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Teachers' Demographic Factors and Emotional Intelligence among Junior High School Social Studies Teachers in Effutu, Ghana

Sylvester Anorue
algyasare5@yahoo.com
Department of Basic Education, University of education, Winneba-Ghana
Joseph Baidoo
sancakanaru10@gmail.com
Department of Basic Education, University of education, Winneba-Ghana

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Abstrak

Kecerdasan Emosional (KE) semakin diakui sebagai kompetensi penting dalam pengajaran yang efektif, karena mendukung manajemen kelas, empati, dan lingkungan belajar yang inklusif. Meskipun pentingnya hal ini, perhatian empiris yang diberikan terhadap bagaimana karakteristik demografis memengaruhi EI masih terbatas, terutama di kalangan guru Ilmu Sosial Sekolah Menengah Pertama (SMP), yang mata pelajarannya memerlukan interaksi sosial yang berkelanjutan dan pengajaran berbasis nilai. Penelitian ini mengatasi kesenjangan ini dengan mengkaji hubungan antara variabel demografis terpilih, termasuk jenis kelamin, kualifikasi akademik, pengalaman mengajar, dan usia, dengan kecerdasan emosional guru Ilmu Sosial SMP di Kotamadya Effutu, Ghana. Dipandu oleh Teori Kecerdasan Emosional Daniel Goleman, penelitian ini menggunakan pendekatan sensus dan mengumpulkan data dari 67 guru melalui kuesioner terstruktur. Data dianalisis menggunakan statistik deskriptif dan analisis regresi berganda. Temuan utama menunjukkan bahwa guru Ilmu Sosial SMP umumnya menunjukkan tingkat kecerdasan emosional yang tinggi (M = 3,59), terutama dalam kesadaran diri, pengendalian diri, dan kesadaran sosial, sementara keterampilan manajemen hubungan hanya berada pada tingkat sedang. Analisis lebih lanjut menunjukkan bahwa jenis kelamin, kualifikasi akademik, dan pengalaman mengajar tidak secara signifikan memprediksi kecerdasan emosional guru. Secara mencolok, studi ini mengungkap efek usia yang bertentangan dengan intuisi, di mana usia muncul sebagai prediktor negatif yang signifikan terhadap kecerdasan emosional. Guru yang lebih muda (20–40 tahun) menunjukkan kecerdasan emosional yang lebih tinggi dibandingkan guru yang lebih tua (41 tahun ke atas), menantang asumsi umum bahwa kecerdasan emosional meningkat seiring usia dan pengalaman profesional. Implikasi praktis dari temuan ini menunjukkan bahwa kecerdasan emosional harus diperlakukan sebagai keterampilan profesional yang memerlukan pengembangan berkelanjutan, bukan sebagai sifat yang diperoleh secara otomatis melalui pengalaman. Oleh karena itu, Dinas Pendidikan Kota Effutu harus secara sengaja memasukkan manajemen emosi dan hubungan ke dalam program pelatihan mereka untuk memperkuat kompetensi interpersonal guru dan meningkatkan efektivitas pembelajaran di kelas, terlepas dari latar belakang demografis guru.

Kata Kunci: *kecerdasan emosional, pengaruh, jenis kelamin, kualifikasi, usia, pengalaman mengajar*

Abstract

Emotional Intelligence (EI) is increasingly recognized as a critical competency for effective teaching, as it supports classroom management, empathy, and inclusive learning environments. Despite this importance, limited empirical attention has been given to how demographic characteristics influence EI, particularly among Junior High School (JHS) Social Studies teachers, whose subject requires sustained social interaction and value-based instruction. This study addresses this gap by examining the relationship between selected demographic variables including gender, academic qualification, teaching

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experience, and age and the emotional intelligence of JHS Social Studies teachers in the Effutu Municipality of Ghana. Guided by Daniel Goleman's Theory of Emotional Intelligence, the study adopted a census approach and collected data from 67 teachers using structured questionnaires. Data were analyzed using descriptive statistics and multiple regression analysis. The main findings reveal that JHS Social Studies teachers generally exhibit high levels of emotional intelligence (M = 3.59), particularly in self-awareness, self-management, and social awareness, while relationship management skills were only moderate. The analysis further showed that gender, academic qualification, and teaching experience did not significantly predict teachers' EI. Notably, the study uncovered a counterintuitive age-related effect, with age emerging as a significant negative predictor of emotional intelligence. Younger teachers (20-40 years) demonstrated higher EI than older teachers (41 years and above), challenging the common assumption that emotional intelligence increases with age and professional experience. The practical implications of these findings suggest that emotional intelligence should be treated as a professional skill requiring ongoing development rather than as a trait acquired automatically through experience. Consequently, Effutu Municipal Education Directorate should deliberately incorporate emotional and relationship management into their training programs to strengthen teachers' interpersonal competencies and enhance classroom effectiveness, regardless of teachers' demographic backgrounds.
Keywords: emotional intelligence, influence, gender, qualification, age, teaching experience

Preliminary

Emotional intelligence (EI) has become an important area of focus in the teaching profession because it shapes how teachers manage classrooms, engage learners, and build relationships with others (Ayodele & Ekwoaba, 2025). EI is generally described as the ability to recognize, understand, and control emotions in oneself and in others (Mayer & Salovey, 1997). For teachers, this ability helps create supportive and inclusive learning environments, especially in subjects like Social Studies that involve sensitive issues such as history, culture, and social problems (Goleman, 1995). In this context, Social Studies teachers play a key role in promoting empathy, critical thinking, and civic responsibility among students, and teachers with high EI are often more effective in achieving these goals. Research shows that teachers with stronger EI experience greater job satisfaction, lower stress, and higher performance, which in turn improves students' learning and overall well-being (Mérida-López & Extremera, 2017).

Studies across different contexts suggest that the level of teachers' emotional intelligence varies. For instance, Al-Busaidi et al. (20191) reported that high school teachers in Oman demonstrated high emotional intelligence across all five dimensions, while Romeu (2021) found similarly high levels among Spanish teachers. In contrast, Abiodullah and Aslam (2020) observed that teachers in Pakistan displayed only moderate levels of emotional intelligence (Ansari, 2025). Beyond overall levels, scholars have examined the relationship between EI and teacher characteristics such as age, gender, academic qualification, and teaching experience, although findings remain inconsistent (Ilhami & Handy, 2025). Some studies suggest that older teachers may demonstrate higher EI due to life experience and emotional maturity (Gómez-Leal et al., 2021), whereas others report that age does not significantly predict EI (Aragundi-Moncada et al., 2025). Likewise, gender differences have been reported in some contexts (Salavera & Teruel, 2019; Baidoo, 2025), while academic qualification and teaching experience have shown weak or inconsistent associations with

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emotional intelligence (Pandey & Sharma, 2024; Nagaraj & Ramesh, 2020; Taseer, 2020).

Despite increasing recognition of emotional intelligence as a vital element in education, research focusing specifically on Junior High School Social Studies teachers remains limited, particularly in the Ghanaian context (Budi & Razuni, 2025). Much of the existing literature examines EI among teachers in general or emphasizes its role in instructional effectiveness without investigating how teachers' demographic and professional characteristics shape their emotional intelligence (Rahmia, 2025). Moreover, limited attention has been given to subject-specific emotional demands and to the potentially counterintuitive role of age in predicting EI among Social Studies teachers . This study addresses these gaps by providing focused, empirical evidence on the demographic predictors of emotional intelligence among Junior High School Social Studies teachers (Ananda, 2025).

This study is therefore important in highlighting how personal attributes shape emotional intelligence among Junior High School Social Studies teachers. For teachers, the findings offer opportunities for self-reflection and professional growth, while for policymakers, the results provide evidence to inform teacher education and professional development programs that integrate emotional competencies into training frameworks. Specifically, the study sought to:

1. determine the extent to which Junior High School Social Studies teachers are emotionally intelligent.
2. examine the extent to which age, gender, academic qualification, and teaching experience significantly predict Junior High School Social Studies Teachers' emotional intelligence.

Theoretical framework

The study used Daniel Goleman's Theory of Emotional Intelligence (1995) as theoretical lens. The theory posits EI as comprising five core components: self-awareness (recognizing one's emotions), self-regulation (managing emotions), motivation (harnessing emotions for goal achievement), empathy (understanding others' emotions), and social skills (building relationships). Unlike ability-based models, Goleman's mixed model integrates both intrapersonal and interpersonal dimensions, making it applicable to professional contexts like teaching. Goleman's theory is particularly suitable for this research as it provides a comprehensive framework to examine how teacher characteristics influence EI components. For social studies teachers, who must navigate emotionally charged topics, the theory's emphasis on empathy and social skills aligns with the need to foster inclusive discussions and manage classroom conflicts. It allows for exploring gender differences in empathy, how qualifications might enhance self-regulation through advanced knowledge, how experience builds motivation and social competence over time, and how age may contribute to emotional maturity and adaptability. Empirical support for the theory in educational settings underscores its relevance, as high EI correlates with better teacher efficacy and student engagement (Kgosiemang & Khoza, 2022).

Method

This study employed a quantitative, descriptive cross-sectional survey design, grounded within the positivist research paradigm. This approach was deemed appropriate as it facilitates the collection of numerical data from a population at a specific point in time to describe

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variables and examine relationships between them without manipulation (Cohen, Manion, & Morrison, 2017. The design aligns with the study's objective to quantify the influence of specific teacher characteristics (gender, qualification, experience) on emotional intelligence (EI). The study was conducted in the Effutu Municipality in the Central Region of Ghana. The area was selected due to its diverse educational landscape, comprising both public and private junior high schools (JHS). The target population for this study consisted of all 67 JHS Social Studies teachers in the municipality (36 in private schools; 31 in public schools) as obtained from the Effutu Municipal Education Directorate (2023). A census sampling technique was used, wherein all 67 Social Studies teachers in the population were included in the study. This approach was feasible due to the manageable size of the population and was chosen to eliminate sampling bias and enhance the generalizability of the findings within the specific context (Etikan & Babatope, 2019).

Data were collected using a structured self-report questionnaire divided into two sections (see Appendix A for sample items). Section A captured demographic information on the independent variables, including gender, academic qualification, age, and years of teaching experience. Section B measured the dependent variable, Emotional Intelligence (EI), using a 12-item scale adapted from the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and Bar-On's Emotional Intelligence Inventory (Bar-On, 2004). The adaptation process involved selecting items that aligned with classroom-based teacher behaviors, simplifying language to suit the local teaching context, and modifying statements to reflect school-related emotional situations rather than general life experiences. For example, emotional self-awareness was measured with items such as "*I am aware of my emotions when teaching difficult topics*," while self-management included items such as "*I remain calm when students challenge my ideas*." Social awareness was assessed using items like "*I can sense when my students are emotionally distressed,"* and relationship management included items such as "*I handle conflicts among students in a constructive manner."* Responses were recorded on a 5-point Likert scale ranging from 1 (Never) to 5 (All of the time).

The instrument was validated through a peer review by colleague researchers and an expert judgment from the research supervisor to ensure content and construct validity. A pilot study was conducted with 15 Social Studies teachers in a neighbouring district with similar characteristics. Reliability analysis using Cronbach's Alpha yielded a high coefficient of $\alpha = 0.844$ for the entire EI scale, confirming the instrument's internal consistency and reliability for use (Bonett & Wright 2015). Data collection took place over a five-week period. Permission was sought from the Municipal Education Directorate and respective school heads. Teachers were briefed on the study's purpose, and confidentiality and voluntary participation were emphasized. Questionnaires were distributed and collected by the researcher. All 67 questionnaires were completed and returned, yielding a 100% response rate. Data were analyzed using the Statistical Package for the Social Sciences (SPSS version 26). To answer the research questions, a bivariate Pearson correlation was used to examine relationships between each teacher characteristic (gender, qualification, experience) and emotional intelligence (EI), and a multiple linear regression was used to test the combined effect of gender, qualification, and experience on EI.

It is acknowledged that the use of self-report questionnaires may introduce limitations such as social desirability bias and subjective self-assessment, which could influence

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respondents to overestimate their emotional competencies. However, the anonymity of responses, the use of validated scales, and the inclusion of multiple EI dimensions were intended to minimize these effects and enhance the credibility of the findings.

Results and Discussion

Assumptions Test

Before conducting the regression analysis, all assumptions were checked to ensure the validity of results. Normality was first examined using the Kolmogorov-Smirnov and Shapiro-Wilk tests, which were not significant ($p > .05$) for males ($SW = 0.969$, $p = .471$) and females ($SW = 0.963$, $p = .289$), suggesting that the data were normally distributed. Thus, the assumption of normality was satisfied as shown in Table 1.

Table 1: Normality test

Tests of Normality

	Gender of Teachers	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Emotional Intelliegnce	Male	.121	32	.200*	.969	32	.471
	Female	.125	35	.183	.963	35	.289

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality was further supported by the histogram of standardized residuals (Figure 1) and the normal Q–Q plot (Figure 2), where the points closely followed the diagonal line. Together, these results confirmed that the assumption of normality was satisfied.

Figure 1: Histogram

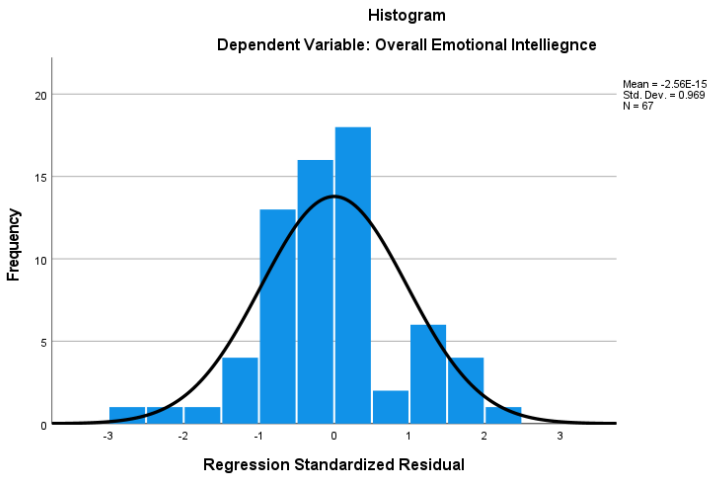

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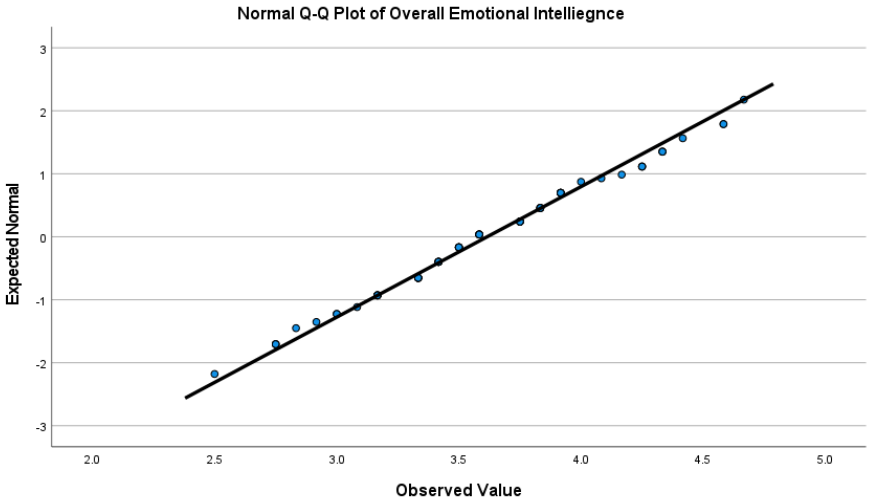
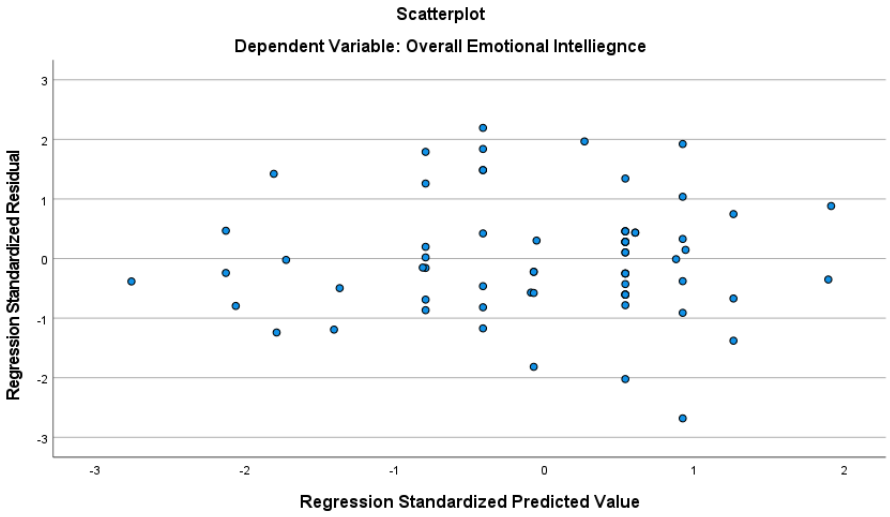
Figure 2: Normal Q-Q Plot



Linearity. The scatterplot of standardized residuals against standardized predicted values (Figure 2 and 3) was inspected to assess linearity. The plot showed a random distribution of points around zero without any clear curvature, suggesting that the relationship between the independent and dependent variables was linear.

Homoscedasticity. Visual inspection of the scatterplot of standardized residuals against standardized predicted values (Figure 3) also showed that the residuals were spread evenly across all levels of predicted values, confirming homoscedasticity.

Figure 3: Normal Q-Q Plot



Outliers The boxplot (Figure 5) revealed no extreme outliers, and the regression residual plot (Figure 6) showed that all cases fell within acceptable limits, indicating no influential cases that could distort the regression results.

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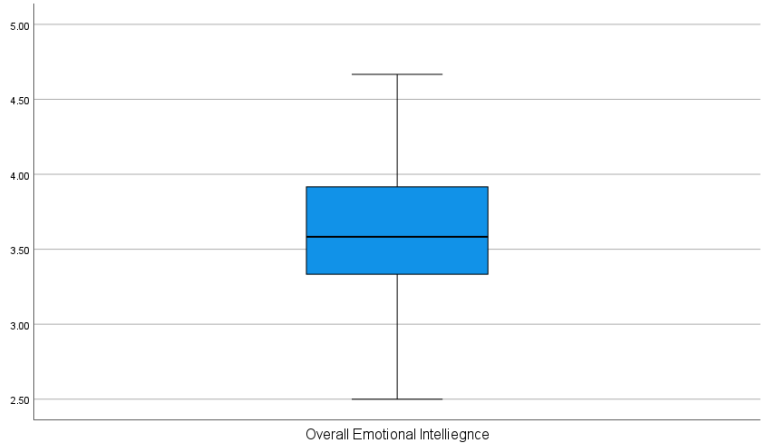
Figure 4: Normal Q-Q Plot



Independence of errors. The Durbin-Watson statistic was used to check the independence of residuals. The obtained value of 1.516 fell within the acceptable range of 1.5–2.5, indicating no autocorrelation among the residuals. This confirmed that the assumption of independent errors was met.

Research Question 1: To what extent are Junior High School Social Studies Teachers Emotionally Intelligent?

The first research question assessed the extent to which Junior High School Social Studies teachers are emotionally intelligent. To address this, mean and standard deviation were used. The mean scores were then interpreted using a three-level scale, as presented in Table 2.

Table 2: Interpretation of Emotional Intelligence Scores

Score Range	Extent of Emotional Intelligence
1.0 – 2.4	Lowly Intelligent
2.4 – 3.4	Moderately Intelligent
3.5 – 5.0	Highly Intelligent

Source: Anorue (2024)

Table 2, adapted from Anorue (2024), shows how emotional intelligence scores are grouped. Scores from 1.0–2.4 mean teachers are low in emotional intelligence and may struggle to manage or understand emotions. Scores from 2.5–3.4 mean they are moderate, with some ability but not consistent. Scores from 3.5–5.0 mean they are highly emotionally intelligent, showing strong self-control, awareness, and good relationships. This scale was used to clearly explain whether teachers' emotional intelligence is low, moderate, or high.

The overall extent of teachers emotional intelligent score levels are presented in Table 3.

Table 3: Extent of Teachers' Emotional Intelligence

Emotional Intelligence Domains	Mean	Std. Dev.
Emotional self-management	3.51	0.99

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Emotional relationship management	3.41	0.91
Emotional self-awareness	3.92	0.86
Emotional social awareness	3.50	0.99
Overall Extent of Emotional Intelligence	3.59	0.94

Source: Field data (2024)

Table 3 presents the extent of teachers' emotional intelligence across four domains. The overall mean score was 3.59 (SD = 0.94), which falls within the high range, showing that teachers are generally emotionally intelligent. Among the domains, emotional self-awareness had the highest mean (3.92, SD = 0.86), meaning teachers are very aware of their own emotions, strengths, and weaknesses. Emotional self-management (3.51, SD = 0.99) and emotional social awareness (3.50, SD = 0.99) also fall in the high category, suggesting teachers can control their emotions and recognize others' feelings fairly well. However, emotional relationship management recorded the lowest mean (3.41, SD = 0.91), placing it in the moderate range, which indicates that teachers may find it harder to manage relationships and interactions compared to the other areas. It is therefore concluded that Junior High School Social Studies teachers are generally highly emotionally intelligent (M=3.59). They demonstrated high intelligence in emotional self-awareness, self-management, and social awareness, but perform only moderately in relationship management. This suggests that while teachers are largely capable of recognizing and regulating emotions in themselves and others, they may need further support in building and maintaining effective relationships.

Research Question 2: Which demographic characteristic significantly predict Junior High School Social Studies Teachers Emotional Intelligence?

This research question sought to examine the demographic variables which significantly predict teachers' emotional intelligence. In doing this, a multiple regression analysis was used. The model summary results are shown in Table 4.

Table 4: Regression Model Summary Results

Model Summary[b]

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.327[a]	.107	.050	.47053	.107	1.860	4	62	.129	1.516

a. Predictors: (Constant), Years of Teaching Social studies, Highest Qualification of Teachers, Age Category of Teachers, Gender of Teachers

b. Dependent Variable: Overall Emotional Intelligence

Source: Field data (2025)

The model summary in Table 4 shows a correlation coefficient (R) of 0.327, indicating a weak positive relationship between the combined predictors (gender, qualification, teaching experience, and age) and emotional intelligence. The R Square value of 0.107 means that

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approximately 10.7% of the variance in teachers' emotional intelligence is explained by these predictors. The adjusted R Square of 0.050 indicates a reduced explanatory power after adjusting for the number of predictors in the model. The change statistics further show that the overall model was not statistically significant ($F(4, 62) = 1.860$, $p = .129$), implying that when gender, qualification, teaching experience, and age are considered together, they do not significantly predict the emotional intelligence of social studies teachers.

However, this predictive ability is further explained by the ANOVA results in Table 5.

Table 5: ANOVA Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.647	4	.412	1.860	.129[b]
	Residual	13.727	62	.221		
	Total	15.374	66			

a. Dependent Variable: Overall Emotional Intelliegnce

b. Predictors: (Constant), Years of Teaching Social studies, Highest Qualification of Teachers, Age Category of Teachers, Gender of Teachers

Source: Field data (2024)

The ANOVA test in Table 5 shows that the regression model did not reach statistical significance, $F(4, 62) = 1.860$, $p = .129$. This indicates that the combined predictors (gender, qualification, teaching experience, and age) do not significantly explain the variance in the emotional intelligence of social studies teachers. In other words, while the model accounted for some proportion of variance, the effect was not strong enough to be considered statistically meaningful. This finding reinforces the earlier result from the model summary, confirming that demographic characteristics alone are not reliable predictors of emotional intelligence in this sample.

The relative contribution of each of the independent variables on teachers' emotional intelligence is presented in the coefficients results in Table 6.

Table 6: Coefficients Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.970	.535		7.426	.000
	Gender of Teachers	-.061	.123	-.063	-.491	.625
	Age Category of Teachers	-.211	.079	-.343	-2.674	.010

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Highest Qualification of Teachers	.003	.139	.003	.021	.983
Years of Teaching Social studies	.054	.063	.106	.848	.400

Source: Field data (2024)

Table 6 shows that age made a statistically significant negative influence to the model (B = –0.211, β = –.343, t = –2.674, p = .010). This indicates that as teachers' age increases, their emotional intelligence tends to decrease, and this effect is meaningful at the 0.05 level. By contrast, gender (B = –0.061, β = –.063, p = .625), qualification (B = 0.003, β = .003, p = .983), and years of teaching experience (B = 0.054, β = .106, p = .400) did not significantly predict emotional intelligence, as their p-values were all above the 0.05 threshold. This suggests that, among the demographic factors considered, only age emerged as a significant predictor of emotional intelligence, while the other variables did not show meaningful influence. The implication of these results is that age plays a meaningful role in shaping social studies teachers' emotional intelligence, with younger teachers tending to demonstrate higher levels than older teachers. This finding suggests that professional development and continuous training in emotional and social skills may be particularly important for older teachers to maintain or strengthen their emotional competence in the classroom. On the other hand, the lack of significant influence from gender, qualification, and teaching experience implies that these factors alone do not account for meaningful differences in emotional intelligence. This highlights the possibility that emotional intelligence may be more closely linked to personal attributes, adaptability, or exposure to targeted training rather than demographic characteristics.

Discussion

Extent to which teachers are Emotionally Intelligent

The findings of this study revealed that Junior High School Social Studies teachers are generally highly emotionally intelligent (M = 3.59), with strengths in self-awareness, self-management, and social awareness, but only moderate ability in relationship management. While these descriptive results provide useful insight into teachers' emotional profiles, it is important to note that they do not imply causal relationships. The observed pattern suggests that although teachers are effective in recognizing and regulating their own emotions, they experience challenges in translating these skills into building and sustaining strong interpersonal relationships within the classroom context. From a theoretical perspective, this pattern is consistent with Goleman's (1995) Emotional Intelligence Theory, which distinguishes between intrapersonal competencies (self-awareness and self-regulation) and interpersonal competencies (empathy and social skills). Teachers' strong intrapersonal skills may reflect the reflective and self-regulatory demands of the profession, whereas the comparatively lower relationship management scores point to a gap within the interpersonal dimension of EI. This finding extends Goleman's model by suggesting that professional experience alone may strengthen intrapersonal awareness without necessarily enhancing interpersonal effectiveness, particularly in emotionally demanding subjects such as Social

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Studies. When compared with previous studies, the findings show both similarities and contextual contrasts. For example, Al-Busaidi et al. (2019) and Romeu (2021) reported high EI across dimensions among teachers in Oman and Spain, respectively, while Abiodullah and Aslam (2020) found only moderate EI levels in Pakistan. These variations may be explained by differences in teacher preparation systems, cultural norms regarding emotional expression, and institutional support for professional development. Rather than reiterating these results, the present study suggests that contextual factors may selectively strengthen certain EI dimensions while constraining others, particularly relationship management. From a practical standpoint, the moderate performance in relationship management highlights the need for targeted professional development in communication, collaboration, and conflict resolution. This supports Kgosiemang and Khoza's (2022) assertion that while emotional intelligence enhances teacher effectiveness, interpersonal skills require deliberate and sustained training rather than incidental professional experience.

Most Significant Predicator of Teachers' Emotional Intelligence

The regression analysis showed that age was the only demographic variable that significantly predicted teachers' emotional intelligence, with EI decreasing as age increased. However, the model summary revealed a weak overall relationship between the combined predictors (gender, academic qualification, teaching experience, and age) and emotional intelligence ($R = 0.327$). The model explained only a small proportion of the variance in teachers' emotional intelligence ($R^2 = 0.107$), which further reduced after adjustment for the number of predictors (Adjusted $R^2 = 0.050$). Moreover, the overall regression model was not statistically significant, $F(4, 62) = 1.860$, $p = .129$. This indicates that although age emerged as a statistically significant predictor when considered individually, demographic variables as a group have limited explanatory power in accounting for teachers' emotional intelligence. Consequently, these findings should be interpreted cautiously and viewed as indicative rather than definitive. From a theoretical perspective, this counterintuitive age-related pattern challenges assumptions derived from Goleman's (1995) theory that emotional competencies naturally improve with life experience. Instead, the findings suggest that emotional intelligence may be more strongly influenced by adaptability, contemporary training, and engagement with evolving classroom dynamics. This interpretation aligns with Galanakis et al. (2021), who argued that younger teachers often demonstrate higher emotional adaptability, but contrasts with Gómez-Leal (2021), who associated emotional intelligence with emotional maturity in older teachers. The non-significant effects of gender, academic qualification, and teaching experience further underscore the limited role of demographic characteristics in predicting emotional intelligence. These findings support earlier studies (Soanes & Sungoh, 2019; Amponsah et al., 2024). and suggest that emotional intelligence is not automatically enhanced by formal education or length of service. From a practical perspective, the low explanatory power of the model highlights the need to consider alternative influences on teachers' emotional intelligence, such as school climate, leadership support, professional learning opportunities, and personal coping strategies. As emphasized by Kgosiemang and Khoza (2022), sustained professional development, particularly for older teachers, may be more effective in strengthening emotional competencies than reliance on demographic or experiential factors alone.

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Conclusion

The first finding of this study indicates that Junior High School Social Studies teachers demonstrate strong emotional intelligence in recognizing and managing their own emotions, yet their moderate ability in relationship management highlights a gap in interpersonal skills. This has important implications for teaching, as effective classroom interactions, student engagement, and collaboration rely heavily on relationship-building. Consequently, teacher training and professional development programs should place greater emphasis on enhancing communication, empathy, and conflict resolution skills to strengthen teachers' capacity for managing relationships with students, colleagues, and other stakeholders.

The second finding suggests that emotional intelligence is not significantly influenced by gender, academic qualification, or years of teaching, but is related to age. Younger teachers may be more adaptable, open to new ideas, and responsive to the emotional demands of the classroom, which enhances their emotional intelligence. Conversely, older teachers may encounter challenges such as reduced adaptability, rigidity in practice, or generational differences with students, which could lower EI scores. Effutu Municipal Education Directorate should therefore shift the focus of their continuous professional development programs to target older teachers, helping them refresh interpersonal and adaptive skills to remain effective in contemporary classroom environments.

The study's limitations include the reliance on self-report measures, which may introduce social desirability bias, and the focus on a single municipality with a small, census-based sample, which limits generalizability to other contexts. Future studies should consider longitudinal designs to examine changes in teachers' emotional intelligence over time. Additionally, a study could incorporate mixed methods to capture behavioral indicators of EI, and explore additional contextual or organizational factors that may influence emotional competence among Social Studies teachers.

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