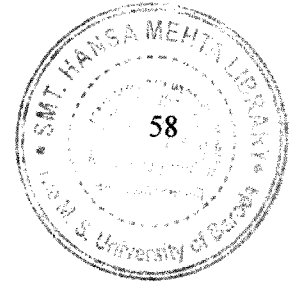# CHAPTER – IV

Results

According to the objectives of the study, result has been divided into three sections.

Section one describes the findings of the analyses performed on the data of 600 Tibetan refugee adolescents which is considered for the first phase of the study. It includes the descriptive statistics for the whole sample, result of Independent t-test and one-way ANOVA conducted to find out the mean differences across various psychosocial parameters among different demographic groups.

Section two presents the analysis of the pre-post intervention data of the experimental and control group by using ANCOVA (n = 300). In addition, section two also includes the result of the multiple regression analysis computed to identify the individual contribution of the life skill components on psychosocial parameters. Further analysis of the post-intervention data was done to see the mean differences between refugee adolescents with different demographic origins as a result of the life skill straining [LST]. Mean difference on life skill components among the different demographic groups was also studied.

In the final section, a total of 726 Tibetan refugee adolescents (n= 600) and Indian adolescents (n= 126) were subjected to independent t-test and one-way ANOVA to find out the mean differences on psychosocial parameters. Moreover, correlation analysis was also performed to find out the inter-correlation between psychosocial parameters. Regression analysis was conducted to understand the role of coping, self-confidence and emotional intelligence as predictors of stress and anxiety

Section One

4.1 Independent t-test and one-way ANOVA conducted for 600 Tibetan refugee adolescents to assess their stress, anxiety, coping, self-confidence and emotional intelligence prior to LST.

In the first section of the study, 600 Tibetan refugee adolescents were subjected to independent t-test and one-way ANOVA on psychosocial parameters such as stress, anxiety, coping, self-confidence and emotional intelligence. Mean differences, standard deviations, t scores, F values and significance levels were calculated for demographic characteristics such as Tibet born and exile born; males and females; adolescents with privilege of vacation and adolescents without privilege for vacation; and adolescents who have met their family in different time intervals.

4.1.1 a) Mean difference between Tibet born adolescents and exile born adolescents on psychosocial parameter.

Data was subjected to Independent t-test to examine the mean difference on psychosocial variables between Tibet born and exile born adolescents. Table 4.1 includes means, standard deviations, t scores and significance levels obtained on psychosocial parameters.

Table 4.1

Mean Comparison Test between Tibet born and Exile Born on Psychosocial Parameters

Variables	Tibet born (n= 420)		Exile born (n =180)		
	M	SD	M	SD	t
School stress	19.61	4.80	23.18	5.42	7.64**
Future stress	17.81	4.60	20.37	4.95	5.94 **
Home stress	20.04	6.31	22.34	6.66	3.94**
Peer stress	21.55	6.48	25.73	7.50	6.52**
Leisure stress	18.63	5.10	22.07	5.01	7.67**
Opposite sex stress	14.97	5.65	14.11	5.87	-1.68
Self stress	33.32	8.84	36.78	8.97	4.36**
State anxiety	34.88	5.95	38.27	6.97	5.70**
Trait anxiety	39.82	5.93	40.71	6.29	1.61
Active coping	24.22	6.99	24.12	6.99	-.16
Internal coping	31.59	5.85	32.55	6.54	1.69
Withdrawal coping	19.11	6.30	23.77	6.90	7.78**
Self-confidence	49.54	14.04	52.57	15.08	2.30*
Emotional intelligence	129.35	18.01	126.14	17.60	-2.04*

**P<0.01, * P< 0.05

Stress

Table 4.1 depicts that exile born adolescents were reported to have significantly more stress related to school, future, home, peer, leisure and self as compared to Tibet born adolescents. T value calculated was found significant at 0.01 level. No significant

difference existed between Tibet born and exile born adolescents in the area of opposite sex stress.

Anxiety

Exile born adolescents were shown to have comparatively higher state anxiety than that of Tibet born adolescents ($p < 0.01$). However; exile born and Tibet born adolescents didn't differ significantly in trait anxiety.

Coping

When mean difference in coping was taken into account, the result shows no significant mean difference in active and internal coping between Tibet born and exile born adolescents. Only in the withdrawal coping, did significant mean difference was found between the two, where exile born adolescents were reported to use more withdrawal coping than their counterparts with t value found significant at 0.01 level.

Self-confidence

A significant mean difference existed in self-confidence between exile born and Tibet born adolescents with t value revealed significant at 0.05level.Tibet born adolescents were shown to have lower mean in self-confidence as compared to exile born adolescents which implies that Tibet born adolescents have better self-confidence as lower score indicates higher self-confidence.

Emotional intelligence

T value obtained was significant at 0.05 and exile born was reported to have lower emotional intelligence than Tibet born.

Thus; it can be inferred from the above result that Tibet born adolescents were reported to have relatively lower stress in all the dimensions of stress except opposite sex stress. Also, they were found to have lower trait anxiety, whereas exile born adolescents were shown to use more withdrawal coping and displayed lower self-confidence and emotional intelligence.

4.1.1 b) Mean difference between adolescents with privilege of vacation and adolescents without privilege of vacation on psychosocial parameter.

Data was subjected to Independent t-test to examine a mean difference on psychosocial variables between adolescents with privilege of vacation and adolescents without privilege of vacation. Table 4.2 includes means, standard deviations, t scores and significance levels obtained on psychosocial parameters.

Table 4.2

Mean Comparison Test between Students with Privilege of Vacation and Students without Privilege for Vacation on Psychosocial Parameters

Variables	Privilege of Vacation (n = 377)		No privilege of vacation (n = 223)		
	M	SD	M	SD	t
School stress	21.53	5.27	19.26	4.90	-5.34**
Future stress	19.01	4.84	17.84	4.78	-2.89**
Home stress	21.15	6.54	20.00	6.37	2.12*
Peer stress	23.43	7.14	21.74	6.82	-2.87**
Leisure stress	20.50	5.29	18.25	5.06	-5.18**

Variables	Privilege of Vacation (n = 377)		No privilege of vacation (n = 223)		
	M	SD	M	SD	t
Opposite sex stress	14.67	5.75	14.78	5.69	.22
Self stress	34.78	8.76	33.64	9.42	-1.47
State anxiety	36.53	6.23	34.82	6.20	-3.21**
Trait anxiety	40.42	6.14	39.52	5.86	1.79
Active coping	24.55	6.86	23.57	7.16	-1.64
Internal coping	32.14	6.22	31.44	5.81	-1.39
Withdrawal coping	21.65	6.84	18.59	6.36	-5.53**
Self-confidence	50.91	14.67	49.65	13.97	-1.05
Emotional intelligence	129.26	17.11	127.87	18.41	.94

**P< 0.01, * P< 0.05

Stress

Result in table 4.2 indicates that mean scores were significantly higher among adolescents with privilege of vacation than adolescents without privilege of vacation on the stress dimensions: school, future, home, peer and leisure. No significant mean difference was demonstrated in opposite sex stress and self stress between adolescents with privilege of vacation and those without privilege of vacation.

Anxiety

In the area of state anxiety, adolescents with privilege of vacation differed significantly with adolescents without privilege of vacation with t value revealed

significant at 0.01 level, whereas in trait anxiety, mean score of adolescents with or without privilege of vacation was found to be non-significant.

Coping

There was no significant mean difference found between adolescents with privilege of vacation and adolescents without privilege of vacation neither in active nor in internal coping. However; only in the area of withdrawal coping, both the groups showed significant difference where adolescents with privilege of vacation used more withdrawal coping as compared to adolescents without privilege of vacation and t value was calculated significant at 0.01level.

Self-confidence

Mean difference between adolescents with privilege of vacation and adolescents without privilege of vacation on the dimension of self-confidence was found to be non significant.

Emotional intelligence

In the area of emotional intelligence, mean difference between adolescents with privilege of vacation and adolescents without privilege of vacation was not found to be significant.

Thus; It can be summarised from the above result that adolescents with privilege of vacation have significantly higher stress in areas like school, future, home, peer, leisure and opposite sex than adolescent without privilege of vacation. Also, they were found to have higher state anxiety and used more withdrawal coping than adolescents without privilege of vacation.

4.1.1 c) Mean difference on psychosocial parameter among students who have met family in different time intervals.

Data was subjected to Independent t-test to examine psychosocial variables among students who have met family in different time intervals. Table 4.3includes means, standard deviations, t scores and significance level obtained on psychosocial parameters.

Table 4.3

Mean Comparison Test among Adolescents Who have Met Family in Different Time Intervals on Psychosocial Parameters

Variables (n = 174)	Once a year (n = 197)		Once in 2 years (n = 229)		Once in 3 years		
	M	SD	M	SD	M	SD	F
School stress	22.50	5.25	20.14	5.52	19.69	4.68	15.35**
Future stress	19.49	5.04	18.31	5.06	18.11	4.42	4.49*
Home stress	21.32	6.49	20.03	6.45	20.88	6.53	1.93
Peer stress	24.47	7.78	22.58	6.86	21.72	6.45	7.78**
Leisure stress	21.71	5.26	18.89	5.36	18.77	4.91	19.28**
Opposite sex stress	14.33	6.12	15.43	5.71	14.38	5.39	2.30
Self stress	35.54	8.89	34.34	9.54	33.55	8.55	2.43
State anxiety	37.61	6.65	35.07	6.34	35.31	6.21	8.88**
Trait anxiety	40.09	6.51	39.74	5.76	40.42	5.93	.68
Active coping	23.88	7.17	24.24	7.07	24.35	6.79	.79

Variables	Once a year (n = 174)		Once in 2 years (n = 197)		Once in 3years (n = 229)		
	M	SD	M	SD	M	SD	F
Internal coping	32.13	6.95	32.47	6.04	31.16	5.31	2.69
Withdrawal coping	22.57	6.90	20.26	7.14	19.17	6.11	12.91**
Self-confidence	50.96	15.24	50.22	14.04	50.43	14.17	.16
Emotional intelligence	126.97	18.13	129.92	16.25	128.16	19.14	1.29

**$P< 0.01$, * $P< 0.05$

Stress

As depicted in table 4.3, the mean value of students who have met family once a year were significantly higher as compared to those students who have met family once in two years and those who have met once in three years in stress area such as school, future, peer and leisure. However, the group didn't differ significantly in home, opposite sex and self stress.

Anxiety

Adolescents who have met family once a year were reported to have higher state anxiety as compared to those students who have met family once in two years and once in three years. The F score calculated was revealed to be significant at 0.01 level. The mean difference among the three groups in trait anxiety was not revealed significant.

Coping

No significant difference among the groups existed in active and internal coping. Conversely, students who have met family once a year were reported to use more withdrawal coping as compared to students who have met family once in two years and

once in three years. F value calculated for withdrawal coping was found significant at 0.01 level.

Self-confidence

There was statistically no significant difference found in the area of self-confidence among students who have met family once a year, once in two years and once in three years.

Emotional intelligence

F value didn't differ significantly among the students who have met family once a year, once in two years and those who have met family once in three years in the area of emotional intelligence.

Thus; It can be concluded that adolescents who have met family once a year were found to have higher school stress, future stress, peer stress, leisure stress, state anxiety and used more withdrawal coping as compared to the adolescents who have met family once in two years and once in three years.

Section Two

4.2 The Effects of Life Skills Intervention on Psychosocial Parameters

In order to test the suggested hypotheses, the data of 300 Tibetan refugee adolescents were analyzed using ANCOVA. The primary objective of using ANCOVA was to control any pre-existing differences among the subjects prior to giving life skills training [LST]. So that any change in the post-intervention test scores could be attributed to the efficacy of the given LST. * According to Tabachnick and Fidell (1983) covariate

in the SPSS analysis is pre-test score which will be referred as "Pre". The results are reported as follow:

4.2.1   a)Effects of LST on stress.

In order to test the effect of LST, data was subjected to ANCOVA where the effect of group membership and pre* was studied by comparing pre-post intervention scores after adjusting the initial systematic differences. Following are the result of ANCOVA on the areas of stress.

School stress

Tables 4.4 presents F scores, significance level in pre and post-adjustment scores and pair wise comparison onschool stress.

Table 4.4

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on School Stress

Dependent variable: School stress

Source	Before adjustment F	Before adjustment Sig	After adjustment F	After adjustment Sig	Pair wise comparisons (I) group	Pair wise comparisons (j) group	Pair wise comparisons Mean Difference (I- j)
Group X Pre	.52	.47			Exp	Con	-1.69*
Group	.01	.93	9.00	.01*			
Pre	36.28	.00**	36.51	.00**			

**P< 0.01, * P< 0.05

In the pre-adjustment tests, homogeneity-of- regression assumption was successful as no significant interaction effect was found. In the post adjustment, it was found that both group (F= 9, df = 1, p < .05) and pre*(F = 36.51, df = 1, p < .01) had significant effect on school stress. School stress for experimental group was significantly lower (M = 20.84, SD = 4.92) as compared to control group (M = 22.64, SD = 5.34) in the post- intervention scores due to LST.

Future stress

Tables 4.5 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onfuturestress.

Table 4.5

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Future Stress

Dependent Variable: Future stress

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	1.07	.30			Exp	Cont	-.74
Group	.54	.46	1.96	.16			
Pre	56.31	.00**	58.15	.00**			

**P< 0.01, * P< 0.05

There was no significant interaction observed between group and pre* in the pre-adjustment which showed that homogeneity of variance has been assumed. In the post-

adjustment score, main effect of pre*(F = 58.15, df = 1, p < .01) has significant effect on future stress whereas main effect of group showed no significant effect which indicates that LST didn't have significant effect on future stress. However; mean differences in post-test scores showed that experimental group (M = 18.54, SD = 4.86) has comparatively secured lower means than control group (M = 19.28, SD = 5.14).

Home stress

Tables 4.6 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onhome stress

Table 4.6

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Home Stress

Dependent Variable: Home stress

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.42	.52			Exp	Cont	-1.24
Group	.02	.88	3.51	.06			
Pre	37.24	.00**	37.61	.00**			

**P<0.01, * P< 0.05

In the pre-adjustment, interaction between group and pre* was statistically not significant; hence a random sampling has been successful. In the post adjustment test, main effect of pre*(F = 37.61, df = 1, p < .01) has significantly affected home stress

whereas main effect of group showed no significant effect which means that LST has not significantly affected home stress in the post-test scores. Nevertheless; mean differences in post-test scores show the trend that experimental group (M = 18.70, SD = 5.79) uses less withdrawal coping than their counterparts (M = 20.02, SD= 6.29).

Peer stress

Tables 4.7 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onpeer stress.

Table 4.7

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Peer Stress

Dependent Variable: Peer stress

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.14	.71			Exp	Cont	-4.28*
Group	.86	.35	5.39	.00**			
Pre	75.41	.00**	75.86	.02*			

**P< 0.01, * P< 0.05

In the pre-adjustment score, difference in mean in peer stress as a result of both group and pre*was non significant which shows that sample has been randomly assigned to experimental and control group. After adjustment, F ratio for both group (F= 5.39, df

= 1, p < .01) and pre*(F = 75.86, df = 1, p < .05) was significantly related to peer stress.

LST has decreased peer stress in experimental group as they have scored lower mean (M

= 21.32, SD = 6.44) than control group (M = 23.22, SD = 6.47) in the post-intervention

test.

Leisure stress

Tables 4.8 presents F scores, significance level in pre- and post- adjustment scores

and pair wise comparison onleisure stress.

Table 4.8

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise

Comparisons on Leisure Stress

Dependent Variable: Leisure Stress

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.06	.81			Exp	Cont	-2.05*
Group	.31	.58	13.60	.00**			
Pre	50.80	.00**	51.26	.00**			

**P< 0.01, * P< 0.05

Comparison of mean differences in leisure stress as a result of interaction effect of

group and pre*was non significant which shows that sample has been randomly assigned

to experimental and control group. After adjustment, F ratios for both group (F = 13.60,

df = 1, p < .01) and pre*(F = 51.26, df = 1, p < .01) were observed significant. In the

post-test score, experimental group has scored lower mean (M = 18.49, SD = 5.34) than

control group (M = 20.55, SD = 5.04) which means that reduction in leisure stress could

be attributed to the implementation of LST.

Opposite sex stress

Tables 4.9 presents F scores, significance level in pre- and post- adjustment scores

and pair wise comparison onopposite sex stress.

Table 4.9

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise

Comparisons on Opposite Sex Stress

Dependent Variable: Opposite sex stress

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.51	.48			Exp	Con	.12
Group	.55	.46	.05	.83			
Pre	133.62	.00*	136.25	.00**			.

**P< 0.01, * P< 0.05

There was a no significant difference due to the interaction between pre* and

group which implies that systematic randomization of the group has been successfully

performed. Even after adjusting for scores in the pre-test, main effect of pre*(F = 136.25,

df = 1, p < .01) showed a significant effect on opposite sex stress whereas main effect of

group showed no significant effect which means that LST has not significantly affected

opposite sex stress in the post-test scores. Nevertheless, experimental group (m = 15.08, SD = 5.67) in the post-test demonstrated lower level of opposite sex stress than control group (m = 15.22, SD = 6.23).

Self stress

Tables 4.10 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onself stress.

Table 4.10

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Self Stress

Dependent Variable: Self Stress

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.02	.895			Exp	Cont	-3.57*
Group	.79	.37	14.79	.00**			
Pre	77.19	.00*	77.48	.00**			

**P< 0.01, * P< 0.05

On the dimension of self stress, interaction effect between group and pre* was non significant as homogeneity of variance has been assumed. After the adjustment, F ratios for both group(F = 14.79, df = 1, p < .01) and pre*(F = 77.48, df = 1, p < .01) were found to have significant effect on self stress. Self stress for experimental group (M

= 32.66, SD = 9.28) has been relatively reduced as compared to control group (M = 36.65, SD = 8.70) in the post-test which could be attributed to the effect of LST.

4.2.1 b) Effect t of LST on anxiety.

In order to test the effect of LST, data was subjected to ANCOVA where the effect of group membership and pre* was studied by comparing pre-post intervention scores after adjusting the initial systematic differences. Following are the result of ANCOVA on the state and trait anxiety.

State anxiety

Tables 4.11 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onstate anxiety.

Table 4.11

Summary of ANCOVA Showing Pre and –Post-Adjustment Scores and Pair Wise Comparisons on State Anxiety

Dependent Variable: State Anxiety

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	3.42	.07			Exp	Cont	-2.28*
Group	5.33	.02*	7.59	.01*			
Pre	18.49	.00**	17.83	.00**			

**P<0.01, * P< 0.05

Random assignment of subjects to the group was successful as interaction effect of group and pre* was not statistically significant. After the adjustment of scores in the pre-test, it can be seen that both group (F = 7.59, df = 1, p < .05) and pre* (F= 17.83, df = 1, p < .01) have significant effect on state anxiety. LST has significantly reduced state anxiety in experimental group as experimental group has comparatively lower mean of 36.16 (SD = 7.60) than control group with a mean of 38.81 (SD = 7.00).

Trait anxiety

Tables 4.12 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison ontrait anxiety.

Table 4.12

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Trait Anxiety

Dependent Variable: Trait anxiety

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	2.68	.10			Exp	Cont	-1.92*
Group	1.53	.22	9.28	.01*			
Pre	49.33	.00**	48.35	.00**			

**P< 0.01, * P< 0.05

In the area of trait anxiety, randomization of group has been assumed as interaction effect of group and trait anxiety was found to be not significant. Even after adjusting for the initial difference in the pre-adjustment, both group (F = 9.28, df = 1, p < .05) and pre*(F = 48.35, df = 1, p < .01) have significantly affected trait anxiety. In the post test scores, trait anxiety for experimental group (M = 40.76, SD = 6.14) has reduced as compared to control group with a mean of 43.22 (SD = 5.51) which happened due to LST.

4.2.1 c) Effect of LST on Coping

In order to test the effect of LST, data was subjected to ANCOVA where the effect of group membership and pre* was studied by comparing pre-post intervention scores after adjusting the initial systematic differences. Following are the result of ANCOVA on active, internal and withdrawal coping.

Active coping

Tables 4.13 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onactive coping.

Table 4.13

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Active Coping

Dependent Variable: Active Coping

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.32	.57			Exp	Cont	2.13*
Group	.037	.85	8.51	.00**			
Pre	87.74	.00**	87.68	.01*			

**P< 0.01, * P< 0.05

Before adjustment, there was no significant interaction which shows that there was no systematic effect between the two groups. Samples have been randomly assigned to both the groups. After adjusting for the initial differences in the pre-adjustment scores for both experimental and control group, the F ratio was significant for both group (F= 8.51, df =1, p <.01)and pre*(F = 87. 68, df = 1, p < .05). Experimental group has higher mean score of 25.41 (SD = 6.85) than control group with mean score of 23.40 (SD = 7.49). This shows that the experimental group employed more active coping as compared to the control group which implies that LST has successfully enhanced the active coping strategies for experimental group.

Internal coping

Tables 4.14 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison internal coping.

Table 4.14

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Internal Coping

Dependent Variable: Internal coping

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.02	.88			Exp	Cont	1.77*
Group	.11	.74	8.02	.01*			
Pre	52.15	.00**	52.44	.00**			

**P< 0.01, * P< 0.05

Table 4.14reveals that there was no systematic bias in the pre-intervention test scores and randomization of group has been successfully achieved before the LST was given as no significant interaction effect was found in pre-adjustment scores. After the adjustment was done, F ratios for both group (F = 8. 02, df = 1, p < .05) and pre*(F = 52.44, df = 1, p <.01) have been significantly related to internal coping. LST has positive impact on internal coping as experimental group has relatively higher score (M = 31.41, SD = 5.26) than control group (M = 2915, SD =6.29) in the post- intervention test.

Withdrawal coping

Tables 4.15 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onwithdrawal coping.

Table 4.15

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Withdrawal Coping

Dependent variable: Withdrawal coping

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.08	.78			Exp	Cont	-.07
Group	.06	.80	.01	.92			
Pre	31.83	.00**	32.19	.00**			

**P< 0.01, * P< 0.05

Difference in mean withdrawal coping as a result of both group and pre* was non significant which shows that sample has been randomly assigned to experimental and control group. After the adjustment, main effect of group on withdrawal coping has no significant effect whereas main effect of pre* (F = 32.19, df= 1, p < .01) has significant effect on withdrawal coping which means that LST didn't have any significant effect on withdrawal coping. However; mean difference in post-test scores shows the trend that experimental group uses less withdrawal coping than their counterparts.

4.2.1 d) Effect of LST on self-confidence.

In order to test the effect of LST, data was subjected to ANCOVA where the effect of group membership and pre* was studied by comparing pre-post intervention scores after adjusting the initial systematic differences. Following are the result of ANCOVA on self-confidence.

Self-confidence

Tables 4.16 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onself-confidence.

Table 4.16

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Self-confidence

Dependent Variable: Self-confidence

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Differen ce (I- j)
Group X Pre	.32	.57			Exp	Cont	-6.33*
Group	.29	.59	22.58	.00**			
Pre	223.64	.00**	226.33	.00**			

**P< 0.01, * P< 0.05

Preliminary analysis evaluating the homogeneity-of-regression assumption was successful as interaction effect of group by pre* was found to be non significant. In the

post-adjustment score, it was reported that both group (F= 22.58, df = 1, p < .01) and pre* have significant effect on self-confidence (F= 226.33, df = 1, p < .01). Self-confidence score for experimental group was significantly lower for experimental group (M = 46.66, SD = 15.05) as compared to control group (M = 55.19, SD = 15.24) in the post-intervention scores due to LST.

4.2.1 a) Effect of LST on emotional intelligence

In order to examine the effect of life skill training on emotional intelligence, ANCOVA was conducted. Tables 4.17 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison on emotional intelligence.

Emotional intelligence

Tables 4.17 presents F scores, significance level in pre- and post-adjustment scores and pair wise comparison onemotional intelligence

Table 4.17

Summary of ANCOVA Showing Pre- and Post-Adjustment Scores and Pair Wise Comparisons on Emotional Intelligence

Dependent Variable: Emotional intelligence

Source	Before adjustment		After adjustment		Pair wise comparisons		
	F	Sig	F	Sig	(I) group	(j) group	Mean Difference (I- j)
Group X Pre	.94	.33			Exp	Cont	9*
Group	2.62	.11	23.65	.00**			
Pre	139.83	.00**	139.36	.00**			

**P< 0.01, * P< 0.05

The test of the group by pre showed non-significant result. This suggested that group and pre* did not combinely influence emotional intelligence and that a group has been randomly assigned. After adjusting for pre- intervention scores, a significant effect of the group (F= 23. 65, df = 1, p < .01) as well as pre* (F= 139.36, df = 1, p < .01) on emotional intelligence was found. LST has positive effect on emotional intelligence as experimental group has shown higher mean of 135.90 (SD = 19.79) score than control group with mean of 126.43 (SD = 18.90).

Thus; it can be summarised that LST has significantly reduced stress areas: school, peer, leisure and self. In addition to that, state and trait anxiety was reduced and active coping, internal coping, self-confidence and emotional intelligence were enhanced in experimental group by LST. However, LST has no significant effect on future stress, home stress, opposite sex stress and withdrawal coping.

4.3 Regression Analysis to Identify an Individual Contribution of Life Skills Intervention

At this stage of analysis, regression analysis was performed on 300 Tibetan refugee adolescents to examine the predictive relationship between the components of life skill and psychosocial parameters. Scales used for the assessment of life skills differed in the nature of their scoring pattern. Some life skills had rating scale whereas other didn't have rating scale but responses were coded according to the established protocols. Thus, there are two tables for each dependent variable.Life skill group 'A' which had rating scale included decision making, problem solving, effective communication, interpersonal relationship skill, empathy and coping with emotions. Life

skill group 'B' which was without rating scale comprised of creative thinking, critical thinking, self-awareness and coping with stress.Life skill components were used as the predictor variables and stress, anxiety, coping, self-confidence and emotional intelligence as the criterion variables. The results are reported as follow:
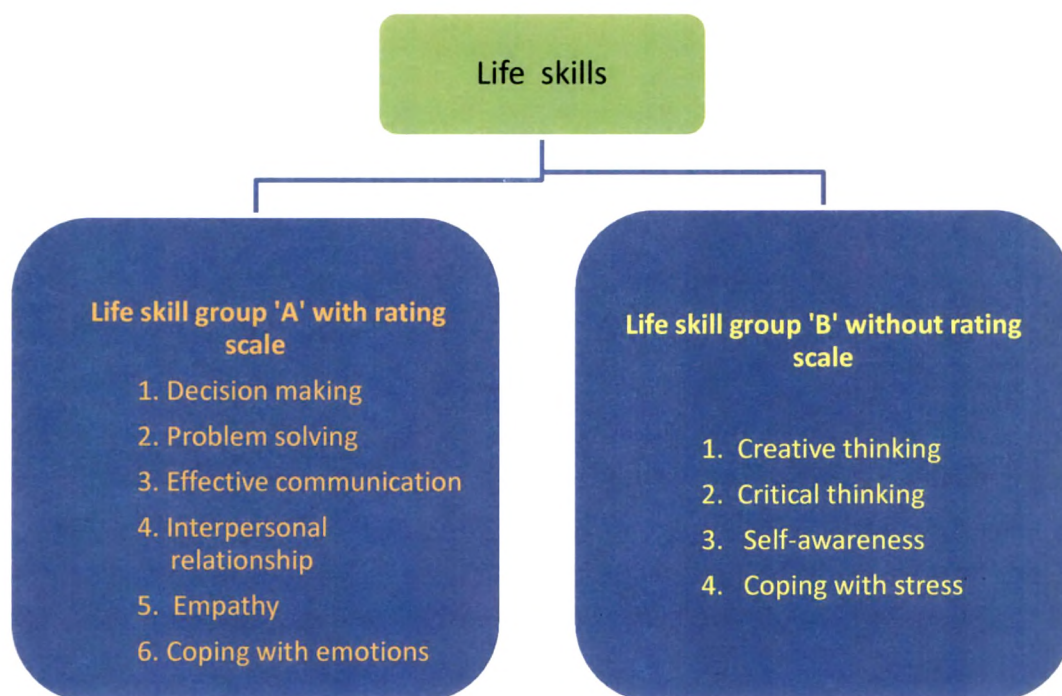

Figure 4.1: Classification of life skill into two groups based on their scoring pattern.

4.3.1   Life skills as predictors of stress.

In order to examine the predictive relationship between life skill components and the areas of stress, regression analysis was performed to identify the percentage of variance explained and individual contribution made by the life skill components on different dimensions of stress.

4.3.1.1 a) Life skill group 'A' for the prediction of school stress.

Table 4.18

Result of Regression Analysis for Life Skill Group 'A' Predicting School Stress

Dependent Variable: School stress

Independent variable	B	β	t
Decision making	-.42	-.12	-1.15
Problem solving	-.02	-.04	-.46
Effective communication	-.17	-.21	-2.44*
Interpersonal relationship	-.52	-.08	-1.03
Empathy	-.32	-.16	-2.04*
Coping with emotions	-.01	-.01	-.12

$R = .35$, $AdjR^2 = .08$, $R^2 = .13**$,

**$P < 0.01$, * $P < 0.05$

. To identify the life skills which have significantly contributed to post-intervention scores on school stress, regression analysis was performed. Life skill group 'A' such as decision making, problem solving, empathy, interpersonal relationship and coping with emotions explained 13 per cent variance in the area of school stress and it was found significant at 0.01 level (F = 3.41, df = 6). Effective communication and empathy have emerged as significant predictors of school stress and they were negatively related to school stress which means that high level of effective communication and empathy was related to low level of school stress.
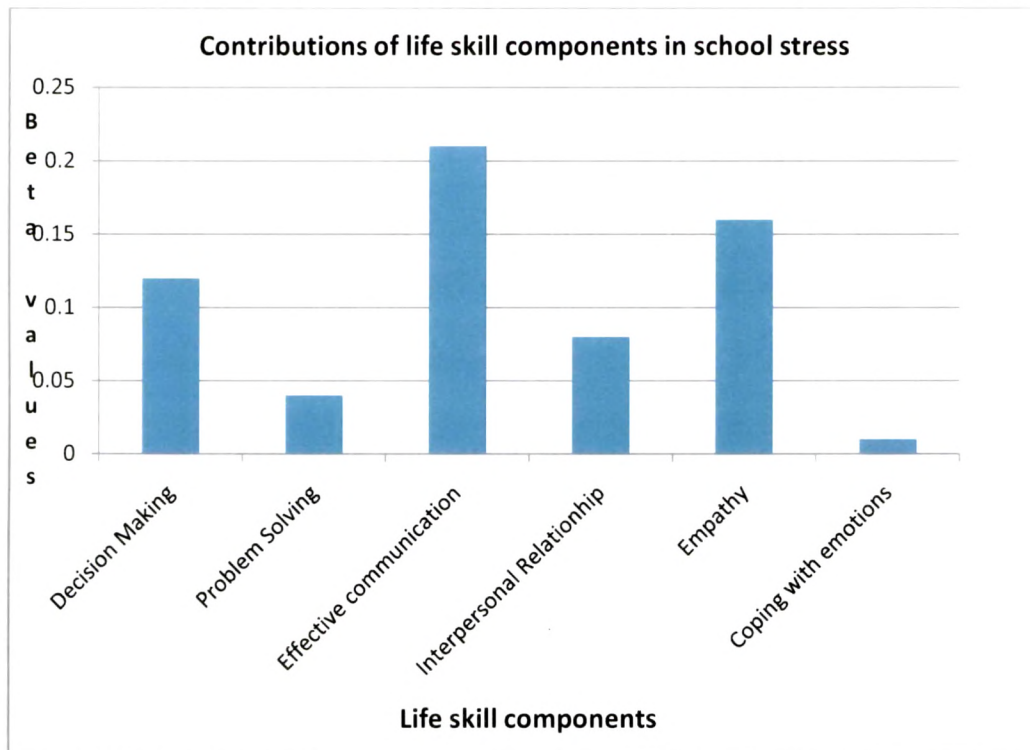
*Figure 4.2:*showing life skill group 'A' predicting school stress among Tibetan adolescents.

4.3.1.1 b) Life skill group 'B' for the prediction of school stress.

Table 4.19

Result of Regression Analysis for Life Skill Group 'A' Predicting School Stress

Dependent variable: School stress

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.22	.04	.05*	-.28	-.22	-2.68*
Fluency	.21	.04	.04*	-.06	-.21	-2.62*
Originality	.22	.04	.05*	-.06	-.22	-2.71*

Dependent variable: School stress

Independent variable	R	AdjR2	R2	B	β	t
Elaboration	.16	.02	.03*	-.13	-.16	-1.98*
Critical thinking	.23	.05	.05*	-1.59	-.23	-2.88*
Self-awareness	.15	.02	.02	-.12	-.15	-1.86
Coping with stress	.04	-.01	.00	.01	.04	.43

**P< 0.01, * P < 0.05

Regression model presented in table4.19 and figure 4.3 indicates that flexibility explained 5 per cent of variance in school stress and it was negatively related to school stress with F value of 7.19 (df = 1) which was found significant at 0.05 level. Fluency was negatively correlated with school stress and it accounted for 4 per cent of variance with F value of 6.88(df = 1) which showed significant at 0.05 level. Originality explained 5 per cent of variance in school stress with F value of 7.32 (df =1) and it was negatively related to school stress. Elaboration contributed 3 per cent of variance in school stress and it was found significant at 0.05 level with F value of 3.94 (df = 1).

Overall, effective communication, empathy, creative thinking and critical thinking have significantly reduced school stress.
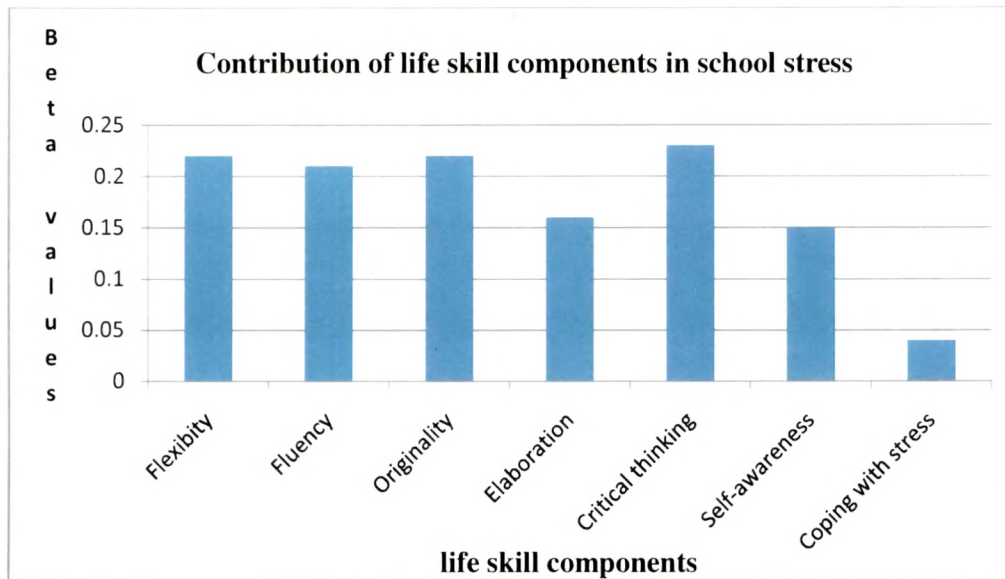
Figure 4.3: Life skill group 'B' predicting school stress among Tibetan adolescents.

4.3.1.2 a) Regression analysis on life skill group 'A' for the prediction of future stress.

Table 4.20

Result of Regression Analysis for Life Skill Group 'A' Predicting Future Stress

Dependent variable: Future stress

Independent variable	B	β	t
Decision making	-.20	-.06	.58
Problem solving	-.05	-.10	-1.05
Effective communication	-.16	-.20	-2.34*
Interpersonal relationship	.20	.03	.41
Empathy	-.25	-.13	-1.60
Coping with emotions	.03	.07	.82

R= .29,Adj R^2=.05,R^2=.08* ,**P< 0.01, * P< 0.05

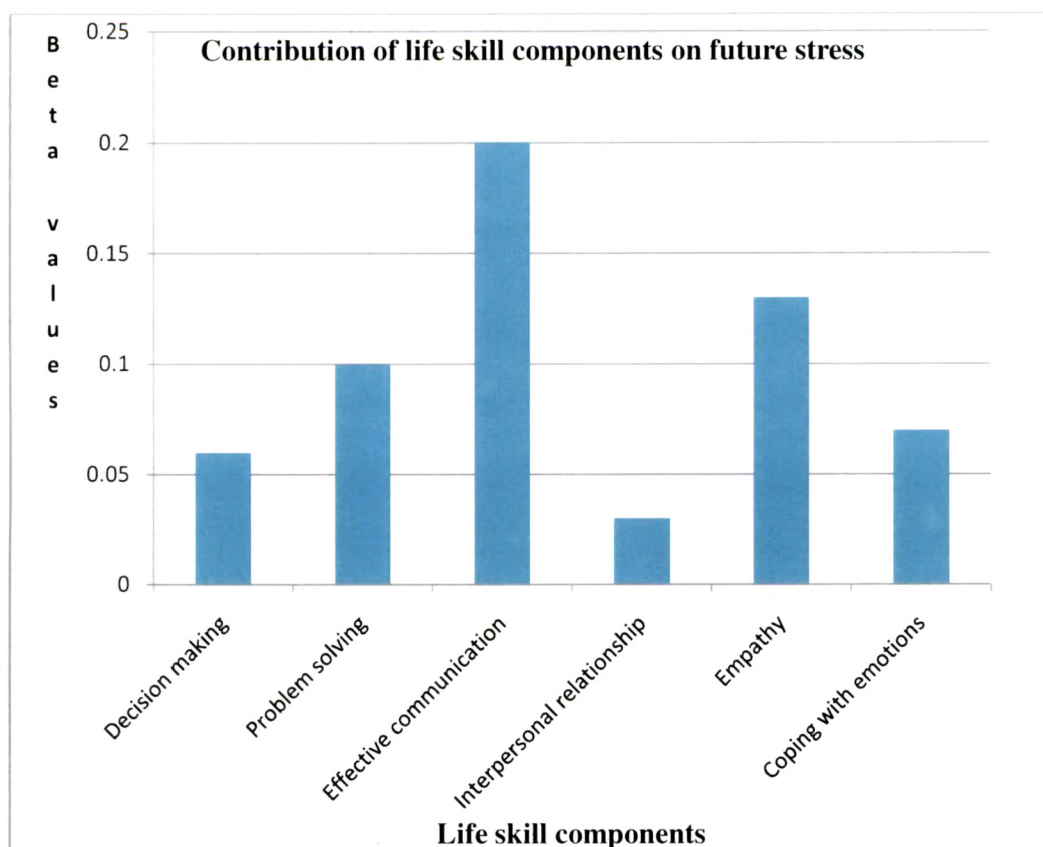**Contribution of life skill components on future stress**

Figure 4.4: Life skill group 'A' with rating scales predicting future stress among Tibetan adolescents.

As seen in table 4.3.3 and figure 4.4, life skill group 'A' was able to account for 8.4 per cent of variance (F = 2.19, df = 6, p < .05) in future stress. Effective communication negatively predicted future stress with Beta value found significant at 0.05 level. Thus; only effective communication has emerged as significant predictor of future stress.

4.3.1.2 b) Regression analysis on life skill group 'B' for the prediction of future

stress

Table 4.21

Result of Regression Analysis for Life Skill Group 'B' Predicting Future Stress

Dependent variable: Future stress

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.07	-.01	.01	-.09	-.07	-.89
Fluency	.12	.01	.01	-.03	-.12	-1.40
Originality	.11	.01	.01	-.03	-.11	-1.37
Elaboration	.09	.00	.01	-.07	-.09	-1.08
Critical thinking	.13	.01	.02	-.87	-.13	-1.63
Self-awareness	.03	-.01	.00	.02	.03	.35
Coping with stress	.09	.00	.01	-.04	-.09	-1.15

**$P < 0.01$, * $P < 0.05$

Table 4.21 shows that life skill group 'B' has combined effect on future stress but when the individual contribution of life skill was considered; it didn't have any significant effect on future stress.

In total, it can be concluded that only effective communication has independently predicted future stress.

4.3.1. 3 a) Life skill group 'A' for the prediction of home stress.

Table 4.22

Result of Regression Analysis for Life Skill Group 'A' Predicting Home Stress

Dependent variable: Home stress			
Independent variable	B	β	t
Decision making	-.37	-.09	-.84
Problem solving	.05	.10	.99
Effective communication	-.04	-.04	-.47
Interpersonal relationship	.44	.06	.72
Empathy	-.17	-.08	-.91
Coping with emotions	-.01	-.02	-.19

$R = .20$, $AdjR^2 = .04$, $R^2 = .00$

$**P < 0.01$, $* P < 0.05$

The regression model presented in table 4.22 shows that none of the components of life skill group 'A' was able to account for home stress significantly. Similarly, it didn't contribute significantly to predict home stress.

4.3.1.3 b) Life skill group 'B' for the prediction of home stress.

Table 4.23

Result of Regression Analysis for Life Skill Group 'B' Predicting Home Stress

Dependent variable: Home stress

Independent variable	R	AdjR^2	R^2	B	β	t
Flexibility	.01	-.01	.00	-.01	-.01	-.06
Fluency	.10	.00	.01	-.03	-.10	-1.21
Originality	.06	-.00	.00	-.02	-.06	-.71
Elaboration	.08	.00	.01	-.08	-.08	-1.03
Critical thinking	.15	.02	.02	-1.19	-.15	-1.84
Self-awareness	.07	-.00	.01	-.07	-.07	-.88
Coping with stress	.09	.00	.01	.04	.09	1.13

**P< 0.01, * P< 0.05

As shown in table 4.23, life skill group 'B' didn't explain home stress among Tibetan adolescents. Moreover, home stress has not been significantly predicted by any of the life skill components.

4.3.1. 4 a) Life skill group 'A' for the prediction of peer stress.

Table 4.24

Result of Regression Analysis for Life Skill Group 'A' Predicting Peer Stress

Dependent variable : Peer stress

Independent variable	B	β	t
Decision making	-.55	-.12	-1.11
Problem solving	-.08	-.12	-1.23
Effective communication	-.05	-.05	-.52
Interpersonal relationship	-.41	-.05	-.59
Empathy	-.22	-.09	-1.02
Coping with emotions	-.01	-.01	-.12

R= .18, Adj R^2= -.01, R^2= .03,

**$P < 0.01$, * $P < 0.05$

Result shows that peer stress has not been significantly explained by any of the life skill group 'A' components. Also, there was no significant predictive relationship between life skill group 'A' and peer stress.

4.3.1.4 b) Life skill group 'B' for the prediction of peer stress.

Table 4.25

Result of Regression Analysis for Life Skill Group 'B' Predicting Peer Stress

Dependent variable: Peer stress

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.08	-.00	.01	-.13	-.08	-.93
Fluency	.10	.00	.01	-.04	-.10	-1.16
Originality	.11	.01	.01	-.04	-.11	-1.37
Elaboration	.09	.00	.01	-.10	-.09	-1.13
Critical thinking	.09	.00	.01	-.85	-.09	-1.15
Self-awareness	.08	-.00	.01	-.08	-.08	-.92
Coping with stress	.03	-.01	.00	-.02	-.03	-.33

$**P < 0.01, \ * P < 0.05$

The result in table 4.25suggests that life skill group 'B' didn't predict peer stress as none of the Beta values of life skill components was found to be significant.

On the whole, no life skill component was able to explain and predict peer stress significantly.

4.3.1. 5 a) Life skill group 'A' for the prediction of leisure stress.

Table 4.26

Result of Regression Analysis for Life Skill Group 'A' Predicting Leisure Stress

Dependent variable: Leisure stress

Independent variable	B	β	t
Decision making	.51	-.13	-1.30
Problem solving	-.00	-.01	-.07
Effective communication	-.03	-.04	-.44
Interpersonal relationship	-.40	-.06	-.73
Empathy	-.34	-.17	-2.00*
Coping with emotions	-.00	-.00	-.02

R= .26, Adj R^2=.03, R^2= .07

**P< 0.01, * P< 0.05

Result in table 4.26 and figure 4.5 reveal that life skill group 'A' put together didn't explain leisure stress significantly nor any of the life skill components except empathy was shown to significantly predict leisure stress at 0.05 level. Empathy was inversely related to leisure stress which means that higher the empathy, lower is the leisure stress.
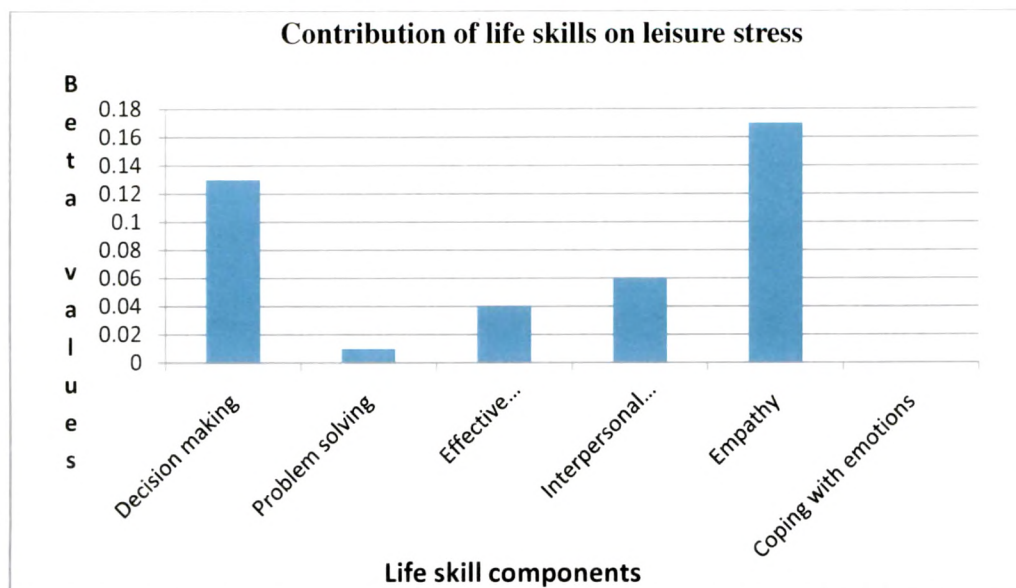
Figure 4.5: Life skill group 'A' predicting leisure stress among Tibetan adolescents.

4.3.1.5 b) Life skill group 'B' for the prediction of leisure stress.

Table 4.27

Result of Regression Analysis for Life Skill Group 'B' Predicting Leisure Stress

Dependent variable: Leisure stress

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.04	-.01	.00	-.06	-.04	-.49
Fluency	.09	.00	.01	-.03	-.09	-1.14
Originality	.06	-.00	.00	-.02	-.06	-.68
Elaboration	.08	.00	.01	-.07	-.08	-1.01
Critical thinking	.23	.04	.05*	-1.56	-.22	-2.69*
Self-awareness	.10	.00	.01	-.09	-.10	-1.28
Coping with stress	.10	.04	.01	.05	.10	1.27

**P< 0.01,   * P< 0.05

From the above table, the result shows that only critical thinking explained a variance of 5 per cent in leisure stress and it has significantly predicted leisure stress with Beta value which was observed significant at .05 level.

In total, critical thinking and empathy were significant predictors of leisure stress.
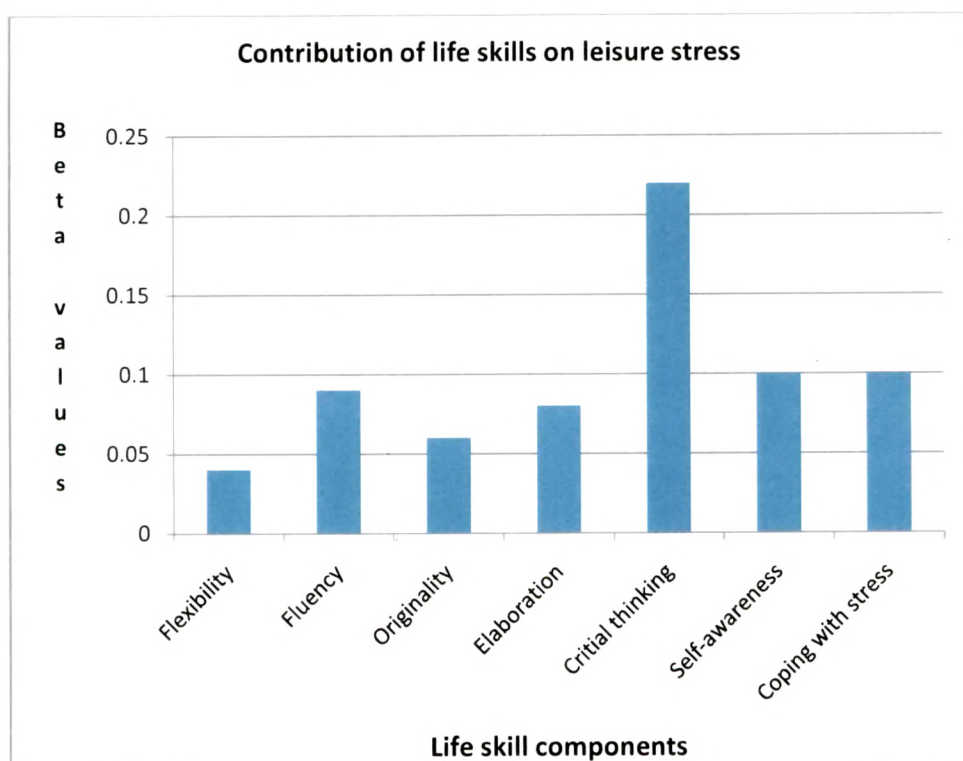

Figure 4.6: Life skill group 'A' predicting leisure stress among Tibetan adolescents

4.3.1. 6 a) Life skill group 'A' for the prediction of opposite sex stress.

Table 4.28

Result of Regression Analysis for Life Skill Group 'A' Predicting Opposite Sex Stress

Dependent variable: Opposite sex stress			
Independent variable	B	β	t
Decision making	-.40	-.10	-.94
Problem solving	.00	.00	.04
Effective communication	.07	.08	.85
Interpersonal relationship	.72	-.10	-1.21
Empathy	-.16	-.07	-.84
Coping with emotions	.02	.03	.39

R= .18, Adj R^2= -.01, R^2=.03,

**P< 0.01, * P< 0.05

In the above table 4.28, none of the life skill components was found be a significant predictor of opposite sex stress.

4.3.1. 6 b) Life skill group 'B' for the prediction of opposite sex stress.

Table 4.29

Result of Regression Analysis for Life Skill Group 'B' Predicting Opposite Sex Stress

Dependent variable: Opposite sex stress

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.09	.00	.01	.13	.09	1.06
Fluency	.07	-.00	.00	.02	.07	.80
Originality	.02	-.01	.00	-.01	-.02	-.24
Elaboration	.03	-.01	.00	-.03	-.03	-.37
Critical thinking	.13	.01	.02	-1.0	-.13	-1.60
Self-awareness	.04	-.01	.00	-.04	-.04	-.53
Coping with stress	.09	.00	.01	.04	.09	1.08

**P< 0.01, * P< 0.05

The result shows that no life skill component was identified to significantly predict opposite sex stress.

Thus; it can be concluded that there was no significant predictive relationship between life skill components and opposite sex stress.

4.3.1.7 a) Life skill group 'A' for the prediction of self stress

Table 4.30

Result of Regression Analysis for Life Skill Group 'A' Predicting Self Stress

Dependent variable: Self stress			
Independent variable	B	β	t
Decision making	-1.35	-.20	2.37*
Problem solving	-.03	-.04	-.04
Effective communication	-.08	-.05	-.05
Interpersonal relationship	.28	.02	.02
Empathy	.03	.01	.01
Coping with emotions	.04	.04	.04

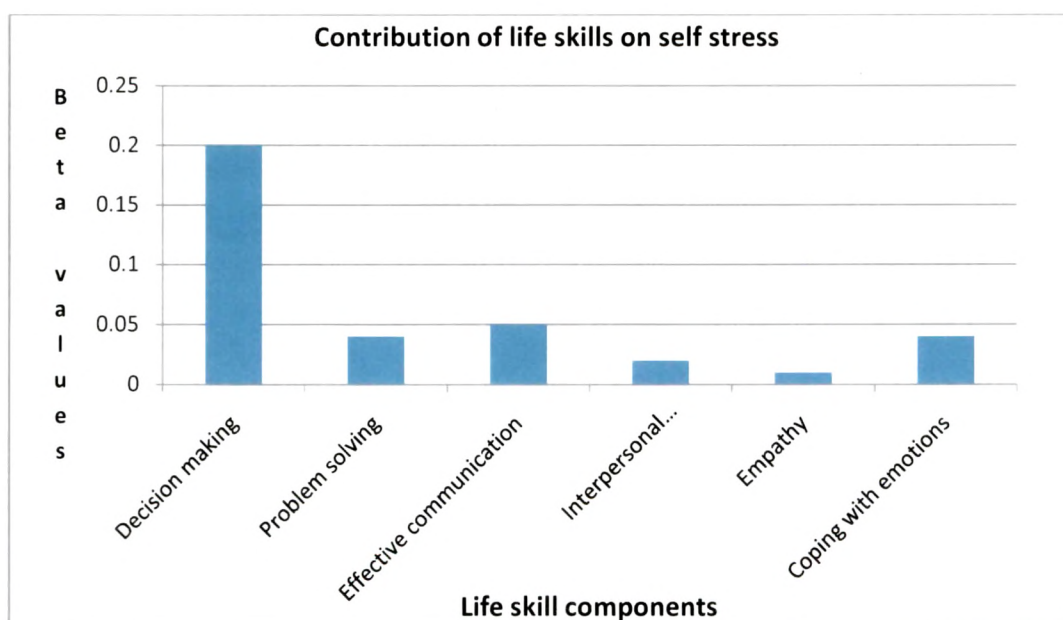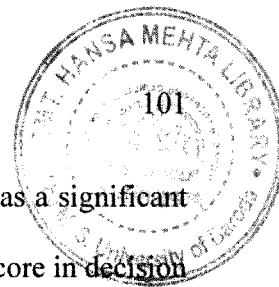R= .22, Adj R^2= .01, R^2=.0; **P< 0.01, * P< 0.05

Figure 4.7: Life skill group 'A' predicting self stress among Tibetan adolescents

As seen in table 4.30and figure 4.7, decision making has emerged as a significant predictor of self stress and it was negatively related to self stress as high score in decision making was associated with low score in self stress.

4.3.1.7 b) Life skill group 'B' for the prediction of self stress.

Table 4.31

Result of Regression Analysis for Life Skill Group 'B' Predicting Self Stress

Dependent variable: Self stress

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.01	-.01	.00	-.03	-.01	-.17
Fluency	.12	.01	.01	-.06	-.12	-1.40
Originality	.08	.00	.01	-.04	-.08	-.99
Elaboration	.16	.02	.03	-.23	-.16	-1.93
Critical thinking	.21	.04	.05*	-2.69	-.21	-2.67*
Self-awareness	.09	.00	.01	-.13	-.09	-1.07
Coping with stress	.07	-.00	.01	.05	.07	.84

**P< 0.01, * P< 0.05

The finding in table 4.31 and figure 4.8 reveal that critical thinking explained 5 per cent of variance in self stress with F value of 7.12 (df = 1). Critical thinking was inversely associated with self stress with Beta value found significant at .05 level.

Overall, life skills such as decision making and critical thinking were significant predictors of self stress.

Figure 4.8: Life skill group 'B' predicting self stress among Tibetan adolescents

4.3.2 Life skills as predictors of anxiety.

In order to examine the predictive relationship between life skill components and anxiety, regression analysis was performed to identify the percentage of variance explained and individual contribution made by the life skill components on state and trait anxiety.

4.3.2.1 a) Life skill group 'A' for the prediction of state anxiety.

Table 4.32

Result of Regression Analysis for Life Skill Group 'A' Predicting State Anxiety

Dependent variable : State anxiety

Independent variable	B	β	t
Decision making	-.50	-.09	-.93
Problem solving	.06	.08	.89
Effective communication	-.30	-.25	-2.97**
Interpersonal relationship	-.74	-.08	-.10
Empathy	.34	.12	1.47
Coping with emotions	-.02	-.03	-.33

R= .35, Adj R^2=.09, R^2=.12**

**P< 0.01, * P< 0.05

Table 4.32 and figure 4.9 present that life skill group 'A' explained 12 per cent of variance in state anxiety (F= 3.32, df = 6) which was revealed significant at 0.01 level Effective communication was negatively related to state anxiety with Beta value found significant at 0.01 level.
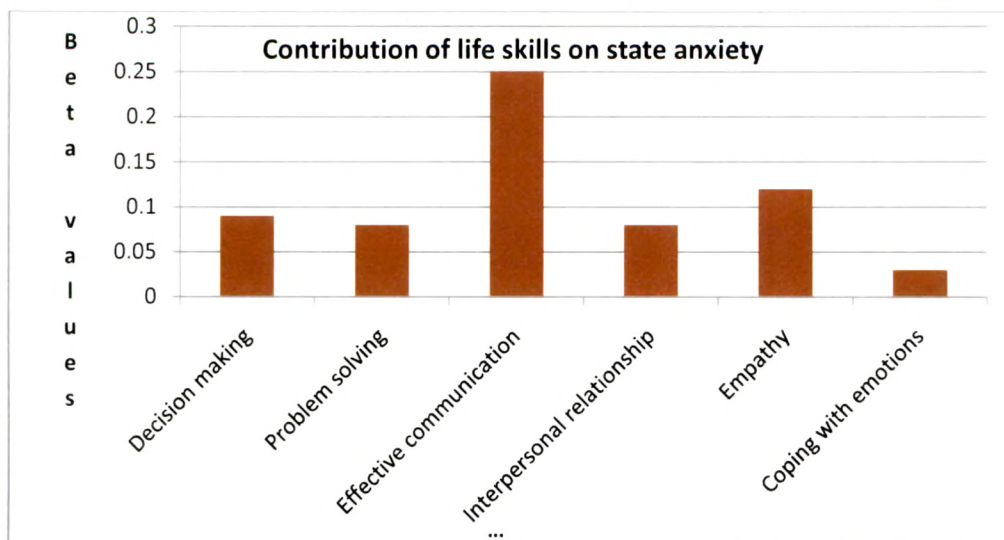
Figure 4.9: showing life skill group 'A' predicting state anxiety among Tibetan

adolescents.

4.3.2.1 b) Life skill group 'B' for the prediction of state anxiety.

Table 4.33

Result of Regression Analysis for Life Skill Group 'B' Predicting State Anxiety

Dependent variable: State anxiety

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.05	-.00	.00	-.10	-.05	-.66
Fluency	.15	.02	.02	-.06	-.15	-1.90
Originality	.08	.00	.01	-.03	-.08	-1.00
Elaboration	.23	.05	.05*	-.27	-.23	-2.84*
Critical thinking	.22	.04	.05*	-2.26	-.22	-2.78*
Self-awareness	.22	.04	.05*	-.27	-.22	-2.74*
Coping with stress	.16	.02	.03*	.10	.16	1.94*

Table 4.33 and figure 4.10 indicate that elaboration explained 5 per cent of variance in state anxiety. Elaboration was negatively related to state anxiety with Beta value found significant at .01 level. (F = 8.06, df =1). Critical thinking was negatively correlated with state anxiety and it accounted for 5 per cent of variance with Beta value shown significant at 0.01 level (F = 7.70, df = 1). Self-awareness explained 5 per cent of variance in state anxiety with F value of 7.52 (df =1), and it was negatively related to state anxiety. Coping with stress contributed 3 per cent of variance in state anxiety and it was found significant at .05 level (F = 3.79, df =1). It was positively correlated with state anxiety with Beta value revealed significant at 0.05 level.

On the whole, life skills such as effective communication, creative thinking (elaboration), critical thinking, self- awareness and coping with stress were significant predictors of state anxiety.

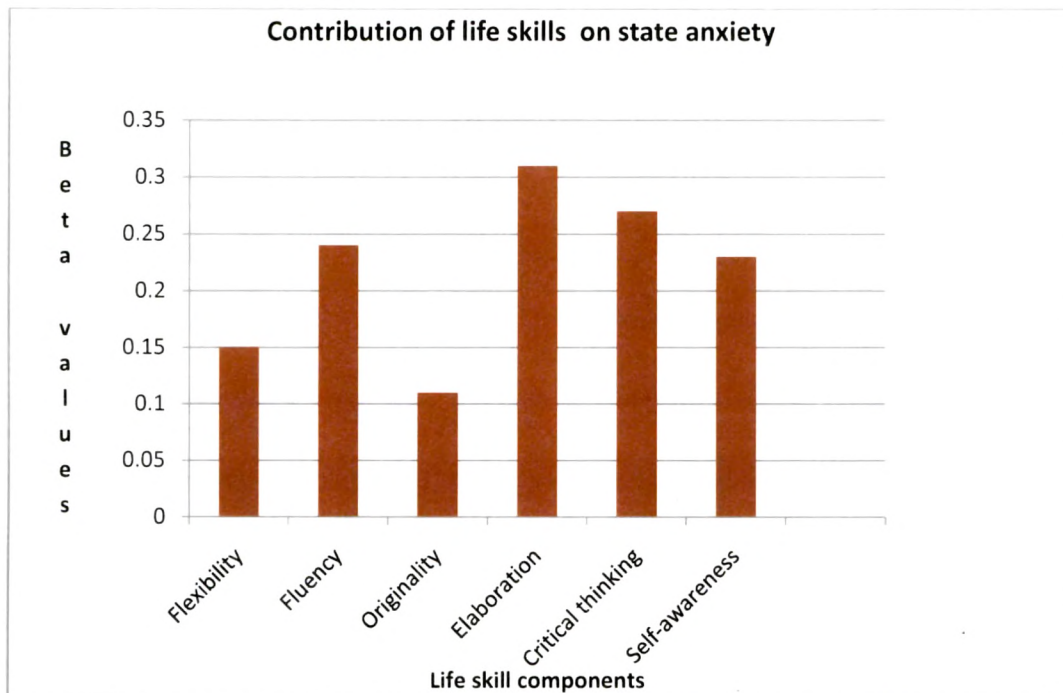*Figure 4.10: life skill group 'B' predicting state anxiety among Tibetan adolescents.*

4.3.2.2 a) Life skill group 'A' for the prediction of trait anxiety.

In order to examine the predictive relationship between life skill group 'A' and trait anxiety, regression analysis was performed to identify the percentage of variance explained and individual contribution made by the life skill components on trait anxiety.

Table 4.34

Result of Regression Analysis for Life Skill Group 'A' Predicting Trait Anxiety

Dependent variable: Trait anxiety

Independent variable	B	β	t
Decision making	-.73	-.17	-1.63
Problem solving	-.06	-.11	-1.11
Effective communication	-.09	-.09	-1.04
Interpersonal relationship	-.05	-.01	-.09
Empathy	-.20	-.09	-1.04
Coping with emotions	.03	.04	.49

R= .24, Adj R^2= .02, R^2= .06; **P< 0.01, * P< 0.05

4.3.2.2 b) Life skill group 'B' for the prediction of trait anxiety.
Table 4.35

Result of Regression Analysis for Life Skill Group 'A' Predicting Trait Anxiety

Dependent variable: trait anxiety

Independent variable	R	Adj r^2	R^2	B	β	t
Flexibility	.15	.02	.02	-.24	-.15	-1.88
Fluency	.24	.05	.06*	-.08	-.24	-3.00**
Originality	.11	.00	.01	-.03	-.11	-1.29
Elaboration	.31	.09	.09**	-.29	-.31	-3.91**
Critical thinking	.27	.07	.07*	-2.23	-.27	-3.41**
Self-awareness	.23	.05	.05*	-.23	-.23	-2.89**
Coping with stress	.02	-.01	.00	-.01	-.02	-.28

**P< 0.01, * P< 0.05

Table 4.35 and figure 4.11 show that fluency explained 6 per cent and elaboration explained 9 cent of variance in trait anxiety with F scores of 8.98 (df = 1) and 15.30 (df = 1)respectively. Both fluency and elaboration were negatively related to trait anxiety with Beta values found significant at 0.01 level. Critical thinking was negatively correlated with trait anxiety with Beta value revealed significant at 0.01 and it explained 7 per cent of variance in trait anxiety with F score of 11.66 (df = 1). Self-awareness explained 5 per cent of variance in trait anxiety and it was negatively related to trait anxiety (F value = 8.33, df = 1).

Overall, life skills such as creative thinking (fluency &elaboration), critical thinking and self-awareness were significant predictors of trait anxiety.
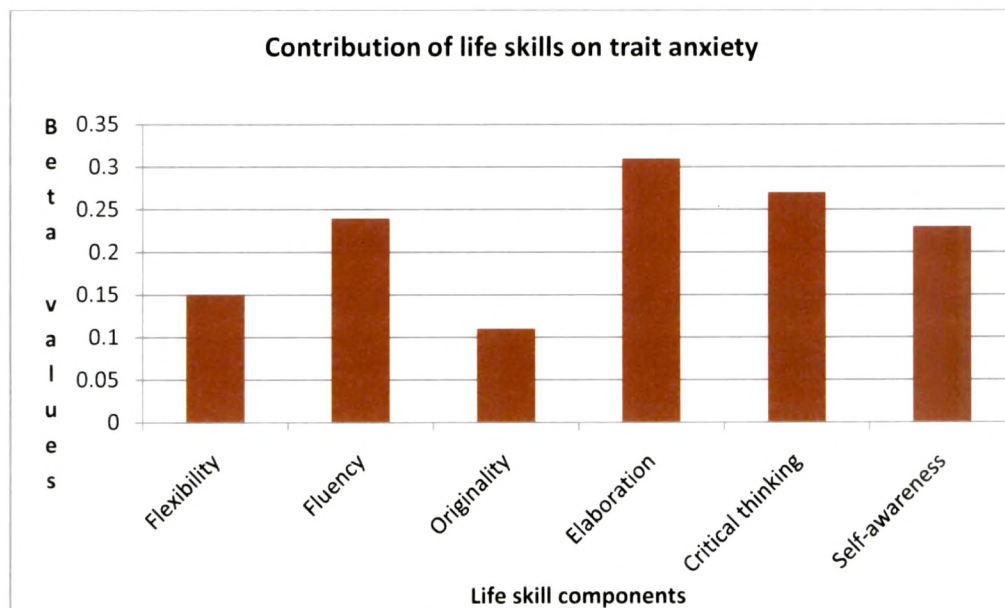

Figure 4.11: life skill group 'B' predicting trait anxiety among Tibetan adolescents

4.3.3 Life skills as predictors of coping.

In order to examine the predictive relationship between life skill components and coping, regression analysis was performed to identify the percentage of variance explained and individual contribution made by the life skill components on active, internal and withdrawal coping.

4.3.3.1 a) Life skill group 'A' for the prediction of active coping.

Table 4.36

Result of Regression Analysis for Life Skill Group 'B' Predicting Active Coping

Dependent variable: Active coping			
Independent variable	B	β	t
Decision making	.68	.14	1.35
Problem solving	-.00	-.01	-.07
Effective communication	.06	.06	.66
Interpersonal relationship	.66	.08	.94
Empathy	.31	.12	1.42
Coping with emotions	.04	.06	.68

R= .25, Adj R^2= .02, R2= .06

**P< 0.01, * P< 0.05

It can be observed from table 4.36 that active coping has not been significantly predicted by any of the life skill group 'A' components.

4.3.3.1 b) Life skill group 'B' for the prediction of active coping.

Table 4.37

Result of Regression Analysis for Life Skill Group 'B' Predicting Active Coping

Dependent variable: Active coping

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.08	.00	.01	.14	.08	.96
Fluency	.16	.02	.03*	.06	.16	1.97*
Originality	.12	.01	.02	.05	.12	1.50
Elaboration	.24	.05	.06*	.26	.24	3.02**
Critical thinking	.29	.08	.08**	2.64	.29	3.62**
Self-awareness	.16	.02	.03	.17	.16	1.94
Coping with stress	.11	.01	.01	-.06	-.12	-1.33

**P< 0.01,   * P< 0.05

The result in table 4.37 and figure 4.12 reveal that fluency explained 3 per cent (F= 3.88, df = 1, p < 0.05) and elaboration explained 6 per cent variance in active coping (F = 9.14, df = 1, p < 0 .0) respectively. Further, critical thinking explained 8 per cent of variance in active coping and it was positively correlated with active coping (F = 13.08, df = 1) which was found significant at 0 .01 level.

In total, creative thinking (fluency & elaboration)and critical thinking were found to be the significant predictors of active coping.

Figure 4.12: life skill group 'B' predicting active coping among Tibetan adolescents.

4.3.3.2 a) Life skill group 'A' for the prediction of internal coping
Table 4.38

Result of Regression Analysis for Life Skill Group 'A' Predicting Internal Coping

Dependent variable: Internal coping			
Independent variable	B	β	t
Decision making	.07	.02	.19
Problem solving	-.04	-.08	-.85
Effective communication	.03	.04	.43
Interpersonal relationship	.27	.04	.48
Empathy	.17	.08	.99
Coping with emotions	.04	.08	.99

R= .16, Adj R^2= -.02, R^2= .03, **P< 0.01, * P< 0.0

4.3.3.2 b) Life skill group 'B' for the prediction of internal coping

Table 4.39

Result of Regression Analysis for Life Skill Group 'B' Predicting Internal Coping

Dependent variable: Internal coping

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.14	.01	.02	.19	.14	1.73
Fluency	.21	.04	.04*	.06	.21	2.62*
Originality	.19	.03	.04*	.05	.19	2.38*
Elaboration	.07	-.00	.01	.06	.07	.91
Critical thinking	.16	.02	.03*	1.16	.16	2.00*
Self-awareness	.08	.00	.01	.07	.08	.99
Coping with stress	.05	-.00	.00	-.02	-.05	-.59

**$P < 0.01$, * $P < 0.05$

The result shows that fluency accounted for 4 per cent variance in internal coping which was found significant at 0.05 level. Fluency had positive influence on internal coping with Beta value revealed significant at 0.05 level (F = 6.88, df = 1). Originality was the significant predictor of internal coping and was found significant at .05 level with 4 per cent of variance explained (F = 5.67, df = 1). Critical thinking explained 3 per cent of variance in internal coping which was found significant at 0 .05 level. Critical thinking was positively correlated with internal coping with Beta value found significant at 0.05 level.

Overall, creative thinking and critical thinking have emerged as significant predictors of internal coping
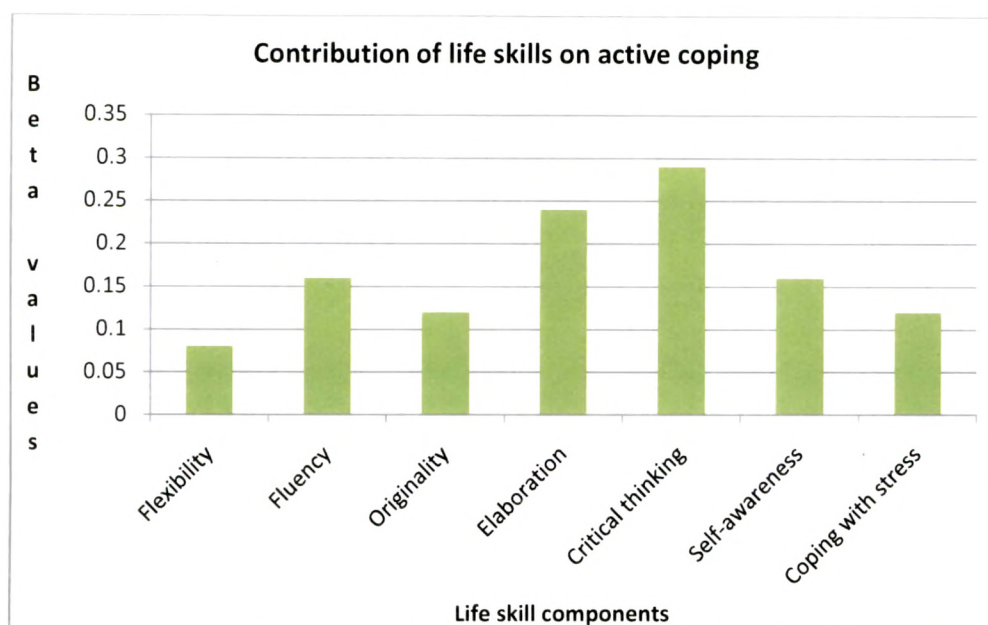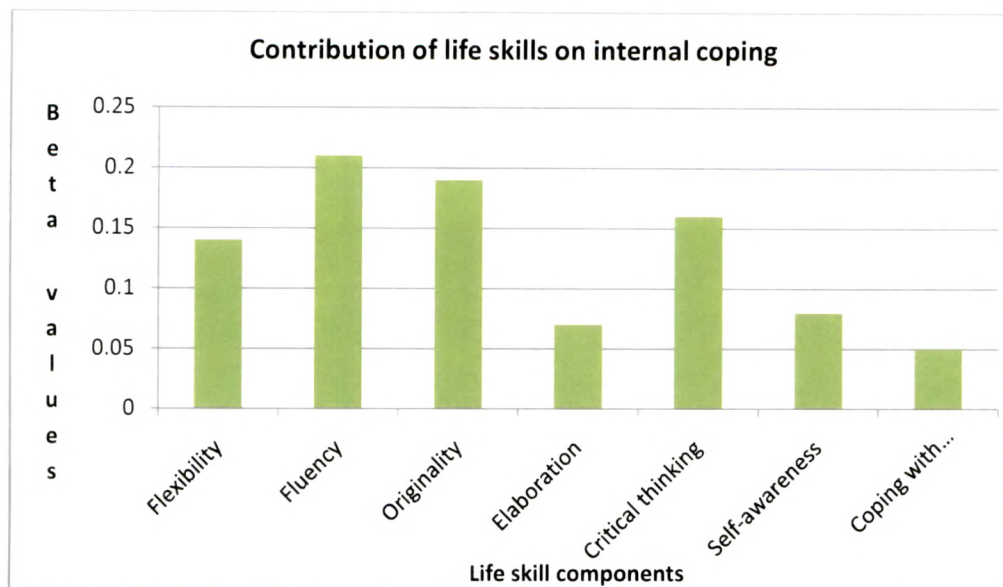
Figure 4.13: life skill group 'B' predicting internal coping among Tibetan adolescents.

4.3.3.3 a) Life skill group 'A' for the prediction of withdrawal coping
Table 4.40

Result of Regression Analysis for Life Skill Group 'A' Predicting Withdrawal Coping

Dependent variable: withdrawal coping			
Independent variable	B	β	t
Decision making	-.64	-.14	-1.32
Problem solving	-.02	-.02	-.24
Effective communication	-.02	-.02	-.22
Interpersonal relationship	-.35	-.04	-.51
Empathy	.04	.02	.20
Coping with emotions	-.02	-.03	-.32

R= .15 Adj R^2= -.02 R^2= .02

4.3.3.3 b) Life skill group 'B' for the prediction of withdrawal coping

Table 4.41

Result of Regression Analysis for Life Skill Group 'B' Predicting Withdrawal Coping

Dependent variable: withdrawal coping

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.11	.01	.01	-.19	-.11	-1.38
Fluency	.07	-.00	.01	-.03	-.07	-.90
Originality	.09	.00	.01	-.03	-.09	-1.03
Elaboration	.12	.01	.02	-.12	-.12	-1.48
Critical thinking	.12	.01	.02	-1.08	-.12	-1.51
Self-awareness	.18	.03	.03*	-.19	-.18	-2.23*
Coping with stress	.10	.00	.01	.05	.10	1.16

**P< 0.01, * P< 0.05

Finding in table 4.41 and figure 4.14 indicate that self-awareness explained 3 per cent of variance in withdrawal coping which was found significant at .05 level. Self-awareness has negative correlation with withdrawal coping with Beta value revealed significant at 0.05 level (F = 4.95, df = 1).

On the whole, only self-awareness had significant effect on withdrawal coping.

Contribution of life skills on withdrawal coping

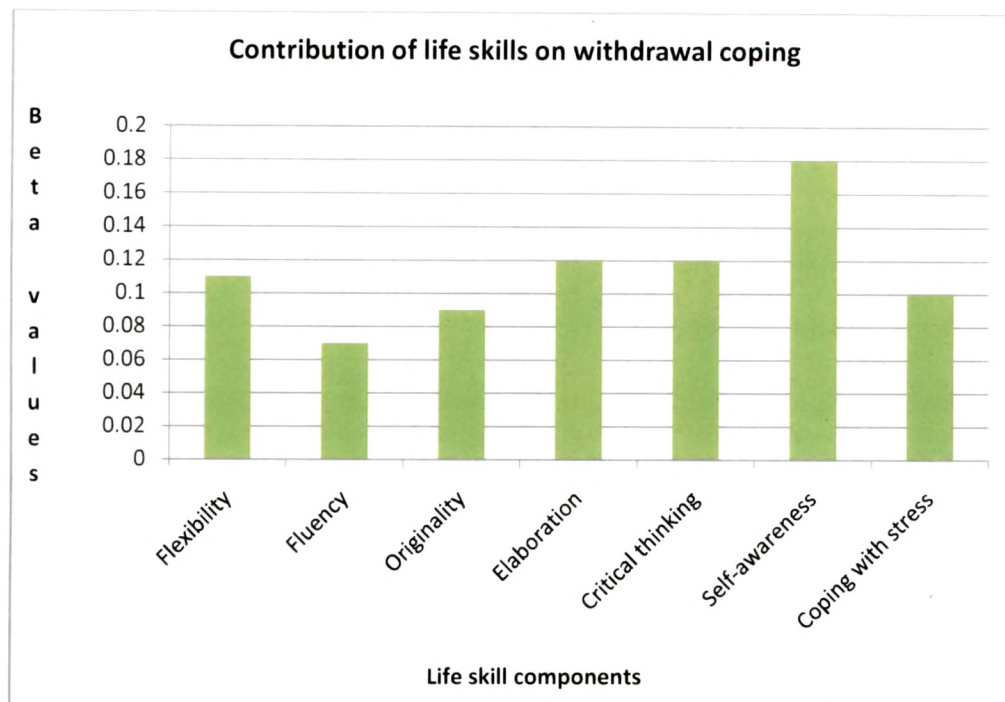*Figure 4.14:* showing life skill group 'B' predicting withdrawal coping among Tibetan adolescents.

4.3.4 Life skills group 'A' as predictors of self-confidence

In order to examine the predictive relationship between life skill group 'A' and self-confidence, regression analysis was performed to identify the percentage of variance explained and individual contribution made by the life skill components on self-confidence.

4.3.4.1 a) Life skill group 'A' for the prediction of self-confidence

Table 4.42

Result of Regression Analysis for Life Skill Group 'A' Predicting Self-Confidence

Dependent variable: Self-confidence

Independent variable	B	β	t
Decision making	-1.59	-.15	-1.46
Problem solving	.03	.02	.22
Effective communication	-.57	-.24	-2.76*
Interpersonal relationship	-.63	-.03	-.42
Empathy	-.32	-.06	-.69
Coping with emotions	.07	.04	.54

R= .35, Adj R^2 =.09, R^2 = .13*

**P< 0.01, * P< 0.05

Result presented in table 4.42 and 4.15 indicate that life skills group one explained 13 per cent of variance in self-confidence (F=3.42, df = 6, p < .05). Effective communication was found to be negatively related to self-confidence with Beta value shown significant at 0.05 level. This inverse relationship between effective communication and self-confidence indicates that greater the effective communication is related to lower self-confidence. No other predictor variables contributed significantly to the prediction of self-confidence.
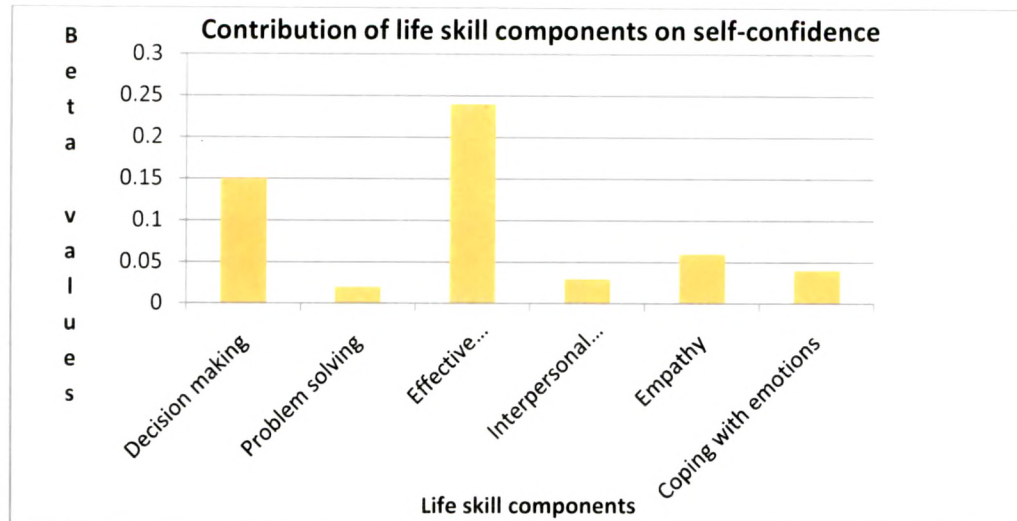
Figure 4.15: showing life skill group 'A' predicting self-confidence among Tibetan adolescents.

4.3.1.4 b) Life skills group B as predictors of self-confidence

Table 4.43

Result of Regression Analysis for Life Skill Group 'B' Predicting Self-confidence

Dependent variable: Self-confidence

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.16	.02	.03*	-.64	-.16	-2.00*
Fluency	.27	.07	.07*	-.23	-.27	-3.44**
Originality	.21	.04	.05*	-.17	-.21	-2.65*
Elaboration	.32	.09	.10**	-.75	-.32	-4.03**
Critical thinking	.32	.10	.10**	-6.59	-.32	-4.08**
Self-awareness	.23	.05	.05*	-.56	-.23	-2.87*
Coping with stress	.12	.01	.01	.15	.12	1.43

**P< 0.01, * P< 0.05

Contribution of life skills on self-confidence

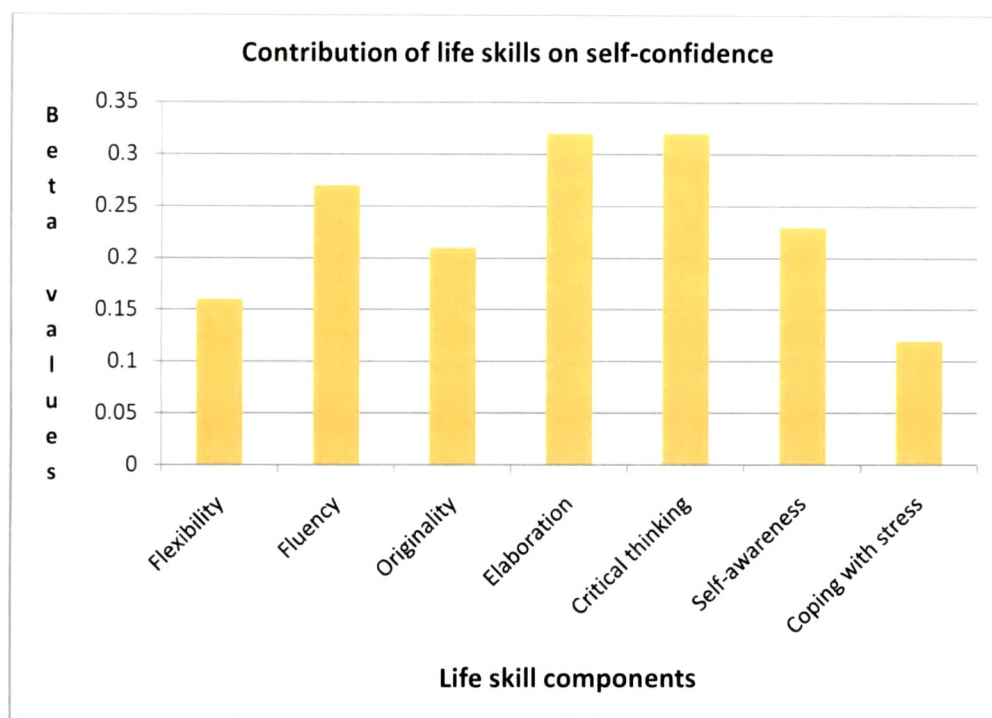*Figure 4.16:* showing life skill group 'B' predicting self-confidence among Tibetan adolescents.

With respect to scores on creative thinking, all the four components of creativity such as flexibility, fluency, originality and elaboration have explained variances of 2.6 per cent , 7.4 per cent (F = 11.80, df = 1, p < .01), 4.5 per cent (F = 7.01, df = 1, p < .05) and 9.9 per cent (F = 16. 28, df = 1, p < .01) respectively in the area of self-confidence. Self-confidence was reported to negatively predicted by all the four component of creative thinking with Beta values found significant at 0.01 level and 0.05 level. Critical thinking explained 10 per cent of variance in self-confidence which was found significant at 0.01 level (F = 16.61, df = 1). Critical thinking was shown to have negative correlation with self-confidence as higher indicates lower self-confidence. Self-awareness explained 5 per cent of variance in self-confidence with F value of 8.22 (df = 1). Self-confidence

was negatively predicted by self awareness with Beta value revealed significant at .05 level.

On the whole, effective communication, creative thinking and critical thinking and self-awareness were significant predictors of self-confidence.

4.3.5 Life skills as predictors of emotional intelligence

In order to examine the predictive relationship between life skill group A and school stress, regression analysis was performed to identify the percentage of variance explained and individual contribution made by the life skill components on emotional intelligence.

4.3.5.1 a) Life skill group 'A' for the prediction of emotional intelligence

Table 4.44

Result of Regression Analysis for Life Skill Group 'A' Predicting Emotional Intelligence

Dependent variable: Emotional intelligence

Independent variable	B	β	t
Decision making	1.41	.10	.96
Problem solving	-.14	-.07	-.76
Effective communication	.19	.06	.68
Interpersonal relationship	1.55	.06	.75
Empathy	-.20	-.03	-.31
Coping with emotions	-.13	-.07	-.78

$R = .22$, Adj $R^2 = .01$, $R^2 = .05$; **$P < 0.01$, * $P < 0.05$

The result indicated that there was no predictive relationship found between emotional intelligence and life skill group 'A'.

b) Life skill group 'B' for the prediction of emotional intelligence

Table 4.45

Result of Regression Analysis for Life Skill Group 'B' Predicting Emotional Intelligence

Dependent variable: Emotional intelligence

Independent variable	R	Adj R^2	R^2	B	β	t
Flexibility	.15	.02	.02	.74	.15	1.80
Fluency	.05	-.01	.00	.05	.05	.56
Originality	.17	.02	.03*	.18	.17	2.13*
Elaboration	.13	.01	.02	.41	.13	1.62
Critical thinking	.19	.03	.04*	5.09	.19	2.35*
Self-awareness	.14	.01	.02	.46	.14	1.77
Coping with stress	.17	.02	.03*	-.27	-.17	-2.05*

**P< 0.01, * P< 0.05

As shown in table 4.45 and figure 4.17, originality was a significant predictor of emotional intelligence with Beta value found significant at 0.05 level. Originality accounted for 3 per cent of variance in emotional intelligence (F= 4.56, df = 1, p < 0.05). There was a positive predictive relationship between emotional intelligence and critical thinking with Beta value found significant at 0.05 level. Four per cent of variance in emotional intelligence was explained by critical thinking which was found significant at

.05 level. Coping with stress explained 3 per cent of variance in emotional intelligence and it significantly predicted by emotional intelligence at 0.05 level.

On the whole, originality, critical thinking and coping with stress were the significant predictors of the emotional intelligence.
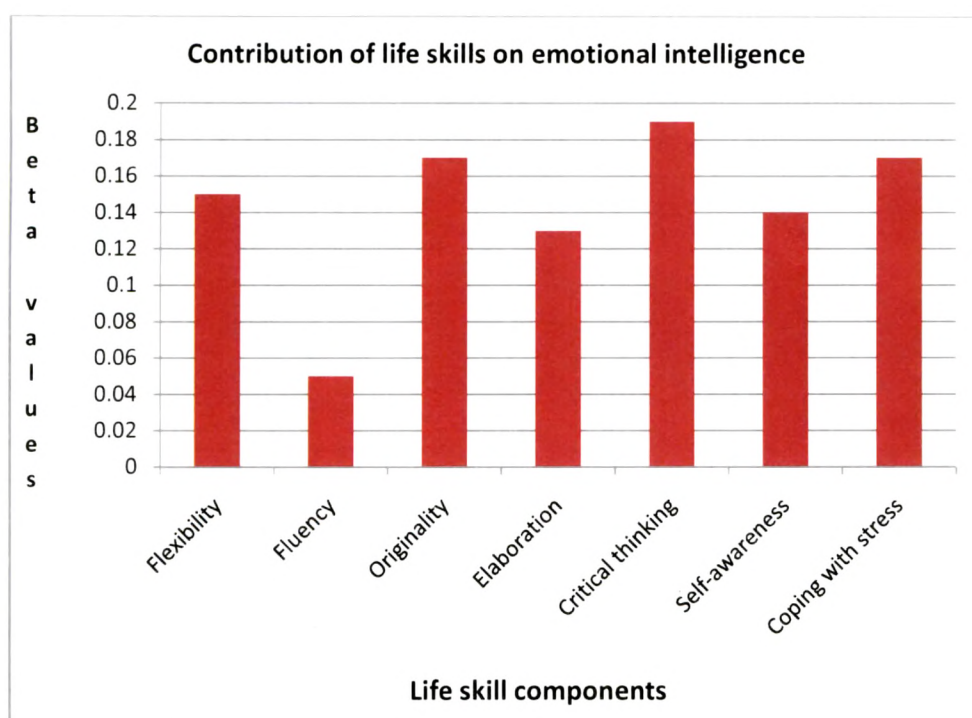

Figure 4.17: showing life skill group 'B' predicting emotional intelligence among Tibetan adolescents.

4.4 Independent t-test and one-way ANOVA conducted to assess the differences in the post-test scores on psychosocial variables after the application of LST.

It was of interest to know whether the refugee adolescents of different demographic origins have been affected differently by the LST. To find out that, participants within the experimental group (n=150) were subjected to independent t-test and one-way ANOVA to see whether demographic characteristics like Tibet born and exile born; male and female adolescents; adolescents with privilege of vacation and adolescents without privilege of vacation; and adolescents who meet families in different time intervals (once a year, once in two years and once in 3 years) have been benefited significantly from the intervention.

4.4.1 a) Mean difference between Tibet born adolescents and exile born adolescents on psychosocial parameters in post-test scores.

Data was subjected to Independent t-test to evaluate the post-test scores on psychosocial variables between Tibet born and exile born adolescents. Table 4.46 includes means, standard deviations, t scores and significance level obtained on psychosocial parameters.

Table 4.46

Mean Comparison Test between Tibet born and Exile Born Adolescents in the Post-test Scores across Psychosocial Parameters

Variables	Tibet born (n=112)		Exile born (n =38)		
Post intervention	M	SD	M	SD	t
School stress	20.19	4.77	23.16	5.31	3.06**
Future stress	18.14	4.87	19.68	4.53	1.78
Home stress	18.54	6.02	18.87	5.30	0.32
Peer stress	20.70	6.21	23.29	7.37	1.95
Leisure stress	17.79	4.94	20.63	5.84	2.69*
Opposite sex stress	14.95	5.26	15.08	6.66	0.11
Self stress	32.13	9.34	34.24	8.71	1.26
State anxiety	35.92	7.61	36.66	6.99	0.55
Trait anxiety	40.32	6.04	41.58	6.08	1.10
Active coping	26.32	6.63	23.79	7.04	-1.94
Internal coping	32.13	4.75	29.29	6.02	-2.64*
Withdrawal coping	21.83	6.42	21.53	6.45	-0.25
Self-confidence	44.79	14.42	50.34	16.82	1.82
Emotional intelligence	136.80	18.99	135.39	21.88	-0.35

**P< 0.01,   * P< 0.05

Stress

As shown in the above table 4.46, exile born adolescents were found to have comparatively higher school and leisure stress than Tibet born adolescents in the post-test scores which means that LST has significantly affected Tibet born adolescents more than exile born adolescents. There was no significant post intervention difference found between the two groups in the remaining stress dimensions -future, home, peer, opposite sex and self stress.

Anxiety

Tibet born and exile born adolescents didn't differ significantly either in state anxiety or in trait anxiety in the post-test scores.

Coping

In the area of internal coping, exile born adolescents have significantly lower mean as compared to Tibet born adolescents. It was significant at 0.01 level which means that LST has shown positive result in enhancing internal coping of Tibet born adolescents more than exile born. On the other hand, active and withdrawal coping revealed no significant mean difference between exile and Tibet born adolescents in the post-test scores.

Self-confidence

There was no significant mean difference found in the area of self-confidence between exile born adolescents and Tibet born adolescents in the post-test scores.

Emotional intelligence

Both Tibet born and exile born adolescents did not differ significantly in the area of emotional intelligence.

A significant post-intervention difference was found between Tibet born and exile born adolescents in the following areas: school stress, leisure stress and internal coping. However both the groups did not differ significantly in the area of future stress, home stress, peer stress, opposite sex stress, self stress, active coping, withdrawal coping, state anxiety, trait anxiety, self-confidence and emotional intelligence.

4.4.1 b) Mean difference between Tibet born adolescents and exile born adolescents on life skill parameters.

Data was subjected to Independent t-test to evaluate the mean difference in life skill parameters between Tibet born and exile born. Table 4.47 includes means, standard deviations, t scores and significance levels obtained on life skill parameters.

Table 4.47

Mean Comparison between Tibet born and Exile Born across Life Skill Parameters

Variables	Tibet born (n = 112)		Exile born (n = 38)		
	M	SD	M	SD	t
Decision making	69.76	1.41	69.55	1.35	-0.81
Problem solving	74.81	9.31	68.87	12.03	-2.78*
Flexibility	104.29		3.79	1.4	-13.15**
Fluency	24.27	3.77	23.68	4.36	-0.74
Original	19.88	2.99	20.58	3.87	1.01
Elaboration	21.87	3.51	20.76	4.37	-1.41
Critical thinking	5.81	0.60	5.92	0.71	0.83
Effective communication	29.77	0.48	29.87	0.47	1.12
Interpersonal relationship	1.75	0.50	1.59	0.41	-1.91
*Pre Self- awareness	20.52	3.10	20.24	3.17	-0.48
* Post -Self-awareness	27.46	4.00	26.21	3.80	-1.73
Empathy	100.82	2.45	98.50	2.17	-5.52**
Coping with emotions	40.15	10.39	36.47	7.49	-2.35*
Coping with stress	6.20	1.21	5.82	1.31	-1.58

**P< 0.01, * P< 0.05

As per the requirement of the LST module, self-awareness skill is measured prior and after the intervention, the t used has been computed in both pre- and post-test score.

Life skills

The mean score of Tibet born adolescents on problem solving skill was significantly lower than exile born adolescents which means that exile born adolescents have better problem solving skill than Tibet born adolescents. T value calculated was significant at 0.05level.

With respect to flexibility which is one of the components of creativity, there was a significant mean difference found between exile born adolescents and Tibet born adolescents at 0.01 level which implies that Tibet born adolescents were better in flexibility.

In the area of empathy, exile born adolescents showed significantly lower mean score as compared to the Tibet born adolescents and it was highly significant at 0.01 level which means that students from Tibet were more empathetic than their counterparts.

Both the groups didn't find significant mean differences in the remaining life skill components such as decision making, fluency, originality, elaboration, critical thinking, effective communication, interpersonal relationship, pre-self awareness, post-self awareness, and coping with stress.

It can be summarized from the above result that significant mean differences between the two groups were identified in the following life skill domains: problem solving, flexibility, empathy and coping with emotions. On the other hand, result shows that there were no significant differences found between the two groups on the dimensions of decision making, fluency, originality, elaboration, critical thinking,

effective communication, interpersonal relationship, pre self-awareness, post self-awareness and coping with stress.

4.4.2 a) Mean difference between male and female adolescents on psychosocial parameters in post-test scores.

Data was subjected to Independent t-test to evaluate the post-test scores on psychosocial variables between male and female adolescents. Table 4.48 includes means, standard deviations, t scores and significance levels obtained on psychosocial parameters.

Table4.48

Mean Comparison Test between Males and Females in the Post-test Scores across Psychosocial Parameters

Variables	Male (n= 64)		Female (n = 86)		
Post test	M	SD	M	SD	t
School stress	19.86	4.73	21.74	5.18	2.32*
Future stress	17.47	4.74	19.33	4.75	2.37*
Home stress	17.83	5.52	19.21	6.01	1.46
Peer stress	20.22	6.88	22.20	6.29	1.81
Leisure stress	18.17	5.48	18.77	5.19	0.67
Opposite sex stress	15.91	6.05	14.29	5.22	-1.71
Self stress	31.38	9.39	33.63	8.99	1.48
State anxiety	34.02	7.11	37.66	7.34	3.07**

Variables	Male (n = 64)		Female (n = 86)		
Post-test	M	SD	M	SD	t
Trait anxiety	38.61	6.24	42.15	5.48	3.62**
Active coping	25.50	7.54	25.81	6.24	0.27
Internal coping	31.00	5.69	31.71	4.86	0.80
Withdrawal coping	21.63	6.00	21.85	6.73	0.21
Self-confidence	43.27	15.81	48.38	14.44	2.03*
Emotional intelligence	136.28	21.10	136.57	18.70	0.09

**$P < 0.01$, * $P < 0.05$

Stress

Female adolescents have significantly scored higher mean than male adolescents in school and future stress in post- test scores. Both female and male adolescents didn't differ significantly on the dimensions of stress pertaining to home, peer, leisure, opposite sex and self.

Anxiety

T values for both state and trait anxiety were found be highly significant at 0.01 level. Male adolescents were reported to have lower state and trait anxiety in the post-test scores as compared to female adolescents.

Coping

No significant mean difference was identified on active, internal and withdrawal coping between females and males in the post-test scores.

Self confidence

Male adolescents have relatively lower mean score in self-confidence than female adolescents in the post-test scores which indicates that male adolescents were more self-confident as lower the score, higher the self-confidence. T value was revealed significant at 0.05 level.

Emotional Intelligence

The mean value did not show any significant difference between male and female adolescents on emotional intelligence in the post-test score.

Thus; in the post-test score male adolescents were reported to have lower school stress, future stress, state anxiety, trait anxiety, and higher self-confidence as compared to female adolescents. Both the group didn't differ significantly in home stress, peer stress, leisure stress, opposite sex stress, self stress, active coping, internal coping, withdrawal coping and emotional intelligence.

4.4.2 b) Mean difference between male and female adolescents on life skill parameters.

Data was subjected to Independent t-test to evaluate the mean difference in life skill parameters between male and female adolescents. Table 4.49 includes means, standard deviations, t scores and significance level obtained on life skill parameters.

Table 4.49

Mean Comparison Test between Males and Females across Life Skill Parameters

Variables	Male (n = 64)		Female (n = 86)		
	M	SD	M	SD	t
Decision making	69.92	1.49	69.55	1.30	-1.61
Problem solving	73.31	10.45	73.30	10.34	-0.01
Flexibility	9.53	4.70	7.59	4.45	-2.56*
Fluency	24.25	3.49	24.02	4.23	-0.36
Original	20.13	3.14	20.01	3.33	-0.21
Elaboration	22.06	3.67	21.23	3.82	-1.35
Critical thinking	5.96	0.67	5.75	0.59	-2.00*
Effective communication	29.73	0.51	29.84	0.46	1.27
Interpersonal relationship	1.75	0.45	1.68	0.50	-1.00
Pre Self- awareness	20.34	3.00	20.52	3.20	0.35
Post -Self-awareness	27.33	4.54	27.01	3.53	-0.46
Empathy	100.44	2.37	100.08	2.73	-0.85
Coping with emotions	39.06	6.80	39.34	11.64	0.18
Coping with stress	5.94	1.21	6.23	1.26	1.40

**P< 0.01, * P< 0.05

Life skills

In the area of flexibility and critical thinking, male adolescent have significantly higher mean values than female adolescents which was found to be significant at 0.05

level. However; no significant difference was found between male and female adolescents in the remaining life skill components viz decision making, problem solving, fluency, originality, elaboration, effective communication, interpersonal relationship, pre-self awareness, post self-awareness, empathy, coping with emotions and coping with stress.

On the other hand, females have secured higher mean as compared to males in flexibility and critical thinking. This indicated that LST has benefited males more than females on the dimensions of flexibility and critical thinking in the post-intervention scores.

4.4.3 a) Mean difference between adolescents with privilege of vacation and adolescents without privilege of vacation on psychosocial parameters in post-test scores.

Data was subjected to Independent t-test to evaluate the post-test scores on psychosocial variables between adolescents with privilege of vacation and adolescents without privilege of vacation. Table 4.50 includes means, standard deviations, t scores and significance level obtained on psychosocial parameters.

Table 4.50

Mean Comparison Test between Students With and Without Privilege of Vacation on the Post-test Scores across Psychosocial Parameters

Variables	Privilege of Vacation (n = 59)		No privilege of vacation (n = 91)		
Post test	M	SD	M	SD	t
School stress	21.49	5.17	20.08	4.81	-1.70
Future stress	18.87	4.80	18.02	4.85	-1.05
Home stress	18.73	5.51	18.46	6.33	-0.27
Peer stress	21.41	6.81	21.27	6.31	-0.12
Leisure stress	19.01	5.60	17.75	4.76	-1.48
Opposite sex stress	15.14	5.61	14.73	5.68	-0.44
Self stress	32.25	8.58	33.31	10.12	0.66
State anxiety	35.66	6.83	36.80	8.32	0.88
Trait anxiety	40.65	5.99	40.63	6.20	-0.02
Active coping	25.33	6.49	26.22	7.28	0.76
Internal coping	30.99	5.41	32.05	4.90	1.24
Withdrawal coping	21.79	6.64	21.69	6.07	-0.09
Self-confidence	46.95	15.09	45.05	15.43	-0.74
Emotional intelligence	136.78	19.53	135.93	20.10	-0.26

**$P< 0.01$, * $P< 0.05$

Stress

Adolescents with privilege of vacation didn't differ significantly with adolescents without privilege of vacation in the post-test scores in all the areas of stress: school, future, home, peer, leisure, opposite sex and self stress.

Anxiety

There was no significant mean difference found between adolescents with privilege of vacation and adolescents without privilege in the post-tests scores in state and trait anxiety.

Coping

Adolescents with privilege of vacation did not show any significant difference as compared to adolescents without privilege of vacation on the post-test scores in active, internal and withdrawal coping.

Self confidence

There was no significant difference shown in the mean score of self-confidence between adolescent with privilege of vacation and adolescents without privilege of vacation

Emotional intelligence

No significant difference was found in means secured by adolescents with privilege of vacation and adolescents without privilege of vacation on the dimension of emotional intelligence.

In total, the result of the post-test scores of adolescents with privilege of vacation and adolescents without privilege of vacation were found to be non-significant in all the psychosocial parameters.

4.4.3 b) Mean difference between adolescents with privilege of vacation and adolescents without privilege of vacation on life skill parameters.

Data was subjected to Independent t-test to evaluate the mean difference in life skill parameters between adolescents with privilege of vacation and adolescents without privilege of vacation. Table 4.51 includes means, standard deviations, t scores and significance levels obtained on psychosocial parameters.

Table 4.51

Mean Comparison Test between Adolescents with Privilege of Vacation and Adolescents Without Privilege of Vacation across Life Skill Parameters

Variables	Privilege of (n = 91) vacation		No privilege of (n = 59) vacation		
	M	SD	M	SD	t
Decision making	69.70	1.42	69.71	1.37	0.04
Problem solving	72.37	10.98	74.75	9.21	1.43
Flexibility	7.42	4.53	9.97	4.43	3.41**
Fluency	24.15	4.13	24.07	3.61	-0.13
Original	20.41	3.48	19.53	2.76	-1.72
Elaboration	21.93	3.96	21.05	3.41	-1.45
Critical thinking	5.87	0.64	5.79	0.61	-0.76

Variables	Privilege of (n = 91) vacation		No privilege of (n = 59) vacation		
	M	SD	M	SD	t
Effective communication	29.82	0.44	29.75	0.54	-0.93
Interpersonal relationship	1.67	0.47	1.77	0.48	1.34
Pre Self- awareness	20.70	3.08	20.05	3.13	-1.25
Post -Self-awareness	27.41	4.16	26.75	3.68	-1.02
Empathy	99.56	2.46	101.27	2.43	4.19**
Coping with emotions	39.15	11.34	39.32	7.03	0.11
Coping with stress	6.05	1.23	6.20	1.28	0.69

**$P < 0.01$, * $P < 0.05$

Life skills

Table 4.51 shows that adolescents without privilege of vacation were relatively found to have higher flexibility and empathy than adolescents with privilege of vacation which was revealed to be highly significant at 0.01 level. However; neither adolescents with privilege of vacation nor adolescents without privilege of vacation showed significant differences in life skill components (decision making, problem solving, fluency, originality, elaboration, critical thinking, effective communication, interpersonal relationship, pre-self awareness, post-self awareness, coping with emotions and coping with stress).

Thus, it can be concluded from the above result that there was no significant difference found between the adolescents with privilege of vacation and adolescents without privilege for vacation for all the life skill components except flexibility and empathy.

4.4.4 a)Mean difference among adolescents who have met family in different time interval on psychosocial parameters in post-test scores.

Data was subjected to one-way to evaluate the post-test scores on psychosocial variables among adolescents who met family in different time interval. Table 4.52 includes means, standard deviations, t scores and significance level obtained on psychosocial parameters.

Table 4.52

Mean Comparison Test among Students Who have met Families in Different Time Intervals on Psychosocial Parameters in the Post-test Scores

Variables (n = 35)	Once in a year (n = 48)		Once in 2 years (n = 67)		Once in 3 years		
Post	M	SD	M	SD	M	SD	F
School stress	21.97	5.75	21.48	4.95	20.01	4.66	2.15
Future stress	18.69	5.05	18.88	4.70	18.21	4.84	.29
Home stress	19.00	5.89	19.02	5.53	18.13	6.42	.42
Peer stress	22.74	8.18	21.23	6.29	20.72	5.85	1.10
Leisure stress	20.66	6.44	18.42	5.11	17.46	4.47	4.37*
Opposite sex stress	15.46	6.88	16.27	5.94	13.81	4.38	2.92
Self stress	33.31	9.16	32.81	8.64	32.22	9.71	.17
State anxiety	36.14	7.04	36.17	6.96	36.04	8.06	.00
Trait anxiety	40.40	6.06	40.94	5.97	40.55	6.19	.09
Active coping	24.94	7.71	25.81	6.46	25.97	6.61	.27
Internal coping	30.66	6.12	31.46	5.17	31.76	4.79	.51
Withdrawal coping	22. 09	7.02	21.10	6.40	22.04	6.13	.36

Variables	Once in a year (n= 35)		Once in 2 years (n = 48)		Once in 3 years (n=67)		
	M	SD	M	SD	M	SD	F
Self-confidence	48.40	17.25	46.10	14.53	45.12	14.64	.53
Emotional intelligence	135.74	24.17	137.27	18.05	136.22	18.49	.07

**P< 0.01, * P< 0.05

Stress

Table 4.52 shows that in the post-test score, mean difference was demonstrated only on the dimension of leisure stress among adolescents who have met family once a year, who have met once in two years and those who met have once in three years with F value shown significant at0.05 level. However; none of the groups revealed any significant difference in the remaining stress dimensions viz school, future, home, peer, opposite sex and self.

Anxiety

On the dimension of anxiety, adolescents who have met family once a year didn't differ significantly with those adolescents who have met in two years and those who met once in three years on both state and trait anxiety.

Coping

Adolescents who have met their families once a year didn't differ significantly from those of who have met their family in two years and those who have met once in three years on the dimension of active, internal and withdrawal coping in the post-test score.

Self-confidence

There was no significant mean difference found among adolescents who have met their family once a year, once in two years and once in three years in self-confidence.

Emotional intelligence

There was no significant mean difference found among adolescentswho have met their family once a year, once in two years and once in three years in emotional intelligence scores.

Thus; none of the group differed significantly in anxiety, coping, self-confidence, emotional intelligence and stress dimensions viz school, future, home, peer, opposite and self in the post-test scores.

4.4.4 b) Mean difference among adolescents who have met family in different time interval on life skill parameters.

Data was subjected to one-way to evaluate the mean differences on life skill parameters among adolescents who met family in different time interval. Table 4.53 includes means, standard deviations, t scores and significance levels obtained on psychosocial parameters.

Table 4.53

Mean Comparison Test among Students Who have met Family in Different time Intervals across Life Skill Parameters

Variables	Once in a year (n = 35)		Once in 2 years (n = 48)		Once in 3 years (n = 67)		
Post	M	SD	M	SD	M	SD	F
Decision making	69.49	1.31	69.71	1.40	69.82	1.44	.66
Problem solving	70.29	11.15	72.48	12.51	75.48	7.52	3.21*
Flexibility	5.03	3.71	8.33	4.43	10.25	4.26	17.87**
Fluency	24.46	4.10	24.02	4.33	24.01	3.55	.17
Originality	21.43	3.82	19.73	3.00	19.58	2.91	4.29*
Elaboration	20.63	4.31	22.06	3.91	21.75	3.30	1.59
Critical thinking	5.75	.59	5.95	.61	5.80	.66	1.23
Effective communication	29.89	.40	29.77	.52	29.76	.50	.84
Interpersonal relationship	1.63	.47	1.73	.46	1.74	.50	.59
Pre Self- awareness	20.57	3.28	20.56	3.16	20.30	3.02	.14
Post -Self-awareness	26.74	3.71	27.08	4.15	27.40	4.03	.32
Empathy	98.83	2.63	100.56	2.57	100.73	2.33	7.41**
Coping with emotions	37.57	7.53	39.83	10.86	39.64	10.18	.64
Coping with stress	5.92	1.35	5.94	1.17	6.32	1.23	1.77

**P< 0.01, * P< 0.05

Life skills

Adolescents who have met family once a year were shown to have significantly lower problem-solving skill, flexibility, originality and empathy than those adolescents who met family once in two years and once in three years.

None of the group showed any significant difference in life skill components such as decision making, fluency, elaboration, critical thinking, effective communication, interpersonal relationship, pre self-awareness, post self-awareness, coping with emotions and coping with stress.

4.5.5 Mean difference between experimental and control group

Data was subjected to Independent t-test to evaluate the mean difference between experimental and control group on psychosocial parameters in the post-test scores. Table 4.54 includes means, standard deviations, t scores and significance levels obtained on psychosocial parameters.

Table 4.54

Mean Comparison Test between Experimental and Control Group on Psychosocial Parameters in the Post-test scores

Variables	Experimental (n = 147)		Control (n = 152)		
Post test score	M	SD	M	SD	t
School stress	20.84	4.92	22.64	5.34	-3.03**
Future stress	18.54	4.86	19.28	5.14	-1.28
Home stress	18.70	5.79	20.02	6.29	-1.89
Peer stress	21.32	6.44	23.22	6.47	-2.55*

Variables	Experimental(n =147)		Control (n=152)		
	M	SD	M	SD	t
Leisure stress	18.49	5.33	20.55	5.04	-3.42**
Opposite sex stress	15.08	5.66	15.22	6.23	-0.21
Self stress	32.66	9.28	36.65	8.70	-3.83**
State anxiety	36.16	7.60	38.81	7.00	-3.13**
Trait anxiety	40.76	6.14	43.22	5.51	-3.64**
Active coping	25.41	6.85	23.40	7.49	2.43*
Internal coping	31.41	5.26	29.15	6.29	3.37**
Withdrawal coping	21.78	6.56	22.23	5.43	-0.64
Self-confidence	46.66	15.05	55.19	15.25	-4.87**
Emotional intelligence	135.90	19.79	126.43	18.90	4.23**

**P< 0.01, * P< 0.05

Stress

From the above table 4.54, it can be seen that experimental group has relatively scored lower school, peer, leisure and self stress than control group in their post test scores. Whereas, both experimental and control group didn't differ significantly in future, home and opposite sex stress.

Anxiety

Mean value for experimental group was significantly lower than control group in both state and trait anxiety which was found significant at 0.01 level.

Coping

Experimental group was shown to have comparatively higher active and internal coping as compared to control group. Both the groups didn't differ significantly in withdrawal coping.

Self confidence

On the dimension of self confidence, mean value for experimental group was lower than control group which was revealed significant at 0.01 level.

Emotional intelligence

In the area of emotional intelligence, experimental group has relatively higher mean score as compared to control group and it was found highly significant 0.01 level.

Thus; it can be summarised from the obtained result that, after the LST, experimental group has lowered school tress, peer stress, leisure stress, self-stress, state anxiety and trait anxiety. Further, active coping, internal coping, self-confidence and emotional intelligence were enhanced in the post-test scores in experimental group.

Section Three

4.5 Independent t-test, Regression analysis and Correlation Performed to Explore the Possible Differences between Tibetan Refugee and Indian Adolescents.

In the last section, a total of 126 samples of Indian adolescents studying in boarding schools in India were procured to make a comparative study with 600 Tibetan refugee adolescents. In order to test the conjectured hypotheses, independent sample t-

test, correlation and regression analyses were computed. The mean differences between the scores on stress, anxiety, coping, self-confidence and emotional intelligence of Tibetan and Indian adolescents were found out using independent sample t-test. Correlation was performed to find out the interrelationship between the psychosocial variables among both the samples and multiple regression analysis was done to identify the role of coping, self-confidence and emotional intelligence in controlling stress and anxiety among Tibetan refugee adolescents and Indian adolescents.

4.5.1 Mean difference between Tibetan refugee adolescents and Indian adolescents on psychosocial parameters.

Table 4.55

Mean Comparison Test between Tibetan and Indian Sample on Psychosocial

Parameters

Variables	Tibetan refugee (n = 600) adolescents		Indian (n = 126) adolescents		
	M	SD	M	SD	t
School stress	20.69	5.25	23.52	5.28	-5.46**
Future stress	18.58	4.85	19.25	4.57	-1.48
Home stress	20.73	6.50	23.57	7.74	-3.83**
Peer stress	22.80	7.06	21.28	6.43	2.36*
Leisure stress	19.66	5.31	20.37	6.14	-1.20
Opposite sex stress	14.71	5.72	15.73	7.40	-1.45
Self stress	34.36	9.02	32.92	10.14	1.46
State anxiety	35.90	6.46	34.85	6.25	1.70

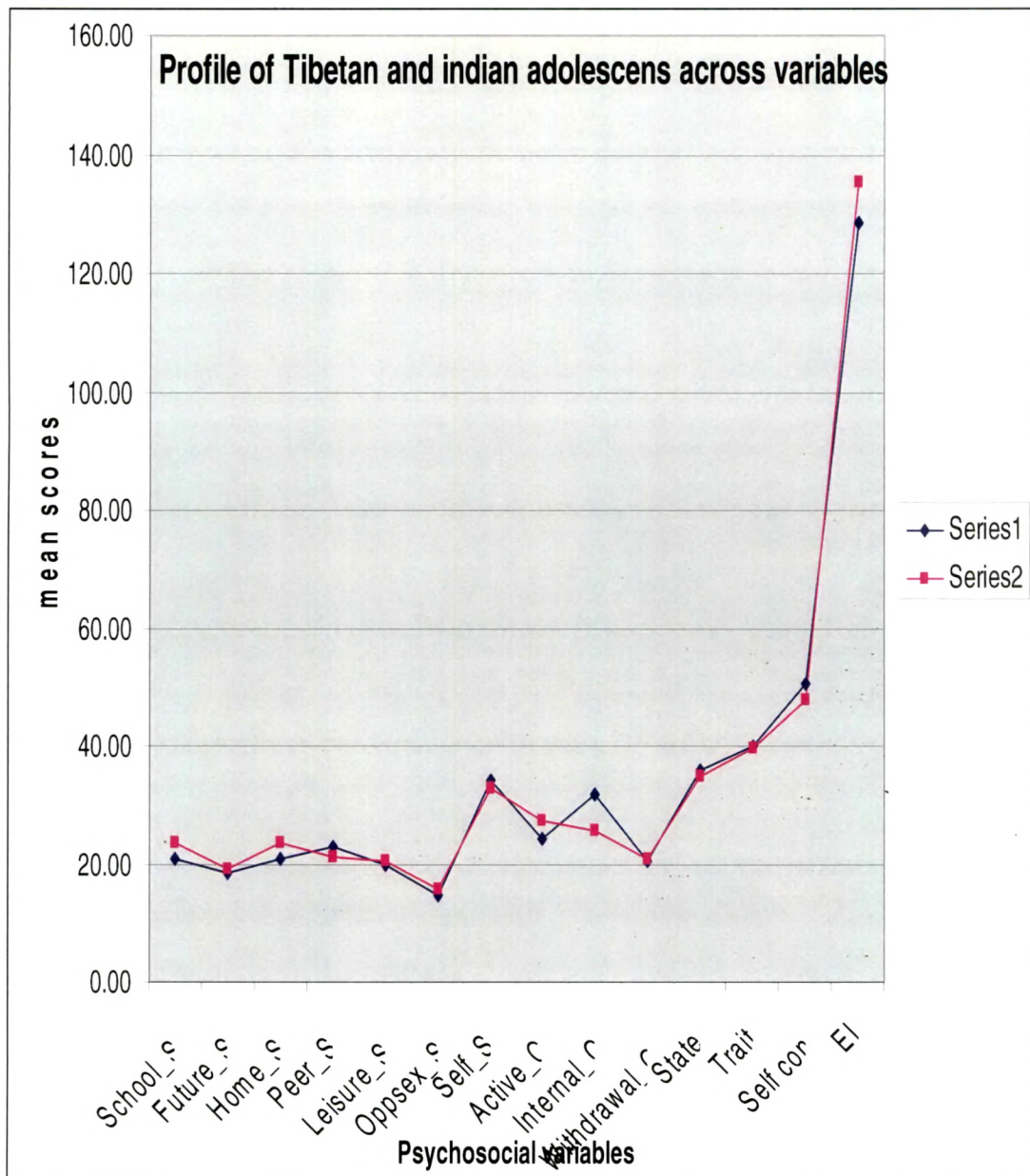| Variables	Tibetan refugees Adolescents (n= 600)		Indian Adolescents (n=126)		
	M	SD	M	SD	t
Trait anxiety	40.09	6.05	39.69	6.01	.68
Active coping	24.19	6.98	27.36	8.44	-3.92**
Internal coping	31.88	6.08	25.60	7.28	8.99**
Withdrawal coping	20.51	6.82	35.90	6.46	-.42
Self-confidence	50.45	14.42	47.85	15.10	1.67
Emotional intelligence	128.39	17.93	135.42	20.48	-3.55**

**P< 0.01, * P< 0.0

Figure 4.18: Showing the mean scores of Tibetan refugee adolescents and Indian adolescents on psychosocial Parameters

As depicted in table 4.55and figure 4.18, Tibetan adolescents have lower school and home stress than Indian adolescents in school and home stress respectively. T values obtained in school and home which were found significant at .0.01 level. On the other hand Indian adolescents secured lower peer stress than Tibetan adolescents which was found significant at 0.05 level. Further, it showed that Indian adolescents employed more active coping whereas Tibetan adolescents appeared to use more internal coping. T values for active and internal coping obtained were revealed significant at 0.01 level. Moreover, Indian adolescents were emotionally more intelligent than their Tibetan counterpart with t value revealed significant at 0.01 level.

4.5.2 Inter-correlation among various psychosocial parameters for Tibetan refugee adolescents and Indian adolescents.

Stress

Results of the correlation matrix in table 4.56 reveals that future stress was found positively correlated with school stress among both Tibetan (r = .47, p < 0.01) and Indian adolescents' (r = .42, p <0.01) which implies that students who have higher future stress were more likely to score higher school stress.

Home stress was positively related to school and future stress. R values computed for school and future stress were .47 and .43 respectively among Tibetan adolescents, and .41 and .37 respectively among the Indian adolescents, indicating that students who have higher home stress will have higher school and future stress.

A positive correlation has been found between peer stress with school stress ($r = .41$, $p < 0.01$), future stress ($r = .45$, $p < 0.01$) and home stress ($r = .47$, $p < 0.01$) among Tibetan sample. Among Indian sample, positive correlation has been found between peer stress with school stress ($r = .45$, $p < 0.01$), future stress ($r = .35$, $p < 0.01$) and home stress ($r = .50$, $p < 0.01$).

Leisure stress has been positively correlated with school stress ($r = .50$, $p < 0.01$), future stress ($r = .45$, $p < 0.01$), home stress ($r = .49$, $p < 0.01$) and peer stress ($r = .58$, $p < 0.01$) among Tibetan sample. While it has positive correlation with school stress ($r = .42$, $p < 0.01$), future stress ($r = .38$, $p < 0.01$), home stress ($r = .63$, $p < 0.01$) and peer stress ($r = .59$, $p < 0.01$) among Indian sample.

A significant correlation was obtained positively in the area of opposite sex stress with school stress ($r = .18$, $p < 0.01$), future stress ($r = .16$, $p < 0.01$), home stress ($r = .18$, $p < 0.01$), peer stress ($r = .28$, $p < 0.01$), and leisure time stress ($r = .28$, $p < 0.01$) among Tibetan sample whereas opposite sex stress was positively correlated with peer stress ($r = .2$, $p < 0.01$), and leisure time stress ($r = .24$, $p < 0.01$) among Indian sample.

A data reveals that the relationship between self stress and dimensions of stress were positive with r values calculated as: .47, .48, .39, .63, .57, and .34 for school stress, future stress, home stress, peer stress, leisure stress and opposite sex stress respectively among the Tibetan sample which were all found to be significant at 0.01 level. Among Indian sample, self stress was found positively correlated with school stress, future stress, home stress, peer stress, leisure stress and opposite sex stress with r values of .39; .35; .38; .56; .56 and .44 respectively ($p < 0.01$).

Anxiety

For Tibetan adolescents, state anxiety was positively correlated with all the dimension of stress except opposite sex stress. R values obtained for stress dimensions like school, future, home, peer, leisure, self and withdrawal coping were .25, .18, .24, .25, .24, .31 and .20 respectively with significant revealed at .001 level. On the other hand, trait anxiety had positive correlation with all the stress domains i,e school, future, home, peer, leisure, opposite sex, self, withdrawal coping and state anxiety. The r values calculated were .30, .25, .23, .28, .31, .09, .45, .23 and .41 respectively with significance level at 0.01 level.

For Indian adolescents, state anxiety had significant correlation with school stress, future stress, opposite sex stress and self stress with r values of .18, $p < 0.05$; .19. $p < 0.01$; .19, $p < 0.05$; .32, $p < 0.01$ respectively. Conversely, trait anxiety was correlated with stress domains except home stress and r values obtained were .36, $p < 0.01$; .20, $p < 0.01$; .24, $p < 0.01$; .25, $p < 0.01$; .18, $p < 0.05$; .34, $p < 0.01$ and .33, $p < 0.01$ respectively for school, future, peer, leisure, opposite sex, self stress and state anxiety respectively.

Coping

Active coping scores were not significantly correlated with any of the psychosocial parameters among both Tibetan and Indian adolescents. A positive correlation was found between internal coping and opposite sex stress (r = .09, $p < 0.05$) and active coping (r = .36, $p < 0.01$) among Tibetan sample. In the area of withdrawal coping, a positive correlation was found with school stress (r = 32, $p < 0.01$), future stress (r = .27, $p < 0.01$),

home stress (r = .23, p <0.01) , peer stress (r = .23, p <0.01), leisure stress (r = .30, p <0.01), opposite sex stress (r = 19, p <0.01) self stress (r = .31, p <0.01), active coping (r = .16, p <0.01), and internal coping (r = .18, p <0.01) among Tibetan sample whereas the correlation between internal and active coping was .69, p <0.01 and correlation between withdrawal coping with leisure stress (r = .18, p <0.01), opposite sex stress (r = 19, p <0.01), active coping (r = .42, p <0.01), and internal coping (r = .57, p <0.01) among the Indian sample.

Self-confidence

The correlation between self-confidence with school stress, future stress, home stress, peer stress, leisure stress, opposite sex stress, self stress, withdrawal coping, state anxiety and trait anxiety were found positive with r values calculated as .25, .28, .17, .32, .28, .08, .47, .25, .35 and .52 respectively at 0.01 level. However; correlation coefficients of self-confidence was negatively found and the r values obtained was -.19 and -.16 for active and internal coping among the Tibetan adolescents. For Indian adolescents, it appears that self-confidence has positive correlation with school stress (r = .26, p <0.01), peer stress (r = 24, p <0.01), leisure time stress (r = .26, p <0.01), opposite sex stress (r = .23, p <0.01), self stress (r = .56, p <0.01), state anxiety (r = .50, p <0.01) and trait anxiety (r = .43, p <0.01).

Emotional intelligence

Among Tibetan adolescents, a positive association of emotional intelligence was found with active coping (r = .29, p <0.01) and internal coping (r = .25, p <0.01).
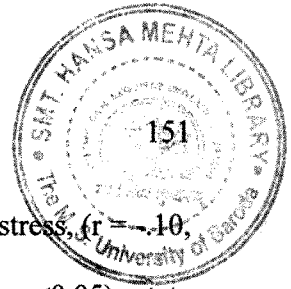
Conversely, emotional intelligence was negatively correlated with school stress, (r = -.10, p <0.05), self-stress, (r= - .14, p <0.01) withdrawal coping (r = -.10, p <0.05), state anxiety (r = -.15, p <0.01) , trait anxiety (r = - .25, p <0.01) and self-confidence (r= - .49, p <0.01).On the other hand, emotional intelligence was positively found correlated with active coping (r= .21, p < .001) and internal coping (r = .26, p <0.01) and negative correlation is found with school stress (r = - .18, p <0.05), self-stress, (r = - .27, p <0.01), state anxiety (r = - .41, p <0.05), and self-confidence (r = - .55, p <0.01) among the Indian sample.

Table 4.56: Correlation Matrix between Tibetan (in bold) and Indian sample on Psychosocial Parameters

Dimensions	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. School stress	-													
2. Future Stress	**.47****	-												
	.42**													
3. Home stress	**.47****	**.43****	-											
	.41**	.37**												
4. Peer stress	**.41****	**.45****	**.47****	-										
	.45**	.35**	.50*											
5. Leisure stress	**.50****	**.45****	**.50****	**.58****	-									
	.42**	.38**	.63**	.59**										
6. Opposite sex stress	**.18****	**.16****	**.18****	**.28****	**.28****	-								
	-	-	-	.21**	.24**									
7. Self stress	**.47****	**.48****	**.39****	**.63****	**.57****	**.34****	-							
	.38**	.35**	.38**	.56**	.56**	.44**								
8. Active Coping	-						-	-						
9. Internal coping						**.09***		**.36****	-					
						-		.69**						
10. Withdrawal coping	**.32****	**.27****	**.23****	**.23****	**.30****	**.19****	**.31****	**.16****	**.18****	-				
	-	-	-	-	-.18**	.19*	-	.42**	.57**					
11. State Anxiety	**.25****	**.18****	**.24****	**.25****	**.24****		**.31****			**.20****	-			
	.18**	.19*	-	-		.19*	.32**			-				
12. Trait Anxiety	**.30****	**.25****	**.23****	**.28****	**.31****	**.90***	**.45****	**-.19****		**.23****	**.41****	-		
	.36**	.20*	-	.24**	.25**	.18*	.34**	-		-	.33**			
13. Self-confidence	**.25****	**.28****	**.17****	**.32****	**.28****	**.08***	**.47****		**-.16****	**.25****	**.35****	**.52****	-	
	.26**	-	-	.24**	.26**	.24**	.56**		-	-	.50**	.43**		
14. Emotional intelligence	**-.10***						**-.14****	**.25****	**.25****	**-.10****	**-.15****	**.25****	**-.49****	-
	-.18*						-.27**	.21*	.26**	-	-.41**	-	-.55**	

** p < 0.01

* p < 0.05

Table 4.57

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Coping, Self-confidence and Emotional Intelligence as Predictors of Stress and Anxiety among

Tibetan and Indian Adolescents

Tibetan refugee adolescent (N = 600)

Dependent Variable	School stress	Future stress	Home stress	Peer stress	Leisure stress	Opposite sex stress	Self stress	State anxiety	Trait anxiety
R	.37	.37	.27	.38	.39	.21	.53	.38	.54
R^2	.13**	.14**	.08**	.14**	.15**	.04**	.28**	.14**	.29**
Adj R^2	.13	.13	.07	.13	.14	.04	.27	.13	.28
F	18.43	18.72	9.52	19.61	20.63	5.37	45.48	19.40	47.91

Indian adolescents (N = 126)

Dependent Variable	School stress	Future stress	Home stress	Peer stress	Leisure stress	Opposite sex stress	Self Stress	State anxiety	Trait anxiety
R	.28	.21	.19	.27	.35	.33	.58	.53	.45
R^2	.08	.04	.04	.07	.12*	.11*	.34**	.29**	.20**
Adj R^2	.04	.00	-.01	.03	.09	.07	.31	.26	.17
F	2.00	1.07	.88	1.85	3.35	2.92	12.04	9.49	5.89

**P< 0.01, * P< 0.05

4.5.3 a) Coping, self-confidence and emotional intelligence as predictors of stress among Tibetan and Indian adolescents

Regression analysis was performed to determine the amount of variance in stress and anxiety that can be explained by coping, self-confidence and emotional intelligence.

School stress

Results presented in table 6.1.2 shows that coping, self-confidence and emotional intelligence together explained 13 per cent of variance in school stress among Tibetan adolescents which was revealed to be significant at 0.01 level. The analysis of individual predictors revealed that withdrawal coping ($\beta = .29$, $p < 0.01$) and self-confidence ($\beta = .18$, $p < 0.01$) were significant predictors of school stress with Beta values found significant 0.01. Higher levels of withdrawal coping and lower level of self-confidence were associated with higher school stress among Tibetan adolescents. The overall model didn't explain the variance in school stress among Indian adolescents however, it was found that self-confidence has significantly contributed to school stress with Beta value of .23, $p < 0.05$.

Future and home stress

In combination, predictor variables explained 14 per cent of variance ($p < 0.01$) and 8 per cent of variance($p < 0.01$) in future stress and home stress respectively among Tibetan adolescents. Withdrawal coping positively predicted future stress ($\beta = .21$, $p < 0.01$) and home stress ($\beta = .19$, $p < 0.01$) indicating that more use of withdrawal coping leads to increase in future and home stress. Similarly, self-confidence also contributed positively in future stress ($\beta = .28$) and home stress ($\beta = .17$) respectively which were both found to be significant at 0.01 level. Emotional intelligence has emerged as significant predictor of future stress only with Beta value .11, $p < 0.05$. The model has neither combined nor individual contribution to the future stress and home stress among

Indian adolescent. However, only active coping negatively predicted home stress among India adolescents with Beta value of -.24 which was significant at 0.05 level.

Peer stress

Among Tibetan adolescents, 14.2 per cent of variance of peer stress was accounted by coping, self-confidence and emotional intelligence. There was a positive predicted relationship between peer stress and internal coping (β = .08, p <0.05), withdrawal coping (β =.14, p <0.01), self-confidence (β = .34, p <0.01) and emotional intelligence (β = .09, p <0.05). For Indian adolescents, only self-confidence positively predicted peer stress with Beta value of .24 which was found significant at 0.05 level.

Leisure, opposite sex and self stress

For Tibetan adolescents, the overall model explained 14.8 per cent of variance in leisure stress, 4.3 per cent of variance in opposite sex stress, 27.7 per cent of variance in self stress respectively which were all significant at .001 level. Withdrawal coping (β = .24) self-confidence (β = .28) and emotional intelligence (β = .11) have emerged as significant predictors of leisure stress whereas only withdrawal coping positively predicted opposite sex stress suggesting that higher level of withdrawal coping is associated with higher level of opposite sex stress (β = 17, p <0.01).Self stress was positively related to withdrawal coping, self-confidence and emotional intelligence with Beta values of .20, p <0.01; .48, p <0.01 and .11, p <0.05 respectively, suggesting that students who rely more on withdrawal coping and who lack self-confidence and emotional intelligence are more likely to have higher self-stress. On the other hand, the

predictor variables accounted for 12.3 per cent, 11 per cent and 33.8 per cent of variance in the leisure stress, opposite sex stress and self stress respectively among Indian adolescents. Withdrawal coping and self-confidence contributed positively to leisure stress with Beta values of .24 and .32 respectively and opposite sex stress has been positively associated with withdrawal ($\beta =. 26, p <0.01$) and self-confidence ($\beta = .25, p <0.01$). Self-confidence contributes positively with Beta value of .57 which was found significant at 0.01 level.

4.5.3 b) Coping, self-confidence and emotional intelligence as predictors of anxiety among Tibetan and Indian adolescents

The model explained 14 per cent and 28.7 per cent variance in state and trait anxiety respectively which were observed significant at 0.01level among Tibetan adolescents. Withdrawal coping ($\beta = .11, p < 0.05$) and self-confidence ($\beta = .34, p <0.01$) showed positive correlation with state anxiety whereas active coping ($\beta = .09, p <0.05$), withdrawal coping ($\beta = .08, p <0.05$) and self-confidence ($\beta = .50, p <0.01$) were the significant predictors of trait anxiety. On the other hand, 28.5 per cent and 19.8 per cent of variance in state and trait anxiety respectively was explained by coping, self confidence and emotional intelligence among Indian adolescents which were revealed significant at 0.01 level. Self-confidence contributed Beta value of .40 and .49 in state and trait anxiety respectively which were found significant 0.01 level. Emotional intelligence is negatively related to state anxiety ($\beta = -.19, p <0.05$) which indicates that high level of emotional intelligence corresponds to low level of state anxiety.