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.

INTRODUCTION

Globally, organizations are developing skills of leaders due to the changing trends and challenges confronting humanity and organizations to help them perform successfully to achieve agreed goals(Mustafa, Ismail, & Buntat, 2014; United Nations, 2015; Randall, 2013; Danquah, 2015). Sustainable Development Goal (SDG) 17 encourages all United Nations member countries to strengthen the means of implementation through leadership development to help in realization of the Global Partnership Sustainable Development Goals. Again SDG 4 talks about the significant role education plays in achieving the goals. Empirical evidence shows that the future of the world lies in its people and its educational strategy (Benassi, Overson, & Hakala, 2014; Nath, 2013; Goleman, Boyatzis & McKee, 2013; Bates, 2013; UNESCO, 2013; Seifert & Sutton, 2009; Maxwell, 2005; Zajda, 2005). In view of this, numerous theories and models have been fabricated to explain leadership functions in various institutions to achieve set goals including the educational sector (Ayiro, 2014; Adeoye & Torubelli, 2011; Lokko & Lokko, 2016; Stanescui & Cicei, 2012; Mills, 2009; United Nations, 2015).

In view of this, Africa embraced the International Implementation Scheme for the United Nations Decade of Education for Sustainable Development by United Nations Educational, Scientific, and Cultural Organization (UNESCO)(UNESCO, 2013). Among other goals, Sub-Saharan African (SSA) has nuzzled in addition to UNESCO

scheme is the United Nations SDG 4 which requires all stake holders in education to ensure inclusive and equitable quality education to promote lifelong learning opportunity for all (United Nations, 2015).More so, SDG 17 requires all stake holders to help implement the established goals. Since then, UNESCO continues to work in improving education in SSA through technical assistance, policy advice and capacity building (Lokko & Lokko, 2016). This has brought about educational policy reforms and educational leadership training, policy critique and skills development in Africa and for that matter Ghana(Ministry of Education, Accra Ghana, 2010).

The educational system in Ghana has therefore been supported by a number of Acts, Legislations and Regulations. These enactments include the 1951 Accelerated Development Plan, the 1961 Education Act (Act 87), The 1992 Constitution of the Republic of Ghana, Free Compulsory Universal Basic Education (fCUBE), and the 2008 Education Act (Act 778).These policies remind head teachers (principals) the importance government attaches to the development of education in Ghana(Ministry of Education, Accra Ghana, 2010). Head teachers therefore need multifaceted leadership skills like Emotional Intelligence Competencies (EIC)to ensure effective educational policy that will bring about school effectiveness and high performance among head teachers, subordinates and students to achieve set goals (Javidparvar, Hosseini, & Berjisian, 2013; Goleman, Boyatzis, & Annie, 2013; Ministry of Education, Accra Ghana, 2010; Moore, 2009; United Nations, 2015).In other to achieve set goals, there is the need to ascertain the current Emotional Intelligence (EI) level of head teachers since emotional intelligence has shown to be effective skills in leading change and performance among successful and effective leaders within institutions (Ayiro, 2014; Goleman, Boyatzis, & Annie, 2013).

Emotional Intelligence can be described as the capacity for recognizing one's feelings and that of others, for motivating self, for managing emotion effectively in ourselves and that of others (Wolff, 2005). Emotional Intelligence is the capability to identify, understand, experience and express human emotions in a healthy productive manner (Canso, Mayer, & Salovey, 2002). Emotional Intelligence Competence can be learned to improve on capacity that can contribute to effective performance at work (Wolff, 2005). Emotional intelligence helps to differentiates between a high performing school and a low performing school. Head teachers who possess high levels of El are more skilful in leading change, cultivating commitment and performance among their staff and students (Goleman, 2005; Bates, 2013; Moore, 2009; Harms & Crede, 2010; Javidparvar, Hosseini, & Berjisian, 2013). Goleman, Boyatzis and McKee (2013) concluded in a publication that emotional and social intelligence competencies have shown to predict effectiveness in leadership, management and professional jobs in many countries of the world. To be an effective leader, manager or professional, a person needs to understand and skilfully manage his emotions and the emotions of others appropriately based on the situation. Effective leader need to understand the emotional cues of others in order to effectively interact with others to improve on performance of the organisation (Goleman, Boyatzis, & Mckee, 2013).

In a meta analysis study by Harms & Crede (2010) to evaluate claims that emotional intelligence is significantly related to transformational and other leadership behaviours, the results revealed that leaders with high EI perform better than leaders with low EI. The result was based on 62 independent samples with a validity estimate of.59. The data was collected from self, subordinates, peers, or superiors. Nevertheless, Separate analyses were performed for each measure of emotional intelligence. Emotional intelligence tended to show higher validities than ability-based measures. Agreement across ratings sources for the same construct was low for emotional intelligence. Although these results failed to support some of the more extreme claims of EI proponents concerning the potential role of EI in effective leadership, they did not rule out the possibility that EI may play an important role. Though there have been a number of studies conducted

assessing the role of EI in leadership, very few have actually been conducted using each of the different measures of EI. As newer EI assessment tools are developed and older tests are refined with criteria prediction in mind, it could be expected that validities will improve. Nevertheless, the results do not reflect the current state of research aimed at linking EI to performance of head teachers (Harms & Crede, 2010).

Theory and empirical evidence have proven that leaders with high levels of EI are more skilful in leading change and cultivating commitment among their staff and improvement among students' performance (Ayiro, 2014; Goleman, Boyatzis, & Mckee, 2013;Moore, 2009; Williams, 2008).Various studies have showed that high Emotional Intelligence is inherently associated with high leadership performance that influences subordinates and students' performance (Mills, 2009; Harms & Crede, 2010; Ayiro, 2014; Wendorf-Heldt, 2009; Ayiro, 2014).

In Sub Saharan Africa some work on EI has been done in the area of banking in Nigeria(Adeyemo, Dzever, & Nyananyo, 2015) human relationship Nigeria (Adeoye & Torubelli, 2011), school reforms (Moore, 2009), leadership and school reforms in Kenya (Ayiro, 2014). In Ghana some research works have been done in EI in the area of financial performance (Danquah, 2015),customer service delivery (Danquah & Wireko, 2014), organizational performance(Danqua, 2014), banking service providers (Danquah, 2014), telecommunication (Opuni & Kwame, 2014) and diverse population with diverse culture (Deihl, 2010)but little work has be done among head teachers in the educational sector which is the engine of human resource development of the people. Literature reviewed found gaps existing regarding Emotional Competencies Intelligence (ECI) among head teachers in Sub Saharan Africa and for that matter Ghana.

Hence, this study therefore aims at verifying theoretical and empirical evidence of EI level of four clusters of the 18 subscales of the seventy-two variables of Emotional Competencies Inventory (ECI 2.0) among head teachers in the Anglican Education Unit of Greater Accra Region in Ghana. In this paper, head teachers assessed their own ECI level and four of their subordinates' staff teachers also assessed the head teachers to predict the head teachers ECI level.

OBJECTIVE

The objective of this study is to verify the empirical and theoretical evidence of Emotional Competencies Intelligence level among head teachers of Anglican Schools in Greater Accra Region of Ghana as assessed by self (head teachers) and by at least four others (staff teachers); To establish Emotional Competencies Intelligence level of Self-Awareness, Self-Management, Social Awareness and Relationship Management among Anglican School Head Teacher in Greater Accra, Ghana.

THEORY

Darwin's published work in 1872 is among other known research work on emotional and social intelligence (Mukhuty, 2013;Goleman, 2010; Pence; 2010). Salovey and Mayer where pioneers who coined the term Emotional Intelligence (IE) and provided the initial definition to suggest a form of intelligence involving an ability of individuals to process emotional information and deal with personal emotions and the emotions of others(Pence, 2010). Nonetheless, Goleman made the concept of EI popular in his international best-selling books, Emotional Intelligence and Working with Emotional Intelligence(Goleman, 2010). Goleman claimed that advantages of possessing EI can be as powerful and at times more powerful than Intelligence Quotient(IQ) (Wanser, 2012).

Mayer, Salovey, Goleman, and Bar-On proposed the three most popular conceptual models of EI even though more models of EI have been developed theoretically(Danquah, 2015; Adeyemo, Dzever, & Nyananyo, 2015; Randall, 2013). Towards clarifying this ambiguity, a number of authors in the area of EI have theoretically constructed different models of EI and placed them into coherent categories. There are various theoretical approaches to EI (Palmer, Sough, Hammer & Gignac, 2014). Four recognised theories are:

- The Salovey-Mayer-Caruso Emotional Intelligence (EI) model is cognitive in nature.

- Bar-On Model of Emotional-Social Intelligence (Bar-On ESI) model focuses on behaviour traits.

- The Goleman et al is Emotional Competence Intelligence (ECI) is a mixed model directed at emotional domains and competencies.

- Genos Emotional Intelligence (Genos EI) model is designed specifically for work place applications.

These models variables are outline on Table 1 to assist readers grasp the concept of EI. Table 1 outlines the four conceptual EI developed by various people major variables and how they looked at EI. Nevertheless, the paper will focus on ECI 2.0 for data collection and analysis.

Table 1: Four Conceptual Framework of Emotional Intelligence

Mayer et al Ability/ Cognitive EI variables	Bar-On et al Mixed EI Variables (EQ-I 2.0 Scales)	Goleman et al Emotional Intelligence Competencies Variables (ECI 2.0)	Genos EI Behaviour Variables
Perceiving Emotion	Self-Perception	Self-Awareness.	Emotional Self Awareness
Facilitating Thought	Self-Expression	Self-Management	Emotional Expression
Understanding Emotion	Interpersonal	Social Awareness	Emotional Awareness of others
Managing Emotions	Decision Making	Relationship Management	Emotional Reasoning
	Stress Management		Emotional Management of others
	Well-Being Indicator		Emotional Self-Control

Source: Modified from Palmer et al 2007

The increase interest in EIstudies both in the academic community and corporate world is enormous because of it utility in workplace applications to enhance performance(Goleman, Boyatzis, & Mckee, 2013; Beeka, 2006; Mukhuty. 2013). Empirical research has revealed that effective leaders typically have high scores in traits associated with EI also contributes to high leadership abilities (Mukhuty, 2013; Wanser, 2012). Emotional Intelligence has been associated with positive work outcomes which affects performance at work (Pence, 2010; Wanser, 2012; Nath, 2013). Emotional Intelligence contributes about 80% to success and effectiveness, whiles IQ contributes about 20% to an individual's success and effectiveness (Goleman, Boyatzis, & Mckee, 2013). Since this assertion, there has been interest in the role EI plays in school leadership performance(Ayiro, 2014; Wendorf-Heldt, 2009).

In view of this, this study looks at EI among head teachers by using the ECI 360-degree tool which is designed to assess the Emotional Competencies Intelligence of individuals within organizations. It is a mixed of skills and traits of ability with social behaviours, and competencies which used to have 20 competencies but have now been reduced to

18competencies (ECI 2.0) due to lapses identified in the Emotional Competencies Inventory 1.0 (ECI 1.0) (Wolff, 2005).Emotional Competence Inventory 2.0 (ECI 2.0) measures 18 competencies organized into four clusters with seventy-four variables. These four clusters areas: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Goleman, Boyatzis and McKee, 2013; Nath, 2013; Wolff, 2005). The four clusters and their 18 competencies are as:

Self-Awareness concerns knowing one's internal states, preferences, resources, and intuitions. The Self-Awareness clusters contain three competencies as emotional self-awareness, accurate self-assessment and self-confidence.

Self-Management refers to managing ones' internal states, impulses, and resources. The Self-Management cluster contains six competencies as self-control, transparency, adaptability, achievement, initiative and optimism.

Social Awareness refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The Social Awareness cluster contains three competencies as empathy, organizational awareness and service.

Relationship Management concerns the skill or adeptness at inducing desirable responses in others. The relationship management cluster contains six competencies such as; inspirational leadership, developing others, change catalyst, influence, conflict management, teamwork and collaboration.

Finally, to get an accurate assessment of a person's EIC, you need multiple raters. Each rater sees different aspects of the person, which means any one individual's ratings, might be skewed. It is recommended that a minimum of 4 to 5 rate's, preferably with different perspectives of how they see the person in different contexts (Wolff, 2005). This justifies our use of the ECI 0.2 model for this research work since the various teachers look at the head teachers differently based on the subject they teach and what is demanded from the head teachers and the role head teachers play in overall school performance.

LITERATURE REVIEW

Sala (2003) studies on principals (head teachers) emotional intelligence showed that scores were significantly associated with measures of college student performance (Sala, 2003). The research shows that principals' Self-Awareness and Social Awareness cluster ratings were significantly associated with college retention rates. Principals with higher ECI cluster scores for Self-Awareness and Social Awareness had better retention rates of students. That is, their colleges were better at retaining their students from the beginning of the school year to the end of the school year because their students where performing as a result of principal's performance.

Cook (2006) studied school principals in Montana to determine the effect of emotional intelligence on elementary principals' leadership performance. The result indicated that emotional intelligence has a positive effect on principals' leadership performance. The mean scores for all 143 principals completing emotional intelligence subscales showed that principals rated themselves highest on Social Awareness ($M = 83.27$, $SD = 6.55$), Self-Management (M=82.54, SD=8.31), Self-Awareness (M=81.19, SD= 4.97) and lowest on Relationship Management ($M = 78.67$, $SD = 6.55$).

Wendorf-Heldt (2009) studied eleven principals from 285 public school K-12 principals in the State of Wisconsin. This finding confirmed an extended previous research cited in literature that emotional intelligence encompasses four clusters competencies which contribute to leadership effectiveness and impacts organizational performance. This indicates that emotional intelligence competencies are critical for effective performance in educational system.

Bates (2013) studied project leadership using the ECI Cluster survey instrument. The survey contained 60 respondents self-identified within the project management profession and others providing self and multi-rated reviewers of survey participants. The results suggested correlation between emotional intelligence of leaders and project success. It also suggested emotional intelligence is a factor to consider within project leadership which can be of help to educational leadership. In the EI assessment self-awareness, self-awareness mean self-rating is 4.5625, whiles other rating is 4.4432 with standard deviation of self-rating.51322 and.50552. Accurate self-assessment, self-mean is 4.1563 with SD.49888 and other rated mean 4.0114 and SD.78101. Self-confidence self-rate mean is 4.4688 and SD.33905 with other rated mean 4.3409 and.53755.

In the self-management assessment of emotional self-control, self-rated mean of 3.8750 and SD.29881 with other rated mean of 4.0568 and SD.38750 were recorded. Transparency self-rated mean is 4.4063 and SD.58152 with other rated mean 4.3864 and SD.59625. Adaptability self-rated mean is 4.5625 and SD.41726 with other rated mean 4.2159 and SD.56850. Initiative self-rated is 4.5313 and SD.48995 with other rated mean 4.1818 and SD.6.8653. Optimism self-rated mean is 4.6250 and SD.46291 with other rated mean as 4.4886 and SD.53160.

In the area of assessment of social awareness of empathy self-rated mean is 4.5313 and SD.60411 with 4.1707 and .72533. Organizational awareness self-rated mean is 4.2188 and SD.36443 with other rated mean 4.2500 and SD.92533. Service orientation self-rated mean is 4.6563 and SD.39950 with other rated mean 4.5909 and SD.36633.

In the area of relationship of developing others, self-rated mean is 4.2500 and SD.70711 with other rated mean 4.1364 and SD.75090. Inspirational leadership self-rated mean is 4.3750 and SD.62678 with other rated mean 4.1477 and SD.70567. Change catalyst men 4.3121 and SD.43814 with other rated mean 4.1025 and SD.44942. Influence self-rated mean 4.5125 and.71651 and other rated mean 4.1025 and SD.90521. Conflict management self-rated mean 4.4063 and SD.56695 with other rated 3.7386 and SD.56420. In the EI assessment of relationship management of teamwork correlation self-mean is 4.4063 and SD.37649 with others rated mean 4.2386 and SD.5589. The results show that the highest self-rated EI among project management leadership is emotional self-awareness with a mean of 4.5627 and developing others SD.70711 with other rated of service orientation mean 4.5909 and SD.92533. The lowest self-rated is emotional self-control 3.8750 and SD.29881 and other rated accurate self-assessment 4.0114 and.37743 (Bates, 2013)

Emotional Intelligence Competencies levels have been researched but not fully established among various groups, ages, ethnicity, cultures and institutions among continents despite the fact that this instrument was distributed across the globe to assess EIC. Even though some work has been done differences in EIC levels among middle level and top officers of multicultural companies and organization continue to exist and varied (Betas, 2013; Wolff, 2005). Even though Wolff (2005) work on ECI 2.0 gives detailed work on gender, job functions, job levels and geographical average items across the globe shows that not match has been done among Africa for that matter Ghana and in the educational sector (Adeyemo, Dzever, & Nyananyo, 2015).

A review of literature on ECI indicated that a relatively small number of studies have been conducted in Africa for that matter Ghana and more specifically Ghana Education Service (Bates, 2013; Danquah, 2015; Adeyemo, Dzever, & Nyananyo, 2015; Joseph, Jin, Newman, & O'Boyle, 2014; Danquah, 2014; Opuni & Kwame, 2014; Danquah & Wireko,2014; Deihl, 2010). For this reason, the researchers believe that there is benefit theoretically, empirically and policy wise in conducting this research by using Emotional Competency Inventory (Bates, 2013).

HYPOTHESES

Based on theoretical and empirical reviewed of literature, this paper seeks to test the following hypotheses:

H01: There will be high Emotional Intelligence Competencies level of Self-Awareness, Self-Management, Social Awareness and Relationship Management among Anglican School Principals in Greater Accra, Ghana as rated by head teachers and teachers.

H02: There will be low Emotional Intelligence Competencies level of Self-Awareness, Self-Management, Social Awareness and Relationship Management among Anglican School Principals in Greater Accra Ghana as rated by head teachers and teachers.

METHODS AND MATERIALS

This study adopted a quantitative case study research technique. The use of the quantitative research made way for using descriptive statistics in hypotheses testing. The main rational for using the quantitative approach is to provide adequate basis for estimating reliability and validity of the findings with the need for the generalization of the result in mind. The study focused on the educational sector, with objective of making an in-depth investigation of the research problem.

The population of the study which was collected in 2015 includes head teachers and teachers of Anglican Education Unit of Greater Accra Region in Ghana. The specific population was head teachers of Anglican Education Unit of Greater Accra who have been working with the unit. The entire population of head teachers is 65 (17 males and 48 females), with 998 (337 males and 661 females) teachers to supervise and a student population of 23224 (12, 3892 girls and 10, 332 boys) as the year 2015. The head teachers are supposed to develop others, inspire others, be change agents, influence peers and students, management conflict and collaborate through adopting the appropriate leadership styles such as emotional intelligence (Ministry of Education, Accra Ghana, 2010).

A sample size of 50 for head teachers and 292 for teachers were used. Construct of emotional intelligence competencies was measured with head teachers and teachers' questionnaire, which served as medium of measuring head teachers emotional competencies intelligence level. The Emotional Competencies Inventory (ECI 2.0) scales questionnaire was drawn from ECI 2.0 which measures 18 competencies organized into four clusters with seventy-two variables. The ECI 2.0 four clusters consist of: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

The instruments involved using a 6-point Likert-type scale in which respondents will rate ECI. Wolff (2005) asserts that to get an accurate assessment of a person's emotional intelligence, you need multiple rate's. Each rated sees different aspects of the person, which means any one individual's ratings, might be skewed. We recommended a minimum of 4 to 5 raters, preferably with different perspectives of the head teacher whiles head teachers also rated themselves. They see the person in different contexts. In a Meta-Analysis Harms and Crede (2010) recommended that more research most consider multiply raters to get fair results of EI among respondents since most of the work are self-reported work (Harms & Crede, 2010).

The data collection, sampled head teachers and teachers at the various schools of Anglican Education Unit within Greater Accra Region of Ghana were asked to respond to questionnaires. They were given the option to accent to the collection after approval from appropriate authority for data collection. Date analysis was done through SPSS (Statistical Packet for Social Science) version 17 to determine the descriptive statistics of Mean and Standard Deviation to test

hypothesis. These statistical tools were used owning to the fact that continues data were involved in these studies. Generally, continues ration and interval level data are analysed with parametric statistical tools.

RESULTS

The finding has been explained according to the hypotheses of the study. For testing each hypothesis, descriptive statistics of mean and standard were used to answer research 1 and 2. The finding also presented the results of the reliability of the instruments.

The sample of the study consisted of 50 principals who head different Anglican Schools in Greater Accra, received and returned their instruments in 2015. Three hundred teachers or subordinates who teach in and work under the head teachers were administered with instruments but 292 teachers returned their instruments completed. The 50 principals and 292 teachers completed forth study of ECI.

Mean and Standard Deviations of Emotional Competencies Intelligence scales are computed using SPSS. Values of Mean and Standard Deviations (SD) of Emotional Competencies Intelligence scales are given in Table 1 and Table 2.

The values of mean and standard deviation of ECI as in Table 2 ranges from self-rated 3.58 to 4.48 and other rather-rated 3.76 and 4.38 mean and standard deviations ranging from range from self-rated.789 to.948 and other-rated.826 to 1.041.

Table 2: Descriptive Results of Emotional Competencies Intelligence of 18 Competencies

ECI 2Clusters	Emotional Competencies Intelligence	Self-Rater (n=50) Mean SD		Other Rater(n=292) Mean SD	
Self-Awareness	Emotional Self-Awareness	3.92	.877	3.76	.966
	Accurate Self-Assessment	4.31	.822	4.01	.931
	Self-Confidence	4.30	.768	4.04	.960
Self Management	Emotional Self-Control	4.30	.789	3.81	1.037
	Transparency	4.10	.918	4.21	.926
	Adequacy	3.58	.906	3.91	1.030
	Achievement	4.22	.737	4.24	.901
	Initiative	3.86	.948	4.23	1.041
	Optimism	4.48	.762	4.33	.826
Social Awareness	Empathy	4.30	.763	4.16	.933
	Organizational Awareness	4.10	.918	3.84	.993
	Service Orientation	3.58	.906	4.02	1.029
Relationship Management	Developing Others	4.22	.737	4.11	.932
	Inspirational Leadership	4.48	.767	4.38	.869
	Change Catalyst	4.27	.930	4.18	.922
	Influence	3.84	.710	3.97	.959
	Conflict Management	4.20	.808	4.16	.967
	Team & Collaboration	4.44	.907	4.45	.869

The values of mean and standard deviation of emotional competencies intelligence level from Table 3 ranges from 11.9184 self-rated and other-rated 12.0211 to 25.9375 self-rated and 23.0455 other-rated mean and standard deviations ranging from range from self-rated 1.91308 to.3.74518 and other-rated 2.19852 to 4.22083.

Table 3: Descriptive Results of Emotional Intelligence Competencies 4 Clusters

ECI Clusters	Mean		Std Deviation	
	Self-Rater	Other-Rater	Self-Rater	Other-Rater
Self-Awareness	15.4286	15.8126	2.60608	2.71452
Self-Management	21.0612	21.20048	2.70346	3.06815
Social Awareness	11.9184	12.0211	1.91308	2.19852
Relationship Management	25.9375	25.0455	3.74518	4.22083

DISCUSSIONS

The study considered how head teachers rated their own ECI level and how subordinate teachers rated their superiors (head teachers). In both ratings, head teachers score high in relationship management, this finding agreed with previous finding of Bates, (2013), Cook (2006), Hopkins (2004). The finding of the study showed that principals score high in relationship management (Aliasgari & Farzadnia, 2012; Wolff, 2005). This is an indication that they are capable of developing others, inspiring peers and followers. They are change catalyst, influence superior's peers, subordinates and followers (Mukhuty, 2013). They are also good managers of conflict issues, good team players and collaborators.

However, head teachers scored very low in social awareness areas such as empathy, organizational awareness and service orientation. Bates(2013) studies project managers score better empathy, organizational awareness and service orientation. This means that head teachers have to work on how to get along with people with diverse backgrounds or from other cultures (Deihl, 2010). Head teachers have to work on their organizational awareness ECI in other to improve their network ability. This will enable them to understand the political forces at work in the educational system locally and globally to help implement global educational goals like SDGs 4(United Nations, 2015; Goleman, Boyatzis, & Mckee, 2013; Kabene, Orchard, Howard, Sonano, & Leduc, 2006). This will enable head teachers meet SDGs 4 and the needs of all key players in educational system (Joseph, 2005).

The research also showed that head teachers rated themselves high in the area of relationship management, self-management, self-awareness and social management in that order. However, Cook (2006) studies on head teachers reviewed that they rated themselves highest on social awareness, self-management and self-awareness, and lowest on relationship management. Whiles head teachers need to develop their empathy, organizational awareness and service orientation in Ghana. Principals (Cook, 2006) also need to improve up on their skills to develop others, inspirational leadership skills, change catalyst abilities, how to influence others and develop their conflict management skills to be successful and effective leaders in the educational sector.

According to the findings of the studies, ECI level of relationship management, self-management, social management and self-awareness followed in that order. Consequently, educational leaders may want to place an emphasis on developing comprehensive leadership development programs that include ECI (Goleman, Boyatzis, & Mckee, 2013; Wolff, 2005). This will allow head teachers and teachers to learn and share ECI skills to improve performance of staff teachers and students (Goleman, Boyatzis, & Mckee, 2013; Sahaya, 2012; Hebert, 2011). This will help head teachers gain emotional based skills to enhance and improve self-learning skills and develop leadership skills to mentor and coach others (Joseph, Jin, Newman, & O'Boyle, 2014).

The results of this study could affect and improve leadership, subordinate and students' performance by providing head teachers and teachers with ECI clusters scales training to enhance their performance(Danquah, 2015; Wendorf-Heldt,

2009; Nath, 2013). The learning of ECI skills encourages employees to explore, identify, understand, learn, and apply the skills and behaviours essential for successful and effective leadership within the educational system(Hebert, 2011; Wanser, 2012),

CONCLUSIONS AND RECOMMENDATIONS

The findings suggest a redefine focus for training and development activities in educational institutions to develop head teachers and teachers into effective leaders (Javidparvar, Hosseini, & Berjisian, 2013). This could lead to developing training and assessment that can lead to coaching activities to help employees develop and practice EI behaviour (Andoh, 2014; Mukhuty, 2013).Educational leadership programmes should include EIC development skills to enhance performance of teachers and head teachers(Sahaya, 2012; Brackett, Rivers, & Salovey, 2011).

It is time to embrace the research on ECI to provide a balanced approach to educational leadership in Sub-Saharan African and for that matter Ghana (Danquah, 2015; Danquah & Wireko, 2014; Opuni & Kwame, 2014; Hamidi & Aziz, 2012).This will enhance the performance of head teachers and teachers to impact on their performance and performance of students. This requires intensive support of public sector and private sector, civil society, the United Nations and other actors to mobilize all available resources to improve upon the effectiveness of leadership skills to help implement and achieve set goals. A stronger commitment to partnership and cooperation is needed to achieve the SDGs. Attaining the SDGs will require coherent policies, an enabling environment for sustainable development by all actors to strengthened global partnership including teachers for the implementation of SDGs. United Nations Member States including Ghana have identified the following areas as critical: resource mobilization, technology, capacity-building, trade, policy and institutional coherence, multi-stakeholder partnerships, and data, monitoring and accountability to help implement SDG. Acquisition in EI competencies can be of help in implementing and achievement of SDG 4. (United Nations, 2015; Joseph, Jin, Newman, & O'Boyle, 2014).

It is recommended that further research may be conducted in which data is collected from students, parents, peers and supervisors as well to give a 360-degreeassessment of head teachers ECI in Ghana (Harms & Crede, 2010; Danquah, 2015). It is also suggested that future research might use Emotional Competency Inventory and Leadership Styles Scales in data collecting to find the correlation between the two variables since emotional intelligence is associated with effective leadership style (Goleman, Boyatzis, & Annie, 2013).

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