

Pedagogical Innovation in Management Education - Role of Assessing Health, Wellness and Quality of Life of Management Students in Enhancing Teaching Learning Process

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ABSTRACT

The brisk changes and increased complexity of today's world present new challenges and place new demands on our education system. There exists a growing awareness of the necessity to change and improve the preparation of students for productive performance in the constantly changing and highly demanding environment. In order to confront this challenge it is necessary to consider the vibrant methodology of teaching learning process. The Study is an attempt to address the psychological and physical barriers of students that might distract them from an active participation in the class room preventing effective teaching and learning process. The study tries to understand the role of assessing health, wellness and quality of life of the students in adopting effective Teaching Learning Methodology. The objectives of the study are to understand the Physical, Mental and Emotional State of the students that affects their Academic Performance, to identify the Stress related factors that affects concentration of the students preventing them to involve in active learning, to know the feelings related to the quality of life of students that supports their active participation in enhancing teaching learning process and to suggest certain methodologies for an effective Teaching Learning Process based on the above parameters. The scope of the study helps to observe the areas where the teachers have to concentrate in developing collaborative relationship with students in making teaching-learning process more effective. The study helps both students and teachers to know the psychological and physical barriers which prevent the efficiency in learning process. The study helps to establish a platform for holistic development in teaching learning process. The research design used in the study is descriptive by nature. The structured questionnaire was used to collect the data from the students that are required for the study. The study relies on primary data. The data gathered was analysed and lead to result oriented suggestions.

Keywords: *Physical State, Mental State, Emotional State, Stress Evaluation, Quality of Life, Teaching Learning Process.*

I. INTRODUCTION TO THE STUDY

The Government of India has liberalized the business education in 1990s, which has resulted in a rapid growth of Business Schools offering the programmes both at graduate and undergraduate levels. Business

education has a long history in India, dating back to the 19th century. India's first B-school was set up in 1886 in the southern city of Chennai namely, Commercial School of Pachaiyappa Charities. The first college level Business School was founded in 1913 in Mumbai i.e. Sydenham college. Catholic community founded Xavier Labour Relations Institute (XLRI) at Jamshedpur in 1949. Indian Institute of Social Welfare & Business Management (IISWBM) was set up in 1953 at Calcutta. That was considered as India's first official Management Institute. Government of India was encouraged by the success rate of emergence of Management Schools and applied for the grant from the Ford foundation in 1961 to start two Indian Institutes of Management, one at Calcutta and other at Ahmedabad. This grant was focused on helping American Business education Knowledge & models to other nations and having intensive collaboration with an American B- Schools for facilitating the transfer of learning. Growth both in numbers & status occurred during the 1990's. Today with more than 3,000 B-schools in the country, spread over in different states of India. India has three-times the number of B-schools as compared to the US. This difference becomes stark considering that the size of the Indian economy is one-tenth of the US economy. The end result is poor quality of education, oversupply of MBA graduates which in turn increases un-employability and under-employability among graduates.

S.No	Years	Growth of Management Institutions in India		
		Institutions	Growth (#)	Growth (%)
1	2006-2007	1,132		
2	2007-2008	1,149	17	2%
3	2008-2009	1,523	374	33%
4	2009-2010	1,940	417	27%
5	2010-2011	2,262	322	17%
6	2011-2012	2,385	123	5%
7	2012-2013	2,467	82	3%

Source: AICTE Data

The present position and status of Management Education in India is facing a number of challenges (Prof.Goutam G. Saha, 2012).

- Though, India produces a large number of graduates perhaps next to U.S. but still a scholarly debate on curriculum pedagogy and innovation is negligible.
- Most of the Institutes depend on curricula and materials developed elsewhere and have not developed an intrinsic capacity to respond and evolve to changing needs of various sectors of industry.
- Many Institutions still are unable to fulfill the mandatory changes imposed on them, such as upgrading of the curriculum by the universities or the board of management studies.
- With the opening up of trade and cross border movement of goods and services, the country needs a paradigm shift in management education and training for working professionals.
- Presently, management education is treated as sub-department of engineering by AICTE- rather than recognizing that management itself. The working group recommends a fully autonomous governing council for management education.
- Thus management education seeks an instant attention to modify the pedagogy to suit the industrial challenges and requirements. As the business is getting global, day by day there is an increasing need

for the B-schools to produce global managers. The response to globalisation of business is the globalisation of Management education.

Organisations have increasingly looked to business schools to inculcate global business knowledge, skills and competencies in students. Recently, Garvin and Cullen (2010) found that executives consider new hires lack of a global perspective to be a primary weakness in business school graduates, and thus, an area where business schools should focus their pedagogical improvement efforts. While nothing that progress has occurred since the Porter and McKibbin report of 1988, which found that business schools underperformed in educating students in global business skills a recent AACSB (Association to Advance Collegiate Schools of Business) International Globalisation of Management Education Task Force concluded that global skills and competency development in current business students is inadequate (Ghemawat, 2011). The model of education for India should have both hard elements (analytical models and decision theories) as well as soft elements (culture and context specific inputs). The management graduates should be better human beings before they become better managers (Dr. M.J.Xavier, 2012). They should develop the ability to learn on their own and also be innovative in their approaches.

Teaching learning process is the most powerful instrument of education to bring about desired changes in management students. The top B-School's practices vibrant methodology of teaching to ensure the effective participation of management students. Relating classroom teaching to "real business practices" is the aim of any business school. The selective mix of methodology could be applied to make the teaching learning process effective. Teachers of management education should concentrate on the temper of the students to identify the right combination of teaching methodology. The students are often distracted by various psychological and physical attributes like physical state, emotional state, mental state, stress, life enjoyment and quality of life.

To remain well, Physical wellness is to take steps to protect physical health by eating a well balanced diet, getting plenty of activity and exercise, maintaining proper weight, getting enough sleep, trying to limit exposure to environmental contaminations and restricting intake of unhealthy foods and snacks. Physical fitness helps to keep mind fresh and leads to vigorous involvement in all our activities. Intellectual wellness involves unbridled curiosity and ongoing learning. This dimension of wellness implies to apply the concepts that are taught and observed. It also creates an opportunity to learn more and engage the mind in lively interaction with in the classroom. Emotional wellness implies the ability to express emotions appropriately, adjust to change, cope with stress in a healthy way and enjoy life despite its occasional disappointments and frustration, leading to effective participation in the class room. stress in the classroom environment affects Management students likelihood of exhibiting learning problems (difficulties with attentiveness, task persistence, and flexibility), externalizing problems (frequency of argument, fights, disturbs ongoing activities, and acts impulsively), problems interacting with peers (difficulties in forming friendships, dealing with other co-students, expressing feelings, and showing sensitivity), or internalizing problems (presence of anxiety, loneliness, low self-esteem, and sadness). These findings suggest that stress - in the form of negative classroom conditions - negatively affects the way students pay attention in class, stay on task, and are able to move from one activity to another (Antony Cody, 2011). Life enjoyment and quality of life can be classified under the social wellness. Social wellness endows with the ease and confidence to be outgoing, friendly and affectionate towards the co-students and faculty members. Social wellness involves a concern for individual, creates an interest in humanity and the environment ensuring active participation in all our efforts. Thus study attempts to find

the influence of listed attributes that affects the active listening and class room participation of management students.

I. 1. Statement of the Problem

- The colleges that are affiliated to universities, it is mandatory for them to follow the prescribed syllabus. This results in conceptual teaching learning process rather than practical exposures.
- The study attempts to understand the role of Health, Wellness and Quality of life of the students in adopting effective Teaching Learning Methodology.

I. 2. Scope of the study

- The study helps to observe the areas where the teachers have to concentrate in developing collaborative relationship with students in making teaching-learning process more effective.
- The study helps both students and teachers to know the psychological barrier which prevents the efficiency in learning process.
- The study helps to establish a platform for holistic development in teaching learning process.

I. 3. Objectives

The objectives of the study are,

- To understand the Physical, Mental and Emotional State of the students that affects their Academic Performance.
- To identify the Stress related factors that affects concentration of the students preventing them to involve in active learning.
- To know the feelings related to the quality of life of students that supports their active participation in enhancing teaching learning process.
- To suggest certain methodologies for an effective Teaching Learning Process based on the above parameters.

II REVIEW OF LITERATURE

Qualter et al. (2007) suggested that pupils with high/average level of emotional intelligence cope better with transition in terms of grade point average, self-worth, attendance and behaviour than pupils with low emotional intelligence.

Emotional Intelligence involves in ability to deal with feelings, the ability to communicate. The lack of these skills has far reaching impact and results in unhappiness and inability to form positive relationship (John D.Mayer, Peter Salovey and Daniel Goleman, (2013)).

The student teachers need to have deep Emotional Intelligence. Because emotional intelligence helps individual to be self expressive in terms of potential richness of an individual's characters effective functioning in any situation (Webster (1978)).

Emotional Intelligence as “the ability to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize to hope” Goleman (1995).

Sutton & Wheatly (2003) have stated that emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching – learning processes in the classroom, and in particular for the socio-emotional development of students.

Hwang (2006) also found that only those faculty members who had superior EI competencies like comfort, empathy, leadership, and self-esteem, tended to perform better in overall teaching effectiveness.

Fredrickson and Joiner (2002) stated that one who has positive emotions is more successful and has advantage over those who lack positive thinking and emotions.

Academic achievement has also been explored in relation with the quality of sleep. A meta-analysis of 19 studies showed that sleep deprivation is related with disturbances in cognitive performance and can further affect academic achievement. It was concluded that disturbed sleep is a cause of decreased academic performance (Webb, 1992).

Dahl (1996) concluded that inadequate sleep in children caused by fragmented sleep, sleep deprivation, poor quality of sleep results in problems of focused attention, irritability, emotional instability and frustration.

The concept cartoons could be effective for elicitation of ideas and that they tended to have a positive impact on learner motivation and involvement (Koegh and Naylor, 1999).

Chaudhary (2003) attempted a study the relationship between creativity, level of aspiration and personality characteristics among students. He found that there is no significant relationship between creativity and L.O.A. Successful pupils tend to hold aspirations close to their previous performance.

Multiple intelligence asserts that; (1) Every person has all the Eight intelligences. (2) The Majority of the population can develop intelligences to fully competent levels. (3) People with more intelligence usually operate in more complicated ways. (4) Each kind of intelligence can be expressed through a variety of ways (Mindy, 2005; Osman & Jackson, 2002).

Randazzo (1998) showed that a sleep restriction of five hours during a single night in a sleep laboratory imposed upon children aged between 10 and 14 years leads to shorter sleep latencies and significantly disturbs the performance in verbal processing, creativity and abstract thinking.

“Neuroscience research reveals that stress and curiosity edits which sensory information is given entry to our neural networks and where the inputs ends up. It recommends avoiding forced instruction and providing children with best environment and experiences for joyful learning.

Stress may be caused due to time limited events such as pressure of examinations or work deadlines or by ongoing situations such as family demands, job insecurity, or long commuting journeys (Michie, 2002).

Weare & Grey (2003) have stated that it is not possible to teach a competency which is one has not acquired, just as it is not possible to have quality teaching in the absence of the teacher's own well-being.

Scott (2012) stated that quality sleep is essential for physical and emotional health as well as personal productivity of work. Stress consists of negative emotions and is the source of sleep deprivation and disturbance.

The concept cartoons provided with useful questions helped learners to be more open-minded and give learners new ways of looking at the situations (Brenda and S.Naylor, 2000).

Concept cartoon minimizes classroom management problems and provides a manageable way to base teaching on each individual student's ideas. Moreover, it also enhanced student's performance (Naylor & McMurdo, 1990; Keogh, Naylor, & Wilson, 1998).

The students should be respected as individuals and their fortes valued; instructors should provide appropriate learning experiences and stimulate the growth of multiple intelligences (Bowell, 2004; Chen, 2007).

III. RESEARCH METHODOLOGY

Research in common parlance refers to a search for knowledge. Redman and Mory (1923), defines research as a systematized effort to gain new knowledge". Some people consider research as a movement from the known to the unknown. It is actually a voyage of discovery. The research design used in the study is descriptive by nature. Descriptive research can be either quantitative or qualitative. It involves collection of quantitative information that can be tabulated. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collection (Glass & Hopkins, 1984).

The population considered for the study includes Management students of four dominant and leading Universities in Coimbatore namely Anna University, Bharathiar University, Avinashilingam Deemed University and Karpagam University. The total sample size considered for the study was 40. Each university was represented by 10 members. The data required for the study were collected through structured questionnaire. The standard questionnaire adopted for the study was designed by Spitzer WO, Dobson AJ, Hall J, Chesterman E, Levi J, Shepherd R, Battista RN, Catchlove BR. Measuring the quality of life: a concise QL-Index for use by physicians. J Chronic Dis 1981; 34:591, Figure 2, Pergamon Press Ltd. Certain modification and inclusion of additional variables were done based on the requisites of the study and applied to gather data. The reliability co-efficient was estimated by Spearman-Brown prophecy formula from the reliability co-efficient of the test-retest. The reliability coefficient of the instrument was 0.72. The sampling design used for the study was cluster sampling. Cluster sampling is a sampling technique used when "natural" but relatively homogeneous groupings are evident in a statistical population. In this technique, the total population is divided into these groups (or clusters) and a simple random sample of the groups is selected. The research data was analyzed by the following statistical tools called statistical package for social services (SPSS 17).

III. 1. Limitation to the Study

- The Study was restricted to Coimbatore city.
- The sample size was restricted to 10 from each university totalling to 40 as four dominant universities in Coimbatore were considered for the study.
- The data fetched from few respondents were through online mode as it was difficult to contact them since they were off campus due to semester holidays.

IV. ANALYSIS AND INTERPRETATION

Table:I. Frequency of Physical State that Affects Active Listening and Class Room Participation of Students

Physical State	Mean	Std. Deviation
Physical pain	2.13	0.686
Tension stiffness	2.18	0.594
Fatigue	2.23	0.862
Cold /flu	1.98	0.862
Headache	2.30	0.758
Constipation	1.88	0.966
Menstrual discomfort	1.55	0.932
Skin rashes	1.68	0.797
Dizziness	2.35	1.001
Accidents	1.58	0.747

Overall mean Value of Physical State: 1.986

The above table depicts the mean value of attributes listed under Physical state. Dizziness or light headedness dominates with mean value of 2.35 followed by headache with 2.30. These are dominant physical attributes with highest frequency of distraction that affects the students from active listening and class room participation. The overall calculated mean value of Physical state was 1.986. The interaction with the students while collecting data and the mean values indicates that the physical state that affects the student's active listening and class participation was less influential.

Table: No. II Frequency of Emotional State that Affects Active Listening and Class Room Participation of Students

Emotional State	Mean	Std. Deviation
Distress	2.35	0.802
Critical feelings	2.15	0.921
Moodiness	2.50	0.934
Depression	2.25	0.630
Over worried	2.30	0.966
Difficult thinking	2.10	0.778
Vague	2.28	0.905
Fidgety	2.73	1.109
Staying asleep	2.20	0.939
Dreams	2.40	0.900

Over all mean Value of Emotional State: 2.326

The table portrays the impact of Emotional state on active listening and class room participation of Students. Fidgety or restless- difficulty in sitting still was order as primary factor listed under Emotional state with Mean value 2.73 succeeded by experience of moodiness or temper or angry outburst with mean value of 2.50. These are said to be the major attributes of Emotional state that affects the active listening and class room participation of Students. The overall mean value of Emotional state was 2.326, higher than the physical state.

Table: No. III Frequency of Mental State that Affects Active Listening and Class Room Participation of Students

Mental State	Mean	Std. Deviation
Challenge	3.08	0.859
Confidence	3.63	0.667
Creating trust	3.55	0.959
Respect others	3.88	1.017
Analytical thinking	3.48	0.905
Conceptual thinking	3.53	0.905
Improvement	3.63	0.774
Information	3.58	0.675
Initiatives	3.38	0.952
Flexibility	3.35	1.027
Managing pupils	3.70	0.648
Passion	3.63	0.705
Influence	3.38	0.740
Understanding others	3.63	1.030
Teamwork	3.75	0.981

Over all mean Value of Mental State: 3.545

It is observed from the table that Teamwork with mean value of 3.75 and Managing Pupils with mean value of 3.70 followed by other attributes like Confidence, Drive for improvement, Passion for learning and Understanding others each with 3.63 as their mean value are the influential factors listed under Mental state that affects active listening and class room participation of Students. The overall mean value of Mental State was 3.545, higher when compared to Physical and Emotional State.

Table: No. IV Frequency of Stress Evaluation that Affects Active Listening and Class Room Participation of Students

Stress Evaluation	Mean	Std. Deviation
Family	2.73	1.281
Relationship	2.60	1.297
Health	2.75	1.080
Finances	2.23	1.121
Opposite gender	2.18	1.217
Work	2.48	1.109
School experience	2.38	1.079
General wellbeing	2.73	1.132
Emotional wellbeing	2.63	1.055
Daily problem	2.58	0.903

Over all mean Value Stress Evaluation: 2.529

The listed attributes in the table contributes to Stress Evaluation. It was assessed that concern for family and attention for general wellbeing evenly affects active listening and class room participation of Students with the mean value of 2.73. The concern for Health was pre-occupied factor contributing to stress with 2.75 as the mean value. The overall mean value of stress evaluation was 2.529 comparatively higher than Physical and Emotional State and lower than mental state.

Table: No. IV Life Enjoyment: The Indicator that Enhances Academic Performance and Leadership Skills

Life Enjoyment	Mean	Std. Deviation
Openness	2.93	0.888
Relaxation	3.75	0.742
Positive feeling	3.70	1.043
Healthy life	3.45	1.377
Open & aware	3.38	1.125
Adversity	3.35	0.736
Compassion	3.45	0.815
Recreation	3.38	1.055
Joy	3.75	1.056
Time devotion	3.53	0.933

Mean Value of life enjoyment: 3.467

The table exhibits the attributes incorporated under Life enjoyment that enhances Academic performance and Leadership skill. Incidence of feelings of joy and Experience of relaxation or easy or wellbeing each with mean value of 3.75 engages crucial role in enhancing Academic performance and Leadership Skills. Presence of positive feelings about self was considered to be the next important factor. Time devoted to the thing they enjoy was also considered as a primal factor leading to augmentation of Academic performance and Leadership Skills. The calculated overall mean value of Life enjoyment was 3.467, an important indicator for effective teaching learning process.

Table: No.V Overall Quality Of Life: The Indicator that Fortifies Academic Performance and Leadership Skills

Overall Quality of Life	Mean	Std. Deviation
Personal life	4.98	1.165
Family member	5.45	1.280
Romantic life	4.75	1.515
Student life	5.08	1.248
Classmates	5.15	1.051
Actual work	4.90	0.810
Handling problems	4.10	1.105
Accomplishment	4.53	1.154
Physical appearance	4.80	1.244
Yourself	5.43	1.130
Adjustment	5.58	0.931
Whole life	5.40	1.150
Contentment	4.98	1.230
Extent-as you want it	5.00	1.414

Mean Value of quality of life: 5.00

Listed are the indicators of Overall Quality of Life that provide a favourable environment to fortify Academic performance and Leadership Skills. Based on the mean values the first five attributes are arranged in the following order, Ability of an individual to adjust to change in life with mean value of 5.58, An individual's significant family member with 5.45 score, an individual's physical appearance and the way he looks at himself with 5.43 score, an individual's life as a whole with 5.40 as mean value and their classmates with mean value of 5.15. The attributes that are arranged convey that confidence and strength of relationship strengthens Academic performance and Leadership Skills. The Overall mean value of Quality of life was 5.00, a major influential factor.

Table: No.VI Overall Impression with Respect to the Changes in Perception While Pursuing Higher Education

Overall Impression	Mean	Std. Deviation
Overall Physical wellbeing	1.78	1.025
Overall Mental	1.70	0.992
Overall Emotional state	1.70	0.516
Overall Stress handling ability	1.53	0.716
Overall Enjoyment of life	1.53	0.679
Overall Quality of Life	1.55	0.597

Mean value of Impression: 1.60

The table illustrates the Overall Impression with respect to the changes in perception while pursuing Higher Education. It was observed that majority of them observed betterment in their overall physical wellbeing as the mean value score was 1.78, higher when compared to other variables. Similarly they found betterment in their overall mental state and emotional state which was reflected by the mean value of 1.70. They were unhappy with their overall ability to handle stress and enjoyment of life with 1.53 score. Overall mean value of Impressions on various states was 1.60. Management students responded the survey opined that their stress handling ability has deteriorated.

V. RESULTS AND DISCUSSIONS

The results indicated that the major contributing factor that distracted them was mental state. The management students opined that the mental health was more important to concentrate and actively participate in the classroom. Intellectual curiosity stimulates the brain, exercise the research skills, and make a person smarter and more interesting. Having interest and willingness to investigate is a great wellness prescription. A healthy intellectual curiosity is a regular mental exercise resulting in good mental health (Dr. Priti Srivastava, 2012).

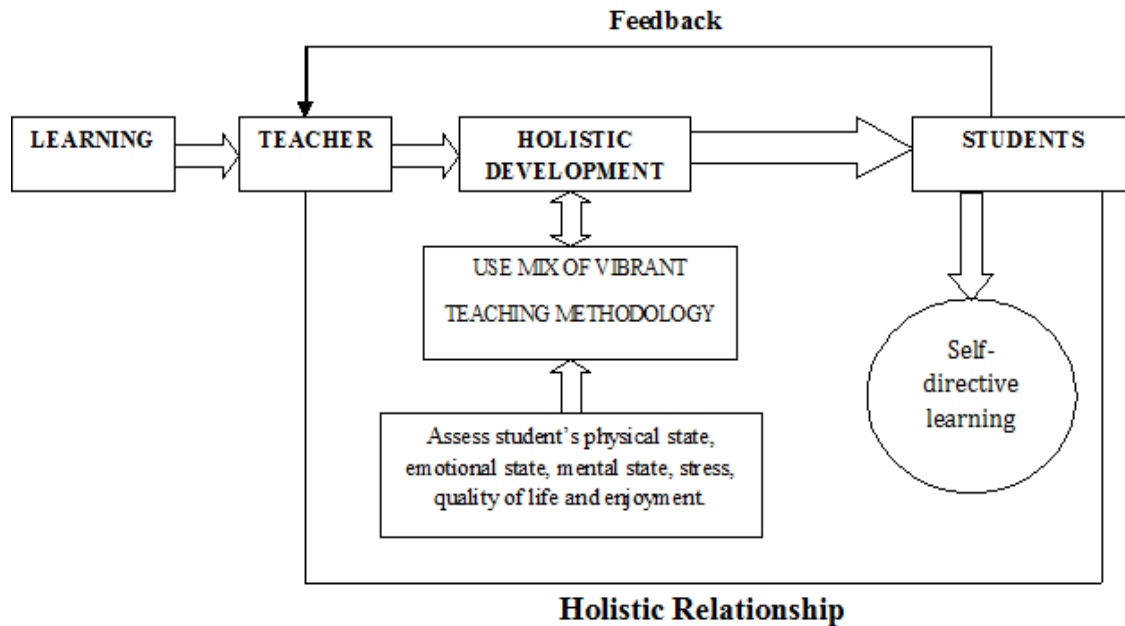
VI. FINDINGS

It was observed that the management students opined that healthy mental state was important for active participation in the classroom. They also felt that their concentration was disturbed at the stressful environment. Stress consists of negative emotions, which gradually results in physical discomfort. The quality of life and enjoyment fortifies academic performance and Leadership Skills. Thus it was observed that health, wellness and quality of life of Management Students contribute to enrich the Teaching Learning process.

VII. SUGGESTIONS

Management teacher's attention should be drawn towards the listeners and they should be assessed on basis of physical, mental, emotional and stress level to decide the methodology of teaching that grabs the attention of the students. They should be trained to balance their emotions by admitting International students to the programme. This in turn promotes them to know and understand cross cultural behaviours and business patterns (Mark E.Mendenhall, 2013). Introducing media based business education which gives visual attraction with mobility can retain their attention (Hobbs, R. 1998). Similarly educating management students with cartoons related to business inspiring them to associate and explain the situation stimulates the style of learning with fun. Their curriculum should be intervened with International exposures in the form of case studies, trips to International organizations etc (Prof.Goutam G.Saha, 2012). To retain the interest of management students throughout the Teaching –Learning process combination of teaching methodologies should be adopted which prevents boredom. A session of counselling should be conducted once in week to understand their quality of life and personal problems.

Theoretical Model



VIII. CONCLUSION

Teaching-Learning process can be made more effective only when both teacher and students have curiosity to teach and learn new concepts and understand their applications. The management students should exhibit their maturity through self-directed and independent learning. The learning needs of the management students should be created from real life situations. Attention towards the physical, emotional, mental, stress and quality of life can give an effective approach to teaching learning process.

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