenon. This check was run using the HTMT ratio scores proposed by Henseler et al. (2016). The rule of thumb is that HTMT values should be lower than 0.85.

Table 3: Heterotrait-Monotrait Ratio (HTMT)

Constructs	1	2	3	4	5	6	7	8
1. EI								
2. GR	0.302							
3. LS	0.340	0.043						
4. MS	0.386	0.193	0.109					
5. SE	0.588	0.491	0.157	0.099				
6. GR x EI	0.244	0.033	0.085	0.086	0.086			
7. LS x EI	0.245	0.064	0.245	0.068	0.100	0.229		
8. MS x EI	0.288	0.069	0.073	0.021	0.123	0.397	0.037	

Notes: EI = Emotional intelligence; GR = gender; LS = Length of service; MS = Marital status; SE = Self-efficacy.

Source: Field Survey (2022)

As a rule of thumb, the HTMT ratio of less than 0.85 connotes the nonexistence of discriminant validity problems (Henseler et al., 2016).

Observations emanating from the results of Table 3 indicated that constructs were well distinguished (< $HTMT^{0.85}$). Next is the structural model assessment.

Data Collection Procedures

An introductory letter from the Head of the Department of Business and Social Sciences Education (DoBSSE), University of Cape Coast, was provided to the Heads of the selected senior high schools prior to the day of data collection. This introductory letter aimed to elicit collaboration between the researcher and the teachers who acted as the study's participants. All economics teachers in the schools that were sampled were given a questionnaire. The researcher delivered the questionnaires to ensure a high return rate and clarify some items' meaning to teachers. The respondents used at least 30 minutes to respond to the questions. Prior to the data collecting day, the researcher visited the selected schools to develop a solid connection with the teachers. It took the researcher one month to visit the schools in the three zones to administer the questionnaire. Despite several efforts to elicit the teachers' responses, 88 out of the administered questionnaires were completely responded to and returned to the researcher. The other participants could not respond to calls to retrieve the questionnaire. Others who accepted to respond left many unfilled portions, making it difficult to include them in the analysis. Finally, the completed questionnaires (88) eventually formed a response rate of 64 percent, which in the opinion of Mugenda and Mugenda (2003), is adequate for social science research. Data analysis was based on the achieved response rate.

Data Processing and Analysis

Descriptive and inferential statistics were used to analyse the responses to the research questions. It was critical to guarantee that data analysis was

carried out to determine the correlations between the variables (Chapman, 2018). The data gathered was managed using Statistical Package for Social Sciences (SPSS) and Smart PLS software to capture and clean the data. The data gathered was analysed using various statistical tools, both descriptive and inferential. The descriptive statistics were calculated using SPSS (version 26). The descriptive statistics was used to run the background characteristics of respondents. SPSS was used to estimate the relationship between emotional intelligence and gender.

Smart PLS software was used to estimate models with data obtained using basic PLS-SEM, weighted PLS-SEM (WLPS), consistent PLS-SEM (PLSc-SEM), and total scores regression methods for the research. PLS is the approach of choice for marketing success factor research (Albers, 2009) and for calculating the different index models (Fornell, 1992). The PLS approach has also grown in popularity in empirical research in international marketing, which may reflect an understanding of PLS's particular methodological qualities. This research's conceptual model was broken down using partial least squares (PLS) modelling. Given the study's goal of predicting the dependent variable and the widespread usage of partial least squares (PLS) route modelling in management and allied disciplines, PLS path modelling was selected as the appropriate research approach. According to academics, PLS is the most completely developed broad "variance-based structural equation modelling" techniques system. The researcher can run further analyses on the data with Smart-PLS 3 to investigate the hypothesised connections further.

Ethical Considerations

Ethical considerations in research are guidelines that should be followed when conducting research (Bhandari, 2021). The researcher's key methods for protecting study participants' privacy are informed consent, anonymity, and withholding of participants' real names (Wiles, 2021). Every research endeavour has ethical concerns, and this study was no exception. The privacy and anonymity of the participants were ensured. The consent of all Economics teachers from the selected Senior High Schools was sought before administering the research instrument. No teacher was forced to participate against their will, and no school was forced to be part of the study should the heads disagree. Participants were not allowed to write their names or other details, such as staff IDs or telephone numbers, to ensure confidentiality and anonymity. Ethical clearance was also sought from the Institutional Review Board of the University of Cape Coast (IRB-UCC) after they reviewed the research proposal and data collection instrument to ensure the research instrument had no negative effect on respondents or relatives' job security or even the environment.

Chapter Summary

This chapter mentioned that a quantitative approach was utilised. The chapter also examined the population, participants, research instruments, quasi-experimental design, and data collection procedures. In addition, questions about the instrument and study validity and reliability were highlighted. Finally, the chapter discussed the ethical implications and the steps to mitigate and address them.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of this study was to investigate the relationship status, gender, and experience have on EI and SE among teachers of Economics in selected Senior High Schools in Ghana. In this chapter, the results and discussion of the findings were presented by demonstrating how some individual characteristics could predict their emotional intelligence and self-efficacy. Before the presentation of the study's main results, the respondents' demographic features were captured; followed by the assessment of the normality of the data and the measurement and structural models of PLS-SEM, which were generated to handle the various objectives of the study. Finally, the discussions on the findings of the objectives were presented to end the chapter.

Background Characteristics of the Respondents

The bio-data of the respondents were presented in this section. The information concerning their gender, age, position, educational qualifications, programme of study, marital status, rank, and length of their teaching experience is captured in Table 2. This helps to understand the general makeup of the teachers. As reported in Table 2, the majority of the respondents were males, 63(71.6%), compared to the number of females, 25(28.4%). The gender distribution of the respondents reflects the general composition of workforce inequality in the education industry in Ghana. A study by Bertocchi, Bonacini and Murat (2021) on why males outnumber females in Economics points to the high school perception of how difficult calculation subjects were and how that influenced their choice of Economics at the bachelor level. In this regard, more

females should be encouraged to take such courses. Awareness can also be created to demystify the myths surrounding economics.

Table 4: Background Characteristics of Respondents

Option	Frequency	Percent
Gender		
Male	63	71.6
Female	25	28.4
Total	88	100.0
Age Group		
20 – 25	5	5.7
26 – 30	63	71.6
31 – 35	11	12.5
36 – 40	7	8.0
41 -45	2	2.3
Total	88	100
Qualification		
Degree	74	84.1
Masters	11	12.5
Others	3	3.4
Total	88	100.0
Program studied		
Bachelor of Education	70	79.5
Bachelor of Arts	6	6.8
Bachelor of Science	12	13.6
Total	88	100.0
Marital status		
Married	26	29.5
Single	61	69.3
Divorced	1	1.1
Total	88	100.0
Rank		
Senior Superintendent II	5	5.7
Senior Superintendent I	7	8.0
Principal Superintendent	64	72.7
Assistant Director II	5	5.7
Assistant Director I	7	8.0
Total	88	100.0
Experience/Length of teaching		
Below 5 years	66	75.0
5-10 years	11	12.5
11-15 years	7	8.0
16-20 years	2	2.3
21-25 years	2	2.3
Total	88	100.0

Source: Field Survey (2022)

Concerning the age distribution of the respondents, Table 4 revealed that the highest number of the respondents were within the 26 – 30 years age group (71.6%). The next age group with the most respondents is 31 – 35 (12.5%). Another important group noted was those within 36 - 40 years (8%). A few were between 20 to 25 years (3%) and 41 – 45 years (2.3%). On their educational qualifications, it was discovered that most teachers had first-degree certificates comprising 74 percent of the total respondents. Also, master's degree holders comprised 11 percent of the total teachers sampled for the study. The least number of the teachers had other qualifications like the Higher National Diploma. The education distribution is not surprising because the minimum qualification one requires in recent times to teach in a second-cycle institution is a first-degree certificate. Also, since the colleges of education are now running the bachelor system, economics can be introduced at that level to produce more such professionals.

Furthermore, the information on the programs studied by the teachers was taken. The findings show that 70 of them, representing 79.5 percent read Bachelor of Education in their respective tertiary institutions. The next highest were those teachers who read bachelor of science programs and those who studied Arts programs in tertiary institutions (13.6%). Regarding the marital status of the respondents, the data shows that the majority of them, i.e., over 69 percent, 61(69.3%) reported that they were single, 29.5 percent of them were married, and 1.1 percent of the teachers sampled had divorced. Moreover, according to the data, the majority of the teachers who have attained the rank of Principal Superintendent dominated by representing over 72 percent of the total

number, whiles the least was those who have obtained the rank of Senior Superintendent II and Assistant Director II, all representing 5 percent.

Finally, the respondents were asked to indicate how many years they had worked with their respective senior high schools. From Table 2, most (75%) respondents have worked with their schools for less than 5 years. This was followed by (12.5%) of the teachers who indicated that they have worked for between 5 to 10 years. Finally, 12.6% indicated they have worked in the firms for over 11 years.

Presentation of Main Results

Normality Assessment and Descriptive Statistics

Normality checks on data are done to ascertain how evenly distributed the data points are relative to each other. This ensures that the data collected are not far from normal or what is expected. Although normality checks are not compulsory when using PLS-SEM for data analysis (Hair et al., 2019), Pallant (2016) notes that the process is necessary for users to have a good view of how the respondents perceive the phenomenon studied. Despite a number of approaches existing on how to check for normality, Pallant's (2016) criteria were used in the study. The author suggests that data is normal when the Skewness and Kurtosis scores of the various items of the constructs deployed in a study fall between 0 to ±1.5.

Again, the descriptive statistics through means and standard deviations were used to assess the levels of the various constructs, thus, stakeholder identification, inquiry and dialogue, collaboration and team learning, staff empowerment and staff performance. The levels of the variables are determined following the study of Dess, Lumpkin and McFarlin (2005), who provided the

criteria for a midpoint of a Likert scale that values up to 2.9 show "low level" and values from 3 to 6 show "higher levels" of a construct. Hence, Dess et al.'s (2005) study was used as a proxy to determine the threshold on the level of the constructs.

The ensuing tables were used to report test data normality and descriptive statistics results. Firstly, Table 5 was used to show summaries of the normality checks and descriptive statistics on the emotional intelligence construct and its sub-dimensions, I.e., emotional awareness, emotional management, social-emotional awareness, and relationship management.

Table 5: Descriptive and normality assessment for emotional intelligence

Items/constructs	Mean Stat	Std. Dev Stat	Skewness Stat	Skewness Std. Error	Kurtosis Stat	Kurtosis Std. Error
Emotional Awareness (EA)						
My feelings are clear to me at any point in time	3.97	.79	.04	.260	-1.41	.514
Emotions play an important role in my life	3.65	.81	.05	.257	-.59	.508
My moods affect the people around me	2.85	1.27	.11	.258	-1.03	.511
I find it easy to explain my feelings	3.22	1.19	.04	.258	-.85	.511
My moods are easily affected by external factors	2.70	1.12	.06	.257	-.64	.508
I can easily sense when I am about to get angry	3.80	1.08	-.82	.258	.21	.511
I readily tell others my true feelings	2.77	1.17	.06	.257	-.84	.508
I find it easy to describe my feelings	3.30	1.16	-.40	.257	-.44	.508
I'm aware of what is happening even when I get upset	3.94	1.08	-.76	.257	-.26	.508
I am able to stand apart from my thoughts and feelings and examine them	3.84	.86	-.54	.257	.31	.508
Means of means (EA)	3.42	.55	-.25	.261	-.21	.517

Table 5: Cont'D

Emotional Management (EM)						
I accept responsibility for my actions	4.37	.73	-.90	.257	.11	.508
I find it easy to make and stick to them	3.95	1.07	-1.11	.257	.87	.508
I am an emotionally balanced person	4.03	1.01	-1.23	.257	1.48	.508
I am very patient	4.39	.75	-1.12	.258	.86	.511
I can accept criticisms without getting angry	4.02	.77	-.65	.257	1.250	.508
During stressful times, I am able to maintain my composure	3.90	.85	-.73	.257	.77	.508
If an issue does not concern me directly, I don't let it bother me	3.82	1.15	-.67	.258	-.48	.511
I can restrain myself when I get angry with someone	4.01	.86	-.67	.257	.48	.508
I control my urge to overindulge in things that can affect my well being	4.13	.79	-.67	.257	.09	.508
I direct my energy into creative ventures	3.95	.82	-.03	.257	-1.25	.508
Mean of means (EM)	4.05	.48	-.56	.260	.05	.514
Social Emotional Awareness (SA)						
I consider the impact of my decision on others	4.31	.90	-1.82	.257	.23	.508
I can notice if people around me are getting annoyed	4.17	.83	-1.06	.257	1.09	.508
I can sense when a person's mood changes	4.31	.65	-.43	.257	-.69	.508
I am able to be supportive when giving bad news to someone	3.71	1.13	-1.01	.257	.50	.508
I generally understand the way other people feel	4.11	.76	-.51	.257	-.19	.508
My friends can open up to me on intimate issues about themselves	3.87	1.03	-.62	.257	-.21	.508
I am genuinely bothered when people around me are suffering	4.48	.69	-1.22	.257	1.01	.508
I usually know when to speak and when to be quiet	4.24	.71	-.58	.258	-.10	.511
I care about what happens to other people	4.53	.64	-1.06	.257	.041	.508
I understand when people change their plans	4.18	.71	-.28	.257	-1.01	.508
Mean of means (SA)	4.20	.42	-.31	.258	-.23	.511

Table 5: Cont'D

Relationship Management (RM)						
I am able to show affection to people	2.85	1.25	.14	.257	-1.00	.508
My relationships are safe places	4.62	.61	-1.70	.258	.24	.511
I find it easy sharing my deep feelings with others	4.34	.75	-.83	.258	-.19	.511
I am good at motivating people	4.10	.99	-.92	.257	.13	.508
I am a cheerful person	4.12	.91	-.91	.258	.55	.511
I am able to make friends easily	4.39	.68	-.70	.257	-.62	.508
People tell me I am sociable and fun	4.20	.76	-.36	.257	-1.17	.508
I like helping other people	4.14	.86	-.94	.257	.97	.508
Others can depend on me	4.35	.71	-1.02	.257	1.16	.508
I am able to calm people down if they are upset	3.63	1.05	-.61	.257	.04	.508
Means of means (RM)	4.07	.43	-.40	.261	-.29	.517
Emotional intelligence	3.94	.32	-.235	.271	-.20	.535
Valid N (listwise).						

Source: Field survey (2022)

According to the results in Table 5, the teachers emotional intelligence levels were high based on the evidence engrained in the mean and standard deviation (M = 3.94; *SD* = .32) scores of the construct. Specifically, the various dimensions or sub-constructs of emotional intelligence were all high, suggesting that the teachers have emotional intelligence regarding their self-awareness, emotional management, social awareness and relationship management. For instance, the results demonstrated that emotional awareness (M = 3.42; *SD* = .55), emotional management (M = 4.05 *SD* = .48), social awareness (M = 4.20; *SD* = .42), and relationship management (M = 4.07; *SD* = .43) subconstructs were higher the mean of 0.29 threshold.

Furthermore, the results from Table 5 suggest that normality issues did not contaminate the data. The scores of the Skewness and Kurtosis indicated that the data were normally distributed for the emotional intelligence and its dimensions scale. Thus, the Skewness and Kurtosis values all fell below -+ 1.5.

Next table, Table 6 was used to assess the descriptive and normality test for self-efficacy and its sub-scaled construct.

Table 6: Descriptive and normality assessment for self-efficacy

Items/constructs	Mean	Std. Dev	Skewness		Kurtosis	
	Stat	Stat	Stat	Std. Error	Stat	Std. Error
General Self Efficacy (SE)						
I can always manage to solve difficult problems if I try hard enough	4.36	.68	-1.05	.257	1.67	.508
If someone opposes me, I try to find the means and ways to get what I want.	4.17	.66	-.20	.257	-.72	.508
It is easy for me to stick to my aims and accomplish my goals.	4.10	.71	-.34	.257	-.29	.508
I am confident that I can deal efficiently with unexpected events.	4.38	.73	-1.47	.257	.87	.508
Due to my resourcefulness, I know how to handle unforeseen situations.	4.28	.77	-.85	.257	.17	.508
I can solve most problems if I invest the necessary effort.	4.47	.69	-1.18	.257	.93	.508
I remain calm when facing difficulties because I can rely on my coping abilities.	4.48	.66	-.93	.257	-.23	.508
When I am confronted with a problem, I	4.17	.83	-.81	.257	.15	.508

Table 6: Cont'D

usually try to find several solutions.						
If I am in trouble, I usually think of a solution	4.39	.70	-1.05	.257	.87	.508
I can usually handle whatever comes my way.	4.17	.73	-1.12	.257	.44	.508
Mean of means (SE)	4.30	.44	-.23	.257	-.79	.508
Efficacy for Instruction (EI)						
How well do you respond to difficult questions from your students?	4.34	.60	-.31	.257	-.63	.508
How well do you provide appropriate challenges for very capable students?	4.47	.64	-.84	.257	-.31	.508
How well do you implement alternative strategies in your classroom?	4.45	.70	-1.31	.257	1.01	.508
How well do you provide an alternative explanation or examples when students are confused?	4.30	.80	-1.29	.257	.31	.508
Mean of means (EI)	4.39	.49	-.76	.257	.37	.508
Efficacy for Motivation (EFM)						
How well do you help your students value learning?	4.26	.76	-1.27	.257	.05	.508
How well do you motivate students who show low interest in schoolwork?	4.10	.69	-.56	.257	.62	.508

Table 6: Cont'D

How well do you improve the understanding of a student who is failing?	4.39	.67	-.90	.257	.71	.508
How well do you get through to the most difficult students?	4.40	.68	-.96	.257	.60	.508
Mean of means (EFM)	4.29	.52	-1.01	.257	.78	.508
Efficacy for Classroom Management (ECM)						
How well can you make your expectations clear about student behaviour?	4.47	.62	-.76	.257	-.38	.508
How well can you get students to follow classroom rules?	4.43	.75	-1.56	.257	.65	.508
How well can you control disruptive behaviour in the classroom?	4.26	.76	-1.27	.257	.05	.508
How well can you keep a few problem students from ruining an entire lesson?	4.10	.69	-.56	.257	.62	.508
Mean of means (ECM)	4.32	.32	-.23	.257	-.20	.508
Self-Efficacy	4.33	.42	-.54	.257	.122	.508
Valid N (listwise).						

Source: Field survey (2022)

The results in Table 6 show that the parameters for the normality of data were upheld by relying on the established criteria for normality and descriptive statistics. Observing the scores of Skewness and Kurtosis has cleared doubts about abnormal data distribution. In the same vein, because the mean and standard deviation of the self-efficacy construct (M = 4.33, SD = .42) are high,

it can be said that the respondents had some level of self-efficacy. Specifically, it can be established that the teachers' general self-efficacy was high (M = 4.30, SD = .44). Also, the other types of self-efficacy comprising efficacy for instruction, efficacy for motivation and efficacy for classroom management were in the opinion of the teachers described high as captured in Table 6. Upon the successful examination of the normality and levels of the constructs, the assessment of the PLS-SEM outputs was followed. This was done through the PLS-SEM's two-step approach, i.e., measurement and structural models.

Structural Model Assessment

After a successful evaluation of the measurement model, the next was the structural model assessment, which was primarily used to examine relationships between the constructs and draw conclusions from the study's findings through the various objectives and respective hypotheses. The coefficients (R), coefficient of determination (R^2), significance (ρ), predictive relevance (Q^2) and effect size (f^2) were presented in Table 7.

Table 7: Structural model results

Paths	R	T stat	P values	R^2	Q^2	f^2
EI				0.302	0.195	
SE				0.476	0.105	
Research Question 1						
MS -> EI	0.294	2.524	0.012			0.118
GR -> EI	0.268	3.003	0.003			0.098
LS -> EI	0.316	2.988	0.003			0.141
Research Question 2						
MS -> SE	0.206	2.113	0.035			0.067
GR -> SE	0.344	2.614	0.009			0.190
LS -> SE	0.015	2.143	0.004			0.034
Research Question 3						
EI -> SE	0.570	4.528	0.000			0.397
Research Question 4						
MS x EI -> SE	0.105	1.241	0.215			0.017
GR x EI -> SE	0.001	0.007	0.995			0.000
LS x EI -> SE	0.012	0.144	0.886			0.000

Notes: f^2 of 0.02, 0.15 and 0.35 is seen as small, medium and large, respectively; R^2 of 0.25, 0.5 and 0.75 are considered weak, moderate, and substantial, respectively; Q^2 of 0.02, 0.15 and 0.35 is considered small, medium and large respectively. Source: Field Survey (2022).

The results in Table 7 demonstrated that all the background characteristics used comprising marital status (R = 0.294, t = 2.524, p = 0.012), gender (R = 0.268, t = 3.003, p = 0.003) and length of service or experience (R = 0.316, t = 2.988, p = 0.003) had a significant positive relationship with emotional intelligence of the teachers in the schools sampled. Also, the results showed that the same background variables, i.e., marital status (R = 0.206, t = 2.113, p = 0.035), gender (R = 0.344, t = 2.614, p = 0.009) and length of service or experience (R = 0.015, t = 2.143, p = 0.004) had a significant positive relationship with self-efficacy of the teachers. Furthermore, consistent with the study's research question 3, the study upheld that emotional intelligence influences teachers' self-efficacy (R = 0.570, t = 4.528, p < 0.001). However, the results again show that the background characteristics do not moderate the link between emotional intelligence and teachers' self-efficacy (R = 0.105, t = 1.241, p = 0.215), (R = 0.001, t = 0.007, p = 0.995) and (R = 0.012, t = 0.144, p = 0.886) for marital status, gender and experience respectively.

In terms of the coefficient of determination (R^2), the results indicated that 30.2 percent (R^2 = 30.2; Figure 2) of variations in the teachers' emotional intelligence was accounted for by the joint account of the three background factors of the teachers. In relation to self-efficacy, it was established that 47.6 percent (R^2 = 47.6; Figure 2) of changes in the teachers' self-efficacy could be traced to the joint contributions of the background factors (i.e., the relationship status, gender and experience) and emotional intelligence. Regarding predictive capacity, emotional intelligence (Q^2=0.195) and self-efficacy(Q^2=0.10) accordingly made a moderate and small predictive capacity on the PLS-Sem model. In the same vein, as seen from Table 8, the results of the effect sizes

demonstrated that the variables had various effects on emotional intelligence and self-efficacy. For instance, the findings show that emotional intelligence strongly affected the teachers' self-efficacy (EI -> SE, f^2 =0.397).

The remaining sections of the Chapter was dedicated to discussing the findings of the various research questions.

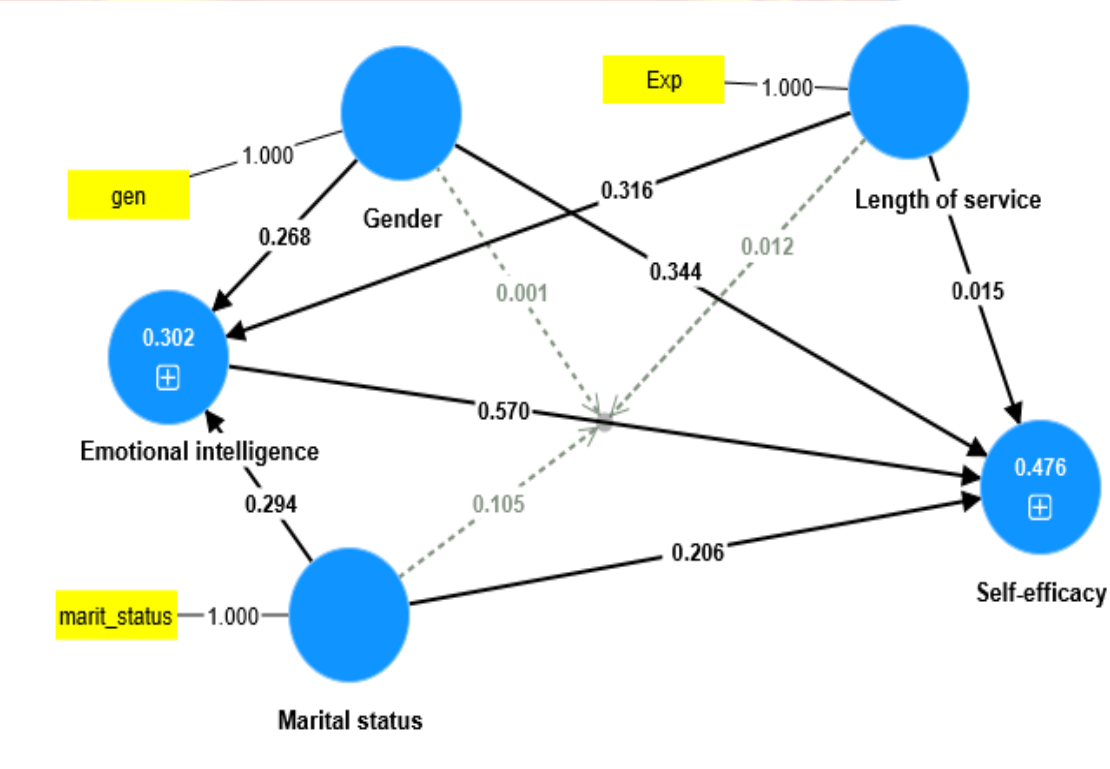

Figure 2: PLS-SEM output
Source: Field Survey (2022).

Question 1: What is the impact of background characteristics on emotional intelligence?

The first question addressed objective one, which examines the impact of background characteristics on emotional intelligence. The findings revealed that the background characteristics, marital status (R = 0.294, t = 2.524, p = 0.012), gender (R = 0.268, t = 3.003, p = 0.003) and length of service or experience (R = 0.316, t = 2.988, p = 0.003) respectively had a significant positive impact on emotional intelligence of the teachers in the schools in

Ghana. The findings suggest that individual features like their marital status, their gender and experience at work predict their level of emotional intelligence. The implication is that the way teachers will behave or react to behaviours in terms of emotions can be influenced by who they are.

Therefore, by virtue of the uniqueness of Economics as a subject, teachers should be given the necessary orientation concerning their background features and how that affects their emotional intelligence. For instance, due to the general belief that females do not want to study Economics at higher levels, it is imperative for adequate sensitisation at the pre-tertiary levels for females to study Economics at higher education. By beginning, the orientation at point will enhance the chances of building the sound emotional intelligence of Economics teachers. Concisely, at the tertiary level, the curricula should also include portions where emotional intelligence lessons regarding relationship status, gender and level of experience can be taught to expose teachers to emotional intelligence issues.

Consistent with other research, Meshkat and Nejati (2017) found that how people from different backgrounds communicate their emotions is a key indicator of how emotionally intelligent they are. Based on their research, Naghavi and Redzuan (2011) concluded that men are trained to suppress their emotions to appear more masculine, whereas women are portrayed as required to show more emotion under similar circumstances. In addition, Jakupcak et al. (2003) found that men tend to be more reserved and less demonstrative of their feelings in social circumstances. Furthermore, Brody et al. (2016) argued that women have the upper hand when it comes to perceiving emotions, exhibiting social skills, and displaying emotional intelligence; however, women tend to be

more hesitant when it comes to expressing their emotions and making important life decisions, and they place less value on intellectual prowess.

Question 2: What is the impact of background characteristics on self-efficacy?

This section presented the findings of the result of research question two. The question primarily focused on addressing the influence of background characteristics on the economics teachers' self-efficacy in Ghana's senior high schools. The results showed that the demographic variables, i.e., marital status ($R = 0.206$, $t = 2.113$, $p = 0.035$), gender ($R = 0.344$, $t = 2.614$, $p = 0.009$) and length of service or experience ($R = 0.015$, $t = 2.143$, $p = 0.004$) had a significant positive impact on the self-efficacy of the teachers.

By implication, their background affects teachers' beliefs about their capacities to generate specified levels of performance that exert control over events. As opined by Bandura (1977), people's self-efficacy beliefs influence how they feel, think, motivate themselves, and act, and these various consequences are produced by makeup in terms of their nature and cognitive beliefs. The findings further have some implications for students. Thus, students who learn from teachers with higher levels of teacher self-efficacy achieve academic performance at higher rates than those who learn from teachers with lower levels of teacher self-efficacy (Bandura, 1977; Hampton et al., 2020). Also, contributing factors such as students' socioeconomic status (SES) or administrative support are attributed to a teacher's confidence in his or her abilities as a teacher (Tran & Le, 2015).

The study concludes that economics teachers' demographic features, like marital status, gender and experience, impact their self-efficacy.

Question 3: What is the impact of emotional intelligence on self-efficacy?

The third research question sought to answer objective three, which analysed the impact of emotional intelligence on self-efficacy. The study's research findings upheld that emotional intelligence influences the self-efficacy of the teachers ($R = 0.570$, $t = 4.528$, $p < 0.001$). Furthermore, the findings revealed that emotional intelligence had a large impact or effect ($f^2 = 0.397$) on the scores of teachers' self-efficacy. The meaning is that teachers with high levels of emotional intelligence can be more efficacious in teaching economics in senior high schools. Thus, teachers with emotional intelligence in self-awareness, social awareness and controlling feelings and emotions are more sensitive and self-motivated in their lessons (Tyng et al., 2017). Similarly, emotionally intelligent teachers possess the ability to control and manage emotions and efficiently handle essential information that impacts students' success (Ye & Chen, 2015).

It will not be out of place when teachers in Economics are offered the necessary support and orientations to develop and handle their emotions for enhanced lesson deliveries. It will help students emulate similar emotional intelligence traits (Bandura, 1977) and model them for effective learning and class participation. Based on the findings, teachers and school/district leaders interested in supporting teacher well-being and self-efficacy should consider training and practices focused on the teachers' emotional intelligence. In light of the above, it can be concluded that economics teachers who become aware of how to control emotions will experience a successful lesson delivery and get the students involved or participate in class. They will be able to manage the

classroom, offer organisation, deliver a successful lesson, and be generally efficacious.

Furthermore, the findings corroborate the discovery of Anwar et al. (2021), who found that teachers with high emotional intelligence can use and control emotions in difficult situations, influence their motivation and cognition, and strengthen their students' learning, perception, and mental and physical well-being. In addition, the study intercepts with the principles engrained in Goleman's model of emotional intelligence that persons with emotional intelligence can develop others, influence, communicate and effectively lead others. Wagler (2011) discovered that SE significantly affected preservice teacher self-efficacy levels in a correlational study on external factors and teacher self-efficacy.

In another study, Bozkurt et al. (2021) investigated the impact of instructional leadership and school culture at the school level and academic self-efficacy and socioeconomic status at the student level on academic attainment in the Çankırı province. The authors discovered that emotional intelligence impacted self-efficacy. Wu et al. (2019) investigated emotional intelligence (EI) and self-efficacy and tested whether teaching performance mediated this link. The study highlighted that higher EI is positively connected with higher self-efficacy.

Question 4: What is the moderating role of background characteristics on the impact of emotional intelligence on self-efficacy?

The final research question focused on assessing the outcome of the relationship between emotional intelligence and self-efficacy in a moderated model. Primarily, the question tackled objective four of the study, which sought

to analyse the moderating role of background characteristics on the impact of emotional intelligence on self-efficacy. The background characteristics studied were marital status, gender and experiences of economics teachers. The revelation emanating from the results indicated that the background features of the teachers did not moderate the impact of EI on SE (R = 0.105, t = 1.241, p = 0.215; R = 0.001, t = 0.007, p = 0.995; and R = 0.012, t = 0.144, p = 0.886) for marital status, gender and experience respectively.

This suggests that when the background characteristics interact with emotional intelligence, there will not be a significant alteration in the link between emotional intelligence and teachers' self-efficacy, as confirmed by Kazmi, Siddiqui, and Siddiqui (2021). The reason is that emotionally intelligent teachers tend to excel in any adventure regardless of their nature, whether married or single, female or male or even whether they have worked for a long or not (Fotre, 2022). In these findings, it is unreasonable to suggest that some personal characteristics of teachers would influence the link between emotional intelligence and self-efficacy. Thus, any interventions from the school leadership aimed at improving teachers' emotional intelligence and self-efficacy should be done holistically with all involved, regardless of their traits.

Chapter Summary

The researcher in this chapter presented information on the demographic characteristics of the respondents as well as the normality of the data. In ensuring that the responses obtained from the respondents were free from abnormal data points, Skewness and Kurtosis values were used to check for data normality. The summaries generated on the respective tables show that the constructs met the normal distribution criteria. The next chapters addressed the

research data on the analysis using partial least square structural equation modelling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The main thrust of the study was to investigate the influence that teachers' relationship status, gender, and experience have on EI and SE among teachers of Economics in selected Senior High Schools in Ghana. The census method was used to select 138 Economics teachers from the sixteen regions from Northern, Southern and Middle zones. The Smart PLS software was used to estimate models with data obtained using basic PLS-SEM, weighted PLS-SEM (WLPS), consistent PLS-SEM (PLSc-SEM), and total scores regression methods for the research. In this final chapter, the researcher summarises the key findings that emanated from the study, conclusions drawn from the findings and recommendations. These subheadings were discussed based on the results and discussions and the deductions drawn from the results for policy-making purposes and directions for future scholars in similar fields. Precisely, the study pursued four objectives to address the main purpose of the study. They were to;

1. examine the impact of background characteristics on EI
2. investigate the impact of background characteristics on SE.
3. investigate the impact of EI on SE.
4. find out the moderating role of background characteristics on the impact of EI on SE.

To examine these objectives, the researcher employed partial least squares structural equation modelling (PLS-SEM) for testing the corresponding hypotheses that emanated from the objectives of the study. The data was gathered from 100 teachers from three Southern, Northern and Middle zones.

The data was then processed using the IBM SPSS Statistics (version 26) and SmartPLS (version 3.3.3) software and analysed using the partial least square structural equation modelling.

Summary of Key Findings

The first objective examined the impact of teachers' background characteristics on emotional intelligence.

1. It was found that background characteristics, including marital status, gender, and length of service or experience, were predictive of the emotional intelligence of the teachers in the schools in Ghana.

i. The study concisely noted that the degree of the reactions of teachers towards emotions could be determined by their make-up, either in the manner of marital status, gender category or work experience.

2. The study established that the demographic variables, i.e., marital status, gender and length of service or experience, significantly positively impacted the teachers' self-efficacy in the schools sampled.
3. The critical analysis of the results revealed that emotional intelligence significantly predicted teachers' self-efficacy in Ghana's senior high schools. The study's finding implied that teachers with emotional intelligence in self-awareness, social awareness and controlling feelings and emotions are more sensitive and self-motivated to deliver fruitful class lessons.
4. The findings declined the postulation by showing that the background features of the teachers did not moderate the impact of EI on SE.

Conclusions

The study investigated the influence of relationship status, gender, and experience on EI and SE among Economics teachers in selected Senior High Schools in Ghana. The findings of the study indicated that the teachers' background characteristics significantly influence the emotional intelligence and self-efficacy of the Economics teachers of the schools in Ghana.

Being supported by previous empirical investigations, the study concluded that the background features of teachers play a greater role in their emotional intelligence and self-efficacy in schools. It is imperative to conclude that education stakeholders such as the Ministry of Education, Ghana Education Service, directors and heads of schools should deploy measures to strengthen teachers' emotional intelligence. Analysing teachers' EI based on their vital bio-data such as gender, experience and status would help unravel how the teachers can relate with others in the schools.

Again, the study asserted that teachers' EI has significant positive implications on their self-efficacy and that as teachers develop the capabilities to control their emotions and how they relate with their peers, they can enhance their self-efficacy. Similarly, the study concludes that school leaders and teachers alike should build an atmosphere where emotional intelligence can be promoted so that teacher excellence can be achieved together.

Finally, the study concludes that when background characteristics interact with emotional intelligence, there will not be a significant change in the relationship scores between EI and SE. Hence, the study concludes that emotionally intelligent teachers tend to excel in any of their lesson deliveries

whether married or single, female or male or even whether they have worked for a long or not.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were herein stipulated:

Ghana Education Service (GES) must develop and implement differentiated emotional intelligence training programs for teachers, considering their marital status, gender, and experience levels.

School heads must implement mentorship and peer support programs that pair teachers with diverse backgrounds and experience levels. This initiative can help enhance self-efficacy among teachers.

Teacher Training Institutions need to integrate comprehensive emotional intelligence modules into the teacher education curriculum, with a focus on self-awareness, social awareness, and emotional control in order to improve teacher efficacy.

The Ministry of Education should develop a holistic teacher professional development framework that focuses on enhancing both emotional intelligence and self-efficacy, without overemphasizing background characteristics.

Suggestion for Further Studies

Although the study's findings through the quantitative approach were interesting, a mixed approach to gathering the opinion of the other stakeholders within the education hierarchy, like the MOE, GES, Parent Teacher Association and Students, about the EI and SE of teachers would have been more insightful. Future studies should consider tackling the phenomenon from the mixed

methods angle to offer comprehensive outcomes on the link between EI and SE through demographic factors.

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APPENDICES

APPENDIX 'A': ETHICAL CLEARANCE FORM

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
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OUR REF: UCC/IRB/A/2016/1482
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

11TH AUGUST, 2022

Ms. Doris Dziedzorm Agbo
Department of Business and Social Sciences Education
University of Cape Coast

Dear Ms. Agbo,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/06)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Emotional Intelligence and Self Efficacy of SHS Economics Teachers': Effect of Demography.** This approval is valid from 11th August, 2022 to 10th August, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIX 'B': INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

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UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG

Date: 3rd March, 2022

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

Ms. Doris Dziedzorm Agbo is an MPhil Economics Education student of this Department, and as a requirement for the programme, she is working on the research topic: **"Emotional Intelligence and Self Efficacy of SHS Economics Teachers Effect of Demography."**

The study seeks to investigate the impact background characteristics (Gender, Experience, and Status) play on the Development of the Emotional Intelligence and Self Efficacy of Economics Teachers.

In case she flouts any ethical requirement as the study may necessitate, kindly get in touch with her supervisor, Dr. Bernard Y.S. Acquah, on 0242288715 or through e-mail bacquah@ucc.edu.gh. .You may also get in touch with the Department on 0209408788 or through dbsse@ucc.edu.gh.

Thank you.

Yours faithfully,

Dr. Bernard Yaw Sekyi Acquah
Head