



**RELATIONSHIP OF SPIRITUALITY, EMOTIONAL INTELLIGENCE
AND PRODUCTIVITY AMONG ACADEMICIANS IN HIGHER
EDUCATION – A SOCIO-DEMOGRAPHIC ANALYSIS**

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ABSTRACT

Higher education is an important part of the service sector for any society. The intangible service of teaching is now invaded by many influencing factors commanding attention. This research paper presents the socio-demographic analysis in exploring the relationship between Spirituality, Emotional Intelligence and Productivity on academicians in higher education. Such socio demographic variables include age, gender, marital status, qualification, designation, experience, domain of teaching, and type of institution. All the 314 respondents are teaching faculty members from higher educational institutions across disciplines from Bangalore. SPSS output reveals a high positive correlation between respondents aged over 50 years for Spirituality and Emotional Intelligence amongst other notable results discussed in the paper.

Key words: Intangibility of teaching & learning, emotional intelligence, spirituality, teaching, productivity

1. INTRODUCTION

Teaching is an age old profession. While it promotes the learning process in a disciplined and shared learning environment, it is exposed to the challenges of facing a dynamic audience together complying with growing academic targets which are diverse in nature. An efficient academic professional is considered to be one who knows to strike a balance among the diverse roles he/she plays in the professional arena. Amid such growing challenges and keeping one's calm in place, one passes through a range of emotions which call for monitoring for continued results.

What is Emotional Intelligence?

Emotions are varied in nature and human beings experience them in their daily course of life. While some emotions lift our mood and put us in a comfortable and inspired position, others can just do the opposite. So, what is emotional intelligence?

"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." – Salovey and Mayer's definition of Emotional Intelligence.

In his book *"Working with Emotional Intelligence"*, Daniel Goleman explains how Emotional Intelligence impacts 85% of success in any task undertaken – in personal and professional life. This is supported by examples, cases and research on large and small groups from various sectors, age groups, varying situations and geographical locations. In a profession such as teaching in higher education, academicians encounter many situations everyday which can take a toll on emotions. Interactions with different stake holders such as students, parents, colleagues, outsiders, management, etc. are necessary aspects of the job and therefore call for heightened emotional awareness and it's regulation from time to time.

Spirituality

What is Spirituality? This is a question for long, which has appeared in the minds of human beings, especially to those who seek a journey into their inner self. Saints have sung songs; poets have wondered and questioned many a thought about the same in their works and the journey continues.

Dasaparampare from Karnataka has a wholesome collection of hymns, songs, couplets, etc. Kanakadasa, Purandaradasa, Mahipatidasa, Sripadaraja, VijayaVitaladasa and many more gave

wisdom and demonstrated that music combined with divinity yields the best of thoughts to nourish life and leads one in the right direction regardless of the challenge one faces!(Navada, 2005)Akkamahadevi, Basavanna, NijagunaShivayogi, Sarvagna etc. hail from the *VachanaSampradaya*(Sarvagna, 2000) and have penned their thoughts in what is called as “*Vachanas*”. *Vachanas* are similar to couplets, often elaborate and deep in meaning about life and its various aspects. Reading them allows the reader to understand the timelessness of emotions, borderless-ness of life and questions the various aspects of human thinking and behaviour. At the same time it offers well-defined guidelines about how should one lead life in a world filled with doubts and that which lacks a system to it. In this research effort, Spirituality is looked at as a concept free of religion, religiosity or religious rituals.

Productivity

The productivity of a firm, organisation or nation is a gauge of the relationship between its production of goods and services and the factors of production used (labour, machinery, raw materials and so on). Thus it measures the ratio of output to inputs or a firm’s productive efficiency(Faridah Djellal, 2009).

Without services trade and commerce cannot really function, yet defining productivity for services can differ within the various categories and past research has shown that a key challenge is defining productivity in services arises from the fact that all forms of service output may not be fully captured in the statistics. (Jack E. Triplett and Barry P. Bosworth; 2000). There are three difficulties associated with measuring productivity according to FaridahDjellal, and FaizGallouj (2009):

- Tasks in question are not easily codifiable and in some cases have a significant tacit and discretionary dimension
- They are seldom stable over time
- Individuals are never isolated; they belong to groups and are always embedded in social structures characterized by cooperation and solidarity, which blur individual measurements

Daunting questions need to be answered in this regard and some of them are;

- How is output to be defined and measured?
- What resources should be taken into account and how are they measured?

- How is productivity at intermediate levels to be aggregated in order to get to higher levels?

The third question is not relevant, if the objective is restricted to individual level.

The teaching profession of academicians in higher education is exposed to similar challenges. The various tasks of a teacher/ academician are multi-dimensional and are hence to be grouped in appropriate sub-heads. In this study, the same is done as follows:

a. Teaching, Exam and Valuation duties: conducting classes, giving assignments, follow-up etc. Setting term end Question Paper, invigilation duties, flying squad, Question paper vetting, valuation, reviewing duties etc.

b. Research and Consultancy: Activities and task comprising this component can be listed as writing, presenting and publishing research papers, working on minor research projects, organizing/ attending workshops, Faculty Development Programs, conferences, seminars, giving guest lectures, taking up consultancy projects, guiding students on research projects at UG/PG levels, etc.

c. Administrative Roles: Complying with formalities such as documentation, report submission, coordinating duties, organizing various events in the academic calendar, etc.

Emotional Intelligence, Spirituality and Productivity

The key variables of this research are the above three. Emotional Intelligence nourishes productivity. What nourishes Emotional Intelligence is one of the critical questions faced in this research effort. An academician revealed in an in-depth interview that whenever encountered with a problem, she leaves it to the supreme power, generally referred to as God, and she discovers that the problem is solved automatically. It's the undeterred faith she emphasized and she went on to explain Spirituality is the path to gain inner peace and reach God!

Similar inputs were offered by other interviewees and people connected the concept to peace, positivity, enlightenment; all helping resolve inner conflict, an individual experiences in daily life and assisting decision making. Thus, indulging in Spirituality allowed the individual to solve emotional trouble at the grass root level. When an individual is able to manage emotions, they are able to deliver the best in the workplace, thus positively impacting productivity. This research aims to discover whether the same is true for a larger sample of academicians.

Under Demographic analysis, eight dimensions – age, gender, marital status, qualification, designation, experience, domain of teaching, and kind of institute – are considered. The relationship is gauged as follows:

- Emotional Intelligence and Spirituality.
- Emotional Intelligence and Productivity
- Spirituality and Productivity

2. REVIEW OF LITERATURE

Spirituality is defined diversely by many authors, books and research studies. It impacts leadership positively and provides perspective to face challenges in one's work place (Dr. Rajdeep K Manwani, 2012). Eckhart Tolle presents the view of Spirituality as being present in the 'now' (Tolle, 2001). Lindholm and Astin (2006) have concluded that teachers with high level of spirituality feel a better balance and integration of their personal and professional lives as well as they feel better alignment between their academic work and personal values. Medical faculty showed a significant correlation between spiritual intelligence and self-assessed professionalism ("Hossein Karimi Moonaghi Ph.D.1, 2013).

In his book *Working with Emotional intelligence*, Daniel Goleman (1999) has presented research based evidence that people with better emotional intelligence tend to do better in work place as well as in personal life. Various studies conducted in this regard have proved the same for both men and women from different walks of life, varying educational levels and from diverse professions and geographic locations.

3. NEED FOR THE STUDY

The above studies focus on emotional intelligence, spirituality or productivity either individually or in combination targeted from diverse places. Such a concept has seldom been aligned to academicians where all the three variables are brought together. Hence the need for the study is felt.

4. STATEMENT OF THE PROBLEM

Academicians in higher education play a significant role in molding the attitudes of students, interacting with parents, management, etc. in large numbers, among the diverse roles they play in

the face of changing landscape of education. While handling these diverse stakeholders, a people processing job takes a toll on one's emotions impacting one's productivity. So, the following questions can be listed for this study:

- How are Spirituality and Emotional Intelligence related?
- How are Productivity and Emotional Intelligence related?
- How are Spirituality and Productivity related?

5. OBJECTIVES OF THE STUDY

- To understand the relationship between Emotional Intelligence and Productivity for academicians across the socio-demographic variables.
- To understand the relationship between Spirituality and Productivity for academicians across the socio-demographic variables.
- To understand the relationship between Spirituality and Emotional Intelligence for academicians across the socio-demographic variables.

6. HYPOTHESES

1. There is a relationship between Emotional Intelligence and Productivity for academicians across the socio-demographic variables.
2. There is no relationship between Spirituality and Productivity for academicians across the socio-demographic variables.
3. There is no relationship between Emotional Intelligence and Spirituality for academicians across the socio-demographic variables.

OPERATIONAL DEFINITIONS

- **Emotional Intelligence:** "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." – Salovey and Mayer
- **Spirituality:** "An individual's inner journey about finding meaning and peace in life, on the path of righteousness" (In this study, Spirituality is not related to religion, religiosity, and rituals connected to religion)

(Definition developed through pilot study conducted on Academicians through in-depth interviews)

- **Higher Education:** Under-Graduate and Post-Graduate level of college education and above.
- **Academician:** A teaching professional/member of an educational institution in higher education
- **Productivity:** Performance determined and measured through ‘Self-appraisal ratings based on benchmarking of tasks on the job’.

7. RESEARCH METHODOLOGY

(a) Type of research: Both, field research and library research were undertaken. The objectives were first analyzed through field research and then elaborated through library research.

(b) Tool: Three Structured Questionnaires were employed to collect primary data, aligning them to the objectives of the study as listed above. Three components of Spirituality were identified through in depth interviews, and a survey questionnaire was developed, for which the Cronbach Alpha stands at 0.808 on all the 20 items on 314 completed responses. The three items are *finding meaning, righteousness and peace of mind*. Here out of the 20 items, 7 items are on *finding meaning*, 5 items are on *righteousness* and 8 items are on *peace of mind*, comprising as components of Spirituality as identified in the operational definition.

For Emotional Intelligence, the scale by Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim (1998) has been adopted. This is a validated scale. The Cronbach Alpha in this study, stands at 0.886 for all the 33 items in the questionnaire on 314 completed responses.

For Productivity, a survey questionnaire was developed with 18 items, for which the Cronbach Alpha stands at 0.864 on all the 18 items on 314 completed responses. Out of these 18 items, 5 items pertain to teaching and exam related duties, 8 items on Research and Consultancy and 5 items pertain to administrative duties typical to the role of an academician. Since, teaching duties are mandatory and make up the core profile of an academician, 60% weightage is given to ‘Teaching and exam related duties’, 20% to ‘Research and Consultancy’ and 20% to Administrative roles. The responses derived on a Likert’s rating scale of 1 – 5; 1 being lowest and 5 being highest with the description of ‘Strongly disagree, Disagree, Neutral, Agree and Strongly Agree’ are based on self-appraisal of tasks identified typically for the role of academician in higher education in the prevailing scenario in the city of Bangalore.

314 completed responses were finally tabulated and prepared for analysis. The target audience of academicians are classified under 3 domains of teaching, namely,

(1) Arts and Languages

(2) Commerce and Management and

(3) Sciences. Of these, 102 responses are from Sciences, 103 responses are from 'Arts & Languages' and 106 responses pertain to 'Commerce and Management'.

(c) Sample Design

- Purposive Sampling Method is adopted for the study. Here, the sample units are chosen primarily on the basis of the availability and willingness of the respondents and the convenience of the investigator to participate in the study undertaken.
- The study is relevant to all teaching professionals in higher education in general. Such professionals are spread across the length and breadth of the country. As the population size is huge and has heterogeneous features, purposive sampling method had to be resorted to.

(d) Profiles of the respondents

- A sample size of 314 respondents are teaching professionals from higher education
- The age group of the respondents is 27 years and above.
- Men and women were included without preference to either of them.
- As the subject is confined to teaching, the respondents chosen were confined to teaching professionals in higher education.
- Online teaching, visiting faculty members, etc. who are not working on a full time basis were not included in this study.

(e) Collecting data

- Each respondent was asked to answer the questions in their own words. Initially, rapport was established with the respondent and he/she was made aware that they were part of research work and his/her co-operation to the fullest extent would make the research meaningful.
- The respondent was asked to give his/her opinion freely. Any doubts raised by the respondents were clarified so as to gain honest answers.

(f) Method of analysis

- MS word and Excel applications have been used to tabulate and present the data.
- SPSS is used for analysis of data. Cronbach Alpha is used for Reliability analysis of the questionnaire employed to gather primary data. Karl Person's Correlation Co-efficient is the primary tool used in this research paper.

RESULTS, FINDINGS& DISCUSSION

The revelations from primary data w r t socio-demographic variables are as follows:

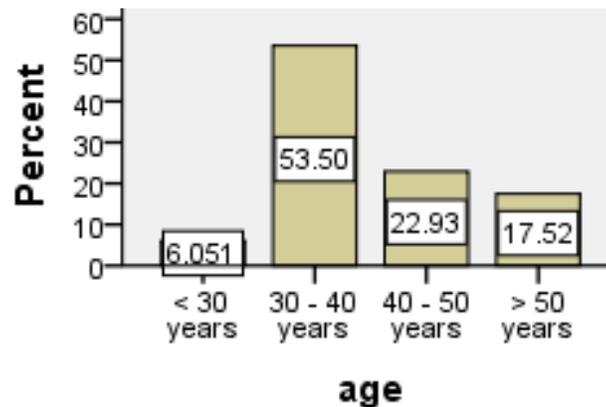
1. Age based analysis of primary data

The age varies from less than 30 years to academicians who are over 50 years of age. Over 53% of the respondents are in the age group of 30 – 40 years. The Correlation analysis presents significant values in age groups of 30 – 40 years and all those who follow it. This is true between:

- a. Productivity and Emotional Intelligence.
- b. Emotional Intelligence and Spirituality.
- c. Productivity and Spirituality

Table 1: Age based classification of primary data

Age	Frequency	Percent
< 30 years	19	6.1
30 - 40 years	168	53.5
40 - 50 years	72	22.9
> 50 years	55	17.5
Total	314	100.0



Bar Chart 1: Age based classification of primary data

Table 1.1: Age wise Correlation analysis

Age			Emotional Intelligence	Spirituality
< 30 years	Productivity	Pearson Correlation	.366	.437
		Sig. (2-tailed)	.124	.061
		N	19	19
	Emotional Intelligence	Pearson Correlation	1	.581**
		Sig. (2-tailed)		.009
		N	19	19
30 - 40 years	Productivity	Pearson Correlation	.570**	.443**
		Sig. (2-tailed)	.000	.000
		N	168	168
	Emotional Intelligence	Pearson Correlation	1	.679**
		Sig. (2-tailed)		.000
		N	168	168
40 - 50 years	Productivity	Pearson Correlation	.448**	.477**
		Sig. (2-tailed)	.000	.000
		N	72	72
	Emotional Intelligence	Pearson Correlation	1	.540**
		Sig. (2-tailed)		.000
		N	72	72
> 50 years	Productivity	Pearson Correlation	.646**	.551**
		Sig. (2-tailed)	.000	.000
		N	55	55
	Emotional Intelligence	Pearson Correlation	1	.718**
		Sig. (2-tailed)		.000
		N	55	55

Source: Primary Data

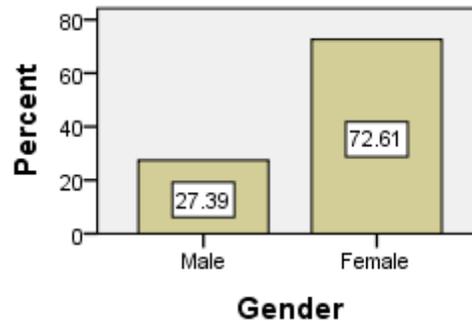
** . Correlation is significant at the 0.01 level (2-tailed).

Age, seems to be a factor, according to this study to attain higher **Spirituality and Emotional Intelligence**. A trend of relatively higher correlation is seen as the age progresses.

2. Gender based analysis of primary data

Table 2: Gender based classification of primary data

Gender	Frequency	Percent
Male	86	27.4
Female	228	72.6
Total	314	100.0



Bar Chart2: Gender based classification of primary data

Table 2.1: Genderwise Correlation analysis

Gender		Emotional Intelligence	Spirituality
Male	Productivity	Pearson Correlation	.516**
		Sig. (2-tailed)	.000
		N	86
	Emotional Intelligence	Pearson Correlation	1
		Sig. (2-tailed)	.000
		N	86
Female	Productivity	Pearson Correlation	.556**
		Sig. (2-tailed)	.000
		N	228
	Emotional Intelligence	Pearson Correlation	1
		Sig. (2-tailed)	.000
		N	228

Source: Primary Data

*. Correlation is significant at the 0.05 level (2-tailed).

The Correlation analysis while taking gender as a socio-demographic variable presents significant values for both male and females.

This is true between:

- Productivity and Emotional Intelligence.

b. Emotional Intelligence and Spirituality.

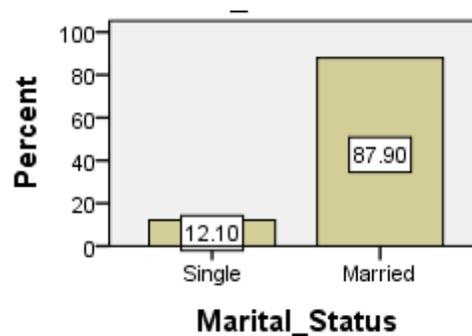
c. Productivity and Spirituality

However, males have high correlation between Emotional Intelligence and Spirituality as compared to females.

3. Marital Status based analysis of primary data

Table3: Marital Status based classification of primary data

Marital Status	Frequency	Percent
Single	38	12.1
Married	276	87.9
Total	314	100.0



Bar Chart3: Marital Status based classification of primary data

Table3: Marital Statuswise Correlation analysis

Marital Status			Emotional Intelligence	Spirituality
Single	Productivity	Pearson Correlation	.165	.260
		Sig. (2-tailed)	.321	.114
		N	38	38
	Emotional Intelligence	Pearson Correlation	1	.271
		Sig. (2-tailed)		.100
		N	38	38
Married	Productivity	Pearson Correlation	.583**	.496**
		Sig. (2-tailed)	.000	.000
		N	276	276
	Emotional Intelligence	Pearson Correlation	1	.674**
		Sig. (2-tailed)		.000
		N	276	276

Source: Primary Data

** . Correlation is significant at the 0.01 level (2-tailed).

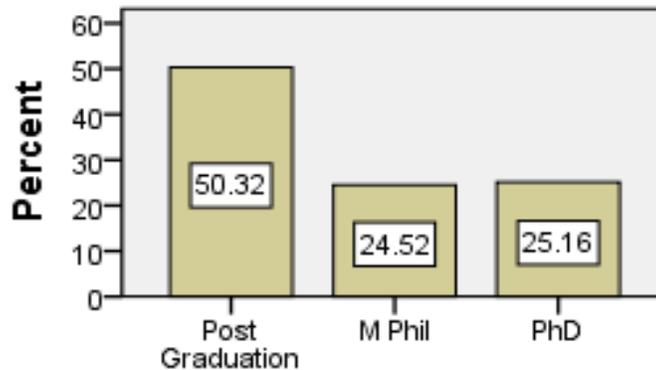
The Correlation analysis while taking marital status as a socio-demographic variable presents significant values for married respondents as against the single ones. This is true between:

- a. Productivity and Emotional Intelligence.
- b. Emotional Intelligence and Spirituality.
- c. Productivity and Spirituality

4. Qualification based analysis of primary data

Table4: Qualification based classification of primary data

Qualification	Frequency	Percent
Post-Graduation	158	50.3
M Phil	77	24.5
PhD	79	25.2
Total	314	100.0



Bar Chart4: Qualification based classification of primary data

Table4.1: Qualification wise Correlation analysis

Qualification			Emotional Intelligence	Spirituality
Post-Graduation	Productivity	Pearson Correlation	.493^{**}	.403^{**}
		Sig. (2-tailed)	.000	.000
		N	158	158
	Emotional Intelligence	Pearson Correlation	1	.621^{**}
		Sig. (2-tailed)		.000
		N	158	158
M Phil	Productivity	Pearson Correlation	.713^{**}	.478^{**}
		Sig. (2-tailed)	.000	.000
		N	77	77
	Emotional Intelligence	Pearson Correlation	1	.660^{**}
		Sig. (2-tailed)		.000
		N	77	77
PhD	Productivity	Pearson Correlation	.476^{**}	.545^{**}
		Sig. (2-tailed)	.000	.000
		N	79	79
	Emotional Intelligence	Pearson Correlation	1	.646^{**}
		Sig. (2-tailed)		.000
		N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).
Data

Source: Primary

The Correlation analysis while taking qualification as a socio-demographic variable presents significant values at all classifications. This is true between:

- a. Productivity and Emotional Intelligence.
- b. Emotional Intelligence and Spirituality.
- c. Productivity and Spirituality

However, M Phil holders have high correlation between Emotional Intelligence and Productivity, while PhD holders have moderate to high correlation between Emotional Intelligence and Spirituality.

5. Designationbased analysis of primary data

Table 5: Designation based classification of primary data

Designation	Frequency	Percent
Assistant Prof	220	70.1
Associate Prof	68	21.7
Professor	26	8.3
Total	314	100.0

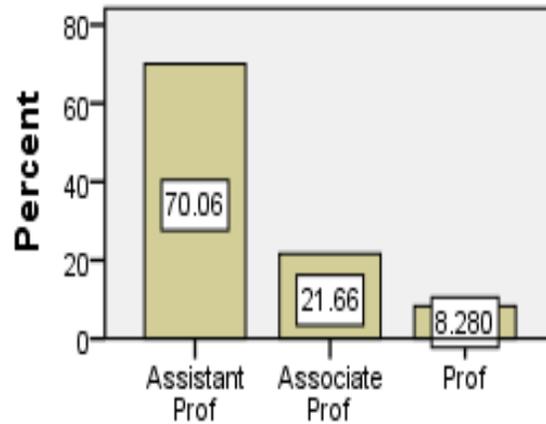


Table 5: Designation based classification of primary data

Table 5.1: Designation wise Correlation analysis

Designation			Emotional Intelligence	Spirituality
Assistant Prof	Productivity	Pearson Correlation	.585**	.490**
		Sig. (2-tailed)	.000	.000
		N	220	220
	Emotional Intelligence	Pearson Correlation	1	.687**
		Sig. (2-tailed)		.000
		N	220	220
Associate Prof	Productivity	Pearson Correlation	.388**	.309*
		Sig. (2-tailed)	.001	.010
		N	68	68
	Emotional Intelligence	Pearson Correlation	1	.481**
		Sig. (2-tailed)		.000
		N	68	68
Professor	Productivity	Pearson Correlation	.506**	.598**

		Sig. (2-tailed)	.008	.001
		N	26	26
	Emotional Intelligence	Pearson Correlation	1	.590**
		Sig. (2-tailed)		.002
		N	26	26

Source: Primary Data

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The Correlation analysis while taking designation as a socio-demographic variable presents significant values at all classifications. This is true between:

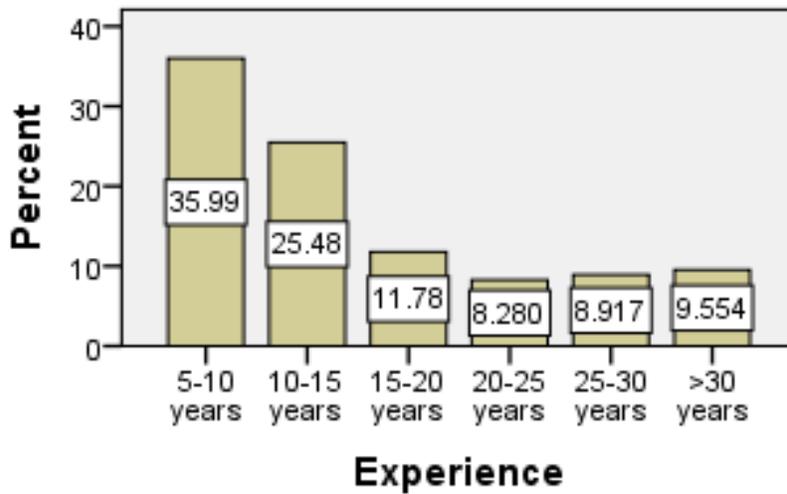
- a. Productivity and Emotional Intelligence.
- b. Emotional Intelligence and Spirituality.
- c. Productivity and Spirituality

However, Assistant Professor have moderate to high positive correlation between Emotional Intelligence and Productivity as compared to other groups.

6. Work Experience wise analysis of primary data

Table 6: Work Experience based classification of primary data

Experience	Frequency	Percent
5-10 years	113	36.0
10-15 years	80	25.5
15-20 years	37	11.8
20-25 years	26	8.3
25-30 years	28	8.9
>30 years	30	9.6
Total	314	100.0



Bar Chart6: Work Experience based classification of primary data

Table 6.1: Work Experience wise Correlation analysis

Experience		Emotional Intelligence	Spirituality
5-10 years	Productivity	Pearson Correlation	.478**
		Sig. (2-tailed)	.000
		N	113
	Emotional Intelligence	Pearson Correlation	1
		Sig. (2-tailed)	.000
		N	113
10-15 years	Productivity	Pearson Correlation	.628**
		Sig. (2-tailed)	.000
		N	80
	Emotional Intelligence	Pearson Correlation	1
		Sig. (2-tailed)	.000
		N	80
15-20 years	Productivity	Pearson Correlation	.449**
		Sig. (2-tailed)	.005
		N	37
	Emotional Intelligence	Pearson Correlation	1
		Sig. (2-tailed)	.002
		N	37
20-25 years	Productivity	Pearson Correlation	.510**
		Sig. (2-tailed)	.008
		N	26
	Emotional Intelligence	Pearson Correlation	1
		Sig. (2-tailed)	.001
		N	26

25-30 years	Productivity	Pearson Correlation	.654^{**}	.632^{**}
		Sig. (2-tailed)	.000	.000
		N	28	28
	Emotional Intelligence	Pearson Correlation	1	.757^{**}
		Sig. (2-tailed)		.000
		N	28	28
>30 years	Productivity	Pearson Correlation	.594^{**}	.231
		Sig. (2-tailed)	.001	.220
		N	30	30
	Emotional Intelligence	Pearson Correlation	1	.633^{**}
		Sig. (2-tailed)		.000
		N	30	30

Source: Primary Data

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The Correlation analysis while taking professional experience as a socio-demographic variable presents significant values at all classifications. This is true between:

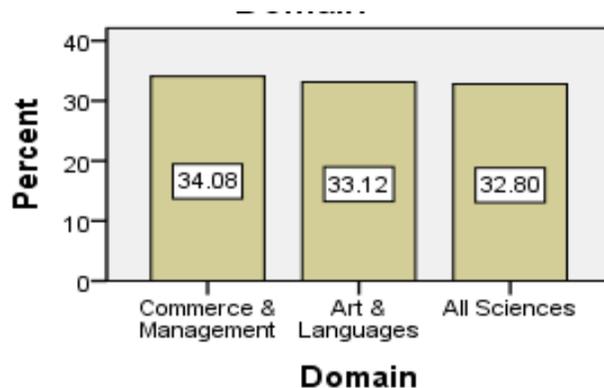
- Productivity and Emotional Intelligence.
- Emotional Intelligence and Spirituality.
- Productivity and Spirituality

However, respondents with 10-15 years of experience and those above 25 years of experience have moderate to high positive correlation between Emotional Intelligence and Spirituality as compared to other groups in this socio-demographic variable.

7. Domain wise analysis of primary data

Table 7: Domain based classification of primary data

Domain	Frequency	Percent
Commerce & Management	107	34.1
Art & Languages	104	33.1
All Sciences	103	32.8
Total	314	100.0



Bar Chart7: Domain based classification of primary data

Table 7.1: Domain wise Correlation analysis

Domain			Emotional Intelligence	Spirituality
Commerce & Management	Productivity	Pearson Correlation	.707**	.555**
		Sig. (2-tailed)	.000	.000
		N	107	107
	Emotional Intelligence	Pearson Correlation	1	.703**
		Sig. (2-tailed)		.000
		N	107	107
Art & Languages	Productivity	Pearson Correlation	.448**	.394**
		Sig. (2-tailed)	.000	.000
		N	104	104
	Emotional Intelligence	Pearson Correlation	1	.631**
		Sig. (2-tailed)		.000
		N	104	104
All Sciences	Productivity	Pearson Correlation	.380**	.453**
		Sig. (2-tailed)	.000	.000
		N	103	103
	Emotional Intelligence	Pearson Correlation	1	.571**
		Sig. (2-tailed)		.000
		N	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

Source:

Primary Data

The Correlation analysis while taking domain as a socio-demographic variable presents significant values in all categories. This is true between:

- Productivity and Emotional Intelligence.
- Emotional Intelligence and Spirituality.
- Productivity and Spirituality

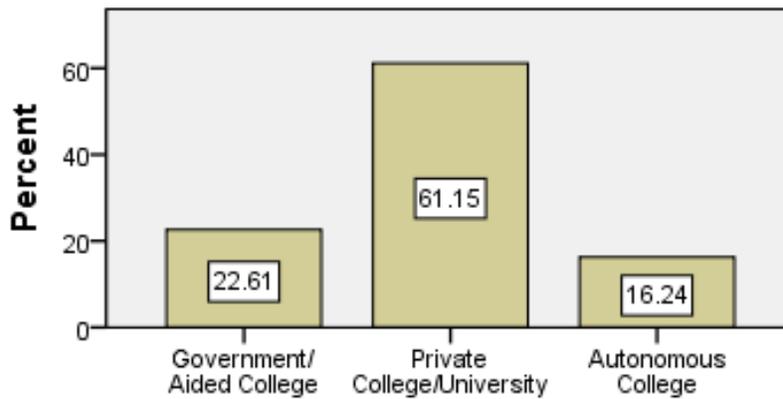
However, respondents in Commerce & Management show moderate to high positive correlation between - Emotional Intelligence and Spirituality.

- Emotional Intelligence and Productivity.

8. Institution wise analysis of primary data

Table 8: Institution based classification of primary data

Kind of Institution	Frequency	Percent
Government/ Aided College	71	22.6
Private College/University	192	61.1
Autonomous College	51	16.2
Total	314	100.0



Bar Chart8: Institution based classification of primary data

Table 8.1: Institution wise Correlation analysis

Institution			Emotional Intelligence	Spirituality
Government/ Aided College	Productivity	Pearson Correlation	.583**	.518**
		Sig. (2-tailed)	.000	.000
		N	71	71
	Emotional Intelligence	Pearson Correlation	1	.704**
		Sig. (2-tailed)		.000
		N	71	71
Private College/University	Productivity	Pearson Correlation	.562**	.501**
		Sig. (2-tailed)	.000	.000
		N	192	192
	Emotional Intelligence	Pearson Correlation	1	.621**
		Sig. (2-tailed)		.000
		N	192	192
Autonomous College	Productivity	Pearson Correlation	.392**	.242
		Sig. (2-tailed)	.004	.087
		N	51	51
	Emotional Intelligence	Pearson Correlation	1	.649**
		Sig. (2-tailed)		.000
		N	51	51

Source: Primary Data

** . Correlation is significant at the 0.01 level (2-tailed).

The Correlation analysis while taking type of institute as a socio-demographic variable presents significant values in all categories, except one. This is true between:

- a. Productivity and Emotional Intelligence.
- b. Emotional Intelligence and Spirituality.
- c. Productivity and Spirituality

Government/Aided institute respondents show a high positive correlation between Emotional Intelligence and Spirituality as compared to their counterparts in the rest of the categories.

Results on Hypotheses testing

- i. There is a relationship between Emotional Intelligence and productivity for academicians across the socio-demographic variables.**

The above hypothesis is accepted at 5% level of significance across all the eight demographic variables for academicians, except:

- Respondents < 30 years of age
- *single* respondents under marital status classification

- ii. There is no relationship between Spirituality and productivity for academicians across the socio-demographic variables.**

The above hypothesis is rejected at 5% level of significance across all the eight demographic variables for academicians, except

- Respondents < 30 years of age
- *single* respondents under marital status classification.
- Respondents with > 30 years of experience
- Autonomous colleges' respondents

Thus it may be concluded that, in the rest of the cases, *'There is a positive relationship between Spirituality and productivity for academicians across the socio-demographic variables'*

- iii. There is no relationship between Emotional Intelligence and Spirituality for academicians across the socio-demographic variables.**

The above hypothesis is rejected at 5% level of significance across all the eight demographic variables for academicians, except for *single* respondents under marital status classification.

Thus it may be concluded that in the rest of the cases, *'There is a positive relationship between Emotional Intelligence and Spirituality for academicians across the socio-demographic variables'*

RECOMMENDATIONS/SUGGESTIONS

The study makes the following suggestions:

- Emotional Intelligence is the quintessential aspect for higher productivity as both are positively correlated with statistical significance. Academicians in higher education can be profiled and

identified for enhancing their emotional skills for higher productivity. (This is seldom done for academicians)

- The results of this research work say that Spirituality and Productivity are positively correlated and Spirituality is sought after by individuals sooner or later in life. When organisations speak of values and ethics interwoven into their work culture, organizations may strongly consider having a framework building in Spirituality into the same.
- This research speaks about the influence of Emotional Intelligence and Spirituality on Productivity, keeping aside the influence of monetary and non-monetary benefits. Yet, it is seen that both the variables are strongly correlated with productivity. This shows the importance of both Emotional Intelligence and Spirituality on productivity for academicians. Hence, this is an important variable to note for organizational leaders to promote effective people management.
- Since Emotional Intelligence and Spirituality are contributory in one's work roles, organisations can weave these aspects into their annual training sessions nurturing their employees at all levels according to the varying needs. Such sessions may have follow up sessions at an individual level through self analysis and discussions, through appropriate documentation to be reviewed of the end of the identified period.
- Often, employees have to deal with the chaos of the informal environment and organisations suffer the negative impact of the same. By having a policy with regard to Emotional Intelligence and Spirituality, it can have positive influence on the employees and there by the organization.

LIMITATIONS OF THE STUDY

- a. The findings and suggestions are limited by the opinions and knowledge of the respondents.
- b. An interpretation of this study is based on the assumption that the respondents have provided true and correct information.
- c. The study has limitations w r t time, place and resources

SCOPE FOR FURTHER RESEARCH

- Such research may be conducted at a large scale to understand what challenges are perceived and what solutions are prescribed in enhancing the Emotional Intelligence of a teaching professional.

- Research may be further suggested in exploring the concept of Spirituality with a greater sample to uncover the concept and consolidate the same.
- A similar study may be considered for teaching professionals in primary and secondary education.
- If Emotional Intelligence and Spirituality can impact academicians positively, such research may be designed for employees from other sectors as well.

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