CHAPTER-2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter aims to provide background information, a theoretical foundation, and empirical support for the research undertaking. Major objective for conducting this research study is to study whether, Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders has any impact on the Management of Higher Educational Institutions. Additionally, it seeks to explore the viewpoints of these leaders on Emotional and Spiritual Intelligence in the context of managing higher educational institutions. To identify relevant literature and address research gaps, this chapter is categorized into four sections for better comprehension and to establish a strong foundation for this study. These sections are discussed in detail as follows:

2.2. Studies Related to Educational Management Conducted in India

2.3. Studies related to Educational Management Conducted in Abroad

2.4. Studies Related Emotional Intelligence (SI) and Spiritual Intelligence (EI) Conducted in India

2.5. Studies Related Emotional Intelligence (SI) and Spiritual Intelligence (EI) Conducted in Abroad

2.2. Studies Related to Educational Management Conducted in India

Marak (2013) a research study was carried out to understand educational leadership among secondary school teachers. The main objective of the study was to explore the leadership qualities and experiences of teachers based on gender, location, and the subjects they teach. The study used a descriptive survey method. The key findings showed that male teachers had slightly better leadership qualities than female teachers. Similarly, teachers in rural areas showed slightly better leadership qualities than those in urban areas. Also, trained secondary school teachers had much better leadership qualities than untrained teachers.

Kalai (2013) a study was conducted on the management practices in secondary schools and their impact on the in-service training of head teachers. It focused on Kitui and Machakos districts in Kenya. The main objective of the study was to explore the management practices in secondary schools and its impact on the in-service training of head teachers. The study found that secondary school teachers with 10 years of experience showed slightly better leadership in education than those with less than 10 years of experience.

Teggi (2010) the main objective of the study was to understand how principals of colleges of education guide their teams and how their leadership affects job satisfaction, personal performance, and the work culture of the institution. The study found that principals who are older than 40 showed better leadership skills compared to those younger than 40. Also, principals with more than 15 years of teaching experience were more effective leaders than those with less than 15 years of experience.

Abgoli (2009) a research study was conducted to understand how head teachers' leadership styles affect school effectiveness. The results showed that most leadership styles had a negative impact on school effectiveness. However, the transformational leadership style had a strong positive impact. The study also found that leadership style plays an important role in determining school effectiveness. Based on these findings, the study suggests that head teachers should follow a transformational leadership style to improve school quality and effectiveness.

Selva Rethinam (2008) the study was done to understand how elementary and middle school headmasters manage education. It also explored at whether their experience affected their management skills. The results showed that there is no connection between a headmaster's experience and how they manage the school.

Mourkani (2006) a study compared how well high school administrators in Iran and India lead their schools, focusing on job values and school environment. The main results showed that in Iran, teachers' opinions about leadership effectiveness were strongly influenced by their gender, but this was less noticeable in India. However, the work experience of teachers did not have a major effect on how they judged their principals' leadership in either country.

2.3. Studies related to Educational Management Conducted in Abroad

Fatimah & Syahrani (2022) research on leadership strategies for overcoming educational problems was conducted using a qualitative approach, with library research or literature study as the primary method. The study found that, to create a good learning environment in schools, leaders need to use proper strategies to overcome leadership challenges.

Bush (2022) the study on succession planning for school principals, titled 'System Control or Leader Agency?', revealed that transformational leadership is crucial due to its impact on policy implementation, goal setting, and the modeling of behavior, all of which are evident in the school climate.

Ali, Tafera & Yayeh (2021) a research study on 'Servant Leadership Practices Among Secondary School Teachers in East Darfur State, Eldaien Locality' revealed a lack of servant leadership practices, indicating that ongoing efforts are needed to enhance the leadership capabilities of school principals.

Nellitawati & Ermita (2021) a research study was conducted on the role of principals as leaders, innovators, and motivators in vocational high schools. The primary objective of the study was to examine the role of school principals in guiding teachers. The study employed a qualitative approach and revealed that the principal's role as a leader, innovator, and motivator is effective. However, it is essential to enhance the principal's involvement in leadership, innovation, and motivation to further improve the quality of education.

Khadka (2020) a research study was conducted on the role of principals as leaders, innovators, and motivators in vocational high schools. The primary objective of the study was to explore how school principals guide their instructors. The study employed a qualitative approach, revealing that the principal's role as a leader, innovator, and motivator is effective. However, it is essential to enhance the principal's involvement in leadership, innovation, and motivation to further improve educational quality.

Connollyet, al. (2017) investigations into educational management and leadership indicate that these concepts are fundamental to understanding the organization within educational institutions.

Bush & Glover (2016) a research study on school leadership and management in South Africa was conducted, and it found that understanding the relationship between the two is important and has a positive impact on leadership and management.

Hallinger & Chen (2014) review of research on educational leadership and management in Asia: Educational Management, Administration, and Leadership. The major findings of the study indicate that expertise in educational leadership and management in Asia is still in the early stages of development.

Brinia (2012) conducted a research study on 'Men vs. Women: Educational Leadership in Primary Schools in Greece: An Empirical Study.' The paper was primarily based on a review of existing studies. The major findings of the study revealed that women still face stereotypes regarding their management abilities, with the most significant stereotype being the self-imposition they experience.

Hoy & Smith (2007) mentioned important key principle of a successful leader; these include attracting others by showing kindness, respect, and celebrating achievements, which helps build influence. Leaders should also practice reciprocity, meaning helping others who help them, and encourage colleagueship by earning respect from peers. Commitment to public promises motivates action, while expertise in a subject earns respect. Leaders should understand that people value what is scarce, trust those they believe in, and expect fairness. Confidence in one's abilities leads to success, and maintaining optimism also contributes to achieving goals.

Spendlove (2007) a study was conducted on the competencies required for effective leadership in higher education. It explored the importance of people skills, including the ability to communicate, as well as a systematic approach, for effective leadership.

Hartley (2007) a research study was conducted on the emergence of distributed leadership in education, which found that there was little evidence of a direct causal

relationship between distributed leadership and pupil attainment. However, it was observed that single leadership can make a difference in pupil attainment.

Blackmore (2006) a research study was conducted on the Breaking Down Diversity in Educational Management and Leadership, In this study, the major finding was that 'inclusivity' is very important in educational management, administration, and leadership.

Kalai (2006) conducted a research study on Educational Management Practices in Secondary Schools and their Implications for the In-Service Training of Head Teachers. The major objective of the study was to identify various strengths and weaknesses in educational management practices in secondary schools. The major findings of the study revealed significant differences in all aspects of educational management practices across six management tasks: (I) Student Support and Progression, (II) Curriculum Transaction and Evaluation, (III) School Organisation and Management, (IV) Curriculum Design and Planning, (V) Research, Development, and Extension, and (VI) Infrastructure and Learning Resources.

Cardno (2005) a research study was carried out on leadership and professional development, which explored the significance of actively managing professional development for effective educational leadership.

Meka (2022) a research study was carried out on the Indian higher education system. The major objective of the study was to examine the administrative aspects of higher educational institutions. The key findings of the study revealed that Indian higher educational institutions are virtually identical to top-tier international universities in terms of their procedures. The main differences, however, were observed in the areas of funding, governance, teaching, research, and finance.

2.4. Studies Related Emotional Intelligence (SI) and Spiritual Intelligence (EI) Conducted In India:

Awasthi (2019) a research study was conducted on the enhancement of spiritual intelligence in teachers and its effects on self-efficacy. Spiritual intelligence primarily focuses on promoting a peaceful life and has a positive impact on self-efficacy.

Sharma & Upadhyaya (2018) conducted a research study on the 'Impact of Spiritual Intelligence and Emotional Intelligence on Learning with the Mediating Effect of Curiosity' and found that Spiritual Intelligence and Emotional Intelligence have a positive and significant impact on Learning, with Curiosity serving as a mediating factor.

Vats & Gupta (2018) conducted a research study on the 'Impact of Spiritual Intelligence on the Work Ethics of Secondary School Teachers' and found that spiritual intelligence plays a vital role in enhancing the quality of work among teachers. It helps them embody certain principles that guide their work behavior, leading them to consistently produce high-quality work.

Kinkhabwala (2018) the research conducted on the spiritual learning and teaching applications of Jagadguru Adi Shankaracharya in the field of management revealed that his spiritual teachings have had a significant impact on the management sector.

Kumari (2017) a research study was conducted on the teacher effectiveness of secondary school teachers in relation to teacher competence and spiritual intelligence. The major findings of the study indicated that spiritual intelligence is positively and significantly related to teacher effectiveness.

Qamar Saleem et al. (2017) a research study was conducted on spiritual intelligence in teacher educators, and it was found that age and experience play a significant role in understanding spiritual intelligence and its importance in life.

Pant & Srivastava (2017) a research was conducted on Impact of Spiritual Intelligence, Gender, and Educational Background on Mental Health among College Students', and it was found that there was no significant difference between males and females in terms of spiritual intelligence. However, it positively impacted the mental health of the students.

Das (2016) carried out a research study on 'A Study on Emotional Intelligence in Relation to General Intelligence and Spiritual Intelligence,' which explored the relationship between emotional intelligence (EQ), general intelligence (IQ), and spiritual intelligence (SQ) among student teachers. The study found no significant relationship between emotional intelligence and general intelligence. However, it identified a significant relationship between emotional intelligence and spiritual intelligence. It is

concluded that the development of EQ, IQ, and SQ will benefit student teachers, their families, communities, institutions, and society as a whole.

Deb (2016) a study was conducted on spirituality among Indian university students in relation to socioeconomic status, religious background, social support, and mental health. The findings revealed that spirituality and spiritual domains, such as belief and the sense of connection with a higher supernatural power, are associated with better mental health among the students.

Srivastava (2016) analyzed and synthesized the meaning of spiritual intelligence and mentioned that it helps teachers identify their highest potential and strengths.

Devi et al. (2016) conducted a research study on spiritual intelligence in relation to adjustment among college students and found that spiritual intelligence is positively related to the capacity for adjustment, influencing the quality of adjustment as well.

Kaur (2015) a research study was conducted on the teaching competence of student-teachers in relation to General, Emotional, and Spiritual Intelligence. The study found a positive and significant correlation between teaching competence and emotional intelligence, as well as between teaching competence and spiritual intelligence among student-teachers.

Padmanabhan (2015) the researcher conducted a study on Spiritual Intelligence among youth at management institutes in Pune city. The study explored the relationship between spiritual intelligence, stress, and age, and found that spiritual intelligence has a direct correlation with both stress and age. It was discovered that as age increases, spiritual intelligence also tends to increase.

Datt (2015) the main objective of the study is to study the spiritual intelligence of prospective teachers in relation to their stress. The study revealed that stress and age were partially positively and partially negatively correlated with spiritual intelligence.

Dhatt (2014) a research study was conducted on Spiritual Intelligence, Self-Efficacy, Emotional Intelligence, and the Achievement of Student Teachers. The study explored that Spiritual and Emotional Intelligence are significant factors in the academic success of students.

Ravikumar & Dhamodharan (2014) a research study was conducted on the 'Relationship among Emotional Intelligence, Spiritual Intelligence, and Psychological Resilience of Corporate Executives in India.' The study found a positive relationship among emotional intelligence, spiritual intelligence, and psychological resilience in corporate executives. It also revealed a significant impact of emotional intelligence on the psychological resilience of corporate executives, in relation to their spiritual intelligence.

Nath (2013) the purpose of the study was to examine the relationship between emotional intelligence and leadership effectiveness, as well as between emotional intelligence and leadership styles. Social awareness and relationship management, key components of emotional intelligence, have positive effects on leadership effectiveness. Additionally, social awareness and relationship management in emotional intelligence positively influence the Transformational Leadership style. The high correlation between emotional intelligence and leadership effectiveness indicates that a higher level of emotional intelligence is associated with greater leadership effectiveness.

Sing & Sinha (2013) conducted a research study on the 'Impact of Spiritual Intelligence on Quality of Life' and explored spiritually intelligent individuals can live the highest quality of life.

Kaur (2013) a research study was conducted on secondary school teachers, examining the variables of spiritual intelligence and organizational climate as predictors of life satisfaction and adjustment. The study found that spiritual intelligence has a positive and significant correlation with the life satisfaction of secondary school teachers.

Madan (2013) The researcher continued with Sri Sri Ravi Shankar's Art of Living program, with the main goal of understanding spiritual experiences in various contexts and investigating the effects of involvement with the Art of Living (AOL) organization on several personal variables. The findings of the study revealed that spirituality is the belief in a supreme, universal, or divine consciousness, the realization of the inner self, self-growth and enhancement, emotional equanimity, and more. Another central theme of the spiritual experience among youth was the Guru's role as a mentor, guide, or God.

Kaur (2011) conducted a research study on the mental health, emotional intelligence, and spiritual intelligence of government and denominational secondary school teachers. The

study explored the significant and positive correlation between mental health, emotional intelligence, and spiritual intelligence.

Khurana (2010) a research study was conducted on the Spiritual Intelligence (SI) of adolescents in relation to their self-esteem, gender, and personality. The major objective of the study was to examine the effects of self-esteem, gender, and personality on SI, and it was found that self-esteem has a positive correlation with Spiritual Intelligence.

Vadivelu (2009) a research study was conducted on the teaching aptitude and spiritual intelligence of student teachers. The main objective of the study was to examine the significant relationship between teaching aptitude and spiritual intelligence. The level of emotional and spiritual intelligence influences students' academic achievement.

Joshi (2008) carried out a research study on the relationship between Spiritual Intelligence and Emotional Intelligence-related abilities of teacher trainees in relation to their gender and various socio-educational factors. The major finding of the study was that Emotional Literacy, a component of Emotional Intelligence, is significantly related to Spiritual Intelligence.

2.5. Studies Related Emotional Intelligence (SI) and Spiritual Intelligence (EI) Conducted in Abroad:

Woenardi & Supratno (2022) carried out a study on the effect of Emotional and Spiritual Intelligence on teachers' work achievement in the Holy Christian School (SKKK) Bandung found that this research provides valuable information to all educational staff, including teachers and principals, in the Bandung region and throughout Indonesia. It highlights the importance of building and developing positive emotional and spiritual performance in teachers to improve educational services.

Winton (2022) the study carried out at how the emotional abilities of both leaders and followers affect job satisfaction. Its main goal was to directly explore how the leader-follower relationship influences the job satisfaction of followers. The main findings showed that both leader and follower emotional intelligence (EI) positively affect follower job satisfaction. Furthermore, the study found that when leader and follower EI are more similar, the impact on job satisfaction is stronger.

Ahad, Mustafa, Mohamad, Abdullah & Nordin (2021) conducted a research study on the work attitudes, organizational commitment, and emotional intelligence of Malaysian vocational college teachers. The main objective of the study was to explore the relationship between work attitudes, organizational commitment, and emotional intelligence among vocational college teachers in Malaysia. The study adopted a quantitative approach, and the major findings revealed a significant positive relationship between work attitudes, organizational commitment, and emotional intelligence.

Timang, Nadeak & Sihotang (2021) the study focused on the influence of the principal's managerial ability, training, and spiritual intelligence on teacher performance. The major findings of the study revealed that managerial ability, training, and spiritual intelligence have a significant and positive effect on teacher performance.

Di Fabio & Saklofske (2020) presented two research studies on the relationship between compassion and self-compassion with personality and emotional intelligence. The major findings of the study indicate that these findings show significant contributions between the key individual difference constructs of Emotional Intelligence (EI) and personality in relation to both compassion and self-compassion. Such findings are particularly relevant for building human capacity, which includes desirable qualities such as compassion. This, in turn, has implications for our interactions with others as well as for self-care. EI has been shown to be dynamic, meaning it can be increased or enhanced. Compassion appears to be one of the most powerful human emotions and expressions, with far-reaching implications for the self, others, and the world we live in. From this study, it is evident that Emotional Intelligence plays a critical role in building human capacity, and it can be significantly enhanced. Therefore, this intelligence is essential for leadership and for effectively leading a group.

Mahmood, et al. (2018) they studied the relationship between spiritual intelligence and human resource development and found that spiritual intelligence was significantly related to human resource development within an organization.

Ahmed, et al. (2016) a study was conducted on the topic of spiritual intelligence in relation to the Holistic Framework for Human Resource Development. The study explored how spiritual intelligence benefits the humanization of employees, improves organizational productivity, and enhances the commercial benefits of the organization.

Mayer, (2014) the study titled 'Spiritual Intelligence or Spiritual Consciousness?' explores Emmons' (2000) five characteristics to better understands the meaning of spiritual intelligence. These characteristics are: 1.The ability to transcend. 2.The ability to reach higher levels of spiritual consciousness.3.The ability to imbue everyday activities, events, and relationships with a sense of the sacred.4.The ability to use spiritual resources to solve life's problems.5The ability to engage in virtuous behavior, such as forgiveness, gratitude, humility, and compassion.

Arbabisarjou, et al. (2013) a research study was conducted on 'The Relationship between Emotional Intelligence, Spiritual Intelligence, and Students' Academic Achievement.' The results indicated that the growth and promotion of emotional and spiritual intelligence can be considered as effective methods for improving students' academic achievement.

Koohbanani, et, al. (2013) carried out a research study on 'The Relationship Between Spiritual Intelligence and Emotional Intelligence with Life Satisfaction among Birjand Gifted Female High School Students' and found that Emotional Intelligence is a significant predictor of Life Satisfaction. Additionally, Spiritual Intelligence, in conjunction with Emotional Intelligence, has a meaningful relationship with Life Satisfaction.

Abdul Rani,et al. (2013) they conducted a research study on 'The Impact of Spiritual Intelligence on Work Performance: Case Studies in Government Hospitals on the East Coast of Malaysia' and found that the work performance of employees was enhanced through the empowerment of spiritual intelligence.

Smartt, (2013) a research study was conducted on spiritual intelligence in relation to the achievement of secondary students, and it was found that spiritual intelligence and student achievement were not significantly related to each other.

Khadivi, et al. (2012) a research study was conducted on spiritual intelligence in relation to self-esteem and the educational improvement of students. The findings revealed that there is no significant relationship between spiritual intelligence and the educational improvement of students. However, a relationship was found between spiritual intelligence and self-esteem.

Yosi (2007) a research study on *The Seven Dimensions of Spiritual Intelligence* highlighted key aspects of spiritual growth and awareness. These dimensions include Consciousness (self-awareness and deep understanding), Grace (living with love and trust in life), Meaning (finding purpose even in challenges), Transcendence (moving beyond the ego to a sense of unity), Truth (embracing openness and curiosity), Peaceful Surrender (accepting one's true nature or higher power), and Inner-Directedness (acting wisely with inner freedom).

Emmons (2000) carried out a research study on 'What is Spiritual Intelligence?' and explored the concept of Spiritual Intelligence as a new domain of intelligent action in the world. Abilities in the spiritual realm are a significant aspect of what it means to be an intelligent, rational, and purposeful human being, striving to align one's life with the ultimate purpose.

2.6. Critical analysis of the review of related literature

In academic research, reviewing related literature plays a very significant role. It provides a strong foundation for new research studies. A review of related literature provides a clear overview of previous studies conducted by other researchers. The main objective of analyzing prior research, ideas, and methods is to identify gaps, inconsistencies, and areas where further research can be conducted. A comprehensive literature review not only positions the current study within the broader academic context but also illustrates how research and ideas have evolved over time. This critical analysis highlights key themes, significant research contributions, and emerging trends in the field, giving the researcher a clear understanding of how the topic has developed. Additionally, it provides insights into the related literature, methodologies, findings, contributions, and their implications for future research. Through this analysis, the primary goal is to identify gaps for addressing new problems in the current study.

After reviewing the related literature, the researcher found several studies conducted both in India and abroad related to Educational Management, Emotional Intelligence, and Spiritual Intelligence. However, very few studies were found that studied the impact of emotional and spiritual intelligence on the managerial skills of educational leaders in higher educational institutions. Therefore, the researcher decided to focus on this gap and chose this topic for further research and exploration. Above mentioned studies were

focused on, Studies Related to Educational Management Conducted in India, leadership behaviour of principals of colleges of education in relation to job satisfaction personal effectiveness and organizational culture (Teggi, 2010), leadership styles of head teachers in relation to school effectiveness (Abgoli, 2009), experience of the headmaster and dimensions of management (Selva Rethinam, 2008), educational leadership effectiveness of high school principals in relation to job values and school climate (Mourkani, 2006), leadership strategies in overcoming educational problems. Studies related to Educational Management Conducted in Abroad (Fatimah, & Syahrani, 2022) servant leadership practices among secondary schools teachers (Ali, Tafera, & Yayeh,2021), the role of the principal as a leader (Nellitawati, & Ermita, 2021), 'Effect of principals' full range of leadership on student learning achievement (Khadka,2020), educational management and educational leadership, (Connolly et, al.2017), school leadership and management, (Bush, & Glover, 2016), principle of a successful leader (Hoy, & Smith, 2007), competencies for effective leadership in higher education (Spendlove, 2007), emergence of distributed leadership in education, (Hartley, 2007), leadership and professional development (Cardno,2005),the administration aspects of the higher educational institution (Meka,2022), Studies Related Emotional Intelligence (SI) and Spiritual Intelligence (EI) Conducted In India, enhancement of spiritual intelligence in teachers' effects on self-efficacy(Awasthi**,**2019**)**, impact of spiritual intelligence and emotional intelligence on learning with mediating effect of curiosity (Sharma, & Upadhyaya, 2018), Impact of Spiritual intelligence on Work ethics of Secondary School teacher (Vats, & Gupta 2018), spiritual learning and applications of teaching by Jagadguru Adi Shankaracharya **(**Kinkhabwala**,** 2018**)**, teacher effectiveness of secondary school teachers in relation to teacher competence and spiritual intelligence, (Kumari, 2017), spiritual intelligence in teacher educators (Qamar Saleem et al. 2017),the impact of spiritual intelligence, gender and educational background on mental health among college students (Pant, & Srivastava, 2017), emotional intelligence in relation to general intelligence and spiritual intelligence (Das, 2016), spirituality among Indian university students in relation to socioeconomic status, religious background, social support, and mental health (Deb, et al.2016), spiritual intelligence in relation to adjustment among college students (Devi et al. 2016), teaching competence of student-teachers in relation to general, emotional and spiritual intelligence (Kaur, 2015), spiritual intelligence among youth at management institutes (Padmanabhan, 2015), spiritual intelligence, self-efficacy, emotional intelligence and achievement (Dhatt, 2014), relationship among emotional intelligence,

spiritual intelligence and psychological resilience (Ravikumar, & Dhamodharan, 2014), relationship between emotional intelligence and leadership effectiveness and between emotional intelligence and leadership styles (Nath, 2013), impact of spiritual intelligence on quality of life (Sing, & Sinha, 2013), spiritual intelligence and organisational climate as predictors of life satisfaction and adjustment (Kaur, 2013),Sri Sri Ravisankar's Art of Living in relation with spiritual experiences (Madan, 2013), Mental Health, Emotional and Spiritual Intelligence (Kaur,2011), Spiritual Intelligence (SI) of adolescents in relation to their Self-esteem, Gender and Personality (Khurana, 2010), teaching aptitude and spiritual intelligence of student teachers (Vadivelu, 2009),Spiritual Intelligence and Emotional Intelligence Related abilities of Teacher Trainees (Joshi, 2008), Studies Related Emotional Intelligence (SI) and Spiritual Intelligence (EI) Conducted in Abroad, Emotion and Spiritual Intelligence to Teacher's Work Achievement (Woenardi, & Supratno, 2022), Emotional intelligence congruence: the influence of leader and follower emotional abilities on job satisfaction (Winton, 2022), work attitude, organizational commitment and emotional intelligence (Ahad, Mustafa, Mohamad, Abdullah, & Nordin, 2021), managerial ability, training and spiritual intelligence (Timang, Nadeak, & Sihotang, 2021), the relationship of compassion and self-compassion with personality and emotional intelligence(Di Fabio, & Saklofske,2020), spiritual intelligence in relation to human resource development (Mahmood et al. 2018),spiritual intelligence in relation to the holistic framework for human resource development (Ahmed et al.2016),spiritual intelligence or spiritual consciousness(Mayer, 2014),the relationship between emotional intelligence, spiritual intelligence, and students' academic achievement (Arbabisarjou et al. 2013), the relationship between spiritual intelligence and emotional intelligence with life satisfaction (Koohbananiet, al.2013), impact of spiritual intelligence on work performance (Abdul Rani et al. 2013),spiritual intelligence in relation to the achievement of secondary students (Smartt, 2013),spiritual intelligence in relation to self-esteem and educational improvement (Khadiviet al.2012), the seven dimensions of spiritual intelligence (Yosi,2007), is Spirituality Intelligence(Emmons,2000).

The above mentioned review of related literature gave very deep understanding about the particular chosen topic of the research areas and identifying the research gap for the further study. Studies reviewed by the researcher have been categorized into two groups viz. studies conducted in Indian and studies conducted in abroad. The review in the area

of Spiritual Intelligence proved that it is the higher dimension of intelligence and have very significant deep connection with the Educational realm (Zohar,2012).

One of the most significant observations based on the review of related literature was that there is gap in the research design and methodology. There are very prominent studies carried out on the area of Educational Management, Emotional Intelligence and Spiritual Intelligence; most of the studies were adopted the descriptive survey method with quantitative approach, and some studies are carried with qualitative approach. However, hardly any study has been found by the researcher which has followed mixed method approach in studying Emotional and Spiritual Intelligence and their impacts on Educational Management.

Based on the review, the researcher found a variable gap. It showed that the studies on Emotional and Spiritual intelligence in relation to variables like- mental health (Pant,et al. 2015), self efficacy (Awasthi,2019), Teaching Competency(Kumari,2017), Adjustment (Devi et al. 2016), frustration (Thakur,2015), Stress (Datt,2015). Organizational Climate , Life Satisfaction (Kaur,2013), self esteem, gender, personality etc (Khurana,2010) have been carried out, but hardly any study has been carried out where Emotional and Spiritual Intelligence are taken as the independent variable, and Educational Managerial Skill as dependent variable.

In the light of the above observations, researcher comprehends to do the study on Emotional and Spiritual Intelligence and their impact on Educational Management of Higher Education Institutions. The study helps to understand how Emotional and Spiritual Intelligence helps to the Educational Leaders of the higher educational institutions (colleges) makes and regulate the process of Educational Management in a very effective manner and their impacts on educational management.