

Impact of Emotional Intelligence on Leadership Effectiveness of Government Secondary School Administrators in Ibadan

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Abstract

This study investigated emotional intelligence and leadership effectiveness of Government Secondary School Administrators in Ibadan, Oyo State. Specifically, this study is aimed to: examine: the impact of self-awareness on leadership effectiveness among administrators in government Secondary schools in Ibadan; how self-regulation enhances leadership effectiveness among administrators in government Secondary schools in Ibadan; and the extent to which self-motivation affects leadership effectiveness among administrators in government Secondary schools in Ibadan. Quantitative method was used, and primary data were gathered from the administrative staff of the captured government secondary schools in Ibadan North local government, Area of Oyo State. 168 questionnaires were retrieved and fully filled. The simple regression analysis was used to analyse the gathered data. The findings revealed that self-awareness has a significant impact on leadership effectiveness ($R\text{-Squared} = 0.429$, $F\text{-stat} = 124.573$), self-regulation has a significant impact on leadership effectiveness ($R\text{-Squared} = 0.466$, $F\text{-stat} = 144.766$), and self-motivation has a significant impact on leadership effectiveness ($R\text{-Squared} = 0.567$, $F\text{-stat} = 216.909$). It was concluded from the results that emotional intelligence has a positive significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan. Based on the findings, this study recommended that the Oyo State Ministry of Education and relevant education boards should incorporate structured emotional intelligence training modules, covering self-awareness, self-regulation, and self-motivation into mandatory continuous professional development programmes for serving and aspiring school administrators.

Keywords: Emotional Intelligence, Leadership Effectiveness, Self-Awareness, Self-Regulation, Self-Motivation, Transformational leadership theory, Self-determination theory

Introduction

Leadership effectiveness has become a central concern in organizational and educational management due to its direct influence on performance outcomes, employee satisfaction, and institutional sustainability (Oduntan et al., 2026) In the educational sector, particularly within

school systems, leadership effectiveness determines not only administrative success but also the quality of teaching, student achievement, and the overall school climate. Effective school leaders are expected to coordinate human and material resources, inspire teachers, manage conflicts, and create an environment conducive to learning. However, achieving these outcomes requires more than technical or administrative competence, it increasingly depends on leaders' emotional and interpersonal capabilities.

To be an effective leader, one must be able to understand the feelings of people and urge them to work together toward a common goal. This idea is reinforced by scholarly publications such as those written by (Sonmez Cakir & Adiguzel, 2020). As a result, scholars have recognised the importance of emotional intelligence in the context of effective leadership (Saha et al., 2023).

According to recent research, leaders' emotional intelligence is an important component in determining their level of performance in their various roles (Aquino, Orozco, and Marasigan, 2021). A leader's ability to motivate and guide their team members is dependent on their ability to understand other people's emotions (Subagja et al., 2022). Emotional intelligence can help leaders enhance their decision-making skills and effectively manage conflict, both of which are critical components of excellent leadership (Alharbi & Alnoor, 2022).

Leaders with strong emotional intelligence can identify and understand their own emotions (Zen et al., 2023). The person in issue has a thorough understanding of their personal strengths, flaws, and values. As a result, people can control their own emotional responses, make better decisions, and deal with stress more effectively. Furthermore, emotional intelligence enables leaders to effectively manage their own emotions as well as those of their team members. Individuals can show empathy for their peers, actively listen to them, and address their wants and problems in a sensitive manner. These qualities help to strengthen interpersonal connections, support group cohesion, and improve overall collaborative accomplishment. A leader with great emotional intelligence may build a positive work environment, inspire team members, establish strong connections, and produce superior results (Salamah, 2023).

In recent years, Emotional Intelligence has emerged as a critical factor influencing leadership effectiveness. Emotional intelligence (EI) refers to a person's ability to recognize, understand, manage, and utilize emotions effectively. Emotional intelligence refers to the ability to recognize and regulate one's own emotions, as well as those of others, in a constructive manner across many circumstances (Drigas & Papoutsi, 2019). Emotional Intelligence plays a critical role in personal and professional success, as it impacts communication, decision-making, conflict resolution. Emotional intelligence aids in having positive interactions and fosters confidence, as well as increases the quality of decision-making (Vaidya et al., 2020).

The development of emotional intelligence supports the formation of pleasant and agreeable interpersonal relationships. The ability to perceive and respond to the emotions of others is beneficial in developing effective communication skills, increasing empathy, and creating trust (Andiani et al., 2020). Furthermore, effective leadership requires emotional intelligence. The importance of these talents is increasingly recognized in the professional world, particularly within the context of effective leadership (Cahyono et al., 2023).

Globally and regionally, the demand for emotionally intelligent school leadership has intensified due to increasing complexities in public school administration. In Nigeria specifically within Oyo state public education sector, government secondary school administrators navigate a highly demanding environment characterized by large student population, infrastructure constraint and shifting educational policies. Managing these challenges require more than technical administrative skills, it demand high emotional resilience, psychological equilibrium and

collaborative leadership. As a result, there is a growing need for leaders who possess not only managerial competence but also strong emotional intelligence to effectively address these challenges.

Statement of the Problem

It is widely acknowledged that individuals who lack emotional intelligence are unlikely to perform well in tasks or duties assigned to them and such a person cannot manage units of department in any organization. Low or no emotional intelligence therefore affects one's thinking, and it has a negative effect on how productive such person will be either at in personal decisions or organizational levels (Kotsou, 2019). Therefore, it is one of the core needs of educational board to prioritize the emotional equilibrium of school heads and ensure that those appointed to leadership positions possesses high emotional stability.

Furthermore, government secondary schools operate within a highly dynamic environment, characterized by changing educational policies, resource constraint and socio-economic fluctuations. In addition, organizations also need individuals who are equally leaders with innovative strategies, ideas, openness and commitment to achieve the believes, values and goals of the organizations (Ali, 2021, Ibojo & Fakunle (2025). All these are not achievable without high emotional intelligence of the administrators, and it will also tend to affect the leadership development if not carefully managed. Critically, current research frequently focuses the theoretical aspects of emotional intelligence like self-awareness, self-regulation, self-motivation, and empathy without adequately addressing its application in leadership contexts among public school administrators. Administrators face unique emotional stressors ranging from overcrowded classrooms and infrastructure deficits to navigating bureaucratic bottlenecks. Yet empirical evidence regarding how these administrators utilize emotional intelligence to drive leadership outcomes remains scarce. This omission limits the ability of current and future leaders to employ emotional intelligence as a tool to boost their effectiveness. It is critical to identify techniques for incorporating emotional intelligence (EI) into leadership development, as well as to investigate how EI directly influences leaders' behaviors and outcomes. This study therefore attempts to fill a critical gap by providing a complete examination of the relationship between emotional intelligence and leadership effectiveness, as well as ideas that help improve leadership effectiveness among administrators in selected government secondary schools in Ibadan North Local Government Area, Oyo State.

Objectives of the Study

The specific research objectives are to:

- i. examine the impact of self-awareness on leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.
- ii. determine how self-regulation enhances leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.
- iii. ascertain the extent to which self-motivation affects leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.

Research Hypotheses

Considering the study's research objective, the following research null hypotheses are formulated
H₀₁: Self-awareness does not have a significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA

H02: Self-regulation has no significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.

H03: Self-motivation has no significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.

Literature Review

Conceptual of Emotional Intelligence

Emotional Intelligence (EI) is the ability to notice, appraise, and control one's own and others' emotions. It refers to a collection of abilities that help people manage social difficulties, make informed decisions, and improve interpersonal relationships (Salamah, 2023). Emotional intelligence is a measure of social ability of every individual to manage his or her emotions as related to others in the society. It could also be termed as the ability of an individual to manage his attitude against the feelings of others (Ayat, 2021). These abilities are equally feelings and thoughts or analysis of one's emotions and that of others, which after all determines one's attitude. This only attest to the fact that, there is no single perspective of what emotional intelligence is and of course, all theorists of emotional intelligence are well stated with evidence. From the modern concept, there are effects of emotional intelligence that is more acceptable by many researchers and agrees to what emotional intelligence means (Pesamaa, 2021). The main components of emotional intelligence in the context of this study are self-awareness,

Self-awareness refers to the leader's ability to recognize their own emotional states and understand the impact these have on others (Issah, 2018). Leaders with high levels of self-awareness are more likely to make thoughtful decisions and adjust their behavior according to the emotional needs of their team (Hartung, 2020). Self-regulation involves controlling emotional impulses and the ability to adjust emotions constructively (Inzlicht et al., 2021). A leader who can self-regulate is more resilient and less likely to react impulsively under pressure, which helps maintain a stable and focused work environment. Antonopoulou (2024) suggests that self-regulation enables leaders to remain calm and composed, creating an atmosphere of psychological safety that contributes to employee well-being and satisfaction. Self-motivation refers to the leader's ability to internally motivate themselves to achieve their goals regardless of adversity, is another essential component of Emotional Intelligence (Alotaibi et al., 2020, Olawepo, et al., 2013, Asabi, et al., 2016). Highly motivated leaders are more persistent and resilient, serving as role models for their employees and encouraging them to stay motivated even in difficult times.

Leadership Effectiveness.

Leadership as a term has been defined in a more similar yet a much broader way; such as "the relationship between those who aspire to lead and those who choose to follow" (Posner, 2015). On the other hand, leadership is focusing on an important concept known as leadership effectiveness. Palmer, et al., (2001) defined effective leaders as those who possess transformational rather than transactional leadership style Moreover Liu, et al., (2002) stated that leadership effectiveness is the extent to which employees believe that their managers are successful as leaders. They also proposed that quality relationships with followers are the foundation of leadership effectiveness (Liu, et al., 2002).

Theoretical Framework

Transformational leadership

This study utilizes the variables of the contemporary style of leadership developed by Lewin et al. (1939). Transformational leadership is a style that emphasizes inspiring and motivating followers to achieve exceptional outcomes while fostering their personal and professional development (Reza, 2019). The transformational leadership style of leadership has its own techniques, approaches and strategy that depend on leaders' vision and at the same time focuses on empowerment, changing values, norms and attitudes. This style also enhances the self-efficacy of its followers. Transformational leaders are concerned with developing a vision which matches with their organisation's mission. Both mission and vision are developed based on the institution for the organisation's techniques, policy and strategies. The transformational leadership style is creative and passionate. Transformational leaders motivate their managers with the approach of intrinsic motivation ability (Howell and Avolio, 1993).

Self-determination theory

Self-determination theory according to Edward and Richard (1980) states that individuals are naturally motivated to grow and perform well three basic psychological needs are satisfied: autonomy, competence and relatedness. The core concept of self-determination theory revolves around a stimulating viewpoint of the self that can integrate various capacities, leading to enhanced organisation and coherence (Wu Y, 2022). The degree to which an individual perceives agency and influence over their behaviour is a measure of this convergence. According to Roth, Vansteenkiste & Ryan (2019), individuals with a more remarkable ability for self-determination exhibit reduced defensiveness and increased openness towards challenges and threats.

Empirical Review

Vina (2024) looked at the role of emotional intelligence in effective leadership and its impact on team performance: A study of University of Ibadan, Nigeria, according to the study, there is a substantial and favorable correlation between emotional intelligence and effective leadership. Regression analysis results demonstrated a positive relationship between leadership effectiveness and emotional intelligence. The study found that emotional intelligence is a good measure of a leader's performance, and University of Ibadan in Nigeria employs emotionally intelligent staff members. Nabih et al., (2016) looked Emotional intelligence as a predictor of leadership effectiveness, the results would be applied to the setting of developing nations. The findings have consequences for companies looking to improve their executives' emotional intelligence in a practical and efficient manner. The implementation of these discoveries will result in a variety of improved leadership development techniques. Goleman (2021) investigated emotional intelligence and leadership decision making. He affirmed that emotional intelligence allows leaders to control their emotional state while interacting and communicating with employees during the decision-making process. He further explained that leaders with emotional intelligence are capable of understanding the body language and mood of their employees. This is particularly important when leaders are required to manage employee emotions during a difficult decision-making time, especially in a multicultural organization. Moon (2021) examined emotional intelligence in the decision-making processes. The study concluded that proper management of employee emotions enables emotionally intelligent leaders to explain the rational of their decision and it be accepted by their employees. He found that leaders are frequently confronted with the task of making decisions that have negative implications on employee emotions and work motivation and how

they successfully handle the consequences of their decisions often relies on their level of emotional intelligence. Majeed and Jamshed (2021) affirmed that competencies help emotionally intelligent leaders identify signs of disengagement, or dissatisfaction, among the employees due to a decision made. With such insights, leaders can effectively manage emerging issues as a result of their decision and address the situation quickly so that employee morale and productivity is not disturbed. They further found that leaders lacking emotional intelligence have difficulty recognizing emotional behaviors, and this leads to not well-thought-out decisions that potentially have a negative impact on employee morale and the organization.

Veshne and Munshi (2020) investigated emotional intelligence and leadership effectiveness. He stated that leaders with emotional intelligence have the ability to regulate their emotions and the emotions of others to keep situations manageable, and he also stated that leaders with emotional intelligence can empathize and maintain a positive atmosphere while managing decisions that not everyone agrees with. Emotional intelligent leaders are not visibly influenced by negative emotions their focus is on a resolution to get things regulated and back in order.

Coronado-Maldonado and Benítez-Márquez (2023) conducted a study titled "Emotional Intelligence, Leadership, and Work Teams: Using a hybrid literature review approach that combined quantitative performance analysis and qualitative co-word analysis, the authors found that emotional intelligence significantly influences leadership styles, team performance, and organizational climate. The study concluded that emotional intelligence is a critical competency for effective leadership and teamwork because emotionally intelligent leaders can identify emotional cues, influence followers, and regulate emotions effectively.

Gerhardt et al., (2025) carried out a study titled "Emotional Intelligence and Leader Outcomes: A Comprehensive Review and Roadmap for Future Inquiry" to systematically review empirical evidence on the relationship between leader emotional intelligence and leadership outcomes. Through a systematic review of 101 empirical studies published between 1990 and 2021, the study found that emotional intelligence is positively associated with transformational leadership, well-being outcomes, and leadership performance.

Goleman and Cherniss (2024) investigated "Optimal Leadership and Emotional Intelligence" with the objective of providing evidence on the role of emotional intelligence in leadership effectiveness and organizational performance. Using a review of studies conducted across hundreds of organizations over a 25-year period, the authors found that emotionally intelligent leaders contribute to higher employee performance, increased job satisfaction, lower turnover, stronger engagement, and greater organizational profitability.

Methodology

This study employed the survey research design. The representative sample of the population will be studied in order to determine the general characteristics of the population. This study's population comprises the total population of administrators comprising: Principal, Vice-Principal (Admin), Vice-Principal (Special Duties), Vice-Principal (Academics) Account Officer, Counsellor, Head of Department (HOD), Head of School (HOS) in the government secondary schools in Ibadan, Oyo State. The quantitative approach was employed. In this study, Cochran's Sample size formula was utilised to determine sample size and the purposive sampling technique was employed to select the participants. In this study, closed-ended questionnaire was used as data collection instrument. Simple linear regression was used in analysing the impact of emotional intelligence (self-awareness, self-regulation, and self-motivation) on leadership effectiveness. The

mathematical relationship between the dependent variable and independent variables is clearly expressed in the table 1 below:

Hypothesis 1	Hypothesis 2	Hypothesis 3
$LE = \beta_0 + \beta_1 SA + \mu \dots \dots \text{Model 1}$ Where: LE = Leadership Effectiveness SA = Self-awareness β_0 , and β_1 , are regression coefficients μ = Error term	$LE = \epsilon_0 + \epsilon_1 SR + \iota \dots \dots \text{Model 2}$ Where: LE = Leadership Effectiveness SR = Self-regulation ϵ_0 , and ϵ_1 , are regression coefficients ι = Error term	$LE = \alpha_0 + \alpha_1 SM + e \dots \dots \text{Model 3}$ Where: LE = Leadership Effectiveness SM = Self-motivation α_0 , and α_1 are regression coefficients e = Error term

Table 1: The Study's Mathematical Model (Author construct)

Findings and Discussion of Findings

Findings

This section focuses on the analyses of the quantitative data gathered from the study's participants (administrators among government secondary schools in Ibadan, Oyo State). The formulated research null hypotheses were specifically tested using simple regression and ANOVA analysis.

Hypothesis One: Self-awareness does not have a significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan. North LGA

Regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.122	.218		9.726	.000
	Self-awareness	.522	.047	.655	11.161	.000

R-Squared = 0.429

F-stat = 124.573 at P-value = 0.000 < 5% (0.05)

Author's Computation, Using SPSS Version 28 (2026)

In the table above, the R-Squared of value 0.429 indicates that self-awareness explains 42.9% of the total variance in level of leadership effectiveness among administrators of government secondary school in Ibadan, Oyo.

The F-statistic ($F = 124.573$, $p < 0.05$) indicates that the model is statistically significant. This suggests that self-awareness exerts a meaningful influence on leadership effectiveness among administrators of government secondary school in Ibadan, Oyo. In practical terms, this implies that the school administrators with self-awareness quality have ability to lead the schools' administration efficiently and effectively.

The coefficient results in this table shows that self-awareness has a positive and significant effect on leadership effectiveness among administrators of government secondary school in Ibadan, Oyo ($\beta = 0.655$, $t = 11.161$, $p < 0.05$). This result empirically confirms that self-awareness is a key

determinant of leadership effectiveness among administrators of government secondary school in Ibadan, Oyo.

Hypothesis two: Self-regulation has no significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.

Regression analysis						
<i>Model</i>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.798	.147		19.020	.000
	Self-regulation	.391	.032	.683	12.032	.000
<i>R-Squared = 0.466</i>						
<i>F-stat = 144.766 at P-value = 0.000 < 5% (0.05)</i>						

Author's Computation, Using SPSS Version 28 (2026)

The R-Squared of value 0.466 shows that self-regulation explains 46.6% of the total variance in level of leadership effectiveness among administrators of government secondary school in Ibadan, Oyo. In the table, the F-statistic ($F = 144.766$, $p < 0.05$) indicates that the model is statistically significant. This suggests that self-regulation exerts a meaningful influence on leadership effectiveness among administrators of government secondary school in Ibadan, Oyo. In practical terms, this implies that the school administrators with self-regulation qualities can effectively lead the schools' administration and other academic activities.

The coefficient results in this table shows that self-regulation has a positive and significant effect on leadership effectiveness among administrators of government secondary school in Ibadan, Oyo ($\beta = 0.683$, $t = 12.032$, $p < 0.05$). This result empirically confirms that self-regulation is one of the main factors enhancing leadership effectiveness among administrators of government secondary school in Ibadan, Oyo.

Hypothesis three: Self-motivation has no significant impact on leadership effectiveness among administrators in government Secondary schools in Ibadan North LGA.

Regression analysis						
<i>Model</i>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.798	.126		21.640	.000
	Self-motivation	.416	.028	.753	14.728	.000
<i>R-Squared = 0.567</i>						
<i>F-stat = 216.909 at P-value = 0.000 < 5% (0.05)</i>						

Author's Computation, Using SPSS Version 28 (2026)

The R-Squared of value 0.567 shows that 56.7% of the total variance in level of leadership effectiveness among administrators of government secondary school in Ibadan, Oyo is explained by self-motivation.

In the table, the F-statistic ($F = 216.909$, $p < 0.05$) indicates that the model is statistically significant. This suggests that self-motivation produces a significant influence on leadership

effectiveness among administrators of government secondary school in Ibadan, Oyo. Basically, this signifies that the school administrators with self-motivation potentials can lead the schools' administration and other necessary activities effectively and efficiently.

The regression coefficient results obtained reveals that self-motivation has a positive and significant impact on leadership effectiveness among administrators of government secondary school in Ibadan, Oyo ($\beta = 0.753$, $t = 14.728$, $p < 0.05$). This result empirically proves that self-motivation is one of the main determining factors improving leadership effectiveness among administrators of government secondary school in Ibadan, Oyo.

Discussion of Findings

The result led to the rejection of the null hypothesis, indicating a statistically significant positive relationship between self-awareness and leadership effectiveness among administrators in government secondary schools in Ibadan North LGA. A regression result ($\beta_1 = 0.655$, $p\text{-value} < 0.05$) reveals that self-awareness is strongly related with leadership effectiveness among administrators in government Secondary schools in Ibadan. This finding supports current research ascertaining self-awareness as an initial competency in school leadership practice (Pretorius & Plaatjies, 2023). Numerous research studies have established a significant connection between self-awareness, administrators' emotional intelligence, and their overall leadership achievement (Gómez-Leal et al., 2022).

Regarding test of the hypothesis two, it is deduced from finding that there is significant relationship between self-regulation and leadership effectiveness among administrators in government Secondary schools in Ibadan. The regression result ($\beta_2 = 0.683$, $p\text{-value} < 0.05$) indicates that self-regulation is highly and positively correlated with the level of leadership effectiveness among administrators in government Secondary schools in Ibadan. This finding is supported by current studies on emotion regulation in school leadership system. This result strengthens the argument that leaders who can effectively manage unsettling emotional instincts, especially under crisis or high-pressure situations, are better prepared to uphold trust and cooperation among staff (Mayer et al., 2016). Research studies on emergency leadership in secondary schools on the Plateau equally found that emotionally controlled administrators lessen staff anxiety and maintain a common sense of direction throughout periods of institutional pressure and worry (Ashkanasy and Daus, 2005).

The results obtained from test of the third hypothesis reveal that the null hypothesis, which states self-motivation has no significant relationship with leadership effectiveness among administrators in government Secondary schools in Ibadan, was rejected. It is very clear with regression ($\beta_3 = 0.753$, $p\text{-value} < 0.05$) that self-motivation is strongly and positively correlated with leadership effectiveness among administrators in government Secondary schools in Ibadan. The finding is consistent with recent literature highlighting motivation as a key driver of administrative performance. Also, Ramlah et al. (2023) discovered that principals with high emotional intelligence, comprising strong underlying motivation, are more talented of positively inspiring staff behaviour and enhancing productive workplace environments even within organisational restrictions. Correspondingly, studies on educational administration in Nigeria has highlighted that unceasing adaptation and persistent commitment to institutional goals are vital for accomplishing educational objectives, mainly in systems portrayed by inadequate resources (Chukwu et al., 2021; Eze et al., 2023).

Conclusion and Recommendations

Conclusion

This research has shed more light on the area of EI as a crucial factor in establishing leadership effectiveness in government secondary schools. It was deduced that leaders that have higher emotional intelligence revealed marked differences in self-awareness, self-regulation and self-motivation in leadership, which are extremely fundamental in sustaining a well-fit work environment, apart from expanding satisfaction for other employees in organisations. These leaders build supportive and enchanting work atmospheres, which add to better workers' or teachers' job satisfaction. As emotional intelligence strongly associates with job satisfaction, its effects on self-awareness, self-regulation and self-motivation remain solid. It then specifies that although EI is a significant part in effective leadership, it demands to complement other strategies and factors in complete leadership and educational development.

Improvement of emotional intelligence among secondary school administrator turn out to be the greatest responsibility of organizations tracking leadership effectiveness and, then, organizational performance, which incorporates EI training into leadership development programs and embraces EI assessments in the promotion of the leadership populace within an organization.

Recommendations

Based on the study's findings, the following recommendations are suggested:

- i. The Oyo State Ministry of Education and appropriate education boards should incorporate organized emotional intelligence training units, covering self-awareness, self-regulation, and self-motivation, into mandatory continuous professional development programmes for helping and aspiring school administrators.
- ii. Selection panels that are available headship and administrative standpoints should include emotional intelligence assessment means together with professional and academic qualifications, to guarantee that candidates acquire the relational competencies needed for effective school leadership.
- iii. Qualified administrators showing strong emotional competencies should be combined with newly employed or less knowledgeable colleagues through formal mentorship schemes, allowing the practical transfer of self-regulation leadership behaviours.
- iv. Institutions presenting management programmes and educational administration, incorporating postgraduate courses, should modify curricula to obviously adopt emotional intelligence theory as well as its implementation to school leadership practice.

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