



CHAPTER –V



Discussions

The main objective of the study was to investigate the effect of life skills training [LST] in reducing stress and anxiety; enhancing coping strategies, self-confidence and emotional intelligence among Tibetan refugee adolescents. So, initially a sample of 600 Tibetan refugee adolescents was considered and they were assessed on the level of stress, anxiety, coping, self-confidence and emotional intelligence. Using a median split, an initial sample of 600 students was divided into two groups; one which fell above the median ($n = 300$) and the other which fell below the median ($n = 300$). Students who were falling above the median were identified to have high stress and anxiety, low levels of coping, self-confidence and emotional intelligence. These adolescents were further randomly divided into two groups i.e. experimental and control; consisting of 150 students in each group. Experimental group was trained on LST for a duration of seven months and after the application of LST, 300 students belonging to both experimental and control groups were re-administered all the tests given prior to intervention to study the effect of LST on psychosocial parameters. Six hundred Tibetan refugee adolescents were later compared to one hundred and twenty six Indian adolescents drawn from boarding schools in India, to explore the possible cross-cultural differences and similarities on psychosocial parameters.

5.1 Differences among Subjects According to the Demographic characteristics.

5.1.1 a) Mean difference between exile born and Tibet born on domains of stress.

It was hypothesized that there will be no significant difference between exile born and Tibet born adolescents in the areas of stress.

The result of the present study rejected the null hypothesis as Tibet and exile born adolescents were shown to differ significantly in a series of stress domains: school, future, home, leisure, peer and self. Details of which are given in the following account.

School stress

After the LST, Tibet born adolescents who have now migrated to India were shown to have lesser school stress than Tibetan adolescents who were born in exile. According to Rousseau, Drapeau & Corin (1996), school stress is particularly more challenging for immigrant and refugee adolescents where lack of school support in a new environment can negatively impact their psychological well-being. Nevertheless, the present finding of Tibet born adolescents securing lower school stress could be the consequence of the support rendered by parents, teachers, classmates and sense of belonging which might have positively affected their physical and psychological well-being. Moreover, life skills such as flexibility, empathy and coping with emotions were found to be more effective in reducing school stress among Tibet born adolescents than exile born adolescents. Flexibility is one of the important components of creativity. Relationship between creativity and academic achievement has always produced an inconclusive result where some studies showed that creativity contributes to an academic performance (Rindermann & Neubauer, 2004; Karimi, 2000) whereas there are other studies which didn't find creativity as one of the determinants of the school performance (Ai, 1999; Palaniappan, 2007). In addition to creativity, theoretical and empirical investigations of emotional intelligence suggest that IQ accounts only for 20 per cent

and the rest 80 per cent is contributed by EQ (Gardner, 1983; Bar-On, 1996; Salovey & Mayer 1990; Goleman, 1995). Plato who is one of the most influential philosophers has quoted "*all learning has an emotional base*" which may be inferred that adolescents who are empathetic and adept at emotional skills are better able to interact and seek help related to school stress from their peer mates and teachers. On the other hand, those who have deficit in emotional skills have difficulty concentrating and develop disruptive behaviour which is detrimental to a school success.

Thus, it can be concluded that life skills such as creative thinking, empathy and coping with emotions among Tibet born adolescents have been augmented after the LST, which might have helped in them in lowering school related stress.

Future stress

In the area of future stress also, Tibet born adolescents were reported to have lower future stress than exile born adolescents prior to LST; although none of the life skill components were significantly related to it. Future stress in terms of pursuing higher education, choosing one's career etc is an important developmental task faced by adolescents to mark one's identity. Particularly, refugee children as compared to their peer mates have higher maladjustments and conflicting attitudes towards their future, themselves as well as the other people (Kauser & Kauser, 1998). But contrary to the previous finding, Tibet born adolescents have lower future stress than exile born which may be attributed to the fact that Tibet born adolescents have escaped to India; driven by an intense motivation to study and a dream to fulfill their career aspiration which is not possible back home in Tibet. So, in the process, they might have realized the value of free

education in India where the opportunity to study Tibetan language and history is possible which has been otherwise subjugated in their home land.

Home stress

Although there was no difference found between Tibet born and exile born adolescents in home stress after the LST, but both the groups varied prior to LST as Tibet born adolescents have lower home stress as compared to exile born adolescents. There is no denying the fact that a family remains the most important factor in a child's life who meets both material and psychological needs of the children. As compared to native born children, refugee children are more likely to encounter psychosocial difficulties because of financial strain, differences in parenting style from host culture, parental depression resulting from various immigration experiences and family separation (Hunt et al., 2002). The obtained result is not in parallel to the above findings as Tibet born adolescents who did not stay with their parents were shown to have lower home stress than that of their counterparts. This result could be explained in terms of the fact that a mere physical absence of parents itself might have contributed in keeping squabbles between parents and children at bay. On the other hand, exile born adolescents who meet their parents occasionally during vacations might have exacerbated the scope for regular bickering.

Leisure stress

With respect to leisure stress, Tibet born adolescents have lower leisure stress than exile born adolescents in both pre- and post-test scores. Items from the leisure stress are "School and home obligations don't leave me enough free time", "I often hang

around in the streets because there are not enough leisure facilities for adolescents of my age”, “I don’t have enough money for leisure time activities”. There are many possible ways of spending leisure time and those children who are involved in unstructured leisure activities without the supervision of parents are more prone to develop anti-social behaviour (Osgood, Wilson, O’Malley, Bachman & Johnston, 1996). The current study shows that life skill components such as flexibility, empathy and coping with emotions have assisted Tibet born adolescents to cope with leisure stress. Activities such as music, poetry, dance, etc are some of the products of creative thoughts and students who have higher creative thinking ability are more aware as to how to spend their leisure time constructively. Similarly, empathy which was found effective in reducing school and future stress has also decreased leisure stress. Since human beings are social animals, empathy and emotional skills help an individual to adapt and accept each other. The more one feels understood, valued and accepted; the more is the feeling of empathy.

Thus; it can be inferred that creativity, empathy and coping with emotions have helped Tibet born adolescents to promote interaction with others and involvement in leisure pursuits.

Self stress

Migration can negatively predict psychosocial well-being of the immigrant refugees. On the other hand, migrant adolescents, having endured more physical and psychological hardships, have grown stronger and have had the opportunity for self-discovery. In the current study, Tibet born adolescents were found to have less self stress as compared to exile born in the pre-test scores only. Tibet born adolescents might have

learned to value one's abilities and qualities which might have led to lower self-stress. Although most of the adolescents experience difficulties in developing positive self-concepts, research indicates that adolescents who maintain positive self-concepts with higher self-esteem tend to report more positive affective states (Pelham & Swann, 1989), greater wellness (Dixon-Rayle, 2005), more life satisfaction (Myers & Diener, 1995) and fewer depressive symptoms (Tennen, Herzberger & Nelson, 1987).

5.1.1 b) Mean difference between Tibet born and exile born adolescents in state and trait anxiety.

It was hypothesized that there will be no significant difference between Tibet born and exile born adolescents in the pre-test- and post-test scores in state and trait anxiety.

The result of the present study rejected the null hypothesis as compared to exile born, Tibet born adolescents were shown to be less prone to state anxiety in the pre-test than exile born adolescents which is in contrast to a study by Elbedour, Onwuegbuzie, Ghannam, Whitcome, and Hein (2007) who demonstrated that Palestinian refugee adolescents were excessively preoccupied with uncertainties and anxiety. Anxiety is one of the most commonly found psychological disorders among school-aged children and adolescents everywhere (Costello, Mustillo, Erkanli, Keeler & Angold, 2003; Kashani & Orvaschel, 1998, 1990). Although mild to moderate level of anxiety facilitates learning and induces better adjustment (Janis, 1958); excessive anxiety can be unfavourable to the children's physical and psychological health (Li & Lopez, 2005).

5.1.1 c) Mean difference between Tibet born and exile born adolescents in coping.

It was hypothesized that there will be no significant difference between Tibet born and exile born adolescents in the pre-test- and post-test scores in coping.

The result of the present study rejected the null hypothesis as exile born adolescents were shown to use more withdrawal coping in the pre-test and Tibet born adolescent were shown to use more internal coping in the post-test.

Tibet born adolescents did not vary significantly with exile born adolescents on active and internal coping prior to LST. However, exile born adolescents were reported to use more withdrawal coping than Tibet born adolescents in order to cope with various stressful developmental tasks. After the intervention, it was found that Tibet born adolescents have emerged more adept at using internal coping as compared to exile born adolescents. Tibet born adolescents used more of strategies that require internal reflection such as analyzing the problems and thinking of various possible solutions while coping with stress. Life skills such as flexibility, empathy and coping with emotions have enhanced internal coping among them. It seems that adolescents who are empathetic have the ability to manage emotions in oneself and others. Empathy which has an emotional aspect to it might be related to using internal coping which is also known as emotion-focused coping. So, this could be the reason that females who are found to be more emotional and empathetic are more inclined to use internal coping. Interestingly, it is usually not only the stress but also the coping styles which would determine the impact of stress on an individual. Significant proportion of adolescents

lack necessary coping resources and poor coping skills have been associated with negative outcomes such as substance abuse, conduct and behavioural problems etc.

Overall, life skills such as flexibility, empathy and coping with emotions have enhanced internal coping among Tibet born adolescent.

5.1.1 d) Mean difference between Tibet born and exile born adolescents in self-confidence.

It was hypothesized that there will be no significant difference between Tibet born and exile born adolescents in the pre-test- and post-test scores in self-confidence.

The null hypothesis has been rejected as Tibet-born adolescents were found to have better self-confidence than exile born adolescents in the pre-test scores. The result is not in agreement with earlier findings by Ben-David (1996) and Eleftheriadou (1997) who showed that immigrant adolescents were reported to exhibit low self-confidence and experience due to feeling of loss and inner confusions during the transition from one culture to another. The following result shows that Tibet born adolescents were shown to be emotionally more intelligent than exile born. They also seemed to have higher ethnic identity as they have experienced their homeland unlike exile born adolescents who have never seen their homeland. Ethnic identity also has a positive impact on adolescent's well being. Hence, adolescents who have greater ethnic identity have higher self-esteem, purpose in life and self-confidence (Martinez & Dukes, 1997).

5.1.1 e) Mean difference between Tibet born and exile born adolescents in emotional intelligence.

It was hypothesized that there will be no significant difference between Tibet born and exile born adolescents in the pre-test- and post-test scores in emotional intelligence.

The null hypothesis has been rejected as Tibet born adolescents were found to be emotionally more intelligent than exile born adolescents in the pre-test scores. As stated earlier, Tibet born adolescents as compared to their counterparts have been exposed to variety of stressful situations in Tibet as well as while escaping to India. Under such circumstances, negative and painful emotions which may appear trivial play a significant role in enhancing their personal growth. Salovey and Mayer (1990) elucidated on this matter by providing an example of how pain and hurt temporarily can strengthen one's personal growth. They refer to a situation when a person helps others in the long-term in spite of the sacrifice and pain that they may endure in the short time which may require self sacrifice. Studies have confirmed and recognized the effect of emotional intelligence in adolescence stage, as it eases the transition from primary to high school; prevent externalising and internalizing problem behaviour. Students with high EQ cope better with transition in terms of grade point average, self worth, school attendance and behaviour than pupil with low EQ (Qualter et al. 2007; Liau et al. 2003). E.I. is also found to be associated with decrease in smoking among adolescents because those adolescents who are high in E.I. perceive more acutely the social consequences associated with smoking (Trinidad et al. 2005). That might be the reason why Tibet born adolescents cope better with school, future and leisure stress and use less withdrawal coping as compared to exile born adolescents. Therefore, it can be concluded that since Tibet born

adolescents have undergone more emotional endurance and they have emerged emotionally more intelligent than their counterparts which might have created a ripple effect on all remaining dimensions such as stress pertaining to school, future, home, leisure, self stress and withdrawal coping and self-confidence.

Overall, after the LST a significant difference was found between Tibet born and exile born Tibetan adolescents in the areas of school stress, leisure stress and internal coping. Life skills such as flexibility, empathy and coping with emotions were found to benefit Tibet born adolescents more than their counterparts. However, both the group did not differ significantly in the areas 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.

5.1.2 a) Mean difference between male and female in the post –test scores in stress.

It was hypothesized that there will be no significant difference between male and female on the post-test scores in stress.

Result of the present findings rejected the null hypothesis as males were found to have less school stress, future stress and self-stress in the post-test as compared to females.

School stress

Research finding suggests that female adolescents have comparatively more school stress than male adolescents. Girls are more bound to take their academic matters

seriously and undergo pressure to excel in high level exams like board examination. This finding can be explained in the light of Drive Theory (Bhansali & Trivedi, 2008) which proposes that higher the motivation to perform; higher would be the stress. Thus; girls especially in India continue the trend of outperforming boys in the board exams. In another study, boys were shown to have comparatively more academic anxiety than girls (Bhansali & Trivedi, 2008). This could be because boys conventionally being the future bread earner of the family are more apprehensive about academic achievement in school, to secure a better job in the future and to provide familial security.

In the present context, cognitive abilities such as flexibility (component of creative thinking) and critical thinking have reduced school stress among male adolescents than females. Creative thinking is divergent thinking, critical thinking is convergent thinking. Creative thinking tries to create and expand something new whereas critical thinking evaluates or assesses the worth of something that exists (Bayer, 1985). Both the skills play an important role in the development of cognitive processes in adolescents (see, for example, Matthew 1989) and they are currently recognized as an important component of modern education. Positive relation between creative thinking and academic achievement has been demonstrated in many studies (Wang, 2011; Powers & Kaufman, 2004). A study showed that students with higher school performance tend to have higher critical thinking ability when compared with similar students with moderate or low school performance or vice versa (Alpay-Altug, Selçuk & Bilkent, n.d.). In the present study, boys were deemed to have higher flexibility (core dimension of creativity) and critical thinking. Though there is no consensus on the impact of gender

upon creative and critical thinking; males have scored higher in figural activity and females in verbal activity (Hong, 1994).

Thus, the finding highlights the importance of creative and critical thinking in reducing school stress in male adolescents as compared to female adolescents and educators must formulate a curriculum to stimulate creative and critical thinking among adolescents.

Future stress

As compared to males, female adolescents were reported to be more apprehensive about their future career. Due to changing socio-economic scenario, transition from school to work becomes more complicated. Girls today are attempting to shift from stereotypically feminine careers and struggling to make their place in a job market dominated by males. In order to reach to that standard and to avail equal opportunities, girls' lack of self-confidence and proneness to anxiety might impede them in their effort to fulfill their career aspirations. According to Lenny (1977), females project less confidence in three situations:

1. Task which is male oriented
2. Competitive situation
3. Unclear feedback

However, some researchers have provided a different finding which showed that girls are more optimistic about their educational and occupational future (Mau & Bikos, 2000; Wall Covell, & MacIntyre 1999). These gender disparities in future orientation may be due to the fact that females outdo males in school performance, which may

significantly bring about greater optimism regarding their educational and occupational endeavor (Rojewski & Hill, 1998; Watson, Quatman, & Edler, 2000). After the LST, flexibility and critical thinking have reduced future stress among male adolescents. This may be because creative and critical thinking helps students to critically analyze the situation, weigh the pros and cons of alternatives and arrive at a judgment. Critical thinking plays an important role in the development of cognitive processes in adolescents (see, for example, Matthew 1989). Critical thinking attributes such as open-mindedness and self-confidence enable an individual to anticipate the future consequence of their present action.

Hence; it can be said that creative and critical thinking have helped boys to set their future goals appropriately and cope with future stress more than girls.

5.1.2 b) Mean difference between male and female in the post –test scores in anxiety.

It was hypothesized that there will be no significant difference between male and female on the post-test scores in state and trait anxiety.

The null hypothesis has been rejected as there was a significant difference in anxiety by gender where females were shown to be more prone to state and trait anxiety than males. This result is in parallel to the findings of Abdel-Khalek and Alansari (2004) who showed that female group in all 10 Arab countries had higher anxiety than male group. There could be two major reasons responsible for making females more anxious and worry-oriented.

Firstly, physiological elements like fluctuation of hormones i.e. estrogen and progesterone which is present in female makes them more vulnerable to depression and anxiety.

Secondly, environmental factors where differing social roles and experience wherein a female is given less freedom than their male counterparts there by restricting them to limited opportunities.

Thus; significant interaction of both physiological and environmental factors might have contributed to the development of increased state and trait anxiety among girls. Furthermore, flexibility and critical thinking have reduced state and trait anxiety in males than females. Creative thinking helps to come up with new ideas and possibilities to solve one's problems, reduces anxiety and critical thinking is positively associated with self-esteem and negatively related to state anxiety (Suliman & Halabi , 2007).

5.1.2 c) Mean difference between male and female in the post –test scores in self-confidence.

It was hypothesized that there will be no significant difference between male and female on the post-test scores in self-confidence.

Null hypothesis has been rejected as girls in the present study were less confident than their counterparts. Girls have the tendency to underestimate their potential and displayed less confidence in relation to academic, sports, occupational choice etc. Lack of self-confidence becomes a stumbling block to other domains and gives rise to host of other problems which is clearly manifested in the present finding of girls experiencing

more stress and anxiety. Bandura's socio-cognitive theory (1982) posits that the level of self-confidence affects one's performance both directly and indirectly.

According to Webster, Ellis and Bryan (2004) females displayed lower self-confidence than males and they also tended to underestimate their abilities because social structure plays a significant role in developing one's self-confidence. Females have been socialised to understand subtle social cues so they are painfully aware of their social failures. Since a girl has (a) less encouragement for independence, (b) more parental protectiveness, (c) less cognitive and social pressure for establishing an identity separate from mother, she doesn't develop enough skills in coping with the environment, which affects her confidence (Dowling, 2009).

The finding is not surprising in the light of above discussion. In the present study, flexibility and critical thinking have enhanced self-confidence among males more than females. The more creative and critical an individual is in one's thinking, the broader would be the perspective and development of positive approaches towards life. Encouraging children to participate in various creative activities and trusting one's own reasoning skills will make adolescents more self-confident. Though this finding is in contrast to a study by Beeken (1997) who found no relationship between critical thinking skills and self-confidence. Nonetheless, creative and critical thinking skills have enhanced self-confidence among boys more than girls.

Males were found to be more flexible in creativity than females (Bolen & Torrance, 1978; Seng, 1991) because a combination of cultural values, social roles, and sexist thinking led to the differences in creative achievement by women and men. As children, girls are less likely to be singled out as special by their parents. These early

differences are then magnified by the rules, roles, and assumptions of cultures (a) that expect men to seek power and women to be dominated, (b) that encourage men to be independent and women to be dependent, and (c) that see creativity as a male privilege (Helson, 1990, p. 46).

Thus; it can be reported that LST has reduced school and future stress among males than females whereas there was no significant difference found in the areas of stress related to home, peers, leisure, opposite sex and self. Females experienced more school and future stress than males because girls are more concerned about achieving good grades and they generally reported more life events stress associated with interpersonal and family relationships (Bang, Muriuki, & Hodges, 2008).

In total, in the post test-scores, male adolescents have showed less school stress, future stress, state anxiety and trait anxiety, whereas female adolescents were shown to have poor self-confidence. Life skills such as flexibility and critical thinking were found to benefit male adolescents' more than female adolescents.

5.1.3. Mean difference between adolescents with privilege of vacation and adolescents without privilege of vacation.

It was hypothesized that there will be no difference between privilege of vacation and no privilege of vacation in pre-test and post-test score on psychosocial parameters.

The result if the present finding rejected the null hypothesis as there was a significant difference between those students who had the privilege of vacation and who did not have the privilege of vacation in school stress, future stress, home stress, leisure stress, peers stress, state anxiety and withdrawal coping in the pre-intervention scores.

Life skills such as flexibility and empathy have more impact on those who didn't have the privilege to go for vacation but interestingly, life skills have not affected either of the group on any of the post- test scores.

5.1.4 Mean difference among adolescents who have met family in different time intervals across psychosocial parameters.

It was hypothesized that there will be no significant difference among students who have met their families in different intervals in pre-test and post-test.

The null hypothesis has been rejected as the data revealed that in the pre-intervention shows that students who have met their family once a year were reported to have higher stress in school, future, peer and leisure stress. They were also reported to have more state anxiety and used more withdrawal coping than those who have met family once in two years and once in three years. Home stress, opposite sex stress, self stress, active coping, internal coping, trait anxiety, self-confidence and emotional intelligence were not found to be significant among all the three groups. In the post-test scores, adolescents who have met their family once a year displayed more leisure stress than their counterparts. Life skills such as problem solving, flexibility, originality and empathy might have affected adolescents who have met family once in two years and once in three years in lowering leisure stress.

5.1.5 Mean difference between experimental and control group across psychosocial parameters.

It was hypothesized that experimental group will differ significantly from control group on post-test scores.

This finding of the study has proved the hypothesis as the result shows that experimental group has comparatively lower school stress, peer stress, leisure stress, self stress, anxiety (trait and state), higher self-confidence, better emotional intelligence and coping strategies as compared to control group in their post-test scores. However, no significant difference was found between experimental and control group in future stress, home stress, opposite sex stress and withdrawal coping. The effect of LST on experimental group is given more elaborately in the following section.

5.2 The Effect of Life Skills Intervention on Psychosocial Parameters

5.2.1 a) Effect of LST on stress.

It was hypothesized that life skill components such as decision making, problem solving, creative thinking, critical thinking, self-awareness and coping with stress will significantly reduce stress among Tibetan refugee adolescents.

The result of the present study confirmed most of the conjectured hypotheses. LST has been effective in explaining post intervention test scores on different domains of stress among Tibetan refugee adolescents.

Among the ten life skill components, skills such as decision making, creative thinking, critical thinking, effective communication, and empathy have been effective in

predicting different areas of stress such as school stress, future stress, leisure stress and self stress.

School stress

Results showed that LST has a positive impact on school stress among the Tibetan refugee adolescents and it has been predicted by life skills such as creative thinking, critical thinking, effective communication and empathy. School stress mostly consisted of problems related to learning material, having problems with other students and teachers, pressure of competition in an examination, etc. In the present sample, creativity and critical thinking skills have significantly lowered school stress. Tibetan refugee adolescents were trained on creativity and critical thinking skills whereby they were encouraged to think logically and apply their analytic and synthetic thinking. Creative components such as novelty, flexibility, fluency and originality were inculcated in them through a series of brainstorming sessions on various topics to generate as many ideas as possible and enhance their creative ability. Thus, such activities might have helped Tibetan refugee adolescents to think beyond, expand their imagination and explore various alternatives to solve school stress. This finding highlights the importance of creativity and critical thinking skills in reducing school stress and is in line with an earlier study by Nicole (1993) where a negative relationship between creativity and stress levels in female music hobbyists was found, indicating that a lower stress level was associated with higher creative thinking.

Another life skill which accounted for school stress was lack of effective communication. Students often face failure in school, at home, with friends, and at work

because they have poor communication skills (Cangelosi & Peterson 1998). Effective communication skills encouraged Tibetan adolescents to express their views and to become assertive, which might have helped them articulate their problems related to study materials and share their worries with peers and teachers. Hence, communication should be introduced as one of the subjects in the school curriculum from the primary level. This will not only develop a refugee adolescents' self-confidence but also enhance his or her self-concept.

As shown in the result, empathy also has negative correlation with the school stress in the present sample, implying that empathetic individuals are less likely to have school stress, understandably as empathy involves social and emotional skills, resulting in improved student-teacher relations and fewer behavioural problems in the classroom. Empathetic students discuss and share their learning materials without ego problems and gain better academic achievement. This result is in agreement with an earlier study by Mayer and Geher (1996) who found that empathy is positively related to SAT scores. Students who access the internet and use e-mail frequently have higher emotional intelligence than their colleagues (Woods 2001). Children who lack empathy are more likely to be aggressive in school whereas children who are empathetic are less likely to develop anti-social behaviour both during childhood and later in adulthood (Eisenberg & Mussen 1989).

Taking these points into consideration, school must equip students with intellectual and practical tools that they can implement in their classrooms, families and communities. LST is one such educational program which involves teaching children to

be self-aware, make informed decisions and become competent in self-management skill (Zins, Bloodworth, Weissberg & Walberg, 2006).

Future stress

As transition from adolescence to adulthood brings so many uncertainties and future stress is the one of the biggest challenges. Children who are the victims of forced migration might have a bleak future in the absence of parental guidance and loss of home. Factors such as uncertainty about getting admission to good colleges, lack of goals in one's life, fear of unemployment, and destruction of environment have been frequently cited as sources of stress relating to future among Tibetan refugee adolescents. In the present study, LST like effective communication successfully reduced future stress among Tibetan adolescents. Apparently, communicating about problems with others has been found be effective in reducing stress. The experimental group was encouraged to express their viewpoints and to be assertive about thoughts by using role-playing and brainstorming strategies. Thus, such training might have encouraged Tibetan adolescents to communicate and share their feelings with others. In the process, it might have helped them dispel their doubts regarding their future or at least given them a feeling that they are not alone in experiencing future stress.

Home stress

The present findings show that LST has not affected home stress but the trend shows that home stress among experimental group has relatively lowered after the LST

Adolescents do not grow in isolation and family is important to their development of self-esteem, security and identity. According to Bronfenbrenner's theory of ecology (1979), family is the primary unit in the life of an individual and it is directly responsible for the development of a child and gives rise to problems such as lack of self-discipline, anti-social behaviour etc. It was shown that migrant adolescents who stayed with their nuclear family were relatively less likely to develop psychiatric disorders than those who lived alone or remained with a foster family (Kinzie et al., 1989). In the present situation, many Tibetan refugee adolescents do not live with their parents as not all parents succeed in crossing the border. However, those parents who have made it into exile in India are themselves so much affected by the displacement and engrossed in making their livelihood that they cannot actively participate in their children's education. In process, parent-child relationships suffer. Adolescents in this study considered that parents do not have adequate time for them, there are clashes of ideas and lack of mutual understanding which ultimately snow balls into home stress. Parental support is specifically important for refugee children's health and well-being of refugee children who are in adverse situations during pre- and post-migration period.

Peer stress

In the absence of family support, peers become a source of support. Sullivan (1953) and Erikson (1968) advocated that close peer companionships, especially with same-gendered friends, help in developing autonomy and identity formation because individuals learn to compare their judgment, beliefs and decisions with those of their peers and this process enriches one's perception of one's own emotions and behaviours.

The importance of peer interaction is also evident in the theoretical work of Piaget (1972) and Vygotsky (1978). Both theorists emphasized the importance of peer interaction in the construction of social, moral and cognitive competence. But not everybody has the skills to make friends. Tibetan refugee adolescents seemed to lack the skill to make friendships and maintain them, for example because they find their peers stubborn and intolerant and perceive their friendship as superficial. So in this regard, life skills might have reduced peer stress among the participants. In order to make friends, children were trained in psychosocial attributes like tolerance, lack of prejudice and stereotype, and empathy which were the key ingredients to build interpersonal relationships. This session was followed by effective communication skills where children were taught to listen and respond actively and pay attention to non-verbal communication. Furthermore, empathy is negatively correlated with peers stress. Empathetic children are well accepted by peers as they are cooperative and sensitive to each other's needs. Moreover, giving life skill training through the medium of role- playing might have made the shy children to lose their inhibitions in approaching others for friendships.

Thus; a classroom-based intervention such as LST proved effective in successfully reducing peer stress among Tibetan refugee adolescents, thereby replicating the earlier study by Mize and Ladd (1990) who found that treatment-group children showed increased knowledge of appropriate social strategies after training, and that improvement in social knowledge was correlated with increase in social skills used in classroom interaction with peers. Nevertheless, Bierman and Furman (1984) have demonstrated that a social skill alone is not effective in warding off peer rejection. A combination of social skills such as conversational skills and an intervention that entails

pairing peer-rejected adolescents with popular peers in pursuit of a common goal would be more effective.

Leisure stress

With incidents of interpersonal conflict taking place in refugee children's lives, they might have a high tendency to get involved in crime, theft, substance abuse etc. So it becomes important to provide recreational facilities which can be a medium to channel their energy in a positive manner. In a refugee situation, it is important to continue leisure activities like traditional music, dance, and arts which are not only an important extension of one's culture but also help children to regain their lost childhood and structure their life properly. through which adolescents can have productive and structured leisure time and these positive leisure pursuits can pave a way in solving youth's problems. Many studies have reflected the benefits of structured and supervised leisure engagement (Barber, Stone, Hunt, & Eccles, 2005; Caldwell, 2005b). In the present study, leisure stress has been explained by critical thinking and empathy. Leisure stress among the present sample relates to lack of ideas how to spend spare time, either because of absence of leisure activities for adolescents or not having enough time for leisure due to other obligations. So in order to build up critical thinking and empathy, Tibetan refugee adolescents were given training to analyse whole situations and use logical reasoning to come to a conclusion. Engaging in leisure pursuits such as logic puzzle, writing, and building models also seems to promote critical thinking skill. In group leisure activities, empathetic adolescents who are more cooperative and sensitive to each other's emotions are found to be more appreciated and accepted by their peers. This finding is underpinned

by a previous where it was shown that school based intervention can incorporate a skill such as empathy which is found to be contributing to reduction in school and leisure time stress because empathy serves as a foundation for relationships and also provides a basis for coping with stress and resolving conflict (Kremer & Dietzen, 1991). Reading books, especially fiction, can be encouraged in adolescents as reading fiction has been linked to improved empathy skills and it was shown that students who engage in reading fiction perform better on empathy tasks. Reading could simulate real-life experience and such experience and knowledge gained from reading could be later applied to a real life situation (Mar, Oatley & Peterson, 2009). Posner and Vandell (1994) found that youth participating in after-school programmes watched less television, had better grades, positive peer relations and emotional well-being. Baker & Witt (1996) offered after-school recreational activities including sports, art, drama, computer utilization, cooking, cultural, math and science activities, and found a positive impact on academic achievement and self-esteem.

In total, critical thinking and empathy have affected leisure stress among Tibetan adolescents. Leisure activities not only have healing properties but also enhance community spirit among the refugee adolescents

Opposite sex stress

Romantic relationships become increasingly significant as young people move from early to late adolescence. Healthy romantic relationships generate open communication and high levels of trust and self-esteem etc (Barber & Eccles, 2003), while, unhealthy romantic relationships lead to verbal and physical abuse and children

engaging in sexual activities face a long term consequences such as getting infected with STD and risk of premature pregnancy.

Life skills seemed to have positive impact on opposite sex stress in the present sample and a similar study was carried out to see the effect of communication skills on opposite sex stress among college men and women. The result showed an increase in communication skills with a romantic partner (Students affairs information and research office [SAIRO], 2009). Thus, community and school based programmes such as life skills become essential to recognize the characteristics of healthy relationships and help to develop communication and interpersonal skills to create healthy romantic relationship (Sorenson, 2007).

Self stress

Item analysis of self stress shows that adolescents are mainly obsessed about their physical appearance and behavioural attributes, not knowing what to do in life, difficulty in living up to one's decisions, having guilt feelings about few things done in the past etc. Feng (1992) reports that adolescents develop self stress because of setting unrealistic goals, trying to achieve perfection, and comparing oneself with others' achievements and attributes. Basically, adolescents who seemingly have a poor self-concept show a greater self stress. Since a significant source of stress can come from struggling with major decisions in life, taking right decision help us in lowering the stress. Decision making skills can stimulate students' thinking and problem solving abilities by showing better perspectives of the consequence of one's choices and action on oneself as well as on significant others (Gregory & Clemen 1999). In the present study, Decision making was

found to be a significant contributor to self stress among Tibetan refugee adolescents. To inculcate decision making skill, students were trained on three sub-skills: knowledge of the situation, anticipation of the consequences and divergent thinking through role-play and brainstorming sessions. The training might have reduced self stress in the post- test score. IN the training for good decision-making, students were specifically asked to evaluate the pros and cons of a given situation and then to reach a logical conclusion. A similar study by Mann, Beswick, Allouache, & Ivey (1989) found that a good decision maker tended to have a high level of self-esteem and confidence in his or her ability because those who have higher self-esteem study their alternatives carefully and envisage the pros and cons of a situation. Bandura's theory of self-efficacy can be applied here to understand that those individuals who think of themselves as capable are better able to attempt and execute tasks successfully and it also determines ones' decision to engage in a task (Mau & Bikos, 2000).

Life skill such as decision making was found to be a significant contributor of the self stress among Tibetan refugee adolescents. Decision making skills can stimulate students' thinking and problem solving abilities by showing a better perspective of the consequence of one's choices and action on themselves as well as the significant others. In total, life skill such as decision making has reduced self stress among Tibetan refugee adolescents.

5.2.1 b) Effect of LST on anxiety.

It was hypothesized that life skill components such as decision making, problem solving, creative thinking, critical thinking, self-awareness and coping with stress will significantly reduce state and anxiety among Tibetan refugee adolescents.

The result of the study confirmed most of the conjectured hypotheses. LST has been effective in explaining post intervention test scores on state and trait anxiety among Tibetan refugee adolescents. Life skills such as creative thinking, critical thinking, effective communication, self –awareness and coping with stress were found to be effective in reducing state anxiety among Tibetan refugee adolescents. On the other hand, creative thinking and critical thinking have successfully reduced trait anxiety.

Though some amount of anxiety is required to undertake any task but anxiety becomes pathological when it gets extreme and perpetuate. Anxiety leads not only the cause of medical illness but it affects their course. That is why it becomes essential to reduce anxiety (Gupta, Khera, Vempati, Sharma & Bijlani, 2006).

Bedell and Roitzsch (2000) have found in their study that state anxiety increased as a function of stress and anxiety about separating from the family of origin has been associated with lower social competence among college students (Kenny & Donaldson, 1991). There are various methods to control anxiety and LST remains one of the preventive measures which combines socio-cognitive and emotional aspect of an individual.

Life skills such as creative thinking, critical thinking, effective communication, self –awareness and coping with stress were found to be effective in reducing state

anxiety among Tibetan refugee adolescents. On the other hand, creative thinking and critical thinking have successfully reduced trait anxiety.

On the whole, creative thinking, critical thinking, effective communication, self – awareness and coping with stress were found to be effective in reducing state anxiety whereas creative thinking and critical thinking have successfully reduced trait anxiety.

5.2.1 c) Effect of LST on coping

It was hypothesized that life skill components such as problem solving, critical thinking, self-awareness and coping with stress will significantly enhance coping strategies among Tibetan refugee adolescents.

The result of the study confirmed most of the conjectured hypotheses as life skills components such as creative, critical thinking and self-awareness have successfully increased active and internal coping strategies of the experimental group. LST has not affected withdrawal coping.

There are well-documented studies which show that coping strategies differed across culture (Cross, 1995; Olah, 1995; Yeh & Wang, 2000) and it can be predicted that immigrant youth would use different coping strategies than those of non-immigrant youth. Particularly, Tibetan refugee adolescents might be more vulnerable to emotional and behavioural problems probably because of the inadequate coping to deal with migration process as well as the adolescence as a stage. Unfortunately, there is scarcity of studies on coping among Tibetan refugee adolescents. However, Lhewa, (2010) has found that Tibetan refugees in general used more of cognitive coping strongly influenced by Buddhist spirituality. In other words, they used religious coping such as chanting

mantras, practising karma, compassion and visualizing His Holiness the Dalai Lama and destruction of religious objects and symbols have been reported to be the source of traumatic experience (Crescenzi, Ketzer, Ommeren, Phuntsok, Komproe, & de Jong, 2002; Terheggen et al. 2001).

In the present study, life skill components such as creative, critical thinking and self-awareness have successfully increased the coping strategies of the experimental group. Creative activities have been used for refugees as a therapeutic intervention in different countries (Watters et al., 2003; Watters & Ingleby, 2004; Ingleby & Watters, 2005) because creative children tend to use effective coping strategies (Carson, David, Bittner & Mark, 1993). Similarly, creative and critical thinking inculcated among Tibetan refugee adolescents assisted them in enhancing their coping.

Coupled with this, they were also trained to identify strengths and weaknesses, to explore their inner self which could guide them in solving various issues related to migration. This finding is in agreement with the previous finding by Cunningham et al. (2002) who have stated that a school based prevention programme based on modelling and optimistic thinking skills was found to be effective in increasing coping resources in preadolescents and reducing the use of non productive coping strategies. Problem solving and active or approach coping have been identified as the most effective in alleviating the negative effects of acculturative stress as compared to the passive or avoidance approach (Clarke, 2006)

Thus, the experimental group employing more active and internal coping as compared to the control group could be attributed to the LST such as creative thinking, critical thinking and self-awareness

5.2.1 d) Effect of LST on self-confidence

It was hypothesized that life skill components such as life skill components such as effective communication, interpersonal relationship, coping with stress will significantly develop self-confidence among Tibetan refugee adolescents.

The result of the present finding confirmed most of the conjectured hypotheses as life skill components such as creative, critical, effective communication and self-awareness were found to affect self-confidence.

As a result of migration, refugee adolescents might be more susceptible to depression, low self-confidence, anxiety and loneliness. Tibetan refugees in particular have to deal with dual identity crisis of neither being citizen of Tibet nor being citizen of India (Tibetan refugee officially remains stateless). So, lack of belonging might have affected their self-confidence and self-esteem. In the present study, life skills such as creative thinking, critical thinking, effective communication and self-awareness were successful in predicting self-confidence among Tibetan refugee adolescents. Creative techniques such as painting, sociodrama, collectively created stories and role playing were effective in reducing anxiety, depression, aggression and improving the social interaction, self-confidence and overall improvement in the school performance with the refugee children (Miller & Billing, 1994; Wintch, 2000). Aside from that, effective communication has emerged as significant contributor in enhancing self-confidence among Tibetan refugee adolescents. Experimental group was brain stormed and role played on expressive skills, non-verbal communication, assertiveness and patient listening to inculcate effective communication skill. For example, they were encouraged to express their views on varying ideas such as "What are the causes of bad road

conditions in Dharamsala” or “What can people do to solve the problems of bad road?” They also acted out a role play on girl giving directions (to the post office) to a person who was hard on hearing. The essence of the role play was to stress the significance of non-verbal communication such as gestures and other body expression. They were also made to understand the difference between assertive and aggressive and importance of firm voice and clear language to become assertive. Subsequently, a fun activity such as Chinese whisper was performed to highlight the consequence of miscommunication and jumping to the conclusion. As expected, a result noted a significant increase in self-confidence among the experimental group. Similar study was done by Hay et al. (2000) to evaluate the effectiveness of an intervention program called ABLE (attribution, behaviour, life skills education) in enhancing adolescents’ self-concept.

Thus, the finding underscores to introduce a program on creative, critical, effective communication and self-awareness which can be a catalyst to resolve the identity crisis, to reduce other emotional and behavioural symptoms and build self-confidence for refugee and immigrant adolescents.

5.2.1 e) Effect of LST on emotional intelligence

It was hypothesized that life skill components such as decision making, empathy, self-awareness and coping with emotions will significantly improve emotional intelligence among Tibetan refugee adolescents.

The result of the present finding confirmed most of the conjectured hypotheses as life skill components such as creative thinking, critical thinking and coping with stress were found to significantly affect emotional intelligence.

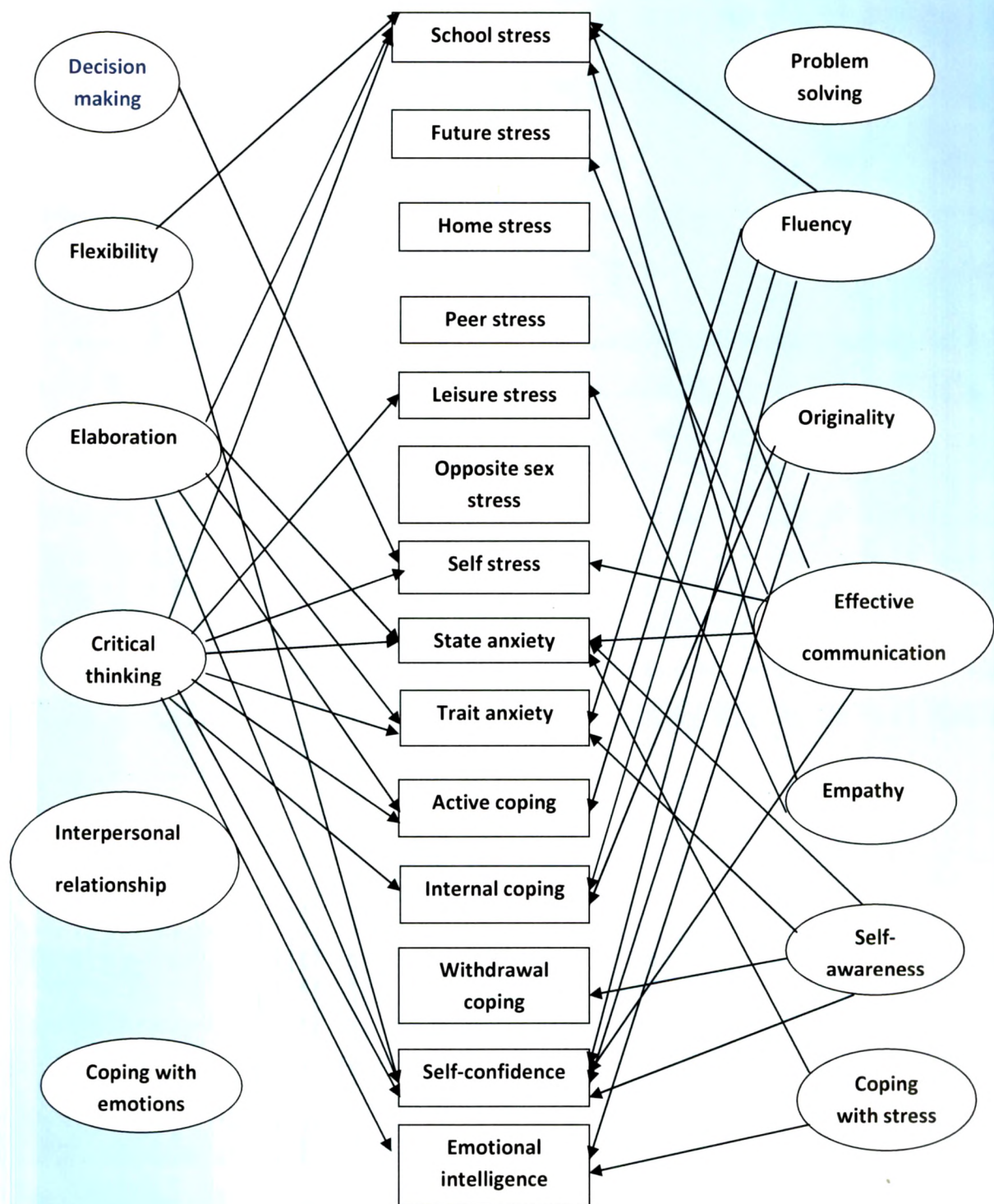
In the present study, LST has positive impact in enhancing emotional intelligence among Tibetan refugee adolescents. Emotional intelligence [EI] has been explained by creative thinking, critical thinking and coping with stress.

During the intervention, Tibetan refugee adolescents were trained to look beyond their direct experience to explore alternate solutions to problems done through creative thinking skill. As shown in the earlier study that creative individuals were more empathetic and sensitive to environmental cues than less creative ones (Barron, 1969). Therefore, the empathetic ability of individuals may be related to their creativity (Alligood, 1991; Kalliopuska, 1992). Other psychological disposition such as critical thinking was also a significant predictor of emotional intelligence among Tibetan refugees. Elder (1996) has said that feelings are the product of thinking and critical thinking makes us think logically and enable us to assess any situation rationally. Critical thinking provides the crucial link between intelligence and emotions in the emotionally intelligent person.

Further, coping with stress such as relaxation and entertainability has helped Tibetan refugee adolescent in cope with emotional upheavals and become more resilient to stress better adaptation and was negatively related to emotional intelligence among the current sample. Similarly, high EI is associated with the ability to prevent stress from having adverse effects on the individual (Bar-On & Parker, 2000). Research also suggested that adolescents who reported high level of management and regulation of emotions reported low levels of psychiatric distress (Ciarrochi, Deane & Anderson, 2002).

Thus, creative thinking, critical thinking and coping with stress have helped Tibetan refugee adolescents to be aware of identifying the feelings of oneself and others and regulate their emotions better.

Figure 4.19 : Individual contribution of life skill components in predicting psychosocial parameters in the post-test.



5.3 Cross-Cultural Comparison between Tibetan Refugee Adolescents and Indian Adolescent on Psychosocial Parameters.

The aim of the study was to investigate the cross-cultural differences between Tibetan refugee adolescents and Indian adolescents on psychosocial parameters such as stress, anxiety, coping, self-confidence and emotional intelligence and how coping, self-confidence and emotional intelligence as predictor variables contributed to stress and anxiety among Tibetan and Indian adolescents.

5.3.1 a) Mean differences between Tibetan and Indian adolescents on psychosocial parameters.

It was hypothesized that there will be significant differences between Tibetan and Indian adolescents on psychosocial parameters.

The finding of the present study has proved the hypothesis as Tibetan refugee adolescent and Indian adolescents were found to vary significantly on psychosocial parameters. Tibetan adolescents have lower school and home stress than their Indian counterparts whereas Indian adolescents are better emotionally intelligent and have lower peers stress. When faced with stressors, Indian adolescents employed active coping whereas; Tibetan adolescents relied more on internal coping. The profile graph also indicated the mean differences between Tibetan and Indian adolescents on psychosocial parameters.

The result of the present study suggests that Indian adolescents experienced more school stress than Tibetan adolescents. Conventionally, refugee adolescents are reported to have more school stress and problems at school were one of the main reasons for

developing psychiatric conditions and emotional disturbances among the young refugees (Williams & Westermeyer, 1983; Irwin & Madden, 1985). Refugee children face school stress as a result of earlier education being disrupted and negotiating with new environment brings new challenges. Moreover, parents of refugee children are overwhelmed with the plight of migration process that they are unable to supervise and help their children in their school work. However, there are other instances where it has been reported that there is no significant difference between emotional symptomology and academic achievement in refugee adolescents (Sack et al., 1995; Clarke et al., 1993).

Indian children experiencing more school stress in the present study could be attributed to the fact that Indian parents traditionally place high value on education and Indian students have cut-throat competitive job market. High expectations from parents in attaining good grade impose extreme pressure on Indian children which often lead to committing suicides (Lal, 2008). On the other hand, Tibetan community is comparatively smaller and job opportunities are also reasonably available which could have led to the lower school stress among them. Moreover, Tibetan adolescents are not integrated into the mainstream schools with host adolescents but in a separate Tibetan school which was especially established not only to fulfill their physical and intellectual growth but also to keep their tradition, languages, values, norms intact with them. Tibetan refugee adolescents get the privilege to learn their native language, literature and history which are subjugated in their own homeland. This finding is supported by Bankston and Zhou (1997) who found a strong relationship between preservation of one's native language and academic achievement among Vietnamese adolescents in New Orleans. A positive ethnic identity consequence on academic achievement has also

been reported in Gibson's (1998) study on Punjabi children in Northern Carolina, and Ogbu (1991) for Chinese American adolescents in California.

Apart from school, family remains the most important factor in child's life that brings about physical and psychological well-being. Cohesive and supportive family is particularly important for the refugee children in providing a protective environment in a different country. Studies have found that as compared to native born children, refugee children are more likely to encounter psychosocial difficulties because of financial strains, differences in parenting style from host culture, parental depression resulting from various immigration experiences and family separation (Hunt et al. 2002). In many other cases, children who are not accompanied by their parents generate additional stress and have to assume the role and responsibility of parents by taking care of younger siblings (Young Action and Policy association [YAPA] 2004). Contrary to our expectation, Tibetan refugee experience less home stress than their Indian counterparts. Since Tibetan community is a close-knit society and children are often surrounded by familiar objects and symbols be it language, religion, food, dialect, tradition, festivals etc in exile which could have contributed to the less home stress among them. Moreover, as stated earlier Tibetan children live in residential schools with their respective foster parents under 24 hrs supervision and care providing children with emotional support and needful assistance. This result is in line with earlier studies which showed that depression and anxiety can be controlled to some extent by keeping the family values intact, withdrawing support from network of one's culture, providing foster care and social support network reduced the exposure to risk factors and mediated the psychological

distress (Beiser, Turner & Ganesan, 1989; Beiser, Johnson & Turner, 1993; Buchwald, Klacsanzky & Manson, 1993).

Though Tibetan refugee adolescents were found to have less home and school stress than their Indian counterparts but they have comparatively higher peer stress and lower emotional intelligence than Indian adolescents. Numerous studies which show that refugee adolescents are the most vulnerable population and they often experience PTSD, anxiety, depression etc. Emotional disturbances during the pre and post migration period make it difficult to underpin emotional competence. Additionally, absence of parental care in a new country might have hindered the development of emotional intelligence among them. EQ in contrast to IQ is not static and evolves with the reinforcement and encouragement from parents. Martinez-Pons (1999) reported that children, whose parents model, encourage and reward emotional intelligent behaviours were found to have higher emotional intelligence. Many Tibetan adolescents do not have contact with their parents and they grow up without parental care.

Since an individual cannot live under constant threat, stress gives rise to various coping strategies which are broadly divided into problem-focused coping and emotion-focused coping. Seiffe Krenke has identified a 3 dimensional structure of coping namely active, internal and withdrawal coping. Within these 3 broad areas the comparison was made between the 3 urban communities. It was concluded that there was a universal capacity for young people to use the 2 functional styles of coping namely active and internal coping and to a lesser extent the dysfunctional style of withdrawal (Frydenberg, Lewis, Kennedy, Ardila, Frindte & Hannoun, 2003). Similarly, in the present study, Tibetan children relied more on internal coping and Indian adolescents employed more active

coping. Though there is no accepted theory on how refugees cope with their problems but it has been often reported that refugees are more likely to use internal coping or emotion-focused coping such as religion, spirituality, positive thinking, etc to cope with stressful situations (Ghazinour, Ritzcher & Eiseman, 2004).

5.3.2 a) Correlation between stress and other psychosocial parameters.

It was hypothesized that there will be no significant correlation found between various stress domains and other psychosocial parameters

Stress.

Future stress is positively correlated with school stress among both Tibetan and Indian adolescents which implies that students who have higher future stress are more likely to score higher school stress. In fact, school stress and future stress are two directional processes which affect each other. For e.g. future stress pertaining to career decision, colleges, acquiring scholarship make children more stressed out in school. By the same token, higher achiever adolescents might experience more future apprehension.

On the dimension of home stress, both Tibetan and Indian adolescents have positive correlation with school stress and future stress indicating that students who have higher home stress will have higher school and future stress. It's not surprising that students who are brought up in a dysfunctional home characterised by lack of parental support and frequent parent-child conflict will experience more school and future stress. Parents who actively participate in children's school work are associated with high level of academic achievement (Wiklund, 1990). Parental involvement in school is also linked

to motivation, attendance and behaviour of children. Similarly, parents also play a key role in identifying interest, choosing suitable career and determining the future career of their children. Parents who are concerned about their children's future and who assist in guiding their future and professional life are more likely to create a positive impact on the future of children. Parents' belief in their children's confidence makes children more likely to boost their confidence in planning their future and professional life. Apart from parents, peers also affect their social and emotional development. Expansion of peer network has both positive and negative repercussion on them. For example, adolescents who are rejected and fall prey to peer victimisation display much school stress which also contributes to other domains such as future and home stress.

Leisure stress is also an important source of stress. Children who participate less in leisure activities or who do not know how to spend their leisure activities constructively are more likely to experience school stress, future stress, home stress and peers stress. In fact, there have been array of studies which demonstrate that participation in recreational activities promotes identity development and better academic achievement (Barber et al., 2005; Posner & Vandell, 1994). On the other hand, students who are less playful and socially inactive have difficulty forming and maintaining friendship. Lack of leisure activities are also linked to poor academic achievement which will increase future and home stress. Furthermore, it was indicated in the result that adolescents who have opposite sex stress are more likely to have stress in school, future, home, peer and leisure areas. Adolescents who spend increasing amount of leisure time with their romantic partners are involved in fewer extra-curricular activities which make them become alienated from their peer group and also affect pre-existing peer relations. Romantic

relation also may distract them from educational pursuits and disrupt future professional planning resulting in lowered future goals and negative effects especially in girls. In conclusion, stress arising from self is positively correlated with all the dimensions of stress. It is not surprising that when an individual has problems with self, it can affect all the stress domains such as school, future, home, peers, leisure and opposite sex.

5.3.2 b) Correlation between anxiety and other domain.

It was hypothesized that there will be no significant correlation found between anxiety and other psychosocial parameters

Anxiety

Anxiety can affect all aspects of a person's life. In the present study, state and trait anxiety showed positive correlation with withdrawal coping and stress dimensions like school, future, home, peers, leisure, opposite sex and self.

A moderate amount of anxiety motivates students to enhance their academic performance but excessive anxiety can weaken academic achievement. It was shown that anxiety-prone adolescents are more likely to encounter difficulties in school work. For instance, stomach aches, sweating, trembling are some of the symptoms of state anxiety which interfere with concentration, memory and the ability to learn at school.

In addition to that, anxiety also affects future stress by interfering with the clear vision of one's abilities and beliefs regarding their abilities which will incapacitate career choices. For e.g. research has found an inverse relation between career indecision and anxiety among high school and college students in general. Particularly, a study by

Kimes and Troth (1974) showed that students having trait anxiety have a lower level of career decision. A similar result has been obtained by Hardin, Varghese, Tran and Carlson (2006) who hypothesises that anxiety is associated with career exploration and commitment. Their study concerning 161 samples showed that those with higher anxiety tend to exhibit lower vocational commitment.

Additionally, literature also suggests that adolescents who experience high level of anxiety are more likely to be avoided by their peer group. Anxious children are socially withdrawn and less inclined to develop friendship and find romantic partner. Moreover, they also find it hard to socialise and communicate with their parents. The influential role parents play in reinforcing anxiety has been a subject of considerable investigation (Bögels & Brechman-Toussaint, 2006; Mcleod, Wood & Weisz, 2007).

In order to cope with above mentioned stresses, anxious adolescents were shown to use more withdrawal coping which is consistent with the previous findings by Seiffge-Krenke (1993). Avoidant coping is associated with depression and behaviour disorders. High trait anxiety is correlated with increased drinking problems as anxious children who use withdrawal coping remain socially withdrawn.

5.3.2 c) Correlation between coping and other psychosocial parameters

It was hypothesized that there will be no significant correlation found between coping and other psychosocial parameters.

Coping is a psychological process used to manage perceived stress and coping strategies are most often broadly categorized into adaptive and maladaptive coping (Folkman & Lazarus, 1985). Those adolescents who are more adept at using internal

coping have more opposite sex stress but also use active coping whereas those adolescents who use withdrawal coping were positively correlated with series of stressor like school, future, home, peers, leisure, opposite sex and self. Additionally, it was found that withdrawal coping is also related to active and internal coping.

Romantic relationship is one of the significant characteristics of the adolescence stage and it entails lot of personal and emotional elements in nature. So, break ups or not finding the romantic partner has major effect on adolescents. In such cases, children either reduces the impact of opposite sex stress by directly confronting the problems or use internal coping to deal with the emotions and feelings involved in a romantic relationship.

Withdrawal coping is characterised by denying the existence of problems and responding to the stressful situations by adopting harmful activities such as substance abuse to resolve stress. It was demonstrated in the present study that adolescents who use withdrawal coping have adjustment problems in all the areas of stress and are accompanied by active and internal coping. Though withdrawal coping may reduce the level of stress for a short time, it might be harmful to the physical and psychological health because it has been consistently linked to poor adaption and children who use withdrawal coping are unable to elicit support from parents and peers.

5.3.2 d) Correlation between self-confidence and other psychosocial parameters

It was hypothesized that there will be no significant correlation found between self-confidence and other psychosocial parameters.



Lack of self-confidence affects academic, behavioural and social skill. Lack of self-confidence appears to associate with all areas of stress (school, future, home, peers, opposite sex, leisure and self), anxiety and coping among Tibetan and Indian adolescents.

Students with low self-confidence tend to make negative evaluation of their academic performance and are maladjusted in school. Regarding their future, most of the adolescents are vocationally immature and lack the importance of career planning. Adolescents need assistance in exploring the varied career opportunities and students who have low self-confidence have low career maturity. Students with high self-confidence are more intrinsically motivated to choose a vocation requiring higher abilities. Low self-confidence may prevent students from participating in leisure activities and they may remain susceptible to peer pressure. Adolescents with high self-esteem are less likely to remain withdrawn, isolated and shy in social behaviour (Lawrence & Bennett, 1992).

Social-Cognitive Career theory by Lent, Brown and Hackett (1994) which is an offshoot of Bandura's socio-cognitive theory (1986) proposes a similar viewpoint that three cognitive variables such as self-efficacy beliefs, outcome expectation and personal goal affect the development of academic and occupational interest. Vygotsky (1978) and Bronfenbrenner (1979) emphasised the importance of culture in general and parenting style in particular in the development of child's mental well-being. Parents who themselves are anxious or whose child-rearing practice is not appropriate might pose a serious threat to child's self-confidence. In addition to that, students who perceive themselves as having high self-confidence have higher emotional intelligence.

Adolescents with high self-esteem showed low level of state and trait anxiety (Fickova, 1999; Yang, 2002).

5.3.2 e) Correlation between emotional intelligence and other psychosocial parameters.

It was hypothesized that there will be no significant correlation found between emotional intelligence and other psychosocial parameters.

The finding of the current study shows that emotional intelligence was negatively related to school and self stress; state and trait anxiety, coping and self-confidence among the present sample. This may be interpreted that when emotional intelligence is low, school stress and self stress is high. Role of emotional intelligence in academic achievement has been well established in a plethora of studies (Qualter, Whiteley, Hutchinson & Pope, 2007; Aremu, Tella & Tella n.d.)In fact, EQ has been a better predictor of academic success as compared to other factors such as academic record, economic status, demographic factors etc (James et al. 2004). Self-stress being negatively correlated with emotional intelligence can be expounded with Erickson's (1959) stage of identity versus role confusion in which adolescents must find their identity, combining their self-understanding and social roles into a coherent identity. The more one is self-aware, the higher is the emotional perception. Adolescents who have the ability to discriminate clearly among feelings and the ability to regulate emotional states showed less anxiety. This interpretation is parallel to an earlier study by Fernandez- Berrocal, Alcaide, and Extremera, (2006). Highly emotional intelligent people also have the potential to plan and decide coping resources and positively link it with functional coping

strategies like active and internal coping. On the other hand, those who have lower emotional intelligence are often likely to adopt dysfunctional coping such as high risk behaviour drinking, drug abuse, smoking etc (Mikolajczak, Petrides & Hurry, 2009).

5.3.3 a) Emotional intelligence, self-confidence and coping as predictors of stress and anxiety

It was hypothesized that emotional Intelligence, self-confidence and coping will significantly predict stress among Tibetan and Indian adolescent.

The present findings have proved the hypothesis as it can be seen in the result that emotional intelligence, self-confidence and coping were found to significantly predict stress among Tibetan and Indian adolescents. Tibetan and Indian adolescents who have low self-confidence and used withdrawal coping more are likely to have high school stress. Previous studies suggested that over one- third of adolescents have school related stress (Khalid, 2007). School is where adolescents spend most of their time and school stress is one of the biggest sources of stress mentioned by them (Dawood, 1995; Chiang, 1995). School stress entails problems relating to difficulty with syllabus, assignment loads, examination etc. In order to cope with the academic pressures, students employ a wide variety of coping strategies. Students utilise active coping strategies to those stressors which are controllable and those stressors which are not controllable are dealt by internal coping. Studies have reported that students who have developed high self-confidence such as believing in their intellectual ability, producing good academic performance are more likely to have less school stress whereas those who do not have the confidence in directly dealing with academic problems rely more on

withdrawal coping which eventually affects their grade. Additionally; withdrawal coping, self-confidence and emotional intelligence are positively correlated with the future stress among Tibetan adolescents which indicates that adolescents who generally lack self-confidence are apprehensive about their future orientation such as jobs, career, getting admission in the institute of one's choice. Consequently, their incompetence in dealing with future stress has led them to employ more of withdrawal coping and vice-versa.

Active coping, withdrawal coping and self-confidence also contributed to home stress among the present sample indicating low self-confidence and less utilisation of active coping and more withdrawal coping and is associated with increasing home stress. Adolescents who rely more on withdrawal coping than active coping, lacks self-confidence and are more inclined to develop home stress. According to Bronfenbrenner's theory of ecological system (1979), family is the primary unit in the life of an individual and family is directly responsible for the development of a child and can give rise to problems such as lack of self-discipline, anti-social behaviour etc.

Parent-child relationship is reorganised during this transitional period and adolescents strive to gain greater autonomy and tend to question parental authority which results in parent-child conflict. Lack of parent-adolescents communication, separation of parents, divorce, sibling rivalry, broken family, abusive families etc. are the source of family stress among adolescents.

Further, internal and withdrawal coping and low self-confidence were associated with high peer stress among the present sample. Peer relation is significant during adolescence, peer-centred relationship takes precedence over parent-centred relationship

and with an increase in autonomy, peers become the source of support and advice (Csikszentmihalyi & Larson, 1984; Buhrmester, 1996). Numerous studies have shown that adolescents who face peer rejection and victimisation are prone to develop externalising problems including violence, aggression, substance abuse and adult criminality (Dishion & Owen, 2002; Lacourse, Nagin, Tremblay, Vitaro & Claes, 2003; Rabiner, Coie, Miller-Johnson, Boykin & Lochman, 2005; Sullivan, Farrell & Kliever, 2006), loneliness and depression (Parker, Rubin, Price, & De Rosier, 1995). Some adolescents who find it difficult to resist peer pressure may engage in experimentation such as smoking and milder drugs which can lead to addiction at a later stage (CBSE, Central Board of secondary education, 2010). On the contrary, positive peer relation is associated with higher self esteem (Azmitia, 2002) better academic achievement, (Fleming, Cook, & Stone, 2002; Wentzel, Barry, & Caldwell, 2004) and lower peer victimisation (Hodges, Boivin, Vitaro, & Bukowski, 1999). Longitudinal studies have found that friendship is perceived to be high in positive quality and was associated with increases in self esteem (Berndt & Keefe, 1995) and low level of loneliness (Parker & Asher, 1993).

Leisure stress has been predicted by withdrawal coping and self-confidence among Tibetan and Indian adolescents. Leisure is an effective means through which young refugees can take their mind off trauma and dislocation. Leisure activities such as sports, creative arts not only contribute to physical health but also provide an opportunity to develop life skills and help in personal development. It instils trust and gives a sense of belonging, helps in preventing high risk behaviour. It can be seen that adolescents who adopt withdrawal coping do not possess the confidence in mingling with others and are

cynical about their ability to do something constructive. They are often in the state of denial and self blame; hence prefer to stay in solitude rather than engaging oneself in productive leisure pursuits. The present study is in line with study by Staempfli and Mannell (2005), reporting that playful adolescents have high mental and physical wellbeing compared to less playful adolescents, who end up having problems because of peer stress and self-stress.

In the present study, withdrawal coping and self-confidence have emerged as significant predictors of opposite sex stress among Tibetan and Indian adolescents. Adolescence is a stage associated with the early development of romantic relationship (Zimmer-Gembeck, 2002) and preoccupation with romantic issues. Development of heterosexual relationship becomes a challenge and stressor during this stage (Wang & Ko, 1999) because many a times, adolescents find it uneasy to interact with their opposite sex, face difficulties in taking decision about dating and sex. Healthy romantic relationship generates a sense of identity, interpersonal skill and is often a source of emotional support. On the other hand, unhealthy romantic relationship leads to verbal and physical abuse and children engaging in sexual activities face long term consequences such as infections of STD and risk of premature pregnancy. Adolescents who suffer low self-confidence and use withdrawal coping are more inclined to develop opposite sex stress. Adolescents are highly influenced by their peers who often make them believe that self-worth is dependent on having a boyfriend or girl friend.

Girls may pursue a relationship before they are ready in order to be accepted by their peers (Smith & Donnelly, 2001), suffer from insecurity of losing their romantic partner and end up with pregnancy. According to developmental theory, girls form their

identities through relationship while boys form their identities through independence from others. Kumpulainen and Roine (2002) have shown that girls at 12 years of age with low self-esteem were 2.5 times more likely to engage in substance use at age 15 than those of others with high self-esteem.

Lastly, self stress among Tibetan and Indian adolescents is contributed by withdrawal coping, self- confidence and emotional intelligence. Another reason for evolving self stress is setting an unrealistic goal of achieving something and trying to reach perfection, and comparing oneself with other's achievements and attributions may cause self stress among adolescents (Feng, 1992). Self-concept is an important concept in any child's development. Basically, adolescents who seemingly have poor self concept show greater self stress. Self-concept has been linked to adolescents externalising problems, including specific factors such as low expectations for success, low self-esteem, negative views of one's own behavioural conduct etc.

5.3.3 b) Emotional intelligence, self-confidence and coping as predictors of anxiety among Tibetan and Indian adolescents.

It was hypothesized that emotional Intelligence, self-confidence and coping will significantly predict anxiety among Tibetan and Indian adolescent.

The results proved the hypothesis to be correct. Emotional intelligence, self-confidence and coping were found to significantly predict anxiety among Tibetan and Indian adolescents. Active coping, withdrawal coping, self-confidence and emotional intelligence have predicted state and trait anxiety among the present sample. Anxiety is

considered to be a universal phenomenon existing across cultures, though its contexts and manifestation are influenced by cultural beliefs and practices (Guarnaccia, 1997).

A large number of cross-cultural anxiety studies have used STAI (Spielberger et al., 1983) and cross-cultural research on anxiety implied that anxiety disorders are universal but the way it is formed and manifested may vary significantly from culture to culture (Good & Kleinman, 1985). For instance, Le Compte and Oner (1977) compared the anxiety level of Turkish, American, Puerto Rican bilingual and Hindu students using STAI and the result showed that Turkish students had highest level of trait anxiety followed by Hindu, American and Puerto Rican whereas state anxiety was highest in Turkish/Puerto Rican, American and Hindu. In the present sample, withdrawal coping, self-confidence and emotional intelligence predicted state and trait anxiety among Tibetan and Indian adolescents.

Relationship between self-confidence and anxiety has been primary focus of research in sport psychology and according to socio-cognitive theory, an individuals' level of self-efficacy affects performance both directly and indirectly via emotions and cognitions. Successful performance strengthens one's perceived self-efficacy whereas failures lower self-confidence. Hanton, Mellalieu, and Young (2002) found that anxiety increases with the onset of competition and self-confidence emerged as a mediator in either reducing or aggravating the anxiety. It was found that 10% to 30% of school children are found to experience anxiety severe enough to affect their performance. Researches on anxiety indicated that highly anxious adolescents basically lack interpersonal skill and often disliked by their peers, suffer from poor self-concept, yield poor academic performance than their less anxious counterparts.

A study by Fernandez-Berrocal et al. (2006) found out that adolescents who have better emotional intelligence or who have the ability to discriminate between feeling and manage their emotional state are reported a lesser state and trait anxiety. Deficit in emotional regulation skill and its link to maladaptive coping repertoire is reported by Mikolajczak, Petrides, & Hurry, (2009) in their study individual who cannot regulate their emotional upheavals are more likely to harm themselves because they have difficulty implementing adoptive coping strategies and prefer to use maladaptive coping.

5.4 Major Findings

1. Tibet born adolescents have comparatively lesser stress than exile born adolescents in school, future, home, leisure, peers, self stress, withdrawal coping, state anxiety, self-confidence and emotional intelligence. However; there was no significant difference found between the two groups in opposite sex stress, trait anxiety, active and internal coping. Life skills components such as flexibility, empathy and coping with emotions were shown to affect Tibet born adolescents more whereas problem solving skill has more impact on exile born adolescents. After the life skill intervention, exile born adolescents seemed to show more school stress, leisure stress and less internal coping than Tibet born adolescents.
2. A result displayed a significant difference between males and females in school stress, future stress, state anxiety, trait anxiety and self-confidence in the post-intervention scores. Life skills such as flexibility and critical thinking were found to benefit male adolescents more than female adolescents in reducing school stress, future stress, state and trait anxiety and self-confidence.

3. Adolescents who have the privilege to go for vacation have higher stress in school, future, home, peer, leisure and they also appeared to have used more withdrawal coping and more prone to state anxiety than their counterparts. Opposite sex stress, self stress, active coping, internal coping trait anxiety, self-confidence and emotional intelligence were non-significant between both the groups.
4. Students who met family once a year were reported to have more stressed out in stress related to school, future, peer and leisure stress. They were also reported be more state anxious and used more withdrawal coping than those who have met family once in two and three years. Home stress, opposite sex stress, self stress, active coping, internal coping, trait anxiety, self-confidence and emotional intelligence were not found to be significant among the groups.
5. LST has reduced stress related to school, peer, leisure and self. LST was also found to be effective in reducing active and internal coping and enhancing self-confidence and emotional intelligence. However, LST has no significant effect on future stress, home stress, opposite sex stress and withdrawal coping. When the individual contribution was identified, it was shown that cognitive life skills such as creative and critical thinking have significantly contributed in reducing stress related to school, leisure, self; state and trait anxiety; active coping ,self-confidence and emotional intelligence among Tibetan adolescents. Social skills like effective communication, empathy and coping with stress predicted school stress, future stress, leisure stress, state anxiety, self-confidence and emotional intelligence among Tibetan refugee adolescents in their post-intervention scores.

Self-awareness skill contributed in explaining self-confidence among the respondents. Decision making skill accounted for reducing self stress among Tibetan refugee adolescents. On the whole, life skills intervention was found to be an effective psychosocial intervention strategy for promoting positive social and mental health of Tibetan refugee adolescents.

6. Tibetan refugee adolescents displayed less school and home stress whereas Indian adolescents were emotionally more intelligent and experienced less peer stress. Active, internal and withdrawal coping, self-confidence and emotional intelligence were significant predictors of stress and anxiety among all the 727 adolescents from both the groups.

5.5 Conclusion

Tibetan refugee adolescents across Indian and Nepal attend separate schools like SOS Tibetan Children's Village schools which were particularly founded to cater to the needs of refugee children in fulfilling not just the physical and academic requirement but also to provide psychological and emotional assistance. Most of the findings which contradicted the earlier finding are because of the school culture and its mission to focus on holistic development of young refugees and creating "home-away-from-home" environment. The present study suggests that educational institution plays a significant role in providing psychosocial support. Thus; the finding highlights the needs to establish such separate schools for young refugees rather than integrating them with the host students in the mainstream schools. Further research can be done to compare the

psychosocial well-being of Tibetan refugees studying in Tibetan schools and those who are not studying in Tibetan schools to identify the indicative efficacy of such institutions

5.6 Implication

Life skills play an important role not only in improving the academic performance of students but also its influential role in non-academic aspects such as strengthening coping strategies, developing self-confidence and emotional intelligence, as has been well documented in aforementioned studies. Thus, life skills should be integrated into the regular school curriculum to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general. The religious and community leaders who are involved in designing a curriculum for the Tibetan children can also play a significant role by assimilating the life skills into their services.

5.7 Limitations

Firstly, due to time constraint, LST couldn't be provided to the control group as school was closing for the two month winter vacation and in the new academic section, many of the students who were in class 10 were going to join other TCV branch school as the present school has class upto 10th only.

Secondly, the data was based on 600 Tibetan adolescents and 126 Indian adolescents which seem to be disparate. Indian students were not accessible on available

dates as students were busy preparing for foundation day of the school which was immediately followed by spring holidays.

Finally, as it was not conceived in the main objectives of the study, gender was not taken as a covariate for the computation of ANCOVA.

5.8 Direction for Future Research

Taking into consideration the experience and findings of the present research, the following suggestions can be offered for future research in this area.

- a) Further research can be carried out to make with equal number of sample for cross-cultural comparison where the result would be more reliable.
- b) The duration of the conduction of LST should be prolonged to further validate the effects of LST.
- c) The design should make provision for waiting-list control group to receive LST, which anyway will benefit the control group.
- d) Gender can be considered as one of the independent variables which may mediate or moderate the effect of LST on the refugee adolescents.
- e) Tailor made life skills module can be constructed to cater to the needs and demands of adolescent refugee with different demographic origins e.g. Tibet born and exile born; males and females; adolescents with privilege of vacation and adolescents without privilege of vacation and adolescents who meet family in different time intervals.
- f) LST in the present context has been proved effective in reducing school stress, future stress, leisure stress, anxiety and in enhancing coping, self-confidence and

emotional intelligence for Tibetan refugee adolescents who have gone through psychological and physical hardships. Thus; findings of this research can be extended to testify the effectiveness of LST for adolescents who are in similar crisis situations:

- Juvenile delinquents.
- Destitute adolescents who have been institutionalised in orphanage.
- Adolescents who are separated from their parents due to natural calamities, war and divorce.
- Adolescents who are the victims of physical and psychological abuse.