Human resource development and spiritual intelligence: an investigation amongst management students in Delhi NCR

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Abstract: The study seeks to investigate the relationship between spiritual intelligence and its relative impact on students' academic performance. Several studies link SI with intellectual development. This study aims to analyse the phenomenon of spiritual intelligence (SI) within the framework of human resource development (HRD) research. Qualitative and quantitative data were analysed. The study was conducted among management students residing in Delhi NCR. The findings confirm that spiritual quotient factors are applicable in the Indian context. In addition, the study reveals that the spiritual quotient is significantly correlated with academic performance. The study uses the scale developed by King (2008) to measure spiritual intelligence through spiritual intelligence self report inventory (SISRI) which includes 24 statements. From

the available constructs of the spiritual quotient, the critical existential thinking (CET) and the personal meeting production (PMP) have a positive relationship with academic performance. The academic performance is explained by 19% using CET and PMP. Therefore, management institutions must also instil the culture of spiritualism within the institute to improve the performance of management students. The study tries to cover part of the gap in the HRM literature on the SI topic.

Keywords: spiritual intelligence; emotional intelligence; human resource development; HRD; HRM; academic performance; higher education.

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1   Introduction

In the modern academic debate, spiritual intelligence (SI) is taking a hot topic for scholars and professionals (Mamman and Zakaria, 2016; Munawar and Tariq, 2017). The study of Karakas (2010) highlighted the importance of SI as key driver of organisations'

success. Recent studies identify the role of the SI in organisational performance (Taheri-Kharameh et al., 2016; Marques, 2008), organisational learning (Hawkins, 1991; Howard, 2002; Pluta and Rudawska, 2016), job satisfaction (Roof et al., 1993) and organisational commitment (Markow and Klenke, 2005; Rego and Pina e Cunha, 2008). The concept of SI is studied by many academics. Zohar and Marshall (2001) have defined SI as the 'true' intelligence. According to these authors, SI is the intelligence through which problems are addressed by adding value and meaning to all those involved. Keeping in view the increased work pressure and expectation from the academic and corporate the research questions has been framed.

RQ1   What is the role of SI in addressing the current problems.

RQ2   Do students with higher levels of SI experience greater academic performance?

Materialism is a cause of concern for deterioration of spiritual values and stress amongst the youth. This further leads to performance of an individual. Therefore, the need of SI is to address the current challenges for better performance. The issue of discipline management could be one of the problems. Another efficient component in school discipline management is SI. It is said that SI can generate a more meaningful and rich life (Amram and Dryer, 2007). SI is a concept that changes life when put into practice, alters, transforms and transmutes life. As the time pass, the topic of SI is making deep inroads in academia and research field(s). This phenomenon is widely spreading owing to the dissatisfaction and anxieties increasing day by day, even after the onset of 'consumerism', rising income levels, technology and others. The intelligent quotient (IQ) is based on the information and knowledge acquired. The IQ study of employees is related to their productivity. But their satisfaction is taken into consideration only by the SI. It is based on a person's life, on his experiences and on his relationships, on his ability to build relationships, and also on his environment. Sisk (2002) and Wolman (2001) have stated that SI is the simplification of challenges and problems related to life, whether they are family, business or professional or goal entertainment. The spiritual quotient (SQ) is a very useful tool for a better understanding of the enthusiasm, motivation and behaviour of employees in interpersonal work relationships. SQ is a deep connection and correlation between mental, physical and interpersonal relationships. The SQ is linked to leading a balanced life, on a physical, emotional and, of course, spiritual level. Zohar and Marshall (2001) have identified SQ as the most important attribute of human beings with respect to IQ and EQ. In managerial sciences, the concepts of IQ and EQ have become widespread, but they appear to be incomplete.

Therefore, in managerial practices, spiritual practices oriented to organisational processes are being introduced. Many prestigious business schools and international journals have begun to accept studies on the subject of SQ. For example, Chapman University, which has an 'organisational leadership program', which incorporates a course, entitled 'leading from within' and 'spirituality in the workplace' as an integral part [Neal, (2001), p.12]. The study focuses its attention on the students in management. Students represent managers in training. Establishing the relationship between management students and the SI with their academic performance will certainly open up new lines of research. Managers represent the main promoters for the development of the organisation.

The study contributes to develop contributions on SI in human resource development (HRD) field. We present the study as follows: Section 1 covers the introduction, Section 2 comprises of the theoretical framework on SI in HRD and Academic performance, Section 3 covers the methodology used; Section 4 details on the analysis and results of test. Finally, the Section 5 concludes with the suggestions for future research.

1.1   Studies within HRD field

Harrison (1997) argued that HRD was specifically associated with the development of the individual. For this reason, for the exploration of the SI it is necessary to use the HRD perspective. Swanson (1995) defines HRD as a process of developing and / or releasing skills through organisational development and staff training and development in order to improve performance. The HRD, therefore, is a function of the organisation that offers employees the opportunity to improve current and future work performance. There are two main components of HRD

1   training and development of human resources

2   organisational development.

The HRD is applied in three main areas: human resource management, career development and quality improvement.

In the current competitive scenario, organisations are particularly agile and complex. For this reason, HRD becomes a key factor (Griffin et al., 2016). At the same time, increasing complexity and new competitive challenges require new HRD practices. In recent years, SI is attracting great interest from scholars and professionals (Mamman and Zakaria, 2016; Munawar and Tariq, 2017). Many studies have been conducted in relation to intelligence and its consequent effects on work performance, satisfaction, stress and leadership. There is a gap in the practices followed by HRD organisations (DeNisi et al., 2014) and in the academic literature.

2   Literature review

2.1   Developing human resource and SI

The development of human resources aims to enhance the skills, capabilities and knowledge of workers. The process of HRD is based on the integrated use of training and career development and organisational development. In 1970, Leonard Nadler coined the term 'HRD' in his book 'developing human resources'. Since that time, HRD has been considered a strategic function for achieving the goals of an organisation. Without development and attention to people, organisations are bound to fail. For this reason, continuous attention is paid to new HRD practices and theories. In recent years, SI is playing an important role in HRD models. SI and its quotient (SQ) are defined in SI models and theories in different ways. Some definitions can be found in the literature. An important definition has been given by Emmons (1999). According to Emmons, SI

consists of a number of abilities and competencies that are constituent of a person's knowledge base or expertise. SI is a framework for identifying and organising the skills and abilities needed for the adaptive use of spirituality (p.163). Upadhyay et al. (2015) describes the SI as an innate human potential. Emmons (2000) defines the SQ as a structure that has a prominent ability to solve problems with spiritual resources. In a broad sense, SI can be defined as a subjective integrated vision of a set of skills and abilities such as creativity, responsibility, justice and problem-solving.

The first scholar to introduce the concept of SI into the academic world was Gardner (1983, p.10; 1992, 1993) in his book *Frames of Mind: The Theory of Multiple Intelligence*. In his work, Gardner defines SI in five main components:

1   capacity for transcendence

2   ability to enter into heightened spiritual states of consciousness

3   ability to invest everyday activities, events and relationships with a sense of the sacredness

4   ability to utilise spiritual resources to solve life problem
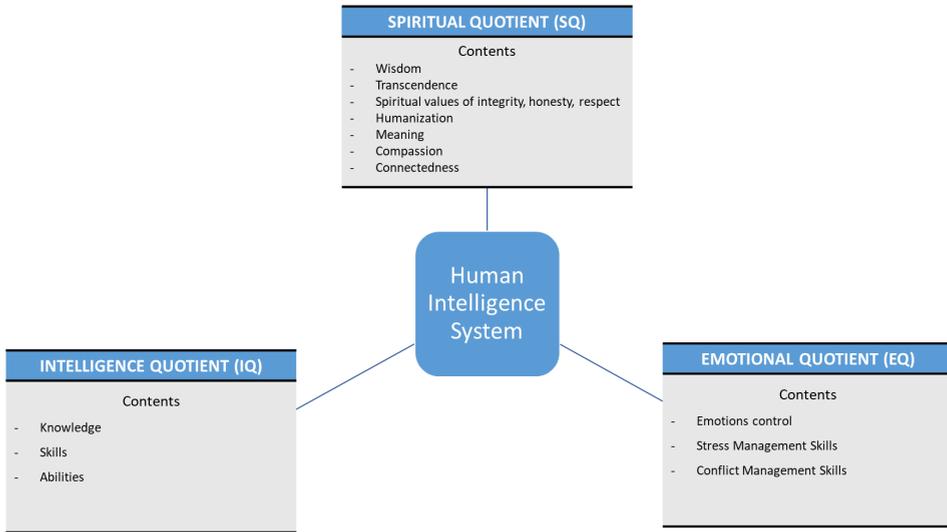
5   capacity to engage in virtuous.

With these theoretical bases, work performances are therefore not based exclusively on intelligence quotient (IQ) and emotional quotient (EQ) but also on SQ. Therefore, the understanding and enhancement of the SI represent new strategic levers for modern organisations and to achieve their results. Furthermore, the attribution of a spiritual value to the competences in the organisational life represents a gap in the academic literature and in managerial practice. According to Ahmed et al. (2016), the current theoretical and practical basis of the HRD model has lacked a spiritual dimension in its application. Indeed, the employee's SI is a key factor or a predictor of work performance and helps build structural relationships between different variables (Awais et al., 2015; Rani et al., 2013).

The literature identifies three main theoretical models that provide a solid framework for SI research (Mahmood et al., 2018). The first Wigglesworth (2012), SQ21: the 21 abilities of SI; Ahmed et al. (2016), a holistic model of HRD; and Fry (2003), model of spiritual leadership. The present study considers the holistic model of HRD (HHRD) as the main theoretical contribution. According to the HHRD model, HRD should incorporate the elements of QI, EQ and SQ as their main contents in improving the quality and dignity of employees in the organisation. The HHRD model is shown in Figure 1.

Figure 1 highlights how Human Intelligence System (HIS) is composed of three main elements: SQ, IQ and emotional quotient (EQ). The three quotients contribute to forming the worker's Human Intelligence System. Following this interpretation, the people manager must take all three quotients into consideration simultaneously. Not considering an aspect could generate less performance in the worker's performance. It is clear that the three quotients are strictly and directly related and dependent on each other. For this reason, the human resources manager must carry out a 'mapping' not only of the knowledge and skills of the worker but also of his values. Considering the spiritual values of the worker it will be possible to generate a suitable and pleasant work environment for the worker. The creation of a stimulating work environment in which the well-being of

the worker is put at the centre, presents the new challenge of HRM. For this reason, the identification and enhancement of SI is necessary for all types of work. Several theoretical and empirical studies (Renee Baptiste, 2008; De Menezes and Kelliher, 2011) have highlighted the increase in worker productivity to improve working conditions in the workplace. The attention on the well-being of the worker becomes fundamental above all for the new employees, millennials or for the older workers

Figure 1   Holistic HRD model (see online version for colours)

SPIRITUAL QUOTIENT (SQ)
Contents
- Wisdom
- Transcendence
- Spiritual values of integrity, honesty, respect
- Humanization
- Meaning
- Compassion
- Connectedness

Human Intelligence System

INTELLIGENCE QUOTIENT (IQ)
Contents
- Knowledge
- Skills
- Abilities

EMOTIONAL QUOTIENT (EQ)
Contents
- Emotions control
- Stress Management Skills
- Conflict Management Skills

Source: Our elaboration

2.2   SQ and academic performance

Srivastava and Misra (2012) mentions that individuals seek value and purpose in their life and their work, so that they could create a difference to others, thereby deriving internal satisfaction and leading a meaningful life. Spirituality can be taken as the highest level of intelligence that surpasses IQ and EQ, and it does not have any religious biasedness, rather, it encompasses all the beliefs and practices of all the religions that sustain the purpose of life. Neal (2001), who researched the economic trends during recession, found that people were looking forward to searching for the meaning and purpose of their lives, other than materialistic advancements, as they were really demotivated, and pace of life came to dead slow pace. In his research studies, Taylor, in Great Britain, discovered that, there was a notable decrease in the level of motivation and personal commitment to the employers during the economic slowdown era.

Gardner (1999) has also spent considerable time and effort on studying spirituality and stated that, SQ answers many pertinent questions related to the mysteries and secrets of life as a whole, that generally people really do not care for/do not have time, energy to find them. He clubbed these as intelligence that is an answer to all the mysteries of life that has a cause and effect relationship. Mayer came out with the terminology; consciousness when he studied SI.

Srivastava and Misra (2012) mentioned that SI is a composition of awareness level that is scientific and aids people develop their spiritual awareness, thereby leading to their spiritual awakening. He further stated that this intelligence and savoir-faire helps individual build intelligence capacities that one can use to serve others. SI also helps and pays a vital role in making one's practical life more meaningful. SI is the only intelligence that enables, builds and enhances one's capacities and competencies to understand and empathise others at the deepest and most profound levels, thereby enabling one discern the true cause of behavioural patterns without any opinions, judgements, generalisations and pre conceived notions. In this respect, hence, SI encompasses Psychology as well within its fold. This capability is nurtured and sustained through learning and developing oneself to be free to free oneself from attachment with detached awareness spacing oneself from the need to meet everyone's inner needs and impressing them. As a result of spirituality, one is free from any religious and ritualistic biasedness, and one is more connected to one's core and addressing one's needs. As result, one is able to understand oneself and answer to the deepest of questions, i.e., who am I? Why am I here? And what is the purpose of my life?

The firms, as put forth by Watkins (2003), have also accepted the fact of seeing their employees from a wholesome perspective, more so from his SI, rather than only appraising them from required skill sets, competencies and other mental and creative domains only when analysing and forming any opinion about their work performance.

Bhangale and Mahajan (2013), after a comprehensive investigation found that the main objective of education is the holistic development of students. Under the umbrella of all-round development, comes, an individual's physical fitness, mentally balanced faculties, emotional strength, i.e., emotional intelligence, social/soft /people skills and spiritual development. The benefits of SI enables awareness of self, i.e., who am I, as a result of finding one's purpose and reason for his existence, leads one develop self-confidence, as one is aware that one is unique and need not compete with others, hence, this further leads to development of rational and logical intelligence to solve problems related to life, society and workplace. One fine-tunes and develops adaptable and acceptance skills, that helps adopt a flexible approach in life. It equips him well with the active ability to discern and improvise any rules and regulations with care, compassion and concern, and thereby lead to win-win situation. The centuries old war between good and evil is also being addressed to by this discipline of Spirituality, and its development of quotient in one way is the answer to the application of development of compassion, a divine virtue that is much needed during turbulent time, concluded authors during their research study.

Furthermore, it is also found their spirituality and its mushrooming importance in the corporate sector, is also being well identified by them as a differentiating factor, as competitiveness is what the corporate thrive to. This fact is further substantiated by their having realised and accepted that, only rational and emotional intelligence would not be enough to take on this competition-oriented development and to sustain the employer-employees relationship; they have to give SI its due credit and importance, in case they are really keen to develop and sustain their societal –corporate connect. They have driven home this point that, they first need to develop SQ within their employees first, and then with their employees and their corporate. Corporate sector's orientation towards purposeful life of their employees to serve their ecosystem(s), will be more

instrumental in addressing prevalent complex situations, other than rational and logical intelligence. This is further substantiated by Watkins (2003), who concluded in his studies that organisations have started to recognise Men as human beings, and not materials or just a resource, and accepting him from his wholesome personality and his value, that too from a spiritual periphery. This is a paradigm shift from scenario when men have been viewed only as a resource with a required skill sets to perform for a particular job with delegated roles and responsibilities.

Gardner (1999) has also done some interesting studies in this domain, and found that SQ is an altogether wholesome intelligence that is capable to reveal and answer the secrets of life and can very well explain the mysteries of life, that cannot be really explained from mental, rational and mathematical intelligences. Bradley and King Kauanui (2003) in their research studies that covered three Southern California college campuses found that the area of spiritual sciences at the workplace is really important, given the fact that it is going to be manned by leaders who are studying in higher institutions of education at present. Wenglinsky (2002) mentioned that policy framers are more concerned about the improvements and alterations in students' academic performance and achievements. Steinmayr et al. (2014) puts forth that quantification of students' academic performance is based upon their learning outcomes. Learning outcomes is the related to the quantification for academic deliverables as a set of measurement. Caro et al (2014) in their argument related to academic research, mentioned that the tools, like, scores in examinations, grade point average (GPA) are the tools to measure the academic performance, and there are no such qualitative tools. There is no direct relationship between IQ and scores earned in examinations. In many cases, it is seen that although students scoreless in examinations, his IQ is high. Murray and Malmgren (2005) opined and concluded that scores/marks as per grades are not the real/right indicators of s student's academic performance and achievement. There are different views and opinions on grades/scores by researchers. GPA is still widely accepted tool/norm/benchmark to measure academic performance (Osaikhiuwu, 2014).

Sisk (2008) mentioned that SI, using specific approach to access one's inner knowledge to solve global problems, could be an integrating theme to create global awareness among teachers and students. On the role of SI, Amram and Dryer (2007) stated, that spirituality is linked have an impact on career decision-making.

Based upon the above theoretical development we posit the following hypotheses:

H1   There is positive relation between SI [critical existential thinking (CET)] and academic performance.

H2   There is positive relation between SI [conscious state expansion (CSE)] and academic performance.

H3   There is positive relation between SI [personal meeting expansion (PMP)] and academic performance.

H4   There is positive relation between SI [transcendental awareness (TRAN)] and academic performance.

3   Methodology

The research has been conducted in India's B-Schools. The population goal for this research was students in India undergoing MBA. This research used the convenient technique of sampling. Five business schools have been chosen for the research to have the necessary amount of samples. 125 students were selected based on this technique of identifying the samples required. The duration of the study for data collection has been from August 2018 to January 2019.

The study used an exploratory and quantitative analysis. The aim of this paper is intended to establish the relation between SI with academic performance, under HRD perspective. In order to achieve this goal, the research is centred on the management students doing MBA from B-Schools in Delhi NCR. The data has been collected using questionnaire as a measurement tool and has particularly used the scale developed by King (2008b) named as SISRI. Within SI, the following constructs have been considered namely:

- CET

- personal meeting production (PMP)

- Transcendental Awareness (TRAN)

- CSE.

Self-administered questionnaire has been used in order to address the queries of the students. In order to validate the scale in Indian context, we performed a pilot test. Initially, there were certain questions which were complex in nature and which were reframed in order to get the responses to be reliable and validated. This questionnaire was distributed to MBA Student in Delhi NCR. The questionnaire was completed by 35 respondents. Based on the feedback received, the questionnaire was accordingly altered since some of the questions were difficult to understand. The data has been analysed using reliability and factor analysis has been performed to find out the variance explained with the available data. The inventory takes 35–40 minutes to complete. Final, sample size was 125 which were based on five times of number of statements (Malhotra, 2007). The language of questionnaire was English.

Also, the level of measurement is ordinal and Likert scale has been used to test the reliability and other relevant tests. The anchors considered are on a scale of 4 which are framed as follows:

1   not at all true of me

2   not very true of me

3   very true of me

4   completely true of me.

Moreover, with the increase in scores from 1 to 4, the SI also increases. Systematic random sampling has been used as a sampling technique. The first number was taken as random number generated by computer (using excel). Thereafter, every third student was

surveyed from MBA and BBA programme. Though the data has been collected from 140 students but the usable forms were 125 due to errors, missing data etc. The data has been analysed using reliability and employing factor analysis to find out the variance explained with the available data. Linear regression has been employed between the constructs of SI and academic performance using SPSS ver 23.0.

Table 1   Demographic and socio-economic analysis of respondents

Group (n = 150)	Variable	Percentage
Gender	Male	32.8%
	Female	67.2%
Age	Below 20	16.8%
	21 and above	83.2%
Course	BBA	17.6%
	MBA	82.4%
Attendance	Less than 75%	9.6%
	75% and above	90.4%

Source: Our elaboration

4   Results

The reliability of the overall scale and the construct has been tested using Cronbach alpha. The value of Cronbach's alpha is .871 for SQ of management students. In emerging markets, a Cronbach alpha of more than 0.6 represents a consistent set of measures of the underlying construct (Burgess and Steenkamp, 2006). Results are summarised in Tables 2 and 3 showing also Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity. Indeed, in order to test the adequacy of sample, the KMO measure was used. Therefore, the sample can be considered a good sample since the value comes out to be .814.

Table 2   Reliability test

Factor	Score
CET	.847
CSE	.801
TRAN (transcendental awareness)	.793
PMP	.805
ACAD (academic performance)	.846
All Factors	.878

Source: Our elaboration

Table 3   KMO and Bartlett's test

| *KMO and Bartlett's test*		
KMO measure of sampling adequacy.		.814
Bartlett's test of sphericity	Approx. chi-square	1,267.103
	Df	231
	Sig.	.000

Source: Our elaboration

Considering all the five constructs, total variance explained comes out to be 65.8%. More in detail, individually considered, the most relevant factor is represented by academic performance (which is 15.35%), followed by CET (which is 14.93%). The third factor is CSE (which constitutes about 12.4%) and the fourth is PMP (which constitutes 12.0%). TA represents the least of all the constructs and explains 10.9% of variance in the data. We have lost about 34% data which is unexplained by the data.

Normality test – we have tested the skewness and kurtosis for normality. The data is normality distributed since the skewness and kurtosis is less than 1.96 also z-value is ranging between +1.96 to –1.96.

Table 4   Skewness and kurtosis

				Statistics		
		CET1	*CET2*	*CET4*	*CET5*	*CET7*
N	Valid	125	125	125	125	125
	Missing	0	0	0	0	0
Skewness		–.062	–.168	.064	–.334	–.370
Std. error of skewness		.217	.217	.217	.217	.217
Kurtosis		–.709	–.508	–.698	–.347	–.790
Std. error of kurtosis		.430	.430	.430	.430	.430

Figure 2   Normal distribution curve (see online version for colours)
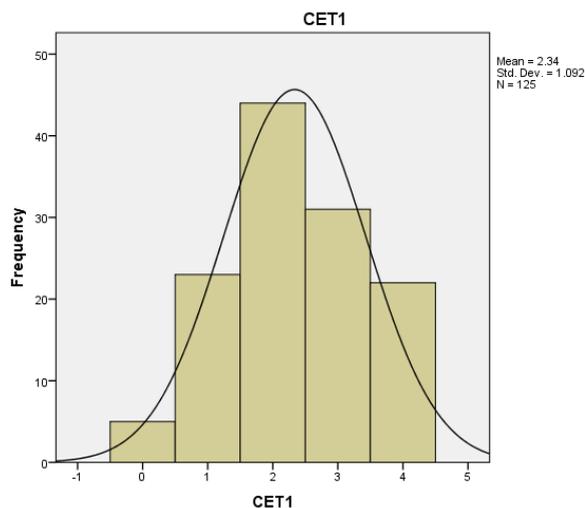
Multicollinearity test – multicollinearity has been tested using SPSS. It is found that variance inflation factor (VIF) is less than 3 as shown in Table 5. Thus, there are no concerns related to multicollinearity of data.

Table 5   Multicollinearity test

Coefficients[a]		
	Collinearity statistics	
Model	Tolerance	VIF
1 CSE	.572	1.749
PMP	.514	1.944
TRAN	.395	2.534
CET	.669	1.494

Note: [a]Dependent variable: ACAD.

Table 6   Factors for SI

Factors	Factor loadings-β	Mean	Stand deviation	Eigenvalue	a .878
Factor 1 – CET					
I have often questioned or pondered the nature of reality. (CET1)	.791	2.34	1.092	3.3 (15.3%)	.847
I have often questioned or pondered the nature of reality. (CET2)	.768	2.23	1.033		
I have developed my own theories about such things as life, death, reality, and existence. (CET4)	.756	2.18	1.139		
I frequently contemplate the meaning of events in my life. (CET5)	.711	2.42	.961		
I have deeply contemplate whether or not there is some greater power or force (e.g., god, goddess, divine being, higher energy, etc.). (CET7)	.761	2.60	1.10		
Factor 2 – CSE					
I am able to enter higher states of consciousness or awareness. (CSE1)	.764	2.31	.928	2.7 12.4%	.801
I can control when I enter higher states of consciousness or awareness. (CSE2)	.812	2.23	.985		
I am able to move freely between levels of consciousness or awareness. (CSE3)	.756	2.22	.921		
I have developed my own techniques for entering higher states of consciousness or awareness. (CSE5)	.711	2.33	.957		

Table 6   Factors for SI (continued)

Factors	Factor loadings-β	Mean	Stand deviation	Eigenvalue	a .878
Factor 3 – transcendental awareness (TA)					
I recognise aspects of myself that are deeper than my physical body. (TA1)	.582	2.72	.955	2.41 10.9%	.793
I am aware of a deeper connection between myself and other people. (TA3)	.770	2.60	.976		
I define myself by my deeper, non-physical self. (TA4)	.838	2.58	.854		
Recognising the nonmaterial aspects of life helps me feel centred. (TA7)	.641	2.46	.866		
Factor 4 – PMP					
I am able to define a purpose or reason for my life. (PMP2)	.835	2.66	.925	2.66 12%	.805
When I experience a failure, I am still able to find meaning in it. (PMP3)	.779	2.75	1.037		
I am able to make decisions according to my purpose in life. (PMP4)	.637	2.63	.996		
I am able to find meaning and purpose in my everyday experiences. (PMP5)	.725	2.62	.922		
Factor 5 – academic performance (ACAD)					
I listen attentively to the lectures of my teacher. (AP1)	.839	3.74	.802	3.3 (15.3%)	.846
I actively participate in the discussion, answering exercise and/ or clarifying things I did not understand. (AP2)	.821	3.70	.977		
I exert more efforts when I do difficult assignment. (AP3)	.804	3.83	.965		
I am updated with present trends, relevant to the subject matter. (AP4)	.710	3.74	.917		
My parents/ family environment motivates to improve studies. (AP5)	.684	4.34	.898		

As mentioned in Table 6, the factor loadings for all the variables is more than .50. Some of the statements were having factor loading less than .50 and hence have those statements have been dropped. The data has been extracted using factor analysis wherein varimax is used for rotation and Principal component analysis has been employed. From the given data the total variance explained is 65%.

4.1 Validity of scale

The scale has been developed with an intention to measure what is actually meant to measure (Fischer, 2007). Most of the statements in the questionnaire have been extracted from the established scales from literature review pertaining to SQ and hence proves validity. Moreover, the self-administered questionnaire is divided into two sections whereas Section 1 represents the statements that influence the SQ and Section 2 is

concerned with the demographics. Therefore, the respondent is fulfilling the requirement of survey since the sensitive items are asked towards the end (Section 2) to avoid termination of questionnaire. Moreover, the data has been collected from three B-Schools from Delhi NCR in order to justify diversification as well as to validate the study. The survey has been collected from those who are willing to serve the corporate in future.

Confirmatory factor analysis (CFA) has been used to establish the relationship between latent and observed variables. The construct and discriminant validity have been validated.

1   convergent reliability (CR) is greater than 0.7

2   CR > average variance explained (AVE)

3   AVE > 0.5.

Discriminant validity shows the extent to which the constructs differ from each other. It is assessed by comparing the squared correlation (R2) of the paired constructs with the AVEs of each construct (Fornell and Larcker, 1981). For this, Maximum of the two correlation coefficients is taken and squared. This is called Maximum Shared Variance (MSV). Discriminant validity can be said to be satisfactory if MSV of a pair of constructs is less than the AVE for each corresponding construct (Hair, 2010).

Table 7   Values of alpha, MSV and AVE

Factors (scale –.815)	Alpha	CR	AVE	MSV	ASV
CET	.807	.849	.531	.217	.164
Academic performance (ACAD)	.846	.849	.533	.102	.072
Transcendental awareness (TRANS)	.793	.799	.501	.307	.220
CSE	.801	.807	.515	.271	.169
PMP	.805	.807	.512	.307	.164

Source: Our elaboration

Table 7 validates both CR and discriminant reliability.

## 4.2   *Validity of the measures used for the study: CFA*

CFA was exercised for determining the construct validity of the above-mentioned scales. The results of the same are given in Table 7. The acceptable standards for various values for statistical significance of a good model fit are given in Table 8.

Table 8   Indicators and standard values

Indicators	Standard values
X2/df (chi-square/df)	< 3
CFI	> .90
NFI	> .90
AGFI	> .80
GFI	> .95
RMR	< .10

Source: Our elaboration

Figure 3 CFA for SQ (see online version for colours)
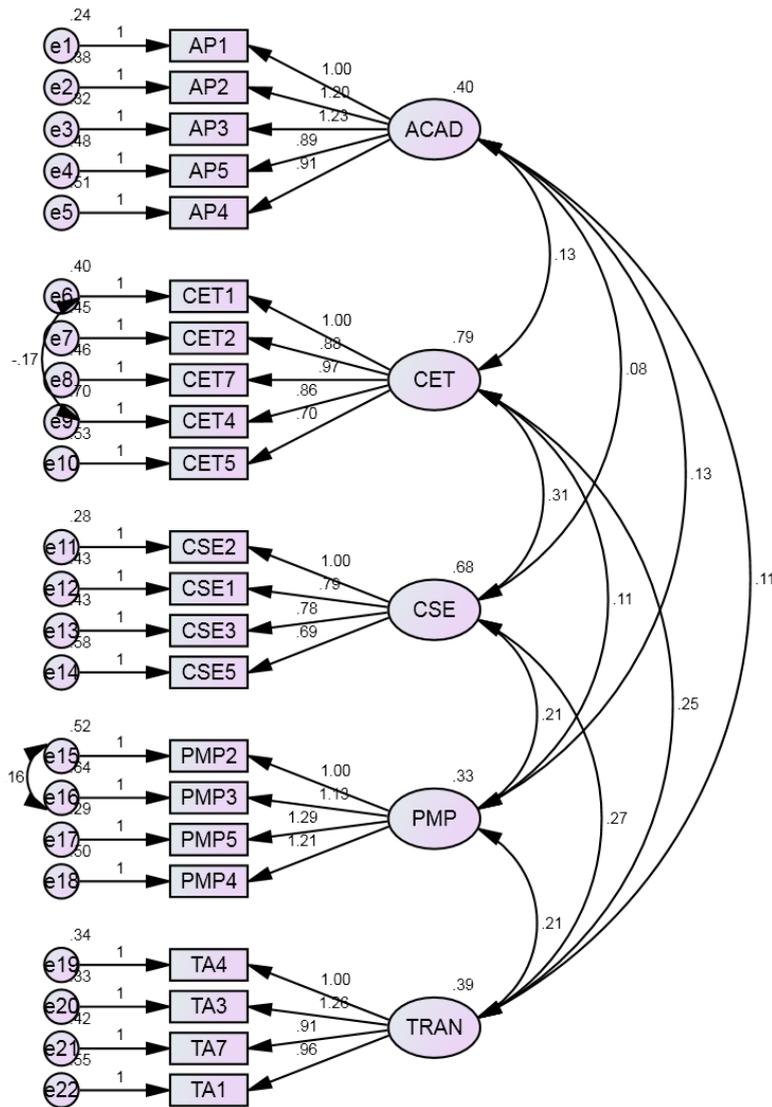
Source: Our elaboration

4.3 Regression results

We then applied multiple regressions between constructs of SQ (CET, PMP, CSE, TA) and academic performance. The results of regression are as follows:

4.4 Hypothesis results

CET has a positive effect on academic performance ($\beta = 0.120$, t-value. = 2.049, $p = 0.043$), and is statistically significant at the $p < 0.05$ level, supporting H1. The

significant positive impact of PMP on academic performance supports H3 ($\beta = 0.417$, t-value = 4.43, p = 0.000) where it is significant at p < 0.05 level. Thus, both CET and PMP explains 19.9% of the variance towards academic performance since the R^2 is .199 as shown in Table 9.

Table 9   Results of goodness of fit indices

Indicators	Results
CFI	.907
IFI	.909
TLI	.890
RMR	.074
RMSEA	.066

Source: Our elaboration

Table 10   Model summary

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.446[a]	.199	.186	.53160

Note: [a]Predictors: (constant), CET, PMP.

Source: Our elaboration

Table 11   ANOVA[b]

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	8.565	2	4.283	15.155	.000[a]
	Residual	34.477	122	.283		
	Total	43.043	124			

Notes: [a]Predictors: (constant), CET, PMP.
    [b]Dependent Variable: ACAD

Source: Our elaboration

Table 12   Coefficients[a]

Model		Unstandardised coefficients		Standardised coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	1.989	.217		9.145	.000
	PMP	.417	.094	.371	4.438	.000
	CET	.120	.059	.171	2.049	.043

Note: [a]Dependent variable: ACAD.

Source: Our elaboration

As shown in Table 13, H1 and H3 are accepted whereas the hypotheses H2 and H4 are rejected since there is no relation between (CSE, TRAN) and academic performance.

Our results are in line with Amram and Dryer (2007) who stated that spirituality is linked to have an impact on career decision-making.

Table 13 Result of hypothesis

Hypothesis	Statement	P-value	Result
H1	There is positive relation between SI (CET and academic performance.	< .05	Accepted
H2	There is positive relation between SI (CSE and academic performance.	> .05	Rejected
H3	There is positive relation between SI (PMP and academic performance.	< .05	Accepted
H4	There is positive relation between SI (transcendental awareness – TRAN) and academic performance.	> .05	Rejected

4.5 *Discussion and findings*

In this study, the relationships between SI and the performance of MBA students were developed, from an HRD perspective. The study assumes that the main purpose of the HRD function is to improve the wisdom of employees, performance and motivation in organisations. For this reason, the HRD approach, within the HRM sector, appears to be coherent. In the academic literature, there is still no empirical evidence that quantifies the contribution of the SI to the achievement of the organisation's objectives. The different empirical evidences mainly show the development of the employees but not the direct correlation with the objectives of the organisation. For this reason, researchers in SI field use experimental methodologies. Within the framework of training and development, scholars could ascertain some emerging techniques, redesigning the program methods that assist the expansion of the SI. Therefore, this research to reformulate the content of the learning intervention makes an important contribution to the body of knowledge.

Furthermore, the transformation from the IQ to the SQ has also brought about a significant change in considering the need for spiritualism in society. It is evident from the research findings that the impact of SI on academic performance. Outside the available construct, we have found that CET and PMP make up about 19% of the reason for academic performance. Therefore, it is necessary to focus on these two constructs to get better academic results. The scientific evidence showed no relationship between CSE and TA (Transcendental awareness) on academic performance. Moreover, the CSE and TA are considered to be the higher state of consciousness and deep understanding of life. Thus, CSE and TA are not common amongst management students. Also, we found that CET and PMP have direct influence of the SI and hence there is need to provide training to the B-school students for better performance.

Current study results are consistent with this (Zohar and Marshall, 2004). They thought that with training SI should be created and developed. Also supporting the research is the results of this research (Zohar and Marshall, 2000), which indicated that when SI is high, we tend to have better performance and behave well.

Sisk (2008) stated that SI could be an integrative theme for creating worldwide consciousness among educators and learners by using a multisensory strategy to access one's internal understanding to address worldwide issues. High consciousness, wholeness, presence and internal direction were regarded important for the workplace as elements of SI.

The validity and reliability of the integration of the IS together with the training processes in the organisations are rational as the SI traits are in strong connection with the opportunity to develop certain career opportunities in the organisations.

Furthermore, these practices trigger further research that explains the enhancement of individual capacity through SI training interventions as these antecedents could be significant in enhancing the performance of general programs given the importance of SI in improving employee performance human resources are encouraged to design SI modules. Undoubtedly, such changes would improve the productivity of employees who require higher levels of SI skills, such as managerial and service positions (Dimitriades, 2007).

This work is not without limits. In particular, the study focuses its attention on a small number of MBA students. Furthermore, the study focuses attention only on MBA students, as managers in training.

The study opens up further reflections and research perspectives. In particular, the results confirm that SI is able to influence the performance. The results open new perspective of analysis. Understanding how to build and increase workers' SI is the new and main perspective. For this reason, the next studies on the IS, in HRM field, will have to be directed to confirm this result and start a reflection on the techniques to increase and enhance SI in people.

4.6   Managerial and theoretical implications

The research presents insights both theoretically and on a practical level. From the theoretical point of view, the study shows that the model of King (2008b) can be applied to the Indian context. In addition, the results frame the HRD context as the main mainstream theorist of the SI. HRD professionals are invited, on the basis of these inputs, to guide training programs with reference to their target and SI interventions.

Shifting the attention from the theoretical to the practical side, further reasoning arose. Indeed, understanding the direct influence of CET and PMP on academic performance can be considered a useful framework for B-Schools and Corporate. Based on the results, B schools can design the curriculum and training modules to improve the SQ which will lead to higher academic results.

These results are also supported by similar considerations from the previous literature. More in detail, this finding are consistent with Zohar and Marshall (2000). They indicated that we appear to be intellectual and have adequate conduct when SI is high. However, individuals will appear to have difficult conduct when SI is small. They also said that people with high SI showed greater fulfilment and performance measurements.

4.7   Recommendation

J. Palmer, an educational consultant has done substantial work in academic setting with specific reference to the role of spirituality.

There is need to integrate the SI in teaching and learning for enriching the academic performance. Some of the universities have courses such as business ethics and professional values which do support the SI to some extent. On the other hand some of the B-Schools are encouraging the students to undergo Yoga and meditation occasionally. But, yes a lot need to be done through the regulatory bodies like University Grant

Commission (UGC) and Ministry of Human Resource Development (MHRD) for having uniformity across the B-Schools. Thus investigator makes a few suggestions in this section based on these results. The Ministry of Education is suggested to include some training programs to improve the SI of learners based on academic performance of learners. It is suggested that during the time of orientation programme some of the training programs related to 'art of living', 'yoga and meditation', 'being spiritual' be included for better performance.

5 Conclusions

From this work, the role of SI emerges in students' performance. As indicated by other studies (Kaur et al., 2013; Ronel and Gan, 2008), some scholars have shown that SI as a principal ability, a general factor that penetrates and guides other abilities. This study further confirmed these results. SI becomes a fundamental component in the performance of university students as it promotes healthy behaviour. This means that students (or workers) with high SI perform better. Therefore, it is important that spirituality programs are implemented in the curriculum of higher institutions and organisations. Creating a new approach to performance management, in the HRM sector, now appears necessary. The problem of defining the boundaries of SI and the combination of HIS mainly involve academic researchers. From a practical point of view, the methodology used can be replicated and used in work situations.

The results of this work highlight a possible relationship between the performance of academic students and the SQ. The results help practitioners understand the importance of SI. Furthermore, we believe that in the future it will be interesting to identify new practices that improve worker performance, considering SI. Thus, this study is just a first step and further researches are required.

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