



School-Based Support and Students' Learning Outcomes in Senior High Schools of Cape Coast Metropolis: Moderating the Role of Teachers' Emotional Intelligence

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ABSTRACT

This paper explored the moderating role of emotional intelligence (EI) in the relationship between school-based support and student learning outcomes in senior high schools within the Cape Coast Metropolis, in the Central Region of Ghana. The study was conceived on the premise that while school-based support systems are recognized as crucial for academic success, the influence of emotional intelligence on these systems' effectiveness has not been extensively examined in the Ghanaian context. A post-positivism paradigm coupled with quantitative analytical procedures was employed in this investigation. A survey design was also used with a questionnaire as the instrument for the data collection. A sample size of 442 was used, with a processed response of 411. School-based support was conceptualised as a positive school climate (PSC), social support (SS), and family-school partnership (FSP). All the study variables were measured on a 5-point Likert scale. A covariance-based structural equation modelling was employed for the estimation of the relationships. The findings revealed that school-based support systems, including PSC, SS, and FSP, significantly contribute to improving student learning outcomes. Emotional intelligence was also found to play a critical role in moderating these relationships. Specifically, higher levels of EI amplified the positive effects of school-based support on students' learning outcomes. The evidence implies that effective school-based support, with the support of teachers with strong emotional intelligence, positively drives students' learning outcomes. The findings also offer policy and practical contributions and insights into designing holistic school-based support systems that integrate emotional intelligence training to enhance student engagement and learning outcomes.

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INTRODUCTION

Education is widely recognized as a fundamental driver of socioeconomic development, equipping individuals with the knowledge, skills, and competencies necessary for personal growth and national progress.¹ The success of every nation depends substantially on the quality of education provided to its

¹ Ranbir Singh Malik, "Educational Challenges in 21st Century and Sustainable Development," *Journal of Sustainable Development Education and Research* 2, no. 1 (2018): 9–20; Gloria Ogochukwu Nwachukwu, "Human Capital Development: A Driver for Educational Improvement in Nigeria," *British Journal of Education* 12, no. 6 (2024): 30–39.

citizens. This is why Sustainable Development Goal 4 emphasizes equitable and inclusive quality education for all.²

In Ghana, education is a crucial tool for national development, with the government implementing various policies to enhance learning at all levels. Significant strides have been made in improving access to basic and secondary education through initiatives such as Free Compulsory Universal Basic Education (FCUBE) and the Free Senior High School (FSHS) program. Efforts have also been directed at the tertiary level, including the recently introduced policy of free first-year tertiary education and free tertiary education for persons with disability.³ These interventions aim to improve educational access and learning outcomes, ensuring that students transition successfully from one level to another and are well-equipped for professional and academic pursuits.

Despite these interventions and continuous support from successive governments, significant challenges persist in improving student learning outcomes.⁴ Some have argued that the best results from these interventions are improved access to education, but not the quality of education.⁵ Thus, despite significant progress in increasing access to education in Ghana, concerns persist about the poor quality of learning outcomes.⁶ As noted earlier, over the past two decades, Ghana has made substantial investments in expanding access to basic education, resulting in increased enrollment rates and improved educational attainment.⁷ However, research suggests that many students in Ghana are not acquiring the necessary skills and knowledge to succeed in the workforce.⁸

Educational or learning outcomes serve as a key metric for quality education.⁹ Recent research highlights a shift in evaluating education's effectiveness, moving beyond traditional metrics like enrollment rates and infrastructure to focus on outcomes such as student competencies, employability, and long-term academic success.¹⁰ This change in perspective underscores the growing importance of emphasizing learning outcomes in driving institutional efficiency, fostering curriculum innovation, and promoting student achievement. Therefore, weakness in the learning outcomes highlights the urgent need for targeted interventions and results-driven reforms to bridge the quality education gap and ensure equitable learning opportunities for all students.

It is believed that to reverse this downward trajectory, there is a need for an effective School-Based Support (SBS) rather than a generic or centralised intervention. School-based support, which includes academic, psychological, and social interventions such as mentoring, counseling, peer-assisted learning, and extracurricular activities, is designed to enhance student success.¹¹

A sound or effective SBS is viewed as an important antecedent for improved learning outcomes. However, the extent of the effectiveness of SBS interventions in driving learning outcomes positively may not be uniform due to differences in the teacher factor (i.e. implementer factor). Teachers' ability to implement even a well-thought through SBS programme to drive students' learning outcomes

² UNESCO, "Sustainable Development Goal 4 (SDG4)," 2022, <https://www.unesco.org/sdg4education2030/en/sdg4>.

³ Ministry of Finance, "Free Tertiary Education for People with Disability," n.d., <https://mofep.gov.gh/sites/default/files/budget-statements/2025-Budget-Statement-and-Economic-Policy.pdf>.

⁴ Saman Arfaie et al., "ChatGPT and Neurosurgical Education: A Crossroads of Innovation and Opportunity," *Journal of Clinical Neuroscience* 129 (2024): 110815.

⁵ Emmanuel Akyeampong, "African Socialism; or the Search for an Indigenous Model," *Economic History of Developing Regions* 33, no. 1 (2018): 69–87; Stephen Appiah Takyi et al., "An Overview of Ghana's Educational System and Its Implication for Educational Equity," *International Journal of Leadership in Education* 24, no. 2 (2021): 157–82.

⁶ Betty Akyeampong, "The Politics of Beneficiary Selection: A Case Study of Ghana's Livelihood Empowerment Against Poverty (LEAP) Cash Transfer Programme," *Global Social Policy* 24, no. 3 (2024): 390–411; Kwame Akyeampong, "Teacher Educators' Practice and Vision of Good Teaching in Teacher Education Reform Context in Ghana," *Educational Researcher* 46, no. 4 (2017): 194–203; Isaac Obiri Ampem et al., "Teachers We Need for the Education We Want: Agenda for Setting Up Universities in Ghana," *International Journal of Research and Innovation in Social Science* 8, no. 11 (2024): 1491–1507.

⁷ UNESCO, "Harnessing Opportunities of Digital Governance and AI for Informed and Empowered Citizens," 2022.

⁸ World Bank, "The World Bank Human Capital Index: A Guide," *The World Bank Research Observer* 34, no. 1 (2019): 1–33.

⁹ Allan M. Brandt, *No Magic Bullet: A Social History of Venereal Disease in the United States since 1880* (Oxford University Press, 2020).

¹⁰ Michael Olumide Edwards-Fapohunda, "The Role of Adult Learning and Education in Community Development: A Case Study of New York," *Iconic Research And Engineering Journals* 8, no. 1 (2024): 437–54.

¹¹ Christiane O Blanco-Vega, Sara M Castro-Olivo, and Kenneth W Merrell, "Social-Emotional Needs of Latino Immigrant Adolescents: A Sociocultural Model for Development and Implementation of Culturally Specific Interventions," in *Advocacy and Policy Change for Undocumented Student Success* (Routledge, 2024), 79–93; Dawn Wiseman, "Finding a Place at Home: The TRC as a Means of (r) Evolution in Pre-Service (Science) Teacher Education," *McGill Journal of Education* 53, no. 2 (2018).

depends on their emotional intelligence rooted in Emotional Intelligence Theory (EIT).¹² This suggests that theoretically, the SBS programme is not implemented in isolation without examining the teachers' emotional dimensions.

Despite this sound theoretical underpinning, empirical evidence to validate or question this theoretical position is still in its infancy, particularly in the Ghanaian literature. This warrants an empirical investigation to test this theoretical position in the Ghanaian context. Moreover, SBS is a multidimensional construct, and therefore, how this concept is operationalised could also have implications for its effectiveness. Although some scholars have sought to explore how school-based support can improve students' learning outcomes, many of them have narrowly operationalised the SBS. For instance, some have examined it from a mental health perspective.¹³ Others have also focused on a disciplinary perspective.¹⁴ The few studies that directly considered it as a management or leadership issue and explored its relationship with educational outcomes.¹⁵

Although these streams of studies on learning outcomes have improved the understanding of SBS students' learning outcomes nexus, most of these studies have not only had their settings outside Ghana,¹⁶ where the educational structures, policies, and socio-economic conditions differ significantly, but also suffer from a clear operationalisation of the construct. Following the lessons from the existing studies, the assertion that SBS is multidimensional is supported by the literature.¹⁷ This study, therefore, operationalises SBS using the constructs of a positive school climate, social support, and family-school partnership. Moreover, given the role of psychological factors in shaping academic success, this study moderates the school-based support-learning outcomes nexus with emotional intelligence. Unfortunately, empirical studies exploring how emotional intelligence influences this relationship remain limited, particularly within the Ghanaian literature. This may have implications for the general conclusion on the effectiveness of school-based support in enhancing student learning outcomes.

Building on these insights, the present study not only contributes to the analysis of the relationship between school-based support and student learning outcomes but also examines how emotional intelligence moderates this relationship. By integrating emotional intelligence into the framework, the study provides a nuanced understanding of how teachers' ability to manage emotions influences their engagement with academic and psychological support systems in Ghana. Empirical evidence from this study could offer practical insights into designing holistic school-based support systems that integrate emotional intelligence training to enhance student engagement and learning outcomes. Such an approach can improve academic resilience, motivation, and cognitive development, ensuring that interventions address both structural and psychological barriers to student success. The

¹² Carolyn MacCann, Nicola Pearce, and Yixin Jiang, "The General Factor of Personality Is Stronger and More Strongly Correlated with Cognitive Ability under Instructed Faking," *Journal of Individual Differences*, 2017.

¹³ Sebastian Doll et al., "ACSL4 Dictates Ferroptosis Sensitivity by Shaping Cellular Lipid Composition," *Nature Chemical Biology* 13, no. 1 (2017): 91–98; Theresia Laurens et al., "How Does Realistic Mathematics Education (RME) Improve Students' Mathematics Cognitive Achievement?," *Eurasia Journal of Mathematics, Science and Technology Education* 14, no. 2 (2017): 569–78; Marianos Sánchez et al., "Intergenerational Education in Spanish Primary Schools: Making the Policy Case," *Journal of Intergenerational Relationships* 16, no. 1–2 (2018): 166–83.

¹⁴ Alison Jean Childs, "Young Australians' Education and Employment Transitions: Comparing Young Immigrants' Well-Being to Their Australian Peers," *Multicultural Education Review* 10, no. 2 (2018): 121–38; George Sugai and Robert Horner, "The Evolution of Discipline Practices: School-Wide Positive Behavior Supports," in *Behavior Psychology in the Schools* (Routledge, 2014), 23–50; Sara Valdebenito et al., "School-based Interventions for Reducing Disciplinary School Exclusion: A Systematic Review," *Campbell Systematic Reviews* 14, no. 1 (2018): i–216.

¹⁵ Roy Carr-Hill, "Analysing Girls' Educational Performance in Developing Countries," *Compare: A Journal of Comparative and International Education* 48, no. 6 (2018): 1010–14; Jian-Liang Chen, "The Effects of Education Compatibility and Technological Expectancy on E-Learning Acceptance," *Computers & Education* 57, no. 2 (2011): 1501–11; Lucrecia Santibañez, "Why We Should Care If Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico," *Economics of Education Review* 25, no. 5 (2006): 510–20.

¹⁶ Carr-Hill, "Analysing Girls' Educational Performance in Developing Countries"; Chen, "The Effects of Education Compatibility and Technological Expectancy on E-Learning Acceptance"; Santibañez, "Why We Should Care If Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico."

¹⁷ Janet Goodall, *Narrowing the Achievement Gap: Parental Engagement with Children's Learning* (Routledge, 2017); Ronnel B King, Dennis M McInerney, and Riddhi J Pitliya, "Envisioning a Culturally Imaginative Educational Psychology," *Educational Psychology Review* 30, no. 3 (2018): 1031–65; Muhammad Muchlis Solichin, Achmad Muchlis, and Ahmad Ghufan Ferdiant, "Learning Motivation as Intervening in the Influence of Social Support and Self Regulated Learning on Learning Outcome," *International Journal of Instruction* 14, no. 3 (2021): 945–64; Ming-Te Wang and Jessica L Degol, "School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes," *Educational Psychology Review* 28, no. 2 (2016): 315–52.

evidence could also shape the theoretical understanding by examining how emotional intelligence moderates the relationship between school-based support and learning outcomes, providing empirical evidence specific to Ghana's educational landscape.

The study is conducted using Cape Coast Metropolis as the study setting. Cape Coast has long been recognised as Ghana's premier educational hub, housing some of the country's most prestigious educational institutions.¹⁸ It is home to Mfantsipim School, the 2024 winner of the National Science and Maths Quiz, and the University of Cape Coast (UCC), which was ranked as the best university in Ghana and West Africa by the Times Higher Education ranking (2023). These achievements underscore the city's strong educational tradition and its critical role in shaping academic excellence in Ghana. Despite Cape Coast's reputation for academic excellence, significant challenges persist in translating school-based support into meaningful improvements in student learning outcomes,¹⁹ making it an important study setting for this paper.

The remaining sections of the paper are structured as follows: Section 2 reviews empirical and theoretical literature on school-based support and emotional intelligence in shaping student learning outcomes. Section 3 outlines the methodological framework, detailing the data sources and analytical approach. Section 4 presents the study's key findings, while Section 5 contextualizes the results within broader educational and psychological perspectives. The paper concludes with policy recommendations and suggestions for future research.

THEORETICAL FRAMEWORK

This paper follows the theoretical assumptions of the Emotional Intelligence (EI) theory. Salovey and Mayer originally propounded the theory.²⁰ The theory contributes to the broader understanding of human cognition, behaviour, and socio-emotional development. The theory sought to reconcile traditional cognitive intelligence models with the growing body of research emphasising emotional competence as a crucial determinant of success in personal, academic, and professional settings. Emotional Intelligence theory posits that individuals differ in their ability to perceive, understand, regulate, and utilize emotions in ways that facilitate thinking and adaptive behaviour.

Although traditionally, the theory is about personal and social competencies in managing emotions (i.e., how emotional abilities influence behaviour, decision-making, and interpersonal relationships), its relevance to the current study is evident in the central assumption that emotional intelligence plays a moderating role in learning outcomes, particularly in environments with varying degrees of school-based support. This is highlighted by Goleman, who extended the EI framework to include its implications for performance and well-being in structured environments such as schools and workplaces.²¹

Following the Emotional Intelligence theory, teachers with higher emotional intelligence are better equipped to regulate stress, remain motivated, and utilize support systems effectively to drive students' learning outcomes.²² Thus, this may enhance their academic performance and learning outcomes.²³ Emotional intelligence facilitates self-awareness, self-regulation, motivation, empathy, and social skills, which are critical in navigating academic challenges and making the most of school-based support systems.²⁴ This is particularly fundamental in school environments where socio-

¹⁸ Henry Amankwaatia, "A History of the Central Region Development Commission (Cedecom): 1990 to 2012" (University of Cape Coast, 2021); Patrick Biney Amissah, "Digital Literacy Skills as a Determinant of Teacher's Preparedness to Use the 2019 Curriculum: A Case of Basic School Teachers in Cape Coast Metropolis" (University of Cape Coast, 2023).

¹⁹ Arfaie et al., "ChatGPT and Neurosurgical Education: A Crossroads of Innovation and Opportunity."

²⁰ Peter Salovey and John D. Mayer, "Emotional Intelligence," *Imagination, Cognition and Personality*, 1990, 185–211.

²¹ Daniel Goleman and Emotional Intelligence, "Why It Can Matter More than IQ," *Emotional Intelligence*, 1995.

²² Richard E Mayer et al., "Clickers in College Classrooms: Fostering Learning with Questioning Methods in Large Lecture Classes," *Contemporary Educational Psychology* 34, no. 1 (2009): 51–57; Kostantinos V Petrides and Adrian Furnham, "Trait Emotional Intelligence: Psychometric Investigation with Reference to Established Trait Taxonomies," *European Journal of Personality* 15, no. 6 (2001): 425–48.

²³ Petrides and Furnham, "Trait Emotional Intelligence: Psychometric Investigation with Reference to Established Trait Taxonomies"; Francis Ofori, Elizaphan Maina, and Rhoda Gitonga, "Using Machine Learning Algorithms to Predict Students' Performance and Improve Learning Outcome: A Literature Based Review," *Journal of Information and Technology* 4, no. 1 (2020): 33–55.

²⁴ Kien Thi Pham, "John Dewey's Educational Philosophy and Experience for Current Vietnamese Education," *Contemporary Pragmatism* 21, no. 4 (2024): 399–415.

emotional support structures, such as positive school climate, social support, and family-school partnership, play a role in shaping students' learning experiences. Thus, emotional intelligence is closely linked to the effectiveness of school-based support in fostering positive learning outcomes.²⁵

This reflects educational settings, especially in Sub-Saharan Africa, where student success is often influenced by external support systems. Effective school-based support, such as positive school climate, social support, and family-school partnership, can enhance students' coping mechanisms, improve their motivation, and boost overall academic performance. The ability to utilize such support effectively may depend on teachers' emotional intelligence, as those with higher EI are more likely to readily provide support, help in managing academic stress, and develop resilience in the face of challenges.²⁶

By extension, an emotionally supportive school environment could foster stronger teacher-student relationships, enhance classroom engagement, and improve overall learning experiences. In contexts where students face socio-economic challenges, high emotional intelligence enables them to make strategic use of available resources, leading to better academic outcomes. A well-structured school support system, combined with high emotional intelligence, can contribute to improved academic achievement, reduced dropout rates, and enhanced overall well-being.²⁷ This dynamic is evident in research findings such as those of Bar-On, which suggest that emotion-induced support contributes significantly to students' academic success by influencing their ability to manage emotions, interact positively with teachers and peers, and navigate the demands of their academic environment.²⁸ Additionally, Goleman argues that emotional competencies such as perseverance, self-discipline, and interpersonal effectiveness are just as crucial as cognitive intelligence in determining academic and professional success.²⁹ These insights reinforce the argument that emotional intelligence is a key moderating factor in the relationship between school-based support and students' learning outcomes.

Moreover, proponents of Emotional Intelligence theory argue that educational policies should incorporate socio-emotional learning programs to enhance students' emotional and cognitive development. Thus, the assumptions of the Emotional Intelligence theory, as proposed by Salovey and Mayer, provide a transmission mechanism connecting school-based support to students' learning outcomes through emotional intelligence.³⁰ Theoretically, there is a strong connection between emotional intelligence, the effectiveness of school-based support, and students' learning outcomes. Understanding this interplay can inform educational practices and policies that seek to create emotionally supportive learning environments, ultimately enhancing students' academic success and personal development.

Prior Research Efforts, Lessons Learnt and Gaps

The empirical literature has seen several streams of studies on the subject. Some studies have focused on emotional intelligence and performance,³¹ while others have focused on school-based support and

²⁵ Evgenia Gkintoni et al., "Emotional Intelligence as Indicator for Effective Academic Achievement within the School Setting: A Comprehensive Conceptual Analysis," 2023; Laura Elena Năstasă et al., "Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students," *Forests* 13, no. 5 (2022): 758.

²⁶ Christopher Thomas and Staci Zolkoski, "Preventing Stress among Undergraduate Learners: The Importance of Emotional Intelligence, Resilience, and Emotion Regulation," in *Frontiers in Education*, vol. 5 (Frontiers Media SA, 2020), 94.

²⁷ Năstasă et al., "Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students."

²⁸ Reuven Bar-On, "The Bar On Model of Social and Emotional Intelligence (ESI)," *Psicothema* 18, no. 1 (2006): 13–25.

²⁹ Daniel Goleman, "Emotional Intelligence: Issues in Paradigm Building," *The Emotionally Intelligent Workplace* 13 (2001): 26.

³⁰ Salovey and Mayer, "Emotional Intelligence."

³¹ MacCann, Pearce, and Jiang, "The General Factor of Personality Is Stronger and More Strongly Correlated with Cognitive Ability under Instructed Faking"; Philip D Parker et al., "Inequity and Excellence in Academic Performance: Evidence from 27 Countries," *American Educational Research Journal* 55, no. 4 (2018): 836–58; Karen C H Zhoc, Tony S H Chung, and Ronnel B King, "Emotional Intelligence (EI) and Self-directed Learning: Examining Their Relation and Contribution to Better Student Learning Outcomes in Higher Education," *British Educational Research Journal* 44, no. 6 (2018): 982–1004.

learning outcomes.³² Better still, others have also focused on a disciplinary perspective,³³ and few studies have directly considered it as a management or leadership issue and explored its relationship with educational outcomes.³⁴

Although several of the prior research efforts have sought to explore how school-based support can improve students' learning outcomes, many of them have narrowly operationalised the SBS. For instance, some have examined it from a mental health perspective.³⁵ Others have also focused on a disciplinary perspective.³⁶ The few studies that directly considered it as a management or leadership issue and explored its relationship with educational outcomes.³⁷

Furthermore, despite the significant contributions of existing research on the relationship between SBS and students' learning outcomes, many of these studies have struggled with the operationalisation of the SBS construct, which can lead to inconsistencies in measurement and interpretation. This lack of clarity can hinder the development of effective SBS initiatives and policies. However, a review of the literature supports the assertion that SBS is a multidimensional construct.³⁸ This multidimensionality highlights the need for a comprehensive approach to SBS that incorporates various aspects, such as academic support, emotional support, and community engagement.

By acknowledging the complexities of SBS and its relationship with students' learning outcomes, researchers and policymakers can work towards developing more effective and context-specific interventions that address the unique needs of students in Ghana. Additionally, it can be learnt from the literature that many of these studies have been conducted in contexts outside of Ghana,³⁹ where the educational systems, policies, and socio-economic conditions differ markedly from those in Ghana. This disparity raises concerns about the generalisability of findings to the Ghanaian context.

Building on these empirical gaps, this study follows the existing studies to operationalise SBS using three constructs: positive school climate, social support, and family-school partnership.⁴⁰ Furthermore, considering the significant impact of psychological factors on academic success, this study examines the moderating role of emotional intelligence in the relationship between school-based support and learning outcomes. Emotional intelligence has been shown to play a crucial role in shaping academic achievement.

³² Doll et al., "ACSL4 Dictates Ferroptosis Sensitivity by Shaping Cellular Lipid Composition"; John W Creswell, "Reflections on the MMIRA the Future of Mixed Methods Task Force Report," *Journal of Mixed Methods Research* (Sage Publications Sage CA: Los Angeles, CA, 2016); Laurens et al., "How Does Realistic Mathematics Education (RME) Improve Students' Mathematics Cognitive Achievement?"

³³ Childs, "Young Australians' Education and Employment Transitions: Comparing Young Immigrants' Well-Being to Their Australian Peers"; Sugai and Horner, "The Evolution of Discipline Practices: School-Wide Positive Behavior Supports"; Valdebenito et al., "School-based Interventions for Reducing Disciplinary School Exclusion: A Systematic Review."

³⁴ Carr-Hill, "Analysing Girls' Educational Performance in Developing Countries"; Chen, "The Effects of Education Compatibility and Technological Expectancy on E-Learning Acceptance"; Santibañez, "Why We Should Care If Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico."

³⁵ Doll et al., "ACSL4 Dictates Ferroptosis Sensitivity by Shaping Cellular Lipid Composition"; Laurens et al., "How Does Realistic Mathematics Education (RME) Improve Students' Mathematics Cognitive Achievement?"; Sánchez et al., "Intergenerational Education in Spanish Primary Schools: Making the Policy Case"; Danielle Swick and Joelle D Powers, "Increasing Access to Care by Delivering Mental Health Services in Schools: The School-Based Support Program," *School Community Journal* 28, no. 1 (2018): 129–44.

³⁶ Childs, "Young Australians' Education and Employment Transitions: Comparing Young Immigrants' Well-Being to Their Australian Peers"; Sugai and Horner, "The Evolution of Discipline Practices: School-Wide Positive Behavior Supports"; Valdebenito et al., "School-based Interventions for Reducing Disciplinary School Exclusion: A Systematic Review."

³⁷ Carr-Hill, "Analysing Girls' Educational Performance in Developing Countries"; Chen, "The Effects of Education Compatibility and Technological Expectancy on E-Learning Acceptance"; Santibañez, "Why We Should Care If Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico."

³⁸ Goodall, *Narrowing the Achievement Gap: Parental Engagement with Children's Learning*; King, McInerney, and Pitliya, "Envisioning a Culturally Imaginative Educational Psychology"; Solichin, Muchlis, and Ferdiant, "Learning Motivation as Intervening in the Influence of Social Support and Self Regulated Learning on Learning Outcome"; Wang and Degol, "School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes."

³⁹ Carr-Hill, "Analysing Girls' Educational Performance in Developing Countries"; Chen, "The Effects of Education Compatibility and Technological Expectancy on E-Learning Acceptance"; Santibañez, "Why We Should Care If Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico."

⁴⁰ Goodall, *Narrowing the Achievement Gap: Parental Engagement with Children's Learning*; King, McInerney, and Pitliya, "Envisioning a Culturally Imaginative Educational Psychology"; Solichin, Muchlis, and Ferdiant, "Learning Motivation as Intervening in the Influence of Social Support and Self Regulated Learning on Learning Outcome"; Wang and Degol, "School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes."

However, despite the importance of emotional intelligence, there is a scarcity of empirical research exploring its influence on the relationship between school-based support and learning outcomes, particularly within the Ghanaian context. This limitation may have significant implications for the general conclusion on the effectiveness of school-based support in enhancing student learning outcomes. The lack of research on emotional intelligence as a moderating factor may lead to an incomplete understanding of the complex interactions between school-based support, emotional intelligence, and learning outcomes. This, in turn, may result in the development of interventions that fail to account for the unique needs and characteristics of students in Ghana. By investigating the moderating role of emotional intelligence, this study aims to provide a more nuanced understanding of the relationship between school-based support and learning outcomes. The findings of this study can inform the development of more effective and context-specific interventions.

METHODOLOGY

This study adopted a post-positivism research paradigm and quantitative approach, which is appropriate as it facilitated the collection of objective and numerical data that can be generalized to a broader population.⁴¹ A survey research design was also employed. The design was chosen because it allows for the collection of data from a large sample size, which can be generalized to the population.⁴² The survey design also enabled the researcher to examine the relationships between variables, which is a key objective of this study.⁴³

Moreover, through the use of surveys and questionnaires, this approach enabled the gathering of data from a large sample of schools, offering a detailed understanding of the relationship between school-based support, emotional intelligence, and student learning outcomes.⁴⁴ In this study, the questionnaire served as the main data collection tool via a survey design. The unit of analysis for this research is the teachers at senior high schools in Cape Coast, where there are approximately 1,366 teachers.⁴⁵ Following the existing literature on sample size determination,⁴⁶ with a population of 1,366, a sample size of 384 was appropriate. To account for potential non-response and ensure a more reliable sample, the sample size was increased by 15%, bringing the total to 442.

Ethical considerations were followed in the data collection process. Respondents were assured of confidentiality and anonymity. Respondents were advised not to write their names and provide any information that would make their responses traceable to them. All participants were advised that participation was voluntary and they could exit at any stage of the data collection process. Data was collected using a multi-stage sampling technique, which began with cluster sampling of the schools, followed by simple random sampling of the schools. Then, quota sampling was used within each selected school, and finally, a second round of simple random sampling was used to select individual teachers. Data collection took place from June to August 2024, both through online methods and in-person interactions. All the variables were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The dependent variable is student learning outcomes measured by 4 items. The independent variable is the SBS operationalises as a positive school climate, social support, and family-school

⁴¹ Creswell, "Reflections on the MMIRA the Future of Mixed Methods Task Force Report"; Isaac Cliford Queku, "International Financial Reporting Standards (IFRS) Compliance and Earning Predictability: Evidence from Banks in Ghana," *International Journal of Innovative Research and Advanced Studies* 4, no. 8 (2018): 102–11.

⁴² Creswell, "Reflections on the MMIRA the Future of Mixed Methods Task Force Report"; Jack Fraenkel, Norman Wallen, and Helen Hyun, *How to Design and Evaluate Research in Education*, 10th ed. (McGraw-Hill Education, 2019).

⁴³ Earl R Babbie, *The Practice of Social Research* (Cengage Au, 2020).

⁴⁴ Philip Hallinger and Ronald H Heck, "Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student Learning," *School Leadership and Management* 30, no. 2 (2010): 95–110.

⁴⁵ Richard Kyere Asomah et al., "Examining Teachers' Perceptions of the Impact of Government of Ghana's Wi-Fi Technology Program on Teaching Practices: An Empirical Study from the Senior High Schools in the Cape Coast Metropolis," *Cogent Education* 11, no. 1 (2024): 2296455.

⁴⁶ David Adam, "Special Report: The Simulations Driving the World's Response to COVID-19.," *Nature* 580, no. 7802 (2020): 316–19; Robert V. Krejcie and Daryle W. Morgan, "Determining Sample Size for Research Activities," *Educational and Psychological Measurement* 30, no. 3 (1970): 607–10.

partnership.⁴⁷ A positive school climate is measured on a 5-point Likert scale with 5 items, social support (SS) is also measured on a 5-point Likert scale with 5 items, and family-school partnership (FSP) is also measured on a 5-point Likert scale with 5 items. Emotional intelligence is the moderator and it is also measured on a 5-point Likert scale with 5 items. The study also specifies age, marital status, and working experience.

The paper employed covariance-based structural equation modeling (CB-SEM) for the data analysis of the relationships between school-based support, emotional intelligence, and students' learning outcomes. CB-SEM is a multivariate statistical method that combines factor analysis and multiple regression analysis to examine the relationships between observed and latent variables. The CB-SEM is a statistical technique used to analyse complex relationships between variables. It is particularly useful for testing theoretical models and exploring the underlying structures of data.⁴⁸ It is widely used in various fields, including psychology, education, and business, to model complex relationships and test theoretical frameworks.

The choice of CB-SEM was influenced by its unique characteristics and estimation frameworks. It is capable of handling complex relationships, including direct and indirect relationships. CB-SEM also accounts for measurement error, which can lead to more accurate estimates of relationships between variables. This also focuses on theoretical foundations to test the relationship. CB-SEM is useful for testing theoretical models and frameworks, allowing researchers to evaluate the validity of their hypotheses. It also enabled the researchers to examine the covariance structures of the data, providing insights into the underlying relationships between variables. CB-SEM allows for rigorous testing and validation of the proposed model through various fit indices (e.g., χ^2 , RMSEA, CFI, TLI). The primary models for the SEM are specified as follows:

To test the moderating role of emotional intelligence (EI) in the relationship between a positive school climate (PSC) and the student learning outcomes (SLO), the study specified model 1 (Eqn 1) and presented it as:

$$SLO_i = \alpha_i + \beta_1 PSC_i + \beta_2 EI_i + \beta_3 PSC * EI_i + \beta_4 Age_i + \beta_5 Exp_i + \beta_6 Marital\ Status_i + \varepsilon \quad (1)$$

SLO denotes student learning outcomes and it is the dependent variable.

PSC, EI, and PSC*EI, SBD are the positive school climate (i.e. independent variable), emotional intelligence (i.e. moderator) and PSC moderated by EI (i.e. interacting term)

Age, Exp and Marital Status are the control variables.

ε is the error term.

$\beta_1, \beta_2, \dots, \beta_6$ denote the sensitivities of SLO to the independent variable, moderator, interacting term and control variables.

It is expected that $\beta_1, \beta_2, \dots, \beta_6 > 0$

Regarding the moderating effect of emotional intelligence on the relationship between social support (SS) and student learning outcomes (SLO), the study specified model 2 (Eqn 2) and presented it as:

$$SLO_i = \alpha_i + \beta_1 SS_i + \beta_2 EI_i + \beta_3 SS * EI_i + \beta_4 Age_i + \beta_5 Exp_i + \beta_6 Marital\ Status_i + \varepsilon \quad (2)$$

SS is the social support and it represents the independent variable

The rest of the variables remain as described under Eqn 1.

It is expected that $\beta_1, \beta_2, \dots, \beta_6 > 0$

⁴⁷ Goodall, *Narrowing the Achievement Gap: Parental Engagement with Children's Learning*; King, McInerney, and Pitliya, "Envisioning a Culturally Imaginative Educational Psychology"; Solichin, Muchlis, and Ferdiant, "Learning Motivation as Intervening in the Influence of Social Support and Self Regulated Learning on Learning Outcome"; Wang and Degol, "School Climate: A Review of the Construct, Measurement, and Impact on Student Outcomes."

⁴⁸ Keyu Chen et al., "Deep Learning and Machine Learning--Natural Language Processing: From Theory to Application," *ArXiv Preprint ArXiv:2411.05026*, 2024; Joerg Evermann and Mary Tate, "Fitting Covariance Models for Theory Generation," *Journal of the Association for Information Systems* 12, no. 9 (2011): 3.

The study further estimates the moderating effect of emotional intelligence on the relationship between family-school partnership (FSP) and student learning outcomes (SLO), the study specified model 3 (Eqn 3) and presented it as:

$$SLO_i = \alpha_i + \beta_1 FSP_i + \beta_2 EI_i + \beta_3 FSP * EI_i + \beta_4 Age_i + \beta_5 Exp_i + \beta_6 Marital\ Status_i + \varepsilon \quad (2)$$

FSP is the family school partnership and it represents the independent variable

The rest of the variables remain as described under Eqn 1.

It is expected that $\beta_1, \beta_2, \dots, \beta_6 > 0$

The descriptive statistics for the study variables are summarised in Table 1. It can be seen that most respondents fall within the 31-40 age range, suggesting a predominantly youthful demographic in the prime of their careers. Furthermore, approximately 77.9% of respondents are married, indicating a high level of personal responsibility. In terms of teaching experience, nearly 70% of respondents have been teaching for around ten years, implying a significant level of expertise and longevity in the profession, which may influence their approach to school-based management.

PRESENTATION OF FINDINGS

The demographic characteristics of the respondents may have implications for the study's findings. For example, the youthful demographic may be more open to new ideas and approaches, while the high level of personal responsibility among married respondents may influence their priorities and decision-making. The significant level of teaching experience among respondents may also impact their approach to school-based support, with more experienced teachers potentially being more effective in their roles.

Table 1: Descriptive Statistics of the Study Variables						
Variables	Obs.	No. Items	Mean	SD	Skewness	Kurtosis
Dependent Variables:						
SL	411	4	3.830	0.737	-0.787	1.516
Independent Variables:						
SS	411	5	2.778	1.191	0.219	-0.935
PSC	411	5	3.734	0.872	-0.520	0.153
FSP	411	5	3.740	0.874	-0.493	0.089
Moderator						
EM	411	5	2.942	0.920	0.012	-0.748
Control Variables:						
Age*	411	2	2.00	0.770	0.870	0.940
Marital Status**	411	4	1.22	0.420	1.340	0.210
Exp***	411	3	2.88	0.850	-0.360	0.530
Note: *Age in years: Up to 30 (23.1%), 31-40 (60.6%), 41-50 (9.7%) and above 50 (6.6%)						
**Marital Status: Single (22.1%), Married (77.9%)						
***Working Experience in Years: Up to 5 (6.1%), 6-10 (24.6%), 11-20(44.5%) and Above 20(24.8%)						
Source: Field Data (2024)						

The average score for the dependent variable, student learning outcomes (SL), is 3.830 (SD=0.737). Given a scale ranging from 1 to 5, with a midpoint of 2.9,⁴⁹ these mean scores exceed the midpoint, indicating that teachers generally perceive relatively high student learning outcomes.

⁴⁹ Queku, "International Financial Reporting Standards (IFRS) Compliance and Earning Predictability: Evidence from Banks in Ghana."

Additionally, the standard deviation for the score is below 1, implying that individual responses are closely clustered around the mean.

The independent variables reveal an interesting pattern. Social support (SS) has relatively low mean scores, below the midpoint of 2.9. The mean statistic is 2.778 with a standard deviation of 1.191, suggesting that there is some level of dispersion in the individual observations. The lower scores in social support may be attributed to the cultural context of Ghana, where social support in academic environments is not always prioritised. Specifically, there is a lack of strong emphasis on students' social needs in policies and interventions to improve student learning outcomes. In contrast, the other constructs of school-based support exhibit higher mean scores. The standard deviations for the two other variables, positive school climate (PSC) and FSP, are less than 1, indicating a high level of consistency among individual observations.

Model Diagnostics and Empirical Estimations

Table 2 presents the measurement model results, illustrating the relationship between observed variables and their latent constructs. Standardized factor loadings above 0.3 are considered acceptable, while values exceeding 0.7 indicate a strong association. Confirmatory factor analysis confirms that all observed variables load significantly onto their respective latent constructs. In the variance standardization process, Std.lv accounts for only the latent variable's variance, while Std. reliability and appropriateness of the measurement models all include both the latent variable and indicator variances. The high standardized loadings, ranging from 0.614 to 0.905, validate the reliability and appropriateness of the measurement models.

Table 2: Measurement Model: Factor Loading

Variable	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
SL	=~					
SL1	1	0.607	0.837			
SL2	1.06	0.049	21.704	0.000	0.643	0.890
SL3	0.963	0.054	17.826	0.000	0.584	0.771
SL4	0.922	0.05	18.267	0.000	0.559	0.785
PSC	=~					
PSC1	1	0.337	0.504			
PSC2	1.524	0.169	8.996	0.000	0.514	0.614
PSC3	2.467	0.229	10.757	0.000	0.832	0.901
PSC4	2.474	0.231	10.699	0.000	0.834	0.885
PSC5	2.365	0.23	10.299	0.000	0.798	0.802
SS	=~					
SS1	1	0.994	0.859			
SS2	1.064	0.043	24.683	0.000	1.057	0.893
SS3	1.085	0.043	25.336	0.000	1.078	0.905
SS4	1.024	0.044	23.079	0.000	1.017	0.861
FSP	=~					
FSP1	1	0.348	0.525			
FSP2	1.451	0.156	9.306	0.000	0.506	0.614
FSP3	2.382	0.211	11.275	0.000	0.83	0.895
FSP4	2.407	0.213	11.288	0.000	0.839	0.898
FSP5	2.272	0.213	10.66	0.000	0.792	0.785
Source: Estimation from Field Data (2024)						

In Structural Equation Modeling (SEM), analyzing relationships between observed variables helps infer connections or causality within the model. This process includes evaluating the measurement model's reliability and validity, particularly convergent validity. A key measure of convergent validity is the correlation among observed variables linked to the same latent construct.

Research indicates that correlations above 0.3 reflect satisfactory convergent validity and reliability.⁵⁰ Additionally, correlations are categorized as minimal (± 0.3), important (± 0.4), or practically significant (± 0.5).⁵¹ Although not reported in detail due to the large number of observed variables, the analysis confirms that the correlation coefficients for each variable group range from 0.365 to 0.688, supporting their validity and reliability.

After confirming the suitability of the measurement models, the paper advances to the structural evaluation phase. In SEM, the associations between observed variables are examined to infer relationships or potential causality within the framework. Similar to multiple regression analysis, the credibility of a structural model hinges on the absence of multicollinearity issues. Statistically, multicollinearity is considered a concern when the correlation coefficient between independent variables exceeds 0.8.⁵² The covariance matrix presented in Table 3 confirms that multicollinearity is not a problem in this analysis.

Table 3: Covariance Matrix
Source: Estimation from Field Data (2024)

Specifications	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
PSC	=~					
.PSC1	0.334	0.024	13.843	0	0.334	0.746
.PSC2	0.437	0.032	13.483	0	0.437	0.623
.PSC3	0.160	0.020	8.000	0	0.16	0.188
.PSC4	0.193	0.022	8.916	0	0.193	0.217
.PSC5	0.352	0.030	11.767	0	0.352	0.356
SS	=~					
.SS1	0.350	0.030	11.783	0	0.350	0.262
.SS2	0.285	0.026	10.778	0	0.285	0.203
.SS3	0.257	0.025	10.236	0	0.257	0.181
.SS4	0.361	0.031	11.741	0	0.361	0.258
.SS5	0.499	0.040	12.472	0	0.499	0.326
FSP	=~					
FSP1	0.320	0.023	13.795	0	0.320	0.725
.FSP2	0.423	0.031	13.492	0	0.423	0.624
.FSP3	0.172	0.021	8.356	0	0.172	0.199
.FSP4	0.169	0.021	8.150	0	0.169	0.193
.FSP5	0.391	0.032	12.086	0	0.391	0.384

The paper also assessed the adequacy of the structural model by evaluating its goodness-of-fit. This was measured using multiple indices, including the chi-square statistic alongside supplementary fit indices such as the comparative fit index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR). In line with prior

⁵⁰ David Edward Tabachnick, "Heidegger's Essentialist Responses to the Challenge of Technology," *Canadian Journal of Political Science/Revue Canadienne de Science Politique* 40, no. 2 (2007): 487–505.

⁵¹ Joseph F. Hair et al., "An Introduction to Structural Equation Modeling," in *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook* (Cham: Springer International Publishing, 2021), 1–29, https://doi.org/10.1007/978-3-030-80519-7_1.

⁵² Obed Boateng and Bright Boateng, "Algorithmic Bias in Educational Systems: Examining the Impact of AI-Driven Decision Making in Modern Education," *World Journal of Advanced Research and Reviews* 25, no. 1 (2025): 2012–17; Isaac Clifford Queku and Emmanuel Carsamer, "Stock Market and Macroeconomic Performance in Ghana: New Evidence," *International Journal of Social Science and Humanities Research (IJSSR)* 4, no. 4 (2016): 436–47; Yaw Ndori Queku et al., "Tax Revenue Performance in Africa: Does Macroeconomic Environment Matter," *Journal of Tax Reform* 10, no. 2 (2024): 271–91; Abdul-Aziz Seidu et al., "Sexual and Reproductive Health Education and Its Association with Ever Use of Contraception: A Cross-Sectional Study among Women in Urban Slums, Accra," *Reproductive Health* 19, no. 1 (2022): 7.

research,⁵³ these indices offered a comprehensive evaluation of the model's overall fit. The goodness-of-fit results, summarized in Table 4, confirm that the structural model is well-fitted.

Table 4: Goodness-of-fit of the Structural Model				
	CFI	TLI	RMSEA	SRMR
Model 1	0.921	0.910	0.000***	0.058
Model 2	0.959	0.953	0.051*	0.043
Model 3	0.919	0.908	0.000***	0.058

✓ ***, ** and * significant at 1, 5 and 10% respectively
 tucker-lewis index (TLI), comparative normed fit index (CFI); root mean squared error of approximation (RMSEA); standardized root mean square residual (SRMR)

Source: Estimation from Field Data (2024)

The diagnostic results confirm the validity of both the measurement and structural models, providing a solid foundation for hypothesis testing. The study investigates the impact of a positive school climate on student learning outcomes, with emotional intelligence as a moderating factor. The findings, presented in Figure 1 (path diagram) and Table 5 (regression coefficients), indicate that a supportive school environment significantly enhances student performance, and this effect is further strengthened by emotional intelligence.

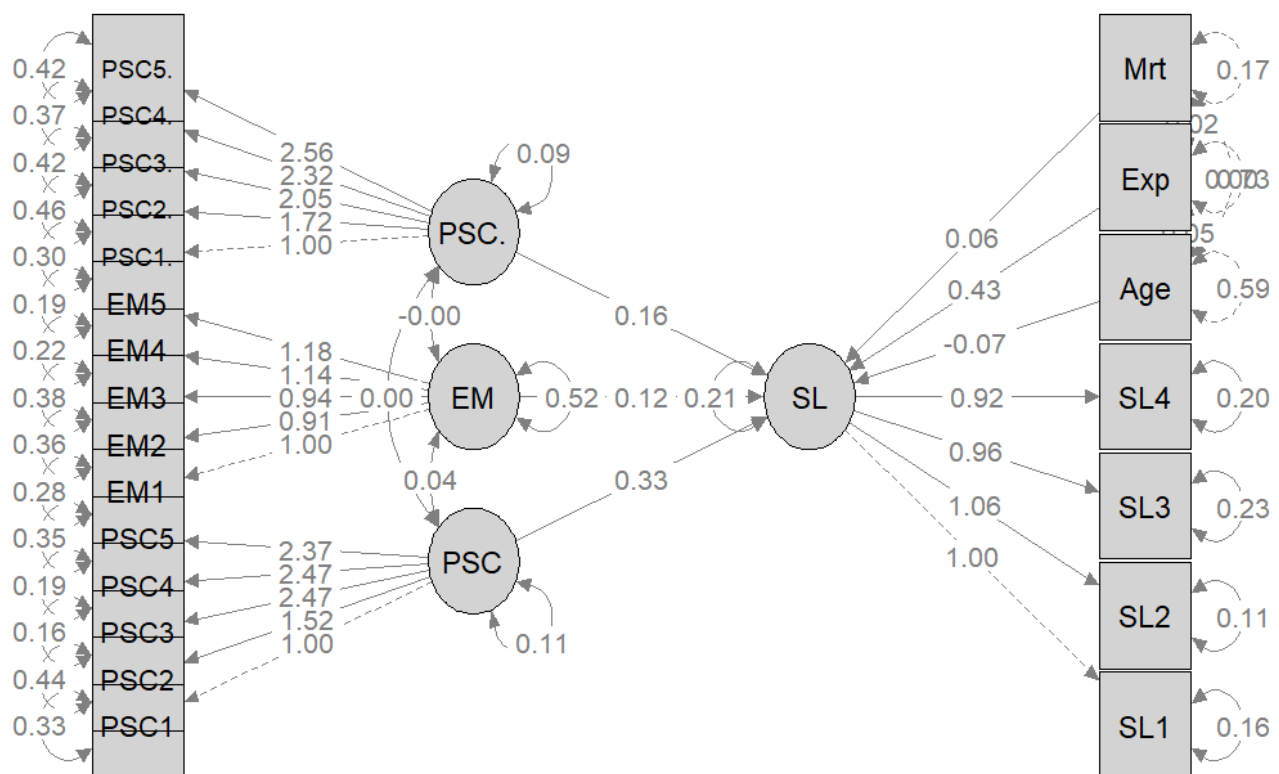


Figure 1: Path Diagram for the Empirical Relationship
Source: Estimated from the Field data (2024)

Positive school climate (PSC) has a coefficient of 0.33 and a p-value of 0.000, suggesting that the coefficient is significant at 1%. Emotional intelligence (EI) also has a significant positive effect on students' learning outcomes, with a coefficient and p-value of 0.117 and 0.001 respectively. The p-

⁵³ Michelle Ann Kline, "How to Learn about Teaching: An Evolutionary Framework for the Study of Teaching Behavior in Humans and Other Animals," *Behavioral and Brain Sciences* 38 (2015): e31; Zhining Wang and Nianxin Wang, "Knowledge Sharing, Innovation and Firm Performance," *Expert Systems with Applications* 39, no. 10 (2012): 8899–8908.

value confirms that this relationship is also statistically significant at the 1% level. Additionally, the interaction term between positive school climate and student learning outcome (PSC.EM) shows a positive coefficient of 0.163 and a p-value of 0.086. The p-value of 0.086 shows that the relationship is statistically significant at 10% providing robust evidence to reject the null hypothesis in favor of the alternative hypothesis. It is therefore concluded that emotional intelligence significantly strengthens the relationship between a positive school climate and students' learning outcomes in Cape Coast.

Furthermore, the coefficients for the control variables, experience and marital status, are 0.429 and 0.062, respectively. Their corresponding p-values 0.000 and 0.305 confirm that experience is statistically significant at 1 % while marital status is statistically insignificant. In contrast, the control variable for age has a negative coefficient of -0.072. This relationship is significant at the 5% level, as confirmed by its p-value of 0.025

Table 5: Positive School Climate and Student Learning Outcome: Moderated By Emotional Intelligence

Specification	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
SL	~					
PSC	0.33	0.084	3.931	0.000	0.183	0.183
EM	0.117	0.037	3.181	0.001	0.139	0.139
PSC.EM	0.163	0.095	1.716	0.086	0.079	0.079
Age	-0.072	0.032	-2.24	0.025	-0.119	-0.092
Exp	0.429	0.032	13.376	0.000	0.707	0.602
Marital	0.062	0.06	1.026	0.305	0.101	0.042

Intelligence

Source: Estimated from the Field data (2024)

The study also examined the effect of social support on student learning outcomes, with emotional intelligence serving as a moderating factor. The empirical results from the estimations are captured in Figure 2 and Table 6 (regression coefficients). The findings revealed that social support significantly improves student performance. Moreover, this positive effect is further amplified by emotional intelligence.

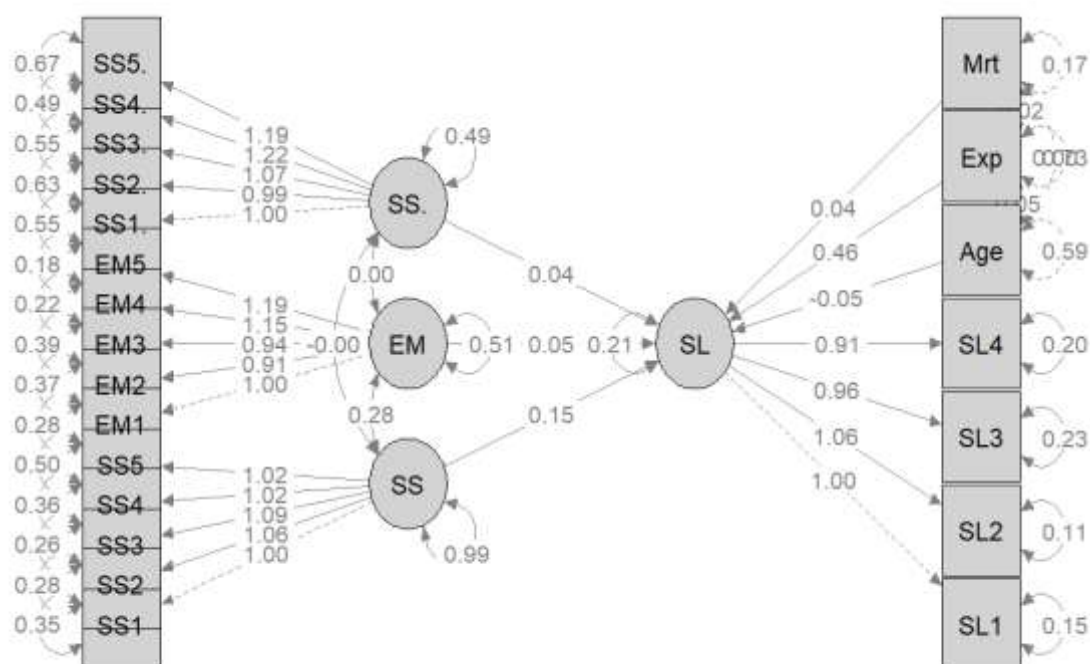


Figure 2: Path Diagram for the Empirical Relationship
Source: Estimated from the Field data (2024)

Social Support (SS) has a coefficient of 0.154 and a p-value of 0.000, suggesting that the coefficient is significant at 1%. Thus, even though social support is weak, it is still an important driver of student learning outcomes. Emotional intelligence (EI) also has a positive effect on students' learning outcomes, with a coefficient and p-value of 0.054 and 0.170, respectively. However, the p-value confirms that this relationship is statistically insignificant. Additionally, the interaction term between social support and student learning outcome (SS.EM) shows a positive coefficient of 0.041 and a p-value of 0.291. The p-value of 0.086 shows that the relationship is statistically insignificant, providing a basis for the study to fail to reject the null hypothesis. Furthermore, Teachers' experience is still the strongest control variable in improving students' learning outcomes.

Table 6: Social Support and Student Learning Outcome: Moderated By Emotional Intelligence

Specification	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
SL	~					
SS	0.154	0.029	5.343	0.000	0.246	0.246
EM	0.054	0.04	1.373	0.170	0.062	0.062
SS.EM	0.041	0.038	1.055	0.291	0.046	0.046
Age	-0.047	0.032	-1.466	0.143	-0.075	-0.058
Exp	0.458	0.032	14.342	0.000	0.736	0.627
Marital	0.039	0.059	0.649	0.516	0.062	0.026

Source: Estimated from the Field data (2024)

The diagnostic results confirm the reliability of both the measurement and structural models, providing a strong foundation for hypothesis testing. This paper further examines the effect of family-school partnerships on student learning outcomes, with emotional intelligence playing a moderating role. As depicted in Figure 3 (path diagram) and outlined in Table 7 (regression coefficients), the findings reveal that family-school partnership significantly enhances student performance. Furthermore, it was also revealed that emotional intelligence fuels this relationship when moderated.

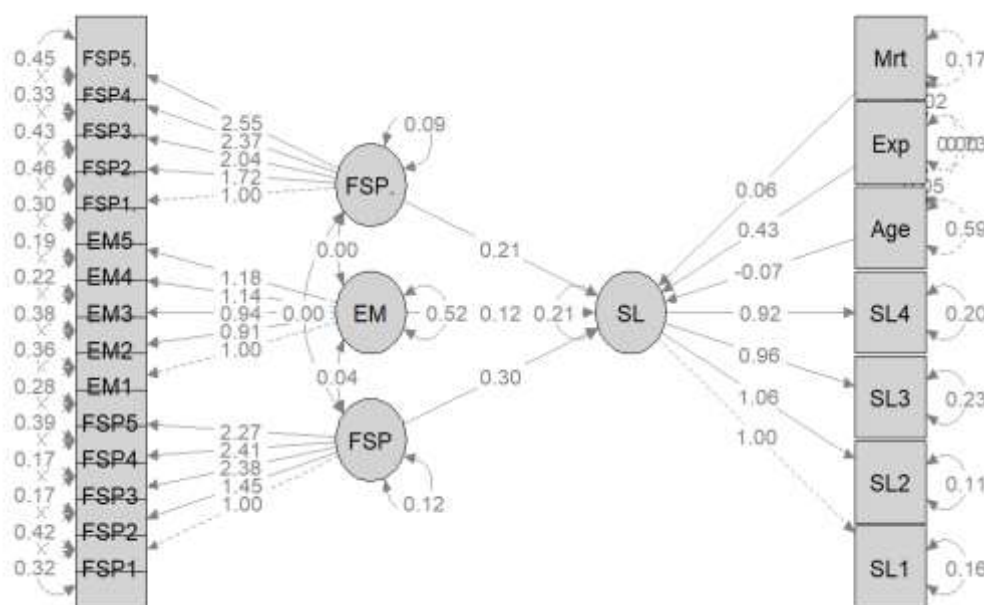


Figure 3: Path Diagram for the Empirical Relationship

Source: Estimated from the Field data

FSP has a coefficient of 0.302 and a p-value of 0.000, suggesting that the coefficient is significant at 1%. Emotional intelligence (EI) also has a positive effect on students' learning outcomes, with a coefficient and p-value of 0.116 and 0.002, respectively. The p-value confirms that the

significance level of this relationship is 1%. Additionally, the interaction term of emotional intelligence in the relationship between family-school partnership and student learning outcome (FSP.EM) shows a positive coefficient of 0.212 and a p-value of 0.028. The p-value of 0.028 shows that the relationship is statistically significant at 5%, providing a basis to reject the null hypothesis. It is therefore concluded that emotional intelligence has a significant positive effect on the relationship between family support, partnership and students' learning outcomes.

Furthermore, the coefficients for the control variables, experience and marital status, are 0.432 and 0.060, respectively. These positive coefficients demonstrate that experience and marital status have a positive effect on student learning outcomes. Their corresponding p-values 0.000 and 0.319 confirm that experience is statistically significant at 1 % while marital status is statistically insignificant. In contrast, the control variable for age has a negative coefficient of -0.072. This relationship is statistically significant, as confirmed by its p-value of 0.025. The p-value of 0.025 shows that the relationship is statistically significant at 5%.

Table 7: Family-School Partnership and Student Learning Outcome: Moderated by Emotional Intelligence

Specification	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
SL	~					
FSP	0.302	0.08	3.757	0.000	0.173	0.173
EM	0.116	0.037	3.132	0.002	0.137	0.137
FSP.EM	0.212	0.096	2.196	0.028	0.102	0.102
Age	-0.072	0.032	-2.236	0.025	-0.119	-0.092
Exp	0.432	0.032	13.467	0.000	0.71	0.605
Marital	0.060	0.060	0.997	0.319	0.098	0.041

Source: Estimated from the Field data

DISCUSSION

The findings show that the entire constructs for measuring school-based support (PSC, SS, and FSP) have a positive effect on students' learning outcomes. Furthermore, the observed positive effect of the moderating role of emotional intelligence (EM) on PSC, SS, and FSP indicates that EM strengthens this relationship, thereby improving students' learning outcomes, and this aligns with the study expectation. It was anticipated that emotional intelligence would amplify the positive effects of school-based support on students' learning outcomes.

The rationale behind this expectation lies in the understanding that teachers with strong emotional intelligence could help students manage their own emotions, form stronger relationships, and navigate academic and social challenges more effectively. As students develop greater emotional and social competencies, they are better able to engage with and benefit from the support systems provided by their schools. This, in turn, leads to enhanced academic performance. Thus, it was expected that emotional intelligence would not only strengthen but also optimize the impact of school-based support, ultimately fostering improved learning outcomes.

Empirically, the findings in this study affirm the conclusions of Parker et al., who suggested that teachers with high emotional intelligence are better equipped to support students to manage stress and maintain consistent good academic performance.⁵⁴ Similar to the evidence of this study, Artino also revealed that emotional intelligence significantly predicts self-directed learning, which improves learning outcomes.⁵⁵ Furthermore, Foster et.al., also revealed that students who receive greater school-based support from teachers and peers demonstrated higher levels of academic engagement and achievement.⁵⁶ These findings collectively emphasize that teachers with strong emotional intelligence

⁵⁴ Parker et al., "Inequity and Excellence in Academic Performance: Evidence from 27 Countries."

⁵⁵ Anthony R Artino Jr, "Academic Self-Efficacy: From Educational Theory to Instructional Practice," *Perspectives on Medical Education* 1, no. 2 (2012): 76–85.

⁵⁶ Marquita D Foster, Jamaal Young, and Jemimah L Young, "Teacher Perceptions of Parental Involvement and the Achievement of Diverse Learners: A Meta-Analysis," *Journal of Ethical Educational Leadership* 4, no. 5 (2017): 1–18.

not only strengthen students' ability to navigate academic challenges but also enhance the effectiveness of school-based support, ultimately leading to improved learning outcomes. This suggests that a supportive learning environment is essential for optimizing educational outcomes.

This implies that emotional intelligence strengthens the relationship between school-based support and students' learning outcomes, leading to improved academic performance as teachers with higher emotional intelligence are better able to support students to manage stress, engage with support systems, and navigate academic challenges effectively. Therefore, without deliberate efforts to integrate emotional intelligence training into educational programs and enhance socio-emotional support structures, the full benefits of school-based support may not be realized, and students may struggle to maximize available academic resources.

The findings also contribute theoretically to the emotional intelligence theory. The evidence from this study shapes the theoretical understanding of how emotional intelligence moderates the relationship between school-based support and learning outcomes, providing empirical evidence specific to Ghana's educational landscape. The findings emanating from this study corroborate the central assumption that emotional intelligence plays a moderating role in learning outcomes, particularly in environments with varying degrees of school-based support. This also means that an EI framework could be extended to include its implications for structured school environments with varying school-based support and students' learning outcomes.

Another theoretical implication for the observed significant moderating role of teachers' emotional intelligence from the Emotional Intelligence theory is that teachers with higher emotional intelligence are better equipped to regulate stress, remain motivated, and utilize support systems effectively to drive students' learning outcomes.⁵⁷ Thus, students who enjoy school-based support coupled with teachers with higher EI are more likely to witness enhanced learning outcomes.⁵⁸

Additionally, the significant interacting role of EI is not surprising as EI facilitates self-awareness, self-regulation, motivation, empathy, and social skills, which are critical in navigating academic challenges and making the most of school-based support systems.⁵⁹ This is particularly fundamental in school environments where socio-emotional support structures, such as positive school climate, social support, and family-school partnerships, play a role in shaping students' learning experiences. Thus, consistent with the evidence in this study, EI is closely linked to the effectiveness of school-based support in fostering positive learning outcomes.⁶⁰

The findings also offer policy and practical insights into designing holistic school-based support systems that integrate emotional intelligence to enhance student engagement and learning outcomes. Such an approach can improve academic resilience, motivation, and cognitive development, ensuring that interventions address both structural and psychological barriers to student success. The evidence could also shape the theoretical understanding by examining how emotional intelligence moderates the relationship between school-based support and learning outcomes, providing empirical evidence specific to Ghana's educational landscape.

The study provides evidence of the connectedness of school-based support, emotional intelligence, and students' learning outcomes. This implies that in developing policy for positive learning outcomes in Ghanaian schools, it is useful not only for theory but also for practice to integrate emotional intelligence into the policy framework.

By extension, the findings in this study suggest that an emotionally supportive school environment could foster stronger teacher-student relationships, enhance classroom engagement, and improve overall learning experiences. In contexts where students face socio-economic challenges, high

⁵⁷ Mayer et al., "Clickers in College Classrooms: Fostering Learning with Questioning Methods in Large Lecture Classes"; Ofori, Maina, and Gitonga, "Using Machine Learning Algorithms to Predict Students' Performance and Improve Learning Outcome: A Literature Based Review."

⁵⁸ Petrides and Furnham, "Trait Emotional Intelligence: Psychometric Investigation with Reference to Established Trait Taxonomies"; Ofori, Maina, and Gitonga, "Using Machine Learning Algorithms to Predict Students' Performance and Improve Learning Outcome: A Literature Based Review."

⁵⁹ Pham, "John Dewey's Educational Philosophy and Experience for Current Vietnamese Education."

⁶⁰ Gkintoni et al., "Emotional Intelligence as Indicator for Effective Academic Achievement within the School Setting: A Comprehensive Conceptual Analysis"; Năstăsă et al., "Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students."

emotional intelligence enables them to make strategic use of available resources, leading to better academic outcomes. A well-structured school support system, combined with high emotional intelligence, can contribute to improved academic achievement, reduced dropout rates, and enhanced overall well-being.⁶¹

RECOMMENDATIONS

Based on these findings, it is recommended that schools prioritize the development of emotional intelligence alongside existing school-based support systems. Integrating emotional intelligence training into the curriculum for both students and staff can enhance the overall effectiveness of these support structures. Schools should focus on fostering emotional awareness, self-regulation, and interpersonal skills, as these competencies have been shown to be key in maximizing the benefits of a positive school climate and family-school partnerships. Moreover, strengthening collaboration between schools and families is crucial for creating a more holistic support network for students.

CONCLUSION

This study has explored the moderating role of emotional intelligence (EI) in the relationship between school-based support systems—specifically positive school climate (PSC), social support (SS), and family-school partnership (FSP)—and student learning outcomes in schools within the Cape Coast Metropolis. The study was conceived on the premise that while school-based support systems are recognized as crucial for academic success, the influence of emotional intelligence on these systems' effectiveness has not been extensively examined in the Ghanaian context. The aim of this research was to provide empirical evidence regarding how EI interacts with these support structures to enhance student learning outcomes, utilizing a quantitative survey design and covariance-based SEM for analysis.

The findings of this study reveal that school-based support systems, including PSC, SS, and FSP, significantly contribute to improving student learning outcomes. Emotional intelligence was found to play a critical role in moderating these relationships. Specifically, higher levels of EI amplified the positive effects of a supportive school climate on academic success, suggesting that teachers with higher emotional intelligence are better equipped to support students to navigate and leverage the benefits of a positive school environment in all areas of available support. This reinforces the view that emotional intelligence is essential for unlocking the full potential of supportive educational frameworks, enabling students to maximize their academic performance.

Furthermore, the results demonstrate that emotional intelligence also strengthens the relationship between family-school partnerships and student learning outcomes. Teachers with stronger emotional intelligence were better able to support students to foster and benefit from positive connections between their families and schools, leading to improved academic achievements. However, emotional intelligence did not significantly moderate the effect of social support on student performance, indicating that while social support is undoubtedly beneficial, its impact may not be as dependent on EI as the other support systems studied.

In conclusion, this study underscores the pivotal moderating role of emotional intelligence in enhancing the effectiveness of school-based support systems on student learning outcomes. Positive school climate, social support, and family-school partnerships are essential elements in improving academic achievement, and their impact can be significantly enhanced when emotional intelligence is integrated into these frameworks. By prioritizing emotional intelligence, educational institutions can create more supportive and conducive learning environments, ultimately fostering improved student performance and contributing to greater academic success in the Cape Coast Metropolis.

Limitations and Suggestions for Further Studies

The findings from this study have significantly enhanced the understanding of the moderating role of emotional intelligence (EI) in the relationship between school-based support systems—such as positive school climate (PSC), social support (SS), and family-school partnership (FSP)—and student learning

⁶¹ Năstăsă et al., “Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students.”

outcomes. However, this study is considered one of the emerging efforts in the field, utilizing a quantitative framework to explore this relationship. It is important to note that the study was limited to schools within the Cape Coast Metropolis, and as such, the findings may not be fully applicable to other regions or educational systems. Future research could consider extending the study to other geographical locations within Ghana, to assess whether the findings hold true in different cultural and educational contexts.

Furthermore, this study focused on three specific school-based support systems—PSC, SS, and FSP—which were found to play a significant role in influencing student learning outcomes. However, there are other potential support systems, such as teacher-student relationships or school leadership practices, that could have an impact on academic success. Future researchers could explore additional dimensions of school-based support, providing a more comprehensive understanding of how various factors contribute to student achievement.

The study also operationalized emotional intelligence (EI) based on self-reported data, which may introduce the possibility of response biases such as social desirability or overestimation of EI levels. Although well-established EI scales were used, the self-reported nature of the data may not fully capture the true emotional intelligence levels of students. To address this limitation, future studies could incorporate multi-source data collection methods, such as assessments from teachers, peers, or parents, as well as objective measures of EI.

Finally, while this study emphasized the moderating role of EI, there are other potential moderating variables, such as socio-economic status, mental health, or student motivation, that could influence the relationship between school-based support and student learning outcomes. Future studies could explore these factors to uncover a more comprehensive understanding of the various influences on student academic success. By broadening the scope of moderating factors, further research could provide a deeper, more nuanced analysis of the factors that contribute to the academic achievement of students.

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