RESULTS

The paramount aim of the present investigation was to study the role of Grit, Perfectionism, Self-Efficacy, Flow and Emotional Intelligence in Excellence in Academics and Sports. The sample was studied with respect to Grit and its dimensions viz., Perseverance of Effort and Consistency of Interest; Perfectionism and its dimensions viz., Self-Oriented, Other-Oriented and Socially Prescribed Perfectionism; Self-Efficacy; Flow and its dimensions viz., Challenge-Skill Balance, Action-Awareness Merging, Clear Goals, Unambiguous Feedback, Concentration on Task at Hand, Sense of Control, Loss of Self-Consciousness, Transformation of Time and Autotelic Experience and Emotional Intelligence.

The total sample comprised of 200 students (100 in the field of academics and 100 in the field of sports) within the age range of 20-26 years, out of which 91 were males and 109 were females. While gender equality was not maintainable in the sample because of the ground reality, a proportionate representation has been adhered to. Whereas in the academic field, the top rankers comprised of more females than males, in the sports it was the males who outnumbered the females in top positions. Eventually, 100 students in the field of academics were taken, out of which 18 were males and 82 were females and 100 students in the field of sports were taken, out of which 73 were males and 27 were females. In the field of academics, only the top rankers at the university level, in their respective disciplines were selected. In the field of sports, the university players who top in their respective games were selected. Players were selected from individual games as it highlighted the individual level of excellence. Purposive sampling technique was used. The sample was collected from three universities-Panjab University (Chandigarh), Punjabi University (Patiala) and Guru Nanak Dev University (Amritsar). All the subjects were explained about the nature and aim of the study and their role in the study. Informed consent was obtained before they were enrolled as subjects in the study.

To measure Grit, the Short Grit Scale developed by Duckworth and Quinn (2009) was used, which has two dimensions viz. Perseverance of Effort and Consistency of Interest.
The Multidimensional Perfectionism Scale by Hewitt, Flett, Turnbull-Donovan and Mikail (1991) was used to measure three types of Perfectionism viz., Self-Oriented, Other-Oriented and Socially Prescribed Perfectionism.


Emotional Intelligence was measured by using The Emotional Intelligence Questionnaire, developed by Mohan, Malhotra and Mangla (2003).

The raw scores were analyzed using appropriate statistical analyses viz. Descriptive statistics, t-test, Analysis of Variance, Inter-Correlation analysis and Stepwise Multiple Regression analysis.

DESCRIPTIVE STATISTICS

Means and standard deviations were calculated for various groups. Means and standard deviations were tabulated for the total sample (n=200, Table 1.1). Table 1.2 shows the means and standard deviations for students with academic excellence (n=100). Table 1.3 shows the means and standard deviations for females with academic excellence (n=82). Table 1.4 shows the means and standard deviations for males with academic excellence (n=18). Table 1.5 shows the means and standard deviations for students with sports excellence (n=100). Table 1.6 shows the means and standard deviations for females with sports excellence (n=27). Table 1.7 shows the means and standard deviations for males with sports excellence (n=73). Table 1.8 shows the means and standard deviations for females with academic and sports excellence (n=109). Table 1.9 shows the means and standard deviations for males with academic and sports excellence (n=91). The same have been graphically presented in figures (Figures 1-6).
t-ratios

t-ratios were calculated to find out the significant differences between means of the groups on the measured variables.

Table 2.1 shows means, standard deviations and t-ratios comparing students with academic and sports excellence. The comparison revealed the following t-ratios to be significant. Students with academic excellence scored higher than students with sports excellence on Perfectionism dimensions viz. Other-Oriented Perfectionism (t=9.67, p<.01), Socially Prescribed Perfectionism (t=6.83, p<.01), Perfectionism (t=6.58, p<.01), Self-Efficacy (t=2.80, p<.01), Flow dimensions viz. Clear Goals (t=2.39, p<.05), Concentration on Task at Hand (t=2.66, p<.01), Sense of Control (t=2.93, p<.01) and Emotional Intelligence (t=8.12, p<.01).

Students with sports excellence scored higher than students with academic excellence on Grit dimensions viz. Perseverance of Effort (t=2.73, p<.01), Flow dimensions viz. Challenge-Skill Balance (t=6.73, p<.01), Action-Awareness Merging (t=9.66, p<.01), Unambiguous Feedback (t=2.98, p<.01), Loss of Self-Consciousness (t=7.83, p<.01), Transformation of Time (t=8.05, p<.01) and Total Flow (t=7.93, p<.01).

Table 2.2 shows means, standard deviations and t-ratios comparing females with academic and sports excellence and males with academic and sports excellence. The comparison revealed the following t-ratios to be significant. Females with academic and sports excellence scored higher than males with academic and sports excellence on Grit dimensions viz. Consistency of Interest (t=2.86, p<.01), Perfectionism dimensions viz. Self-Oriented Perfectionism (t=2.97, p<.01), Other-Oriented Perfectionism (t=6.62, p<.01), Socially Prescribed Perfectionism (t=5.11, p<.01), Perfectionism (t=6.54, p<.01), Self-Efficacy (t=3.05, p<.01), Flow dimensions viz. Sense of Control (t=2.91, p<.01) and Emotional Intelligence (t=9.00, p<.01).

Males with academic and sports excellence scored higher than females with academic and sports excellence on Flow dimensions viz. Challenge-Skill Balance (t=2.17, p<.05) and Transformation of Time (t=3.36, p<.01).
Table 2.3 shows means, standard deviations and t-ratios comparing **males and females with academic excellence**. The comparison revealed the following t-ratios to be significant. **Females with academic excellence scored higher** than males with academic excellence on Perfectionism (t=2.00, p<.05), Flow dimensions viz. Action-Awareness Merging (t=2.32, p<.05), Loss of Self-Consciousness (t=3.30, p<.01), Transformation of Time (t=2.50, p<.05) and Total Flow (t=2.91, p<.01).

Table 2.4 shows means, standard deviations and t-ratios comparing **males and females with sports excellence**. The comparison revealed the following t-ratios to be significant. **Females with sports excellence scored higher** than males with sports excellence on Grit dimensions viz. Consistency of Interest (t=3.54, p<.01), Perfectionism dimensions viz. Self-Oriented Perfectionism (t=3.10, p<.01), Perfectionism (t=2.91, p<.01), Flow dimensions viz. Action-Awareness Merging (t=3.72, p<.01) and Emotional Intelligence (t=5.75, p<.01).

**Males with sports excellence scored higher** than females with sports excellence on Flow dimensions viz. Concentration on Task at Hand (t=3.79, p<.01).

**Analysis of Variance (ANOVA)**

Analysis of variance was conducted with groups and gender as independent variables. 2x2 ANOVA was employed with two levels of gender viz. males and females and two levels of groups viz. academic excellence and sports excellence. The effect of these two variables was singly and jointly analyzed for all the variables.

Analysis of variance for the variable **Perseverance of Effort (Table 3.1)** revealed that F-ratios for gender (F=7.54, p<.01) emerged highly significant. F-ratio for the groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Consistency of Interest (Table 3.2)** revealed that F-ratios for groups (F=10.80, p<.01) emerged highly significant. F-ratio for the gender and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Grit (Table 3.3)** revealed that F-ratios for gender, groups and interaction effect emerged to be non-significant.
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Analysis of variance for the variable **Self-Oriented Perfectionism** (Table 3.4) revealed that F-ratios for groups (F=10.36, p<.01) emerged highly significant. F-ratio for the gender and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Other-Oriented Perfectionism** (Table 3.5) revealed that F-ratios for gender (F=47.46, p<.01) and groups (F=4.85, p<.05) emerged highly significant. F-ratio for the interaction effect emerged to be non-significant.

Analysis of variance for the variable **Socially Prescribed Perfectionism** (Table 3.6) revealed that F-ratios for gender (F=23.11, p<.01) emerged highly significant. F-ratio for the groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Perfectionism** (Table 3.7) revealed that F-ratios for gender (F=14.07, p<.01) and groups (F=11.82, p<.01) emerged highly significant. F-ratio for the interaction effect emerged to be non-significant.

Analysis of variance for the variable **Self-Efficacy** (Table 3.8) revealed that F-ratios for gender, groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Challenge-Skill Balance** (Table 3.9) revealed that F-ratios for gender (F=44.92, p<.01) emerged highly significant. F-ratio for the groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Action-Awareness Merging** (Table 3.10) revealed that F-ratios for gender (F=107.61, p<.01) and groups (F=15.20, p<.01) emerged highly significant. F-ratio for the interaction effect emerged to be non-significant.

Analysis of variance for the variable **Clear Goals** (Table 3.11) revealed that F-ratios for gender, groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Unambiguous Feedback** (Table 3.12) revealed that F-ratios for gender (F=8.32, p<.01) emerged highly significant. F-ratio for the groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable **Concentration on Task at Hand** (Table 3.13) revealed that F-ratios for gender (F=10.64, p<.01) and groups (F=5.34, p<.05)
emerged statistically significant. F-ratio for the interaction effect (F=9.55, p<.01) also emerged to be highly significant.

Analysis of variance for the variable Sense of Control (Table 3.14) revealed that F-ratios for gender, groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable Loss of Self-Consciousness (Table 3.15) revealed that F-ratios for gender (F=82.57, p<.01) and groups (F=15.13, p<.01) emerged statistically significant. F-ratio for the interaction effect (F=6.79, p<.01) also emerged to be highly significant.

Analysis of variance for the variable Transformation of Time (Table 3.16) revealed that F-ratios for gender (F=54.83, p<.01) emerged highly significant. F-ratio for the groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable Autotelic Experience (Table 3.17) revealed that F-ratios for gender, groups and interaction effect emerged to be non-significant.

Analysis of variance for the variable Flow (Table 3.18) revealed that F-ratios for gender (F=73.78, p<.01) and groups (F=9.41, p<.01) emerged statistically significant. F-ratio for the interaction effect (F=5.42, p<.05) also emerged to be highly significant.

Analysis of variance for the variable Emotional Intelligence (Table 3.19) revealed that F-ratios for gender (F=23.72, p<.01) and groups (F=25.77, p<.01) emerged statistically significant. F-ratio for the interaction effect (F=12.42, p<.01) also emerged to be highly significant.

**INTER-CORRELATION ANALYSIS**

Inter-correlation analysis was carried out to assess the correlation between Grit, Perfectionism, Self-Efficacy, Flow and Emotional Intelligence and various variables for the Total sample, Students with Academic Excellence, Females with Academic Excellence, Males with Academic Excellence, Students with Sports Excellence, Females with Sports Excellence and Males with Sports Excellence,
Females with Academic and Sports Excellence and Males with Academic and Sports Excellence (Table 4.1 – 4.9).

Grit and its correlates

Total sample

For the Total sample (Table 4.1) significantly positive correlations were found between Grit and Consistency of Interest \((r=.76, \ p\leq 0.01)\), Other-Oriented Perfectionism \((r=.47, \ p\leq 0.01)\), Socially Prescribed Perfectionism \((r=.23, \ p\leq 0.01)\), Perfectionism \((r=.34, \ p\leq 0.01)\), Self-Efficacy \((r=.47, \ p\leq 0.01)\), Challenge-Skill Balance \((r=.21, \ p\leq 0.01)\), Action-Awareness Merging \((r=.17, \ p\leq 0.01)\), Clear Goals \((r=.25, \ p\leq 0.01)\), Unambiguous Feedback \((r=.32, \ p\leq 0.01)\), Sense of Control \((r=.30, \ p\leq 0.01)\), Transformation of Time \((r=.18, \ p\leq 0.01)\), Autotelic Experience \((r=.23, \ p\leq 0.01)\), Flow \((r=.29, \ p\leq 0.01)\) and Emotional Intelligence \((r=.43, \ p\leq 0.01)\).

Students with Academic Excellence

For Students with Academic Excellence (Table 4.2), significant positive correlations were reported between Grit and Consistency of Interest \((r=.87, \ p\leq 0.01)\), Other-Oriented Perfectionism \((r=.63, \ p\leq 0.01)\), Socially Prescribed Perfectionism \((r=.46, \ p\leq 0.01)\), Perfectionism \((r=.33, \ p\leq 0.01)\), Self-Efficacy \((r=.34, \ p\leq 0.01)\), Challenge-Skill Balance \((r=.19, \ p\leq 0.01)\), Clear Goals \((r=.26, \ p\leq 0.01)\), Unambiguous Feedback \((r=.40, \ p\leq 0.01)\), Concentration on Task at Hand \((r=.31, \ p\leq 0.01)\), Sense of Control \((r=.37, \ p\leq 0.01)\), Autotelic Experience \((r=.24, \ p\leq 0.01)\), Flow \((r=.27, \ p\leq 0.01)\) and Emotional Intelligence \((r=.47, \ p\leq 0.01)\).

Females with Academic Excellence

In Females with Academic Excellence (Table 4.3), Grit was found to have significantly positive correlations with Consistency of Interest \((r=.87, \ p\leq 0.01)\), Other-Oriented Perfectionism \((r=.59, \ p\leq 0.01)\), Socially Prescribed Perfectionism \((r=.41, \ p\leq 0.01)\), Perfectionism \((r=.24, \ p\leq 0.05)\), Self-Efficacy \((r=.26, \ p\leq 0.01)\), Unambiguous Feedback \((r=.39, \ p\leq 0.01)\), Concentration on Task at Hand \((r=.28, \ p\leq 0.01)\), Sense of Control \((r=.29, \ p\leq 0.01)\), Autotelic Experience \((r=.20, \ p\leq 0.05)\), Flow \((r=.19, \ p\leq 0.05)\) and Emotional Intelligence \((r=.40, \ p\leq 0.01)\).
Results

Males with Academic Excellence

For Males with Academic Excellence (Table 4.4), Grit showed significantly positive correlations with Consistency of Interest ($r=.87, p\leq.01$), Other-Oriented Perfectionism ($r=.71, p\leq.01$), Socially Prescribed Perfectionism ($r=.63, p\leq.01$), Perfectionism ($r=.56, p\leq.01$), Self-Efficacy ($r=.64, p\leq.01$), Clear Goals ($r=.71, p\leq.01$), Unambiguous feedback ($r=.41, p\leq.05$), Sense of control ($r=.64, p\leq.01$), Autotelic experience ($r=.57, p\leq.01$), Flow ($r=.53, p\leq.05$), and Emotional Intelligence ($r=.63, p\leq.01$).

Students with Sports Excellence

Significantly positive correlations were reported between Grit and Consistency of Interest ($r=.63, p\leq.01$), Self-Oriented Perfectionism ($r=.26, p\leq.01$), Other-Oriented Perfectionism ($r=.51, p\leq.01$), Perfectionism ($r=.36, p\leq.01$), Self-Efficacy ($r=.59, p\leq.01$), Challenge-Skill Balance ($r=.46, p\leq.01$), Action-Awareness Merging ($r=.53, p\leq.01$), Clear Goals ($r=.23, p\leq.05$), Unambiguous Feedback ($r=.27, p\leq.01$), Sense of Control ($r=.24, p\leq.01$), Loss of Self-Consciousness ($r=.22, p\leq.05$), Transformation of Time ($r=.33, p\leq.01$), Autotelic Experience ($r=.23, p\leq.01$), Flow ($r=.58, p\leq.01$), and Emotional Intelligence ($r=.48, p\leq.01$) among Students with Sports Excellence (Table 4.5).

On the other hand, significantly negative correlations were reported between Grit and Concentration on Task at Hand ($r=-.18, p\leq.05$).

Females with Sports Excellence

Grit was reported to have no significant correlations with other variables among Females with Sports Excellence (Table 4.6).

Males with Sports Excellence

In case of Males with Sports Excellence (Table 4.7), Grit showed significantly positive correlations with Consistency of Interest ($r=.94, p\leq.01$), Self-Oriented Perfectionism ($r=.36, p\leq.01$), Other-Oriented Perfectionism ($r=.59, p\leq.01$), Perfectionism ($r=.47, p\leq.01$), Self-Efficacy ($r=.89, p\leq.01$), Challenge-Skill Balance ($r=.68, p\leq.01$), Action-Awareness Merging ($r=.72, p\leq.01$), Clear Goals ($r=.30, p\leq.01$), Unambiguous Feedback ($r=.37, p\leq.01$), Sense of Control ($r=.36, p\leq.01$), Loss of Self-
Consciousness \( (r = .28, p \leq .01) \), Transformation of Time \( (r = .56, p \leq .01) \), Autotelic Experience \( (r = .36, p \leq .01) \), Flow \( (r = .85, p \leq .01) \), and Emotional Intelligence \( (r = .79, p \leq .01) \).

On the other hand, it reported significantly negative correlations with Concentration on task at hand \( (r = -.27, p \leq .05) \).

**Females with Academic and Sports Excellence**

In Females with Academic and Sports Excellence (Table 4.8), Grit was found to be have significantly positive correlations with Consistency of Interest \( (r = .63, p \leq .01) \), Other-Oriented Perfectionism \( (r = .47, p \leq .01) \), Socially Prescribed Perfectionism \( (r = .25, p \leq .01) \), Perfectionism \( (r = .23, p \leq .01) \), Self-Efficacy \( (r = .17, p \leq .05) \), Unambiguous Feedback \( (r = .30, p \leq .01) \), Concentration on Task at Hand \( (r = .24, p \leq .01) \), Sense of Control \( (r = .20, p \leq .05) \) and Emotional Intelligence \( (r = .26, p \leq .01) \).

**Males with Academic and Sports Excellence**

Grit was found to be have significantly positive correlations with Consistency of Interest \( (r = .92, p \leq .01) \), Self-Oriented Perfectionism \( (r = .29, p \leq .01) \), Other-Oriented Perfectionism \( (r = .52, p \leq .01) \), Socially Prescribed Perfectionism \( (r = .19, p \leq .01) \), Perfectionism \( (r = .44, p \leq .01) \), Self-Efficacy \( (r = .80, p \leq .01) \), Challenge-Skill Balance \( (r = .45, p \leq .01) \), Action-Awareness Merging \( (r = .43, p \leq .01) \), Clear Goals \( (r = .41, p \leq .01) \), Unambiguous Feedback \( (r = .38, p \leq .01) \), Sense of Control \( (r = .39, p \leq .01) \), Loss of Self-Consciousness \( (r = .17, p \leq .05) \), Transformation of Time \( (r = .41, p \leq .01) \), Autotelic Experience \( (r = .41, p \leq .01) \), Flow \( (r = .59, p \leq .01) \) and Emotional Intelligence \( (r = .63, p \leq .01) \) in Males with Academic and Sports Excellence (Table 4.9).

**Perfectionism and its correlates**

**Total sample**

For the Total sample (Table 4.1) significantly positive correlations were found between Perfectionism and Consistency of Interest \( (r = .34, p \leq .01) \), Grit \( (r = .34, p \leq .01) \), Self-Oriented Perfectionism \( (r = .75, p \leq .01) \), Other-Oriented Perfectionism \( (r = .76, p \leq .01) \), Socially Prescribed Perfectionism \( (r = .73, p \leq .01) \), Self-Efficacy \( (r = .45,
Results

$p \leq 0.01$), Clear Goals ($r = 0.24$, $p \leq 0.01$), Sense of Control ($r = 0.34$, $p \leq 0.01$) and Emotional Intelligence ($r = 0.54$, $p \leq 0.01$).

Students with Academic Excellence

For Students with Academic Excellence (Table 4.2), significant positive correlations were reported between Perfectionism and Consistency of Interest ($r = 0.30$, $p \leq 0.01$), Grit ($r = 0.33$, $p \leq 0.01$), Self-Oriented Perfectionism ($r = 0.84$, $p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.51$, $p \leq 0.01$), Socially Prescribed Perfectionism ($r = 0.55$, $p \leq 0.01$), Self-Efficacy ($r = 0.28$, $p \leq 0.01$), Clear Goals ($r = 0.23$, $p \leq 0.01$), Unambiguous Feedback ($r = 0.18$, $p \leq 0.05$), Concentration on Task at Hand ($r = 0.20$, $p \leq 0.05$), Sense of Control ($r = 0.25$, $p \leq 0.01$), Autotelic Experience ($r = 0.18$, $p \leq 0.05$), Flow ($r = 0.22$, $p \leq 0.05$) and Emotional Intelligence ($r = 0.30$, $p \leq 0.01$).

Females with Academic Excellence

In Females with Academic Excellence (Table 4.3), Perfectionism was found to have significantly positive correlations with Consistency of Interest ($r = 0.20$, $p \leq 0.05$), Grit ($r = 0.24$, $p \leq 0.05$), Self-Oriented Perfectionism ($r = 0.85$, $p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.47$, $p \leq 0.01$), Socially Prescribed Perfectionism ($r = 0.52$, $p \leq 0.01$), Self-Efficacy ($r = 0.24$, $p \leq 0.05$), Clear Goals ($r = 0.21$, $p \leq 0.05$), Unambiguous Feedback ($r = 0.22$, $p \leq 0.05$), Sense of Control ($r = 0.24$, $p \leq 0.05$), Autotelic Experience ($r = 0.21$, $p \leq 0.05$) and Emotional Intelligence ($r = 0.31$, $p \leq 0.01$).

Males with Academic Excellence

For Males with Academic Excellence (Table 4.4), Perfectionism showed significantly positive correlations with Consistency of Interest ($r = 0.56$, $p \leq 0.01$), Grit ($r = 0.56$, $p \leq 0.01$), Self-Oriented Perfectionism ($r = 0.76$, $p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.60$, $p \leq 0.01$) and Socially Prescribed Perfectionism ($r = 0.66$, $p \leq 0.01$).

Students with Sports Excellence

Significantly positive correlations were reported between Perfectionism and Consistency of Interest ($r = 0.47$, $p \leq 0.01$), Grit ($r = 0.36$, $p \leq 0.01$), Self-Oriented Perfectionism ($r = 0.85$, $p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.78$, $p \leq 0.01$), Socially Prescribed Perfectionism ($r = 0.73$, $p \leq 0.01$), Self-Efficacy ($r = 0.51$, $p \leq 0.01$), Challenge-Skill Balance ($r = 0.25$, $p \leq 0.01$), Action-Awareness Merging ($r = 0.42$, $p \leq 0.01$), Sense of Control
Results

(r=.31, p≤.01), Loss of Self-Consciousness (r=.25, p≤.01), Transformation of Time (r=.24, p≤.01), Flow (r=.42, p≤.01) and Emotional Intelligence (r=.47, p≤.01) among Students with Sports Excellence (Table 4.5).

On the other hand, significantly negative correlations were reported between Perfectionism and Concentration on Task at Hand (r=-.27, p≤.01).

Females with Sports Excellence

Perfectionism was reported to have statically significant correlations with Perseverance of Effort (r=.58, p≤.01), Self-Oriented Perfectionism (r=.71, p≤.01), Other-Oriented Perfectionism (r=.62, p≤.01), Socially Prescribed Perfectionism (r=.78, p≤.01), Self-Efficacy (r=.67, p≤.01), Challenge-Skill Balance (r=.47, p≤.01), Action-Awareness Merging (r=.57, p≤.01), Clear Goals (r=.52, p≤.01), Unambiguous Feedback (r=.48, p≤.01), Sense of Control (r=.40, p≤.05), Transformation of Time (r=.58, p≤.01), Flow (r=.61, p≤.01) and Emotional Intelligence (r=.54, p≤.01) among Females with Sports Excellence (Table 4.6).

On the other hand, significantly negative correlations were reported between Perfectionism and Concentration on Task at Hand (r=-.57, p≤.01).

Males with Sports Excellence

In case of Males with Sports Excellence (Table 4.7), Perfectionism showed significantly positive correlations with Consistency of Interest (r=.44, p≤.01), Grit (r=.47, p≤.01), Self-Oriented Perfectionism (r=.86, p≤.01), Other-Oriented Perfectionism (r=.80, p≤.01), Socially Prescribed Perfectionism (r=.72, p≤.01), Self-Efficacy (r=.44, p≤.01), Action-Awareness Merging (r=.33, p≤.01), Sense of Control (r=.27, p≤.05), Loss of Self-Consciousness (r=.21, p≤.05), Autotelic Experience (r=.22, p≤.05), Flow (r=.37, p≤.01) and Emotional Intelligence (r=.37, p≤.01).

Females with Academic and Sports Excellence

In Females with Academic and Sports Excellence (Table 4.8), Perfectionism was found to have significantly positive correlations with Perseverance of Effort (r=.24, p≤.01), Grit (r=.23, p≤.05), Self-Oriented Perfectionism (r=.74, p≤.01), Other-Oriented Perfectionism (r=.55, p≤.01), Socially Prescribed Perfectionism (r=.62, p≤.01), Self-Efficacy (r=.36, p≤.01), Clear Goals (r=.28, p≤.01), Unambiguous
Results

Feedback ($r=.24, p \leq 0.01$), Sense of Control ($r=.30, p \leq 0.01$) and Emotional Intelligence ($r=.39, p \leq 0.01$).

Males with Academic and Sports Excellence

Perfectionism was found to have significantly positive correlations with Consistency of Interest ($r=.43, p \leq 0.01$), Grit ($r=.44, p \leq 0.01$), Self-Oriented Perfectionism ($r=.77, p \leq 0.01$), Other-Oriented Perfectionism ($r=.79, p \leq 0.01$), Socially Prescribed Perfectionism ($r=.74, p \leq 0.01$), Self-Efficacy ($r=.46, p \leq 0.01$), Sense of Control ($r=.28, p \leq 0.01$), Autotelic Experience ($r=.19, p \leq 0.05$) and Emotional Intelligence ($r=.42, p \leq 0.01$) in Males with Academic and Sports Excellence (Table 4.9).

On the other hand, significantly negative correlations were reported between Perfectionism and Loss of Self-Consciousness ($r=-.14, p \leq 0.05$).

Self-Efficacy and its correlates

Total sample

For the Total sample (Table 4.1) significantly positive correlations were found between Self-Efficacy and Consistency of Interest ($r=.45, p \leq 0.01$), Grit ($r=.47, p \leq 0.01$), Self-Oriented Perfectionism ($r=.19, p \leq 0.01$), Other-Oriented Perfectionism ($r=.49, p \leq 0.01$), Socially Prescribed Perfectionism ($r=.37, p \leq 0.01$), Perfectionism ($r=.45, p \leq 0.01$), Action-Awareness Merging ($r=.19, p \leq 0.01$), Clear Goals ($r=.31, p \leq 0.01$), Unambiguous Feedback ($r=.31, p \leq 0.01$), Sense of Control ($r=.35, p \leq 0.01$), Transformation of Time ($r=.33, p \leq 0.01$), Autotelic Experience ($r=.21, p \leq 0.01$), Flow ($r=.32, p \leq 0.01$) and Emotional Intelligence ($r=.64, p \leq 0.01$).

Students with Academic Excellence

For Students with Academic Excellence (Table 4.2), significant positive correlations were reported between Self-Efficacy and Perseverance of Effort ($r=.20, p \leq 0.05$), Consistency of Interest ($r=.20, p \leq 0.05$), Grit ($r=.34, p \leq 0.01$), Other-Oriented Perfectionism ($r=.38, p \leq 0.01$), Socially Prescribed Perfectionism ($r=.40, p \leq 0.01$), Perfectionism ($r=.28, p \leq 0.01$), Action-Awareness Merging ($r=.19, p \leq 0.05$), Clear Goals ($r=.17, p \leq 0.05$), Unambiguous Feedback ($r=.25, p \leq 0.01$), Concentration on Task at Hand ($r=.32, p \leq 0.01$), Sense of Control ($r=.21, p \leq 0.05$), Transformation of Time ($r=.29,
Results

$p \leq .01$, Autotelic Experience $(r=.20, p \leq .05)$, Flow $(r=.27, p \leq .01)$ and Emotional Intelligence $(r=.28, p \leq .01)$.

**Females with Academic Excellence**

In Females with Academic Excellence (Table 4.3), Self-Efficacy was found to have significantly positive correlations with Perseverance of Effort $(r=.24, p \leq .05)$, Grit $(r=.26, p \leq .05)$, Other-Oriented Perfectionism $(r=.30, p \leq .01)$, Socially Prescribed Perfectionism $(r=.33, p \leq .01)$, Perfectionism $(r=.24, p \leq .05)$, Action-Awareness Merging $(r=.28, p \leq .01)$, Unambiguous Feedback $(r=.29, p \leq .01)$, Concentration on Task at Hand $(r=.29, p \leq .01)$, Sense of Control $(r=.19, p \leq .05)$, Transformation of Time $(r=.31, p \leq .01)$, Autotelic Experience $(r=.21, p \leq .05)$, Flow $(r=.27, p \leq .01)$ and Emotional Intelligence $(r=.19, p \leq .05)$.

**Males with Academic Excellence**

For Males with Academic Excellence (Table 4.4), Self-Efficacy showed significantly positive correlations with Consistency of Interest $(r=.57, p \leq .01)$, Grit $(r=.64, p \leq .01)$, Other-Oriented Perfectionism $(r=.63, p \leq .01)$, Socially Prescribed Perfectionism $(r=.72, p \leq .01)$, Clear Goals $(r=.42, p \leq .05)$, Concentration on Task at Hand $(r=.46, p \leq .05)$ and Emotional Intelligence $(r=.56, p \leq .01)$.

**Students with Sports Excellence**

Significantly positive correlations were reported between Self-Efficacy and Consistency of Interest $(r=.72, p \leq .01)$, Grit $(r=.59, p \leq .01)$, Self-Oriented Perfectionism $(r=.39, p \leq .01)$, Other-Oriented Perfectionism $(r=.52, p \leq .01)$, Socially Prescribed Perfectionism $(r=.30, p \leq .01)$, Perfectionism $(r=.51, p \leq .01)$, Challenge-Skill Balance $(r=.61, p \leq .01)$, Action-Awareness Merging $(r=.66, p \leq .01)$, Clear Goals $(r=.44, p \leq .01)$, Unambiguous Feedback $(r=.48, p \leq .01)$, Sense of Control $(r=.41, p \leq .01)$, Loss of Self-Consciousness $(r=.33, p \leq .01)$, Transformation of Time $(r=.62, p \leq .01)$, Autotelic Experience $(r=.28, p \leq .01)$, Flow $(r=.89, p \leq .01)$ and Emotional Intelligence $(r=.84, p \leq .01)$ among Students with Sports Excellence (Table 4.5).

On the other hand, significantly negative correlations were reported between Self-Efficacy and Concentration on Task at Hand $(r=-.31, p \leq .01)$. 

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Results

Females with Sports Excellence

Self-Efficacy was reported to have significant positive correlations with Perseverance of Effort (r=.44, p≤.05), Self-Oriented Perfectionism (r=.55, p≤.01), Socially Prescribed Perfectionism (r=.60, p≤.01), Perfectionism (r=.67, p≤.01), Challenge-Skill Balance (r=.59, p≤.01), Action-Awareness Merging (r=.75, p≤.01), Clear Goals (r=.80, p≤.01), Unambiguous Feedback (r=.54, p≤.01), Sense of Control (r=.44, p≤.05), Transformation of Time (r=.77, p≤.01), Flow (r=.83, p≤.01) and Emotional Intelligence (r=.84, p≤.01) among Females with Sports Excellence (Table 4.6).

On the other hand, significantly negative correlations were reported between Perfectionism and Concentration on Task at Hand (r=-.70, p≤.01).

Males with Sports Excellence

In case of Males with Sports Excellence (Table 4.7), Self-Efficacy showed significantly positive correlations with Consistency of Interest (r=.82, p≤.01), Grit (r=.89, p≤.01), Self-Oriented Perfectionism (r=.33, p≤.01), Other-Oriented Perfectionism (r=.57, p≤.01), Perfectionism (r=.44, p≤.01), Challenge-Skill Balance (r=.62, p≤.01), Action-Awareness Merging (r=.66, p≤.01), Clear Goals (r=.33, p≤.01), Unambiguous Feedback (r=.48, p≤.01), Sense of Control (r=.38, p≤.01), Loss of Self-Consciousness (r=.32, p≤.01), Transformation of Time (r=.58, p≤.01), Autotelic Experience (r=.39, p≤.01), Flow (r=.93, p≤.01) and Emotional Intelligence (r=.89, p≤.01).

Females with Academic and Sports Excellence

In Females with Academic and Sports Excellence (Table 4.8), Self-Efficacy was found to have significantly positive correlations with Perseverance of Effort (r=.29, p≤.01), Grit (r=.17, p≤.05), Other-Oriented Perfectionism (r=.26, p≤.01), Socially Prescribed Perfectionism (r=.42, p≤.01), Perfectionism (r=.36, p≤.01), Challenge-Skill Balance (r=.20, p≤.05), Action-Awareness Merging (r=.22, p≤.05), Clear Goals (r=.24, p≤.01), Unambiguous Feedback (r=.35, p≤.01), Sense of Control (r=.27, p≤.01), Transformation of Time (r=.43, p≤.01), Flow (r=.32, p≤.01) and Emotional Intelligence (r=.40, p≤.01).
Results

Males with Academic and Sports Excellence

Self-Efficacy was found to have significant positive correlations with Consistency of Interest (r=.75, p≤.01), Grit (r=.80, p≤.01), Self-Oriented Perfectionism (r=.21, p≤.05), Other-Oriented Perfectionism (r=.59, p≤.01), Socially Prescribed Perfectionism (r=.26, p≤.01), Perfectionism (r=.46, p≤.01), Challenge-Skill Balance (r=.22, p≤.05), Action-Awareness Merging (r=.23, p≤.05), Clear Goals (r=.36, p≤.01), Unambiguous Feedback (r=.32 p≤.01), Sense of Control (r=.38, p≤.01), Transformation of Time (r=.36, p≤.01), Autotelic Experience (r=.35, p≤.01), Flow (r=.41, p≤.01) and Emotional Intelligence (r=.81, p≤.01) in Males with Academic and Sports Excellence (Table 4.9).

Flow and its correlates

Total sample

For the Total sample (Table 4.1) significantly positive correlations were found between Flow and Perseverance of Effort (r=.23, p≤.01), Consistency of Interest (r=.29, p≤.01), Grit (r=.29, p≤.01), Self-Efficacy (r=.32, p≤.01), Challenge-Skill Balance (r=.81, p≤.01), Action-Awareness Merging (r=.77, p≤.01), Clear Goals (r=.42, p≤.01), Unambiguous Feedback (r=.69, p≤.01), Sense of Control (r=.38, p≤.01), Loss of Self-Consciousness (r=.51, p≤.01), Transformation of Time (r=.54, p≤.01) and Autotelic Experience (r=.63, p≤.01).

Students with Academic Excellence

For Students with Academic Excellence (Table 4.2), significant positive correlations were reported between Flow and Perseverance of Effort (r=.17, p≤.05), Consistency of Interest (r=.20, p≤.05), Grit (r=.27, p≤.01), Other-Oriented Perfectionism (r=.33, p≤.01), Socially Prescribed Perfectionism (r=.17, p≤.05), Perfectionism (r=.22, p≤.05), Self-Efficacy (r=.27, p≤.01), Challenge-Skill Balance (r=.79, p≤.01), Action-Awareness Merging (r=.70, p≤.01), Clear Goals (r=.66, p≤.01), Unambiguous Feedback (r=.80, p≤.01), Concentration on Task at Hand (r=.29, p≤.01), Sense of Control (r=.74, p≤.01), Loss of Self-Consciousness (r=.34, p≤.01), Transformation of Time (r=.32, p≤.01), Autotelic Experience (r=.78, p≤.01) and Emotional Intelligence (r=.33, p≤.01).
Results

Females with Academic Excellence

In Females with Academic Excellence (Table 4.3), Flow was found to be have significantly positive correlations with Grit (r=.19, p≤.05), Other-Oriented Perfectionism (r=.30, p≤.01), Self-Efficacy (r=.27, p≤.01), Challenge-Skill Balance (r=.79, p≤.01), Action-Awareness Merging (r=.71, p≤.01), Clear Goals (r=.66, p≤.01), Unambiguous Feedback (r=.81, p≤.01), Concentration on Task at Hand (r=.34, p≤.01), Sense of Control (r=.76, p≤.01), Loss of Self-Consciousness (r=.31, p≤.01), Transformation of Time (r=.29, p≤.01), Autotelic Experience (r=.84, p≤.01) and Emotional Intelligence (r=.24, p≤.05).

Males with Academic Excellence

For Males with Academic Excellence (Table 4.4), Flow showed significantly positive correlations with Grit (r=.53, p≤.05), Other-Oriented Perfectionism (r=.44, p≤.05), Challenge-Skill Balance (r=.79, p≤.01), Action-Awareness Merging (r=.51, p≤.05), Clear Goals (r=.77, p≤.01), Unambiguous Feedback (r=.73, p≤.01), Sense of Control (r=.74, p≤.01), Autotelic experience (r=.78, p≤.01) and Emotional Intelligence (r=.70, p≤.01).

Students with Sports Excellence

Significant positive correlations were reported between Flow and Consistency of Interest (r=.63, p≤.01), Grit (r=.58, p≤.01), Self-Oriented Perfectionism (r=.34, p≤.01), Other-Oriented Perfectionism (r=.40, p≤.01), Socially Prescribed Perfectionism (r=.26, p≤.01), Perfectionism (r=.42, p≤.01), Self-Efficacy (r=.89, p≤.01), Challenge-Skill Balance (r=.67, p≤.01), Action-Awareness Merging (r=.66, p≤.01), Clear Goals (r=.43, p≤.01), Unambiguous Feedback (r=.51, p≤.01), Sense of Control (r=.40, p≤.01), Loss of Self-Consciousness (r=.41, p≤.01), Transformation of Time (r=.59, p≤.01), Autotelic Experience (r=.44, p≤.01), and Emotional Intelligence (r=.73, p≤.01) among Students with Sports Excellence (Table 4.5).

Females with Sports Excellence

Flow was reported to have significant positive correlations with Self-Oriented Perfectionism (r=.48, p≤.01), Socially Prescribed Perfectionism (r=.60, p≤.01), Perfectionism (r=.61, p≤.01), Self-Efficacy (r=.83, p≤.01), Challenge-Skill Balance (r=.79, p≤.01), Action-Awareness Merging (r=.79, p≤.01), Clear Goals (r=.69, p≤.01),
Results

Unambiguous Feedback ($r=.69$, $p≤.01$), Sense of Control ($r=.34$, $p≤.05$), Transformation of Time ($r=.82$, $p≤.01$), and Emotional Intelligence ($r=.69$, $p≤.01$) among Females with Sports Excellence (Table 4.6).

On the other hand, significantly negative correlations were reported between Perfectionism and Concentration on Task at Hand ($r=-.48$, $p≤.01$).

**Males with Sports Excellence**

In case of Males with Sports Excellence (Table 4.7), Flow showed significantly positive correlations with Consistency of Interest ($r=.76$, $p≤.01$), Grit ($r=.85$, $p≤.01$), Self-Oriented Perfectionism ($r=.31$, $p≤.01$), Other-Oriented Perfectionism ($r=.47$, $p≤.01$), Perfectionism ($r=.37$, $p≤.01$), Self-Efficacy ($r=.93$, $p≤.01$), Challenge-Skill Balance ($r=.61$, $p≤.01$), Action-Awareness Merging ($r=.70$, $p≤.01$), Clear Goals ($r=.35$, $p≤.01$), Unambiguous Feedback ($r=.42$, $p≤.01$), Sense of Control ($r=.41$, $p≤.01$), Loss of Self-Consciousness ($r=.43$, $p≤.01$), Transformation of Time ($r=.48$, $p≤.01$), Autotelic Experience ($r=.53$, $p≤.01$) and Emotional Intelligence ($r=.84$, $p≤.01$).

**Females with Academic and Sports Excellence**

In Females with Academic and Sports Excellence (Table 4.8), Flow was found to have significantly positive correlations with Perseverance of Effort ($r=.19$, $p≤.05$), Consistency of Interest ($r=.22$, $p≤.05$), Self-Efficacy ($r=.32$, $p≤.01$), Challenge-Skill Balance ($r=.82$, $p≤.01$), Action-Awareness Merging ($r=.75$, $p≤.01$), Clear Goals ($r=.56$, $p≤.01$), Unambiguous Feedback ($r=.76$, $p≤.01$), Sense of Control ($r=.41$, $p≤.01$), Loss of Self-Consciousness ($r=.40$, $p≤.01$), Transformation of Time ($r=.46$, $p≤.01$), Autotelic Experience ($r=.76$, $p≤.01$) and Emotional Intelligence ($r=.24$, $p≤.01$).

**Males with Academic and Sports Excellence**

Flow was found to have significantly positive correlations with Perseverance of Effort ($r=.29$, $p≤.01$), Consistency of Interest ($r=.48$, $p≤.01$), Grit ($r=.59$, $p≤.01$), Self-Oriented Perfectionism ($r=.20$, $p≤.05$), Self-Efficacy ($r=.41$, $p≤.01$), Challenge-Skill Balance ($r=.80$, $p≤.01$), Action-Awareness Merging ($r=.80$, $p≤.01$), Clear Goals ($r=.27$, $p≤.01$), Unambiguous Feedback ($r=.55$, $p≤.01$), Sense of Control ($r=.23$, $p≤.05$), Loss of Self-Consciousness ($r=.70$, $p≤.01$), Transformation of Time ($r=.63$, $p≤.01$).
Results

$p \leq 0.01$, Autotelic Experience ($r = 0.42, p \leq 0.01$) and Emotional Intelligence ($r = 0.18, p \leq 0.05$) in Males with Academic and Sports Excellence (Table 4.9).

**Emotional Intelligence and its correlates**

**Total sample**

For the Total sample (Table 4.1) significantly positive correlations were found between Emotional Intelligence and Consistency of Interest ($r = 0.48, p \leq 0.01$), Grit ($r = 0.43, p \leq 0.01$), Self-Oriented Perfectionism ($r = 0.20, p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.61, p \leq 0.01$), Socially Prescribed Perfectionism ($r = 0.45, p \leq 0.01$), Perfectionism ($r = 0.54, p \leq 0.01$), Self-Efficacy ($r = 0.64, p \leq 0.01$), Clear Goals ($r = 0.38, p \leq 0.01$), Unambiguous Feedback ($r = 0.19, p \leq 0.01$), Sense of Control ($r = 0.41, p \leq 0.01$) and Autotelic Experience ($r = 0.21, p \leq 0.01$).

On the other hand, significantly negative correlations were reported between Perfectionism and Perseverance of Effort ($r = -0.13, p \leq 0.05$), and Loss of Self-Consciousness ($r = 0.21, p \leq 0.01$).

**Students with Academic Excellence**

For Students with Academic Excellence (Table 4.2), significant positive correlations were reported between Emotional Intelligence and Consistency of Interest ($r = 0.43, p \leq 0.01$), Grit ($r = 0.47, p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.45, p \leq 0.01$), Socially Prescribed Perfectionism ($r = 0.36, p \leq 0.01$), Perfectionism ($r = 0.30, p \leq 0.01$), Self-Efficacy ($r = 0.28, p \leq 0.01$), Challenge-Skill Balance ($r = 0.21, p \leq 0.05$), Action-Awareness Merging ($r = 0.17, p \leq 0.05$), Clear Goals ($r = 0.41, p \leq 0.01$), Unambiguous Feedback ($r = 0.38, p \leq 0.01$), Concentration on Task at Hand ($r = 0.41, p \leq 0.01$), Sense of Control ($r = 0.45, p \leq 0.01$) Autotelic Experience ($r = 0.33, p \leq 0.01$), and Flow ($r = 0.33, p \leq 0.01$).

**Females with Academic Excellence**

In Females with Academic Excellence (Table 4.3), Emotional Intelligence was found to have significantly positive correlations with Consistency of Interest ($r = 0.43, p \leq 0.01$), Grit ($r = 0.40, p \leq 0.01$), Other-Oriented Perfectionism ($r = 0.38, p \leq 0.01$), Socially Prescribed Perfectionism ($r = 0.34, p \leq 0.01$), Perfectionism ($r = 0.31, p \leq 0.01$), Self-Efficacy ($r = 0.19, p \leq 0.05$), Action-Awareness Merging ($r = 0.20, p \leq 0.05$), Clear Goals
Results

(r=.27, p≤.01), Unambiguous Feedback (r=.36, p≤.01), Concentration on Task at Hand (r=.39, p≤.01), Sense of Control (r=.36, p≤.01), Autotelic Experience (r=.26, p≤.05) and Flow (r=.24, p≤.05).

On the other hand, significantly negative correlations were reported between Perfectionism and Perseverance of Effort (r=-.21, p≤.05).

Males with Academic Excellence

For Males with Academic Excellence (Table 4.4), Emotional Intelligence showed significant positive correlations with Grit (r=.63, p≤.01), Other-Oriented Perfectionism (r=.60, p≤.01), Socially Prescribed Perfectionism (r=.42, p≤.01), Self-Efficacy (r=.56, p≤.01), Clear Goals (r=.86, p≤.01), Unambiguous Feedback (r=.47, p≤.01), Concentration on Task at Hand (r=.46, p≤.01), Sense of Control (r=.76, p≤.01), Autotelic Experience (r=.73, p≤.01) and Flow (r=.70, p≤.01).

Students with Sports Excellence

Significant positive correlations were reported between Emotional Intelligence and Consistency of Interest (r=.69, p≤.01), Grit (r=.48, p≤.01), Self-Oriented Perfectionism (r=.38, p≤.01), Other-Oriented Perfectionism (r=.47, p≤.01), Socially Prescribed Perfectionism (r=.27, p≤.01), Perfectionism (r=.47, p≤.01), Self-Efficacy (r=.84, p≤.01), Challenge-Skill Balance (r=.48, p≤.01), Action-Awareness Merging (r=.70, p≤.01), Clear Goals (r=.33, p≤.01), Unambiguous Feedback (r=.35, p≤.01), Sense of Control (r=.33, p≤.01), Loss of Self-Consciousness (r=.29, p≤.01), Transformation of Time (r=.38, p≤.01), Autotelic Experience (r=.34, p≤.01) and Flow (r=.73, p≤.01) among Students with Sports Excellence (Table 4.5).

On the other hand, significantly negative correlations were reported between Perfectionism and Concentration on Task at Hand (r=-.27, p≤.01).

Females with Sports Excellence

Emotional Intelligence was reported to have significant positive correlations with Perseverance of Effort (r=.40, p≤.05), Self-Oriented Perfectionism (r=.48, p≤.01), Other-Oriented Perfectionism (r=.40, p≤.05), Perfectionism (r=.54, p≤.01), Self-Efficacy (r=.84, p≤.01), Challenge-Skill Balance (r=.51, p≤.01), Action-Awareness Merging (r=.67, p≤.01), Clear Goals (r=.67, p≤.01), Unambiguous
Results

Feedback \((r=.47, p\leq.01)\), Sense of Control \((r=.34, p\leq.05)\), Transformation of Time \((r=.63, p\leq.01)\) and Flow \((r=.69, p\leq.01)\) among Females with Sports Excellence (Table 4.6).

On the other hand, significantly negative correlations were reported between Perfectionism and Concentration on Task at Hand \((r=-.60, p\leq.01)\).

Males with Sports Excellence

In case of Males with Sports Excellence (Table 4.7), Emotional Intelligence showed significantly positive correlations with Consistency of Interest \((r=.72, p\leq.01)\), Grit \((r=.79, p\leq.01)\), Self-Oriented Perfectionism \((r=.26, p\leq.05)\), Other-Oriented Perfectionism \((r=.45, p\leq.01)\), Perfectionism \((r=.37, p\leq.01)\), Self-Efficacy \((r=.89, p\leq.01)\), Challenge-Skill Balance \((r=.55, p\leq.01)\), Action-Awareness Merging \((r=.66, p\leq.01)\), Clear Goals \((r=.29, p\leq.01)\), Unambiguous Feedback \((r=.43, p\leq.01)\), Sense of Control \((r=.29, p\leq.01)\), Loss of Self-Consciousness \((r=.24, p\leq.05)\), Transformation of Time \((r=.43, p\leq.01)\), Autotelic Experience \((r=.46, p\leq.01)\) and Flow \((r=.84, p\leq.01)\).

Females with Academic and Sports Excellence

In Females with Academic and Sports Excellence (Table 4.8), Emotional Intelligence was found to have significantly positive correlations with Consistency of Interest \((r=.34, p\leq.01)\), Grit \((r=.26, p\leq.01)\), Other-Oriented Perfectionism \((r=.39, p\leq.01)\), Socially Prescribed Perfectionism \((r=.34, p\leq.01)\), Perfectionism \((r=.39, p\leq.01)\), Self-Efficacy \((r=.40, p\leq.01)\), Challenge-Skill Balance \((r=.17, p\leq.05)\), Clear Goals \((r=.36, p\leq.01)\), Unambiguous Feedback \((r=.37, p\leq.01)\), Sense of Control \((r=.36, p\leq.01)\), Transformation of Time \((r=.25, p\leq.01)\) and Flow \((r=.24, p\leq.01)\).

Males with Academic and Sports Excellence

Emotional Intelligence was found to be have significantly positive correlations with Consistency of Interest \((r=.56, p\leq.01)\), Grit \((r=.63, p\leq.01)\), Other-Oriented Perfectionism \((r=.56, p\leq.01)\), Socially Prescribed Perfectionism \((r=.33, p\leq.01)\), Perfectionism \((r=.42, p\leq.01)\), Self-Efficacy \((r=.81, p\leq.01)\), Clear Goals \((r=.40, p\leq.01)\), Unambiguous Feedback \((r=.23, p\leq.01)\), Sense of Control \((r=.38, p\leq.01)\), Autotelic Experience \((r=.45, p\leq.01)\) and Flow \((r=.18, p\leq.05)\) in Males with Academic and Sports Excellence (Table 4.9).
On the other hand, significantly negative correlations were reported between Emotional Intelligence and Perseverance of Effort ($r=-.16, p\leq.05$) and Loss of Self-Consciousness ($r=-.28, p\leq.01$).

**REGRESSION ANALYSIS**

The main objective of the present study was to derive regression equations to delineate the significant predictors for the criterion variables i.e. Grit, Perfectionism, Self-Efficacy, Flow and Emotional Intelligence in Excellence. Hence, with Grit, Perfectionism, Self-Efficacy, Flow and Emotional Intelligence as the criterion, regression equations were run for the Total sample, Students with academic excellence, Students with sports excellence, Females with Academic and Sports Excellence and Males with Academic and Sports Excellence (Table 5.1 – 5.25).

In the regression analysis with Grit as the criterion, the following variables were entered as the predictors viz. Perfectionism and its dimensions viz. Self-Oriented, Other-Oriented and Socially Prescribed Perfectionism; Self-Efficacy; Flow and its dimensions viz. Challenge-Skill Balance, Action-Awareness Merging, Clear Goals, Unambiguous Feedback, Concentration on Task at Hand, Sense of Control, Loss of Self-Consciousness, Transformation of Time and Autotelic Experience and Emotional Intelligence.

Table 5.1 showing regression analysis for Total sample revealed that three variables turned out to be relevant and were retained as predictors. They explained 36% of the variance ($R^2=0.36$) in the criterion variable. These predictors were Other-Oriented Perfectionism ($\beta=.36$), Unambiguous Feedback ($\beta=.24$) and Self-Efficacy ($\beta=.22$).

Table 5.2 showing regression analysis for Students with Academic Excellence revealed that three variables turned out to be relevant and were retained as predictors. They explained 47% of the variance ($R^2=0.47$) in the criterion variable. These predictors were Other-Oriented Perfectionism ($\beta=.45$), Socially Prescribed Perfectionism ($\beta=.20$), and Emotional Intelligence ($\beta=.19$).

Table 5.3 showing regression analysis for Students with Sports Excellence revealed that three variables turned out to be relevant and were retained as predictors. They explained 44% of the variance ($R^2=0.44$) in the criterion variable. These
results

Predictors were Self-Efficacy ($\beta=.29$), Other-Oriented Perfectionism ($\beta=.32$), and Challenge-Skill Balance ($\beta=.23$).

Table 5.4 showing regression analysis for Females with Academic and Sports Excellence revealed that three variables turned out to be relevant and were retained as predictors. They explained 30% of the variance ($R^2=0.30$) in the criterion variable. These predictors were Other-Oriented Perfectionism ($\beta=.48$), Unambiguous Feedback ($\beta=.37$), and Clear Goals ($\beta=.24$).

Table 5.5 showing regression analysis for Males with Academic and Sports Excellence revealed that three variables turned out to be relevant and were retained as predictors. They explained 74% of the variance ($R^2=0.74$) in the criterion variable. These predictors were Self-Efficacy ($\beta=.62$), Challenge-Skill Balance ($\beta=.33$), and Other-Oriented Perfectionism ($\beta=.19$).

In the regression analysis with Perfectionism as the criterion, the following variables were entered as the predictors Grit and its dimensions viz., Perseverance of Effort and Consistency of Interest; Self-Efficacy; Flow and its dimensions viz. Challenge-Skill Balance, Action-Awareness Merging, Clear Goals, Unambiguous Feedback, Concentration on Task at Hand, Sense of Control, Loss of Self-Consciousness, Transformation of Time and Autotelic Experience and Emotional Intelligence.

Table 5.6 showing regression analysis for Total sample revealed that three variables turned out to be relevant and were retained as predictors. They explained 33% of the variance ($R^2=0.33$) in the criterion variable. These predictors were Emotional Intelligence ($\beta=.36$), Self-Efficacy ($\beta=.28$), and Transformation of Time ($\beta=-.17$).

Table 5.7 showing regression analysis for Students with Academic Excellence revealed that two variables turned out to be relevant and were retained as predictors. They explained 13% of the variance ($R^2=0.13$) in the criterion variable. The predictors were Emotional Intelligence ($\beta=.24$) and Self-Efficacy ($\beta=.21$).

Table 5.8 showing regression analysis for Students with Sports Excellence revealed that only one variable turned out to be relevant and was retained as predictor.
It explained 26% of the variance ($R^2=0.26$) in the criterion variable. The predictor was Self-Efficacy ($\beta=.51$).

**Table 5.9** showing regression analysis for Females with Academic and Sports Excellence revealed that four variables turned out to be relevant and were retained as predictors. They explained 32% of the variance ($R^2=0.32$) in the criterion variable. These predictors were Emotional Intelligence ($\beta=.32$), Perseverance of Effort ($\beta=.25$), Action-Awareness Merging ($\beta=-.39$) and Unambiguous Feedback ($\beta=.35$).

**Table 5.10** showing regression analysis for Males with Academic and Sports Excellence revealed that two variables turned out to be relevant and were retained as predictors. They explained 26% of the variance ($R^2=0.26$) in the criterion variable. These predictors were Self-Efficacy ($\beta=.53$), and Unambiguous Feedback ($\beta=-.23$).

In the regression analysis with **Self-Efficacy as the criterion**, the following variables were entered as the predictors Grit and its dimensions viz., Perseverance of Effort and Consistency of Interest; Perfectionism and its dimensions viz. Self-Oriented, Other-Oriented and Socially Prescribed Perfectionism; Flow and its dimensions viz. Challenge-Skill Balance, Action-Awareness Merging, Clear Goals, Unambiguous Feedback, Concentration on Task at Hand, Sense of Control, Loss of Self-Consciousness, Transformation of Time and Autotelic Experience and Emotional Intelligence.

**Table 5.11** showing regression analysis for Total sample revealed that six variables turned out to be relevant and were retained as predictors. They explained 62% of the variance ($R^2=0.62$) in the criterion variable. These predictors were Emotional Intelligence ($\beta=.46$), Transformation of Time ($\beta=.48$), Other-Oriented Perfectionism ($\beta=.21$), Perseverance of Effort ($\beta=.16$), Sense of Control ($\beta=.21$), and Challenge-Skill Balance ($\beta=-.13$).

**Table 5.12** showing regression analysis for Students with Academic Excellence revealed that four variables turned out to be relevant and were retained as predictors. They explained 32% of the variance ($R^2=0.32$) in the criterion variable. These predictors were Socially Prescribed Perfectionism ($\beta=.30$), Transformation of Time ($\beta=.27$), Other-Oriented Perfectionism ($\beta=.22$) and Perseverance of Effort ($\beta=.18$).
Table 5.13 showing regression analysis for Students with Sports Excellence revealed that seven variables turned out to be relevant and were retained as predictors. They explained 93% of the variance (R²=0.93) in the criterion variable. These predictors were Emotional Intelligence (β=.40), Transformation of Time (β=.51), Sense of Control (β=.33), Clear Goals (β=.17), Autotelic Experience (β=.11), Other-Oriented Perfectionism (β=.12) and Socially Prescribed Perfectionism (β=-.07).

Table 5.14 showing regression analysis for Females with Academic and Sports Excellence revealed that five variables turned out to be relevant and were retained as predictors. They explained 42% of the variance (R²=0.42) in the criterion variable. These predictors were Transformation of Time (β=.34), Socially Prescribed Perfectionism (β=-.22), Sense of Control (β=.21), Perseverance of Effort (β=.21) and Emotional Intelligence (β=.19).

Table 5.15 showing regression analysis for Males with Academic and Sports Excellence revealed that seven variables turned out to be relevant and were retained as predictors. They explained 87% of the variance (R²=0.87) in the criterion variable. These predictors were Emotional Intelligence (β=.53), Consistency of Interest (β=.31), Transformation of Time (β=.34), Other-Oriented Perfectionism (β=.12), Perseverance of Effort (β=.16), Challenge-Skill Balance (β=-.16) and Sense of Control (β=.15).

In the regression analysis with Flow as the criterion, the following variables were entered as the predictors Grit and its dimensions viz., Perseverance of Effort and Consistency of Interest; Self-Efficacy; Perfectionism and its dimensions viz. Self-Oriented, Other-Oriented and Socially Prescribed Perfectionism; and Emotional Intelligence.

Table 5.16 showing regression analysis for Total sample revealed that four variables turned out to be relevant and were retained as predictors. They explained 27% of the variance (R²=0.27) in the criterion variable. These predictors were Self Efficacy (β=.27), Other-Oriented Perfectionism (β=.31), Consistency of Interest (β=.36) and Perseverance of Effort (β=.27).
Table 5.17 showing regression analysis for Students with Academic Excellence revealed that three variables turned out to be relevant and were retained as predictors. They explained 20% of the variance ($R^2=0.20$) in the criterion variable. These predictors were Other-Oriented Perfectionism ($\beta=.22$), Emotional Intelligence ($\beta=.26$), and Perseverance of Effort ($\beta=.22$).

Table 5.18 showing regression analysis for Students with Sports Excellence revealed that only one variable turned out to be relevant and was retained as predictor. It explained 80% of the variance ($R^2=0.80$) in the criterion variable. The predictor was Self-Efficacy ($\beta=.89$).

Table 5.19 showing regression analysis for Females with Academic and Sports Excellence revealed that two variables turned out to be relevant and were retained as predictors. They explained 13% of the variance ($R^2=0.13$) in the criterion variable. These predictors were Self-Efficacy ($\beta=.29$) and Consistency of Interest ($\beta=.18$).

Table 5.20 showing regression analysis for Males with Academic and Sports Excellence revealed that three variables turned out to be relevant and were retained as predictors. They explained 51% of the variance ($R^2=0.51$) in the criterion variable. These predictors were Consistency of Interest ($\beta=.77$), Perseverance of Effort ($\beta=.47$) and Other-Oriented Perfectionism ($\beta=-.12$).

In the regression analysis with Emotional Intelligence as the criterion, the following variables were entered as the predictors Grit and its dimensions viz., Perseverance of Effort and Consistency of Interest; Self-Efficacy; Perfectionism and its dimensions viz. Self-Oriented, Other-Oriented and Socially Prescribed Perfectionism; Flow and its dimensions viz. Challenge-Skill Balance, Action-Awareness Merging, Clear Goals, Unambiguous Feedback, Concentration on Task at Hand, Sense of Control, Loss of Self-Consciousness, Transformation of Time and Autotelic experience.

Table 5.21 showing regression analysis for Total sample revealed that five variables turned out to be relevant and were retained as predictors. They explained 58% of the variance ($R^2=0.58$) in the criterion variable. These predictors were Self-
Efficacy ($\beta=.42$), Other-Oriented Perfectionism ($\beta=.30$), Perseverance of Effort ($\beta=-.16$), Clear Goals ($\beta=.16$) and Socially Prescribed Perfectionism ($\beta=.11$).

Table 5.22 showing regression analysis for Students with Academic Excellence revealed that five variables turned out to be relevant and were retained as predictors. They explained 37% of the variance ($R^2=0.37$) in the criterion variable. These predictors were Other-Oriented Perfectionism ($\beta=.26$), Sense of Control ($\beta=.24$), Consistency of Interest ($\beta=.20$), Concentration on Task at Hand ($\beta=.19$), and Socially Prescribed Perfectionism ($\beta=.26$).

Table 5.23 showing regression analysis for Students with Sports Excellence revealed that four variables turned out to be relevant and were retained as predictors. They explained 79% of the variance ($R^2=0.79$) in the criterion variable. These predictors were Self-Efficacy ($\beta=.23$), Action-Awareness Merging ($\beta=.28$), Sense of Control ($\beta=-.32$), and Transformation of Time ($\beta=-.35$).

Table 5.24 showing regression analysis for Females with Academic and Sports Excellence revealed that five variables turned out to be relevant and were retained as predictors. They explained 37% of the variance ($R^2=0.37$) in the criterion variable. These predictors were Self-Efficacy ($\beta=.17$), Other-Oriented Perfectionism ($\beta=.26$), Consistency of Interest ($\beta=.20$), Clear Goals ($\beta=.24$) and Transformation of Time ($\beta=.19$).

Table 5.25 showing regression analysis for Males with Academic and Sports Excellence revealed that four variables turned out to be relevant and were retained as predictors. They explained 79% of the variance ($R^2=0.79$) in the criterion variable. These predictors were Self-Efficacy ($\beta=.79$), Loss of Self-Consciousness ($\beta=-.25$), Autotelic Experience ($\beta=.19$) and Transformation of Time ($\beta=.12$).

The results have greater meaning and indications which are discussed in the chapter on Discussion.
Table 1.1
Means, SDs, Skewness and Kurtosis of Total Sample
(n = 200)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perseverance of Effort</td>
<td>4.83</td>
<td>0.21</td>
<td>-0.84</td>
<td>-0.24</td>
</tr>
<tr>
<td>2</td>
<td>Consistency of Interest</td>
<td>4.62</td>
<td>0.36</td>
<td>-0.44</td>
<td>-0.96</td>
</tr>
<tr>
<td>3</td>
<td>Grit (total)</td>
<td>4.74</td>
<td>0.17</td>
<td>-0.06</td>
<td>-1.05</td>
</tr>
<tr>
<td>4</td>
<td>Self-Oriented Perfectionism</td>
<td>93.56</td>
<td>7.88</td>
<td>-0.72</td>
<td>-0.84</td>
</tr>
<tr>
<td>5</td>
<td>Other-Oriented Perfectionism</td>
<td>88.19</td>
<td>6.18</td>
<td>-0.78</td>
<td>1.37</td>
</tr>
<tr>
<td>6</td>
<td>Socially Prescribed Perfectionism</td>
<td>93.13</td>
<td>5.83</td>
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<td>0.80</td>
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<tr>
<td>7</td>
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<td>8</td>
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<td>-0.06</td>
<td>-1.32</td>
</tr>
<tr>
<td>9</td>
<td>Challenge-Skill Balance</td>
<td>17.92</td>
<td>2.07</td>
<td>-0.29</td>
<td>1.07</td>
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<tr>
<td>10</td>
<td>Action-Awareness Merging</td>
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<td>1.63</td>
<td>-0.92</td>
<td>0.61</td>
</tr>
<tr>
<td>11</td>
<td>Clear Goals</td>
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<td>1.08</td>
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</tr>
<tr>
<td>12</td>
<td>Unambiguous Feedback</td>
<td>18.74</td>
<td>1.28</td>
<td>-0.78</td>
<td>-0.44</td>
</tr>
<tr>
<td>13</td>
<td>Concentration on Task at Hand</td>
<td>18.30</td>
<td>1.16</td>
<td>0.22</td>
<td>-0.67</td>
</tr>
<tr>
<td>14</td>
<td>Sense of Control</td>
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<td>1.33</td>
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<td>-1.07</td>
</tr>
<tr>
<td>15</td>
<td>Loss of Self-Consciousness</td>
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<td>3.52</td>
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</tr>
<tr>
<td>16</td>
<td>Transformation of Time</td>
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<td>-0.93</td>
</tr>
<tr>
<td>17</td>
<td>Autotelic Experience</td>
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<td>-0.51</td>
</tr>
<tr>
<td>18</td>
<td>Flow (total)</td>
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<td>-0.97</td>
<td>0.84</td>
</tr>
<tr>
<td>19</td>
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<td>457.74</td>
<td>7.98</td>
<td>-0.71</td>
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</tbody>
</table>
Table 1.2  
Means, SDs, Skewness and Kurtosis of Students with Academic Excellence  
(n = 100)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perseverance of Effort</td>
<td>4.79</td>
<td>0.24</td>
<td>-0.60</td>
<td>-0.68</td>
</tr>
<tr>
<td>2</td>
<td>Consistency of Interest</td>
<td>4.62</td>
<td>0.39</td>
<td>-0.64</td>
<td>-0.76</td>
</tr>
<tr>
<td>3</td>
<td>Grit (total)</td>
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<td>0.18</td>
<td>-0.37</td>
<td>-0.86</td>
</tr>
<tr>
<td>4</td>
<td>Self-Oriented Perfectionism</td>
<td>93.79</td>
<td>8.94</td>
<td>-0.68</td>
<td>-1.29</td>
</tr>
<tr>
<td>5</td>
<td>Other-Oriented Perfectionism</td>
<td>91.68</td>
<td>3.74</td>
<td>0.15</td>
<td>1.07</td>
</tr>
<tr>
<td>6</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.67</td>
<td>3.71</td>
<td>-0.58</td>
<td>-1.29</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>Self-Efficacy</td>
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<td>1.28</td>
<td>-0.39</td>
<td>-0.58</td>
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<tr>
<td>9</td>
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<td>-0.62</td>
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<tr>
<td>10</td>
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<td>1.62</td>
<td>-0.68</td>
<td>0.05</td>
</tr>
<tr>
<td>11</td>
<td>Clear Goals</td>
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<td>1.20</td>
<td>-0.41</td>
<td>-1.42</td>
</tr>
<tr>
<td>12</td>
<td>Unambiguous Feedback</td>
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<td>1.35</td>
<td>-0.76</td>
<td>-0.50</td>
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<tr>
<td>13</td>
<td>Concentration on Task at Hand</td>
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<td>0.99</td>
<td>0.67</td>
<td>-1.04</td>
</tr>
<tr>
<td>14</td>
<td>Sense of Control</td>
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</tr>
<tr>
<td>15</td>
<td>Loss of Self-Consciousness</td>
<td>14.88</td>
<td>4.04</td>
<td>-0.48</td>
<td>-1.22</td>
</tr>
<tr>
<td>16</td>
<td>Transformation of Time</td>
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<td>-0.40</td>
<td>-0.18</td>
</tr>
<tr>
<td>17</td>
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<td>-0.57</td>
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<td>18</td>
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<td>461.71</td>
<td>5.25</td>
<td>-0.77</td>
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Table 1.3
Means, SDs, Skewness and Kurtosis of Females with Academic Excellence
(n = 82)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perseverance of Effort</td>
<td>4.80</td>
<td>0.23</td>
<td>-0.81</td>
<td>-0.06</td>
</tr>
<tr>
<td>2</td>
<td>Consistency of Interest</td>
<td>4.64</td>
<td>0.38</td>
<td>-0.68</td>
<td>-0.81</td>
</tr>
<tr>
<td>3</td>
<td>Grit (total)</td>
<td>4.76</td>
<td>0.17</td>
<td>-0.32</td>
<td>-0.98</td>
</tr>
<tr>
<td>4</td>
<td>Self-Oriented Perfectionism</td>
<td>94.52</td>
<td>8.86</td>
<td>-0.85</td>
<td>-1.06</td>
</tr>
<tr>
<td>5</td>
<td>Other-Oriented Perfectionism</td>
<td>91.90</td>
<td>3.39</td>
<td>0.85</td>
<td>-0.13</td>
</tr>
<tr>
<td>6</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.77</td>
<td>3.64</td>
<td>-0.63</td>
<td>-1.20</td>
</tr>
<tr>
<td>7</td>
<td>Perfectionism (total)</td>
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<td>10.99</td>
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<td>-0.80</td>
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<tr>
<td>8</td>
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<td>1.28</td>
<td>-0.40</td>
<td>-0.46</td>
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<tr>
<td>9</td>
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<td>2.36</td>
<td>-0.88</td>
<td>-0.38</td>
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<tr>
<td>10</td>
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<td>1.57</td>
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<td>0.49</td>
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<td>-0.81</td>
<td>-0.51</td>
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<td>13</td>
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<td>18.54</td>
<td>0.97</td>
<td>0.72</td>
<td>-1.07</td>
</tr>
<tr>
<td>14</td>
<td>Sense of Control</td>
<td>19.11</td>
<td>1.22</td>
<td>-0.76</td>
<td>-1.20</td>
</tr>
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<td>4.17</td>
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<tr>
<td>16</td>
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<td>1.05</td>
<td>-0.06</td>
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<tr>
<td>17</td>
<td>Autotelic Experience</td>
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<td>1.73</td>
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<td>-0.67</td>
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<td>19</td>
<td>Emotional Intelligence</td>
<td>462.01</td>
<td>4.92</td>
<td>-0.72</td>
<td>-0.70</td>
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Table 1.4
Means, SDs, Skewness and Kurtosis of Males with Academic Excellence
(n = 18)

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<th>S. No.</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perseverance of Effort</td>
<td>4.72</td>
<td>0.26</td>
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<td>-2.20</td>
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<tr>
<td>2</td>
<td>Consistency of Interest</td>
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<td>0.41</td>
<td>-0.54</td>
<td>-0.61</td>
</tr>
<tr>
<td>3</td>
<td>Grit (total)</td>
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<td>0.21</td>
<td>-0.33</td>
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<tr>
<td>4</td>
<td>Self-Oriented Perfectionism</td>
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<td>-0.06</td>
<td>-1.69</td>
</tr>
<tr>
<td>5</td>
<td>Other-Oriented Perfectionism</td>
<td>90.67</td>
<td>5.03</td>
<td>-0.60</td>
<td>1.12</td>
</tr>
<tr>
<td>6</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.22</td>
<td>4.07</td>
<td>-0.42</td>
<td>-1.74</td>
</tr>
<tr>
<td>7</td>
<td>Perfectionism (total)</td>
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<td>-1.28</td>
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<td>Self-Efficacy</td>
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<td>1.32</td>
<td>-0.40</td>
<td>-1.04</td>
</tr>
<tr>
<td>9</td>
<td>Challenge-Skill Balance</td>
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<td>2.33</td>
<td>-0.70</td>
<td>-1.61</td>
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<tr>
<td>10</td>
<td>Action-Awareness Merging</td>
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<td>-1.53</td>
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<td>Clear Goals</td>
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<td>-0.15</td>
<td>-1.87</td>
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<td>1.15</td>
<td>-0.88</td>
<td>0.25</td>
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<td>1.09</td>
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<td>-0.96</td>
</tr>
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<td>14</td>
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<td>1.18</td>
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<td>-1.75</td>
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<td>Loss of Self-Consciousness</td>
<td>12.17</td>
<td>1.62</td>
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<td>0.23</td>
</tr>
<tr>
<td>16</td>
<td>Transformation of Time</td>
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<td>1.40</td>
<td>-0.72</td>
<td>-0.48</td>
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<td>18</td>
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<td>-0.36</td>
</tr>
<tr>
<td>19</td>
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<td>460.33</td>
<td>6.55</td>
<td>-0.65</td>
<td>-1.38</td>
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</table>
Table 1.5
Means, SDs, Skewness and Kurtosis of Students with Sports Excellence
(n = 100)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
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<td>1</td>
<td>Perseverance of Effort</td>
<td>4.87</td>
<td>0.17</td>
<td>-0.93</td>
<td>-0.35</td>
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<td>2</td>
<td>Consistency of Interest</td>
<td>4.62</td>
<td>0.34</td>
<td>-0.15</td>
<td>-1.34</td>
</tr>
<tr>
<td>3</td>
<td>Grit (total)</td>
<td>4.73</td>
<td>0.17</td>
<td>0.29</td>
<td>-1.14</td>
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Means, SDs, Skewness and Kurtosis of Females with Sports Excellence  
(n = 27)

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Means, SDs, Skewness and Kurtosis of Males with Sports Excellence
(n = 73)

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Table 1.8
Means, SDs, Skewness and Kurtosis of Females with Academic and Sports Excellence
(n = 109)

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<td>3.71</td>
<td>90.59</td>
<td>6.45</td>
</tr>
<tr>
<td>7.</td>
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<td>268.61</td>
<td>15.23</td>
</tr>
<tr>
<td>8.</td>
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<td>37.69</td>
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</tr>
<tr>
<td>9.</td>
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<td>18.81</td>
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</tr>
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<td>10.</td>
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</tr>
<tr>
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<tr>
<td>12.</td>
<td>Unambiguous Feedback</td>
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<td>19.00</td>
<td>1.15</td>
</tr>
<tr>
<td>13.</td>
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</tr>
<tr>
<td>14.</td>
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<td>1.21</td>
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<td>1.40</td>
</tr>
<tr>
<td>15.</td>
<td>Loss of Self-Consciousness</td>
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<td>18.30</td>
<td>1.67</td>
</tr>
<tr>
<td>16.</td>
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<td>1.72</td>
</tr>
<tr>
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<td>18.86</td>
<td>1.29</td>
</tr>
<tr>
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</tr>
<tr>
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<td>461.71</td>
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<td>453.76</td>
<td>8.27</td>
</tr>
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</table>

*t-ratios significant at 0.05 level = 1.98

**t-ratios significant at 0.01 level = 2.56
Table 2.2
Means, SDs and t-ratios comparing Females with Academic and Sports Excellence and Males with Academic and Sports Excellence (n = 200)

<table>
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<tr>
<th>S. No.</th>
<th>Variables</th>
<th>Females with Academic and Sports Excellence (n=109)</th>
<th>Males with Academic and Sports Excellence (n=91)</th>
<th>t- ratios</th>
<th>p-value</th>
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<tbody>
<tr>
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<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Perseverance of Effort</td>
<td>4.81</td>
<td>0.23</td>
<td>4.85</td>
<td>0.19</td>
</tr>
<tr>
<td>2.</td>
<td>Consistency of Interest</td>
<td>4.68</td>
<td>0.35</td>
<td>4.54</td>
<td>0.36</td>
</tr>
<tr>
<td>3.</td>
<td>Grit (total)</td>
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<td>0.17</td>
<td>4.72</td>
<td>0.17</td>
</tr>
<tr>
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<td>7.96</td>
<td>91.78</td>
<td>7.45</td>
</tr>
<tr>
<td>5.</td>
<td>Other-Oriented Perfectionism</td>
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<td>85.32</td>
<td>6.71</td>
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<tr>
<td>6.</td>
<td>Socially Prescribed Perfectionism</td>
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<td>4.68</td>
<td>90.96</td>
<td>6.33</td>
</tr>
<tr>
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<td>15.71</td>
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<tr>
<td>8.</td>
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<td>1.33</td>
<td>37.64</td>
<td>1.49</td>
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<tr>
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<td>18.26</td>
<td>1.76</td>
</tr>
<tr>
<td>10.</td>
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<td>1.69</td>
<td>18.10</td>
<td>1.53</td>
</tr>
<tr>
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<td>1.11</td>
<td>18.48</td>
<td>1.03</td>
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<tr>
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<td>Unambiguous Feedback</td>
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<td>1.41</td>
<td>18.86</td>
<td>1.11</td>
</tr>
<tr>
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<td>1.24</td>
</tr>
<tr>
<td>14.</td>
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<td>1.24</td>
<td>18.51</td>
<td>1.38</td>
</tr>
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<td>16.95</td>
<td>2.93</td>
</tr>
<tr>
<td>16.</td>
<td>Transformation of Time</td>
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<td>1.52</td>
<td>18.03</td>
<td>1.78</td>
</tr>
<tr>
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<td>1.34</td>
</tr>
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<td>18.</td>
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<td>9.03</td>
<td>164.35</td>
<td>7.51</td>
</tr>
<tr>
<td>19.</td>
<td>Emotional Intelligence</td>
<td>461.65</td>
<td>5.24</td>
<td>453.04</td>
<td>8.18</td>
</tr>
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</table>

*t-ratios significant at 0.05 level = 1.98
**t-ratios significant at 0.01 level = 2.56
Table 2.3
Means, SDs and t-ratios comparing Males and Females with Academic Excellence
(n = 100)

<table>
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<th>S. No.</th>
<th>Variables</th>
<th>Females with Academic Excellence (n=82)</th>
<th>Males with Academic Excellence (n=18)</th>
<th>t- ratios</th>
<th>p-value</th>
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<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Perseverance of Effort</td>
<td>4.80</td>
<td>0.23</td>
<td>4.72</td>
<td>0.26</td>
</tr>
<tr>
<td>2.</td>
<td>Consistency of Interest</td>
<td>4.64</td>
<td>0.38</td>
<td>4.50</td>
<td>0.41</td>
</tr>
<tr>
<td>3.</td>
<td>Grit (total)</td>
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<td>0.17</td>
<td>4.69</td>
<td>0.21</td>
</tr>
<tr>
<td>4.</td>
<td>Self-Oriented Perfectionism</td>
<td>94.52</td>
<td>8.86</td>
<td>90.44</td>
<td>8.75</td>
</tr>
<tr>
<td>5.</td>
<td>Other-Oriented Perfectionism</td>
<td>91.90</td>
<td>3.39</td>
<td>90.67</td>
<td>5.03</td>
</tr>
<tr>
<td>6.</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.77</td>
<td>3.64</td>
<td>95.22</td>
<td>4.07</td>
</tr>
<tr>
<td>7.</td>
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<td>38.11</td>
<td>1.32</td>
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<tr>
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<td>17.22</td>
<td>2.36</td>
<td>16.17</td>
<td>2.33</td>
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<tr>
<td>10.</td>
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<td>1.57</td>
<td>16.17</td>
<td>1.62</td>
</tr>
<tr>
<td>11.</td>
<td>Clear Goals</td>
<td>18.84</td>
<td>1.18</td>
<td>18.67</td>
<td>1.33</td>
</tr>
<tr>
<td>12.</td>
<td>Unambiguous Feedback</td>
<td>18.54</td>
<td>1.39</td>
<td>18.17</td>
<td>1.15</td>
</tr>
<tr>
<td>13.</td>
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<td>1.09</td>
</tr>
<tr>
<td>14.</td>
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<td>1.22</td>
<td>18.89</td>
<td>1.18</td>
</tr>
<tr>
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<td>1.62</td>
</tr>
<tr>
<td>16.</td>
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<td>1.05</td>
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<tr>
<td>17.</td>
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<td>18.78</td>
<td>1.40</td>
</tr>
<tr>
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</tr>
<tr>
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<td>462.01</td>
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<td>460.33</td>
<td>6.55</td>
</tr>
</tbody>
</table>

*t-ratios significant at 0.05 level = 1.98

**t-ratios significant at 0.01 level = 2.56
Table 2.4
Means, SDs and t-ratios comparing Males and Females with Sports Excellence
(n= 100)

<table>
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<th>S. No.</th>
<th>Variables</th>
<th>Females with Sports Excellence (n=27)</th>
<th>Males with Sports Excellence (n=73)</th>
<th>t- ratios</th>
<th>p-value</th>
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<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Perseverance of Effort</td>
<td>4.84</td>
<td>0.21</td>
<td>4.88</td>
<td>0.16</td>
</tr>
<tr>
<td>2.</td>
<td>Consistency of Interest</td>
<td>4.81</td>
<td>0.23</td>
<td>4.55</td>
<td>0.35</td>
</tr>
<tr>
<td>3.</td>
<td>Grit (total)</td>
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<td>0.18</td>
<td>4.73</td>
<td>0.16</td>
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<td>92.11</td>
<td>7.12</td>
</tr>
<tr>
<td>5.</td>
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<td>84.00</td>
<td>6.44</td>
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<tr>
<td>6.</td>
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<td>6.42</td>
<td>89.90</td>
<td>6.37</td>
</tr>
<tr>
<td>7.</td>
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<td>18.78</td>
<td>1.11</td>
</tr>
<tr>
<td>10.</td>
<td>Action-Awareness Merging</td>
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<tr>
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<td>0.94</td>
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<tr>
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<td>Unambiguous Feedback</td>
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<td>1.44</td>
<td>19.03</td>
<td>1.04</td>
</tr>
<tr>
<td>13.</td>
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<td>17.33</td>
<td>0.92</td>
<td>18.36</td>
<td>1.28</td>
</tr>
<tr>
<td>14.</td>
<td>Sense of Control</td>
<td>18.85</td>
<td>1.32</td>
<td>18.41</td>
<td>1.41</td>
</tr>
<tr>
<td>15.</td>
<td>Loss of Self-Consciousness</td>
<td>18.78</td>
<td>1.42</td>
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<td>1.72</td>
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<tr>
<td>16.</td>
<td>Transformation of Time</td>
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<td>1.54</td>
</tr>
<tr>
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<td>1.18</td>
<td>18.81</td>
<td>1.33</td>
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<tr>
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<td>460.56</td>
<td>6.10</td>
<td>451.25</td>
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</tr>
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</table>

*t-ratios significant at 0.05 level = 1.98
**t-ratios significant at 0.01 level = 2.56
Figure 1: Mean scores of students with academic excellence and students with sports excellence on Grit and its dimensions and Self-Efficacy.
Figure 2: Mean scores of students with academic excellence and students with sports excellence on Perfectionism and its dimensions and Emotional Intelligence.
Figure 3: Mean scores of students with academic excellence and students with sports excellence on Flow and its dimensions
Figure 4: Mean scores of gender differences on Grit and its dimensions and Self-Efficacy
Figure 5: Mean scores of gender differences on Perfectionism and its dimensions and Emotional Intelligence
Figure 6: Mean scores of gender differences on dimensions of Flow and its dimensions
### Table 3.1

**Analysis of Variance of Perseverance of Effort**

<table>
<thead>
<tr>
<th>Sources of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Sum of Square</th>
<th>F-Values</th>
<th>Level of Significance</th>
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<tbody>
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<td>0.32</td>
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<td>0.01</td>
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<tr>
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<td>0.11</td>
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<td>0.11</td>
</tr>
<tr>
<td>Within Treatment</td>
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<td>196</td>
<td>0.04</td>
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<td></td>
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<tr>
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</table>

**Note:**
- Groups – Academic vs Sports Excellence
- Gender – Two levels: Males and Females

### Table 3.2

**Analysis of Variance of Consistency of Interest**

<table>
<thead>
<tr>
<th>Sources of Variance</th>
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<th>Mean Sum of Square</th>
<th>F-Values</th>
<th>Level of Significance</th>
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</thead>
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<td>0.11</td>
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</table>
Table 3.3

Analysis of Variance of Grit

<table>
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</tr>
</thead>
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<td>0.00</td>
<td>0.01</td>
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<td>0.03</td>
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<td>0.31</td>
</tr>
<tr>
<td>Groups X Gender</td>
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<td>0.05</td>
<td>1.73</td>
<td>0.19</td>
</tr>
<tr>
<td>Within Treatment</td>
<td>5.85</td>
<td>196</td>
<td>0.03</td>
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</tr>
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Table 3.4

Analysis of Variance of Self-Oriented Perfectionism

<table>
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<th>Mean Sum of Square</th>
<th>F-Values</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
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<td>117.63</td>
<td>1.97</td>
<td>0.16</td>
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<td>618.84</td>
<td>10.36</td>
<td>0.00</td>
</tr>
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<td>1.37</td>
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</tr>
<tr>
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Table 3.5
Analysis of Variance of Other-Oriented Perfectionism

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Table 3.6
Analysis of Variance of Socially Prescribed Perfectionism

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Analysis of Variance of Perfectionism

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Analysis of Variance of Self-Efficacy

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Analysis of Variance of Challenge-Skill Balance

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### Table 3.10

Analysis of Variance of Action-Awareness Merging

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Analysis of Variance of Clear Goals

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Analysis of Variance of Unambiguous Feedback

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Analysis of Variance of Concentration on Task at Hand

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### Table 3.14
Analysis of Variance of Sense of Control

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Table 3.15

Analysis of Variance of Loss of Self-Consciousness

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Table 3.16

Analysis of Variance of Transformation of Time

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Analysis of Variance of Autotelic Experience

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Table 3.18
Analysis of Variance of Flow

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Analysis of Variance of Emotional Intelligence

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*p < 0.05
**p < 0.01

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**Correlation is significant at the 0.01 level \( p < 0.01 \)

*Correlation is significant at the 0.05 level \( p < 0.05 \)
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**Correlation is significant at the 0.01 level (p < 0.01)
*Correlation is significant at the 0.05 level (p < 0.05)
### Table 4.8

Intercorrelation Matrix of Females with Academic and Sports Excellence (n=109)

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<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Other-Oriented Perfectionism</td>
<td>88.19</td>
<td>6.18</td>
<td></td>
<td>0.47</td>
<td>0.36</td>
<td>5.43</td>
<td>0.00</td>
<td>0.23</td>
<td>57.42</td>
<td>1,198</td>
<td>0.00</td>
<td>0.23</td>
<td>57.42</td>
</tr>
<tr>
<td>2</td>
<td>Unambiguous Feedback</td>
<td>18.74</td>
<td>1.28</td>
<td></td>
<td>0.57</td>
<td>0.24</td>
<td>4.01</td>
<td>0.00</td>
<td>0.32</td>
<td>46.63</td>
<td>2,197</td>
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</tr>
<tr>
<td>3</td>
<td>Self-Efficacy</td>
<td>37.97</td>
<td>1.44</td>
<td></td>
<td>0.60</td>
<td>0.22</td>
<td>3.20</td>
<td>0.00</td>
<td>0.36</td>
<td>35.94</td>
<td>3,196</td>
<td>0.00</td>
<td>0.03</td>
<td>10.21</td>
</tr>
</tbody>
</table>

Multiple $R^2 = 0.36$; $F$-value = 35.94; $df = 3,196$; $p < 0.01$
Table 5.2
Stepwise Multiple Regression Equation for Students with Academic Excellence for the Criterion Variable of Grit
(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
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<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Other-Oriented Perfectionism</td>
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<td>1.98</td>
<td>0.00</td>
<td>0.39</td>
<td>62.95</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.67</td>
<td>3.71</td>
<td>0.66</td>
<td>0.20</td>
<td>2.34</td>
<td>0.02</td>
<td>0.44</td>
<td>37.65</td>
<td>2.97</td>
<td>0.00</td>
<td>0.05</td>
<td>7.91</td>
<td>0.01</td>
</tr>
<tr>
<td>3</td>
<td>Emotional Intelligence</td>
<td>461.71</td>
<td>5.25</td>
<td>0.68</td>
<td>0.19</td>
<td>2.24</td>
<td>0.03</td>
<td>0.47</td>
<td>27.82</td>
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<td>0.00</td>
<td>0.03</td>
<td>5.03</td>
<td>0.03</td>
</tr>
</tbody>
</table>

Multiple $R^2 = 0.47$; F-value = 27.83; df = 3,96; $p < 0.01$
Table 5.3

Stepwise Multiple Regression Equation for Students with Sports Excellence for the Criterion Variable of Grit

(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Efficacy</td>
<td>37.69</td>
<td>1.54</td>
<td></td>
<td>0.59</td>
<td>0.29</td>
<td>2.55</td>
<td>0.01</td>
<td>0.35</td>
<td>53.42</td>
<td>1.98</td>
<td>0.00</td>
<td>0.35</td>
<td>53.42</td>
</tr>
<tr>
<td>2</td>
<td>Other-Oriented Perfectionism</td>
<td>84.70</td>
<td>6.17</td>
<td></td>
<td>0.64</td>
<td>0.32</td>
<td>3.49</td>
<td>0.00</td>
<td>0.41</td>
<td>33.30</td>
<td>2.97</td>
<td>0.00</td>
<td>0.05</td>
<td>8.89</td>
</tr>
<tr>
<td>3</td>
<td>Challenge-Skill Balance</td>
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<td></td>
<td>0.66</td>
<td>0.23</td>
<td>2.33</td>
<td>0.02</td>
<td>0.44</td>
<td>25.03</td>
<td>3.96</td>
<td>0.00</td>
<td>0.03</td>
<td>5.44</td>
</tr>
</tbody>
</table>

Multiple R² = 0.44; F-value = 25.03; df = 3,96; p < 0.01
### Table 5.4
Stepwise Multiple Regression Equation for the Females with Academic and Sports Excellence for the Criterion Variable of Grit
(n = 109)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Other-Oriented Perfectionism</td>
<td>90.59</td>
<td>4.47</td>
<td>0.47</td>
<td>0.47</td>
<td>5.62</td>
<td>0.00</td>
<td>0.22</td>
<td>30.58</td>
<td>1,107</td>
<td>0.00</td>
<td>0.22</td>
<td>30.58</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Unambiguous Feedback</td>
<td>18.63</td>
<td>1.41</td>
<td>0.52</td>
<td>0.37</td>
<td>3.53</td>
<td>0.00</td>
<td>0.27</td>
<td>19.78</td>
<td>2,106</td>
<td>0.00</td>
<td>0.05</td>
<td>7.20</td>
<td>0.01</td>
</tr>
<tr>
<td>3</td>
<td>Clear Goals</td>
<td>18.75</td>
<td>1.11</td>
<td>0.55</td>
<td>-0.24</td>
<td>-2.23</td>
<td>0.03</td>
<td>0.30</td>
<td>15.34</td>
<td>3,105</td>
<td>0.00</td>
<td>0.03</td>
<td>4.98</td>
<td>0.03</td>
</tr>
</tbody>
</table>

Multiple $R^2 = 0.30$; F-value = 15.34; df = 3,105; p < 0.01
Table 5.5
Stepwise Multiple Regression Equation for the Males with Academic and Sports Excellence for the Criterion Variable of Grit
(n = 91)

| S.No. | Independent Variables          | Mean | SD  | Regression Coefficient | β Coefficient | t    | p    | R²   | F    | df | p    | R² Change | F Change | p    |
|-------|--------------------------------|------|-----|------------------------|---------------|------|------|------|------|-----|------|-----------|----------|------|-----|
| 1     | Self-Efficacy                  | 37.64| 1.49| 0.80                   | 0.62          | 8.67 | 0.00 | 0.64 | 161.34| 1.89| 0.00 | 0.64      | 161.34   | 0.00 |
| 2     | Challenge-Skill Balance        | 18.26| 1.76| 0.85                   | 0.33          | 5.74 | 0.00 | 0.72 | 114.95| 2.88| 0.00 | 0.08      | 25.02    | 0.00 |
| 3     | Other-Oriented Perfectionism   | 85.32| 6.71| 0.86                   | 0.19          | 2.69 | 0.01 | 0.74 | 84.47 | 3.87| 0.00 | 0.02      | 7.23     | 0.01 |

Multiple R² = 0.74; F-value = 84.47; df = 3,87; p < 0.01
Table 5.6
Stepwise Multiple Regression Equation for the Total Sample for the Criterion Variable of Perfectionism
(n = 200)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Intelligence</td>
<td>457.74</td>
<td>7.98</td>
<td>0.54</td>
<td>0.36</td>
<td>4.48</td>
<td>0.00</td>
<td>0.29</td>
<td>80.95</td>
<td>1,198</td>
<td>0.00</td>
<td>0.29</td>
<td>80.95</td>
<td>0.00</td>
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<tr>
<td>2</td>
<td>Self-Efficacy</td>
<td>37.97</td>
<td>1.44</td>
<td>0.56</td>
<td>0.28</td>
<td>3.33</td>
<td>0.00</td>
<td>0.31</td>
<td>44.27</td>
<td>2,197</td>
<td>0.00</td>
<td>0.02</td>
<td>5.67</td>
<td>0.02</td>
</tr>
<tr>
<td>3</td>
<td>Transformation of Time</td>
<td>17.61</td>
<td>1.69</td>
<td>0.58</td>
<td>-0.17</td>
<td>-2.65</td>
<td>0.01</td>
<td>0.33</td>
<td>32.75</td>
<td>3,196</td>
<td>0.00</td>
<td>0.02</td>
<td>7.01</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Multiple R² = 0.33; F-value = 32.75; df = 3,196; p < 0.01
# Table 5.7

Stepwise Multiple Regression Equation for Students with Academic Excellence for the Criterion Variable of Perfectionism

(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Intelligence</td>
<td>461.71</td>
<td>5.25</td>
<td>0.30</td>
<td>0.24</td>
<td>2.49</td>
<td>0.01</td>
<td>0.09</td>
<td>9.86</td>
<td>1.98</td>
<td>0.00</td>
<td>0.09</td>
<td>9.86</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Self-Efficacy</td>
<td>38.25</td>
<td>1.28</td>
<td>0.36</td>
<td>0.21</td>
<td>2.11</td>
<td>0.04</td>
<td>0.13</td>
<td>7.32</td>
<td>2.97</td>
<td>0.00</td>
<td>0.04</td>
<td>4.44</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Multiple R² = 0.13; F-value = 7.32; df = 2,97; p < 0.01
Table 5.8
Stepwise Multiple Regression Equation for Students with Sports Excellence for the Criterion Variable of Perfectionism
(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Efficacy</td>
<td>37.69</td>
<td>1.54</td>
<td>0.51</td>
<td>5.79</td>
<td>0.00</td>
<td>0.26</td>
<td>33.52</td>
<td>1.98</td>
<td>0.00</td>
<td>0.26</td>
<td>33.52</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Multiple $R^2 = 0.26$; F-value = 33.52; df = 1,98; p < 0.01
Table 5.9  
Stepwise Multiple Regression Equation for the Females with Academic and Sports Excellence for the Criterion Variable of Perfectionism  
(n = 109)

| S.No. | Independent Variables                | Mean | SD  | Regression Coefficient | β Coefficient | t    | p   | R²  | F   | df  | p   | R² Change | F Change | p   |
|-------|--------------------------------------|------|-----|------------------------|---------------|------|-----|-----|-----|-----|-----|-----------|----------|-----|-----|
| 1     | Emotional Intelligence               | 461.65 | 5.24 | 0.39                   | 0.32          | 3.65 | 0.00| 0.15| 19.00| 1,107| 0.00| 0.15      | 19.00    | 0.00|
| 2     | Perseverance of Effort               | 4.81  | 0.23 | 0.47                   | 0.25          | 3.12 | 0.00| 0.22| 14.87| 2,106| 0.00| 0.07      | 9.28     | 0.00|
| 3     | Action-Awareness Merging             | 17.68 | 1.69 | 0.51                   | -0.39         | -3.83| 0.00| 0.26| 12.05| 3,105| 0.00| 0.04      | 5.22     | 0.02|
| 4     | Unambiguous Feedback                 | 18.63 | 1.41 | 0.57                   | 0.35          | 3.18 | 0.00| 0.32| 12.35| 4,104| 0.00| 0.07      | 10.11    | 0.00|

Multiple $R^2 = 0.32$; $F$-value = 12.35; $df = 4,104$; $p < 0.01$
### Table 5.10

**Stepwise Multiple Regression Equation for the Males with Academic and Sports Excellence for the Criterion Variable of Perfectionism**

(n = 91)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>Multiple R² = 0.26; F-value = 15.15; df = 2,88; p &lt; 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Efficacy</td>
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<td>1.49</td>
<td></td>
<td>0.46</td>
<td>0.53</td>
<td>5.46</td>
<td>0.00</td>
<td>0.21</td>
<td>23.31</td>
<td>1,89</td>
<td>0.00</td>
<td>0.21</td>
<td>23.31</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Unambiguous Feedback</td>
<td>18.86</td>
<td>1.11</td>
<td></td>
<td>-0.23</td>
<td>-2.40</td>
<td>0.02</td>
<td>0.26</td>
<td>15.15</td>
<td>2,88</td>
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<td>0.05</td>
<td>5.74</td>
<td>0.02</td>
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<td></td>
</tr>
<tr>
<td>S.No.</td>
<td>Independent Variables</td>
<td>Mean</td>
<td>SD</td>
<td>Regression Coefficient</td>
<td>β</td>
<td>t</td>
<td>p</td>
<td>R²</td>
<td>F</td>
<td>df</td>
<td>p</td>
<td>R² Change</td>
<td>F Change</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>----------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Emotional Intelligence</td>
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<td>7.98</td>
<td>0.64</td>
<td>0.46</td>
<td>7.76</td>
<td>0.00</td>
<td>0.41</td>
<td>135.79</td>
<td>1.198</td>
<td>0.00</td>
<td>0.41</td>
<td>135.79</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Transformation of Time</td>
<td>17.61</td>
<td>1.69</td>
<td>0.72</td>
<td>0.48</td>
<td>8.02</td>
<td>0.00</td>
<td>0.52</td>
<td>106.96</td>
<td>2.197</td>
<td>0.00</td>
<td>0.11</td>
<td>46.75</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Other-Oriented Perfectionism</td>
<td>88.19</td>
<td>6.18</td>
<td>0.75</td>
<td>0.21</td>
<td>3.32</td>
<td>0.00</td>
<td>0.57</td>
<td>85.44</td>
<td>3.196</td>
<td>0.00</td>
<td>0.05</td>
<td>20.84</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Perseverance of Effort</td>
<td>4.83</td>
<td>0.21</td>
<td>0.77</td>
<td>0.16</td>
<td>3.48</td>
<td>0.00</td>
<td>0.59</td>
<td>71.26</td>
<td>4.195</td>
<td>0.00</td>
<td>0.03</td>
<td>13.01</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sense of Control</td>
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<td>0.78</td>
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<td>3.40</td>
<td>0.00</td>
<td>0.61</td>
<td>60.23</td>
<td>5.194</td>
<td>0.00</td>
<td>0.01</td>
<td>7.15</td>
<td>0.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Challenge-Skill Balance</td>
<td>17.92</td>
<td>2.07</td>
<td>0.79</td>
<td>-0.13</td>
<td>-2.13</td>
<td>0.04</td>
<td>0.62</td>
<td>51.86</td>
<td>6.193</td>
<td>0.00</td>
<td>0.01</td>
<td>4.52</td>
<td>0.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Multiple R² = 0.62; F-value = 51.83; df = 6,193; p < 0.01
### Table 5.12
Stepwise Multiple Regression Equation for Students with Academic Excellence for the Criterion Variable of Self-Efficacy
(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.67</td>
<td>3.71</td>
<td>0.40</td>
<td>0.30</td>
<td>3.09</td>
<td>0.00</td>
<td>0.16</td>
<td>19.16</td>
<td>1,98</td>
<td>0.00</td>
<td>0.16</td>
<td>19.16</td>
<td>0.00</td>
</tr>
<tr>
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Multiple $R^2 = 0.32$; $F$-value = 11.03; $df = 4,95$; $p < 0.01$
Stepwise Multiple Regression Equation for Students with Sports Excellence for the Criterion Variable of Self-Efficacy

(n = 100)

<table>
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<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
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<th>R²</th>
<th>F</th>
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<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
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<td>9.85</td>
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<td>0.89</td>
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<td>0.96</td>
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<td>0.91</td>
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<td>Autotelic Experience</td>
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<td>3.75</td>
<td>0.00</td>
<td>0.92</td>
<td>226.90</td>
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<td>0.00</td>
<td>0.01</td>
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<td>7</td>
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<td>0.00</td>
<td>0.00</td>
<td>4.76</td>
<td>0.03</td>
</tr>
</tbody>
</table>

Multiple R² = 0.93; F-value = 186.79; df = 7,92; p < 0.01
Table 5.14
Stepwise Multiple Regression Equation for the Females with Academic and Sports Excellence for the Criterion Variable of Self-Efficacy
(n = 109)

| S.No. | Independent Variables         | Mean | SD  | Regression Coefficient | β Coefficient | t   | p   | R² | F  | df | p   | R² Change | F Change | p   |
|-------|-------------------------------|------|-----|-------------------------|---------------|-----|-----|----|----|----|-----|-----------|----------|-----|-----|
| 1     | Transformation of Time        | 17.25| 1.52| 0.43                    | 0.34          | 4.29| 0.00| 0.19| 24.89| 1,107| 0.00| 0.19      | 24.89    | 0.00 |
| 2     | Socially Prescribed Perfectionism | 94.94| 4.68| 0.56                    | 0.22          | 2.71| 0.01| 0.31| 23.94| 2,106| 0.00| 0.12      | 18.84    | 0.00 |
| 3     | Sense of Control              | 19.05| 1.24| 0.60                    | 0.21          | 2.69| 0.01| 0.36| 20.11| 3,105| 0.00| 0.05      | 8.89     | 0.00 |
| 4     | Perseverance of Effort        | 4.81 | 0.23| 0.63                    | 0.21          | 2.68| 0.01| 0.39| 16.96| 4,104| 0.00| 0.03      | 5.13     | 0.03 |
| 5     | Emotional Intelligence        | 461.65| 5.24| 0.65                    | 0.19          | 2.19| 0.03| 0.42| 15.02| 5,103| 0.00| 0.03      | 4.78     | 0.03 |

Multiple \( R^2 = 0.42 \); F-value = 15.02; df = 5,103; p < 0.01
Table 5.15
Stepwise Multiple Regression Equation for the Males with Academic and Sports Excellence for the Criterion Variable of Self-Efficacy

(n = 91)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
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<td>1</td>
<td>Emotional Intelligence</td>
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<td>8.18</td>
<td>0.81</td>
<td>0.53</td>
<td>9.96</td>
<td>0.00</td>
<td>0.66</td>
<td>171.67</td>
<td>1.89</td>
<td>0.00</td>
<td>0.66</td>
<td>171.67</td>
<td>0.00</td>
</tr>
<tr>
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<td>Consistency of Interest</td>
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<td>0.89</td>
<td>0.31</td>
<td>4.52</td>
<td>0.00</td>
<td>0.78</td>
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<td>0.00</td>
<td>0.13</td>
<td>51.54</td>
<td>0.00</td>
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<tr>
<td>3</td>
<td>Transformation of Time</td>
<td>18.03</td>
<td>1.78</td>
<td>0.90</td>
<td>0.34</td>
<td>5.43</td>
<td>0.00</td>
<td>0.81</td>
<td>127.07</td>
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<td>0.00</td>
<td>0.03</td>
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<td>Other-Oriented Perfectionism</td>
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<td>6.71</td>
<td>0.91</td>
<td>0.12</td>
<td>2.18</td>
<td>0.03</td>
<td>0.83</td>
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<td>Perseverance of Effort</td>
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<td>0.19</td>
<td>0.92</td>
<td>0.16</td>
<td>3.54</td>
<td>0.00</td>
<td>0.85</td>
<td>95.83</td>
<td>5.85</td>
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<td>0.02</td>
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<tr>
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<td>0.93</td>
<td>0.15</td>
<td>2.64</td>
<td>0.01</td>
<td>0.87</td>
<td>77.64</td>
<td>7.83</td>
<td>0.00</td>
<td>0.01</td>
<td>6.96</td>
<td>0.01</td>
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Multiple R² = 0.87; F-value = 77.64; df = 7,83; p < 0.01
Table 5.16
Stepwise Multiple Regression Equation for the Total Sample for the Criterion Variable of Flow
(n = 200)

<table>
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<th>S.No.</th>
<th>Independent Variables</th>
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<th>Regression Coefficient</th>
<th>β Coefficient</th>
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<th>p</th>
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<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F</th>
<th>df</th>
<th>p</th>
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<tr>
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<td>Other-Oriented Perfectionism</td>
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<td>0.39</td>
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<td>0.00</td>
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<td>4.88</td>
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<td>0.05</td>
<td>13.34</td>
<td>0.00</td>
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<tr>
<td>4</td>
<td>Perseverance of Effort</td>
<td>4.83</td>
<td>0.21</td>
<td>0.52</td>
<td>0.27</td>
<td>4.07</td>
<td>0.00</td>
<td>0.27</td>
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<td>4,195</td>
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<td>16.58</td>
<td>0.01</td>
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Multiple $R^2 = 0.27$; $F$-value $= 17.95$; df $= 4,195$; $p < 0.01$
Table 5.17  
Stepwise Multiple Regression Equation for Students with Academic Excellence for the Criterion Variable of Flow  
(n = 100)

<table>
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<th>S.No.</th>
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<th>SD</th>
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<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
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<tbody>
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<td>1</td>
<td>Other-Oriented Perfectionism</td>
<td>91.68</td>
<td>3.74</td>
<td>0.33</td>
<td>0.22</td>
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<td>0.03</td>
<td>0.11</td>
<td>12.23</td>
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<td>0.00</td>
<td>0.11</td>
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<td>0.01</td>
<td>0.15</td>
<td>8.59</td>
<td>2.97</td>
<td>0.00</td>
<td>0.04</td>
<td>4.51</td>
<td>0.04</td>
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<tr>
<td>3</td>
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Multiple $R^2 = 0.20$; F-value = 7.93; df = 3,96; $p < 0.01$
Table 5.18
Stepwise Multiple Regression Equation for Students with Sports Excellence for the Criterion Variable of Flow

(n = 100)

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<th>SD</th>
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<th>β Coefficient</th>
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<th>F</th>
<th>df</th>
<th>p</th>
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<th>F Change</th>
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<td></td>
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<tr>
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<td>0.89</td>
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<td>0.80</td>
<td>388.12</td>
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Multiple R² = 0.80; F-value = 388.12; df = 1.98; p < 0.01

Table 5.19
Stepwise Multiple Regression Equation for the Females with Academic and Sports Excellence for the Criterion Variable of Flow

(n = 109)

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<th>Independent Variables</th>
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<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
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<td></td>
<td></td>
<td></td>
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<td>0.10</td>
<td>11.97</td>
<td>0.00</td>
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<td>0.37</td>
<td>0.18</td>
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<td>0.05</td>
<td>0.13</td>
<td>8.12</td>
<td>2.106</td>
<td>0.00</td>
<td>0.03</td>
<td>3.95</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Multiple R² = 0.13; F-value = 8.12; df = 2,106; p < 0.01
Table 5.20
Stepwise Multiple Regression Equation for the Males with Academic and Sports Excellence for the Criterion Variable of Flow
(n = 91)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
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<td>0.36</td>
<td>0.48</td>
<td>0.77</td>
<td>8.57</td>
<td>0.00</td>
<td>0.23</td>
<td>26.99</td>
<td>1.89</td>
<td>0.00</td>
<td>0.23</td>
<td>26.99</td>
<td>0.00</td>
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<tr>
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<td>Perseverance of Effort</td>
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<td>5.97</td>
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<td>0.71</td>
<td>-0.28</td>
<td>-3.20</td>
<td>0.00</td>
<td>0.51</td>
<td>29.74</td>
<td>3.87</td>
<td>0.00</td>
<td>0.06</td>
<td>10.22</td>
<td>0.00</td>
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</tbody>
</table>

Multiple $R^2 = 0.51$; F-value = 29.74; df = 3.87; $p < 0.01$
<table>
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<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β Coefficient</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Efficacy</td>
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<td>1.44</td>
<td></td>
<td>0.64</td>
<td>0.42</td>
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<td>1.198</td>
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<td>135.79</td>
</tr>
<tr>
<td>2</td>
<td>Other-Oriented Perfectionism</td>
<td>88.19</td>
<td>6.18</td>
<td></td>
<td>0.73</td>
<td>0.30</td>
<td>5.15</td>
<td>0.00</td>
<td>0.53</td>
<td>109.60</td>
<td>2.197</td>
<td>2.197</td>
<td>0.12</td>
<td>49.88</td>
</tr>
<tr>
<td>3</td>
<td>Perseverance of Effort</td>
<td>4.83</td>
<td>0.21</td>
<td></td>
<td>-0.16</td>
<td>-3.39</td>
<td>0.00</td>
<td>0.55</td>
<td>79.66</td>
<td>3.196</td>
<td>3.196</td>
<td>0.02</td>
<td>9.89</td>
<td>0.00</td>
</tr>
<tr>
<td>4</td>
<td>Clear Goals</td>
<td>18.63</td>
<td>1.08</td>
<td></td>
<td>0.76</td>
<td>0.16</td>
<td>3.17</td>
<td>0.00</td>
<td>0.57</td>
<td>65.29</td>
<td>4.195</td>
<td>4.195</td>
<td>0.02</td>
<td>10.54</td>
</tr>
<tr>
<td>5</td>
<td>Socially Prescribed Perfectionism</td>
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<td>5.83</td>
<td></td>
<td>0.76</td>
<td>0.11</td>
<td>1.98</td>
<td>0.05</td>
<td>0.58</td>
<td>53.80</td>
<td>5.194</td>
<td>5.194</td>
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<td>3.92</td>
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</table>

Multiple R² = 0.58; F-value = 53.80; df = 5,194; p < 0.01
### Table 5.22
Stepwise Multiple Regression Equation for Students with Academic Excellence for the Criterion Variable of Emotional Intelligence
(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>β Regression Coefficient</th>
<th>t</th>
<th>p</th>
<th>R² Change</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Other-Oriented Perfectionism</td>
<td>91.68</td>
<td>3.74</td>
<td>0.45</td>
<td>0.26</td>
<td>2.78</td>
<td>0.01</td>
<td>0.20</td>
<td>25.03</td>
<td>0.00</td>
<td>0.20</td>
<td>25.03</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sense of Control</td>
<td>19.07</td>
<td>1.21</td>
<td>0.53</td>
<td>0.24</td>
<td>2.66</td>
<td>0.01</td>
<td>0.28</td>
<td>18.98</td>
<td>0.00</td>
<td>0.08</td>
<td>10.50</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Consistency of Interest</td>
<td>4.62</td>
<td>0.39</td>
<td>0.57</td>
<td>0.20</td>
<td>2.15</td>
<td>0.03</td>
<td>0.32</td>
<td>14.97</td>
<td>0.00</td>
<td>0.04</td>
<td>5.28</td>
<td>0.02</td>
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<tr>
<td>4</td>
<td>Concentration on Task at Hand</td>
<td>18.51</td>
<td>0.99</td>
<td>0.59</td>
<td>0.19</td>
<td>2.14</td>
<td>0.04</td>
<td>0.35</td>
<td>12.88</td>
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<td>0.03</td>
<td>4.81</td>
<td>0.03</td>
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</tr>
<tr>
<td>5</td>
<td>Socially Prescribed Perfectionism</td>
<td>95.67</td>
<td>3.71</td>
<td>0.61</td>
<td>0.26</td>
<td>2.78</td>
<td>0.01</td>
<td>0.37</td>
<td>13.73</td>
<td>0.00</td>
<td>0.03</td>
<td>4.57</td>
<td>0.04</td>
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</tr>
</tbody>
</table>

Multiple $R^2 = 0.37$; F-value = 13.73; df = 5,94; p < 0.01
Table 5.23
Stepwise Multiple Regression Equation for Students with Sports Excellence for the Criterion Variable of Emotional Intelligence
(n = 100)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>t</td>
<td>p</td>
<td>R²</td>
<td>F</td>
<td>df</td>
<td>p</td>
<td>R²</td>
<td>F</td>
<td>df</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Self-Efficacy</td>
<td>37.69</td>
<td>1.54</td>
<td>0.23</td>
<td>9.74</td>
<td>0.00</td>
<td>0.70</td>
<td>225.82</td>
<td>1.98</td>
<td>0.00</td>
<td>0.70</td>
<td>225.82</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Action-Awareness Merging</td>
<td>18.79</td>
<td>1.01</td>
<td>0.28</td>
<td>3.74</td>
<td>0.00</td>
<td>0.74</td>
<td>135.68</td>
<td>2.97</td>
<td>0.00</td>
<td>0.04</td>
<td>14.48</td>
<td>0.00</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Sense of Control</td>
<td>18.53</td>
<td>1.40</td>
<td>-0.32</td>
<td>-4.51</td>
<td>0.00</td>
<td>0.75</td>
<td>96.80</td>
<td>3.96</td>
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<td>5.75</td>
<td>0.02</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Transformation of Time</td>
<td>18.44</td>
<td>1.72</td>
<td>-0.35</td>
<td>-4.15</td>
<td>0.00</td>
<td>0.79</td>
<td>89.13</td>
<td>4.95</td>
<td>0.00</td>
<td>0.04</td>
<td>17.18</td>
<td>0.00</td>
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<td></td>
</tr>
</tbody>
</table>

Multiple R² = 0.79; F-value = 89.13; df = 4,95; p < 0.01
Table 5.24
Stepwise Multiple Regression Equation for the Females with Academic and Sports Excellence for the Criterion Variable of Emotional Intelligence
(n = 109)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β</th>
<th>t</th>
<th>P</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Efficacy</td>
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<td>1.33</td>
<td>0.40</td>
<td>0.17</td>
<td>1.74</td>
<td>0.08</td>
<td>0.16</td>
<td>20.55</td>
<td>1.107</td>
<td>0.00</td>
<td>0.16</td>
<td>20.55</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Other-Oriented Perfectionism</td>
<td>90.59</td>
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<td>0.50</td>
<td>0.26</td>
<td>2.92</td>
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<td>0.25</td>
<td>17.47</td>
<td>2.106</td>
<td>0.00</td>
<td>0.09</td>
<td>12.23</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>Consistency of Interest</td>
<td>4.68</td>
<td>0.35</td>
<td>0.55</td>
<td>0.20</td>
<td>2.40</td>
<td>0.02</td>
<td>0.30</td>
<td>15.15</td>
<td>3.105</td>
<td>0.00</td>
<td>0.05</td>
<td>8.16</td>
<td>0.01</td>
</tr>
<tr>
<td>4</td>
<td>Clear Goals</td>
<td>18.75</td>
<td>1.11</td>
<td>0.59</td>
<td>0.24</td>
<td>2.84</td>
<td>0.01</td>
<td>0.35</td>
<td>13.70</td>
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<td>0.00</td>
<td>0.04</td>
<td>6.81</td>
<td>0.01</td>
</tr>
<tr>
<td>5</td>
<td>Transformation of Time</td>
<td>17.25</td>
<td>1.52</td>
<td>0.61</td>
<td>0.19</td>
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<td>0.05</td>
<td>0.37</td>
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<td>5.103</td>
<td>0.00</td>
<td>0.02</td>
<td>4.07</td>
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</table>

Multiple $R^2 = 0.37$; F-value = 12.10; df = 5,103; $p < 0.01$
Table 5.25
Stepwise Multiple Regression Equation for the Males with Academic and Sports Excellence for the Criterion Variable of Emotional Intelligence
(n = 91)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>t</th>
<th>P</th>
<th>$R^2$</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>$R^2$ Change</th>
<th>F Change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1.49</td>
<td>0.81</td>
<td>0.79</td>
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<td>0.66</td>
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<td>0.00</td>
<td>0.66</td>
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</tr>
<tr>
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<td>0.00</td>
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</tr>
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</tr>
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<td>1.78</td>
<td>0.89</td>
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<td>-2.01</td>
<td>0.05</td>
<td>0.79</td>
<td>82.35</td>
<td>4,86</td>
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<td>4.05</td>
</tr>
</tbody>
</table>

Multiple $R^2 = 0.79$; F-value = 82.35; df = 4.86; p < 0.01