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THE EFFECT OF EI (EMOTIONAL INTELLIGENCE) ON EMPLOYEE MOTIVATION AND DECISION MAKING OF LEADERS IN PRIVATE UNIVERSITIES/INSTITUTES OF HIGHER EDUCATION IN NANGARHAR, AFGHANISTAN

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ABSTRACT

As today's hyper competitive market, it's very crucial for leaders to have their employees motivated and take consensual decisions for the survival of organization that can be done with having the quality of Emotional Intelligence (EI). Many researches are being conducted around the world to investigate the effect of EI over different variables in various contexts. But no research has found in context of higher education institutions of Afghanistan yet especially in Nangarhar Province. Researcher of the current study has a good intention to exactly investigate the effect/role of EI on employee motivation and leaders' decision making more specifically at private colleges or universities located in the Afghan province of Nangarhar. In addition to using survey approach to accomplish the research's goals, the author has concentrated on the design of the research in a descriptive manner. The data collected from 176 respondents have been collected by adopted questionnaires, while the selection process has been done by a stratified random sampling technique from the very population. After data collection, by the help of SPSS-16, the correlation matrix and regression analysis were applied where the findings have shown that average positive (56%) association exists among EI and employees' motivation while strong positive (67%) association between EI and leader's decision making with 0.000 significant level. Furthermore, in regression analysis, the R-Square value has shown that employee's motivation is 51.8% and leader's decision making is 55.1% explained by EI, by the help of F value in ANOVA the regression model is being considered good fit with 0.00 and 0.05 significant levels. Besides, from the findings of Beta value in Coefficient table, it has revealed that with 1% change in EI, 0.937% change will take place in employees' motivation and 1.119% in leader's decision making. Last but not the least, T value of the mentioned table has rejected the null hypothesis and considered as one of useful areas for research. Finally, it has concluded that quality of EI was measured as most vital or one of the key elements for motivated employees in the organizations, and better decision made by leaders in those universities or institutes of higher education that are run privately in Nangarhar-Province. The findings of current research were recommended to the management of private universities for the sake of employees' motivation and leader's better decision making.

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KEYWORDS: Leader, Employees, Decision making, emotional intelligence, Afghanistan-Nangarhar Province, Motivation, Higher Education.

1. INTRODUCTION

The definition of organization is that it is a structure or a place where people or individuals are resourced are combined so that we can attain the defined goals of the very organization. That is feasible when all production factors, including land, people (labor), capital, and organizers—in which labor plays a significant role—are ready or available. Without humans, even if all resources are ready and available, you will never be able to use them to accomplish your goals.

In addition, humans cannot function well without being motivated and satisfied. They perform well in the directions of the organization once they are encouraged. Furthermore, the leader's decisions have a big impact on how well organizational operations are carried out. Presently, a leader can adopt a choice that is supported by the entire organization and then inspire his or her team to work toward cohesively for the same objectives.

You have to give your staff a better atmosphere, sufficient rewards, autonomy, and any other opportunities to succeed for you in order to make appropriate decisions and motivate them for greater organizational performance. Despite all of the aforementioned, it's crucial for a leader to possess the capacity for emotional intelligence that allows him or her to be conscious of the emotions of clients in order to reach a consensus and motivate staff through a strategy that is being developed in tandem with a client mentality study.

Now, the leader in an organization is almost solely responsible for making an intelligent choice and motivating the workforce, which is made possible through emotional intelligence.

1.1. Emotional Intelligence

It is believed that EI is the quality or trait of successful leaders. In addition, it is made up of the words "Emotion" and "Intelligence," both of which are concerned with the capacity, aptitude, and ability to learn about and acquire knowledge about anything. Emotional intelligence has been thought to be a quality of effective leaders. As a result, it is abundantly obvious having the ability to comprehend people' feelings and make informed decisions under any situation is referred to as emotional intelligence (Caruso, Mayer, & Salovey 2000).

For leaders, emphasis on the importance of five EI (emotional intelligence), and its components, including "self-knowledge or self-awareness," and "self-regulation," which is concerned with controlling or altering conduct and style in reaction to situations. The earlier focus on understanding one's own and others' emotions in certain settings. Goleman (1995-1998). (1995-1998). (1995-1998). A decision maker with EI will be sensitive to the feelings and emotions of those around them and will

change their course of action accordingly. Along with "Empathy," the capacity to respect others and put yourself in their shoes, "Motivation," They will also possess "Social Skills," or the knowledge of society and social context, the capacity to persuade people to share your interests or the interests of the business.

1.2. Employees' Motivation

The Latin verb "movere," which meaning "to move," is actually the source of the word motivation. This is where the term first arose. According to Hegar (2012), persons who put forth the most effort are seen as being significantly more motivated since their movements are influenced by the acts they take. Motivation is a practice that keeps focus on a one's intensity, persistence, and direction of activities aimed en route for reaching the specified objectives; said Abraham Maslow (1943). Motivation, according to Colquitt et al. (2011), is a force that manifests in people both inside and externally and regulates effort and propels them to accomplish their jobs.

1.3. Leader's Decision Making

The subject or topic of Decision-Making Process is not a topic that is commonly discussed today. For more than 300 years, this issue has been developed with the assistance and contributions of numerous disciplines. Every business and its leader depend heavily on the decision-making process.

Future possibilities are a constant concern for decision-makers, and they strategically concentrate on the implications of those decisions in order to make such decisions worthwhile investments of time and resources.

Consequences that are connected to certain outcomes can also be assessed in terms of how they reflect one's own values and current, attainable aspirations.

Similar to how leadership decision-making has been explored from various angles, individual decision-making within organizational and social contexts has become a consciously complicated component of leadership. There have been numerous discussions over the organization's decision-making process during the last few years. Based on those various discoveries, it has been established that chaotic processes are necessary in every organization to ensure that an unknown future is less dangerous than it appears to be.

1.4. Research Gap

This study will contribute to the existent literature in order to determine Private Universities & institutes in Afghanistan's Nangarhar-Province that have not yet researched how emotional intelligence affects leadership decision-making and employee motivation.

1.5. Problem Statement

As we, the Afghan people, are more emotionally unstable and more easily irritated by minor emotionally charged issues, the practice of leadership is frequently ineffective here in Afghanistan due

to emotional instability, which breeds conflict and ultimately has a significant negative impact on the level of motivation of the employees and the effectiveness of the leader's decisions in the organization. In order to lessen the degree to which organizations are more easily tempered in the presence of an opposing viewpoint, a study has been conducted to examine the very impact of EI emotional intelligence on decision-making of those who lead & persuade labors and in the private in universities & institutions of higher-level education in Nangarhar Province here in Afghanistan.

1.6. Study's Objectives

- Appraising and regulating the impact of EI on motivation of employee.
- Expressing and analyzing how EI affects a leader's ability to make decisions.

Section two will discuss literature review, Section will discuss Methodology, section four will discuss Horizontal Conclusion and eventually we conclude with Conclusion.

2. REVIEW OF LITERATURE

2.1. Motivation of Employees

Regarding Nel et al. (2010), a highly motivated person is well aware of his or her goals and consistently applies effort to achieve those goals, even in the face of significant opposition. Kreitner and Kinicki (2010) defines the word "motivation" as a psychological process which directs an individual's behavior to achieve that particular objective. Baron et al. (2010) defined motivation as a will to get something done in a right manner. By using the above definitions, motivation can be described as the intensity of psychological stamina or determination to accomplish a given goal. It can also be argued that all human behavior needs motivation and that all people can be motivated. In the organizational context, each employee's motivation is different in some way, according to Nel et al. (2010), and it is closely tied to the time of motivation, which also reflects the motivation's source and level of intensity.

2.2. Leader's Decision Making

Concentrating on greater variety while choosing a course of action Scott and Bruce (1995) identified five fundamental decision-making philosophies as the General Decision-Making Styles (G.D.M.S.), and our study of decision-making managers has focused on these five.

2.3. Emotional Intelligence:

Many studies are done to define the term leadership because it is stated that it is a large field. But there isn't yet a definition of leadership that encompasses all its components (Stogdill, 1974). Therefore, leadership is a process wherein a person inspires a group of others to accomplish a common purpose, according to Northouse (2013).

In the history of leadership, the trait approach, which emphasizes a leader's personality traits, is the first notion of leadership that comes to mind for most people. This theory contends that good leadership results from a leader's personality attributes and is a natural trait, and it is a gift from God. However,

based on a meta-analysis, researchers found five traits for successful leaders: wits, grit, sociability, self-assurance, and integrity (Northouse, 2013).

Goleman (2005) suggested that since emotions are so important to thinking, making wise judgments, and a leader's success, emotional intelligence is the most important component of good leadership.

This idea of emotional intelligence has recently emerged in the field of leadership and is being described in a variety of ways by academics. Bar-On (1997), believes Parallel to Goleman's claim that managers with emotional intelligence can increase workplace productivity.

In addition, a leader with EI, according to Yoder (2005), is essential to creating a productive workplace. can certainly persuade staff members to do their best. In contrary, a leader lacking both inelegance and emotions would certainly not forge meaningful connections with staff members, upper and lower management, or other stakeholders (Goleman, 1998).

Additionally, emotional intelligence is defined by Salovey and Mayer (1990) as the capacity of a leader to recognize his or her own emotions as well as those of others and alter conduct in response.

Furthermore, knowing emotional intelligence plays a crucial part in the leadership process (Jennifer M. George, 2000).

2.4. Relationship between Dependent and Independent Variables

(Findings demonstrate that regulation, which plays a crucial role when it comes to a person's emotions and is one of the key components and best indication of EI. However, intrinsic motivation also plays a significant influence when it comes to the basic concept of motivation, and it really stimulates and energizes the employees in any given organization in order to achieve a common goal. Latham (1998), Scott (1986), Thompson (1979), Ellis (1984), and Ellis (1984) all highlighted the importance of employees' intrinsic motivation as opposed to extrinsic incentive.

The results of the study show that employees have high levels of emotional intelligence and motivation. The motivation of human resource also has a consciously favorable strong relationship with emotional intelligence. According to the findings of studies conducted in various fields as (Akpolat & Işk, 2012) found a link between EI and motivation with organizational commitment are crucial two elements.

Being emotionally intelligent is a crucial personal quality that is essential to performing all managerial tasks in the right manner, especially in dynamic environments were relying solely on cognitive intelligence is insufficient to help managers make appropriate decisions and deal with unforeseen issues.

Individual value systems, self-regulation practices, and emotional intelligence (EI), which is widely regarded as an important personal factor and the impact of which is examined in this research, are just

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a few examples of the many personal traits that can influence and leverage the decision-making styles of managers.

In order to make judgments based on a combination of self-management, interpersonal skills, and knowledge of how their actions will affect others in the organization, the best managers, in Diggins' opinion, must have emotional intelligence (EI). He contended that EI is much more pivotal than intelligence that is in conventional form in shaping the triumph of leaders & organizations and came to the following conclusion:

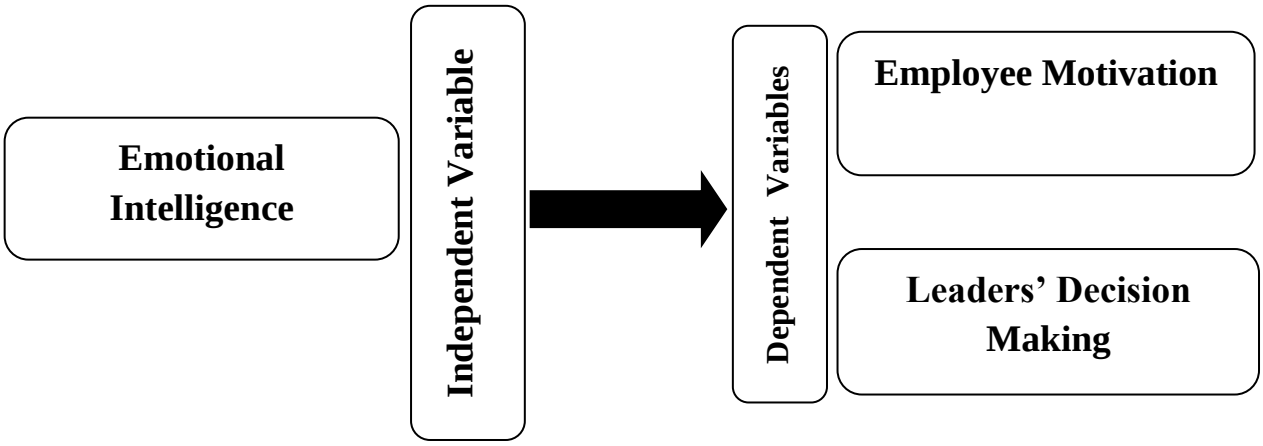
• Diagnose their relationship management skills and how to strengthen them;

• Be more forceful and conscious their interpersonal behavior;

• Recognize and regulate the effect of feelings on people's thoughts and conduct.

EI, with its distinct components, also plays a significant role in managerial decision-making, which is crucial for the success of all managers within the firm. Managers that are self-motivated have a better knowledge of their own emotions when faced with a threat or an opportunity.

2.5. Conceptual Framework



3. RESEARCH METHODOLOGY

3.1. Research Method

This very research paper intends to examine the impact of emotional intelligence on leaders' decision-making & employees' motivation in Nangarhar Province, Afghanistan's private higher education institutions. Research methodology provides a clear picture of how a researcher will gather and analyze data, accomplish research goals, and respond to research questions. Furthermore what is covered in the study are the definition of the model, examples of approaches and procedures, and the validity of the research instrument.

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3.2. Sampling of this Study or Sample

A "sample" in this sense refers to the full population that was taken from the relevant demographic. A researcher cannot collect data from the entire study's population because of a number of limits and limitations.

This chosen sample had to be used as a result. Choosing this sample collection of data, and it is analysis of effects of EI on employee motivation and leadership decision-making, a sample frame developed of private universities and Institutions that are active in Jalalabad City of Nangarhar. Both probability and non-probability techniques can be used to select the study's sample. When utilizing probability sampling procedures, to each portion of the very population has an identical and thorough fortune of being chosen for the sample. The sample for this study was selected via probability sampling methods.

When employing a probability sample, there are many different approaches and techniques for selecting the study's sample. The methods that are used the most frequently are stratified sampling, clustered sampling, simple random sampling, and multistage sampling. Each sample has both good and bad qualities. The sample for this study was chosen using the stratified random sampling technique. A sample is drawn at random from each stratum after the population is divided into various groups according to a predefined proportion. A sample size of 50% of the population was used in the investigation, which level is suitable for data analysis.

The data connected to sampling are shown in the table below.

Table 3.1

S. No	Names of University/Institute	Number of Total Employees	Sample Representation
1	KU (Khurasan University)	64	32
2	SGIHE) Spin Ghar Institute of Higher Education	74	36
3	(AIHE) Aryiana Institute of Higher Education	46	22
4	RU (Rokhan University)	98	49
5	Al-Falah University	85	43
	Al-Taqawa Institute of higher education	60	30
	Total	427	212
P.S.	Each university and higher education facility was referred to as a "Strata," and a sample of 50% of each Strata was chosen.		

3.3. Study's Instrument and Collection of Data

The Primary and this study's cross-sectional data were collected utilizing a recognized questionnaire. The labor force of Private Sector Universities and Institutes of Higher Education will receive a survey form for this study.

To tackle some of the undefined research questions, again the study has used both secondary and primary data. Sources of secondary data included in this study are online publications, which include reports from the books, articles of Journals, periodicals Publications, and various sections of the book. Most often, secondary data is used to provide a brief review of emotional intelligence, employee motivation, and leadership decision-making. The secondary data offers research findings from earlier studies on the effects of leadership philosophies on Emotional Intelligence and worker productivity in other developed and developing nations of the world across various industries.

Despite conducting a study questionnaire on their own to collect first-hand information. 212 questionnaires were distributed to the various study sample components. After two weeks, all of the surveys were collected. 176 of the 212 surveys were finished and given back to the point of contact (author of Study). The outcome was an extremely high response rate of 88 percent for the questionnaire.

Through quantitative data analysis, the effects of emotional intelligence on leadership decision-making and staff motivation are assessed. The quantitative information utilized to analyze the relationship is the study's primary data, which was a survey collected by a questionnaire-based. The instrument of the study is intended to gather information about emotional intelligence, employee motivation, and leader decision-making from staff members of Nangarhar private higher education institutions (service industries).

As part of the study's survey methodology, the questionnaire was altered in order to collect information from a particular sample. The items on the questionnaire are scored on a scale from 1 to 5. The study tool that was used for the survey has five key components. First of all, data is collected demographically through given research tools for the sample to be chosen. Secondly, this factor which entails questions that are 30, and is used to gather respondents' opinions and information about their bosses' emotional intelligence. The third segment, which consists of 8 different questions, is used to get evident based information on the motivation of the workers. The fourth section, which is about the decision-making of the leaders, has 21 questions.

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Table 3.2

S. No	Questionnaire Section / Research Variables	Question Number	Sources adopted from
1.	Section of Demographic	06	**Author of the study structured**
2.	Decision Making of Leaders	21	**Adopted- June of 1993 form Ergonomics.**
3.	Motivation of Employee	8	**Adopted, 2017 (Sadat)**
4.	EI (Emotional-intelligence)	30	**Adopted-Emotional Intelligence Test- Schutte Self- Report**

Source: Adopted

3.4. Data Analysis and its Tools

For quantitative data analysis, the impact of emotional intelligence on leadership decision-making and employee motivation are investigated using standard least square data estimate approaches. An accepted and self-administrated questionnaire was used to collect cross-sectional and primary data from staff members at private sector universities in order to conduct data analysis. Numerous tools are available for the analysis of quantitative data.

Multiple regression models, a correlation matrix, and descriptive statistics were everything used for this study's data analysis. As statistics descriptively explained is a crucial method for describing survey data. Clearly stating data in the research paper, deviations for standard, mean, maximum & minimum values bought to be also be provided. For the minimum and maximum values of each of these criteria, the highest and lowest scores are displayed.

3.4.1. Matrix for Correlation

The association between the variables under consideration has been established in this study using correlation coefficient. In this correlation of Pearson, coefficients are used on the way for determining this type and course of the connection among the variables in the research. This value of +1 indicates a very high connection, whereas a value of -1 indicates a strongly negative association amongst the variables. From -1 to +1 is the correlation coefficient's range. To examine the association between

emotional intelligence, employee motivation, and leadership decision-making, the study employed Pearson correlation. The findings of the correlation are shown in the chapter that follows.

3.4.2. Regression Analysis

Because we are only able to enter one dependent variable into the SPSS software for a straightforward regression model has been employed twice to look at the consequences of regression analysis of emotional intelligence on leaders' decision-making and employees' motivation in Nangarhar private higher education institutions. Employee motivation and leaders' decision-making are the dependent variables of the study's dependent variables, with emotional intelligence serving as the independent variable. The simple linear regression model for the investigation is shown in the following equations:

4. DISCUSSIONS & RESULTS

4.1. Descriptive Statistics (Motivation of Employees)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional-Intelligence	176	72.26	99.35	82.7126	7.42078
Motivation of Employees	176	60.00	98.10	77.6623	11.89559
Valid N (list wise)	176				

I have collected the data from 176 respondents about emotional intelligence and employee motivation. According to the collected data about emotional intelligence, the minimum value was 72.26, maximum value was 99.35, mean was 82.71 and Std. deviation was 7.42. Besides, for motivation the minimum value was 60.00, maximum value was 98.10, mean was 77.66 and Std. deviation was 11.89.

4.2 Correlation Matrix

Correlation

		Emotional_ Intelligence	Employees_ Motivation
Emotional_Intelligence	Correlation of Pearson	1	0.560
	Sig. (2-tailed)		.000
	N	176	176
Employees_Motivation	Pearson Correlation	0560	1
	Sig. (2-tailed)	.000	
	N	176	176

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**. The correlation's 0.01 level of significance (2-tailed).

One of the most helpful statistical formulas or tools for illustrating the relationships between the research model's associated variables is the correlation matrix. If the model's outcome equals zero, there isn't any correlation or association between the research model's variables, then the correlation result is denoted by the letter "r," which stands for the coefficient of correlation. The relationship must be positive if the "r" value increases from zero; otherwise, it indicates a negative link between the variables. The correlation's outcome can also be classified into weak, moderate, strong, and perfect levels.

According to the correlation matrix shown above, it can be concluded that employees' motivation and emotional intelligence are positively correlated on average (56%, or 0.56/1), and the analysis's findings are at 99% confidence, or at the 0.01 level significant.

4.3. Regression Coefficients

4.3.1. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560[a]	.518	.462	.51976

a. Predictors: (Constant), Emotional_Intelligence

The first table in the regression analysis is R-square and adjusted R-square are used in this model summary values to assess the regression model's explanatory power. estimate's standard errors are also the subject of the table's subsequent section.

According to these values in the table above, the R-square shows that independent variables account for 51.8% of the model's explanation, or that the dependent variable (employee motivation) accounts for 51.8% of independent variables (EI), with the rest of 48.2% representing the impact of additional factors on workers' motivation.

Additionally, according to specific and obtained data, the Adjusted R-square indicates that The regression model's With a 46.2% explanatory power, the remaining 53.8% has demonstrated how various factors influence employees' motivation.

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Despite the fact that this study's results indicated the aforementioned number to be less than 1, which indicates that there are no longer any chances of errors in the regression analysis's estimates. A measurement is the estimate's standard error of the percentage of errors in the analysis that was conducted.

4.3.2. The ANOVA

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression Residual Total	1672.737 23090.652 24763.389	1 174 175	1672.737 132.705	12.605	.000 a

a. (Constant), EI is the Predictor
b. Employee-Motivation is the Dependent Variable

The "F" and "Sign" values, which are the main focus of the researcher's attention, are contained in this ANOVA in the regression model's second table. While by having a stated value larger than 4, the "F" values or "Sign" values explain the fitness of the regression model or fitness of the research model to represent the degree of confidence by showing the level for significance, this very research model fits in good health, as seen in this very above table, because the regression model's or ANOVA's "F" value is larger than 4.

Additionally, the research was done with 99% confidence, and the significance level was 0.000.

4.3.3. Regression Coefficients

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.702	.745		4.433	.000
Emotional Intelligence	.937	.117	.560	3.550	.000

a. Dependent Variable: Employees_Motivation

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The unstandardized beta "B" and "T" values are the main topic of discussion in the third table of the regression analysis, called Coefficient. While the "T" value is used to determine whether or not the research's null hypothesis is accepted, the values of "B" represent the unit or change even percentage in the dependent variables having a cause and effect in degree of change in the independent variable. This study's null hypothesis is rejected and the alternative is not rejected it means it is presumably accepted if "T" is greater than the range of (-2 & +2). The "B" score is 0.937, which means that if there is a 1% emphasis on emotional intelligence, employee motivation will increase by 0.937%.

Additionally, because the value of "T" falls outside of the previously indicated range, the research's null hypothesis is rejected and the other hypotheses are accepted. This indicates that the research was done on a testable hypothesis rather than a proposition.

4.1. Descriptive Statistics (Leaders' Decision Making)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	176	60.00	98.10	77.6623	11.89559
Leader's-Decision-Making	176	35.00	100.0	79.1761	22.20432
Valid N (list wise)	176				

4.2. Correlation Matrix

Correlations

		Emotional_ Intelligence	Employees_ Motivation
Emotional_ Intelligence	Pearson Correlation	1	.607
	Sig. (2-tailed)		.000
	N	176	176
Leader's-Decision-Making	Pearson Correlation	.607	1
	Sig. (2-tailed)	.000	
	N	176	176

**. The correlation's 0.01 level of significance (2-tailed).

One of the most helpful statistical formulas or tools for illustrating the relationships between the research model's linked variables is the correlation matrix. If the model's outcome equals zero, there

isn't any correlation or association between the research model's variables. The correlation result is symbolized by the letter "r," which stands for the coefficient of correlation. If the "r" value is more than zero, the relationship must be positive; otherwise, it indicates a negative relationship between the variables. The correlation's outcome can also be classified into weak, moderate, strong, and perfect levels.

According to the correlation matrix shown above, there is a moderate to strong positive correlation (607 or 0.607/1) between leaders' decision-making and emotional intelligence. At 0.05 levels or a 95% confidence level, this connection is significant.

4.3. Regression Coefficients

4.3.1. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607[a]	.551	.506	.14052

a. Predictors: (Constant), Emotional_Intelligence

The first table in a regression analysis is a model summary, and the values for R-square and adjusted R-square are used to assess the explanatory power of the regression model. The estimate's standard errors are also the subject of the table's subsequent section.

According to the R-square, the dependent variable (The Decision Making of the Leaders) is believed to be the outcome of the effects of other variables on employee motivation for the remaining 43.9% of the variance, leaving 55.1% to be explained by independent variables.

Additionally, according to specific and obtained data, the Adjusted R-square indicates that the regression model's explanatory power is 50.6%; the rest of 49.4.8% has revealed the influence of other elements on motivation of employee. The fact that the analysis' result showed the mentioned number to be less than 1 suggests, even though the estimate standard error indicates in the analysis percentage of errors that was conducted, so there are no longer any possibilities for errors in the regression analysis's estimation.

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4.3.2. The ANOVA

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	985.315	1	985.313	42.010	.034
	Residual	85295.224	174	490.202		
	Total	86280.540	175			

a. Emotional_Intelligence is a constant predictor
b. Leader's_Decision_Making is a Dependent Variable

While "Sign" values in the ANOVA table illustrate by having the specified value greater than 4, "F" values, the regression model's fitness or the research model's fitness in the regression model's second table, where the significance level is displayed, are utilized to represent the confidence level.

This research model fits very well, as seen in the table above, because the regression model's or ANOVA's "F" value is larger than 4.

Additionally, the research's data collection and confidence level have a 95% significant value.

4.3.3. Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.885	.054		5.761	.000
	Emotional_Intelligence	1.119	.141	.607	3.550	.034

a. Dependent Variable: Leaders_Decision_Making

The unstandardized beta "B" and "T" values are the main topic of discussion in the third table of the regression analysis, called Coefficient. The "T" value is used to determine if the research's null hypothesis is accepted or rejected, whereas the "B" values depict the dependent variable's unit or percentage change. due to the independent variable's change in unit or percentage. The study's null hypothesis is refused & the alternative acknowledged if the value of "T" exceeds the range of (-2 & +2).

Score "B" is 1.199 which suggests that the decision-making of leaders will rise by 1.199% if there is a 1% concentration on emotional intelligence.

Additionally, because "T '" results falls outside of the previously specified range and shows that the research was based on a testable hypothesis rather than a premise., the null hypothesis of this experiment is not accepted while the other hypotheses are accepted.

5. RECOMMENDATIONS and CONCLUSIONs

5.1 Conclusion

A paramount reason of the study is to look into deeply that how leaders' decision-making and employees' motivation are impacted by emotional intelligence in private universities and institutions of higher learning in Afghanistan's Nangarhar Province. The examination was a survey study, and 176 respondents provided the original data for statistical analysis (correlation matrix and regression analysis). Following appropriate analysis of the primary data, a positive association between the associated variables has been demonstrated.

In addition, the secondary information from the literature, which was also examined for the research study that was conducted, showed a favorable link between the variables that made up this model. Eventually, we have found upon both review of the data and analysis of the data in this body of current literature; we find that emotional intelligence, employee motivation, and leaders' decision-making have a positive relationship. The study also discovered a marginally positive relationship between leadership decision-making and emotional intelligence, but a strong positive relationship between emotional intelligence and employee motivation.

5.2 Recommendations

An examination of the body of literature and an examination of primary data reveal a positive relationship between the dependent variables (Motivation of Employee and Decision Making of the leaders) and the independent variable EI (Emotional Intelligence). The importance of Emotional Intelligence has been emphasized to higher education administrators at private institutions. in order to keep staff members interested and assist them in making the best judgments possible in light of all the aspects mentioned in the research. The author used a questionnaire to gather the primary data; it is advised that others gather data using different means, such as an interview or an observation.

In Afghanistan's Nangarhar Province, the author studied in private universities and other higher education institutions. It is advised that others perform their research on several industries in Nangarhar, Afghanistan.

In order to confirm if the given conclusion is applicable or implementable in other sectors and provinces or not, it is advised that others undertake the same study in capital level and other provinces.

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