

CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction:

The purpose of this chapter is to present the data analysis and its interpretations in relation to the research questions and objectives. Data analysis involves systematically applying statistical and logical techniques to describe, summarize, and evaluate the collected data (Miles, Huberman, & Saldaña, 2014). The interpretation of data aims to provide meaningful insights and draw conclusions that contribute to the understanding of the research problem (Creswell, 2012).

This chapter is structured to first present the analysis and interpretation of the quantitative data analysis, followed by the qualitative data analysis. The quantitative data analysis section includes descriptive statistics, inferential statistics, and other relevant statistical tests used to address the research objectives. The qualitative data analysis section outlines the themes and patterns identified through method of thematic analysis (Braun & Clarke, 2006).

4.2 Quantitative Data Analysis:

Quantitative data analysis involves the use of statistical methods to analyze numerical data. This section presents the results of the descriptive and inferential statistical analyses. Descriptive statistics are used to summarize the basic features of the data, providing simple summaries about the sample and the measures (Trochim, 2006). Inferential statistics are then applied to make inferences about the population based on the sample data, testing hypotheses and examining relationships between variables (Field, 2018).

4.3 Qualitative Data Analysis:

Qualitative data analysis focuses on interpreting non-numerical data to understand concepts, opinions, or experiences. This section describes the process of coding and theme development, as well as the identification of patterns and relationships within the

data. Thematic analysis is widely used method for identifying and interpreting patterns of meaning within qualitative data analysis (Braun & Clarke, 2006). Thematic analysis is a widely used method for identifying and interpreting patterns of meaning within qualitative data analysis (Braun & Clarke, 2006) which is employed in this study. The findings from the qualitative analysis provide in-depth insights into the research problem, complementing the quantitative results.

4.4 Analysis and Interpretation of Objective: 1

To study the Emotional Intelligence (EI) of Educational Leaders of Higher Educational Institutions.

For this objective the researcher applied Emotional Intelligence Scale (EIS-HPD) by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar.

Emotional Intelligence of the educational leaders with respect to the following factors are analyzed according to the standardized norms of the scale

- 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*

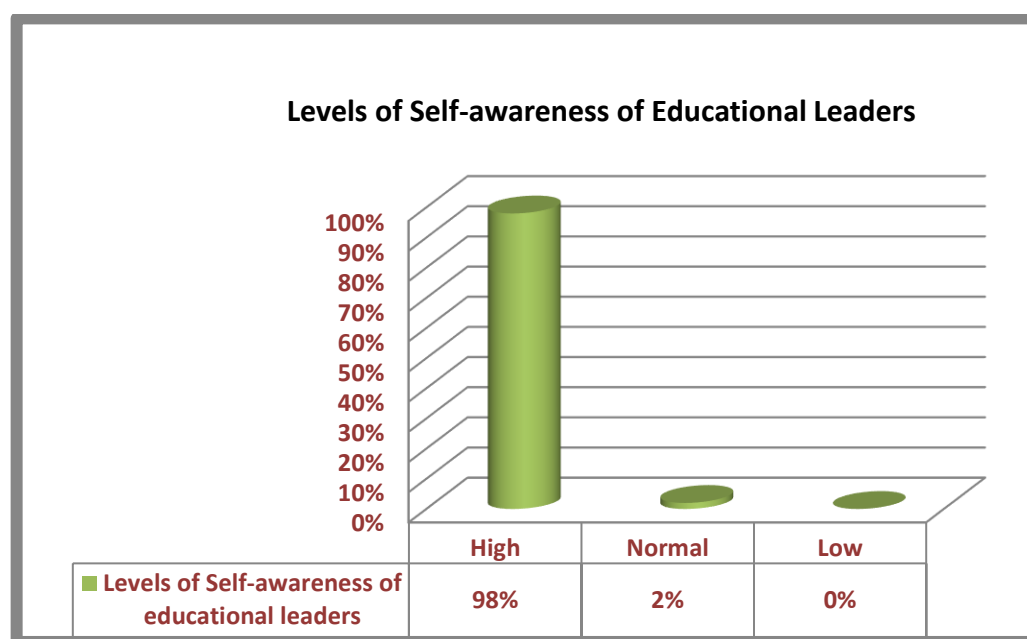
Factor-wise analysis of the Emotional Intelligence of educational leaders in higher educational institutions of Assam:

Table 4.5.1: Levels of Self-awareness of educational leaders of higher educational institutions of Assam

Levels of Self-awareness	Total Self-awareness(Norms)	No. of Educational Leaders	Percentage
High	11 and above	149	98%
Normal	4-10	3	2%
Low	3 and below	00	00

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.2 and page no.46

Figure 4.5.1: Graphical representation of levels of self-awareness of educational leaders of higher educational institutions of Assam



Interpretation:

In table 4.5.1 and figure 4.5.1 showed the percentage levels of self-awareness of the educational leaders of higher educational institutions of Assam. From the findings, it has been revealed that 98% of the leaders have a high level of self-awareness, while only 2% of them are found a normal level of self-awareness and no educational leaders are found to have a low level of self-awareness. Therefore, the analysis indicates that the self-

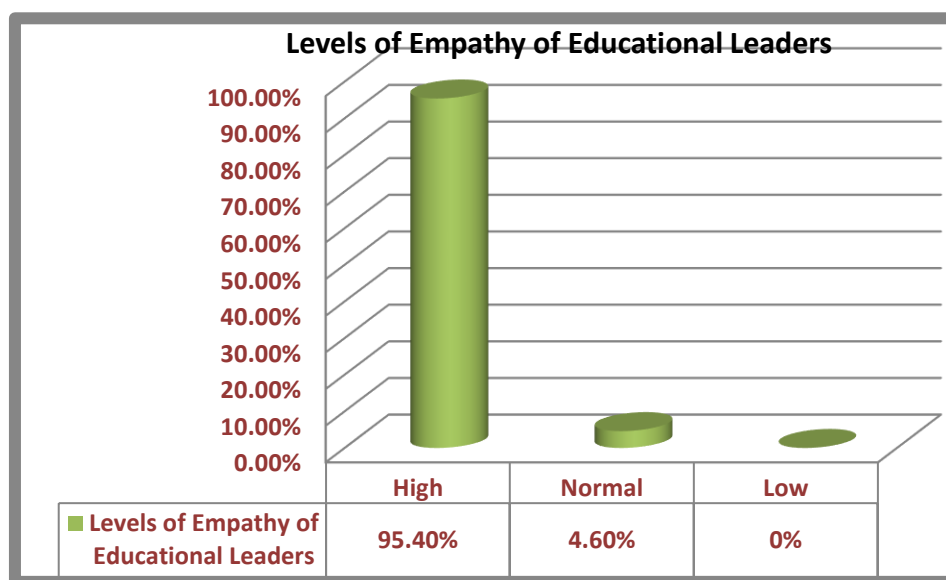
awareness of the educational leaders in higher educational institutions of Assam is generally high.

Table 4.5.2: Level of Empathy of educational leaders of higher educational institutions of Assam

Levels of Empathy	Total Empathy (Norms)	No. of Educational Leaders	Percentage
High	15 and above	145	95.40%
Normal	7-14	7	4.60%
Low	6 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.2: Graphical representation of levels of empathy of educational leaders of higher educational institutions of Assam



Interpretation:

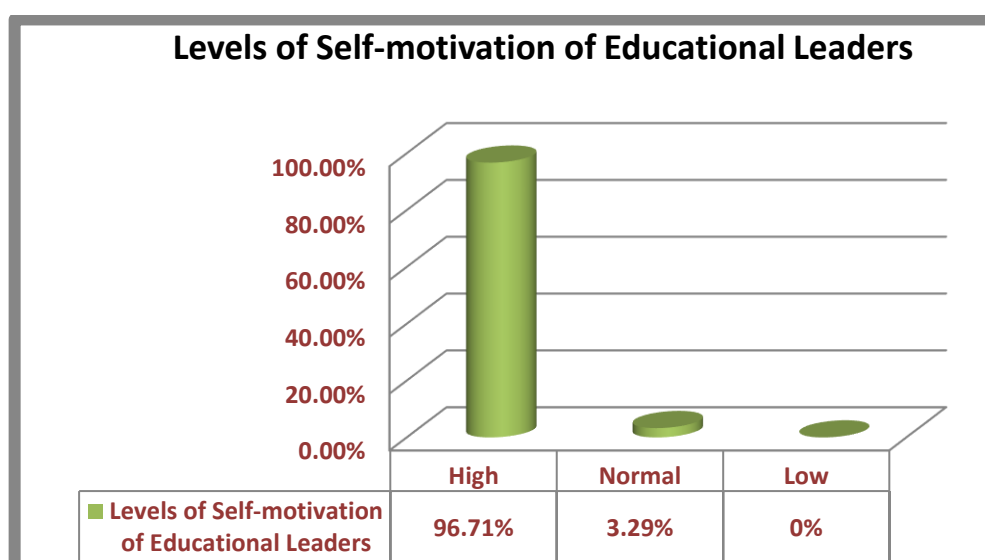
In table 4.5.2 and figure 4.5.2 showed the percentage level of empathy of the educational leaders of higher educational institutions of Assam. The findings has been revealed that 95.40% are found to have high level of empathy, while only 4.60% of them are found to have normal level of empathy and none of the educational leaders are found to have low level of empathy. Thus the result indicated that the majority of the educational leaders of higher educational institutions the level of empathy is high.

Table 4.5.3: Level of Self-motivation of educational leaders of higher educational institutions of Assam

Level of Self-motivation	Total Self-motivation (Norms)	No. of Educational Leaders	Percentage
High	18 and above	147	96.71%
Normal	9-17	5	3.29%
Low	8 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.3: Graphical representation of the level of self-motivation of educational leaders of higher educational institutions of Assam



Interpretation:

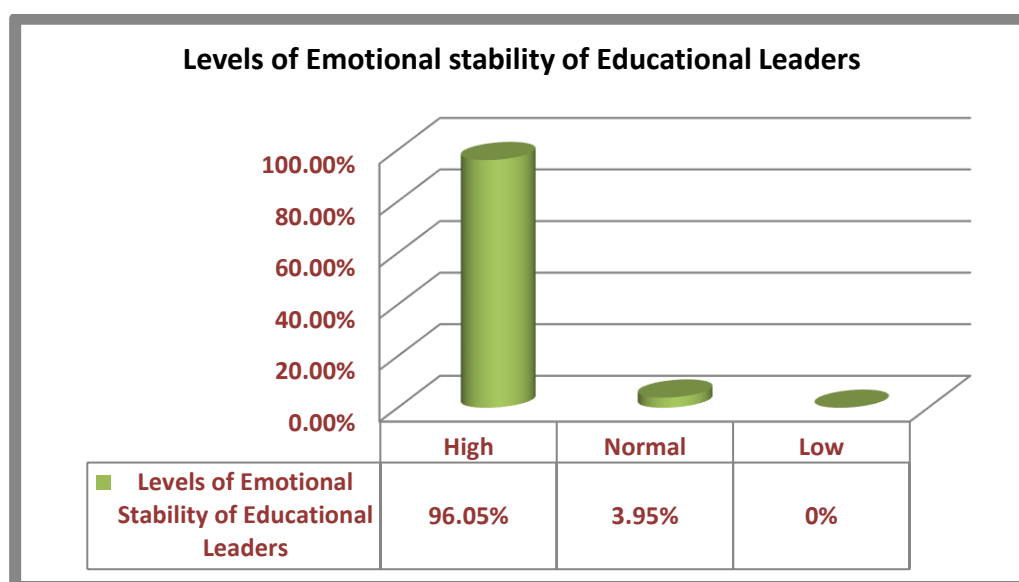
In table 4.5.3 and Figure 4.5.3 showed the percentage levels of self-motivation of educational leaders of higher educational institutions of Assam. The results indicate that 96.71% of leaders have a high level of self-motivation, while only 3.29% have a normal level of self-motivation, and none of the educational leaders have found a low level of self-motivation. Thus, it has been interpreted from the data that the self-motivation of the educational leaders of higher educational institutions of Assam is high.

Table 4.5.4: Levels of Emotional Stability of educational leaders of higher educational institutions of Assam

Levels of Emotional Stability	Total Emotional Stability (Norms)	No. of Educational Leaders	Percentage
High	11 and above	146	96.05%
Normal	4-10	6	3.95%
Low	3 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no. 3.2 and page no.46

Figure 4.5.4: Graphical representation of the levels of emotional-stability of educational leaders of higher educational institutions of Assam



Interpretation:

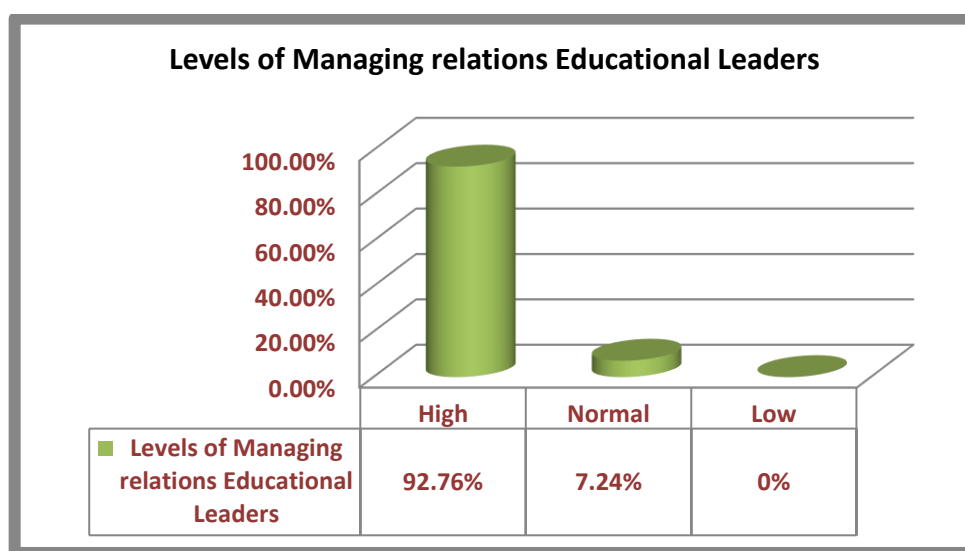
In table 4.5.4 and figure 4.5.4 showed the percentage levels of emotional stability of educational leaders of higher educational institutions of Assam. The results derived from the analysis indicate that 96.05% of the leaders have a high level of emotional stability, while only 3.95% have a normal level of emotional stability, and none of the leaders have found a low level of emotional stability. Therefore, it has been inferred the findings that the emotional stability of the educational leaders of higher educational institutions of Assam is high.

Table 4.5.5: Levels of managing relations of educational leaders of higher educational institutions of Assam

Levels of Managing relations	Total Managing relations (Norms)	No. of Educational Leaders	Percentage
High	12 and above	141	92.76%
Normal	5-11	11	7.24%
Low	4 and below	0	0%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no. 3.2 and page no.46

Figure 4.5.5: Graphical representation of levels of managing relations of educational leaders of higher educational institutions of Assam



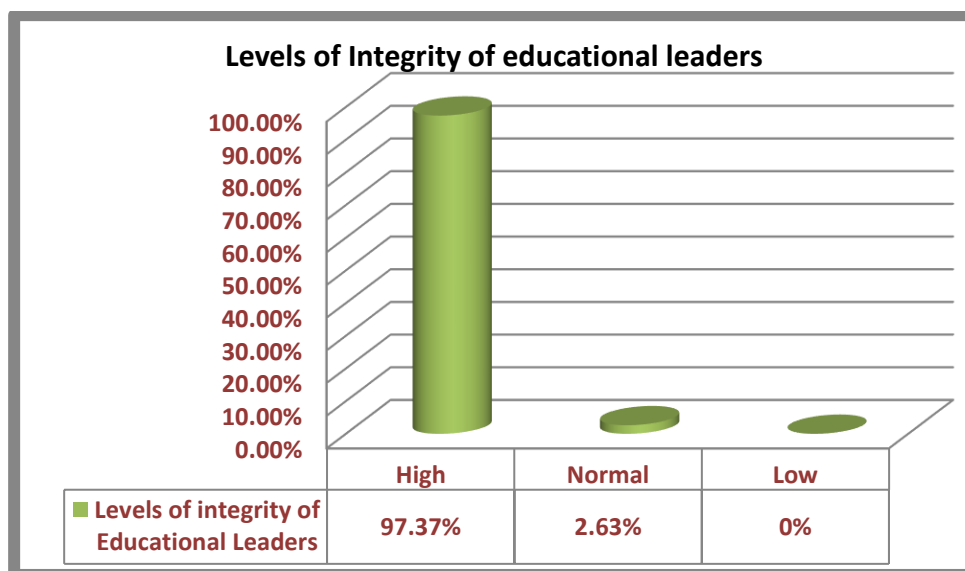
Interpretation:

In table 4.5.5 and Figure 4.5.5 showed the percentage levels of managing relations among the educational leaders of higher educational institutions of Assam. The findings has been raveled that 92.76% are found to have a high level of managing relations, while 7. 24% have a normal level of managing relations, and no educational leaders are found to have a low level of managing relations. Thus from the findings it has been interpreted that the level of managing relations among the educational leaders of higher educational institutions of Assam is high.

Table 4.5.6: Level of Integrity of Educational Leaders of higher educational institutions of Assam

Level of Integrity	Total Integrity (Norms)	No. of Educational Leaders	Percentage
High	8 and above	148	97.37%
Normal	4-7	4	2.63%
Low	3 and below	0	0%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.6: Graphical representation of the levels of integrity of educational leaders of higher educational institutions of Assam**Interpretation:**

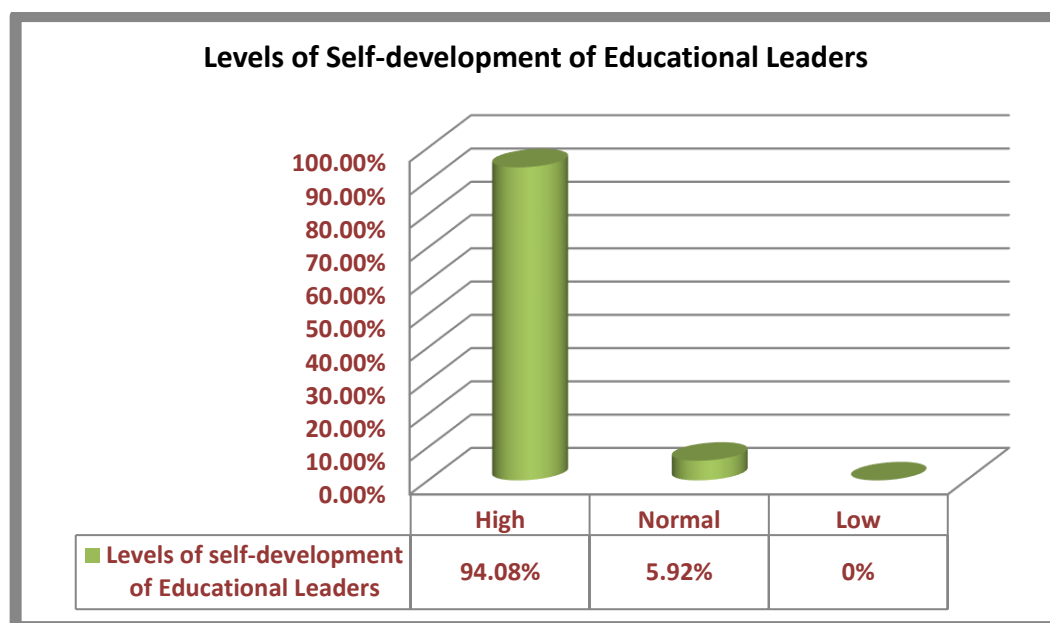
In table 4.5.6 and figure 4.5.6 showed the percentage level of integrity of the educational leaders of higher educational institutions of Assam. Based on the analysis it has been found that 97.37% are possess high level of integrity, while only 2.63% of them are possess normal level of integrity and no educational leaders have possess low level of integrity. Thus from findings it has been revealed that the level of integrity of the educational leaders of higher educational institutions of Assam is high.

Table 4.5.7: Levels of self-development of educational leaders of higher educational institutions of Assam

Level of Self-development	Total Self-development (Norms)	No. of Educational Leaders	Percentage
High	6 and above	143	94.08%
Normal	2-5	9	5.92%
Low	1 and below	00	00

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.7: Graphical representation of the levels of self-development of educational leaders of higher educational institutions of Assam



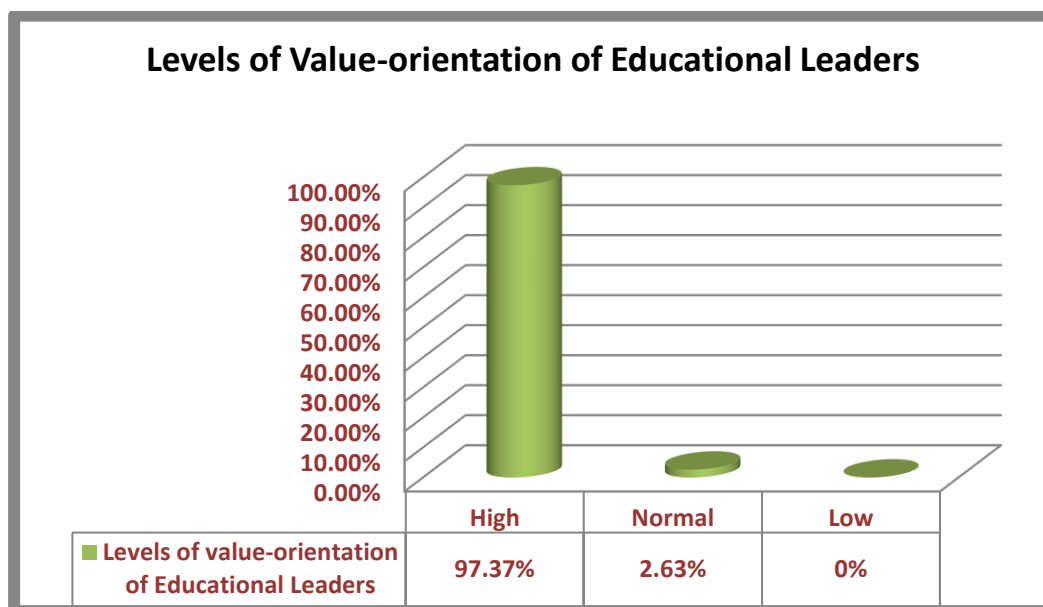
Interpretation:

In table 4.5.7 and figure 4.5.7 showed the percentage level of self-development of the educational leaders of higher educational institutions of Assam. The findings derived from the analysis revealed that 94.08% are found to have high level of self-development, only 5.92% of them are found to have normal level of self-development and no educational leaders have found low level of self-development. Thus from the results it has been indicated that the level self-development of the educational leaders of higher educational institutions is high.

Table 4.5.8: Levels of value-orientation of educational leaders of higher educational institutions of Assam

Levels of Value-orientation	Total Value-orientation (Norms)	No. of Educational Leaders	Percentage
High	6 and above	148	97.37%
Normal	2-5	4	2.63%
Low	1 and below	00	00

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.8: Graphical representation of the levels of value-orientation of educational leaders of higher educational institutions of Assam**Interpretation:**

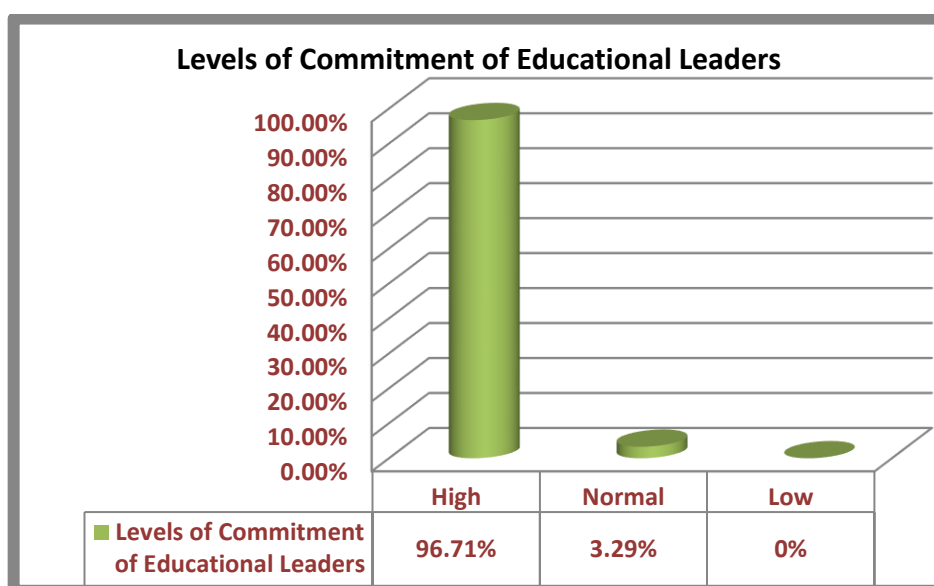
In table 4.5.8 and figure 4.5.8 showed the percentage level of value-orientation of the educational leaders of higher educational institutions of Assam. The analysis revealed that, 97.37% of educational leaders are found to have a high level of value-orientation, while only 2.63% of them are found to have normal level of value-orientation and no educational leaders found have a low level of value-orientation. Thus from the findings it has been interpreted that the value-orientation of the educational leaders of higher educational institutions of Assam is high.

Table 4.5.9: Levels of commitment of educational leaders of higher educational institutions of Assam

Levels of Commitment	Total Commitment (Norms)	No. of Educational Leaders	Percentage
High	6 and above	147	96.71%
Normal	2-5	5	3.29%
Low	1 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.9: Graphical representation of the levels of commitment of educational leaders of higher educational institutions of Assam



Interpretation:

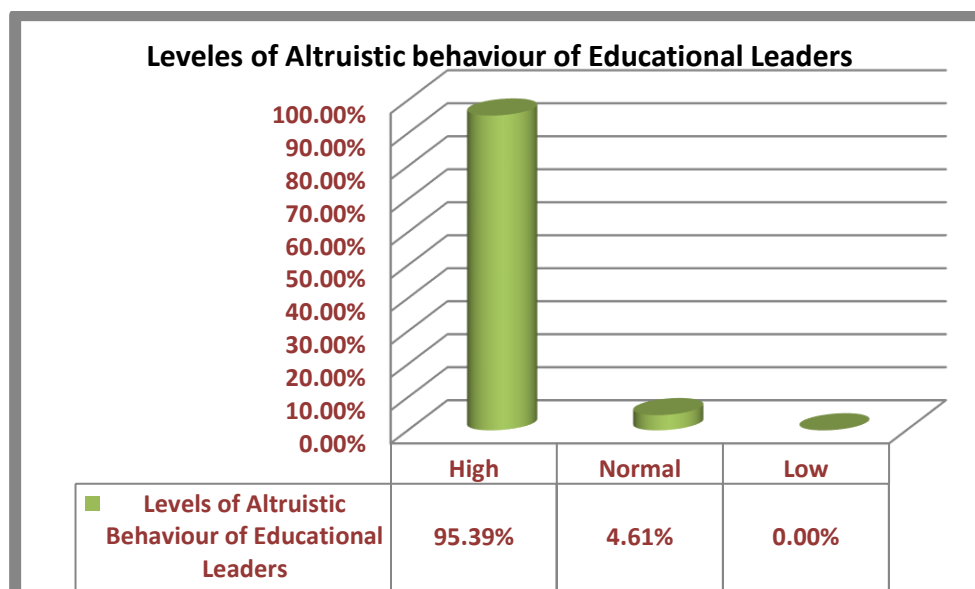
In table 4.5.9 and figure 4.5.9 showed the percentage level of commitment of the educational leaders of higher educational institutions of Assam. Data analysis revealed that, 96.71% of the educational leaders found to have a high level of commitment, while 3.29% of them are found to have a normal level of commitment and no educational leaders found to have a low level of commitment. The research uncovered that the commitment of the educational leaders of higher educational institutions of Assam is high.

Table 4.5.10: Levels of altruistic behaviour of educational leaders of higher educational institutions of Assam

Levels of Altruistic behaviour	Total Altruistic behaviour (Norms)	No. of Educational Leaders	Percentage
High	6 and above	145	95.39%
Normal	2-5	7	4.61%
Low	1 and below	0	0%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.2 and page no.46

Figure 4.5.10: Graphical representation of levels of altruistic behaviour of educational leaders of higher educational institutions of Assam



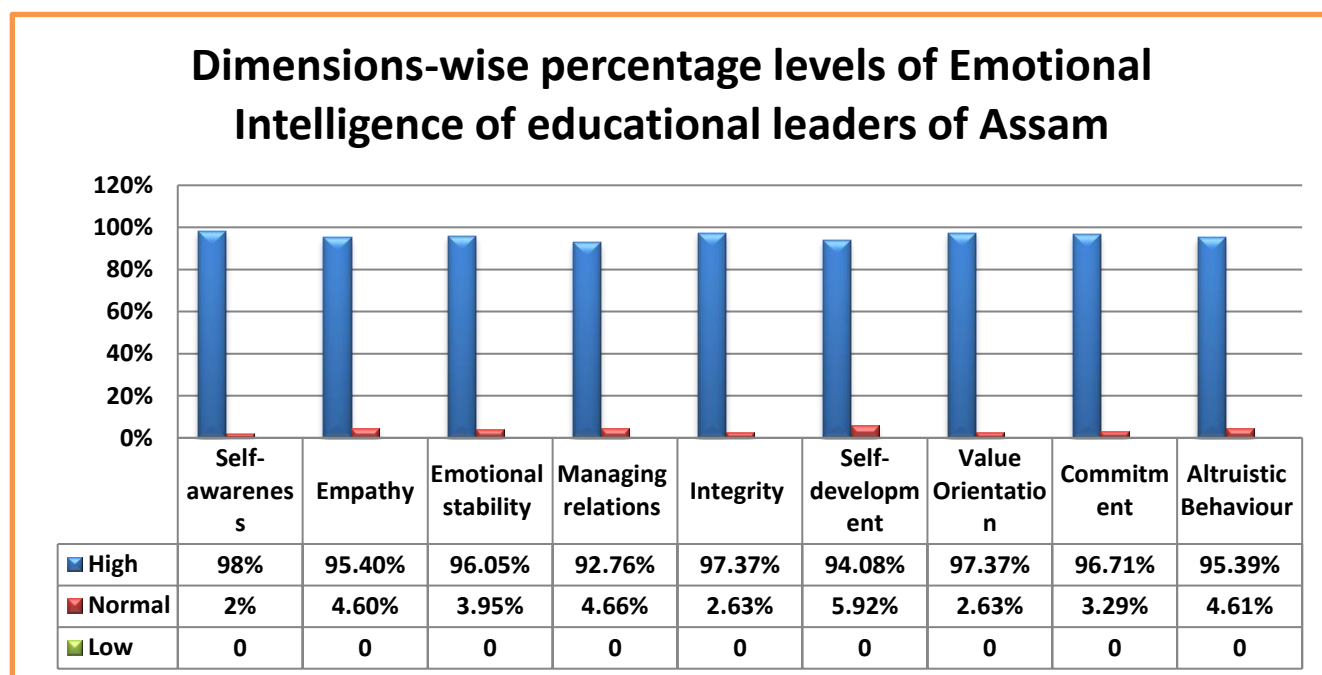
Interpretation:

In table 4.5.10 and figure 4.5.10 showed the percentage level of altruistic behaviour of the educational leaders of higher educational institutions of Assam. The analysis of the data revealed that 95.39% of the educational leaders have a high level of altruistic behaviour, while only 4.61% of them are found to have a normal level of altruistic behaviour and no educational leaders of Assam found to have a low level of altruistic behaviour. Thus from the results it has been interpreted that the altruistic behaviour of the educational leaders of higher educational institutions of Assam is high.

Table 4.5.11: Dimension-wise percentage levels of Emotional Intelligence of educational leaders of Assam

Dimensions of Emotional Intelligence	Dimension-wise percentage levels of Emotional Intelligence of educational leaders		
	High	Normal	Low
<i>Self-awareness</i>	98%	2%	0
<i>Empathy</i>	95.40%	4.60%	0
<i>Self-motivation</i>	96.71%	3.29%	0
<i>Emotional stability</i>	96.05%	3.95%	0
<i>Managing relations</i>	92.76%	4.66%	0
<i>Integrity</i>	97.37%	2.63%	0
<i>Self-development</i>	94.08%	5.92%	0
<i>Value Orientation</i>	97.37%	2.63%	0
<i>Commitment</i>	96.71%	3.29%	0
<i>Altruistic Behaviour</i>	95.39%	4.61%	0

Figure 4.5.11: Dimension-wise percentage levels of Emotional Intelligence of educational leaders of Assam



Interpretation:

In table 4.5.11 and figure 4.5.11 showed the dimension-wise percentage levels of Emotional Intelligence of educational leaders of Assam. The findings from the data

analysis revealed that self-awareness (98%) of the educational leaders found to have a high level and altruistic behaviour (95.39%) is the lowest.

The overall Levels of Emotional Intelligence of educational leaders of higher educational institutions of Assam

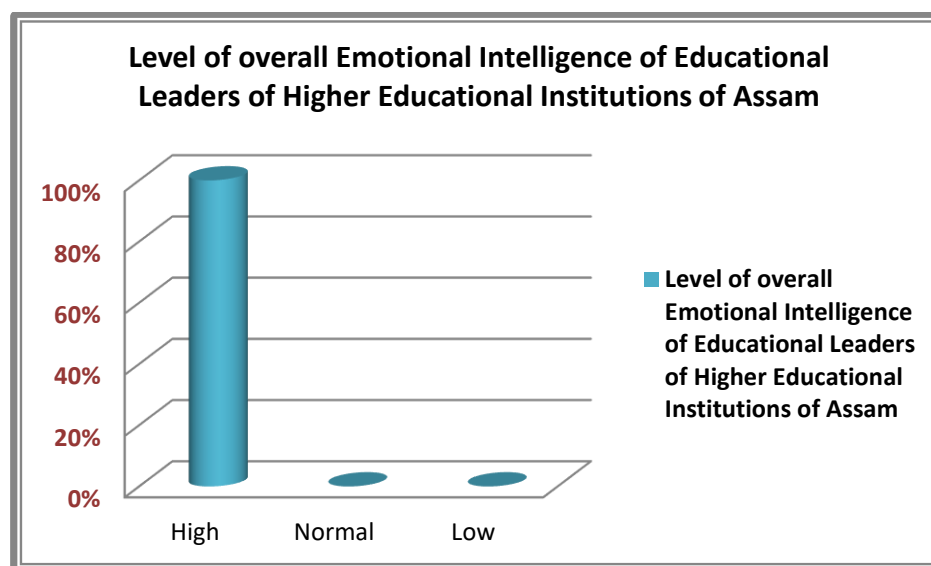
According to the scale if the subject has scored 85 or more, the subject has a high level of Emotional Intelligence. A score of 52-84 indicates a normal level of Emotional Intelligence. If the score falls below 51, the subject has a low level of Emotional Intelligence.

Table 4.5.12: Levels of Emotional Intelligence of Educational Leaders of Assam

Overall levels of Emotional Intelligence	Overall range of Emotional Intelligence (Norms)	No. of Educational Leaders	Percentage
High	85 and above	152	100%
Normal	52-84	00	00%
Low	51 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table 3.3 and page no.46

Figure 4.5.12: Graphical representation of the levels of Emotional Intelligence of Educational Leaders of Assam



Interpretation:

In table 4.5.12 and figure 4.5.12 showed the percentage levels of overall Emotional Intelligence among educational leaders of higher educational institutions of Assam. The

findings from the data analysis revealed that 100% of the educational leaders' possess a high level of Emotional Intelligence, with none of the educational leaders found to have a normal or low level of Emotional Intelligence. Thus, from the findings it has been uncovered that the overall Emotional Intelligence of the educational leaders of higher educational institutions of Assam is generally high.

4.5 Analysis and Interpretation of Objective: 2

To study the Spiritual Intelligence (SI) of Educational Leaders of Higher Educational Institutions.

For this objective the researcher applied the Spiritual Intelligence scale by Spiritual Intelligence Scale (SIS-DD) by Santosh Dhar and Upinder Dhar.

The Spiritual Intelligence of the educational leaders, with respect to the following dimensions are analyzed according to the standardized norms of the scale

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

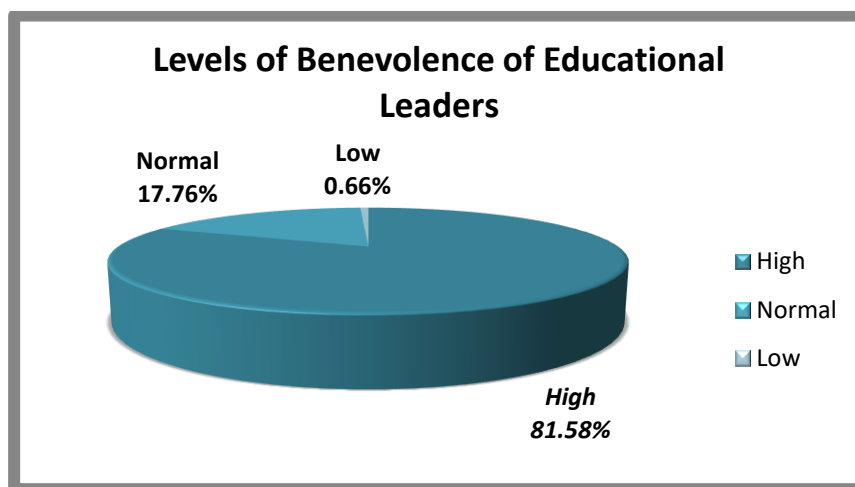
Analysis of spiritual intelligence of educational leaders of higher educational institutions dimensions wise:-

Table 4.6.1: Levels of benevolence of educational leaders of higher educational institutions of Assam

Level of Benevolence	Total Benevolence (Norms)	No. of Educational Leaders	Percentage
High	75 and above	124	81.58%
Normal	61-74	27	17.76%
Low	60 and below	1	0.66%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure: 4.6.1: Graphical representation of the levels of benevolence of educational leaders of higher educational institutions of Assam



Interpretation:

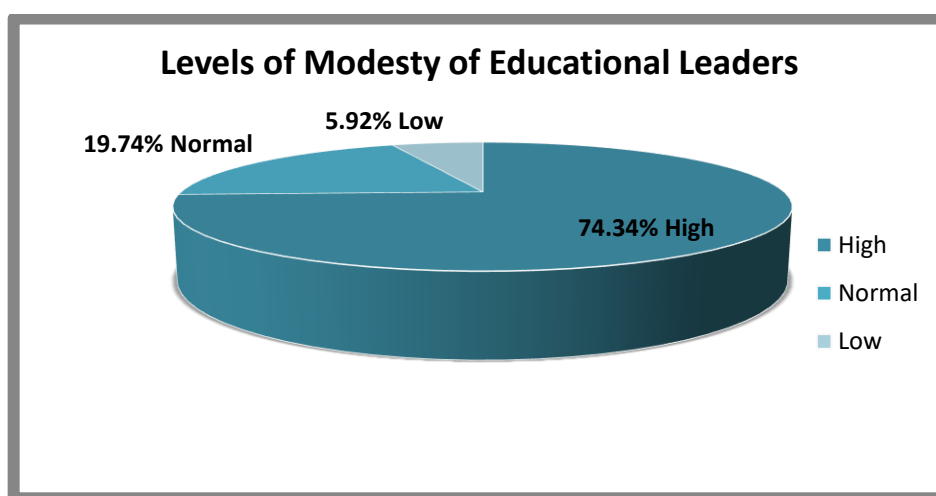
In table 4.6.1 and figure 4.6.1 showed the percentage levels of benevolence among educational leaders of higher educational institutions of Assam. The analysis of the sample responses revealed that 81.58% of the leaders found to have a high level of benevolence, while 17.76% found to have a normal level of benevolence and only 0.66% found to have a low level of benevolence. Thus, it has been interpreted from the findings that the level of benevolence of educational leaders in higher educational institutions of Assam is high.

Table 4.6.2: Levels of modesty of educational leaders of higher educational institutions of Assam

Level of Modesty	Total Modesty (Norms)	No. of Educational Leaders	Percentage
High	63 and above	113	74.34%
Normal	52-62	30	19.74%
Low	51 and below	9	5.92%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.2: Graphical representation of the levels of modesty of educational leaders of higher educational institutions of Assam



Interpretation:

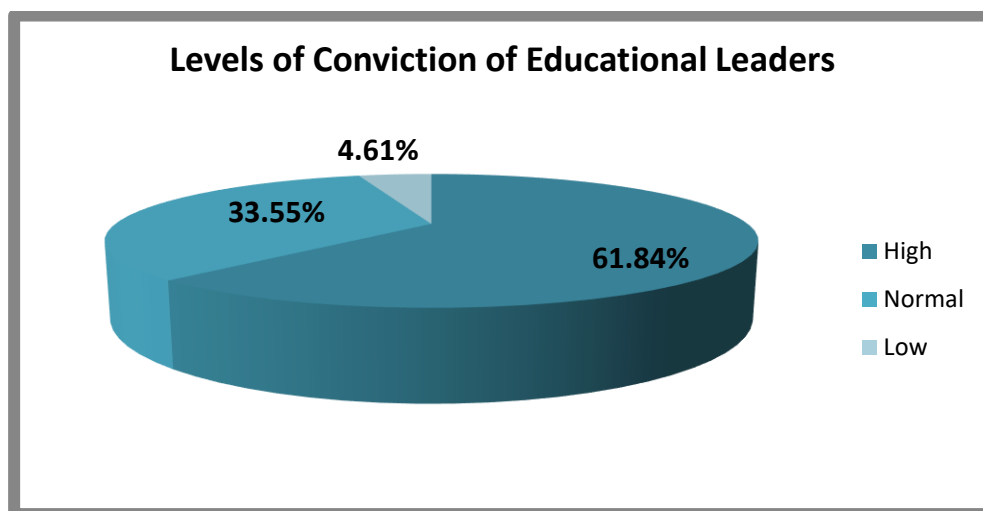
In table 4.6.2 and figure 4.6.2 showed the percentage levels of modesty among the educational leaders of higher educational institutions of Assam. The findings of the table revealed that 74.34% found to have a high level of modesty, while 19.74% found to have a normal level of modesty, and only 5.92% of the educational leaders found to have a low level of modesty. As shown in the table, it is evident that the level of modesty of the educational leaders in higher educational institutions of Assam is high.

Table: 4.6.3: Levels of conviction of educational leaders of higher educational institutions of Assam

Level of Conviction	Total Conviction (Norms)	No. of Educational Leaders	Percentage
High	37 and above	94	61.84%
Normal	32-40	51	33.55%
Low	31 and below	7	4.61%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.3: Graphical representation of the levels of conviction of educational leaders of higher educational institutions of Assam



Interpretation:

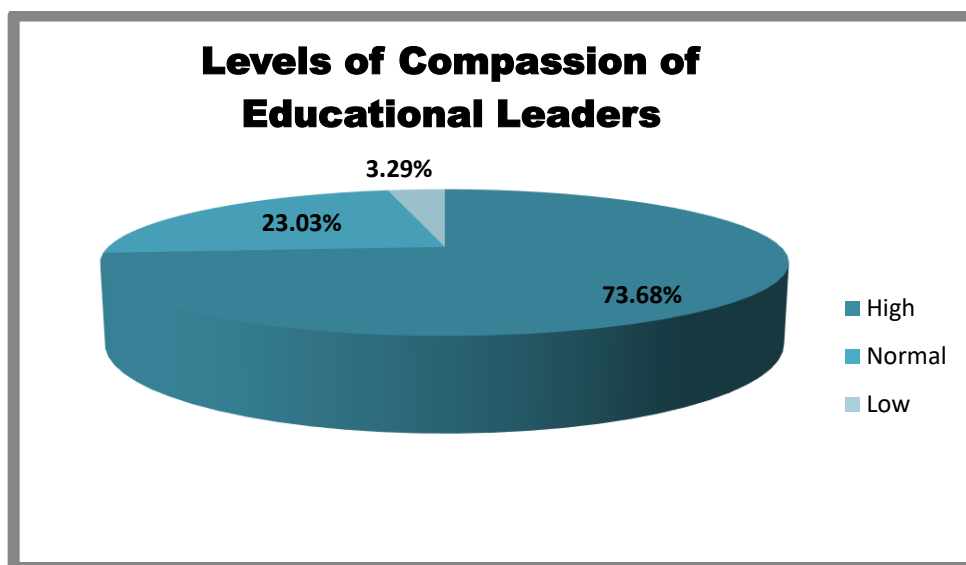
In table 4.6.3 and figure 4.6.3 showed the percentage levels of conviction among the educational leaders of higher educational institutions of Assam. The data presented in the table and figure indicate that 61.84% of them have a high level of conviction, 33.55% have a normal level of conviction, and only 4.61% of the educational leaders have a low level of conviction. Thus from the findings it has been revealed that the level of conviction of the educational leaders of higher educational institutions of Assam is high.

Table 4.6.4: Level of compassion of educational leaders of higher educational institutions of Assam

Level of Compassion	Total Compassion(Norms)	No. of Educational Leaders	Percentage
High	41 and above	112	73.68%
Normal	32-40	35	23.03%
Low	31 and below	5	3.29%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.4: Graphical representation of the levels of compassion of educational leaders of higher educational institutions of Assam



Interpretation:

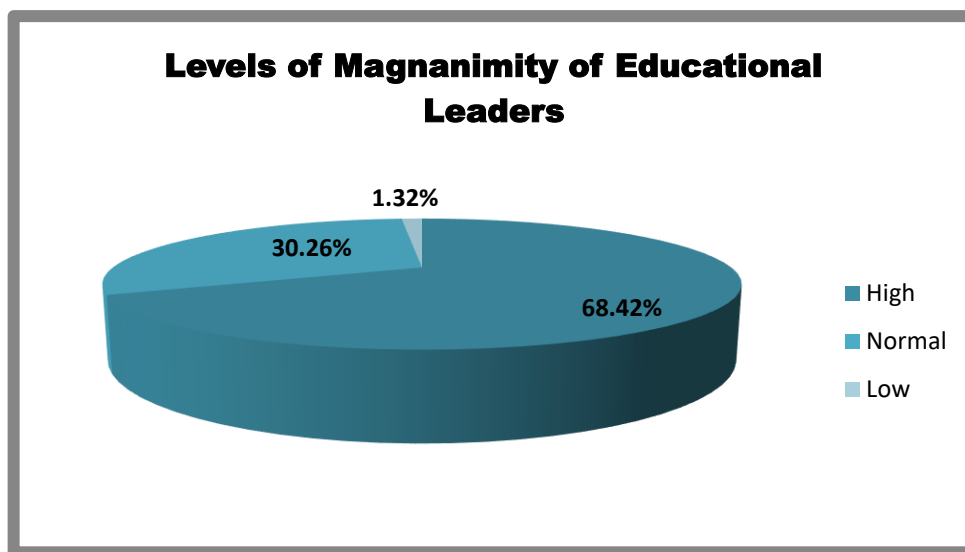
In table 4.6.4 and figure 4.6.4 show the percentage levels of compassion among the educational leaders of higher educational institutions of Assam. The data revealed that 73.68% of the educational leaders found to have a high level of compassion, while 23.03% found to have a normal level of compassion, and only 3.29% of the educational leaders found to have a low level of compassion. The results illustrated in the table indicated that the level of compassion among the educational leaders of higher educational institutions of Assam is high.

Table 4.6.5: Levels of magnanimity of educational leaders of higher educational institutions of Assam

Level of Magnanimity	Total Magnanimity (Norms)	No. of Educational Leaders	Percentage
High	14 and above	104	68.42%
Normal	10-13	46	30.26%
Low	9 and below	2	1.32%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.5: Graphical representation of the levels of magnanimity of educational leaders of higher educational institutions of Assam



Interpretation:

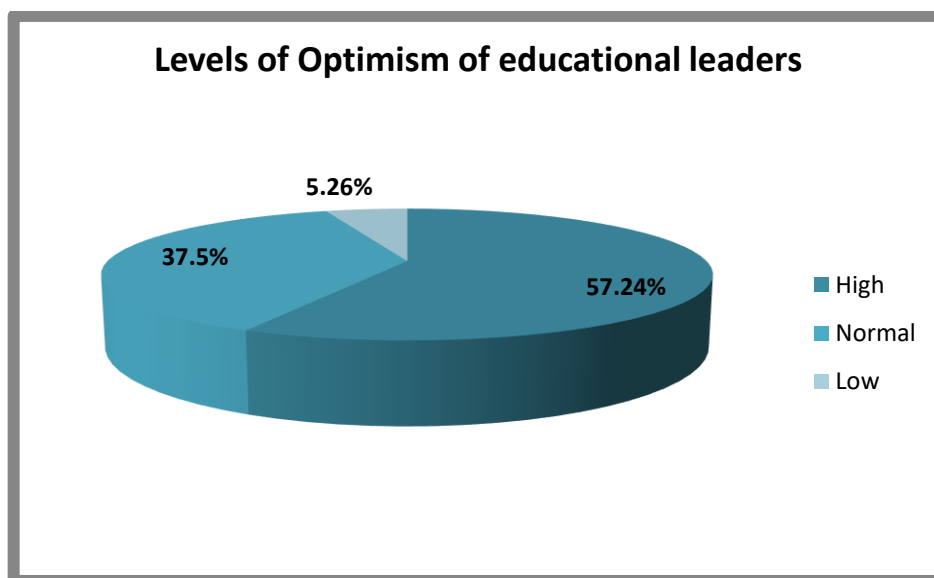
In table 4.6.5 and figure 4.6.5 show the percentage levels of magnanimity among the educational leaders of higher educational institutions in Assam. It has been found that 68.42% of the educational leaders exhibit a high level of magnanimity, 30.26% have a normal level, and 1.32% have a low level of magnanimity. Thus from the table, it has been interpreted that the level of magnanimity of the educational leaders in higher educational institutions of Assam is high.

Table 4.6.6: Levels of the optimism of educational leaders of higher educational institutions of Assam

Level of Optimism	Total Optimism(Norms)	No. of Educational Leaders	Percentage
High	10 and above	87	57.24%
Normal	7-9	57	37.5%
Low	6 and below	8	5.26%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.6: Graphical representation of the levels of the optimism of educational leaders of higher educational institutions of Assam



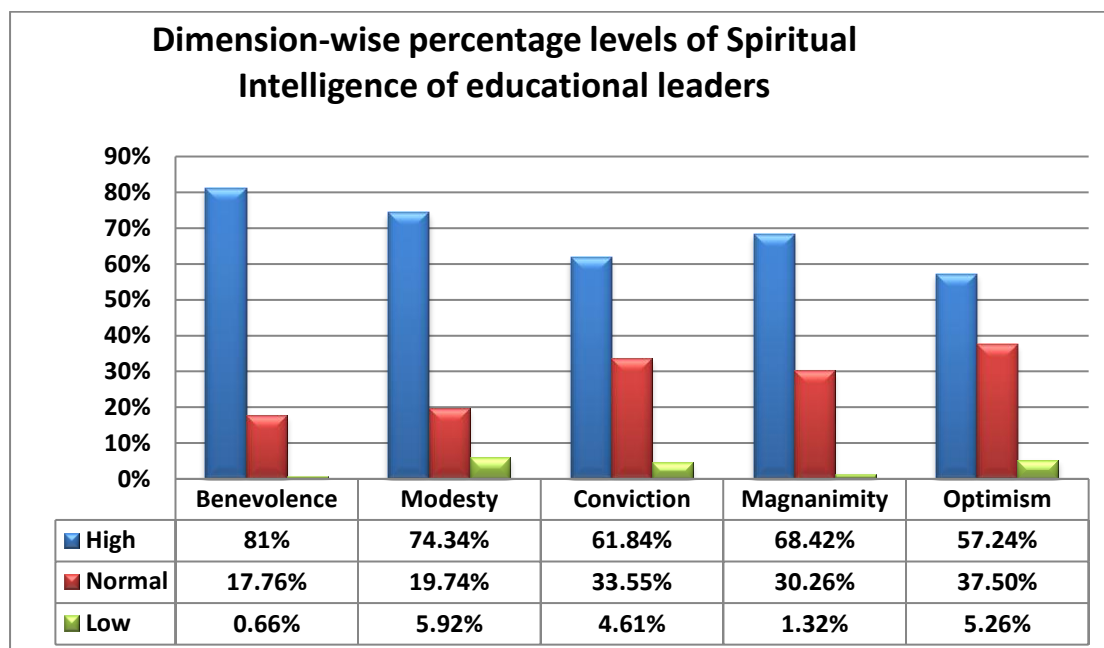
Interpretation:

In table 4.6.6 and figure 4.6.6 demonstrated the percentage levels of optimism among educational leaders of higher educational institutions of Assam. The analysis of the results revealed that 57.24% of the leaders found to have a high level of optimism, while 37.5% have a normal level of optimism, and only 5.26% a low level of optimism. Thus it has been interpreted from findings that the level of optimism of educational leaders in higher educational institutions of Assam is high.

Table 4.6.7: Dimension-wise percentage levels of Spiritual Intelligence of educational leaders

Dimensions of Spiritual Intelligence	Dimension-wise percentage levels of Spiritual Intelligence of educational leaders		
	High	Normal	Low
<i>Benevolence</i>	81%	17.76%	0.66%
<i>Modesty</i>	74.34%	19.74%	5.92%
<i>Conviction</i>	61.84%	33.55%	4.61%
<i>Compassion</i>	73.68%	23.03%	3.29%
<i>Magnanimity</i>	68.42%	30.26%	1.32%
<i>Optimism</i>	57.24%	37.50%	5.26%

Figure 4.6.7: Graphical representation of dimension-wise percentage levels of Spiritual Intelligence of educational leaders



Interpretation:

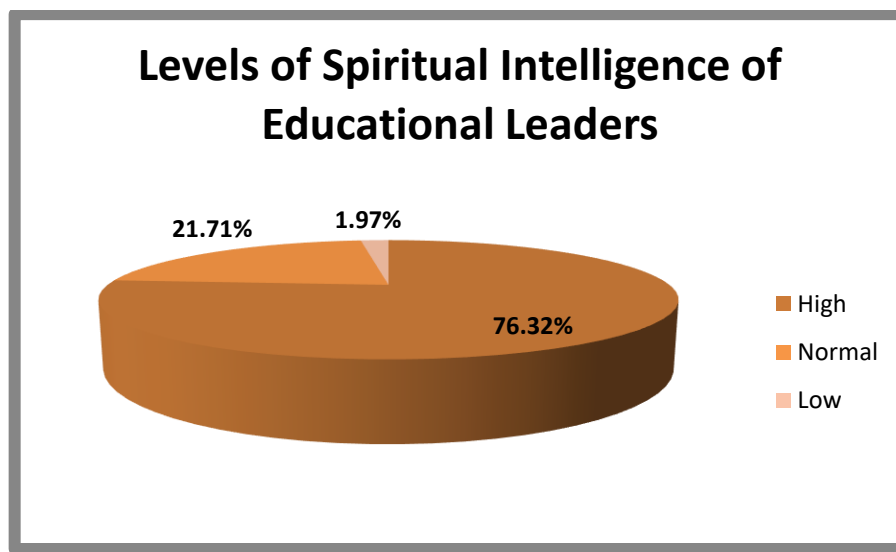
In table 4.6.7 and figure 4.6.7 showed the dimension-wise percentage levels of Spiritual Intelligence of educational leaders of Assam. The findings from the data analysis revealed that Benevolence (81%) of the educational leaders found to have a high level and Optimism (57.24) is the lowest.

Table 4.6.8: Level of Spiritual Intelligence of Educational Leaders Higher Educational Institutions of Assam

Overall level of spiritual Intelligence	Overall range of Spiritual Intelligence (Norms)	No. of Educational Leaders	Percentage
High	231 and above	116	76.32%
Normal	195-203	33	21.71%
Low	194 and below	3	1.97%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.8: Graphical representation of the levels of Spiritual Intelligence of educational leaders of higher educational institutions of Assam



Interpretation:

In table 4.6.8 and figure 4.6.8 showed the percentage levels of Spiritual Intelligence among the educational leaders of higher educational institutions of Assam. The findings from the data analysis revealed that 76.32% of the educational leaders found to have a high level of Spiritual Intelligence, while 21.71% found to have a normal level of Spiritual Intelligence, and only 1.97% found to have a low level of Spiritual Intelligence. Thus, from the findings it has been interpreted that the overall Spiritual Intelligence of the educational leaders of higher educational institutions of Assam is high.

4.5.1 The overall Levels of Spiritual Intelligence of Educational Leaders of Higher Educational Institutions of Assam

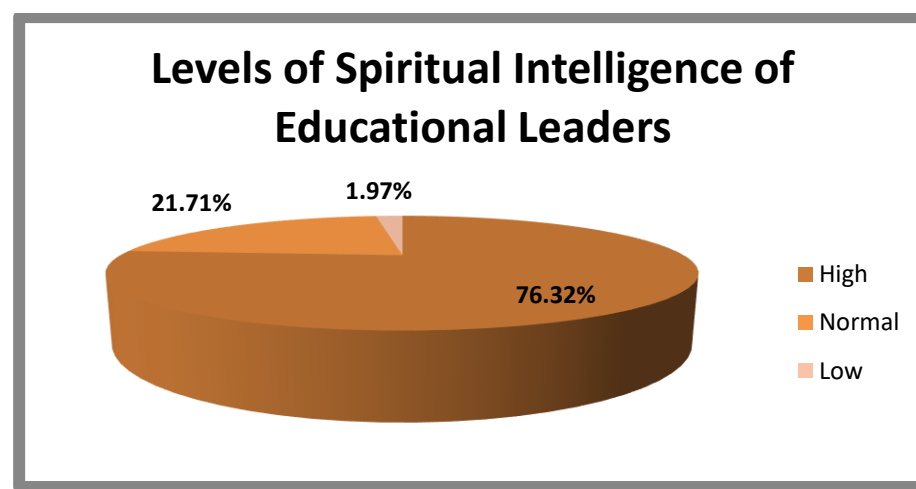
According to the scale if the subject has scored 231 or more, the subject has a high level of Spiritual Intelligence. A score of 195-230 indicates a normal level of Spiritual Intelligence. If the score falls below 194, the subject has a low level of Spiritual Intelligence.

Table 4.6.9: Level of Spiritual Intelligence of Educational Leaders Higher Educational Institutions of Assam

Overall level of spiritual Intelligence	Overall range of Spiritual Intelligence (Norms)	No. of Educational Leaders	Percentage
High	231 and above	116	76.32%
Normal	195-203	33	21.71%
Low	194 and below	3	1.97%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.5 and page no.49

Figure 4.6.9: Graphical representation of the levels of Spiritual Intelligence of educational leaders of higher educational institutions of Assam



Interpretation:

In table 4.6.9 and figure 4.6.9 showed the percentage levels of Spiritual Intelligence among the educational leaders of higher educational institutions of Assam. The findings from the data analysis revealed that 76.32% of the educational leaders found to have a high level of Spiritual Intelligence, while 21.71% found to have a normal level of Spiritual Intelligence, and only 1.97% found to have a low level of Spiritual Intelligence. Thus, from the findings it has been interpreted that the overall Spiritual Intelligence of the educational leaders of higher educational institutions of Assam is high.

4.6 Analysis and interpretation of Objective: 3

To find out the Managerial Skill of the Educational Leader of the Higher Educational institutions.

For this objective the researcher applied the Educational Managerial Skill scale (EMSS), which is developed and standardized by the researcher

Educational Managerial Skill of the Educational Leaders with respect to the following dimensions are analyzed based on the standardized norms of the scale

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

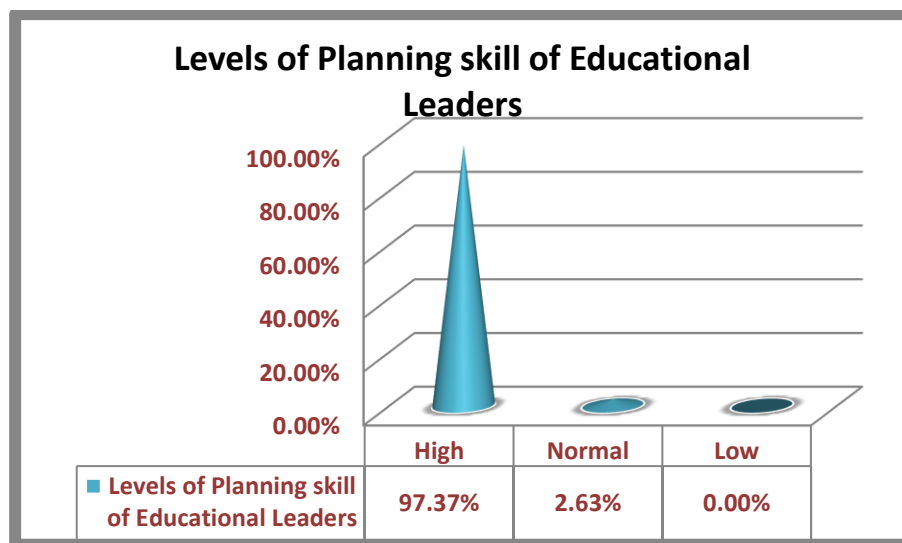
Analysis of Educational Managerial Skill of Educational Leaders of higher educational institutions dimensions wise:-

Table 4.7.1: Levels of planning skill of educational leaders of higher educational institutions of Assam

Level of Planning skill	Overall range of planning (Norms)	Total no. of Educational Leaders	Percentage
High	12 and above	148	97.37%
Normal	7-11	4	2.63%
Low	6 and below	0	00

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure: 4.7.1: Graphical representation of the levels of planning skill of educational leaders of higher educational institutions of Assam



Interpretation:

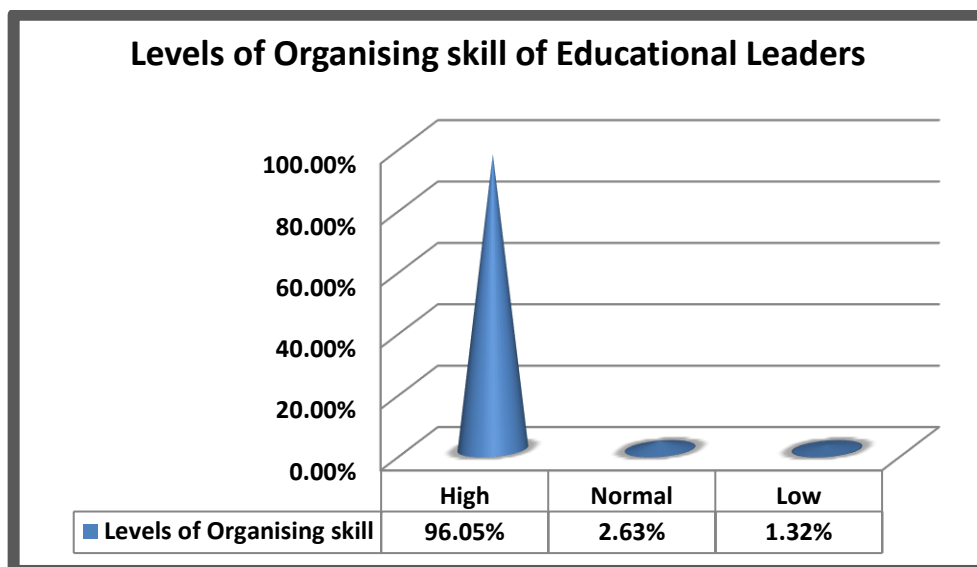
In table 4.7.1 and figure 4.7.1 showed the percentage levels of planning skill among educational leaders of higher educational institutions of Assam. The analysis revealed that 97.37% found to have a high level of planning skill, while 2.63% have a normal level of planning skill, and none of the educational leaders are found to have a low level of planning skill. Thus it has been interpreted from analysis that the planning skill of educational leaders in higher educational institutions of Assam is high.

Table: 4.7.2: Levels of organizing skill of educational leaders of higher educational institutions of Assam

Level of Organizing skill	Overall range of Organizing skill (Norms)	Total no. of Educational Leaders	Percentage
High	10 and above	146	96.05%
Normal	6-9	4	2.63%
Low	5 and below	2	1.32%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure: 4.7.2: Graphical representation of the levels of organizing skill of educational leaders of Higher Educational Institutions of Assam



Interpretation:

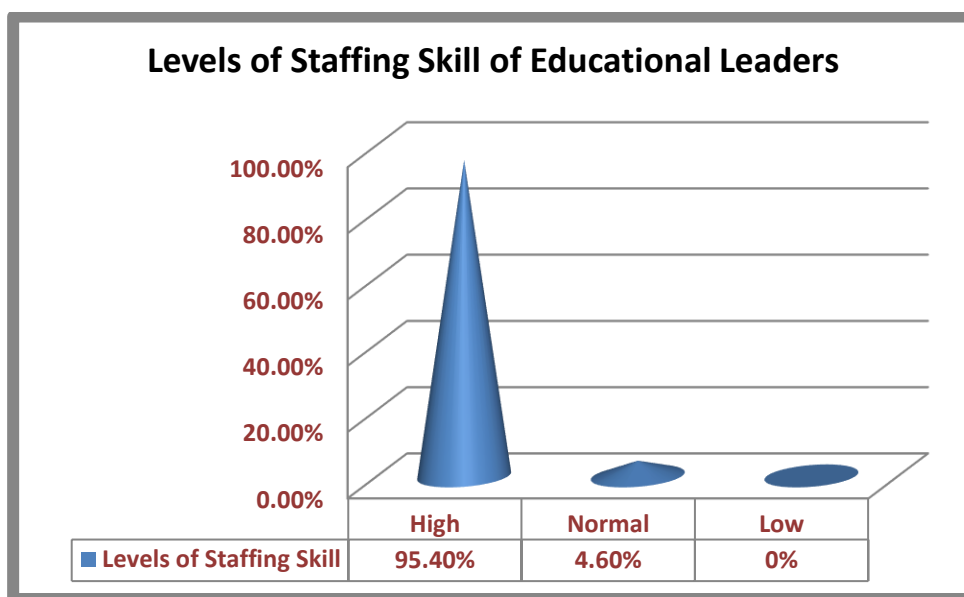
In table 4.7.2 and figure 4.7.2 showed the percentage levels of organizing skills of the educational leaders of higher educational institutions of Assam. The findings indicated that 96.05% of the educational leaders have a high level of organizing skills, while 2.63% have a normal level, and only 1.32% found to have a low level of organizing skills. Thus, based on the results, it has been concluded that the organizing skills of educational leaders in higher educational institutions of Assam is high.

Table: 4.7.3: Levels of Staffing skill of Educational Leaders of higher educational institutions of Assam

Level of Staffing skill	Overall range of Staffing skill (Norms)	Total no. of Educational Leaders	Percentage
High	12 and above	145	95.40%
Normal	7-11	7	4.60%
Low	6 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure: 4.7.3: Graphical representation of the levels of staffing skill of educational leaders of higher educational institutions of Assam



Interpretation:

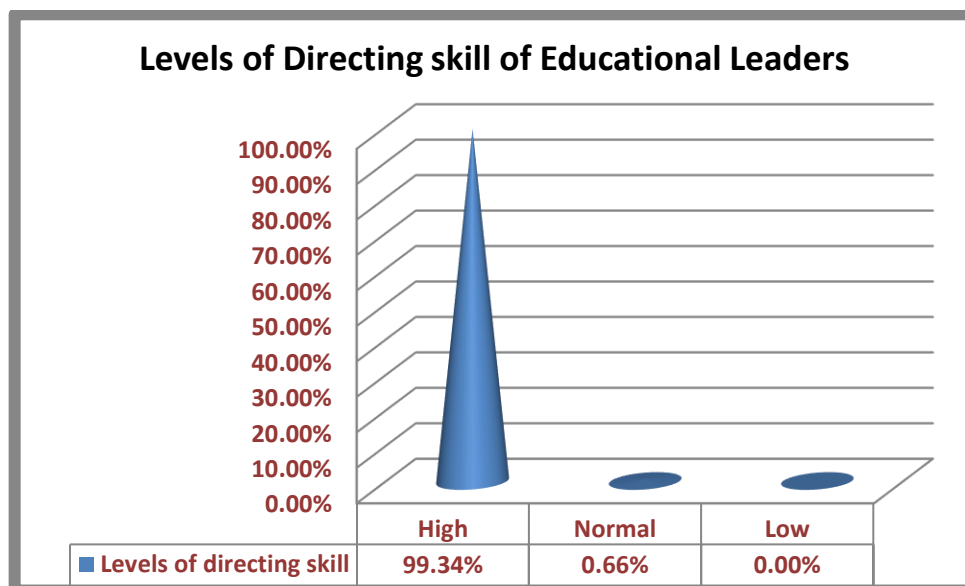
In table 4.7.3 and figure 4.3.3 showed the percentage levels of staffing skills among the educational leaders of higher educational institutions of Assam. The findings clearly indicated that 95.40% of educational leaders have a high level of staffing skills, while only 4.60% found to have a normal level of staffing skill, and no educational leaders are found to have a low level of staffing skills. Based on this finding, it has been interpreted that the staffing skills of educational leaders of higher educational institutions of Assam is high.

Table 4.7.4: Levels of directing skill of educational leaders of higher educational institutions of Assam

Level of Directing skill	Overall range of Directing skill (Norms)	Total no. of Educational Leaders	Percentage
High	12 and above	151	99.34%
Normal	7-11	1	0.66%
Low	6 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure 4.7.4: Graphical representation of the levels of directing skill of educational leaders of higher educational institutions of Assam



Interpretation:

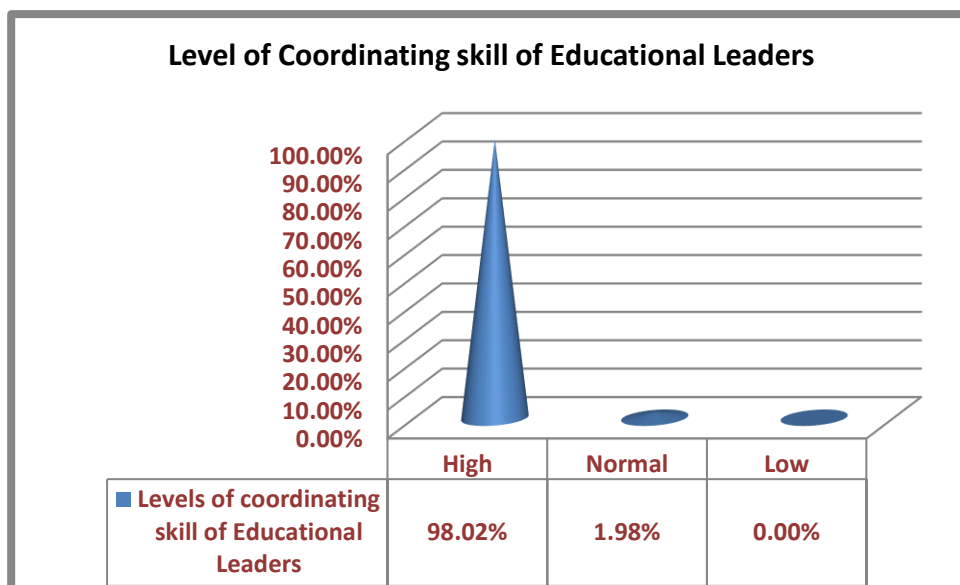
In table 4.7.4 and figure 4.7.4 showed the percentage levels of directing skills of educational leaders of higher educational institutions of Assam. The analysis indicated that 99.34% of the leaders have a high level of directing skill, while only 0.66% have a normal level of directing skill, and no educational leaders found to have a low level of directing skill. Thus, it has been inferred that the directing skills of educational leaders in higher educational institutions of Assam is high.

Table 4.7.5: Levels of coordinating skill of educational leaders of higher educational institutions of Assam

Level of Coordinating skill	Overall range of Coordinating skill (Norms)	Total no. of Educational Leaders	Percentage
High	12 and above	149	98.02%
Normal	7-11	3	1.98%
Low	6 and below	0	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure 4.7.5: Graphical representation of the coordinating skill level of educational leaders of higher educational institutions of Assam



Interpretation:

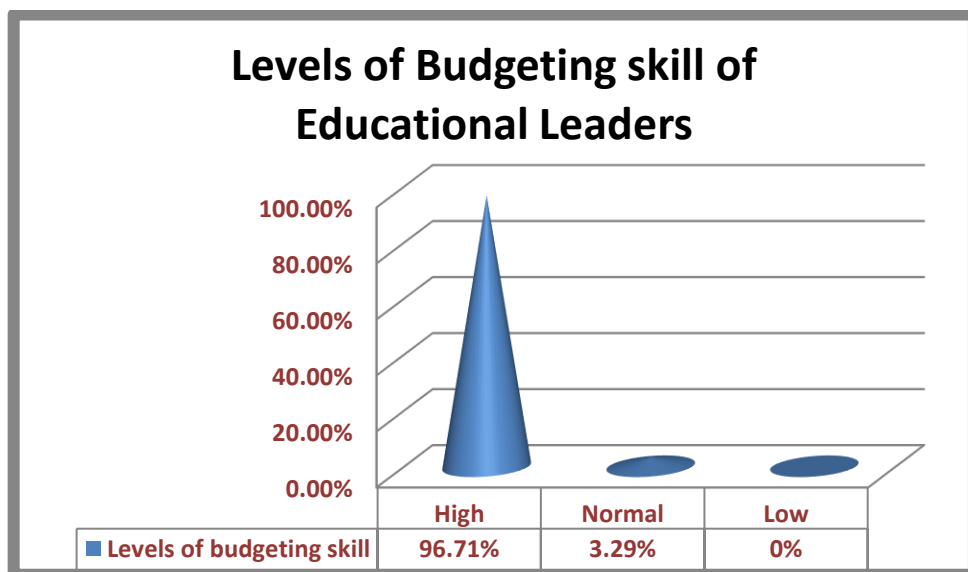
In table 4.7.5 and figure 4.7.5 showed the percentage levels of coordinating skills of the educational leaders of higher educational institutions of Assam. The findings revealed that 98.02% found to have a high level of coordinating skill, while only 1.98% found to have a normal level of coordinating, and no educational leaders are found to have a low level of coordinating skill. Thus, from the analysis it has been indicated that the level of coordinating skills of the educational leaders of higher educational institutions of Assam is high.

Table 4.7.6: Levels of budgeting skill of educational leaders of higher educational institutions of Assam

Level of Budgeting skill	Overall range of Budgeting skill (Norms)	Total no. of Educational Leaders	Percentage
High	10 and above	147	96.71%
Normal	6-9	5	3.29%
Low	5 and below	00	00%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure 4.7.6: Graphical representation of the levels of budgeting skill of educational leaders of higher educational institutions of Assam



Interpretation:

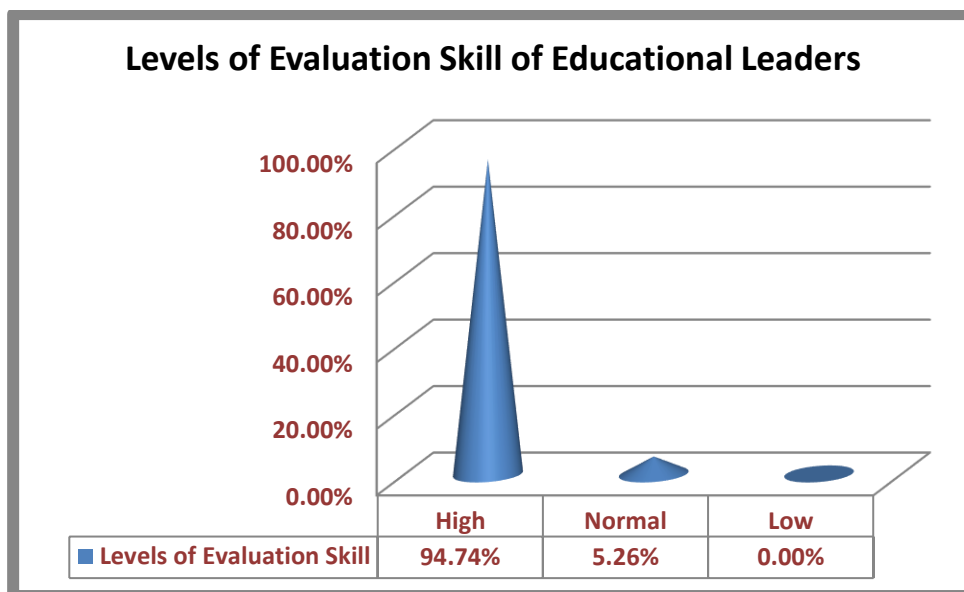
In table 4.7.6 and figure 4.7.6 showed the percentage levels of budgeting skill of the educational leaders of higher educational institutions of Assam. The analysis revealed that 96.71% of the educational leaders have a high level of budgeting skills, while only 3.29% have a normal level of budgeting skill, and no educational leaders are found to have a low level of budgeting skills. Thus, the results indicated that the majority of the educational leaders have a high level of budgeting skills of the educational leaders in higher educational institutions of Assam.

Table 4.7.7: Levels of Evaluation skill of educational leaders of higher educational institutions of Assam

Level of Evaluation skill	Overall range of Evaluation skill (Norms)	Total no. of Educational Leaders	Percentage
High	12 and above	144	94.74%
Normal	7-11	8	5.26%
Low	6 and below	0	0%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure 4.7.7: Graphical representation Levels of Evaluation skill of educational leaders of higher educational institutions of Assam



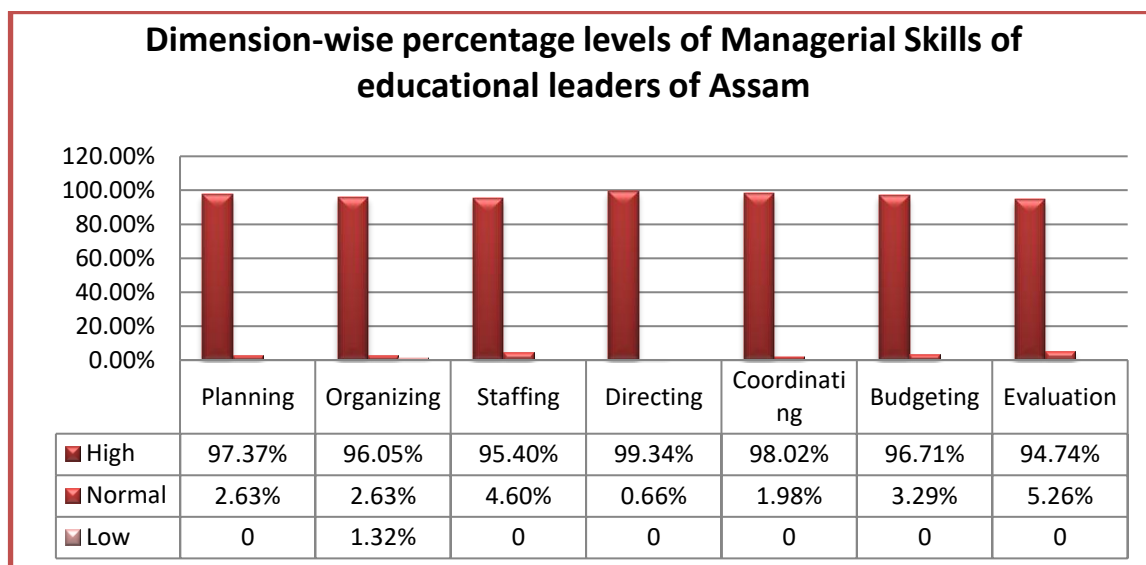
Interpretation:

In table 4.7.7 and figure 4.7.7 showed the percentage levels of evaluation skills of the educational leaders of higher educational institutions of Assam. The data analysis revealed that 97.74% of the educational leaders have a high level of evaluation skill, while only 5.26% have a normal level of evaluation skill, and none of the educational leaders have found to have a low level of evaluation skill. Thus the result indicated that the majority of the educational leaders have a high level of evaluation skill of higher educational institutions of Assam.

Table 4.7.8: Dimension-wise percentage levels of Managerial skills of educational leaders of Assam

Dimensions of Educational Managerial skills	Dimension-wise percentage levels of Managerial skills of educational leaders of Assam		
	High	Normal	Low
<i>Planning</i>	97.37%	2.63%	0
<i>Organizing</i>	96.05%	2.63%	1.32%
<i>Staffing</i>	95.40%	4.60%	0
<i>Directing</i>	99.34%	0.66%	0
<i>Coordinating</i>	98.02%	1.98%	0
<i>Budgeting</i>	96.71%	3.29%	0
<i>Evaluation</i>	94.74%	5.26%	0

Figure 4.7.8: Graphical representation of dimension-wise percentage levels of Managerial skills of educational leaders of Assam



Interpretation:

In table 4.7.8 and figure 4.7.8 showed the dimension-wise percentage levels of Educational Managerial Skills of educational leaders of Assam. The findings from the data analysis revealed that directing (98%) of the educational leaders found to have a high level and evaluation (95.39%) is the lowest skills.

4.6.1 The overall Levels of Educational Managerial skill of Educational Leaders of Higher Educational Institutions of Assam

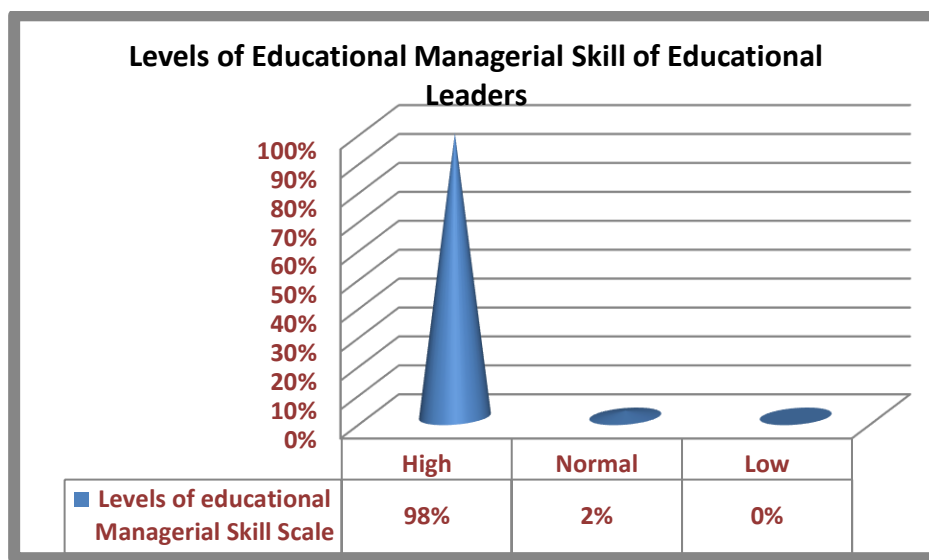
According to the scale if the subject scores are 81 and above, then the subject is said to have a high range of Educational managerial skill. A score of 38-80 indicates the normal level of Educational managerial skill. If the score falls below 37 then the subject is said to have a low range of educational managerial skill.

Table 4.7.9: Levels of Educational Managerial Skill of Educational Leaders of Higher Educational Institutions of Assam

Overall level of Educational Managerial skill	Overall range of Educational Managerial skill (Norms)	Total no. of Educational Leaders	Percentage
High	81 and above	149	98%
Normal	38-80	3	2%
Low	37 and below	0	0%

Classification of the levels, High, Normal and Low has been followed as per norms developed against the tool shown in the table no.3.10 and page no.56

Figure 4.7.9: Graphical representation of the levels of Educational Managerial skills of the educational leaders of higher educational institutions of Assam



Interpretation:

In table 4.7.9 and figure 4.7.9 showed the percentage levels of Educational Managerial Skill of the educational leaders of higher educational institutions of Assam. The findings from the data analysis revealed that 98% of the educational leaders have a high level of Educational Managerial Skill, while only 2% have a normal level of Educational Managerial Skill. No educational leaders are found to have a low level of Educational Managerial Skill. Therefore, the findings indicate that the overall Educational Managerial Skill of the Educational Leaders in Assam's higher educational institutions is high.

4.7 Analysis and interpretation of Objective 4:

To find out if the Emotional Intelligence (EI) of Educational Leaders has an impact on Management of Higher Educational Institutions.

In order to full fill the present objective following hypothesis was framed:-

Ho.4.8.1 There is significant impact of Emotional Intelligence (EI) of Educational leaders on Management of Higher Educational Institutions.

In the objective “*To find out if the Emotional Intelligence (EI) of Educational Leaders has an impact on Management of Higher Educational Institutions,*” the variables can be identified as follows:

Table 4.8.1: Dependent Variable (Response Variable) and Independent Variable (Predictor)

Dependent Variable (Response Variable)	Independent Variable (Predictor)
<i>Management of Higher Educational Institutions (Educational Managerial Skills)</i>	<i>Emotional Intelligence (EI) of Educational Leaders</i>

The main focus of this objective is to determine whether the Emotional Intelligence of educational leaders (independent variable) impacts the Educational Managerial Skills (dependent variable) that’s the management of higher educational institutions. In order to determine the impact of Emotional Intelligence of educational leaders on the management of higher educational institutions, a regression analysis was applied using SPSS. The following tables were generated through SPSS regression analysis.

Table 4.8.2: Goodness of fit

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.926^a	.857	.856	6.56206

Predictors : (Constant), Emotional Intelligence

Dependent Variable: Educational Managerial Skill

Interpretation:

In the above table 4.8.2, R-Square represents the proportion of total variability in the dependent variable, i.e., Educational Managerial Skill that is explained by the independent variable, i.e., Emotional Intelligence. The Adjusted R-Square is 0.856, meaning that 85.6% of the variability in Educational Managerial Skill is explained by the independent variable, Emotional Intelligence.

To check the significance of above explanation we move to next table generated by SPSS regression analysis-

Table 4.8.3: Regression Model: Analysis of variance

Model		Sum of Squares	df	Means Square	F	Sig.
1	Regression	38775.300	1	38775.300	900.482	.000 ^b
	Residual	6459.094	150	43.061		
	Total	45234.395	151			

Dependent Variable: Educational Managerial Skills

Predictors : (Constant), Emotional Intelligence

Interpretation: The table 4.8.3 above reveals that the F-value with degrees of freedom (1, 150) is 900.482, and the p-value is 0.000, which is less than 0.05 ($0.000 < 0.05$). This indicates that the independent variable, Emotional Intelligence, has a significant contribution to the estimation of Educational Managerial Skills of educational leaders.

In order to check the level of contribution, the next table is analyzed and interpreted below.

Table 4.8.4: Standardized Coefficients of variables entered in Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.997	4.159		7.453	.000
	Emotional Intelligence	.810	.027	.926	30.008	.000

Dependent Variable: Educational Managerial Skill

Interpretation:

The above table 4.8.4 shows that if the independent variable, Emotional Intelligence, is increased by one unit, the dependent variable, Educational Managerial Skill, increases by 0.810 times. Additionally, the beta (slope of the regression line) and t-value for Emotional Intelligence and Educational Managerial Skill are both positive, which is highly significant as $0.000 < 0.05$. Therefore, the result indicated that Emotional Intelligence significantly contributes to Educational Managerial Skills, particularly in the

management of higher educational institutions. In conclusion, the data supports the acceptance of hypothesis. H04.5.1

There is significant impact of Emotional Intelligence (EI) of Educational leaders on Management of Higher Educational Institutions.

4.8 Analysis and interpretation of Objective:5

To find out if the Spiritual Intelligence (SI) of Educational Leaders has an impact on Management of Higher Educational Institutions.

In order to full fill the objective 4.9, following hypothesis was framed:-

Ho.4.9.1 There is significant impact of Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions.

In the objective "To find out if the Spiritual Intelligence (SI) of Educational Leaders has an impact on Management of Higher Educational Institutions," the variables can be identified as follows:

Table 4.9.1: Dependent Variable (Response Variable) and Independent Variable (Predictor)

Dependent Variable (Response Variable)	Independent Variable (Predictor)
<i>Management of Higher Educational Institutions (Educational Managerial Skills)</i>	<i>Spiritual Intelligence (SI) of Educational Leaders</i>

The main focus of this objective is to determine whether the Spiritual Intelligence of Educational Leaders (independent variable) impacts the management of higher educational institutions (dependent variable). In order determine the impact of Spiritual Intelligence of Educational Leaders on management of higher educational institutions a Regression Analysis was applied using SPSS. The following tables were generated through SPSS Regression Analysis.

Table 4.9.2: Goodness of fit

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.765	.763	8.42660

Predictors: (Constant), Spiritual Intelligence

Dependent Variables: Educational Managerial Skill

Interpretation: In the above table (4.9.2), R-Square represents the proportion of the total variability in the dependent variable, i.e., Educational Managerial Skill that is explained by the independent variable, i.e., Spiritual Intelligence. The Adjusted R-Square is 0.763, which means that 76.3% of the variability in Educational Managerial Skill is explained by the independent variable, Spiritual Intelligence.

To check the significance of above explanation we move to next table generated by SPSS regression analysis-

Table 4.9.3: Regression Model: Analysis of variance

Model		Sum of Squares	df	Means Square	F	Sig.
1	Regression	34583.249	1	34583.249	487.036	.000 ^b
	Residual	10651.145	150	71.008		
	Total	45234.395	151			

Dependent Variable: Educational Managerial Skills

Predictors: (Constant) Spiritual Intelligence

Interpretation:

The table 4.9.3 above reveals that the F-value with degrees of freedom (1, 150) is 487.036, and the p-value is 0.000 (which is less than 0.05). This indicates that the independent variable, Emotional Intelligence, has a significant contribution to the estimation of Educational Managerial Skills of educational leaders.

In order to check the level of contribution, the next table is analyzed and interpreted below.

Table 4.9.4: Standardized Coefficients of variables entered in Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-35.683	8.657		-4.122	.000
	Spiritual Intelligence	.783	.035	.874	22.069	.000

Dependent Variable: Educational Managerial Skill

Interpretation:

Above table 4.9.4 shows that if independent variable i.e. Spiritual Intelligence is increased by one unit then the dependent variable i.e. Educational Managerial Skill increases by .783 times, keeping the other independent variable fixed. Also, the beta (slope of regression line) and t-value is also positive for Spiritual Intelligence (SI) and Educational Managerial Skill. Which is highly significant as $.000 > 0.05$. Thus, the findings indicated that there is a significant contribution of Spiritual Intelligence in Educational Managerial Skills that is in management of higher educational institutions. In conclusion, hypothesis H0 4.9.1 *there is significant impact of Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions* is accepted.

4.9. Analysis and interpretation of Objective: 6

To find out if the Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders have combined impact on Management of Higher Educational Institutions.

In order to full fill the objective 4.10, following hypothesis was framed:-

Ho.4.10.1 There is significant combined impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions.

In the objective "*To find out if the Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders have combined impact on Management of Higher Educational Institutions,*" the variables identified as follows:

Table 4.10.1: Dependent Variable (Response Variable) and Independent Variable (Predictor)

Dependent Variable (Response Variable)	Independent Variable (Predictor)
<i>Management of Higher Educational Institutions (Educational Managerial Skills)</i>	<i>Emotional Intelligence (EI) of Educational Leaders & Spiritual Intelligence (SI) of Educational Leaders</i>

The main focus of this objective is to determine whether the Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational Leaders (independent variables) impacts the Educational Managerial Skills (dependent variable) that's the management of higher educational institutions. In order to determine the impact of Emotional Intelligence of educational leaders on management of higher educational institutions a regression analysis was applied using SPSS. The following tables were generated through SPSS Regression Analysis.

Table 4.10.2: Goodness of fit

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 ^a	.859	.857	6.54176

Predictors: (Constant), Emotional Intelligence, Spiritual Intelligence

Dependent Variable: Educational Managerial Skill

Interpretation:

In above table 4.10.2 R-Square represents the measurement of proportion of the total variability in the dependent variable i.e. Educational Managerial Skill is explained by the independent variables i.e. Emotional Intelligence and Spiritual Intelligence. Adjusted R square is .857 that means 85.7% of the variability in the Educational Managerial Skill is explained by the independent variables Emotional Intelligence and Spiritual Intelligence.

To check the significance of above explanation we move to next table generated by SPSS regression analysis

Table 4.10.3: Regression Model: Analysis of variance

Model		Sum of Squares	df	Means Square	F	Sig.
1	Regression	38858.000	2	19429.000	454.006	.000 ^b
	Residual	6376.394	149	42.795		
	Total	45234.395	151			

Dependent Variable: Educational Managerial Skill Scale

Predictors: (Constant), Emotional Intelligence, Spiritual Intelligence

Interpretation:

Above table 4.10.3 reveals that F-value at degree of freedom (2, 149) is 454.006 at $.000 < 0.05$ level, this means that the independent variables Emotional Intelligence and Spiritual Intelligence have significant contribution in estimation of Educational Managerial Skill of the Educational Leaders.

In order to check the level of contribution, the next table is analyzed and interpreted below:

Table 4.10.4: Standardized Coefficients of variables entered in Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.288	8.748		8.190	.000
	Emotional Intelligence	.102	.073	.114	7.188	.000
	Spiritual Intelligence	.717	.072	.820	3.223	.002

Dependent Variable: Educational Managerial Skill

Interpretation:

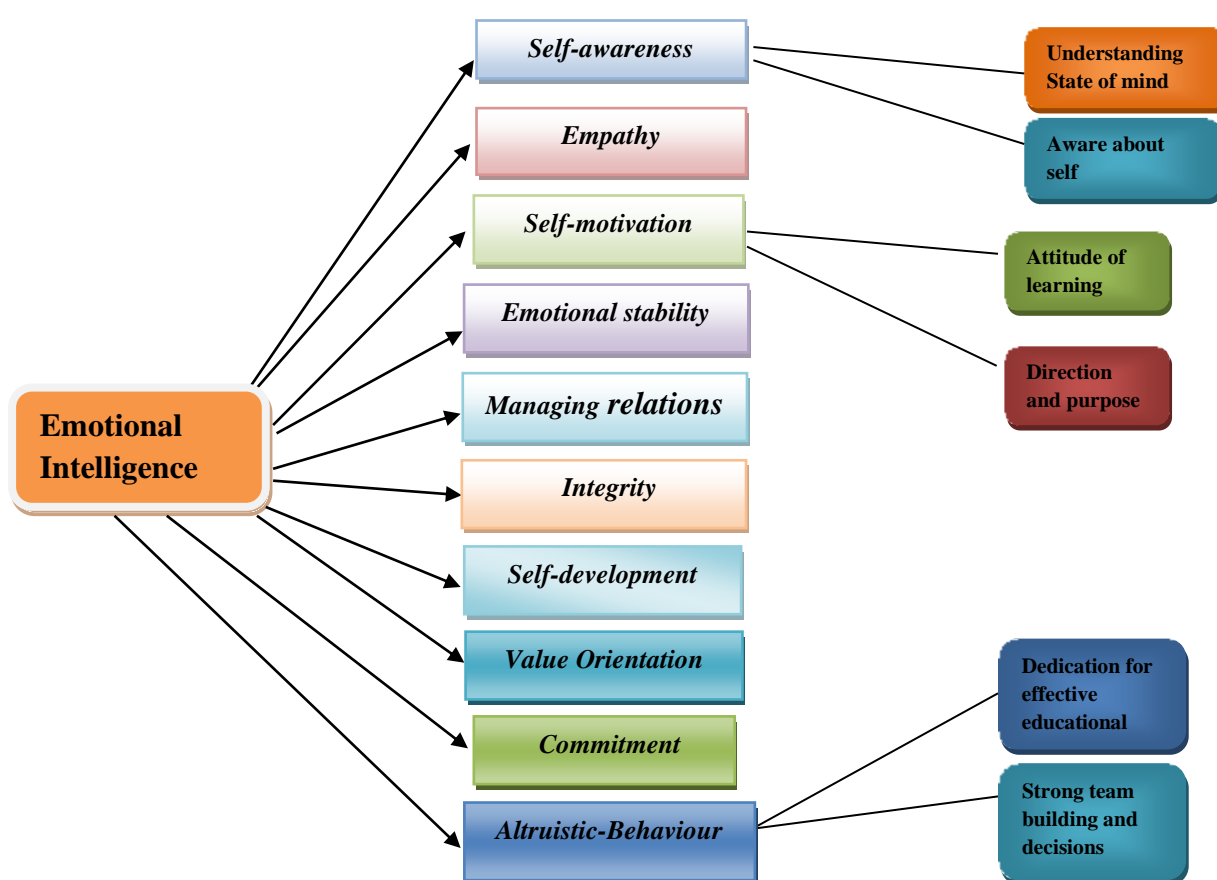
Above table 4.10.4 shows that if independent variable i.e. Emotional Intelligence is increased by one unit then the dependent variable i.e. Educational Managerial Skill increases by .102 times, also t-value for Emotional Intelligence is 7.188 being significant at p-value of $0.000 < 0.05$. Similarly for if Spiritual Intelligence is increased by one unit then dependent variable Educational Managerial Skill increases by .717 times, also, t-value for Spiritual Intelligence is 3.223 being significant at p-value of $0.002 < 0.05$, hence the $H_{0.4.10.1}$ *there is significant combined impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions*, is accepted. Hence, the result indicated that there is a ***significant combined impact of Emotional Intelligence (EI) and Spiritual Intelligence (SI) of Educational leaders on Management of Higher Educational Institutions.***

4.10 Analysis and interpretation of Objective: 7

To analyse the viewpoints of Educational Leaders on Emotional Intelligence (EI) and Spiritual Intelligence (SI) in the Management of Higher Education Institutions.

To collect qualitative data for this objective, the researcher used a purposive sampling method and a semi-structured interview schedule. Principals from 20 sampled colleges in Assam were interviewed through face-to-face mode by the researcher at their respective institutions to gather information on all selected factors and dimensions of the study. The responses were carefully coded, categorized into themes related to Emotional Intelligence (EI) and Spiritual Intelligence (SI), along with their corresponding factors and dimensions. Then sub-themes were identified based on these themes. Thematic analysis was employed for data analysis and interpretation, and the findings are discussed in detail in relation to the research objective of the study.

Figure: 4.8: Thematic map of the Emotional Intelligence and sub-themes identified



Thematic analysis of the viewpoints of Educational Leaders on the role of Emotional Intelligence in the management of Higher Education Institutions:

4.10.1 Emotional intelligence:

4.10.1.1 Self-awareness

Self-awareness: This theme highlights the importance of self-awareness in the effective management of higher educational institutions by educational leaders. Self-awareness mainly involves comprehending one's thoughts processes, emotional state, and identifying soundness and lacking in one's personality.

A. Understanding state of mind:

Self awareness is differs from individual to individual because the understanding of one's emotions, strengths and weaknesses is subjective. It helps educational leaders to lead their institution in a better way and enables them to set clear vision for both personal and professional development. Self-awareness is a vital component of leadership and management in educational institutions, as it enhances leader's ability to lead properly and ensures the institution's well-being and success. Some comments made by educational leaders of higher educational institutions in this regard are:

R (4) *"in my opinion self-awareness varies among individuals, but it consistently contributes to better leadership.*

R (5) *"during challenges self-awareness gives me glass to see the problems as it is and its solutions, though I am working in the higher educational institution, I should always aware about myself and the future situations, that could be a better option to lead my college in a batter way".*

R (16) *"through which I can understand my own emotions, values, my advantages, and my disadvantages".*

B. Aware about self:

When leaders are aware, they can focus better on their duties and responsibilities. Self-awareness helps educational leaders to communicate exactly what they want to covey to their team members which make them more focused and lessen confusion in the

workplace. As a result it minimizes conflicts and misunderstandings among team members, which leads to a more comfortable and collaborative work environment. Being aware allows educational leaders to adapt quickly and develop the necessary qualities for improvement, which directly enhances their leadership. Self-awareness also helps leaders manage their own thoughts, which creates a harmonious environment in the college. Self-awareness helps educational leaders for their goal accomplishment and to handle difficulties more efficiently. Developing self-awareness involves overcoming difficulties like fear and conditional preferences which create biases in the work place, as well as giving equal importance to all aspects of the institution. Leaders who are self-aware can set an example for their subordinates. In this regard, some shared responses from them are:

R (7) *“when I aware I can focus on my duties and responsibilities well, It helps me to communicate exactly what I want to convey to my team members which can keep me more focused and lessen confusion and conflict in my work”.*

R (10) *“one should know himself first then only can know others and as a leader I should aware about myself and my team members. It can stop misunderstandings among team members and makes working together comfortable and easier. It helps me change quickly and adopt needed qualities for improvement of myself which directly helps my leadership”.*

4.10.1.2 Empathy:

This theme emphasizes the importance of understanding the thoughts and feelings of others. Empathy enables educational leaders to understand the feeling and thoughts of everyone in the college. It helps them build trust and ensure equal rights for all, regardless of their position. Empathy also helps them to listen actively and respond thoughtfully, making team members feel heard and valued. Some educational leaders express their views in the following ways-

R (1) *“I am very empathetic and emotional person in regard to my colleagues and my dear students. I am saying that I am empathetic kind person because I always try to understand others very sincerely and I always try to understand their feelings which they may be unable to express clearly sometimes due to many reasons”.*

R (6) *“as a leader I must have feeling of empathetic for all otherwise it could be difficult for me to run my college smoothly it may be helps to understand others feelings and perspectives as well”.*

R (12) *“From my experiences I can say that empathetic leads to a better human being”.*

4.10.1.3 Self-motivation:

Self-motivation: This theme emphasizes the importance of self-motivation in educational management. It helps educational leaders maintain motivation within themselves, which is significant for the effective educational administration and management in the higher educational institutions.

A. Attitude of Learning:

Self-motivation is the key for effective leadership, as it helps in building a strong personality and also helps educational leaders to lead efficiently. It provides them with a deeper sense of purpose in their work. They have also mentioned several techniques that help them stay motivated in their workplace, such as journaling of their thoughts, celebrating even small success at their colleges, maintaining a learning attitude. Some statements made by educational leaders in this regard are:

R (5) *“stay motivated constantly is not easy for that attitude of learning may be helpful because I love to read self-help books and watching some thought provoking videos on social media, which makes me move forward”.*

B. Direction and Purpose:

Educational leaders emphasize the significance of visualization in improving focus and productivity in the workplace. They also highlight the role of self-motivation in providing clear direction and purpose for achieving work objectives. In this context, the following comments were shared by educational leaders:

R (7) *“I visualize the successful completion of my tasks and its benefits can create a productive mindset and drive towards achieving my goals”.*

R (8) *“I always set clear, achievable goals for the college”.*

4.10.1.4 Emotional stability:

This theme primarily focuses on the role of emotions and emotional stability and their impact on educational management. Emotional stability is important for an educational leader as it because it helps them to build and maintain a strong team. As a Leader they must remain calm and composed in every situation, they are dealing with number of people, sometimes handling everyone with calmness is challenging but then also they make it a priority to listen to and address each individual's concerns and problems. Emotional stability does not merely involve understanding one's own feelings and thoughts but also requires carefully empathizing other thoughts and feelings. Emotional stability helps educational leaders to effectively communicate their vision to their team members. This sentiment is reflected in some of the comments shared by participants, as detailed below:

R (4) *“emotional stability is really important for me as a leader because it helps me to create a strong team. As a Leader I have to stay calm in every situation, I have to deal with number of people from teaching staff to fourth grade staff, sometimes handle everyone with calmness is quite difficult but then also I prefer to hear each and everyone's issues and problems”.*

R (7) *“many times in my life I found people not sensitive enough towards their people and may conflict and misunderstand arise, so emotional stability is must to give proper direction to the people related to my college, but yes one thing emotional doesn't mean only understand my feelings and thoughts but also have to understand other thoughts and feelings very carefully”.*

R (10) *“my college is very new and now I am trying to build my institution in a new way for that I always remember my vision and for me vision is something which is related with emotions because no one can work long for anything without proper vision with emotions. I as a leader need to transfer my vision to my people for achieving that and in that regard I feel emotions and emotional stability matters”.*

R (16) *“I have a very less time to give to myself and my family which create some problems sometime because I have my family member they are also want time but I*

cannot give time to them, but then also I try to control my emotions during my working hours, yes emotional stability is very much required to manage my college”.

4.10.1.5 Managing relations:

This theme mainly focuses on the managing and maintaining relationships among all the members in the higher educational institutions. Educational leaders mentioned that college is a social institution and in any social setting, relationships and connection are essential for the survival and growth. They further added that they consistently try to maintain positive relationships with everyone in the college for effective educational administration and skillful management. The comments made by the educational leaders are:

R (1) *“without relationships and connections we cannot survive in a social setting and college is a social institution I have to maintain bonding between all, with students, teachers and community as a whole. Yes it is very true that understanding human behavior is very complex in a institutional setting because everyone comes from different background in terms of education, life experiences etc for that I believe on them and give responsibilities in a new way like first I figure out who is good at what, I listen their ideas and worries. I encourage teamwork; I want everyone should feel good and their presence and work matters”.*

R (8) *“I believe that building and maintaining strong relationships are vital for effective educational administration. Skillful management is only possible through maintaining good network and relationships”.*

4.10.1.6 Integrity:

In this theme mainly concern about the maintain integrity in the educational setup for smooth functioning of the higher educational institutions in regards to the management and administration. Professional integrity in the work place is very significant, as it means always choosing to do the right thing, even in difficult and challenging situations. It involves following to the rules and regulations of the institution. In an educational setting, alignment between saying and doing is essential, without this consistency,

maintaining integrity in higher educational institutions becomes impossible. Some of the statements are made by the educational leaders are:

R (11) *“according to me, we should always maintain professional integrity in the work place means always choosing to do the right thing, even when it's difficult and challenging”.*

R (17) *“integrity for me treating everyone with respect no matter their role or background in my college”.*

4.10.1.7 Self-development:

This theme emphasized on the development of the self of the educational leaders for the efficient management of the higher educational institutions. Self-development helps educational leaders to understand themselves better, make better decisions, solve problems effectively and function as efficient leaders within a team. Collaborating with other institutions helps them stay updated on the latest information regarding educational realm. Further they mentioned they learn from the experiences of others, which enhances their administrative skills. Taking care of their well-being also allows them to stay strong, creative and effective leader. Some of the comments made by the educational leaders are:

R (2) *“Managing my college properly I use various tools and strategies; I focus on learning from workshops, seminars, and professional development programs organised by my institutions and collaborations with other institutions. These help me to stay updated on the latest information regarding educational leadership”.*

R (12) *“balancing my work and personal life. Taking care of myself also helps me to stay strong, creative, and better”.*

4.10.1.8 Value orientation:

This theme mainly concern about the value-oriented practices in the management of the higher educational institutions of Assam. Values are important in every aspect of our life, including education. 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. It plays continuous role in improving teaching methods and curricula, which are essential components of the evaluation process in the higher educational institutions. Some of the statements are made by the educational leaders are:

R (6) *“I promote diversity because educational institutions are the ‘miniature society’, equity, and inclusions are part of it so this helps me organising and coordinating everything in better way”.*

R (10) *“I always try to set an example to inspire and guide staff and students in academic activities and continuously improving teaching methods and curriculum which is essential in evaluation process in the higher educational institutions”.*

4.10.1.9 Commitment:

This theme emphasised on the dedication level of the educational leaders of higher educational institutions. It makes educational leaders more responsible and motivated to achieve the institutional objective which leads to productiveness of the educational leaders.

A. Dedication for effective educational management practices:

Commitment is important for educational leaders to stay motivated in the work place, which can bring high quality education and administration. Some of the shared statements by educational leaders are:

R (1) *“I deeply committed to my college, dedicating myself to my college mission. I work hard to so that I can provide good leadership to my college”.*

R (4) *“when me and my staff are committed towards our college, we can give the right effort to provide high-quality education, management and support to the students”.*

B. Strong team building and decisions:

It helps to create strong foundation for the success of the higher educational institutions. It helps educational leaders to stay determine and persistent for institutional better

outcome. It also helps to channelize the thoughts in the right direction which helps them to accomplish their goals. Some of the shared statements by educational leaders are:

R (9) *“I believe that committed individuals is more likely to go the extra mile in their life; commitment creates a strong foundation for success”.*

R (10) *“a strong commitment to my goals is essential because it keeps me motivated, determined and persistent for college’s better outcome”.*

R (12) *“I think as a leader I must passionate and committed towards my work, which helps me make strong decisions, and also to stay strong”.*

4.10.1.10 Altruistic behaviour:

This theme focuses on the selfless concerns of the educational leaders for betterment of the higher educational institutions. Altruistic behaviour promotes loyalty among employees in the higher educational institutions. It also helps leaders to work hard for the institutions without much thinking about the personal gains and benefits. It gives job satisfaction to the educational leaders. Some of the reflected thoughts in this regards shared by the educational leaders are:

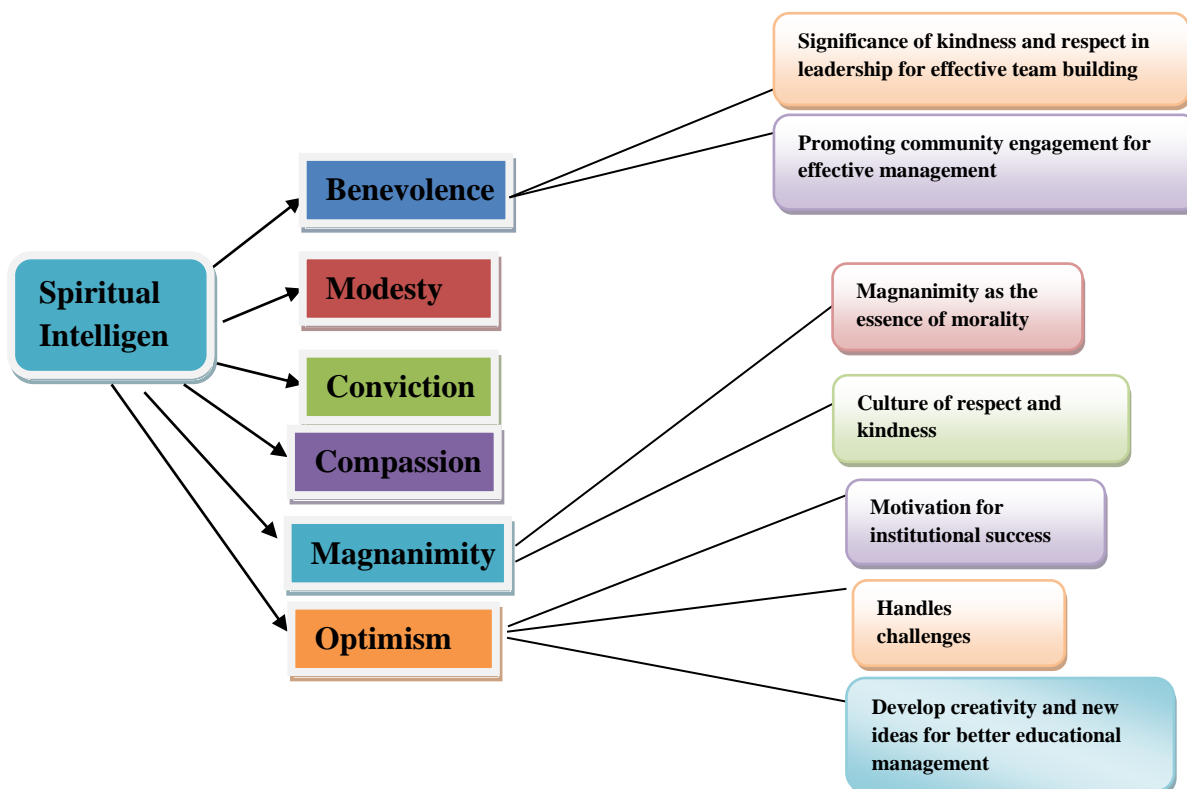
R (2) *“altruistic behaviour helps me manage to cooperative workplace, because it helps to builds trust and loyalty with everyone in my college, before subjects were discipline specific but now this the era of multidisciplinary, for that team collaboration became utmost important. Selfish behaviour never encourage teamwork and in management help and support of each other is very important, so, altruistic behaviour makes it easier to work together and solve issues”.*

R (5) *“for me Altruistic behaviour increases work engagement, it also improves my job satisfaction and makes me happier in the college”.*

R (12) *“I believe that I always try to think and work for my college good before my personal benefits and gains. Selflessly helping others and contributing to my institution without expecting anything in return gives me immense satisfaction”.*

R (13) “*behave good in an unselfish manner is the sign of kindness which is important for success*”.

Figure: 4.9: Thematic map of the Spiritual Intelligence and sub-themes identified



Theme-wise analysis of the viewpoints of educational leaders on the role of spiritual intelligence in managing higher education institutions:

4.11.1. Spiritual Intelligence:

4.11.1.1. Benevolence

Benevolence: This theme emphasized on the role of kindness and selfless behaviour towards others of the educational leaders of higher educational institutions. It promotes well-being and morality, which contribute to inner peace, bring personal growth and development as well as progress in all aspects of life.

A. Significance of kindness and respect in leadership for effective team building:

Benevolence helps educational leaders be kind towards everyone, which makes teamwork smoother and helps the institution run more effectively. Kindness shows

respect, which leads less argue and better work. It creates a positive vibe and staff feels appreciated do their jobs very well and enjoy the college environment. Some of the statements shared by the educational leaders are:

R (7) *“Leadership is not easy just the way people look at it, because patience requires and I must show suitable situation demanding behaviour towards everyone, this makes teamwork smoother and helps to run the institution nicely”.*

R (9) *“Look, when you're kind and show respect, people argue less and start work better together. It creates a positive vibe, you know? When staff feels appreciated, they do their tasks very well and enjoy the environment”.*

B. Promoting community engagement for effective educational management:

Educational management is a dynamic process, which requires proper training and mentorship for effective educational management. Educational leaders, being socially responsible, need to show kindness towards everyone, which helps create a strong bond with the community members. Some of the statements shared by the educational leaders are:

R (11) *“I am kind and caring because I always try to support my employees by mentoring and training them through various awareness programs, as educational management is a dynamic process”.*

R (14) *“doing kind things and being socially responsible helps build bonds with the community, which is essential because the college is a part of the community”.*

4.11.1.2 Modesty:

This theme highlighted the importance of humility, which involves a lack of arrogance, respect for each and every individual in the higher educational institution, control over anger, and balancing the ego for the smooth functioning of leadership roles in higher educational institutions. Educational leaders believe in being modest by focusing on humility and putting the team's success first instead of not merely seeking personal benefits and gains. When institution faced a tough challenge, instead of trying to solve it all by educational leaders, they listen to everyone's ideas and suggestions with humility.

For any achievement they give credit to the whole team for their hard work. According to the statements understanding modesty means staying humble and grounded. It's about recognizing strong and weak points for future improvement. Some of the statements are made educational leaders are:

R (1) *“I believe in being modest by focusing on humility and prioritizing the team's success first, without seeking any personal benefits”.*

R (14) *“yes! There was a time when our institution faced a tough challenge. Instead of trying to solve it all by myself, I listened to everyone's ideas and suggestions with humility. When we found solutions, I made sure to give credit to the whole team for their hard work, not just to myself”.*

R (7) *“in my understanding, modesty means staying humble and grounded even when we achieve success. It's about recognizing my strong and weak points and what I need to improve”.*

4.11.1.3 Conviction:

This theme focuses on deep faith in constructive decision-making, proper use of power, and understanding personal and moral values for effective leadership and efficient higher educational institution management and administration practices. Conviction in educational leadership matters; it helps leaders strongly believe in their goals and decisions, giving them the confidence to make difficult decisions and stick with them to achieve those goals for the overall growth of the institution. Some of the statements made by educational leaders are:

R (7) *“When I strongly believe in my goals and decisions, it gives me the confidence to make tough choices and stick with those choices”.*

R (15) *“absolutely, conviction plays an important role in my ability to perform and believe strongly in what I am doing”.*

4.11.1.4 Compassion:

This theme emphasized the helping nature of educational leaders towards others in higher educational institutions and its importance in the field of educational management. It concerns empathetic responses of the educational leaders. Compassion helps educational leaders care about the people associated with the institution. It enables educational leaders to understand others better. Some of the statements shared by educational leaders are:

R (6) *“it shows that care about the well-being of the people I lead”.*

R (13) *“when in my college team members face any kind of issues I address those issues and try to listen to them, what they're going through; I give them suggestions, and help them to overcome from the problem”.*

4.11.1.5 Magnanimity:

This theme primarily relates to broad-mindedness, the nature of forgiveness, and showing respect. Magnanimity helps educational leaders maintain respect and encourage everyone in the institution. This quality enables them to follow their vision and create ambitious plans. It also allows them to work independently without external pressures, such as community clashes and conflicts. It promotes the building of strong relationships based on respect, fairness, and inclusivity within the institution. Thinking big and being generous helps them make a lasting impact on their college and leave behind a meaningful legacy through their leadership.

A. Magnanimity as the essence of morality:

Magnanimity helps to develop effective leadership qualities for systematic management and administrations in the higher educational institutions. Magnanimity impact the educational leader's thoughts processes, relationships with the colleagues, students and other stakeholders and most significantly decision-making. Their insightful responses indicating magnanimity helps to enhance the vision for the overall development of the institutions which leads fairness, compassion in the work culture. Some of the statements made by the educational leaders of higher educational institutions are:

R (3) “*magnanimity helps me to maintain morality in my workplace*”.

R (11) “*I feel leaders must have this quality; then only can they see far ahead and make big plans*”.

B. Culture of respect and kindness:

The educational leaders also mentioned that magnanimity helps to show and create culture of kindness and respect to each other in the higher educational institutions. Some of the comments made by educational leaders of higher educational institutions are:

R (8) “*magnanimity in thought helps me create a culture of compassion and respect*”.

R (13) “*I focus on building strong relationships based on respect, fairness, and including everyone*”.

R (15) “*in my experience, practicing magnanimity helps our institution grow. It’s not just about big acts; it’s about action with respect and kindness that show our team’s success*”.

4.11.1.6 Optimism:

This theme mainly concerns about the optimistic attitude of the educational leaders towards their institutional development. Optimism helps educational leaders to handle institutional challenges and obstacles when things don't go as planned, and they also mentioned that it encourages them to find better ways of doing things for the good management practices, fair distribution of the institutional tasks for better growth and development of the each individual involved in the colleges. Several responses were collected from the educational leaders of higher educational institutions, mainly three important themes were found, these are, *motivation for institutional success*, *handle challenges* and *develop creativity and new ideas for better educational management*. From the responses these three themes highlighted how optimism helps educational leaders to regulate higher educational institutions.

A. Motivation for institutional success:

Optimism enhances the positivity to see future possibilities with hope even in difficult situation; it helps educational leaders to focus only the excellence and growth for the higher educational institutions. It encourages and inspires educational leaders to set clear goals and work towards accomplishing them with motivation and confidence. Their optimistic attitude inspires teamwork; enhance morale and helps to create harmonious work culture in the higher educational institutions. Optimism plays a driving force that helps educational leaders in higher educational institutions to stay motivated and achieve the desired future for their higher educational institutions. Some of the comments made by educational leaders of higher educational institutions are:

R (3) *“Optimism motivates and makes me confident to achieve the institutional future successes”.*

R (8) *“Optimistic attitude creates a positive outlook and hope to do good things for my institution”.*

R (16) *“Optimism keeps me motivated in all circumstances of my life; it creates the desire to achieve more both personally and for my institution”.*

B. Handles challenges:

Educational leaders who maintain optimistic attitude during difficult situations are better in finding solutions of problems instead of feeling discouraged. Optimism within helps educational leaders to cope up with the difficult situation arises in the higher educational institutions, such as students’ related issues fund related issues and policy related issues and challenges. Some of the comments made by educational leaders of higher educational institutions are:

R (5) *“Optimism helps me to handle institutional challenges and obstacles when things don't go as planned”.*

R (8) *“We all are working with hope that we will get good results in our life but sometime we did not get the results we hope for but then also we try to stick with that goal, this is optimism and it is same apply in case of my institutional management also”.*

C. Develop creativity and new ideas for better educational management:

Educational Leaders who possess optimism are brave and confident, enabling them to take risks and implement new methods and strategies for the growth and development of higher educational institutions. Optimism helps in develop innovative ideas to manage institutions effectively. Education is a dynamic phenomenon, and an optimistic attitude helps educational leaders embrace and adopt changes in the evolving educational scenario. Some of the comments made by educational leaders of higher educational institutions are:

R (6) *“optimism helps me become more creative and innovative, which create a positive outlook in me. It makes me more willing to try new ideas and find better ways of improving management practices, like giving tasks and responsibilities effectively among employees and organizing meetings regularly with my colleagues”.*

R (14) *“in my institution, I always try to provide opportunities to my fellow colleagues for enhancement of their knowledge and innovative ideas for improvement, with the hope of achieving positive outcomes for our institutions”.*

Table 4.11: Showing the Meta inferences in regards to Emotional Intelligence:

Themes	Quantitative findings	Qualitative findings	Meta inferences
Self-awareness	Most educational leaders of higher educational institutions are found to possess a high level of self-awareness.	Self-awareness helps educational leaders understand their emotions, values, strengths, weaknesses, and state of mind. It enhances their ability to set clear personal and professional goals.	Both quantitative and qualitative findings indicate that self-awareness enhances educational leaders' ability to understand their emotions, values, advantages and disadvantages which play a significant role in the management of higher educational institutions.
Empathy	The majority of educational leaders in higher educational institutions possess a	Empathy allows leaders to understand the feelings and thoughts of others, fostering trust	The observation reveals that both sets of results highlight the

Themes	Quantitative findings	Qualitative findings	Meta inferences
	high level of empathy.	among employees and creating a more cohesive and loyal team within higher educational institutions.	significant role of empathy which allows leaders to understand the feelings and thoughts of others which enhances the effectiveness of educational leaders in the management of higher educational institutions.
Self-motivation	A high level of self-motivation is commonly observed among all educational leaders in higher educational institutions.	Self-motivation creates a productive mindset and drives individuals toward achieving their institutional goals by utilizing various tools, techniques, and strategies. These include reading self-help books, watching thought-provoking videos on social media, and visualizing the successful completion of tasks.	Both findings indicate that self-motivation enables educational leaders to create a productive mindset to effectively manage their higher educational institutions by utilizing various techniques, tools, and strategies.
Emotional stability	The present study revealed that a significant proportion of educational leaders have a high level of emotional stability.	Emotional stability helps educational leaders gain better control over their emotions, allowing them to maintain inner peace. This, in turn, contributes to building strong teams within higher educational institutions.	Both findings strongly indicate the significant role of emotional stability in efficient educational leadership, which contributes to building strong teams within higher educational institutions.
Managing relations	High levels of relationship management are commonly found among educational leaders in higher educational institutions.	Building and maintaining strong relationships are important for effective educational administration. Skillful management can only be achieved by maintaining	The quantitative and qualitative findings positively reflect the importance of relationships in educational management, which promotes skillful

Themes	Quantitative findings	Qualitative findings	Meta inferences
		a strong network and positive relationships with the all stakeholders related to the higher educational institutions.	management and administration.
Integrity	Most educational leaders in higher educational institutions showed a remarkable level of integrity.	It develops a sense of responsibility and duty towards their institution. It also helps educational leaders make the right decisions, even in difficult and challenging situations at the workplace.	Both results significantly support each other, revealing that integrity consistently helps educational leaders choose the right code of conduct for their management, especially when things are not in their favor.
Self-development	Many educational leaders are found to possess a high level of self-development.	Educational leaders mentioned that learning and personal life can enhance their level of self-development.	A majority of the educational leaders agreed that self-development is important and can be enhanced through various techniques, such as exercise, work-life-balance etc.
Value-orientation	Majority of the educational leaders in higher educational institutions possess a high level of value orientation.	Educational leaders stated that value orientation in higher educational institutions primarily promotes diversity, equity, and inclusion, which leads to a more harmonious environment and enhances the teaching, learning, and curriculum.	Both findings indicate that value orientation in educational management is highly significant, as it promotes diversity, equity, and inclusion. These factors directly influence the teaching, learning, and curriculum systems in higher educational institutions.
Commitment	Most of the educational leaders were found to have a high level of	Commitment helps educational leaders to put in the right efforts and dedication, which is	It was observed from both findings that the commitment of educational

Themes	Quantitative findings	Qualitative findings	Meta inferences
	commitment.	vital for the success of the higher educational institutions.	leaders in educational management contributes to putting in the right efforts and dedication for efficient leadership in higher educational institutions.
Altruistic behaviour	The majority of educational leaders possess a high level of altruistic behavior.	Altruistic behavior creates a cooperative workplace, which leads to build trust and loyalty among employees in higher educational institutions for better growth and reputation.	Altruistic behavior in educational leadership creates a cooperative work culture, which in turn promotes trust and loyalty among team members.

Table 4.12: Showing the Meta inferences in regards to Spiritual Intelligence:

Themes	Quantitative findings	Qualitative findings	Meta inferences
Benevolence	Most of the educational leaders were found to possess a high level of benevolence.	Educational leaders shared that benevolence primarily concerns kindness and respect, which help create a positive and productive work environment for the holistic development of the higher educational institutions.	The findings from both quantitative and qualitative indicate that benevolence significantly impacts the management of higher educational institutions by educational leaders. This impact is primarily associated with kindness, respect, and the creation of a positive and productive work environment.
Modesty	A significant majority of educational leaders	Educational leaders shared that modesty leads to humility,	The quantitative findings and insightful responses

Themes	Quantitative findings	Qualitative findings	Meta inferences
	in higher educational institutions showed a high level of modesty.	which helps prioritize the success of the team over personal benefits. It involves recognizing both strengths and weaknesses, and identifying areas that need improvement for overall progress of the higher educational institutions.	from the educational leaders on modesty show a positive relationship with the management of higher educational institutions. This leads to the development of strong teams, promotes a selfless attitude, and creates opportunities for improvement in educational leadership.
Conviction	Many educational leaders are found to have a strong sense of conviction in themselves.	Educational leadership, when driven by a strong belief in goals and decisions, provides the confidence to make tough choices and remain committed to those choices. Having a firm belief empowers educational leaders to make effective decisions for their overall development of the higher educational institutions.	Educational leadership requires strong belief and confidence to make the right, and sometimes tough, decisions for effective educational management.
Compassion	High levels of compassion are commonly observed in educational leaders of higher educational institutions of Assam.	Educational leaders emphasized that 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.	The quantitative and qualitative findings show that compassion in leadership is important because it fosters the overall well-being and development of the institution.

Themes	Quantitative findings	Qualitative findings	Meta inferences
Magnanimity	The present study revealed that a significant proportion of educational leaders of higher educational institutions of Assam, possess a strong sense of magnanimity.	Magnanimity in thought helps educational leaders to create a culture of kindness and respect. By thinking big and embracing generosity, educational leaders can make a lasting impact on their college and leave behind a meaningful legacy through their leadership.	Both the quantitative and qualitative findings reveal that broad-mindedness is important in the academic realm for effective management and helps educational leaders to leave a meaningful legacy for future generations.
Optimism	The majority of educational leaders in higher educational institutions were found to possess a high level of optimism.	Optimism enables educational leaders to better handle institutional challenges and obstacles by encouraging proactive problem-solving and determination when things don't go as planned. It enhances creativity and innovation, which contribute to inner peace. Additionally, optimism promotes effective management practices in higher educational institutions.	Based on the quantitative findings and the insightful reflections and responses from the educational leaders, it is evident that optimism promotes effective management practices. These include handling challenges, enhancing problem-solving abilities, developing willpower, and fostering innovative ideas and creativity for efficient management.