Chapter 14
Beyond the Desk
The Triple-Bottom Line in Management Education – Mind, Heart, and Sustainability

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ABSTRACT

The study conducted in Kolkata found that emotional well-being is crucial for management education. The researcher conducted a cross-sectional quantitative survey among 200 management graduates at 10 institutions. They found a significant inverse relationship between good emotional well-being and perceived stress and a slight positive link between negative emotional well-being and personal suffering. The study also found that 61.3% of differences in perceived stress ratings could be reliably predicted. This innovative approach aims to improve the sustainability of management education in the business sector. The findings can be interpreted using facial feedback and cognitive appraisal theories of emotional well-being. The study highlights the importance of incorporating emotional well-being programs in management education.

INTRODUCTION:

Background of the Study:

In the evolving landscape of management education, integrating holistic approaches encompassing intellectual growth and emotional and social dimensions is becoming increasingly critical. This study explores the multifaceted impact of emotional well-being on management students. Traditionally, management education has concentrated on developing cognitive skills and technical knowledge. However, the growing complexity and dynamism of the business environment necessitate a more comprehensive educational paradigm that addresses emotional resilience and sustainability.

Education in management is an essential tool that helps students develop their leadership skills and produces outstanding business professionals. Students entering a professional education program are required to take on a variety of challenges that they have never encountered before in their academic careers. A great deal of pressure is placed on individuals to achieve academic success and obtain a degree (Hirsch & Ellis, 1996). In the ever-changing and uncertain globalized landscape, organizations must be able to make decisions quickly and effectively in response to shifting market realities. The vitality of the activities of managers in addressing these difficulties arises from their significant influence on organizations' functioning and strategic direction (Anderson *et al*., 2018). Therefore, managers must possess the requisite skills and knowledge to effectively address organizations' demands and drive societal transformation through business practices (Warwick *et al*., 2017). Transferring these skills to current and future managers through lifetime learning programs is the primary goal of management education. (e Cunha *et al*., 2004). Management education is acquiring a broad range of theoretical knowledge and practical skills in a structured classroom environment within an academic institution that confers degrees (Keys, 1988).

Massive expectations and demands are placed on students pursuing higher education, triggering stress and anxiety and jeopardizing their academic success and well-being (Hassed & Chambers, 2014). The "Great Resignation" in 2022, coupled with the COVID-19 pandemic in 2021, has heightened worries among students about their future insecurities. The students' subjective well-being has been affected, impacting their life satisfaction and ability to reach their environmental and non-environmental sustainability goals. These goals include developing self-confidence, leadership, public speaking, mathematics, communication, business, group work, critical thinking, and a desire to create new solutions.

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