

CHAPTER I

INTRODUCTION

1.1 Preamble

An important aspect of an individual's life after completion of education is building career in relation to the field of expertise or a work where competencies are useful. A well-established career is one that is carefully chosen and dutifully performed. Selecting a job that is in line with your profession can lead to a successful career. Career decision making is very critical in every individual for the fulfillment of that aspect in one's life. It is a process of choosing a career choice based on personal skills and experiences. The problem with some people who cannot make up their minds on the kind of career to make is that they end up hopping from job to another, without any clear path or direction. A constant job shift does not reflect a reputable image of being a good working professional. The ultimate goal of a successful career is contentment in the chosen field. In fact, intelligence constitutes the basic characteristic of human beings that is useful in career decision making. The degree of intelligence is reflected by the clarity of purpose, thought and action in an individual's behavior. It involves understanding the specific situation in which the individual finds himself, and appropriately responding to it. It includes assimilation of information, processing of information, judicious selection of an alternative out of the multitude of alternatives presented, and rational decision making. Thus, intelligence consists in acting in a given situation with use of past experience, with due regard to what is novel in the situation, and to the whole situation rather than to some striking part of it. It denotes having insight into the key to the whole situation or problem. Emotions contain information about a person's relationship with the environment and can be triggered when the person-environment relationship changes (Lazarus, 1991). During social interactions, verbal and non-verbal emotional expressions convey information about one's

own and others' thoughts, intentions, and behaviors (Buck, 1984; Ekman, 1973; Keltner and Haidt, 2001). Emotional intelligence is an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. The term emotional intelligence first appeared in a series of academic articles of Mayer and Salovey (1993). Goleman (1995) defines emotional intelligence as the abilities such as being able to motivate one self, to control impulse and delay gratification, to regulate one's mood and keep distress from swamping the ability to think. Bar-On (1997) defines emotional intelligence as "an array of personal, emotional, and social capabilities and skills that influence one's ability to succeed in coping with environmental demands and pressures".

Further, to improve emotional intelligence one has to engage in regular physical activity, because regular physical activity (PA) is one of the best ways to improve general health, including physical, psychological, and emotional health. Physical activity has become the prime health indicator; it plays an essential role in enhancing physical fitness and health-related behavior, prolonging life, improving health-related physical fitness, enhancing weight management, and lowering the risk of morbidity and mortality from diseases, and has a positive influence on various medical disorders (Sundblad *et al.* 2008; Pedersen and Saltin 2006; Brosnahan *et al.* 2004; Vuori 1998). While PA is a pivotal factor on physical fitness (Chu and Huang 2005), Nieman (1998) indicated that low fitness level has become the most important indicator of all the risk factors for premature death. The association of psychological health and moderate PA participation has been demonstrated in previous studies. Through reviewing population studies, narrative and quantitative (e.g. meta-analyses) research literature, Biddle *et al.* (2000) summarized that PA is associated with more positive self-perception, positive affect and mood, low-to-moderate anxiety-reducing effect, and decreased risks of developing clinical depression. Some Researchers

addressed the impact of PA on perceived health in students and found that persons attaining recommended PA guidelines were more likely to have better overall health related physical fitness and perceived health status (Zahran *et al.* 2007; Brown *et al.* 2003).

PA also plays an important role in enhancing the emotional health of individuals. Emotions are an integral and significant aspect of human nature and the motivation for behavior. According to Goleman (1995), being able to monitor and regulate one's own feelings, understand the feelings of others, and use that "emotion" or "feeling" knowledge to guide thoughts and actions is known as emotional intelligence (EI). EI is the ability to perceive, integrate, understand, and manage emotions (BarOn 2002), which are concerned with understanding oneself and others, relating to people, and adapting to and coping more successfully with environmental demands. EI is, therefore, an important indicator of future success in many aspects of life (BarOn 2002; Saarni 1999; Goleman 1995). Many researchers attribute the following emotional benefits to regular physical activity (Hellison 2003; Leith 2002; Kerr and Kuk 2001; Baker and Brownell 2000): enhanced positive and pleasant emotions (Turnbull and Wolfson 2002; Sonstroem and Morgan 1989), positive mood and more moderate anxiety-reduction effects (Biddle 2000), elevating sense of happiness (Szabo 2003), and higher levels of optimism (Kavussanu and McAuley 1995). Nevertheless, in recent years, interest has grown in the significance of individual differences in career decision-making (Gati *et al.*, 2010; Savickas, 2004). Awareness has also gradually increased that career decision-making is complex and multidimensional and that individual characteristics have to be taken into account in order to understand the way in which individuals deal with their career decisions (Gati *et al.*, 2010). From this perspective, emotional intelligence appears to be a particularly promising variable in career decision-making processes (Di Fabio and Kenny, 2011).

However, there has been no study on the correlation between emotional intelligence, health related physical fitness and career decision

making of junior college students. In an attempt to rise the awareness of junior college students towards the utmost importance of the realization of the correlation between emotional intelligence towards health related physical fitness and career decision making this study has been undertaken.

1.2 Genesis of Emotional Intelligence

A) Genesis of Emotional intelligence

Human beings have an inherent tendency of behaviour when in emotional state of mind. Emotions such as love, anger, fear, happiness, sadness, and surprise play a very crucial role in determination of behaviour of a person. Our culture, life, and experience transform such behavioural tendencies which are biological. A person should be well aware of the root causes of his/her emotions in order to be in line with his/her emotional intelligence. The sense of smell i.e. olfactory lobe has played a very important role in the survival and evolution of emotional life of humans since primitive times.

Olfactory lobe is responsible for evolution of emotions. Olfactory lobe helped in differentiation of edible and non-edible food items. It also helped primitive man to differentiate between enemy or friend and thus helped them to decide whether to attack or not. Emotions such as fear and love were evolved along with evolution of limbic system which resulted in such enhanced emotions. Thinking brain is the result of refined limbic system over a period of time.

Thus, it is evident that thinking brain evolved after evolution of emotional brain. Learning and memory were two tools which were introduced at this point of evolution. Understanding facts was easier for the newly evolved thinking brain. If eating something made an animal sick, it knew that thing should not be eaten again. Such tactics of survival became sophisticated over a period of time. Evolution of Neocortex provided the ability

to understand a particular feeling and forming an opinion about it. As time passed by, brain evolved in two specific areas i.e. one that feels and one that thinks, namely, emotional minds and the rational mind. Emotions influence the thinking brain as the emotional centres have evolved over a period of time as compared to the other parts of the brain.

An example is presented here regarding emotional hijacking which was given by Daniel Goleman in his book. In this story, a girl was planning to sleep at a friend's place one night but changed her mind and came to her home in order to surprise her parents. In her home, she hid in the cupboard due to which strange noises came from her room. Upon hearing such noises, her father's reaction was to take his gun and search for the reason for such noises. As he went into the girl's bedroom, the girl came out of the cupboard suddenly and shouted in order to surprise her father. He shot her in the neck and she died on the spot. The resulting fear caused emotional hijacking of the girl's father (Goleman, 1995).

B) Genesis of Career decision making

The history of career theory is driven by social and economic realities. The modern concept of career is the product of the industrial age (Watts, 1996). During the industrial age, most individuals were employed by large organizations whose primary purpose was producing a tangible product. These organizations provided much of the structure for people's lives. The vertically integrated hierarchical organizations provided the opportunity for advancement through promotion up the corporate ladder. During the industrial age, work was concentrated in employment, learning was concentrated in education, and education preceded employment. The role of career counseling was to facilitate the passage from one system (education) to the next (employment). This why most career counseling takes place in educational institutions.

The beginning of the formulation of career development theories arrived with Frank Parsons in the early twentieth century (Brewer, 1942). Frank Parsons began his work at the Vocational Bureau in Boston in 1908. He is credited with first using the term vocational guidance to describe the methods that he used with young people. Parsons urged that vocational guidance become a part of the public school program with experts to conduct it. Although Parsons never developed a formal theory of career development, most career theorists credit his work as being the framework upon which career theory has developed.

In fact, career decision-making is not a once-off activity. It is a process which you may be involved in throughout your life. In the past century careers tended to follow a more or less stable pattern and many people pursued the same career (possibly with some advancement within it) for an entire lifetime. In the 21st century the world of work is unpredictable and requires a flexible proactive approach. New careers are constantly emerging and existing careers are undergoing change. Your first choice however, remains crucial. It is certainly an advantage to your future career development to start off in a suitable field.

There are many kinds of career decisions you are likely to make throughout your life, and these may include:

- choosing a course of study after leaving school
- deciding on post-graduate studies
- deciding on a job offer
- making a change in career field
- choosing to specialize in a specific area within your chosen field
- deciding whether to start your own business

C) Genesis of Health related physical fitness

According to AAHPERD, Health-Related Physical Fitness can be viewed as, “physical fitness is a multifaceted continua extending from birth to death. Affected by physical Activity, it ranges from optimal abilities in all aspects of life through high and low levels of different physical fitness, to severely limiting disease and dysfunction.” The health related physical fitness is assessed through four major components i.e. cardiovascular endurance, body fat %, flexibility and abdominal muscles strength.

Cardiovascular fitness is a special form of muscular endurance. It is the efficiency of the heart, lungs, and vascular system in delivering oxygen to the working muscle tissues so that prolonged physical work can be maintained. A person’s ability to deliver oxygen to the working muscles is affected by many physiological parameters, including heart rate, stroke volume, cardiac output, and maximal oxygen consumption.

Further, obese people are more likely to develop functional disorders of the heart, which in the long run leads towards high blood pressure and diabetes. It is, therefore, important to note that problems of obesity should be tackled right from childhood. Research suggests that obese children develop into obese adults. Nearly half of all your body fat is situated deep inside your body whilst the remainder is between the skin and the muscles. Body fatness of an individual can be determined quite easily by measuring skin folds-thickness of fat under the folds of the skin. The instrument used for measuring is called a skin fold caliper.

Everybody needs a certain amount of *flexibility* to perform daily chores smoothly. Most young children up to the age of five have extremely flexible joints. It is advisable to try and maintain this flexibility throughout childhood and maturity. In brief, flexibility is an important aspect of physical fitness and performance. Flexibility is specific to the person performing the exercise, to

the type of sport plays. The principle of progression should be observed; it is better to begin achieving flexibility gradually than to overdo at first.

Further, *abdominal muscle strength and endurance* is a useful factor to enrich a good health. Poor state of cardiovascular efficiency and flexibility and excessive percentage of *body fat* may affect one's abdominal strength and endurance, which is profoundly evident among the young generation. Moreover, appliances of modern technology lead ample comfort so that man is compelled to live sedentary life. This is also commonly seen among the student population. Therefore, the number of low-fit students is increasing day by day.

To summarize the genesis, the information stated above indicates that there may exist a common link between emotional intelligence, health related physical fitness and decision making ability.

1.3 Importance of Emotional Intelligence, Career decision making and Health related physical fitness in students

It has been already shown that emotional intelligence and academic intelligence are two distinct things and are unrelated. Past studies proved that there is no guarantee of prosperity, life success, happiness or prestige even if the IQ score is high. Emotional intelligence is often ignored by the schools and only academic intelligence is focussed in growing children. According to a research work carried out in 95 graduates from Harvard who were followed into their middle age, lower IQ score men were more successful as compared to higher IQ score men. Happiness, productivity, life satisfaction and status among friends and family were lower in high IQ men. Therefore, it was clear that emotional intelligence should be introduced and encouraged in schools so that in future, all round growth of the individual takes place and lives a fulfilling life.

The people who are aware of their emotions and are adept at recognizing their emotions and manage their feelings as well as know how to handle feelings of others' always have an edge over others in any phase of their lives. According to Howard Garner, who is a psychologist at Harvard School of Education, states that the most important intelligence amongst all other type of intelligence is interpersonal intelligence. It consists of four main abilities i.e. 1) social analysis 2) conflict solving ability 3) leadership 4) nurturing relationships. Interpersonal intelligence involves the ability of appropriate response to temperaments, moods, desires, and motivation of other people around us. Mr. Garner believes that interpersonal intelligence is the most important of all types of intelligences. He also states that the children must be trained in schools and their natural competencies must be identified rather than stressing on their academic ranking.

Emotional intelligence consists of five domains. First of all, it is necessary to be able to identify and recognize emotions of oneself in order to higher self-awareness. One having high emotional intelligence should be aware of his/her feelings as they occur. Rather than getting confused in the feelings, one should be aware of the happenings which are occurring in his/her body and achieving self reflection in an emotionally turbulent condition. Secondly, a person should be able to manage his/her emotions. A person should be able to recognize and handle his/her own feelings. Thirdly, a person must be able to self-motivate and utilize his/her emotion in the right direction. Fourthly, a person should be able to recognize emotions in others in order to get empathy, their wants and needs. Fifthly, social incompetence and competence help a person to gain skills which help them to manage emotions in people who are around.

Therefore, health related physical fitness, emotional intelligence and career decision making ability doesn't come inherently. In fact, these abilities come through competencies and life experiences and continue to improve throughout the life.

1.4 Statement of the Problem

In recent years, interest has grown with regards to the impact of individual differences in career decision-making (Gati, Landman, Davidovitch, Asulin-Peretz and Gadassi, 2010). Career thoughts can be defined as outcomes of an individual's thinking about assumptions, attitudes, behaviors, beliefs, feelings, plans, and/or strategies related to career problem solving and decision-making (Sampson *et al.*, 1996). Career indecision has demonstrated an empirical relationship particularly with other emotional factors such as low self-esteem (Chartrand *et al.*, 1994), neuroticism (Lounsbury, Tatum, Owens, and Gibson, 1999). Cognitive information processing theory (Peterson, Sampson and Reardon, 1991), often abbreviated as CIP theory, focuses on how individuals conceptualize and make decisions to solve career problems (Peterson, Sampson, Lenz, and Reardon, 2002; Sampson, Peterson, Reardon, and Lenz, 2000). The construct of negative or dysfunctional career thoughts is also based on CIP theory and is related to a lower sense of coherence (Lustig and Strauser, 2002). This construct is also related to nearly all areas of career development, such as career exploration, (Serling and Betz, 1990), decision making (Luzzo, Hitchings, Retish, and Shoemaker, 1999), workaholic tendencies (Burke, 2001), and job satisfaction (Judge and Locke, 1993). During the last decade, the role of emotional experience and expression has received inclusive attention in career development literature. Caruso and Wolfe (2001) affirmed that emotions assume an essential role in career selection and development including at the health and fitness level. Therefore, emotional intelligence (EI) has been center of interest for career development researcher around the globe. However, there are very few studies conducted so far exploring the relation between emotional intelligence, health related physical fitness and career decision making in college students. Therefore, the researcher has planned this study entitled ***“Profile analysis on emotional intelligence, health related physical fitness and career decision making of junior collegiate students in Maharashtra”***.

1.5 Problem and its relevance

Emotional intelligence has a significant impact on our daily life and we cannot ignore its key role in various aspects of life, especially career path and career development of individuals. Since career decision making depends on the abilities, interests, values, choices, and also how to integrate them into the life, therefore, it can be seen that the importance of emotional intelligence in the individual's career is of utmost important. In fact, career decision making is related to bread and butter of an individual so that he can attain every possible means to live a comfort life and for selecting career it is important that one should decide as per his emotional ability and health related physical fitness. Further, in recent years student life has become very hectic, over work-load; career planning and health related many types of tension chunk his mind and block his ways of success. Moreover numerous studies indicate correlation between emotional intelligence and career self concept (Malek *et al.*, 2011; Smith, 2003; Creed, Patton and Bartrum, 2002; Puffer, 2011; Brown *et al.*, 2003),

In the light of the research literature, presented above, it is clear that how emotional intelligence influences one's health related physical fitness and career decision making, which are the important basis for students of the present day. Thus, the present study seems to be relevant for a cause of social contribution.

1.6 Aim and Objectives of the Study

The aim of this piece of research is to provide truthful guidelines to the collegiate students of Maharashtra for selecting their interested career on the basis of their psychological status and physical fitness parameters. The objectives of the study are as follows:

- To measure emotional intelligence, health related fitness, career decision making ability of junior collegiate students in Maharashtra.

- To establish the relationship between emotional intelligence, health related fitness and career making ability of the junior collegiate students.
- To compare the profiles of emotional intelligence, health related physical fitness and career decision making ability among junior collegiate students.
- To predict career decision making ability based on the scores of emotional intelligence and health related fitness.

1.7 Hypotheses

On the basis of the current literature the research scholar hypothesized that:

HO₁: There will be no significant difference between male and female students in emotional intelligence, health related physical fitness and career decision making ability of the junior collegiate students in Maharashtra state.

HO₂: There will be no significant difference between the arts, science and commerce students in emotional intelligence, health related physical fitness and career decision making ability of the junior collegiate students in Maharashtra state

H₁: There will be significant relationship among the emotional intelligence, health related physical fitness and career decision making ability of the junior collegiate students in Maharashtra state.

H₂: Career decision making ability of the junior collegiate students can be predicted based on their scores of emotional intelligence.

H₃: Career decision making ability of the junior collegiate students can be predicted based on their scores of health related fitness.

1.8 Delimitation of the Study

The following are the delimitation of the study:

- The study was restricted to Maharashtra state only.
- The study was constrained to the 15,000 junior collegiate students from Maharashtra state.
- The study was further delimited to psychological variables that is Emotional intelligence, and Career Decision making.
- The study was further delimited to health related physical fitness only.

1.9 Limitations of the Study

- This study refers to self-reported measures of emotional intelligence, health related physical fitness and career decision making. As is the nature of self-report measures, the data are a reflection of the respondents' perceptions to the items requested and cannot always be interpreted as actual fact. Considerations of the implications of self-reported data are necessary in the interpretation of the results.
- The data are based on a sample of undergraduate students taken from a Maharashtra State and between the ages of 16 and 19 years. As such, generalizability to other ages and other populations is limited due to the developmental and contextual factors that impact on the emotional makeup of individuals. Some aspects of the conclusions may be applied to similar populations and locales. On the other hand, the methodology used in the research may provide insights to future research that may not be used for generalizability to other populations.

1.10 Significance of the Study

This study will help to know the status of Health Related Physical Fitness, Career Decision making and emotional intelligence of junior collegiate students in Maharashtra state. The study is also useful to find the current status of student toward the career development and interest for selection of appropriate profession.

1.11 Ethical Considerations

Ethics approval to conduct the study was obtained from the Ethics Board of College of Physical Education, Bharati Vidyapeeth Deemed University, Pune. There were no aspects of this study that involved any risk to the participants or involved the deception of participants. The researcher worked with voluntary and informed participants and obtained written consent from all participants. Confidentiality was insured and data are reported in aggregate form. All data are secured in a locked facility and will be stored for a minimum of five years, in accordance with University regulations.

1.12 Definition and Explanations of Terms Used

Emotional Intelligence

Emotional intelligence is the ability to recognize, acknowledge, manage and handle your emotions in such a way that promotes personal growth.

Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions.

Mayer and Solovey- defines emotional intelligence as follows: "Emotional intelligence is the ability to perceive emotions to access and generate emotion so as to assist thought, to understand emotions and emotional knowledge and reflectively regulate emotions so as to promote

emotional and intellectual growth." The term of emotional intelligence comprise the five characteristics abilities as discussed by Goleman

- 1) Self awareness
- 2) Mood management
- 3) Self motivation
- 4) Empathy
- 5) Managing relationship

Health Related Physical Fitness

Health related physical fitness is the ability to perform daily activities with vigor and a demonstration of traits and capacities that are associated with low risk premature development of hyperkinetic diseases.

Career

The stages and changes over time that represent individual needs, motivations and aspirations, expectations of society, and constraints of organizations and often result in a consecutive set of related occupations throughout a lifetime (Cooper, Argyris, and Channon, 1998).

Career decision making

This is the process of making informed career choices based on your personal experiences.

Junior College

A college offering courses for two years beyond high school. (*Oxford English Dictionary, 11th ed. 2012*).

REFERENCES

- Ajmer Singh, Jagtar Singh Gill, Jagdish Bains N., & Rathee. (2004). *Essentials of Physical Education*. New Delhi: Kalyani Publication, pp.278.
- Baker, C. W., & Brownell, K. D. (2000). Physical activity and maintenance of weight loss: physiological and psychological mechanisms. In C.Bouchard (Eds), *Physical activity and obesity* (pp. 311-328). Champaign, IL: Human Kinetics.
- Bar-On, R. (1997). *Bar-On emotional quotient inventory: Technical manual*. Toronto, Canada: Multi-Health Systems Inc.
- BarOn, R. (2002). *BarOn emotional quotient inventory: Technical manual*. North Tonawanda, NY: MHS.
- Biddle, S. J. H. (2000). Exercise, emotions, and mental health. In Y. L, Hann (Eds), *Emotions in sport* (pp. 267-292). Champaign, IL: Human Kinetics.
- Biddle, S. J. H., Fox, K. R., Boutcher, S. H., & Faulkner, G. E. (2000). The way forward for physical activity and the promotion of psychological well-being. In S. J. Biddle, K. R. Fox, & S. H. Boutcher (Eds), *Physical Activity and Psychological Wellbeing* (pp. 154-168). New York: Routledge.
- Brosnahan, J., Steffen, L., Lytle, L., Patterson, J., & Boostrom, A. (2004). The relation between physical activity and mental health among Hispanic and non-Hispanic white adolescents. *Arch Pediatr Adolesc Med*, 158, 818–823.
- Brown, C., George-Curran, R., & Smith, M. L. (2003). The role of emotional intelligence in the career commitment and decision-making process. *Journal of Career Assessment*, 11(4), 379–392.
- Brown, D. W., Balluz, L. S., Heath, G. W., Moriarty, D. G., Ford, E. S., Giles, W. H., & Mokdad, A. H. (2003). Associations between recommended levels of physical activity and health-related quality of life: finding from the 2001 Behavioral Risk Factor Surveillance System (BRFSS) survey. *Prev Med.*, 37, 520–528.
- Buck. R. (1984). *The communication of emotion*. New York: Guilford Press.
- Burke, R. J. (2001). Workaholism components, job satisfaction, and career progress. *Journal of Applied Social Psychology*, 31, 2339–56.
- Chartrand, J., Martin, W., Robbins, S., McAuliffe, G., Pickering J., & Galliotte, J. (1994). Testing a level versus an interaction view of career indecision. *Journal of Career Assessment*, 2, 55-69.

- Creed, P. A., Patton, W., & Bartrum, D. (2002). Multidimensional properties of the LOT-R: Effects of optimism and pessimism on career and well-being related variables in adolescents. *Journal of Career Assessment, 10* (1), 37-52.
- Di Fabio, A., & Kenny, M. E. (2011). Promoting emotional intelligence and career decision making among Italian high school students. *Journal of Career Assessment, 19*(1), 21-34.
- Ekman, P. (1973). *Darwin and facial expression: A century of research in review*. New York: Academic Press.
- Farouk Radwan, M., MSc Wikipedia.com
- Gati, I., Krausz, M., & Osipow, S. H. (1996). A taxonomy of difficulties in career decision making. *Journal of Counseling Psychology, 43*(4), 510-526.
- Gati, I., Landman, S., Davidovitch, S., Asulin-Peretz, L., & Gadassi, R. (2010). From career decision-making styles to career decision-making profiles: A multidimensional approach. *Journal of Vocational Behavior, 76*(2), 277-291.
- Goleman, D. (1995). *EI: why it can matter more than IQ*. New York: Bantam Books.
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Hellison, D. (2003). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Hu, P. H., & Huang, C. J. (2005). The influence of health-related physical fitness in university students after exercise prescription of power yoga and weight control training. *Chia Nan Bull, 31*, 405-419.
- Judge, T. A., & Locke, E. A. (1993). Effect of dysfunctional thought processes on subjective well-being and job satisfaction. *Journal of Applied Psychology, 78*, 475-490.
- Kavussanu, M., & McAuley, E. (1995). Exercise and optimism: are highly active individuals more optimistic. *J Sport Exerc Psychol, 17*, 246-258.
- Keltner, D., & Haidt, J. (2001). Social functions of emotions. In T. J. Mayne and G. A. Bonanno (Eds.), *Emotions: Current issues and future directions. Emotions and social behavior* (pp. 192-213). New York: Guilford Press.
- Kerr, J. H., & Kuk, G. (2001). The effects of low and high intensity exercise on emotions, stress and effort. *Psychol Sport Exerc, 2*, 173-186.
- Lazarus, R. S. (1991). *Emotion and adaptation*. New York: Oxford University Press.

- Leith, L. M. (2002). *Foundations of exercise and mental health*. Morgantown, WV: Fitness Information Technology.
- Lounsbury, J. W., Tatum, H. E., Chambers, W., Owens, K., & Gibson, L. W. (1999). An investigation of career decidedness in relation to “Big Five” personality constructs and life satisfaction. *College Student Journal*, 33(4), 646-652.
- Lustig, D. C., & Strauser, D. R. (2002). The relationship between sense of coherence and career thoughts. *The Career Development Quarterly*, 51, 2-11.
- Luzzo, A. D., Hitchings, W. E., Retish, P., & Shoemaker, A. (1999). Evaluating differences in college students’ career decision making on the basis of disability status. *The Career Development Quarterly*, 48, 142-156.
- Malek, T., Jdaitawi, Azniza,, Muntasir, I., Taamneh A., N. Gharaibeh, M, Luqman, M. R. (2011). The effectiveness of emotional intelligence training program on social and academic adjustment among first year university students. *International Journal of Business and Social Science*, 2, 251-258.
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *The Intelligence*, 17, 433-442.
- Nieman, D. C. (1998). *Exercise-health Connection*. Human Kinetics, Champaign, IL.
- Oxford University Press (Eleventh Edition 2012). “*Concise Oxford English Dictionary*” London, UK.
- Pedersen, B. K., & Saltin, B. (2006). Evidence for prescribing exercise as therapy in chronic disease. *Scand J Med Sci Sports*, 16(Suppl 1),3–63.
- Peterson, G., Sampson, J., & Reardon, R. (1991). *Career development and services: A cognitive approach*. Pacific Grove, CA: Brooks/Cole.
- Peterson, G., Sampson, J., Lenz, J., & Reardon, R. (2002). A cognitive information processing approach to career problem solving and decision making. In D. Brown and Associates (Eds.), *Career choice and development* (4th ed.) (pp. 312-369). San Francisco, CA: Jossey-Bass
- Puffer, K. A. (2011). Emotional intelligence as a salient predictor for collegians career decision making. *Journal of Career Assessment*, 19(2), 130–150.
- Saarni, C. (1999). *The development of emotional competence*. New York: Guilford Press.
- Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996). *Career thoughts inventory professional manual*. Lutz, FL: Psychological Assessment Resources, Inc.

- Sampson, J., Jr., Peterson, G., Reardon, R., & Lenz, J. (2000). Using readiness assessment to improve career services: A cognitive information processing approach. *Career Development Quarterly*, *49*, 146-174.
- Savickas, M. (2004). Vocational psychology. In, C. Spielberger (Eds.), *Encyclopedia of Applied Psychology* (pp. 655-667). Amsterdam, Netherlands: Elsevier.
- Serling, D. A., & Betz, N. E. (1990). Development and evaluation of a measure of fear of commitment. *Journal of Counseling Psychology*, *37*, 91-97.
- Smith, C. B. (2003). The role of emotional intelligence in the career commitment and decision-making process. *Journal of Career Assessment*, *11*, 379-392.
- Sonstroem, R. J., & Morgan, W. P. (1989). Exercise and self-esteem: rationale and model. *Med Sci Sports Exerc*, *21*, 329-337.
- Sundblad, G. B., Jansson, A., Saartok, T., Renstrom, P., & Engstrom, L. M. (2008). Self-rated pain and perceived health in relation to stress and PA among school students: a 3-year follow up. *Pain*, *136*, 239-249.
- Turnbull, M., & Wolfson, S. (2002). Effects of exercise and outcome feedback on mood: evidence for misattribution. *J Sport Behav*, *25*, 394-406.
- Vuori, I. (1998). Does physical activity enhance health? *Patient Educ Couns*, *33*, S95-103.
- Zahran, H. S., Zack, M. M., Vernon-Smile, M. E., & Hertz, M. F. (2007). Health related quality of life and behaviors risky to health among adults aged 18-24 years in secondary or higher education: United States, 2003-2005. *J Adolesc Health*, *41*, 389-397.