

CHAPTER -1

INTRODUCTION

1.1 Introduction:

The main purpose of this chapter is to explain the research-related terms, the rationale for conducting the present research study and the definitions of the keys used in the study. This chapter also highlighted the study's primary research questions, objectives and hypothesis. The last part of this chapter mentioned the delimitations of the study.

1.1.1 Higher Education and Educational Management:

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. Higher education is an important form of investment in human capital. In fact, it can be regarded as a high level or a specialised form of human capital, contribution of which to economic growth is very significant. It is rightly regarded as the "engine of development in the new world economy" (Castells, 1994). Higher education plays significant role in the rapid industrialization of the economy, by providing manpower with professional, technical and managerial skills. In the present context of transformation into knowledge societies, higher education provides not just educated workers, but knowledge workers to the growth of the economy. The most significant benefit is that higher education facilitates knowledge creation, absorption, and dissemination through research and instruction. It also helps in the formation of a strong nation-state and, at the same time, helps in globalization. Modern education is dynamic, multidisciplinary, and multidimensional. There are rapid changes, cultural, social, political, scientific, artistic and technological, in the present human society and they have their inevitable impact on education. Education is concerned with the emotional, social, physical, intellectual and spiritual development of human beings and it therefore cuts across the barriers of various subjects, disciplines and co curricular activities it has to deal with and the problems arising out of the needs, conditions and behaviours of students, teachers and other staff members. There are lot of communication, cooperation and collaboration issues which have to be sorted out for achieving the educational goals with specific objectives of the educational institutions.

Those educational objectives can be accomplished by proper management and administration in the higher educational institutions (Mohanty, 2014).

Educational management is systematic process which involves coordinating and utilizing many resources together and made available to accomplish the desired objectives of the higher educational institutions. It being mainly a human endeavour should be properly planned without emphasizing the rigid application of mechanical and physical principles. An educational institution is essentially a social organization where human relationships should have sufficient freedom and flexibility, as well as the necessary discipline and decorum. Management of education thus implies the practical measures of ensuring the system to work for achieving the objectives of an educational institution. Therefore, management of education means taking the steps required to ensure that the system works so that the objectives of an educational institution can be accomplished. To accomplishing goals in higher educational institutions required human resources and human resources comprise all staff members, including teachers, researchers, assistants, students, parents, community members, governing or managing body members, and departmental leaders. The individuals involved in the process should be provided with adequate facilities for reaching the highest levels of achievement and for improving the professional growth to the maximum. To be effective and efficient, an educational institution's organization must ensure that the right individuals with the appropriate skills are present at the right time and place to perform the necessary tasks and services. For this purpose, it is essential to identify the human resource needs, determine the appropriate personnel selection criteria, and make suitable forecasts of future requirements. There are issues related to working conditions, promotion prospects, appointments and transfers, motivation and job security, career development, and so on, which require a proper sense of commitment, accountability, and involvement, as well as empathy, understanding, and cooperation, which can only handle by an efficient educational leader (Mohanty, 2014).

1.1.2 Educational Leader:

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).

From an educational and organizational perspective, educational leadership is essential due to its significant impact on both individual and group behavior. It does not rely on force or coercion. Consequently, educational leadership is viewed as a fundamental component of educational organizations, facilitating a transformation in work culture and motivating all members to invest effort in achieving the established goals. Educational leaders are key agents in driving academic performance and institutional success and its improvement. Their life philosophy, management methods, and decision-making approaches positively influence the effective operation of the educational institution (Deshmukh, & Naik, 2015).

1.1.3 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).

The primary goal of higher educational institutions is to assist students in acquiring various social skills. Mere status or power cannot engage employees in achieving the required tasks or finding effective ways to serve the institution's goals. Purposeful and effective leadership is essential for attaining institutional goals because it incorporates

power and responsibility. This is one of the major reason why leadership is indispensable in educational institutions (Hallinger, & Chen, 2014).

According to Cullbersto cited as Bhattacharya, 2012, “effective leadership involves responsibility and authority, and the main leadership acts are planning, initiating, managing, delegating, coordinating, decision-making, communicating and evaluating”. As the educational leaders plays multiple roles in the institutions, so, for smooth functioning of his every activities, the leader of the colleges are supposed to be very competent in each and every aspect of his life. In fact the process of educational management is not only limited to the organization; rather, it includes every sphere of the leader. The leader should be very compassionate, innovative, and passionate about the better function of educational management in the higher educational institutions. The educational leader should be very adaptive and well adjusted in any situation and circumstances of life, so that proper decisions are taken in right moment for the betterment of the higher educational institutions. In an organization, the process of management significantly determines the success or failure of that organization, and the leader plays a very vital role in properly regulating and executing that organization. From an organizational point of view, leadership is vital because it has a powerful influence on individual and group behaviour. Leadership is path finding; management is path following. Leadership is about doing the right things, and management is about doing the things right. Thus, leadership can be perceived as a key element in the educational organization or educational management that assists in bringing about change in the work culture so that all personnel are motivated to work hard to achieve the desired success for the higher educational institutions. Leaders’ philosophy of life, their styles of management, their ways of decision-making etc, create good and positive impact on the effective functioning of the organization (Bhattacharaya, 2012, p.11-12,166). But to functionalize and regulate the management in the organization is not a very easy job for the leader; therefore, the educational leaders are expected to possess some specific qualities and attributes which makes them special in their works.

Furthermore, educational leadership ensures that an educational organization stays on the right track. It also generates interest among all employees and inspires them to take on responsibilities willingly. Educational leadership emphasizes the importance of each individual within a collective effort. Educational leadership largely depends on the

followers or subordinates within an educational setting. For example, in a college, the principal serves as the leader (Bhattacharya, 2012, p.164-184).

1.1.4 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**

Good's Dictionary of Education defines leadership as "the ability and readiness to inspire, guide, direct, or manage others." Bartky and Ralph M. Stogdill state, "Leadership is a process of influencing the activities of an organized group in the tasks of goal setting and goal achievement." The concept of educational leadership is dynamic and evolves with changing demands and needs. For some, leadership means providing direction or guidance; for others, it simply means influencing others. Some believe leadership includes achieving goals, while others view it as the process of formulating goals. A true leader transcends individual interests, uniting people with a common purpose (Singh, 2018, p. 22-43).

Table 1: Greenberg and Baron (2004) listed some traits, which are shown in the table:-

<i>Traits/Characteristics</i>	<i>Description</i>
<i>Drive</i>	<i>Desire for achievement, ambition, high energy and initiative</i>
<i>Honesty</i>	<i>Trustworthy, reliable and openness</i>
<i>Leadership Motivation</i>	<i>Desire to influence others to reach shared goals</i>
<i>Self-confidence</i>	<i>Trust in one's abilities</i>
<i>Cognitive ability</i>	<i>Intelligence, ability to integrate and interpret large amounts of information</i>

<i>Traits/Characteristics</i>	<i>Description</i>
<i>Knowledge of the field</i>	<i>Knowledge of the field and relevant technicalities matters.</i>
<i>Creativity</i>	<i>Capacity to come up with original ideas.</i>
<i>Flexibility</i>	<i>Ability to adapt to the needs of followers and the situation.</i>

Every educational institution operates based on specific rules and regulations, some of which are universal and commonly followed worldwide. To better understand this, we can draw an analogy with the human body: just as the mind regulates the body's functions, leaders regulate the functioning of educational institutions. Without a leader, an institution cannot function effectively; the principal is the most important person in a college, as the success or failure of the institution largely depends on their academic and administrative leadership.

Some of the following traits are also essential for educational leaders:

- **Intelligence**
- **Administrative ability**
- **Emotional stability**
- **Energy and enthusiasm**
- **Accommodation and adaptability**
- **Good interpersonal relations**
- **Co-existence with subordinates**
- **Objectivity**
- **Develops team spirit**
- **Willingness to spirit Personal sacrifices to assist subordinate**

The principal of a college serves as the chief executive, making their role essential to the institution's operations. The college's performance largely depends on the principal's personality, interests, ethos, perceptions, and attitudes. Therefore, careful consideration and sound judgment are crucial when assuming the role of a principal. 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.

1.1.5 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 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).

1.1.6 Functions of an Educational leaders in higher educational institutions:

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

1.1.6.1 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**

Since Independence, we have encountered many changes in every sphere of our lives, such as emotional, social, spiritual, economic, political, cultural, and technological. 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 human mind regulates the human body, and the mind functions through intelligence. One's intelligence often determines the success or failure of life, and leaders should embody unique qualities in terms of their personality. The physical aspects of life are reflections of our mind, and thinking patterns and emotions are central to one's personality. These thinking patterns and emotions are largely regulated through intelligence. One cannot operate merely like a machine; individuals have their psychological interpretations, needs, aspirations, relationships, etc. Educational management emphasizes the importance of creating an environment where people can perform with mutual understanding and cooperation to achieve the goals set for an educational institution. In this way, educational management can enhance the efficiency and performance of individuals, while also seeking effective methods to utilize all available resources (Bhattacharya, 2012, p.6). Thus, a leader must possess a dynamic and flexible mental state, as intelligence enhances an individual's adaptability. 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. The brain provides us with sensations of touch, sight, smell, and language. It serves as the repository for our memories, and it regulates the rhythm of our heartbeat, the frequency of our perspiration, the pace of our respiration, and several other physiological processes. Its peripheral nerve fibers extend to all areas of the body, serving as the connection between our internal experiences and the external environment. The brain possesses these capabilities due to its complexity, flexibility, adaptability, and self-organization (Zohar, 2012, p. 39-40).

Zohar's explanation clearly shows that our brain functions through different types of intelligence, and a leader must possess unique qualities in terms of intelligence. In performing any activity, human intelligence plays a vital role, as it is one of the essential components of human survival. Without intelligence, human life is just like a body without consciousness. We survive in this world with an understanding of the different, complex and mysterious aspects of life. We face a variety of problems and difficulties in our daily lives, and sometimes we solve and face those problems and difficulties very efficiently with the help of our intelligence (Zohar, 2012).

Intelligence is the capacity to acquire and apply knowledge and skills. It means being able to learn from experiences and use that knowledge to adapt and perform well in different situations. The term 'intelligence' originates from the Latin word *interlegere*, meaning 'to select' or 'distinguish.' Intelligence is a broad cognitive capacity that includes reasoning, planning, problem-solving, abstract thinking, the comprehension of complex concepts, rapid learning, and experiential learning (Sethi, & Rani, 2018, p.205).

A group of scientists, known as 'Lumpers,' view intelligence as a single, unified capacity. In contrast, another group, referred to as 'Splitters,' argues that intelligence is divided into

various distinct cognitive abilities. However, most experts agree that intelligence includes a range of different attributes. **Robert J. Sternberg** proposed the *Triarchic Theory of Intelligence*, which categorizes intelligence into three components: *analytical, creative, and practical intelligence*. **Howard Gardner**, on the other hand, introduced the *Theory of Multiple Intelligences (MI)*, classifying intelligence into eight distinct types: *linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic, which refers to the ability to understand both natural and artificial systems*. A group of scientists led by **J.P. Guilford** identified that the structure of intellect comprises four contents, five operations, and six processes. The group identified 120 distinct combinations of talents from the final 180 components contributing to intelligence (Singh, 2017, p. 4-5). In his book *Multiple Intelligences*, Harvard's Howard Gardner argues that there are at least seven distinct types of intelligence, encompassing musical, spatial, and athletic abilities, as well as rational and emotional intelligence. However, Zohar (2012) argued in his book that all our potentially infinite intelligences can be linked to one of three fundamental neural systems in the brain. Furthermore, all the intelligences described by Gardner are essentially variations of the core IQ, EQ, and SQ, along with their corresponding neural configurations (Zohar, 2012, p. 4). Emotional Intelligence (EI) is recognized as a crucial factor in the ability to understand the emotions of others, which is a significant characteristic of all successful individuals. The origins of Emotional Intelligence can be traced back thousands of years to the era of Plato, the classical Greek philosopher and mathematician born around the fourth century BC. He stated, '*All learning is fundamentally rooted in emotion*' (Singh, 2017, p. 6).

1.1.7 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, and Rani, 2018, p. 216).

Research and experiments conducted in the 1990s challenged the dominance of intelligence and its measurement through IQ, proposing instead the concept of emotional intelligence and its measurement through EQ. Studies suggest that emotional intelligence (EQ) may be a more significant predictor of success than cognitive intelligence (IQ). The emotional brain governs attention, stores long-term memories, and sets priorities. Thinking and feeling are inherently interconnected; one cannot exist without the other. Action, emotion, and cognition are interrelated and influence one another. Individuals actively make decisions regarding their emotional states.

Goleman has adapted **Salovey and Mayer's** model into his version. **Goleman's** adaptation includes these five basic emotional (personal) and social competencies:

i) Personal Competencies: Self-awareness, Self-regulation and Self-motivation, Social Competencies, Social skills. 1. Self-awareness: Emotional awareness, Accurate Self-assessment, Self-confidence. 2. Self-regulation: Self-control, Trustworthiness, Conscientiousness, Adaptability, Innovation. 3. Self-motivation: Achievement drive, Commitment, Initiative, Optimum. 4. Social Competencies: Empathy, Social skills. 5. Empathy: Understanding others, developing others, Service orientation, Leveraging Diversity, and Political awareness. 5. Social skills: Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building bonds, Collaboration and Cooperation, Team capabilities. Emotional intelligence is crucial for both individuals and

society. A significant body of research shows that an individual's ability to perceive, understand, and manage emotions forms the foundation of the social and emotional skills necessary for success in nearly every profession. As the pace of change accelerates and workplace demands intensify, affecting cognitive, emotional, and physical resources, this set of abilities will gain even more significance (Kaur, 2015 p. 12-13).

1.1.8 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 organisation are those who are dedicated, passionate, enthusiastic and morally, intellectually, emotionally and spiritually energetic in their profession and towards their organisation. A Sound education is expected to provide ways and resources for attaining the growth of body, soul, mind, and spirit. The most important director for this transform is the educational leaders of that educational organisation. No educational reform can be successful without good-quality educational leaders in an organization. Good leaders have different abilities to learn and apply various types of knowledge, skills, and expertise. They use these abilities as resources to improve the efficiency of the management process. As such, leaders are the torchbearers in

producing social unity, countrywide and global integration, and a learning society. Leading or managing anything is a very complex process for which leader should have to be possess higher dimension of knowledge which will makes the leader and managing ability more effective and beneficial for the organisation as well as for the society (Rao, 2008, p.39).

According to Noble (2000) spiritual intelligence includes “an openness to unusual and diverse experiences broadly labelled ‘spiritual’”, as well as a continuous attempt to understand the meaning of these experiences in the various aspects of one’s life and “the awareness that the whole is always greater than the sum of its parts, no matter how cherished a part might be.”

Spiritual intelligence would enable us to see things as they are, free from unconscious distortions (the actions of giving a misleading account or impression). In contrast to wishful thinking or grasping for certainty, exercising spiritual intelligence implies facing existential realities such as freedom, suffering, and death and grappling (engage in a close fight or struggle without weapons) with the perennial (living for several years) quest for meaning. For many people, spiritual intelligence also implies aesthetic sensitivity and appreciation (recognition and enjoyment of the good qualities of someone or something/ a full understanding of a situation) of beauty. Physically, spiritual intelligence is sometimes associated with sensitivity to subtle (especially of a change or distinction) energy currents in the body. Practices such as meditation, yoga, and martial arts that quiet the mind can expand awareness and refine perceptual sensitivity to energy, sound, light, and subtle levels of consciousness (Vaughan, 2002, p.21).

Spiritual Intelligence refers to the skills, abilities and behaviours required to find a moral and ethical path, to help through life, which ensures commitment, connectedness and harmony with our inner-self, inter-personal relationships and with the cosmos. It is defined as “Soul’s intelligence with which we make ourselves whole and succeed in search for meaning in life resulting in the context of a broadened (become larger in distance from side to side, widen) vision (Khurana, 2010, p-212).

According to a study by King (2008), as cited in Rao (2008, p. 45-46), four core capacities or capabilities of Spiritual Intelligence are suggested:

1. **Critical Existential Thinking:** The ability to think critically about reality, space, the universe, time, survival, and other metaphysical or existential issues. It also includes the capacity to critically analyze non-existent matters in relation to one's survival (i.e., from an existential perspective).
2. **Production of Personal Meaning:** The capacity to derive individual meaning and purpose from all mental and physical experiences, and to establish and govern one's life purpose.
3. **Transcendental:** Referring to the spiritual domain, this is the ability to identify the relationship between transcendent dimensions or patterns of the personality (i.e., a transcendent or transpersonal self), others, and physical humankind (e.g., non-materialism). It involves transcending the range of standard or physical human experience.
4. **Conscious State Expansion:** The ability to enter and depart superior states of consciousness (e.g., purity, cosmic consciousness, oneness, unity), as well as other abstract states (e.g., meditation, deep contemplation, prayer) at one's discretion.

According to a study by Amram and Dryer (2008, as cited in Rao, 2008, p.49), they later acknowledged five constructs of spiritual intelligence: Consciousness, Transcendence, Grace, Meaning, and Truth.

1. **Consciousness:** Consciousness is the ability to elevate awareness, access intuition, and integrate diverse perspectives to enhance daily functioning and overall well-being.
2. **Transcendence:** Transcendence refers to the ability to align the ego with a sense of relatedness and wholeness, thereby enhancing functioning through the use of the sacred and experiencing beyond the normal or physical level.
3. **Grace:** Grace is a trait that involves expressing gratitude or love for life. It draws on the inspiration, joy, and beauty present in every moment to improve situations.
4. **Meaning:** Meaning is the ability to connect events and actions to personal values, forming interpretations that support functioning and happiness, even in the face of pain and suffering.

5. **Truth:** Truth is the ability to be present, live authentically, and accept facts. It manifests as openness, humility, presence, and trust, simplifying daily life and enhancing well-being.

1.1.9 Direction of Spiritual Intelligence:

Spiritual intelligence imparts higher conscious knowledge to an individual. It promotes an individual's holistic development and leads to greater self-awareness and conscious living. We are at the pinnacle of human evolution and living a standard life in this technological era because we have all of the equipment and processes that make human life more convenient than previous generations have ever been in this world. Though we are at the pinnacle of evolution, we are also at the pinnacle of intelligence, which we have accumulated over many generations in this world. However, due to a lack of proper knowledge and conscious awareness, we deviated from our actual life tasks and began to give more importance to the external, materialistic world dominated by mechanical machines. Human beings with these influences become compulsive in life and are not able to utilize all their potential in a better manner due to compulsive living. Spiritual intelligence is the highest level of intelligence and is a combination of rational and emotional intelligence. The primary concerns of spiritual intelligence are to be aware of everything in the universe. This cosmos is made up of energy, which is the unified form of the spirit. In Maslow's 'A Theory of Human Motivation,' one of the five essential needs of an individual is 'self-actualization,' which means becoming fully conscious and aware of one's own self. Spiritual intelligence enables us to recognize and accept our true selves. The above-mentioned lines clearly indicate the direction of spiritual intelligence; it primarily leads us to become fully aware of ourselves as well as others. It is directed at the untidiness of everything in this world. We are all somehow related to each other, which makes us able to realize the true meaning of life. It is directed towards the minimization of conflict within and between others. It spreads love, joy, happiness, brotherhood, delight, and blissfulness to everyone. It is aimed at improving the mental health of the entire world. It enables us to minimize our psychological conflicts in the mind. It channelizes our thought processes in the proper direction. It makes us understand and distinguish between the body, mind, and the spirit or the pure consciousness of an individual. It clears our minds, allowing us to devote more time to productive and interesting work (Sutradhar & Roy 2021, p.176).

1.2 Rationale of the Study:

Educational leaders are the key interconnecting link between educational institutions, student communities, society, and the world, serving as the cornerstone of educational management. In today's democratic setup, only a democratic administrator or leader can achieve success. Such a leader must have a comprehensive understanding of the various aspects of education, management, and life. They should also possess the ability to adapt to any circumstances or situations of life. The management style adopted by educational leaders largely determines the effectiveness of higher educational institutions. Moreover, the quality of leadership and managerial skills possess by educational leaders significantly impacts the overall success of educational management in the higher educational institution (Selva Rethinam, 2008, p. 117-119). The role of educational leaders in the present day has evolved significantly; their responsibilities are vital and demanding worldwide. To bring about a truly successful transformation and enhance the quality of education, it is essential to have exceptional leaders with strong management skills and competencies across all aspects of life (Kumari, M., 2017, p. 31). The psychological aspects of life play a crucial role in regulating human behavior. A leader, who holds a significant position in society, must possess unique qualities related to psychological attributes. The researcher found that intelligence is one of the essential components of effective organizational leadership (Singh, 2017). Numerous studies indicate that IQ alone is not sufficient for successfully managing life and the workplace. Other dimensions of intelligence also play a significant role in achieving success. The researcher reviewed and found that spiritual intelligence is a new dimension of intelligence, emerging after emotional intelligence. Leaders must exercise extreme caution in all aspects of educational management. Consequently, they must make decisions with a thorough understanding of the situation. In this context, the researcher is curious to explore whether emotional and spiritual intelligence play a significant role in the success of institutional management in the higher educational institutions.

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. Emotional intelligence fosters empathy towards others and enables individuals to become better human beings. In this regard, it is important to assess the level of emotional intelligence in educational leaders to understand its significance in educational leadership and its impact on institutional management.

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 educational 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, Policies (specially, NEP2020) 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 variable 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 percent 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*. 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 in the higher educational institutions (Sarma, 2013, p. 9–10).

1.3 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 review 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”.

1.4 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?

1.5 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.

1.6 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.

1.7 Operational Definitions:

2. **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.
3. **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**

1. **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**

1.8 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.