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EXPLORING LEADERSHIP QUALITIES FROM SULTAN BAHU'S AIN UL FAQR: ARELATIVE STUDY WITH CONTEMPORARY EDUCATIONAL LEADERS

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Abstract
In the Punjab province, scholars like Sultan Bahu have shed light on the path of knowledge, leading people from disbelief to enlightenment. Born into a religious family, Sultan Bahu authored around 140 books, focusing on the Quran, Sunnah, and Sharia, while advocating for a harmony between one's words and actions.This qualitative study focuses on his Persian work, "Ain-ul-Faqr," analysing Sultan Bahu's work on leadership qualities and its comparison to modern educational leadership through content analysis. The analysis reveals both similarities and differences in the qualities of a leader compared to contemporary leadership literature. Similarities include essential traits such as honesty, kindness, and ethical conduct, which are emphasized as foundational for effective leadership. These qualities foster trust and create a supportive environment for collaboration. However, differences arise in the spiritual attributes highlighted by Bahu, such as the concept of being a "mirror" that reflects the best qualities of others and the emphasis on spiritual mentorship. While contemporary leadership often focuses on transformational and transactional qualities, Bahu's teachings advocate for a deeper, spiritually informed approach that prioritizes inner transformation and community connection, suggesting a more holistic view of leadership that integrates spiritual dimensions with practical effectiveness.

INTRODUCTION

The universe was created by the Almighty for humans to leave a positive mark during their fleeting existence. The first Revelation to Prophet Muhammad ﷺ underscores the significance of education for personal development and the acquisition of knowledge. Education, which includes both formal schooling and traditional training, enhances individual abilities and reveals various facets of personality. Effective leadership in education is crucial for guiding stakeholders, responding to evolving needs, and integrating spirituality, thereby fostering a comprehensive learning environment. Spiritual intelligence in educational leaders plays a vital role in shaping community values and morals while encouraging collaboration and a sense of purpose. Sultan Bahu, a notable Sufi mystic, emphasized spiritual teachings that motivate individuals and communities, making his insights relevant to contemporary educational leadership practices. This study aims to examine his teachings in "Ain ul Faqr" and their application in transformative educational leadership models that can benefit society as a whole. The study aims to understand Sultan Bahu's concept of a leader (Murshid) through his writings, explore the

characteristics of contemporary educational leadership, and the differences and similarities as portrayed in Sultan Bahu's philosophy and modern educational leadership.

This qualitative research employs an exploratory approach to analyse his work, "Ain-ul-Faqr." Data was gathered from relevant literature, and both manual and computational analyses were conducted using NVIVO software to ensure reliable results. Qualitative research offers a unique perspective on understanding reality through naturalistic methods, allowing researchers to explore complexities from multiple angles, ultimately benefiting educational practices.

Content analysis is a methodical approach to understanding data through systematic examination and pattern identification. The process unfolds through data immersion, where researchers thoroughly familiarize themselves with the content before generating inductive codes to capture significant patterns. These codes are then synthesized into themes and subthemes, refined through collaboration with educational professionals. Theme mapping visualizes the relationships between identified patterns, ensuring clear boundaries and comprehensive coverage. Through this recursive process, researchers validate their findings and establish a coherent understanding of the data's underlying patterns and relationships.

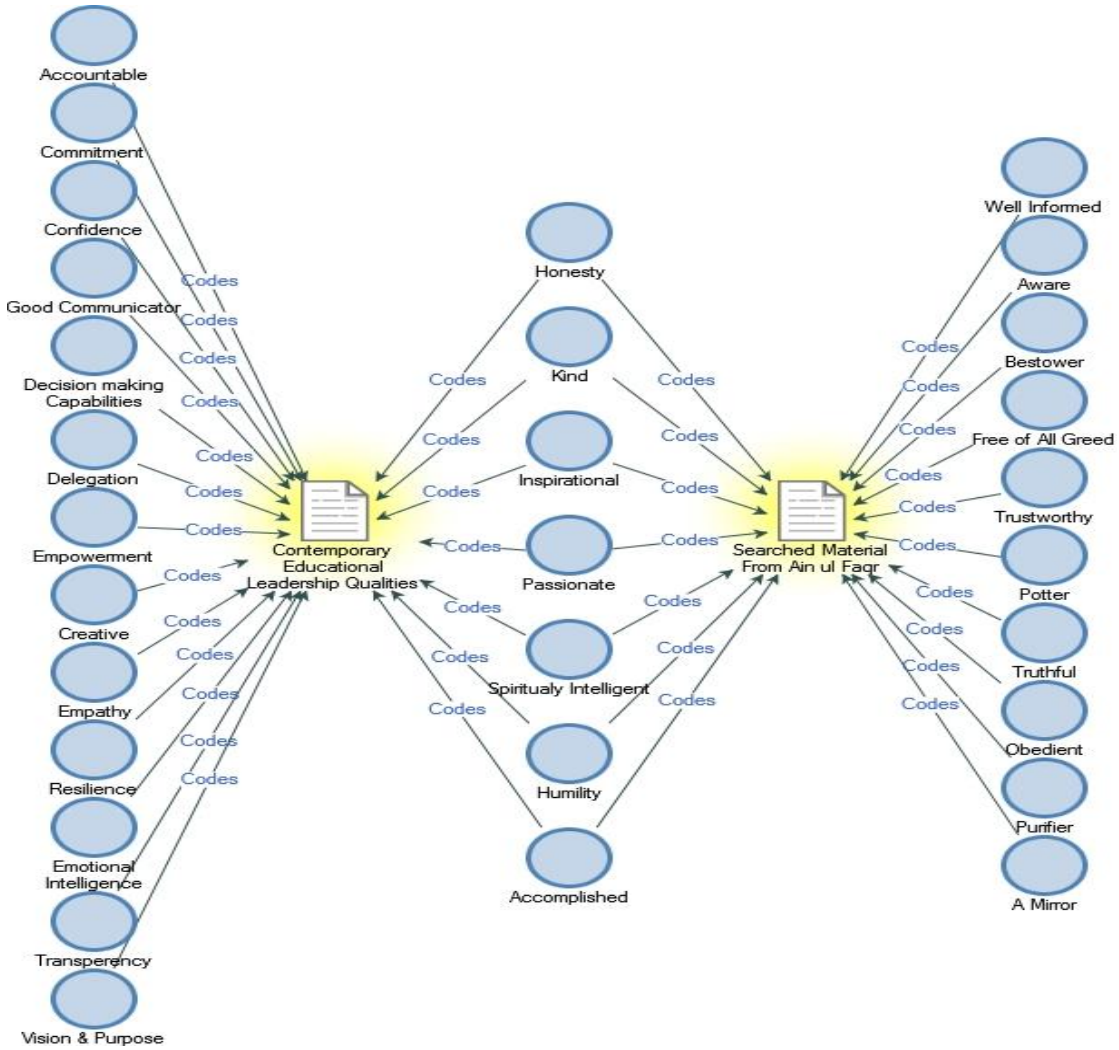


Figure 1*TheNVIVO Pictorial Representation of similar and different Attributes of Contemporary Educational Leadership from Ain ul Faqr and Related Literature*

Data analysis in Figure 1 reveals many similarities between the spiritual leadership attributes outlined in Sultan Bahu's book *Ain ul Faqr* and related literature. **Honesty** is identified as a crucial trait for leaders, fostering trust and integrity, with *Ain ul Faqr* emphasizing its significance. **Kindness**, compassion, and a willingness to help are highlighted as essential qualities that create a supportive learning environment, showing the depth of this attribute in both the book and related literature. **Inspirational** leaders possess the ability to motivate and empower others, with *Ain ul Faqr* repeatedly stressing this quality as vital for creating positive change in educational settings. **Passionate** leadership is also essential; leaders must communicate their enthusiasm effectively to inspire others, a term frequently used in both the book and related literature. The concept of being **spiritually intelligent** is crucial, allowing leaders to approach problem-solving creatively and flexibly, which a key point in leadership discussions is. **Humility** is identified as a vital trait for educational leaders, fostering positive relationships and collaboration while promoting an open-minded attitude towards learning from others. Lastly, being **accomplished** refers to a leader's ability to achieve goals and set high standards, with this trait emphasized throughout *Ain ul Faqr*.

According to the content analysis by NVIVO, Figure 1 shows many differences in leadership attributes between Sultan Bahu's book *Ain ul Faqr* and related literature. The attributes mentioned in *Ain ul Faqr* enrich a spiritual leader's life, reflecting the qualities seen in Sufis/Murshid/Ascetics who love God. These qualities include:

- **Well Informed and Aware**: Leaders must stay updated on current events and industry trends to make informed decisions that benefit their teams.
- **Like a Mirror**: A leader should reflect the best qualities within the organization, serving as a role model for others.
- **Like a Potter**: Leaders mold and guide those they lead on a spiritual journey, helping them realize their full potential.
- **Free of All Greed**: Leaders must resist the temptation of greed, focusing instead on the greater good and enabling others to thrive.
- **Trustworthy**: Reliability, honesty, and consistency are essential for leaders to earn respect and loyalty from their teams.
- **Truthful**: Honesty is crucial for gaining respect; leaders must communicate clearly without deception.
- **Obedience**: Leaders should be able to follow higher authority while also making independent decisions when necessary.
- **Purifier**: Leaders must eliminate negative influences within their organization and stand up for their beliefs.
- **Bestower**: Generosity in providing guidance and resources is vital for leaders to help others achieve their goals.

From related literature,a set of diverse attributes has been derived that are essential for educational leaders to possess in order to lead successful and fulfilling lives.Educational leadership requires **courage**, as leaders must be brave enough to express their thoughts, confront fears, take risks, and draw strength from within to navigate unknown territories. As Brown (2017) emphasizes, opting for courage over comfort is crucial for making progress and informed decisions. Fullan (1997) posits that problems can foster collaboration, allowing educators to spark new ideas through respectful debate. Furthermore, **commitment and passion** are vital traits; passionate leaders inspire their teams, fostering motivation and respect (Charles et al., 1987). Effective leaders also need to be **good communicators**, clearly articulating goals to bridge perceptual gaps among team members (Hasan, 2023).In addition, strong **decision-making capabilities** are essential; leaders must weigh options carefully and consider stakeholder opinions before making impactful choices (Hasan, 2023). **Accountability** is another key aspect of leadership; leaders should take more blame than credit while ensuring team members are responsible for their work (Jacobs, 1998). Moreover, effective leaders must practice **delegation and empowerment**, allowing team members to take ownership of tasks and grow professionally (Hasan, 2023).**Creativity and innovation** distinguish leaders from followers; innovative leaders can make their teams stand out (Hasan, 2023). Additionally, **empathy** is crucial for building strong connections with followers, preventing authoritarianism in leadership (Hasan,

2023). Resilience is another important trait; great leaders maintain a positive mindset during challenges and focus on solutions rather than problems (Hasan, 2023). Lastly, **emotional intelligence** enables leaders to manage their emotions and foster positive relationships within their teams, enhancing their overall leadership effectiveness (Hasan, 2023).

Conclusion

Sultan Bahu emphasizes that successful leaders must possess attributes such as being well-informed, free of greed, trustworthy, like a potter or mirror, truthful, obedient, purifying, and generous. These qualities foster respect and admiration for their leadership abilities while ensuring concern for the well-being of others.Seekers should follow guidelines to achieve traits of leaders and educational leaders must remain loyal to the ultimate Reality and embody qualities such as honesty, reliability, kindness, and spiritual intelligence to guide others back to righteousness. Sultan Bahu teaches that modern educational leaders should highlight these attributes within themselves and lead students along the path of Faqr.

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