CHAPTER IV

RESULTS AND INTERPRETATION

The present study was undertaken with a view to see the status of emotional intelligence, health related fitness and interest on career development among junior college students. Additionally, the objective of this study was to establish the relationship between emotional intelligence, health related fitness and interest on career making. The analysis and interpretation of these results are presented in this chapter.

4.1 Result on measures of central tendency and dispersion in emotional intelligence status of the junior college male students of arts, science and commerce faculty

The result of survey of the status of **"Emotional Intelligence"** has been presented in **Table 4.1**.

The data presented in **Table 4.1** indicates that the **"Intra-personal Awareness" (Dimension of emotional intelligence) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **15.23 (±3.44), 16.66 (±3.88) and 16.19 (±3.42)** respectively. This appears that **"Intra-personal Awareness" for male** students of Science College was **higher** than the male students of arts and commerce.

The status of **"Inter-personal Awareness" (Dimension of emotional intelligence) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **14.68 (±3.84), 15.90 (±3.94) and 16.08 (±3.69)** respectively (Table 4.1). This appears that **"Inter-personal Awareness" for male** students of Commerce was **higher** than the male students of Arts and Science.

The result of survey on the status of **"Intra-personal Management"** has been presented in **Table 4.1**. The data presented in **Table 4.1** indicates that the **"Intra-personal Management" (Dimension of emotional intelligence) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **15.32 (±3.83), 17.01 (±3.61) and 16.20 (±3.76)** respectively. This appears that **"Intra-personal Management" for male** students of Science stream was **higher** than the male students of Arts and Commerce streams.

The results in case of the status of **"Inter-personal Management"** has been presented in **Table 4.1**. The data presented in **Table 4.1** indicates that the **"Inter-personal Management" (Dimension of emotional intelligence) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **15.84 (±3.61), 17.08 (±4.26) and 17.15 (±3.59)** respectively. This appears that **"Inter-personal Management" for male** students of Commerce faculty was **higher** than the male students of Arts and Science faculty.

The result of survey of the status of **"Overall Emotional Intelligence"** has been presented in **Table 4.1**. The data presented in **Table 4.1** indicates that the **"Overall Emotional Intelligence" (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **61.33 (±10.68), 66.70 (±12.76) and 65.38 (±11.88)** respectively. This appears that **"Overall Emotional Intelligence" for male** students of Science stream was **higher** than the male students of Arts and Commerce streams.

Table 4.1

**Status (Mean and SD) of Emotional Intelligence of the junior
college male students of Arts, Science
and Commerce Faculty**

Variables of Emotional Intelligence	Emotional Intelligence (M±SD)		
	Arts	Science	Commerce
Intra-personal Awareness (Own emotions)	15.23 (±3.44)	16.66 (±3.88)	16.19 (±3.42)
Inter-personal Awareness (others emotions)	14.68 (±3.84)	15.90 (±3.94)	16.08 (±3.69)
Intra-personal Management (own emotions)	15.32 (±3.83)	17.01 (±3.61)	16.20 (±3.76)
Inter-personal Management (others emotions)	15.84 (±3.61)	17.08 (±4.26)	17.15 (±3.59)
Overall emotional intelligence	61.33 (±10.68)	66.70 (±12.76)	65.38 (±11.88)

4.2 Result on measures of central tendency and dispersion in health related physical fitness awareness status of the junior college male students of arts, science and commerce faculty

The result of survey of the status of **"Health Related Physical Fitness"** has been presented in **Table 4.2**. The data presented in **Table 4.2** indicates that the **"Health Related Physical Fitness" (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **61.26 (±8.31), 62.90 (±7.46) and 63.53 (±6.38)** respectively. This appears that **"Health Related Physical Fitness" for male** students of Commerce College was **higher** than the male students of Arts and Science Colleges.

Table 4.2

Status (Mean and SD) of Health Related Physical Fitness of the junior college male students of Arts, Science and Commerce Faculty

Variable	Health Related Physical Fitness (M±SD)		
	Arts	**Science**	**Commerce**
Health Related Physical Fitness	61.26 (±8.31)	62.90 (±7.46)	63.53 (±6.38)

4.3 Result on measures of central tendency and dispersion in career maturity status of the junior college male students of arts, science and commerce faculty

The result of survey of the status of **"Career Maturity" (Sub test-1 Attitude)** has been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Career Maturity" (Sub test-1 Attitude) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **26.89 (±6.88), 28.20 (±6.03) and 27.90 (±5.21)** respectively. This appears that **"Career Maturity (Attitude)" for male** students of Science College was **higher** than the male students of Arts and Commerce Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency) and its dimensions** have been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Self Appraisal" (Knowing yourself)" (Dimension of Career maturity-competency test) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **5.44 (±2.24), 5.72 (±2.52) and 6.25 (±2.13)** respectively. This appears that **"Self Appraisal" (Knowing yourself) for male** students of Commerce College was **higher** than the male students of Arts and Science Colleges.

The result of survey of the status of **"Career Maturity" (Sub test-II Competency)** has been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Occupational Information" (Knowing about jobs) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **4.89 (±2.71), 5.76 (±2.93) and 6.13 (±2.96)** respectively. This appears that **"Occupational Information (Knowing about jobs)" for male** students of Commerce College were **higher** than the male students of Arts and Science Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency) and its dimensions** have been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Goal Selection" (Choosing a job)" (Dimension of Career maturity-competency test) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **4.44 (±2.32), 4.97 (±2.35) and 4.92 (±2.48)** respectively. This appears that **"Goal Selection" (Choosing a job) for male** students of Science College were **higher** than the male students of Arts and Commerce Colleges.

The result of survey of the status of **"Career Maturity" (Sub test-II Competency)** has been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Planning" (Looking ahead) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **3.82 (±2.63), 4.26 (±2.68) and 4.22 (±2.76)** respectively. This appears that **"Planning (Looking ahead)" for male** students of Science College were **higher** than the male students of Arts and Commerce Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency) and its dimensions** have been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Problem Solving" (What should they do)" (Dimension of Career maturity-competency test) (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **3.94 (±1.91), 3.80 (±1.87) and 4.31 (±1.92)** respectively. This appears that **"Problem Solving" (What should they do) for male** students of Commerce College were **higher** than the male students of Arts and Science Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency** has been presented in **Table 4.3**. The data presented in **Table 4.3** indicates that the **"Overall Competency" (Pts.)** for the **male** students of **Arts, Science and Commerce faculty** were **22.61 (±9.11), 24.48 (±9.31) and 25.81 (±8.81)** respectively. This appears that **"Overall Competency" for male** students of Commerce College were **higher** than the male students of Arts and Science Colleges.

Table 4.3

**Status (Mean and SD) of Career Maturity of the junior college
male students of Arts, Science and
Commerce Faculty**

Variable	Career Maturity (M±SD)		
	Arts	Science	Commerce
Sub test-I Attitude	26.89 (±6.88)	28.20 (±6.03)	27.90 (±5.21)
Sub test II Competency:			
Self Appraisal (Knowing yourself)	5.44 (±2.24)	5.72 (±2.52)	6.25 (±2.13)
Occupational Information (Knowing about jobs)	4.89 (±2.71)	5.76 (±2.93)	6.13 (±2.96)
Goal Selection (Choosing a job)	4.44 (±2.32)	4.97 (±2.35)	4.92 (±2.48)
Planning (Looking ahead)	3.82 (±2.63)	4.26 (±2.68)	4.22 (±2.76)
Problem Solving (What should they do?)	3.94 (±1.91)	3.80 (±1.87)	4.31 (±1.92)
Overall Competency	22.61 (±9.11)	24.48 (±9.31)	25.81 (±8.81)

4.4 Result on measures of central tendency and dispersion in emotional intelligence status of the junior college female students of arts/science and commerce faculty

The result of survey of the status of **"Emotional Intelligence"** has been presented in **Table 4.4**. The data presented in **Table 4.4** indicates that the **"Intra-personal Awareness" (Dimension of emotional intelligence) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **16.37 (±3.51), 16.54 (±3.29) and 17.28 (±3.47)** respectively. This appears that **"Intra-personal Awareness" for female** students of Commerce College was **higher** than the female students of arts and science colleges.

The status of **"Emotional Intelligence"** has been presented in **Table 4.4**. The data presented in **Table 4.4** indicates that the **"Inter-personal Awareness" (Dimension of emotional intelligence) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **16.65 (±3.74), 16.68 (±3.55) and 17.14 (±3.41)** respectively. This appears that **"Inter-personal Awareness" for female** students of Commerce College was **higher** than the female students of Arts and Science Colleges.

The result of survey of the status of **"Intra-personal Management"** has been presented in **Table 4.4**. The data presented in **Table 4.4** indicates that the **"Intra-personal Management" (Dimension of emotional intelligence) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **17.16 (±3.58), 17.06 (±2.97) and 17.10 (±2.97)** respectively. This appears that **"Intra-personal Management" for female** students of Arts College was **higher** than the female students of Science and Commerce Colleges.

The results in case of the status of **"Inter-personal Management"** has been presented in **Table 4.4**. The data presented in **Table 4.4** indicates that the **"Inter-personal Management" (Dimension of emotional intelligence) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **17.67 (±3.37), 17.96 (±3.65) and 18.56 (±3.08)** respectively. This appears that **"Inter-personal Management" for female** students of Arts College was **higher** than the female students of Science and Commerce Colleges.

The result of survey of the status of **"Overall Emotional Intelligence"** has been presented in **Table 4.4**. The data presented in **Table 4.4** indicates that the **"Overall Emotional Intelligence" (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **67.52 (±11.11), 68.51 (±9.26) and 70.01 (±9.65)** respectively. This appears that **"Overall Emotional Intelligence" for female** students of Commerce College was **higher** than the female students of Arts and Science Colleges.

Table 4.4

Status (Mean and SD) of Emotional Intelligence of the junior college female students of Arts, Science and Commerce Faculty

Variables of Emotional Intelligence	Emotional Intelligence (M±SD)		
	Arts	Science	Commerce
Intra-personal Awareness (Own emotions)	16.37 (±3.51)	16.54 (±3.29)	17.28 (±3.47)
Inter-personal Awareness (others emotions)	16.65 (±3.74)	16.68 (±3.55)	17.14 (±3.41)
Intra-personal Management (own emotions)	17.16 (±3.58)	17.06 (±2.97)	17.10 (±2.97)
Inter-personal Management (others emotions)	17.67 (±3.37)	17.96 (±3.65)	18.56 (±3.08)
Overall emotional intelligence	67.52 (±11.11)	68.51 (±9.26)	70.01 (±9.65)

4.5 Result on measures of central tendency and dispersion in health related physical fitness awareness status of the junior college female students of arts, science and commerce faculty

The result of survey of the status of **"Health Related Physical Fitness"** has been presented in **Table 4.5**. The data presented in **Table 4.5** indicates that the **"Health Related Physical Fitness" (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **62.16 (±7.42), 62.17 (±6.73) and 65.21 (±6.13)** respectively. This appears that **"Health Related Physical Fitness" for female** students of Commerce College was **higher** than the female students of Arts and Science Colleges.

Table 4.5

Status (Mean and SD) of Health Related Physical Fitness of the female junior college female students of Arts, Science and Commerce Faculty

Variable	Health Related Physical Fitness (M±SD)		
	Arts	Science	Commerce
Health Related Physical Fitness	62.16 (±7.42)	62.17 (±6.73)	65.21 (±6.13)

4.6 Result on measures of central tendency and dispersion in career maturity status of the junior college female students of arts, science & commerce faculty

The result of survey of the status of **"Career Maturity" (Sub test-1 Attitude)** has been presented in **Table 4.6**. The data presented in **Table 4.6** indicates that the **"Career Maturity" (Sub test-1 Attitude) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **30.60 (±7.26), 31.59 (±6.18) and 30.31 (±5.38)** respectively. This appears that **"Career Maturity (Attitude)" for female** students of Science College was **higher** than the female students of Arts and Commerce Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency) and its dimensions** have been presented in **Table 4.6**. The data presented in **Table 4.6** indicates that the **"Self Appraisal" (Knowing yourself)" (Dimension of Career maturity-competency test) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **5.83 (±2.41), 6.01 (±2.55) and 6.48 (±2.42)** respectively. This appears that **"Self Appraisal" (Knowing yourself) for female** students of Commerce College was **higher** than the male students of Arts and Science Colleges.

The result of survey of the status of **"Career Maturity" (Sub test-II Competency)** has been presented in **Table 4.6**. The data presented in **Table 4.6** indicates that the **"Occupational Information" (Knowing about jobs) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **5.74 (±3.09), 5.77 (±3.12) and 5.94 (±3.05)** respectively. This appears that **"Occupational Information (Knowing about jobs)" for female** students of Commerce College were **higher** than the female students of Arts and Science Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency) and its dimensions** have been presented in **Table 4.6**. The

data presented in **Table 4.6** indicates that the **"Goal Selection" (Choosing a job)" (Dimension of Career maturity-competency test) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **4.74 (±2.43), 4.87 (±2.47) and 4.74 (±2.35)** respectively. This appears that **"Goal Selection" (Choosing a job) for female** students of Science College were **higher** than the female students of Arts and Commerce Colleges.

The result of survey of the status of **"Career Maturity" (Sub test-II Competency)** has been presented in **Table 4.6**. The data presented in **Table 4.6** indicates that the **"Planning" (Looking ahead) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **4.62 (±2.87), 4.86 (±3.26) and 4.57 (±3.07)** respectively. This appears that **"Planning (Looking ahead)" for female** students of Science College were **higher** than the female students of Arts and Commerce Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency) and its dimensions** have been presented in **Table 4.6**. The data presented in **Table 4.6** indicates that the **"Problem Solving" (What should they do)" (Dimension of Career maturity-competency test) (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **4.30 (±1.96), 3.96 (±1.95) and 4.40 (±1.93)** respectively. This appears that **"Problem Solving" (What should they do) for female** students of Commerce College were **higher** than the female students of Arts and Science Colleges.

The results in case of the status of **"Career Maturity" (sub test-II Competency** has been presented in **Table 4.6**. The data presented in **Table 4.6** indicates that the **"Overall Competency" (Pts.)** for the **female** students of **Arts, Science and Commerce faculty** were **25.22 (±10.29), 25.42 (±10.89) and 26.31 (±9.98)** respectively. This appears that **"Overall Competency" for female** students of Commerce College were **higher** than the female students of Arts and Science Colleges.

Table 4.6

**Status (Mean and SD) of Career Maturity of the junior
college female students of Arts, Science
and Commerce Faculty**

Variable	Career Maturity (M±SD)		
	Arts	**Science**	**Commerce**
Sub test-I Attitude	30.60 (±7.26)	31.59 (±6.18)	30.31 (±5.38)
Sub test II Competency:			
Self Appraisal (Knowing yourself)	5.83 (±2.41)	6.01 (±2.55)	6.48 (±2.42)
Occupational Information (Knowing about jobs)	5.74 (±3.09)	5.77 (±3.12)	5.94 (±3.05)
Goal Selection (Choosing a job)	4.74 (±2.43)	4.87 (±2.47)	4.74 (±2.35)
Planning (Looking ahead)	4.62 (±2.87)	4.86 (±3.26)	4.57 (±3.07)
Problem Solving (What should they do?)	4.30 (±1.96)	3.96 (±1.95)	4.40 (±1.93)
Overall Competency	25.22 (±10.29)	25.42 (±10.89)	26.31 (±9.98)

4.7 Result on Profile analysis (Hotteling T ^{2} test) on Emotional maturity, Health related physical fitness awareness and Career maturity level of the students of arts, science and commerce Colleges

4.7.1 Profile analysis of Emotional maturity

The result of Hotteling's T^2 (Table 4.6a), in the case of *parallelism* in **emotional maturity** between Arts, Science and Commerce students, is statistically non-significant even at the 0.05 level (T^2 = 0.73, p>0.05). Appearance of such a result indicates that the profiles of **implementation status** are truly parallel and have similarity in opinion as expressed by the subjects (i.e., Arts, Science and Commerce).

Although the *slope* of each line segment of **the subjects** looks similar, but the distance between them is statistically different (T^2=1.11, p<0.05). This infers that the slope of each profiles of the subjects are statistically different.

The *flatness of pooled profiles* of **implementation status** of the subjects is found different (T^2=1.33, p<0.05). This result indicates that the pooled profiles of the subjects are not perfectly flat. Thus, the combined means pooled across **all** the profiles are mostly different. However, the non-flat profile implies that all the line-segment slopes are not truly zero.

Table 4.6a

Profiles of emotional maturity among the students of arts, science and commerce

Subjects	Profile analysis	Hotteling T^2
Arts, Science and Commerce	Parallelism	0.73
	Slope	1.11*
	Flatness	1.33*

*p<0.05, **p<0.01

This result indicates that although the profiles of **emotional maturity** as expressed by the subjects look parallel, the slope as well as flatness of line segment is different.

Thus, the result helps to interpret that **emotional maturity** profiles of Arts, Science and Commerce students are non similar ($T^2 = 1.33$, $p < 0.05$).

4.7.2 Profile analysis of Health related physical fitness awareness

The result of Hotteling's T^2 (Table 4.6b), in the case of ***parallelism*** in **Health related physical fitness awareness** between Arts, Science and Commerce students, is statistically non-significant even at the 0.05 level ($T^2 = 0.69$, $p > 0.05$). Appearance of such a result indicates that the profiles of **implementation status** are truly parallel and have similarity in opinion as expressed by the subjects (i.e., Arts, Science and Commerce).

Although the ***slope*** of each line segment of **the subjects** looks similar, but the distance between them is statistically different ($T^2 = 1.17$, $p < 0.05$). This infers that the slope of each profiles of the subjects are statistically different.

The ***flatness of pooled profiles*** of **implementation status** of the subjects is found different ($T^2 = 1.43$, $p < 0.05$). This result indicates that the pooled profiles of the subjects are not perfectly flat. Thus, the combined means pooled across **all** the profiles are mostly different. However, the non-flat profile implies that all the line-segment slopes are not truly zero.

Table 4.6b

Profiles of health related physical fitness awareness among the students of arts, science and commerce

Subjects	Profile analysis	Hotteling T^2
Arts, Science and Commerce	Parallelism	0.69
	Slope	1.17*
	Flatness	1.43*
*p<0.05, **p<0.01		

This result indicates that although the profiles of **Health related physical fitness awareness** as expressed by the subjects look parallel, the slope as well as flatness of line segment is different.

Thus, the result helps to interpret that **Health related physical fitness awareness** profiles of Arts, Science and Commerce students are non similar (T^2= 1.43, p<0.05).

4.7.3 Profile analysis of Career maturity

The result of Hotteling's T^2 (Table 4.6c), in the case of ***parallelism*** in **career maturity level** between Arts, Science and Commerce students, is statistically non-significant even at the 0.05 level (T^2 = 0.78, p>0.05). Appearance of such a result indicates that the profiles of **implementation status** are truly parallel and have similarity in opinion as expressed by the subjects (i.e., Arts, Science and Commerce).

Although the ***slope*** of each line segment of **the subjects** looks similar, but the distance between them is statistically different (T^2=1.20, p<0.05). This infers that the slope of each profiles of the subjects are statistically different.

The ***flatness of pooled profiles*** of **implementation status** of the subjects is found different (T^2=1.56, p<0.05). This result indicates that the pooled profiles of the subjects are not perfectly flat. Thus, the combined means pooled across **all** the profiles are mostly different. However, the non-flat profile implies that all the line-segment slopes are not truly zero.

Table 4.6c

Profiles of career maturity level among the students of arts, science and commerce

Subjects	Profile analysis	Hotteling T^2
Arts, Science and Commerce	Parallelism	0.78
	Slope	1.20*
	Flatness	1.56*
*p<0.05, **p<0.01		

This result indicates that although the profiles of **career maturity level** as expressed by the subjects look parallel, the slope as well as flatness of line segment is different.

Thus, the result helps to interpret that **career maturity level** profiles of Arts, Science and Commerce students are non similar (T^2= 1.56, p<0.05).

4.8 Result of ANOVA (3 x 2 x 13 Factorial) on Emotional maturity, Health related physical fitness awareness and Career maturity level of the students of arts, science and commerce Colleges

Table 4.7 indicates that there were three strata (viz., Students of Arts, Science and Commerce College), two groups (Males and Females) and thirteen variables viz., Intra-personal Awareness (Own emotions); Inter-personal Awareness (others emotions); Intra-personal Management (own emotions); Inter-personal Management (others emotions); Overall emotional intelligence); Health related physical fitness awareness; Attitude; Self Appraisal (Knowing yourself); Occupational Information (Knowing about jobs); Goal Selection (Choosing a job); Planning (Looking ahead); Problem Solving (What should they do?); Overall Competency). Thus, the Table 4.7 indicates the justification of the statistical design as 3 x 2 x 13 Factorial ANOVA.

Table 4.7

Model for factorial design on emotional intelligence, health related physical fitness awareness and career maturity
(3 x 2 x 13 Factorial ANOVA)

Factor	Levels	Design
Variables (13)	Intra-personal Awareness Inter-personal Awareness Intra-personal Management Inter-personal Management Overall emotional intelligence Health related physical fitness awareness Attitude Self Appraisal Occupational Information Goal Selection Planning Problem Solving Overall Competency	**3 x 2 x 13 FACTORIAL**
Groups (2)	Males Gr. Females Gr.	
No. of Strata (3)	Students of Arts faculty; Science faculty and students of Commerce faculty	

The result of analysis (3 x 2 x 13 Factorial ANOVA) as presented in Table 4.8 revealed that the achievement scores (strata-wise and group-wise) were different ($F=31.65$, $p<0.01$), the mean scores in the selected dependent variables of among three strata (viz., students of Arts college Vs students of Science college and Commerce college students) were also significantly different ($F=26.45$, $p<0.01$). The impact of such statistical difference ($F=20.50$, $p<0.01$) has been evidenced in the case of their group comparison (Males and Females). This indicates, the interaction was also statistically significant ($F=9.48$, $p<0.05$).

Table 4.8

ANOVA for mean status in Emotional intelligence, Health Related Physical fitness and Career Maturity variables of the students of Arts, Science and Commerce Colleges in Maharashtra

Source of Variation	SS	df	MS	F
TOTAL	25492.10	186	--	--
Dependent Variables (A)	7580.80	12	631.73	31.65**
Subject's Group (B)	409.18	1	409.18	20.50**
Strata (C)	1055.88	2	527.94	26.45**
Interaction (ABC)	14570.00	77	189.22	09.48*
ERROR	1876.24	94	19.96	

** $p < 0.01$ * $p < 0.05$

4.8.1 Result of POST HOC test on Emotional Intelligence of the students of arts, science and commerce Colleges

a) Results of post hoc test on Intra-personal awareness

In Intra-personal awareness (Dimension of Emotional Intelligence) (Pts.), for Male students the Ordered Means of "Arts college," "Science college" and "Commerce college" as presented in Table 4.9 were 15.28, 17.65 and 15.75 (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas for Female students the means of "Arts college," "Science college" and "Commerce college" were 16.65, 16.78 and 17.69 respectively. However, the result of overall students' scores "Arts college," "Science college" and "Commerce college" were 16.34, 17.45 and 16.73 respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.10 revealed that-

1) Results on male students:

- **Male science students** had significantly higher level of *intra personal awareness* than the **male commerce students** (CD=0.23, p<0.05).

- **Male science students** had significantly higher level of *intra personal awareness* than the **male arts students** (CD=0.20, p<0.05).

- There were no significant difference in *intra personal awareness* between **male commerce and arts students** (CD=0.11, p>0.05).

2) Results on female students:

- **Female science students** had significantly higher level of *intra personal awareness* than the fe**male science students** (CD=0.27, p<0.05).

- There were no significant difference in *intra personal awareness* between **female commerce and female arts students** (CD=0.09, p>0.05).

- **Female science students** had significantly higher level of *intra personal awareness* than the **female arts students** (CD=0.24, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher level of *intra personal awareness* than the fe**male science students** (CD=0.22, p<0.05).

- There were no significant difference in *intra personal awareness* between **female commerce and female arts students** (CD=0.14, p>0.05).

- There were no significant difference in *intra personal awareness* between **female science and male arts students** (CD=0.10, p>0.05).

4) Results on overall students:

- **Science students** had significantly higher level of *intra personal awareness* than the **male commerce students** (CD=0.25, p<0.05).

- There were no significant difference in *intra personal awareness* between **commerce and arts students** (CD=0.14, p>0.05).

- **Science students** had significantly higher level of *intra personal awareness* than the **arts students** (CD=0.23, p<0.05).

This result helps to interpret that the ***science students had superior intra personal awareness*** than ***arts and commerce students*** (Fig. 4.1).

Table 4.9

Ordered Treatment Means of *intra personal awareness*
(Emotional Intelligence) **of the students of arts,
science and commerce**

	O R D E R		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	15.28	17.65	15.75
Girls	16.65	16.78	17.69
Overall students	16.34	17.45	16.73

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.10

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *intra personal awareness* of the students of arts, science and commerce

(STEPS)	3	2	1
MALES			
3	--	0.23*	0.11
2		--	0.20*
FEMALES			
3		0.27*	0.09
2			0.24*
MALES Vs FEMALES			
3		0.22*	0.14
2			0.10
OVERALL			
3		0.25*	0.14
2			0.23*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig.4.1 Intra personal awareness of arts, science and commerce students

	Arts	Sc	Com
Boys	15.28	17.65	15.75
Girls	16.65	16.78	17.69
Overall	16.34	17.45	16.73
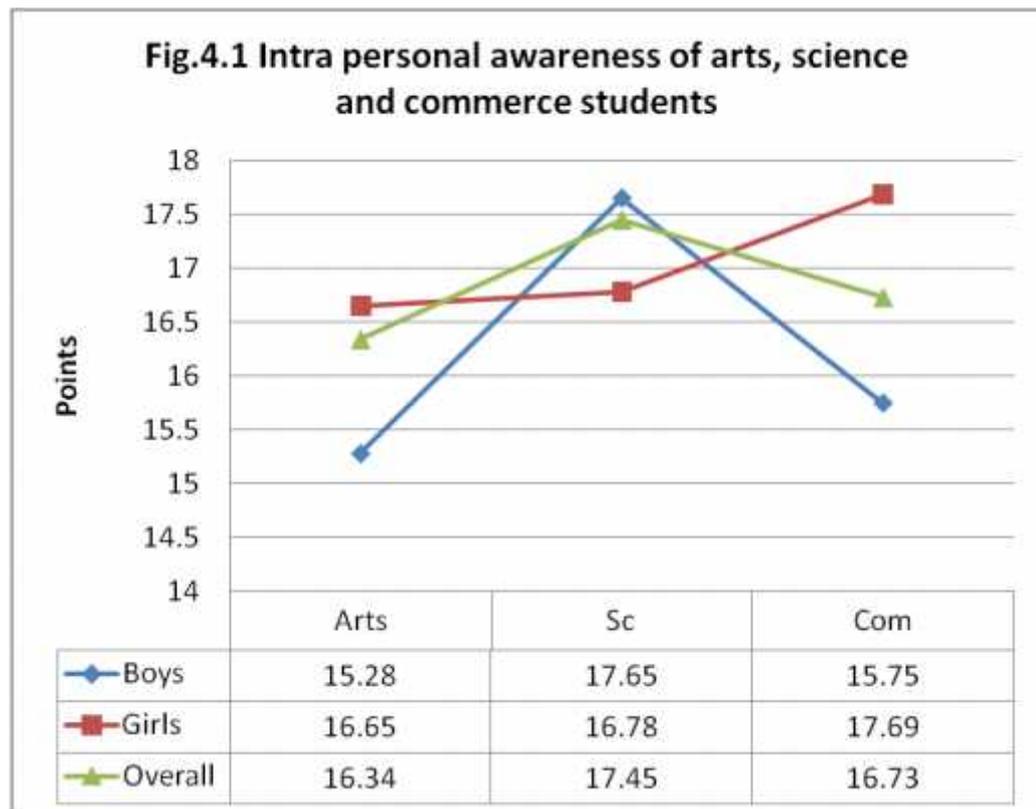
b) Results of post hoc test on Inter-personal awareness

In Inter-personal awareness (Dimension of Emotional Intelligence) (Pts.), for Male students the Ordered Means of "Arts college," "Science college" and "Commerce college" as presented in Table 4.11 were 14.32, 15.17 and 16.35 (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas for Female students the means of "Arts college," "Science college" and "Commerce college" were 16.20, 15.28 and 17.86 respectively. However, the result of overall students' scores "Arts college," "Science college" and "Commerce college" were 16.12, 15.23 and 17.70 respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.12 revealed that-

1) Results on male students:

- There was no difference between **male science students and male commerce students** in *inter personal awareness* (CD=0.13, p>0.05).

- **Male science students** had significantly lower level of *inter personal awareness* than the **male arts students** (CD=0.25, p<0.05).

- **Male arts students** had significantly higher *inter personal awareness than* male commerce and (CD=0.29, p<0.05).

2) Results on female students:

- There was no difference between fe**male science students and female commerce students** in *inter personal awareness* (CD=0.12, p>0.05).

- **Female science students** had significantly lower level of *inter personal awareness* than the fe**male arts students** (CD=0.34, p<0.05).

- **Female arts students** had significantly higher *inter personal awareness than* fe**male commerce and** (CD=0.30, p<0.05).

3) Results on male Vs female students:

- There was no statistically significant difference between **Female science students** and **male science students** in *inter personal awareness* (CD=0.10, p>0.05).

- **Female arts students had higher level of *inter personal awareness* than the male commerce students** (CD=0.21, p<0.05).

- **Female arts students** had significantly higher level of *inter personal awareness* than the **male science students** (CD=0.20, p<0.05).

4) Results on overall students:

- There were no significant difference in *inter personal awareness* between **science and commerce students** (CD=0.15, p>0.05).

- **Arts students** had significantly higher level of *inter personal awareness* than the **science students** (CD=0.28, p<0.05).

- **Arts students** had significantly higher level of *inter personal awareness* than the **commerce students** (CD=0.23, p<0.05).

This result helps to interpret that the ***arts students had superior inter personal awareness*** than ***commerce and science students*** (Fig. 4.2).

Table 4.11

Ordered Treatment Means of *inter personal awareness*
(Emotional Intelligence) **of the students of arts,
science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	14.32	15.17	16.35
Girls	16.20	15.28	17.86
Overall students	16.12	15.23	17.70

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.12

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *inter personal awareness* of the students of arts, science and commerce

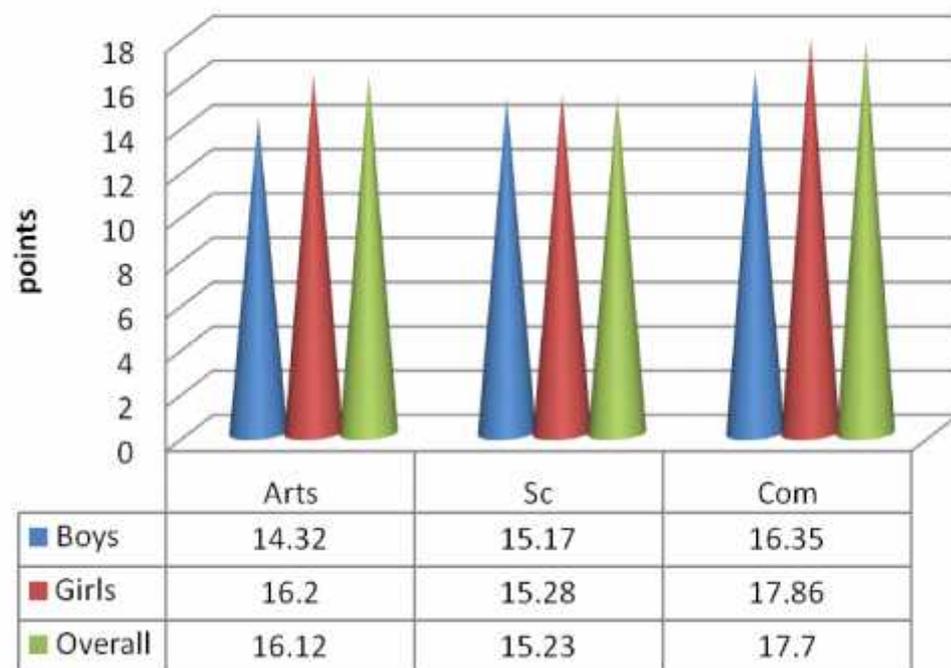| (STEPS)	3	2	1
MALES			
3	--	0.13	0.29*
2		--	0.25*
FEMALES			
3		0.12	0.34*
2			0.30*
MALES Vs FEMALES			
3		0.10	0.21*
2			0.20*
OVERALL			
3		0.15	0.23*
2			0.28*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig.4.2 Inter personal awareness of arts, science and commerce students

	Arts	Sc	Com
Boys	14.32	15.17	16.35
Girls	16.2	15.28	17.86
Overall	16.12	15.23	17.7

c) Results of post hoc test on Intra-personal management

In Intra-personal management (Dimension of Emotional Intelligence) (Pts.), for Male students the Ordered Means of "Arts college," "Science college" and "Commerce college" as presented in Table 4.13 were 14.90, 17.06 and 15.66 (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas for Female students the means of "Arts college," "Science college" and "Commerce college" were 17.20, 17.28 and 17.17 respectively. However, the result of overall students' scores "Arts college," "Science college" and "Commerce college" were 17.15, 16.23 and 16.57 respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.14 revealed that-

1) Results on male students:

- Male science students had higher *intra personal management* than the male commerce students in (CD=0.26, $p < 0.05$).

- Male science students had significantly higher level of *intra personal management* than the male arts students (CD=0.23, $p < 0.05$).

- There was no significant difference between male arts students and male commerce students in *intra personal management* (CD=0.09, $p > 0.05$).

2) Results on female students:

- There was no difference between female science students and female commerce students in *intra personal management* (CD=0.08, $p > 0.05$).

- There was no difference between **female science students and female arts students** in *intra personal management* (CD=0.15, p>0.05).

- There was no difference between **female commerce students and female arts students** in *intra personal management* (CD=0.13, p>0.05).

3) Results on male Vs female students:

- There was no statistically significant difference between **Female science students** and **male science students** in *intra personal management* (CD=0.10, p>0.05).

- **Female arts students** had significantly higher level of *intra personal management* than the **male science students** (CD=0.20, p<0.05).

- **Female arts students had higher level of *intra personal management ability* than the male commerce students** (CD=0.21, p<0.05).

4) Results on overall students:

- There were no significant difference in *intra personal management* between **science and commerce students** (CD=0.15, p>0.05).

- **Arts students** had significantly higher level of *intra personal management* than the **science students** (CD=0.22, p<0.05).

- **Arts students** had significantly higher level of *intra personal management* than the **commerce students** (CD=0.25, p<0.05).

This result helps to interpret that the *arts students had superior intra personal management* than *commerce and science students* (Fig. 4.3).

Table 4.13

Ordered Treatment Means of *intra personal management*
(Emotional Intelligence) **of the students of arts,
science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	14.90	17.06	15.66
Girls	17.20	17.28	17.17
Overall students	17.15	16.23	16.57

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.14

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *intra personal management* of the students of arts, science and commerce

(STEPS)	3	2	1
MALES			
3	--	0.26*	0.09
2		--	0.23*
FEMALES			
3		0.08	0.13
2			0.15
MALES Vs FEMALES			
3		0.10	0.21*
2			0.20*
OVERALL			
3		0.15	0.25*
2			0.22*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig.4.3 Intra personal management of arts, science and commerce students

	Arts	Sc	Com
Boys	14.9	17.06	15.66
Girls	17.2	17.28	17.17
Overall	17.15	16.23	16.57
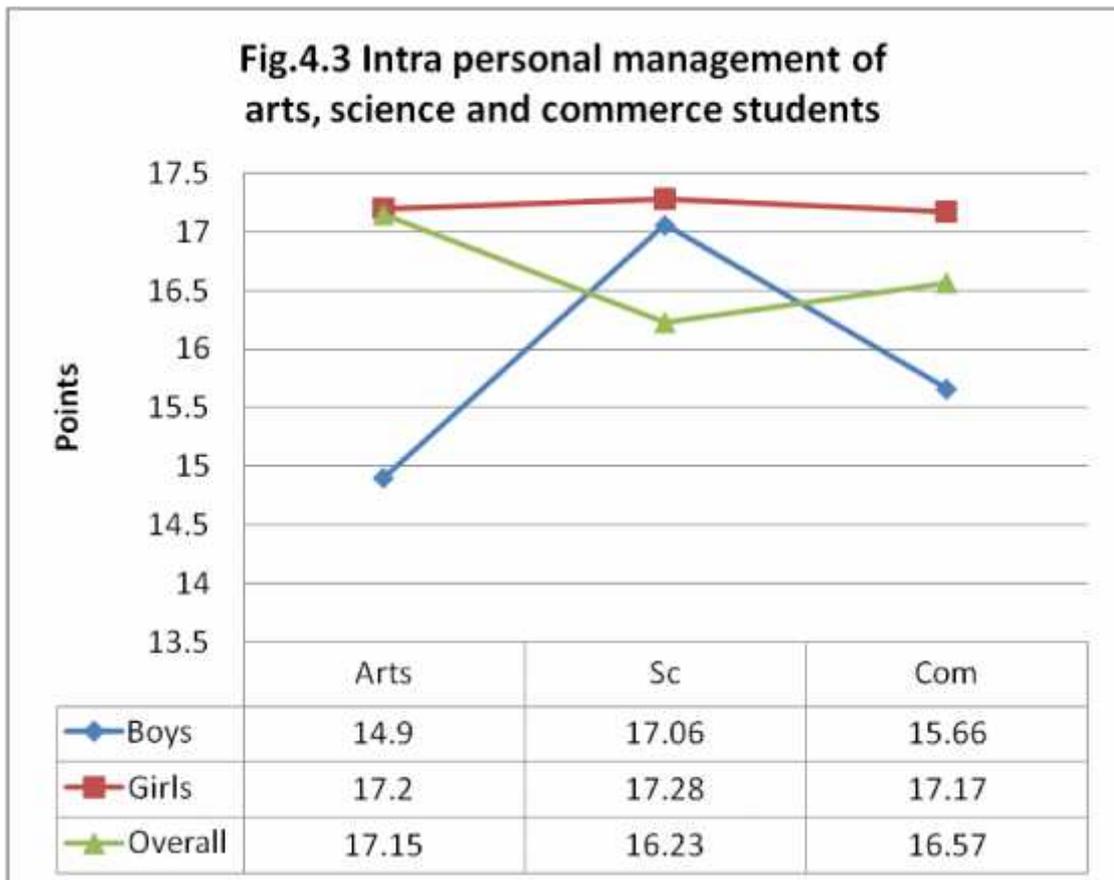
d) Results of post hoc test on Inter-personal management

In **Inter-personal management (Dimension of Emotional Intelligence) (Pts.), for Male students** the Ordered Means of **"Arts college," "Science college" and "Commerce college"** as presented in **Table 4.15** were **16.02, 17.10 and 17.13** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts college," "Science college" and "Commerce college"** were **17.80, 17.92 and 18.88** respectively. However, the result of **overall students' scores "Arts college," "Science college" and "Commerce college"** were **17.48, 17.65 and 18.75** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.16 revealed that-

1) Results on male students:

- **Male science students** had significantly higher than the **male commerce students** in *inter personal management* (CD=0.23, $p < 0.05$).

- **Male science students** had similar level of *inter personal management* like the **male arts students** (CD=0.11, $p > 0.05$).

- **Male arts students** had significantly higher *inter personal management than* **male commerce and** (CD=0.26, $p < 0.05$).

2) Results on female students:

- **Female science students had similar level of** *inter personal management* like **female commerce students** in (CD=0.10, $p > 0.05$).

- **Female science students** had lower level of *inter personal management* **than female arts students** in (CD=0.22, $p > 0.05$).

- **Female commerce students** had lower level of *inter personal management* than **the female arts students** in (CD=0.24, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *inter personal management* (CD=0.29, p<0.05).

- **Female science students** had higher level of *inter personal management* like the **male arts students** (CD=0.27, p<0.05).

- **Female arts students** had significantly higher *inter personal management than* **male commerce and** (CD=0.25, p<0.05).

4) Results on overall students:

- There were no significant difference in *inter personal management* between **science and commerce students** (CD=0.08, p>0.05).

- **Arts students** had significantly higher level of *inter personal management* than the **science students** (CD=0.22, p<0.05).

- **Arts students** had significantly higher level of *inter personal management* than the **commerce students** (CD=0.26, p<0.05).

This result helps to interpret that the *arts students had superior inter personal management* than *commerce and science students* (Fig. 4.4).

Table 4.15

**Ordered Treatment Means of *inter personal management*
(Emotional Intelligence) of the students of arts,
science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	16.02	17.10	17.13
Girls	17.80	17.92	18.88
Overall students	17.48	17.65	18.75

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.16

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *inter personal management* of the students of arts, science and commerce

(STEPS)	3	2	1
MALES			
3	--	0.23*	0.26*
2		--	0.11
FEMALES			
3		0.10	0.24
2			0.22
MALES Vs FEMALES			
3		0.29*	0.25*
2			0.27*
OVERALL			
3		0.15	0.26*
2			0.22*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig.4.4 Inter personal management of arts, science and commerce students

	Arts	Sc.	Com
Boys	16.02	17.1	17.13
Girls	17.8	17.92	18.88
Overall	17.48	17.65	18.75
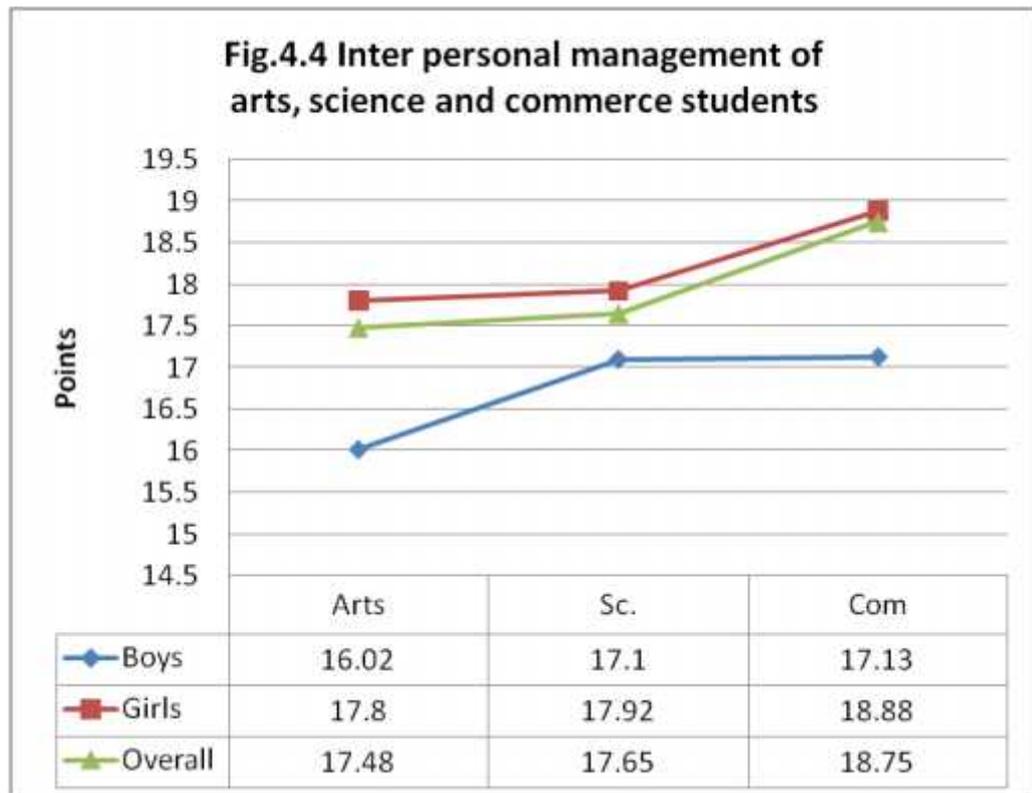
e) Results of post hoc test on overall Emotional intelligence

In case of overall Emotional Intelligence (Pts.), for Male students the Ordered Means of **"Arts** college,**" "Science college" and "Commerce** college"** as presented in **Table 4.17** were **60.49, 66.87 and 64.65** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college,**" "Science college" and "Commerce** college" were **67.80, 69.82 and 72.15** respectively**. However, the result of **overall students' scores "Arts** college,**" "Science college" and "Commerce** college" were **67.45, 68.16 and 71.87** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.18 revealed that-

1) Results on male students:

- **Male science students** had significantly higher than the **male commerce students** in *Emotional intelligence* (CD=0.34, p<0.05).

- **Male science students** had significantly higher level of *Emotional intelligence* than the **male arts students** (CD=0.23, p>0.05).

- **Male arts students** had significantly higher *Emotional intelligence than* **male commerce and** (CD=0.30, p<0.05).

2) Results on female students:

- **Female science students had similar level of** *Emotional intelligence* like **female commerce students** in (CD=0.16, p>0.05).

- **Female science students** had lower level of *Emotional intelligence* **than female arts students** in (CD=0.21, p>0.05).

- **Female arts students** had higher level of ***Emotional intelligence*** than **the female commerce students** in (CD=0.27, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in ***Emotional intelligence*** (CD=0.37, p<0.05).

- **Female science students** had lower level of ***Emotional intelligence*** like the **male arts students** (CD=0.24, p<0.05).

- **Female arts students** had significantly higher ***Emotional intelligence than* male commerce and** (CD=0.39, p<0.05).

4) Results on overall students:

- There were no significant difference in ***Emotional intelligence*** between **science and commerce students** (CD=0.17, p>0.05).

- **Arts students** had significantly higher level of ***Emotional intelligence*** than the **science students** (CD=0.20, p<0.05).

- **Arts students** had significantly higher level of ***Emotional intelligence*** than the **commerce students** (CD=0.26, p<0.05).

This result helps to interpret that the ***arts students had superior Emotional intelligence*** than ***commerce and science students*** (Fig. 4.5).

Table 4.17

Ordered Treatment Means of *Emotional intelligence* (EI) of the students of arts, science and commerce

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	60.49	66.87	64.65
Girls	67.80	69.82	72.15
Overall students	67.45	68.16	71.87

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.18

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *Emotional intelligence* of the students of arts, science and commerce
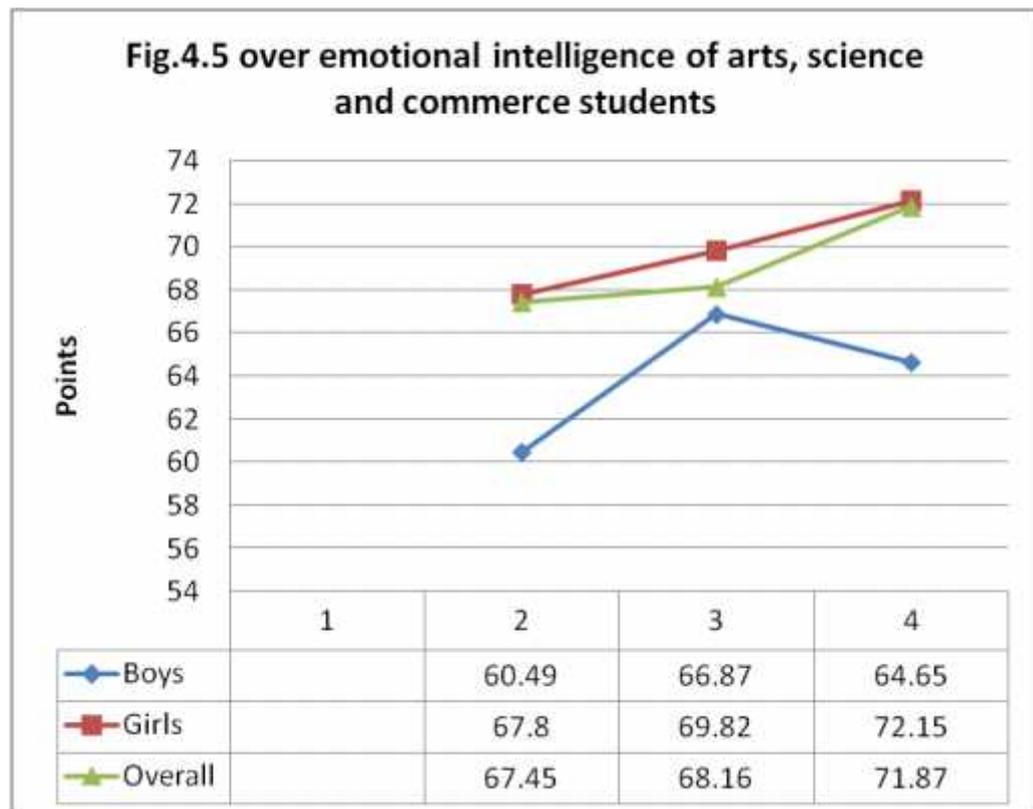
(STEPS)	3	2	1
MALES			
3	--	0.34*	0.30*
2		--	0.23*
FEMALES			
3		0.16	0.27*
2			0.21*
MALES Vs FEMALES			
3		0.29*	0.25*
2			0.27*
OVERALL			
3		0.17	0.26*
2			0.20*

*$p<0.05$, **$p<0.01$

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig.4.5 over emotional intelligence of arts, science and commerce students

	1	2	3	4
Boys		60.49	66.87	64.65
Girls		67.8	69.82	72.15
Overall		67.45	68.16	71.87

4.8.2 Result of POST HOC test on Health related physical fitness of the students of arts, science and commerce Colleges

In case of overall **Health related physical fitness awareness (Pts.),** **for Male students** the Ordered Means of **"Arts** college," **"Science college"** **and "Commerce** college" as presented in **Table 4.19** were **60.46, 63.85 and** **62.24** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college," **"Science college" and "Commerce** college" were **62.25, 66.82 and 64.15** respectively**.** However, the result of **overall students'** **scores "Arts** college," **"Science college" and "Commerce** college" were **61.63, 65.38 and 63.15** respectively.

The statistical significance of Scheffe's Post Hoc test presented in **Table 4.20 revealed that-**

1) Results on male students:

- **Male science students** had significantly higher than the **male** **commerce students** in *Health related physical fitness awareness* (CD=0.23, p<0.05).

- **Male science students** had significantly higher level of *Health related* *physical fitness awareness* than the **male arts students** (CD=0.21, p<0.05).

- **Male arts students** had significantly higher *Health related physical* *fitness awareness than* **male commerce and** (CD=0.25, p<0.05).

2) Results on female students:

- **Female science students had** higher **level of** *Health related* *physical fitness awareness* than the **female commerce students** in (CD=0.28, p<0.05).

- **Female science students** had higher level of *Health related physical fitness awareness* **than female arts students** in (CD=0.24, p>0.05).

- **Female arts students** had higher level of *Health related physical fitness awareness* than **the female commerce students** in (CD=0.22, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *Health related physical fitness awareness* (CD=0.32, p<0.05).

- **Female science students** had higher level of *Health related physical fitness awareness* than the **male arts students** (CD=0.21, p<0.05).

- **Female arts students** had significantly higher *Health related physical fitness awareness than* **male commerce and** (CD=0.29, p<0.05).

4) Results on overall students:

- **Science** students had higher level of *Health related physical fitness awareness than* the **commerce students** (CD=0.26, p<0.05).

- **Science students** had significantly higher level of *Health related physical fitness awareness* than the **arts students** (CD=0.22, p<0.05).

- **Arts students** had significantly higher level of *Health related physical fitness awareness* than the **commerce students** (CD=0.21, p<0.05).

This result helps to interpret that the *science students had superior Health related physical fitness awareness* than *commerce and arts students* (Fig. 4.6).

Table 4.19

Ordered Treatment Means of *Health related physical fitness awareness* of the students of arts, science and commerce

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	60.46	63.85	62.24
Girls	62.25	66.82	64.15
Overall students	61.63	65.38	63.15

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.20
Scheffe's Post Hoc Test for Difference Between Pairs of
Ordered Means in *Health related physical fitness awareness*
of the students of arts, science and commerce

| (STEPS)	3	2	1
MALES			
3	--	0.23*	0.25*
2		--	0.21*
FEMALES			
3		0.28*	0.22*
2			0.24*
MALES Vs FEMALES			
3		0.32*	0.29*
2			0.21*
OVERALL			
3		0.26*	0.21*
2			0.22*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig.4.6 Awareness of health related physical fitness of arts, science and commerce students

	Arts	Sc	Com
Boys	60.46	63.85	62.24
Girls	62.25	66.82	64.15
Overall	61.63	65.38	63.15
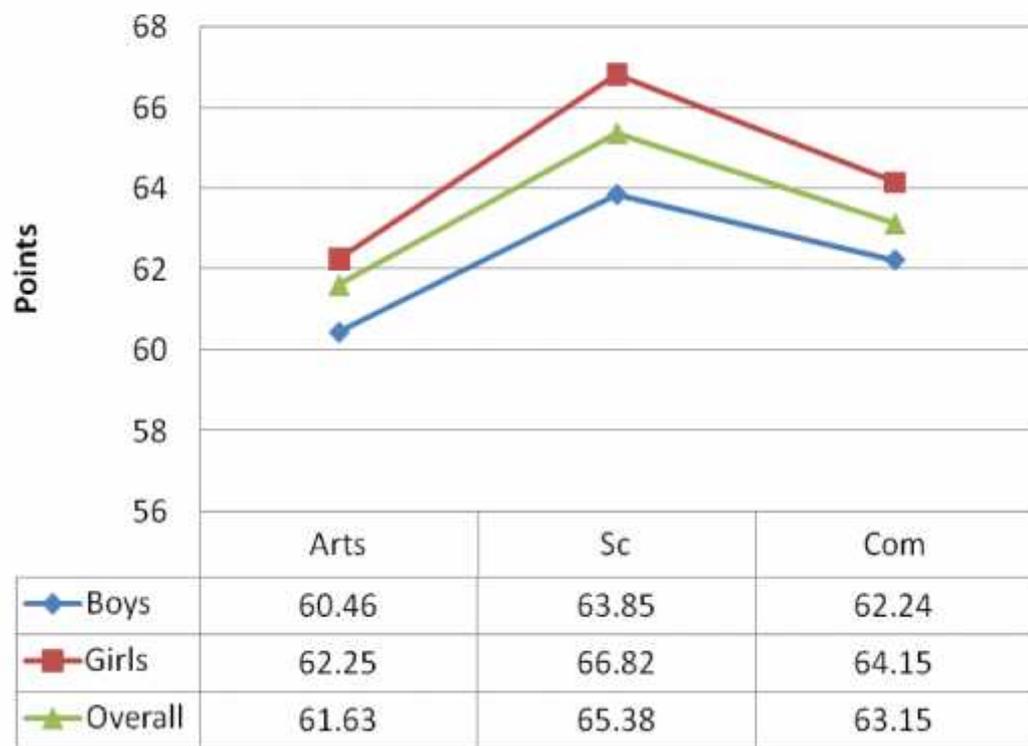
4.8.3 Result of POST HOC test on Career competency of the students of arts, science and commerce Colleges

a) Results of post hoc test on career competency i.e. Self Appraisal

In case of overall career competency i.e. Self Appraisal (Pts.), for **Male students** the Ordered Means of **"Arts** college," **"Science college" and "Commerce** college" as presented in **Table 4.21** were **26.15, 28.44 and 28.35** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college," **"Science college" and "Commerce** college" were **30.78, 32.89 and 30.59** respectively**.** However, the result of **overall students' scores "Arts** college," **"Science college" and "Commerce** college" were **28.10, 30.85 and 28.55** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.22 revealed that-

1) Results on male students:

- **Male science students** had similar level of *career competency i.e. Self Appraisal* like **male commerce students** in (CD=0.12, p>0.05).

- **Male science students** had significantly higher level of *career competency i.e.Self Appraisal* than the **male arts students** (CD=0.25, p<0.05).

- **Male arts students** had significantly lower *career competency i.e. Self Appraisal than* **male commerce and** (CD=0.24, p<0.05).

2) Results on female students:

- **Female science students had** higher **level of** *career competency i.e.Self Appraisal* than the **female commerce students** in (CD=0.22, p<0.05).

- **Female science students** had higher level of *career competency i.e.Self Appraisal* **than female arts students** in (CD=0.26, p<0.05).

- Fe**male arts students** had similar level of *career competency i.e. Self Appraisal* than **the female commerce students** in (CD=0.14, p>0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *career competency i.e.Self Appraisal* (CD=0.30, p<0.05).

- **Female science students** had higher level of *career competency i.e. Self Appraisal* than the **male arts students** (CD=0.32, p<0.05).

- **Female arts students** had significantly lower *career competency i.e. Self Appraisal than* **male commerce and** (CD=0.28, p<0.05).

4) Results on overall students:

- **Science** students had higher level of *career competency i.e. Self Appraisal than* the **commerce students** (CD=0.27, p<0.05).

- **Science students** had significantly higher level of *career competency i.e. Self Appraisal* than the **arts students** (CD=0.25, p<0.05).

- **Arts students** had similar level of *career competency i.e. Self Appraisal* than the **commerce students** (CD=0.11, p>0.05).

This result helps to interpret that the *science students had superior career competency i.e. Self Appraisal* than *commerce and arts students* (Fig. 4.7).

Table 4.21

Ordered Treatment Means of career competency i.e. Self Appraisal of the students of arts, science and commerce

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	26.15	28.44	28.35
Girls	30.78	32.89	30.59
Overall students	28.10	30.85	28.55

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.22
Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *career competency - self appraisal* of the students of arts, science and commerce
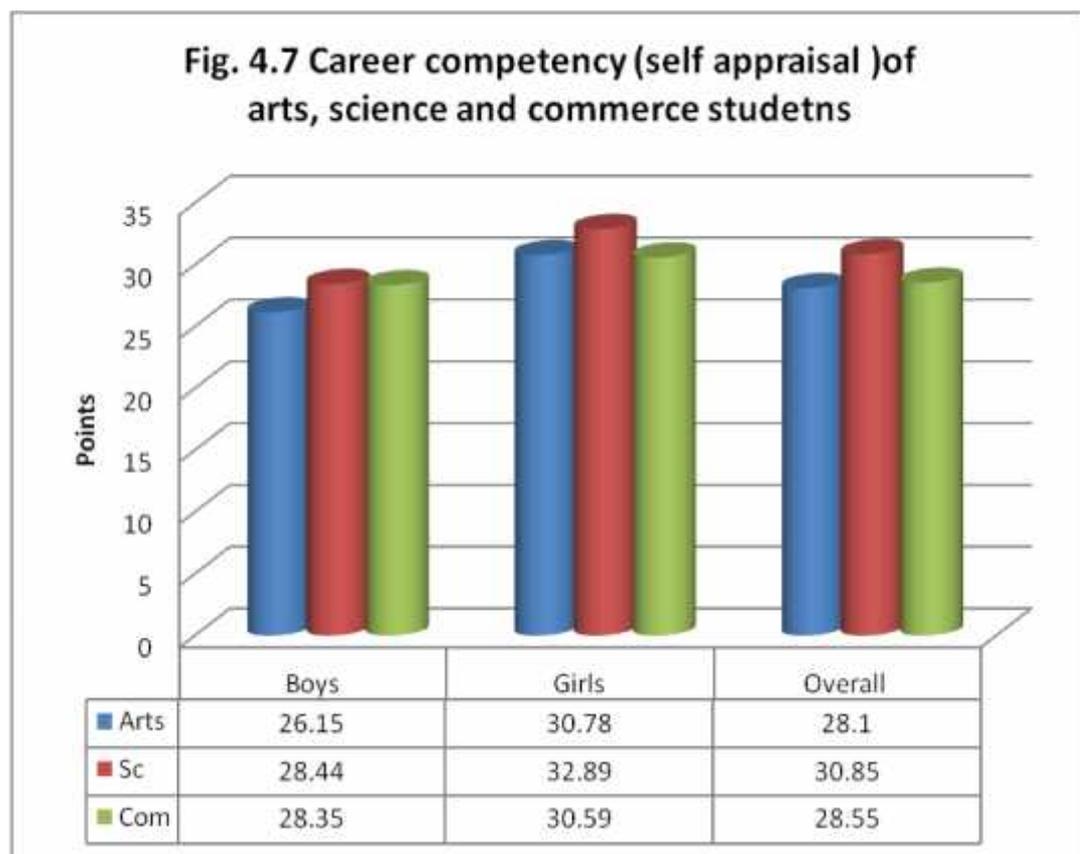
(STEPS)	3	2	1
MALES			
3	--	0.12	0.24*
2		--	0.25*
FEMALES			
3		0.22*	0.14
2			0.26*
MALES Vs FEMALES			
3		0.30*	0.28*
2			0.32*
OVERALL			
3		0.27*	0.11
2			0.25*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.7 Career competency (self appraisal)of arts, science and commerce studetns

	Boys	Girls	Overall
Arts	26.15	30.78	28.1
Sc	28.44	32.89	30.85
Com	28.35	30.59	28.55

b) Results of post hoc test on career competency i.e. Knowing yourself

In case of career competency i.e. **Knowing yourself (Pts.), for Male students** the Ordered Means of **"Arts** college," **"Science college"** and **"Commerce** college" as presented in **Table 4.23** were **5.10, 5.53 and 6.35** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college," **"Science college"** and **"Commerce** college" were **5.76, 7.41 and 6.59** respectively**.** However, the result of **overall students' scores "Arts** college," **"Science college"** and **"Commerce** college" were **5.32, 6.85 and 6.45** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.24 revealed that-

1) Results on male students:

- **Male science students** had similar level of *career competency i.e.* **Knowing yourself** like **male commerce students** in (CD=0.15, p>0.05).

- **Male science students** had significantly higher level of *career competency i.e.* **Knowing yourself** than the **male arts students** (CD=0.22, p<0.05).

- **Male arts students** had significantly lower *career competency i.e.* **Knowing yourself** *than* **male commerce and** (CD=0.25, p<0.05).

2) Results on female students:

- **Female science students had** higher **level of** *career competency i.e.* **Knowing yourself** than the **female commerce students** in (CD=0.23, p<0.05).

- **Female science students** had higher level of *career competency i.e. Knowing yourself than female arts students* in (CD=0.27, p<0.05).

- **Female arts students** had lower level of *career competency i.e. Knowing yourself* than **the female commerce students** in (CD=0.21, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *career competency i.e.* **Knowing yourself** (CD=0.28, p<0.05).

- **Female science students** had higher level of *career competency i.e.* **Knowing yourself** than the **male arts students** (CD=0.31, p<0.05).

- **Female arts students** had significantly lower *career competency i.e.* **Knowing yourself** *than* **male commerce and** (CD=0.25, p<0.05).

4) Results on overall students:

- **Science** students had higher level of *career competency i.e.* **Knowing yourself** *than* the **commerce students** (CD=0.24, p<0.05).

- **Science students** had significantly higher level of *career competency i.e.* **Knowing yourself** than the **arts students** (CD=0.26, p<0.05).

- **Arts students** had lower level of *career competency i.e.* **Knowing yourself** than the **commerce students** (CD=0.22, p<0.05).

This result helps to interpret that the *science students had superior career competency i.e.* **Knowing yourself** than *commerce and arts students* (Fig. 4.8).

Table 4.23

Ordered Treatment Means of *attitude towards* career competency i.e. Knowing yourself of the students of arts, science and commerce

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	5.10	6.53	6.35
Girls	5.76	7.41	6.59
Overall students	5.32	6.85	6.45

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.24

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *career competency* i.e., Knowing yourself of the students of arts, science and commerce
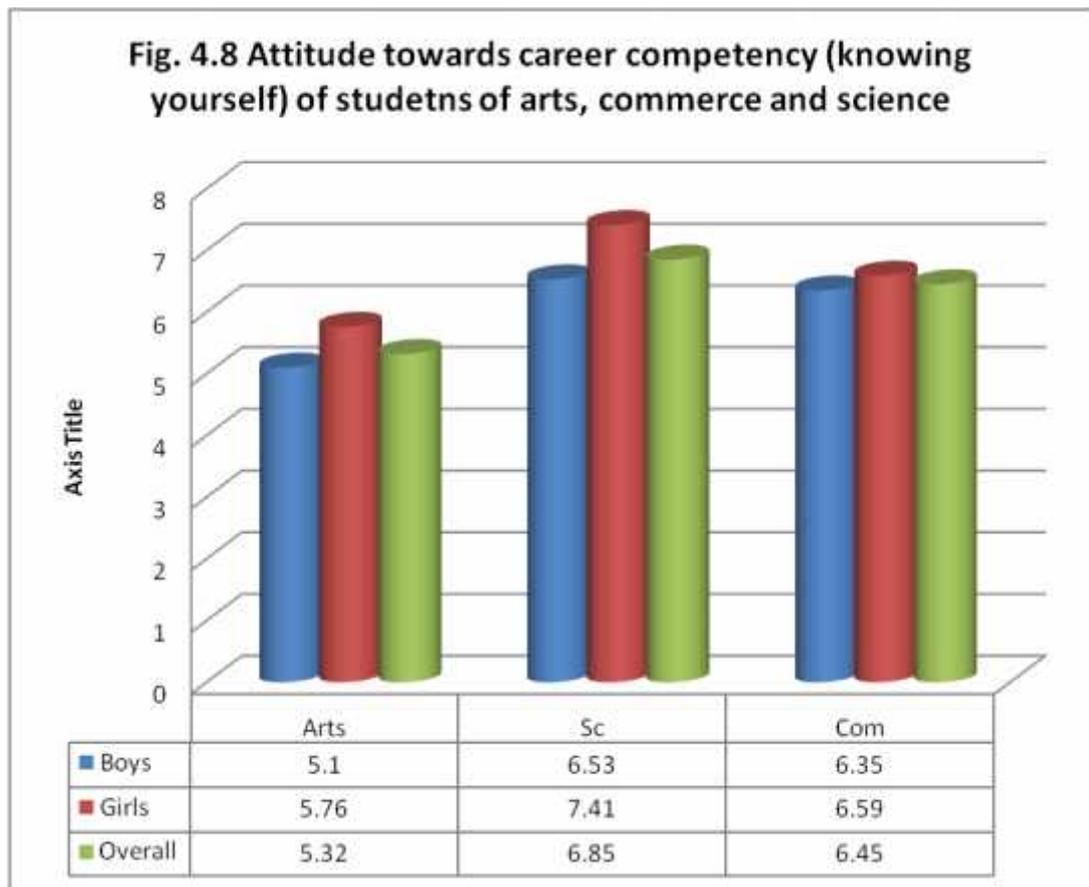
(STEPS)	3	2	1
MALES			
3	--	0.15	0.25*
2		--	0.22*
FEMALES			
3		0.28*	0.21*
2			0.27*
MALES Vs FEMALES			
3		0.28*	0.25*
2			0.31*
OVERALL			
3		0.24*	0.22^
2			0.26*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.8 Attitude towards career competency (knowing yourself) of studetns of arts, commerce and science

	Arts	Sc	Com
Boys	5.1	6.53	6.35
Girls	5.76	7.41	6.59
Overall	5.32	6.85	6.45

c) Results of post hoc test on career competency i.e. Occupational Information (Knowing about jobs)

In case of career competency i.e. Occupational Information (Knowing about jobs) (Pts.), for Male students the Ordered Means of "Arts college," "Science college" and "Commerce college" as presented in Table 4.25 were 4.97, 5.74 and 6.33 (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas for Female students the means of "Arts college," "Science college" and "Commerce college" were 5.78, 7.46 and 5.87 respectively. However, the result of overall students' scores "Arts college," "Science college" and "Commerce college" were 5.39, 6.99 and 5.84 respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.26 revealed that-

1) Results on male students:

- Male science students had similar level of *career competency i.e. Occupational Information (Knowing about jobs)* like male commerce students in (CD=0.17, p>0.05).

- Male science students had significantly higher level of *career competency i.e. Occupational Information (Knowing about jobs)* than the male arts students (CD=0.24, p<0.05).

- Male arts students had significantly lower *career competency i.e. Occupational Information (Knowing about jobs) than* male commerce and (CD=0.26, p<0.05).

2) Results on female students:

- Female science students had higher level of *career competency i.e. Occupational Information (Knowing about jobs)* than the female commerce students in (CD=0.27, p<0.05).

- **Female science students** had higher level of *career competency i.e. Occupational Information (Knowing about jobs)* **than female arts students** in (CD=0.32, p<0.05).

- **Female arts students** had lower level of *career competency i.e. Occupational Information (Knowing about jobs)* than **the female commerce students** in (CD=0.35, p<0.05).

3) Results on male Vs female students:
- **Female science students** had significantly higher than the **male commerce students** in *career competency i.e. Occupational Information (Knowing about jobs)* (CD=0.21, p<0.05).

- **Female science students** had higher level of *career competency i.e. Occupational Information (Knowing about jobs)* than the **male arts students** (CD=0.29, p<0.05).

- **Female arts students** had significantly lower *career competency i.e. Occupational Information (Knowing about jobs) than* **male commerce and** (CD=0.23, p<0.05).

4) Results on overall students:
- **Science** students had higher level of *career competency i.e. Occupational Information (Knowing about jobs) than* the **commerce students** (CD=0.26, p<0.05).

- **Science students** had significantly higher level of *career competency i.e. Occupational Information (Knowing about jobs)* than the **arts students** (CD=0.35, p<0.05).

- **Arts students** had similar level of *career competency i.e. Occupational Information (Knowing about jobs)* than the **commerce students** (CD=0.13, p>0.05).

This result helps to interpret that the *science students had superior career competency i.e. Occupational Information (Knowing about jobs) than commerce and arts students* (Fig. 4.9).

Table 4.25

Ordered Treatment Means of *attitude towards career maturity*
(career competency i.e. Occupational Information -Knowing
about jobs) **of the students of arts,
science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	4.97	5.74	6.33
Girls	5.78	7.46	5.87
Overall students	5.39	6.99	5.84

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.26

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *attitude towards career maturity* of the students of arts, science and commerce

| (STEPS)	3	2	1
MALES			
3	--	0.17	0.26*
2		--	0.24*
FEMALES			
3		0.27*	0.35*
2			0.32*
MALES Vs FEMALES			
3		0.21*	0.23*
2			0.29*
OVERALL			
3		0.26*	0.13
2			0.35*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.9 Attitude towards career maturity (career competency i.e. occupational information-knowing about jobs) of arts, science and commerce

	Arts	Sc	Com
Boys	4.97	5.74	6.33
Girls	5.78	7.46	5.87
Overall	5.39	6.99	5.84
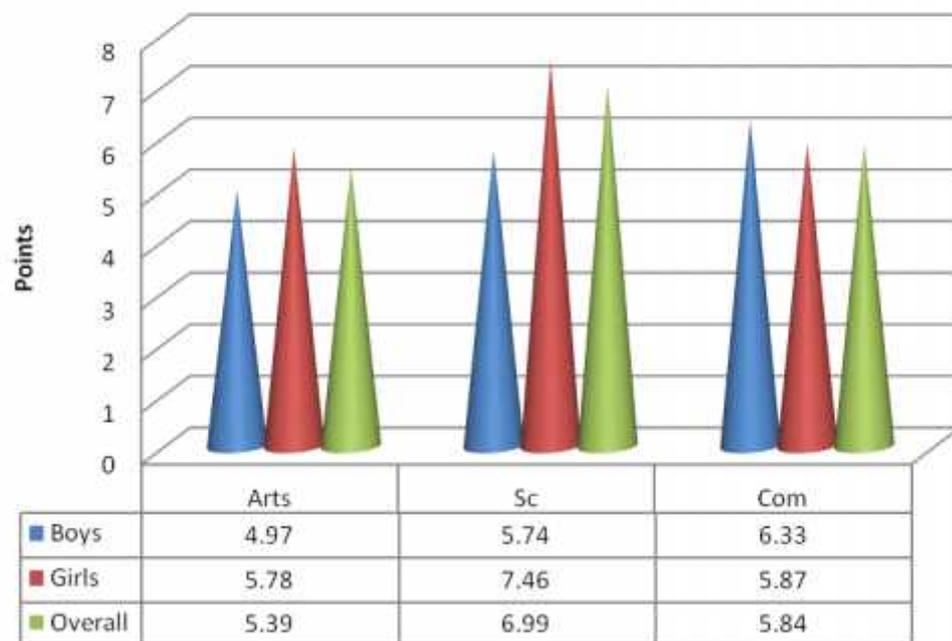
d) Results of post hoc test on career competency i.e. Goal Selection (Choosing a job)

In case of career competency i.e. Goal Selection (Choosing a job) (Pts.), for Male students the Ordered Means of "Arts college," "Science college" and "Commerce college" as presented in Table 4.27 were 4.19, 5.98 and 5.07 (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas for Female students the means of "Arts college," "Science college" and "Commerce college" were 4.58, 6.74 and 5.14 respectively. However, the result of overall students' scores "Arts college," "Science college" and "Commerce college" were 4.30, 6.42 and 5.11 respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.28 revealed that-

1) Results on male students:

- Male science students had higher level of *career competency i.e. Goal Selection (Choosing a job)* like male commerce students in (CD=0.23, p<0.05).

- Male science students had significantly higher level of *career competency i.e. Goal Selection (Choosing a job)* than the male arts students (CD=0.28, p<0.05).

- Male arts students had significantly lower *career competency i.e. Goal Selection (Choosing a job) than* male commerce and (CD=0.25, p<0.05).

2) Results on female students:

- Female science students had higher level of *career competency i.e. Goal Selection (Choosing a job)* than the female commerce students in (CD=0.33, p<0.05).

- **Female science students** had higher level of *career competency i.e. Goal Selection (Choosing a job)* **than female arts students** in (CD=0.37, p<0.05).

- **Female arts students** had lower level of *career competency i.e. Goal Selection (Choosing a job)* than **the female commerce students** in (CD=0.34, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *career competency i.e. Goal Selection (Choosing a job)* (CD=0.37, p<0.05).

- **Female science students** had higher level of *career competency i.e. Goal Selection (Choosing a job)* than the **male arts students** (CD=0.42, p<0.01).

- **Female arts students** had significantly lower *career competency i.e. Goal Selection (Choosing a job) than* **male commerce and** (CD=0.39, p<0.05).

4) Results on overall students:

- **Science** students had higher level of *career competency i.e. Goal Selection (Choosing a job) than* the **commerce students** (CD=0.29, p<0.05).

- **Science students** had significantly higher level of *career competency i.e. Goal Selection (Choosing a job)* than the **arts students** (CD=0.32, p<0.05).

- **Arts students** had lower level of *career competency i.e. Goal Selection (Choosing a job)* than the **commerce students** (CD=0.30, p<0.05).

This result helps to interpret that the *science students had superior career competency i.e. Goal Selection (Choosing a job)* than *commerce and arts students* (Fig. 4.10).

Table 4.27

Ordered Treatment Means of *attitude towards career maturity*
(career competency i.e. Goal Selection - Choosing a job) **of the
students of arts, science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	4.19	5.98	5.07
Girls	4.58	6.74	5.14
Overall students	4.30	6.42	5.11

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.28

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *attitude towards career maturity* of the students of arts, science and commerce
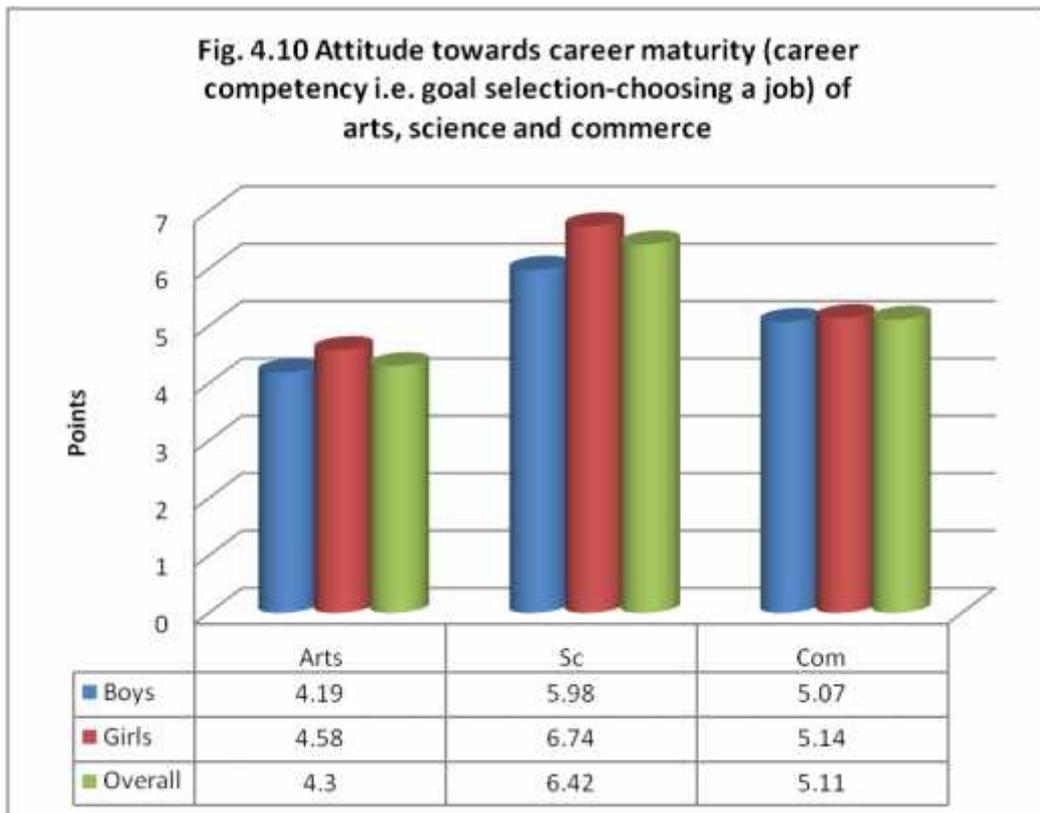
(STEPS)	3	2	1
MALES			
3	--	0.23*	0.25*
2		--	0.28*
FEMALES			
3		0.33*	0.34*
2			0.37*
MALES Vs FEMALES			
3		0.37*	0.39*
2			0.42**
OVERALL			
3		0.29*	0.30*
2			0.32*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.10 Attitude towards career maturity (career competency i.e. goal selection-choosing a job) of arts, science and commerce

	Arts	Sc	Com
Boys	4.19	5.98	5.07
Girls	4.58	6.74	5.14
Overall	4.3	6.42	5.11

e) Results of post hoc test on career competency i.e. Planning (Looking ahead)

In case of **career competency i.e. Planning (Looking ahead) (Pts.),** **for Male students** the Ordered Means of **"Arts** college," **"Science college"** and **"Commerce** college" as presented in **Table 4.29** were **3.79, 5.55 and 4.25** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college," **"Science college" and "Commerce** college" were **4.45, 6.78 and 5.20** respectively**.** However, the result of **overall students' scores "Arts** college," **"Science college" and "Commerce** college" were **4.23, 6.37 and 5.01** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.30 revealed that-

1) Results on male students:

- **Male science students** had higher level of *career competency i.e. Planning (Looking ahead)* like **male commerce students** in (CD=0.27, p<0.05).

- **Male science students** had significantly higher level of *career competency i.e. Planning (Looking ahead)* than the **male arts students** (CD=0.33, p<0.05).

- **Male arts students** had similar level of *career competency i.e. Planning (Looking ahead) than* **male commerce and** (CD=0.16, p>0.05).

2) Results on female students:

- **Female science students had** higher **level of** *career competency i.e. Planning (Looking ahead)* than the **female commerce students** in (CD=0.26, p<0.05).

- **Female science students** had higher level of *career competency i.e. Planning (Looking ahead)* **than female arts students** in (CD=0.34, p<0.05).

- **Female arts students** had similar level of *career competency i.e. Planning (Looking ahead)* than **the female commerce students** in (CD=0.14, p>0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *career competency i.e. Planning (Looking ahead)* (CD=0.34, p<0.05).

- **Female science students** had higher level of *career competency i.e. Planning (Looking ahead)* than the **male arts students** (CD=0.40, p<0.01).

- **Female arts students** had significantly lower *career competency i.e. Planning (Looking ahead) than* **male commerce and** (CD=0.37, p<0.05).

4) Results on overall students:

- **Science** students had higher level of *career competency i.e. Planning (Looking ahead) than* the **commerce students** (CD=0.28, p<0.05).

- **Science students** had significantly higher level of *career competency i.e. Planning (Looking ahead)* than the **arts students** (CD=0.31, p<0.05).

- **Arts students** had lower level of *career competency i.e. Planning (Looking ahead)* than the **commerce students** (CD=0.24, p<0.05).

This result helps to interpret that the *science students had superior career competency i.e. Planning (Looking ahead)* than *commerce and arts students* (Fig. 4.11).

Table 4.29

Ordered Treatment Means of *attitude towards career maturity*
(career competency i.e. Planning – Looking ahead) **of the
students of arts, science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	3.79	5.55	4.25
Girls	4.45	6.78	5.20
Overall students	4.23	6.37	5.01

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.30

Scheffe's Post Hoc Test for Difference Between Pairs of Ordered Means in *attitude towards career maturity* (Planning – Looking ahead**) of the students of arts, science and commerce**
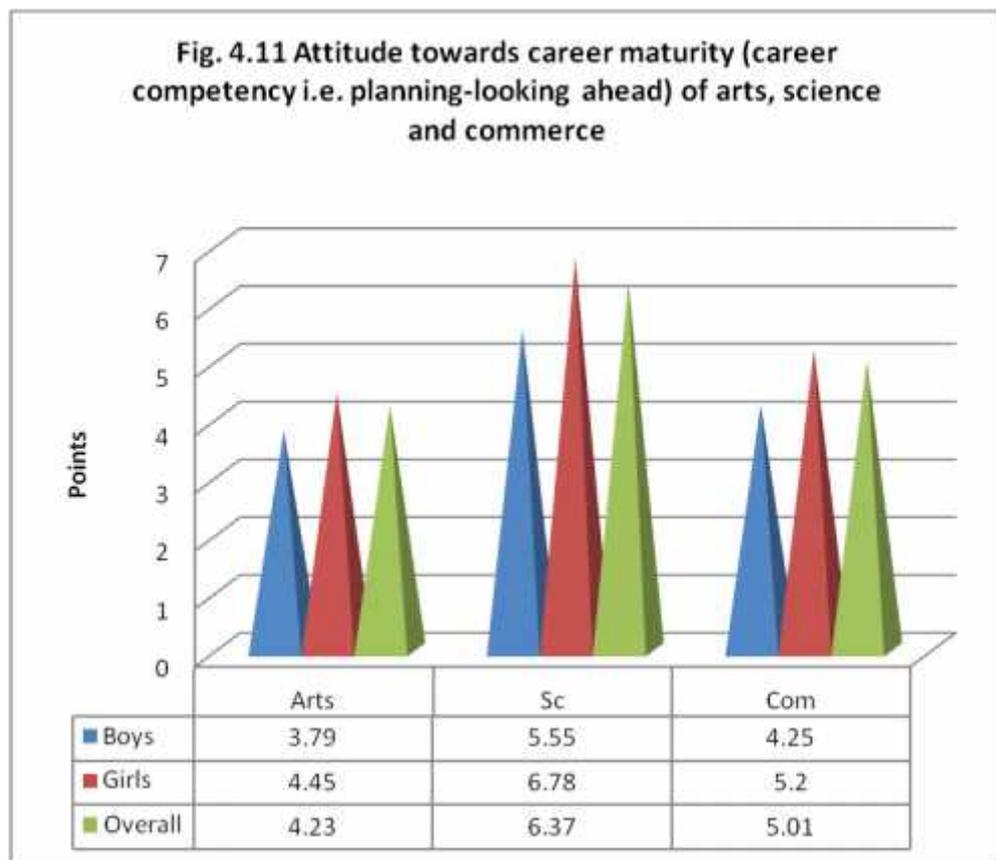
(STEPS)	3	2	1
MALES			
3	--	0.27*	0.16
2		--	0.33*
FEMALES			
3		0.26*	0.14
2			0.34*
MALES Vs FEMALES			
3		0.34*	0.37*
2			0.40**
OVERALL			
3		0.28*	0.24*
2			0.31*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.11 Attitude towards career maturity (career competency i.e. planning-looking ahead) of arts, science and commerce

	Arts	Sc	Com
Boys	3.79	5.55	4.25
Girls	4.45	6.78	5.2
Overall	4.23	6.37	5.01

f) Results of post hoc test on career competency i.e. Problem Solving (What should they do?)

In case of career competency i.e. Problem Solving (What should they do?) (Pts.), for Male students the Ordered Means of **"Arts** college," **"Science college" and "Commerce** college" as presented in **Table 4.31** were **3.86, 5.34 and 6.89** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college," **"Science college" and "Commerce** college" were **4.32, 5.78 and 7.70** respectively**.** However, the result of **overall students' scores "Arts** college," **"Science college" and "Commerce** college" were **4.27, 5.52 and 7.25** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.32 revealed that-

1) Results on male students:

- **Male science students** had lower level of *career competency i.e. Problem Solving (What should they do?)* than **male commerce students** in (CD=0.24, p<0.05).

- **Male science students** had significantly higher level of *career competency i.e. Problem Solving (What should they do?)* than the **male arts students** (CD=0.29, p<0.05).

- **Male arts students** had lower level of *career competency i.e. Problem Solving (What should they do?) than* **male commerce and** (CD=0.35, p<0.05).

2) Results on female students:

- **Female science students had** lower **level of *career competency i.e. Problem Solving (What should they do?)*** than the **female commerce students** in (CD=0.28, p<0.05).

- **Female science students** had higher level of *career competency i.e. Problem Solving (What should they do?)* **than female arts students** in (CD=0.31, p<0.05).

- **Female arts students** had lower level of *career competency i.e. Problem Solving (What should they do?)* than **the female commerce students** in (CD=0.34, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly lower than the **male commerce students** in *career competency i.e. Problem Solving (What should they do?)* (CD=0.23, p<0.05).

- **Female science students** had higher level of *career competency i.e. Problem Solving (What should they do?)* than the **male arts students** (CD=0.21, p<0.05).

- **Female arts students** had significantly lower *career competency i.e. Problem Solving (What should they do?) than* male commerce and (CD=0.26, p<0.05).

4) Results on overall students:

- **Science** students had lower level of *career competency i.e. Problem Solving (What should they do?) than* the **commerce students** (CD=0.25, p<0.05).

- **Science students** had significantly higher level of *career competency i.e. Problem Solving (What should they do?)* than the **arts students** (CD=0.31, p<0.05).

- **Arts students** had lower level of *career competency i.e. Problem Solving (What should they do?)* than the **commerce students** (CD=0.36, p<0.05).

This result helps to interpret that the ***commerce students had superior career competency i.e. Problem Solving (What should they do?)*** than ***science and arts students*** (Fig. 4.12).

Table 4.31

Ordered Treatment Means of *attitude towards career maturity*
(career competency i.e. Problem solving- What should they do?**))**
of the students of arts, science and commerce

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	3.86	5.34	6.89
Girls	4.32	5.78	7.70
Overall students	4.27	5.52	7.25

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.32
Scheffe's Post Hoc Test for Difference Between Pairs of
Ordered Means in *attitude towards career maturity*
(Problem solving – What should they do?**) of the students of**
arts, science and commerce

| (STEPS)	3	2	1
MALES			
3	--	0.24*	0.35*
2		--	0.29*
FEMALES			
3		0.28*	0.34*
2			0.31*
MALES Vs FEMALES			
3		0.23*	0.26*
2			0.21*
OVERALL			
3		0.25*	0.36*
2			0.31*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.12 Attitude towards career maturity (career competency i.e. problem solving-what should they do) of arts, science and commerce

	Arts	Sc	Com
Boys	3.86	5.34	6.89
Girls	4.32	5.78	7.7
Overall	4.27	5.52	7.25
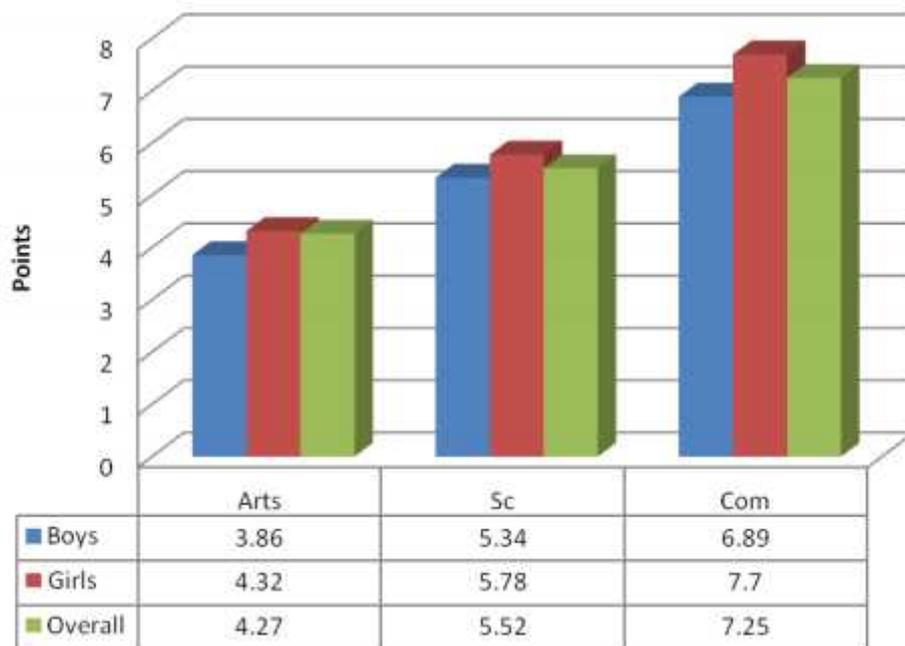
g) Results of post hoc test on Overall Competency

In case of **Overall Competency (Pts.), for Male students** the Ordered Means of **"Arts** college," **"Science college" and "Commerce** college"** as presented in **Table 4.33** were **21.30, 25.34 and 25.76** (Where, 1 = Score of Arts college, 2 = Score of Science college and 3= Score for Males of Commerce college), whereas **for Female students** the means of **"Arts** college," **"Science college" and "Commerce** college"** were **24.28, 27.65 and 27.97** respectively**. However, the result of **overall students' scores** "Arts** college," **"Science college" and "Commerce** college"** were **22.88, 26.80 and 26.91** respectively.

The statistical significance of Scheffe's Post Hoc test presented in Table 4.34 revealed that-

1) Results on male students:

- **Male science students** had similar level of ***Overall Competency*** like **male commerce students** in (CD=0.12, p>0.05).

- **Male science students** had significantly higher level of ***Overall Competency*** than the **male arts students** (CD=0.28, p<0.05).

- **Male arts students** had lower level of ***Overall Competency than** **male commerce and** (CD=0.30, p<0.05).

2) Results on female students:

- **Female science students had** similar **level of *Overall Competency*** like the **female commerce students** in (CD=0.10, p>0.05).

- **Female science students** had higher level of ***Overall Competency*** than female arts students** in (CD=0.23, p<0.05).

- **Female arts students** had lower level of ***Overall Competency*** than **the female commerce students** in (CD=0.26, p<0.05).

3) Results on male Vs female students:

- **Female science students** had significantly higher than the **male commerce students** in *Overall Competency* (CD=0.24, p<0.05).

- **Female science students** had higher level of *Overall Competency* than the **male arts students** (CD=0.29, p<0.05).

- **Female arts students** had significantly lower *Overall Competency than* **male commerce and** (CD=0.31, p<0.05).

4) Results on overall students:

- **Science** students had similar level of *Overall Competency like* **commerce students** (CD=0.14, p>0.05).

- **Science students** had significantly higher level of *Overall Competency* than the **arts students** (CD=0.34, p<0.05).

- **Arts students** had lower level of *Overall Competency* than the **commerce students** (CD=0.35, p<0.05).

This result helps to interpret that the ***commerce students had similar level of Overall Competency*** like *science students.* Moreover, both the commerce and science students had higher level of Overall Competency than *arts students* (Fig. 4.13).

Table 4.33

**Ordered Treatment Means of *attitude towards career maturity*
(Overall Competency) of the students of
arts, science and commerce**

	ORDER		
	1 (Arts)	2 (Sc)	3 (Com)
Boys	21.30	25.34	25.76
Girls	24.28	27.65	27.97
Overall students	22.88	26.80	26.91

Where, **1 = *Score for students of arts college***

2 = *Score for students of science college*

3 = *Score for students of commerce college*

Table 4.34
Scheffe's Post Hoc Test for Difference Between Pairs of
Ordered Means in *attitude towards career maturity*
(Overall competency) of the students of
arts, science and commerce

| (STEPS)	3	2	1
MALES			
3	--	0.12	0.30*
2		--	0.28*
FEMALES			
3		0.10	0.26*
2			0.23*
MALES Vs FEMALES			
3		0.24*	0.31*
2			0.29*
OVERALL			
3		0.14	0.35*
2			0.34*

*p<0.05, **p<0.01

Where, **1 = *Score for students of arts***

2 = *Score for students of science*

3 = *Score for students of commerce*

Fig. 4.13 Attitude towards career maturity (overall competency) of arts, science and commerce

	Arts	Sc	Com
Boys	21.3	25.34	25.76
Girls	24.28	27.65	27.97
Overall	22.88	26.8	26.91
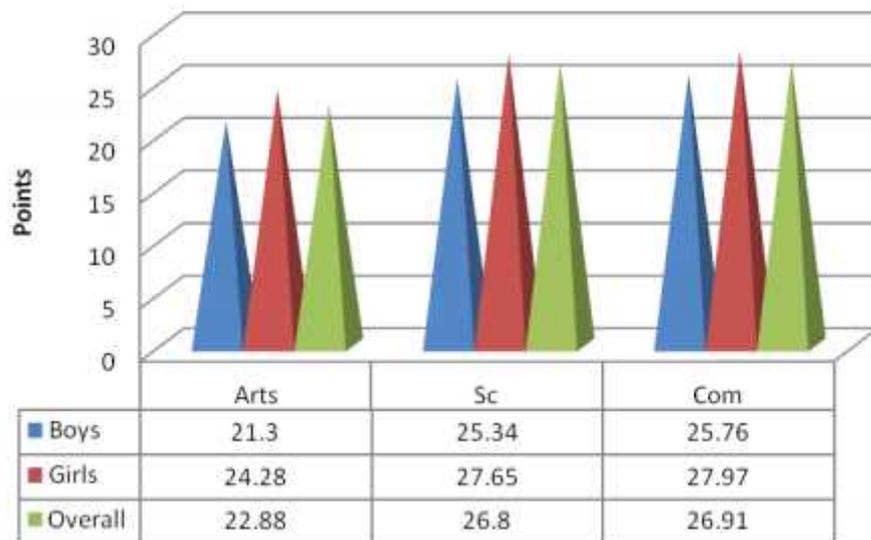
4.9 Result of correlation between Health related physical fitness awareness, Emotional intelligence and Career decision making abilities of College students

The results of correlation between the scores of physical fitness (health related) awareness, emotional intelligence and career decision making have been presented in Table 4.35. The result revealed that, in case of male students, the correlation coefficient between the physical fitness awareness and emotional intelligence was 0.69, which was statistically significant at the 0.01 level ($r=0.69$, $p<0.01$). Similar but better result was evident in case of Females and the correlation coefficient between the physical fitness awareness and emotional intelligence was 0.73 ($r=0.73$, $p<0.01$). This indicates that there exists a higher relationship between physical fitness awareness (health related) and emotional intelligence of college level students.

Further, there exists a relationship between emotional intelligence and career decision making although the coefficients are found comparative low for both males ($r=0.51$, $p<0.05$) and females ($r=0.55$, $p<0.05$).

Table 4.35 also revealed that, in case of male students, the correlation coefficient between the physical fitness awareness and career decision making ability was 0.65, which was statistically significant at the 0.01 level ($r=0.65$, $p<0.01$). Similar but better result was evident in case of Females and the correlation coefficient between the physical fitness awareness and career decision making ability was 0.76 ($r=0.76$, $p<0.01$). This indicates that there exists a higher relationship between physical fitness awareness (health related) and career decision making ability of college level students.

Table 4.35

Coefficient of correlation between health related physical fitness awareness, emotional intelligence and career decision making of the college level students

Variables of Health related Physical fitness (HRPF)	Mental Health (Pearson's coefficient of correlation)			
	Emotional Intelligence		Career Decision Making	
	Male	Female	Male	Female
HRPF	0.69	**0.73**	0.65	**0.76**
Emotional Intelligence	--	--	0.51	**0.55**

4.10 Result of Multiple step up regression

4.10.1 Result of Multiple step up regression between physical fitness awareness and emotional intelligence ability of College students

The results of Multiple Step Up Regression on *physical fitness (health related) awareness Vs emotional intelligence* have been presented in Table 4.36, which revealed that –

- the residual value of **low level of physical fitness awareness** was 0.0076, where the adjusted R^2 value was 0.182 which was **not** statistically significant even at 0.05 level. This result indicates that the students having **poor level** of physical fitness awareness **cannot** predict one's **emotional intelligence**.

- the residual value of **high level** of physical fitness awareness was 0.0965, where the adjusted R^2 value was 0.877 which was statistically **significant at 0.01** level. This result indicates that **high** level of physical fitness awareness can predict one's **emotional intelligence**.

- the residual value of **average** level of physical fitness awareness was 0.0884, where the adjusted R^2 value was 0.516 which was statistically significant at 0.01 level. This result indicates that **average** level of physical fitness awareness can predict one's **emotional intelligence**.

Table 4.36

**Multiple step up regression of Physical Fitness
for prediction of emotional intelligence**

Parameters	Level	Emotional intelligence		
		'r'	Residual	Adjusted R^2
Physical fitness	Low	0.32*	0.0076	0.182
Physical fitness	High	0.74**	0.0965	0.877**
Physical fitness	Average	0.457**	0.0884	0.516**

*p<0.05, **p<0.01

The result of regression analysis finally infers that health related physical fitness awareness is the best predictor of emotional intelligence. This indicates that in assessing one's status of **health related physical fitness awareness** level, it is possible to predict his/ her level of **emotional intelligence**.

4.10.2 Result of Multiple step up regression between career decision making and emotional intelligence ability of College students

The results of Multiple Step Up Regression on ***career decision making Vs emotional intelligence*** have been presented in Table 4.37, which revealed that –

- the residual value of **low level of *emotional intelligence*** was 0.0035, where the adjusted R^2 value was 0.123 which was **not** statistically significant even at 0.05 level. This result indicates that the students having **poor level** of **emotional intelligence cannot** predict one's ***career decision making***.

- the residual value of **high level** of ***emotional intelligence*** was 0.0423, where the adjusted R^2 value was 0.384 which was statistically not **significant at 0.05** level. This result indicates that **high** level of ***emotional intelligence*** also cannot predict one's ***career decision making***.

- the residual value of **average** level of ***emotional intelligence*** was 0.0358, where the adjusted R^2 value was 0.185 which was statistically not significant at 0.05 level. This result indicates that **average** level of ***emotional intelligence*** cannot predict one's ***career decision making***.

Table 4.37

Multiple step up regression of emotional intelligence for prediction of career decision making

Parameters	Level	Career decision making		
		'r'	Residual	Adjusted R^2
Emotional intelligence	Low	0.18	0.0035	0.123
Emotional intelligence	High	0.55*	0.0423	0.384
Emotional intelligence	Average	0.27	0.0358	0.185

*p<0.05, **p<0.01

The result of regression analysis finally infers that **emotional intelligence** cannot be a predictor of **career decision making**. This indicates that in assessing one's status of *emotional intelligence* level, it is not possible to predict his/ her level of **career decision making**.

4.10.3 Result of Multiple step up regression between physical fitness awareness and career decision making ability of College students

The results of Multiple Step Up Regression on *physical fitness (health related) awareness Vs career decision making* have been presented in Table 4.38, which revealed that –

- the residual value of **low level of physical fitness awareness** was 0.0072, where the adjusted R^2 value was 0.189 which was **not** statistically significant even at 0.05 level. This result indicates that the students having **poor level** of physical fitness awareness **cannot** predict one's **career decision making.**

- the residual value of **high level** of physical fitness awareness was 0.0982, where the adjusted R^2 value was 0.880 which was statistically **significant at 0.01** level. This result indicates that **high** level of physical fitness awareness can predict one's **career decision making**.

- the residual value of **average** level of physical fitness awareness was 0.0891, where the adjusted R^2 value was 0.508 which was statistically significant at 0.01 level. This result indicates that **average** level of physical fitness awareness cannot predict one's **carrier decision making**.

Table 4.38

**Multiple step up regression of Physical Fitness
for prediction of Career decision making**

Parameters	Level	Career decision making		
		'r'	Residual	Adjusted R²
Physical fitness	Low	0.30*	0.0072	0.189
Physical fitness	High	0.76**	0.0982	0.880**
Physical fitness	Average	0.59**	0.0891	0.508*

*p<0.05, **p<0.01

The result of regression analysis finally infers that health related physical fitness awareness is the best predictor of **career decision making**. This indicates that in assessing one's status of **health related physical fitness awareness** level, it is possible to predict his/ her level of **career decision making ability**.

4.11 Discussion of Results

Today, awareness of health related physical fitness in human is gradually increasing and getting popular. Considering such awareness, human beings have shown much more interest towards maintenance of their own health and fitness. In fact, awareness of health related physical fitness has high relationship with actual level of health related physical fitness (Bera, 2005). Although systematic training of different physical exercises lead to achieve proper level of physical fitness, it in fact enhances the awareness of health related physical fitness too. Thus, 'awareness' and 'actual performance' is associated (Bera, 2005). However, the result of the present study indicates that *female science students* had dominantly high *Emotional intelligence* than the *male students of commerce* (CD=0.37, p<0.05) *and arts* (CD=0.24, p<0.05). In case of awareness of *health related physical fitness*, **female science students** had significantly higher awareness than **male commerce** (CD=0.32, p<0.05) and arts (CD=0.21, p<0.05) **students. The result on *Competency in decision making*** indicates that the **female science students** had significantly higher than the **male commerce** (CD=0.24, p<0.05) and **arts** (CD=0.29, p<0.05) **students**. These results infer that the science female students are dominant over the male counterparts on the three variables (viz., *emotional intelligence, health related physical fitness awareness and competency in decision making)*. Thus, the null hypothesis, "**HO$_1$:** 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" has been refuted.

Further, the result on subject-wise comparison among overall students indicates that the *arts students had superior Emotional intelligence* than *commerce and science students*. However, in case of h*ealth related physical fitness awareness,* the *science students were superior* to *commerce and arts students*. Amazingly, both *commerce and science students had similar level of Competency in decision making.* Moreover,

both the commerce and science students had higher level of Competency in decision making than *arts students*. Thus, the null hypothesis- *"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"* has been refuted.

It is known that proper health requires a sound mind in a sound body. Many of the recent literature reveal that good level of emotional intelligence indicates a healthy mind and has relationship with the healthy body. Obviously, health related physical fitness must be related to one's emotional intelligence. The result of this study also reveals the same and indicates a higher relationship (r= 0.69 to 0.73, p<0.01) between health related physical fitness and emotional intelligence among the students irrespective of any disciplines (viz., arts, science and commerce). Similar result of relationship was also evident in case of career decision making and health related physical fitness aspects (r= 0.65 to 0.76, p<0.01). Further, one's decision making ability depends upon how he/ she analyzes the situation intelligently and tackle the same efficiently. Moreover, it is also amazing that the female students showed significantly higher relationship between these two variables (i.e., physical fitness awareness and emotional intelligence). The reports of earlier investigators (Folkins, Carlyle, Sime and Wesley, 1981; Greenleaf, Martin and Rhea, 2008; Hasalkar, Shivalli and Biradar, 2005) also revealed the similar findings that physical fitness awareness and mental abilities are related to each other. The appearance of this result seems to be logical perhaps due to mind-body relationship. Thus, the hypothesis, *"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"* has been sustained.

The result on multiple steps up regression further confirmed that overall scores on 'career decision making' are related with the scores of 'health

related physical fitness' and 'emotional intelligence,' however, the result of R^2 varied. This indicates that in assessing one's status of **emotional intelligence** level, it is not possible to predict his/ her level of **career decision making** (R^2 = 0.384, p>0.05). This result is contradictory to the general notion that emotional intelligence helps for good decision making about one's career. Thus, the hypothesis – *"H₂: Career decision making ability of the junior collegiate students can be predicted based on their scores of emotional intelligence",* could not sustain and hence refuted.

It is also evident from the result that "health related physical fitness awareness" could help to predict the students' "career decision making ability (R^2 = 0.880, p<0.01). In fact, health related physical fitness deals with health of one's circulo-respiratory system, mobility of joints, abdominal organs, lipid profiles etc., which lead to a healthy body. Since the students possess good physical fitness awareness level, the mental set up might be in a state of balance. The female students are perhaps more focused to their personal gain and they might be having positive attitude towards life, soft spoken, gentle behavior and. therefore, their mental health status is perhaps higher than the male students. However, earlier researches are also agreed that physically fit persons are mentally sound (Adams and Brynteson,1992; Folkins, Carlyle, Sime and Wesley, 1981; Nowicki *et al.*, 1997). Finally, the result confirms that the students having higher state of health related physical fitness perhaps possess a better status of mental health leading to success in decision making. Since healthy mind resides in a healthy body, there must be homeostasis in mind-body relationship that might improve the decision making ability. Thus, the hypothesis – *"H₃: Career decision making ability of the junior collegiate students can be predicted based on their scores of health related fitness"* has been sustained.

To summarize, the overall result revealed that –

- o Science female students are dominant over the male counterparts on the three variables (viz., *emotional intelligence,*

health related physical fitness awareness and competency in decision making).

o Both the commerce and science students had higher level of Competency in decision making than *arts students*.

o Higher relationship exists between health related physical fitness and emotional intelligence among the students irrespective of any disciplines (viz., arts, science and commerce).

o Similar result of relationship was also evident in case of career decision making and health related physical fitness aspects. Further, one's decision making ability depends upon how he/ she analyzes the situation intelligently and tackle the same efficiently.

o Moreover, it is also amazing that the female students showed significantly higher relationship between these variables viz., health related physical fitness awareness, emotional intelligence and decision making. The result on multiple steps up regression further confirmed that overall scores on 'career decision making' are related with the scores of 'health related physical fitness' and 'emotional intelligence.

o "Health related physical fitness awareness" could help to predict the students' "career decision making ability." Thus, the result confirms that the students having higher state of health related physical fitness perhaps possess a better status of mental health leading to success in decision making.

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