

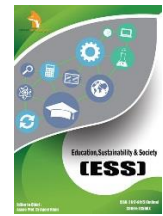


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## RESEARCH ARTICLE

# LEADERS' EMOTIONAL INTELLIGENT CHARACTERISTICS: A PANACEA FOR EDUCATIONAL TRANSFORMATION AND NATIONAL DEVELOPMENT IN NIGERIA.

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## ABSTRACT

This study investigated the influence of Leaders' emotional intelligent characteristics and educational transformation and national development in Nigeria. In order to achieve the purpose of this study three purposes were stated, three research questions raised and three null hypotheses were formulated to guide the study. The sub-variables of the study which were self-awareness, self-regulation, cognitive empathy and educational transformation and national development were reviewed in the study, the sample size consisted of 77 respondents representing the population of 95 drawn using simple random sampling technique. Data were collected using a structured closed ended questionnaire titled, Leaders' Emotional Intelligence Questionnaire (LEIQ) and Educational Transformation and National Development Questionnaire (ETNDQ). The reliability of the instrument was established by using the data from trial testing procedure which yielded .76, which showed that the instrument was reliable to be used in the study. Research questions and hypotheses were answered using descriptive statistics and regression analyses at .05 level of significant. The findings of the study revealed that leaders' emotional intelligent characteristics such as self-awareness, self-regulation, and cognitive empathy relate significantly to educational transformation and national development. The result shows that Leaders' emotional intelligence influence educational transformation and national development in Nigeria. It was recommended based on the findings that the appointment of political leaders into leadership positions should be made by credibility, concern and altruistic love for national matters.

## KEYWORD

Leaders, Emotional, Intelligence, Educational, Transformation, National, Development.

## 1. INTRODUCTION

### 1.1 Background of the Study

Intelligence is defined as the ability to recognize, understand, and regulate thoughts, feelings, actions, conscience, attitudes and concern towards the state of affair of a particular situation around one's environment. Researcher defined intelligence as the ability or capacity to learn from and adapt to situation (Heredia, 2023). Inferring from this definition, intelligence therefore, is a mapping mind that detects and allows for recognition of a given state of affair. Psychologists view intelligence as the ability to learn from and adapt to novel situation and to use that knowledge to create a desired outcome (Heredia, 2023). This seems to help school students to deal with the world of concept and reality with caution. This is to say that intelligence is the application of novel knowledge to the real-life situation. However, intelligence in this context is seen as the application of emotional understanding of an individual's novel knowledge of the societal situations or problems in bringing about solution to the situations.

Emotional intelligence is an intrinsic recognition, understanding and the ability to choosing how individual think, feel, and act upon a particular situation. Goleman sees emotional intelligence as the understanding and managing ability of one's own emotions and influencing the emotions of others (Goleman, 1995). Deducing from this definition, it means that emotional intelligence enhances the understanding of self-feelings, managing the feelings intelligently, and positively influencing others

negative emotion, otherwise - re-shaping the feelings of others over a given situation. Regardless of how it might work, the premise of emotional intelligence looked at individual ability to recognize, understand, manage, and handle emotions intelligently for the purpose of altruistic desirable outcome. Emotional intelligence looks at the following characteristics such as self-awareness/consciousness, self-regulation, and cognitive empathy.

Self-awareness is seen as a totality of individual knowledge of his real-self; who he/she is, where he/she comes from, and one's reaction to it. self-awareness is defined as one's ability to perceive and understand the things that make him/her who they are as an individual, including their personality, actions, values, beliefs, emotions, and thoughts (Cherry, 2023). From this view, self-awareness signifies individual true knowledge of one's self, the value an individual holds onto, and how impactful an individual is by the knowledge or self-consciousness. It could be asserted that self-awareness is not only to individual personality but everything that makes up individual personality- the knowledge of his/her origin. This plays a critical role of how individual understands ones-self's background, the situation of his origin or nation and how to relate, react, and respond to them intelligently. It is likely that self-awareness facilitates individual self-reflection over gaining understanding of who he/she is and their responsibilities in the world or to their society.

The results (effects) of lack of self-awareness, an individual on both ends of the ability spectrum suffer, limiting the potential for improvement, and to reach greater heights (Song, 2019). On top of that without self-awareness, individuals cannot make responsible decisions, as they are not

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truly aware of what is going on around them (Pyle, 2023). The author maintained that when we are self-aware, we are better able to recognize our own biases and assumptions, which can help us make objective decisions and avoid making decisions based on our self-ego. It may be inferred from this view that if a citizen of a country has or make a reflection of his value as his/her priorities, he would always reflect on the experiences induced from their society, thinking of the future from the past and the present, and making sense of them by responding accordingly. Self-awareness seems to give individual the power to influence change, productivity, making better decisions and enhancing moral self-confident. Leaders of a country, with self-awareness disposition, would likely realize the economic situation of their society, people's state of economic background, and the effect that inflation could cause in their life. For instance, in Nigeria, high unemployment rate is alarming. Labour union is agitating for six hundred thousand naira minimum wages. The few set of citizens (1/3 of the people) are just the public servants. If there is an implementation of six hundred thousand naira minimum wage, there is every tendency that the manufacturers would do everything to inflate their cost of production to new minimum wage's equilibrium, without the consideration of the unemployed citizens, causing economic inflation that borne heavily on the poor. Emotional intelligent leaders ought to be aware of the calamity or benefit of their actions to the masses. Invariably, self-awareness ensures leaders' self-regulation.

Self-regulation may be seen as the individual adjustment in terms of action, behaviour, dealings, relationship with people, understanding of situations differently, and maintaining of positive mindset and emotion. Self-regulation is a process referring to the knowledge and awareness of one's own ability to learn (Etkin, 2018). The authors' view of self-regulation is that of the state of learning. Yes, regardless of the perspective of learning the author viewed, individual who possesses this emotional understanding is in the process to learning, which would help him/her to adjust or manage situations. Etkin further acknowledged that self-regulation is a learning process in which one manages their emotions, behaviours, and attitudes, to reach an ideal level of stimulation where they are best able to learn (Etkin, 2018). Transforming Education (2014) noted that self-regulation is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. It could be asserted that leaders or individual person with self-regulatory ability usually makes different among the fold, mostly, when others' mindset in the fold do not think of doing anything good to helping the situation of their society. At this point, self-regulatory leaders think differently, proffering ways to safeguard present and future situation of their society. Understanding different realities and predicting outcomes guide a leader to better relate, enhancing individual and general motivation to achieve a common goal, since this implies recognizing the value of each individual to the organization and giving corresponding responsibilities and rewards to acknowledge accomplishments (London et al., 2022). Self-regulation seems to open one's mind to understanding the better route for improvement and achievement of a given institutional development. Also, self-regulation opens individual mind for cognitive empathy.

Cognitive empathy is seen as an individual ability to recognize a situation facing a particular society, feeling the pains the people of that society feel, and discreetly contributing a quota to save the situation. Researchers defined cognitive empathy as one's knowledge and understanding of a given situation experienced by an individual person, a group of individuals or a whole community (Friday et al., 2023). Also, cognitive empathy as the ability to identify and understand other people's emotions (Clarabut, 2021). Deducing from the above definitions, cognitive empathy brings the understanding and the concern of one's feeling to mind. A leader who takes cognizance of the situation and feelings of the people is likely to have pragmatic empathy in his perspective. Cognitive empathized leaders understand the pain, distress, and the need of the people and possibly make plans for situation amelioration (Friday et al., 2023). In the other hand, another researcher sees cognitive empathy to refer to the ability to identify and understand emotions of others (Ratka, 2018). The author explained that empathic people can identify and understand situations, feelings, motives, and perspectives, and, moreover, recognize and appreciate concerns of another person; they cultivate curiosity about strangers, challenge prejudice and discover commonalities, try another person's life, listen, open up, inspire mass action and social change, and develop an ambitious imagination. This means that empathic individuals or leaders are emotional and deep in concern. They seem to accept the pains of entire community of people as theirs. And not only recognizing the problem, they also proffer ways to solving the problem for the benefit of entire community. Cognitive empathized individual pays attention to what is benefiting the masses such as educational system situation, striving to bring about economic /education transformation in their country and entire national development of their nation.

Educational transformation and national development are the most major institutional issues that affect the entire institutions in a country. Families talk about education transformation and national development, likewise, other related institutions. Educational transformation entails the changes in model of teaching and learning, the upgradation and matching of the modern age technology, as well as the human sustainable development (Friday et al., 2023). The authors further explained that transformation in education enhances a country development, stimulate economic growth, foster social changes, alleviate insecurity, facilitate environmental sustainability and promote industrialization and employment. It could be asserted that the issue of educational transformation and national development would remain theoretic and proposed plan, if the leaders fail to be engraved with emotional intelligent characteristics such as self-awareness, self-regulation and cognitive empathy. In other hand, leaders with highlighted emotional intelligent characteristics are likely to save the shame of their country by proffering solution to dilapidated educational system and lack of national development regardless of the fabulous resources of the country.

However, educational transformation in Nigeria is theoretical. The teaching aids, as compared to the 21<sup>st</sup> century trend in educational system are either insufficient or not existing at all. Practical courses in the universities education programmes are just mere theoretical. Students are not able to understand, defend and put into practice what they learnt after years of studies. It is believed that if educational system in the country experiences transformation, graduates of universities in the country would be self-employed and innovative, insecurity situation of the country would be minimized, industrialization would be felt, national development would be everybody's concern, and the comparison of the hard currency would be competing, which the country is going through naira devaluation today. Invariably, educational transformation in Nigerian Universities is just a wish, without appropriate attention of the management. The need to look into the issues of educational system in Nigeria is far from the mind of the leaders or management. As noted by sociologists that a country's educational foundation is as a result of meeting the needs of that country. Many Nigerian rather prefer other country's education to theirs. Spending so much naira to acquire western world education in forgoing best alternative of their country's education as basic foundation, mostly, the wealthy Nigerian leaders. This seems to bring about the leaders' ignorance of the educational situation and lock-up of emotional intelligence over the situation of their country. Nigerian education system suffers stagnation, graduate students could not be proud of their discipline - for instance, graduate Pharmacists, Agriculturists, Engineers, among others could not practice their professions independently in Nigeria. As this could be blamed on leaders' emotional intelligent characteristics such as self-awareness, self-regulation and cognitive empathy.

This poses worries in the mind of citizens, humanists, patriotists, school management, and scholars, such that research has been conducted to find solution to the anomaly. For instance, in 2023 researchers conducted a study on leaders' empathy traits and educational transformation in Nigeria (Friday et al., 2023). The study examined the leaders' empathy traits on Educational Transformation in Akwa Ibom State. The findings of this study revealed that there was a significant relationship of cognitive empathy, emotional empathy and compassionate empathy on educational transformation in Akwa Ibom State. Based on the findings of the study, it was inferred that leaders' empathy traits relate significantly to educational transformation of a country - Nigeria. From the above study, scholars blamed the issue of educational transformation on leaders' empathy traits without recourse to their emotional intelligent characteristics. This has created a gap in knowledge and information, hence, the study, Leaders' Emotional Intelligent Characteristics: A Panacea for Educational Transformation and National Development in Nigeria.

## 2. STATEMENT OF THE PROBLEM

National development is a traumatic issue of any country in the world, mostly, the developing countries. Most citizens wish their country to be like China, Kuwait, Australia, America, and London among others in terms of development. Every country's primary goal of leaders is to bring about development and economic sustainability. It is a common consensus that without proper educational system in a country, there is no national development, and no country without good educational system can compete or compare to one with good education system. The existence of educational transformation in the country could bring about innovation, cultural adjustment, self-employment, lower unemployment rate, industrialization, absence of insecurity threat, citizen love for economic development and national development. However, the opposite is the case. Citizens become ego-centric, leaders turn to unpatriotic, exploitation and syphoning of resources to dump in either home coffers or other country poor interest for the educational system of the country by the leaders or

management, alarming threat of insecurity, inflation, and stagnation of country development among others. This could be attributed to leaders' lack of emotional intelligent characteristics such as self-awareness, self-regulation, and cognitive empathy.

This, therefore, has become a problem to citizens, humanists, patriotists, school management, and international bodies, as well as scholars, which the observation by the researcher shows that the failure of educational transformation and national development seem to be attributed to leaders' lack of emotional intelligence traits. The leaders' emotional intelligent characteristics have been observed to impede effective educational transformation and national development in the country. It is against this background that this study sought to determine the leaders' emotional intelligent characteristics: A panacea for educational transformation and national development in federal University of Uyo in Akwa Ibom State, Nigeria.

### 2.1 Purpose of the study

The main purpose of this study is to examine the influence of leaders' emotional intelligent characteristics on educational transformation and national development in Nigeria. Specifically, the study seek to:

- Find out the influence of self-awareness on educational transformation and national development in Nigeria.
- Determine the influence of self-regulation on educational transformation and national development in Nigeria
- Examine the influence of cognitive empathy on educational transformation and national development in Nigeria.

### 2.2 Significance of the study

The findings of this study would likely benefit the following groups of people: government, school management board, leaders, citizens, and researchers.

The government, through the findings of the study would be aware of the impeding factors for national development and the qualities a leader ought to possess for effective administration, as this would enable them to devise strategies in assessing the issues facing educational system in the country. The findings would benefit the school management by exposing them to the lapses in terms of traits that may accrue to schools managers' effectiveness, and may help them to look into consideration of the traits worthy of possession for effective service delivery. The findings of the study would point out the various possessive traits relating to leaders' managerial or administrative effectiveness to the class of leaders of the country, and help them to provide ways towards amendment for their effective leadership and administration.

Furthermore, the findings of the study may be of immense benefit to educational managers, Heads of Departments as well as supervisors by gaining a better understanding and knowledge of the personnel behavioural patterns towards administrators' relationship, as this would serve as a guide that may likely enhance better counselling and guidance of the personnel.

Finally, the findings of the study may be useful to researchers, as it may serve as a reference material to enable them to make useful contributions to knowledge. These benefits may be realized when the findings of this study would be published as and when due.

### 2.3 Research questions

The following research questions were raised to guide this study:

- What Is The Influence Of Self-Awareness Of Leaders On Educational Transformation And National Development In Nigeria?
- What Is The Influence Of Self-Regulation Of Leaders On Educational Transformation And National Development In Nigeria?
- What Is The Influence Of Cognitive Empathy Of Leaders On Educational Transformation And National Development In Nigeria?

### 2.4 Null hypotheses

The following null hypotheses were formulated to guide this study:

Ho<sub>1</sub>: Self-awareness of leaders has no significant influence on educational transformation and national development in Nigeria.

Ho<sub>2</sub>: Self-regulation of leaders has no significant influence on educational transformation and national development in Nigeria.

Ho<sub>3</sub>: Cognitive empathy of leaders has no significant influence on educational transformation and national development in Nigeria.

### 2.5 Scope of the study

The study determined the influence of leaders' emotional intelligent characteristics on educational transformation and national development in Nigeria. The study considered the following factors of emotional intelligent characteristics: self-awareness, self-regulation, and cognitive empathy as they relate to educational transformation and national development in Nigeria.

### 2.6 Limitation of the study

Factors militated against the study was the respondents' unwillingness to respond to the instruments on time. This caused delay as well as waste of time in the process of administration of the instruments. However, the researcher tried to persuade them to respond candidly as the information gathered from them would be used strictly and confidentially for research purpose only. This was done to reduce, if not totally eliminating the envisaged bias, so as to authenticate the findings. The results of the study is therefore deemed authentic and correct.

## 3. RESEARCH METHODOLOGY

Descriptive survey design was adopted for the study. It involved the use of questionnaire to determine the opinion of the respondents. The area of the study was Akwa Ibom of Nigeria. The population of the study comprises of 95 lecturers in federal university of Uyo in Akwa Ibom, Nigeria. The sample size of the study was 77 respondents drawn from the population statistically using Taro Yamane formula. The simple random sampling technique was used for selecting the respondents and the schools. The researcher developed a structured questionnaire titled, Leaders' Emotional Intelligence Questionnaire (LEIQ) and Educational Transformation and National Development Questionnaire (ETNDQ). It was 15 items in the LEIQ, 5 in each of the sub-variables which were drawn from all the clusters of the independent variables namely: self-awareness, self-regulation, and cognitive empathy. 10 items in ETNDQ, which was used to elicit response. In the questionnaire the respondents were expected to tick either Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

The instruments were administered by the researcher. In doing this, the researcher briefed the respondents on about the purpose of the research and the procedure to be followed in filling the questionnaires. The questionnaires were administered to the lecturers within the school hours. The respondents were given enough time to complete the questionnaires so that they could respond freely and objectively. Because of the nature of the research, it took two weeks to administer the instruments. The completed questionnaires were then collected for analysis. Descriptive statistics was used to answer the research questions and for t-test to testing the null hypotheses.

### 3.1 Data Presentation

Research Question 1: What is the influence of self-awareness of leaders on educational transformation and national development in Nigeria?

**Table 1:** Summary of Mean and Standard Deviation Analysis of the influence of self-awareness of leaders on educational transformation and national development.

variable	Mean	Standard Deviation	f-value
Self-awareness	18.56	1.082	3.963
Edu. Trans'tion	16.69	2.657	

Table 1. Shows the mean and standard deviation for influence of self-awareness on educational transformation and national development. The result shows that self-awareness of leaders has a Mean score of 18.56 as against 16.69 for educational transformation and national development. The result indicates a calculated f-value of 3.963, this implies that there is a positive influence of self-awareness of leaders on educational transformation and national development.

**Research question 2:** What is the influence of self-regulation of leaders on educational transformation and national development in Nigeria?

**Table 2:** Summary of Mean and Standard Deviation Analysis of the influence of self-regulation of leaders on educational transformation and national development.

variable	Mean	Standard Deviation	f-value
Self-regulation	18.43	1.197	4.532
Edu. Trans'tion & devt.	16.69	2.657	

Table 2. Shows the mean and standard deviation for influence between self-regulation and educational transformation and national development. The result shows that self-regulation has a Mean score of 18.43 as against 16.69 for educational transformation and national development. The result indicates a calculated f-value of 4.532, this implies that there is a positive influence of self-regulation of leaders on educational transformation and national development in Nigeria.

**Research question 3:** What is the influence of cognitive empathy of leaders on educational transformation and national development in Nigeria?

**Table 3:** Summary of Mean and Standard Deviation Analysis of the influence of cognitive empathy of leaders on educational transformation and national development.

variable	Mean	Standard Deviation	f-value
cognitive empathy	18.23	1.224	7.089
Edu. Trans'tion & devt.	16.69	2.657	

Table 3. Shows the mean and standard deviation for influence between cognitive empathy of leaders and educational transformation and national development. The result shows that cognitive empathy of leaders has a Mean score of 18.23 as against 16.69 for educational transformation and national development. The result indicates a calculated f-value of 7.089, this implies that there is strong positive influence of cognitive empathy of leaders on educational transformation and national development.

**4. DATA ANALYSIS AND RESULT**

The following null hypotheses were tested

**Hypothesis 1:** Self-awareness of leaders has no significant influence on educational transformation and national development in Nigeria.

**Table 4:** Regression analysis of Self-awareness of leaders and educational transformation and national development

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Equation 1	Regression	6.799	1	6.799	3.963	.000
	Residual	529.720	75	7.063		
	Total	536.519	76			

Table 4: shows a computed F-value of .963 with 1 and 75 degrees of freedom as well as the p-value of .000. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that self-awareness of leaders has no significant influence on educational transformation and national development in Nigeria is rejected. This implies that there is a significant influence of self-awareness of leaders on educational transformation and national development in Nigeria.

**Hypothesis 2:** Self-regulation of leaders has no significant influence on educational transformation and national development in Nigeria.

**Table 5:** Regression analysis of Self-regulation of leaders and educational transformation and national development.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Equation 1	Regression	3.780	1	3.780	4.532	.006
	Residual	532.739	75	7.103		
	Total	536.519	76			

Table 5: shows a computed F-value of .963 with 1 and 75 degrees of freedom as well as the p-value of .006. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that self-regulation of

leaders has no significant influence on educational transformation and national development is rejected. This implies that there is a significant influence of self-regulation of leaders on educational transformation and national development in Nigeria.

**Hypothesis 3:** Cognitive empathy of leaders has no significant influence on educational transformation and national development in Nigeria.

**Table 6:** Regression analysis of Cognitive empathy of leaders and educational transformation and national development.

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Equation 1	Regression	46.332	1	46.332	7.089	.009
	Residual	490.187	75	6.536		
	Total	536.519	76			

Table 6: shows a computed F-value of .963 with 1 and 75 degrees of freedom as well as the p-value of .009. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that cognitive empathy of leaders has no significant influence on educational transformation and national development is rejected. This implies that there is a significant influence of Cognitive empathy of leaders on educational transformation and national development in Nigeria.

**4.1 Finding of the analysis**

- There is a significant influence of self-awareness of leaders on educational transformation and national development in Nigeria.
- There is a significant influence of self-regulation of leaders on educational transformation and national development in Nigeria.
- There is a significant influence of cognitive empathy of leaders on educational transformation and national development in Nigeria.

**4.2 Discussion of findings**

**4.2.1 Self-awareness of leaders on educational transformation and National development**

The result on Table 4 indicates a calculated f-value of 3.963 which revealed that there is an influence of Self-awareness of leaders on educational transformation and national development in Nigeria. In testing hypothesis one, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted, thus, a significant influence between Self-awareness of leaders and educational transformation and national development was established. This result could be attributed to the fact that a leader who is able to reflect on the things happening around his society might be able to recognize the need of the society and proffer ways to handling the situations. It is this emotional reflection that result to a significant influence of self-awareness of leaders on educational transformation and national development. Also this result could be at the result of leaders' love for their country, which bring about concern, it is this flexible reflection of a leader that result to a significant influence, which brings about educational transformation and national development. This result is in line with a study in 2014, assertion that self-awareness plays a role in effective leadership, since it entails the capacity to impartially acknowledge and comprehend one's own emotions, strengths, weaknesses, and values, being better equipped to make informed decisions, taking responsibility for their actions, and inspiring love and respect among their peoples (Showry and Manasa, 2014). It could be that self-awareness help the leaders acknowledge the things that may facilitate the national development of their country, as well, put concern in their mind towards salvaging or meeting those demands. It is this acknowledgement that leads to a significant influence, which result to educational transformation and national development. As such, it could be deduced from this findings that self-awareness of leaders significantly influence educational transformation and national development in Nigeria.

**4.2.2 Self-regulation of leaders on educational transformation and National development**

The result on Table 4 indicates a calculated f-value of 4.532 which revealed that there is an influence of self-regulation of leaders on educational transformation and national development in Nigeria. In testing hypothesis two, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted, thus a

significant influence of self-regulation of leaders on educational transformation and national development in Nigeria was established. This result could be attributed to the fact that a leader who is able to checkmate his emotion while dealing with the national issues that concerns his society and the masses, is likely to figure out the most societal priorities to be attended to, rather than pursuing ego-centric matters. It is this emotional masses matters' concern that result to a significant influence, which brings about educational transformation and national development. Also this result could be at the result of leaders' flexibility in the national matters and personal matters, where they may pursue either matters without conflicting it with each other. It is this flexibility in leaders that result to a significant influence, which bring about educational transformation and national development. This result is in line with Shanker cited in Friday et al., that self-regulation reduces the frequency and intensity of strong impulses by making self-control possible (Friday et al., 2024). It could be that self-regulation help the leaders to adjust their personal matters to attend to the national matters. It is this adjustment that leads to a significant influence, which result to educational transformation and national development. As such, it could be inferred from this finding that self-regulation of leaders is a pivotal factor that facilitated educational transformation and national development.

#### 4.2.3 Cognitive empathy of leaders on educational transformation and National development

The result on Table 4 indicates a calculated f-value of 7.089 which revealed that there is a strong positive influence of cognitive empathy of leaders on educational transformation and national development in Nigeria. In testing hypothesis three, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant influence between cognitive empathy of leaders and educational transformation and national development was established. This result could be attributed to the fact that positive cognitive empathy might command the attention of leaders towards national issues that impede rapid development of their country, which the attention might be transcend into action. It is this compelling force that result to a significant influence, which bring about educational transformation and national development. This is in line with Friday et al., findings that empathy relate significantly to educational transformation (Friday et al., 2023). The authors added that cognitive empathy leaders understand the pains, distress and the needs of the people. Deducing from this finding, cognitive empathic leaders are possess emotional intelligence, such that they put priorities to matters that concerns the masses and willing to sacrifice their interest to attend to the interest of the masses. They attend to masses problems in expense of their egoistic benefits. It is this concern for the masses matters that result to a strong significant influence of cognitive empathy of leaders on educational transformation and national development. It therefore could be concluded that cognitive empathy of leaders significantly influence educational transformation and national development in Nigeria.

## 5. CONCLUSION

This study determined influence of leaders' emotional intelligent characteristics in fostering educational transformation and national development in Nigeria. It was concluded based on the findings that leaders' emotional intelligent characteristics such as self-awareness, self-regulation, and cognitive empathy influence educational transformation and national development significantly. Finding a way forward for effective educational transformation and national development in Nigeria, it was discovered that enlisted leaders' emotional intelligent characteristics play pivotal role. When the leaders fail to identify his/her emotion, the problem of the masses and their country dilapidated state, as well fail to make necessary adjustment and action, the state of things in that country would likely suffer negligent, unattainable of educational goals and economic meltdown, making the developing country suffers undeveloped. The study, leaders' emotional intelligent characteristics and educational transformation and national development in Nigeria deem it fit towards

bringing about attainment of educational goals and nation development. The findings of this study would be of immense benefit in contribution to knowledge in the sense that, many researchers in different places and times have tried to solve the issues of educational transformation and national development, using different variables other than in relation to leaders emotional intelligent characteristics such as self-awareness, self-regulation and cognitive empathy, yet the issues seem to persist where this study set to ameliorate the situation if implemented. This study has provided empirical evidence that would serve as a reference material to other researchers for further studies.

## RECOMMENDATIONS

It is recommended based on the findings and conclusion of the study that:

- Political leaders should create a level playing ground to emotional intelligent leaders to exercise their conscience rather than engrave with political undue influence, as this would help in meeting the objectives and goals of leadership in a country.
- School leaders should develop ability of self-regulation, awareness and cognitive empathy as this would help them to attain effective school administration for attainment of educational objectives.
- The appointment of leaders into leadership positions should be made by credibility, concern and altruistic love for national matters.

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