

CHAPTER-5

RESULTS AND DISCUSSION

This chapter provides an explanation of the findings and results of the present study. Furthermore, it highlights how the findings of the study support or contradict some of the earlier research findings. The chapter aims to present the findings in a clear, organized, and systematic manner to ensure the information is understandable and relevant to the study's objectives. It concludes with a discussion of the findings, integrating both quantitative and qualitative results to provide a comprehensive understanding of the research problem.

5.1 RESULTS AND DISCUSSION

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

5.1.1.1 Self-awareness:

1. The self-awareness of educational leaders in higher educational institutions of Assam is found to high, as 98% of the leaders were found to possess a high level of self-awareness, while only 2% possess a normal level. None of the educational leaders were found to have a low level of self-awareness.
2. Self-awareness helps educational leaders to understand their own emotions, advantages and disadvantages. and state of mind. keeps them more focused, and reduces confusion in their work life. Additionally, it minimizes misunderstandings and creates awareness by helping them overcome obstacles like fear and unconscious biases.

Educational leaders need to have self-awareness, which helps improve sub-skills such as emotional awareness, self-esteem, self-confidence, assertiveness, and independence. These attributes provide educational leaders with an advantage in achieving success within educational institutions and leadership roles (Pretorius &Plaatjies, 2023). Self-awareness plays a significant role in shaping effective educational leadership by enabling

leaders to understand their strengths, weaknesses, values, and emotions, as emphasized by Goleman (1995).

During interviews, educational leaders mentioned that self-awareness helps them regulate and manage stress. Self-awareness also makes them aware of various tools they can adopt to maintain peace in the workplace and make the right decisions at the right time (Brown, Ryan, & Creswell, 2007). Some leaders believe that the level of self-awareness varies from individual to individual, but it consistently helps in setting clear goals for personal and professional development, which directly contributes to the success of educational institutions (Gardner, Csikszentmihalyi, & Damon, 2005).

Moreover, self-awareness facilitates clear communication with subordinates, minimizing misunderstandings and enhancing work quality. It promotes a harmonious and effective work culture (Boyatzis & McKee, 2005). Additionally, self-awareness helps reduce biases within the institution which helps to achievement of long-term goals for the well-being of the institution (Caruso & Salovey, 2004).

5.1.1.2. Empathy:

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

This finding is supported by, such as Goleman (2006), which shows that leaders with empathy are better at understanding and meeting the needs of their staff and students. This helps create a positive and supportive environment. Democratic leadership is essentially separate from positions of authority; rather, it is characterized by the

exercise of three functions: dispersing responsibility among members, empowering group members, and assisting the group's decision-making process. Many, most, or all members of a group perform these responsibilities, often switching between the roles of leader and follower (Gastil, J., 1994). The study found that the level of empathy among educational leaders is very high, which helps them understand others well. This is a basic criterion for a leader, understanding employees and related members within the institution. Empathy also helps establish trust among all employees in educational institutions (Goleman, 1995). Empathy allows educational leaders to listen to everyone in their institution and respond thoughtfully, which fosters a cooperative work environment. It also enhances problem-solving abilities among educational leaders in higher educational institutions (Holt & Marques, 2012). Additionally, leaders mentioned that empathy enables them to provide the right guidance to employees in higher educational institutions. It boosts the morale of educational leaders, creating a positive work environment and enhancing academic productivity. Empathy promotes harmony among all members of the institution, highlighting the significant role of emotional intelligence in educational leadership (Bar-On, 2006). It helps educational leaders foster strong bonds among all members and create a harmonious work environment for all.

5.1.1.3 Self-Motivation:

5. It is found in the study that 96.71% of educational leaders have a high level of self-motivation, while a very small percentage of leaders, 3.29%, have a normal level of self-motivation. None of the educational leaders were found to have a low level of self-motivation. This clearly indicates that self-motivation among educational leaders in higher educational institutions of Assam is very high.
6. Self-motivation can be maintained various actions one should take to stay motivated, such as reading self-help books, watching thought-provoking videos on social media, and visualizing the successful completion of tasks. This can also create a productive mindset and drive towards accomplishing institutional goals.

Another important factor of emotional intelligence is self-motivation. In any higher educational institution, a leader has to manage everything under their supervision and guidance. As human beings, leaders also sometimes feel anxious and conflicted; in such cases, self-motivation can be the best way to bounce back in challenging work situations.

Research studies have shown that self-motivation is vital for effective leadership. According to Goleman (2000), leaders with high self-motivation are more likely to set high personal and professional standards in the workplace, which can positively influence their institutions. Additionally, research by Ryan and Deci (2000) highlights the importance of intrinsic motivation in driving leaders to achieve their goals, leading to better outcomes for educational institutions. Staying motivated, breaking big tasks into smaller ones, and reflecting on how work contributes to larger goals or helps others can provide a deeper sense of purpose for their work (Locke & Latham, 2002). Furthermore, staying motivated constantly is not easy, to maintain motivation, one should adopt an attitude of learning, such as reading self-help books and watching thought-provoking videos (Ryan & Deci, 2000).

5.1.1.4 Emotional-Stability:

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

From the present study, review of related literature, and the research findings, it is revealed that emotional intelligence mainly concerns our thoughts, feelings, and emotions. As a leader, one must have control over their own emotional state; otherwise, they may not regulate the institution effectively and systematically. Studies have supported that emotional stability is crucial in the educational setting for better performance and outcomes. They emphasize the significance of emotional stability for a better educational environment and strategies for managing stress to enhance performance in the educational setting, which supported by the research study (Córdova, Caballero-García, Drobnic, Roche, & Noriega, 2023). As a leader, emotional stability is important because it helps in building a strong team. Leaders must stay calm in every situation, because they have to deal with a number of people, and sometimes handling

everyone with calmness can be quite difficult. However, they prefer to listen to everyone's issues and problems. Many have mentioned that people are not sensitive enough towards their colleagues, and conflict and misunderstanding may arise. Therefore, emotional stability is essential to minimize conflict and provide proper direction to people. It helps leaders understand their own emotions as well as the feelings and thoughts of others (Goleman, 1995), which creates a productive work culture. Leaders need to communicate their vision to their people in order to achieve institutional goals, and in that regard, proper management of emotions and emotional stability matter (Bar-On, 1997). This discussion and related research clearly indicate that the importance of emotional stability for the management of higher educational institutions is vital and significant.

5.1.1.5 Managing relations:

9. It is found in this study that 92.76% of the educational leaders have a high level of managing relations ability, 7.24% have a normal level, and none of the educational leaders have a low level of managing relations.
10. Social relationships and connections are very significant in a social setting, and college is a social institution, building and maintaining strong relationships are vital for effective educational administration. Skillful management is only possible through maintaining a good network and relationships.

Understanding human behavior is a complex task because every individual is unique; everyone has their own thought processes, thinking abilities, life goals, etc. Therefore, in higher educational institutions, management is also not an easy job, as leaders have to deal with each person in the institution. The main focus is to maintain all the rules, regulations, and ethics. Cardno (2012), in her book *Managing Effective Relationships in Education*, analyzes the critical role of interpersonal relationships in educational management. She mentions that effective leadership and organizational success in educational institutions are deeply rooted in the quality of relationships among staff, students, and the broader community. Cardno also elaborately discusses strategies and techniques for promoting positive relationships among all employees, students, community members, and the head of the institution. These techniques include communication skills, conflict resolution among members, and collaborative practices,

these are serve as guides for educational leaders aiming to improve their institutions through enhanced relational dynamics. The primary functions of administration, management, and leadership in educational systems and organizations are to solve educational challenges related to relationships within the institution. When these issues are complicated and involve contradictions between collective organizational goals and individual interests, they create extremely difficult situations. Administrators, managers, and leaders in these groups can find solutions to such problems by making useful connections, which form the foundation of good practice. Many believe that recent changes supporting choice and decentralization have opened up exciting new research opportunities in educational management. People say that the "new" way of managing educational institutions, which focuses on making decisions on-site and holding students accountable, will allow directors and head teachers to "take control" of their institutions and make them better places to work and study (Power, Halpin, &Whitty, 1997). Leaders must maintain strong bonds between all, including students, teachers, and the community as a whole. Understanding human behavior in an institutional setting is complex because everyone comes from different backgrounds in terms of education and life experiences. Leaders assign responsibilities in a new way by first figuring out who excels in which areas, listening to their ideas and concerns, and encouraging teamwork. Leaders view everyone in the workplace plays an important role, and they believe their presence and contributions matter (Kouzes & Posner, 2017). They also emphasize that building and maintaining strong relationships are essential for effective educational administration. Skillful management is only possible through maintaining a good network and strong relationships. Leaders focus on creating trust and respect as the foundation for solid relationships within institutions. The study also found that educational leaders set clear, achievable goals for the institution and frequently meet with their team members to provide direction and purpose. They recognize both personal and team successes, no matter how small, which motivate them to continue striving for excellence in their institution; this finding is also supported by Leithwood & Hopkins (2020).

5.1.1.6 Integrity:

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

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

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

Maintaining integrity is very significant for higher educational institutions; as it helps educational leaders better understand their responsibilities. In practical terms, integrity means consistently choosing to do the right thing, even when it's difficult and challenging. These findings align with the study by Caldwell, Hayes, and Long (2010). Integrity also means treating everyone with respect, regardless of their role or background in the workplace (Brown & Treviño, 2006). Integrity is key to building trust and credibility, which are very important in institutional management. Adhering to certain ethical standards is crucial, as behavior significantly impacts teamwork and the overall success of higher educational institutions (Johnson, 2015).

5.1.1.7 Self-development:

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

To produce something good and productive, a leader must possess specific qualities. These qualities can be acquired through techniques and strategies such as

meditation, yoga, staying updated with new information and technology, etc. Properly managing an institution involves using various tools and strategies. Educational leaders focus on learning through workshops, seminars, and professional development programs. These help them stay updated on the latest information regarding educational leadership and administration (Yukl, 2013). They reflect on their strengths and weaknesses through journaling and thoughtful thinking. It has been mentioned several times by many educational leaders that they try to learn from others' experiences as well (Schön, 1983). They practice mindfulness, engage in regular exercise, and maintain a balance between their work and personal lives (Kabat-Zinn, 2003). Self-development is dynamic in nature and is only possible through continuous effort to improve individual skills, expertise, and knowledge in all domains related to leadership. Most significantly, it involves enhancing personal qualities to accomplish goals in an ever-changing scenario (Bar-On, 1997).

5.1.1.8 Value-orientation:

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

Promoting diversity in educational institutions is very significant because educational institutions are considered 'miniature societies,' where equity and inclusion are key components. Value orientation helps organize and coordinate everything in a better way (Banks, 2015). Good management practices in a college setting involve a combination of efforts that contribute to the institution's growth. These practices include

regularly communicating with subordinates and aligning the institution's vision and mission (Bolman & Deal, 2017). Leaders should set an example for staff and students by maintaining high standards in academic programs and consistently improving teaching methods and the curriculum, which are essential elements of the institution's evaluation process (Fullan, 2016). Stern et al. (1995) also define value orientation as being related to living a meaningful life, one that follows social and ethical standards without personal benefits or selfish intentions.

5.1.1.9 Commitment:

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

Commitment motivates a leader to achieve the goals of the institution, no matter the situation or circumstances. It sparks an inner drive to work hard for the institution. It fosters persistence and responsibility in pursuing goals, ultimately benefiting the institution (Goleman, 1998). Being fully committed to the institution and its mission and values every day leads to effective leadership (Kouzes& Posner, 2017). When both leaders and staff are dedicated to their college, they put in the effort needed to provide quality education, management, and student support. Committed individuals are more willing to go the extra mile because commitment builds a solid foundation for success (Fullan, M., 2014). A strong commitment to goals is crucial for success, as it keeps individuals motivated, determined, and focused on improving the institution. As a leader, passion and commitment are essential; as they guide good decision-making, inspire others, and keep the leader achieve success for the higher educational institutions, these research findings aligned with the research study (Locke & Latham, 2002).

5.1.1.10 Altruistic behaviour:

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

A selfish mindset cannot promote harmonious development in educational institutions. As leaders of higher educational institutions, it is essential to plan and execute strategies that ensure the overall development of everyone within the institution. To achieve this, a leader must have a clear vision and demonstrate altruistic behavior. This behavior is reflected in actions such as showing kindness and offering help to those in need, without any intention of personal gain. This idea is also supported by Bar-On (1997). Altruistic behavior fosters a cooperative work environment by building trust and loyalty among everyone in the college. Additionally one response found little different during interview from the educational leaders in the higher educational institutions, that was earlier subjects were discipline specific but now this the era of multidisciplinary, for that team collaboration became utmost important. One leader mentioned that selfish behavior never encourages teamwork, and in management, mutual support is significant. Thus, altruistic behavior makes it easier for people to work together and resolve challenges within the college.

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

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

The research findings are supported by various studies. Social awareness and relationship management, components of emotional intelligence, have a positive impact on leadership effectiveness. These factors also positively influence the Transformational Leadership style. The strong correlation between emotional intelligence and leadership effectiveness suggests that higher emotional intelligence is linked to better leadership outcomes (Nath, 2013). Emotional intelligence and decision-making both affect managerial performance, but decision-making has a more dominant influence. Emotional intelligence and decision making simultaneously affect managerial performance, but partially decision making has a more dominant influence. The indirect effect of emotional intelligence on managerial performance through decision making is greater than the direct influence of emotional intelligence on managerial performance, thus decision making is able to be an intermediary variable for the influence of emotional intelligence on managerial performance (Istianingsih, Masnun, & Pratiwi, 2020). The Pearson correlation coefficient shows a strong positive relationship between emotional intelligence and transformational leadership style. Therefore, the study concludes that leadership success is largely attributed to emotional intelligence (Ugoani, Amu, & Kalu, 2015). This research highlights the critical role of emotional intelligence in leadership effectiveness and team dynamics. Leaders with high emotional intelligence exhibit transformational leadership styles, excel in conflict resolution, and contribute to fostering positive relationships within teams (Xiao, Quanliang, Huanli, & Banerjee, 2023). There is a strong positive connection between the emotional intelligence of managers and their ability to make strategic decisions. The decision-making process of managers in institutions has been significantly impacted by democratic innovation (Alzoubi& Aziz, 2021).

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

5.1.1.2.1 Benevolence:

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

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

Benevolent leadership has a positive impact on knowledge sharing and creative self-efficacy (Li & Gao, 2022), which is essential in the management of higher educational institutions. Another study supports this result, stating that leadership is a combination of discipline, authority, benevolence, and moral integrity (Farh & Cheng, 2000). Leadership is not as simple as it may seem; it requires patience, kindness, and empathy towards everyone. When leaders show kindness and care, students and staff feel valued and respected, which builds trust. This trust helps teamwork run smoothly and ensures the institution functions well (Northouse, 2021). Kindness and care enable leaders and coworkers to learn, grow, and come up with better ideas and solutions, as educational management is a dynamic process (Cameron, 2013). Doing kind acts and being socially responsible fosters connections within the community, which is crucial because a college is part of that community. This creates a friendly, caring environment where employees trust their leaders, feel motivated, and support the institution's growth (Hargreaves & Fink, 2006).

5.1.1.2.2 Modesty:

24. This study found that 74.34% of educational leaders have a high level of modesty, 19.74% have a normal level, and only 5.92% have a low level of modesty. The results clearly show that the modesty of educational leaders in higher educational institutions of Assam is high.
25. Modesty means staying humble and grounded, even when achieving the highest success. Modesty leads to humility and helps prioritize the team's success over personal benefits. It is about recognizing both strengths and weaknesses and understanding what needs to be improved for betterment in educational leadership.

Being modest helps to focus on humility and putting the team's success first, without seeking personal praise and benefits. This can create respect within a team and foster a great environment for the institution, where co-existence can prevail. Humility also creates opportunities for growth and learning (Goleman, 2000). Value each person's contributions equally is also very important. When make mistakes, admit openly because that helps educational leaders to learn and grow (Yukl, 2013). One leader mentioned that modesty means staying humble and grounded even when achieving success. It helps recognize both strengths and areas for improvement. Modesty enables leaders to work well by focusing on the team's success rather than just personal benefits (Collins, 2001). A study supports the idea that modesty and leadership are deeply connected, as humble leadership promotes psychological well-being, safety, and professional development in the educational setting (Qu, Zhu, & Goddard, 2023). A team leader's guidance and shared beliefs shape the outcomes of the institution (Edmondson, 1999).

5.1.1.2.3 Conviction:

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

The findings of the study indicate that the conviction level of educational leaders is very high, which is a positive aspect for higher educational institutions. This is because conviction brings value-based leadership and strong decision-making power (Zohar & Marshall, 2000). When leaders strongly believe in their goals and decisions, it gives them the confidence to make tough choices and stand by them until the goal is accomplished by educational leaders. Having this strong belief allows educational leaders to make decisions confidently, keeping them focused on achieving the institution's goals (Northouse, 2018). Conviction plays a significant role in a leader's ability to perform institutional tasks effectively. When leaders believe strongly in their actions, it motivates them to work harder (Bass & Riggio, 2006).

5.1.1.2.4 Compassion:

28. The results of the study demonstrate that 73.68% of educational leaders were found to have a high level of compassion, 23.03% were found to have a normal level of compassion, and only 3.29% of educational leaders were found to have a low level of compassion. These results indicate that the level of compassion among educational leaders in higher educational institutions of Assam is high.
29. Educational leaders mentioned 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.

Compassion involves adopting a competency-based approach and applying multimodal teaching methods that address the necessary attitudes, abilities, behaviors, and knowledge across different domains of compassion. It also includes assessing learning over time (Sinclair, Kondejewski, Jaggi, Dennett, Ordons, & Hack, 2021). Dalai Lama & Ekman (2008) also mentioned that compassion develops empathetic behavior and awareness, which are signs of spiritual intelligence. A deeper awareness of the important behaviours and attitudes that lead to better outcomes through compassionate care is required (Sinclair, Norris, & McConnell, 2016).

Being compassionate as a leader is important because it shows that care about the well-being of the people they lead (Goleman, 2011). In educational institutions, when team members face tough situations, leaders should be approachable, friendly, and willing to listen to their concerns. By offering suggestions and helping them find solutions, leaders foster a supportive environment. Today's leaders must connect with empathy, lead with compassion, and instill courage and care in their leadership style. Compassionate leadership aims to assist others under their guidance. Compassion for employees promotes collaboration, increases trust, and deepens loyalty. Furthermore, in a fast changing work environment where colleagues frequently engage digitally, there is a growing need to be mindful and intentional about signaling compassion more overtly (Hougaard, 2021). Di Fabio & Saklofske (2020) presented two research studies on the relationship between compassion, self-compassion, personality, and emotional intelligence. The major findings suggest significant connections between Emotional Intelligence, personality, compassion, and self-compassion. These findings are

particularly relevant for building human capacity by promoting desirable qualities like compassion, which impact our interactions with others and self-care. EI has been shown to be dynamic in the sense that it can be increased or enhanced. And compassion would seem to be a most powerful human emotion and expression that have far reaching implications for the self, others and the world we live in. From this study it is very clear that Emotional Intelligence plays a very important role for building human capacity and very significantly it can be increased or enhanced and therefore this intelligence essential for the leadership or leading a group.

5.1.1.2.5 Magnanimity:

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

Magnanimous personalities show a wide range of qualities, such as generosity, kindness, forgiveness, empathy, honesty, integrity, inclusion, and a willingness to face difficult challenges. They reject mediocrity, avoid taking the easy way out, and are not afraid to step out of their comfort zones. Educational leaders shared that, magnanimous people see the bigger picture and align their actions and roles with the needs of a larger group or society (Daya, 2021). The study's results showed that magnanimity helps educational leaders maintain integrity and humility, which directly empowers their students to succeed. Magnanimous thinking enables leaders to foster a culture of compassion, respect, and encouragement.

5.1.1.2.6 Optimism:

32. The study shows that 57.24% of educational leaders have a high level of optimism, 37.50% have a normal level, and only 5.26% have a low level of

optimism. Overall, the level of optimism among educational leaders in higher educational institutions of Assam is high.

33. Optimism motivates educational leaders and boosts their confidence in achieving success for the institution. It helps them manage challenges and obstacles more effectively by encouraging proactive problem-solving and perseverance when things don't go as planned. Optimism fosters creativity and innovation, leading to inner peace. It also promotes good management practices in higher educational institutions.

The role of optimism in educational administration and management is very important. It motivates educational leaders to progress and maintain confidence, which directly impacts the overall success of the institution (Seligman, 2006). Optimism helps them handle institutional challenges and obstacles better by encouraging proactive problem-solving when things don't go as planned (Carver, Scheier, & Segerstrom, 2010). Additionally, optimism promotes creativity and innovation, building a positive outlook and inner positivity. It encourages leaders to try new ideas and find better ways of doing things, which contributing to good management practices (Fredrickson, 2001). Optimism helps maintain a positive attitude, addressing problems and solutions to achieve the institution's common goals for overall development (Peterson, 2000). One study aligned with the present study found that optimism helps leaders stay humble and compassionate (Sefika & Ciaran, 2020).

5.1.1.2.7 The overall Levels of Spiritual Intelligence of Educational Leaders

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

The research is also supported by many studies. According to Rego and Cunha (2008), when people have high spirituality in the workplace, it can be an added advantage for the organization. Therefore, the results suggest that the Spiritual Intelligence of the educational leaders in higher educational institutions is high.

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

5.1.1.3.1 Planning:

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

Planning is key to any management process. Without planning, it is impossible to manage anything (Bagire & Namada, 2013). The findings confirmed that organizations were significantly involved in strategic planning, which showed a positive and significant relationship with managerial skills. However, the relationship with financial capability was very weak. The implication of these findings for management is to give more attention to managerial skills to ensure better alignment of operations.

Therefore, the analysis of the results indicates that the planning of Educational Leaders in higher educational institutions is high. For example, skills necessary to manage people (human resource skills) were found to be more crucial to organizational performance than intellectual ability (Carmeli & Tishler, 2006). All managerial skills improved following the training program. The most significant improvements were in the following areas: organizing daily activities, motivating and mentoring others, supervising work, group discussions, and situation analysis. The least improved areas were creative technique application, peer collaboration, professional self-development, written communication, and operational planning. Identified predictors of improvement included shorter years of managerial experience, type of manager, profession, and recognizing the relevance of managerial skills in oral communication, evidence-based decision-making, and supervising others' work (Supic et al., 2010). Management establishes formal cooperation within an organization to achieve predetermined goals. Educational managers, in particular, conduct their tasks using a variety of planning and management strategies. These strategies are also valuable for managers in other sectors. The findings and conclusions from the data revealed the impact of skills on performance (Chaudhry & Shah, 2012). Personal competence includes the ability to manage oneself, control emotions, and motivate oneself. These traits involve self-confidence, awareness of one's

strengths and weaknesses, emotional self-control, trustworthiness, initiative, commitment, optimism, and accountability for one's own performance. According to the findings, management skills training also improved students' emotional intelligence (Latif, 2004).

5.1.1.3.2 Organizing:

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

According to the hypothesis, undergraduates in business education in Rivers State require strong planning and organizing skills when establishing small and medium-sized businesses. It was recommended that more focus should be placed on teaching business education students practical lessons that will help them become self-employed after graduation, rather than just studying to pass exams (Ngozi & Peace Steve, 2023). The education system is influenced by management, organization, and funding. In addition to these three external factors affecting the education system, there are other influences such as environmental variables, community, organizational culture, commitment, and creativity (T, D. & Kemas, 2023). The conversation explored planning and organising in terms of set, spatial organization (Kops & Belmont, 1985). However, the current study found contradictions, indicating that education manager's struggle with timely and efficient program organization, meeting coordination, and task allocation (Rifaqat, Iqbal, Saleem, 2023). Self-management practices focus on improving classroom preparation skills (Gureasko-Moore, Dupaul, & White, 2006). Therefore, based on the results, it can be concluded that the organizing skills of educational leaders in higher educational institutions are high.

5.1.1.3.3 Staffing:

37. 95.40% of the Educational Leaders in higher educational institutions have a high level of staffing skills, while 4.60% have a normal level, and none of the Educational Leaders have a low level of staffing skills.

The staffing skills of educational leaders in higher educational institutions are high. The results of the study align with previous findings, showing that staffing resources are

crucial for improving learning and achieving institutional goals. The selection of staff in these institutions requires principals to follow a rigorous and challenging process, which necessitates strong staffing skills (Plecki, Knapp, Castañeda, Halverson, LaSota, & Lochmiller, 2019). Human resources in education are vital as they help the education system achieve the stated goals and objectives of the institution (Norton, 2008).

5.1.1.3.4 Directing:

38. 99.34% were found to have a high level of directing skill, only 0.66% was found to have a normal level, and no educational leaders were found to have a low level of directing skill. As a result, it can be inferred that the directing skills of educational leaders in higher educational institutions are high.

One research study supports the idea that the principal plays an important role in directing and ensuring that an educational institution achieves its objectives. The principal's role in ensuring the success of the educational institution is highlighted by Waldron, McLeskey, and Redd (2011).

5.1.1.3.5 Coordinating:

39. 98.02% of the educational leaders were found to have a high level of coordinating skill, 1.98% was found to have a normal level, and no educational leaders were found to have a low level of coordinating skill.

One of the most important responsibilities of school and system leaders is to select and appoint administrators. Head selection also requires succession planning to ensure that there are enough qualified candidates to fill projected vacancies, preventing schools from being without principals (Bush, 2022). The principal's role in an educational institution is crucial for setting clear goals, establishing a mission, and emphasizing the adoption of new methods to achieve those goals (Goldring & Pasternack, 1994). A student-centered leadership strategy focuses on managing educational units effectively under internal supervision, ensuring quality governance, developing teaching quality, improving staff resources, enhancing facilities and infrastructure, involving parents, and benchmarking educational units at similar levels. Transformative leadership is also a key strategy for creating a productive, democratic leadership model that helps principals and

teachers adapt to changes in technology-based education management (Rasid & Nasir, 2023). Therefore, the analysis and results show that the coordinating skills of educational leaders in higher educational institutions are high. This indicates that the coordinating abilities of these leaders are strong.

5.1.1.3.6 Budgeting:

40. 96.71% of educational leaders have a high level of budgeting skill, 3.29% have a normal level, and none have a low level of budgeting skill.

Financial literacy refers to the knowledge, skills, attitude, awareness, and behavior needed to make sound financial decisions and achieve personal financial well-being. In other words, financial literacy is the ability to use information and skills to manage financial matters effectively (Paiella, 2016). It also refers to the capacity to make informed financial decisions (Yeo, Lim, &Yii, 2024). Based on the results, it can be interpreted that the budgeting skills of educational leaders in higher educational institutions of Assam is high.

5.1.1.3.7 Evaluation:

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

This academic examination explores current theoretical advancements in the field of educational leadership in school administration. Successful school management requires the appropriate application of leadership styles, principles, and methods. Quality educational leadership provides opportunities to improve policies and practices by embracing and utilizing fundamental principles and styles (Amanchukwu, Stanley, & Ololube, 2015).

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

42. 98% of the Educational Leaders were found to have a high level of educational managerial skill, 2% were found to have a normal level of educational managerial skill, and none of the Educational Leaders had a low level of educational managerial skill.

According to the study's findings, the principal has played an effective role as a leader, innovator, and motivator. To improve educational quality, the principal's role in leadership, innovation, and motivating students must be strengthened (Nellitawati & Ermita, 2021). Based on the findings, managers must develop strategies to work with their staff to enhance motivation and performance. Implementing effective leadership styles improves staff motivation and performance in schools. Managers can utilize transformational leadership to boost workplace relations, morale, and ultimately, productivity (Armstrong & Marilu, 2023).

5.1.1.4 Findings related to objective No 4:

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

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

Emotional intelligence helps educational leaders become self-aware, which leads to better decision-making for the overall growth of higher educational institutions. Emotional intelligence also helps to understand one's own feelings and thoughts, as well as those of others, which directly helps educational leaders' lead educational institutions more effectively. While examining the contribution of emotional intelligence to the

educational managerial skills of educational leaders, the results ($B = .810$, $\beta = .926$, $t = 30.008$, $p = .000$) revealed that the value for EI was positive and significant. This means there is a significant contribution of EI in the management of higher educational institutions by educational leaders. The results demonstrated a significant relationship between emotional awareness, empathy, and educational managerial skills in theory courses. It also indicates a significant relationship between emotional intelligence and the competencies of educational managerial skills of educational leaders in higher educational institutions. The current research suggests that an individual's emotional intelligence level has a direct impact on self-efficacy beliefs, regardless of their level of spiritual disposition. A high level of EI can positively contribute to effective decision-making and thereby improve the role efficacy of managers, as there was a positive correlation between EI, decision-making, and role efficacy (Chauhan & Chauhan, 2007). Emotional intelligence predicts success in important domains, including personal and work relationships (Salovey & Grewal, 2005).

5.1.1.5. Findings related to objective No. 5:

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

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

Spiritual Intelligence enhances the thought processes and helps educational leaders channel their thoughts in the right direction for productive outcomes in higher educational institutions. Spiritual Intelligence elevates the level of consciousness, leading to self-realization, which brings an unselfish nature and a feeling of compassion. The results of the current study reveal that the majority of educational leaders possess a high level of SI, which significantly impacts their leadership in terms of educational management.

On examining the contribution of Spiritual Intelligence (SI) in the educational managerial skills of educational leaders in higher educational institutions, it has been found that SI significantly contributes to the management of these institutions. The current findings, which highlight the significant contribution of SI in the management of higher educational institutions, align with existing research literature. Studies by Abdul Rani, Abidin, and Ab Hamid (2013) and Buqoon, Meece, and Granger (2012) also support the result that spiritual intelligence is a strong predictor of management. Additionally, the significant contribution of SI in management is supported by several studies indicating that SI is predictive of management success (Parker, 2004; Swart, 1996). However, Barchard (2004) found that only some measures of SI predicted academic success, and none of these measures showed incremental predictive validity for management success beyond cognitive and personality variables.

5.1.1.6 Findings related to objective No. 6:

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

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

EI and SI are complementary to each other; the study found that both intelligences help educational leaders in their successful and impactful leadership. When these two

intelligences are found in one individual, it is a great sign of potential success in leadership or any other field, as evidenced by many related studies. The current study also observed that the majority of educational leaders possess a high level of EI and SI. While examining the impact of EI and SI on the management of higher educational institutions, the results revealed that the values for EI and SI were positive and significant. The findings of the significant impact of EI and SI in predicting educational outcomes is a new finding, as research literature, as well as the present research, shows a significant impact between the two constructs, EI and SI. However, no reported study has been found in this direction. Emotional Quotient and Spiritual Quotient positively and significantly relate to managerial efficiency (Singh, Upadhyay, Mishra, & Grewal, 2022).