Eudaimonic Well - Being of Management Education Teachers : Role of Big Five Personality Traits using Structural Equation Modeling

Pooja Soni
** *Kanupriya Misra Bakhru*

Abstract

Stress has risen immensely among teachers in management education as institutes transform into knowledge hubs with a main focus on technological advancement in teaching pedagogy and improvement in quality of research and innovation behavior. This stress among teachers promotes focus on their well-being. Most studies have focused on improving teachers' subjective well-being. However, limited work has been done in understanding the eudaimonic well-being (EWB) of teachers in transforming higher education as well as the role of teacher personality in escalating EWB. The purpose of this study was to examine the relationship between the big five personality traits and EWB of teachers in management education. Data were collected from 504 business school teachers through a structured questionnaire from the national capital region (NCR) of India. Analysis was done using structured equation modeling. The results of the study indicated a positive significant impact of the big five personality traits on eudaimonic behavior of teachers which added to their well-being. The framework provided in the study can aid in producing interventions to improve EWB of teachers in management education, which will ultimately contribute to better quality of education, student well-being, and prosperity of teacher's health. The findings can also help in occupational job design and organizational outcomes in the higher-education sector. This study added knowledge to the domain of big five personality traits, EWB, and their interrelationship from the perspective of management education teachers.

Keywords : eudaimonic well-being, big five personality traits, management education, teachers

JEL classification: I23, I31, L2, M1

Paper Submission Date : August 20, 2018 ; Paper sent back for Revision : February 17, 2019 ; Paper Acceptance Date : March 20, 2019

Management education aims towards developing managerial competency of the students by the tool as: learning of knowledge of managerial level, practical problems portraying real-life scenarios, and improving analytical and problem solving skills (Dayal, 2002). The Western aspect of management model and theories has fallen short in creating an impact due to a different Indian environment (Shetty, 2014). Therefore, Western management pedagogies are rapidly changing in Indian business schools to better fit the needs of the Indian business society. Institutes are going through transformation to become an innovation hub, such that institutes are focusing on quality knowledge disbursement and quality research initiatives (Etzkowitz, 2011). India is one of the nations having the largest number of institutes catering to management education.

* *Research Scholar,* Jaypee Business School, Jaypee Institute of Information Technology, Sector 62, Noida, Uttar Pradesh. E-mail : sonip1591@gmail.com
** *Assistant Professor,* Department of Humanities and Social Sciences, Jaypee Institute of Information Technology, Sector 62, Noida, Uttar Pradesh. E-mail : misra.kanupriya@gmail.com

India currently has 3232 institutes providing management education in various fields of knowledge (AICTE, 2018). Competition and internationalization has given impetus to need for change in teaching pedagogies, technology know-how, and knowledge adaptation (Briggs, 2009). The key element that is responsible for implementing educational change in institutes are teachers themselves (Kirkwood & Price, 2013). Multiple role expectations from learning new technological skills to constructive pedagogy in classrooms to quality research has led up to teaching being a stressful occupation (Bell, Rajendran, & Theiler, 2012 ; Cooper & Travers, 2012). Teachers with a wider experience band are experiencing low job satisfaction (Kumar, 2011). The emotional exhaustion and stress from work make the well-being of teachers all the more important to be studied (Rajak & Chandra, 2017). Well - being has been classified in two main components: hedonic and eudaimonic well - being. Past literature has covered only the hedonic or subjective well - being of teachers, but eudaimonic well-being has not yet received much attention in the field of higher education.

Eudaimonic component of well - being is a state of psychological appeasement associated with doing meaningful deeds that are worth doing and development of one's true potential. Eudaimonia is described as a behavior that leads a person to live by doing virtuous activities leading upto well-being of psychological content (Henderson & Knight, 2012). The earliest conquest over eudaimonia was by Aristotle (1925). His work pondered over the questions as what is the right way to live ? And what is life worth living for ? His work suggested that not all happiness can be adjusted in the spectrum of well-being ; rather, some activities that lead to happiness are short term and more materialistic that often have no impact on personal growth and in the realization of purpose of life. This remark was followed by multiple researchers pointing to the true meaning of eudaimonia as quality of life developed by working towards one's best potential, way of life, the quality of activities and not the end result itself, meaningful endeavors that maximize a person's capacity to attain the best version of the self (Huta & Ryan, 2010 ; Sun, Kauffman, & Smillie, 2018). Those with a high EWB are found to have various advantages ranging from long term happiness (Biswas - Diener, Kashdan, & King, 2009), good health (Ryff & Singer, 2008), higher motivation, self determination, a balance of challenge and skills, investment of considerable efforts (Waterman et al., 2010), increased skills at various tasks (Huta & Ryan, 2010), curiosity, engagement, goal directed thinking (Disabato, Goodman, Kashdan, Short, & Jarden, 2016), and presence of a positive affect (Burns & Machin, 2012).

One factor that has been identified as a determinant of well-being is the personality of a person (Venkatesan & Rohatgi, 2018 ; Wu, 2016). Both personality traits and EWB are stable, long-term, and consistent in nature; therefore, their association will also be consistent and balanced. Understanding the role of personality can be helpful when designing intervention for well-being as it might promote stability. Allport (1937) explained that personality of an individual can be related to common characteristics found in relation to social environment as gender or religion, or it could be unique predisposition that separates an individual from others. The personality trait of a person generates a specific set of attitude and behavior in response to emotional content associated with life events (Panaccio & Vandenberghe, 2012).

Personality is defined by big five traits including extraversion, neuroticism (emotional stability), conscientiousness, openness to experience, and agreeableness (Marrero, Rey, & Hernández - Cabrera, 2016) and other traits such as machiavellianism, locus of control, tolerance to ambiguity, type A & B, self-esteem, etc. (Robbins, Judge, & Breward, 2003). Grant, Langan - Fox, and Anglim (2009) focused on dispositional approach stating that certain traits predispose a person to have either higher or lower well-being. Costa and McCrae (1980) linked big five personality traits to happiness, implying how types of effects (positive and negative) will be dealt by a person depends upon a person's personality. Research has indicated that different occupations demand a different set of big five traits from an individual (Sheldon, Ryan, Rawsthorne, & Ilardi, 1997), implying that needs of the occupation, stress attached with it, and multiple role expectations communicate differently with individual personalities.

With this in mind, an exploratory study was undertaken to provide some insights into understanding of big five personality traits and EWB of management education teachers as well as their association.

Literature Review

Management education quality is the focus of prime institutes of India as it has potential of providing higher productivity and highly skilled workforce that can efficiently progress business success. Management education framework has initiated a dynamic shift in the education system, where institutions are considered as a source of innovation. Institutes as active members of innovative culture are expected to be a source of novelty production via research and development (Vaivode, 2015). Knowledge creation and knowledge management are more crucial than technology in progression of management education in India (Panandiker, 1991). Teachers in such institutes face role multiplicity ranging from teaching quality education to supervising research scholars to provide own quality research (Bell et al., 2012; Klassen & Chui, 2010). In order to impart interactive and engaging teaching in classrooms, teachers are expected to inculcate technological aids (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012). Teachers in the current education scenario are compelled to restructure fundamental belief about teaching pedagogy (Chikasanda, Otrel - Cass, Williams, & Jones, 2013). This leads to mounting of pressure for heavy workload, frequent restructuring, blurred boundaries of work and personal life leading upto job stress, emotional exhaustion, work-family conflict, and poor health (Simbula, 2010). An increase in job demands increases the stress experienced by a person that indirectly influences increase in personality trait of neuroticism and decrease in traits of extraversion and conscientiousness (Wu, 2016). Positive personality helps in generation of eudaimonic behavior (Sun et al., 2018) that leads to consistent well - being (Avey, Luthans, Smith, & Palmer, 2010). This gives impetus to focus on well-being of teachers and determinants that have potential to impact well-being.

The personality traits of a teacher is an important attribute that reflects towards his/her approach to deal with personal and occupational work commitments, as personality traits in a teacher heavily reflect on approach of teaching and student learning outcomes (Vorkapić & Peloza, 2017). Personality traits have the capacity to impact personal effectiveness, which caters to life satisfaction, happiness, and positive emotions (Sharma, 2015). Each person has a unique set of traits that separates them from others in the way of accessing stimuli, understanding it, and generating a specialized psychological outcome (Lui, Rollock, Chang, Leong, & Zamboanga, 2016). The trait view of personality recommends that it is stable in nature over time, situations, and social roles. Therefore, it remains true to oneself (Ferguson, 2010), also implying nomothetic perspective that it is possible to measure personality with reliable results. Having said that, literature also provides directionality of existing difference and importance of big five traits for varying occupations (Eakman & Eklund, 2012), implying a role-based view is needed to truly understand the interaction. The personality of a person can be expressed by extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience (Goldberg, 1992). Neuroticism focuses on negative emotions as anger, jealousy, and vulnerability. Extraversion is social, assertive, and positive affect component. Openness to experience relates to creative side of a person measured by value, ideas, and feelings. Conscientiousness includes characteristics as goal orientation, persistence, and obedience. Agreeableness deals with empathy, trust, and compliance.

A positive personality gives access to effectively regulate and maintain one's true state, to process the information in depth, and the ability to be more creative, therefore, being closer in awakening to purpose of life and adding to eudaimonic well-being (Deci & Ryan, 1991). Personality trait is one of the most prominent factors found affecting EWB (Augusto Landa, Martos, & Lopez - Zafra, 2010 ; Marerro et al., 2016). The dynamic equilibrium principle works towards determining that each person has a stable level of well-being that can be predicted with the help of stable characteristics of a person (i.e. personality traits) (Dodge, Daly, Huyton, & Sanders, 2012).

Those individuals who have unstable or inconsistent personality in terms of personal and professional lives have lower level of well-being (Ryff, 2014). EWB is described as a state of awareness in a person as such to invest

time in those activities that leads to upliftment of knowledge and attainment of the stage of self-actualization (Ryff & Singer, 2008). Eudaimonic aspect of people enjoys the richness of an activity more than the end result (Fowers, Mollica, & Procaccu, 2010). Eudaimonia is associated with efforts to align one's actions with one's values, that is, meaningful actions (Huta & Ryan, 2010) which resonate with the contextual personality theory (Deci & Ryan, 1985) stating that personality traits have a tendency of shift in accordance with true feelings, even if they differ from consistent traits. Subjectivity of EWB is measurable as per Ryff by six dimensions namely: self acceptance, purpose in life, autonomy, personal growth, environmental mastery, and positive relationship with others. Self acceptance is the capability of a person being aware of his/her weaknesses and strengths and being authentic to one's self for the good and bad parts. Purpose in life dimensions determine sense of direction and meaning in activities. Autonomy brings individuality and determination in nature, giving a sense of internal locus of control. Personal growth is an attribute of a person to continue to develop and not adjust to a fixed state. Environmental mastery is able to make use of external surroundings as opportunities for oneself. Positive relationship with others is to have strong empathy with others and being more selfless in activities to include others as part of life (Kállay & Rus, 2014).

Teachers are required to invest themselves mentally as well as emotionally in the classroom with the students, therefore, it is important to establish how satisfied teachers are with their jobs and how these aspects relate to personality (Vorkapić & Peloza, 2017). Also, teachers' motivation, self-efficacy, and knowledge reflects on to their creativity in teaching pedagogy as well as towards student learning outcomes, therefore, their personality traits and well-being are important to be examined (Jančec, Vorkapić, & Vodopivec, 2015). In the classroom, students find themselves motivated and interested in lecture of some teachers, while others aren't able to generate the same emotion in students (Montalvo, Mansfield, & Miller, 2007), implying that there might be some unique personality trait that reflects better in the teaching profession (Eryilmaz, 2014). Therefore, teachers are a crucial group to be considered while establishing a relation between the big five personality traits and EWB to enhance or develop such intervention or initiatives that can promote traits leading to higher state of eudaimonia.

Research Methodology

(1) Objective : The objective of the study is to examine the relationship between the big five personality traits of EWB of management education teachers in NCR region of India.

(2) Hypothesis : The hypothesis tested in the study is mentioned below :

✤ There exists a significant positive impact of the big five personality traits of management education teachers in NCR region of India on their EWB.

(3) Sample Description : The sample in the study consisted of 504 business school teachers ,where 245 were male and 259 were female respondents proportionately stratified from business schools in the NCR region of India. The selected respondents belonged to 25 - 60 years of age. Most of the participants ($n = 398$) had finished the doctorate degree (Ph.D.) in the management stream. The distribution of teacher designation in the taken sample is as follows: Assistant Professor (48%), Associate Professor (22%), and Professor (30%).

(4) Instruments : To measure the big five personality traits, the 44 - items inventory by Goldberg (1992) was used which measures the construct with five first order constructs namely : extraversion, openness to experience, environmental mastery, conscientiousness, agreeableness, and neuroticism. Participants were asked to rank the degree of their agreement with the various traits on a 7 - point Likert scale, where "1" refers to *"strongly disagree"*

and "7" refers to *"strongly agree"*. To measure the EWB, Ryff's (1989) 42 - item scale was used, which measures the construct with six first order constructs namely: self acceptance, purpose in life, autonomy, personal growth, environmental mastery, and positive relationship with others. The responses were measured on a 7 - point scale where "1" refers to *"strongly disagree"* and "7" refers to *"strongly agree"*.

Data Analysis and Results

This paper focuses on studying the role of big five traits on eudaimonic well-being (EWB) of B - school teachers. This data analysis starts with measurement of descriptive analysis and reliability of the constructs components followed by the testing of the construct validity of the scales used in the study in order to measure EWB and the big five personality traits. Finally, the paper discusses the findings of the structural model analyzed with the help of SEM approach.

(1) Descriptive and Reliability Analysis : The Table 1 discusses the results of descriptive analysis (mean and standard deviation) and reliability analysis (internal consistency, reliability as measured by Cronbach's alpha) followed by the segment concerning validity analysis (tested by second order confirmatory factor analysis).

The maximum mean score for the big five dimensions in B-school teachers is noted in conscientiousness (4.338) followed by agreeableness (4.277) ; whereas, the minimum score is noted in case of extraversion (3.992) component of teachers' big five personality traits. Among B-school teachers, with respect to eudaimonic aspect of well-being, autonomy (4.507) and positive relations with others (4.500) are found to be the two highly positive dimensions followed by personal growth (4.432).

(2) Validity Analysis of Big Five Personality Traits Using Second Order CFA : In the study, the big five personality traits of a respondent are measured and represented with the help of five different dimensions namely: extraversion, openness to experience, neuroticism, conscientiousness, and agreeableness. Here, each dimension is measured with the help of selected statements in the questionnaire, and each statement is measured on interval scale of 1 to 7, where 1 means *strongly disagree* and 7 means *strongly agree*. Each dimension is used to measure the big five personality traits and can be considered as a first order construct. The big five personality traits in the

Table 1. Descriptive and Reliability Analysis

Second Order Construct	Dimensions	Number of Statements	Average Score	Standard Deviation	Cronbach's Alpha
Big Five Personality Traits	Openness to Experience	10	4.065	1.194	.942
	Conscientiousness	9	4.338	1.062	.937
	Extraversion	8	3.992	1.048	.938
	Agreeableness	9	4.277	1.034	.939
	Neuroticism	8	4.093	1.268	.944
Eudaimonic Well-Being	Self-acceptance	7	4.186	1.104	.942
	Personal Growth	7	4.432	1.006	.939
	Purpose in Life	7	4.098	1.231	.936
	Environmental Mastery	7	4.397	1.033	.944
	Positive relations with others	7	4.500	1.044	.936
	Autonomy	7	4.507	1.010	.932

study are a second-order construct which is represented by five different first order constructs. In order to test the construct validity of big five personality traits, second-order CFA is used. The second-order CFA is a statistical method which is applied in order to test the construct validity of a second-order construct which is represented by many first-order constructs. The measurement model representing the second-order construct of the big five personality traits is depicted in the Figure 1.

Figure 1. Construct Validity for Big Five Personality Traits

The regression weights of second order construct are discussed below in table 2
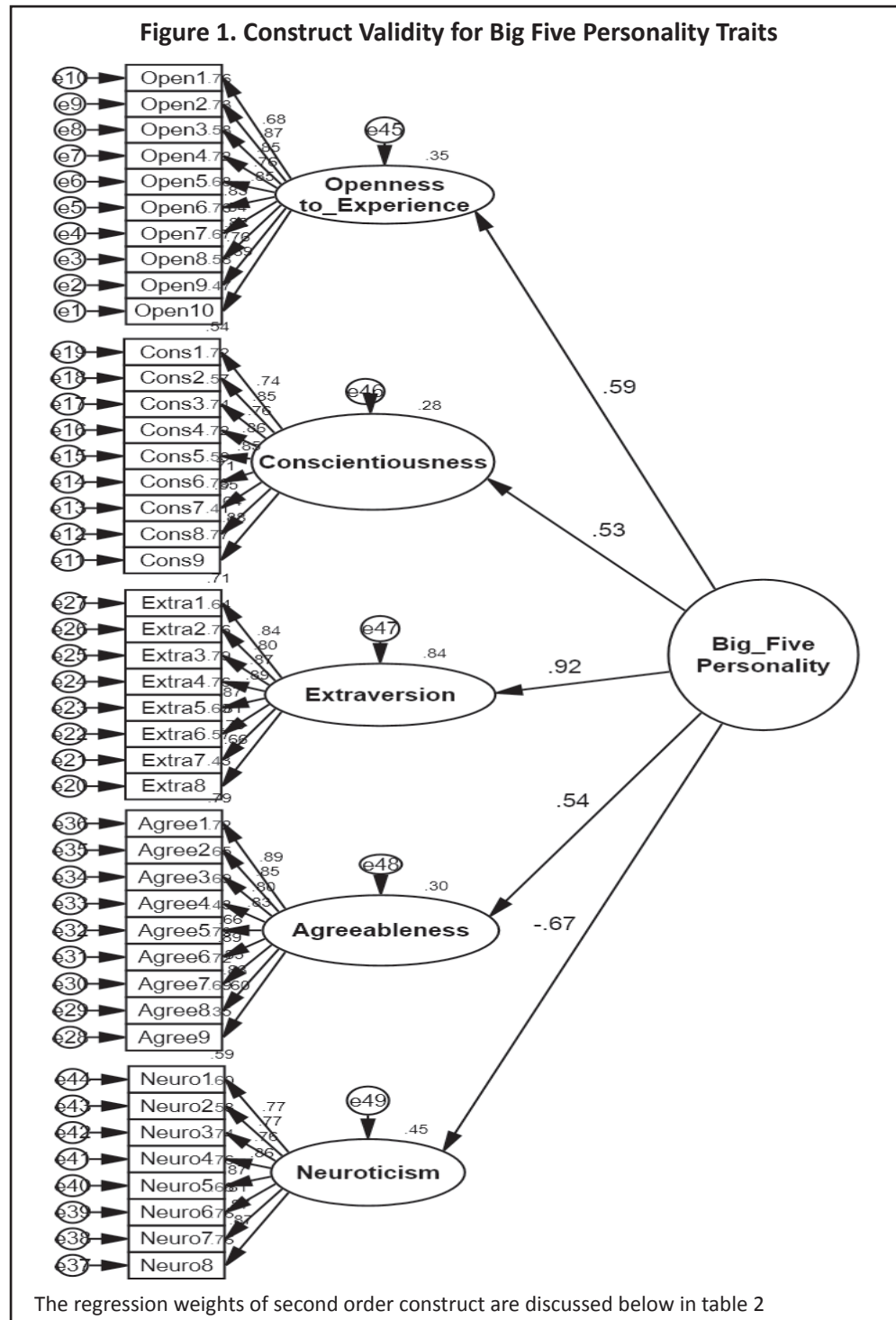
Table 2. Regression Weights

			Standardized Construct Loading	Unstandardized Regression Estimate	Standard Error(S.E.)	Critical Ration (C.R.)	P Value	R Square
Openness to Experience	<---	Big Five Personality	.574	1.000				
Conscientiousness	<---	Big Five Personality	.512	.938	.116	8.096	***	
Extraversion	<---	Big Five Personality	.925	1.171	.131	8.966	***	
Agreeableness	<---	Big Five Personality	.527	.598	.080	7.465	***	
Neuroticism	<---	Big Five Personality	-.661	-1.266	.136	-9.302	***	
Open 10	<---	Openness to Experience	.682	1.000				33%
Open9	<---	Openness to Experience	.756	.994	.063	15.752	***	
Open8	<---	Openness to Experience	.818	1.015	.060	16.930	***	
Open7	<---	Openness to Experience	.838	1.153	.067	17.298	***	
Open6	<---	Openness to Experience	.825	1.094	.064	17.050	***	
Open5	<---	Openness to Experience	.848	1.128	.064	17.488	***	
Open4	<---	Openness to Experience	.753	.929	.059	15.711	***	
Open3	<---	Openness to Experience	.849	1.020	.058	17.491	***	
Open2	<---	Openness to Experience	.867	1.146	.064	17.837	***	
Open1	<---	Openness to Experience	.678	.958	.067	14.254	***	
Cons9	<---	Conscientiousness	.877	1.000				
Cons8	<---	Conscientiousness	.641	.730	.044	16.440	***	
Cons7	<---	Conscientiousness	.848	.873	.034	25.872	***	
Cons6	<---	Conscientiousness	.699	.762	.041	18.640	***	
Cons5	<---	Conscientiousness	.845	.904	.035	25.665	***	26.2%
Cons4	<---	Conscientiousness	.861	.996	.037	26.649	***	
Cons3	<---	Conscientiousness	.763	.788	.037	21.401	***	
Cons2	<---	Conscientiousness	.851	.935	.036	26.027	***	
Cons1	<---	Conscientiousness	.746	.929	.045	20.640	***	
Extra8	<---	Extraversion	.650	1.000				
Extra7	<---	Extraversion	.751	1.108	.075	14.852	***	
Extra6	<---	Extraversion	.808	1.190	.076	15.751	***	
Extra5	<---	Extraversion	.867	1.330	.080	16.658	***	85.5%
Extra4	<---	Extraversion	.886	1.351	.080	16.928	***	
Extra3	<---	Extraversion	.868	1.469	.088	16.672	***	
Extra2	<---	Extraversion	.797	1.335	.086	15.589	***	
Extra1	<---	Extraversion	.837	1.269	.078	16.202	***	
Agree9	<---	Agreeableness	.593	1.000				
Agree8	<---	Agreeableness	.830	1.417	.099	14.364	***	
Agree7	<---	Agreeableness	.848	1.372	.094	14.547	***	
Agree6	<---	Agreeableness	.886	1.438	.096	14.940	***	27.8%

Agree5	<---	Agreeableness	.653	1.271	.104	12.191	***
Agree4	<---	Agreeableness	.827	1.515	.106	14.321	***
Agree3	<---	Agreeableness	.801	1.455	.104	14.040	***
Agree2	<---	Agreeableness	.848	1.461	.100	14.553	***
Agree1	<---	Agreeableness	.885	1.518	.102	14.928	***
Neuro8	<---	Neuroticism	.872	1.000			
Neuro7	<---	Neuroticism	.869	1.043	.039	26.957	***
Neuro6	<---	Neuroticism	.810	1.000	.042	23.571	***
Neuro5	<---	Neuroticism	.874	1.125	.041	27.267	*** 43.7%
Neuro4	<---	Neuroticism	.860	1.028	.039	26.360	***
Neuro3	<---	Neuroticism	.757	.933	.044	21.014	***
Neuro2	<---	Neuroticism	.769	.926	.043	21.587	***
Neuro1	<---	Neuroticism	.766	.981	.046	21.434	***

Note. Refer to Appendix Table 1A for values of coded variables.

Table 3. Model Fit Indices for Big Five Personality Traits

| Minimum Discrepancy/ Degrees of Freedom (CMIN/*DF*)	Goodness of Fit Index (GFI)	Comparative Fit Index (CFI)	Tucker - Lewis Index (TLI)	Root Mean Square Error of Approximation (RMSEA)
2.899	0.786	.909	.905	0.062

In a second order construct, it is required to examine the construct loading between the first order construct and the second order construct. The construct loading here represents how significantly the first order construct represents the second order construct of the big five personality traits. In addition to this, the statements connected with each first order construct must be significant to represent the construct in a statistically significant way.

The regression weights of the second order construct are depicted in the Table 2. The results as shown of the second order CFA (second order measurement model) indicate that the probability value in case of each unstandardized beta between first order construct of different personality dimensions and second order construct representing the big five personality traits is found to be less than the 5% level of significance. Thus, it can be concluded in the study that each dimension (extraversion, openness to experience, neuroticism, conscientiousness, and agreeableness) used in the study in order to measure the big five personality traits represents it significantly. In other words, each dimension used in the study significantly represents the big five personality traits. The standardized beta, which represents the coefficient of correlation between the different personality dimensions (first order construct) and the big five personality traits (second order construct) is found to be statistically significant. Also, the results indicate that all the statements used in the study in order to measure the different dimensions of personality traits are found to be statistically significant with standardized construct loading greater than 0.7. This indicates the presence of convergent validity in the measurement model and second-order CFA derived for the big five personality traits. The statistical fitness of the measurement model is shown in the Table 3.

The Table 3 represents the different fitness index indicating the statistical fitness of the model. The CMIN/*DF* is found to be 2.899, which is less that the required value 3. The CFI value is found to be greater than .9. The RMSEA is found to be 0.062, which is less than the required value of 0.08 ; hence, it can be concluded that the big five personality traits is a statistical fit second- order construct and can be further used for structural analysis.

(3) Validity Analysis of Eudaimonic Well-Being Using Second Order CFA : In the study, the EWB of a respondent is measured and represented with the help of six different dimensions namely : self acceptance, personal growth, environment mastery, purpose in life, positive relations, and autonomy. Here, each dimension is measured with the help of selected statements in the questionnaire and each statement is measured on an interval scale of 1 to 7,
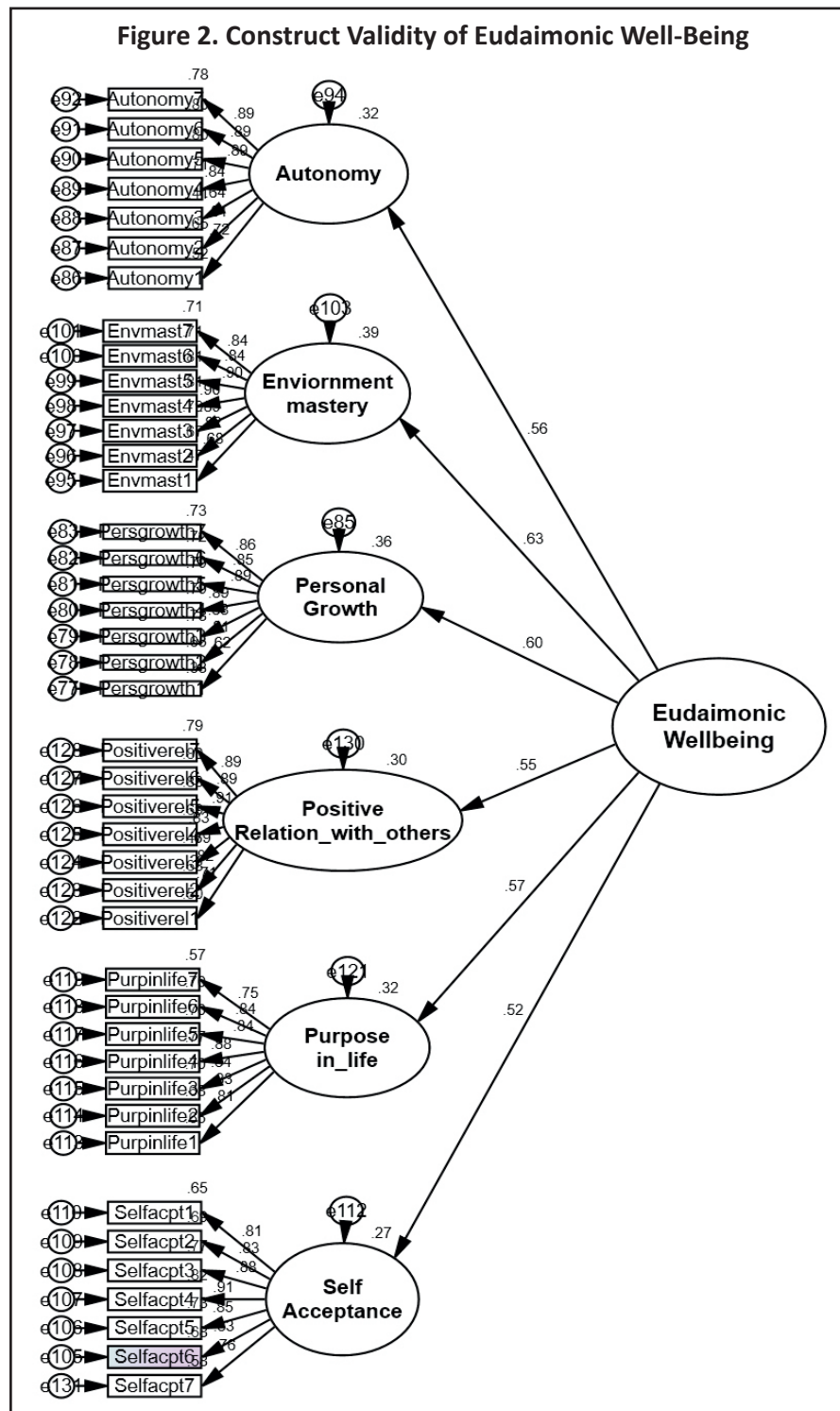
Figure 2. Construct Validity of Eudaimonic Well-Being

where 1 means *strongly disagree* and 7 means *strongly agree*. Each dimension is used to measure the EWB and can be considered as a first order construct. EWB in the study is a second-order construct which is represented by six different first order constructs. In order to test the construct validity of EWB, second-order CFA is used. The second-order CFA is a statistical method which is applied in order to test the construct validity of a second-order construct, which is represented by many first-order constructs. The measurement model representing the second-

Table 4. Regression Weights

			Standardized Construct Loading	Unstandardized Regression Estimate	Standard Error (S.E.)	Critical Ratio (C.R.)	*P* Value	*R* Square
Autonomy	<---	Eudaimonic Well-Being	.562	1.000				
Environment Mastery	<---	Eudaimonic Well-Being	.628	1.123	.133	8.461	***	
Personal Growth	<---	Eudaimonic Well-Being	.599	1.059	.128	8.294	***	
Positive Relations	<---	Eudaimonic Well-Being	.548	.991	.124	7.967	***	
Purpose in Life	<---	Eudaimonic Well-Being	.570	1.208	.154	7.854	***	
Self Acceptance	<---	Eudaimonic Well-Being	.518	.842	.111	7.571	***	
Persgrowth1	<---	Personal Growth	.618	.574	.037	15.409	***	35.8%
Persgrowth2	<---	Personal Growth	.809	1.001	.044	22.846	***	
Persgrowth3	<---	Personal Growth	.884	1.044	.039	26.752	***	
Persgrowth4	<---	Personal Growth	.886	.956	.036	26.904	***	
Persgrowth5	<---	Personal Growth	.888	.997	.037	26.983	***	
Persgrowth6	<---	Personal Growth	.847	.985	.040	24.766	***	
Persgrowth7	<---	Personal Growth	.856	1.000				
Autonomy1	<---	Autonomy	.721	.933	.047	19.694	***	
Autonomy2	<---	Autonomy	.809	.913	.038	23.993	***	
Autonomy3	<---	Autonomy	.636	.610	.037	16.383	***	
Autonomy4	<---	Autonomy	.843	1.052	.041	25.966	***	31.6%
Autonomy5	<---	Autonomy	.892	1.032	.035	29.205	***	
Autonomy6	<---	Autonomy	.894	.952	.032	29.407	***	
Autonomy7	<---	Autonomy	.885	1.000				
Envmast1	<---	Environment mastery	.684	.654	.037	17.473	***	
Envmast2	<---	Environment mastery	.818	.998	.044	22.769	***	
Envmast3	<---	Environment mastery	.889	1.062	.040	26.287	***	
Envmast4	<---	Environment mastery	.899	.991	.037	26.823	***	39.4%
Envmast5	<---	Environment mastery	.898	1.008	.038	26.729	***	
Envmast6	<---	Environment mastery	.845	.954	.040	24.018	***	
Envmast7	<---	Environment mastery	.842	1.000				
Selfacpt6	<---	Self Acceptance	.827	1.101	.051	21.664	***	
Selfacpt5	<---	Self Acceptance	.852	1.100	.049	22.617	***	26.9%
Selfacpt4	<---	Self Acceptance	.906	1.182	.048	24.831	***	
Selfacpt3	<---	Self Acceptance	.875	1.271	.054	23.542	***	
Selfacpt2	<---	Self Acceptance	.833	1.168	.053	21.879	***	

Selfacpt1	<---	Self Acceptance	.808	1.000			
Purpinlife1	<---	Purpose in life	.808	.868	.046	18.944	***	
Purpinlife2	<---	Purpose in life	.825	.952	.049	19.410	***	
Purpinlife3	<---	Purpose in life	.837	.939	.048	19.737	***	32.5%
Purpinlife4	<---	Purpose in life	.877	1.050	.050	20.844	***	
Purpinlife5	<---	Purpose in life	.839	.902	.046	19.775	***	
Purpinlife6	<---	Purpose in life	.840	.976	.049	19.803	***	
Purpinlife7	<---	Purpose in life	.754	1.000				
Positiverel1	<---Positive Relations with others	.706	.906	.047	19.227	***	
Positiverel2	<---Positive Relations with others	.824	.955	.038	25.148	***	
Positiverel3	<---Positive Relations with others	.687	.663	.036	18.461	***	
Positiverel4	<---Positive Relations with others	.831	1.029	.040	25.606	***	30.1%
Positiverel5	<---Positive Relations with others	.910	1.102	.035	31.172	***	
Positiverel6	<---Positive Relations with others	.894	.964	.032	29.927	***	
Positiverel7	<---Positive Relations with others	.890	1.000				
Selfacpt7	<---	Self Acceptance	.759	1.024	.053	19.224	***	

Note. Refer to Appendix Table 1B for values of coded variables

Table 5. Model Fit Indices for EWB

Minimum Discrepancy/ Degrees of Freedom (CMIN/*DF*)	Goodness of Fit Index (GFI)	Comparative Fit Index (CFI)	Tucker-Lewis index (TLI)	Root Mean Square Error of Approximation (RMSEA)
2.488	.827	.935	.931	.055

order construct of EWB is depicted in the Figure 2.

In a second order construct, it is required to examine the construct loading between the first order construct and the second order construct. The construct loading here represents how significantly the first - order construct represents the second order construct of eudaimonic well-being. In addition to this, the statements connected with each first order construct must be significant to represent the construct in a statistically significant way. The Table 4 discusses the regression weights of the second-order construct, that is, EWB.

The results, as shown in the Table 4, of the second order CFA (second order measurement model) indicate that the probability value in case of each unstandardized beta between first order construct of different EWB dimensions and second order construct representing the eudaimonic well-being is found to be less than the 5% level of significance. Thus, it can be concluded in the study that each dimension (self acceptance, personal growth, environment mastery, purpose in life, positive relations, and autonomy) used in the study in order to measure EWB represents it significantly. In other words, each dimension used in the study significantly represents the EWB. The standardized beta, which represents the coefficient of correlation between the different EWB dimensions (first order constructs) and the EWB (second order construct) is found to be statistically significant. Also, the results indicate that all the statements used in the study in order to measure the different dimensions of EWB are found to be statistically significant with standardized construct loading greater than 0.7. This indicates the presence of convergent validity in the measurement model and second-order CFA derived for EWB. The statistical fitness of the measurement model is depicted in the Table 5.

The Table 5 represents the different fitness index indicating the statistical fitness of the model. The CMIN/*DF* is found to be 2.488, which is less than the required value of 3. The CFI value is found to be greater than .9. The

RMSEA is found to be 0.055, which is less than the required value of 0.08 ; hence, it can be concluded that the eudaimonic well-being is a statistical fit second- order construct and can be further used for structural analysis.

(4) Impact of Big Five Personality Traits on the Eudaimonic Well - Being Using SEM Approach : The objective framed in the research study focuses on examining the relationship between the big five personality traits of B - school teachers and their eudaimonic well-being. In the structural model, the big five personality traits are assumed as an exogenous second-order construct ; whereas, EWB is considered to be an endogenous construct supposed to be influenced by the big five traits of the B - school teachers. In the study, the big five personality traits

Figure 3. Structural Model
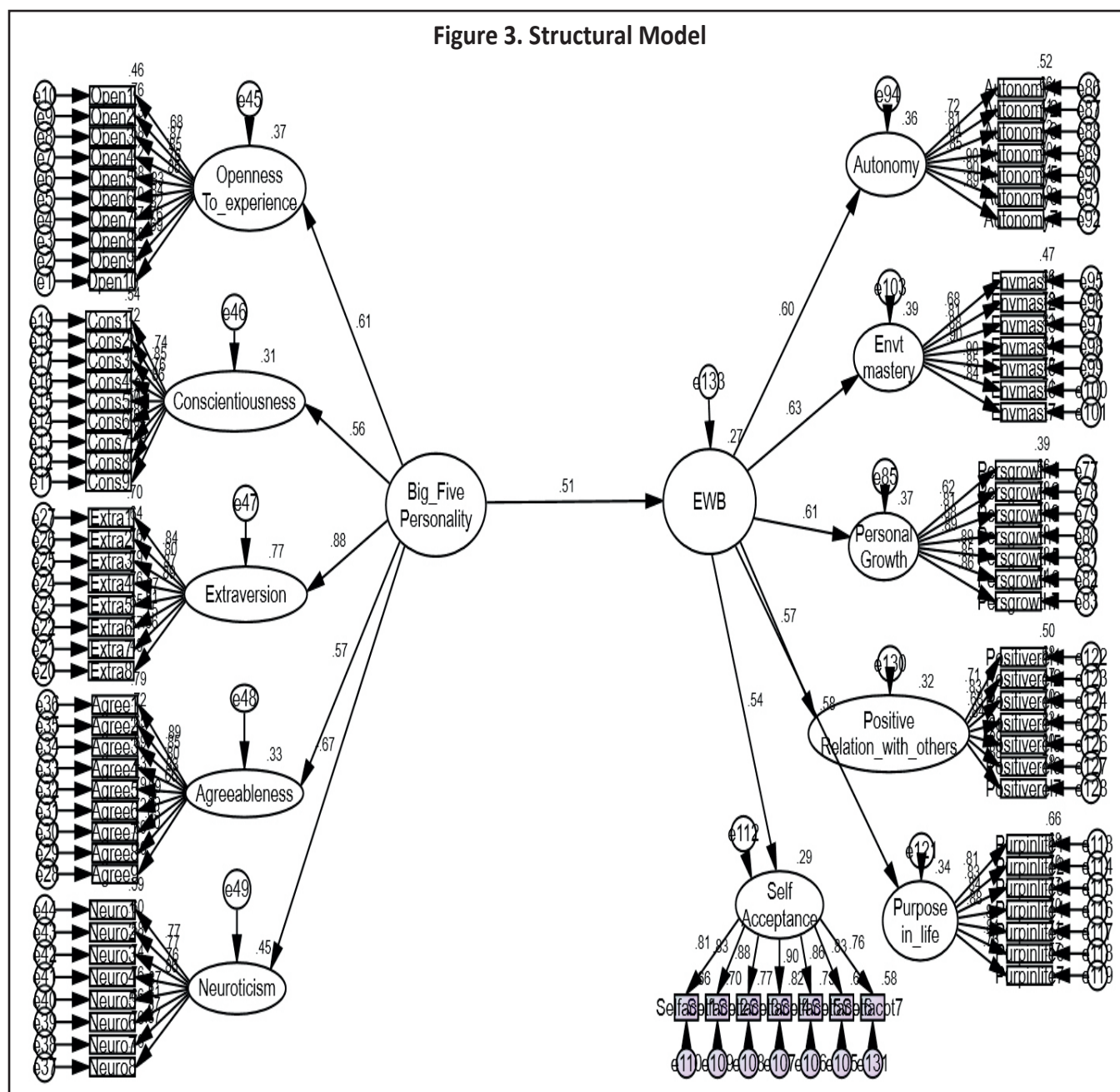
Table 6. Regression Weights of SEM Analysis

Endogenous Construct		Exogenous Construct	Standardized Regression Estimate	Unstandardized Regression Estimate	Standard Error (S.E.)	Critical Ration (C.R.)	P Value	R Square
EWB	<---	Big Five Personality	.481	.397	.062	6.390	***	23.1%
Openness to Experience	<---	Big Five Personality	.579	1.000				34.9%
Conscientiousness	<---	Big Five Personality	.531	.864	.101	8.544	***	28.6%
Extraversion	<---	Big Five Personality	.898	1.149	.113	10.152	***	79.0%
Agreeableness	<---	Big Five Personality	.542	.838	.097	8.607	***	30.6%
Neuroticism	<---	Big Five Personality	.665	-1.119	.116	-9.661	***	44.1%
Autonomy	<---	EWB	.572	1.000				32.7%
Environmental Mastery	<---	EWB	.623	1.095	.126	8.709	***	38.8%
Personal Growth	<---	EWB	.595	1.034	.121	8.529	***	35.5%
Positive Relations with others	<---	EWB	.551	.978	.119	8.226	***	30.4%
Purpose in Life	<---	EWB	.570	1.186	.147	8.071	***	32.4%
Self Acceptance	<---	EWB	.514	.820	.106	7.729	***	26.4%

Table 7. Model Fit Indices for SEM

Minimum discrepancy/ degrees of freedom (CMIN/DF)	Goodness of Fit Index (GFI)	Comparative Fit Index (CFI)	Tucker-Lewis Index (TLI)	Root Mean Square Error of Approximation (RMSEA)
1.916	.748	.914	.912	.043

are considered to be second-order construct consisting of five first-order constructs namely: openness to experience, extraversion, conscientiousness, neuroticism, and agreeableness. The EWB is also a second-order construct in the structural model consisting of six first - order constructs namely: self acceptance, personal growth, environment mastery, purpose in life, positive relations with others, and autonomy.

The results of the structural model are depicted in the Figure 3. The structural model is analyzed with the help of SEM approach and the results are shown in the Table 6. The results of the SEM analysis indicate that the probability value of the cause-effect relationship between the big five personality traits on EWB is found to be less than the 5% level of significance. Hence, with 95% confidence level, the hypothesis that big five personality traits of B-school teachers have a significant impact of their EWB can be accepted. In addition to this, the standardized regression estimate of the impact of big five personality traits of B-school teachers on their EWB is found to be 0.481, which is positive and significant. Hence, it can be concluded in the study that the big five personality traits have a positive impact on EWB. It is observed in the study that the big five personality traits lead to better well-being.

The statistical fitness of the SEM model is shown in the Table 7 with the help of different fitness indices. The results of fitness index indicate that the tested SEM model is statistically fit and the results can be generalized for research purposes.

Conclusion

The goal of the study was to empirically examine the role of big five personality traits on EWB of management education teachers in the current higher education context. In addition, the study also sought to study the presence

of big five facets and varying degree of components of eudaimonic behavior found most in teachers in management education.

The findings of the study are consistent with literature of positive impact of big five personality traits on EWB (Joshanloo, Rastegar, & Bakhshi, 2012 ; Ruini, Ottolini, Rafanelli, Tossani, Ryff, & Fava, 2003). A teacher with positive personality traits is more open to ideas, creative, and works towards attaining higher potential, which is a significant contributor towards enhanced EWB. The two factors of big five personality traits found more positively in business school teachers are conscientiousness and agreeableness. This implies that most of the B-school teachers are methodical, well organized, and dutiful in their areas of expertise. The results also indicate that teachers are achievement oriented, thoughtful, and responsible towards their duties. The trait of agreeableness implies that teachers like to get along with others and are usually happy in accommodating thoughts, ideas, and views of others in their way of progressing. Other big five personality traits were also present to a certain degree in B-school teachers. The thought of autonomy, positive relations with others, and personal growth are found to be prominent in the B-school teachers. It implies that confidence and internal sense of control is strong in them, trustworthy nature (both in giving and receiving) as well as a sense of continuous learning and change is also prevalent in B-school teachers in the education system. This study can provide a base framework for designing of interventions to enhance EWB among teachers in higher education.

Managerial Implications

The findings of the study point to the importance of the personality traits in occupational job design. Traits of conscientiousness and agreeableness are more positively present among teachers in management education, and therefore, managerial interventions need to focus upon elevating other traits among the big five in order to enhance the conditions to better attain EWB. Also, extraversion and neuroticism have more prominent presence in explaining variance in big five traits, therefore, the strong correlation to EWB may be attributable to the presence of more of positive affect and less of negative affect in the work environment. Therefore, work policies and curriculum design should consider employee acceptance and satisfaction. By means of developing a positive personality, the possibility of awareness and attainment of eudaimonia can develop, maximizing individual and organizational outcomes.

Limitations of the Study and Scope for Future Research

This research work, despite the useful results, suffers from limitations. First of all, the sample used only consisted of B-school teachers. This may limit the generalizability of the findings. The correlation study prevents conclusions about causality among constructs. In this study, only big five personality traits' relation to EWB was considered. Future studies can provide more in-depth findings by analyzing the relationship at the first order level. Future research can focus on other relevant factors besides the big five personality traits that have influential capability on EWB. Furthermore, the relation of the big five personality traits to EWB can be tested out for other occupation groups to give generalizability to the findings.

References

All India Council of Technical Education (AICTE) (2018). *Approval process handbook (2017-2018)*.India : AICTE.

Allport, G. W. (1937). *Personality: A psychological interpretation*. Oxford, England: Holt.

Aristotle. (1925). *The Nicomachean ethics*. New York : Oxford University Press.

Augusto Landa, J. M., Martos, M. P., & Lopez - Zafra, E. (2010). Emotional intelligence and personality traits as predictors of psychological well-being in Spanish undergraduates. *Social Behavior and Personality: An International Journal, 38* (6), 783 - 793.

Avey, J. B., Luthans, F., Smith, R. M., & Palmer, N. F. (2010). Impact of positive psychological capital on employee well-being over time. *Journal of Occupational Health Psychology, 15* (1), 17 - 28.

Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job stress, well - being, work - life balance and work - life conflict among Australian academics. *E-Journal of Applied Psychology, 8* (1), 25 - 37.

Biswas - Diener, R., Kashdan, T. B., & King, L. A. (2009). Two traditions of happiness research, not two distinct types of happiness. *The Journal of Positive Psychology, 4* (3), 208 - 211.

Briggs, S. (2009). Changing roles and competencies of academics. *Active Learning in Higher Education, 6* (3), 256 - 268.

Burns, R. A., & Machin, M. A. (2012). Moving beyond the pleasure principle: Within and between - occasion effects of employee eudaimonia within a school organizational climate context. *Journal of Vocational Behavior, 80* (1), 118 - 128.

Chikasanda, V. K. M., Otrel - Cass, K., Williams, J., & Jones, A. (2013). Enhancing teachers' technological pedagogical knowledge and practices: A professional development model for technology teachers in Malawi. *International Journal of Technology and Design Education, 23* (3), 597 - 622.

Cooper, C., & Travers, C. (2012). *Teachers under pressure : Stress in the teaching profession*. Routledge : London, UK.

Costa, P. T. Jr., & McCrae, R. R. (1980). Influence of extraversion and neuroticism on subjective well - being : happy and unhappy people. *Journal of Personality and Social Psychology, 38* (4), 668 - 678.

Dayal, I. (2002). Developing management education in India. *Journal of Management Research, 2* (2), 98 - 113.

Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality, 19* (2), 109 - 134.

Deci, E.L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. *Nebraska symposium on motivation: Perspectives on motivation* (pp. 237- 288). Lincoln : University of Nebraska Press.

Disabato, D. J., Goodman, F. R., Kashdan, T. B., Short, J. L., & Jarden, A. (2016). Different types of well - being ? A cross-cultural examination of hedonic and eudaimonic well-being. *Psychological Assessment, 28* (5), 471 - 482.

Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining well - being. *International Journal of Wellbeing, 2* (3), 222 - 235.

Eakman, A. M., & Eklund, M. (2012). The relative impact of personality traits, meaningful occupation and occupational value on meaning in life and life satisfaction. *Journal of Occupational Science, 19*(2), 165 - 177.

Ertmer, P. A., Ottenbreit - Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education, 59* (2), 423 - 435.

Eryilmaz, A. (2014). Perceived personality traits and types of teachers and their relationship to the subjective well - being and academic achievements of adolescents. *Educational Sciences: Theory and Practice, 14* (6), 2049 - 2062.

Etzkowitz, H. (2011). The triple helix: Science, technology and the entrepreneurial spirit. *Journal of Knowledge - Based Innovation in China, 3* (2), 76 - 90.

Ferguson, C. J. (2010). A meta-analysis of normal and disordered personality across the life span. *Journal of Personality and Social Psychology, 98* (4), 659 - 667.

Fowers, B. J., Mollica, C. O., & Procacci, E. N. (2010). Constitutive and instrumental goal orientations and their relations with eudaimonic and hedonic well-being. *The Journal of Positive Psychology, 5* (2), 139 - 153.

Goldberg, L. R. (1992). The development of markers for the big-five factor structure. *Psychological Assessment, 4* (1), 26 - 42.

Grant, S., Langan - Fox, J., & Anglim, J. (2009). The big five traits as predictors of subjective and psychological well-being. *Psychological Reports, 105* (1), 205 - 231.

Henderson, L. W., & Knight, T. (2012). Integrating the hedonic and eudaimonic perspectives to more comprehensively understand wellbeing and pathways to well being. *International Journal of Wellbeing, 2* (3), 196 - 221.

Huta, V., & Ryan, R. M. (2010). Pursuing pleasure or virtue: The differential and overlapping well - being benefits of hedonic and eudaimonic motives. *Journal of Happiness Studies, 11*(6), 735 - 762.

Jančec, L., Vorkapić, S. T., & Vodopivec, J. L. (2015). Hidden curriculum determinants in (pre) school institutions: Implicit cognition in action. In, *Exploring implicit cognition: Learning, memory, and social cognitive processes* (pp. 216 - 242). USA : IGI Global.

Joshanloo, M., Rastegar, P., & Bakhshi, A. (2012). The big five personality domains as predictors of social well-being in Iranian university students. *Journal of Social and Personal Relationships, 29* (5), 639 - 660.

Kállay, É., & Rus, C. (2014). Psychometric properties of the 44-item version of Ryff's psychological well-being scale. *European Journal of Psychological Assessment, 30* (1), 15 - 21.

Kirkwood, A., & Price, L. (2013). Missing: Evidence of a scholarly approach to teaching and learning with technology in higher education. *Teaching in Higher Education, 18* (3), 327 - 337.

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102* (3), 741 - 756.

Kumar , K. S. (2011). Job satisfaction among teachers of private engineering colleges in Rayalaseema Region, Andhra Pradesh - A study. *Prabhandhan: Indian Journal of Management, 4* (9), 31 - 39. doi:10.17010/pijom/2011/v4i9/62601

Lui, P. P., Rollock, D., Chang, E. C., Leong, F. T., & Zamboanga, B. L. (2016). Big 5 personality and subjective well-being in Asian Americans: Testing optimism and pessimism as mediators. *Asian American Journal of Psychology, 7*(4), 274 - 286.

Marrero, R.J., Rey, M. & Hernández - Cabrera, J.A. (2016). Can big five facets distinguish between hedonic and eudaimonic well-being? A dominance analysis. *The Spanish Journal of Psychology, 19* (e84), 1 - 9.

Montalvo, G. P., Mansfield, E. A., & Miller, R. B. (2007). Liking or disliking the teacher: Student motivation, engagement and achievement. *Evaluation & Research in Education, 20* (3), 144 - 158.

Panaccio, A., & Vandenberghe, C. (2012). Five-factor model of personality and organizational commitment: The mediating role of positive and negative affective states. *Journal of Vocational Behavior, 80* (3), 647 - 658.

Panandiker, V.A. (1991). Management education: A long-term view. *Economic and Political Weekly, 26*(48), 131 - 132.

Rajak , R. & Chandra, B. (2017). A qualitative analysis on integrated approach towards teachers' burnout and work engagement in Indian HEIs. *Prabhandhan: Indian Journal of Management, 10* (7), 24 - 33. doi:10.17010/pijom/2017/v10i7/116492

Robbins, S. P., Judge, T., & Breward, K. (2003). *Essentials of organizational behavior.* Upper Saddle River, UK : Prentice Hall.

Ruini, C., Ottolini, F., Rafanelli, C., Tossani, E., Ryff, C. D., & Fava, G. A. (2003). The relationship of psychological well - being to distress and personality. *Psychotherapy and Psychosomatics, 72* (5), 268 - 275.

Ryff, C. D. (1989). Happiness is everything, or is it ? : Explorations of the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069 -1081.

Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics, 83* (1), 10-28.

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies, 9* (1), 13 - 39.

Sharma, E. (2015). Mapping personality to enhance personal effectiveness. *Prabhandhan: Indian Journal of Management, 8*(12), 44 - 55. doi:10.17010/pijom/2015/v8i12/84377

Sheldon, K. M., Ryan, R. M., Rawsthorne, L. J., & Ilardi, B. (1997). Trait self and true self : Cross-role variation in the big-five personality traits and its relations with psychological authenticity and subjective well-being. *Journal of Personality and Social Psychology, 73* (6), 1380 - 1393.

Shetty, N. S. (2014). Management education in India: Trends, relevance and challenges ahead. *NITTE Management Review, 8* (2), 139-148.

Simbula, S. (2010). Daily fluctuations in teachers' well-being: A diary study using the job demands - resources model. *Anxiety, Stress, & Coping: An International Journal, 23* (5), 563 - 584.

Sun, J., Kaufman, S. B., & Smillie, L. D. (2018). Unique associations between big five personality aspects and multiple dimensions of well - being. *Journal of Personality, 86* (2), 158 - 172.

Vaivode, I. (2015). Triple helix model of university - industry - government cooperation in the context of uncertainties. *Procedia-Social and Behavioral Sciences, 213,* 1063 - 1067.

Venkatesan, M., & Rohatgi, A. (2018). Personality dispositions, resilience, and decision making and their impact on psychological well-being of management graduates. *Prabhandhan: Indian Journal of Management, 11*(1), 22 - 38. doi:10.17010/pijom/2018/v11i1/120821

Vorkapić, S. T., & Peloza, I. (2017). Exploring personality traits and well-being among pre-school and primary school teachers in Croatia. *Current Issues in Personality Psychology, 5* (1), 21 - 31.

Waterman, A. S., Schwartz, S. J., Zamboanga, B. L., Ravert, R. D., Williams, M. K., Bede Agocha, V., Kim, S. Y., & Donnellan, B. M. (2010). The questionnaire for eudaimonic well-being: Psychometric properties, demographic comparisons, and evidence of validity. *The Journal of Positive Psychology, 5* (1), 41 - 61.

Wu, C. H. (2016). Personality change via work: A job demand - control model of Big-five personality changes. *Journal of Vocational Behavior, 92,* 157 -166.

APPENDIX

Appendix Table 1A. Values of Codes Variables

Openness to Experience	Open1	I see myself as someone who is original and comes up with new ideas.
	Open2	I see myself as someone who is curious about many different things.
	Open3	I see myself as someone who is ingenious, a deep thinker.
	Open4	I see myself as someone who has an active imagination.
	Open5	I see myself as someone who is inventive.
	Open6	I see myself as someone who values artistic, aesthetic experiences.
	Open7	I see myself as someone who prefers work that is routine.
	Open8	I see myself as someone who likes to reflect, play with ideas.
	Open9	I see myself as someone who has few artistic interests.
	Open10	I see myself as someone who is sophisticated in art, music, or, literature.
Conscientiousness	Cons1	I see myself as someone who does a thorough job.
	Cons2	I see myself as someone who can be somewhat careless.
	Cons3	I see myself as someone who is a reliable worker.
	Cons4	I see myself as someone who tends to be disorganized.
	Cons5	I see myself as someone who tends to be lazy.
	Cons6	I see myself as someone who perseveres until the task is finished.
	Cons7	I see myself as someone who does things efficiently.
	Cons8	I see myself as someone who makes plans and follows through with them.
	Cons9	I see myself as someone who is easily distracted.
Extraversion	Extra1	I see myself as someone who is talkative.
	Extra2	I see myself as someone who is reserved.
	Extra3	I see myself as someone who is full of energy.
	Extra4	I see myself as someone who generates a lot of enthusiasm.
	Extra5	I see myself as someone who tends to be quiet.
	Extra6	I see myself as someone who has an assertive personality.
	Extra7	I see myself as someone who is sometimes shy, inhibited.
	Extra8	I see myself as someone who is outgoing, sociable.
Agreeableness	Agree1	I see myself as someone who tends to find fault with others.
	Agree2	I see myself as someone who is helpful and unselfish with others.
	Agree3	I see myself as someone who starts quarrels with others.
	Agree4	I see myself as someone who has a forgiving nature.
	Agree5	I see myself as someone who is generally trusting.
	Agree6	I see myself as someone who can be cold and aloof.
	Agree7	I see myself as someone who is considerate and kind to almost everyone.
	Agree8	I see myself as someone who is sometimes rude to others.
	Agree9	I see myself as someone who likes to cooperate with others.
Neuroticism	Neuro1	I see myself as someone who is depressed, blue.
	Neuro2	I see myself as someone who is relaxed, handles stress well.
	Neuro3	I see myself as someone who can be tense.
	Neuro4	I see myself as someone who worries a lot.
	Neuro5	I see myself as someone who is emotionally stable, not easily upset.
	Neuro6	I see myself as someone who can be moody.
	Neuro7	I see myself as someone who remains calm in tense situations.
	Neuro8	I see myself as someone who gets nervous easily.

Appendix Table 1B. Values of Codes Variables

Personal Growth	Persgrowth1	I am not interested in activities that will expand my horizons.
	Persgrowth2	I think it is important to have new experiences that challenge how you think about yourself and the world.
	Persgrowth3	When I think about it, I haven't really improved much as a person over the years.
	Persgrowth4	I have the sense that I have developed a lot as a person over time.
	Persgrowth5	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.
	Persgrowth6	For me, life has been a continuous process of learning, changing, and growth.
	Persgrowth7	I gave up trying to make big improvements or changes in my life a long time ago.
Autonomy	Autonomy1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.
	Autonomy2	My decisions are not usually influenced by what everyone else is doing
	Autonomy3	I tend to worry about what other people think of me.
	Autonomy4	I tend to be influenced by people with strong opinions.
	Autonomy5	I have confidence in my opinions, even if they are contrary to the general consensus.
	Autonomy6	It's difficult for me to voice my own opinions on controversial matters.
	Autonomy7	I judge myself by what I think is important, not by the values of what others think is important.
Environmental Mastery	Envmast1	In general, I feel I am in charge of the situation in which I live.
	Envmast2	The demands of everyday life often get me down.
	Envmast3	I do not fit very well with the people and the community around me.
	Envmast4	I am quite good at managing the many responsibilities of my daily life.
	Envmast5	I often feel overwhelmed by my responsibilities.
	Envmast6	I have difficulty arranging my life in a way that is satisfying to me.
	Envmast7	I have been able to build a home and a lifestyle for myself that is much to my liking.
Self-Acceptance	Selfacpt6	When I look at the story of my life, I am pleased with how things have turned out.
	Selfacpt5	In general, I feel confident and positive about myself.
	Selfacpt4	I feel like many of the people I know have gotten more out of life than I have.
	Selfacpt3	I like most aspects of my personality.
	Selfacpt2	In many ways, I feel disappointed about my achievements in life.
	Selfacpt1	My attitude about myself is probably not as positive as most people feel about themselves.
	Selfacpt7	When I compare myself to friends and acquaintances, it makes me feel good about who I am.
Purpose in Life	Purpinlife1	I live life one day at a time and don't really think about the future.
	Purpinlife2	I have a sense of direction and purpose in life.
	Purpinlife3	My daily activities often seem trivial and unimportant to me.
	Purpinlife4	I don't have a good sense of what it is I'm trying to accomplish in life.
	Purpinlife5	I enjoy making plans for the future and working to make them a reality.
	Purpinlife6	Some people wander aimlessly through life, but I am not one of them.
	Purpinlife7	I sometimes feel as if I've done all there is to do in life.
Positive Relations with Others	Positiverel1	Most people see me as loving and affectionate.
	Positiverel2	Maintaining close relationships has been difficult and frustrating for me.
	Positiverel3	I often feel lonely because I have few close friends with whom to share my concerns.
	Positiverel4	I enjoy personal and mutual conversations with family members or friends.
	Positiverel5	People would describe me as a giving person, willing to share my time with others.
	Positiverel6	I have not experienced many warm and trusting relationships with others.
	Positiverel7	I know that I can trust my friends, and they know they can trust me.

About the Authors

Pooja Soni is a master's in the field of human resource management and has corporate experience in the field of administration. Her areas of interest are : study of behavioral sciences related to well-being, work-life balance, and personality traits in organizations. She is currently a Research Scholar at Jaypee Business School, a constituent of Jaypee Institute of Information Technology, Noida, Uttar Pradesh.

Kanupriya Misra Bakhru has extensive corporate and academic experience. She has published many articles in international reputed journals. Her areas of interest are higher education, teacher effectiveness, competency mapping, and entrepreneurship. She is currently working as an Assistant Professor in Department of Humanities and Social Sciences, Jaypee Institute of Information Technology, Noida, Uttar Pradesh.