

Relationship between concentration and employees productivity in educational institutes of Pune city

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ABSTRACT

Educational Institutes face critical challenges impacting their viability and productivity. Most of the employers of higher educational institutions are very much concern about the employees productivity. Many of the earlier researches revealed ample of reasons that restricts employees productivity are inflexible working practices, workplace stress, unrealistic time pressures, increasing levels of sickness-absence, rise in obesity etc. However, this study dealt with the factor i.e., lack of concentration in working place that may affect the productivity among the employees in educational institutions. Standard questionnaires on “concentration” and “productivity” were administered on 1235 employees, age: 30-40 yrs, who represented four Universities in Pune city. The result of product moment coefficient of correlation revealed that concentration at working place had significant relationship with employees productivity ($r=0.67$, $p<0.01$). Moreover, the result of result of Multiple Step-up Regressions indicates that “concentration at working place” can predict the “employees productivity” (adjusted $R^2=0.647$, $p<0.01$).

Key words: Concentration and Employees productivity

INTRODUCTION

Education is an area of public service that encounters increasing scrutiny and criticism for its low quality and productivity. Educators are being called on to function in an effective and efficient manner. In addition, they are expected to adapt policies and methods that permit even greater productivity. However, research studies indicate that most of the employees at educational institutes lead sedentary life and physical inactivity which, in turn, reduce employees’ performance, increase psychological problems and various metabolic disorders (Mummery *et al.*, 2005), and reduce life expectancy (Katzmarzyk & Lee, 2012).

Other associated factors to productivity are level of regular activity, competitiveness, technology complexity, and diversity of tasks / exercises, lack of concentration, improper utility of resources, poor speed of information exchange, improper knowledge about importance of efficiency etc that need to be studied in micro and macro levels to assess the range of global efficiency to individual efficiency.

Although efficiency is the most common discussion in management today, unfortunately, its concept has been realized less than any other issue. Anyway, one of the main goals of scientists and researchers is to

find factors for efficiency improvements in organizations, especially human resource that is the fundamental and important resource for efficiency-improvement in any organization (Henry *et al.*, 2003).

In fact, increasing trend of income is one of the most influential economic cycles for any educational organization of a country. The earlier studies revealed that severe economic downturn is evident due to lack of managerial knowledge, human resource and employees' productivity and concentration as factors. In fact, concentration is the action or power of focusing all one's attention, whereas employees' productivity is the output of an *employee* in a specific period of time. It was, therefore, thought to evaluate if concentration plays an important role in explaining employees' productivity.

METHODOLOGY

The study critically evaluates the relationship between concentration and employees productivity in educational institutes situated in Pune city by using descriptive method of research. In fact, it was very difficult to get the employees as subject. Considering the constraint in availability of the employees, the researcher had to restrict for purposive sampling technique. The researcher visited affiliated institutes of four Universities located at Pune city and after locating the sample two standard questionnaires on "concentration" (Bera, 2005 revised version 2018).

Inclusion and Exclusion criteria

It is important to note that as there was no compulsion to fill the questionnaire and since there were no incentives or punitive measures to fill in the questionnaire, many of the identified participants did not fill the questionnaire. Such participants were excluded from this study. The participants who have consented to fill up the questionnaires in English were included. The filling up the questionnaire was not difficult as the language of instruction was English and the only criterion to take part in the study was to have sufficient English knowledge to fill in the questionnaire.

The researcher handed over the questionnaires to the sample-subjects along with pencil and eraser. Prior to fill the questionnaires, the subjects were instructed to write their name, address (residential), contact number and demographic information (e.g., age, sex etc.). They were instructed to read the information as mentioned in the first page of the questionnaires. Then the researcher gave examples about the process of giving answers to the questions and also clarified all doubts, if any, for filling up the questionnaires. Finally, it was found that the questionnaires of 1121 employees were properly filled in and hence accepted for analysis.

Tools used

It has nine major dimensions viz., Emotional intelligence (A1), Perseverance (A2), Ability for a consistent attention (A3), Reaction time, and presence of mind (A4), Achievement motivation (A5), Ego strength (A6), Basic personal values (A7), Creativity and intelligence (A8), and Adjustment with aggravated situations (A9). All the questions have been formulated to represent the said nine major dimensions of General

Concentration. There are 45 questions in the inventory and each question has three alternative answers known as 3-point scale. The test ensures an accepted level of reliability ($r=0.73$) and construct validity ($r=0.74$).

The Employees' Productivity Scale has newly been developed and standardized in this present investigation during 2017-18. This scale measures an employee's productivity level. It has six major dimensions viz., Punctuality and absenteeism (A1), Interpersonal communication skill (A2), Health status (A3), Motivation (A4), Innovation (A5), and Work performance (A6). All the questions have been formulated to represent the said six major dimensions of Employees' productivity. There are 48 questions in the inventory and each question has five alternative answers known as 5-point scale. The test ensures an accepted level of reliability ($r=0.70$) and construct validity ($r=0.75$).

Statistical procedures

The scores of concentration and employees' productivity scales were correlated by employing Pearson's Product Moment Correlation method. Further, Multiple Step Up Regression technique was used to predict the employees' productivity status on the basis of the scores of concentration.

RESULTS

The result of product moment coefficient of correlation revealed that concentration at working place had significant relationship with employees productivity ($r=0.67$, $p<0.01$). Moreover, the result of Multiple Step-up Regression revealed that (Table 1) –

- The residual value of **low level of concentration** was 0.0060, where the adjusted R^2 value was 0.111 which was **not** statistically significant even at 0.05 level. This result indicates that the students having **poor level** of concentration **cannot** predict employees' **productivity**.
- The residual value of **high level** of concentration was 0.0785, where the adjusted R^2 value was 0.647 which was statistically **significant at 0.01** level. This result indicates that **high** level of concentration can predict employees' **productivity**.
- the residual value of **average** level of concentration was 0.0776, where the adjusted R^2 value was 0.604 which was statistically significant at 0.01 level. This result indicates that **average** level of concentration can also predict employees' **productivity**.

Table 1 Multiple Step Up Regression of concentration towards employees' productivity

Parameters	Level	Employees' Productivity		
		'r'	Residual	Adjusted R ²
Concentration	Low	0.33*	0.0060	0.111
Concentration	High	0.73**	0.0785	0.647**
Concentration	Average	0.44*	0.0776	0.604**
*p<0.05, **p<0.01				

The result finally indicates that “concentration at working place” can predict the “employees productivity” (adjusted R²=0.647, p<0.01). Thus, the result infers that once the employees' **concentration** status is assessed, it is possible to predict the level of employees' **productivity**.

DISCUSSION

The result on coefficient of correlation revealed that the scores of concentration are related with the scores of employees' productivity. In fact, due to lack of concentration, the employees' feel less interested in work and most of them approach the authority for sick leaves and/or medical claims that increases the tendency of absenteeism which perhaps affects employees' productivity. Moreover, a tendency of absenteeism in work costs a burden of overweight and obesity in workers. In fact, lack of concentration at work place enhances frequency of psychological complaints (depression, emotional exhaustion etc.) that affects employees' productivity. The result, as appeared in this study, so far suggests that the employees must participate in yoga and related fitness program at work place to enjoy psycho physiological relaxation that may reduce the tendency of absenteeism and enhance the level of “concentration” at work place. As the concentration is related to employees' productivity, as obtained in this study, the tendency of absenteeism might have reduced and as a result employees' punctuality interpersonal communication skills, health status, motivation, innovation and work performance might have enhanced. Thus, relationship of concentration with employees' productivity seems to be justified.

CONCLUSION

The result concludes that significant relationship exists between the scores of “concentration” and “productivity” among the employees working in the institutes of higher education. Further, the status of “Employees' productivity” can significantly be predicted by evaluating either the status of “concentration.”

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