RESULTS

The aim of present investigation was to study Adolescent Resilience in relation to Emotional Intelligence, Negative Life Events, Coping Styles, Parental Bonding Dimensions, Eysenckian Personality Dimensions and Interpersonal Reactivity. Both male and female adolescents were assessed and compared on the measures of Resilience, Emotional Intelligence, Negative Life Events, Coping Styles, Parental Bonding Dimensions, Eysenckian Personality dimensions and Interpersonal Reactivity.

To measure Resilience, The Resilience Scale (Wagnild and Young, 1993) was used which measures total resilience and two sub scales of resilience viz. Personal Competence and Acceptance of Self and Life.

For measuring the Trait Emotional Intelligence, Trait Emotional intelligence Questionnaire adolescent form (Trait El Que AAF) developed by Petrides (2001) was used. This scale yields 15 facets, 4 factors and Global Trait Emotional Intelligence score.

Negative Life Events were assessed using Negative Life Events Inventory developed by Wills et al. (2001). It provides mean scores for the Negative Family Events and Negative Individual Events.

Coping Styles were assessed using The Proactive Coping Inventory developed by Greenglass (1999). The instrument assesses different dimensions of proactive approach to coping viz. Proactive Coping Scale, Reflective Coping Scale, Strategic Planning, Preventive Coping, Instrumental Support Seeking, Emotional Support Seeking and Avoidance Coping.

Parental Bonding was measured using Parental Bonding Instrument constructed by Parker, Tupling and Brown (1979). The instrument assesses two major dimensions of parental bonding viz. Perceived Parental Care and Perceived Parental Overprotection. Both the maternal as well as paternal bonding dimensions were assessed separately.
Eysenckian Personality Dimensions of Extraversion, Neuroticism, Psychoticism and Social desirability were measured by using the Eysenck Personality Questionnaire –Revised developed by Eysenck, Eysenck and Barrett (1985).

Interpersonal Reactivity Index (Davis, 1980) was used to assess empathy. The interpersonal reactivity index considers empathy as a cluster of multiple sets rather than a single, unipolar construct. The scale measures both the cognitive as well the affective component of empathy. It yields four factors of empathy viz. Perspective Taking, Fantasy Scale, Empathic Concern and Personal Distress.

The total sample comprised of 300 adolescents, in age range of 15-17 years. 150 boys and 150 girls were there in the total sample. The adolescents were the students enrolled in schools in Chandigarh in 10+1 and 10+2 standards.

The obtained raw scores were analyzed using appropriate statistical techniques viz. Descriptive Statistics, t- test, Intercorrelations and Regression Analysis.

DESCRIPTIVE STATISTICS

Means and standard Deviations on all the selected variables were calculated for the three groups: Total adolescent Sample, (Table 1.1) Male adolescent sample (Table 1.2) and Female adolescent sample (Table 1.3).

t- ratios

t- ratios were calculated to find out the significance of gender differences on Resilience and its correlates viz. Emotional Intelligence, Interpersonal Reactivity, Negative Life Events, Coping Styles, Parental Bonding and Eysenckian Personality dimensions. Table 2.1 shows means, standard deviations and t-ratios comparing male and female adolescents on Resilience and its correlates.
The comparison of male and female adolescents revealed no significant differences on Resilience (total) as well as on the subscales of resilience viz Personal Competence and Acceptance of Self and Life.

The comparison of male and female adolescents on Emotional Intelligence revealed the following t-ratios to be significant. Male adolescents scored higher than female adolescents on Emotion Regulation (t=2.66, p<0.01), Impulsiveness (low) (t=2.21, p<0.05), Stress Management (t= 2.17, p<0.05), Emotion Management (t= 2.30, p<0.05), Assertiveness (t= 0.85, p<0.05), Self control (t= 3.30, p<0.01) and Sociability (t= 2.45, p <0.05). (Table 2.1)

No significant gender differences emerged on the dimensions of Self Esteem, Emotional Expression, Self motivation, Happiness, Empathy, Social Awareness, Emotional perception, Optimism, Relationships, Well Being, Adaptability, Emotionality and Global Trait Emotional Intelligence.

Significant gender differences emerged on measures of Interpersonal Reactivity. The perusal of Table 2.1 depicts that females scored higher than males on Fantasy Scale (t=3.41, p<0.01), Empathic Concern (t=3.82, p<0.01), Perspective Taking (t=3.76, p<0.01) and Personal Distress (t=3.93, p<0.01)

Table 2.1 also depicts gender differences on Negative Family Events where females scored higher than males on Negative Family Events. (t= 2.29, p<0.05). However, there were no significant gender differences on the Negative Individual Events.

When male and female adolescents were compared on Coping Styles, the following significant differences emerged: Females scored higher than males on Instrumental Support Seeking (t=3.37, p<0.01), and Emotional Support Seeking, (t= 2.57, p<0.01). No significant gender differences emerged on Proactive Coping, Reflective Coping, Strategic Planning, Preventive Coping and Avoidance Coping.
No significant gender differences emerged on Perceived Maternal Care, Perceived Maternal Overprotection, Perceived Paternal Care and Perceived Paternal Overprotection.

The perusal of Table 2.1 also highlights the significant differences among male and female adolescents on Eysenckian Personality Dimensions. Male adolescents scored significantly higher than female adolescents on Psychoticism ($t=3.80, p<0.01$). Female adolescents scored significantly higher than male adolescents on Neuroticism ($t=3.80, p<0.01$) and Extraversion. ($t=2.58, p<0.05$). However, there were no significant differences on the Social Desirability in male and female adolescents.

**INTERCORRELATIONAL ANALYSIS**

Intercorrelational Analysis was done to understand the relationship among Adolescent Resilience, Emotional Intelligence, Negative Life Events, Coping Styles, Parental Bonding, Eysenckian Personality Dimensions and Interpersonal Reactivity. Intercorrelation analysis was run for the total adolescent sample, (Table 3.1) male adolescent sample (Table 3.2) and female adolescent sample. (Table 3.3)

**Resilience (total) and its correlates**

Resilience (total) showed statistically significant and positive correlation with Self Esteem in total adolescent sample ($r=0.35$), male adolescent sample ($r=0.39$) and female adolescent sample ($r=0.31$). There was significant positive correlation between Resilience (total) and Emotion Expression for total adolescent sample ($r=0.15$) and male adolescent sample ($r=0.16$). Resilience (total) showed significant positive correlation with Self Motivation for total adolescent sample ($r=0.32$), male adolescent sample ($r=0.35$) and female adolescent sample ($r=0.30$). There was significant positive correlation between Resilience (total) and Emotion Regulation for total adolescent sample ($r=0.26$), male adolescent sample ($r=0.18$) and female adolescent sample ($r=0.32$). Resilience (total) showed significant positive correlation with Happiness for total adolescent sample ($r=0.29$), male adolescent sample ($r=0.29$) and female adolescent sample ($r=0.30$). There
was significant positive correlation between Resilience (total) and Empathy for total adolescent sample \((r= 0.32)\), male adolescent sample \((r= 0.38)\) and female adolescent sample \((r= 0.29)\). Resilience (total) showed significant positive correlation with Social Awareness in total adolescent sample \((r= 0.45)\), male adolescent sample \((r= 0.44)\) and female adolescent sample \((r= 0.45)\). There was statistically significant positive correlation of Resilience (total) with Impulsiveness (low) for total adolescent sample. \((r=0.12)\). Resilience (total) showed significant positive correlation with Emotion Perception for total adolescent sample \((r= 0.32)\), male adolescent sample \((r= 0.27)\) and female adolescent sample \((r= 0.37)\). There was significant positive correlation between Resilience (total) and Stress Management for total adolescent sample \((r= 0.25)\), male adolescent sample \((r= 0.23)\) and female adolescent sample \((r= 0.26)\). Resilience (total) also correlated positively and significantly with Emotion Management for total adolescent sample \((r= 0.37)\), male adolescent sample \((r= 0.43)\) and female adolescent sample \((r= 0.31)\). Optimism also emerged as one of the positive significant correlates of Resilience (total) for total adolescent sample \((r= 0.24)\) male adolescent sample \((r= 0.26)\) and female adolescent sample \((r= 0.23)\). There was significant positive correlation between Resilience (total) and Relationship for total adolescent sample \((r= 0.12)\). Resilience (total) correlated positively with Adaptability for total adolescent sample \((r= 0.23)\), male adolescent sample\((r= 0.25)\) and female adolescent sample \((r= 0.21)\). Significant positive correlation emerged between Resilience (total) and Assertiveness for the total adolescent sample \((r= 0.34)\), male adolescent sample \((r= 0.32)\) and female adolescent sample \((r= 0.36)\). Resilience (total) correlated positively with Well Being for total adolescent sample \((r= 0.35)\) male adolescent sample \((r= 0.38)\) and female adolescent sample \((r= 0.33)\). There was significant positive correlation between Resilience (total) and Self Control for total adolescent sample \((r= 0.26)\), male adolescent sample \((r= 0.23)\) and female adolescent sample \((r= 0.29)\). Resilience (total) correlated positively and significantly with Emotionality for total adolescent sample \((r= 0.32)\), male adolescent sample \((r= 0.34)\) and female adolescent sample \((r= 0.31)\). Resilience (total) correlated positively and significantly with Sociability for total adolescent sample \((r= 0.46)\), male adolescent sample \((r= 0.44)\) and female adolescent sample \((r= 0.45)\).
(r= 0.49) and female adolescent sample (r= 0.44). Significant positive correlation emerged between Resilience (total) and Global Trait Emotional Intelligence for total adolescent sample (r= 0.45), male adolescent sample (r= 0.48) and female adolescent sample (r= 0.42).

Resilience (total) showed significant and positive correlation with Fantasy scale for total adolescent sample (r= 0.16) and male adolescent sample (r= 0.18). There was significant positive correlation between Resilience (total) and Empathic concern for total adolescent sample (r= 0.19), male adolescent sample (r= 0.22) and female adolescent sample (r= 0.19). Resilience (total) showed significant positive correlation with Perspective Taking for total adolescent sample (r= 0.18), male adolescent sample (r= 0.22) and female adolescent sample (r= 0.18). There was significant negative correlation between Resilience (total) and Personal Distress for total adolescent sample (r= -0.13) and female adolescent sample (r= -0.18).

Resilience (total) showed significant and positive correlation with Proactive Coping for total adolescent sample (r= 0.45) and male adolescent sample (r= 0.43) and female adolescent sample (r= 0.46). There was significant positive correlation between Resilience (total) and Reflective Coping for total adolescent sample, male adolescent sample and female adolescent sample with correlation coefficients of r = 0.47, 0.42 & 0.51 respectively. Resilience (total) showed significant positive correlation with Strategic Planning for total adolescent sample (r= 0.23), male adolescent sample (r= 0.22) and female adolescent sample (r= 0.25). Resilience (total) showed statistically significant positive correlation with Preventive Coping for total adolescent sample (r= 0.41), male adolescent sample (r= 0.40) and female adolescent sample (r= 0.43). There was significant positive correlation between Resilience (total) and Emotional Support Seeking for total adolescent sample (r= 0.22), male adolescent sample (r= 0.23) and female adolescent sample (r= 0.23).

Resilience (total) was positively correlated to Perceived Maternal Care in total adolescent sample (r= 0.14) and male adolescent sample. (r= 0.21).
Results

Resilience (total) had positive correlation with Perceived Paternal Care for total adolescent sample \( (r= 0.12) \) and male adolescent sample. \( (r= 0.20) \). There was significant negative correlation between Resilience (total) and Perceived Paternal Overprotection for total adolescent sample \( (r= -0.17) \) and male adolescent sample. \( (r= -0.29) \).

Resilience (total) showed significant negative correlation with Psychoticism for total adolescent sample \( (r=-0.13) \) and male adolescent sample \( (r= -0.19) \). There was significant positive correlation between Resilience (total) and Extraversion for total adolescent sample \( (r= 0.13) \) and female adolescent sample \( (r= 0.18) \). Resilience (total) correlated positively with Social Desirability for total adolescent sample. \( (r= 0.14) \)

Personal Competence and its correlates

Personal Competence showed significant positive correlation with Self Esteem for total adolescent sample \( (r= 0.36) \), male adolescent sample \( (r= 0.37) \) and female adolescent sample \( (r= 0.34) \). There was significant positive correlation between Personal Competence and Emotion Expression for total adolescent sample \( (r= 0.14) \). Personal Competence showed significant positive correlation with Self Motivation for total adolescent sample \( (r= 0.36) \), male adolescent sample \( (r= 0.41) \) and female adolescent sample \( (r= 0.32) \). There was significant positive correlation between Personal Competence and Emotion Regulation for total adolescent sample \( (r= 0.29) \), male adolescent sample \( (r= 0.22) \) and female adolescent sample \( (r= 0.35) \). Personal Competence showed significant and positive correlation with Happiness for total adolescent sample \( (r= 0.26) \), male adolescent sample \( (r= 0.27) \) and female adolescent sample \( (r= 0.26) \). There was significant positive correlation between Personal Competence and Empathy for total adolescent sample \( (r= 0.34) \), male adolescent sample \( (r= 0.39) \) and female adolescent sample \( (r= 0.30) \). Personal Competence showed significant and positive correlation with Social Awareness for total adolescent sample \( (r= 0.44) \), male adolescent sample \( (r= 0.44) \) and female adolescent sample \( (r= 0.44) \). There was significant positive correlation of Personal Competence with Impulsiveness (low) for total adolescent sample. \( (r=0.15) \). Personal
Results

Competence showed statistically significant and positive correlation with Emotion Perception for total adolescent sample ($r= 0.34$), male adolescent sample ($r= 0.27$) and female adolescent sample ($r= 0.40$). There was significant positive correlation between Personal Competence and Stress Management for total adolescent sample ($r= 0.28$), male adolescent sample ($r= 0.26$) and female adolescent sample ($r= 0.29$). Personal Competence also correlated positively with Emotion Management for total adolescent sample ($r= 0.37$), male adolescent sample ($r= 0.41$) and female adolescent sample ($r= 0.33$). Optimism emerged as one of the positive significant correlates of Personal Competence for total adolescent sample ($r= 0.26$), male adolescent sample ($r= 0.25$) and female adolescent sample ($r= 0.26$). There was significant positive correlation between Personal Competence and Relationship for male adolescent sample ($r= 0.16$). Personal Competence correlated positively and significantly with Adaptability for total adolescent sample ($r= 0.24$), male adolescent sample ($r= 0.26$) and female adolescent sample ($r= 0.22$). There was significant positive correlation between Personal Competence and Assertiveness for total adolescent sample ($r= 0.32$), male adolescent sample ($r= 0.30$) and female adolescent sample ($r= 0.35$). Well Being emerged as one of the significant positive correlates of Personal Competence for total adolescent sample ($r= 0.35$) male adolescent sample ($r= 0.37$) and female adolescent sample ($r= 0.33$). There was significant positive correlation between Personal Competence and Self Control for total adolescent sample ($r= 0.30$), male adolescent sample ($r= 0.27$) and female adolescent sample ($r= 0.33$). Personal Competence correlated positively and significantly with Emotionality for total adolescent sample ($r= 0.35$), male adolescent sample ($r= 0.35$) and female adolescent sample ($r= 0.31$). Personal Competence correlated positively and significantly with Sociability for total adolescent sample ($r= 0.45$), male adolescent sample ($r= 0.47$) and female adolescent sample ($r= 0.44$). There was significant positive correlation between Personal Competence and Global Trait Emotional Intelligence for total adolescent sample ($r= 0.46$), male adolescents ($r= 0.49$) and female adolescents ($r= 0.44$).
Results

Personal Competence showed statistically significant and positive correlation with Fantasy Scale for total adolescent sample \((r=0.14)\). There was significant positive correlation between Personal Competence and Empathic concern for total adolescent sample \((r=0.19)\), male adolescent sample \((r=0.21)\) and female adolescent sample \((r=0.19)\). Personal Competence showed significant positive correlation with Perspective Taking for total adolescent sample \((r=0.18)\), male adolescent sample \((r=0.21)\) and female adolescent sample \((r=0.17)\). Personal Competence showed statistically significant and negative correlation with Personal Distress for total adolescent sample \((r=-0.15)\) and female adolescent sample \((r=-0.19)\).

Personal Competence showed statistically significant and positive correlation with Proactive Coping for total adolescent sample \((r=0.47)\) male adolescent sample \((r=0.46)\) and female adolescent sample \((r=0.49)\). There was significant positive correlation between Personal Competence and Reflective Coping for total adolescent sample, male adolescent sample and female adolescent sample with correlation coefficients of \(r=0.48, 0.44\) and \(0.52\) respectively. Personal Competence showed significant positive correlation with Strategic Planning for total adolescent sample \((r=0.24)\), male adolescent sample \((r=0.24)\) and female adolescent sample \((r=0.24)\). Personal Competence showed statistically significant and positive correlation with Preventive Coping for total adolescent sample \((r=0.42)\), male adolescent sample \((r=0.42)\) and female adolescent sample \((r=0.43)\). There was statistically significant positive correlation between Personal Competence and Emotional Support Seeking for total adolescent sample \((r=0.18)\) and male adolescent sample \((r=0.22)\).

Personal Competence was found to be significantly and positively correlated with Perceived Maternal Care in male adolescent sample. \((r=0.18)\). Personal Competence correlated negatively with Perceived Maternal Overprotection for total adolescent sample \((r=-0.11)\) and male adolescent sample. \((r=-0.18)\). Personal Competence was found to be significantly and positively correlated with Perceived Paternal care in male adolescent sample. \((r=0.18)\). There was statistically significant negative correlation between
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Personal Competence and Perceived Paternal Overprotection for total adolescent sample (r= -0.17) and male adolescent sample. (r= -0.28).

Personal Competence showed statistically significant and negative correlation with Psychoticism for total adolescent sample (r=-0.14) and male adolescent sample (r= -0.21). Personal Competence showed significant positive correlation with Social Desirability for total adolescent sample (r= 0.18) and male adolescent sample (r= 0.23).

Acceptance of Self and Life and its correlates

Acceptance of Self and Life showed statistically significant and positive correlation with Self Esteem for total adolescent sample (r= 0.22), male adolescent sample (r= 0.27) and female adolescent sample (r= 0.16). There was significant positive correlation between Acceptance of Self and Life and Emotion Expression for total adolescent sample (r= 0.12). Acceptance of Self and Life showed significant positive correlation with Self Motivation for total adolescent sample (r= 0.14) and female adolescent sample (r= 0.17). Acceptance of Self and Life showed statistically significant and positive correlation with Happiness for total adolescent sample (r= 0.25), male adolescent sample (r= 0.22) and female adolescent sample (r= 0.28). There was significant positive correlation between Acceptance of Self and Life and Empathy for total adolescent sample (r= 0.19), male adolescent sample (r= 0.21) and female adolescent sample (r= 0.19). Acceptance of Self and Life showed statistically significant and positive correlation with Social Awareness for total adolescent sample (r= 0.32), male adolescent sample (r= 0.28) and female adolescent sample (r= 0.34). Acceptance of Self and Life showed statistically significant and positive correlation with Emotion Perception for total adolescent sample (r= 0.18), male adolescent sample (r= 0.17) and female adolescent sample (r= 0.19). There was significant positive correlation between Acceptance of Self and Life and Stress Management for total adolescent sample (r= 0.11). Acceptance of Self and Life also correlated positively and significantly with Emotion Management for total adolescent sample (r= 0.25), male adolescent sample (r= 0.32) and female adolescent sample (r= 0.17). Optimism emerged as one of the positive correlates of
Acceptance of Self and Life for total adolescent sample ($r = 0.14$) and male adolescent sample ($r = 0.18$). There was significant positive correlation between Acceptance of Self and Life and Relationship for female adolescent sample ($r = 0.17$). Acceptance of Self and Life correlated positively and significantly with Adaptability for total adolescent sample ($r = 0.14$). There was significant positive correlation between Acceptance of Self and Life and Assertiveness for total adolescent sample ($r = 0.26$), male adolescent sample ($r = 0.26$) and female adolescent sample ($r = 0.27$). Well Being emerged as positive significant correlate of Acceptance of Self and Life for total adolescent sample ($r = 0.24$) male adolescent sample ($r = 0.28$) and female adolescent sample ($r = 0.21$). Acceptance of Self and Life correlated positively and significantly with Emotionality for total adolescent sample ($r = 0.21$), male adolescent sample ($r = 0.20$) and female adolescent sample ($r = 0.23$). Acceptance of Self and Life correlated positively and significantly with Sociability for total adolescent sample ($r = 0.32$), male adolescent sample ($r = 0.35$) and female adolescent sample ($r = 0.31$). Significant positive correlation emerged between Acceptance of Self and Life and Global Trait Emotional Intelligence for total adolescent sample ($r = 0.28$), male adolescent sample ($r = 0.29$) and female adolescent sample ($r = 0.27$).

Acceptance of Self and Life showed statistically significant and positive correlation with Fantasy Scale for total adolescent sample ($r = 0.15$) and male adolescent sample ($r = 0.20$). There was significant positive correlation between Acceptance of Self and Life and Empathic Concern for total adolescent sample ($r = 0.15$). Acceptance of Self and Life showed significant positive correlation with Perspective Taking for total adolescent sample ($r = 0.14$).

Acceptance of Self and Life showed statistically significant and positive correlation with Proactive Coping for total adolescent sample ($r = 0.26$) male adolescent sample ($r = 0.23$) and female adolescent sample ($r = 0.28$). There was significant positive correlation between Acceptance of Self and Life and Reflective Coping for total adolescent sample, male adolescent sample and female adolescent sample with correlation coefficients of $r = 0.29$, $0.24$ and $0.34$ respectively. Acceptance of Self and Life showed significant positive
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correlation with Strategic Planning for total adolescent sample ($r = 0.15$) and 
female adolescent sample ($r = 0.19$). Acceptance of Self and Life showed 
statistically significant positive correlation with Preventive Coping for total 
adolescent sample ($r = 0.25$), male adolescent sample ($r = 0.23$) and female 
adolescent sample ($r = 0.28$). There was statistically significant positive 
correlation between Acceptance of Self and Life and Instrumental Support 
Seeking for total adolescent sample ($r = 0.15$) and female adolescent sample 
($r = 0.27$). There was statistically significant positive correlation between 
Acceptance of Self and Life and Emotional Support Seeking for total 
adolescent sample ($r = 0.24$), male adolescent sample ($r = 0.18$) and female 
adolescent sample ($r = 0.31$). Acceptance of Self and Life showed significant 
positive correlation with Avoidance Coping for total adolescent sample 
($r = 0.22$), male adolescent sample ($r = 0.25$) and female adolescent sample 
($r = 0.19$).

Acceptance of Self and Life correlated positively with Perceived 
Maternal Care for total adolescent sample ($r = 0.17$), male adolescent sample. 
($r = 0.18$) and female adolescent sample. ($r = 0.17$). Acceptance of Self and Life had positive correlation with Perceived Paternal Care for total adolescent sample ($r = 0.15$) and male adolescent sample. ($r = 0.17$).

Acceptance of Self and Life showed significant positive correlation with 
extraversion for total adolescent sample ($r = 0.14$) and female adolescent 
Sample ($r = 0.23$).

Global Trait Emotional Intelligence and its correlates

Global Trait Emotional Intelligence showed statistically significant and 
positive correlation with Self Esteem for total adolescent sample ($r = 0.75$), 
male adolescent sample ($r = 0.75$) and female adolescent sample ($r = 0.75$). There was significant positive correlation between Global Trait Emotional Intelligence and Emotion Expression for total adolescent sample ($r = 0.62$), male adolescent sample ($r = 0.55$) and female adolescent sample ($r = 0.70$). Global Trait Emotional Intelligence showed significant positive correlation with Self Motivation for total adolescent sample ($r = 0.72$), male adolescent sample
Results

Global Trait Emotional Intelligence showed significant positive correlation with Emotion Regulation for total adolescent sample ($r = 0.47$), male adolescent sample ($r = 0.39$) and female adolescent sample ($r = 0.52$). Global Trait Emotional Intelligence showed statistically significant and positive correlation with Happiness for total adolescent sample ($r = 0.67$), male adolescent sample ($r = 0.63$) and female adolescent sample ($r = 0.71$). There was significant positive correlation between Global Trait Emotional Intelligence and Empathy for total adolescent sample ($r = 0.50$), male adolescent sample ($r = 0.50$) and female adolescent sample ($r = 0.53$). Global Trait Emotional Intelligence showed statistically significant and positive correlation with Social Awareness for total adolescent sample ($r = 0.71$), male adolescent sample ($r = 0.70$) and female adolescent sample ($r = 0.70$). Global Trait Emotional Intelligence showed statistically significant and positive correlation with Impulsiveness (low) for total adolescent sample ($r = 0.52$), male adolescent sample ($r = 0.53$) and female adolescent sample ($r = 0.50$). Global Trait Emotional Intelligence showed statistically significant and positive correlation with Emotion Perception for total adolescent sample ($r = 0.66$), male adolescent sample ($r = 0.60$) and female adolescent sample ($r = 0.72$). There was significant positive correlation between Global Trait Emotional Intelligence and Stress Management for total adolescent sample ($r = 0.62$), male adolescent sample ($r = 0.61$) and female adolescent sample ($r = 0.62$). Global Trait Emotional Intelligence correlated positively with Emotion Management for total adolescent sample ($r = 0.61$), male adolescent sample ($r = 0.61$) and female adolescent sample ($r = 0.61$). Optimism emerged as one of the significant positive correlates of Global Trait Emotional Intelligence for total adolescent sample ($r = 0.70$), male adolescent sample ($r = 0.60$) and female adolescent sample (0.78). There was significant positive correlation between Global Trait Emotional Intelligence and Relationship for total adolescent sample ($r = 0.49$), male adolescent sample ($r = 0.52$), female adolescent sample ($r = 0.48$). Global Trait Emotional Intelligence correlated positively and significantly with Adaptability for total adolescent sample ($r = 0.53$) male adolescent sample ($r = 0.55$) and female adolescent sample ($r = 0.52$). There was significant positive correlation between Global Trait Emotional Intelligence and Assertiveness for total
adolescent sample \( r = 0.60 \), male adolescent sample \( r = 0.57 \) and female adolescent sample \( r = 0.63 \). Global Trait Emotional Intelligence correlated positively and significantly with Well Being for total adolescent sample \( r = 0.84 \), male adolescent sample \( r = 0.82 \) and female adolescent sample \( r = 0.87 \). There was significant positive correlation between Global Trait Emotional Intelligence and Self Control for total adolescent sample \( r = 0.67 \), male adolescent sample \( r = 0.65 \) and female adolescent sample \( r = 0.68 \). Global Trait Emotional Intelligence correlated positively and significantly with Emotionality for total adolescent sample \( r = 0.82 \), male adolescent sample \( r = 0.77 \) and female adolescent sample \( r = 0.85 \). Global Trait Emotional Intelligence correlated positively and significantly with Sociability for total adolescent sample \( r = 0.76 \), male adolescent sample \( r = 0.76 \) and female adolescent sample \( r = 0.76 \).

There was significant positive correlation between Global Trait Emotional Intelligence and Empathic Concern for total adolescent sample \( r = 0.15 \) and female adolescent sample \( r = 0.26 \). Global Trait Emotional Intelligence showed statistically significant and positive correlation with Perspective Taking for total adolescent sample \( r = 0.15 \) and female adolescent sample \( r = 0.26 \). Global Trait Emotional Intelligence showed statistically significant and negative correlation with Personal Distress for total adolescent sample \( r = -0.40 \), male adolescent sample \(-0.31\) and female adolescent sample \( r = -0.46 \).

Global Trait Emotional Intelligence showed statistically significant and positive correlation with Resilience (total) for total adolescent sample \( r = 0.45 \) male adolescent sample \( r = 0.48 \) and female adolescent sample \( r = 0.42 \). Global Trait Emotional Intelligence showed statistically significant and positive correlation with Personal Competence for total adolescent sample \( r = 0.46 \) male adolescent sample \( r = 0.49 \) and female adolescent sample \( r = 0.44 \). There was statistically significant and positive correlation between Global Trait Emotional Intelligence and Acceptance of Self and Life for total adolescent sample \( r = 0.28 \) male adolescent sample \( r = 0.29 \) and female adolescent sample \( r = 0.27 \).
Results

There was significant negative correlation of Global Trait Emotional Intelligence with Negative Family Events for total adolescent sample \((r = -0.12)\). Global Trait Emotional Intelligence had significant negative correlation with Negative Individual Events for total adolescent sample \((r = -0.23)\) and female adolescent sample \((r = -0.35)\).

Global Trait Emotional Intelligence showed statistically significant and positive correlation with Proactive Coping for total adolescent sample \((r = 0.41)\), male adolescent sample \((r = 0.35)\) and female adolescent sample \((r = 0.45)\). There was significant positive correlation between Emotional Global Trait Emotional Intelligence and Reflective Coping for total adolescent sample, male adolescent sample and female adolescent sample with correlation coefficients of \(r = 0.30\), \(0.30\) and \(0.30\) respectively. Global Trait Emotional Intelligence showed significant positive correlation with Strategic Planning for total adolescent sample \((r = 0.11)\) and male adolescent sample \((r = 0.18)\). Global Trait Emotional Intelligence correlated positively with Preventive Coping for total adolescent sample \((r = 0.27)\), male adolescent sample \((r = 0.28)\) and female adolescent sample. \((r = 0.26)\). There was statistically significant and positive correlation between Global Trait Emotional Intelligence and Instrumental Support Seeking for male adolescent sample \((r = 0.20)\). There was significant positive correlation between Global Trait Emotional Intelligence and Emotional Support Seeking for total adolescent sample \((r = 0.21)\) and male adolescent sample \((r = 0.36)\). There was significant negative correlation between Global Trait Emotional Intelligence and Avoidance Coping for total adolescent sample \((r = -0.15)\), male adolescent sample \((r = -0.15)\) and female adolescent sample. \((r = -0.17)\).

Global Trait Emotional Intelligence was found to have significant and positive correlation with Perceived Maternal Care for total adolescent sample \((r = 0.21)\) and female adolescent sample. \((r = 0.31)\). Global Trait Emotional Intelligence showed significant negative correlation with the Perceived Maternal Overprotection for total adolescent sample, \((r = -0.22)\), male adolescent sample. \((r = -0.26)\) and female adolescent sample. \((r = -0.20)\). A significant positive correlation emerged between Global Trait Emotional Intelligence and Perceived Paternal Care for total adolescent sample \((r = 0.16)\).
Results

Global Trait Emotional Intelligence showed significant and negative correlation with Perceived Paternal Overprotection for total adolescent sample (r = -0.22) and male adolescent sample (-0.27).

Global Trait Emotional Intelligence showed significant and negative correlation with Psychoticism for total adolescent sample (r=-0.21), male adolescent sample (r= -0.27) and female adolescent sample. (r= -0.20). Global Trait Emotional Intelligence was significantly and negatively correlated with Neuroticism for total adolescent sample (r= -0.43), male adolescent sample (r= -0.36) and female adolescent sample (r= -0.48). Global Trait Emotional Intelligence showed significant positive correlation with Extraversion for total adolescent sample (r=0.29), male adolescent sample (r=0.23) and female adolescent sample (r= 0.36). Emotional Intelligence showed significant positive correlation with Social Desirability for total adolescent sample (r=0.22), male adolescent sample (r=0.28) and female adolescent sample (r= 0.20).

Regression Analysis

One of the main objectives of the present study was to derive regression equations to identify the significant predictors for the criterion variables Resilience (total), Personal Competence and Acceptance of Self and Life. Regression analysis was also done for Global Trait Emotional Intelligence and its dimensions as the criterion variables. The regression analysis was performed for aforementioned criterion variables for the total adolescent sample, male adolescent sample and female adolescent sample. The SPSS version 16 was used to conduct the regression analysis and stepwise method was employed for the same.

Regression analysis was run for all the criterion variables and the groups mentioned above. The predictors entered for stepwise regression for all criterion variables were Perceived Maternal Care, Perceived Maternal Overprotection, Perceived Paternal Care, Perceived Paternal Overprotection, Negative Family Events, Negative Individual Events, Proactive Coping,
Results


Resilience (total) and its predictors

Stepwise regression analysis was carried out for Resilience (total) as the criterion variable with above mentioned predictors and additional predictors including Self Esteem, Emotion Expression, Self Motivation, Emotion Regulation, Happiness, Empathy, Social Awareness, Impulsiveness(low), Emotion Perception, Stress Management, Emotion Management, Optimism, Relationships, Adaptability, Assertiveness, Well Being, Self Control, Emotionality and Sociability.

Table 4.1 shows regression equation for total adolescent sample (n=300), for the criterion variable Resilience (total). It revealed that six variables turned out to be relevant and were retained as predictors. They explained 38% ($R^2 = .38$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Reflective Coping ($\beta= 0.27$), Sociability ($\beta= 0.29$), Emotion Regulation ($\beta= 0.17$), Preventive Coping ($\beta=0.16$), Impulsiveness (low) ($\beta=-0.14$) and Happiness ($\beta= 0.12$).

Table 4.2 shows regression equation for male adolescent sample (n=150), for the criterion variable Resilience (total). It revealed that four variables turned out to be relevant and were retained as predictors. They explained 38% ($R^2 = .38$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Sociability ($\beta=0.31$), Preventive Coping ($\beta=0.29$), Perceived Paternal Overprotection ($\beta=-0.17$) and Empathy ($\beta=0.15$).

Table 4.3 shows regression equation for female adolescent sample (n=150), for the criterion variable Resilience (total). It revealed that three variables turned out to be relevant and were retained as predictors. They explained 39% ($R^2 = .39$) of the variance in the criterion variable. The
predictors which emerged significant in descending order of contribution were Reflective Coping ($\beta=0.40$), Sociability ($\beta=0.27$) and Emotion Regulation ($\beta=0.21$).

**Personal Competence and its predictors**

Stepwise regression analysis was carried out for Personal Competence as criterion variable with above mentioned predictors and additional predictors including Self Esteem, Emotion Expression, Self Motivation, Emotion Regulation, Happiness, Empathy, Social Awareness, Impulsiveness(low), Emotion Perception, Stress Management, Emotion Management, Optimism, Relationships, Adaptability, Assertiveness, Well Being, Self Control, Emotionality and Sociability.

*Table 4.4* shows regression equation for total adolescent sample (n=300), for the criterion variable Personal Competence. It revealed that five variables turned out to be relevant and were retained as predictors. They explained 39% ($R^2 = 0.39$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Reflective Coping ($\beta=0.26$), Sociability ($\beta=0.28$), Emotion Regulation ($\beta=0.18$), Proactive Coping ($\beta=0.16$) and Negative Family Events ($\beta=0.09$).

*Table 4.5* shows regression equation for male adolescent sample (n=150), for the criterion variable Personal Competence. It revealed that five variables turned out to be relevant and were retained as predictors. They explained 40% ($R^2 = 0.40$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Sociability ($\beta=0.25$), Preventive Coping ($\beta=0.23$), Proactive Coping ($\beta=0.16$), Empathy ($\beta=0.16$) and Perceived Paternal Overprotection ($\beta=-0.14$).

*Table 4.6* shows regression equation for female adolescent sample (n=150), for the criterion variable Personal Competence. It revealed that six variables turned out to be relevant and were retained as predictors. They explained 46% ($R^2 = 0.46$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Reflective Coping ($\beta=0.35$), Sociability ($\beta=0.27$), Emotion Regulation ($\beta=0.25$),

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Emotion Expression ($\beta$=-0.18), Emotion Perception ($\beta$=0.17) and Negative Family Events ($\beta$=0.13)

Acceptance of Self and Life and its predictors

Stepwise regression analysis was carried out for Acceptance of Self and Life as criterion variable with above mentioned predictors and additional predictors including Self Esteem, Emotional Expression, Self motivation, Emotional regulation, Happiness, Empathy, Social Awareness, Impulsiveness(low), Emotional perception, Stress Management, Emotional Management, Optimism, Relationships, Adaptability, Assertiveness, Well being, Self control, Emotionality and Sociability.

Table 4.7 shows the regression equation for total adolescent sample (n=300), for the criterion variable Acceptance of Self and Life. It revealed that seven variables turned out to be relevant and were retained as predictors. They explained 25% ($R^2 = 0.25$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Sociability ($\beta$=0.21), Avoidance Coping ($\beta$=0.23), Reflective Coping ($\beta$=0.18), Happiness ($\beta$=0.17), Negative Family Events ($\beta$=0.10), Perceived Maternal Care ($\beta$=0.16), Perceived Maternal overprotection ($\beta$=0.13).

Table 4.8 shows regression equation for male adolescent sample (n=150), for the criterion variable Acceptance of Self and Life. It revealed that four variables turned out to be relevant and were retained as predictors. They explained 23% ($R^2 = 0.23$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Sociability ($\beta$=0.25), Avoidance Coping ($\beta$=0.26), Well Being ($\beta$=0.21) and Negative Family Events ($\beta$=0.15).

Table 4.9 shows regression equation for female adolescent sample (n=150), for the criterion variable Acceptance of Self and Life. It revealed that three variables turned out to be relevant and were retained as predictors. They explained 21% ($R^2 = 0.21$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were
Results

Reflective Coping ($\beta=0.21$), Emotional Support Seeking ($\beta=0.21$) and Social Awareness ($\beta=0.21$).

Well being and its predictors

Stepwise regression analysis was carried out for Criterion Variable Well Being with the above mentioned predictors. The additional predictors entered were Personal Competence and Acceptance of Self and Life.

Table 4.10 shows Stepwise Multiple Regression Equation for Criterion Variable Well Being for the total Adolescent Sample (n=300). It revealed that nine variables turned out to be relevant and were retained as predictors. They explained 43% ($R^2 = 0.43$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Neuroticism ($\beta=-0.25$), Personal competence ($\beta=0.19$), Extraversion ($\beta=0.25$), Avoidance Coping ($\beta=-0.16$), Proactive Coping ($\beta=0.18$), Perceived Paternal Care ($\beta=0.12$), Personal Distress ($\beta=-0.18$), Strategic Planning ($\beta=-0.11$) and Perceived Maternal Care ($\beta=-0.10$).

Table 4.11 shows Stepwise Multiple Regression Equation for Criterion Variable Well Being for the male Adolescent Sample (n=150). It revealed that eight variables turned out to be relevant and were retained as predictors. They explained 40% ($R^2 = 0.40$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Neuroticism ($\beta=-0.25$), Personal Competence ($\beta=0.18$), Emotional Support Seeking ($\beta=0.14$), Avoidance Coping ($\beta=-0.20$), Perceived Paternal Care ($\beta=0.16$), Extraversion ($\beta=-0.16$), Acceptance of Self and Life ($\beta=0.16$) and Personal Distress ($\beta=-0.14$).

Table 4.12 shows Stepwise Multiple Regression Equation for Criterion Variable Well Being for the female Adolescent Sample (n=150). It revealed that nine variables turned out to be relevant and were retained as predictors. They explained 60% ($R^2 = 0.60$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Neuroticism ($\beta=-0.21$), Proactive Coping ($\beta=0.37$), Extraversion ($\beta=0.25$), Avoidance Coping ($\beta=-0.18$), Negative Individual Events ($\beta=-0.11$), Strategic
Planning (β=-0.20), Perspective Taking (β=0.12), Personal Distress (β=-0.21) and Perceived Maternal Care (β=0.15).

**Self Control and its predictors**

Stepwise regression analysis was carried out for Criterion Variable Self Control with the above mentioned predictors. The additional predictors entered were Personal Competence and Acceptance of Self and Life.

Table 4.13 shows Stepwise Multiple Regression Equation for Criterion Variable Self Control for the total Adolescent Sample (n=300). It revealed that eight variables turned out to be relevant and were retained as predictors. They explained 45% (R² = 0.45) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Neuroticism (β=-0.32), Personal Competence (β=0.17), Personal Distress (β=-0.02), Social desirability (β=0.10), Instrumental Support Seeking (β=-0.12), Preventive Coping (β=0.16), Avoidance Coping (β=-0.11) and Negative Family Events (β=-0.10).

Table 4.14 shows Stepwise Multiple Regression Equation for Criterion Variable Self Control for the male Adolescent Sample (n=150). It revealed that six variables turned out to be relevant and were retained as predictors. They explained 36% (R² = 0.36) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Social Desirability (β=0.12), Personal Distress (β=-0.21), Psychoticism (β=-0.18), Preventive Coping (β=0.21), Neuroticism (β=-0.20) and Avoidance Coping (β=-0.18).

Table 4.15 shows Stepwise Multiple Regression Equation for Criterion Variable Self Control for the female Adolescent Sample (n=150). It revealed that six variables turned out to be relevant and were retained as predictors. They explained 57% (R² = 0.57) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Neuroticism (β=-0.39), Personal Competence (β=0.19), Negative Individual Events (β=-0.19), Instrumental Support Seeking, (β=0.22) Proactive Coping (β=0.21) and Fantasy Scale (β=-0.17).
**Results**

**Emotionality and its predictors**

Stepwise regression analysis was carried out for Criterion Variable Emotionality with the above mentioned predictors. The additional predictors entered were Personal Competence and Acceptance of Self and Life.

**Table 4.16** shows Stepwise Multiple Regression Equation for Criterion Variable Emotionality for the total Adolescent Sample (n=300). It revealed that six variables turned out to be relevant and were retained as predictors. They explained 28% ($R^2 = 0.28$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Personal Competence ($\beta=0.21$), Extraversion ($\beta=0.18$), Neuroticism ($\beta=-0.24$), Perspective Taking ($\beta=0.21$), Emotional Support Seeking ($\beta=0.18$) and Avoidance Coping ($\beta=-0.12$).

**Table 4.17** shows Stepwise Multiple Regression Equation for Criterion Variable Emotionality for the male Adolescent Sample (n=150). It revealed that five variables turned out to be relevant and were retained as predictors. They explained 57% ($R^2 = 0.57$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Emotional Support Seeking ($\beta=0.27$), Personal Competence ($\beta=0.23$), Neuroticism ($\beta=-0.18$), Perspective Taking ($\beta=0.17$) and Extraversion ($\beta=0.15$).

**Table 4.18** shows Stepwise Multiple Regression Equation for Criterion Variable Emotionality for the female Adolescent Sample (n=150). It revealed that five variables turned out to be relevant and were retained as predictors. They explained 30% ($R^2 = 0.30$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Proactive coping ($\beta=0.18$), Perceived Maternal Care ($\beta=0.23$), Personal Distress ($\beta=-0.24$), Empathic Concern ($\beta=0.18$) and Extraversion ($\beta=0.17$).
Sociability and its predictors

Stepwise regression analysis was carried out for Criterion Variable Sociability with the above mentioned predictors. The additional predictors entered were Personal Competence and Acceptance of Self and Life.

Table 4.19 shows Stepwise Multiple Regression Equation for Criterion Variable Sociability for the total Adolescent Sample (n=300). It revealed that five variables turned out to be relevant and were retained as predictors. They explained 37% ($R^2 = 0.37$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Personal Competence ($\beta=0.33$), Extraversion ($\beta=0.31$), Personal Distress ($\beta=-0.18$), Proactive coping ($\beta=0.18$) and Strategic Planning ($\beta=-0.11$).

Table 4.20 shows Stepwise Multiple Regression Equation for Criterion Variable Sociability for the male Adolescent Sample (n=150). It revealed that five variables turned out to be relevant and were retained as predictors. They explained 39% ($R^2 = 0.39$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Personal Competence ($\beta=0.41$), Extraversion ($\beta=0.25$), Emotional Support Seeking ($\beta=0.24$), Personal Distress ($\beta=-0.16$) and Strategic Planning ($\beta=-0.15$).

Table 4.21 shows Stepwise Multiple Regression Equation for Criterion Variable Sociability for the female Adolescent Sample (n=150). It revealed that six variables turned out to be relevant and were retained as predictors. They explained 44% ($R^2 = 0.44$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Extraversion ($\beta=0.36$), Personal Competence ($\beta=0.25$), Perspective Taking ($\beta=0.16$), Personal Distress ($\beta=-0.12$), Avoidance Coping ($\beta=-0.16$) and Proactive Coping ($\beta=0.17$).

Global Trait Emotional Intelligence and its predictors:

Stepwise regression analysis was carried out for Criterion Variable Global Trait Emotional Intelligence with the above mentioned predictors. The
additional predictors entered were Personal competence and Acceptance of self and life.

Table 4.22 shows Stepwise Multiple Regression Equation for Criterion Variable Global Trait Emotional Intelligence for the total Adolescent Sample (n=300). It revealed that seven variables turned out to be relevant and were retained as predictors. They explained 52% ($R^2 = 0.52$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Personal Competence ($\beta=0.27$), Neuroticism ($\beta=-0.30$), Extraversion ($\beta=0.23$), Personal Distress ($\beta=-0.19$), Perspective Taking ($\beta=0.14$), Avoidance Coping ($\beta=-0.16$) and Proactive Coping ($\beta=0.17$).

Table 4.23 shows Stepwise Multiple Regression Equation for Criterion Variable Global Trait Emotional Intelligence for the male Adolescent Sample (n=150). It revealed that four variables turned out to be relevant and were retained as predictors. They explained 45% ($R^2 = 0.45$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Personal competence ($\beta=0.41$), Neuroticism ($\beta=-0.31$), Emotional Support Seeking ($\beta=0.30$) and Avoidance coping ($\beta=-0.20$).

Table 4.24 shows Stepwise Multiple Regression Equation for Criterion Variable Global Trait Emotional Intelligence for the female Adolescent Sample (n=150). It revealed that nine variables turned out to be relevant and were retained as predictors. They explained 63% ($R^2 = 0.63$) of the variance in the criterion variable. The predictors which emerged significant in descending order of contribution were Neuroticism ($\beta=-0.27$), Proactive Coping ($\beta=0.25$), Extraversion ($\beta=0.23$), Avoidance Coping ($\beta=-0.15$), Perspective Taking ($\beta=0.15$), Personal Competence ($\beta=0.20$), Personal Distress ($\beta=-0.21$), Perceived Maternal Care ($\beta=0.15$) and Strategic Planning ($\beta=-0.13$).
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Table 1.3
Means and Standard Deviations for the Female Adolescent Sample
(n=150)

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Table 2.1
Means, Standard Deviations and t- ratios comparing Male Adolescents with Female Adolescents

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t-value significant at 0.05 level=1.96

1-value significant at 0.01 level=2.57

146
Fig 1

Mean scores for Male and Female Adolescents on Resilience (total) and its sub-scales

Variables

Resilience (total)  Personal Competence  Acceptance of Self and Life

Mean Scores

Male Adolescents  Female Adolescents
Fig 2

Mean scores for Male and Female Adolescents on 15 facets of Trait Emotional Intelligence and Global Trait Emotional Intelligence

Variables

Male Adolescents
Female Adolescents
Fig 3
Mean scores for Male and Female Adolescents on factors of Trait Emotional Intelligence

Variables
Well being  Self control  Emotionality  Sociability

Mean Scores
0  1  2  3  4  5  6

Male Adolescents
Female Adolescents
Fig 4

Mean scores of Male and Female Adolescents on Negative Life Events and Coping Styles

Variables

Male Adolescents
Female Adolescents
Variables
Perceived Paternal Overprotection
Perceived Maternal Care

Mean scores of Male and Female Adolescents on Parental Bonding Dimensions

Fig 5

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Fig 6

Mean scores for Male and Female Adolescents on Eysenckian Dimensions of Personality

Variables
Psychoticism Neuroticism Extraversion Social Desirability

Male Adolescents Female Adolescents
Table 4.1
Stepwise Multiple Regression equation for the criterion variable Resilience (total) for the Total Adolescent Sample
(n=300)

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<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
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Multiple R²=0.38; F-value=31.59; df =6,295 & p<.001
Table 4.2
Stepwise Multiple Regression Equation for the Criterion Variable Resilience (total) for the Male Adolescent Sample (n=150)

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</tr>
<tr>
<td>3</td>
<td>Perceived Paternal Overprotection</td>
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</tr>
<tr>
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<td>Empathy</td>
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Multiple R²=0.38; F-value=22.27; df =4,145 & p<.001
Table 4.3
Stepwise Multiple Regression Equation for the Criterion Variable Resilience (total) for the Female Adolescent Sample (n=150)

<table>
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<tr>
<th>S. No.</th>
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<th>Regression coefficient</th>
<th>β coeff</th>
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<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R²</th>
<th>Change</th>
<th>F change</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>32.83</td>
<td>5.37</td>
<td>1.33</td>
<td>0.40</td>
<td>7.25</td>
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<tr>
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<td>Sociability</td>
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<td>0.76</td>
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<td>0.27</td>
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</tr>
<tr>
<td>3</td>
<td>Emotion Regulation</td>
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<td>0.02</td>
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<td>30.80</td>
<td>3,146</td>
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<td>0.04</td>
<td>9.94</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Multiple R²=0.39; F-value=30.80; df =3,146 & p<.001
Table 4.4
Stepwise Multiple Regression Equation for the Criterion Variable Personal Competence for the total Adolescent Sample (n=300)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
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</tr>
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<td>Sociability</td>
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<td>Emotion Regulation</td>
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<td>3.85</td>
<td>0.00</td>
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<td>57.80</td>
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</tr>
<tr>
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<td>Proactive Coping</td>
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<td>0.43</td>
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<td>46.33</td>
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</tr>
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<td>Negative Family Events</td>
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<td>1.47</td>
<td>0.82</td>
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<td>0.01</td>
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Multiple R²=0.39; F-value=30.23; df =5,294 & p<.001
Table 4.5
Stepwise Multiple Regression Equation for the Criterion Variable Personal Competence for the Male Adolescent Sample (n=150)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
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<td>Sociability</td>
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<td>0.70</td>
<td>4.72</td>
<td>0.26</td>
<td>3.47</td>
<td>0.00</td>
<td>0.22</td>
<td>42.11</td>
<td>1.148</td>
<td>0.00</td>
<td>0.22</td>
<td>42.11</td>
<td>0.00</td>
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<td>Preventive Coping</td>
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<tr>
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<td>0.04</td>
<td>0.36</td>
<td>27.28</td>
<td>3.146</td>
<td>0.00</td>
<td>0.03</td>
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<td>Empathy</td>
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<td>0.80</td>
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<td>0.02</td>
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<td>5.144</td>
<td>0.00</td>
<td>0.02</td>
<td>4.36</td>
<td>0.04</td>
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</tbody>
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Multiple R²=0.40; F-value=19.20; df =5,144 & p<.001
Table 4.6

Stepwise Multiple Regression Equation for the Criterion Variable Personal Competence for the Female Adolescent Sample (n=150)

<table>
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<tr>
<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
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<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
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</thead>
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<td>5.37</td>
<td>0.88</td>
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<td>5.27</td>
<td>0.00</td>
<td>0.27</td>
<td>55.30</td>
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<td>0.27</td>
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<td>0.00</td>
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<td>0.00</td>
<td>0.08</td>
<td>18.87</td>
<td>0.00</td>
</tr>
<tr>
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<td>Emotion Regulation</td>
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<td>0.26</td>
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<td>0.00</td>
<td>0.41</td>
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<td>0.00</td>
<td>0.06</td>
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<td>Emotion Expression</td>
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<td>-0.18</td>
<td>-2.34</td>
<td>0.02</td>
<td>0.43</td>
<td>27.07</td>
<td>4.145</td>
<td>0.00</td>
<td>0.02</td>
<td>4.15</td>
<td>0.04</td>
</tr>
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<td>Emotion Perception</td>
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<td>0.03</td>
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<td>0.00</td>
<td>0.02</td>
<td>4.04</td>
<td>0.05</td>
</tr>
<tr>
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<td>Negative Family Events</td>
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<td>1.55</td>
<td>1.14</td>
<td>0.13</td>
<td>2.08</td>
<td>0.04</td>
<td>0.46</td>
<td>20.26</td>
<td>6.143</td>
<td>0.00</td>
<td>0.02</td>
<td>4.33</td>
<td>0.04</td>
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Multiple R²=0.46; F-value=20.26; df =6,143 & p<.001
Table 4.7
Stepwise Multiple Regression Equation for the Criterion Variable Acceptance of Self and Life for total Adolescent Sample (n=300)

<table>
<thead>
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<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
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<th>p</th>
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<th>Change</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
</tr>
</thead>
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<td></td>
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<td>1.298</td>
<td>0.00</td>
<td>0.11</td>
<td>35.88</td>
<td>0.00</td>
</tr>
<tr>
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<td>0.83</td>
<td>0.24</td>
<td>4.59</td>
<td>0.00</td>
<td>0.16</td>
<td></td>
<td>28.90</td>
<td>2.297</td>
<td>0.00</td>
<td>0.06</td>
<td>19.67</td>
<td>0.00</td>
</tr>
<tr>
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<td>Reflective Coping</td>
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<td>0.22</td>
<td>0.18</td>
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</tr>
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<td>0.17</td>
<td>2.98</td>
<td>0.00</td>
<td>0.22</td>
<td></td>
<td>20.96</td>
<td>4.295</td>
<td>0.00</td>
<td>0.03</td>
<td>9.99</td>
<td>0.00</td>
</tr>
<tr>
<td>5</td>
<td>Negative Family Events</td>
<td>1.6</td>
<td>1.47</td>
<td>0.45</td>
<td>0.10</td>
<td>2.00</td>
<td>0.05</td>
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<td>Perceived Maternal Care</td>
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</tr>
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<td>Perceived Maternal Overprotection</td>
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</table>

Multiple $R^2=0.25$; F-value=14.42; df =7,292 & p<.001
### Table 4.8
Stepwise Multiple Regression Equation for the Criterion Variable Acceptance of Self and Life for the Male Adolescent Sample (n=150)

<table>
<thead>
<tr>
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<th>Regression coefficient</th>
<th>β coeff</th>
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<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>0.70</td>
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<td>0.25</td>
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<td>0.12</td>
<td>20.88</td>
<td>1.148</td>
<td>0.00</td>
<td>0.12</td>
<td>20.88</td>
<td>0.00</td>
</tr>
<tr>
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<td>0.26</td>
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<td>2.147</td>
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<td>0.07</td>
<td>11.80</td>
<td>0.00</td>
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<tr>
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<td>Well Being</td>
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<td>0.01</td>
<td>0.21</td>
<td>4.52</td>
<td>3.146</td>
<td>0.00</td>
<td>0.02</td>
<td>4.53</td>
<td>0.04</td>
</tr>
<tr>
<td>4</td>
<td>Negative Family Events</td>
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<td>1.36</td>
<td>0.77</td>
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<td>0.04</td>
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Multiple R²=0.23; F-value=4.54; df =4,145 & p<.001

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Table 4.9
Stepwise Multiple Regression Equation for the Criterion Variable Acceptance of Self and Life for the Female Adolescent Sample (n=150)

<table>
<thead>
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<th>Independent Variables</th>
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<th>Regression coefficient</th>
<th>β coeff</th>
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<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflective Coping</td>
<td>32.83</td>
<td>5.37</td>
<td>0.25</td>
<td>0.21</td>
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<td>0.01</td>
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</tr>
<tr>
<td>2</td>
<td>Emotional Support</td>
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<td>2.92</td>
<td>0.45</td>
<td>0.21</td>
<td>2.73</td>
<td>0.01</td>
<td>0.17</td>
<td>15.48</td>
<td>2,147</td>
<td>0.00</td>
<td>0.06</td>
<td>9.85</td>
<td>0.00</td>
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<td>2.67</td>
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<td>0.21</td>
<td>13.13</td>
<td>3,146</td>
<td>0.00</td>
<td>0.04</td>
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<td>0.01</td>
</tr>
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Multiple R²=0.21; F-value=13.13; df =3,146 & p<.001
Table 4.10
Stepwise Multiple Regression Equation for the Criterion Variable Well Being for the total Adolescent Sample (n=300)

<table>
<thead>
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<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>R² Change</th>
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Multiple $R^2=0.43$; $F$-value=24.46; df =10,289 & p<.001
Table 4.11
Stepwise Multiple Regression Equation for the Criterion Variable Well Being for the Male Adolescent Sample (n=150)

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<th>F change</th>
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<tr>
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Multiple $R^2=0.40$; F-value=11.99; df =8,141 & p<.001
Table 4.12
Stepwise Multiple Regression Equation for the Criterion Variable Well Being for the Female Adolescent Sample (n=150)

<table>
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Multiple $R^2=0.60$; $F$-value=23.80; df =9,140 & $p<0.001$
Table 4.13
Stepwise Multiple Regression Equation for the Criterion Variable Self Control for the Total Adolescent Sample (n=300)

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<th>p</th>
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<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
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Multiple $R^2=0.45$; $F$-value=29.82; df =8,291 & $p<0.001$
Table 4.14
Stepwise Multiple Regression Equation for the Criterion Variable Self Control for the Male Adolescent Sample (n=150)

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<th>df</th>
<th>P</th>
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Multiple R^2=0.36; F-value=13.50; df =6,143 & p<.001
Table 4.15
Stepwise Multiple Regression Equation for the Criterion Variable Self Control for the Female Adolescent Sample (n=150)

<table>
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<th>p</th>
<th>Multiple $R^2$</th>
<th>F</th>
<th>df</th>
<th>p</th>
<th>$R^2$ change</th>
<th>F</th>
<th>p</th>
</tr>
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<tbody>
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<td>1</td>
<td>Neuroticism</td>
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<td>0.00</td>
<td>0.47</td>
<td>65.14</td>
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<td>0.06</td>
<td>16.71</td>
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<tr>
<td>3</td>
<td>Negative Individual Events</td>
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<td>0.03</td>
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<td>39.82</td>
<td>4.145</td>
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<td>0.03</td>
<td>8.34</td>
<td>0.00</td>
</tr>
<tr>
<td>5</td>
<td>Seeking Proactive Coping</td>
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<td>5.33</td>
<td>0.03</td>
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<td>34.58</td>
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<td>7.03</td>
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</tr>
<tr>
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<td>Fantasy Scale</td>
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<td>6.143</td>
<td>0.00</td>
<td>0.03</td>
<td>8.64</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Multiple $R^2=0.57$; F-value=31.80; df =6,143 & p<.001
Table 4.16
Stepwise Multiple Regression Equation for the Criterion Variable Emotionality for the Total Adolescent Sample (n=300)

| S. No. | Independent Variables              | Mean | SD   | Regression coefficient | β coeff | t    | p   | R²  | F   | df | P   | R² Change | F change | p   |
|--------|-----------------------------------|------|------|------------------------|---------|------|-----|-----|-----|-----|-----|---------|----------|-----|-----|
| 1      | Personal Competence               | 25.90| 5.97 | 0.01                   | 0.22    | 4.22 | 0.00| 0.11| 35.99| 1.298| 0.00| 0.11    | 35.99    | 0.00|
| 2      | Extraversion                      | 14.23| 3.72 | 0.03                   | 0.18    | 3.53 | 0.00| 0.16| 29.15| 2.297| 0.00| 0.06    | 20.01    | 0.00|
| 3      | Neuroticism                       | 12.28| 4.99 | -0.03                  | -0.24   | -4.75| 0.00| 0.20| 25.04| 3.296| 0.00| 0.04    | 14.22    | 0.00|
| 4      | Perspective Taking                | 18.17| 3.93 | 0.03                   | 0.21    | 4.16 | 0.00| 0.25| 24.54| 4.295| 0.00| 0.05    | 18.60    | 0.00|
| 5      | Emotional Support Seeking         | 14.54| 2.90 | 0.04                   | 0.19    | 3.45 | 0.00| 0.27| 21.94| 5.294| 0.00| 0.02    | 8.91     | 0.00|
| 6      | Avoidance Coping                 | 7.60 | 1.83 | -0.04                  | -0.12   | -2.41| 0.01| 0.29| 19.55| 6.293| 0.00| 0.01    | 5.79     | 0.01|

Multiple $R^2=0.28$; $F$-value=19.55; $df=6,293$ & $p<.001$
Table 4.17
Stepwise Multiple Regression Equation for the Criterion Variable Emotionality for the Male Adolescent Sample (n=150)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Emotional Support Seeking</td>
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<td>0.06</td>
<td>0.27</td>
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<td>0.00</td>
<td>0.16</td>
<td>27.79</td>
<td>1,148</td>
<td>0.00</td>
<td>0.16</td>
<td>27.79</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Personal Competence</td>
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<td>12.8</td>
<td>0.01</td>
<td>0.23</td>
<td>3.21</td>
<td>0.00</td>
<td>0.22</td>
<td>22.01</td>
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<td>0.00</td>
<td>0.07</td>
<td>13.82</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>Neuroticism</td>
<td>11.20</td>
<td>4.97</td>
<td>-0.02</td>
<td>-0.19</td>
<td>-2.66</td>
<td>0.00</td>
<td>0.24</td>
<td>16.99</td>
<td>3,146</td>
<td>0.00</td>
<td>0.03</td>
<td>5.58</td>
<td>0.01</td>
</tr>
<tr>
<td>4</td>
<td>Perspective Taking</td>
<td>17.33</td>
<td>4.00</td>
<td>0.03</td>
<td>0.17</td>
<td>2.39</td>
<td>0.01</td>
<td>0.26</td>
<td>14.55</td>
<td>4,145</td>
<td>0.00</td>
<td>0.03</td>
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<td>0.02</td>
</tr>
<tr>
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<td>Extraversion</td>
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<td>4.80</td>
<td>0.03</td>
<td>0.16</td>
<td>2.08</td>
<td>0.03</td>
<td>0.28</td>
<td>12.77</td>
<td>5,144</td>
<td>0.00</td>
<td>0.02</td>
<td>4.34</td>
<td>0.03</td>
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</tbody>
</table>

Multiple R²=0.29; F-value=12.77; df =5,144 & p<.001
Table 4.18

Stepwise Multiple Regression Equation for the Criterion Variable Emotionality for the Female Adolescent Sample (n=150)

<table>
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<tr>
<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proactive coping</td>
<td>37.7</td>
<td>5.33</td>
<td>0.02</td>
<td>0.18</td>
<td>2.50</td>
<td>0.01</td>
<td>0.10</td>
<td>16.00</td>
<td>1,148</td>
<td>0.00</td>
<td>0.10</td>
<td>16.00</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Perceived Maternal Care</td>
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<td>6.25</td>
<td>0.03</td>
<td>0.24</td>
<td>3.27</td>
<td>0.00</td>
<td>0.18</td>
<td>15.97</td>
<td>2,147</td>
<td>0.00</td>
<td>0.08</td>
<td>14.48</td>
<td>0.00</td>
</tr>
<tr>
<td>3</td>
<td>Personal Distress</td>
<td>16.02</td>
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<td>-0.24</td>
<td>-3.40</td>
<td>0.00</td>
<td>0.24</td>
<td>15.54</td>
<td>3,146</td>
<td>0.00</td>
<td>0.06</td>
<td>12.24</td>
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</tr>
<tr>
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<td>Empathetic Concern</td>
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<td>0.01</td>
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<td>0.01</td>
</tr>
<tr>
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<td>0.01</td>
<td>0.30</td>
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<td>5,144</td>
<td>0.00</td>
<td>0.03</td>
<td>5.78</td>
<td>0.01</td>
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</tbody>
</table>

Multiple $R^2=0.30$; $F$-value=12.52; $df =5,144$ & $p<.001$
### Table 4.19
Stepwise Multiple Regression Equation for the Criterion Variable Sociability for the Total Adolescent Sample (n=300)

<table>
<thead>
<tr>
<th>S. No.</th>
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<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R²  Change</th>
<th>F</th>
<th>change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Competence</td>
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<td>13.10</td>
<td>0.02</td>
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<td>77.09</td>
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<td>77.09</td>
<td>0.00</td>
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</tr>
<tr>
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<td>Extraversion</td>
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<td>45.94</td>
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<td>-0.19</td>
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<td>0.04</td>
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</tr>
<tr>
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<td>Proactive Coping</td>
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<td>5.00</td>
<td>0.03</td>
<td>0.18</td>
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<td>0.00</td>
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</tr>
<tr>
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<td>-0.11</td>
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<td>0.02</td>
<td>0.38</td>
<td>35.53</td>
<td>6.293</td>
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<td>0.01</td>
<td>5.26</td>
<td>0.02</td>
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Multiple $R^2=0.37$; $F$-value=35.53; $df=6,293$ & $p<.001$
Table 4.20
Stepwise Multiple Regression Equation for the Criterion Variable Sociability for the Male Adolescent Sample (n=150)

<table>
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<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
</tr>
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<tbody>
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<td>1</td>
<td>Personal Competence</td>
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<td>0.00</td>
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<td>1,148</td>
<td>0.00</td>
<td>0.22</td>
<td>42.10</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Extraversion</td>
<td>13.68</td>
<td>3.46</td>
<td>0.05</td>
<td>0.26</td>
<td>3.68</td>
<td>0.00</td>
<td>0.31</td>
<td>33.65</td>
<td>2,147</td>
<td>0.00</td>
<td>0.09</td>
<td>19.83</td>
<td>0.00</td>
</tr>
<tr>
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<td>Emotional Support Seeking</td>
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<td>2.82</td>
<td>0.06</td>
<td>0.25</td>
<td>3.27</td>
<td>0.00</td>
<td>0.35</td>
<td>26.12</td>
<td>3,146</td>
<td>0.00</td>
<td>0.04</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>-0.15</td>
<td>-2.09</td>
<td>0.03</td>
<td>0.39</td>
<td>18.62</td>
<td>5,144</td>
<td>0.00</td>
<td>0.02</td>
<td>4.35</td>
<td>0.03</td>
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</tbody>
</table>

Multiple R²=0.39; F-value=18.62; df =6,293 & p<.001
Table 4.21
Stepwise Multiple Regression Equation for the Criterion Variable Sociability for the Female Adolescent Sample (n=150)

<table>
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<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extraversion</td>
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<td>0.07</td>
<td>0.37</td>
<td>5.69</td>
<td>0.00</td>
<td>0.20</td>
<td>37.96</td>
<td>1.148</td>
<td>0.00</td>
<td>0.20</td>
<td>37.96</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>Personal Competence</td>
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<td>13.38</td>
<td>0.02</td>
<td>0.26</td>
<td>3.54</td>
<td>0.00</td>
<td>0.35</td>
<td>39.26</td>
<td>2.147</td>
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<td>0.14</td>
<td>32.47</td>
<td>0.00</td>
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<tr>
<td>3</td>
<td>Perspective Taking</td>
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<td>0.17</td>
<td>2.55</td>
<td>0.01</td>
<td>0.38</td>
<td>29.89</td>
<td>3.146</td>
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<td>0.02</td>
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</tr>
<tr>
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<td>Avoidance Coping</td>
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<td>1.90</td>
<td>-0.07</td>
<td>-0.16</td>
<td>-2.53</td>
<td>0.01</td>
<td>0.42</td>
<td>20.88</td>
<td>5.144</td>
<td>0.00</td>
<td>0.02</td>
<td>4.55</td>
<td>0.03</td>
</tr>
<tr>
<td>6</td>
<td>Proactive Coping</td>
<td>37.78</td>
<td>5.33</td>
<td>0.03</td>
<td>0.18</td>
<td>2.34</td>
<td>0.02</td>
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<td>6.143</td>
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<td>0.02</td>
<td>5.51</td>
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</tbody>
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Multiple R²=0.44; F-value=18.87; df =6,143 & p<.001
### Table 4.22

**Stepwise Multiple Regression Equation for the Criterion Variable Global Trait Emotional Intelligence for the Total Adolescent Sample (n=300)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression Coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R² Change</th>
<th>F change</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Competence</td>
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<td>13.10</td>
<td>0.01</td>
<td>0.28</td>
<td>5.95</td>
<td>0.00</td>
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<td>81.03</td>
<td>1,298</td>
<td>0.00</td>
<td>0.21</td>
<td>81.03</td>
<td>0.00</td>
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<tr>
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<tr>
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<td>Extraversion</td>
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Multiple R²=0.52; F-value=45.15; df =7,292 & p<.001
Table 4.23

Stepwise Multiple Regression Equation for the Criterion Variable Global Trait Emotional Intelligence for the Male Adolescent Sample

(n=150)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Independent Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Regression coefficient</th>
<th>β coeff</th>
<th>t</th>
<th>p</th>
<th>R^2</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>R^2 Change</th>
<th>F change</th>
<th>p</th>
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Multiple R^2=0.45; F-value=30.61; df =4,145 & p<.001

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### Table 4.24

**Stepwise Multiple Regression Equation for the Criterion Variable Global Trait Emotional Intelligence for the Female Adolescent Sample**

(n=150)

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<th>S. No.</th>
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<th>SD</th>
<th>Regression coefficient</th>
<th>t</th>
<th>P</th>
<th>$R^2$</th>
<th>F</th>
<th>df</th>
<th>P</th>
<th>$R^2$ Change</th>
<th>F change</th>
<th>P</th>
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*Multiple $R^2=0.63$; F-value=26.41; df =9,140 & p<.001*