



# **PUBLISHED PAPERS**



# XX<sup>th</sup> Annual Convention of NAOB

&  
International Conference  
on

*Mind, Culture and Human Activities*  
*Psychological Sciences in Twenty First Century*

## NAOB BEST PAPER AWARD

This is to certify that Prof./Dr./Mr./Ms. *Ysering Yankey*..... of

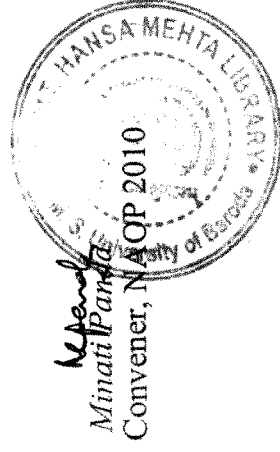
..... has been awarded the NAOB best paper for the paper titled

*Life Skill Training Buffering Against Psychosocial Problems: A Study of*

*Tibetan Adolescents in India*..... in presented in the 20th annual convention of NAOB held on 12 -15 December 2010 at

Zakir Husain Centre for Educational Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi, India.

*Prakash*  
Prakash Padakannaya  
Secretary General, NAOB



*Reprints from the Journal*

# INTERNATIONAL JOURNAL OF BEHAVIOURAL SCIENCES



**SURYA INTERNATIONAL PUBLICATIONS**

**4-B, NASHVILLE ROAD, DEHRA DUN - 248 001 (INDIA)**

## EMOTIONAL INTELLIGENCE AND ITS RELATION TO SELF-CONFIDENCE AND STRENGTHENING COPING STYLES AMONG TIBETAN ADOLESCENTS STUDYING IN INDIA

Tsering Yankey\* and Urmi Nanda Biswas\*\*

---

### Abstract

The present study examined the relation of emotional intelligence to coping styles and self-confidence among Tibetan refugee adolescents studying in SOS Tibetan Children's Village in Himachal Pradesh, India. A total of 600 Tibetan adolescents participated in the study and completed coping across situation questionnaire, self-confidence inventory and emotional intelligence scale. Data were also procured on demographic characteristics of age, gender, place of birth, privilege of vacation and frequency of family contact. Result of regression analysis revealed that emotional intelligence contributed significantly in explaining the variances in coping styles and self-confidence among Tibetan adolescents. Mean comparison among male and female; Tibet born and exile born; students who went home and those who stayed back at school during vacation and students visiting families in different intervals showed that the groups differed significantly in withdrawal coping, self-confidence and emotional intelligence.

**Keywords:** Emotional Intelligence, Self-confidence, Coping, Tibetan Adolescents

---

### Introduction

"Without the guidance of emotions, reasoning has neither principles nor power" Robert C. Solomon.

Over many decades, IQ (intelligence quotient) has received unprecedented attention and importance be it schools, colleges, corporate sectors or other institutions. Now the researchers have come to the realization that an individual's intellectual potential is not the key determinant for leading stable and successful life. Though IQ could significantly predict academic performance and, to some degree, professional and personal success also, there was something missing in the whole picture. There are growing evidences that academically intelligent students can sometimes be the poor pilot of their life and on the contrary, success stories are coming from people who are not necessarily the smartest but who have the ability to manage emotions in different situations. Therefore, apart from intelligence, it is "Emotional Intelligence" which plays a significant role in reaching one's potential and lead a successful life.

---

\* Research Scholar,

\*\* Professor, Department of Psychology, M.S. University of Vadodara, Vadodara -390002, India

Although emotional intelligence has recently gained popularity across the globe and especially in the corporate world, it has started its journey in 1920 when Thorndike formulated the concept of social intelligence as "the ability to understand and manage emotions in men and women, boys and girls, to act wisely in human relations". In 1983, Gardner developed the theory of multiple intelligences, wherein he classified intelligence into two categories namely: interpersonal (the ability to understand other people, what motivates them, how they work, and how to work cooperatively with them) and intrapersonal intelligences (a correlative ability turned inward. It is a capacity to form a vertical model of oneself and to be able to use that model to operate effectively in life).

The term emotional intelligence was coined by Salovey and Mayer in 1990 who defined it as "the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use information to guide one's thinking and action" but the concept of emotional intelligence gained recognition and momentum with a publication of a book called "Emotional Intelligence, Why it can matter more than a IQ" by Daniel Goleman in 1995.

### **Emotional intelligence and Coping**

Coping in simple term is management of stress or it can be explained as a process to overcome stressors or demands made on individual. Lazarus and Folkman (1984) defined coping as "constantly changing cognitive, behavioral and emotional efforts to manage particular external or internal demands that are appraised as taxing or exceeding the resources of a person".

There is also an evidence that emotional intelligence might influence the choice of coping strategies, namely the specific behavioral and psychological strategies that people implement in order to deal with negative events. (Petrides, Pe'rez-Gonza & Furham, 2007). Associations between emotional intelligence and coping have also been of interest in recent studies. It has been suggested that emotional intelligence can be regarded as a coping mechanism which facilitates "successful and efficient self regulation toward desired end" (Salovey, Bedell, Detweiler & Mayer, 2000), relating to the view expressed by Folkman and Moskowitz (2000) that coping research should cover positive and negative emotions and outcomes.

### **Emotional intelligence and self-confidence**

Self-confidence is considered as one of the motivators and regulators of behavior in an individual every day life (Bandura, 1986). Self-confidence is a positive attitude of oneself towards one's self concept. In general terms, self confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right" (Basavanna, 1975 cited by Pastey, & Aminbhavi, 2000). There are five elements of emotional intelligence viz. self awareness, self-regulation, motivation, empathy and adeptness in relationships which determine our potential for learning personal and social soft skills and self-confidence is one of the key components of self- awareness (Goleman, 1995).

### **Tibetan Refugee Adolescents**

Since the Chinese occupation of Tibet in 1959, many Tibetan started to leave their homeland and fleeing into exile in India and Nepal in order to escape religious and political



repressions. An average of 2000 to 2500 Tibetans come into exile every year. More than 44 percent of them are adolescents and young adults (age 14-25) and 90% of them are unaccompanied by parents (Bernstorff, & Welck, 2004).

The main reason for teenagers to leave their homeland is to seek modern education and maintain Tibetan culture, language outside Tibet. The most common route to escape is by crossing the Himalaya which can take several days to months. Journey is often long and dangerous. Many of them suffer frostbite, hypothermia and also get killed by Chinese patrol on the border. Thus, escape to India itself is a significant risk for traumatic exposure. Several studies have reported high rate of anxiety, depression, PTSD among these refugee children. (Evans et al, 2008) but the level of emotional intelligence, self confidence and coping strategies are not known among this group. To address this question, the present study was carried out to investigate the level of emotional intelligence and its relation to coping styles and self-confidence among Tibetan adolescents in India.

The following hypotheses have been formulated to be tested from the research data.

- H1: Emotional intelligence will significantly predict self-confidence and coping styles among Tibetan adolescents.
- H2: Male and female will not differ in their coping styles, self-confidence and emotional intelligence.
- H3: Exile born and Tibet born will not differ significantly in their coping styles, self confidence and emotional intelligence.
- H4: There will be no significant difference between students who have the privilege of going home and those who stay back at school during the vacation in coping styles, self-confidence and emotional intelligence.
- H5: There will be no significant difference in coping styles, self-confidence and emotional intelligence among students who meet their family in different time interval: once a year, once in two years and once in three years and above.

## Method

### Study setting

The study was conducted in Tibetan Children's Village located in Himachal Pradesh, India. It was founded on 17<sup>th</sup> may 1960 and originally served as a nursery school for Tibetan refugee children providing only the basic care for children but with the passage of time, Tibetan Children's Village has today grown into full-fledged and integrated educational institution for destitute Tibetan children in exile, as well as for hundreds of those escaping from Tibet every year. It has established branches in India extending from Ladakh in the North to Bylakuppe in South, with over 16,726 children under its care. (Pema, 2004).

## Sample

A sample consisted of 600 Tibetan students (303 males and 297 female) and 99% of the students were staying in the hostel. 70% of them were from Tibet while 30% of them were born in exile in India, Nepal and Bhutan. 38% of the students had reported not meeting their families for 3 years and more while 32.83% had not met their family members for 2 years and more and the rest 29% of them had family contact in one year and less than a year.

## Tools

The questionnaire consisted of 4 sections as follows:

1. Demographic characteristics: Data were procured on demographic characteristics of age, gender, place of residence, place of birth, privilege of vacation and frequency of family contact. Confidentiality of the results was assured for every subject.
2. Coping across situations questionnaire CASQ, English version by Dr. Seiffge-Krenke (2006). It is a standardized tool to measure coping styles. There are 21 coping styles which are broadly categorized into Active, Internal and Withdrawal Coping and 8 problem areas. An "X" in the questionnaire means that a person employs this coping strategy in that particular problem area. All the "X" is counted 1 and if there is no "X" we count it as "0". If we count the row-sums, we will have general information about how much a subject uses the three coping styles.
3. Self-confidence Inventory is constructed by Dr. M. Basavanna (1975). It is a standardized tool to measure the level of self-confidence among students, consisting of 100 items, to be answered either true or false. It can be scored easily. The higher the score; lower is the level of self-confidence and vice versa.  
Reliability: Split-half reliability was found to be 0.91. Validity: Item validities for all the items are at or above 0.90
4. Emotional Intelligence Profile (EI-Profile) - a self scoring instrument is adapted from Cooper & Sawaf's (1997) tool "An Integrated E.Q assessment & individual profile. It has been modified and standardized on Indian population. It measures emotional intelligence of an individual. It contains 76 items & 7 domains. The scale is responded on 4 categories viz very well, moderately well, little well, not at all well. And score allocated to each item is 03, 02, 01, and 0 respectively, for items 06, 08, 09, 16, 18, 20, 22, 32, 41, 48, 54, 55, 56, 64, 66, 69, 73, 74 & 76 should be scored reversed.

## Procedure

The present research is based on a bigger survey of 600 students wherein a researcher has categorized the initial data of 600 students into two equal sized groups, one group consisted of students having high stress, high anxiety, low coping style, low self-confidence and low emotional intelligence and another group has students with low stress, low anxiety, high coping styles, high self-confidence and high emotional intelligence. Life skills intervention was given to

combat stress and anxiety, enhance self-confidence, emotional intelligence and coping styles. The current study reports the data before the categorization of the original data into two groups.

Formal consent to carry out the data collection was taken by the researcher from the Director of Tibetan children's village school. Before giving the questionnaire, researcher made sure that the rooms were well-ventilated and students were comfortable. Clear instructions were given before administration of each questionnaire. A sample of 600 students were assessed on the self-confidence, emotional intelligence and coping Strategies.

## Results and Discussion

In order to test the suggested hypotheses, the data was subjected to descriptive analysis, t test and regression analysis. Independent t- test was conducted to determine gender differences, place of birth, privilege of vacation and frequency of family contact on the level of coping (active, internal and withdrawal), self-confidence and emotional intelligence. Regression analysis was conducted to examine the predictive relationship of emotional intelligence with coping style and self-confidence. Emotional intelligence was a predictive variable and coping strategies and self-confidence were dependent variables. The results are reported as follows:

**Table 1: Mean standard deviation, t score and significance level for the measured variables.**

Measures	Gender				Place of birth				Privilege of vacation			
		M	Sd	t		M	Sd	t		M	Sd	t
Coping Active	Female	24.52	6.44	1.16	Exile born	24.12	6.94	-.16	Went home	23.57	7.16	-1.64
	Male	23.86	.48		Tibet born	24.22	6.99		Stayed back	24.55	6.86	
Coping Internal	Female	32.08	5.94	.79	Exile born	32.55	6.54	1.69	Went home	31.44	5.81	-1.39
	Male	31.69	6.21		Tibet born	31.59	5.85		Stayed back	32.14	6.22	
Coping Withdrawal	Female	21.22	6.69	2.53**	Exile born	23.77	6.90	7.46**	Went home	18.59	6.36	-5.53**
	Male	19.82	6.89		Tibet born	19.11	6.30		Stayed back	21.65	6.84	
Self-confidence	Female	55.15	13.75	8.36**	Exile born	52.57	15.08	2.30*	Went home	49.65	13.97	-1.05
	Male	45.83	13.56		Tibet born	49.54	14.04		Stayed back	50.91	14.67	
Emotional Intelligence	Female	126.43	17.89	-2.66**	Exile born	126.14	17.60	-2.04*	Went home	129.26	17.11	0.94
	Male	130.31	17.79		Tibet born	129.35	18.01		Stayed back	127.87	18.41	



### Mean differences in coping styles among different group of Tibetan students

As shown in the Table 1, it was found that difference between males and females; exile born and Tibet born; students who had the privilege of going home and who stayed back at school during the vacation on the measures of active coping and internal coping were non significant.

Interestingly, a significant difference was found at 0.01 level between males and females in their withdrawal coping with mean of 19.82 and 21.22 respectively ( $t = 2.53$ ) which indicated that females used more withdrawal coping as compared to male i.e. females have the tendency to cope with their problems by avoiding the problems and letting their aggressions and anger out by crying or through music and dance or by expecting the worse. Gender differences in the use of coping styles have been reported in a number of studies. In general, findings suggested that females tend to use social support, emotion focused and avoidant coping styles as compared to males. According to Sahu and Misra (1995), studies on life stress and coping styles among teachers indicated that males are higher in their use of acceptance and females are higher in the use of self-blame as coping styles.

A mean difference between exile born ( $m = 23.77$ ) and Tibet born ( $m = 19.11$ ) were also found significant at 0.01 level with  $t$  value of 7.46 in the area of withdrawal coping which showed that exile born adolescents employed withdrawal coping more than Tibet born adolescents. Although there was no significant difference found between Tibet born and exile-born students in active and internal coping, however, the trend showed that Tibet born students have higher mean score as compared to their counterparts which indicated that Tibet born adolescents engaged in problem-focused coping where they basically tried to eliminate the source of problems itself.

In the area of coping withdrawal, there was a mean difference found between students who had the privilege of going home for vacation and those who stayed back at school with mean of 21.65 and 18.59 respectively ( $t = -5.53$ ) which was found significant at 0.01 level which proposed that students who went for vacation favored withdrawal coping more than their counterparts. Since students who meet their families during the vacation excessively get pampered by their parents so, they tend to throw tantrum and let their aggression out and thus engage in dysfunctional coping.

### Mean differences in the level of Self-confidence among different group of Tibetan students

On the dimension of self-confidence, females have scored higher means ( $m = 55.15$ ) than males ( $m = 45.83$ ) which was found significant at 0.01 level. ( $t = 8.36$ ). Lower score represented higher confidence in the used scale. Females display lower self-confidence than males (Blanch Hall Roter, 2008; Webster, Ellis and Bryan, 2004,) and they also tend to underestimate their abilities because social structure plays a significant role in developing one's self-confidence. Since girl has a) less encouragement for independence, b) more parental protectiveness, c) less cognitive and social pressure for establishing an identity separate from mother, girl do not develop enough skills in coping with the environment, which affects her confidence (Dowling, 2009).

Similarly in the area of self-confidence, exile born students differed significantly with Tibet born student with the mean score of 52.57 and 49.54 respectively which was found significant at 0.05 level ( $t = 2.30$ ). Tibet born adolescents appeared to be more self-confident than their counterparts, it might be because Tibet born adolescents have grown up without the support of their family and under such circumstances they were compelled to manage their own life and take their decisions independently which might have contributed to the development of self-confidence in them.

There was no significant difference found between students who had the privilege of going home and those who stayed back at school during the vacation in the area of self-confidence.

### **Mean differences in the emotional intelligence among different groups of Tibetan students.**

Table 1 revealed that in the area of emotional intelligence,  $t$  value of -2.66 was found significant at 0.01 level. Males have scored higher mean of 130.31 than females with 126.43 mean. Competing evidence exists whether males and females differ on emotional intelligence. According to Daniel Goleman (1995) there is no gender difference in emotional intelligence. However, in their research, Mayer and Geher (1996) and Mayer, Salovey, Caruso (1999) as cited by Srinivasan and George (2006) have concluded that women are more likely to score higher on the measure of emotional intelligence than men. Contradictory evidence has been reported in the study carried out by Fatt and Howe (2003) on the "Intelligence of foreign and local University students in Singapore" where they reported that males are more emotionally intelligent than females.

Exile born ( $m = 126.14$ ) students showed comparatively lower mean as compared to Tibet born adolescents ( $m = 129.35$ ) with  $t$  value of -2.04, which means that Tibet born adolescents were more emotionally intelligent than exile born adolescents. Tibet born adolescents have to grow up in a different environment and in order to sustain themselves under such circumstances they learned to become more sensitive and responsive to the environmental cues and were more aware of the feelings and emotions of oneself and others which made them emotionally more intelligent. Students who went home and those stayed back at school during the vacation did not differ significantly on the dimension of emotional intelligence.

One way ANOVA was conducted to explore the mean differences among adolescents who make family contact at different intervals i.e. Once in a year, once in 2 years and once in 3 years. No significant difference was found among the groups in active coping, internal coping, self-confidence and emotional intelligence. However, a significant difference was shown only in the area of withdrawal coping wherein we found that students who have made family contact in 1 year ( $m = 22.56$ ) used more withdrawal coping than students who have met their family in 2 year ( $m = 20.26$ ) and 3 years and above ( $m = 19.17$ ). Thus proximity to family seemed to determine the type of coping an individual used to face difficulties.

To examine the association between emotional intelligence and coping styles and self-confidence, regression analysis has been performed.

**Table 2: Regression model for emotional intelligence on coping styles and self-confidence.**

Predictive Variable : Emotional Intelligence				
Independent Variable	Active coping	Internal coping	Withdrawal coping	Self-confidence
R	.288	.249	.095	.486
R <sup>2</sup>	.083	.062	.009	.236
Adj R <sup>2</sup>	.081	.060	.007	.235
B	.112	.084	-.036	-.391
Beta	.288	.249	-.095	-.486
t	-7.345	6.287	-2.322	-13.606
sig	.000**	.000**	.021*	.000**

### **Emotional intelligence as a predictor of active coping among Tibetan adolescents**

Amount of variance explained by emotional intelligence for active coping is 83%. B value of .112 indicated positive coefficient which was found significant at 0.01 level which indicated that as the emotional intelligence increased, so did the active coping ( $t = -7.35$ ). Previous research study showed that emotional regulation can be thought of as aimed to decrease negative affect intensity and unpleasantness, to increase positive affect, to reinforce pleasantness and control of emotional experience by means of effective coping. Emotional intelligent persons, particularly subjects with high clarity, skills to identify and express feelings, cope more successfully with stress and emotional experience because they perceive and elaborate accurately their emotions, are able to express their feelings and can regulate their mood (Zeidner & Mathews, 2000).

### **Emotional intelligence as a predictor of internal coping among Tibetan adolescents**

As seen in the Table 2, 62% of the variation in internal coping was explained by emotional intelligence. The coefficient for emotional intelligence is .084. B value of .084 indicated positive coefficient which was found significant at 0.01 level suggesting that increase in emotional intelligence leads to increase in internal coping. ( $t = 6.29$ ) which means that emotionally intelligent people tend to use more of coping styles that require internal reflection such as analyzing the problems and thinking of various possible solutions while coping with stress.

### **Emotional intelligence as a predictor of withdrawal coping among Tibetan adolescents**

Emotional intelligence explained 9% of the variation in withdrawal coping. The coefficient for emotional intelligence was -.036. B value of -.036 indicated negative coefficient which was

found significant at 0.05 level which implied that higher level of emotional intelligence was associated with lower level of withdrawal coping. ( $t = 2.32$ ).

A study by Saklofske, Austin, Galloway and Davidson (2007) was congruent with the above view that emotional intelligence was positively associated with the use of adaptive coping strategies (e.g. problem-focused coping) and negatively associated with the use of maladaptive coping strategies (e.g. avoidance coping). The Present result is also in line with previous studies by Klohnen (1996) and Rutter (1987) which showed that people with low level of emotional intelligence were more likely to cope with anxiety through religion, denial or social support more than the other strategies.

### **Emotional intelligence as a predictor of self-confidence among Tibetan adolescents**

In the area of self-confidence, the emotional intelligence explained 236% of the variance and there was correlation between emotional intelligence in self-confidence with B value of  $-0.391$  ( $< 0.01$  level) indicating that higher the score in emotional intelligence, lower would be the score in self-confidence hence better the self-confidence. Self-awareness which was one of the key components of emotional intelligence included the competencies of self-assessment, emotional self-awareness and self-confidence. Accurate self-assessment is knowing your personal strengths and weaknesses; emotional self-awareness is recognizing your emotions and their effects; and self-confidence is your sense of self-worth and capabilities. Researchers have found that although students' emotional intelligence was not directly linked to academic success, students with higher levels of emotional intelligence had more self-efficacy (self-confidence and knowledge that one can handle any problems or challenges effectively) and that having more self-efficacy in turn enhanced their academic performance. This result is in analogoes with the study by qualter, whiteley, Hutchinson and pope (2007) who have also suggested the same point that pupils with high average level of emotional intelligence cope better transition in terms of GPA self worthm School cope better with transition in terms of GPA, self worth, school attendance and behavior than pupil with low emotional intelligence. Pastey and Aminbhavi (2000)) studied the impact of emotional maturity on stress and self-confidence of adolescents. A result revealed that the adolescents with high emotional maturity have significantly high self-confidence when compared to those with low emotional maturity

### **Conclusions**

The major findings of the study suggested that females employed significantly higher withdrawal coping as compared to males whereas males have significantly higher self-confidence and emotional intelligence than females. Males and Females did not differ significantly either in active or in internal coping.

Exile born students significantly used more withdrawal coping than Tibet born students and Tibet born students have significantly higher self-confidence and emotional intelligence than exile born students. There was no significant difference found between exile born and Tibet born in the area of active and internal coping.

In the area of withdrawal coping, it was found that students who went for vacation significantly used more withdrawal coping than students who had stayed back at school. Both the groups did not differ significantly in the area of active coping, internal coping, self-confidence and emotional intelligence.

Students who haven't had family contact for the last 3 years and more significantly used less withdrawal coping than students who had family contact in last 2 years and 1 year. No significant differences were found among them in the area of active coping, internal coping, self-confidence and emotional intelligence.

It was revealed from regression analysis that students who had high emotional intelligence were more self-confident and used more active and internal coping and less withdrawal coping.

## Implications

Due to the rapid urbanization, competition, migration and globalization, children are unable to effectively deal with the pressure and demands of modern life. The positive and predictive relationship of emotional intelligence to coping style and higher self-confidence supports the value of teaching emotional intelligence which will contribute to the holistic development of the children. It is precisely within this context that psychosocial competence such as life skills should become the cornerstone of a curriculum in school and other academic institutions in order to enhance emotional intelligence and self-confidence which will inevitably lead to a successful and meaningful life for Tibetan children in exile.

## References

- Adetemo, D. A., & Ogunyemi, B. (2005). Emotional intelligence and self-efficacy as predictors of occupational stress among academic staff in a Nigerian university. *Journal of Organizational Learning and Leadership*, 4.
- Bandura, A. (1986). *Social foundations of thought and action*. Prentice – Hall. Englewood Cliffs.
- Basavanna, M. (1975). *Manual for the S-C Inventory*. Varanasi, Rupa psychological centre.
- Bernstorff, D., & Welck, H. V. (2004). *Exile as Challenge: The Tibetan Diaspora*. Orient Longman.
- Blanch, D. C., Hall, J. A., & Roter, D. L. (2008). Medical student gender and self-confidence. Retrieved September 5, 2009 from [http:// www.physorg.com/news142250404.html](http://www.physorg.com/news142250404.html).
- Cooper, R., & Sawaf, A. (1997). *Executive E.Q: Emotional intelligence in leadership and organizations*. The Berkeley publishing group, New York.
- Dowling, C. (2009). Women's Self Confidence: A Struggle That Begins in Childhood. Retrieved September 1, 2009 from [http:// www.womens-wellbeing-and-mental-health.com/WomensSelfConfidence.html](http://www.womens-wellbeing-and-mental-health.com/WomensSelfConfidence.html)
- Evans, D., Buxton, D.C., Borisov, A., Manatunga, A. K., Ngodup, D., & Raison, C. L. (2008). Shattered Shangri-la: differences in depressive and anxiety symptoms in students born in Tibet compared to Tibetan students born in exile. *Journal of social psychiatry Psychiatric Epidemiology*, 43, 429-436
- Fatt, J. P. T., Howe, I. C. K. (2003). Emotional Intelligence of Foreign and Local University Students in Singapore: Implications for Managers. *Journal of Business and Psychology*, 17, 345-367.

- Folkman, S. & Moskowitz, J.T. (2000). Positive affect and other side of coping. *American Psychologist*, 55, 647-654.
- Goleman, D. (1995). *Emotional Intelligence, Why it can matter more than a I.Q.* London: Bloomsbury .
- Katyal, S., & Awasthi, E. (2005). Gender Differences in Emotional Intelligence among Adolescents of Chandigarh. *Journal of Human Ecology*, 17(2), 153-155.
- Klohn, E. C. (1996). Conceptual analysis and measurement of the construct of ego-resiliency. *Journal of Personality and Social Psychology*, 70, 1067-1079.
- Krenke, S. I. (2006). *Coping across situations questionnaire*.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal and coping*. New York: Springer.
- Mayer, J.D., Salovey, P., & Caruso, D.R. (1999). *MSCEIT Item Booklet (Research Version 1.1)* Toronto, ON: MHS Publishers
- Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence*, 22, 89-113.
- Pastey, S. G., & Aminbhavi, A.V. (2000). Impact of emotional maturity on stress and self confidence of adolescents. *Indian Journal of Applied Psychology*, 32, 66-70.
- Pema, J. (2004). *Tibetan Children's Village*. Retrieved on December 1, 2010 from <http://www.tcv.org.in/>
- Petrides, K.V., Pe'rez-Gonza, J. C., & Furham, A. (2007). On the criterion and incremental validity of trait emotional intelligence. *Cognition and Emotions*, 21, 26-55.
- Qualter, P., Whiteley, H. E., Hutchinson, J. M., & Pope, D.J. (2007). Supporting the development of emotional intelligence competencies to ease the transition from primary to high school. *Journal of Educational Psychology in Practice*, 23, 79-95.
- Richardson, T. L. (2002). Research on Middle School Renewal: The Importance of Emotional Intelligence during Transition into Middle School. *Middle School Journal*, 33, 55-58.
- Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry*, 57, 316-331.
- Sahu, K., & Misra, N. (1995). Life stress coping style in teachers. *Psychological Studies*, 40, 115-124.
- Saklofske, D. H., Austin, E. J., Galloway, J. & Davidson, K. (2007). Individual difference correlates of health related behaviours: Preliminary evidence of links between emotional intelligence and coping. *Personality and Individual Differences*, 42, 491-502.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.
- Salovey, P., Bedell, B.T., Detweiler, J. B. & Mayer, J.D. (2000). Current directions in emotional intelligence research. In M.Lewis & J.M. Haviland-jones (Eds), *Handbook of Emotions*. New York: Guildford Press.
- Shah, M., & Thingujam, N. S. (2008). Perceived EI and ways of coping among students. *Journal of Indian Academy of Applied Psychology*, 34, 83-91.
- Singh, D. (2004). *Emotional intelligence at work*: Sage publication
- Srinivasan, P. T., & George, C. (2006). Study on the relationship of emotional intelligence and conflict management styles among management students. *The Vision Journal of Management and Allied Sciences*, 11, 1-6.
- Webster, L. R., Ellis, S. T., & Bryan, J. B. (2004). Similarities and differences between the sexes in financial analysis and self-confidence. *Academy of Accounting and Financial Studies*.
- Zeidner, M., & Mathews, G. (2000). Personality and intelligence. In R.J.Sternberg (ed): *Handbook of intelligence*. New York: Cambridge University Press.



**Acceptance letter received from the editor of Journal of Refugee studies on 8<sup>th</sup> Sep '2011**

Your submission to JRS - 11-14

Thursday, 8 September, 2011 3:29 PM

From:

"Journal of Refugee Studies" <jrs.editorialoffice@oup.com>

Add sender to Contacts

To:

"yangkyi2@yahoo.co.in" [yangkyi2@yahoo.co.in](mailto:yangkyi2@yahoo.co.in)

Dear Dr Yankey

Thank you for submitting your paper to the Journal of Refugee Studies. The Editors are happy that all suggested revisions have been made and **your paper is now acceptable for publication**. The paper will soon be copyedited and the copyeditor will be in touch if there are any queries; otherwise you will get proofs for checking in due course.

In order to publish your article, Oxford University Press requires that you complete a licence agreement online. A link to the online licensing system, and instructions on how to select and complete a licence, will be provided to you by the Production Editor at Oxford University Press in due course.

With kind regards

Elizabeth

Elizabeth Green

Editorial Office

Journal of Refugee Studies

Email: [jrs.editorialoffice@oup.com](mailto:jrs.editorialoffice@oup.com)

Oxford University Press (UK) Disclaimer

**Life skills training as an effective intervention strategy to reduce stress among Tibetan refugee adolescents.**

---

**KEYWORDS:** Life skills; Stress; Tibetan refugees

Today, rising complexities in terms of socio-cultural and economic transition have led to an emergence of various problems, and given that; literacy and numerical skills alone will not help children to face the growing challenges. Thus, skill based training has been in much demand to empower children to resolve such conflicts successfully. Among the many existing skill based training programmes, life skills training [LST] has been a buzz word especially in school and health care education. Life skills are psychosocial competencies and contribute greatly to achieve psychological, social and mental well-being. Though there is no definitive list of life skills but any skill which is psychosocial and interpersonal in nature can be labeled as life skills. WHO, UNICEF and UNFPA listed 10 skills to be the most essential skills which have been particularly considered for the present study (UNICEF 2004; Module 7: life skill 2011). The ten core skills which are relevant across cultures are decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship, empathy, self-awareness, coping with emotions and coping with stress.

**WHO life skills education**

According to the WHO papers on mental health (Hendren, Birell Weisen and Orley, 1994), *"nearly one in five children have an emotional or behavioral disorder at some time during their youth regardless of where they live or how well to do they are"* (p. 1). WHO is promoting the teaching of abilities that are often taken for granted and these abilities are known as life skills. Though a term life skill is open to wide interpretations but WHO (1993) defines life skill as *"the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life"*. Life skills should be differentiated from livelihood skills like cooking, tailoring, gardening etc which are complementary to the development of life skills.

Life skills are used by different countries for different reasons. For instance, LST is used in Zimbabwe and Thailand for the prevention of HIV/AIDS (Mupedzisi et al., 2009; Langkafah & Otani, 2004) whereas it has been extensively used in Mexico for avoiding rising problems like adolescents' pregnancy (Olmsted, 2005). LST plays a significant role in fighting against child abuse in the U.K. (Tacade, 1990) and to curb substance abuse and violence in the United States (Botvin, 1998). WHO suggested that LST should be a community outreach programme even for those children who are not attending schools and it should be disseminated through puppet shows, video films, recreational activities or sports. For example, UNICEF's Sara and Meena projects in eastern and southern Africa and southern Asia are of this type where they attempt to give

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

life skills education to promote the status of girls through multimedia and animation (McKee & Clark, 1996). Moreover, LST should be disseminated by a trained staffs in a safe environment and application of life skills should start in non-threatening situation and move on to high-risk situation. The development of life skill programmes is dynamic and should involve stakeholders in making decision about the content of the programme.

Life skills are completely participatory and can be imparted innovatively through various methods such as role-playing, brain storming, storytelling, case study etc. Bandura's social learning theory (1977) has provided a theoretical foundation for life skill where the method used to give LST is action-oriented and experiential learning. Life skills based education is malleable in nature and can be adapted to the needs and demands of a particular culture. For example, depending upon a culture, specific abilities are emphasized in different situations for e.g. decision making may be used for the prevention of HIV/ AIDS whereas conflict management is applied for peace education. Most of the life skills are intertwined and interplay between these skills can yield positive behavioral outcomes.

Life skills have been implemented in many areas to reach optimum physical, psychological and social well being of young people. LST is found to be effective in reducing alcohol consumption (Mackillop et al. 2006), substance abuse (Springer et al. 2004), and preventing violence and delinquency among adolescents (Botvin et al. 2006; Zabin et al. 1996). Extending LST to community health and wellbeing has found its effectiveness in preventing teenage pregnancy as well. Moreover, life skills such as assertiveness, decision - making and effective communication are seen as the preferred choices among young people to fight against HIV/AIDS (Buczkievicz and Carnegie 2001).

As a whole, LST programmes have been successfully used in health and social context for the promotion of holistic growth, controlling of health risk behavior and development of coping with stress and its consequences.

### **Refugee adolescents and life skills education**

There are almost 22 million refugees located throughout the world. An extensive literature on mental health of adult refugees exists and is growing but surprisingly researches on mental health of child and adolescent refugees are in paucity, particularly among child / adolescents in detention (Dybdahl 2001; Hyman et al. 2000) in spite of the fact that half of the world's 20 million refugees are children (UNHCR 2002a; Cole 1998).

Addressing the antecedent parameters of stress and mental health problems among the refugee adolescents, studies have reported that due to incomplete biopsychosocial development (Kocijan-Hercigonja et al. 1998) and underdevelopment of coping skills (Ajdukovic and Ajdukovic 1993), pre and post-migration phases make refugee children and adolescents vulnerable to increased risk and psychosocial problems. Numerous studies have documented that refugee children exhibit greater symptoms of PTSD (Allwood et al. 2002; Heptinstall et al. 2004) and acculturative stress associated with loss of home, possession, friends and displacement are commonplace (Berry 1994; Birman et al. 2002). Besides, refugee children also showed symptoms of depression and anxiety (Pumariega et al. 2005). Further, after settling down in the host country in the post migration period, new belief systems, adjustments, emergence of new family roles

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

make the children feel torn between the culture of their homeland, the culture of the new country as well as the refugee culture in general (Tobin & Friedman 1984). Under such circumstances, children may experience identity crisis because of the dual cultural membership (Phinney 1990). Erikson's psychosocial theory of development can be applied here to understand how children experience mistrust, self-doubt and inferiority complex as a result of war or political tension in the country which could further exacerbate their psychosocial crisis that usually occurs during normal development (Eisenbruch 1988). They also get stigmatized as a result of their original race and ethnicity in the new place. In addition to that, negative peer influence and media influence may engage them in substance abuse and violence (Szapocznik et al. 1990).

From the existing literature on refugees, it can be noted that efforts have been made to meet the refugee's physical needs and requirements but their mental health issues are not addressed adequately especially in developing countries. As reflected in the findings from the above mentioned researches, mental health problems among refugee adolescents have been mostly the fall out of the process of socio-cognitive reconstruction that they have to go through post-migration. Thus; taking this viewpoint, the present study aims to understand the effectiveness of LST on psychological functioning of the refugees in terms of building the needed competencies and enhancing mental health among them.

### **Tibetan Refugee adolescents**

As a result of Chinese occupation of Tibet in 1959, many Tibetans started to leave their homeland in order to escape religious and political repression and began living in exile in India and Nepal following their leader His Holiness the Dalai Lama. Every year, an average of 2000 to 2500 Tibetans put their life at stake enduring dangerous journey by crossing the Himalaya into Nepal and India (Mills et al. 2005; Sachs et al. 2008).

According to United Nation High Commissioner for Refugees [UNHCR], (2000), Tibetan refugees comprise 70% of the world's refugees who are displaced within the developing world. More than 44% of them are adolescents and young adults (age 14 – 25 yrs). Some of the main reasons for these children to leave their homeland are to seek the blessing of His Holiness the Dalai Lama, secure modern education in exile and to keep Tibetan culture and language alive outside Tibet which is on the verge of extinction in their own homeland. Many refugees suffered serious psychological trauma and physical injuries as a result of perilous journey. Many of them experience frostbite, hypothermia, photophobia, snow blindness and also face prosecution and succumb to death at the hand of Chinese border patrols (Dolma et al. 2006 & Mills et al. 2005). Ninety percent of Tibetan refugee children and adolescents are unaccompanied by parents (Bernstorff & Welck 2004). Several studies have demonstrated that unaccompanied refugee children during the migration, are at a greater risk of developing psychosocial problems (Derluyn et al. 2009; Huemer et al. 2009). Thus; high prevalence of PTSD, depression and anxiety were found among these adolescents (Mills et al. 2005; Terheggen et al. 2001; Evans et al. 2008).

Although behavioral and mental health problems of refugees have been extensively studied, there have been very few studies using intervention strategies to help them cope with the problems. To bridge this gap, the present study was carried out to

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

investigate the effectiveness of LST in combating stress among Tibetan refugee adolescents.

### Effect of LST on stress among Tibetan refugee adolescents

As adolescence is a period of dramatic transition, adolescents encounter various challenges in this phase of life. Stress from different sources interacts and complicates their adaptive behavior. School stress is one of the major sources of stress mentioned by them (Dawood 1995). School stress is particularly more challenging for immigrant and refugee adolescents who lack school support. Moreover, uninvited attitude and unfriendly ambiance in the host country can negatively affect their psychological well-being (Rousseau et al. 1996). Beside that, developmental tasks faced by adolescents incorporate the challenges and changes related to future in terms of pursuing higher education, choosing one's career, and becoming independent as an adult which will subsequently impact their later life experiences, also become a source of stress (Nurmi 2005). When future stress can be a major concern for refugee adolescents, some studies have revealed that majority of the adolescents are more satisfied with their future life and possess strong coping abilities (Seiffge-Krenke et al. 2008; Ciairani et al. 2009). However, Kauser and Kauser (1998) showed that refugee children as compared to their peer mates have higher maladjustments and conflicting attitudes towards their future, self, as well as other people.

Another significant transition of this stage is peer-centered relationship taking precedence over parent-centered relationship. During this stage, adolescents strive to gain greater autonomy and tend to question parental authority which results in parent-child conflicts such as dispute over decision making, parental pressure on children to perform well in school, choice in making friends, etc. Peers of same sex as well as of opposite sex become the source of support for social and emotional development (Furman & Buhrmester 1985, 1992). But, cohesive and supportive family is particularly important for the refugee children in providing a protective environment in a different country. Family separation during the migration may profoundly impact the children's academic performance. In this sense, support rendered by the parents, teachers, and classmates in the form of helping with school work, developing a sense of belongingness, being a role model can have positive effect on children's health, developmental and psychological well-being. Another source of stress which has remained a negligible area in the refugee studies is leisure pursuits. The role of leisure during the acculturation process for the immigrants has not attracted much attention from the researchers (Stack & Iwasaki 2009). Furthermore, a stressful life event such as migration can negatively predict psychosocial well-being of the immigrant refugees. Bearing Erikson's psychosocial stage of "identity versus confusion" during the adolescence in mind, Tibetan refugee adolescents may sense the problem of 'Who I am and "Where I belong" in a new cultural set-up.

Refugee children as compared to native born 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. 2001). On the backdrop of the researches reviewed and taking the various sources of stress into perspective, the importance of giving skill based training to Tibetan refugee adolescents was realized in order to make them more competent in facing the challenges of forced migration. Thus; it was hypothesized that

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

LST will significantly reduce the various types of stress such as school, future, home, peers, opposite sex, leisure and self stress among Tibetan refugee adolescents.

### Methods

#### Study setting

The study was conducted in Tibetan Children's Village [TCV] located in Himachal Pradesh, India. TCV school was founded on 17th May 1960 and originally served as a nursery school for Tibetan refugee children providing only the basic care for children but with the passage of time, TCV has today grown into full-fledged and integrated educational institution for destitute Tibetan children in exile, as well as for hundreds of those escaping from Tibet every year. It has established branches in India extending from Ladakh in the North to Bylakuppe in South, with over 16,726 children under its care (Pema 2004). The data collection and intervention together spanned from 12<sup>th</sup> October, 2007 to November, 2008. As the adolescents were contacted and trained in the school premises only, the vacation periods and other holidays interrupted and extended the duration of conduction of the research. However, the intervention was administered continuously without any break in between.

#### Sample

A total of 600 Tibetan adolescents (303 males and 297 female), aged between 13 to 19 years old, studying in class 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>. Ninety nine percent of the students were staying in hostel. 70% of them were from Tibet while 30% of them were born in exile in India, Nepal and Bhutan. 38% of the students have reported not meeting their families for 3 years while 32.83% haven't met their family members for 2 years and the rest 29% of them had family contact in one year and less than a year.

#### Measures

The questionnaire used is as follows:

1. Problem Questionnaire P, Q English version by Dr. Seiffge-Krenke (1995). It is a standardized tool to measure levels of stress. The scale is comprised of 60 items in 7 stress domains such as school, future, home, peer, leisure, opposite sex and self which are responded on 5 categories viz highly stressful, very stressful, moderately stressful, minimally stressful and not stressful. To build up scales mean value should be computed, higher the mean value (min: 1, max: 5), higher will be the stress perception in this problem domain. This stress questionnaire developed by Seiffge-Krenke is a highly standardized test which has been extensively used across cultures. Though it has not been contextualized on Tibetan adolescents but the questionnaire was found to have high reliability (Cronbach alpha = .83) and validity (ranged from .18 to .45) when administered on 600 Tibetan refugee adolescents in the present study.



## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

### **Intervention assessment of life skills training module**

The Module used for the present study was developed by Murthy, V. G. C. (2005) and has been adapted from WHO recommendation of life skills. The module has been contextualized into Indian social context and validated on Indian sample. This life skill module was further contextualized on Tibetan refugee adolescents by making the theme and background of the role play and brain storming as realistic and relevant as possible to the refugee experience. For eg, names of the characters, places were changed to suit the scenario of Tibetan refugee adolescents. Though Tibetan culture is not the exact replica of Indian culture but Tibet shares strong cultural and historical ties with India which is clearly manifested in their religion, script, philosophy etc

Among the 10 core skills, some skills are measured on rating scales such as decision making, problem solving, effective communication, and interpersonal relationship, empathy, coping with emotions and coping with stress whereas some skills like creative thinking, critical thinking and self-awareness were measured on the basis of their content analysis as per its established protocol. Each corresponding tool was administered to the students after the intervention session on the particular skill to assess the effect of life skills training among the Tibetan refugee adolescents. Students who failed to reach the standardized benchmark on each skill after one training session, were administered with additional sessions to help them achieve the requisite level of skill.

### **Procedure**

First of all, the school administration was contacted before the commencement of the study. The school administrator was briefed about the research objectives and consent obtained was based on the understanding that the researchers will take full responsibility, no harm will be caused to the participants and data obtained from them will be strictly used for the research purpose only. Research was conducted in 3 phases and following procedures were taken in each phase.

#### *Phase 1:*

- Before proceeding with the administration of the stress questionnaire, ice-breaking in the form of brief activities like humorous games, jokes, puzzle etc were done for about 10 minutes to build rapport with the participants. A total of 600 students were administered tests on stress. Using a median split an initial sample of 600 students was divided into two groups: one group which had high stress and which fell above the median ( $n = 300$ ) and the other group which fell below the median comprised of students who had low stress ( $n = 300$ ). Those who fell above the median were further randomly assigned to experimental ( $n = 150$ ) and control group ( $n = 150$ ).

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

### *Phase 2: (Intervention)*

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

### *Phase 3:*

- After 2 weeks from the completion of life skills training, students in both control and experimental groups were readministered the problem questionnaire to measure stress given as the base line to measure the effectiveness of LST. Two week periods had to be taken because of the time constraints as school was closing for winter vacation.

## **Results**

In order to test the suggested hypotheses, the data was subjected to ANCOVA and multiple regression analysis. ANCOVA was conducted to examine the effect of LST on the dependent variables. Life skill was the independent variable and stress was the dependent variable and hierarchical regression analysis was performed to examine the predictive relationship between components of life skills and stress related to school, future, home, peers, leisure, opposite sex and self among Tibetan adolescents. Scales used for the assessment of life skills differed in the nature of their scoring pattern. Some life skills had used rating scale whereas; in others, responses were coded according to the established protocols. Thus, depending upon the pattern of rating, life skills were divided into 2 groups.

1. Life skill group one which had rating scale included decision making, problem solving, effective communication, interpersonal relationship skill, empathy, coping with emotions and coping with stress.\*\*
2. Life skill group two which was without rating scale comprised of creative thinking, critical thinking and self-awareness.\*

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

Following are how the three skills without rating scales were coded.

### 1. *Creative thinking scale:*

This scale has four components each assessing the level of flexibility, fluency, and originality and elaboration. There are 3 sections.

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

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

Section C: A subject is given four kinds problematic situations for eg. "There is a fire in your neighbour's house. So for each particular situation; one should come up with as many solutions as possible. Sum total of the number of solution given for the specific situation constitute the score for elaboration. For assessing the originality score, one has to combine all the responses of section 1 and 2 of all the respondents. Tally all the responses of the group and those responses which are answered by 5% of the group indicate the originality score.

### 2. *Critical thinking:*

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

### 3. *Self-awareness:*

A respondent has to write as many strengths and weaknesses in 6 different situations like family, school, friends, relatives, elders and when confronted with problems. Same inventory is readministered in post intervention period. Differences in total score of strengths and weaknesses in pre and post test reflect magnitude of intervention effect on the subject.

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

Life skill components were the predictor variables and stress was the criterion variables. The results are reported as follow:

-----  
Insert table 1  
-----

### Effect of LST on seven domains of stress

#### *School stress*

In order to test the effect of LST, data was subjected to ANCOVA where the effect of group membership and intervention was studied by comparing pre-post intervention scores after adjusting the initial systematic differences. In the pre-adjustment tests, homogeneity of regression assumption has been successful as no significant interaction effect was found ( $F = .52, p > .05$ ). However, significant main effect of LST was observed in both before and after adjustment comparison of scores on school stress. Main effect of group was not significantly related to school stress ( $F = .01, p > .05$ ) in the preadjustment. In the post adjustment, it was found that both group and LST had significant effect on school stress ( $F = 9.00, p < .01$  and  $F = 36.51, p < .01$  respectively). School stress for experimental group was significantly lower ( $M = 20.84, SD = 4.92$ ) as compared to control group ( $M = 22.64, SD = 5.34$ ) in the post intervention scores due to life skills intervention.

-----  
Insert table 2  
-----

To identify the life skills which significantly contributed to post intervention scores on school stress, regression analysis was used. Life skills like decision making, problem solving, empathy, interpersonal relationship and coping with emotions explained 12.5% variance in the area of school stress and it was found significant at .01 level. Life skills group one\*\* variables such as effective communication and empathy were negatively related to school stress with Beta value of  $-.207$  and  $-.163$  respectively which were found significant at .005 level. School stress was accounted by all components of creative thinking i.e. flexibility ( $F = 7.19$ ), fluency ( $F = 6.88$ ), originality ( $F = 7.32$ ) and elaboration ( $F = 3.94$ ) with variance of 4.6%, 4.4%, 4.7% and 2.6% being explained respectively which were all found significant at .05 level. All the four component of creativity such as flexibility ( $\beta = -.215, p < .05$ ), fluency ( $\beta = -.211, p < .05$ ) originality ( $\beta = -.217, p < .05$ ) and elaboration ( $\beta = -.161, p < .05$ ) showed negative correlation with school stress. Critical thinking has emerged as a significant predictor of school stress ( $\beta = -.230, p < .05$ ) with F value of 8.27 and explained 5.3% variance in school stress which was found significant at .05 level.

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

On the whole, Life skills such as effective communication, empathy, creativity and critical thinking were contributors to the school stress and they have significantly reduced school stress.

### *Future stress*

There was no significant interaction observed between group and LST ( $F = 1.07$ ,  $p > .05$ ) in the pre adjustment which showed that homogeneity of variance has been assumed. Group ( $F = .54$ ,  $p > .05$ ) has no significant effect on the future stress however LST ( $F = 56.31$ ,  $p < .01$ ) showed a significant effect on future stress. After the adjustment, LST has significant effect on future stress ( $F = 58.15$ ,  $p < .01$ ) whereas group showed no significant effect ( $F = 1.96$ ,  $p > .05$ ). Experimental group ( $M = 18.54$ ,  $SD = 4.86$ ) has comparatively secured lower means than control group ( $M = 19.28$ ,  $SD = 5.14$ ) in the post test score which implied that life skill intervention has significantly reduced future stress for experimental group. Life skill group\*\* one was able to account for 8.4% of variance ( $F = 2.19$ ,  $p < .05$ ) in future stress. Effective communication negatively predicted future stress with Beta value of  $-.203$ ,  $p < .05$ . Thus; only effective communication has emerged as significant predictor of future stress.

### *Home stress*

In the preadjustment, interaction between group and LST was statistically not significant ( $F = 0.42$ ,  $p > .05$ ) hence a random sampling has been successful. LST was significantly related to home stress ( $F = 37.24$ ,  $p < .01$ ) but group has no significant effect on home stress ( $F = .02$ ,  $p > .05$ ). In the post adjustment test, LST significantly affected home stress ( $F = 37.61$ ,  $p < .01$ ). Nevertheless, main effect of group was found non-significant ( $F = 3.51$ ,  $p > .05$ ). LST has significantly reduced home stress in experimental group as they have scored lower mean of 18.70 ( $SD = 5.79$ ) as compared to control group with mean of 20.02 ( $SD = 6.29$ ).

### *Peer stress*

Difference in mean in the area of peer stress as a result of both group and LST was non significant ( $F = .14$ ,  $p > .05$ ) which showed that sample has been randomly assigned to experimental and control group. Main effect of group on peer stress has no significant effect ( $F = .86$ ,  $p > .05$ ) whereas LST was observed significant ( $F = 75.41$ ,  $p < .01$ ) on peer stress. After adjustment, F ratio for both group ( $F = 5.39$ ,  $p < .05$ ) and LST was significantly related to peer stress ( $F = 75.86$ ,  $p < .01$ ). LST has decreased peer stress in experimental group as they have scored lower mean ( $M = 21.32$ ,  $SD = 6.44$ ) than control group ( $M = 23.22$ ,  $SD = 6.47$ ) in the post intervention test.

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

### *Leisure stress*

Comparison of mean differences in leisure stress as a result of interaction effect of group and LST was non significant ( $F = .06, p > .05$ ) which showed that sample has been randomly assigned to experimental and control group. Main effect of group on leisure stress was observed non significant ( $F = .31, p > .05$ ) whereas LST has significant effect on leisure stress ( $F = 50.80, p < .01$ ). After adjustment, F ratios for both group and LST was significant ( $F = 13.60, p < .01$ ;  $F = 51.26, p < .01$  respectively). In the posttest period, experimental group has scored lower mean ( $M = 18.49, SD = 5.34$ ) than control group ( $M = 20.55, SD = 5.04$ ) which means that reduction in leisure stress could be attributed to the implementation of LST. Critical thinking explained variance of 4.7% in leisure stress and it significantly predicted leisure stress with beta value of  $-.216$  which was observed negatively significant at .05 level. Empathy was significant predictor of leisure time stress ( $\beta = -.166, p < .05$ ). In total, critical thinking and empathy were significant predictors of leisure stress.

### *Opposite sex*

There was a significant difference in opposite sex stress as a function of LST ( $F = 133.62, p < .01$ ) but no differences due to group ( $F = .55, p > .05$ ) or the interaction between LST and group ( $F = .51, p > .05$ ) was presented which implied that systematic randomization of the group has been successfully performed. Even after adjusting for scores in the pretest, LST ( $F = 136.25, p < .01$ ) showed a significant effect on opposite sex stress whereas main effect of group showed no significant effect ( $F = .05, p > .05$ ). LST has successfully reduced the level of opposite sex stress in experimental group ( $M = 15.08, SD = 5.66$ ) in the post test as control group has higher mean score ( $M = 15.22, SD = 6.23$ ).

### *Self stress*

On the dimension of self stress, interaction effect between group and LST was non significant ( $F = .02, p > .05$ ) as homogeneity of variance has been assumed. Main effect of group on dependent variable was not significant ( $F = .79, p > .05$ ) whereas LST showed significant effect ( $F = 77.19, p < .01$ ). After the adjustment, F ratios for both group and LST was found to have significant effect on self stress ( $F = 14.79, p < .01$ ;  $F = 77.48, p < .01$  respectively). Self stress for experimental group ( $M = 32.66, SD = 9.28$ ) has been relatively reduced as compared to control group ( $M = 36.65, SD = 8.70$ ) in the post test which could be attributed to the effect of LST. Decision making was a significant predictor ( $\beta = -.204, p < .05$ ) of self stress and it was negatively related to self stress which means high score in decision making was associated with low score in self stress. Critical thinking explained 4.6% of variance in self stress with F value of 7.12 and it was negatively related to self stress with Beta value of  $-.214$  which was found significant at .05 level.

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



## Discussion

The result of the 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 skills, 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, future, leisure and self stress whereas; no significant effect of LST was found on home, peers and opposite sex stress.

### *Effect of LST on stress*

*School stress:* Result showed that LST has positive impact on school stress 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 have significantly lowered school stress. Tibetan refugee adolescents were trained on creativity and critical thinking skills where in they were encouraged to think logically and apply their analytic and synthetic thinking. Creative component such as flexibility, fluency, originality and elaboration have been inculcated among them through series of brain storming 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 it is in line with earlier study by Nicole (1993) where a negative relationship between creativity and stress levels in female music hobbyists were found indicating that 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 on the job because they have poor communication skill (Cangelosi and Peterson 1998). Effective communication skill has encouraged Tibetan adolescents in expressing their views and to become assertive which might have helped them in articulating 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 primary level. This will not only develop a student's self confidence but also enhance his or her self-concept.

As shown in the result, empathy also has negative correlation with the school stress among the present sample implying that empathetic individuals are less likely to have school stress which is quite understandable as empathy involves social and emotional skills, resulting in improved student-teacher relation and fewer behavioral problems in the classroom. Empathetic students discuss and share their learning materials without ego problems and gain better academic achievement. This result is in congruent with previous study by Mayer and Geher (1996) who have found that empathy is positively related with

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

SAT scores. Students who accessed the Internet and used 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 antisocial behavior both during childhood and later in adulthood (Eisenberg and Mussen 1989).

Taking these points into consideration, school must equip students with intellectual and practical tools 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 decision, competent in self-management skill (Zins et al. 2006).

*Future stress:* As transition from adolescents to adulthood brings so many uncertainties and future stress is the one of the biggest challenges. Children who are the victim of forced migration might have bleak future in absence of parental guidance and loss of home. Future stress such as uncertainty about getting admission in good colleges, lack of goals in one's life, fear of unemployment, destruction of environment etc have been frequently cited as sources of stress pertaining to future among Tibetan refugee adolescents. In the present study, LST like effective communication has successfully reduced future stress among Tibetan adolescents. Apparently, communicating about problems with others have been found be effective in reducing stress. Experimental group has been encouraged to express their view points and to be assertive about one's thought 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 in dispelling their doubts regarding their future apprehension or at least give them a feeling that they are not alone experiencing future stress.

*Home stress:* Adolescents do not grow in isolation and family is important to the development of self-esteem, security, identity among them. According Bronfenner's theory of ecological system (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 behavior etc. It was shown that migrant adolescents who stayed with their nuclear family were relatively less likely to develop psychiatric disorder than those who lived alone or remained with a foster family (Kinzie et al 1989). In the present situation, many of Tibetan refugees adolescents do not live with their parents as not all parents can successfully cross the border. However, those parents who have made it into exile in India are themselves so much internally displaced and are engrossed in making the livelihood that they cannot actively involve in children's education. In the process, parent-child relationships get hampered. Adolescents in this study viewed that parents do not have adequate time for them, there are clashes of ideas, lack of mutual understanding which ultimately snow balled into home stress. Parental support is specifically important for refugee children's health and well-being that are in adverse situations during pre and post migration period.

Though individual contributions of life skills have not been demonstrated but life skills as overall skills have impacted Tibetan refugee children in reducing home stress. During the entire course of LST, experimental group was role played and brainstormed on various themes like learning to take decision, analyzing their relationship with parents,

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

widening the avenue of positive dialogue, enhancing tolerance, coping with emotions and stress. All the efforts to train them on such social skill might have eventually resulted in lower home stress in the post test scores.

*Peer stress:* In the absence of family support, peer becomes 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 their peer mates and this process enrich one's perception about emotional and behavioral aspect of oneself. 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 skill to make friends. Tibetan refugee adolescents seemed to lack the skill to make friendship and maintain friendship because they find their peers stubborn and intolerant perceive their friendship as superficial etc. So in this regard, life skills might have reduced peer stress among the participants. In order to make friends, children were trained on psychosocial attributes like tolerance, lack of prejudice and stereotype and empathy which were the key ingredients to build interpersonal relationship. This session was followed by effective communication skill 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 other's needs. Moreover, the medium to give life skill training through role playing might have made the shy children to shed off their inhibitions in approaching others for friendships.

Thus; a classroom-based intervention such as LST has 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 in knowledge of appropriate social strategies after training and that improvement in social knowledge was correlated with increase in social skills use in classroom interaction with peers. Nevertheless, Bierman and Furman (1984) have demonstrated that a social skill alone is not effective to ward off peer rejection. A combination of social skills such as conversational skills and an intervention that entails pairing peer-rejected adolescents with popular peer in pursuit of a common goal would be more effective.

*Leisure stress:* With so much of interpersonal conflicts taking place in refugee children's life, there might be a high tendency among refugee children to get involved in crimes, theft, substance abuse etc. So it becomes important to provide recreational facilities which can be a medium to channelize their energy in a positive manner. In a refugee situation, it is important to continue leisure activities like traditional music, dance, 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. In the present study, leisure stress has been explained by critical thinking and empathy and have negative correlation with the leisure stress. Leisure stress among the present sample relates to lack of ideas 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

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

thinking and empathy, Tibetan refugee adolescents were given training to analyze the whole situations and use logical reasoning to come to a conclusion. Engaging oneself in leisure pursuits such as logic puzzle, writing, building models also seem to promote critical thinking skill. In group leisure activities, empathetic adolescents who are more cooperative and sensitive to other's emotions are found to be more liked and accepted by their peer mates. This finding is underpinned by previous study where it was shown that school based intervention can incorporate skill such as empathy which is found to be contributing to 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 & dietzen1991). Reading books especially fiction can be encouraged in adolescents as reading fiction has been linked to improve empathy skill and it was shown that students who engage themselves in reading fiction perform better on empathy tasks. Reading could simulate reality experience and such experience and knowledge gained from reading could be later applied to the real life situation (Mar et al. 2009). Posner and Vandell (1994) found that youth participating in after-school program watched less television, had better grade, positive peer relation and emotional well-being. Baker & Witt (1996) offered an after school recreational activities including sports, art, drama, computer utilization, cooking, cultural, and math and science activities and they have found a positive impact on academic achievement and self-esteem. Thus, leisure activities not only have healing properties but also enhance community spirit among the refugee adolescents.

*Opposite sex stress:* Romantic relationship becomes increasingly significant as young move from early to late adolescents. Healthy romantic relationship generates open communication, high level of trust, self esteem etc (Barber and Eccles 2003) and unhealthy romantic relationship leads to verbal and physical abuse and children engaging in sexual activities face a long term consequences like getting infected with STD and risk of premature pregnancy. Since most of the refugee children either live in foster care or with single parent, close parental supervision is not possible. Neither the parents nor the teachers talk of sex education which is rather treated as taboo. Inability to educate adolescents on such issues might cause irreversible damage to their psychosocial and physical well-being. Thus, life skills intervention was applied to reduce opposite sex stress and it was shown that individual effect of life skills haven't been demonstrated but overall effect of life skills have successfully reduced opposite sex among Tibetan refugee adolescents.

Life such as decision making and effective communication might have reduced opposite sex stress among the present sample. In decision making skill, adolescents were essentially trained to think about the consequence of their own behavior. Another important life skills are effective communication and interpersonal relationship where children were trained on assertive skill and maintain healthy distance which could help them resist pressures like unintended pregnancy and other sexual exploitation. 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, and a result showed an increased in communication skills with romantic partner (Students affairs information and research office [SAIRO], 2009). Thus, community and school based programmes such as life

## CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

skills become essential to recognize the characteristics of healthy relationship 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 behavioral 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 unrealistic goals, trying to achieve perfection, and comparing oneself with other's achievements and attributes. Basically, adolescents who seemingly have poor self concept show a higher degree of self stress. Since 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 a better perspective of the consequence of one's choices and action on themselves as well as the significant others (Gregory & Clemen 2010). In the present study, decision making was found to be a significant contributor to the self stress among Tibetan refugee adolescents. To inculcate decision making skill, students were trained on 3 subskills such as knowledge of the situation, anticipation of the consequences and divergent thinking through role playing and brain storming sessions. The training might have reduced self stress in the post test score. In the training for good decision making, students were specifically made to evaluate pros and cons of the situation given and then to reach the logical conclusion.

A similar study by Mann et al (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 task successfully and it also determines one's decision to engage in a task (Mau and Bikos 2000).

## Conclusions

On the basis of the above discussed findings, the researcher concluded that:  
Cognitive life skills such as creative and critical thinking have significantly contributed in reducing stress related to school, leisure, self among Tibetan adolescents.  
Social skills like effective communication and empathy are better predictors of school stress, future stress and leisure stress among Tibetan refugee adolescents.  
Decision making accounted only for 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.

CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

### **Implication**

Life skills play an important role in improving not only 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 has been well documented in afore mentioned studies. Thus; life skills should be integrated into regular school curriculum and given on daily basis by a life skills trainer 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 contributor to the host society in particular and the world in general

Ps: The authors have been writing this paper since 7<sup>th</sup> July, 2010 and finished writing on 31<sup>st</sup> January, 2011.



## References

- AJDUKOVIC, M. and AJDUKOVIC, D. (1993) 'Psychological Well being of Refugee Children'. *Child Abuse and Neglect* 17: 843-854.
- ALLWOOD, M. A., BELL - DOLAN, D. and HUSAIN, S. A. (2002) 'Children's Trauma and Adjustment Reactions to Violent and Non-Violent War Experiences'. *Journal of the American Academy of Child and Adolescent Psychiatry* 41: 450-457.
- BAKER, D. and WITT, P. A. (1996) 'Evaluation of the Impact of Two After-School Recreation Programs'. *Journal of Park and Recreation Administration* 14 (3): 23-44.
- BANDURA, A. (1977) *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- BARBER, B. & ECCLES, J. (2003), The Joy of Romance: Healthy Adolescent Relationships as an Educational Agenda, in: P. Florsheim (ed.) *Adolescent Romantic Relations and Sexual Behavior: Theory, Research, Practical Implications*. Mahwah, NJ: Lawrence Erlbaum Associates.
- BERNSTORFF, D. and WELCK, H. V. (2004) *Exile as Challenge: The Tibetan Diaspora*. Orient Longman.
- BERRY, J. W. (1994), An Ecological Perspective on Cultural and Ethnic Psychology, in: Birman, D. (ed.) *Human Diversity: Perspectives on People in Context*. San Francisco, CA: Jossey-Bass Inc., Publishers, pp. 115-141.
- BIERMAN, K. K. and FURMAN, W. (1984) 'The Effects of Social Skills Training and Peer Involvement on the Social Adjustment of Preadolescents'. *Child Development* 55: pp.151-162.
- BIRMAN, D., TRICKETT, E. J. and VINOKUROV, A. (2002) 'Acculturation and Adaptation of Soviet Jewish Adolescents: Predictors of Adjustment across Life Domains'. *American Journal of Community Psychology* 30: 585-607.
- BOTVIN, G. J. (1998) 'Preventing Adolescent Drug Abuse Through Life Skills Training: Theory, Methods, and Effectiveness'. In J. Crane (Editor), *Social Programs That Work*. New York, NY: Russell Sage Foundation, pp. 225-257.
- BOTVIN, J. G., GRIFFIN, W. K. and NICHOLS, D. T. (2006) 'Preventing Youth Violence and Delinquency through a Universal School Based Prevention Approach'. *Journal of Prevention Science* 7: 403-408.
- BRONFENBRENNER, U. (1979) *The Ecology of Human Development*. Cambridge, MA: Harvard University Press.
- BUCZKIEWICZ, M. and CARNEGIE, R. (2001) 'The Uganda Life skills Initiative'. *Journal of Health education* 101:15-22.
- CADWELL, L. L. (2005b), Recreation and Youth Development, in: Witt, P.A. & Caldwell L.L (eds.) *Recreation and youth development*. State College, PA: Venture Publishing, pp 169-192.
- CALFAS, K. J. and TAYLOR, W. C. (1994) 'Effects of Physical activity on Psychological Variables in Adolescents'. *Pediatric Exercise Science* 6: 406-423.
- CANGELOSI, B. R. and PETERSON, M. L. (1998). *Peer teaching assertive communication strategies for the workplace*. (Clearinghouse No. CE078025) Montgomery, AL: Auburn University at Montgomery, School of Education. Retrieved from ERIC Database (ED427166).

CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

- CIAIRANO, S., MENNA, P., MOLINAR, R. and SESTITO, L. A. (2009) 'The Relationships between Perceived Stress for the Future and Coping Strategies in Times of Social Uncertainty: A Study of Italian Adolescents'. *Journal of Psychology and Counselling* 1(1): 005-018.
- COLE, E. (1998) 'Immigrant and Refugee Children: Challenges and Opportunities for Education and Mental Health Services'. *Canadian Journal of School Psychology* 14(1): 36-50.
- DAWOOD, N. (1995) 'Stressors Encountered by Junior High School Students and Their Relation to Grade Point Average, Sex and Grade'. *Jordan, Deanship Academic Research* 22: 3671-3706.
- DERLUYN, I., MELS, C. and BROEKAERT, E. (2009) 'Mental Health Problems in Separated Refugee Adolescents', *Journal of Adolescent Health* 44 (3): 291-297.
- DOLMA, S., SINGH, S., LOHFELD, L., ORBONSKI, J. J. and MILLS, E. J. (2006) 'Dangerous Journey: Documenting the Experience of Tibetan Refugees'. *American Journal of Public Health* 96 (11): 2061-2062.
- DYBDAHL, R. (2001) 'Children and Mothers in War: An Outcome Study of a Psychosocial Intervention Program'. *Child Development* 72(4):1214-1230.
- EISENBERG, N. and MUSSEN, P. H. (1989). *The Roots of Prosocial Behavior in Children*. Cambridge: Cambridge University Press.
- EISENBRUCH, M. (1988) 'The Mental Health of Refugee Children and Their Cultural Development'. *International Migration Review*.
- ERIKSON, E. H. (1968) *Identity, Youth, and Crisis*. New York: Norton.
- EVANS, D., BUXTON, D. C., BORISOV, A., MANATUNGA, A. K., NGODUP, D. RAISON, C. L. (2008) 'Shattered Shangri-la: Differences in Depressive and Anxiety Symptoms in Students Born in Tibet Compared to Tibetan Students Born in Exile'. *Journal of Social Psychiatry and Psychiatric Epidemiology* 43: 429 - 436.
- FENG, G. F. (1992) *Management of Stress and Loss*. Taipei: Psychological Publishing Co., Ltd.
- FURMAN, W. and BUHRMESTER, D. (1985) 'Children's Perceptions of the Qualities of Sibling Relationships'. *Child Development* 56: 448- 461.
- FURMAN, W. and BUHRMESTER, D. (1992) 'Age and Sex Differences in Perceptions of Networks of Personal Relationships'. *Child Development* 63:103-115.
- GALLO, D. (1989) 'Educating for Empathy, Reason and Imagination'. *Journal of Creative Behavior* 23: 98-115.
- HENDREN, R., BIRELL WEISEN, J. and ORLEY, J. (1994) *Mental Health Programmes in Schools*. Geneva: W.H.O, Division of Mental Health.
- HEPTINSTALL, E., SETHNA, V. and TAYLOR, E. (2004) 'PTSD and Depression in Refugee Children Association with Pre-Migration Trauma and Post-Migration Stress'. *European Journal of Child and adolescents Psychiatry* 13: 373-380.
- HUEMER, J., KARNIK, N. S., VOELKL - KERNSTOCK, S., GRANDITSCH, E., DERIC, K., FRIEDRICH, M. H. and STEINER, H. (2009) 'Mental Health Issues in Unaccompanied Refugee Minors'. *Child and Adolescent Psychiatry and Mental Health*, 3: 13.
- HUNT, D., MORLAND, L., BAROCAS, R., HUCKANS, M. and CAAL, S. (2001) 'Understanding, Preventing and Treating Problems Behaviors among the Refugees and Immigrant Youth'. Center for Multicultural Human Studies.

- HYMAN, I., VU, N. and BEISER, M. (2000) 'Post-Migration Stresses among Southeast Asian Refugee Youth in Canada: A research Note'. *Journal of Comparative Family Studies* 31(2): 281-293.
- KAUSER, S. and KAUSER, S. (1998) 'Personality Characteristics of Refugees'. *Pakistan Journal of Psychology* 29: (1 & 2).
- KINZIE, J., SACK, W., ANGELL, R. H., CLARKE, G. and BEN, R. (1989) 'A Three Year Follow-up of Cambodian Young People Traumatized as Children'. *Journal of American Academy of Child and Adolescent Psychiatry* 25: 370 – 376.
- KINZIE, J., SACK, W., ANGELL, R. H., MANSON, S. and RATH, B. (1989) 'The psychiatric effects of massive trauma on Cambodian children, I: The children'. *Journal of American Academy of Child and Adolescent Psychiatry* 25: 370 – 376.
- KOCIJAN-HERCIGONJA, D., RIJAVEC, M. and HERCIGONJA, V. (1998) 'Mental health condition and adjustment of refugee and displaced children in a war area'. *Psychiatria Danubina* 10 (1): 23-29.
- KREMER, J. F. and DIETZEN, L. L. (1991) 'Two Approaches to Teaching Accurate Empathy to Undergraduates: Teacher-Intensive and Self-Directed'. *Journal of College Student Development* 32: 60-75.
- LANGKAFAH, F. and OTANI, A. (2004) *HIV/AIDS prevention among Thai adolescents in Northern Thailand*. International Conference on AIDS.
- LARSON, R. and KLEIBER, D. A. (1993) Free Time Activities as Factors in Adolescent Adjustment. In: Tolan, P. & Cohler, B. (eds.) *Handbook of Clinical Research and Practice with Adolescents*. New York: Wiley.
- LASHERAS, L., AZBAR, S., MERINO, B. and LOPEZ, E. G. (2001) 'Factors Associated with Physical Activity among Spanish Youth through the National Health Survey'. *Preventive medicine* 32: 455- 464.
- MACKILLOP, J., RYABCHENKO, K. A. and LISMAN, S. A. (2006) 'Life Skills Training Outcomes & Potential Mechanisms in a Community Implementation'. *Journal of Substance Use and Misuse* 41(14): 1921-1935.
- MAR, R. A., OATLEY, K. and PETERSON, J. B. (2009) 'Exploring the Link between Reading Fiction and Empathy: Ruling out the Individual Differences and Examining Outcomes'. *Journal of Communication* 34: 407-428.
- MAU, W. – C. and BIKOS, L. H. (2000) 'Educational and Vocational Aspirations of Minority and Female Students: A Longitudinal Study'. *Journal of Counseling & Development* 78: 186-194.
- MAYER, J. D. and GEHER, G. (1996) 'Emotional intelligence and the identification of emotion'. *Journal of Intelligence* 22 (2): 89-113.
- MCGUIRE, J. and MCDONNELL, J. (2008) 'Relationships between Recreation and Levels of Self-Determination for Adolescents and Young Adults with Disabilities'. *Career Development for Exceptional Individuals* 31: 154-163.
- MCKEE, N. and CLARK, C. (1996). Meena and Sara: Two Characters in Search of a Brighter Future for Girls. Available from <http://www.awn.com/mag/issue1.2/articles1.2/mckeeclark1.2.html>
- MILLS, E. J., SINGH, S., HOLTZ, T. H., CHASE, R. M., DOLMA, S., SANTA-BARBARA, J. and ORBINSKI, J. J. (2005) 'Prevalence of Mental Disorders and Torture among Tibetan Refugees: A Systematic Review'. *BioMed Central International Health and Human rights* 5: 7.

CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

- MIZE, J. and LADD, G. W. (1990) 'A Cognitive –Social Learning Approach to Social Skill Training with Low –Status Preschool Children', *Developmental psychology* 26 (3): 388 - 397.
- MODULE 7: LIFE SKILLS. (n.d.) Available from [http://www.unodc.org/pdf/youthnet/action/message/escap\\_peers\\_07.pdf](http://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf) (last accessed 16 July 2010).
- MUPEDZISI, M., MUJAJI, C. D., MANDIVENYI, E. M., TAUYA, E. S. GAMANYA, G., MYUNI, S., KAMBARAMI, R. A., NZOU, C. and NDHLOVU, C. E. (2009) *Life Skills Module*. University of Zimbabwe Chair on Education and HIV/AIDS.
- MURTHY, V.G.C. (2005) *Prologue to life skills Education Training Package, Part B, intervention*, Regional Institute of Education, Mysore.
- MURTHY, V. G. C. and RAO, G. V. A. (2005) *Life skills Education training package (part c): A trainer's manual*, Regional Institute of Education, Mysore.
- MYERS, D. G. and DIENER, E. (1995) 'Who is Happy?'. *Psychological Science* 6 (1): 12-19.
- NATIONAL AIDS CONTROL ORGANISATION (2008) *Adolescence Education Programme and Life Skills Development* Available from [http://www.nacoonline.org/upload/NACOinAction/AEP%20 %20Teachers%20Workbook.pdf](http://www.nacoonline.org/upload/NACOinAction/AEP%20%20Teachers%20Workbook.pdf) (last accessed 11 November 2009).
- NICOL, J. J. (1993) 'The Relationship between Creativity and Stress Levels in Female Musicians'. *Journal of Developmental Education* 21.
- NURMI, J. E. (2005) Thinking About and Acting upon the Future: Development of Future Orientation across the Life Span, in: Strathman, A. & Joireman, J. (eds.) *Understanding Behaviour in the Context of Time: Theory, Research and Application*. New York: Psychology Press, pp. 31– 57.
- OLMSTED, M. L. (2005). *Life Skills Course' Successful in New Mexico Teen Pregnancy Reduction*. New Mexico Association of Family and Consumer Sciences, Annual Meeting.
- OSGOOD, D. W., WILSON, J. K., O'MALLEY, P. M., BACHMAN, J. G. and JOHNSTON, L. D. (1996) 'Routine Activities and Individual Deviant Behavior'. *American Sociological Review* 61: 635- 655.
- PAIGET, J. (1927) Intellectual Evolution from Adolescence to Adulthood, *Human Development*, 15, 1-12,
- PELHAM, B. W. and SWANN, W. B., Jr. (1989) 'From Self-Conceptions to Self-Worth: The sources and structure of self-esteem'. *Journal of Personality and Social Psychology* 57: 672-680.
- PEMA, J. (2004) *Tibetan Children's Village* Available from <http://www.tcv.org.in/> (last accessed 23 September 2009).
- PHINNEY, J. S. (1990) 'Ethnic Identity in Adolescents and Adults: Review of Research'. *Psychological Bulletin* 108: 499-514.
- POSNER, J. K. and VANDELL, D. L. (1994) 'Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?'. *Child Development* 65: 440-456.
- PUMARIEGA, A. J., ROTHE, E. and PUMARIEGA, J. B. (2005). 'Mental Health of Immigrant Refugees'. *Community Mental Health Journal* 41(5): 581-597.

CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

- RAYLE, A.D. (2005) 'Adolescents Gender Differences in Mattering and Wellness'. *Journal of Adolescence* 28, 753-763.
- ROUSSEAU, C., DRAPEAU, A. and CORINS, A. (1996) 'School Performance and Emotional Problems in Refugee Children'. *American Journal of Orthopsychiatry* 66: 239 – 251.
- SACHS, E., ROSENFELD, B., LHEWA, D., RASMUSSEN, A. and KELLER, A. (2008) 'Entering Exile: Trauma Mental Health and Coping among Tibetan Refugees Arriving in Dharamsala, India'. *Journal of Traumatic Stress* 21(2): 199-208.
- SAIRO (2009) *Life skills for college women and men*. Available from <http://www.lifeed.ucla.edu/document/lifeSkillReportSummaryMay09.pdf> (last accessed 7 September 2010).
- SATAGUN, A., SØGAARD, A. J., BJERTNESS, E., SELMER, R. and HEYERDAHL, S. (2007) 'The Association between Weekly Hours of Physical Activity and Mental Health: A Three Year Follow-up Study of 15 to 16 Year Old Students in the City of Oslo, Norway'. *Journal of Biomedical Central Public Health* 7:155-164.
- SEIFFGE-KRENKE, I. (1995) *Stress, Coping and Relationships*. Hillsdale: Lawrence Erlbaum.
- SMITH, D. and DONNELLY, J. (2001) 'Adolescent Dating Violence: A Multi-Systematic Approach Enhancing Awareness in Educators, Parents and Society'. *Journal of Prevention and Intervention in the Community* 21(1): 53-64.
- SORENSEN, S. (2007) *Research, Facts and Findings of Adolescent Romantic Relationship*. Available from [www.actforyouth.net/publications.asp?type=Research%20FACTS%20and%20Findings](http://www.actforyouth.net/publications.asp?type=Research%20FACTS%20and%20Findings) (last accessed 25 March 2011).
- SPRINGER, J. E., SALE, E., HERMANN, J., SAMBRANO, S., KASIM, R. and NISTLER, M. (2004) 'Characteristics of Effective Substance Abuse Prevention Programs for high-risk youth'. *Journal of Primary Prevention* 25 (2): 171-194.
- STACK, J. A. C. and IWASAKI, Y. (2009) 'The Role of Leisure Pursuits in Adaptation Processes among Afghan Refugees Who Have Immigrated to Winnipeg, Canada'. *Journal of Leisure Studies* 28 (3): 239 – 259.
- SULLIVAN, H. S. (1953) *The Interpersonal theory of psychiatry*. New York: Norton.
- SULLIVAN, T. N., FARRELL, A. D. and KLIEWER, W. (2006) 'Peer Victimization in Early Adolescence: Association between Physical and Relational Victimization and Drug Use, Aggression, and Delinquent Behaviors among Urban Middle School Students'. *Development and Psychopathology* 18: 119-137.
- SZAPOCZNIK, J., KURTINES, W., SANTISTEBAN, D. A. and RIO, A.T. (1990) 'Interplay of Advances between Theory, Research and Application in Treatment Interventions Aimed at Behavior Problem Children and Adolescents'. *Journal of Consulting and Clinical Psychology* 58 (6): 696-703.
- TACADE (1990). *Skills for the Primary School Child: Promoting the Protection of Children*. Salford, UK.
- TARTAKOVSKY, E. (2007) 'A Longitudinal Study of Acculturative Stress and Homesickness: High School Adolescents Immigrating from Russia to Ukraine to Israel Without Parents'. *Journal of Social Psychiatry and Psychiatric Epidemiology* 42: 485-494.

CONFIDENTIAL – NOT FOR CITATION OR CIRCULATION

- TENNEN, H., HERZBERGER, S. and NELSON, H. S. (1987) 'Depressive Attributional Style: The Role of Self-Esteem'. *Journal of Personality* 55: 631–660.
- TERHEGGAN, M. A., STROEBE, S. M. and KLEBER, J. R. (2001) 'Western Conceptualization and Eastern Experience: A Cross-Cultural Study of Traumatic Stress Reactions among Tibetan Refugees in India'. *Journal of Traumatic Stress* 14: 391–403.
- TOBIN, J. J. and FRIEDMAN, J. (1984) 'Intercultural and Developmental Stresses Confronting Southeast Asian Refugee Adolescents'. *Journal of the Operational Psychiatry* 15: 39–45.
- UNICEF (2004) *Which Skills are Life skills*. Available from [http://www.unicef.org/lifeskills/index\\_which\\_skills.html](http://www.unicef.org/lifeskills/index_which_skills.html) (last accessed 12 September 2009).
- UNHCR (2000) *United Nations High Commission for Refugees data*. Available from <http://www.unhcr.ch/un&ref/numbers/table2.htm> (last accessed 1 March 2009).
- UNHCR. (2002a) *Refugees by numbers*. Available from <http://www.unhcr.ch/> (last accessed 1 March 2009).
- VYGOTSKY, L. S. (1978) *Mind in Society*. Cambridge, MA: Harvard University Press.
- W.H.O. (1993) *Life Skills Education for Children and Adolescents in Schools*, Geneva. [http://whqlibdoc.who.int/hq/1993/MNH\\_PSF\\_93.7A.pdf](http://whqlibdoc.who.int/hq/1993/MNH_PSF_93.7A.pdf) (last accessed 18 September 2009).
- W. H.O. (1996) *Life Skills: Planning for Research*. Geneva.
- W. H. O. (1999) *Partner in Life Skills Education. Conclusions from a United Nations Inter-Agency Meeting*. Geneva. [http://www.who.int/mental\\_health/media/en/30.pdf](http://www.who.int/mental_health/media/en/30.pdf) (last accessed 2 August 2009).
- WOODS, J. S. (2001) An Investigation of the Relationship among Emotional Intelligence Levels, Holland's Academic Environments, and Community College Student's Internet Use. *Dissertation Abstracts International*, 62 (05A), 1813.
- WOOLFOLK, A. (2001) *Educational Psychology*, 8<sup>th</sup> Edition, Needham Heights, M A: Allyn and Bacon.
- ZABIN, L. S., HIRSCH, M. B., SMITH, E. A., STREETT, R. and HARDY, J. B. (1996) Evaluation of Pregnancy Prevention Programme for Urban Teenagers'. *Family Planning Perspectives* 18: 119–126.
- ZINS, J. E., BLOODWORTH, M. R., WEISSBERG, R. P. and WALBERG, H. J. (2006) *The Foundation of Emotional learning*. Available from <http://www.casel.org/downloads/T3053c01.pdf> (last accessed on 8 February 2009).
- ZINS, J. E., WEISSBERG, R. P., WANG, M. C. and WALBERG, H. J. (2004) *Building Academic Success on Social and Emotional Learning*. New York: Teachers College Press.