

CHAPTER-6

SUMMARY & CONCLUSION

6.1 Introduction:

The main purpose of this chapter is to present the summary of the study which includes research-related terms, the rationale for conducting the present research study, definitions of the keys used, delimitations of the study, methodology, major findings of the study, educational implications of the study, suggestions for further study and the conclusion of the study.

Higher Education and Management system:

Higher education is the stage of education which begins after the completion of the secondary stage of education. Higher education mainly includes the colleges and universities, from where students get specialization and general education. It is rightly regarded as the "engine of development in the new world economy" (Castells, 1994). Educational Management is a very complex human enterprise in which different resources are brought together and made available to accomplish the desired objectives. It being mainly a human endeavour should be properly planned without emphasizing the rigid application of mechanical and physical principles. Management of education thus implies the practical measures of ensuring the system to work for achieving the objectives of an educational institution.

Educational Leader and Higher Education:

A good educational leader is the wealth of a country. A great leader can inspire even an ordinary person to do good deeds. Leadership does not mean exercising authoritative power over others; instead, it helps to develop other people's viewpoints, beliefs, values, etc. A good educational leader is an ideal person who creates a group of followers who can inspire themselves with the worthy qualities of the leader. Therefore, an educational leader plays a vital role in the higher educational institutions. Everything in the institution depends on the type and nature of educational leadership. Following the importance of educational leaders in the modern world, S.P. Robbins (2003) beautifully visualized, in today's dynamic world, we need educational leaders to challenge the status

quo, create visions of the future, and inspire organizational members to want to achieve these visions (Bhattacharya, 2012).

Role of Educational Leaders in the management of higher educational institutions:

In higher educational institutions, educational leadership plays a crucial role in directing, helping, and inspiring teachers, students, and other educational personnel, motivating them to perform their work. In a group effort, educational leadership functions as the driving force or dynamic energy. The task of educational management is to accomplish the duties assigned to other individuals involved in the higher educational institutions. The key element of educational management is combined group effort and cooperation. Educational Leadership helps members establish enthusiasm for their work and fosters unity to achieve objectives through proper direction, support, motivation, and organization (Elliott, 1996).

Qualities of Educational Leaders in Higher Educational Institutions:

An educational leader is not defined by power or status. Simply holding a position of authority, such as "supervisor" or "boss," does not automatically make someone an educational leader. True educational leaders inspire their people to aim high and achieve their goals, leading to excellent results. Higher positions in colleges require individuals with strong leadership abilities. These abilities are listed below:

1. Self-awareness
2. Understanding human nature
3. Effective interaction and communication
4. Focused and clear judgment
5. Belief in others

Role of Educational Leaders (Principals) in Educational Management:

A principal must possess academic proficiency, administrative competence, and a comprehensive understanding of the art and science of interpersonal relationships and most significantly managerial skills to regulate the higher educational institutions.

Managerial Skills: A skill is a person's ability to use knowledge in real life. It shows in how well someone performs a task. Skills are not something we are born with; they can be learned and improved through practice and by connecting new learning with personal experiences. Managers need seven important skills to do their job well. These are *technical skills (knowing how to do the work)*, *interpersonal skills (working well with people)*, *conceptual skills (understanding big ideas)*, *diagnostic skills (figuring out problems)*, *communication skills (sharing ideas clearly)*, *decision-making skills (choosing the best option)*, and *time-management skills (using time wisely)*. The importance of these skills depends on the type of organization, the manager's position, and the situation. Managers who have these skills can handle changes in the workplace, market, and competition. These changes include globalization, new technology, and diverse workforces. Without these basic skills, managers may struggle to lead effectively (Deshmukh, & Naik, 2015, p.14).

Functions of an Educational leaders in higher educational institutions:

The functions of principals are increasing as higher educational institutions grow in magnitude and direction. Some of the functions of the principal are as follows:

Administrative Functions:

Administrative functions constitute one of the principal's significant activities. This involves the management of men, money and material. Gullick sums up the principal functions in the word POSDCORB. Those are

1. Planning
2. Organising
3. Staffing
4. Directing
5. Coordinating
6. Reporting
7. Budgeting

According to the demands of the society education must respond to these changes by adapting new approaches. Therefore, the education system is also expected to change,

incorporating knowledge, beliefs, attitudes, values, and skills, so that individuals can find the best ways to sustain and enhance their development. However, functionalizing and regulating an organization's management is a challenge for the leader. Therefore, leaders must possess specific qualities and attributes that make them effective in their roles. Due to these particular qualities, leaders are regarded as exceptional individuals in society. Human life primarily revolves around four aspects: the physical body, the mind and its thought processes, emotions, and energy or consciousness. Consequently, it can be said that a leader must be highly competent and possess certain psychological qualities and attributes. Among all psychological qualities, intelligence stands out as one of the most important.

The concept of intelligence is vast and includes numerous scholarly interpretations of the evolutionary development of human intelligence. It is influenced by our daily experiences, physical and mental well-being, dietary habits, exercise levels, types of relationships, and many other factors. Neurologically, all factors influencing intelligence are processed or regulated by the brain and its neuronal extensions throughout the body. One kind of neural organization enables us to do rational, logical, rule-bound thinking, it gives us our Intelligent Quotient (IQ) and another kind allows us to do our associative, habit-bound, pattern-recognizing emotive thinking, it gives us our Emotional Quotient (EQ). A third kind makes it possible for us to do creative, insightful, rule-making, rule-breaking thinking. It is the thinking with which we reframe and transform our previous thinking and this gives us our Spiritual Quotient (SQ). If we want fully to understand IQ, EQ and SQ, a very important part of the story lies in understanding the brain's different thinking systems and their neural organization. The brain is the most complex organ in the body. It generates the enigma of consciousness, our self-awareness, and our perception of the world, as well as our capacity to make autonomous decisions regarding our interactions. It formulates and organizes our thoughts, facilitates our emotions, and mediates our spiritual existence—our perception of purpose and worth—and the appropriate framework for interpreting our experiences (Zohar, 2012, p. 39-40).

Emotional Intelligence:

In 1990, Salovey and Mayer formally introduced the concept of emotional intelligence, highlighting the integration of cognitive processes with emotional awareness (Sethi &

Rani, 2018, p. 216). In the 1930s, Edward Thorndike defined 'Social Intelligence' as the capacity to interact effectively with others. Following this, humanist psychologists like Abraham Maslow articulated how individuals could develop emotional resilience. In 1985, Wayne Payne presented the concept of 'Emotional Intelligence' in his doctoral dissertation, titled 'A Study of Emotion: Developing Emotional Intelligence; Self-Integration; Relating to Fear, Pain, and Desire (Theory, Structure of Reality, Problem-Solving, Contraction/Expansion, Tuning In/Coming Out/Letting Go)'. In 1987, an article in *Mensa Magazine* featured the term 'Emotional Quotient', introduced by Keith Beasley. This appears to be the first documented instance of the term's usage. Emotional intelligence gained further prominence following the release of Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*, authored by the distinguished psychologist and science writer for *The New York Times* (Singh, 2017, p. 6).

Emotional Intelligence (EI) comprises three dimensions: **perception**, which refers to the ability to recognize and become aware of emotions through the senses; **appraisal**, the process of assessing emotions; and **expression**, the articulation of emotions. **Emotional facilitation** refers to enhancing neuronal responses to a stimulus after prior stimulation during cognitive activities, as well as understanding and analyzing emotional information and its application (Sethi & Rani, 2018, p. 216).

Spiritual Intelligence:

Danah Zohar coined the term "spiritual intelligence" and introduced the idea in 1997 in her book *ReWiring*. Buzan (2001) defines spiritual intelligence as "awareness of the world and one's place in it." Spiritual intelligence is a set of mental abilities, making it one component of a person's total intellect (Oxford Dictionary of Current English, 2001). Spiritual intelligence, our deep intuitive sense of meaning, provides the deep sense of security, which allows the flexibility, imagination and inspiration that leaders need. It also gives the courage and security to ask and explore the difficult questions because it involves a more holistic approach (Tomlinson, 2004, p. 31). Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions (An existential question is a deep, philosophical question concerning the nature of someone or something's existence. "What is the meaning of life? Who am I? What is my

real nature or identity? What is my greater purpose? What is death? etc) and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution (Vaughan, 2002, p.19, 20).

Spiritual Intelligence is one of the extremely important types of intelligence, which has the power to change our living, civilization, and history. Leaders with an enthusiasm for leading and managing the educational organization are those who are dedicated, passionate, enthusiastic and morally, intellectually, emotionally and spiritually energetic in their profession and towards their organization (Rao, 2008, p.39).

6.2 Rationale of the Study:

Several research studies have shown that emotional intelligence helps individuals understand their emotions and act accordingly. Although leaders of educational institutions hold the highest positions, they must remain highly aware of their own emotions as well as those of others. Is emotional awareness a key factor in the success of educational institutions? Leaders are often required to make immediate decisions with immediate effects. These decisions can pertain to various dimensions of management, such as planning, organizing, or coordinating. What helps them in such decision-making moments? Is it emotional intelligence, spiritual intelligence, or both?

It is widely acknowledged that spiritual intelligence represents a higher dimension of intelligence. As leaders, parents, and responsible citizens, individuals must adhere to a strict ethical code. This responsibility is not an easy task for educational leaders, which is why possessing both emotional and spiritual intelligence is essential.

Stress, anxiety, and negative thoughts have become common aspects of modern life; leaders face the same challenges as everyone else. However, every problem has its unique context, and leaders must address these problems in a manner suited to their specific circumstances. Howard Gardner's theory of multiple intelligences highlights the various ways in which problems can be approached and solved. Based on this theory, it is evident that intelligence has several types and every type has its specific functions.

Educational management (EM) demands advanced human capabilities to recognize human potential and utilize it effectively. According to Zohar and Marshall in their book

"Spiritual Intelligence: The Ultimate Intelligence" (2012), spiritual intelligence can provide this higher capacity, enabling leaders to handle complex challenges and foster the success of their institutions.

The performance of educational leaders determines not only their management skills and capabilities but also their work style, competencies, and the environment in which they carry out their responsibilities. Spiritual intelligence has evolved into a significant component of both personal and professional life. It is one of the key determinants of the success of educational institutions and, consequently, the professional effectiveness of educational leaders. Leaders with high spiritual intelligence show clarity of purpose and the ability to effectively guide their colleagues and institutions toward achieving the ultimate aims of education.

A leader who understands the connection between spiritual and emotional intelligence is likely to excel in management. Research has consistently shown that great leaders or successful individuals achieve their stature due to their ability to influence others by understanding their thoughts and emotions. Educational management, at its core, involves empathy and a deep understanding of others' welfare, which is a sign of emotional intelligence. This study aims to explore emotional intelligence and its role in effective educational management by educational leaders (Kumari, 2017, p. 32).

While emotional intelligence is essential, it alone is insufficient for achieving success in all aspects of life. Although significant, it is not the sole form of intelligence that ensures success or influence. A new dimension of intelligence, termed ***Spiritual Intelligence (SI)*** by Danah Zohar, has gained prominence. The educational domain is a complex and demanding field that requires highly efficient and intellectually capable individuals to manage and regulate it effectively. This study seeks to enhance awareness of spiritual intelligence as a higher dimension of intelligence, highlighting its immense benefits management of higher educational institutions (Zohar, & Marshall, 2000).

The researcher has been reviewed a number of research papers, reports, and books by prominent experts in these fields and felt the importance of conducting research study with these variables (***Emotional Intelligence (EI) and Spiritual Intelligence (SI) are independent and Educational Managerial Skills (EMS) is dependent variables***). Many studies have been conducted on the combination of emotional intelligence and spiritual

intelligence, but no studies have been conducted on the combination of Spiritual Intelligence (SI), Emotional Intelligence (EI) is independent and Educational Managerial Skills (EMS) as dependent variables. Internationally, nationally, and regionally, this unique combination of studies is not found. The end of the 20th century saw unparalleled scientific research in management and the findings reveal that 80% of success in the workplace depends on one's own ability to handle people, while technical competence counts for only 20%. The science of "emotional intelligence," which deals with the ability to handle people, is of great significance to all of us, as it governs our success or failure. Intellect is objective-oriented, and people with great I.Q. can achieve certain things effectively. A leader, on the other hand, must be an all-rounder, capable of handling a wide range of complex situations involving various types of people and getting things done effectively. Despite possessing intelligence, a leader cannot successfully manage an organization without *emotional intelligence* (Sarma, 2013, p. 9–10).

To address and resolve problems and issues in educational management, leaders must possess a high level of intelligence. However, beyond technical management, they must also effectively manage human resources, which are important in educational management. In this context, leaders need to show greater emotional and spiritual intelligence than general intelligence to handle and resolve critical circumstances and challenges.

6.3 Statement of the Problem:

The researcher extensively reviewed a vast amount of literature and explored numerous studies related to Emotional Intelligence, Spiritual Intelligence, Leadership, and Higher Education in relationship with managerial skills and management of educational institutions. These reviews of related literature helped the researcher to determine the purpose of the study and established its significance and rationale to conduct this study. However, a significant question emerged: How do leaders of higher education institutions, the principals of the colleges, manage their institutions, and what factors impacted their managerial skills? Additionally, the researcher explored whether Emotional and Spiritual Intelligence play any significant role in the process of educational management in the higher educational institutions. Hence, the present study has been entitled with the following statement:

“A study on impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders on Management of Higher Educational Institutions”.

6.4 Research Questions:

After reviewing the previous studies and related literature, the researcher came across the following research questions: The research questions are-

1. What are the impacts of Emotional Intelligence (EI) of Educational Leaders on the Management of Higher Educational Institutions?
2. What are the impacts of Spiritual Intelligence (SI) of Educational Leaders on the Management of Higher Educational Institutions?
3. What are the combined impacts of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders on the Management of Higher Educational Institutions?
4. What are the viewpoints of Educational Leaders on Emotional Intelligence (EI) and Spiritual Intelligence (SI) in the context of the Management of Higher Educational Institutions?

6.5 Objectives of the study:

Keeping in mind the above-mentioned research questions, the researcher formulates the following objectives for seeking the answers to the questions. The objectives of the study are:-

1. To study Emotional Intelligence (EI) of Educational Leaders of Higher Educational Institutions.
2. To study Spiritual Intelligence (SI) of Educational Leaders of Higher Educational Institutions.
3. To find out the Educational Managerial Skills of the educational leaders of the higher educational institutions.
4. To find out if the Emotional Intelligence (EI) of Educational Leaders has an impact on the Management of Higher Educational Institutions.
5. To find out if the Spiritual Intelligence (SI) of Educational Leaders has an impact on the Management of Higher Educational Institutions.

6. To find out if the Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders have a combined impact on the Management of Higher Educational Institutions.
7. To analyze the viewpoints of Educational Leaders on Emotional Intelligence (EI) and Spiritual Intelligence (SI) in the Management of Higher Education Institutions.

6.6 Hypotheses of the Study:

1. There is significant impact of Emotional Intelligence (EI) of Educational leaders on the Management of Higher Educational Institutions.
2. There is significant impact of Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions.
3. There is significant combined impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions.

6.7 Operational Definitions: Operational Definitions:

1. **Educational Management (EM):-** Educational Management (EM) refers to the tasks performed by educational leaders on a regular basis to enable higher educational institutions of Assam to achieve their set objectives as well as the ultimate goals of education. Such practices involve planning, organizing, staffing, directing, coordinating, budgeting, and evaluation.
2. **Emotional Intelligence (EI):** “Emotional Intelligence (EI) refers to the capacity of recognizing our own feelings, and those of others for motivating ourselves and for managing emotions well in ourselves; and in our relationships” (Goleman, 1998).

Emotional Intelligence is the “the score obtained by the Educational Leaders on Emotional Intelligence Scale developed by Mr. Anukool Hyde, Sanjyot Pethe, and Upinder Dhar” In the present study, Emotional Intelligence is taken as the total score obtained by the Educational Leaders in the following 10 factors of Emotional Intelligence Scale. The ten factors are:

- i. **Self-awareness**
- ii. **Empathy**
- iii. **Self-motivation**
- iv. **Emotional stability**
- v. **Managing relations**
- vi. **Integrity**
- vii. **Self-development**
- viii. **Value orientation**
- ix. **Commitment**
- x. **Altruistic behaviour**

3. **Spiritual Intelligence (SI):** “Spiritual intelligence is the intelligence that makes us whole, that gives us our integrity. It is the soul’s intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers” (Zohar, 1997).

Spiritual Intelligence is the “the score obtained by the Educational Leaders on Spiritual Intelligence Scale developed by Dr. Santosh Dhar and Dr. Upinder Dhar”. In the present study the Spiritual Intelligence is taken as the total score obtained by the Educational Leaders in the following six dimensions. The six dimensions are:

- i. **Benevolence**
- ii. **Modesty**
- iii. **Conviction**
- iv. **Compassion**
- v. **Magnanimity**
- vi. **Optimism**

4. **Educational Leaders:** In the present study Principals of the Provincialised Colleges, Government colleges and Government Model Colleges of Assam are considered as the Educational leaders.
5. **Higher Education institution:** In the present Study Higher Education refers to all the Provincialised Colleges, Government colleges and Government Model Colleges of Assam.

6. **Educational Managerial Skill:** The skills and competences which directly related with the educational leaders needed to effectively manage higher educational institutions. In the present study the Educational Managerial Skill is taken as the total score obtained by the Educational Leaders in the following seven dimensions. The seven dimensions are:

- i. **Planning**
- ii. **Organizing**
- iii. **Staffing**
- iv. **Directing**
- v. **Coordinating**
- vi. **Budgeting**
- vii. **Evaluation**

6.8 Delimitation of the Study:

1. The study is delimited to the Higher Educational Institutions (HEIs), i.e., colleges of Assam.
2. The study is delimited to the Provincialised Colleges, Government Colleges and Government Model Colleges of Assam.
3. The study is also delimited to the educational leaders, i.e., the principals of the Provincialised Colleges, Government Colleges and Government Model Colleges of Assam.
4. The study is delimited to the Emotional Intelligence and Spiritual Intelligence of the educational leaders of higher educational institutions of Assam, i.e., the principals of the Provincialised Colleges, Government Colleges and Government Model Colleges of Assam.

6.9 Research Method:

The present study aims to determine whether Emotional Intelligence (EI) and Spiritual Intelligence (SI) impact the performance of educational leaders, specifically college principals, in the context of Educational Management (EM). To achieve this, the necessary data has been collected from educational leaders, i.e., principals of colleges,

in both quantitative and qualitative forms. Therefore, the study adopted a mixed-method approach to conduct the research.

In alignment with the nature of the study, the *Descriptive Survey Method* was employed to collect information. The present study is descriptive because it aims to describe the nature and current status of the phenomenon, focusing on the conditions or relationships.

6.9.1 Population:

Population refers to the large group to which a researcher wants to generalize the sample results. It includes all Educational Leaders, i.e., the Principals of Provincialised Colleges, Government colleges and Government Model Colleges and (337) in Assam.

6.9.2 Sample and Sampling Technique:

A sample is a subset of elements chosen from a larger population based on specific criteria. According to the Director of Higher Education data, there are a total of 337 colleges under the Directorate of Higher Education, Assam. The researcher then identified and classified these colleges into three categories: 322 provincialised colleges, 4 government colleges, and 11 government model colleges. The researcher selected 45% from each category for the sample of the study for final data collection. Hence, the researcher used a proportional stratified random sampling technique to classify the colleges into government colleges, government model colleges, and provincialised colleges. The total sample consists of 152 college principals (educational leaders of the higher educational institutions).

The present study aims to examine the impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI). To achieve the purpose of the study, qualitative data were collected from educational leaders (principals of colleges). *For this objective, the researcher interviewed 20 educational leaders (principals) from colleges across Assam, using the purposive sampling method and a semi-structured interview schedule.*

6.9.3 Data Collection Tools:

In this study, 3 standardized tools were used, one of them standardized by the researcher and one interview schedule, namely:

6.9.3.1 Emotional Intelligence Scale (EIS-HPD) by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar

In the present investigation, Emotional Intelligence is taken as the total score obtained by the Educational Leaders (the principals of the colleges) of Assam through this tool, which comprises the following ten factors of the Emotional Intelligence Scale. These ten factors are:

1. *Self-awareness*
2. *Empathy*
3. *Self-motivation*
4. *Emotional stability*
5. *Managing relations*
6. *Integrity*
7. *Self-development*
8. *Value orientation*
9. *Commitment*
10. *Altruistic behaviour*

6.9.3.2 Spiritual Intelligence Scale (SIS-DD) by Santosh Dhar and Upinder Dhar

In the present investigation the Spiritual Intelligence has taken as the total score obtained by Educational leaders of Assam through this tool which comprises the following six dimensions

1. *Benevolence*
2. *Modesty*
3. *Conviction*
4. *Compassion*
5. *Magnanimity*
6. *Optimism*

6.9.3.3 Educational Managerial Skill Scale (EMSS):

Educational Managerial Skill Scale (EMSS) designed to measure the educational managerial skill of the educational leaders under following dimensions:

1. *Planning*
2. *Organizing*
3. *Staffing*
4. *Directing*
5. *Coordinating*
6. *Budgeting*
7. *Evaluation*

6.9.3.4 Interview Schedule on the viewpoints of Educational Leaders on Emotional Intelligence (EI) and Spiritual Intelligence (SI) in the context of Educational Management of Higher Education Institutions.

6.9.4. Statistical Technique for quantitative data Analysis:

- A. Descriptive Statistics
- B. Inferential Statistics
- C. Correlation Statistics
- D. Regression

6.10 Data collection procedure:

The researcher visited all the selected colleges for data collection from the college principals after obtaining the necessary permission. Three questionnaires were used to gather primary data: the Emotional Intelligence Scale (EIS-HPD) by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar; the Spiritual Intelligence Scale (SIS-DD) by Santosh Dhar and Upinder Dhar; and the Educational Managerial Skill Scale (EMSS) developed by the researcher. Additionally, one semi-structured interview schedule was used. Before distributing the questionnaires, the researcher interacted with the principals to build rapport and create a comfortable environment.

6.11 Major Findings

6.11.1 Factors wise major findings and discussions of the results of data related to Objective No.1 and 7 in regards to Emotional Intelligence of Educational Leaders of Higher Educational Institutions of Assam:

Self-awareness:

1. The self-awareness of educational leaders in higher educational institutions of Assam is found to high, as 98% of the leaders were found to possess a high level of self-awareness, while only 2% possess a normal level. None of the educational leaders were found to have a low level of self-awareness.
2. Self-awareness helps educational leaders understand their own emotions, values, strengths, weaknesses, and state of mind. Self-awareness enhances their ability to set clear personal and professional development goals, which keeps them more focused, and reduces confusion in their work life.

Empathy:

3. Empathy is considered one of the most significant abilities for leadership to grow and become successful in higher educational institutions. The present study, conducted on educational leaders of higher educational institutions in Assam, revealed that 95.40% of the educational leaders possess a high level of empathy, which is a very positive sign for the growth of an institution and its contribution to future generations. Only 4.60% of the leaders have a normal level of empathy, and the study found that none of the educational leaders have a low level of empathy.
4. Empathy helps to understand the feelings of employees, students, and others, which they may find difficult to express clearly for various reasons. It also helps build trust and establish stronger relationships with their subordinates, leading to a more cohesive and loyal team in their institutions.

Self-Motivation:

5. It is found in the study that 96.71% of educational leaders have a high level of self-motivation, while a very small percentage of leaders, 3.29%, have a normal

level of self-motivation. None of the educational leaders were found to have a low level of self-motivation. This clearly indicates that self-motivation among educational leaders in higher educational institutions of Assam is very high.

6. Self-motivation can be maintained various actions one should take to stay motivated, such as reading self-help books, watching thought-provoking videos on social media, and visualizing the successful completion of tasks. This can also create a productive mindset and drive toward accomplishing institutional goals.

Emotional-Stability:

7. This study also uncovered that 96.05% of the educational leaders of higher educational institutions have a high level of emotional stability, which is a great sign for leadership ability. Only 3.95% of them have a normal level of emotional stability, and none of the educational leaders have a low level of emotional stability. Thus, the results reveal that the emotional stability of the educational leaders of higher educational institutions of Assam is high.
8. Emotional stability enhances calmness in educational leaders; it helps them gain control over their emotions in the workplace and also helps build a strong team.

Managing relations:

9. It is found in this study that 92.76% of the educational leaders have a high level of managing relations ability, 4.66% have a normal level, and none of the educational leaders have a low level of managing relations.
10. Social relationships and connections are very significant in a social setting, and college is a social institution, building and maintaining strong relationships are vital for effective educational administration. Skillful management is only possible through maintaining a good network and relationships.

Integrity:

11. Integrity plays a very important role in higher educational institutions because it primarily concerns honesty, ethical behavior, and consistency in one's values, which helps build trust and respect in relationships (Goleman, 1998). In the

present study, it is revealed that the majority of educational leaders possess a high level of integrity in regard to emotional intelligence, which is 97.37%. Only 2.63% of them are found to have a normal level of integrity, and none of the educational leaders were found to have a low level of integrity.

12. Integrity develops a sense of understanding about the duties and responsibilities of educational leaders. Integrity refers to consistently choosing to do the right thing, even when it's difficult and challenging in the workplace. It is key to building trust and credibility.

Self-development:

13. 94.08% are found to have a high level of self-development, while only 5.92% have a normal level of self-development, and none of the educational leaders have a low level of self-development. Thus, from the analysis of the results, it has been revealed that the self-development of the educational leaders of higher educational institutions of Assam is high.
14. Educational leaders of higher educational institutions mentioned that, it enables them to understand themselves better, make better decisions, solve problems effectively and function as efficient leaders within a team. Self-development can be achieved using various tools and strategies, such as learning from workshops, practicing mindfulness, engaging in regular exercise, and balancing work and personal life.

Value-orientation:

15. The meaning of values may be subjective in nature, but in an educational setting, as a leader, one must follow and practice value-based activities that are directly or indirectly related to the management of an institution. The present study found that 97.37% of educational leaders in higher educational institutions have a high level of value orientation, while only 2.63% have a normal level, and none of the educational leaders have a low level of value orientation.
16. The statements from the educational leaders emphasize the importance of values, highlighting how they help in organizing and coordinating tasks more effectively. It is the combination of actions that confirm the institution growth. Promoting diversity, equity, and inclusion is part of a value-oriented approach that helps

educational leaders organize and coordinate everything in a better way. They have also mentioned that, this is reflected through the continuous improvement of teaching methods and curriculum, which promote values in education.

Commitment:

17. 96.71% of the educational leaders in higher educational institutions were found to have a high level of commitment, while only 3.29% had a normal level of commitment. None of the educational leaders were found to have a low level of commitment. Therefore, the analysis clearly shows that the commitment of educational leaders in higher educational institutions is high.
18. Commitment and dedication are key to providing effective leadership in higher educational institutions. They help educational leaders put in the right effort to ensure high-quality education and management.

Altruistic behaviour:

19. In this study, 95.39% of the educational leaders were found to have a high level of altruistic behavior, which is an added advantage for the institution. Only 4.61% possess a normal level of altruistic behavior, and no educational leaders were found to have a low level of altruistic behavior.
20. Altruistic behavior creates a cooperative workplace, helping to build trust and loyalty among everyone in higher educational institutions. In the past, subjects were discipline-specific, but now we live in an era of multidisciplinary collaboration. In this context, teamwork has become crucial. Altruistic behavior makes it easier to work together and solve problems within higher educational institutions. It also boosts work engagement and improves job satisfaction.

The overall Levels of Emotional Intelligence of Educational Leaders of higher educational institutions of Assam:

21. It has been found that, out of a total sample, 100% possess a high level of Emotional Intelligence. None were found to have a normal or low level of Emotional Intelligence. Therefore, the findings clearly reveal that the overall

Emotional Intelligence of the educational leaders in higher educational institutions of Assam is high.

The research findings are supported by various studies. Social awareness and relationship management, components of emotional intelligence, have a positive impact on leadership effectiveness. These factors also positively influence the Transformational Leadership style. The strong correlation between emotional intelligence and leadership effectiveness suggests that higher emotional intelligence is linked to better leadership outcomes (Nath, 2013).

6.11.2 Dimensions wise Major Findings of the results related to Objective No.2 and 7 in regards to Spiritual intelligence of educational leaders of Higher Educational Institutions of Assam

Benevolence:

22. 81.58% of the leaders have a high level of benevolence, 17.76% have a normal level, and only 0.66% have a low level of benevolence. Therefore, it can be concluded that the benevolence of educational leaders in higher educational institutions of Assam is generally high.

23. Benevolence primarily concerns kindness and respect, which help create a positive work environment. When educational leaders possess the quality of benevolence, they can lead more efficiently. This reduces conflicts among employees and encourages them to work better together. Additionally educational leaders also mentioned that it helps them feel appreciated; stays focused on their goals, and enjoy the work environment in the higher educational institutions.

Modesty:

24. This study found that 74.34% of educational leaders have a high level of modesty, 19.74% have a normal level, and only 5.92% have a low level of modesty. The results clearly show that the modesty of educational leaders in higher educational institutions of Assam is high.

25. Modesty means staying humble and grounded, even when achieving the highest success. Many educational leaders in higher educational institutions emphasize the importance of modesty. Modesty leads to humility and helps prioritize the team's success over personal benefits. It is about recognizing both strengths and weaknesses and understanding what needs to be improved for betterment in educational leadership.

Conviction:

26. The analysis of the study reveals that 61.84% of the educational leaders of higher educational institutions of Assam have a high level of conviction, 33.55% have a normal level of conviction, and only 4.61% have a low level of conviction.
27. Conviction helps educational leaders of higher educational institutions to strongly believe in their goals and decisions which gives them confidence to make the difficult decisions and stick with them to achieve those goals for the overall growth of the institutions.

Compassion:

28. The results of the study demonstrate that 73.68% of educational leaders were found to have a high level of compassion, 23.03% were found to have a normal level of compassion, and only 3.29% of educational leaders were found to have a low level of compassion. These results indicate that the level of compassion among educational leaders in higher educational institutions of Assam is high.
29. Being compassionate as a leader is important because it shows love, care, and concern for the well-being of the people in higher educational institutions.

Magnanimity:

30. According to the results, 68.42% of educational leaders of higher educational institutions of Assam were found to have a high level of magnanimity, 30.26% have a normal level, and only 1.32% of educational leaders have a low level of magnanimity.
31. Magnanimity in thought helps educational leaders create a culture of kindness and respect. Thinking big and being generous leaves a lasting impact on the college

and allows educational leaders to leave a meaningful legacy through their leadership.

Optimism:

32. The study shows that 57.24% of educational leaders have a high level of optimism, 37.50% have a normal level, and only 5.26% have a low level of optimism. Overall, the level of optimism among educational leaders in higher educational institutions of Assam is high.
33. Optimism motivates educational leaders and boosts their confidence in achieving success for the institution. It helps them manage challenges and obstacles more effectively by encouraging proactive problem-solving and perseverance when things don't go as planned. Optimism fosters creativity and innovation, leading to inner peace. It also promotes good management practices in higher educational institutions.

The overall Levels of Spiritual Intelligence of Educational Leaders:

34. 76.32% of the educational leaders were found to have a high level of spiritual intelligence, 21.71% had a normal level, and 1.97% had a low level of spiritual intelligence.

6.11.3 Dimensions wise major findings and discussions of the results related to Objective No.3 in regards to Educational Managerial Skill of Educational Leaders of Higher Educational Institutions of Assam

Planning:

35. The present study found that 97.37% of the educational leaders in higher education have a high level of planning skills, 2.63% have a normal level, and none of the educational leaders have a low level of planning skills.

Organizing:

From the present study, 96.05% of educational leaders are found to have a high level of organizing skill, 2.63% have a normal level, and only 1.32% of educational leaders have a low level of organizing skill.

Staffing:

36. 95.40% of the Educational Leaders in higher educational institutions have a high level of staffing skills, while 4.60% have a normal level, and none of the Educational Leaders have a low level of staffing skills.

Directing:

37. 99.34% were found to have a high level of directing skill, only 0.66% were found to have a normal level, and no educational leaders were found to have a low level of directing skill. As a result, it can be inferred that the directing skills of educational leaders in higher educational institutions are high.

Coordinating:

38. 98.02% of the educational leaders were found to have a high level of coordinating skill, only 1.98% were found to have a normal level, and no educational leaders were found to have a low level of coordinating skill.

Budgeting:

39. 96.71% of educational leaders have a high level of budgeting skill, 3.29% have a normal level, and none have a low level of budgeting skill.

Evaluation:

40. The present study shows that 94.74% of the educational leaders in higher educational institutions of Assam have a high level of evaluation skill. Only 5.26% have a normal level of evaluation skill, and none of the educational leaders have a low level of evaluation skill. Therefore, it can be concluded that the

evaluation skills of educational leaders of higher educational institutions of Assam is high.

Major findings of the overall Levels of Educational Managerial Skill of Educational Leaders of higher educational institutions of Assam

41. 98% of the Educational Leaders were found to have a high level of educational managerial skill, 2% were found to have a normal level of educational managerial skill, and none of the Educational Leaders had a low level of educational managerial skill.

6.11.4 Findings related to objective No 4:

Major findings of impact of Emotional Intelligence (EI) of Educational leaders on Management of Higher Educational Institutions

42. The findings reveal that EI has a significant positive impact on the management practices of higher educational institutions by educational leaders. The unstandardized regression coefficient (B) for Emotional Intelligence (EI) was .810, with a standardized beta coefficient (β) of .926. The t-value for this predictor was 30.008, and the corresponding p-value was $p = .000$, indicating that EI has a significant positive contribution to the management of higher educational institutions.

6.11.5 Findings related to objective No. 5:

Major findings of impact of Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions

43. The findings revealed that SI has a significant positive impact on the management practices of higher educational institutions by educational leaders. The regression unstandardized coefficient (B) for Spiritual Intelligence (SI) was 0.783, with a standardized beta coefficient (β) of 0.874. The t-value for this predictor was 22.069, and the corresponding p-value was $p = 0.000$, indicating that SI has a significant positive contribution to the management of higher educational institutions.

6.11.6 Findings related to objective No. 6:

Major findings of combined impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions

44. The findings of the regression analysis revealed that there was a significant combine impact of EI and SI on management of higher educational institutions of Assam. The regression coefficient for Emotional Intelligence (EI) was $B=0.102$ with a standardized beta coefficient (β) of 0.114. The t-value for this predictor was 7.188, and the corresponding p-value was $p=0.000$, indicating that EI has a significant positive contribution to the management of higher educational institutions.
45. Similarly, the regression coefficient for Spiritual Intelligence (SI) was $B=0.717$, with a standardized beta coefficient (β) of 0.820. The t-value for SI was 3.223, with a p-value of $p=0.002$. This indicates a strong and significant positive effect of spiritual intelligence on the management of higher educational institutions. Educational leaders who exhibit higher levels of spiritual intelligence tend to demonstrate more effective management practices.

6.12 Educational Implications of the Study:

1. This study will greatly help educational leaders to understand the different dimensions of management and its significance in the management process. The present study shows that the majority of educational leaders are using various techniques and strategies for successful management.
2. This study can help develop an in-depth understanding among different stakeholders in education about the self-development strategies used by heads of higher educational institutions to achieve institutional success.
3. The present research shows that the majority of educational leaders possess a high level of planning skills, which play a vital role in the smooth functioning of higher educational institutions. The results can guide teachers—who are future educational leaders—in enhancing their managerial skills.
4. *The results show that educational leaders always try to maintain good relations with everyone in the institution, which leads to a more cooperative work culture.*

These results can provide direction for taking necessary steps to reduce relationship conflicts in higher educational institutions.

5. The findings of the study prove that the majority of educational leaders possess a high level of magnanimity and a benevolent attitude, which is a positive sign for higher educational institutions. This can help various stakeholders take necessary measures to further enhance the positive attitudes among educational leaders in these institutions.
6. The study results revealed that Emotional Intelligence (EI) and Spiritual Intelligence (SI) have a significant positive impact on the management of higher educational institutions. This knowledge can help educational leaders make appropriate decisions for effective educational management practices in their institutions.
7. The results of the present study will help various stakeholders, including educational leaders and administrative personnel from colleges and universities of education, to conduct further studies using other independent variables, which can enhance the higher education management system.
8. The findings of the research may help educational leaders become aware of their strengths and weaknesses and modify their behaviour accordingly.
9. This study may be helpful for educational leaders in developing Emotional and Spiritual Intelligence and in adopting appropriate practices for their enhancement.
10. This study may provide useful insights regarding emotional and spiritual intelligence and their benefits for national policymakers.
11. This study may help national curriculum planners incorporate various aspects of emotional intelligence and spiritual intelligence.
12. The results of the study may help educational leaders manage their institutions effectively through proper utilization of all forms of resources.

6.13 Suggestions for further study:

1. The present study is conducted only in Assam; similar studies may be conducted in other states of India.
2. The present study is limited to college principals only. Similar studies may be conducted for school principals.

3. A comparative study between educational leaders from two states can also be conducted, which will provide a basis for comparison with the present study.
4. Studies may be conducted with other variables that impact the educational management of higher education institutions.
5. This study was confined only to college principals' educational managerial skills; a similar study may be conducted on the Heads of Departments (HODs) of different departments in higher educational institutions.

6.14 Conclusion:

The present study has been designed to study the Emotional Intelligence (EI), Spiritual Intelligence (SI), and Educational Managerial Skills of educational leaders and their impact on the management of higher educational institutions, specifically the principals of colleges of Assam. To gain a deeper understanding of the phenomenon, the viewpoints of these educational leaders on EI and SI in the context of managing higher educational institutions were also collected.

Higher education is an important investment in human capital, which plays a significant role in the overall growth of a nation. It can be considered a specialized form of human capital, which is directly, contributes to the development and progress of society. For human capital to flourish in higher educational institutions, effective and systematic management is essential. Educational management is a complex human endeavor where various resources are organized and utilized to achieve the desired objectives. Since it involves human elements, it should be planned thoughtfully, without solely focusing on rigid mechanical and physical principles. The performance of educational leaders is significant to the success and improvement of institutions. Their life philosophy, management styles, and decision-making approaches leave a positive and lasting impact on the effective functioning of the higher educational institutions. Leadership acts as the driving force, energizing and guiding the institution towards its goals.

Effective leadership is strongly impacted by Emotional Intelligence (EI), which plays a significant role in decision-making, communication, empathy, and relationship management. Leaders with high EI are better able to understand and regulate both their own emotions and those of others, which enhances their effectiveness in leadership roles.

This ability to comprehend and manage emotions which is essential for successful leadership, as it fosters positive interpersonal relationships.

However, the researcher was curious to know about the educational management and administration system in the field of higher educational institutions in regards to the educational leaderships and the impact of Emotional and Spiritual Intelligence on it, for that several questions, objectives and hypothesis were framed to get the clear picture of the research. Emotional Intelligence helps educational leaders to become self-aware which leads to a better decisions making for the overall growth of the higher educational institutions. Emotional Intelligence also helps to understand own feelings and thoughts as well others, which directly helps educational leaders to lead educational institutions in an effective manner. Spiritual Intelligence enhances the thought processes and helps the educational leaders to channelize their thoughts of direction for the productive outcome of the higher educational institutions. Spiritual Intelligence elevates the level of consciousness, which leads to the self-realization in oneself and that brings unselfish nature and the felling of compassion. It is revealed from the findings of the present study that majority of the educational leaders posses a high level of Spiritual Intelligence, which is significantly impact in their educational leadership in terms of educational management. EI and SI both are complimentary to each other; from the study it is found that both the Intelligence helps educational leaders in their successful and impactful Leadership. When this two intelligence found in leader it is a great sign to become highly successful in the field of Leadership or any other field which is evidenced from the current study also supported by many related literature. It is also observed from the current study that majority of the educational leaders' posses a high level of EI and SI.

Finally the Study revealed that the roles of educational leaders are vital in the higher educational institutions. Without educational leaders it is impossible to regulate and get success in the higher educational institutions. The management of higher educational institutions is significantly impacted by Emotional Intelligence and Spiritual Intelligence of the educational leaders of the higher educational institutions of Assam.