

Overview of Emotional Intelligence as a Leadership Quality for Enhancing Effective Administration of Industrial and Technology Education Programme.

By

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Abstract

This paper gave an overview of emotional intelligence as a leadership quality for enhancing effective administration of industrial and technology education programme. The paper explore the relationship between intelligence quotient and emotional intelligence. The elements and role of of emotional intelligence in leadership as well as the importance of emotional intelligence skills at workplace. The barriers to building emotional intelligence skills were also captured. The major ways to improve emotional intelligence in a leader was also reviewed. Based on the issues reviewed , it was recommended among others that : appointment and nomination of administrators of industrial and technology education programme should be based on adequate possession of the five pillars of emotional intelligence necessary for successful leadership. Selection of leaders in industrial and technology education programme should be based on merit and not man-know-man basis. Also potential leaders of industrial and technology education programme should have clear understanding of emotional intelligence and its application in the workplace.

Keywords: Emotional intelligence, Leadership, Administration, Industrial and technology education programme, Intelligence quotient.

Introduction

Industrial and Technology Education (ITE) programme is a programme designed to train Vocational and Technical teachers to teach effectively in Technical Vocational Education and Training (TVET) institutions as well as to function effectively as skilled technicians in the industries. The National Policy on Education (FRN, 2013) described TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Specifically the National Policy on Education (FRN, 2013) stated that the goals of TVET shall be to: provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical level; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the necessary skills to individuals who shall be self-reliant economically. The

TVET teachers are basically trained through the Industrial and Technology Education (ITE) programme.

The aim of establishing ITE programme is to train individuals to equip them with teaching skills and technical skills in specific occupational area of specialization to enable them function effectively as Vocational and Technical teachers at TVET institutions (technical colleges, vocational schools, training centers among others) as well as skilled technical personnel in industries. One of the objectives of the ITE programme is to produce qualified skilled technical teachers to enhance implementation of effective TVET programmes in Nigeria. The specific occupational area of specialization covered by ITE programme in most tertiary institution in Nigeria include: Automobile Technology, Building Technology, Electrical / Electronics Technology, Metalwork Technology as well as Woodwork Technology. The ITE programme is called different names depending on the institution such as Vocational and Technical Education or Technology Education. Despite the change in nomenclature from one higher institution to the other, the basic objectives of the programme remain the same.

Specifically the objectives of the ITE programme according to ITE Departmental Handbook (2019) are to:

1. Develop a department of repute for training graduate and postgraduate students that are employable, enterprising and self-reliant.
2. Equip students with appropriate techniques to solve problems affecting Industrial and Technology Education and Technological innovations.
3. Provide specialized training for technical teachers, curriculum developers and supervisors of technology education at all school levels.
4. Enable students acquire additional professional knowledge, skills and experience so as to be able to relate to others meaningfully.
5. Acquaint students with creative teaching strategies at the elementary, secondary and tertiary levels of education.
6. Contribute meaningfully to the multidisciplinary nature of Industrial and Technology Education.
7. Equip students with design and research skills.
8. Vigorously promote quality consultancy for excellent service delivery and generate

funds.

9. Encourage staff and students of the department to be ICT compliant and for the programme to be ICT driven.

Achieving the laudable objectives of ITE programme demand the use of emotional intelligence to enhance effective leadership in the administration of ITE programme. Administration is the process of coordinating human and material resources towards achieving organizational objectives. Administration of ITE programme is the coordinating of human and material resources in order to achieve stated objectives. Administration of ITE programme involves coordinating of human and material resources to train learners to become technical teachers as well as equip learners with occupational skills needed to function effectively in the industries. In a typical ITE programme, the human resources include teaching staff (teachers), non teaching staff and students while the material resources (non human resources) includes instructional materials, equipment, financial resources and building facilities and other training aids needed for effective administration of ITE programme.

Effective administration of ITE programme majorly depends on the leadership of the programme. Leadership is a process of influencing people by providing purpose, direction and motivation while operating to achieve organizational objectives and improving the organization. Leadership and leadership qualities revolves around the acronym **INFLUENCE** (Adam , 2019). The acronym INFLUENCE can be briefly describe as follows :

I-Integrity: A leader should be sincere to the followers to enable them to have trust in him.

N-Nurture: A leader should nurture the followers by showing care and protecting the interest of the followers when the need arises.

F- Faith: A leader should have confidence in the followers.

L- Listen: A leader should be always be ready to give listening ears to complains from followers.

U- Understanding: A leader should have an understanding heart, be compassionate and be able to reason with followers and not to be too harsh on every issues.

E-Emotional intelligence: A leader should be able to sense the feelings of followers and be able to sympathize and empathize when necessary.

N- Navigate: A leader should be able to navigate the followers and carry them along when there is problem.

C-Communication: A leader should be able to communicate effectively with followers always to prevent ignorance to vital information that can create problem.

E-Exemplary: A leader must always live by example to enable followers to emulate appropriate qualities observed in him or her.

Even though all the nine qualities or attributes of leadership as contained in the acronym INFLUENCE are important, the researcher chose to carry out an overview of emotional intelligence as a leadership quality for enhancing effective administration of ITE programme. The choice to explore emotional intelligence as a leadership quality for enhancing effective administration of ITE programme is due to the vital role that emotional intelligence can play in enhancing effective followership and administration of ITE programme. Effective knowledge and application of emotional intelligence will help the leader of an ITE programme to be able to efficiently coordinate and carry along all the human resources such as teaching staff, non-teaching staff as well as students. Effective coordinating of human resources will go a long way to create efficient utilization of material resources such as instructional materials, equipment, financial resources and building facilities and other training aids needed for effective administration of ITE programme.

Conceptual Overview of Emotional Intelligence in Leadership

Emotional Intelligence (EI) otherwise called Emotional Quotient (EQ) as a leadership quality is the ability of a leader to understand his/her emotions and manage his emotions and also show understanding the emotions of his followers. Emotional Intelligence (EI) is the skill of understanding and managing your emotions and also understanding the emotions of those around you (Patel, 2016). Emotional Intelligence is the measure of an individual's abilities to recognize and manage their emotions, and the emotions of other people, both individually and in groups. Daniel (2015) defined emotional intelligence as the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

Emotional Intelligence is the ability to identify, use, understand, and manage emotions in an effective and positive way (Adam, 2019). A high EI helps individuals to communicate better, reduce their anxiety and stress, defuse conflicts, improve relationships, empathize with others, and effectively overcome life's challenges. Emotional intelligence is an awareness of your

actions and feelings and how they affect those around you. It also means that you value others, listen to their wants and needs, and are able to empathize or identify with them on many different levels. People with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people.

From the various definitions above it can be deduce that, emotional intelligence is the ability to perceive, control and evaluate emotions in oneself and others and to use that information appropriately in enhancing relationship in the workplace. For example, recognizing emotional intelligence in oneself can help you regulate and manage your emotions, while recognizing emotions in others can lead to empathy and success in your relationships, both personally and professionally. Our emotional intelligence affects the quality of our lives because it influences our behavior and relationships.

Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them, For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed; a leader who shouts at his team when he is under stress, or a leader who stays in control, and calmly assesses the situation. People with high emotional intelligence are usually successful in most things they do. Why? Because they are the ones that others want on their team. The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions and regulating emotions (Norman, 2012).

Good leaders improve their emotional intelligence by making a concerted effort to understand the reasons behind an employee's behavior. It could be a lack of trust, a bad past experience or a fear behind a bad decision taken by previous leaders. When you understand this, it is easier to react with dignity to any type of situation. Organizations are absolutely beginning to require their leaders to demonstrate these skills in order to be hired and promoted (Richard, 2019). People who perceive emotions accurately (both in themselves and others) better understand difficult situations. This includes where people are coming from, why they are doing what they are doing, and how their own behavior is holding them back. Emotion is a primary driver of human behavior, if you understand people's emotions; you can influence them positively but when you are blind to it, working with people become very difficult.

Relationship between Intelligence Quotient and Emotional Intelligence

Intelligence Quotient (IQ) or Regular Intelligence (RI) is designed to measure intellectual intelligence, and it gives a score from a series of tests while Emotional Intelligence (EI) is designed to measure of an individual's abilities to recognize (understand) and manage their emotions and also show understanding of the emotions of other people, both individually and in groups (Patel, 2016).

IQ and EI attempt to measure different forms of human intelligence; along with personality, these measures make up an individual's psyche. Emotional intelligence is the one part of the human psyche that we can develop and improve by learning and practicing new skills. IQ can easily be measured by an aptitude test but EI can only be measured by how an individual progresses through life, developing meaningful relationships with others, their interpersonal skills and understanding, their ability to manage their own emotions, and their personal skills (Daniel, 2015).

In an ideal life situation, higher IQs indicate better cognitive abilities, or the ability to learn and understand faster. People with higher IQs are more likely to learn faster, do well academically without exerting the same amount of mental effort as those with lower IQ scores. A logical assumption, therefore, is that people with higher IQs will be more successful at work and through life. This assumption has been proven incorrect by researchers since there is more to success than simply being intellectually intelligent or clever (Zameena, 2017).

Although "regular" intelligence is important to success in life, emotional intelligence is a vital key to relating well to others and achieving organizational goals. Many people believe that it is at least as important as regular intelligence, and many companies now use emotional intelligence testing to hire new staff. Researchers have shown that there is no correlation between IQ scores and EI level (Zameena, 2017). In other words, Intelligence Quotient or academic aptitude has no connection with how people understand and deal with their emotions and the emotions of others (EI). This makes perfect sense since Zameena (2017) in his research work have met very clever people who nonetheless had no idea about how to deal with people, and the reverse. Zameena (2017) revealed that some people have high IQs and low emotional intelligence and vice versa, while some people score highly on both and some do not. It worthy to note that emotional intelligence matters more than intellect alone, and it has practical value in the workplace.

Elements of Emotional Intelligence in Leadership

Daniel (2015) revealed that there are five characteristics, categories, pillars or elements that define emotional intelligence. These five elements are described below:

1. **Self-Awareness** : Being self-aware when you are in a leadership position also means having a clear picture of your strengths and weaknesses, and it means behaving with humility. People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they do not let their feelings rule them. They are confident because they trust their intuition and do not let their emotions get out of control. They know their strengths and weaknesses, and they work on these areas so they can perform better.
2. **Self-Regulation (Self - management)** : This is the ability to control your emotions and impulses. Leaders who regulate themselves effectively rarely verbally attack others, make rushed, irrational decisions or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
3. **Motivation** : People with a high degree of emotional intelligence are usually self-motivated. Self-motivated leaders work consistently toward their goals, and they have extremely high standards for the quality of their work. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.
4. **Empathy** : Empathy is the ability of a leader to show understanding of what a follower is going through by putting yourself in a similar situation. For leaders, having empathy is critical to managing a successful team or organization. If you want to earn the respect and loyalty of your team, then show them you care by being empathic. This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

5. **Social Skills (People skills)** : Leaders who do well in the social skills element of emotional intelligence are great communicators. They are rarely satisfied with leaving things as they are, but they do not sit back and make everyone else do the work: they set an example with their own behavior. It is usually easy to talk to and like people with good social skills, which is another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

The Role of Emotional Intelligence in Enhancing Administration of ITE Programme

Emotional intelligence is an essential element for any leader or administrator of Industrial and Technology Education (ITE) programme to use to enhance instructional and leadership efficiency. Goleman (2002) stated that the most effective school leaders are alike in one crucial way; they all have a high degree of what has come to be known as emotional intelligence. Emotional intelligence is very critical to an individuals' effectiveness in ITE programme in a school system as it helps administrators to be conscious of their feelings and the feelings of others in decision making and interactions. An administrator in ITE programme utilizes the knowledge of emotional intelligence to recognize their personal beliefs and attitudes, as well as those of other staff and students in the school system to enhance peaceful co-existence among the various groups to achieve the goals of the programme.

In ITE programme in school, an administrator with high level of emotional intelligence can help the staff and students to accomplish a shared vision, as well as empowering them to take advantage of the available opportunities, especially for the purpose of career and personal development as well as academic achievement. Emotional intelligence helps administrators of ITE programme to recognize and manage emotions to lead and realize the objectives of ITE programme in schools.

Researchers have observed that emotional intelligence was a strong tool to determine the capacity of administrators to maintain high performance for the school to achieve its objectives. The leadership of an emotionally stable leader or administrator of ITE programme is of critical importance in the institution and greatly influences in the shaping of the success of an institution (Yusof, Kadir, & Mahfar, 2014). Research has suggested that effective school leaders increase

student achievement and that successful schools have a clear sense of direction and are supported by school administrators who are emotionally intelligent.

Emotional Intelligence (EI) skills have great benefit in the technological institutions. Research reveals that administrators with higher emotional intelligence find it easier to form and maintain interpersonal relationships and to 'fit in' to group situations (Adam, 2019). ITE programme administrators with higher emotional intelligence are also better at understanding their own psychological state, which can include managing stress effectively and being less likely to suffer from depression.

EI is effective in managing stress and is important in promoting teamwork as well as cooperation as it assists in gaining knowledge in relationships. Our capabilities of working in a team get affected by our emotions, thus we need the power to connect, integrate as well as self-soothe in the relationships existing in the institution (Norman, 2012). Excellent knowledge, good technical skills combined with great experience can get you a job, but EI is the vital factor which will decide your success and the rise within the institution or organization.

As established by research, emotional intelligence can be a key to success in your life especially in your career in ITE programme. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you. It was revealed by Daniel (2015) that the employees possessing higher EI are able to work in teams in a better manner and is very flexible as well as capable of adjusting to change.

It is obvious that EI is imperative for success in any job. Administrators with high emotional intelligence are usually successful in most things they do. Why? Because they are the ones that others want on their team. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset. In this study, the researchers have established that for an effective administration of ITE programme in schools through emotional intelligence, leaders and administrators must demonstrate emotional intelligent practices that will enhance achievement of objectives of ITE programme.

An administrator of ITE programme with high emotional intelligence can greatly influence staff and students to achieve the objectives of ITE programme through the following emotional intelligent practices:

1. Recognizes and celebrates accomplishments and acknowledges failure.

2. Always willing to challenge and actively challenges the status quo.
3. Establishes strong lines of communication with and among lecturers, students and non academic staff.
4. Fosters shared beliefs and a sense of community and cooperation.
5. Adapts his or her leadership behavior to the needs of the institution. use emotions in adaptive ways to alleviate feelings of frustration among staff and students.
6. Establishes clear goals and keeps those goals in the forefront of the school's attention.
7. Involves staff in the design and implementation of important decisions and policies.
8. Ensures that staff of ITE programme is aware of the most current theories and practices in ITE programme and makes the discussion of these a regular aspect of the school's culture.
9. Fully involve in ITE programme curriculum review, instruction, and assessment policies.
10. Be directly involved in the design and implementation of curriculum, instruction, and assessment practices.
11. Should be knowledgeable about current curriculum, instruction, and assessment practices.
12. Monitors the effectiveness of school practices and their impact on student learning.
13. Inspires and leads new and challenging innovations in ITE programme.
14. Establishes a set of standard operating procedures and routines in the operation of ITE programme.
15. Be an advocate and spokesperson for the school to all stakeholders on the relevance of ITE programme to national technological development and self reliance.
16. Demonstrates an awareness of the personal aspects of teachers and staff. And its impact on performance on the job.
17. Provides teachers with materials and professional development necessary for the successful execution of their jobs.
18. Periodically having quality contact and interactions with ITE programme staff and students to be abreast with situations that affect staff and students in school.
19. Be able to recognize, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence.
20. Encouraging staff of ITE programme to "provide a supportive and productive learning environment", which relies very much on the teacher's emotional intelligence.

21. Motivating lecturers to teach essential learning components, which include personal and social learning domains involving skills associated with emotional intelligence.

From the foregoing, it is worthy to note that, becoming an emotionally intelligent administrator is a journey and process, not an arrival state or end result. Emotionally intelligent administrators are active in their orientation to staff and students in institution. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. Emotional Intelligence is indeed a vital leadership quality for enhancing effective administration of ITE programme in Nigeria tertiary institutions.

Barriers to Building Emotional Intelligence Skills

The researchers identified the following are some of the barriers influencing development of emotional intelligence:

1. Poor Self-Awareness: Some persons finds it difficult to understand their feelings and lacks clear picture of their strengths and weaknesses. They therefore behave blindly and hurting people consciously and unconsciously without knowing they are doing wrong. This leads to lack of self awareness about one's need to build higher emotional intelligence.
2. Poor Self - management: Some persons lacks the ability to control their feelings or emotions and impulses. They therefore verbally attack others frequently and also make wrong and irrational decisions. They do not think before they act.
3. Poor Ability to Motivation: Some persons are naturally sadists are not happy themselves and finds it difficult to encourage others .
4. Too much pride and inability to sympathize and empathize: Some persons are too proud, always feel like a perfect person and thus finds it difficult to show sympathy and cannot put themselves in a similar situation of difficulty a staff is going through.
5. Poor social skills or poor communication ability: Some people finds it difficult to express themselves and therefore do not communicate effectively. The bridge in communication can result to conflict in the organization.
6. Ignorant: Not understanding the importance of building high emotional intelligence.
7. Lack of Interest: Lack of desire or interest in building high emotional intelligence.
8. Fear: A bias or fear because of the term emotional intelligence, and what they think is required to build this skill.

Adverse Effects of Poor Emotional Intelligence skills at Workplace

Mostly weak emotional intelligence shows up or manifests at the workplace as:

1. The practice of blaming others among the staff.
2. Not able to hear highly critical feedback.
3. Passive, aggressive or a combination of both passive-aggressive communications.
4. Leaders, not into the habit of listening and who get out of touch of their teams.
5. Unwelcoming or not valued a diverse form of opinions.

Ways to Improve Emotional Intelligence in a Leader

The good news is that emotional intelligence can be learned and developed. Talking about how to improve emotional intelligence, Linda (2017), unveiled six strategies or ways to improve emotional intelligence :

1. Observe how you react to people. Do you rush to judgment before you know all the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and listen.
2. Look at your work environment. Do you seek attention for your accomplishments? Humility can be a wonderful quality, and it does not mean that you are shy or lack self-confidence. When you practice humility, you demonstrate control and confident. Give others a chance to shine, put the focus on them, and do not worry too much about getting praise for yourself in everything you do.
3. Do a self-evaluation. Try out emotional intelligence quiz. What are your weaknesses? Are you willing to accept that you are not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly and it can change your life for good.
4. Examine how you react to stressful situations. Do you become upset every time there is a delay or something does not happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued in the business world and outside it. Keep your emotions under control when things go wrong.
5. Take responsibility for your actions. If you hurt someone's feelings, apologize directly, do not ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right.

6. Examine how your actions will affect others before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?

Conclusion

For a leader to be successful in enhancing effective administration of industrial and technology education programme, he/she must take the time to work on the five pillars of EI which are: self-awareness, self-regulation, motivation, empathy and social skills. These five pillars of EI are necessary for successful leaders who can easily thrive and create a positive environment in the workplace. Therefore it is very important for the organizations to look for new leaders or potential leaders with higher EI and on the similar front, they should also have business leaders or managers who can quickly act in the emotionally intelligent manner so as to cater for the requirements of their workers and their needs. The emotional needs of the employees at the workplace are worth paying attention. The organizations who invest in the concept of EI end up training engaged employees who are more committed to work.

Recommendations

1. The administrators of industrial and technology education programme should make effort in improving their emotional intelligence as highlighted in this paper.
2. Appointment and nomination of administrators of industrial and technology education programme should be based on possession of the five pillars of emotional intelligence.
3. It is very important for industrial and technology education institutions to look for new leaders or potential leaders with higher emotional intelligence.
4. Selection of leaders in industrial and technology education programme should be based on merit and not man-know-man basis.
5. Potential leaders of industrial and technology education programme should have good understanding of emotional intelligence and its application in the workplace.

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