

Management Education- Road map to Hedonic and Eudaimonic well being using Ryff's six factor model and PANAS Index

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Abstract:

This article reviews research about contemporary view of Management education and its unequivocal dimension about hedonic and Eudaimonia well being Concepts through a blended technique approach combined both subjective and quantitative analyses. The main focus of the study was to look at definitions and encounters of social wellbeing of the using closed ended questions (Likert 5 point scale used). Among the various components of SWB associated with eudaimonia approach, We have taken Carlos Ryff's six factor model of wellbeing for analyzing Eudaimonia SWB concepts and PANAS index was also directed to qualitatively evaluate the hedonic dimension of happiness. At the theoretical and methodological levels, we have adopted descriptive method of approach and data collection using questionnaires and study findings recommend the significance of jointly diagnosing the happiness and its association with different dimensions of well being, so as to distinguish contrasts and collaborations among them and its effect on the higher education.

Keywords: Hedonic, Eudaimonic, Management education, SWB, Ryff's, PANAS.

INTRODUCTION

Our Country is blessed with people whose more than 50 percent are below 25 years of age. This is considered a biggest power of our nation. So, there is a need to properly educate the youth to reap benefits of this demographic advantage. It is forecasted that India will turn out to be world's foremost economic and intelligence store house by 2020. It is achievable only when the power of the younger generation properly utilized and focused towards right goal. The government of India has taken numerous steps to improve higher education sector. In Budget 2019, Finance minister Nirmala Sitharaman speech about new education policy would bring reform in higher education

announcing to provide Rs.400 crore for world class institutions. And they allocate Rs.94854 crore (approximately 33 percent increase approximately 33% increase)for higher education sector to catalyst the research activities to bring about new transformation in our nation. Finance minister insist in budget about to establish National zresearch Foundation(NRF) for which the required money will be collected from all ministries.

Improvement in higher education makes country to dwell in research activities also, . -Updating of learning materials. Encouraging online education, MOOCS, distance learning. -Mandatory assessment and accreditation of higher education by NAAC.

Initiatives from the Government on higher education sector

- National Research foundation
- Study in India
- More money for top centres
- Make them job ready
- Big reforms on cards

- National Research Foundation- The proposed body will store, arrange and advance research-related exercises in the nation. It will absorb the exploration awards being given by different Ministries free of one another. It is aimed at ensuring that India's research ecosystem reaches the next level on the back of a renewed focus.

- More money for top centres- Sithraman announced a corpus of Rs 400 crore under a head titled "World Class Institutions" for 2019-20. This represents a three-time increase over the revised estimates for the previous year. It is part of an effort to get more Indian institutes into the global high league.

- Study in India-The budget proposed to initiate a programme named 'Study in India'. As part of India's efforts to become a higher education hub, the new programme will make an attempt to bring in foreign students for higher education in India.

- Big reforms on cards- The regulatory mechanism of higher education in India will be radically reformed, Sitharaman announced in her budget. The idea is to focus on better academic outcomes.

- Make them job ready-To make the Indian youth ready to take up jobs in foreign countries, there will now be a renewed focus on imparting relevant skills to students. These will include focus on new age skills like artificial intelligence and robotics and language training.

TRIGGER FOR OUR STUDY

Our Country has achieved the economic growth of 7-7.5% for FY'19 it seems to be more optimistic market for young professionals, and it is surveyed that half of the population is under

25 years. India ranked as third fastest growing economy but with this ample opportunities are we equipped to avail those opportunities? In India there are 789 universities and 38,498 colleges providing educational services but still only 7% engineering and MBA graduates are employable. Where the gap lies? Unfortunately today, the degree is gradually losing its prestige. As per research, on an around 2, 00,000 students are getting graduation from 5,000 management institutes in the year 2016-17. While the top institutes still hold some merit in the industry, the others are hardly can claim the quality of management education that can help their former students in getting the secure employment and just 7% end up being employable, says an investigation led by ASSOCHAM. In 2016-17, the greater part of MBA graduates couldn't get employed during grounds situations. Information by All India Council for Technical Education (AICTE) indicates only 47% of MBAs were put, 4% not exactly the earlier year, and at a five-year low. Data suggests that more than 220 B-schools in top cities in India have shut down as a direct result of a 45% decrease in campus recruitment. Nearby 120 more B-schools are censured to meet the same fate, this year. Most of these institutes are driven by commercial goals rather than educational goals and hence quality and infrastructure are compromised rather than the fees. However, the outdated curriculum is the main reason for the decline in the job offers to MBA degree holders in India. This has been stated before and education bodies like AICTE are working on the gap between academics and industry. The management curriculum has not been reviewed by colleges and universities as per changing corporate sector.

Objectives of the study

- To analyze the socio-economic profile of the students.
- To study the influence of hedonic and eudaimonic factors on students expectation about management education
- To give suggestions for the improvement in management education.

Review of Literature

Agarwal (2006) presumed that separated from auxiliary adjustment of the framework, the educational plan and substance of courses needs to change on a proceeding with premise to reflect changes occurring in the general public and the new learning that is accessible. Educational plans should be persistently refreshed to oblige changes in the public eye and to suit new body of learning. Taking into account that one of the significant jobs of advanced education is to give aptitudes and abilities required in the activity markets, there is additionally a need to adjust the educational programs with the universe of work. There is currently an accord that the fair in the event that approach to instructing learning and educational plans configuration must be surrendered for progressively valuable furthermore, usable instruction. Improved ordinary correspondence among each one of those engaged with molding the future connections between advanced education and the universe of work would be required. The models of fruitful correspondence fluctuate generously some supporter the formal association of agent of the universe of work in the basic leadership procedures of establishments of higher education Trieschmann et.al (2000) broke down the examination paper distributed by top US colleges urthermore, inferred that exploration execution (pages distributed in driving diaries) and

M.B.A. (Ace of Business Administration) program execution (well known business press rankings) are extraordinary. In their examination they found that while a large portion of the best 50 positioning colleges in USA scored high as far as productions of research articles in zones of bookkeeping, fund, marketing, management science, most colleges scored low when it came to distributing exploration paper in the zone of creation/activities the executives. (POM) and MIS. Their exploratory factor investigation proposed that presentation in MIS and POM. Joseph (2007) defines the overriding dimension of management is to give directions to routine of work of organizations, whereas primary function of leadership is to persistently find new directions for progress and change . As indicated by him numerous CEOs are effective pioneers without solid vital administration abilities in progressing business, yet when the focused scene changes or when ecological conditions become an integral factor, their capacity to react is regularly restricted. The discoveries are significant for Indian business schools as Indian industry is tossing new difficulties and furthermore getting expanded rivalry from global organizations (e.g car , white merchandise)

Innovation in Education

These ideas have been generally utilized and inspected in showcasing and brain research writing (BABIN ET AL., 1994; BALLANTINE ET AL., 2010; CHITTURI ET AL., 2008; DHAR AND WERTENBROCH, 2000; HERZ, BELAND, AND HELLERSTEIN, 2004), and have likewise been appeared to affect on instructing and realizing when utilized (MYERS, 2010). While CUNNINGHAM (2016) specifies the haze among learning and utilization in advanced education, decadent and experiential inspirations could similarly be contended to fit this idea. These qualities have been talked about by (MYERS, 2010, P. 24) where she states: "In spite of the fact that the learning worldview through experiential exercises has an affirmed" effect on study hall and learning results". In any case, few investigations have thoughtfully joined decadent and utilitarian qualities in the area of instructing method .Danny Crichton, a business person, in his blog The Next Wave of Education Innovation composes explicitly, "Couple of zones have been as confident and as disillusioning as development in training. Training is presumably the absolute most significant capacity in our general public today, however it stays one of the least comprehended, regardless of staggering degrees of venture from financial speculators and governments. For what reason do understudies keep on appearing in a homeroom or then again begin an online course? How would we manage understudies to the correct information similarly as they need to learn it? We may have an exact notion and a few hunches, however despite everything we do not have any basic experiences. That is really baffling. With the ascent of the web, it appeared like instruction was on the cusp of a total upset. Today, however, you would be pardoned for not seeing a lot of a distinction between the manner in which we learn and how we did as such twenty years back" (CRICHTON, 2015). RATEAU (2011) closed in aggressive world, it is important that school graduates enter the working environment with the suitable aptitudes to get by as well as develop their vocation. The investigation has pursued both subjective and quantitative techniques to assemble information from understudies just as staff. RAO ET.AL(2014) utilized a similar structure in Indian setting by asking bosses as to what do Indian businesses search for when they select MBA. The investigation additionally discovered that while information measurement is by and large all around gone to by in any event top level organizations , there is still a great deal to concentrate on territories of inventiveness, morals, responsibility to association and learning frames of mind i.e more on the „doing "and "being" measurement. KAPUR AND PERRY(2015) considered the fast development of advanced education in China and India .

- 1) Quality in advanced education past research productions and post-degree income; and
- 2) The worth included by advanced education over and past the student's inborn capacities."

SALUNKHE AND PANKAJASHAN(2015) feels that industry space like power ,urbanization, town arranging, sustainable power source assets , provincial and water have close interface what's more, collaboration with one another . There is thusly need to retool the instructive reasoning, structure and educational program of all expert instructive streams. Utilitarian mastery should compare with the executives training to convey an incentive to coordinated difficulties of the business and the changing condition of business They have brought up that that in the cutting edge setting innovation has turned into the basic element for residual cost focused. SALUNKHE AND PANKAJASHAN(2015) feels that industry space like power ,urbanization, town arranging, sustainable power source assets , provincial and water have close interface and connection with one another . There is along these lines need to retool the instructive reasoning, structure and educational plan of all expert instructive streams. The STEM idea (Science, Technology, Engineering and Math) is currently drawing consideration at B schools, professional universities and industry. Prasad (2015) feels advanced education without application arranged substance should be expelled from Indian framework. Presentation of business as a fundamental segment in of our entire framework will persuade understudies to take it up and create work. DATAR, GARVIN AND CULLEN (2010) recognized patterns of that are molding the executives training in USA. They have sorted the educational program introduction three parts The knowing segment The actualities, structures, and speculations that make up the center comprehension of a calling or practice. Models: the powers deciding industry structure, the significance and estimation of profit for capital, and the four Ps of showcasing The doing part the abilities, capacities, and strategies that lie at the core of the routine with regards to the board.

Well being Concept

Prosperity is implied here as the quest for a positive mental state just as the outflow of human ethics and the acknowledgment of individual and social potential (Diener, 1984; Mcgregor And Little, 1998; Deci And Ryan, 1991; Ryff, 1989). Furthermore, prosperity is viewed as the consequence of a dynamic procedure of steady connection between individual elements and ecological, social and social variables (Alvesson And Willmott, 2002; Cable And Judge, 1996; Csikszentmihályi, 1997; Mininni, Manuti, Scardigno, And Rubino, 2010; Kamdar And Van Dyne, 2007; Ryan And Deci, 2000), just as an attractive condition for gatherings, associations, networks and society.

The idea of prosperity suggests perfect mental working and experience. It is the center not simply of customary social solicitation (for instance "How are you?") yet what's more of remarkable sensible examination. Despite the way that the request, "How are you?" may seem, by all accounts, to be fundamental enough, researchers have found the issue of success to bewilder and questionable. Truth be told, from the beginnings of insightful history, there has been broad dialog about what describes perfect involvement and what includes "the incredible life." Obviously, this talk has huge speculative and Viable repercussions. How we describe flourishing effects our

practices of government, teaching, treatment, youngster raising, and addressing, as each and every such endeavor expect to improve individuals, and along these lines require some vision of what "the better" is. Success research gives off an impression of being especially prominent in rhythmic movement careful cerebrum science. Somewhat this mirrors the extending care that, comparatively as positive impact isn't something in opposition to negative impact (CACIOPPO AND BERNTSON 1999), success isn't the nonattendance of mental flimsiness. For a noteworthy piece of the main outstanding century, cerebrum research's accentuation on the improvement of psychopathology obscured the progression of thriving and mindfulness. Regardless, beginning during the 1960s with a move in focus toward expectation, and continuing to the present, a few investigators have been thinking about improvement (DECI 1975), success (DIENER 1984), and the headway of prosperity (COWEN 1991). Everything thought of it as, is captivating that there seem to have been two periods when the American open, similarly as the system of sensible clinicians, demonstrate a particularly strong excitement for issues of mental advancement and prosperity, explicitly, the 1960s when the human potential improvement cleared this country, and right now when amazing thought is being given to positive cerebrum science (SELIGMAN & CSIKSZENTMIHALYI 2000). It may be no accident that these two periods address times of relative fortune, when the fiscally advantaged have found that material security and indulgence don't, in themselves, secure fulfillment. In this sense, the impacts of excitement for thriving may have been incited by a culture of overabundance. For whatever reasons, the field is thriving. A Psych information search using the terms success and mental wellbeing conveyed 28,612 and 12,009 references, independently, as far back as 5 years. Right when the chase was extended to consolidate terms, for instance, prosperity, delight, individual fulfillment, and other related topics, the numbers swelled essentially further. Clearly, this huge area of cerebrum research can't be through and through investigated in a short outline. Regardless, late years have seen a crystallization of subjects inside the field of thriving that both make this voluminous composition and offer direction to future research.

Hedonic and Eudaimonic factors for social well being

Most of scientists concur that the substance of prosperity come under two higher order mental states – hedonia and eudaimonia – and that it is critical to survey ideas from both umbrellas (RYAN AND DECI, 2001). Generally, epicurean substance include delight/happiness/fulfillment, and comfort/easiness/ease. These factors are related with substance speaking to certain attitudes, including an attention on oneself, the present minute, and the substantial, and an emphasis on taking and devouring what one needs and needs. Meanings of eudaimonic substance have differed all the more generally. In any case, in a thorough survey of true meanings of eudaimonia, HUTA AND WATERMAN (2014) discovered that four substance showed up in most or all definitions: which implies/regard/significance to an increasingly broad setting, mindfulness/self-affirmation/improvement, flawlessness/ethics/quality, and validity/self-rule/fuse. These variables are connected with explicit mindsets, checking an equality of focusing on oneself just as other individuals, a leveling of focusing on the present and the future, a penchant to be guided by calculated and tremendous picture thoughts, and a consideration on creating and building what one characteristics and envisions. An increasingly vital degree of eudaimonia exists if all of these substance are merged (e.g., if an individual ensures that their sound self-enunciation is in like manner moral). Most experts acknowledge that people need both hedonia and eudaimonia to

flourish has talked about beneath. Hedonia and eudaimonia are not alternate extremes, nor are they totally unrelated – they are correlative mental capacities (HUTA, 2015A). Besides, an individual may infer an epicurean advantage yet an eudaimonic misfortune from a movement, and the other way around. It is in this manner essential to survey both libertine and eudaimonic factors when contemplating prosperity results. The term eudaimonia was promoted by Aristotle in the fourth century BCE. He was the first to expound finally on the indulgent eudaimonic qualification, in his exposition called the NICOMACHEAN Ethics (see The Basic Works of ARISTOTLE, 2001). Aristotle rejected epicurean interests, comparing them with the conduct of humble creatures, and contended that a decent life ought to be characterized as eudaimonia, which is activity as per uprightness and reason.

Hedonia, on another extreme, was first talked about in the fourth century BCE by Aristippus, Aristotle's contemporary, who contended that, paying little respect to cause, joy is exclusively great and torment is awful. In contrast to eudaimonia, there is a generally clear agreement on the definition of hedonia, which includes making progress toward or encountering delight, happiness, as well as solace (HUTA & RYAN, 2010; WATERMAN, 2008). Therefore, hedonia depends on pleasurable feelings, for example, euphoria, delight, and fun. Moreover, a few scientists have recommended that, notwithstanding delight, comfort (for example unwinding, ease, and the nonattendance of agony or misery) can likewise be viewed as an indulgent measurement (HUTA & RYAN, 2010; HUTA & WATERMAN, 2014). In outline, two center gluttonous perspectives are joy and ease.

There were obviously particular "flavors" of prosperity experience.

- ✓ Feelings of significance, self-connectedness, height, achievement, and intrigue/commitment/stream spoke to one sort of experience, which can be called eudaimonic.
- ✓ Feelings of blitheness, positive effect, and low negative influence spoke to an alternate sort of inclination, which can be called decadent. Note, notwithstanding, that positive influence too some of the time had considerable optional connections with eudaimonic ideas.
- ✓ Life fulfillment and abstract imperativeness (feeling seriously invigorated) identified with both indulgent what's more, eudaimonic factors.
- ✓ Feelings of need fulfillment – including requirements for relatedness, independence, and skill – shaped an unmistakable factor from eudaimonic ideas and positive indulgent ideas, yet stacked together with low negative effect. More research is expected to affirm the spot of need fulfillment, yet this examination probably recommended a connection between need defeating and negative feelings.
- ✓ Personal expressiveness (a sentiment of profound association with the significant exercises in a individual's life) has been proposed as an eudaimonic idea, yet it framed a different factor in the examination, alongside "libertine happiness." This might be because of contrasts in strategy as opposed to content. These two measures educated members to initially list the exercises of most noteworthy significance to them and after that rate how by and by expressive and indulgently

agreeable they found every movement. This contrasted from different measures examined, which basically educated members to rate themselves by and large.

Biological distinction of Hedonic and Eudaimonia effects

Steger and Shin (2012) have proposed a natural reason for the distinction between hedonia (which they named joy) and eudaimonia (which they named making a difference). They affirmed that joy procedures depend on the "hot" frameworks of the cerebrum, while making a difference procedures depend on the "cool" frameworks. They characterized "hot" frameworks as the more established and less difficult sub cortical structures that people share with different creatures, which are intended to give prompt abstract sentiments of delight or agony to rapidly assess wellbeing and welfare. As indicated by the creators, cold frameworks exist in the more as of late advanced cerebral cortex, which is particularly well-created in people, and they enable an individual to take part in self-reflection, thought, and assessment of things from points of view that are unique, esteem based, and long term. VITTERSØ, DYRDAL, AND RØYSAMB (2005) have suggested that libertine procedures might be related with endogenous narcotics in the cerebrum, which are engaged with delight and guideline of homeostatic procedures, while the eudaimonic quest for test and development might be related with the dopamine framework, which is associated with intrigue and oddity chasing.

Management education Vs Social well being concepts

In spite of all understudies liking to adapt in an unexpected way, experiential learning strategies have gotten significant enthusiasm from scholastics and instructors (BRENNAN, 2014). Research of experiential learning strategies have so far pursued a specific example leaving from Kolb's experiential learning hypothesis (KOLB, 2014). In spite of the fact that exploration has shown the significance of actualizing experiential learning (as a device) by instructors, the connection between the climate in instructive settings, for example, study halls and understudies learning style has been neglected. The learning condition in instructive settings, where understudies invest energy tuning in, perusing and watching introductions, ought to be adjusted to the inclinations of understudies and educators (Baylor and Ritchie, 2002; Bitter and Pierson, 2001) to end up significant (NEVISON, DREWERY, PRETTI, AND CORMIER, 2017). The air in these situations can have either a positive (Ames, 1992; Barrett, Zhang, Moffat, and Kobbacy, 2013) or a negative effect on people. (BABISCH, FROMME, BEYER, AND ISING, 2001; HOUTMAN, DOUWES, JONG, MEEUWSEN, JONGEN, BREKELMANS, NIEBOER-OP DE WEEGH, BROUWER, BOSSCHE, AND ZWETSLOOT, 2008). Furthermore, spatial hypotheses exhibit the obvious effect conditions have on the focus and strength of individuals (FISK, 2000; LAI, MUI, WONG, AND LAW, 2009), which additionally can affect on learning (BARRETT ET AL., 2013).

An imperative elective idea for learning in study halls concerns whether understudies see homerooms as libertine or utilitarian. These two ideas clarify whether study halls are experienced as practical (utilitarian) or as experiential (epicurean) (VOSS, SPANGENBERG, AND GROHMANN, 2003). The idea of utilitarian and libertine arranged qualities has been missing in academic writing, particularly with respect to homerooms, which is amazing, since these develops have demonstrated to be of passionate and conduct significance (BABIN, DARDEN, AND

GRIFFIN, 1994; BALLANTINE, JACK, AND PARSONS, 2010). Additionally, decadent and utilitarian qualities and learning results can be contrasted with the connection among experience and learning as examined in Kolb (2014). In spite of the way that this examination does not gauge genuine learning results, the relationship is as yet critical to feature so as to comprehend why utilitarian and libertine qualities are basic for learning (see KORT, REILLY, AND PICARD, 2001; PEKRUN, 1992). While research has obviously demonstrated that conditions affect people's memory and feelings (NEVISON ET AL., 2017), no academic research has yet thought about in the case of learning styles sway gluttonous and utilitarian estimations of study halls in advanced education. In similitude with learning styles, people have different inclinations for libertine and utilitarian qualities. In this manner, it is normal that

Learning styles have been a hotly debated issue in the interdisciplinary and academic writing during the most recent four decades, with a wide range of sorts being talked about (CASSIDY, 2004). In spite of the fact that analysis has been raised against learning style hypothesis, as to rearranging matters (CASSIDY, 2004; CURRY, 1990; LOO, 2004; REYNOLDS, 1997), a few request have endeavored to scrutinize the legitimacy and unwavering quality of them (DUNN ET AL., 1995; FELDER AND SPURLIN, 2005; HOLMAN, PAVLICA, AND THORPE, 1997; HOPKINS, 1993; VINCE, 1998). While some help the approval of learning styles (ENNS, 1993), others raise concerns (PASHLER, MCDANIEL, ROHRER, AND BJORK, 2008; REYNOLDS, 1997).

These ideas have been generally utilized and analyzed in advertising and brain science writing (BABIN ET AL., 1994; BALLANTINE ET AL., 2010; CHITTURI ET AL., 2008; DHAR AND WERTENBROCH, 2000; HERZ, BELAND, AND HELLERSTEIN, 2004), and have likewise been appeared to affect on instructing and realizing when utilized (MYERS, 2010). While Cunningham (2016) specifies the haze among learning and utilization in advanced education, libertine and experiential inspirations could moreover be contended to fit this idea. These qualities have been examined by (MYERS, 2010, P. 24) where she states: "In spite of the fact that the learning worldview by means of experiential exercises impacts homeroom and learning results". In any case, few examinations have theoretically joined indulgent and utilitarian qualities in the area of teaching method.

Research Methodology

In this study Qualitative research was conducted for analyzing the perceptions and view of the budding managers about management education using descriptive research design type.

Simple random sampling method was used. Sample size is 134,

Statistical tool used percentage analysis, weighted average analysis, frequency analysis, regression analysis test, H test,

Analysis and Findings:

DEMOGRAPHIC VARIABLE

- **More than 75% of the respondent aer belongs to 16-18 years& 19-21 years**
- **24.6% of them are male.**

- 75.4% are them are females.
- 54.5% are from the business background.
- 34.3% are from private concern background.
- 30.6% of them have annual income less than 2 lakhs.
- 45.5% of them have the annual income from 3-5 lakhs.
- 23.9% of them have the annual income more than 5 lakhs.
- 79.1% of them have no siblings.
- 19.4% of them have 2 siblings.

Variables	Frequency	Percent
Age		
16-18yrs	60	44.8
19-21yrs	63	47.0
22-24 yrs	3	2.2
Income		
< 2 lakhs	41	30.6
3-5 lakhs	61	45.5
>5 lakhs	32	23.9
Siblings		
No sibling	106	79.1
1 siblings	26	19.4
>1 siblings	2	1.5
Parent Occupation		
Government	15	11.2
Business	73	54.5
Private concern	46	34.3
Gender		
Male	35	26.1
Female	99	73.9

WEIGHTED AVERAGE OUTPUT

Descriptive Statistics

Autonomy	N	Minimum	Maximum	Mean	Std. Deviation
decision career obj	134	1	4	1.89	.792
believer self confidence	134	1	5	1.60	.766
self directed person	134	1	4	2.16	.919
own intrest in education	134	1	5	1.84	.869
makes me a independent person	134	1	4	1.70	.756

Valid N (listwise)	134			
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For measuring the factor autonomy the above mentioned variables are taken for the analysis and the most influencing variable is self directed person having the highest mean value of 2.16

Descriptive Statistics

Self acceptance	N	Minimum	Maximum	Mean	Std. Deviation
education helps to know swot	134	1	4	1.81	.809
perceive happenings to goodness	134	1	4	1.89	.742
optimistic person	134	1	5	1.92	.859
self reliable	134	1	5	1.88	.859
believe in self	134	1	4	1.84	.848
Valid N (listwise)	134				

the next variable is self acceptance the most influencing variable is optimistic person as it is scored the highest mean value of 1.92

Descriptive Statistics

Positive relation	N	Minimum	Maximum	Mean	Std. Deviation
improve team spirit	134	1	4	1.84	.724
improve productivity	134	1	3	1.92	.776
improve performance capabilities	134	1	4	1.77	.803
adapt team culture	134	1	5	1.87	.826
team balance	134	1	5	2.07	.967
Valid N (listwise)	134				

The next factor taken for the analysis is positive relation the most influencing variable is team balance that is education provides the team balance my education provides me a lot of opportunities to maintain my team balance with the highest mean value of 2.07

Descriptive Statistics

Environmental Mastery	N	Minimum	Maximum	Mean	Std. Deviation
knowledge current trends	134	1	5	2.11	1.155
opportunities prevailing my education	134	1	4	2.16	.877
scope of education is known	134	1	5	1.87	.888
family condition is well balanced with motto	134	1	5	2.16	.851

knowledge about outside happening	134	1	4	1.99	.942
institutional training is eye opener for my career	134	1	4	2.13	.808
Valid N (listwise)	134				

my education gives a proper awareness about balance between the family condition and my career motto with the highest mean value of 2.16

Descriptive Statistics

Purpose in life	N	Minimum	Maximum	Mean	Std. Deviation
awareness about good and bad	134	1	5	2.10	1.054
aware about mission and vision	134	1	5	2.05	.952
get suitable career opportunity	134	1	5	2.06	.856
Valid N (listwise)	134				

Highest mean value is 2.10 which describes that my education provides me awareness about what is good and what is bad

Descriptive Statistics

Personal view	N	Minimum	Maximum	Mean	Std. Deviation
ways for employability	134	1	4	1.93	.877
improve myself in all aspect of my career	134	1	5	1.77	.892
supportive climate for my personal development	134	1	5	2.00	.909
strong desire to develop myself	134	1	5	1.97	1.003
Valid N (listwise)	134				

The most influencing variable is my education provides me a supportive climate for my personal development with the highest mean score of 2.00

EUDAIMONIA FACTORS

PANAS

Descriptive Statistics

Positive attitudinal variables	N	Minimum	Maximum	Mean	Std. Deviation
needs of student	134	1	4	2.19	.796
mindful about business environment	134	1	5	2.42	.928

make me more active person in various activities	134	1	4	1.95	.807
improve physical and mental consciousness	134	1	4	2.38	.830
energetic person	134	1	5	2.34	.981
eye opener to my career	134	1	5	2.35	.991
makes me more vigilant	134	1	5	2.28	.945
room for further learning	134	1	4	2.22	.782
games fulfil minds happiness in learning	134	1	5	2.57	.945
objective oriented	134	1	5	2.28	.772
more focused	134	1	5	2.28	.872
suggestive in all aspects	134	1	5	2.28	.939
sharpen my skills	134	1	5	2.25	1.065
makes me more suitable person for my career	134	1	4	2.19	.938
fulfil my self esteem	134	1	4	2.24	.998
status goal improves a lot	134	1	5	2.28	1.127
makes me more clean and focused	134	1	4	2.07	.877
Thoroughly enjoyed my campus	134	1	5	2.31	1.093
improves my mental capability	134	1	5	2.39	1.117
emotional intelligent	134	1	5	2.31	1.079
Valid N (listwise)	134				

From the above PANAS index the variables taken for measuring PANAS is nearly 10-12 variables are taken for the analysis for measuring the positive attitude the most highest value scored variable is mindful about the business environment so the happiness attitude of the students about the education stands with mindful about the business environment and also gemification learning full fill their minds and makes them to fell happy in their learning process

Descriptive Statistics

Negative attitudinal	N	Minimum	Maximum	Mean	Std. Deviation
lot of competitions	134	1	5	1.97	.965
adverse relationship	134	1	5	2.15	.914
opposed to selection pattern	134	1	5	2.37	1.066
exam pattern make me feel depressed	134	1	5	2.87	1.325
demotivates my capability	134	1	5	3.38	1.219

group fun activities results in dissatisfaction	134	1	5	3.22	1.296
makes me feel inferior companion with others	134	1	5	3.19	1.350
create sense of loneliness	134	1	5	3.52	1.212
feel emotionally distressed	134	1	5	3.34	1.365
competency in fulfilling the parents dream	134	1	5	3.19	1.091
exam and presentation makes me unhappy	134	1	5	3.37	1.278
panic in addressing my idea in stage	134	1	5	3.16	1.354
scared when my future is unpredictable	134	1	5	3.06	1.331
Valid N (listwise)	134				

Regarding the negative attitude scale the most influencing variable is my education creates the sense of loneliness from my peer groups so that is the negative attitude scale measures

Hypothesis H: There is a relationship between hedonic factors and socio economic variable of a respondent

Hypothesis	Mann Whitney U value	Wilcoxon W	Pvalue	Results
Gender Vs education family condition with career motto	1254	1884	0.009	Null hypothesis Rejected

H1 the hypothesis is there is a significance difference between the respondents gender vs. most influence hedonic factors. The factors which are taken for the analysis are autonomy, self acceptance, positive relations, environmental mastery, purpose in life and personal view, among which the gender vs. educational family is my education makes me well balanced with my family condition and career motto which shows that the significance P value is less than 0.05 so the null hypothesis is rejected. It can be concluded that there is a significant difference between the

environmental mastery that is how the people is aware about the environment and the gender of the respondents.

Test applied: Kruskal Wallis (H test)

Hypothesis	Ψ^2	P value	Result
Age Vs Being an optimistic person	8.265	0.04	Null hypothesis Rejected
Age Vs Family condition with career motto	12.376	0.006	Null hypothesis Rejected
Age Vs Awareness about good and bad	21.991	0.000	Null hypothesis Rejected
Age vs supportive climate of the institution	18.60	0.000	Null hypothesis Rejected
Income of the family Vs Self directiveness	7.999	0.018	Null hypothesis Rejected
Sibling Vs Optimistic person	6.689	0.03	Null hypothesis Rejected
Sibling VS team balance	7.236	0.02	Null hypothesis Rejected
Sibling Vs awareness about good and bad	6.432	0.04	Null hypothesis Rejected

USING THE KRUSKAL WALLIS (H TEST)

The categorical variable taken for analysis is age, So Age Vs most influencing variables in the hedonic factors taken for the analysis so among which the age vs being as an optimistic person which will come under the self acceptance having the significance P value of 0.04 which is less than .05 so the null hypothesis is rejected .so there is a significance difference between the age of the respondents and their self acceptance level of the people .Age Vs environmental mastery .the most influencing variable in environmental mastery is my family condition is well balanced with

my career motto .again the significant p value is 0.006 which is less than the 0.05 so the null hypothesis rejected that is it has a significant difference of opinion among the respondents about their environmental mastery .Age Vs purpose in life factor the most influencing variable in purpose in live is awareness about good and bad which shows the p value of 0.000 which is less than 0.05 .so the null hypothesis is rejected .so it can be concluded that there is a significance difference between the age of the respondents and their view about in purpose in life .again the same demographic variable age which is taken with the personal view of the respondent the most influencing variable is enjoying the strongly supportive climate for my development .it shows the P value is 0.000 which is less than 0.5 .so the null hypothesis is rejected .so it can be concluded that there is a significance difference between the age of the respondents and how they view an out the supportive climate of their education .The next factor which is taken for the analysis is income of the respondents Vs the hedonic factors .the most influencing variable in the autonomy is self-directiveness of the person . show the p value of 0.01 which is less than 0.05 .so the null hypothesis is rejected .it shows the significance difference between the income of the respondents and their view about the autonomy .the next socio demographic variables is siblings Vs the hedonic factors .among the hedonic factor sibling Vs the optimistic person that is my education make me to accept the challenges in a positive way it show the p value a 0.03 which is less than 0.05 .so again the null hypothesis is rejected .so It can be concluded that there is a significance difference between the sibling of the respondents and the positive view about their challenges .the next one Is siblings Vs positive relation hedonic factor. the most influencing variable is my education provides me a lot of opportunities to maintain my team balance which is having the p value of 0.02 which is less than 0.05 so the null hypothesis is rejected so there is a significant difference between the no of siblings of the respondents with the how they view the team balance . the last demographic variable is siblings Vs the purpose in life the most influencing factor is my education gives me awareness about what is good and what is bad so it carries the p value of 0.04 which is less that 0.05 so the null hypothesis is rejected so there is significant difference of their view among the respondents about the awareness on good and bad.

Factor Analysis- PANAS index.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.749
Bartlett's Test of Sphericity	Approx. Chi-Square	1123.260
	Df	120
	Sig.	.000

KMO AND BARTLETT'S TEST

So this research aim is to find out the factors influencing Eudaimonic factor with Panas index that is positive and negative attitudinal scale therefore to find these factors principle component analysis is done .starting with KMO Barlette test KMO barlette test is done to measure the strength

of the relation ship among the variables so here in our table KMO test is showing the value of 0.749 that is the values are lying between 0.7-0.8 which means the variable selected for measuring the positive attitude of the students are appropriate and the Bartlett's Test of Sphericity that is the p value is 0.000 which indicates which is less than the significance p value 0.05/4 it can be concluded that the corlation matrix variable chosen for the factor analysis is not an identity and the variable chosen for the factor analysis as a corlation among then which is a very much essential for the factor analysis

Communalities

	Initial	Extraction
needs of student	1.000	.790
mindful about business environment	1.000	.684
make me more active person in various activities	1.000	.817
energetic person	1.000	.537
eye opener to my career	1.000	.651
makes me more vigilant	1.000	.792
room for further learning	1.000	.618
games fulfil minds	1.000	.714
happiness in learning		
Objective oriented	1.000	.774
more focused	1.000	.703
suggestive in all aspects	1.000	.790
shrpen my skills	1.000	.765
status goal improves a lot	1.000	.714
makes me more clean and focused	1.000	.642
Thoroughly enjoyed my campus	1.000	.841
improves my mental capability	1.000	.707

Extraction Method: Principal Component Analysis.

COMMUNALITIES

Communalities is used to measure variances among the variables it is normally done initially and at the end of the extraction initially all the variables have the value as 1 after the extraction it shows the value of 0.79 which is 79% of the variance occurs with the variable .

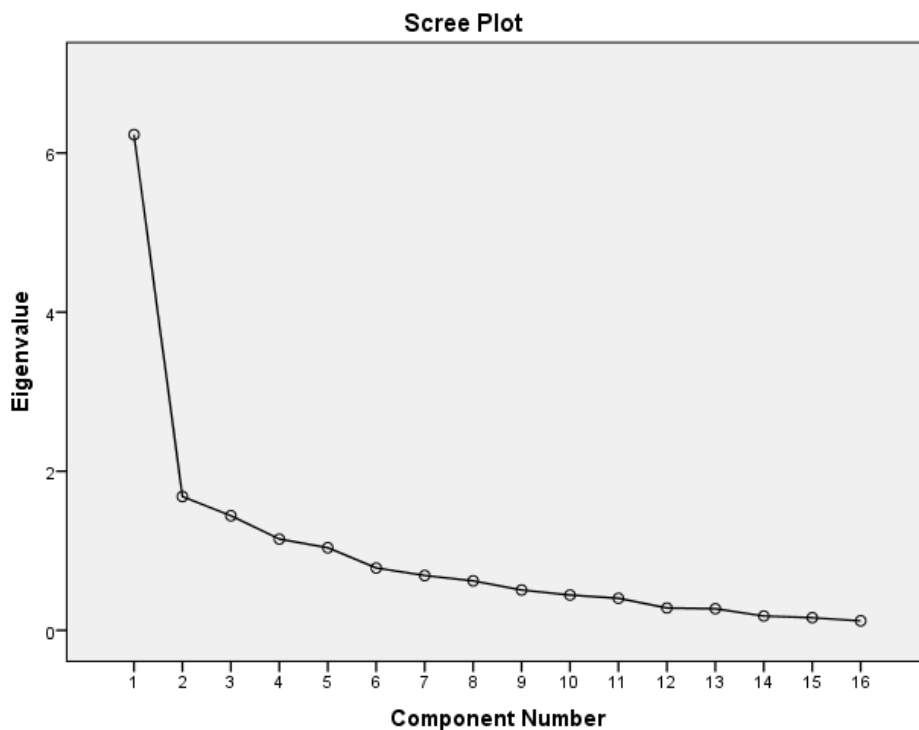
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.231	38.943	38.943	6.231	38.943	38.943	2.999	18.746	18.746
2	1.682	10.515	49.457	1.682	10.515	49.457	2.583	16.145	34.891
3	1.441	9.004	58.462	1.441	9.004	58.462	2.492	15.573	50.464
4	1.148	7.174	65.636	1.148	7.174	65.636	1.887	11.791	62.255
5	1.039	6.491	72.127	1.039	6.491	72.127	1.580	9.872	72.127
6	.784	4.902	77.029						
7	.689	4.309	81.338						
8	.622	3.887	85.225						
9	.507	3.171	88.396						
10	.443	2.770	91.166						
11	.403	2.519	93.685						
12	.281	1.758	95.443						
13	.272	1.697	97.140						
14	.180	1.124	98.264						
15	.158	.990	99.254						
16	.119	.746	100.000						

Extraction Method: Principal Component Analysis.

TOTAL VARIANCE EXPLAINS

the next table shows that total variance explains that is here is shows the rotation component table of extracted factors here totally 5 factors are extracted the first factor accumulate maximum percentage is 38.943 followed by the second factor 10.515% of variance and the third factor 9.004 and the fourth factor is 7.174% of variance and the fifth factor shows the variance of 6.491 and all remaining factors are not significant it is also noticed that these five factors together explain 72.127% of the total variance while the remaining 28% of variance is lost due to the reduction of the data during the factor analysis by the thumb rule more than 60% of the variance extracted is acceptable



Rotated Component Matrix^a

	Component				
	1	2	3	4	5
needs of student				.857	
mindful about business					.627
environment					
make me more active	.831				
person in various					
activities					
energetic person					
eye opener to my				.524	
career					
makes me more					-.521
vigilant					
room for further		.536			
learning					
games fulfil minds		.794			
happiness in learning					
Objective oriented					.804
more focused		.780			

suggestive in all aspects	.631			
Sharpen my skills	.718			
status goal improves a lot	.547			
makes me more keen and focused	.705			
Thoroughly enjoyed my campus			.894	
improves my mental capability			.712	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

ROTATED COMPONENT MATRIX

the next one is showing the screen plot more that 5 factors is scoring more than value 1 the remaining factors is less than 1 after the rotation of the component matrix we have loaded up to 22 items after the extraction it shows up to 12 variable which is more than the 0.5 that is here in this table less than 0.5 values are suppressed and more than 0.5 values can be viewed so from the above extracted factors it can be listed like totally 5 factors has been extracted in the factor analysis

DISCUSSION OF FACTORS FOR THE POSITIVE AFFECT SCALE

Factor analysis extracted 5 factors from 32 items. The factors are labeled as inspire, enthusiastic factor, interest, attractive and alertness. Factor 1- Inspire discuss about the variables such as education makes the student more active and it provides suggestive measures in all aspects of their career, it sharpens their skills, their status quo improves a lot, and makes the people more keen and focused. Factor 2- Enthusiastic factor includes the variables of management games in the curriculum or in pedagogy fulfill their mind with happiness and learning and it provides room for further learning. Factor 3- Interest explains about two variables - students thoroughly enjoying their campus infrastructure and it improves their mental capability. Factor 4- Attractiveness includes the variables of the needs of the student education fulfills their needs and expectations and it is an eye-opener to their career. Factor 5- Alertness includes the variables- education provides sense of alertness about the business environment, it provides mindfulness about the business environment and makes them more vigilant. It is objective oriented and more focused.

PANAS-NEGATIVE AFFECT SCALE

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.682
Bartlett's Test of Sphericity	Approx. Chi-Square	603.786
	Df	55
	Sig.	.000

KMO BARTLETT TEST:

It is the test which is done to measure the strength of the relationship among the variables. Here for the negative attitudinal scale, the value of K M O shows 0.682 that is it lies between 0.62 and 0.7 which means the variable selected for measuring the negative attitude of the students are appropriate and the Bartlett test of sphericity shows the p value of 0.000 which is less than the p value 0.05.

Therefore it can be concluded that correlation matrix for the variable chosen for the analysis is known as identity matrix and the variable chosen for the factor analysis as a correlation among them which is very important for the factor analysis.

Communalities

	Initial	Extraction
lot of competitions	1.000	.785
adverse relationship	1.000	.759
opposed to selection pattern	1.000	.573
exam pattern make me feel depressed	1.000	.805
demotivates my capability	1.000	.810
group fun activities	1.000	.702
results in dissatisfaction	1.000	.682
create sense of loneliness	1.000	.682
Competency in fulfilling the parents dream	1.000	.678

exam and presentation makes me unhappy	1.000	.793
panic in addressing my idea in stage	1.000	.724
scared when my future is unpredictable	1.000	.775

Extraction Method: Principal Component Analysis.

COMMUNALITIES

The next table shows that Communalities which indicate the amount of variance each variable accounted for. In this table it shows the initial values and the values after the extraction. Among the initial values, all the variables share the common value of 1. After the extraction it shows the value of more than 0.5 that is the first variable involving lot of competition makes the people feel so bad about the education. It shows the extracted value of 0.785 that is it shows the variance of 78.5%.

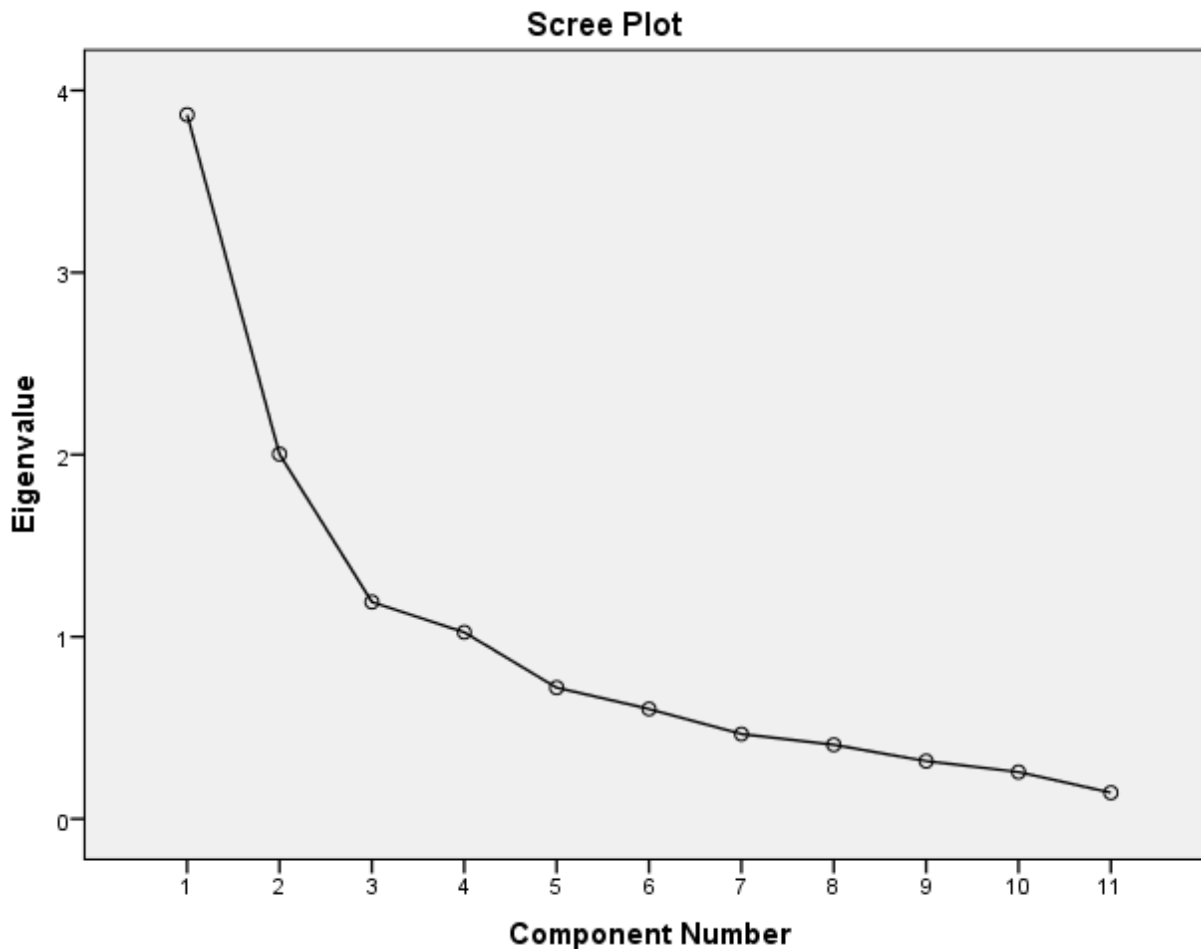
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.867	35.154	35.154	3.867	35.154	35.154	2.406	21.872	21.872
2	2.003	18.211	53.365	2.003	18.211	53.365	1.925	17.502	39.374
3	1.191	10.828	64.193	1.191	10.828	64.193	1.878	17.070	56.445
4	1.025	9.315	73.508	1.025	9.315	73.508	1.877	17.063	73.508
5	.720	6.549	80.057						
6	.603	5.485	85.542						
7	.466	4.235	89.777						
8	.407	3.698	93.475						
9	.317	2.884	96.358						
10	.257	2.339	98.697						
11	.143	1.303	100.000						

Extraction Method: Principal Component Analysis.

TOTAL VARIANCE EXPLAINED

The next factor is total variance x line. Here totally 4 factors are extracted with the percentage of variance the first factor accounts for the maximum variance of 35.154 followed by the second factor shows the variance of 18.211%, the third factor 10.828% and the fourth factor 9.315%, the remaining factors are not significant. Therefore, here all the four factors altogether explain the variance of 73.508 by the thumb rule more than 60% of the variance extracted factors are acceptable. Here it shows 73.5 and the screen plot also confirms the same, only the four factors are more than the age value 1, remaining factors are less than 1.



Rotated Component Matrix

	Component			
	1	2	3	4
lot of competitions		.790		
adverse relationship		.868		

opposed to selection pattern		.694		
exam pattern makes me feel depressed			.870	
demotivates my capability			.784	
group fun activities result in dissatisfaction				.728
create sense of loneliness	.652			
competency in fulfilling the parents dream				.789
exam and presentation make me unhappy	.833			
panic in addressing my idea in stage	.601			
scared when my future is unpredictable	.846			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.676	.054	.493	.545
2	.094	.949	-.297	.057
3	-.665	.265	.672	.191
4	.303	.165	.466	-.815

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

DISCUSSION

The factor analysis is extracted from fifteen items derived from PANAS index the results of the above analysis give rise to the new extracts such as factor one terrified which explains about students fear about their examination public speaking and their future factor two hostile which discuss about competitions they are facing in the education, adverse competition or relationships between them, opposition about exam pattern factor three depression which explains about demotivation happens on students about their capabilities, the pattern of examination makes the students to feel depressed factor which details about four distressed explains about dissatisfaction

of their group fun activities sometimes it questioning their capability in fulfilling their parents dream

MANAGERIAL IMPLICATIONS

The result of the studies shows that how the students are get influenced both by hedonic and eudaimonic factors. The hedonic factors are measured by Ryff's factors such as autonomy self-acceptance positive relation environmental mastery, purpose in life and personal view. The eudaimonic factors are measured using positive and negative affect scale which includes attractive, active, alert, excited and enthusiastic, determined, inspire, proud, interested and strong on positive effects, hostile, irritable, ashamed, guilty, distressed, and scared. Edupreneurs, faculty members stake holders should be aware about those above-mentioned factors influences on students as well as on management education.. When the student have the experience on those factors on the positive and the constructive way it leads to increased students engagement with their studies and providing the perfect student cum citizen to the society, that is real success of any academic institution. Hence the management education has its own competitive advantage in the market by considering these factors while designing the curriculum, course outcomes etc.,

CONCLUSION

To be successfully competitive in the current global market, with the products and services, India will have to expand higher education, training and provide access to the increasing proportion of workforce. The resources needed for such expansion will be enormous and limiting for a resource scarce country. India will have to provide access to additional millions of students in the coming few years, which is a daunting task. The best option under the circumstances is reliance on new technology, private resources and on the job training and continuing education.. Professional skills need to be taught more. Covering constructs like applying knowledge of mathematics, science, engineering, use appropriate/modern tools, equipment and technologies are now a must for proper development of engineers. Communication skill shave to be developed among the college students. These include written communication, reading and communication in English. With globalization, even other languages need to be picked up by Indian engineers to stay competitive.

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