

EMOTIONAL INTELLIGENCE AMONG HEAD TEACHERS

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ABSTRACT

Universally, organisations are increasingly developing skills of leaders to help achieve set goals. Empirical studies have shown that Emotional Intelligence is inherently associated with high performance among leadership with a high influence on subordinates and followers' performance to achieve set goals. Literature reviewed found a gap existing regarding Emotional Competencies Intelligence (ECI) among head teachers in Sub Saharan Africa, Ghana. The study is to find Emotional Intelligence Competencies among Anglican head teachers in Greater Accra Region of Ghana.

This is a quantitative research surveyed of 50 head teachers and 292 teachers using Emotional Intelligence Inventory to collect data (Version 2.0). The studies used descriptive statistics to determine ECI among head teachers in Anglican Schools in Greater Accra Region of Ghana. Findings suggest relationship management as the highest ECI cluster, followed by self-management, social management and self-awareness as the least among head teachers. Based on empirical findings ECI should be part of selection and training process of head teachers and teachers. Further research may be conducted in which data should be collected from students, parents, peers and supervisors to give 360-degree assessment.

KEYWORDS: Emotional Competencies Intelligence, Relationship Management, Self-Management, Social Management and Self Awareness Management.