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APPLICATION OF EMOTIONAL INTELLIGENCE AS A CHARACTER CONTROL MEASURE IN EDUCATIONAL LEADERSHIP

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ABSTRACT

Emotional intelligence is the ability of a leader to rationally understand himself and also those around him. It involves the leader having control over his emotion and knowing his feelings and that of those been led, and how it can affect the organizational goals. Leaders of today need to be groomed on emotional intelligent skills to be relevant in their organisations. This paper focuses on application of emotional intelligence as a character control measure in educational leadership and presents leadership as a great challenge but made easy and interesting with the application of emotional intelligence. Instead of shrinking or shying away from challenges and difficulties a leader who is emotionally intelligent looks for a way to lead the institution to its goal attainment first by understanding himself, his members or staff and the organization, and intelligently guiding all to their expectations. It therefore means that the ability of educational leaders to have and apply EI skills as character control measures will lead to the attainment of educational goals. When this is done, the paper concludes that the soured relationships between leaders and members of staff which always leads to harassment, constant queries, denial of benefits and promotions and outright terminations of jobs will be a thing of the past. Subordinates will also be seen not challenging their leaders on issues they should accept corrections. The paper recommends professional training on emotional intelligence for all educational leaders.

Keywords: Emotional Intelligence, Educational Leadership, Leadership, Character, Self-Awareness, Self-Control, Empathy, Relationship, Management, Impulse Control, Conflict Resolution Talent, Collaboration.

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INTRODUCTION

A leader is defined by his virtues and every institution or organizational leader anchors his ideals on those virtues. Any leaders who do not manifest the same produces a twisted organization filled with the culture of hate, animosity, rancor, injustice, and victimization. The things expected to manifest in a leader, therefore, are virtues of self-worth, self-awareness success and intelligence. Styles of leadership vary according to organizations but leaders with high emotional intelligence are at a premium in every age. There are quintessential tyrants, there are go-getters (Maxwell, 2005) and there are courageous leaders who see to it that tasks are executed. Such leaders under pressure, reveals courage and self-actualization. Leadership, however, is a great challenge and the future of any organization lies in its leadership. It, therefore, rests on leaders to exhibit high emotional intelligence while handing and dealing with those been led. An educational leader must exhibit a high level of self-awareness, trustworthiness, motivation, and persistence if he must lead well and achieve organizational goals. He must be able to monitor himself and exhibit some level of self-control in the face of conflict and crises. Such a leader must combine vision and emotion to lead well and achieve organizational goals.

Goleman (1995) and cited in Ugoani, Amu and Kalu (2015) are of the view that emotional intelligence is made up of several competencies such as self-awareness, motivation, self-regulation, empathy, and ability to relate well. Cherniss and Goleman (2001) also cited in Ugoani et al. (2015) emphasized that about 90% of leaders who were able to succeed did so as a result of the application of emotional intelligence. They were critical thinkers who never combined vision and emotion. They laid aside personal sentiments to be able to achieve what they were called to do. Emotional Intelligence (EI) therefore is synonymous with good leadership.

A leader who has a high level of Emotional Intelligence (E I) should be able to perceive danger, respond to it, find a solution and manage it properly without raising dust or confusion. Application of emotional intelligence improves the commitment of staff towards collective goal attainment this is because members of staff are heard and are also involved in decision making. Conversely, leaders with weak Emotional Intelligence always produce a low level of achievement. An Emotional Intelligent leader manages himself in the face of stress and uncertainty. He exhibits self-control when faced with challenges and resistance and encourages staff members to buy unto new ideas that may lead to organizational goals attachment (Mason, 2018). An emotional Intelligent leader does not allow his temper to go out of control no matter what happens. They lead in every direction an attribute that distinguishes them makes them valuable and successful in every organization. In the words of Maxwel (2005), they are 3600-degree leaders.

CONCEPTUAL CLARIFICATIONS

Emotional Intelligence

Emotions are mental states that arise spontaneously rather than through conscious efforts and are sometimes associated with physiological responses. They occur naturally and differ according to individuals. For any individual to say he doesn't have emotions is a big lie just like someone saying "I don't get angry".

They manifest in these four basic forms and are: sad, mad, glad and scared. Emotional Intelligence means the ability to rationally understand yourself and those around you. It also involves controlling a leader's emotion and that of those been led. It involves knowing one's feelings, and how such emotions can affect the organization. Emotional intelligence is synonymous with success. The concept of Emotional Intelligence (E I) came from the Emotional Intelligence theory of Goleman (2015) and includes both the intellectual and non-intellectual components of intelligence. It also describes the ability, capacity, traits, and skills to manage one's self those around him and members of staff in an organization. (Ugoani et al, 2018).

Elias (2014) defined EI as a set of skills necessary for effective social interaction and leadership success. These skills include; Self-awareness, Self-control, Empathy, Relationship management impulse control, conflict resolution and talent of collaboration, adaptability amongst others (Elias 2014; Goleman 2015; Ugoani et al., 2018; Kalico, 2007; Mason,2018). The meaning of the above is that the ability of educational leaders to have and apply EI skills as character control measures will ultimately lead their institutions to the attainment of educational goals. This statement is true as in recent times relationship between leaders and members of staff have gone sour, leading to harassment, incessant sacks, constant queries over issues that needs caution and suspensions, denial of benefits, promotions and out-right terminations of jobs. The subordinates are also seen challenging their leaders on issues they should simply accept corrects to improve in their duties.

From the above statements, it can be said that most educational leaders lack emotional intelligence in the area of emotional recognition and, self-control and problems solving skills. Salovey and Mayer (1993) cited in Kalico (2007) sees EI as an aptitude that involves the ability to checkmate one's feelings and that of others in other to discriminate among them and to use the information to guide one's feeling. EI simply means the intelligent use of emotion or using one's emotion to help and guide his behaviours and thinking in a way to achieve results.

Bar-on (1997) cited in Ugoani et al. (2018) view EI as the ability to understand one's self as well as others effectively, establish a good relationship, adapt to people's attitudes and weaknesses' in other to achieve goals and effect change. To him, it is not an on-the-spot achievement but is acquired with time and improved upon through constant training. He also believes that educational leaders with a high average EI are more productive and successful in the attainment of goals. The absence of EI equals the problems and failure of both the educational leader and the institution.

The Emotional Intelligence Leader

Goleman (2015) opines that leaders with a high level of Emotional Intelligence identify emotions and can control their temper and impulse. They know how they feel and know what to do to put themselves under control. They feel for others and always think of the best way to produce results without tension. To Goleman without EI, a leader can be trained, skilled and endowed but skill will not succeed. A leader demonstrates E I by his ability to work with others and bring about change. EI distinguishes great leaders and goes beyond technical skills and Intelligent Quotient (IQ). It is the ladder through which every leader climb to the zenith of his profession. Emotional intelligent leaders do not just look official every day rather they understand their impact on others and make adjustments to accommodate them before tacking leadership responsibilities. He is aware of his action and how it affects others and therefore decides whether to continue or not. Words such as "I don't care", "it is not my business", it's not

my father's job", "who cares" and so on, are not associated with Emotional Intelligent leaders. They count from one to 10 (1-10) before taking actions or uttering a word.

Character as an Attribute in Leadership Effectiveness

Styles of leadership vary widely in every period in an organization but leaders with character are at a premium in every age (Maxwell, 2005). The word character is from a Latin word originally meaning "Engraved" which means to carve upon with care (Ruthland, 2003). It is the inner moral strength of a person. It can be taught, modelled, and activated. Nwamara (2018) views the character as an attitude or qualities that make up a person's behaviour pattern on speech, action, and dressing. It is why a person puts up certain behaviours and actions. It is what a person is. It shapes the organization, informs the followers and also helps them to achieve their goals. Character is what must be present if educational leaders must succeed. A character can be taught, learned, modelled and cultivated. For education leadership, therefore, to be effective, the following character traits must be possessed.

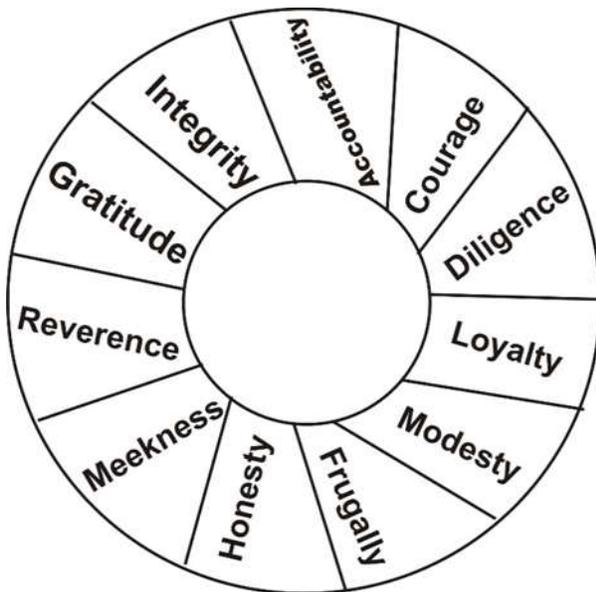


Figure 1: Author's self-modified character wheel.

One of the major characters needed for effective leadership is courage. It is the character in crisis and the first and greater element of character. Merely knowing what is good, honest and true is not enough. It takes courage to act on it. Courage is the catalytic agent that summons every other virtue into action in the face of a crisis in the institution. (Ruthland, 2003; Maxwell, 2015). It takes courage to put thoughts into action. Until the education sector produces leaders who are willing to be relieved of their duty for being courageous to take a stand on standards, quality, and on issues bothering on morality, fairness, justice, and honesty, the nation's education sector will continue to go down.

An educational leader who refuses to take bribe, sex for grades, and injustice is not only honest but courageous. He speaks the truth regardless of whom it pleases or offends. He not only says it but also at the right time and place without compromise, is courageous and emotionally

intelligent. It may deny him promotions, fringe benefits, and official favours but he courageously takes a stand because no office gained or kept is worth the loss of character, is emotionally intelligent. Ololube and Ololube (2017) agree that without character there is no leadership because every leader requires characters to manage the affairs of the institution under his care. The gross misconducts rampaging institutions of learning from primary to the tertiary are as a result of lack of characters.

A male teacher who lacks characters sees nothing wrong in abusing a female student sexually; the old but recently unveiled sex for grade phenomena eating up the educational institutions will not be if leaders have set any value or moral standards for themselves and their positions. Anunobi (2018) opines the characters of leaders should be such that reflects our moral, traditional and religious values. If that is the case, there is, therefore, a need for value re-orientation as cited in Adiele (2017) to restore sanity to the education system.

Goleman (2015) concludes that no matter the responsibilities and task handed over to a leader, their success depends on how they do it. Even if they get all right and miss it in one which involves character and management of others, and questions, they have not yet achieved the ultimate goal.

Application of Emotional Intelligence as Character Control Measures in Educational Leadership

Leadership is a great challenge and the emotionally intelligent will not shrink or shy away for it. Rather he will look for a way to lead the institution to its goal attainment by understanding himself, his members or staff and the organization, and intelligently guide all to their expectations. Emotional intelligence involves monitoring one's own emotions and the emotions of others, to find out their differences and also use the information to guide himself (Mayer & Salovey cited in Kalico, 2007). This entails that the emotionally intelligent leader must lead and manage himself first as well as manage his emotions well. Maxwell (2005) believes that leaders must manage their emotions because whatever they do affects the people, they are leading. They should know when to display negative emotions and when to delay them.

A good leader must know when to shout at the subordinates and when to keep calm and dialogue or observe. He must know when to walk a student out of his office and when not to. He must know when to react and when not to. Although some of these actions can serve as positive reinforcement but knowing the right time to do it is an act of emotional intelligence. As long it is been done to improve the staff, student and institution and not to show off their ego and position, it is accepted as an emotional intelligent move. In the application of emotional intelligence on himself, the leader as cited in Maxwell (2005) sees more than and ahead of others in the organization and often experiences emotions first, he should, therefore, put others first, not himself and then find a way to handle the issues. Whether the emotion is delayed or displayed, it should be for the good of the institution and not for personal gains. Does the team need it now? Will it add and make others feel better? These questions will guide educational leaders in managing his emotions intelligently.

Application of Emotional Intelligence in Staff Matters

The argument on whether emotional intelligence is part of effective leadership has been on for a long time. This is important because every leader deals with people who are either members of

staff or students of the institution. Prati, Douglas, Ferris, Ammeter and Buckley (2003) opine that EI leaders motivate their members towards goal attainment as well as having a strong influence over them. The emotional intelligent educational leader challenges members of staff to work towards increased performance, efficiency, and effectiveness. George (2000) and cited in Prati et al (2003) pointed out four areas of emotional intelligence which educational leaders must engage in, in order to transform members of staff and they include:

- The ability to appraise his own emotions and that of staff. This entails having full knowledge of himself (Self-awareness) so that he can play supportive roles to his team members.
- He must be thoroughly finished with a sound and unbiased knowledge about emotions. He should be able to interpret actions and reactions in different scenarios. He can say that he knows why a member of staff acted in one way or the other and he knows what to expect from staff when praised or cautioned.
- He must recognize that emotion acts as catalyst and influences the attitude of staff and as such, the atmosphere should be such that facilitates innovative thinking and job effectiveness.
- The fourth point is emotional management. This is a combination of the three above and helps the leader to direct himself as well as members of staff, towards the attainment of educational goals. An efficient emotional intelligence education leader manages his relationship with staff effectively thereby increasing productivity. EI leader knows when staff members are not happy and strategically looks for ways to arouse and motivate them to achieve the desired result. This, however, increases motivation and also discourages negative actions.

An EI leader can stop members of staff from embarking on a protest or industrial action by creating a supportive environment, and emotional safety. This he does by creating room for dialogue. He first leads while others follow. He is a leader that staff members feel comfortable running in times of need because they believe he understands how they feel and what they are going through. He gives maximum attention and is a good listener and in the middle of a disagreement, there are peaceful resolutions when he steps in. They do not use such circumstances against their followers or take advantage of their weaknesses. He should also remember that teaching as a job is demanding, tedious and filled with a heavy workload which may result in frustrations. EI leaders can put themselves in their shoes, encourage them and give all the supports needed.

Dollard (n d) observed that working with members of staff can lead to tension, frustration, anger, worry, and disappointment but just like what happens in a football match, the educational leader manages such moments by his act of maturity and intelligence. Having an understanding and managing both your emotions and that of others is an important trait of all good leaders. If an educational leader must harness the full potential of his members, he must be considerate, positive and drive emotion in the right direction. If this is not done, members of staff will simply keep their heads down, do the minimum and get their pay at the end of the month. This will, on the contrary, reduce productivity and create a tense atmosphere. They do not only evaluate members of staffs' emotional situations in order to motivate them and increase productivity but to discourage conflicts and by so doing, builds trust and establishes lasting relationships among members of staff.

In the words of Goleman (2015), he should show appreciation, respect, enthusiasm together with emotional support and positivity. A leader whose members feel emotionally supported and appreciated are more likely to be happier and result oriented. A well-trained leader with a high level of emotional intelligence is bound to be more effective and successful.

Application of Emotional Intelligence in Student Matters

EI leaders are accountable for student's achievements and so they focus on opportunities and possibilities instead of problems. They do this by helping students to be more valued and productive. An EI leader can make an unintelligent student an 'A' student by making an emotional impact on the student, helping him to connect with others, hence making him a more productive student. Sharma and Bindal (2012) are of the view that a leader makes much difference and sparks a student's desire for success. Leaders, therefore, must possess the important skills and characters that must impact positively on the students and also affect them emotionally. Educational leaders have a huge task of bringing balanced emotional development through guidance both to the students and their parents and so they must exhibit characters worthy of emulation by providing channels to exert their emotional energies. Sharma and Bindal (2012) further stated that if emotions are not properly controlled, it can lead to chaos but if properly harnessed can lead to a successful and fulfilled life.

An EI leader must know that it is difficult to manage students because of their complex nature and so while dealing with them, they must do the following.

Manage Himself: This means being able to set priorities for his goals and being responsible enough to make sure they are actualized. The educational leader must regulate his time, control his emotions and be conscious of his strengths and weaknesses. The leader must manage himself amid the stress and maintain a positive stand despite the situation. He should never at any time lose control or grasp, of who he is. He must also do the following as captured in (<https://www.gottman.com/blog/emoyional-intelligence-key-to-successful-leadership>):

- Help the students to adapt;
- Work to inspire and motivate them;
- Focus on collaboration between team members and create synergy and a better study environment;
- Walk and talk with integrity and honesty with the students;
- Build trust as a result of his honesty;
- Help, support the students and celebrate their virtues while encouraging them to do better in their areas of weaknesses;
- Build a strong relationship with the students, value them and always let them know that he feels their pains and anxiety.

Studies have shown a relationship between emotional intelligence and academic performance of students. Mason (2018) believes that students who lack emotional intelligence show some adjustment challenges and do not handle the demands of school work effectively. It, therefore, means that the emotion intelligent leader cannot ignore or neglect such a child. But rather must develop the emotional intelligence of the student and other factors that will lead to academic achievement. It is also believed that a higher level of positive emotions is a predictor of higher grades in adolescence. The widening effect of positive emotions can give a student a sense of

mindfulness, motivation, and self-fulfilment that eliminates anxiety and helps them perform better.

While applying emotional intelligence in student affairs, the education leader must not be short-sighted, he should learn to understand the students and follow the leadership loop up to the point of making an impact on the student. This is because people always move towards people who increase and add values to them than those who decrease and look down on them.



Figure 2: The leadership loop. Source: Maxwell (2005)

An Emotional Intelligence leader while dealing with students must take care of them and look out for values to be appreciated in them. This will draw them closer to the leader. A student may not be good academically but an EI educational leader can notice other areas the student is good at such as punctuality, build on that and bring the best out of the student. Get to know them and take time to interact with them. Hear their stories try to find out what they are going through. It can draw the student from the pit of failure to the table of success.

Always put yourself in their shoes and ask for their opinions. Appreciate and respect the students, see their peculiar attributes like neatness, punctuality, obedience and good moral standard and appreciate them for that.

It will cause an improvement in their weak areas. Add values to them by teaching them what you think they don't know. Share what you have with them. When you add value to your students without any strings attached you send a positive message to them. Help them especially in their academics, emotion and families matters every other area you feel you may be of help. Verbalize and become their best cheerleaders. Praise them when they have done excellently well and encouraged them in their downturns. Speak positive words to them and always compliment them. Remember one of the major achievements of an EI leader is to influence. This will be achieved when their minds are flooded with appreciative and good words. Another principle that must be applied is the principle of leadership by example. Once they see that your motives are good, they follow.

Finally, it helps them to succeed. The E I leader must help that punctual but academically weak student to finally graduate with good grades. He must help that confused and depressed student, out of depression, come out of suicide thoughts and be happy again.

Application of Emotional Intelligence in School/Community Relationship.

The community that is been discussed is the community where the school is located or rather the host community. They are neither staff nor student personnel but are directly involved in defining learning needs, running and enhancing resources for the administration of the school (Worlu, 2007). Agi and Adiele (2009) traced school community relationships as far back as when men started organizing learning activities to ensure that the type of learning given was relevant to their needs and according to them such a relationship goes beyond cultural, political, economic and social lines. It transcends to mutual co-existence such that one's activities affect the others (Igwe, 2000 in Agi & Adiele, 2009). This means that one cannot exist without the other.

An emotional intelligent educational leader, therefore, must sustain this relationship since both are indispensable. The relationship should not be alienating where one ignores the other but should be cooperative. Here each of the parties should appreciate the importance of the other and look for a way to harness and utilize the strength, resources, and expertise of each other for the attainment of educational goals (Agi & Adiele, 2009). Such a leader should be receptive to the needs of the community, help indigent students and members the community through employment and awards of scholarships, get involved in community activities and establish joint actions for the developments of the school and the community. Any area he can provide help to the members of the community should not be overlooked. He should listen to their complaints and provide a solution through guidance and counselling services.

EI not only distinguishes educational leaders but is also linked to strong performance (Goleman, 2015). He should not be seen acting on impulse, having face-offs and fights with parents but should try as much as possible to establish lasting relationships with the PTA and other members of the community. He should pick his words carefully, acknowledging their shortfalls without hasty conclusions. Self-regulation which is one of the components of EI comes to play at this point. His social skill which is also one of the components of emotional intelligence and is concerned with his ability to manage the relationship with others should be evident here. Goleman (2015) sees it as friendliness with a purpose and moving people in a direction you want.

They know when to make an emotional plea. For example, if there is an urgent need or project that needs immediate attention, the emotionally intelligent principal knows how to appeal to parents and get a solution. According to Goleman, they build a bond with members of the community because they will need them someday.

Application of Emotional Intelligence in Administrative Matters

To succeed as an educational leader, one has to master his emotions. Most leaders operate in a pool of emotions, constantly reacting, quarrelling, and raising conflict and squabbles (Green, 2002). Others are found taking sides in endless battles, settling disputes just to gain favour and eventually drawn and occupied with problems. An EI leader will not allow himself to be drawn into such because he is emotionally balanced. While handling administrative matters, Green (2002) opines that in as much as you take an interest in other people's matters, you must maintain your inner energy and sanity by keeping your emotions disengaged. To him, preserving your autonomy gives you options during conflicts. An EI leader should not also rely on legitimate and

strict measures to get jobs done; this may reduce workers' participation and reduce leaders-subordinate relationships.

There is a need for teamwork which is the way educational institutions achieve their goals and objectives (Abosedo, 2015). The educational leader would accomplish more and be far more effective if he is ready to share ideas, ask for help, put himself in the shoes of his administrative staff and lean on them. He should create an enabling environment for administrative duties to take place. He should set limits as well as remove barriers, set flexible working documents and be available for coaching and guidance (Abosedo, 2015). An educational leader should fulfil this by ensuring that the Nigerian school system is worth the effort by applying the principles of emotional intelligence while dealing with administrative issues. Leaders apply the under listed principles of leadership according to Ololube (2018), Nwamara (2018) and Anunobi (2018):

- Be technically proficient.
- Develop a sense of responsibility among workers.
- Ensure that tasks are understood, supervised and accomplished.
- Keep workers informed.
- Know people and look out for their well-being.
- Know themselves and seek improvement.
- Make sound and timely decisions.
- Seek and take responsibility for their actions.
- Set good examples.
- Train as a team.

The bottom line is that personal feelings should not be considered while dealing with administrative issues.

Effective Emotional Intelligence Skills.

This is a great difference between an ordinary leader and an emotionally intelligent leader. This is because emotional intelligence involves both intelligence quotients (IQ) which deal with just intellectual skills, competency, ability and proficiency and require only cognitive abilities. Emotional intelligent leaders go beyond IQ which is the entry-level of the requirement into leadership (Golman, 2015). EI is the sine qua non of leadership. According to Goleman, a person can have the best training, skills and smart ideas and still won't succeed as a leader. This is because, leaders with a high level of emotional intelligence stay quiet under tension, manage and settle conflicts amicably and treat workers with passion as they would do to themselves with love and empathy.

EI leaders are otherwise known as transformational leaders; they mentor and encourage staff to realize their dreams (Harms & Crede, 2010). In the words of Gleeson (2015), EI is the major ingredient of educational leadership since it involves knowing oneself and taking into consideration how ones' words and actions affect others. Gleeson, therefore, listed the following as EI skill needed for educational leadership:

- Self-assessment.
- Self-regulation.

- Empathy and compassion.
- Relationship management.
- Effective communication.

He concludes that EI is a necessity if institutions and their leaders must achieve their aims and objective, establishes a good working relationship and creates an enabling environment where there is fairness, love, Justice, and equity.

Emotional intelligence (EI) is inborn and can also be learned. One can be born with certain levels of empathy and can as well learn it from life's experience and Goleman (2015) adds that EI increases with age and experience. Although, some mature and old leaders still need the training to enhance their emotional intelligence. To facilitate these, therefore, educational institutions must refocus their training to include EI. This will enable members of staff to break old habits of selfishness, wickedness, victimization injustice and rancour and create new ones filled with empathy, love care togetherness and Peace. With EI in place, the educational institutions will be a place of envy, where one's promotion and academic excellence brings joy to all; where leaders listen to their subordinates and together they all grow; where promotions are not denied because of social and political affiliations; and where intelligent students are not made to fail because they cannot meet up with the sex for grade phenomenon.

A true EI leader as captured in Ololube (2018) is accountable, humble, exhibits integrity, believes in equity, equality, fairness, and justice, and is responsible, disciplined and sacrificial. To him, many people saddled with the responsibility of leadership are not living up to expectations. The reason is not far-fetched, this is because they lack EI. It is obvious from this review that we understood the reasons why some leaders fail and others succeed, because they lack EI. The common components of EI are listed below:

Table 1: Understanding EI's Components

EI Component	Definition	Hallmarks	Examples
Self-awareness	Knowing ones' emotions, strength, weakness, drives, values and goals and their impact on others.	<ul style="list-style-type: none"> • Self-confidence • Realistic self-assessment • Self-depreciating sense of humour • Thirst for constructive criticism 	A manager knows tight deadline brings out the worst in him so he plans his time to get work done well in advance.
Self-regulation	Controlling or redirecting disruptive emotions and impulses.	<ul style="list-style-type: none"> • Trust worthiness • Integrity • Comfort with ambiguity and change 	When a team flaws a presentation, its leader resists the urge to scream. Instead, she considers possible reasons for the failure, explains the consequences with her team and explores solutions with them.
Motivation	Being driven to achieve for the sake of achievement.	<ul style="list-style-type: none"> • A passion for the work itself and for new challenges • Unflagging energy to improve • Optimism in the face of failure. 	A portfolio manager at an investment company sees his fund tumble for three consecutive quarters. Major client's defect. Instead of blaming external circumstances, she decides to

Empathy	Considering others feelings especially when making decisions.	<ul style="list-style-type: none"> • Expertise in attracting and retaining talents. • Ability to develop others • Sensitivity to cross cultural differences. 	<p>learn from the experience- and engineers a turnaround. An American consultant and her team pitch a project to her potential client in Japan. Her team interprets the clients silence as disapproval and prepares to leave. The consultant reads the client's body language and senses interest, she continues the meeting and her team gets the job.</p>
Social skills	Managing relationships to move people in desired directions.	<ul style="list-style-type: none"> • Effectiveness in leading change. • Persuasiveness • Extensive networking • Expertise in building and leading teams 	<p>A manager wants his company to adopt a better internet strategy. He finds kindred spirit and assembles a de facto team to create a prototype website. He persuades allies in other divisions to fund the company's participation in a relevant convention. His company funds an internet division and puts him in charge of it.</p>

Source: Goleman (2015).

CONCLUSION

EI is a very important skill in leadership and helps a leader know himself and those he is leading. It is the ingredient that distinguishes great leaders from failures and helps him put himself in the shoes of others before taking any action. It is either inborn or learned and comprises of self-awareness, self-regulation, motivation, empathy, and social skills and also helps a leader build a comfortable relationship with others. The paper, therefore, concludes that EI is a must-have because it controls the leaders' character, makes him aware of himself and others and also helps him control those under him to achieve desired results.

Suggestions

The paper amongst others, suggests that:

- Professional training on emotional intelligence is organized for educational leaders.
- Seminars, workshops, and short-term courses should be organized in this area.
- Pre-service teacher education programs should contain an emotional intelligence curriculum to develop the EI skills of would-be educational leaders.
- More researches should be conducted in this area not only by those in the department of educational psychology but by those in educational management and planning because they deal with human beings regularly.

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