CHAPTER -III

Methodology

3.1 The Study Setting

The study was conducted in the Tibetan Children's Village [TCV] located in Himachal Pradesh, Mussoorie Public school and Guru Nanak fifth Centenary school in Mussoorie, India. The TCV School was founded on 17th May 1960 and originally served as a nursery school for Tibetan refugee children, providing only basic care, but with the passage of time, it has grown into full-fledged and integrated educational institution for destitute Tibetan children in exile, as well as for hundreds of those escaping from Tibet every year. It has established branches in India extending from Ladakh in the North to Bylakuppe in South, with over 16,726 children under its care (Pema, 2004). Mussoorie public school and Guru Nanak fifth centenary schools are privately run residential schools in Mussoorie.

3.2 Sample

A total sample consisted of 726 students out which 600 Tibetan refugee adolescents (393 males and 297females) and 126 Indian adolescents (55 males and 71 females) participated in the study. The respondents were in the age group of 13-19 years studying in class 6- 12^{th}. Tibetan sample was taken from Tibetan Children's village school in Dharamsala, India which caters to the needy Tibetan refugee adolescents and provides free education. There were fifty per cent male and fifty per cent female; ninety nine per cent of the students were staying in the hostel out of which seventy per cent of them were from Tibet while thirty per cent of them were born in exile in India, Nepal or

Bhutan. Thirty eight per cent reported not having met their families for three years while thirty three per cent had not met their family members for two years and the remaining twenty nine per cent of them had family contact in a year or less. Indian adolescents were taken from boarding schools in Mussoorie. There were forty four per cent males and fifty six per cent females; hundred per cent of the students stay in the hostel and all of them meet their parents every year. Inclusion criteria for selecting the sample were based upon insights provided by the school counsellor and feedbacks from concerned class teachers.

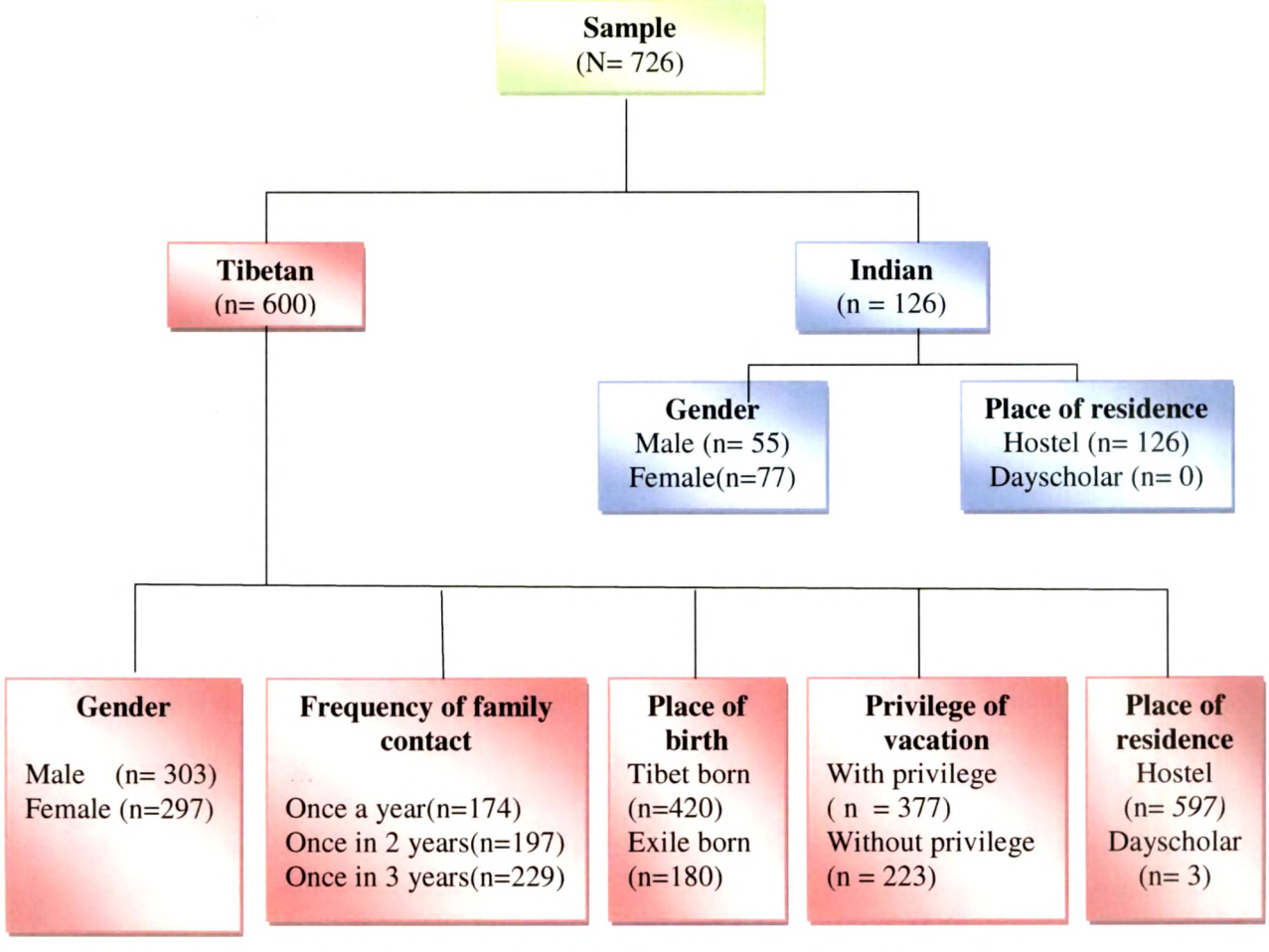

Figure 3.1 *Sample break-up according to different demographic characteristics.*

3.1 Research design

Table 3.1: Blue print of the research design

Groups	**Baseline assessment**	**Intervention**	**Post-intervention assessment**
Experimental (N=150)	Stress Anxiety Coping Self-confidence Emotional intelligence	Life skill components E.g. Decision making, problem solving..... ...coping with stress.	Stress Anxiety Coping Self-confidence Emotional intelligence
Control (N= 150)	Stress Anxiety Coping Self-confidence Emotional intelligence	No intervention given	Stress Anxiety Coping Self-confidence Emotional intelligence

The above model depicts the pre-post controlled trail design used for the present study. Independent variable used is life skills intervention and dependent variables were stress, anxiety, coping, self-confidence and emotional intelligence. Initially, 600 Tibetan refugee adolescents participated in the study. Using median split, a total of 600 students were divided into 2 groups i,e a group (N = 300) which fell below the median and a group (N = 300) which fell above the median. Adolescents who fell above the median on each test were randomly classified as experimental group (N = 150) and control group

(N = 150). LST on 10 basic skills were inculcated through brain storming and role playing methods followed by a brief discussion. Using assessment scale for each of the 10 life skills, those students who were not able to comprehend life skills in one sitting were given the training again until they fully understood it. In order to study the effectiveness of LST on level of stress, anxiety, coping strategies, self-confidence and emotional intelligence, keeping a gap of two weeks' time, the same questionnaires which were given in phase 1 were re-administered on participants in both control and experimental groups. Questionnaires on stress, anxiety, coping, self-confidence and emotional intelligence were readministered on the cohort of 126 Indian adolescents and compared the result with the Tibetan adolescents to see the varied difference between them on psychosocial parameters.

3.4 Tools

1. **Demographic characteristics:** Data were procured on demographic characteristics of age, gender, place of residence, place of birth, privilege of vacation and frequency of family contact. Confidentiality of the results was assured for every subject.
2. **Problem Questionnaire**[PQ] English version by Seiffge-Krenke, (2006). It is a standardized tool to measure stress levels. The scale comprises of 60 items in 7 stress domains (school, future, home, peer, leisure, opposite sex and self) which are scored according to 5 categories: highly stressful, very stressful, moderately stressful, minimally stressful and not stressful. To build up scales, mean value should be computed, higher the mean value (min: 1, max: 5), the higher will be the stress perception in this problem domain.

3. **Coping across situations questionnaire** [CASQ] English version by Seiffge-Krenke, (2006). It is a standardized tool to measure coping strategies. There are 21 coping strategies which are broadly categorized into active, internal and withdrawal coping and 8 problem areas. An 'X' in the questionnaire means that a person employs this coping strategy in that particular problem area. All the 'X' is counted 1 and if there is no 'X', it is counted as '0'. Counting the row-sums will give general information about how much a subject uses the three coping styles.
4. **State and trait anxiety inventory** STAI: was developed by Spielberger, Edwards, Montuori and Lushene (1970). It comprises a separate self report for measuring state and trait anxiety. The state anxiety scale consists of 20 statements that evaluate how respondent feel "right now, at this moment". The trait anxiety consists of 20 statements that assess how people generally feel. Each item in trait anxiety is given a weighted score of 1 to 3. A rating of 3 indicates the presence of a high level of anxiety for the T-anxiety items i,e higher the score , higher will be the anxiety. The scoring weights for the state anxiety are same as trait anxiety except for item no. 2,4,5,7,9,11,15,16,and 18 for which the scoring was reversed as 3 to 1.To obtain scores for the S-Anxiety and T-Anxiety scales, simply adding the weighted score for the 20 items will give the total score.
5. **Self-confidence inventory** was constructed by Basavanna (1975). It is a standardized tool to measure the level of self-confidence among students. It is an inventory of 100 items, to be answered either true or false. It can be scored easily. The higher the score; lower is the level of self-confidence and vice versa.

   Reliability: Split-half reliability was found to be .91

Validity: Item validities for all the items are at or above .90

6. **Emotional Intelligence Profile** (EI-Profile) - a self-scoring instrument consiitng of 76 items has been adapted from Cooper & Sawaf's tool "An Integrated E.Q assessment& individual profile. It has been modified and standardized on Indian population and it measures emotional intelligence of an individual (Wahengbum, 2003). The scale is responded on four categories viz very well, moderately well, little well, not at all well. The range of scores is 03, 02, 01, and 0 respectively. For items 06, 08, 09,16, 18, 20, 22, 32, 41, 48, 54, 55, 56, 64, 66, 69, 73, 74 &76 reverse scoring was used. Internal consistency for the scale was found to be .80

7. **Life Skills Assessment Tools**

The Module used for the present study was developed by Murthy (2005) and has been adapted from WHO recommendation of life skills training. The module has been contextualized into the Indian social context and validated on an Indian sample. This life skill module was further contextualized to Tibetan refugee adolescents by making the theme and background of the role play and brainstorming as realistic and relevant as possible to the refugee experience. For example, names of the characters and places were changed to suit the scenario of Tibetan refugee adolescents. Although Tibetan culture differs from Indian culture, Tibet shares strong historical and cultural ties with India, as is clearly manifested in their religion and philosophy.

Among the 10 core skills, Group 1- decision making, problem solving, effective communication, and interpersonal relationship, empathy and coping with emotions-were measured on rating scales, while Group 2, namely creative thinking, critical thinking, self-awareness and coping with stress were measured on the basis

of their content analysis according to the protocol described below. Each corresponding tool was administered to the students after the intervention session on the particular skill to assess the effect of LST among the Tibetan refugee adolescents. Students who failed to reach the standardized benchmark on each skill after one training session, were given with additional sessions to help them achieve the requisite level of skill.

a) Decision making and empathy

Decision making skill in this context emphasized upon general decisions that students encounter in day to day life such as "I do not take decisions when I am emotional", "I try my best to understand the situations before I take decision" whereas empathy scale consisted of items such as "Other person's misfortunes do not disturb me a great deal", "Seeing a wounded animal by the roadside is disturbing and upsetting". Decision making consisted of 25 items whereas empathy has 35 items. Both the assessment tools were rated on 3 point scale. Higher score reflects good decision making and lower score indicates poor decision making. The same applies to empathy scale.

b) Problem solving scale

This scale was used to assess the problem solving ability of the subject. It composed of 35 items and subject has to respond on 6 point rating scale: where 1 = *strongly agree*, 2 = *moderately agree*, 3 = *slightly agree*, 4 = *slightly disagree*, 5 = *moderately disagree* and 6 = *strongly disagree*. Scores allocated to each item is 6 to 1 respectively and for item 5,6,7,8,10,12,16,18,19,20,23,24,27, 28, 31, 33, 35 score should be reversed.

Higher score indicated poor problem solving ability whereas low score indicated good problem solving skill.

c) Creative thinking scale

This scale has four components each assessing the level of flexibility, fluency, originality and elaboration. There are three sections.

Section A: A respondent has to write down as many uses as possible of colours, sand, rock and wood. The numbers of responses which fall into different categories indicate one's flexibility score. All responses belonging to one train of thought get one mark. Different trains of thought get one mark each. For example, answers like washing, bathing, cleaning vessel will get one mark as they belong to one train of thought i,e 'Cleaning'.

Section B: It included activities such as writing as many words as possible with the letter A, words starting with letter A and ending with G etc. The total number of responses given indicate one's fluency score.

Section C: A subject is given four kinds of problematic situations for e.g. 'There is a fire in your neighbour's house'. For each particular situation, one should come up with as many solutions as possible. The numbers of solutions given for the specific situation constitute the score for elaboration.

To assess the originality score, one has to combine all the responses of section A and B of all the respondents. Tally all the responses of the group and those responses which are answered by 5 per cent or fewer of the group indicate the originality score.

d) *Critical thinking*

A situation such as 'imagine that you are in class x and you have the option of either going to the concert or completing a very important project at a particular time is given. The respondent has to write the advantages, disadvantages and conclusions with reasons for the situation given. The number of advantages and disadvantages one can give is an indication of one's ability to think differently. Therefore the more points one can count, the more extensive one's critical thinking. In addition, a conclusion with good reasons can fetch more marks.

e) Effective communication, interpersonal relationship and coping with emotions

To measure effective communication, a subject was given a pick-and-speak activity which was subsequently evaluated by the examiner on 15 items such as confidence, clarity of thoughts, clarity of message etc. and which are to be rated on 5 point likert scale where 1 = *very good*, 2 = *good*, 3 = *just ok*, 4= *poor* and 5 = *very poor*. Higher score indicated better communication skill.

As for interpersonal skill, respondent has to write down the names of their classmates and rate them on 5 categories I like him/ her most, I like him/her, I am neutral towards him/her, I dislike him/ her and I dislike him/ her the most. Scores allotted to each category is +2, +1, 0, -1 and -2 respectively. Average score can tell he/she is liked or disliked by the group and the level too.

Coping with emotions has 12 sections such as interest, enjoy, surprise etc. Each section consists of 3 items. All the above mentioned scales were rated on 5 point Likert scale.

f) Self-awareness

A respondent has to write down as many of their strengths and weaknesses as possible in six different situations: family, school, friends, relative, elder and when confronted with problems. The same inventory is readministered in the post-intervention period. Differences in total score of stengths and weaknesses in pre- and post-test reflect the effect of the intervention on the subject.

g) Coping with stress

It consisted of 75 common life events. A subject has to mark 'Yes' against those items which have been stressful event in the past 12 months and indicate the degree of stressfulness on 10 point scale where 10 = *maximum influence*, 5 = *average influence* and 0 = *no influence*. Adding up the number of items answered yes and multiplying that number with 10 gives the maximum score. Subsequently, add all the ratings for each affirmed items and if the total is more than 70 per cent of the maximum score then it shows the person in under stress whereas, if the total score is below 70 per cent, then it shows the intervention has been proved effective.

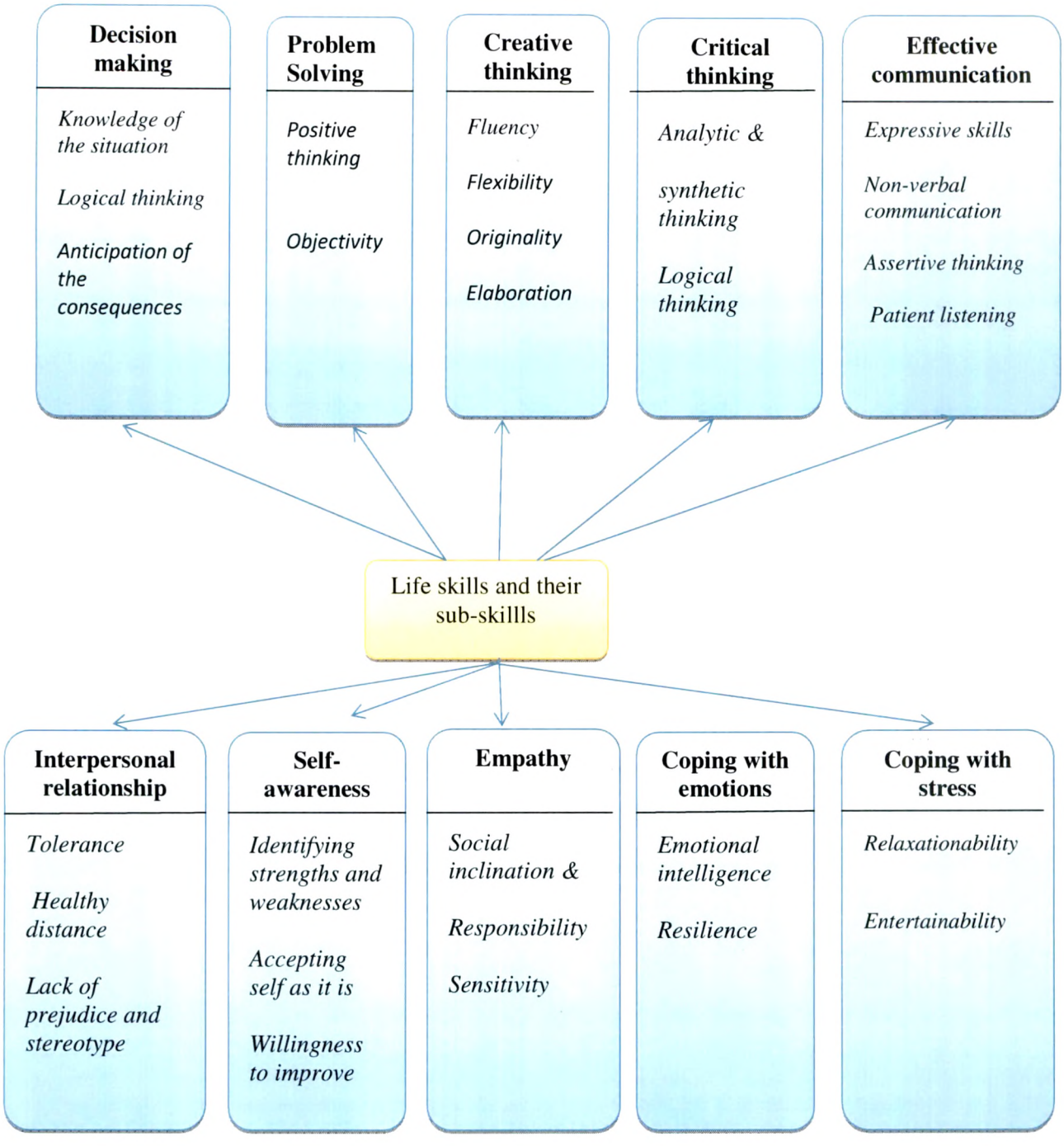

Figure 3.2: Ten core life skills and their 29 subskills

3.5 Procedure

First of all, the school administrator was contacted before commencing the study. The school administrator was briefed about the research objectives and the consent obtained was based on the understanding that the researcher would take full responsibility, no harm would be caused to the participants and the data obtained from them would be used strictly for the research purpose only. Research was conducted in 4 phases using the following procedures in each phase.

Phase I

- Before administering the stress questionnaire, there was about 10 minutes' ice-breaking in the form of brief activities like humorous games, jokes, puzzles to build rapport with the participants.
- A total sample of 600 Tibetan refugee adolescents were administered tests on stress, anxiety, coping styles, self-confidence and emotional Intelligence. All the questionnaires were in English.
- Using a median split, an initial sample of 600 students was divided into two groups: one group which had high stress and anxiety; low coping, emotional intelligence and self-confidence and which (n = 150) and the other group which fell below the median and had low stress, coping, (n= 150). Those who fell above the median were further randomly assigned to experimental group (n = 150) and control group (n = 150).
- A sample consisted of both males and females.

Phase II (intervention)

- The experimental group was taken for LST and was further randomly divided into sub-groups consisting of 5 to 11 students, so that it would be more convenient to apply life skill strategies.
- Before proceeding with intervention, they were briefly introduced to 10 core life skills, 28 sub-skills and the essence of life skills in facing the challenges in one's life.
- One skill was taught every day, each session, depending upon the group they belong to.
- Techniques like brainstorming, role playing and group discussion methods were employed to train them on life skills.
- Life skills assessment scales as described above were administered after each intervention session to assess how much the participants understood and how effective the LST has been. The intervention was completed in 30 basic sessions and 15 additional sessions were also given for those students who were not able to comprehend life skills in one session. It took 7 months to complete the whole intervention.
- The control group was not introduced to any intervention method as their result was compared as the base line. The students who belonged to the control group remained in their respective classes, as the school administrator had arranged a separate room to conduct LST for the experimental group.

Phase III

- Two weeks after the completion of LST, students in both control and experimental groups re-took all the test given in phase 1 to measure effectiveness of LST. The two week interval had to be taken because the school was closing for winter vacation.

Phase IV

- In the final phase, 126 Indian adolescents were administered test on stress, anxiety, coping, self-confidence and emotional intelligence. The result obtained was to make a comparative study with the Tibetan refugee adolescents.

3.6 Statistical Analysis

In order to test the conjectured hypotheses, the data was coded and subjected to SPSS 13 for univariate and multivariate analysis. The analysis included descriptive statistics, resulting in the mean and SD of various groups across different variables. The inferential statistics included Independent t- test, one-way ANOVA, ANCOVA, regression analysis and correlations. The analysis has been consolidated in the form of findings in the next section.