LIFE SATISFACTION OF INTER REGIONAL MIGRANT STUDENTS IN RELATION TO PERCEIVED STRESS, PERSONAL GROWTH INITIATIVES AND COPING STRATEGIES

A

Thesis

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By

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DECLARATION

I JaswinderKaur hereby declared that the thesis entitles *"Life Satisfaction of Inter Regional Migrant Students in Relation to Perceived Stress, Personal Growth Initiatives and Coping Strategies"* submitted to Lovely Professional University for award of Degree Doctor of Philosophy in Education, is my original research work and has been prepared by me in School of Education at Lovely Professional University under the guidance of Dr.AnoopBeri (Ex. Associate Professor of Lovely Professional University. Presentably,Registrar of C T University, Ludhiana). No Part of this thesis has formed the basis for the award of any degree or fellowship previously.

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I express my special gratitude to my parents, my soul source of Inspiration, who has given me strength, motivation and patience to achieve the cherished goal my life, I always indebted for their love, sacrifices and help through so much transitions, without their emotional and practical support this work would never have come to fruition. Their support kept me going through hard times and gave me confidence, courage and ambition. I dedicate this thesis to them.

"Uttered names are sweet, but those unuttered are sweeter"

JaswinderKaur

Abstract

India is emerging as a global hub of higher education providing varied opportunities. Each state of the country has several public and private educational institutions for providing a general and specializededucation. For fulfilling the aforesaid purpose, the Educational Institutions provided various programs in different streams, where students are studying far away from their native places for their educational and professional growth. India is the multicultural country which is divided into four main regions, on the basis of their identically different socio-cultural environment (North, South, West, and East India). Each region is entirely different from one another; when we move to another region it seems like a different country. The migration process of students involves many changes in their identity, values, behavior, cognitions, and attitudes while their efforts to rise to adjustment/development as well as their academic progress.The universities of all regions have a different environment, norms and policies and those also influence the student's life. The classroom faces a unique demographic situation (students from different states) and effects the educational and social goals of students. Most of the students have the capacity to grow up in the new environment but the situations of new surroundings rupture them due to the discriminative and disrespectful behavior of others, which leads to stress. Some students adjust smoothly to the stress while others develop physical, psychological and/or emotional problems.

The review of literature clearly shows the multiple challenges faces by migrant students.The interaction experienced by students with a variety of peers, people influence them either be positive, negative or neutrally. The experience of mobility for students helps them to personal development. Dealing everything by them could be a pressure but also encouraging for them, they become responsible, realize the importance of being independent, understanding about the cultural differences, the personality of different people, and the realities of host place which all is considered as a journey of self-development. The complexities while adjusting to the different environment become the causes of constant worry and affect their internal-external satisfaction and goals of life. Extensive evidences also proved that the perceived discrimination became causes of depressive symptoms which are associated with conflict among students because of cultural values, practices and beliefs, culturally and linguistically difference, backgrounds experience, poorer educational results than their peers belong to native culture or region increase the stress among students.

Unlike native students, the review of literature also indicated that migrant students need to develop bicultural competence, as the process of adjusting, emotional and inter/intra-personal challenges that encountered them in the host country. The developmental challenges such as identity exploration and relationship revaluation combined with the stress of the university environment can create a storm of pressures which effect their growth, career aspiration and goal orientations, life satisfaction and skills.

Review of literature confirms that inter-regional migration of students in India has been a relatively neglected area for research. The researches related to the migration of students within the country are limited in India and outside the country. Additionally, most of these researches explored the acculturative stress among migrant students. Research studies also to endorse that degree of migration experience and the level of acculturation influenced the favorable or unfavorable attitude towards the dominance of native or host culture. Thus, there was a dire need to explore this area as a way of advancing the same.So, the present study attempts to study the interrelationship, comparison along with the effects of various demographical variables on life satisfaction, perceived stress, personal growth initiative and coping strategies of inter regional migrant students.

In present study,*Inter-Regional Migrant Students*was described as the students that are those who belongto a particular region of the country, are studying in other region of country (e.g. students studying in North India, belonging to South India, West India and East India). Whereas, the *Life satisfaction* is defined as multi-dimensional criteria to contentment of life which is set by an individuals' positive appraisal of his/her complete life (positive outcomes and absence of negative effects of past and present experiences). Students' life satisfaction depends upon their basic living standard and fulfilment of needs and expectations.*Perceived Stress*defined as a psycho-cognitive process and active state of mind, which enables an individual to realize, understand and interpret any strenuous situations. *Personal Growth Initiatives*are demarcated as the efforts of individual to develop, grow and improve himself as a person. *Coping Strategies*are named as the techniques and efforts of individual to reduce and/or manage stress according to their internal and external demands.

The objectives of present study were (1) to identify the levels life satisfaction, perceived stress and personal growth initiatives of inter regional migrant students; (2) to identify the types of coping strategies of inter regional migrant students; (3) to

study the interrelationship among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students of India; (4) to compare the life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students with respect to gender, region streams, and universities; and (5) to study the affect of perceived stress, personal growth initiative and coping strategies on life satisfaction of inter regional migrant students.

A sample of 1201 inter regional migrant students were selected from 15 NAAC Accredited universities of North India (Punjab, Himachal Pradesh, Haryana, Jammu & Kashmir, Rajasthan, Uttar Pradesh, Uttrakhand, Delhi and Chandigarh). The sample demographic characteristics were: male (55.7%), female (44.3%); UG (58.36%), PG (41.63%); Rural (43.4%), Urban (56.5%); present accommodation Hostel (56.2%), Rented Room/PG (36.6%), Relative's House (3.58%), Own Home (3.49%); Region: South (26.14%), East (48.9%), West (24.89%); Streams: Arts & Humanities (11.07%), Commerce & Management (18.06%), Sciences & Engineering (70.85%) of inter regional migrant students.

The data was collected in the academic year (Jan-May, 2017), through administered four standardized scales: Students' Life Satisfaction scale (Self-standardized), Students' Perceived Stress Scale (Self-Standardized), Personal Growth Initiative Scale (PGI-II) by Robitschek (2012) and Coping Strategies Scale by A.K. Srivastava (2000) on targeted sample. The data was analyzed by applying both descriptive and inferential statistical techniques i.e. mean, SD, percentage, Bivariate Pearson's Correlation, ANOVA, t-test, and Regression analysis. *'SPSS-21'* statistical software was used to analyse the data for the present research tostudy. The mean and SD of age of inter regional migrant students were 21.26 ± 1.70 as well as age range of students was 17 to 26 years.

Results highlighted that the highest percentage of inter-regional migrant students have moderate level of life satisfaction, and personal growth initiatives followed by high and low levels. The highest percentage of inter-regional migrant students followed in low level of perceived stress. Further, result showed that the highest percentage of inter regional migrant students generally preferred to use AB coping strategies followed by AvB, ACB, AvC, and AC coping strategies. Correlation analysis revealed a significant interrelationship between life satisfaction, perceived stress, personal growth initiatives and coping strategies (AB, AC, ACB, and AvB) of inter-regional migrant students.Perceived stress has been found negative

significantlycorrelated with life satisfaction, whereas the personal growth initiatives and coping strategies are positive significantly correlated with life satisfaction of inter regional migrant students.While, the comparative analysis illustrated that a significant difference and interaction effect have been foundon the basis of gender, region and streams of inter-regional migrant students on the scores of life satisfaction, perceived stress, personal growth initiatives and coping strategies, but no difference and interaction effect have been foundon the basis of age of universities. Further regression analysis shows that perceived stress (negative), personal growth initiatives and coping strategies i.e. approach behavior, and approach cognitive behavior coping strategies (positive) are significant predictors of life satisfaction of inter regional migrant students.

The findings of the study may play a crucial role to provide timely help to dissatisfied university students through student services and career counselling programs for their psycho-educational adjustments. These findings can be useful for educators and university administrators to know how much attention is needed in such areas, where students are the most dissatisfied and/or stressed to provide training for coping skills. It would be helpful for university administrators and the higher education professionals that coordinate or provide facilities to university students if they need to improve students' services and academic support in advance. It may be suggested thatframing academic curriculum diligently so that students no longer feel the work-load of study and make it more interesting. The findings of the present studysuggested that universities should organize intervention programs to enhance life satisfaction and personal growth initiatives as well as stress management workshops, psychological counsellors for guidance and counselling assistance to students. University authorities should also arrange services like quality of information facilities for career opportunities and e-learning resources, coaching programs for the preparation of competitive exams, to enhance language proficiency and basic life skills.

Key words:*Life Satisfaction, Perceived Stress, Personal Growth Initiatives, Coping Strategies, Inter Regional Migrant Student*

CERTIFICATE

I certify that JaswinderKaur has prepared her thesis entitles *"Life Satisfaction of Inter Regional Migrant Students in Relation to Perceived Stress, Personal Growth Initiatives and Coping Strategies"* for award of Ph.D. degree of the Lovely Professional University, under my guidance. She has carried out the work at School of Education, Lovely Professional University, Phagwara, Punjab.

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CHAPTER I

INTRODUCTION

Life satisfaction is beyond the happiness of life.

1.1 Theoretical Orientation of the Problem

India is emerging as a global hub of Higher Education, providing varied educational opportunities. Each State of the Country has several Public and Private Educational Institutions for providing a general and specialized education. For fulfilling the aforesaid purpose, the Educational Institutions provided various programs in different streams, where students are studying why far away from their native places for their educational and professional growth. Education prepares students for fulfilling their demands of career, social responsibilities, and life in a constantly changing global society. Expansions of education and innovation in technology have made the world seem smaller as that has resulted in increasing the interaction among people of diverse regions of the world. Education positively influences the environment to generate the constructive changes in the habits, thoughts, behavior and attitude of students. In the present scenario of globalization, the educational environment, all over the world, is characterized by expansion of students; a revolutionary changes in the local commissioning of professional courses; rising privatization in education (Calnan et al., 2000). Formalization of specific courses(Mouatt et al., 1995);understanding about the special interests of students (Hayden, 2011) as well as mutual working network also increasing and boostup the global migration.

India is a remarkably diverse country, having varied differences in the socio-cultural environment. Diversity refers to the characteristics of a community with different species, such as a variety of entities dispersed across. On the basis of socio-cultural environment, India can be divided into four main regions namely: North, South, East and West. Each region is entirely different from one another; it's like the feeling of being in another country, not in one's own country. Each region has several varieties of mechanism, including values and behavioral styles; ways of communication/interaction, viewpoints, customs, orientations, arts, morals and many more skills, aptitude, and habits that are acquired by the individual as an associate of the society. Socio-cultural complexities of in-migrant inhabitants have been associated with the cultural unsuitability and less interaction and identification with host region. The in-migration process of students involves many changes in their

identity, values, behavior, thinking, and attitudes in their efforts of adjustment/development as well as their academic progress. A great cultural diversity can be seen in Indian society, which is clearly visible in Indian universities.

Study in the university, is a stressful time for newcomer students (both native and foreign) because one has to make adjustment in new social and educational environment as well as cope up with novel developmental issues e.g. psychological autonomy, economic independence and identity formation (Furnham, 2004). Each immigrant and in-migrant student behaves differently because of the socio-cultural effect of one's own region make them view every situation through their own perception and experiences. For many students, studying in the university may be their first experience of living far away from home for a long time, as it can be an isolating experience. Students' natural support sources are no longer present for their smooth adjustment in the unknown/different environment. Thus, the migrant students experience a variety of stressors in different social environment which is influenced by greater freedom without or less adult supervision than their previous years (Lefkowitz, 2005) as well as development of the sense of isolation, loneliness, homesickness, and increased interpersonal conflict (Buote et al., 2007), issues related to finances, accommodation can affect the academic life as well as their progress and development.

From past few years, with the expansion of universities and variety of courses educational migration has been increased. According to Census 2011, 17% students migrated every year for study from the home town to out-side and within the country. Those students that move within national boundaries called internal migrated. There are major three types of internal migrant students: (1) rural to urban area/ district to district within state; (2) inter-state migrant; and (3) inter regional migrant students. Migration is an implementation of choices of academic opportunities, accessing educational resources and opportunities, a professional identity and career mobility beside the linguistic benefits and scenarios for cultural enrichment, moreover, unavailability of higher degree courses, limited number of good and reputed educational institutions & seats, motivate the students to leave their native place. Moreover, several want to live far away from home at different locations to lead a mobile life. Various research studies proved that educational opportunity for students is also affected by parents' decision to migrate and family members also influence

both male and female migrants (Lan, 2006; Massey et al., 1987; Parreñas, 2001; Rodriguez, 2010). Migration is a major life event for most of the students that brings internal-external changes and challenges which affected positively and negatively their behavior thereby impacting their process of adaption and adjustment in the new environment and teaching-learning system. Awake (1998); Mishra, Crist, and Burrant (2003) explicated that cultural orientation and the process of socialization are sources of stress among students.

No doubt, Universities provides a range of opportunities for social as well as cultural development of students from diverse cultural backgrounds. Here, diversity or diverse culture, focus on differentiation related to ethnicity, religion, social class, language etc. (Zeichner, 1992). Culture, which refers to the attitudes, knowledge, values, as well customs that characterized asa language, social group, can influence the aims, goals and success of education significantly (Eggen&Kauchak, 2007) as well as the behavior and attitude exhibit by students. Indian cultures have a lot of uniqueness and distinct characteristics. Each cultural background is different from another which influences the students' attitude, ways of learning, interaction. In a mixed classroom of students with a different cultural background, and this makes the education process a bit complicated. In a classroom of migrant students having dissimilar cultures, languages, and abilities, it is essential that all students feel fairly treated and appreciated. Sometimes, students feel distressed due to language barriers, as they are subjected to unfair discrimination, poorly behaved, disrespectful because of their cultural, socio-economic differences, students find themselves punished and all this lead them towards the feelings of shamefulness, frustration or anger, often resulting in low achievement. The challenges and changes affect the students' self-esteem and/or their overall adjustment (Bhugra, 2003).

Extensive evidence proved that perceived discrimination became depressive symptoms which are associated with conflict among students because of cultural values, practices and beliefs (Whitbeck et al., 2002), culturally and linguistically difference, backgrounds experience, poorer educational results than their peers belong to native culture or region (Sanders, 2000; Bennett et al., 2004; Conchas&Noguera, 2004) increase the stress among students. Unlike native students, the review of literature also indicated that international students need to develop bicultural competence, as the process of adjusting, emotional and inter/intra-personal challenges that encountered them in the host country (Noh &Kaspar, 2003; Musgrave-Marquart,

Bromly, &Dalley, 1997; Poyrazli,& Grahame, 2007). International studentsin the new host culture become underprivileged of social support and may feel anxious or even disorient (Yeh&Inose, 2003). Research has revealed that in the new environment where students have to adjust to the culturally prescribed social norms and customs may become problems such as perceived prejudice, culture shock (Nilsson, Butler, Shouse& Joshi, 2008). DeVos (1983) suggested that quick adaptation in other culture is attributed to high achievement motivation, which is characterized by an internalized need for accomplishment. The stress of developmental challenges such as identity exploration and relationship revaluation combined with the stress of the university environment can create a storm of pressures.

The aforesaid discussion clearly shows the multiple challenges faced by migrant students. The interaction experienced by students with a variety of peers, people influence them either be positive, negative or neutrally. The experience of mobility for students helps them to personal development. Dealing everything by them could be a pressure but also encouraging for them, they become responsible, realize the importance of being independent, understanding about the cultural differences, the personality of different people, and the realities of host place which all is considered as a journey of self-development. The complexities while adjusting to the different environment become the causes of constant worry and affect their internal-external satisfaction and goals of life.

1.2. Life satisfaction

Life satisfaction is the wider term and has received prime importance of all the learned and enlightened saints in all religious scriptures. According to the holy book of Sikhism "Guru Granth Sahib Ji" satisfaction is "Anand", as a state of peace and pleasure of mind, life and even beyond the happiness. According to Hindu's sacred book Gita, life satisfaction brings, "Viveka", "Vairagya",and"Vichara" and also opens the door of internal bliss and sunshine. We all wish for quality of life which will be a combination of interest, zest, excitement, achievement, peace of mind and satisfaction. Life is meaningful and rich in gratification. Life satisfaction is a multifaceted concept recounting the psychosocial and physical environmental life conditions. Life satisfaction is also the extent in which a person is pleased or satisfied with the gratified environment across him/her.

Life is a mixture of necessities, freedom, opportunities, and choices that often influenced by individual's approaches to events. Due to the complexities of life, majority of the humans seem unhappy for the harmony of inner and outer self. Satisfaction can be extrinsic as well as intrinsic and also represents the person's measurement of his/her whole life. In general, satisfaction is a described as the fulfilment of the desires for gratification, expressive feelings of pleasure and happiness optimize. Satisfaction is not about what is happening to us. It is how an individual perceive what is happening with him, it is the knock for negativity. It is also not about the wishes for what we don't have, but it is about enjoyment with what we have. We cannot pinpoint a particular thing by which we can derive the abstract ideas of satisfaction. He must learn not to bend to stresses and strains like a tree in wind. Different things make different people happy: one will realize that happiness and contentment or satisfaction does not depend just upon what happens outside of him but on what happens within him.

Life satisfaction may be considered a pleasant feeling and experience of an individual in which he enjoys all his moments with available resources in present circumstance without any worry or fulfilment of the needs. Life satisfaction reflects happiness, enjoyment and different attributes of one's living. Life satisfaction is the essence of individual's life which specifies that how much he/she is happy with his/her whole life that depends on the perception of an individual. Tatarkiewicz (1976) wrote "Happiness requires total satisfaction that is the satisfaction with life as a whole" (p.9).Diener (1984); Cowen (1991); Park and Peterson (2010) considered life satisfaction as well-being. Lambert et al. (2009) depicted life satisfaction as the quality of life; which reflects the contentment with life, specifically to the fulfilment of one's need and expectations that cannot be possible without basic living standard for survival. Life satisfaction is one indicator of positive mental health and also described as a cognitive appraisal of an individual's life based on his subjective standard (Diener, 2000). The literature confirmed life satisfaction is a broad-ranging concept, incorporating as a person's self-appraisals of his happiness, quality of life, and well-being. Life satisfaction is particularly in regard to the fulfilment of one's need and expectations and significantly influenced by wealth, culture, and political turmoil (Diener, Diener, &Diener, 1995). Numerous researchers defined life satisfaction as follow:

Sr.	Researcher(s)	Life Satisfaction as:
1.	Andrews (1974)	An Ultimate outcome and overarching criterion of human experience.
2.	Bartlett (1977)	A degree of contentment with one's own lifestyle and it's depending on will not on the number of years/ age of the person.
3.	Shin and Johnson (1978)	A global assessment of the quality of life by a person which is based on the set criteria of an individual.
4.	George and Bearson (1980)	An assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievements.
5.	Diener (1984)	The subjective well-being.
6.	Pavot, Diener, Colvin, and Sandvik (1991)	Global evaluation of life by the person.
7.	Veenhoven (1996)	A life liked by the person which he/she leads.
8.	Hart (1999)	A cognitive appraisal of the overall degree of satisfaction one has with his or her life.
9.	Telman, and Unsal (2004)	Generally implies the feeling of pleasure that a person gets from his/her life.
10.	World Health Organization (WHO) (2004)	Personal assessment of individual's conditions of life and that are compared with individual's own aspiration and an external reference standard.
11.	Paolini, Yanez, and Kelly (2006)	Person's cognitive evaluation of his/her quality of life as a whole, or within specific life domains.
12.	Brown, and Daun (2007)	Cognitive assessment of an individual's of his progress towards desired goals in life.
13.	Kotler, Lane, Koshy, and Jha (2009)	Satisfaction is the pleasant feeling of the person that results from comparing a product's perceived performance (or outcome) of own expectation.

On the basis of overhead definitions, it can be concluded that life satisfaction is an impartial state, having an optimistic impact on individual and reflects how much a

person feels good about him and his lives. It implies the happiness with the acceptance of life circumstances as well as the fulfilment ofbasic needs and demands, which also goes on the throughout one's whole life. A person who is satisfied remains happy and leads a comfortable life. In the view of Seligman (2002) life satisfaction depends upon the uses of signature strengths to achieve contentment, pride as well as gratification within innumerable aspects of life.

Multidimensionality of Life satisfaction

Life satisfaction has become a noteworthy aspect of research in the areas of social sciences, economics, medicine (Cummins, 2005). Life satisfaction is the multidimensional concept. Different researchers give multiple dimensions that contribute in the life satisfaction of students. Kumar and Dhyani (1989) measures mental, job, social, marital and family factors to life satisfaction. Tepperman and Curtis (1995) assessed specific areas of life satisfaction which are associated with job, family, leisure, finances, and overall scores of life satisfaction. Alam and Srivastava (2001) measured job, social, marital, health, personal and economic aspects of life satisfaction. Huebner (2001) specifies five dimensions of students' life satisfaction: family, friends, school, living environment, and self. Rojas (2004) identified the seven domains of life satisfaction; health, economic, job, family, friendship, personal, and community environment. Rode et al. (2005) proposed 'Integrated Life Model' for life satisfaction of students within four life domains: leisure satisfaction, family satisfaction, university satisfaction, and housing satisfaction.

Bottom-up theories of life satisfaction by Brief, Butcher, George, and Link, (1993) suggested that life satisfaction represents the overall attitude of individual, and also composed with different components of satisfaction in various domains of life. Buttheyalso pointed that the importance of any one specific life domain can be varied overall life satisfaction due to population differences (Andrews &Withey, 1976). Chow (2005) comprised that the housing conditions i.e. living environment (physical condition of the residence) and living arrangements (people being lived with) as determinants of the life satisfaction of university students. Moreover, multiple research studies on life satisfaction constructs have been measuredvarious life domains that found to be important correlates that also explaining about 50% of the variance in overall life satisfaction (Andrews &Withey, 1976; Campbell, Converse, & Rodgers, 1976; Rice, Near, & Hunt, 1979; Near, Smith, Rice, & Hunt, 1983, 1984).

The aforementioned conceptualized dimensions and previous research studies confirmed that the numerous factors stimulus the life satisfaction of students.

Academics: Satisfaction with academic activities is a one of positive outcome in students which contributes to their higher life satisfaction (Lent et al., 2005; Soldo& Huebner, 2006; Lent, Singley, Sheu& Schmidt, 2007; Ojeda, Flores & Navarro, 2011; Xiao, Tang & Shim, 2009). Academic experience i.e. higher GPA (Chow, 2005; Rode et al., 2005; Gilman & Huebner, 2006), students' academic performance and success (Huebner, Funk, and Gilman, 2000; Suldo& Shaffer, 2008; Xiao, Tang & Shim, 2009); organized course curriculum, teaching methodologies (Navarro et al., 2005; Letcher&Neves, 2010; Tosta, 2012); involvement of students in extra-curricular activities (Rubin, Bommer, and Baldwin, 2002; Letcher&Neves, 2010); preparation for career and higher studies (Umbach& Porter, 2002; Tessema, Ready & Yu, 2012; Farahmandian et al., 2013) also influence the life satisfaction of students. Similarly, service quality (Kayastha, 2011) e.g. quality of instruction delivery, (Delaney, 2005), quality and accessibility of IT facilities (Mai, 2005), teacher-student interaction and skill development programs (Bitner&Zeithaml, 1996; Kuh& Hu, 2001),perceived faculty support (Yalcin, 2011) enhance the life satisfaction in students. The reputation of the university or college (Robinson, 1986; Astin, 1993; Helgesen&Nesset, 2007; Hishamuddin et al., 2008; Muhammed et al., 2010) also affects the students' satisfaction. Akin et al. (2015) have been also found that academic support by family and friend is significantly related to the life satisfaction of university students.

Socio-Economic Status: Satisfaction with financial factors and socio-economic status(Douthitt et al., 1992; Sam, 2001; Chow, 2005; Xiao et al., 2009; Demirbatir et al., 2013) as well asthefinancial assistance and tuition cost (Farahmandian et al., 2013) exceedingly contributing in life satisfaction of university students. Financial prospects also have a great impact on career choices of students. Greenhaus and Callanan (1994) provide an evidence for that life satisfaction influenced by thecareer choice, and personal values abilities of both unmarried and married students. Pitcher and Purcell (1998) revealed that students expected to obtain a career related position immediately after their graduation and positive career expectations (Jenkins, 2001) among students e.g. reputed profession, Career opportunities, career attitude, career advancement, career preference, financial rewards (Wilson et al., 2006; Letcher&Neves, 2010; Karavdic& Baumann, 2014) are the expectations of students.

Environment: University environment provides a huge platform to students as a tiny global world. Astin (1975) endeavored to identify that college environment significantly affect the student's persistence in college. Living in a campus residence as the most important and pervasive was the student's residence, positively related to the retention, and this positive effect occurred in all different types of institutions besides among diverse students regardless in the terms of sex, race, ability, or family background. Similar results had been obtained in earlier studies (Astin, 1973; Chickering, 1974) and also subsequently replicated (Astin, 1977, 1982). Preceding research studies also explored that the external community environment, internal and external learning environments (Arambewela& Hall, 2013), environmental support and resources (Lent, 2004) have an inordinate impact on students' life satisfaction. Residential life (Delaney, 2005; Mole, 2009; Alleyne, Alleyne, &Greenidge, 2010; Botha, Snowball, Klerk, &Radloff, 2013) in both on-campus and off-campus housing (Muslim, Karim, & Abdullah, 2012),e.g. hostel (Khozaei, Ayub, Hassan, &Khozaei, 2010; Sawyerr&Yusaf, 2013), rented house, and housing material (Akinyode, 2014), living environment, conditions and living arrangement (Chow, 2005) also are associated and ensure the high life satisfaction in students.

Social Relationships: Life satisfaction, as cognitive assessment, is underlying the state of thoughts to be relatively consistent, which is influenced by the social factors (Ellison et al., 1989) i.e. social acceptance, expecting support and assistance to maintain relationships (Baumeister& Leary, 1995). Satisfaction with inter relationships (Jensen-Campbell et al. 1996; Leung & Zhang, 2000), belongingness of family and friends in the terms of social support, leads the students toward satisfaction with life. Parents' attitude, warmth, support (Young et al., 1995; Yalcin, 2011; Deniz et al., 2013; Mahanta&Aggarwal, 2013), family satisfaction (Gomez, 2011), father involvement (Flouri& Buchanan, 2002), relationship with mother and siblings (Chow, 2005), attitude and values of family members(Sue & Sue, 1990; Yagi& Oh, 1995) all are the factors that influence life satisfaction of students. Moreover, a sense of community (Oh, Ozkaya&LaRose, 2014), being socially informed (knowing about events and activities), relationship and perceived support of class mates, peers, friends, teachers and others (Graziano, Jensen-Campbell, & Finch, 1997; Molfese&Molfesee, 2000; Chow, 2005; Kasprzak, 2010; Mahanta&Aggarwal, 2013), number of friends (Sam, 2001), peer interaction and networks (Baldwin, Bedell&

Johnson, 1997; Quan-Haase& Young, 2010), friendship is related to wellbeing as compare to the family support (Davis, 1998). Nonetheless, the presence or absence of romantic relationships as well as the quality & satisfaction in love relationships (Paul, Poole, &Jakubowyc, 1998; Myers, 2003; Dush& Amato, 2005; LaGreca& Harrison, 2005) considered as the source of happiness (Reis, Collins &Berscheid, 2000; Myers, 2003; Khaleque&Rohner, 2004; Dush& Amato, 2005) and also show a positive association with the higher level of life satisfaction and increasing the positive emotions (Demirtas&Tezer, 2012) among students.

Personal Factors: According to the developmental task theory of Havighurst (1973) the levels of life satisfaction related to the factors that connected with various personal factors. This association is including one's life phase, personal values and interpretations. Havighurst (1973) emphasized that happiness (or life satisfaction) may be dependent on the successful achievement of life-phase which is relying on the arising tasks of three sources: physical maturation, cultural pressure and individual aspirations and values. Similarly, personality and personal tendencies (Diener& Lucas, 1999), intrapersonal strength that helps buffer against the stressful life events (McKnight, Huebner, &Suldo, 2002).Whereas, personal exploration (Jessor, Donovan, & Costa, 1991), self-esteem (Deniz, 2006; Ye, Yu, and Li, 2012), self-efficacy belief (Cakar, 2012; Capri et al., 2012),self-role satisfaction and congruence, (Sheldon, Ryan, Rawsthome,&Ilardi, 1997; Reich & Rosenberg, 2004), emotional expressivity (Kamal et al., 2013), perfectionism (Stoeber&Stoeber, 2009),personal goals committed by the individual for own self (Emmons, 2003; Oishi&Diener, 2009), perceived goal progress (Lent, Singley, Sheu& Schmidt, 2007), values (Sortheix&Lonnqvist, 2013) all are associated and effect the life satisfaction.

Life satisfaction as a whole of positive and negative experiences of life and all set perceptual criteria of students which influenced by many aspects with the changing circumstance and relationships. A person needs to be intrinsically satisfied with true satisfaction and stimulation of life. Life satisfactionis apparent as a realistic appraisal of one's abilities and potentials. It is developing bythe realistic aspirations and expectations to be happy. It is difficult to have satisfaction in life, without cheerful disposition and healthy optimistic outlook towards life.

1.3. PERCEIVED STRESS

"We boil at different degrees" is the statement given by Emerson, Ralph Waldon in 1870. It was a remarkable assessment of human beings, probably, the 21st century which has been named as the "era of stress". Stress among students is a universal phenomenon. Stress is individual's responses to any event that disrupt or threaten the individual's physical and psychological functioning (Taylor, 2002). Stress effects the reaction to/ against one's physical, mental and emotional life conditions (Gyan, 2006). Stress is a response to events that threaten or challenge for the students e.g. a class test, complete assignment on deadline, exams, family issues or cumulative series of different and even sometimes small events of life, all are known as stressors and produce threats to well-being of students even pleasant events e.g. planning for a party or selection for job interviews, beginning a sought-after job, are some examples also can produce stress. But some stress is healthful and necessary to keep us alert and engaged to achieve goals of life.

Dr.Selye Hans (1979) suggested four basic variations of stress: Eustress (good stress); Distress (bad stress); Hyper-stress (overstress) and; Hypo-stress (under stress). Selye (1979) also referred such healthful stress as eustress, which is the positive dimension of stress (e.g. an artist trying to create the best piece of his life is under some sort of stress but the outcome is creativity) is helpful to expand the life goalmouths. Eustress can lead to creativity and productivity. On the other hand, Kaplan and Sadock (2000) specified, "although an optimal level of stress can enhance learning ability, but if the stress levels that lead to negative consequences, is distress" e.g. lasting longer and may threaten to damage the organism, being perfectionist. It leads to deterioration in performance and stress-induced disorders like hypertension, mental fatigue, diabetes, irritable bowel syndrome or psychosomatic disease. Oxford Medical Publications (1985) defined the stress as ''a factor that threatens the health of an individual or has an adverse effect on the functioning of the body''. It is expounded that stress disperses the perception of an individual. Stress can be easily understood by following mentioned dissimilar convictions which are based on different practices and definitions:

Sr.	Stress in Different Contexts/ Practices

1.	Medical/ Biological	A complex reaction to neurologic and endocrinology systems by the physical, mental, or emotional factor that causes of bodily and/or mental tension(s).
2.	Psychological	It's a state of extreme mental pressure which generated by the way we think (exaggerated or negative thinking) about the issue or situation, e.g. too much worry, over-thinking.
3.	Physical	Hans Selye (1974) identified a universal pattern of physical stress, known as the general adaptation syndrome (GAS), which helps us to understand how the body handles stress over time and how physical stress sometimes gives way to distress.
4.	Social	Based on the social environment of an individual and might be a cause of deviant behavior of an individual and affect the social relationships.
5.	Psychosocial	Appear from intense social interactions or their lack, or other variables associated with relationships (Asteria, 1985).

TYPES OF STRESS

Stress is an overarching concept that is comprised of stressors and strain, also well-known as the process of stressors that leads to strain. According to Lazarus (1993b) different psychological stressors are apparently brought about by diverse antecedent conditions, both are in the environment and within the person, and having dissimilar consequences. There are three types of stress:

	Types of Stress	Description	Examples
1.	**Anticipatory Stress**	Anticipatory stress is arousal stimulated by expected stressors, where mind and body prepare in advance for change, crisis, or challenges.	The tension before a test/exam, butterflies before a viva, apprehension about a parent's response to breaking a rule, fear of an impending hurricane, a dread of forced retirement.
2.	**Current Stress**	Current stress is an arousal during an experience and plentiful in nature. It harnessed effectively while	The body's extreme alarm during an accident, mental alertness in the midst of a debate and vice- verse , examinations or bike race, the excitement during the

	vital for optimal performance, too much or too little can increase devastating distress.	first-time conversation with an attractive person of opposite sex.
3. **Residual Stress**	Residual stress is arousal after an experience has passed. It also may be positive or negative.	Apprehension after a near collision of the highway, overstimulation of whether pleasant and unpleasant events or some have difficulty sleeping the night after the victory.

Stress stems from many causes (external and internal) including major events of life and hassles of daily life which may lead to good outcomes, while others to negative. Bovier et al. (2004); Cohen et al. (1983) found high perceived stress consistently relates to distress in both males and females. Campbell, Svenson, & Jarvis (1992); Tamres et al. (2002) and Day and Livingstone (2003) reported the experiencing unacceptable levels of perceived stress among female students. Generally, tough circumstances of life perceived as stress such as poverty, homelessness, limited educational opportunities (Garbarino, 1995; Masten&Coatsworth, 1998), migration, examination workload are might be in long time or short terms for students.On the basis of review of literature, the major causes of stress among students are as follows:

- **Personal:** Self (self- expectations/ centeredness); Socio Economic Status; Leisure Activities; Personality Traits; Life Style Changes; Pocket Money; Lack of Coping Abilities.

- **Health:** Insufficient Physical Ability; Mental health; Social Anxiety, Emotional Instability/ Disturbed Mental Equanimity; Use of cigarette smoking, alcohol & Drugs; Negative Thoughts.

- **Academic:** Workload (projects/exams/tests/ teaching-learning contents), Less support of Teaching & Non-Teaching Staff; Unexpected Career Outcomes; Lack of Information Sources; Improper University/ Campus Facilities; Classroom Problems; Language Barriers.

- **Poor Interpersonal Relationships:** Relationship with Family, Friends, Peers, Romantic and others (Society); Lack of support.

- **Environment:** Accommodation and Living conditions; Acculturation (Culture Background); Campus environment.

- **Life Causes:** Family Changes; Death; Moving to New Location; Physical Changes; Uncertainty.

Stress is an umbrella term that is used to labialize the physical, emotional, cognitive, behavioral responses to events that are considered as threatening, challenging and difficult to cope up. Perception of stress is defined as an attitude or behavior of the individual that strains on his ability to cope. Perceived stress also refers to an individual's cognitive evaluation of stress. All perceived stressors are not identify easily and do not have equal effects or consequences. Even,perceivedhealth stress has also a strong impact on the students under many conditions. Many researchers defined perceived stress as follows:

1. Perceived stress is a degree to appraised life situation as stressful by one's (Cohen et al., 1983).

2. Stress is psycho-social as a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his/her resources and endangering his/her well-being (Lazarus &Folkman, 1984).

3. Stress as a whole set of physiological and psychological phenomena, including the objective events/stressors; the person's perception of the stressor, the conditioning factors or contextual stimuli, the various intervening processes or residual stimuli, and the manifestations of response to the stressor (Pollock, 1984).

4. Perceived stress is any stimuli which an organism perceives as a threat may be physical, psychological, or psychosocial in nature (Asteria, 1985).

5. Perceived stress depends on the individual's stage of development, life experiences, personality, context and coping strategies as well as the intensity and duration of the life experience (Honig, 1986).

6. Perceived stress is the individual's response to an event (Roberts & Corcoran, 2000).

7. Perceived stress is the feeling and/or thought of an individual has that notify a person how much under in stress at a given or over time period, it's not a measure the frequency of stressful events rather, how a person feels about the general stressfulness of own life and ability to handle such stress (Encyclopaedia of behaviour medicine).

8. It is an individual's responses (both physical and mental reaction) to any event caused of overloaded perceived stress, which resulting may possibly negative effects (Cohen et al., 2007).

On the basis of above definitions, it can be summarized that perceived stress is not an actual stress; it is shaped and occurred in individual's mind-set due to overthinking of his/her past and present's positive or negative experiences, as well as future. It is a degree/extent of person's perception about the exceeding demands of own ability to cope with difficulties. Continuous stress can be cause of tiredness, irritability, lack of construction, anger, anxiety, disinterest, jealousy, hopelessness, and the loneliness which lead the students toward mental sickness, poor decision making ability, low self-esteem, high distraction levels and poor academic performance. Moreover, it also leads to mental distress in students and influence negatively their cognitive functioning and learning (Dahlin, Joneborg&Runeson, 2005),affect their general well-being for long term (Bray & Kwan, 2011; Stewart et al., 2008). Some unfortunate ones may be suffer with developmental issues such as depression and anxiety (Bayram&Bilgel, 2007; Mikolajczyk et al., 2005; Streeramareddy, 2010), and suicidal tendencies (Arun&Chavan, 2009; Rosiek et al., 2016).

The stress which perceives and/or experienced by students may have adverse effects on their academic achievement, personal well-being, and long-term professional capabilities. Many students, who belong to the different region, returning to their homes, due to numbers of horrid unspeakable incredible incidents, where they have been discriminated, insulted, physically abused, or the extreme consequencesi.e. attempt to suicide. In the majority of cases, students experienced a range of detrimental effects such as humiliation, depression, difficulty with peers and interpersonal relationships and emotional instability. The associations of various stressors increase the level of stress or other depressive symptoms. The expectation of parents and the difficulty of course curriculum are also influencing stressors in Indian students of science and technology streams (Pramanik& Ray, 2003; Ray &Goswami, 2000; Sharma &Jaswal, 1999).

Mental peace is also required to enjoy life, work with vigor and vitality as well as creating harmonious interpersonal relationships. In the era of globalization and competition, encouraging the students to be achievers, and successful which lead them to mental pressure and physical stress. Tremblay et al. (2006) concluded that

perceived stress influence our daily life. Ample of researches confirmed the adverse effect of stress on students. Wavy (2008) has been found that time management, quality sleep, and stress are related to academic performance of undergraduate university students of the psychology department. Shah, Hasan, Malik, and Sreeramareddy (2010) have been revealed that the association of perceived stress with psychosocial and academic stressors is due to the high parental expectations, frequency of examination, hugeness of academics, worrying about the future, and loneliness among medical undergraduates. Busari (2016) found that the perception of stress, frustration; financial conflicts as well as self-expectation are the major stressors in first-year university students. Similarly, Sindik et al. (2014) also found the association of hardiness e.g. diet pattern, sleep difficulties with perceived stress among nursing and criminology students. Tung, Ning, Kris, and Alexander (2014) revealed the affect of personal resilience on perceived stress is associated with poor quality of life of students. It is also observed that students enrolled under parental pressure in present professional courses, and pursuing their studyare perceiving higher stress (Rajab, 2001).

Excessive amount of stress can be a cause of physical and mental health problems and also affect the academic achievement of students (Niemi&Vainiomaki, 1999; Elliot et al., 2005; Hofer, 2007; Robbins et al., 2006; Trautwein et al., 2006; Was et al., 2006). Schraml et al. (2011) have been found that the perception of high demands, low self-esteem, sleep disturbances, and poor social support, play a crucial role for the prediction of stress symptoms in students. Thomas and Borrayo (2011) found that multiple psychosocial factors (social support, negative affect coping skills, and perceived health status) moderate the level of perceived stress. A number of suicide incidents also associated with students of vocational education and training institutions as a result of stress (Cheung, 2013). Whereas, Liu et al. (2007) found that the apparently independent effect of food (fresh, ready-to-eat, & snack) consumption frequency on students' perceived stress. Such studies also show that medical students experience high incidence of personal distress during their undergraduate course (Radcliffe & Lester, 2003; Hamza, 2007).

Previous researches confirmed that the perception of stress is a foremost contributing factor of the academic performance of students. Kausar (2010) found that academic workloads predicted perceived stress among students. Talib and Zia (2012) found that engineering students significantly differed from management and sciences students on

the scores of perceived stress. They also found that the course load, sleep problem and social activities, are the major sources of stress and affect academic performance of students. Mohsin et al. (2010) have been reported that medical students face higher level of perceived stress related to academic and psychosocial domains. Similarly, Omidi, Akbari, and Mahdian (2011) investigated an association of happiness, perceived stress and academic achievement in university students of medical science. Alika (2012) has been also found that 92.4% undergraduate university students under stress. Further,shesuggested that providing counselling services to students for effective coping strategies in university environment. Chao (2012) has been found that the association between stress and well-being deteriorated by low social support. Chang (1998) revealed a significant moderate relationship between stress and psychological well-being.

Relationship between Perceived Stress and Life Satisfaction

Prior research studies have revealed the substantiated relationship between perceived stress and life satisfaction (Nowack, 1991; Kent, Gorenflo, Daniel, & Forney; 1993; Chang; 1998;Hamarat et al., 2001; Matheny et al., 2002; Tremblay et al., 2006; Ryan, 2013; Surujlal, VanZyl& Nolan, 2013; Civitci, 2015; Kaya et al., 2015; Shi et al., 2015; Tan &Ramzan, 2017). Cohen, Tyrrell and Smith (1993) found that stressful life events had unaccountably significant relationship with and perceived stress. Extremera, Duran and Lourdes (2009) reported that students with high level of perceived stress often have low level of life satisfaction. Similarly, Abolghasemi and Varaniyab (2010) have been explored that students with decreasing of stress become more satisfied lives as well as also feel better and developed resources for livingwell. Matheny et al. (2008); Romualdas (2010) has been found that greater perceived stress is associated with diminishing the life satisfaction of college athletes.

1.4 PERSONAL GROWTH INITIATIVES

Personal growth initiative (PGI) is a concept of positive psychology. Personal growth initiative refers to capacitating of an individual to cope up with the growing life demands, particularly by the stressful ones. Personal growth initiative is well defined by Robitschek (1998) as a "person's active and intentional engagement in the process of personal growth" and it is also associated with the individuals' proactively, the understanding of the opportunities and prospects for the personal development with intentionality awareness about the occurring changes in individual's own life. It comprises of the cognitive and behavioral components which are depending on the

ways of an individual carry out to assess his life experiences. Guest (1999) explored that personal growth initiative helpful in conveying awareness to individual's self-development. Murphy (1954) has been exposed that personal growth initiative comes from accepting the rhythm of physical, intellectual, emotional, and social growth, and believing it as a part of oneself. Irving and Williams (2007) believed that personal growth/ development is a process that concerned with specific aspects of the individual i.e. the development of 'what', and 'the ways' this can be planned, achieved and evaluated. Personal growth, on the other hand, is a more generic process having to do with the totality of the individual that is always arbitrated as values. Personal growth initiative is aimed to bring improvement and growth in an individual as a person.

Personal growth initiatives viewed and defined as:

1. Personal growth initiative is highly desirable to be aware of own-motives, personality patterns, and behavior, as well as one's ability to alter these in a positive light (Schumaker, 1992).

2. Tedeschi and Calhoun (1995, 2004) defined personal growth as the enhancement of personal resources e.g. higher positive self-esteem, social resources and new coping skills that help to alter the life philosophies include a better appreciation of life, redefined priorities as well as the in-depth spirituality of an individual.

3. The involvement of an individual in improving, growing and developing as a person (Robitscheck 1998, p. 184).

4. Active and intentional involvement in the self-change process which can occur in any individual's cognitive, behavioral, affective or any domains of life (Robitschek, 1998, 1999, 2003).

5. Personal growth in general as a kind of growth that involves the intentionally self-development of own personality and life course (Brandtstadter et al., 1999; Lerner & Walls, 1999).

6. Personal growth initiative involves the openness, willingness to change for self-improvement as well as the capacity to adapt to the good or the bad things in life and being able to continue to carry self- developing as an individual (Style, 2011) lead towards personal growth.

7. Wright et al. (2006) explained that personal growth can be as any process of a person to expanding awareness or understanding of oneself that resulting into changes in their feelings, beliefs, attitudes, behaviors or views of themselves which is a pathway of enhanced effectiveness and health and psychological well-being.

Robitschek (1997) said that personal growth initiative plays a major role in the self-development of an individual. She has concluded that the desire for personal growth compels individuals to take challenges and taking steps that can lead to achieving many goals. PGI is a set of skills that is used by an individual for personal improvement. Personal growth is sometimes possible purposely participation in one's self in pursuit of a meaningful goal, to reach a desired level of performance than before, or to cope up with situations with dedication and meaningful efforts that requiring mental and physical involvement of the individual e.g. studying very hard for final examination, working very long hours of meeting with deadline for a project at work, missing sleep while caring for a loved one or to achieve goal, marathon running, racing, mountain climbing.Personal growth initiatives refer to the conscious pursuit of individual growth of multiple life domains. Personal growth initiatives are acquired skills which set for the self-improvement across life domains, consisted of four components i.e. readiness for the change, planfulness, using resources and intentional behavior. These components operate synergistically, rather than sequentially, to optimize personal growth (Theon&Robitschek, 2012). These also can be stimulated by development, environment, or intentional processes (Prochaska&DiClemente, 1986). Sharma and Rani (2013) described four components of personal growth initiative:

- Readiness for Change: It is an ability of a person to assess his preparedness for the personal growth processes.
- Planfulness: It is an ability of a person to be strategic in self-changing efforts.
- Using Resources: It is an ability of an individual to efficiently identify and use resources.
- Intentional Behaviour: It is an ability of an individual to have actual and self-made plans and behavior.

Moreover, personal growth initiatives are also deliberated as self-development, self-improvement, self-reflection, self-reorientation and/or self-determination as an

exertion for taking steps towards to be better through learning new skills, efforts to the self-fulfilment, self-support, and readiness to initiating actions to enhance their abilities and gain new experiences. This is a striving lead to better function as life and represents movement towards greater autonomy as well as the movements away from control by external forces (Rogers, 1951). According to Robitschek (1998, 1999) personal growth occurs as a result of intentional and unintentional processes.However, it is only concerned with intentional change and important for a healthy and well-balanced life. Personal growth initiative also plays an important role as the transition from college into the working world. Throughout college, individuals must continuously push themselves to develop in preparation for the next step in their adult life. Personal growth initiative is related to education activity interventions (Martinez et al., 2010).Whereas,Gollwitzer (1999) believes that the implementation of intentions contributed to effective self-regulation by self-control on behavior that nurtures self-efficacy and confidence which work together to increase persistence and preservation while confronting obstacles in pursuit of one's goals (Cerver&Scheier, 2003).

Personal growth initiative (PGI) also delineated as being proactive about one's personal development that is critical to graduate students' academic success. An individual can be self-directed in the growth process, which seems to require some minimal level of autonomous motivation for growth and the capacity to act independently. Personal growth initiative comprises one of the dimensions of psychological well-being (Ryff& Keyes, 1995) which refers to positive and optimal psychological functions composed of self-acceptance, positive relation with others, autonomy, environment mastery, goals of life, as well as personal growth (Ryff& Keyes, 1995; Villacieros et al., 2014). It's also comprehended as personal resources (skills and positive evaluation of present environment's impact) that encompass the set of skills that contribute to making changes to promote the positive development among the individuals (Weigold&Robitschek, 2011). The ability to identify oneself and promote positive development of individual as well as adjust while the changing living conditions as well as continues personal growth initiative (Robitschek, 1998).

Many students appear to know how to change aspects of their lives to help them flourish, while other students lack these basic skills. Personal growth initiative is useful to be aware of the life changes and the influence of changes in personally and

professionally on students. Robitschek (2003) hypothesized that PGI reassured by one's own growth, which may be to motivate other's growth of Mexican undergraduate students and predicted a positive moderate correlation between personal growth initiative and independent self-construal or the focus on the self, as distance from the others. Students exhibiting high level of personal growth initiative should have a strong sense of direction in their life, know their role in life, and have an action plan for accomplishing specific goals in the future (Robitschek, 1998). College often forces students to make major life decisions relating to career choice, intimate relationships, friends and living environments. For many students, college serves as an important way for developing personal growth initiative and independence to begin creating a meaningful life. Rath and Clifton (2004) found that personal growth initiative helps to create healthier patterns of practice in daily living for well-being. Ogunyemi and Mabekoje (2007) found that individual with low in personal growth initiatives have less confidence in their ability to resolve life changes. Students revealing high level of personal growth initiative should have a strong sense of direction in their life. They also know their role in life, and have an action plan for accomplishing specific goals in the future (Robitscheck, 1998). Education helps the students to make major life decisions relating to career choice, intimate relationships, friends and living environments. Robitschek (2003) suggests that personal growth initiative is hypothetically assumed to have cognitive and behavioral aspects included general aims to relate to the personal plans and changes. People with high levels of personal growth initiative have high levels of hope rather than hopelessness (Shorey, et al., 2007). Robitschek and Kashubeck (1999) also explored that higher level of personal growth initiatives is linked with lower level of distress, depression, negative effect, social anxiety, self-discrepancies and higher level of positive affect which leads the person towards more satisfied with their self as well to a lesser amount of fear for negative outcomes (Hardin, Weigold, Robitschek, & Nixon, 2007). Similarly, a study by Robitschek and Keyes, (2009) found that high personal growth initiatives is related to high psychological well-being, life satisfaction, self-acceptance, happiness, and positive affect. In addition, persons with high personal growth initiative are perceived social interactions as growth opportunities for greater confidence, acceptance from others and less social avoidance.

Sharma, Garg, and Rastogi, (2011) revealed that A/B Type of personality plays a major role in personal growth initiative. Further, they also found, individual with

personality Type-A have an internal locus of control, achievement an orientation, assertiveness, domineering attitude, risk-taking ability, drive for career success, which influence personal growth initiative; on the other hand, individuals with personality Type-B have self-satisfied behavioural patterns but do not may not have orientation to personal growth initiative. Fraser and Titherington (1991) reported that personal growth from the degree as a life-long motivation the graduate students to continue their education in the field of nursing. Taubman-Ben-Ari and Weintroub (2008) reported that nurses have higher levels of personal growth than physicians.

The process of individuals' personal growth initiative is linked with escalating their development and well-being (Robitschek, 1999). Personal growth initiative is a process of conscious, unconscious, intentional, or unintentional (Robitschek, 1998; Weigold, Porfeli, and Weigold, 2013) via personal change (Robitschek, 1998) and these changes may be the result of environmental pressures that enable the personal growth of individual although unintentionally or unconsciously. Stevic and Ward (2008) pointed that receiving positive emotions can encourage students' personal growth initiative. PGI has productive outcomes to develop potential, healthy self-concept, positive learning attitude in students towards the challenges of life to solve problems effectively; as well as promote social development to build up a good interpersonal relationship and lay down the foundation for future career development. Even the findings of PGI studies established that PGI propels individuals to continue seeking challenge and growth that can lead to the achievement of the life goal and personal fulfilment (Robitschek, 1997). The proliferation of public and private higher education institutions and increasing distance education programs is associated with an increasing diversity of those who are enrolled in accomplishing their educational goals (Bjarnason et al., 2009). Martinez, Robitschek, Mirkalai, and Vazquez (2010) found relationship between personal growth initiative through growth and education activity interventions. Being student is a transitional phase of which is characterized by the struggle to understand one's identity. The students' strives to bring changes in self and tries to cope with the stress and conflict created during ups and downs of this phase. Ayub and Iqbal (2012) found personal growth initiative, psychological well-being and psychological distress among adolescents. Personal growth initiative is an attempt to make to seek out and capitalize on opportunities for development. Robitschek (1997) found a relationship between personal growth initiative and life career renewals of individuals.

Similarly, Frees and Fay (2001) found personal initiative enables people to deal with job difficulties more actively, e.g. unemployment, career changes, or becoming an entrepreneur and high personal initiative changes the work situation of employees and relates to success as an entrepreneur. Review of literature reflects the linkage between PGI and happiness as well (Hardin et al., 2007; Neff, Rude & Kirkpatrick, 2007). Yakunina,Weigold, and Weigold (2013) analyzed that the 'planfulness' dimension of personal growth initiative accounted for significant variance in adjustment, even with relevant demographic and cultural factors included and a moderation effect, whereby higher levels of the 'using resources' dimension of personal growth initiative seemed to buffer the effect of acculturative stress on the adjustment of international students. Sood and Gupta (2014) revealed a positive relationship between subjective happiness, personal growth initiative, and life satisfaction. Sharma and Rani (2014) have been found that psychological well-being or fitness inspires an individual to get ready for the change in the behavior through appropriate planning and intentional engagement in the self-change process and capitalizes on opportunities for this personal development.Wink and Dillon (2003) have been found a positive association between spirituality and the personal growth aspects of well-being. Caldwell (2000) suggested that personal growth initiative might be a moderating factor that influencing the changes of attitude (negative or positive) towards religion and spirituality.

Robitschek and Cook (1999) have been found that personal growth initiative predicted environmental exploration and vocational identity and significantly related to the self-exploration. Further, they also revealed support is key factor for the presence of both direct and indirect paths between personal characteristics and vocational identity highlights that is considering important for both career exploration processes and positive outcomes. Negovan and Bogdan (2013) examined the differences and relations between undergraduate university students' needs for autonomy and competence, achievement motivation and personal growth initiative and found direct positive relation among achievement motivation and students' need for autonomy (stronger) and competence, and personal growth initiative. Whereas, Malik, Yasin, and Shahzadi (2013) found a positive correlation between personal growth initiative academic achievements as well as significant differences in use of resources dimension of personal growth initiative. They also provide the evidence for no gender difference due to other dimensions of PGI. Sultan (2011) has been found a

positive relationship between personal growth initiative, self-esteem and stigmatization, although,Ogunyemi and Mabekoje (2007) have been found an interrelationship among personal growth initiative, self-efficacy and risk taking behavior of university undergraduates. On the other hand, Stevic and Ward (2008) have been found that receiving positive emotions can encourage students' personal growth initiative. Hardin et al. (2007) have been found that respondents with higher personal growth initiative experience less social anxiety while maintaining lower self-discrepancies. Luyckx and Robitschek (2014) identified individuals with their identity commitments and the degree to which they relied on ruminative or maladaptive forms of identity exploration mediated pathways from personal growth initiative to self-esteem and depressive symptoms.

Relationship between Personal Growth Initiative and Life Satisfaction

Review of literature showed that personal growth initiative has been associated with increasing well-being and feeling satisfied with life (Robitschek&Kashubeck, 1999; Hardin, Weigold, &Robitschek, 2007; Stevic& Ward, 2008; Sood, Gupta &Bakhshi, 2012; Sood& Gupta, 2014). People who interpret their life transitions in terms of growth, they have higher levels of life satisfaction (Bauer & McAdams, 2004). Although, Robitschek and Cook (1999); Ayub and Iqbal (2012); Sharma and Rani (2013) have been found that personal growth initiative predicted environmental exploration and vocational identity that predict self-exploration.Stevic and Ward (2008) have been identified the ways to enhance the life satisfaction which also expand the drive for personal growth among students during their college time.. Lafrenière, Vallerand and Sedikides (2013) have been found a stronger association between self-enhancement and life satisfaction of undergraduate students

1.5. COPING STRATEGIES

Coping refers to the behavior of an individual that attempts to protect oneself from psychological damage (Pearlin&Schooler, 1978). Coping defined as effortful or purposeful thoughts and actions to manage or overcome stressful situations (Lazarus &Folkman, 1984; Frydenberg, 1997). Compas et al. (1997) defined coping as "conscious and volitional efforts to regulate emotion, cognition, behavior, physiology, and the environment in response to stressful events or circumstances" (Compas et al., 2001, pp. 89). Another definition explained coping as "an action regulation under stress" (Skinner & Wellborn, 1994; Skinner 1999), refers to "how people mobilize, guide, manage, energize, and direct behavior, emotion, and orientation, or how they

fail to do so", under stressful conditions. In general the techniques that people use to handle stress, are called coping strategies.Coping can be seen as a cycle of events, involving an appraisal process that takes account of levels of stress and resources follow selection and implementation of coping strategies.

Coping is constructive and creative activity and responses when you know what you have to cope with the problem. Coping is a complex concept, which is given different meanings by various theorists. Some focus on behavioral observations, other give attention to thoughts and cognitive structure (Beutler, Moos, & Lane, 2003). Coping strategies are also defined as theconscious effort to solve a behavioral and psychological as well as personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflicts and events. Ways of coping can be influenced by ethnic and cultural standards. Reactions to stressors depend on the meaning and significance of the culture with an assortment of expressions of feelings and emotions viewed as appropriate (Lazarus &Folkman, 1984). The way people cope has a direct influence on their psychological and emotional well-being (Lazarus, 1991). On the other hand, ineffective coping results in increased psychological, behavioral, and physiological complaints or symptoms (Day & Livingstone, 2001). Numerous authors believed that coping with stress must occur to both cognitive and behavioral levels (Burnette&Mui, 1994; Lazarus, 1993; Mui, 1998; Mui& Young Kang, 2006). Similarly, Mena, Padilla, and Maldonado (1987) pointed out that a cognitive response throughout coping reduces or eliminates the negative effects of stress. Coping considered as a behavior that attempts to protect oneself from psychological damage (Pearlin&Schooler, 1978). Kaur and Beri (2016) explored coping which had been assembled into broad categories with different naming by researchers:

Sr.	Researcher(s)	Categories
1.	Folkman and Lazarus (1988)	Problem focused and emotion focused coping.
2.	Ebata and Moos (1991)	Approach coping and avoidant coping approaches.
3.	Greenglass (1991)	Palliative coping and instrumental coping styles.
4.	Cox, Gotts, Boot, and Kerr (1988)	Functional and dysfunctional coping strategies.

5.	Frydenberg and Lewis (1993)	Productive, non-productive coping and reference to others.
6.	Seiffge-Krenke (1993)	Active coping, internal coping, and withdrawal.

The literature on coping often distinguishes coping avenues into two broad categories: approach /active coping and avoidance/passive coping (Roth & Cohen, 1986; Kleinke, 2007). Approach coping consist two strategies: emotion focused and problem focused which includes behaviors that attempt to reduce stress by alleviating the problem directly whereas avoidance coping strategies include behaviors that reduce stress by distance oneself from the problem (Carver, Scheier&Weintraub, 1989). Emotional and problem focused coping have been seen as the healthiest and most beneficial way to reduce stress for long time. Whereas, avoidance coping known as non-coping or maladaptive coping, which is characterized by the effort to avoid rather than deal with stressors, or stressful situations (Moshe & Norman, 1995; Friedman & Silver, 2006). Avoidance coping strategies are also associated with negative personality traits, potentially harmful activities, and generally poorer outcomes (Holahan& Moos, 1985). Here, it is important to mention that coping strategies depend upon the person's ability to learn, or break apart, along with the paired association of stress symptoms and situation. According to Lazarus and Folkman's (1987) transactional theory, stress coping is a multi-step process involving, in part, perceptions of demands, perceptions of resources to cope with demands, and use of coping styles to manage perceived demands.

Coping strategies are also associated with the coping resources that are already available for an individual or can be acquired at the present moment. Coping resources can be divided into two groups: **personal resources**are relatively stable personality and cognitive characteristics that shape coping processes, influenced by a range of dispositional factors e.g., self-efficacy, optimism, sense of coherence, spiritual activities (Holahan, Moos, & Schaefer, 1997); whereas, **environmental resources** are relevant aspects of the physical and social environment (Terry, 1991) such as social support, social network, which has been linked to positive appraisal and constructive coping (Holahan, Moos, & Bonin, 1997). Coping resources are important to understanding the psychological adjustment of acculturating students from a particular state and/or country of origin, as the cultural distance is fixed and there

could be direct and indirect effects of coping resources on wellbeing, especially under perceptions of high stress.

Coping strategies are not only constructive but also can be generated, adapted and sustained via with restraint experience. Researches showed that every resource of coping strategies have beneficial outcomes. Some positive mechanisms of emotion focused coping, such as seeking social support, positive re-appraisal are associated with beneficial outcomes (Ben-Zur, 2009). Trouillet et al. (2011) have suggested that age and self-efficacy predicted only problem-focused coping, whereas, perceived stress predicted emotion-focused coping. Social support-seeking is an additional strategy that can involve aspects of both problem and emotion focused coping (Vitaliano, Russo, Carr, Maiuro, & Becker, 1985). Problem-focused coping is generally associated with more positive outcomes than emotion focused coping, unless the stressor is beyond the individual's control (Lazarus, 1993b). Sharon, Hazel, Swenson, and Rebecca (2004) found that students with high hope have greater coping efficacy and they use more problem-focused coping than the students with low hope. On the other hand, some researchers argued that avoidance coping have beneficial outcomes (McCaul&Malott, 1984; Seidman&Zager, 1991). A study by Long and Haney (1988) revealed that both jogging and relaxation techniques are equally successful to lessen anxiety and increasethe feeling of self-efficacy.Additionally, Diwan et al. (2004) found that religious activities may reduce negative affect by offering meaning and purpose for coping with stressful life events. These positive forms of avoidance coping may be particularly beneficial to alleviating stress when the individual does not currently have the resources to eliminate the problem directly, indicating the advantage of flexibility when engaging in the coping behavior (Carver & Connor, 2010). Muirhead and Locker (2008)have been found that students who received more social support from teachers, parents or other students tended to have less stress. On the other hand,Sugiura et al. (2005) concluded that students with low level of stress are mostly engaged in regular exercise. Avoidance coping strategy considered as unhealthy coping that can easily use by vulnerable to relapsing techniques such as denial, displacement, passive aggressiveness, procrastination, rationalization, staying ridiculously busy, compartmentalization, intellectualization, trivialization (Coping Mechanisms to Aid Your Recovery, online article, 2013). Therefore, it seems that positive forms of avoidance coping such as exercise and meditation have qualitatively different outcomes from negative forms i.e. alcohol

consumption, binge eating and drug use (Lindquist, Beilin, &Knuiman, 1997). The positive forms of avoidance coping may be particularly useful for alleviating stressful conditions when the individuals do not currently have the resources to face or accept the problem directly, health, well- being (Park & Alder, 2003) and they engaged with the advantage of flexibility of coping (Carver & Connor, 2010) through exercise, jogging relaxation techniques and meditation give quite better outcomes for managing their negative emotions; as compared to negative forms of coping e.g. consumption of alcohol or drugs, blaming oneself or others, over or less eating habits, day-dreaming etc.

People may adjust the way they think about a problem by changing their goals and values or divert their mind from actual problem e.g. by seeing the humor in a threatening situation: some have suggested that humor may play a greater role as a stress moderator in women than men (Wornell, 2001). Wright (1999) has been found satisfaction with both online supportive relationships and face-to-face supportive relationships was correlated with the degree of reduction in perceived life stress. Similarly, Gabre and Kumar (2012) reported that use of Facebook while studying obliging to control stress in students. Whereas, Weaver et al. (2004) found utilization of certain coping strategies may lessen or heighten perceptions of life stressfulness. Sharma (2001);Kaur (2008) found a significant effect of yoga on stress among B.Ed. girls and boys. Li and Lindsey (2013) identified students' health-related behavior and ways of thinking that may protect students from stress. On the other hand, Kjeldstadi et al. (2006) found that medical students sustaining high levels of life satisfaction were less likely use emotion focused coping strategies, such as wishful thinking, than their peers.

Relationship between Coping and Life Satisfaction

Earlier researchers illustrated the relationship between coping strategies and life satisfaction (Render &Seely, 1991; Hamarat et al., 2001; Matheny et al., 2008;Odaci&Cikrıkc, 2012; Surujlal, VanZyl, & Nolan; 2013). Elwell and MaltbieCrannell (1981) have been concluded that role loss have an indirect and direct effect on coping resources and life satisfaction. Utsey et al. (2000) have been found that life satisfaction and self-esteem can be best predicted by avoidance coping strategies which are preferred by most of women. Similarly, Barnes and Owen (2005) have been also found that avoidance coping inversely predicted the life satisfaction of African American students. Hamama, Ronen, Shachar and Rosenbaum (2013) have

been found that the role of resources in eliciting subjective well-being, happiness, life satisfaction as well as the way teachers can be helped in daily coping with their difficulties.

1.6 REVIEW OF RELATED LITERATURE

The best knowledge of investigator, the researches related with the migration of students within the country are very limited in India (Ayoob, Singh, & Jan, 2011) and outside India can be counted on the tips in the field of education. Galchenko and Vijver (2007) have been found that a perceived cultural distance between mainstream and immigrant culture is associated with less psychological and socio-cultural adaptation. Krishnan and Berry (1992) advocated the degree of migration experience and the level of acculturation influence the favorable or unfavorable attitude towards the dominance of native or host culture. The available literature reviewed only for migrant students (includes inter-state, immigrants, international students, students with ethnic difference, adoption of new culture and of host place), is on various issues e.g. socio-economic status, adjustment, work, health, acculturation etc., sheds light on past research studies of life satisfaction, perceived stress, personal growth initiatives, and coping strategies. The investigator also elaborated the various factors and components that affect the migrant students in existing chapter. The literature is presented under the subsequent heads: (1) life satisfaction of migrant students; (2) perceived stress of migrant students; (3) personal growth initiatives of migrant students; and (4) coping strategies of migrant students.

Life Satisfaction of Migrant Students: Literature shows that cultural background, values positively and negatively influence the life satisfaction of migrant students. DeJong (2000) examined life satisfaction and rural to urban migration decisions by respondents within Thailand and found that life satisfaction based on income, comfort, stimulation, and affiliation are important determinants to migration. Yuen (2013) investigated life satisfaction of 1644 adolescent secondary school students from diverse cultures in Hong Kong and found that South-Asian students associated with religion are reported to have greater life satisfaction than their counterpart non-religious Chinese immigrant students. Similarly, Yuen (2016) studies life satisfaction of students in Mainland of China and found South Asian students reported high life satisfaction as compared to Hong Kong mainstream students, Chinese Immigrant Students, and Cross-Boundary Students. Pitkajarvi et al. (2012) found the international students felt less satisfied with their life as compared to their Finnish

peers. Chow (2007) found that positive experience in making friends and positive academic experience, absence of discrimination experience were associated with a markedly higher level of life satisfaction of immigrant Hong Kong adults. Ferguson, Kasser, and Jahng (2011) found Danish adolescents reported highest life satisfaction following by American and Korean adolescents. Qumseya (2015) Subjective multiculturalism had a positive indirect effect on life satisfaction of young Arab immigrants (aged 16-30) living in New Zealand.

Students abroad also reported less satisfied while managing friendship in host place/country (Furnham&Tresize, 1981). Bochner, McLeod, and Lin (1977) suggested that the cross-cultural friendships depend on the difference between host culture and the home culture of students. Redmond and Bunyi (1993) found that best interaction among British, European, and South American students while more trouble to Korean, Taiwanese, and Southeast Asian international students at a Midwestern university. Sussman (2002) reported that American sojourners had low life satisfaction with their identities at the end of their stay in Japan.

Darmody, Byrne and McGinnity (2014) have been reported that migrant students in Ireland face a number of educational barriers in schools e.g. types of school program, placement in class, years and these disadvantages impact on the progress of students' future life-chances for education and placement in market, as well as general social positioning for students in the Irish society. Ercan (2016) revealed a significant correlation between the satisfaction with life and its sub dimensions that educational, physiological, aesthetic, relaxation, social and psychological determines of those who participated in sports and training camps. Kvintova et al. (2016) revealed that American students are more satisfied with health, work, finance, partnership, own person, sexuality, and friends; the areas of life satisfaction than Czech students. Ojeda et al. (2014) reported that enculturation is positively and marginalization negatively predicts life satisfaction of Mexican American college students. Park and Huebner (2005) reported that Korean adolescent students have lower global life satisfaction than students of U.S. with family, friends, school, self, and living environment. All these domains and school satisfaction also significantly contribute to the inconsistency of global life satisfaction of adolescent students from both cultures.

Perceived Stress of Migrant Students: Zheng and Berry (1991) reported that sojourners face physical and psychological problems after migration. Cusher and Brislin (1996) reported stress, anger, distress, and frustration arise from multicultural

interactions among migrants, international students. Mullings and Wali (2001); Gadzella, Carvalho, and Masten (2008) revealed that race, ethnicity, and gender influence the perceived stress among university students. Socio-cultural background, attitude to situations and beliefs of students vary the perception of stress and stressors (Acharya, 2003). Gareis (2012) pointed that intercultural competence, language, motivation and the level of identification with one's native culture influence of international students is negatively perceived by other students. Takeuchi, Alegira, Jackson, and Williams (2007) found an equally challenging, frequent troublesome and stressful long-term periods of adaptation and adjustment issues in a new culture have a direct and indirect impact on an individual's health, physical-psychological well-being and academic performance of students (Ward, Bochner&Furnham, 2001).Cultural distance between one's own culture and the host culture generated lower level of adjustment to the new culture (Ward & Kennedy, 1999; Yeh&Inose, 2003; Poyrazli et al., 2004; Yang et al., 2005), which also increases the possibility of adjustment, and social problems, acculturative stress as well as negative emotions (Searle & Ward, 1990; Chapdelaine&Alexitch, 2004; Pan et al., 2007). Furnham and Bockner (1986); Lazarus (1993) evaluates the unusual socio-cultural for international students as culture-shock which might become stressors to daily adjustments. Kedari and Abhyankar (2015) found a significant positive relationship between readjustment and Stress symptoms of college students of non-professional courses.

Pan et al. (2008) have been found that Chinese students who were studying in Australia have higher level of acculturative stress than those Chinese students who were in Hong Kong. Yu et al. (2014) found higher stress among African and Asian students from other regions of China. Heinen, Bullinger, and Kocalevent (2017) found medical students perceived higher level of stress but the difference on the basis of gender and migration background is not statistically significant. Bhandari (2012) reported that Nepalese students experienced high perceived stress in South Korea. Similarly, Ingman (1999) found that Chinese students have lower social adjustment in the American university. Kashima and Loh (2006) found that participants to be highly stressed who are in high need for cognitive closure reported poorer psychological adjustment and uncertainty inherent while living in abroad. Gallagher et al. (2014) found a significant effect of levels of perceived stress on gender and differentness among UK and US third-year students of Doctor of Pharmacy. Hein et al. (2013) found the perceived stress level was higher among Malays and Indians than Chinese.

Cho and Haslam (2010) examined the acculturative and general life stress with multiple sources of social support were used to predict psychological distress and suicidal ideation among Korean-born high school students who are residing in the US and have lack of parental support, as well as are not living with both parents.

Literature indicates that international students frequently face plenteously of stimulating stressors e.g. lack of social support (Pedersen, 1991); feelings of hatred, guilt, fear (Sandhu&Asrabadi, 1994); financial problems (Poyrazli et al., 2001; Yang &Clum, 1995); perceived prejudice and discrimination (Beoku-Betts, 2004; Lee & Rice, 2007; Karuppan&Barari, 2011); difficulties adjusting due to cultural differences, language barriers (Constantine et al., 2005; Poyrazli& Grahame 2007; Reynolds & Constantine, 2007); homesickness (Poyrazli& Lopez 2007); and loneliness (Sawir, et al., 2008). Altinyelken (2009a) explored that internal migrant girls encountered substantial difficulties, academic orientation, cloning identities and withdrawal in the school environment in Turkey. Further, Altinyelken (2009b) found challenges like new school environment, adaptation, language, low socio-economic background, peer relations, discrimination and bullying among internal migrated girls in Turkey which direct or indirect influence their educational experiences. Similarly, it was also found that students experiencing discrimination, language difficulties while abroad are interrelated with increasing stress, identity conflict, poorer psychological adjustment, loneliness (Berno& Ward, 1998; Henderson, Millhouse& Cao, 1993; Leong & Ward, 2000; Pak, Dion & Dion, 1991; Sam &Eide, 1991). Berry (1997) found higher acculturation stress among sojourners who do not adopt an integrative acculturation strategy i.e. valuing and maintaining relations between native/original and new culture; correspondingly, the level of social interaction is found to be low in international students and host place (James & Devlin, 2001; Daroesman, Looi, & Butler, 2005; Rosenthal, Russell, & Thomson, 2006) which increased the level of stress. On the other hand, Olaniran (1993) identified that social anxiety occurred while developing new interpersonal relationships between student as well as dejection, social disconnection, emotions of isolation, downheartedness and pressure experienced by international students (Ebbin& Blankenship, 1986; Parr, Bradley, &Bingi, 1991).

Personal Growth Initiatives of Migrant Students: The literature exposed that sometimes complexities and experiences of international students are favorable for their personal development as to be a mature human.Yakunina, Weigold, and

Weigold(2013) suggested that personal growth initiatives relative construct for international students studying in the U.S., either they are from individualistic or collectivist cultures. Fenech et al. (2013) identified that the levels of personal growth affected by language ability, age, gender, the extent of previous travel and ethnic background of students. Rice and Dolgin (2005) pointed out life experiences of adolescents (social, familial, educational, and vocational aspects) all are influenced the personal development and behavior of culture and sub-culture.

Hudgins (2005) revealed that Hispanic migrant students report increasing personal growth initiative after participating in the stress management group intervention programs. Levine et al. (2005); Gu, Schweisfurth, and Day (2010) explored the intercultural adaptation of international students within a different educational environment and a different culture and society which influence the nature and process of changes and development among international students over time. Further, they have been also revealed an association with language mastery, social interaction, personal development and academic outcomes through intercultural adaptation which all were influenced by personal, pedagogical and psychological factors. Thomas and Inkpen (2013) examined the discourse on migration, entrepreneurship, as well as the development within the context of Africa's social realities and found that international migrants are more engaged in self-employment as compare to internal migrants than agricultural, non-agricultural in Malawi. Baker, Perkins, and Comber (2014) found via an interview of 41 postgraduate international students of 17 countries who were studying in 5 different universities that students were able to identify their development needs while their Master program engaging with new learning approaches. De Jager-van Straaten et al. (2016) have been also revealed that PGI of industrial and organizational psychology students of South Africa differs with certain demographic groups i.e. Race (white, Afrikaans, English, Bantu, & Indian); and Languages (Sepedi, Sesotho, Setswana, isiXhosa, isiZulu and Xitsonga) who were studying in higher education institutions. They suggested developmental training programme for the students as workplace counsellors. Zhu, Chimita, and Xu (2017) have been found that the self-development of collective, relational and individual self among contemporary Chinese overseas students while traveling in European countries.

Research studies also indicated that intercultural experience in international students can be a transformative learning process to lead them to personal growth and

development (Adler, 1975, Anderson, 1994, &Furnham, 2004). Similarly, Byram, Nichols, and Stevens (2001) argued intercultural competence influence and moderated the development of international students by attitude, skills, critical awareness and knowledge of the present cultural environment. Kim, Atkinson, and Yang, (1999); Kim, Li, and Ng (2005) argued that, in Asian culture, emotional self-control is viewed as an important cultural value and a sign of maturity. Gu, Schweisfurth and Day (2010) also pointed the personal achievement of personal independence, broadened life experiences and interests, and improved interpersonal and communication skills enhanced via intercultural experience.

Coping Strategies of Migrant Students: Culture background affects coping strategies in multiple ways (Glazer, 2006). Ra (2014) pointed that race/ethnicity and cultural backgrounds are influencing the different coping strategies that adopted by international students. Song (2009) has been revealed that respect for and understanding of cultural differences, self-development arising from negotiating between cultures, support seeking, avoidance and passive acceptance and rejection of monocultures and generation of unique identity, such types of coping behavior which is widely used in multicultural societies. Aldwin (2007); Yakushko (2010) have been revealed that differences of cultural and contexts upsurge to decisions making also influence the coping strategies. The findings of Carver and Scheier (1994) provide evidence for the argument that people develop habitual ways of dealing with stress and that these habits or coping styles can influence their reactions in new situations (p. 185).

Robinson-Wood (2009) modalities four cultural coping strategies that most utilized by ethnically diverse black college women: (1) cognitive emotional, (2) ritual, (3) collective, and (4) spiritual- centred. Chataway and Berry (1989) found that coping strategies e.g. engage in less positive thinking and less tension reduction coping, used by Hong-Kong Chinese students were different as compared to both French and English Canadian students as well as they also reported poorer adaptation outcomes. Zheng and Berry (1991) found that Chinese Canadian students used more positive coping strategies and less passive coping strategies as compared to European Canadian students. Ataca and Berry (2002) found that effective skills to culturally adaptation decreased difficulty in learning. Lee, Koeske, and Sales (2004) explained that social support provides a powerful coping resource for persons who are

experiencing stressful life changes, adjustment into an unfamiliar culture. Similarly, Mallinckrodt and Leong (1992) depicted that social support is essential for positive wellbeing while negative effect of host place/country (Ward, et.al, 2001; Wong, Leung, So, & Lam, 2001; Liebkind&Jasinskaja-Lahti, 2000; Liebkind, Jasinskaja-Lahti &Solheim, 2004). Wu, Garza and Guzman (2015) explored that the international students use the coping resources such as communication with professors, classmates, and staff as well as engage in different group activities, to resolve the academic and sociocultural challenges in the U.S.

Sanders (1993) has been revealed active coping strategies and seeking social support, for instrumental and emotional reasons regularly used by university black nursing students. Berry (1997) Mallinckrodt and Leong (1992) Social support as an influential coping resource used by international students during the adaptation of cross-cultural transition. Ra and Trusty (2015) found task-oriented, emotion-oriented and avoidance-oriented coping strategies affect the relationship between acculturation and acculturative stress. Furukawa (1997) has been found a significant impact of task-oriented coping strategies and emotion-oriented coping strategies on internaltional students while adapting and adjusting into the foreign culture.

On the other hand, Yang and Clum (1994) revealed that a lack of problem-solving skills increased stress eventual depression and hopelessness among Asian international students. Non-Western cultures sojourners use religious coping more than Western cultures to deal a variety of stressors (Connell & Gibson, 1997; Wahass, & Kent, 1997). Taylor et al. (2004) have been found that European-Americans tend to seek social support more than Asians and Asian-Americans while coping with difficulties. Wei et al. (2008) examined 3 coping strategies: reflective, suppressive, and reactive to moderate the relationship between perceived discrimination and depressive symptoms among Taiwan, Hong Kong, Chinese, Indian, and Korean International students and fund reactive coping predict depressive symptoms among students. Constantine et al. (2005); Heppner, Cook, Wright, and Johnson (2006) revealed that Asian international students may keep their feelings to themselves and not burden others with problems by sharing or discussion. Whereas, low reactive coping served as a protective factor of emotional self-control (Kim et al., 1999, 2005) as Asian cultural value.

Aforementioned literature interconnected to present research with all the variables which stimulate the life conditions, especially in the domains of health, successful career, inter and intra relationships as well as the social support of the migrated student. Across the review of literature in the context of present study pointed towards that migrated/ culturally diverse students face multiple challenges which constantly influence their educational outcomes too and it is worth to study for the possibilities of university migrant students. On the basis of the review of literature, the existing researchable problem leads to study the life satisfaction of inter regional migrant students in relation to perceived stress, personal growth initiatives and coping strategies.

1.7 SIGNIFICANCE OF THE STUDY

India as an emerging hub for higher education provides opportunities for professional and educational growth. Each State of the country has several Public and Private Educational Institutions for specialization programs spanning one, two or multiple years in any particular stream, where students are studying from their native places for their educational and professional growth. India is the multicultural country which is divided into four main regions, on the basis of their identically different socio-cultural environment (North, South, West, and East India). Each region is entirely different from one another; when we move to another region it seems that we are in a different country. The migration process of students involves many changes in their identity, values, behavior, cognitions, and attitudes while their efforts to rise to adjustment/development as well as their academic progress.

The university experience of student formed by their future expectations and present demands. The universities of all regions have a different environment, norms and policies and those also influence the student's life. The classroom faces a unique demographic situation (student's from different states) and effects the educational and social goals of students. Most of the students have the capacity to grow up in the new environment but the situations of new surroundings rupture them due to the discriminative and disrespectful behavior of others, which leads to stress. Some students adjust smoothly to the stress while others develop physical, psychological and/or emotional problems.

Analysis of literature revealed that life satisfaction and personal growth initiatives have an optimistic impact on students' overall well-being and positive outcomes

(Suldo& Huebner, 2006; & Gilman & Huebner, 2006; Hardin, Weigold, Robitschek, & Nixon, 2007), but the changes in cultural background, socio economic status, academic work, low life satisfaction influence students and bring the perceptual changes in their conditions (Fisher, 2010;Kausar, 2010) as well as literature exemplify that uses of effective coping skills, reduce the stress level and/or modify the problems of students (Wright,1999; Weaver et al., 2004).

Investigator found few studies that solely discussed perceived stress, coping and life satisfaction of students together (Hamarat et al., 2001; Matheny et al., 2002; Simons et al., 2002; Surujlal et al., 2013). But still there are some imperative facets required to be researched out in the country (India). Even, there is no single research which studies life satisfaction, perceived stress, personal growth initiatives and coping strategies together. There are few researches that studied life satisfaction with personal growth initiative among students (Hardin, Weigold, &Robitschek, 2007; Stevic& Ward, 2008; Sood, Gupta &Bakhshi, 2012), and personal growth initiative with stress (Robitschek&Kashubeck, 1999), coping (Robitschek& Cook, 1999), nonetheless study conducted on Indian population/ inter regional migrant students. Studies on migrant students are very limited, most of the researches are based on the rural to urban migration and all these researches are conducted in foreign countries (Altinyelken, 2009; Hashim, 2007). Available literature reveals that in Indian context most of the studies conducted on stress are based on sources of stress and impartial measurements of stress. So, there is a need to explore the same in broader context. The literature confirmed that most of the researches conducted to study stress are on medical students (Walton, 2002, Mane et al., 2011; Shah, et al., 2010; Omidi, Akbari&Mahdian, 2011; Chilukuri et al., 2012; Sharma &Kaur, 2011; Eswi, Radi, &Youssri, 2013; Sindik et al., 2014; Kumar & Nancy, 2011; Madhyastha, Latha, &Kamath, 2014), but very few researches are available which study the stress as well as life satisfaction, personal growth initiatives and coping strategies among students of other streams (Walton 2002; Redhwon et al., 2009; Shaheen&Alam, 2010; Beri& Jain, 2016). Only single research is available on personal growth initiative of migrant students (Hudgins, 2005). Review of literature also highlights the gap, that students have a lack of information about coping strategies and how these may shape students' perceptions and choice of ways of coping. Another notable gap is that, there are many researches which studied all present variables (life satisfaction, perceived stress,

personal growth initiative and coping strategies) on students of particular region or state and the comparative studies of two or more than two states and other countries, but there is not a single research available which explores these, specifically in the students who belong to different regions and studying in a single region of the any country. Furthermore, to our knowledge, there is nonetheless research available that reported life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students within and outside the country.

Inter-regional migration of students in India has been a relatively neglected area of research. Thus, there is a dire need to explore this area as a way of advancing the same. To study life satisfaction, perceived stress, personal growth initiative as well as explore the coping strategies used by inter regional migrant students of multiple states to deal with their stress within a single region. However, the literature shows the mix results whether perceived stress increases life satisfaction or decreases the same. The available literature revealed that low life satisfaction is not necessarily due to high perceived stress. The study will also find out whether perceived stress would lead to lower life satisfaction or not among students. This study will also find out the types of coping strategies that used by the students to overcome stress as well as how much these strategies are useful for Indian inter regional migrant students.

The findings of the study may play a crucial role to provide timely help to dissatisfied university students through student services and career counselling programs for their psycho-educational adjustments. These findings can be useful to educators and university administrators to know how much attention is needed in the areas, where the students are most dissatisfied and/or stressed and provide coping skills training. It would be helpful to university administrators and the higher education professionals who coordinate or provide facilities to university students if they need to improve students' services and academic support in advance. The study will contribute to the literature which addresses the emotional and psychological needs to improve students' life satisfaction and reduce their stress. The results of the study may be beneficial to those who provide guidance and counselling services to students. Findings will help to teachers and education planners to understand meaningful, affordable and possible intervention coping strategies which will be applicable to those students who are suffering from distress. The findings will point out the need for the stress management programs in the universities. Also it will be helpful to know the positive coping resources and strategies rather than the negative or maladaptive coping strategies that

are available for students to reduce stress. The present study will help to frame academic curriculum diligently so that students no longer feel the work-load of study and make it more interesting. The rationale of this study is to explore those prospects consecutively which will enhance and understand the mechanisms through which students' life satisfaction, personal growth initiative and positive coping strategies may be used to enhance their well-being as well as prevent them from stress, besides, the findings of present study will be work as implications for future education practice and research.

1.8   STATEMENT OF THE PROBLEM

In the light of aforementioned discussion the problem under investigation reads as following:

Life Satisfaction of Inter Regional Migrant Students in Relation to Perceived Stress, Personal Growth Initiatives and Coping Strategies

1.9 OPERATIONAL DEFINITIONS OF THE TERMS USED

Life satisfaction is multi-dimensional criteria to contentment of life which is set by an individuals' positive appraisal of his/her complete life (positive outcomes and absence of negative effects of past and present experiences). Students' life satisfaction depends upon their basic living standard and fulfilment of needs and expectations.

Perceived Stress defined as a psycho-cognitive process and active state of mind, which enables an individual to realize, understand and interpret any strenuous situations.

Personal Growth Initiatives are the efforts of individual to develop, grow and improve himself as a person.

Coping Strategies are the techniques and efforts of individual to reduce and/or manage stress according to their internal and external demands.

Inter-Regional Migrant Students are those who belong to a particular region of the country, are studying in other region of country (e.g. students studying in North India, belonging to South India, West India and East India).

1.10   OBJECTIVES

On the basis of aforementioned contextual background, the main objectives of present study are:

1.   To identify the levels of life satisfaction, perceived stress and personal growth initiatives of inter regional migrant students.

2. To identify the types of coping strategies of inter regional migrant students.

3. To study the interrelationship among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students.

4. To compare the life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students with respect to gender, regions, streams, and age of the universities.

5. To study the affect of perceived stress, personal growth initiative and coping strategies on life satisfaction of inter regional migrant students.

1.11 HYPOTHESES

On the basis of objectives of the study, the hypotheses are as following:

1. There is no significant interrelationship among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students ($H0_1$).

2. There is no significant difference in life satisfaction of male and female inter regional migrant students ($H0_{2I}$).

3. There is no significant difference in life satisfaction of southern, western, and eastern inter regional migrant students ($H0_{2II}$).

4. There is no significant difference in life satisfaction of inter regional migrant students of Arts & Humanities, Commerce & management and Science & Engineering streams ($H0_{2IIIi}$).

5. There is no significant difference in life satisfaction of inter regional migrant students of old and younger universities ($H0_{2IV}$).

6. There is no significant interaction effect of gender and region on life satisfaction of inter regional migrant students ($H0_{2V}$).

7. There is no significant interaction effect of gender and stream on life satisfaction of inter regional migrant students ($H0_{2VI}$).

8. There is no significant interaction effect of gender and universities on life satisfaction of inter regional migrant students ($H0_{2VII}$).

9. There is no significant interaction effect of region and stream on life satisfaction of inter regional migrant students ($H0_{2VIII}$).

10. There is no significant interaction effect of region and universities on life satisfaction of inter regional migrant students ($H0_{2IX}$).

11. There is no significant interaction effect of stream and universities on life satisfaction of inter regional migrant students ($H0_{2X}$).

12. There is no significant interaction effect of gender, region and stream on life satisfaction of inter regional migrant students ($H0_{2XI}$).

13. There is no significant interaction effect of gender, region and universities on life satisfaction of inter regional migrant students ($H0_{2XII}$).

14. There is no significant interaction effect of gender, stream, and universities on life satisfaction of inter regional migrant students ($H0_{2XIII}$).

15. There is no significant interaction effect of region, stream, and universities on life satisfaction of inter regional migrant students ($H0_{2XIV}$).

16. There is no significant interaction effect of gender, region, stream, and universities on life satisfaction of inter regional migrant students ($H0_{2XV}$).

17. There is no significant difference in perceived stress of male and female inter regional migrant students ($H0_{2XVI}$).

18. There is no significant difference in perceived stress of southern, western, and eastern inter regional migrant students ($H0_{2XVII}$).

19. There is no significant difference in perceived stress of inter regional migrant students of Arts & Humanities, Commerce & management and Science & Engineering streams ($H0_{2XVIII}$).

20. There is no significant difference in perceived stress of inter regional migrant students of old and younger universities ($H0_{2XIX}$).

21. There is no significant interaction effect of gender and region on perceived stress of inter regional migrant students ($H0_{2XX}$).

22. There is no significant interaction effect of gender and stream on perceived stress of inter regional migrant students ($H0_{2XXI}$).

23. There is no significant interaction effect of gender and universities on perceived stress of inter regional migrant students ($H0_{2XXII}$).

24. There is no significant interaction effect of region and stream on perceived stress of inter regional migrant students ($H0_{2XXIII}$).

25. There is no significant interaction effect of region and universities on perceived stress of inter regional migrant students ($H0_{2XXIV}$).

26. There is no significant interaction effect of stream and universities on perceived stress of inter regional migrant students ($H0_{2XXV}$).

27. There is no significant interaction effect of gender, region and stream on perceived stress of inter regional migrant students ($H0_{2_{XXVI}}$).

28. There is no significant interaction effect of gender, region and universities on perceived stress of inter regional migrant students ($H0_{2_{XXVII}}$).

29. There is no significant interaction effect of gender, stream, and universities on perceived stress of inter regional migrant students ($H0_{2_{XXVIII}}$).

30. There is no significant interaction effect of region, stream, and universities on perceived stress of inter regional migrant students ($H0_{2_{XXIX}}$).

31. There is no significant interaction effect of gender, region, stream, and universities on perceived stress of inter regional migrant students ($H0_{2_{XXX}}$).

32. There is no significant difference in personal growth initiatives of male and female inter regional migrant students ($H0_{2_{XXXI}}$).

33. There is no significant difference in personal growth initiatives of southern, western, and eastern inter regional migrant students ($H0_{2_{XXXII}}$).

34. There is no significant difference in personal growth initiatives of inter regional migrant students of Arts & Humanities, Commerce & management and Science & Engineering streams ($H0_{2_{XXXIII}}$).

35. There is no significant difference in personal growth initiatives of inter regional migrant students of old and younger universities ($H0_{2_{XXXIV}}$).

36. There is no significant interaction effect of gender and region on personal growth initiatives of inter regional migrant students ($H0_{2_{XXXV}}$).

37. There is no significant interaction effect of gender and stream on personal growth initiatives of inter regional migrant students ($H0_{2_{XXXVI}}$).

38. There is no significant interaction effect of gender and universities on personal growth initiatives of inter regional migrant students ($H0_{2_{XXXVII}}$).

39. There is no significant interaction effect of region and stream on personal growth initiatives of inter regional migrant students ($H0_{2_{XXXVIII}}$).

40. There is no significant interaction effect of region and universities on personal growth initiatives of inter regional migrant students ($H0_{2_{XXXIX}}$).

41. There is no significant interaction effect of stream and universities on personal growth initiatives of inter regional migrant students ($H0_{2_{XL}}$).

42. There is no significant interaction effect of gender, region and stream on personal growth initiatives of inter regional migrant students ($H0_{2_{XLI}}$).

43. There is no significant interaction effect of gender, region and universities on personal growth initiatives of inter regional migrant students ($H0_{2XLII}$).

44. There is no significant interaction effect of gender, stream, and universities on personal growth initiatives of inter regional migrant students ($H0_{2XLIII}$).

45. There is no significant interaction effect of region, stream, and universities on personal growth initiatives of inter regional migrant students ($H0_{2XLIV}$).

46. There is no significant interaction effect of gender, region, stream, and universities on personal growth initiatives of inter regional migrant students ($H0_{2XLV}$).

47. There is no significant difference in coping strategies of male and female inter regional migrant students ($H0_{2XLVI}$).

48. There is no significant difference in coping strategies of southern, western, and eastern inter regional migrant students ($H0_{2XLVII}$).

49. There is no significant difference in coping strategies of inter regional migrant students of Arts & Humanities, Commerce & management and Science & Engineering streams ($H0_{2XLVIII}$).

50. There is no significant difference in coping strategies of inter regional migrant students of old and younger universities ($H0_{2XLIX}$).

51. There is no significant interaction effect of gender and region on coping strategies of inter regional migrant students ($H0_{2L}$).

52. There is no significant interaction effect of gender and stream on coping strategies of inter regional migrant students ($H0_{2LI}$).

53. There is no significant interaction effect of gender and universities on coping strategies of inter regional migrant students ($H0_{2LII}$).

54. There is no significant interaction effect of region and stream on coping strategies of inter regional migrant students ($H0_{2LIII}$).

55. There is no significant interaction effect of region and universities on coping strategies of inter regional migrant students ($H0_{2LIV}$).

56. There is no significant interaction effect of stream and universities on coping strategies of inter regional migrant students ($H0_{2LV}$).

57. There is no significant interaction effect of gender, region and stream on coping strategies of inter regional migrant students ($H0_{2LVI}$).

58. There is no significant interaction effect of gender, region and universities on coping strategies of inter regional migrant students ($H0_{2LVII}$).

59. There is no significant interaction effect of gender, stream, and universities on coping strategies of inter regional migrant students (H0$_{2LVIII}$).

60. There is no significant interaction effect of region, stream, and universities on coping strategies of inter regional migrant students (H0$_{2LIX}$).

61. There is no significant interaction effect of gender, region, stream, and universities on coping strategies of inter regional migrant students (H0$_{2LX}$).

62. There is no significant affect of perceived stress, personal growth initiatives and coping strategies on life satisfaction of inter regional migrant students (H0$_3$).

1.12 DELIMITATIONS

The present study will be delimited to:

1. Inter-regional migrant students who are studying in NAAC Accredited North Indian Universities belonging to rest of India only;

2. Students enrolled in Graduate and Postgraduate programs only; and

3. Students of Arts & Humanities, Commerce & Management and, Sciences (Medical Sciences/ Agriculture/ Life Sciences) & Engineering only.

CHAPTER II
METHODS AND PROCEDURE

The present chapter deals with the methods, selection of the sample, scales along with their description, research design, procedure and statistical technique used for analysis and interpretation of the data.

2.1   METHODOLOGY

For the present study, Descriptive Survey Method employs as the researcher has no control over the variables as well as the data has been collected at a particular point in time. It is also worthwhile to gather the information about existing conditions/ situations, describes the characteristics of sample for the purpose of description and interpretation of life satisfaction, perceived stress, personal growth initiative and coping strategies of inter regional migrant students of India. Descriptive method of research concerns with the present phenomena in terms of conditions, practices beliefs, processes invariably. It is not used to simply amass or tabulate the facts but also comprises of the appropriate analyses, identification of trends, interpretation, comparisons, and relationships of the data.

2.2   SAMPLING

For the present study, a sample of approximately 1500 students including male and female undergraduate (UG) and postgraduate (PG) programs, studying in different NAAC accredited North Indian universities pre-decided. Sample Selection has been done in two phases: Selection of Universities, and Selection of Students, which are as ensuing:

Selection of Universities- Criterion sampling technique of purposive sampling method has been used for selection of universities. Only NAAC accredited North Indian (Punjab, Himachal Pradesh, Jammu & Kashmir, Haryana, Uttar Pradesh, Rajasthan and Uttarakhand states as well as Delhi and Chandigarh Union Territories) universities having the highest enrolment of inter regional migrant students from other three regions viz. South India (SI), West India (WI), and Eastern India (EI) were taken in the present study. Out of 15 selected universities, 4 are Central Universities, 5 Deemed Universities, 2 Public State Universities and 4 Private State Universities. For further description refer to table 2.1

Table 2.1 Status of Selected NAAC Accredited North Indian Universities

Type of University	Sr.	Universities	Estb. Year	Accreditation Grade
Central Universities	1	Central University of Punjab, Bathinda, (Punjab).	2009	A
	2	Banaras Hindu University, Varanasi (Uttra Pradesh).	1916	A
	3	University of Delhi, New Delhi (New Delhi).	1922	A++
	4	Jawaharlal Nehru University, New Delhi (New Delhi).	1969	A
Deemed Universities	5	GurukulKangriVishwavidyalaya, Hardwar, (Uttrakhand).	1902	A
	6	Graphic Era University, Dehradun (Uttrakhand).	1993	A
	7	BanasthaliVidyapith, Banasthali (Rajasthan).	1935	A
	8	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Patiala. (Punjab).	1956	A
	9	Lingaya's University, Faridabad (Haryana).	2009	B
Public State Universities	10	Shri Mata Vaishno Devi University, Katra (Jammu & Kashmir).	1999	B
	11	Punjab University, Chandigarh.	1947	A
Private State Universities	12	Jaypee University of Information and Technology, Waknaghat, Distt. Solan, (Himachal Pradesh).	2002	B
	13	ManavRachna International University, Faridabad (Haryana).	1997	A
	14	Jaipur National University, Jaipur (Rajasthan).	2007	B
	15	Amity University, Noida (Uttra Pradesh).	2003	A

Why only NAAC Accredited Universities?

NAAC Accredited Universities are selected for the present study because they signify that these meet the certain standards of excellence across its procedures. They (NAAC Accredited Universities) fulfil the fixed equal parameters represent the quality education in the terms of curriculum, learning resources, teaching-learning process, research activates, evaluation pattern, support system to students and their progress. Additionally, the quality of management & governance arrangement, infrastructure etc. help to upsurge a better socio-cultural environment, a wide range of career opportunities as comparing to other non-accredited universities.

Selection of Students -Criterion sampling technique of purposive sampling, as well as convenient and chain sampling method are used for selection of students from West, East, and South regions of India, studying in North Indian NAAC accredited universities. On the basis of observations of different sources (Online Sources: SSR, AQAR, Annual Reports of the universities as well as the telephonic conversation with university administration), the researcher made a selection of the number of subjects. Criteria for subject selection was an equal division of sample Approx. 1500 students i.e. 166 (1500/9) students per state and UT. The number of students from West, East and Southern regions of India cannot be pre-decided due to lack of availability of reliable information regarding the exact number of students from these regions who are studying in different universities. Inter-regional migrant students of Arts & Humanities, Commerce & Management & Sciences (included Medical Sciences) & Engineering streams are selected from in and out of their classes. For further understanding of region division for existing research, refers to figure 2.2.

SAMPLING AREA

 The selected universities for inter-regional migrant students belonging specific states divided into following regions:
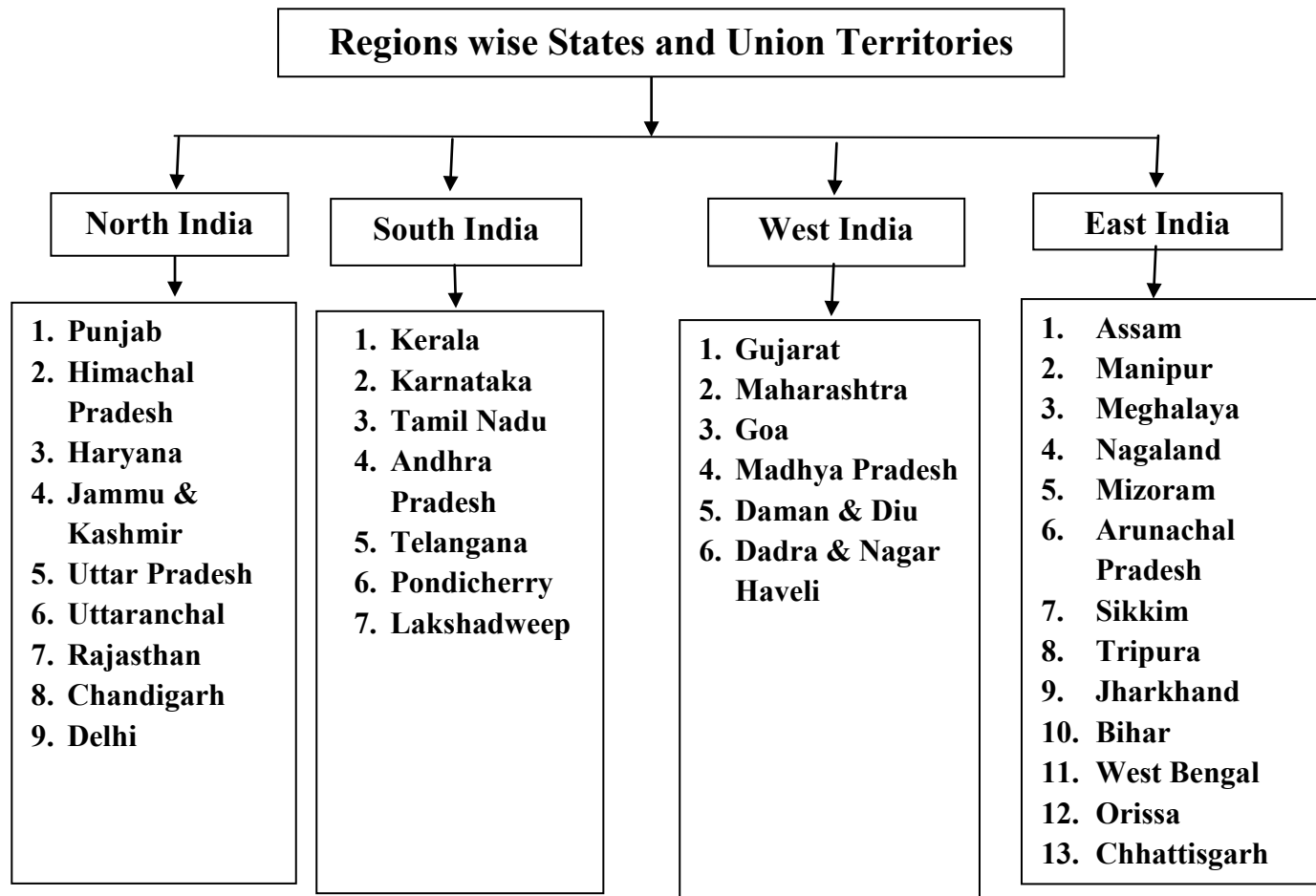
Regions wise States and Union Territories

North India	South India	West India	East India
1. Punjab	1. Kerala	1. Gujarat	1. Assam
2. Himachal Pradesh	2. Karnataka	2. Maharashtra	2. Manipur
3. Haryana	3. Tamil Nadu	3. Goa	3. Meghalaya
4. Jammu & Kashmir	4. Andhra Pradesh	4. Madhya Pradesh	4. Nagaland
5. Uttar Pradesh	5. Telangana	5. Daman & Diu	5. Mizoram
6. Uttaranchal	6. Pondicherry	6. Dadra & Nagar Haveli	6. Arunachal Pradesh
7. Rajasthan	7. Lakshadweep		7. Sikkim
8. Chandigarh			8. Tripura
9. Delhi			9. Jharkhand
			10. Bihar
			11. West Bengal
			12. Orissa
			13. Chhattisgarh

Figure 2.1 Division of States and Union Territories under Specific Regions

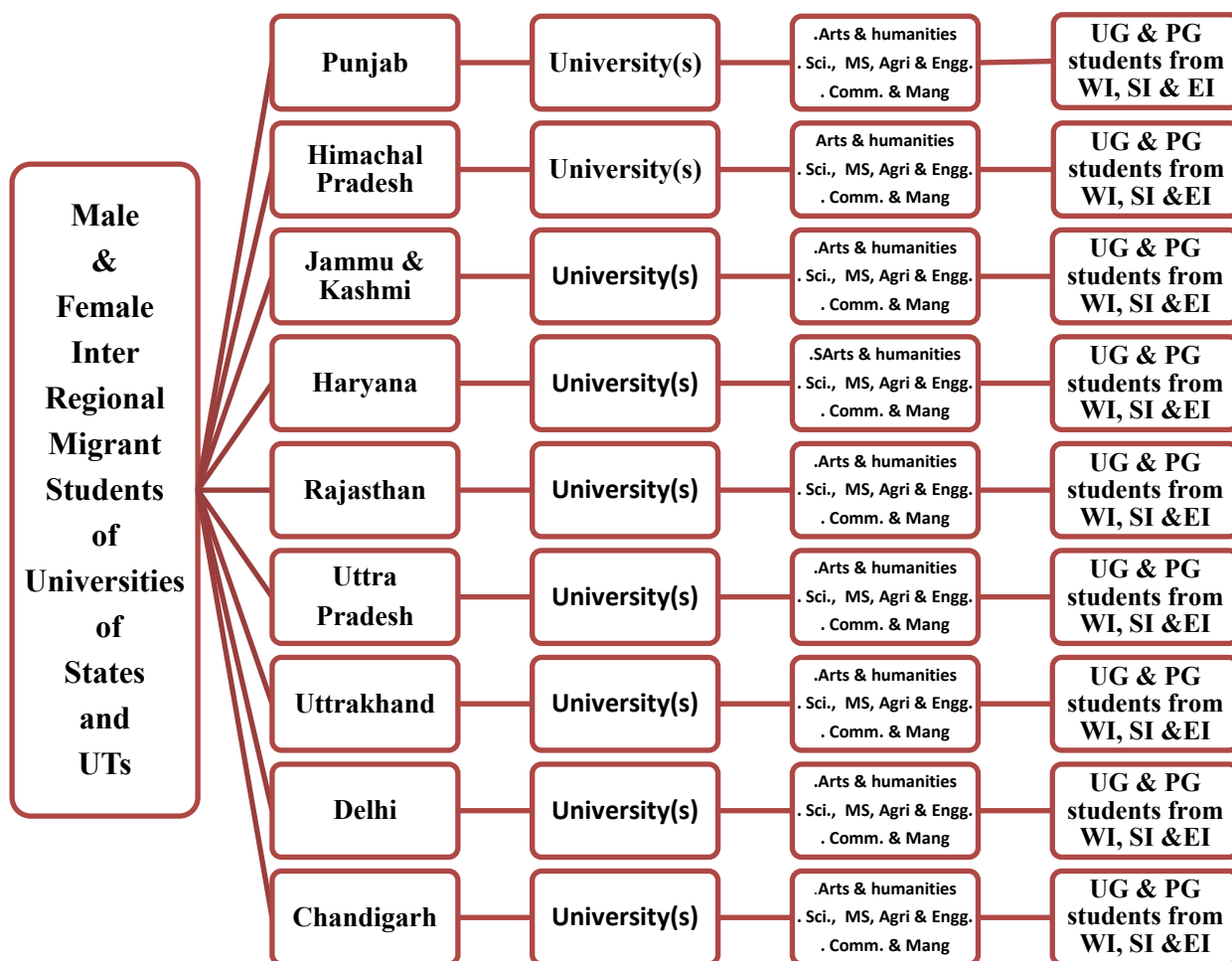|		.Arts & humanities . Sci., MS, Agri & Engg. . Comm. & Mang	UG & PG students from WI, SI & EI

Figure 2.2 Sampling Frame

2.3 TOOLS USED FOR PRESENT STUDY

Likert scales have been used to collect the required information. The following scales are used for the present study:

2.3.1 _**Students' Life Satisfaction Scale (SLSS)**_(2016) has been constructed by the investigator. It is 5 point scale, having 43 statements consisted in 8 factors of students' life satisfaction. The development and validationprocedure of the scale as follows:

Need to Scale Development: The number of life satisfaction scales has been developed, but many of these consist with an only single item (National Surveys) and less number of items (Diener, 1984) as well as less with factors of students' life. Tepperman and Curtis (1995) assessed specific areas of life satisfaction which were

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associated with job, family, leisure, finances, and overall scores of life satisfaction. Huebner (2001) specifies five dimension of school students' life satisfaction such as family, friends, school, living environment and self. Rojas (2004) identified the seven domains of life satisfaction; health, economic, job, family, friendship, personal, and community environment. Alam and Srivastava (2001) measured job, social, marital, health, personal and economic aspects of life satisfaction. Kumar and Dhyani (1989) measured mental, job, social, marital and family factors to life satisfaction. These dimensions conceptualized to assessed life satisfaction. The aforementioned some dimensions of different aspects e.g. job satisfaction, marital satisfaction, are not applicable for the majority of Indian students as well as school satisfaction is not reliable to access life satisfaction of university students. So, therefore a need felt to develop a new multidimensional scale to access life satisfaction of students in the Indian context.

Item generation

In the initial phase of scale construction, a discussion with the focus group of 40 students from different streams, to gather information regarding the different aspects of life satisfaction. A list of a large number of self-reported statements was generated to assess present constructs (Worthington & Whittaker, 2006).These consisted primarily of statements related to satisfaction with students' life. An initial pool of 140 statements was prepared and all statements were shown to 15 experts from psychology and education departments of 9 Indian Universities. 56 statements were deleted, some modified and others were retained, based on the feedback of experts.

Scoring of the Scale: The scores for the responses are: Completely Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), and Completely Satisfied (5).

Pilot study and Item Evaluation

All 84 statements positively worded as present tense statements that each student could tell about her/himself. The 84 statements were pilot tested with 200 UG & PG university students (100 female and 100 male students) by employing random sampling technique.

According to above mentioned scoring procedure the score was arranged in descending order. Upper 54 respondents (upper 27%) with the highest total score on the scale and lower 54 respondents (lower 27%) with the lowest total score. The scale, as per the recommendations of (Edwards & Kilpatrick, 1948) was extracted in order to from criterion group so that each statement of the scale can be evaluated. The data was

analyzed using 'SPSS-21', after extraction of upper and the lower scores, by employing independent sample t-test. After observing t-value, only those statements were retained having t-value equal or greater than 2, which is significant at 0.05 level of confidence with df = 106 (Garrett, 2008), indicating average responses of upper and lower criterion group for each statement varies significantly. Thus 14 statements were dropped by applied t-test and only 69 statements were left to further study.

Factor Analysis and Item Reduction

Participants: After performing the item analysis, sixty nine statements of SLSS re-administered on a sample of 376 students considered out of 400 from four universities,215 (57.1%) male and 161 (42.9%) female university students of different streams (245 UG students and 131 PG students) to perform Exploratory Factor Analysis (EFA). The mean age of students was 21.60 years and SD was 2.63 years. The majority of students were inter-state migrants (67.3%) and rest of the students from their native state Punjab (38.03%) of India. The students were selected randomly from in and out of their classes.

Statistical Analysis: The data analyzed by applying Exploratory Factor Analysis (EFA) on 69 statements. EFA based on the guidelines recommended by (Worthington & Whittaker, 2006), used for scale construction, that determine to improve parsimony by reducing the number of statements and the retained factors depends on both underlying theory and empirical results. But there are no specific rules to retain statements, however the eigenvalue greater than 1 (Kaiser criterion) or a Scree test of the percentage of variance explained (Cattell, 1966) are mostly used to determine the number of factors to retain.

The results of EFA indicated Kaiser-Meyer-Olkin (KMO) Measure of Sample Adequacy was found to be 0.903, Bartlett's Test of Sphericity showed significant correlations among variables χ^2 =10752.903 with df = 2346, & Sig.=0.000. Hence all the basic standards revealed data of SLSS was accurate for factor analysis. SLSS was assumed to be multi-dimensional construct with various factors, therefore Varax rotation was employed for extraction of factors. The factor loading was greater than 0.50 ignoring signs which accounted for 61.559% of total variance explained. Seventeen factors were emerged by employing EFA on 69 statements of SLSS. The eight factors were dropped because they consisted of only one and two statements in the factor. The rest eight factors which described by the data, were selected to finalize

the scale, presented in table 2.2, and named approximately on the basis of statements reflecting the factor on the basis of theoretical analysis of students' life satisfaction.(SLSS) namely: family satisfaction, institutional support, satisfaction with environment and career expectation, self-satisfaction, peer support, social connectedness, satisfaction with the romantic relationship, and academic satisfaction are underneath:

Table 2.2 Statements and Factor Loading of Student's Life Satisfaction Scale

Sr. No.	Statements **Note:** Each statement starts with, I feel….	Factor Loading	Total Variance Explained
A	**Family Satisfaction**		**22.945**
25	with my relationship with siblings.	.720	
33	with the financial resources for my personal needs provided by my parents.	.695	
34	with the rules and regulations of my family.	.688	
31	with family support to handle my problems.	.686	
24	with my relationship with parents.	.675	
35	by being a part of my family.	.655	
26	with the interrelationship among my family members.	.647	
29	with academic support provided by my family.	.624	
28	with the acknowledgment given to my views/opinions by my family members.	.581	
32	with a frequent inquiry about my friends by my parents.	.536	
B	**Institutional Support**		**28.623**
56	with the instructional delivery strategies in the classroom.	.720	
55	with the conditions & resources of laboratories.	.689	
57	with the availability of resources in the library.	.630	
54	with the support given by teachers to work on the new concepts to work.	.602	
53	with the curriculum enhances my abilities in the technological era.	.572	
52	with the financial support and opportunities available for the students.	.552	
51	with the availability of the teachers to integrated course material with environment/ social issues, to provide a broader perspective.	.513	
C	**Satisfaction with Environmental & Career Expectations**		**32.597**

63	with my accommodation.	.699	
64	with my career choice.	.675	
62	with the availability of transport facilities to reach a particular destination to/from the campus.	.664	
65	with the information about career opportunities provided by the university.	.556	
61	with the present environment to study.	.548	
66	with my grades to enter in the profession of my interest.	.512	
D	**Self Satisfaction**		**36.597**
12	with my ability to concentrate on work and study.	.644	
3	with my appearance.	.641	
4	with my achievements (academic, sports/ co-curricular) as per my efforts.	.620	
9	with my intellectual abilities and study habits.	.587	
F	**Peer Support**		**39.005**
40	with the unhealthy competition among friends.	.703	
42	to continue a friendship with my peers even I feel ignored.	.685	
43	with the activities, I do in peer influence.	.624	
41	with the behavior to others as a response of my words and actions/ work.	.598	
39	if I rely on my classmates for my academic tasks.	.568	
44	to spend time with other ethnic groups rather than my own.	.538	
G	**Social Connectedness**		**41.522**
37	while socially associated with others.	.680	
38	while team work.	.643	
36	while sharing my feelings with my friends.	.617	
H	**Satisfaction with Romantic Relationship**		**43.808**
21	while discussing personal matters with my friend.	.647	
20	with the concerns of my partner to my decisions.	.645	
22	about the future security of my romantic relationship.	.636	
I	**Academic Satisfaction**		**47.963**
47	with the teachers' attitude towards students' learning.	.641	
49	with the practical work and opportunities to work on new ideas.	.521	
46	with the learning resources available in the campus.	.511	
48	with the assessment/ evaluation system of the university.	.505	

Description of Dimensions of Students Life Satisfaction Scale

1. **Family Satisfaction:** Satisfaction with family refers is the feeling of students to perceive support (emotional & financial) and satisfaction from family members.

2. **Institutional Support:** An association of campus support services including the opportunities for curricular and co-curricular activities for the personal and professional growth of students.

3. **Environmental Satisfaction & Career Expectations:** Satisfaction of "on and off" campus atmosphere, consists with their accommodation, surroundings of host place.
   A sense to the fulfilment of the student's aim to enter in desired work field (business or job) to become financially independent.

4. **Self Satisfaction:** It refers to how much an individual satisfied with self (his past-present experiences, future expectations, beliefs, attitude, values, achievements etc.), health (both physical and psychological), activities and time to entertain own self, as well as his/her romantic relationship.

5. **Peer Support:** Support from friends and age/class mates for academic prerequisites and social comforts.

6. **Social Connectedness:** Support from others (friends, relatives, other societal members) to enhance personal, social, and cognitive wellbeing as well as livelihood.

7. **Satisfaction with Romantic Relationship:** A degree of the intimacy of emotional and physical affection involves close friendship, interpersonal attraction, love, understanding, trust, responsiveness and sometimes which leads to marriage.

8. **Academic Satisfaction** is the degree to what extent students satisfy with their academic life which includes the teaching and non-teaching facilities, requirements, related to their curriculum, practical training, learning resources (library, laboratories, teachers), campus support services, evaluation system etc., present environment and the fulfilment of their career expectations as their ultimate goal of to gain degree or completion of study.

Reliability and Validity Assessment for Student Life Satisfaction Scale

Internal Consistency Reliability: Internal consistency was established by employing Cronbach's Alpha (Cronbach, 1951) after completing the process of EFA. A final scale consisting 43 statements was administered to 215 university students. The reliability of the present SLSS measured via Cronbach's Alpha = 0.918 by utilized 'SPSS-21'. The result provided a very accurate estimate of the internal consistency of SLSS in the students, based on the recommended criterion for the coefficient alpha of 0.70 and above by (Nunnally& Bernstein, 1994).

Test Retest Reliability: SLSS have test-retest correlation coefficient = 0.81 (significant at the 0.01 level, two tailed), which was found by re-administration of scale, one month later on 114 university students.

Face validity: The face validity of SLSS appear to fairly high as the statements were prepared after the intensive interview of 40 UG and PG students regarding their concept and the different aspects of students' life satisfaction, as mentioned in the Manual of Life Satisfaction Scale (Kumar &Dhyani, 1988).

Content validity: Content validity was recognized at the time of development of the preliminary draft based on the feedback of experts, which is concerned that the content. For content validity, only those statements were selected for the primary draft which had minimum 80% or more unanimity by 14 experts of different 9 universities, with regards to the relevance of statements with the criteria suggested by (Edward, 1969).

Intrinsic Validity: The coefficient of Intrinsic Validity for SPSS is $\sqrt{0.91} = 0.95$. The co-efficient of Intrinsic Validity is high and it indicates perceived stress scale possesses validity. Hence, the Student Perceived Stress Scale is found internally consistent and has satisfactory construct validity.

Construct validity: Construct validity support as an empirical evidence for the adequacy and appropriateness of the theoretical ideas behind the trait under consideration, inferences and based on test scores (Messick, 1998). The construct validity of the scale was calculated by the correlation among the factors of SLSS with total scale scores. The correlation ranged was 0.168 to 0.807 that is highly significant correlation which demonstrate that the factors have high validity. The results of the coefficient correlation have been presented in the Table 2.3.

Table 2.3 Coefficient of Correlation of Total Scores with Scores on Eight Factors of Students' Life Satisfaction Scale

Dimensions of Life Satisfaction Scale	FS	IS	ES & CE	PSa	PSp	SC	SWRR	AS	OLS
Family satisfaction (FS)	--								
Institutional Support (IS)	$.535^{**}$	--							
Satisfaction with Environment & Career Expectation (ES & CE)	$.500^{**}$	$.437^{**}$	--						
Personal Satisfaction (PSa)	$.477^{**}$	$.355^{**}$	$.606^{**}$	--					
Peer Support (PSp)	$.406^{**}$	$.358^{**}$	$.475^{**}$	$.430^{**}$	--				
Social Connectedness (SC)	$.460^{**}$	$.288^{**}$	$.402^{**}$	$.377^{**}$	$.268^{**}$	--			
Satisfaction with Romantic Relationship (SWRR)	$.345^{**}$	$.168^{**}$	$.287^{**}$	$.268^{**}$	$.423^{**}$	$.541^{**}$	--		
Academic Satisfaction (AS)	$.516^{**}$	$.386^{**}$	$.401^{**}$	$.412^{**}$	$.534^{**}$	$.467^{**}$	$.501^{**}$	--	
Overall Life Satisfaction (OLS)	$.807^{**}$	$.692^{**}$	$.744^{**}$	$.688^{**}$	$.730^{**}$	$.671^{**}$	$.533^{**}$	$.720^{**}$	--
Note: n = 215. **/* = Correlation significant at 0.01/0.05 level (two- tailed)									

Establishment of Norms

Norms of the present scale based on Z-Scores have been prepared by applying formula (R-score - Mean/SD) on total scores of each dimension and overall scores of life satisfaction scale. The sample of 1000 (Mean 153.64 and SD= 24.84) university students was selected via employing purposive and convenient sampling techniques. The range of each respondent's score calculated the raw score (43 to 215), on the basis of descriptive statistics, z-score norms, Interpretation of Z-score and levels of life satisfaction has been reported in table 2.4. High Scores show higher life satisfaction among students and low scores reflect low level of life satisfaction.

Table 2.4 Interpretation of Scores and Levels of SLSS

Levels of Life Satisfaction	High LS		Average LS		Low LS	
	Z-Scores	Raw Scores	Z-Scores	Raw Scores	Z-Scores	Raw Scores
Range of Scores for FS	0.98 & Above	48 & Above	-1.19 to 0.97	30 to 47	-1.18 & Below	29 & Below
Range of Scores for IS	0.89 & Above	30 & Above	-1.11 to 0.88	19 to 29	-1.10 & Below	18 & Below
Range of Scores for ES & CE	0.88 & Above	26 & Above	-1.09 to 0.87	17 to 25	-1.08 & Below	16 & Below
Range of Scores for PSa	0.76 & Above	18 & Above	-1.08 to 0.75	12 to 17	-1.07 & Below	13 & Below
Range of Scores for PSs	0.84 & Above	25 & Above	-1.17 to 0.83	16 to 24	-1.16 & Below	15 & Below
Range of Scores for SC	0.81 & Above	14 & Above	-1.04 to 0.80	9 to 13	-1.03 & Below	8 & Below
Range of Scores for SWRR	0.94 & Above	14 & Above	-1.09 to 0.93	8 to 13	-1.08 & Below	7 & Below
Range of Scores for AS	0.92 & Above	18 & Above	-1.08 to 0.91	11 to 17	-1.07 & Below	10 & Below
Range of Scores for Overall LS	0.98 & Above	179 & Above	-1.02 to 0.97	129 to 178	-1.01 & Below	128 & Below

Understanding the scores on Students Life Satisfaction Scale

The general tendency and student's temperaments play a major role to be happy or unhappy with his/her life. The interpretation of Students Life Satisfaction Scale can be on the basis of overall aggregate and individually dimension wise scores, which is given below. Here is notable that the scores do not approve that the life of student is perfect in such manners.

- **High Scores:** Students who scores in this range shows that students are enjoying their life very well and also feel that the things are going mostly well in the major life domains- family, present environment, academic, social, career etc. they also draw motivation from above mentioned aspects of life.

- **Moderate Scores:** Scores of this range shows that student is neutrally satisfied with his/her life. The students of this range need motivation to improvement in all the aspects of life to move towards in high level of life satisfaction.

- **Low Scores:** Students who are in this category/range are dissatisfied with their life. The students feel that the specific aspect(s) of their life is not going well and badly affect other aspects of their life. Students with low life satisfaction need of help from other to make lots of improvements with the positive changes.

Applicability of the Scale: The existing scale is administrable on university students, to measure their life satisfaction as it sufficiently fulfils the validity and reliability criteria. The present scale can be employed to compare the life satisfaction of students classified on the basis of different socio-demographical variables.

2.3.2 *Student's Perceived Stress Scale (SPSS)* (2016) has been developed and validated by the investigator. The scale is 5 point Likert scale having 8 factors of 28 statements. The development and standardization procedure of the scale as follows:

Need of New Scale for Perceived Stress: Available most of the stress related scales measure the causes of stress e.g. Ardell Wellness Stress Scale (1977); Student Stress Scale (Insel& Roth, 1985); Students Life Stress Inventory (Gadzella, 1991); Scale of Academic Stress (Bisht, 1995); University Student Stress (Burge, 2009); Depression Anxiety Stress Scale (DASS21) by (Lovibond&Lovibond, 1995); as well as, only single scale that access perceived stress, developed by Cohen et al. (1983), ask about individual's feelings and thoughts during the last month. There are many dimensions are need to explore and access as it is a multidimensional construct. Review of literature shows that academic decisions, demands and workload (Omidi, Akbari&Mahdian, 2011; Hamza, 2007; Kausar, 2010; Radcliffe & Lester, 2003; Shah, Hasan, Malik, &Sreeramareddy, 2010; Wavy 2008), influence of peers (Ferguson, C. J. 2013; Liu, Keyes, and Li, 2014), parental pressure (Pramanik& Ray, 2003; Rajab, 2001; Ray &Goswami, 2000; Sharma &Jaswal, 1999) effect the life goals of students. Hence, it is clear from the above discussion, there is a dire need to develop a Students Perceived Stress Scale for students which will be appropriate for the Indian context.

Item generation

After analysis and synthesis of an extensive review of the literature,a list of 62 self-reported statements (items) was generated to assess present construct and submitted to 14 experts from psychology and education departments of 6 Indian Universities and 3 medical professionals (cognitive behavior therapist, clinical psychologist, and psychological counsellor). Afterward, 12 statements were deleted, some modified and others were retained, on the feedback of experts.

Scoring of Student Perceived Stress Scale: The scores for negative statements are 4 to 0 and reverse scores 0 to 4 are for positive statements.

Pilot study and Item Evaluation

For initial pilot study all 50 statements were administered to 100 university students (50 female and 50 male) by employing random sampling technique. According to above mentioned scoring procedure the score was arranged in descending order. 27% with highest and 27% lowest total score on the scale, as per the recommendations of (Edwards and Kilpatrick, 1948) was extracted in order to from criterion group so that each statement of the scale can be evaluated. The data was analyzed using 'SPSS-21', after extraction of upper and lower scores, by employing independent sample t-test. After observing t-value, only those statements were retained having t-value equal or greater than 2, which is significant at 0.05 level of confidence with df = 52 (Garrett, 2008), indicating average responses of upper and lower criterion group for each item (statement) varies significantly. Thus 11 statements were dropped by applied t-test and only 39 statements were left to further study.

Exploratory Factor Analysis and Item Reduction

Participants: After performing the item (statements) analysis, 39 statements of SPSS were re-administered on a sample of 244 out of 300 students of two universities, 121 (49.5%) male and 123 (50.5%) female university students of different streams (77 UG and 167 PG) to perform Exploratory Factor Analysis (EFA). The mean age of students was 22.9 years and SD was 4.24 years. The majority of students were inter-state migrants (85.6%) and rest of the students from their native state Punjab (14.34%) of India. The students were selected randomly from in and out of their classes without any credit.

Statistical analysis: The data analyzed by applying Exploratory Factor Analysis (EFA) on 39 statements. EFA based on the guidelines recommended by Worthington

& Whittaker (2006), used for scale construction, that determine to improve parsimony by reducing the number of statements and the retained factors depends on both underlying theory and empirical results. But there are no specific rules to retain statements, however, the eigenvalue greater than 1 (Kaiser criterion, 1958) or a Scree-test of the percentage of variance explained by Cattell (1966) are mostly used to determine the number of factors to retain.

The results of EFA indicated Kaiser-Meyer-Olkin (KMO) Measure of Sample Adequacy was found to be 0.756, Bartlett's Test of Sphericity showed significant correlations among variables χ^2 =2285.946 with df = 741, & Sig.=0.000. Hence all the basic standards revealed data of SPSS was accurate for factor analysis. SLSS was assumed to be multi-dimensional construct with various factors, therefore Varax rotation was employed for extraction of factors. The factor loading was greater than 0.40 ignoring signs which accounted for 61.264% of total variance explained. 13 factors were emerged by employing EFA on 39 statements of SPSS. The five factors were dropped because they consisted of only one and two statements in the factor. The rest eight extracted factors were selected to finalize the scale that were presented in Table 2.5 and named approximately on the basis of statements reflecting the factor on the root of theoretical analysis of students' perceived stress scale namely: social anxiety, fear, academic stress, health, disturbance, frustration, non-adjustment, and dependence.

Table 2.5 Statements and Factor Loading of Student's Perceived Stress Scale

Sr. No.	% of Variance	Statements	Factor Loading
A	32.935	**Social Anxiety**	
4		I become speechless while responding to the teacher in class.	.404
29		I avoid attending my classes.	.775
30		I am able to calm myself easily when I am anxious.	.786
31		I am comfortable while meeting new people.	.520
B	39.779	**Fear**	
1		I can overcome the fear of failure.	.498
20		I often think about my problems.	.698
24		I am hopeful for my future.	.731

C	45.891	**Academic Stress**	
3		The study schedule (time table) of campus is too hectic for me.	.648
23		I feel miserable due to accumulating a load of study.	.530
27		Its' difficult for me to understand the subject matter.	.722
28		I am happy with my career choice.	.491
D	51.601	**Health**	
5		I often suffer from fatigue.	.495
18		I often wake up at night without any obvious reason.	.569
33		I eat either too much or too less from last few days.	.598
34		I am unhealthy.	.679
E	56.634	**Disturbance**	
8		I take my decisions without any internal conflict.	.682
10		I get easily distracted from the study with little interference.	.681
16		I get perturbed (disturbed) due to others' opinion about me.	.464
19		I am enjoying my routine.	.514
F	61.103	**Frustration**	
11		I feel alone even I have many friends around me.	.468
22		I get irritated over petty issues/ things.	.743
26		I am comfortable while sharing my feeling with family.	.588
G	65.135	**Adjustment**	
13		I can easily balance between academic and social activities.	.679
15		It is quite easy for me to adjust to new locations.	.435
35		I am able to cope up with each situation.	.504
H	68.784	**Dependence**	
12		For classroom tasks, I am dependent on my friends.	.519
36		I am able to do anything without any emotional support.	.624
38		I think no one understands me.	.749

Confirmatory Factor Analysis: After EFA, confirming factor structure applied for scale validation is to confirm the explored factor structure for Students Perceived Stress Scale, the using function of Structure Equational Modelling (Joreskog&Sorbom, 2004).
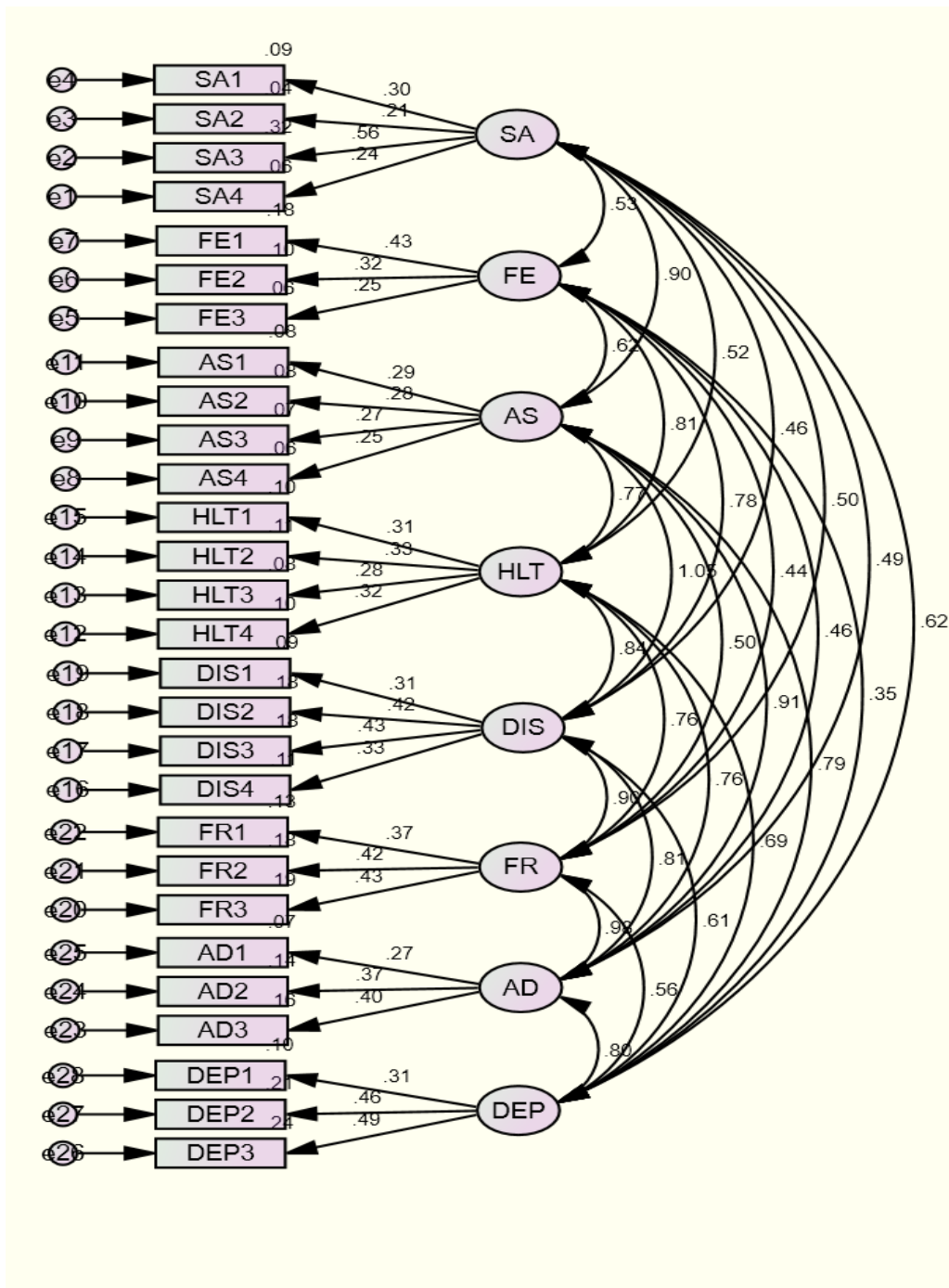
Figure 2.3 Confirmatory Factor Analysis of Student's Perceived Stress Scale

Participants: After performing the item (statements) analysis, thirty nine statements of SPSS were re-administered on a sample of 379 university students of five north Indian universities of Punjab, Himachal Pradesh, Delhi, Chandigarh, Haryana. The scale administrated on 187 (49.3%) male and 192 (50.6%) female university students of different streams (241 UG and 138 PG) to perform confirming factor structure (CFA). The mean age of students was 21.05 years and SD was 1.82 years. The majority of

students were inter-state migrants (85.48%) and rest of the students from their native state Punjab (14.51%) of India. The students were selected randomly and convenient sampling, from in and out of their classes without any credit.

Statistical Analysis: The CFA applied on 28 items of eight dimensions (identified by employed EFA) of existing scale. The result of CFA on Students Perceived Stress Scale is found to be a good fit to the data (Figure 2.3). CMIN/DF=1.238, Goodness-of-Fit-Index (GFI) =0.930, AGFI=0.912, Comparative Fit Index (CFI) =0.870, Root Mean Square Error of Approximation (RMSEA) =0.025. As the result shows, the value of CFI below a threshold value (0.90). Although the result provides a sufficient evidence to a good fit of the modal as Schumacker and Lomax (1996) and Kline (2005) supported that the values are over 0.85 and 0.90 as the evidence for a good fit of the model.

Description of Students Perceived Stress Scale's dimensions

1. **Social Anxiety**: It's characterized by disabling fear of one or more specific social situation e.g. ambiguous interpretation of social events to be negative.

2. **Fear:** This is an almost instantaneous reaction to any imminent threat, situation, involves activation of the "fight-or-fight" response of the sympathetic nervous system.

3. **Academic Stress:** A state of mental stress associated with anticipated frustration from the academic demands.

4. **Health:** A state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity.

5. **Disturbance:** A state of mental interruption which reflects the mild or severe cognitive, emotional regulation or behavioral dysfunction in the individual.

6. **Frustration:** It's an emotional response which arises from continue resistance, opposition, disappointment, anger and upset the pursuit goal(s).

7. **Adjustment:** Adjustment is an indicator of optimistic and hopefulness occurs due to hard time coping.

8. **Dependence:** A state of a person while relying on others or sometimes controlled and pressurized by others.

Reliability and Validity Assessment for Student Perceived Stress Scale

Internal Consistency: Internal consistency was established by employing Cronbach's Alpha (Cronbach, 1951) after completing the process of EFA. A final scale consisting

28 statements was administered to 286 university students. The reliability of the present scale measured via Cronbach's Alpha = 0.887 as well as α for positive statements (12) is = 0.777 and α for negative statements (16) is = 0.813by utilized 'SPSS-21'. The result provided very an accurate estimate of the internal consistency of present scale which is based on the criterion for the coefficient alpha of 0.70 and above recommended by Nunnally& Bernstein (1994).

Split Half Reliability: SPSS has split half coefficient = 0.905 for Even and an Odd number of statements, which was found on 286 university students.

Test Retest Reliability: SPSS has test-retest correlation coefficient = 0.81 (significant at the 0.01 level, two tailed), which was found by re-administration of scale on 110 university students, one month later.

Content validity: Content validity was recognized at the time of development of the preliminary draft based on the feedback of experts, which is concerned that the content. For content validity only those statements were selected for primary draft which had minimum 80% or more unanimity by 17 experts of 6 different universities, as well as the 3 professionals (Psychological Counsellor, Cognitive Behavior Therapist, and Clinical Psychologist), with regards to relevance of statements with the criteria suggested by Edward (1969).

Intrinsic Validity: The co-efficient of Intrinsic Validity for SPSS is √0.88=0.93. The co-efficient of Intrinsic Validity is high and it indicates perceived stress scale possesses validity. Hence, the Student Perceived Stress Scale is found internally consistent and has satisfactory construct validity.

Construct validity: Construct validity support as an empirical evidence for the adequacy and appropriateness of the theoretical ideas behind the trait under consideration, inferences and based on test scores *(Messick, 1998)*. The construct validity of the scale was calculated by the correlation among the factors of SPSS with total scale scores. The correlation ranged was 0.348 to 0.795 that is highly significant correlation which demonstrate that the factors have high validity. The results of the coefficient correlation have been presented in the Table 2.6.

Table 2.6 Coefficient of Inter Correlation of Total Scores of SPSS with Scores on Eight Factors of Student's Perceived Stress Scale

	Social Anxiety	Fear	Academic Stress	Health	Disturbance	Frustration	Adjustment	Dependence	Overall SPSS
Social Anxiety	--								
Fear	.501**	--							
Academic Stress	.560**	.487**	--						
Health	.457**	.506**	.538**	--					
Disturbance	.387**	.486**	.530**	.466**	--				
Frustration	.348**	.366**	.471**	.384**	.471**	--			
Adjustment	.403**	.299**	.454**	.355**	.368**	.573**	--		
Dependence	.435**	.388**	.434**	.429**	.392**	.475**	.590**	--	
Overall SPSS	.713**	.696**	.795**	.728**	.727**	.697**	.684**	.708**	--
N = 286= Correlation significant at 0.01 level (two- tailed)*									

Applicability of the Scale: The existing scale is administrable on university students, to measure their perceived stress as it sufficiently fulfills the validity and reliability criteria. The present scale can be employed to compare the perceived stress of students classified on the basis of different socio-demographical variables.

Distribution of Final Items of SPSS: The scores for negative statements (1, 2, 6, 8, 9, 10, 12, 13, 14, 15, 17, 18, 20, 21, 26, and 28) are 4 to 0 and scores for positive statements (3, 4, 5, 7, 11, 16, 19, 22, 23, 24, 25, and 27) are reverse 0 to 4 for the alternative Always, Frequently, Sometimes, Rarely and, Never. The minimum scores for the scale are 0 and maximum scores of the scale are 112.

Development of Norms for Student Perceived Stress Scale
For norms, data were collected from 1058 (Mean= 41.16 and SD= 16.13) UG & PG university students by employing purposive and convenient sampling techniques. The range of individual respondent's raw score (0 to 112) calculated to prepared z-score norms by employed formula **(R-score-Mean/SD)** on total scores of each dimension and overall scores of perceived stress scale (SPSS) and reported in table 2.7. The norms for SPSS interpreted the z-scores and raw scores which indicated that high scores show higher perceived stress and low scores reflect low level of perceived stress.

Table 2.7 Interpretation of Scores and Levels of Student's Perceived Stress Scale

Levels of Perceived Stress	High PS		Average PS		Low PS	
	Z-Scores	Raw Scores	Z-Scores	Raw Scores	Z-Scores	Raw Scores
Range of Score for Social Anxiety	0.76 & Above	9 to 16	-1.20 to 0.75	3 to 8	-1.19 & Below	0 to 2
Range of Score for Fear	0.61 & Above	11 to 12	-1.10 to 0.60	7 to 10	-1.09 & Below	0 to 6
Range of Score for Academic Stress	0.89 & Above	10 to 16	-1.27 to 0.88	5 to 9	-1.26 & Below	0 to 4
Range of Score for Health	0.81 & Above	10 to 16	-1.01 to 0.80	4 to 9	-1.00 & Below	0 to 3
Range of Score for Disturbance	1.99 & Above	12 to 16	-1.30 to 1.98	4 to 11	-1.29 & Below	0 to 3
Range of Score for Frustration	1.95 & Above	8 to 12	-1.02 to 1.94	6 to 7	-1.01 & Below	0 to 5
Range of Score for Adjustment	0.86 & Above	7 to 12	-1.31 to 0.85	3 to 6	-1.30 & Below	0 to 2
Range of Score for Dependence	0.93 & Above	8 to 12	-1.00 to 0.92	5 to 7	-0.09 & Below	0 to 4
Range of Score for Overall PS	0.99 & Above	58 to 112	-1.00 to 0.98	40-57	-0.09 & Below	0 to39

Understanding the Scores on Students Perceived Stress Scale

- *Low level* of perceived stress shows mild perceived stress which considers as a normal and may be lead to positive stress (eustress) that inspired and motivate the students to promotion.
- *Average level* of perceived stress shows moderate perceived stress which sometimes indications of negative stress.
- *High level* of perceived stress shows sever perceived stress, which often leads towards negative stress (distress) that always effect physical, psychological health.

Applicability of the Scale: The existing scale is administrable on university students, to measure their perceived stress as it sufficiently fulfils the validity and reliability criteria. The present scale can be employed to compare the perceived stress of students classified on the basis of different socio-demographical variables.

2.3.3 *Personal Growth Initiative Scale (PGIS-II)* developed by Christine Robitschek (2012) is adapted for present study. It is a 6 point Likert scale, having 16 statements, consisting in 4 components (a) *Readiness for Change*: 2, 8, 11, 16; (b) *Planfulness*: 1, 3, 5, 10, 13; (c) *Using Resources*: 6, 12, 14 and; (d) *Intentional Behavior*: 4, 7, 9, 15.

Scoring of the scale: The scores for the responses are 0 to 6 for the responses: Disagree Strongly, Disagree Somewhat, Disagree a Little, Agree a Little, Agree Somewhat, and Agree Strongly. The minimum scores for the scale are 0 and maximum scores of the scale are 80. High scores show higher level of personal growth initiative.

Adaptation, Validation and Psychometrics Properties of Personal Growth Initiative Scale on Indian Sample for the Present Study

The validation of *Personal Growth Initiative* scale has been done to ensure the reliability and validity in the Indian context in the present study. The original Personal Growth Initiative Scale"**(PGIS-II)** developed by Christine Robitschek (2012), is adapted for the present study. For ensuring the validity of each item, the original PGI scale was employed on a representative portion of population upon which the scale was to be used for study. To ensure the reliability of PGIS-II for the present study, the data of 680 university students of different universities with different demographics variables i.e. gender (male-female), locale (urban-rural) and, level of study (UG and PG) of diverse streams. Thus, the reliability of PGI scale was computed.
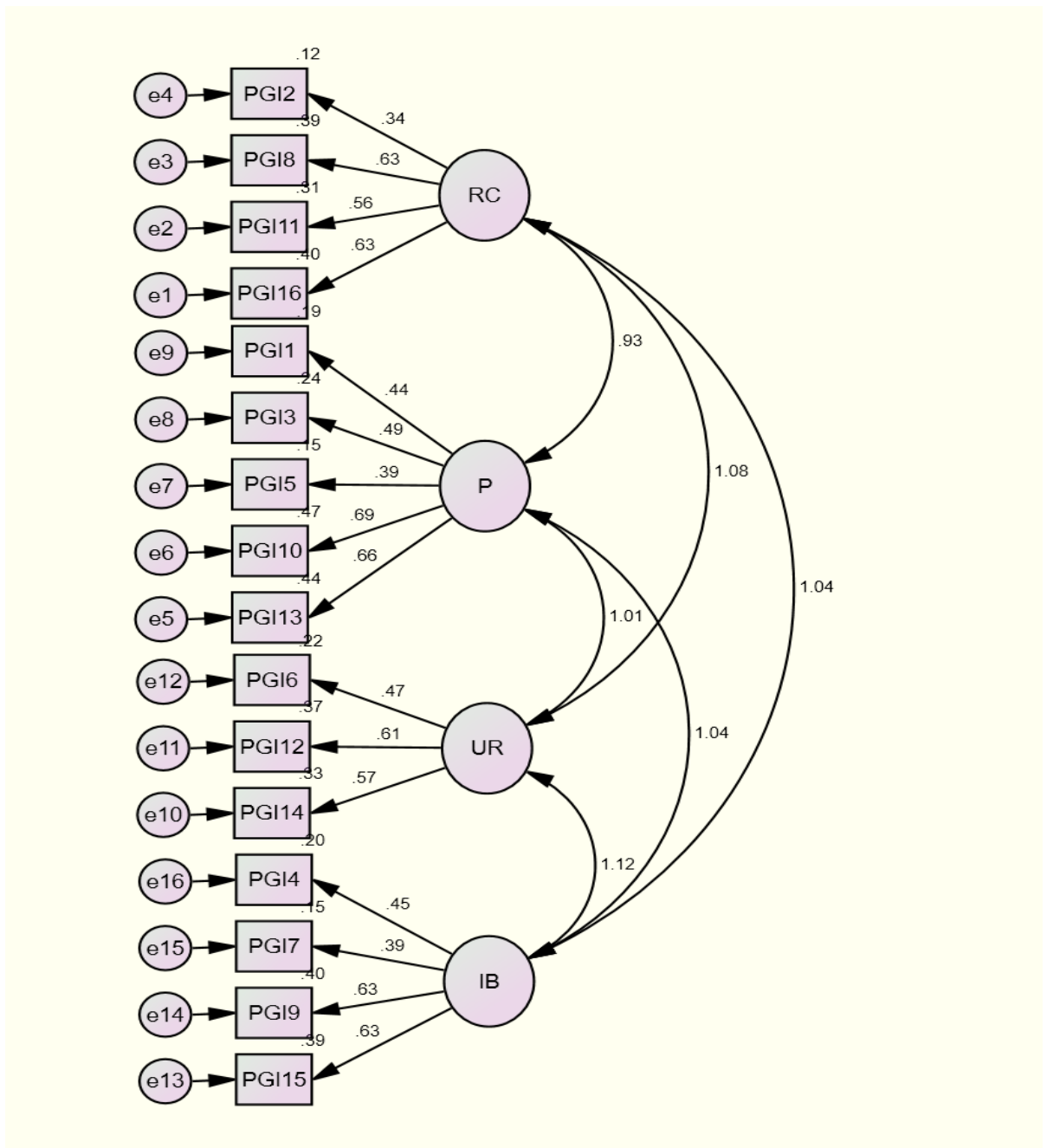
Figure 2.4 Confirmatory Factor Analysis of Personal Growth Initiative Scale

To ensure the validity of personal growth initiative scale (PGIS-II), Confirmatory Factor Analysis (CFA) was applied, which is a function of Structure Equation Modelling (Joreskog&Sorbom, 2004). Schumacker& Lomax (1996) and Kline (2005) supported that the values are over 0.85 and 0.90 as the evidence for a good fit of the model. The result of CFA on PGIS-II is found to be a good fit to the data (Figure 2.4). CMIN/DF=3.54, Goodness-of-Fit-Index (GFI) =0.934, AGFI=0.909, Comparative Fit Index (CFI) =0.914, Root Mean Square Error of Approximation (RMSEA) =0.061

and Chi-square=347 provides a sufficient evidence to an adequate good fit of the modal, which is similar to the findings of Robitschek et al. (2012).

Intrinsic Validity is given by the square root proportion of true values (i.e. Square root of its reliability). The coefficient of Intrinsic Validity for PGIS-II is $\sqrt{0.87}=0.93$. The coefficient of Intrinsic Validity is high and it indicates personal growth initiative scale possesses validity. Hence, the personal growth initiative scale by Christine Robitschek (2012) is found internally consistent and has satisfactory construct validity.

Cronbach's Alpha Reliability is found to be 0.87 for personal growth initiative scale by the administered scale on 680 university students; whereas, Robitschek (2012) found 0.79 internal consistency and 0.74 test-retest reliability.

Split-Half Reliability is found to be 0.88 via even and odd statements for personal growth initiative scale by administered scale on 680 university students.

Understanding and Interpretation of Scores: Interpretation of the scores of personal growth initiative based on z-scores and raw scores of the scale. High scores show high level of PGI and low scores reflect low level of PGI.

Development of Norms of Personal Growth Initiative Scale in Indian Context

For norms, data were collected from 1000 (Mean= 50.87 and SD= 14.66) university by employing purposive and convenient sampling techniques. The range of each respondent's score calculated the raw score on the present scale was 0 to 80, on the basis of descriptive statistics, z-score norms have been prepared by applying formula (R-score - Mean/SD). The range of each respondent's score calculated the raw scores. Interpretation of z-scores and levels of personal growth initiative scale in Indian context been reported in table 2.8.

Table 2.8 Norms and Levels of PGI Scale-II in Indian Context

Levels of PGI Scale ➡	High		Average		Low	
Dimensions ⬇	Z-Scores	Raw Scores	Z-Scores	Raw Scores	Z-Scores	Raw Scores
Readiness for Change	0.80 & Above	17 & Above	-1.18 to 0.79	8 to 16	-1.17 & Below	7 & Below
Planfulness	0.90 & Above	20 & Above	-1.03 to 0.89	11 to 20	-1.02 & Below	10 & Below
Using Resources	0.81 & Above	13 & Above	-1.02 to 0.80	7 to 12	-1.01 & Below	6 & Below
Intentional Behavior	0.84 & Above	18 & Above	-1.20 to 0.83	9 to 17	-1.19 & Below	8 & Below
Total PGI	0.97 & Above	66 & Above	-1.01 to 0.96	36 to 65	-1.00 & Below	35 & Below

2.3.4 *Coping Strategies Scale* developed by A. K. Srivastava (2001). The present scale of coping strategies is five-point Likert scale, comprised of 50 statements. The scale divided into two major categories which are also sub-divided into 5 categories, based on the combination of 'operation' and 'orientation' of coping behavior.

1. Active/Approach Coping Strategies

    a) Behavior Approach: 2, 4, 5, 6, 12, 20, 21, 26, 29, 33, 35, 41, 45, 47, 48;

    b) Cognitive Approach: 3, 7, 8, 25, 42, 43;

    c) Cognitive Behavioral Approach: 11, 13, 17, 23, 30, 31, 37, 49.

1. Avoidance Coping Strategies

    a) Behavioral Avoidance: 1, 10, 15, 16, 18, 19, 22, 27, 28, 34, 36, 39, 44, 50;

    b) Cognitive Avoidance: 9, 14, 24, 32, 38, 40, 46.

Scoring of the scale: The scores of selective responses for statements are 0 to 4 for the alternatives: Never, Rarely, Sometimes, Most of time, and Almost Always. Each coping strategies can only be assessed separately. Scores of coping strategies interpreted in three levels as per the norms i.e. low, moderate and high.

1. **Behavior Approach**: 0 to 29 scores show low level of behavioral approach coping strategies, 30 to 45 scores show moderate level of behavioral approach coping strategies and 46 to 60 scores show high level of behavioral approach coping strategies.

2. **Cognitive Approach**: 0 to 11 scores show low level of cognitive approach coping strategies, 12 to 18 scores show moderate level of cognitive approach coping strategies and 19 to 24 scores show high level of cognitive approach coping strategies.

3. **Cognitive Behavioral Approach**: 0 to 15scores show low level of cognitive behavioral approach coping strategies, 16 to 24 scores show moderate level of cognitive behavioral approach coping strategies and 25 to 32 scores show high level of cognitive behavioral approach coping strategies.

4. **Behavioral Avoidance**: 0 to 27 scores show low level of behavioral approach coping strategies, 28 to 42 scores show moderate level of behavioral approach coping strategies and 43 to 56 scores show high level of behavioral approach coping strategies.

5. **Cognitive Avoidance**: 0 to 13 scores show low level of behavioral approach coping strategies, 14 to 21 scores show moderate level of behavioral approach coping strategies and 22 to 28 scores show high level of behavioral approach coping strategies.

Understanding and Interpretation of the Scores of Coping Strategies Scale

The low level of coping strategies shows deficient coping strategies, moderate level shows moderate coping strategies and high level shows efficient coping strategies. But here is notable that the high scores of avoidance coping strategies shows the deficient/ dysfunctional coping and low scores show efficient/ functional coping.

Reliability and Validity of the Coping Strategies Scale

The scale has Re-test reliability 0.92 (N=76) and Split-half reliability for Approach Coping Strategies 0.78 as well as Avoidance Coping Strategies 0.69 (N=120).

The scale has content validity for approach coping is r^{bis} 0.39 and avoidance coping is r^{bis} 0.34 as well as Concurrent Validity.

2.4 DEMOGRAPHIC INFORMATION: This section included the personal information of general questions on the age, gender, stream, type of present accommodation (hostel/ rented room (PG)/ relative's home/ own house), native region of inter regional migrant students, collected as demographic variables.

2.5 PROCEDURE: Before data collection, the prior permission from the 'Dean of Student Welfare', and 'Dean of Research Academics', 'Chair-Person', 'Registrar', and 'HODs' of the selected universities were taken. The UG and PG University inter regional migrant students (IRMS) who were studying in north India asked to fill all the four scales along with personal information sheet (the only name was not compulsory) sheet. The instructions about scales were made clear to the students. The length (number of statements) of Student Life Satisfaction Scale (43 statements), Student Perceived Stress Scale (28 statements), Personal Growth Initiative (16 statements) and, Coping Strategies Scale (50 statements). The data were collected from off and on classes. Students took 30 to 60 minutes to fill the scales.

2.6 STATISTICAL TECHNIQUES: Almost everywhere statistics are basics to all research activities. The role of statistics in research is analysing the data and drawing conclusions. In the present study the following statistical techniques were employed:

i. ***Descriptive Statistic*** used to identify the *levels of life satisfaction, perceived stress, and personal growth initiatives* as well as the *types of coping strategies* among inter regional migrant students.

ii. ***Bivrate Correlations*** applied to study the *interrelationship* among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students.

iii. *ANOVA* applied to *compare* the inter regional migrant students' life satisfaction, perceived stress, personal growth initiatives and coping strategies in relation to gender (male and female), regions (Southern, Eastern & Western), streams (Arts & Humanities, Commerce & Management and Science & Engineering), and Age of the Universities (Old and Younger) of study, which was be applied different on each set of 2X3X3X2 factorial designs, shown in the figure 2.5.

iv. *t-test* applied to study the significant difference among subgroups i.e. gender, region, stream, and universities of inter regional migrant students.

v. ***Post-Hoc (Tukey)*** applied to study the significant difference among the sub-groups of IRMS.

vi. ***Regression*** applied to study the affect of perceived stress, personal growth initiative and coping strategies on life satisfaction of inter regional migrant students.

2x3x3x2 Factorial Design for Life Satisfaction, Perceived Stress, Personal Growth Initiatives, and Coping Strategies of IRMS

```
                    Older Universities                              Younger Universities

         Male                   Female                    Male                    Female

    S       E      W       S       E      W          S      E      W         S       E      W

   AH      AH     AH      AH      AH     AH         AH     AH     AH        AH      AH     AH
   CM      CM     CM      CM      CM     CM         CM     CM     CM        CM      CM     CM
   SE      SE     SE      SE      SE     SE         SE     SE     SE        SE      SE     SE
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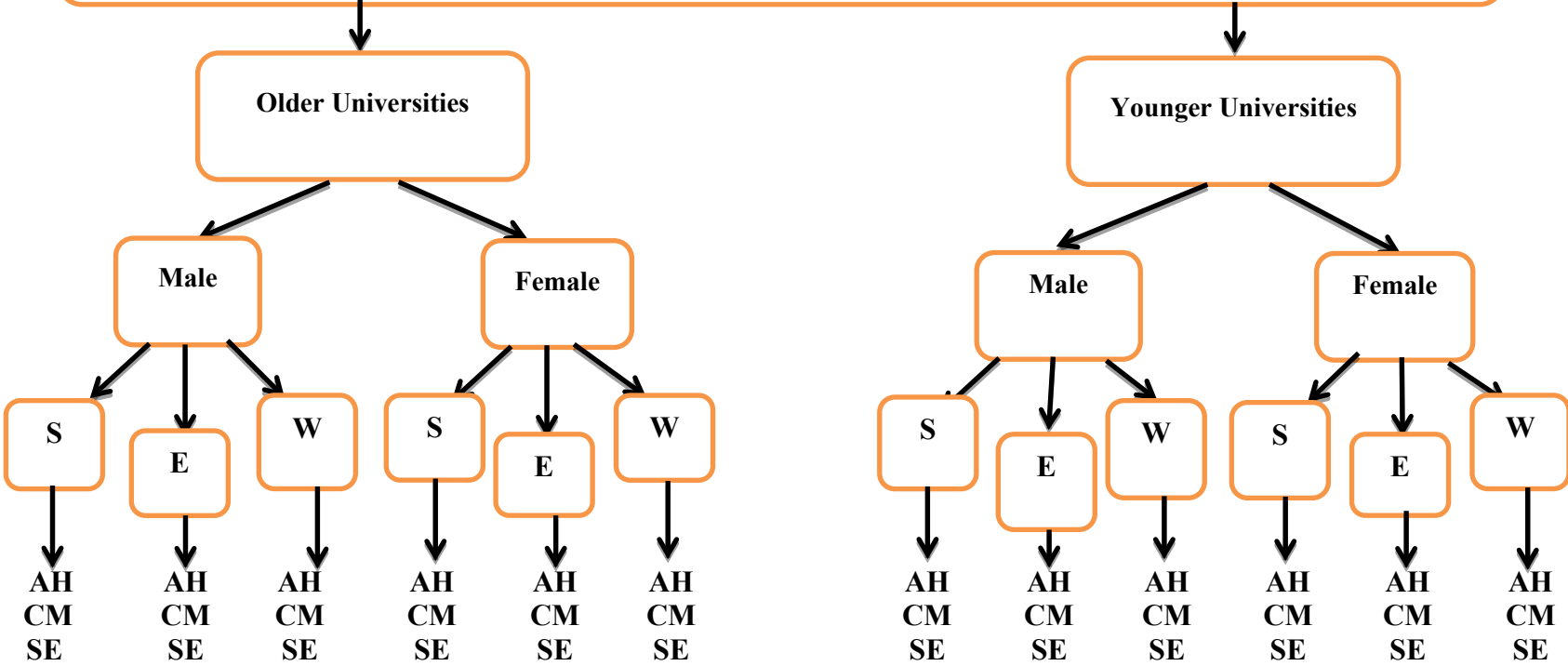
S= South   **E** =East   **W** = West
AH = Arts & Humanities   **CM** = Commerce & Management   **SE** = Sciences& Engineering

CHAPTER III

RESULTS AND INTERPRETATIONS

The present chapter concerned with the statistical analysis of collected data, description and interpretation of results of existing study "Life Satisfaction of Inter Regional Migrant Students in Relation to Perceived Stress, Personal Growth Initiatives, and Coping Strategies". Both descriptive and inferential statistics of quantitative analysis are applied for the data analysis. The results of the study are presented in two sections, comprising (3.1) description of the study, and (3.2) data analyses, interpretation and discussion of the results, under which hypotheses are discussed.

Following acronyms have been used throughout in this chapter:-

IRMS	Inter Regional Migrant Students
LS	Life Satisfaction
FS	Family Satisfaction
IS	Institutional Support
ES & CE	Satisfaction with Environment & Career Expectation
PS	Personal Satisfaction
SC	Social Connectedness
SWRR	Satisfaction with Romantic Relationship
AS	Academic Satisfaction
PS	Perceived Stress
SA	Social Anxiety
AS	Academic Stress
H	Health
Dis	Disturbance
Frust	Frustration
Adj	Adjustment
Dep	Dependence
PGI	Personal Growth Initiatives
CS	Coping Strategies
Ap. CS	Active/Approach Coping Strategies

AB	Behavioural- Approach Coping Strategies
AC	Cognitive- ApproachCoping Strategies
ACB	Cognitive-Behavioural- Approach Coping Strategies
Av. CS	Avoidance Coping Strategies
AvB	Behavioural- Avoidance Coping Strategies
AvC	Cognitive- Avoidance Coping Strategies
M	Male
F	Female
AH	Arts & Humanities
CM	Commerce & Management
SE	Sciences & Engineering
ANOVA	Analysis of Variance
MSS	Mean Square
SS	Sum of Square
Df	Degree of freedom
Sig.	Significant Value

3.1 DESCRIPTION OF THE STUDY

Description of the study comprises the list of selected universities of North India and the number of selected students. It also included the demographical information of selected saple of inter regional migrant students. For present study2000 response sheets were distributed among inter regional migrant students but only 1467 (response rate was 73.25%) got back. The response sheets were screened and scored to analyse the data and obtained results for further analysis. The data of 1201 students was completed (presented in Table 3.1) out of 1467, and 266 had substantial missing data and they were omitted to data analysis. The data was collected in the academic year (Jan-May, 2017), through administered a survey from following NAAC Accredited North Indian Universities:

Table 3.1 Number of Inter Regional Migrant Students from Each Selected NAAC Accredited North Indian University

States & UTs	Sr.	Universities	Collected N			
			N	Male	Female	Total
Punjab	1	Central University of Punjab.	94	54	40	94
	2	Thapar Institute of Engineering & Technology	78	39	21	60
Himachal Pradesh	1	Jaypee University of Information and Technology	103	63	36	99
Jammu & Kashmir	1	Shri Mata Vaishno Devi University.	102	51	47	98
Rajasthan	1	BanasthaliVidyapith.	81	---	68	68
	2	Jaipur National University.	106	57	24	81
Uttrakhand	1	GurukulKangriVishwavidyalaya.	116	72	12	84
	2	Graphic Era University.	68	31	22	51
Uttra Pradesh	1	Amity University.	74	25	33	58
	2	Banaras Hindu University.	126	76	21	97
Haryana	1	Lingaya's University.	37	10	18	28
	2	ManavRachna International University.	124	56	47	103
Chandigarh	1	Punjab University.	159	72	76	148
Delhi	1	University of Delhi.	108	50	48	98
	2	Jawaharlal Nehru University.	91	13	19	32
Total	15		1,467	669	532	1201

3.1.1 SAMPLE DEMOGRAPHICS

Demographic characteristics of the respondents were given below in the table 3.2:

Table: 3.2 Demographic Characteristics of the Inter Regional Migrant Students

Demographic Variables		N (%)	Male IRMS	Female IRMS
Gender		1201	669 (55.70%)	532 (44.30%)
Levels	UG	701 (58.36%)	444	257
	PG	500 (41.63%)	370	130
Locale	Rural	522(43.4%)	277	245
	Urban	679 (56.5%)	392	287
Present Accommodation	Hostel	676 (56.2%)	402	274
	Rented Room/ PG	440 (36.6%)	232	208
	Relative's Home	43 (3.58%)	11	32
	Own Home	42 (3.49%)	24	18
Regions	South	314 (26.14%)	176	138
	East	588 (48.9%)	330	258
	West	299 (24.89%)	163	136
Streams	Arts & Humanities (Social Sciences)	133 (11.07%)	93	40
	Commerce & Management	217 (18.06%)	112	105
	Sciences/ Medical Sciences/ Agriculture & Engineering	851 (70.85%)	464	387
Age of Universities	Old Universities (8)	638 (53.12%)	348	290
	Younger Universities (7)	563 (46.87%)	321	242

The term '***Own Home (Residence)***'used forthose students who are migrated with their family and settled in North India e.g. students from Southern, Western, and Eastern states (regions) of India are settled in Delhi, Haryana, Dehradun, Punjab, Chandigarh etc.

Age of the Universities (in the present study) measured into two groups: *pre vocationalization of education period* (old universities) and *post vocationalization of education period* (younger universities). The division of universities' group (**Annexure 6**) is based on the description of Mujumdar (2012), who specified that vocationalization of education scheme was launched in 1994-95 by UGC and sponsored by Centre in 1998.

'SPSS-21'statistical software was used to analyse the data for the present research study. The range of age of students was 17 to 26 years as well as the mean of age 21.26 and SD 1.70 of inter-regional migrant students.

3.2. Data Analyses, Interpretation and Discussion of the Results

Analysis of data, interpretation and discussion of the results has done keeping in view the objectives of the study. Presentation of results is following the below given sequence:

3.2.1 Descriptive Analysis

3.2.1A$_a$: Result pertaining to the Level of Life Satisfaction

Table: 3.3. Percentage wise Distribution of Overall Sample on the Different Levels of Life Satisfaction

| Levels ⟹ Dimensions ⬇		High	Moderate	Low
Family Satisfaction	N (%)	194 (16.15)	837 (69.69)	170 (14.15)
Institutional Support	N (%)	215 (17.90)	805 (67.02)	181 (15.07)
Satisfaction with Environment & Career Expectation	N (%)	181 (15.07)	825 (68.69)	195 (16.23)
Self-Satisfaction	N (%)	209 (17.40)	759 (63.19)	233 (19.40)
Peer Support	N (%)	206 (17.15)	816 (67.94)	179 (14.90)
Social Connectedness	N (%)	200 (16.65)	792 (65.94)	209 (17.40)
Satisfaction with Romantic Relationship	N (%)	150 (12.48)	838 (69.77)	213 (17.73)
Academic Satisfaction	N (%)	179 (14.90)	818 (68.10)	204 (16.98)
Overall Life Satisfaction	N (%)	183 (15.23)	837 (69.69)	181 (15.07)
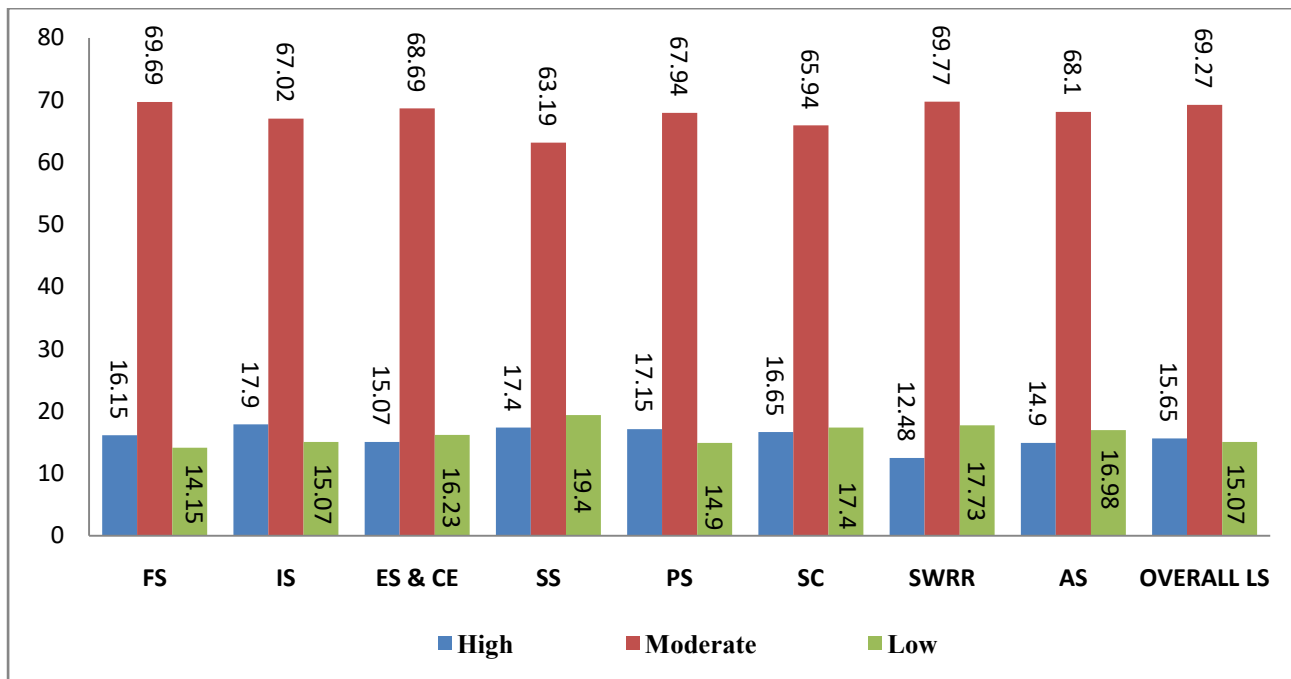
Figure: 3.1. Percentage wise Distribution of Overall Sample of Inter Regional Migrant Students on the Different Levels of Life Satisfaction

Table 3.3 showed percentage wise distribution of overall sample on different levels of life satisfaction on each dimension. The table depicted that 16.15% of an overall sample of inter regional migrant students (IRMS) reported high level of family satisfaction, 69.69% reported moderate and 14.15% reported low level of family satisfaction. 17.90% IRMS of overall sample reported high level of institutional support, 67.02% reported moderate and 15.07% reported low level of institutional support. Further, the table shows that 15.07% IRMS reported high, 68.69% reported moderate and 16.23% reported low level of environmental satisfaction and career expectations. 17.40% IRMS reported high, 63.19% moderate and 19.40% reported low level of self-satisfaction. 17.15% IRMS of overall sample reported high, 67.94% moderate and 14.90% reported low level of peer support. 16.65% IRMS reported high, 65.94% moderate and 17.40% reported low level of social connectedness. 12.48% IRMS reported high, 69.77% moderate and 17.73% reported low level of satisfaction with their romantic relationship. 14.90% IRMS reported high, 68.10% moderate and 16.98% reported low level of academic satisfaction.

Further, table depicted that the 15.23% IRMS reported high, 69.69% moderate and 15.07% reported low level of overall life satisfaction. The overall result revealed that the highest percentage of IRMS have moderately life satisfaction, for further understanding refer to figure 3.1.

3.2.1A_b: Gender wise distribution of Inter Regional Migrant Students on different levels of Life Satisfaction

Table: 3.4. Percentage wise Distribution of Male and Female Inter Regional Migrant Students on the Different Levels of Life Satisfaction

Dimensions	Gender		High	Moderate	Low
Family Satisfaction	**Male**	N (%)	90 (13.45)	500 (74.73)	79 (11.80)
	Female	N (%)	104 (19.89)	337 (63.34)	91 (17.10)
Institutional Support	**Male**	N (%)	113 (16.89)	455 (68.01)	101 (15.09)
	Female	N (%)	102 (19.17)	350 (65.78)	80 (15.03)
Satisfaction with Environment & Career Expectation	**Male**	N (%)	115 (17.18)	459 (68.60)	95 (14.20)
	Female	N (%)	66 (12.40)	366 (68.79)	100 (18.79)
Self-Satisfaction	**Male**	N (%)	146 (21.82)	428 (61.23)	95 (14.20)
	Female	N (%)	87 (16.35)	331 (62.21)	114 (21.42)
Peer Support	**Male**	N (%)	125 (18.68)	466 (69.65)	78 (11.65)
	Female	N (%)	81 (15.22)	350 (65.78)	101 (18.98)
Social Connectedness	**Male**	N (%)	114 (17.04)	452 (67.56)	103 (15.39)
	Female	N (%)	84 (15.78)	286 (53.75)	162 (30.45)
Satisfaction with Romantic Relationship	**Male**	N (%)	84 (12.55)	471 (70.40)	114 (17.04)
	Female	N (%)	64 (12.03)	369 (69.36)	99 (18.60)
Academic Satisfaction	**Male**	N (%)	91 (13.60)	466 (69.65)	112 (16.74)
	Female	N (%)	88 (16.54)	352 (66.16)	92 (17.29)
Overall Life Satisfaction	**Male**	N (%)	116 (17.33)	459 (68.60)	94 (14.05)
	Female	N (%)	72 (13.53)	366 (68.79)	94 (17.66)
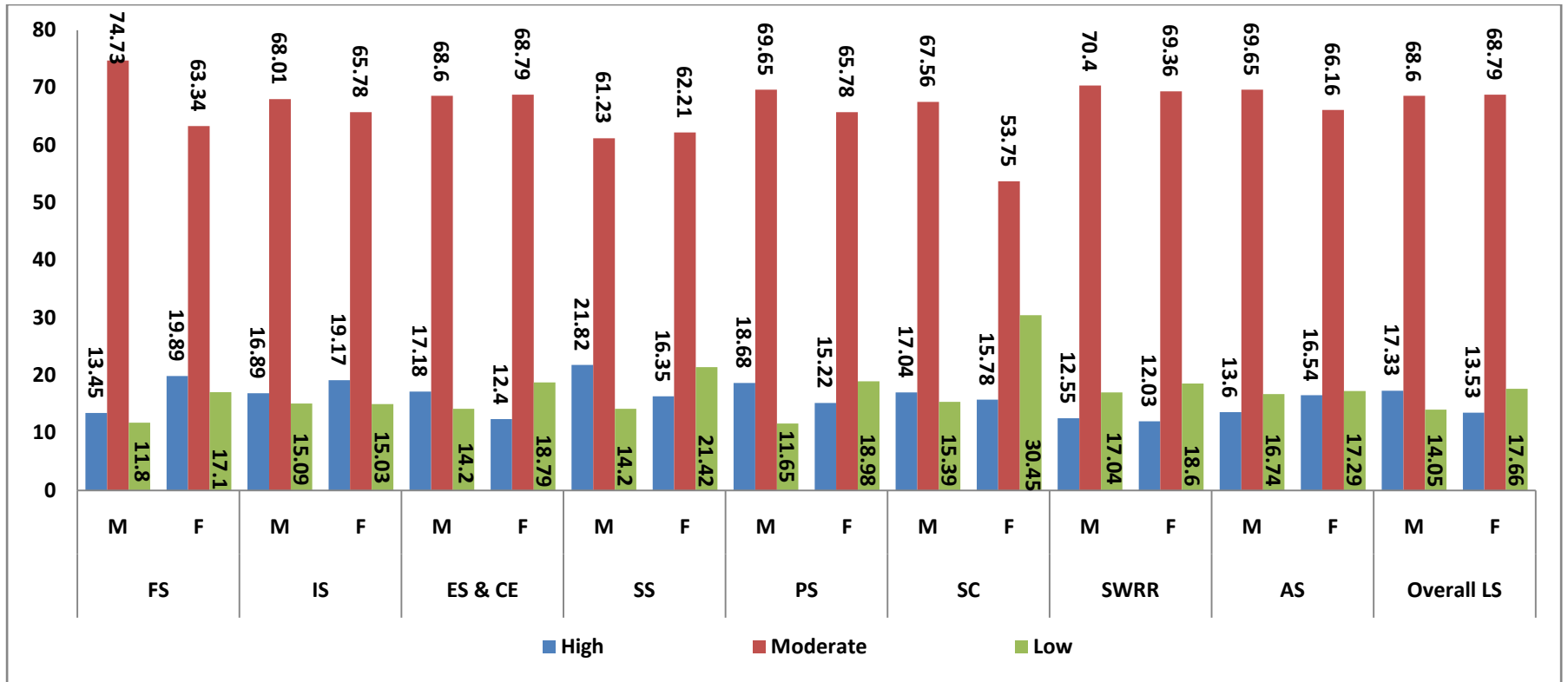
Figure: 3.2. Percentage Wise Distribution of Male and Female Inter Regional Migrant Students on the Different Levels of Life Satisfaction

The table 3.4 shows percentage wise distribution of male and female inter regional migrant students on different levels of life satisfaction of each dimension. The table depicted that 13.45% male inter regional migrant students (IRMS) reported high, 74.73% reported moderate and 11.80% reported low level of family satisfaction. 16.89% male students reported in high level, 68.01% moderate and 15.09% reported low level of institutional support. Further, a table depicts that 17.18% male IRMS reported high, 68.60% reported moderate and 14.20% reported low level of environmental satisfaction and career expectations. 21.820% male IRMS reported high, 61.23% moderate and 14.20% reported low level of self-satisfaction. 18.68% male IRMS reported high, 69.65% moderate and 11.65% reported low level of peer support. 17.04% male IRMS reported high, 67.56% moderate and 15.39% reported low level of social connectedness. 12.55% IRMS reported high, 70.40% moderate and 17.04% reported low level of satisfaction with their romantic relationship. 13.60% male IRMS reported high, 69.65% moderate and 16.74% reported low level of academic satisfaction. Further, table depicted that the 17.33% male IRMS reported high, 68.60% moderate and 14.05% reported low level of overall life satisfaction.

Further, table 3.4 also provides the details that 19.89% female IRMS reported high, 63.34% reported moderate and 17.10% reported low level of family satisfaction. 19.17% female IRMS reported in high level, 65.78% moderate and 15.03% reported low level of institutional support. 12.40% female IRMS reported high, 68.79% reported moderate and 18.79% reported low level of environmental satisfaction and career expectations. 16.35% female IRMS reported high, 62.21% moderate and 21.42% reported low level of self-satisfaction. 15.22% female IRMS reported high, 65.78% moderate and 18.98% reported low level of peer support. 15.78% female IRMS reported high, 53.75% moderate and 30.45% reported low level of social connectedness. 12.03% IRMS reported high, 69.36% moderate and 18.60% reported low level of satisfaction with their romantic relationship. 16.54% female IRMS reported high, 66.16% moderate and 17.29% reported low level of academic satisfaction. Further, table depicted that the 13.53% female IRMS reported high, 68.79% moderate and 17.66% reported low level of overall life satisfaction.

The result revealed that the highest percentage of male IRMS reported moderate level following by high and low level of life satisfaction. Whereas, the highest percentage of female IRMS reported moderate level following by low and high level of life satisfaction, for further understanding refer to figure 3.2.

3.3.1A_c. Region wise distribution of Inter Regional Migrant Students on the different levels of Life Satisfaction

Table: 3.5 Region wise Distribution of Inter Regional Migrant Students on the Different Levels of Life Satisfaction

Dimensions	Regions		High	Moderate	Low
Family Satisfaction	South	N (%)	58 (18.47)	218 (69.42)	38 (12.10)
	East	N (%)	88 (14.96)	415 (70.57)	85 (14.45)
	West	N (%)	49 (16.38)	202 (67.55)	48 (16.05)
Institutional Support	South	N (%)	67 (21.33)	202 (64.33)	45 (14.33)
	East	N (%)	107 (18.19)	398 (67.88)	83 (14.11)
	West	N (%)	42 (14.04)	203 (67.89)	54 (18.04)
Satisfaction with Environment & Career Expectation	South	N (%)	51 (16.24)	216 (68.78)	47 (14.96)
	East	N (%)	89 (15.13)	405 (68.87)	94 (15.98)
	West	N (%)	42 (14.04)	202 (67.55)	55 (18.39)
Self-Satisfaction	South	N (%)	69 (21.97)	199 (63.37)	46 (14.64)
	East	N (%)	114 (19.38)	366 (62.24)	108 (18.36)
	West	N (%)	51 (17.05)	192 (64.21)	56 (18.72)
Peer Support	South	N (%)	75 (23.88)	197 (62.73)	42 (13.37)
	East	N (%)	90 (15.30)	410 (69.72)	88 (14.96)
	West	N (%)	42 (14.04)	207 (69.23)	50 (16.72)
Social Connectedness	South	N (%)	56 (17.83)	208 (66.24)	50 (15.92)
	East	N (%)	98 (16.66)	391 (66.49)	99 (16.83)
	West	N (%)	45 (15.05)	193 (64.54)	61 (20.40)
Satisfaction with Romantic Relationship	South	N (%)	34 (10.82)	224 (71.33)	56 (18.72)
	East	N (%)	74 (12.58)	410 (69.72)	104 (17.68)
	West	N (%)	41 (13.71)	204 (68.22)	54 (18.04)
Academic Satisfaction	South	N (%)	54 (17.19)	213 (67.83)	47 (14.96)
	East	N (%)	90 (15.30)	397 (67.51)	101 (17.17)
	West	N (%)	36 (12.04)	206 (68.81)	57 (19.06)
Overall Life Satisfaction	South	N (%)	45 (14.33)	229 (72.92)	40 (12.73)
	East	N (%)	101 (17.17)	400 (68.02)	87 (14.79)
	West	N (%)	38 (12.70)	206 (68.81)	55 (18.39)
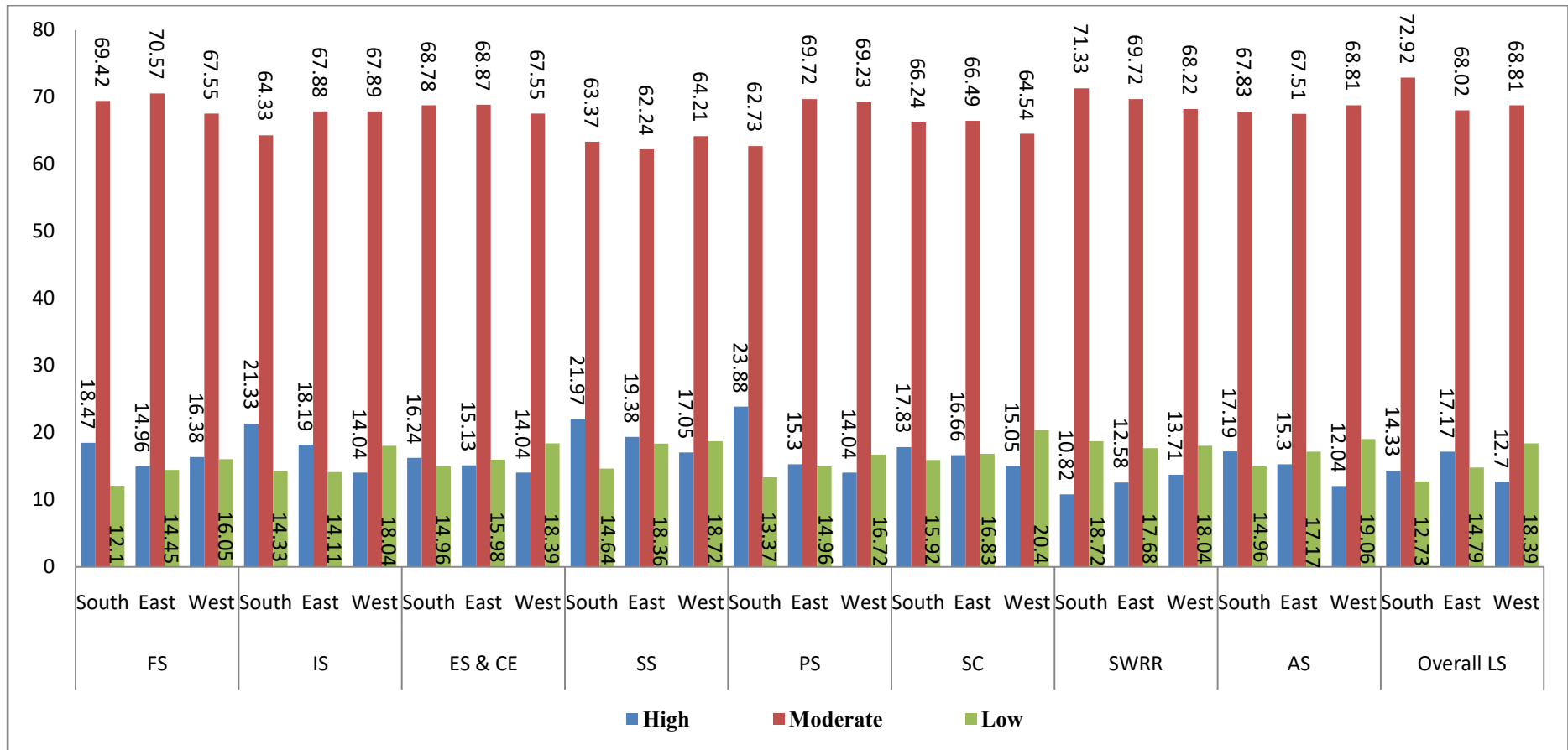
Figure: 3.3 Region wise Distribution of Inter Regional Migrant Students on the Different Levels of Life Satisfaction

Table 3.5 shows the levels of life satisfaction besides its' all different aspects of inter regional migrant students (IRMS) of southern, eastern, and western regions. It is depicted from the table that 18.47% southern IRMS reported high, 69.42% reported moderate and 12.10% reported low level of family satisfaction. 21.33% southern IRMS reported in high level, 64.33% moderate and 14.33% reported low level of institutional support. 16.24% southern IRMS reported high, 63.37% reported moderate and 14.64% reported low level of environmental satisfaction and career expectations. 21.97% southern IRMS reported high, 63.37% moderate and 14.64% reported low level of self-satisfaction. 23.88% southern IRMS reported high, 62.73% moderate and 13.37% reported low level of peer support. 17.83% southern IRMS reported high, 66.24% moderate and 15.92% reported low level of social connectedness. 10.82% IRMS reported high, 71.33% moderate and 18.72% reported low level of satisfaction with their romantic relationship. 17.19% southern IRMS reported high, 67.83% moderate and 14.96% reported low level of academic satisfaction. Further, table depicted that the 14.33% southern IRMS reported high, 72.92% moderate and 12.73% reported low level of overall life satisfaction. Meaning thereby, the overall result revealed that the highest percentage of southern inter regional migrant students reported moderate level of overall life satisfaction.

Further, table 3.5 depicted the levels of life satisfaction and also its dimensions reported by Eastern inter regional migrant students. The table shows that 14.96% eastern IRMS reported high, 70.57% reported moderate and 14.45% reported low level of family satisfaction. 18.19% eastern IRMS reported in high level, 67.88% moderate and 14.11% reported low level of institutional support. 15.13% eastern IRMS reported high, 68.87% reported moderate and 15.98% reported low level of environmental satisfaction and career expectations. 19.38% eastern IRMS reported high, 62.24% moderate and 18.36% reported low level of self-satisfaction. 15.30% eastern IRMS reported high, 69.72% moderate and 14.96% reported low level of peer support. 16.66% eastern IRMS reported high, 66.49% moderate and 16.83% reported low level of social connectedness. 12.58% IRMS reported high, 69.72% moderate and 17.68% reported low level of satisfaction with their romantic relationship. 15.30% eastern IRMS reported high, 67.51% moderate and 17.17% reported low level of academic satisfaction. Further, table depicted that the 17.17% eastern IRMS reported high, 68.02% moderate and 14.79% reported low level of overall life satisfaction.

Meaning thereby, the overall result revealed that the highest percentage of eastern IRMS reported moderate level of overall life satisfaction.

Table 3.5 also depicted the levels of life satisfaction and also its dimensions reported by Western inter regional migrant students. The table shows that 16.38% western IRMS reported high, 67.55% reported moderate and 16.05% reported low level of family satisfaction. 14.04% western IRMS reported high level, 67.89% moderate and 18.04% reported in low level of institutional support. 14.04% western IRMS reported high, 67.55% reported moderate and 18.39% reported in low level of environmental satisfaction and career expectations. 17.05% western IRMS reported high, 64.21% moderate and 18.72% reported low level of self-satisfaction. 14.04% western IRMS reported high, 69.23% moderate and 16.72% reported low level of peer support. 15.05% western IRMS reported high, 64.54% moderate and 20.40% reported low level of social connectedness. 13.71% IRMS reported high, 68.22% moderate and 18.04% reported low level of satisfaction with their romantic relationship. 12.04% western IRMS reported high 68.81% moderate and 19.06% reported low level of academic satisfaction. Further, table depicted that the 12.70% western IRMS reported high, 68.81% moderate and 18.39% reported low level of overall life satisfaction. Meaning thereby, the overall result revealed that the highest percentage of western IRMS reported moderate level of overall life satisfaction.

The result revealed that highest percentage of inter regional migrant students from southern, eastern, and western regions reported moderate level of family satisfaction, institutional support, satisfaction with environment & their career expectations, self-satisfaction, peer support, social connectedness, satisfaction with their romantic relationship, academic satisfaction as well as overall life satisfaction. For further understanding figure 3.3 is referred.

3.3.1A_d. Stream wise distribution of Inter Regional Migrant Students on different levels of Life Satisfaction

Table: 3.6 Stream wise Distribution of IRMS on the Different Levels of Life Satisfaction

Dimensions	Streams		High	Moderate	Low
FS	Arts & Humanities	N (%)	12 (9.02)	97 (72.93)	24 (18.04)
	Commerce & Management	N (%)	33 (15.20)	149 (68.66)	35 (16.12)
	Science & Engineering	N (%)	150 (17.62)	590 (69.33)	111 (13.04)
IS	Arts & Humanities	N (%)	26 (19.54)	76 (57.14)	31 (23.30)
	Commerce & Management	N (%)	39 (17.97)	136 (62.67)	42 (19.35)
	Science & Engineering	N (%)	267 (31.37)	476 (55.93)	108 (12.69)
ES & CE	Arts & Humanities	N (%)	18 (13.53)	88 (66.16)	27 (20.30)
	Commerce & Management	N (%)	39 (17.97)	143 (65.89)	35 (16.12)
	Science & Engineering	N (%)	124 (14.57)	594 (69.80)	133 (15.62)
SS	Arts & Humanities	N (%)	23 (17.29)	84 (63.15)	26 (19.54)
	Commerce & Management	N (%)	42 (19.35)	140 (64.51)	35 (16.12)
	Science & Engineering	N (%)	168 (19.74)	535 (62.86)	148 (17.39)
PS	Arts & Humanities	N (%)	18 (13.53)	90 (67.66)	25 (18.79)
	Commerce & Management	N (%)	39 (17.97)	140 (64.51)	38 (17.51)
	Science & Engineering	N (%)	149 (17.50)	586 (68.86)	116 (13.63)
SC	Arts & Humanities	N (%)	17 (12.78)	81 (60.90)	35 (26.31)
	Commerce & Management	N (%)	39 (17.97)	141 (64.97)	37 (17.05)
	Science & Engineering	N (%)	142 (16.68)	572 (67.21)	137 (16.09)
SWRR	Arts & Humanities	N (%)	11 (8.27)	93 (69.92)	29 (21.80)
	Commerce & Management	N (%)	30 (13.82)	156 (71.88)	31 (14.28)
	Science & Engineering	N (%)	107 (12.57)	591 (69.44)	153 (17.97)
AS	Arts & Humanities	N (%)	27 (20.30)	75 (56.39)	31 (23.30)
	Commerce & Management	N (%)	36 (16.58)	147 (67.74)	34 (15.66)
	Science & Engineering	N (%)	116 (13.63)	596 (70.03)	139 (16.33)
OVERALL LS	Arts & Humanities	N (%)	18 (13.53)	90 (67.66)	25 (18.79)
	Commerce & Management	N (%)	38 (17.51)	142 (65.43)	37 (17.05)
	Science & Engineering	N (%)	127 (14.92)	605 (71.09)	119 (13.98)
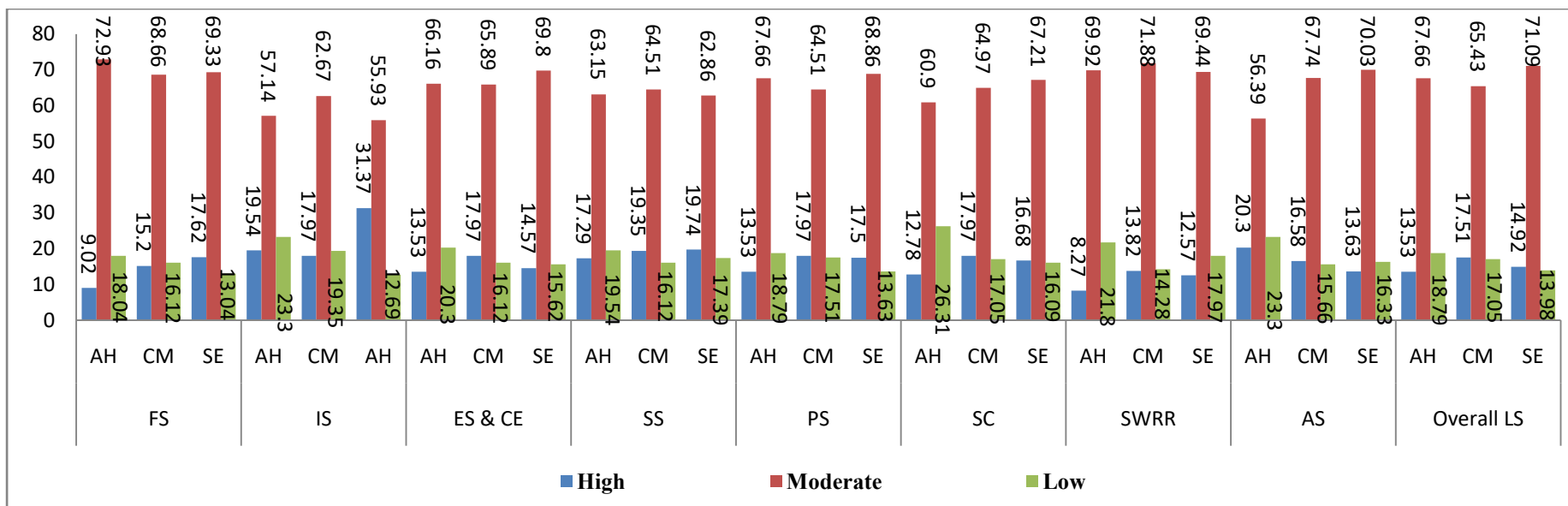
Figure: 3.4. Stream wise Distribution of Inter Regional Migrant Students on the Different Levels of Life Satisfaction

AH= Arts & Humanities

CM= Commerce & Management

SE= Science & Engineering

The table 3.6 shows life satisfaction of inter regional migrant students (IRMS) of Arts & Humanities (AH), Commerce & Management (CM), and Sciences & Engineering (SE) streams. It is depicted from the table that 9.02% IRMS of AH reported in high, 72.93% reported moderate and 18.04% reported low level of family satisfaction. 19.54% IRMS of AH falls in high level, 57.14% moderate and 23.30% reported low level of institutional support. 13.53% IRMS of AH reported high, 66.16% reported moderate and 20.30% reported low level of environmental satisfaction and career expectations. 17.29% IRMS of AH reported high, 63.15% moderate and 19.54% reported low level of self-satisfaction. 13.53% IRMS of AH reported high, 67.66% moderate and 18.79% reported low level of peer support. 12.78% IRMS of AH reported high, 60.90% moderate and 26.31% reported low level of social connectedness. 8.27% IRMS reported high, 69.92% moderate and 21.80% reported low level of satisfaction with their romantic relationship. 20.30% IRMS of AH reported high, 56.39% moderate and 23.30% reported low level of academic satisfaction. Further, table depicted that the 13.53% IRMS of AH reported high, 67.66% moderate and 18.79% reported low level of overall life satisfaction.

It is depicted from the table that 15.20% IRMS of CM streams reported in high, 68.66% reported moderate and 16.12% reported low level of family satisfaction. 17.97% IRMS of CM streams reported high level, 62.67% moderate and 19.35% reported low level of institutional support. 17.97% CM IRMS reported high, 65.89% reported moderate and 16.12% reported low level of environmental satisfaction and career expectations. 19.35% CM IRMS reported high, 64.51% moderate and 16.12% reported low level of self-satisfaction. 17.97% IRMS of CM reported high, 64.51% moderate and 17.51% reported low level of peer support. 17.97% IRMS of CM reported high, 64.97% moderate and 17.05% reported low level of social connectedness. 13.82% IRMS reported high, 71.88% moderate and 14.28% reported low level of satisfaction with their romantic relationship. 16.58% IRMS of CM reported high, 67.74% moderate and 15.66% reported low level of academic satisfaction. Further, table depicted that the 17.51% IRMS of CM reported high, 65.43% moderate and 17.05% reported low level of overall life satisfaction.

The above table 3.6 shows that 17.62% IRMS of SE streams reported in high, 69.33% reported moderate and 13.04% reported low level of family satisfaction. 31.37% IRMS of SE streams reported high level, 55.93% moderate and 12.69% reported low level of institutional support. 14.57% SE IRMS reported high, 69.80% reported

moderate and 15.62% reported low level of environmental satisfaction and career expectations. 19.74% SE IRMS reported high, 62.86% moderate and 17.39% reported low level of self-satisfaction. 17.50% IRMS of SE streams reported high, 68.86% moderate and 13.63% reported low level of peer support. 16.68% IRMS of SE streams reported high, 67.21% moderate and 16.09% reported low level of social connectedness. 12.57% IRMS of SE streams reported high, 69.44% moderate and 17.97% reported low level of satisfaction with their romantic relationship. 13.63% IRMS of SE streams reported high, 70.03% moderate and 16.33% reported low level of academic satisfaction. Further, table also depicted that the 14.92% IRMS of SE streams reported high, 71.09% moderate and 13.98% reported low level of overall life satisfaction.

The result revealed that highest percentage of inter regional migrant students of Arts & Humanities (AH), Commerce & Management (CM), and Sciences & Engineering (SE) streams reported moderate level of family satisfaction, institutional support, satisfaction with environment & their career expectations, self-satisfaction, peer support, social connectedness, satisfaction with their romantic relationship, academic satisfaction as well as overall life satisfaction, for further understanding figure 3.4 is referred.

3.3.1.B$_a$: Result pertaining to Levels of Perceived Stress

Table: 3.7 Percentage wise Distribution of Overall Sample on the Different Levels of Perceived Stress

| Levels ⟹ Dimensions ⇓		Low	Average	High
Social Anxiety	**N (%)**	217 (17.81)	749 (62.36)	235 (19.56)
Fear	**N (%)**	952 (79.26)	236 (19.65)	13(1.08)
Academic Stress	**N (%)**	286 (23.81)	733 (61.03)	182 (15.15)
Health	**N (%)**	388 (32.30)	593 (49.37)	220 (18.31)
Disturbance	**N (%)**	88 (7.32)	1091 (90.84)	22 (1.83)
Frustration	**N (%)**	750 (62.44)	295 (24.56)	156 (12.98)
Adjustment	**N (%)**	331(27.56)	690 (57.45)	180 (14.98)
Dependence	**N (%)**	586 (48.79)	458 (38.13)	157 (13.07)
Overall PS	**N (%)**	496 (41.29)	491 (40.88)	214 (17.81)
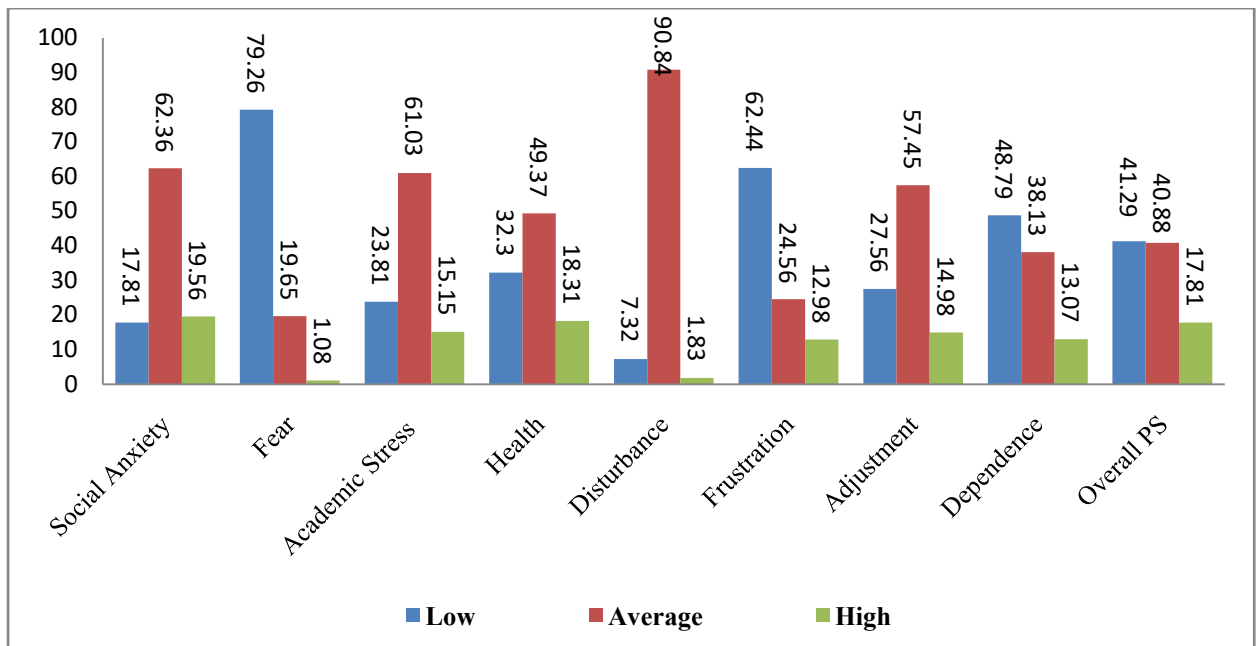
Figure: 3.5 Percentage wise Distribution of Overall Sample of Inter Regional Migrant Students on the Different Levels of Perceived Stress

The table 3.7 provides the detail of percentage wise distribution of overall sample of inter regional migrant students (1201) at the different levels of perceived stress along with its different dimensions. The result revealed that 17.81% IRMS perceived low, 62.36% average and 19.569% reported high level of social anxiety. 79.26% inter regional migrant students reported low, 19.65% average and 1.08% high level of fear. 23.81% inter regional migrant students perceived lower, 61.03% average and 15.15% higher level of academic stress. 32.30% IRMS reported low, 49.37% average and 18.31% reported high level of poor health. 7.32% IRMS perceived low, 90.84% average and 1.83% high level of disturbance. 62.44% IRMS perceived low, 24.56% average and 12.98% high level of frustration. 27.56% students reported low level, 57.45% average level and 14.98% high level adjustment. 48.79% inter regional migrant students perceived low level, 38.13% average and 13.07% high level dependency on other. 41.29% inter regional migrant students perceived low, 40.88% average and 17.81% high level of overall perceived stress.

Moreover, the results revealed that the highest percentage of the overall sample of inter regional migrant students reported low level of perceived stress following by moderate and high level of perceived stress respectively, for further understanding refer to figure 3.5.

3.2.1.B$_b$: Gender Wise Distribution of Inter Regional Migrant Students at Different Levels of Perceived Stress

Table: 3.8. Percentage Wise Distribution of Male and Female Inter Regional Migrant Students on Different Levels of Perceived Stress

Dimensions	Gender		Low	Average	High
Social Anxiety	Male	N (%)	120 (17.93)	409 (61.13)	140 (20.92)
	Female	N (%)	97 (18.23)	340 (63.90)	95 (17.85)
Fear	Male	N (%)	547 (81.76)	116 (17.33)	6 (0.89)
	Female	N (%)	405 (76.12)	120 (22.55)	7 (1.31)
Academic Stress	Male	N (%)	158 (23.61)	400 (59.79)	111 (16.59)
	Female	N (%)	128 (24.06)	333 (62.59)	71 (13.34)
Health	Male	N (%)	215 (32.13)	322 (48.13)	132 (19.73)
	Female	N (%)	173 (32.51)	271 (50.93)	88 (16.54)
Disturbance	Male	N (%)	47 (7.02)	606 (90.58)	16 (2.39)
	Female	N (%)	41 (7.70)	485 (91.16)	6 (1.12)
Frustration	Male	N (%)	401 (59.94)	178 (26.60)	90 (13.45)
	Female	N (%)	349 (65.60)	117 (21.99)	66 (12.40)
Adjustment	Male	N (%)	272 (40.65)	295 (44.09)	102 (15.24)
	Female	N (%)	141 (26.50)	313 (58.83)	78 (14.66)
Dependence	Male	N (%)	318 (47.53)	265 (39.61)	86 (12.85)
	Female	N (%)	268 (50.37)	193 (36.27)	71 (13.34)
Overall PS	Male	N (%)	280 (41.85)	279 (41.70)	110 (16.44)
	Female	N (%)	223 (41.91)	235 (44.17)	74 (13.90)

The table 3.8 provides the detail of percentage wise distribution of both male and female inter regional migrant students on the different levels of perceived stress and alongside its' all different dimensions. The table showed that 17.93% male IRMS perceived low, 61.13% average and 20.92% high level of social anxiety. 81.76% male IRMS reported low, 17.33% average and 0.89% high level of fear. 23.61% male

IRMS perceived lower, 59.79% average and 16.59% higher level of academic stress. 32.13% male IRMS perceived low, 48.13% average and 19.73% reported high level of health. 7.02% IRMS perceived low, 90.98% average and 2.39% high level of disturbance. 59.94% male IRMS perceived low, 26.60% average and 13.45% high level of frustration. 40.65% male students reported low level, 44.09% average and 15.24% high level of adjustment. 47.53% male IRMS perceived low level, 39.61% average and 12.85% high level dependence. 41.85% male IRMS reported low, 41.70% average and 16.44% high level of perceived stress.

The table 3.8 further depicted that 18.23% female IRMS perceived low, 63.90% average and 17.85% high level of social anxiety. 76.12% female IRMS reported in low, 22.55% average and 1.31% high level of fear. 24.06% female IRMS perceived lower, 62.59% average and 13.34% higher level of academic stress. 32.51% female IRMS perceived low, 50.93% average and 16.54% high level of health. 7.70% female IRMS perceived low, 91.16% average and 1.12% high level of disturbance. 65.60% female IRMS perceived low, 21.99% average and 12.40% high level of frustration. 26.50% female students reported low level, 58.83% average and 14.66% high level of adjustment. 50.37% female IRMS perceived low level, 36.27% average and 13.34% high level dependence. 41.91% female IRMS reported low, 44.17% average and 13.90% high level of perceived stress.

The results revealed that the highest percentage of male inter regional migrant students reported in low level of perceived stress following by moderate level and high level of overall perceived stress. Whereas the highest percentage of female inter regional migrant students reported in moderate level of perceived stress, following by low and high levels of overall perceived stress. For further understanding refer to figure 3.6.
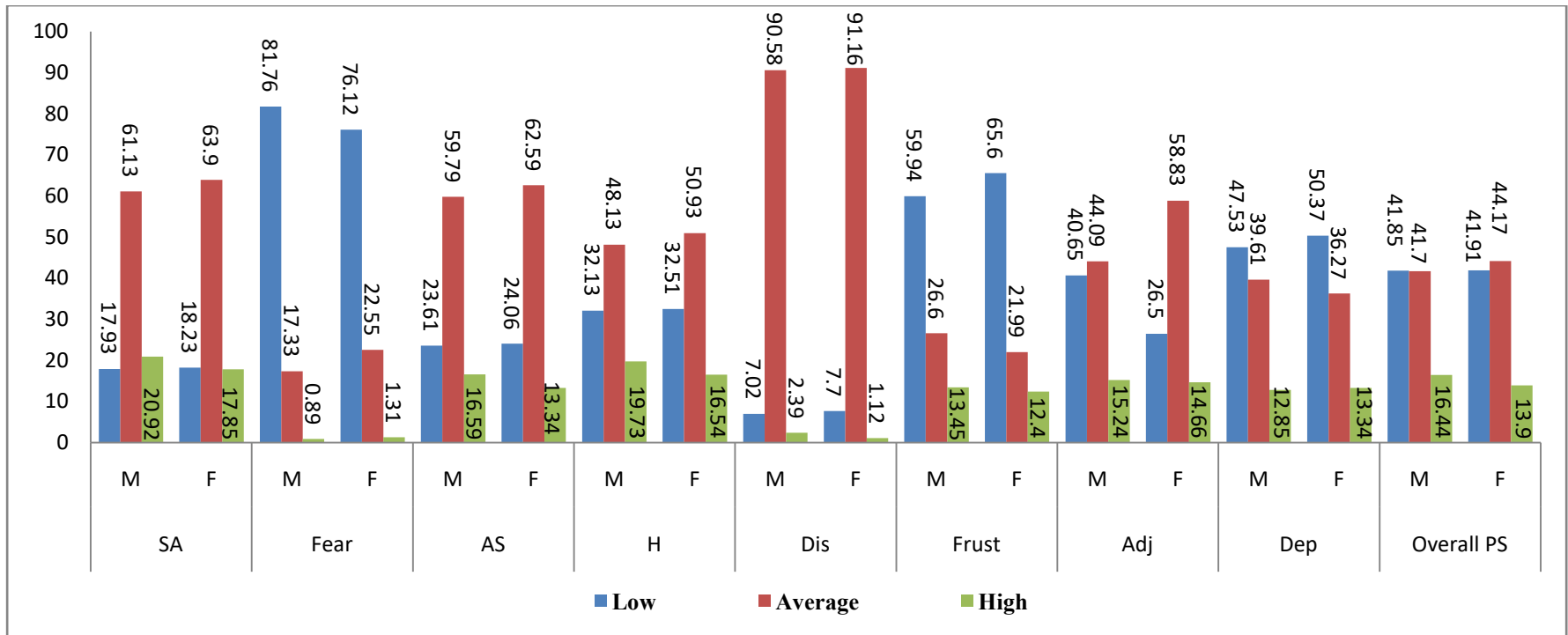
Figure: 3.6 Percentage wise Distribution of Male and Female Inter Regional Migrant Students on the Different Levels of Perceived Stress

3.2.1.B$_c$: Region wise distribution of Inter Regional Migrant Students on different levels of Perceived Stress

Table: 3.9. Region wise Distribution of Inter Regional Migrant Students on the Different Levels of Perceived Stress

| Dimensions	Regions		Low	Average	High
Social Anxiety	South	N (%)	56 (17.83)	199 (63.37)	59 (18.78)
	West	N (%)	44 (14.71)	194 (64.88)	61 (20.40)
	East	N (%)	117 (19.89)	356 (60.54)	115 (19.55)
Fear	South	N (%)	252 (80.25)	57 (18.15)	5 (1.59)
	West	N (%)	235 (78.59)	62 (20.73)	2 (0.66)
	East	N (%)	465 (79.08)	117 (19.89)	6 (1.02)
Academic Stress	South	N (%)	76 (24.20)	193 (61.46)	45 (14.33)
	West	N (%)	68 (22.74)	178 (59.53)	53 (17.72)
	East	N (%)	141 (23.97)	363 (61.73)	84 (14.28)
Health	South	N (%)	106 (33.75)	150 (47.77)	58 (18.47)
	West	N (%)	95 (31.77)	157 (52.50)	47 (15.71)
	East	N (%)	187 (31.80)	286 (48.63)	115 (19.55)
Disturbance	South	N (%)	20 (6.36)	285 (90.76)	9 (2.86)
	West	N (%)	23 (7.69)	274 (91.63)	2 (0.66)
	East	N (%)	45 (7.65)	532 (90.47)	11 (1.87)
Frustration	South	N (%)	202 (64.33)	72 (22.92)	40 (12.73)
	West	N (%)	198 (66.22)	62 (20.73)	39 (13.04)
	East	N (%)	350 (59.52)	161 (27.38)	77 (13.09)
Adjustment	South	N (%)	81 (25.79)	183 (58.28)	50 (15.92)
	West	N (%)	89 (29.76)	172 (57.52)	38 (12.70)
	East	N (%)	161 (27.38)	335 (56.97)	92 (15.64)
Dependence	South	N (%)	160 (50.95)	199 (63.37)	39 (12.42)
	West	N (%)	152 (50.83)	118 (39.46)	29 (9.69)
	East	N (%)	274 (46.59)	225 (38.26)	89 (15.13)
Overall PS	South	N (%)	138 (43.94)	128 (40.76)	48 (15.28)
	West	N (%)	124 (41.47)	168 (56.18)	44 (14.71)
	East	N (%)	233 (39.62)	283 (48.12)	72 (12.24)
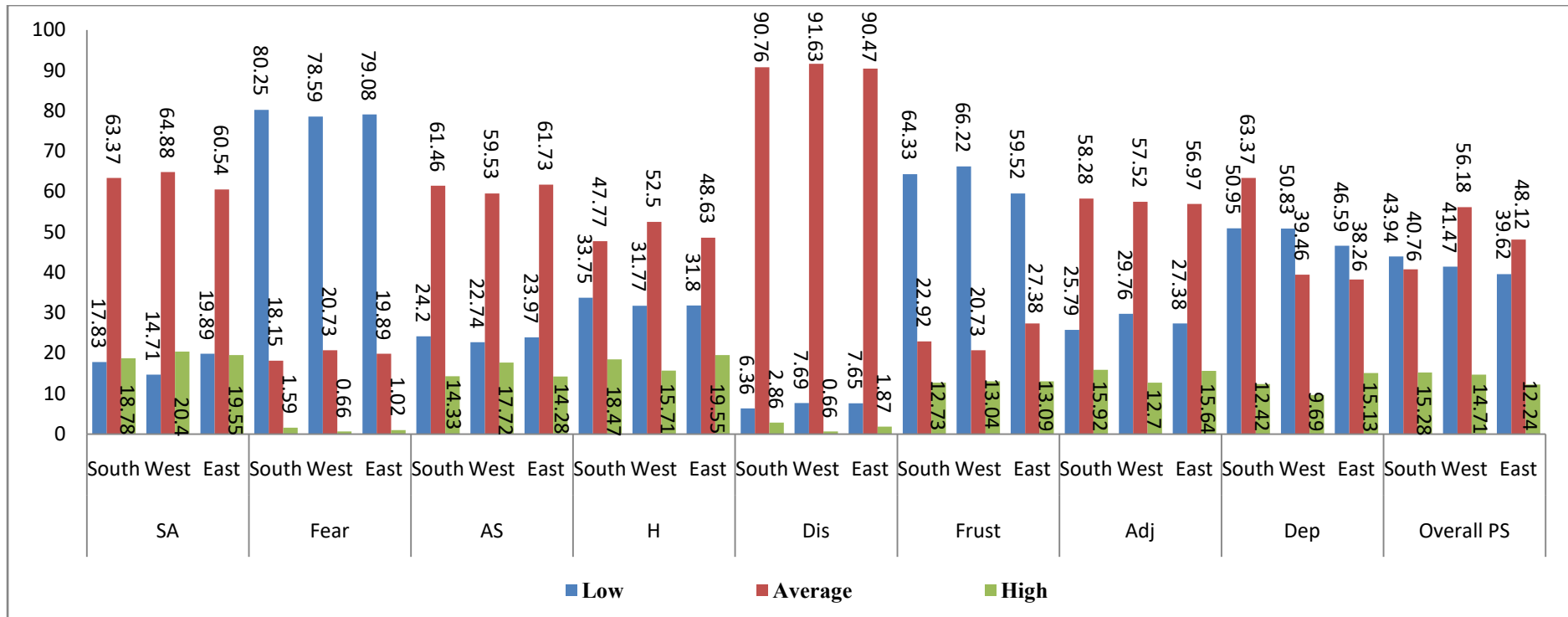
Figure: 3.7 Region Wise Distribution of Inter Regional Migrant Students on the Different Levels of Perceived Stress

The table 3.9 showed the levels of perceived stress along with its' all different aspects of IRMS of southern, eastern, and western regions. It is depicted from the table, 17.83% southern IRMS perceived low, 63.37% average and 18.78% high level of social anxiety. 80.25% southern IRMS reported low, 18.15% average and 1.59% high level of fear. 24.20% southern IRMS perceived low level, 61.46% average and 14.33% high level of academic stress. 33.75% southern IRMS perceived low, 47.77% average and 18.47% reported high level of health. 6.36% southern IRMS perceived low, 90.76% average and 2.86% high level of disturbance. 64.33% southern IRMS perceived low, 22.92% average and 12.73% high level of frustration. 25.79% southern students reported low level, 58.28% average and 15.92% high level of adjustment. 50.95% southern IRMS perceived low level, 63.37% average and 12.42% high level dependence. 43.94% southern IRMS reported low, 40.76% average and 15.28% high level of perceived stress. Further, it is also depicted that 14.71% western IRMS perceived low, 64.88% average and 20.40% high level of social anxiety. 78.59% western IRMS reported low, 20.73% average and 0.66% high level of fear. 22.74% western IRMS perceived low level, 59.53% average and 17.72% high level of academic stress. 31.77% western IRMS perceived low, 52.50% average and 15.71% reported high level of health. 7.69% western IRMS perceived low, 91.73% average and 0.66% high level of disturbance. 66.22% western IRMS perceived low, 20.73% average and 13.04% high level of frustration. 29.76% western students reported low level, 57.52% average and 12.70% high level of adjustment. 50.83% western IRMS perceived low level, 39.46% average and 9.69% high level dependence. 41.47% western IRMS reported low, 56.18% average and 14.71% high level of perceived stress. Further, table 3.9 illustrated that 19.89% eastern IRMS perceived low, 60.54% average and 19.55% high level of social anxiety. 70.08% eastern IRMS reported low, 19.89% average and 1.02% high level of fear. 31.77% eastern IRMS perceived low level, 52.50% average and 15.71% high level of academic stress. 31.80% eastern IRMS perceived low, 48.63% average and 19.55% reported high level of health. 7.65% eastern IRMS perceived low, 90.47% average and 1.87% high level of disturbance. 59.52% eastern IRMS perceived low, 27.38% average and 13.09% high level of frustration. 59.52% eastern students reported low level, 27.38% average and

13.09% high level of adjustment. 46.59% eastern IRMS perceived low level, 38.26% average and 15.13% high level dependence. 39.62% eastern IRMS reported low, 48.12% average and 12.24% high level of perceived stress. The results revealed that the highest percentage of southern IRMS reported low level of perceived stress following by moderate and high level of perceived stress. Whereas the highest percentage western and eastern IRMS reported moderate level of perceived stress, followed by low and high level of perceived stress.

3.2.1.B$_d$: Stream wise Distribution of Inter Regional Migrant Students on different levels of Perceived Stress

Table: 3.10 Stream wise Distribution of IRMS on the Different Levels of Perceived Stress

Dimensions	Streams		Low	Average	High
Social Anxiety	Arts & Humanities	N (%)	23 (17.29)	74 (55.63)	36 (27.06)
	Commerce & Management	N (%)	65 (29.95)	119 (54.83)	33 (15.20)
	Science & Engineering	N (%)	163 (19.15)	527 (61.92)	161 (18.91)
Fear	Arts & Humanities	N (%)	103 (77.44)	28 (21.05)	2 (1.50)
	Commerce & Management	N (%)	175 (80.64)	41 (18.89)	1 (0.46)
	Science & Engineering	N (%)	674 (79.20)	167 (19.62)	10 (1.17)
Academic Stress	Arts & Humanities	N (%)	24 (18.04)	82 (61.65)	27 (20.30)
	Commerce & Management	N (%)	31 (14.28)	126 (58.06)	60 (27.64)
	Science & Engineering	N (%)	202 (23.73)	525 (61.69)	124 (14.57)
Health	Arts & Humanities	N (%)	30 (22.55)	72 (54.13)	31 (23.30)
	Commerce & Management	N (%)	45 (20.73)	103 (47.46)	69 (31.79)
	Science & Engineering	N (%)	289 (33.96)	418 (49.11)	144 (16.92)
Disturbance	Arts & Humanities	N (%)	5 (3.75)	111 (83.45)	17 (12.78)
	Commerce & Management	N (%)	4 (1.84)	196 (90.32)	17 (7.83)
	Science & Engineering	N (%)	66 (7.75)	769 (90.36)	16 (1.88)
Frustration	Arts & Humanities	N (%)	66 (49.62)	43 (32.33)	24 (18.04)
	Commerce & Management	N (%)	22 (10.13)	59 (27.18)	136 (62.67)
	Science & Engineering	N (%)	548 (64.39)	193 (22.67)	110 (12.92)
Adjustment	Arts & Humanities	N (%)	29 (21.80)	80 (60.15)	24 (18.04)
	Commerce & Management	N (%)	26 (11.98)	135 (62.21)	56 (25.80)
	Science & Engineering	N (%)	246 (28.90)	477 (56.05)	128 (15.04)
Dependence	Arts & Humanities	N (%)	56 (42.10)	59 (44.36)	18 (13.53)
	Commerce & Management	N (%)	28 (12.90)	79 (36.40)	110 (50.69)
	Science & Engineering	N (%)	420 (49.35)	318 (37.36)	113 (13.27)
Overall PS	Arts & Humanities	N (%)	38 (28.57)	69 (51.87)	26 (19.54)
	Commerce & Management	N (%)	30 (13.82)	91 (41.93)	96 (44.23)
	Science & Engineering	N (%)	363 (42.65)	360 (42.30)	128 (15.04)
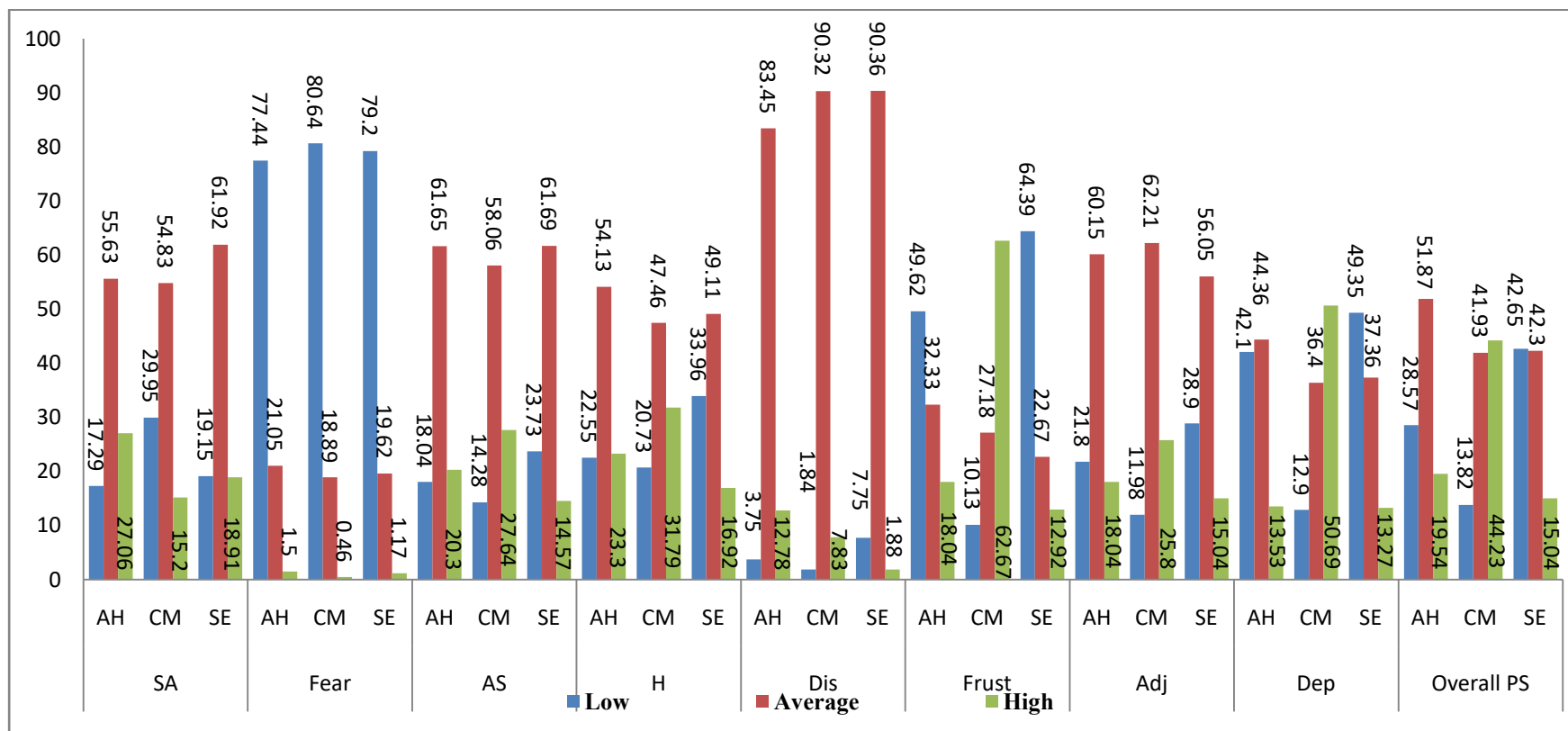
Figure: 3.8 Stream wise Distribution of Inter Regional Migrant Students on the Different Levels of Perceived Stress

The table 3.10 shows the levels of perceived stress along with its' all dimensions of inter regional migrant students of Arts & Humanities (AH), Commerce & Management (CM), and Sciences & Engineering (SE) streams. It is depicted from the table, 17.29% IRMS of AH streams perceived low, 55.63% average and 27.06% high level of social anxiety. 77.44% students of AH perceived low, 21.05% average and 1.50% high level of fear. 18.04% IRMS of AH streams perceived low level, 61.65% average and 20.30% high level of academic stress. 22.55% students of AH streams perceived low, 54.13% average and 23.30% reported high level of poor health. 3.75% IRMS of AH streams perceived low, 83.45% average and 12.78% high level of disturbance. 49.62% students of AH streams perceived low, 32.33% average and 18.04% high level of frustration. 21.80% IRMS of AH streams reported low level, 60.15% average and 18.04% high level of adjustment. 42.10% IRMS of AH streams perceived low level, 44.36% average and 13.53% high level dependence. 28.57% IRMS of AH streams reported low, 51.87% average and 19.54% high level of perceived stress.

Further, the table 3.10 also depicted that 29.95% IRMS of CM streams perceived low, 54.83% average and 15.20% high level of social anxiety. 80.64% students of CM perceived low, 18.89% average and 0.46% high level of fear. 14.28% IRMS of CM streams perceived low level, 58.06% average and 27.64% high level of academic stress. 20.73% students of CM streams perceived low, 47.46% average and 31.79% reported high level of poor health. 1.84% IRMS of CM streams perceived low, 90.32% average and 7.83% high level of disturbance. 10.13% students of CM streams perceived low, 27.18% average and 62.67% high level of frustration. 11.98% IRMS of CM streams reported low level, 62.21% average and 25.80% high level of adjustment. 12.90% IRMS of CM streams perceived low level, 36.40% average and 50.69% high level dependence. 13.82% IRMS of CM streams reported low, 41.93% average and 44.23% high level of perceived stress.

It is also depicted from the table 3.10 that 19.15% IRMS of SE streams perceived low, 61.92% average and 18.19% high level of social anxiety. 79.20% students of SE streams perceived low, 19.62% average and 1.17% high level of fear. 23.73% IRMS of SE streams perceived low level, 61.69% average and 14.15% high level of academic stress. 33.96% students of SE streams perceived low, 49.11% average and 16.92% reported high level of poor health. 7.75% IRMS of SE streams perceived low,

90.36% average and 1.88% high level of disturbance. 64.39% students of SE streams perceived low, 22.67% average and 12.92% high level of frustration. 28.90% IRMS of SE streams reported low level, 56.05% average and 15.04% high level of adjustment. 49.35% IRMS of SE streams perceived low level, 37.36% average and 13.27% high level dependence. 42.65% IRMS of SE streams reported low, 42.30% average and 15.04% high level of perceived stress.

The results revealed that the inter regional migrant students of Arts & Humanities streams perceived in average level of perceived stress following by low and high level. IRMS of Commerce & Management streams perceived high level of perceived stress following by average and low level of perceived stress. The IRMS of Sciences & Engineering streams perceived low level following by average and high level of stress. For further understanding figure 3.8 is referred.

3.3.1.C_a: Overall Sample Distribution on Personal Growth Initiative of Inter Regional Migrant Students

Table: 3.11 Percent wise Distribution of overall sample of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

Levels ⟹ Dimensions ⇓		Low	Average	High
Readiness for Change	**N (%)**	129 (10.74)	847 (70.52)	225 (18.73)
Planfulness	**N (%)**	226 (18.81)	790 (65.77)	185 (15.40)
Using Resources	**N (%)**	242 (20.14)	740 (61.61)	219 (18.23)
Intentional Behavior	**N (%)**	198 (16.48)	765 (63.69)	238 (19.81)
Total PGI	**N (%)**	197 (16.40)	809 (67.36)	195 (16.65)
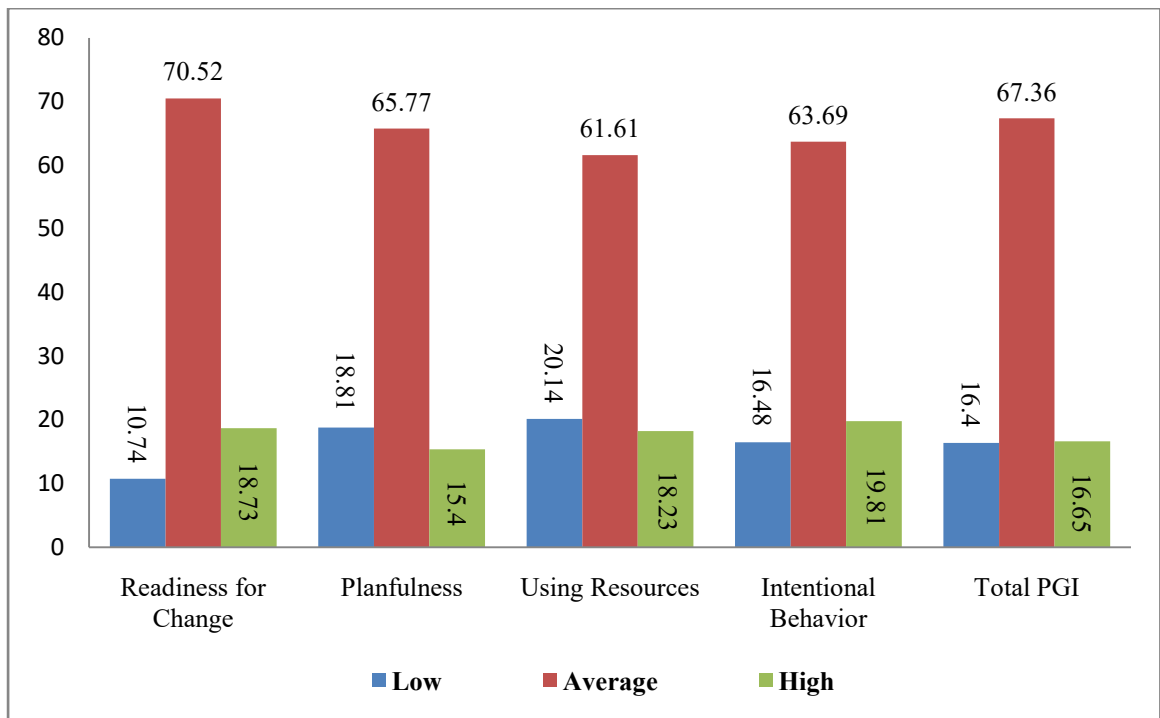
Figure: 3.9 Percentage wise Distribution of Overall Sample of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

The above table 3.11 shows percentage wise distribution of overall sample of IRMS on the different levels of personal growth initiatives. The table depicted that 10.74% IRMS falls in low level, 70.52% in average and 18.73 reported in high level of readiness to change.18.81% IRMS reported low level, 65.77% average and 15.40% high level of planfulness. 20.14% IRMS reported in low, 61.61% average and 18.23% high level of using resources. 16.48% IRMS reported low level, 63.69% average and 19.81% high level of intentional behavior. 16.40% IRMS have low, 67.36% average and 16.65% high level of overall personal growth initiatives.

The results revealed that the highest percentage of overall sample of inter regional migrant students reported in average level of personal growth initiatives following by high and low level of personal growth initiatives respectively, for further understanding refer to figure 3.9.

3.3.1.C_b: Gender wise distribution of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

Table: 3.12 Gender wise Distribution of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiatives

Dimensions	Gender		High	Average	Low
Readiness for Change	Male	N (%)	130 (19.43)	477 (71.30)	62 (9.26)
	Female	N (%)	95 (17.85)	370 (69.54)	67 (12.59)
Planfulness	Male	N (%)	103 (15.39)	440 (65.76)	126 (18.83)
	Female	N (%)	82 (15.41)	350 (65.78)	100 (18.79)
Using Resources	Male	N (%)	140 (20.92)	395 (59.04)	134 (20.02)
	Female	N (%)	79 (14.84)	345 (64.84)	108 (20.30)
Intentional Behavior	Male	N (%)	146 (21.82)	417 (62.33)	106 (15.84)
	Female	N (%)	92 (17.29)	348 (65.41)	92 (17.29)
Overall PGI	Male	N (%)	120 (17.93)	443 (66.21)	106 (15.84)
	Female	N (%)	75 (14.09)	366 (68.79)	91 (17.10)
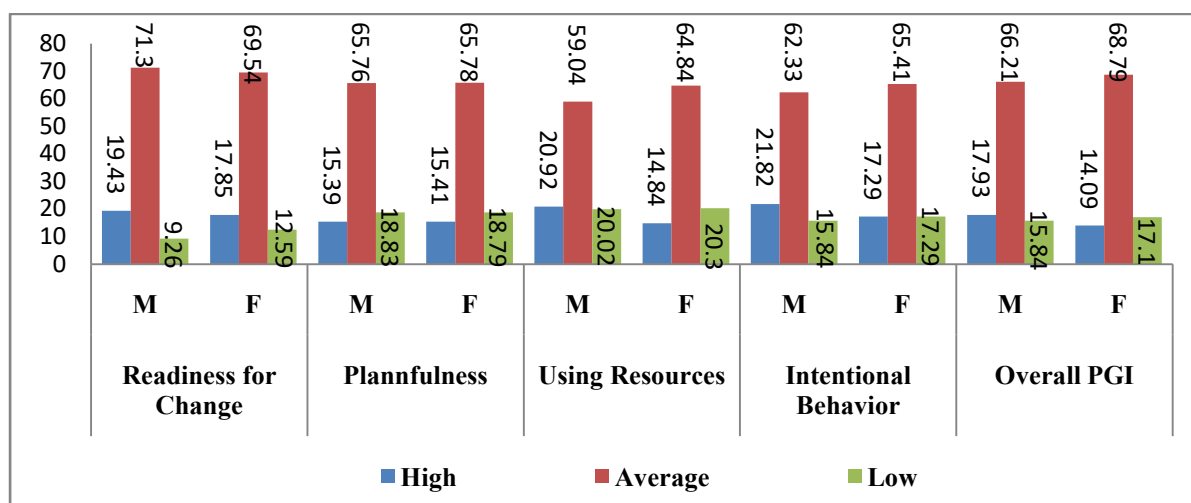
Figure: 3.10 Percentage wise Distribution of Male and Female Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative
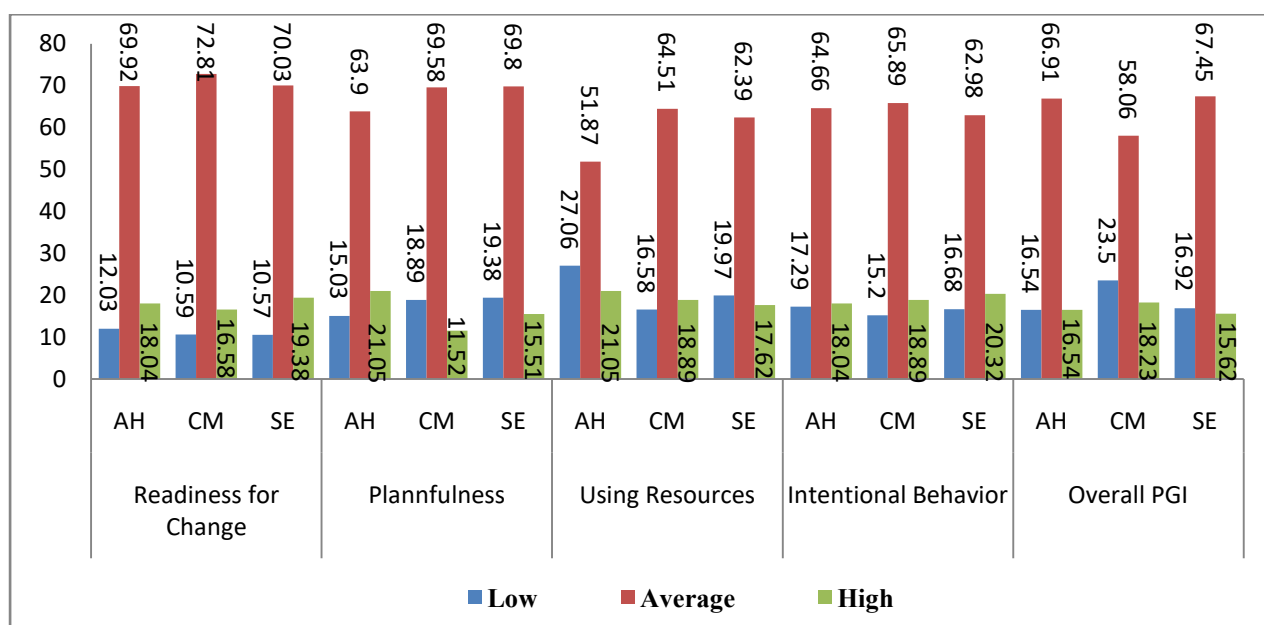
The perusal of table 3.12 shows percentage wise distribution of male and female inter regional migrant students on the different levels of personal growth initiatives. The table shows that 19.43% male inter regional migrant students reported high level, 71.30% average and 9.26% low level of readiness to change. 15.39% male IRMS have high, 65.76% average and 18.83% low level of planfulness. 20.92% male IRMS have high, 59.04% average and 20.02% low level of using resources. 21.82% male IRMS have high, 62.33% average and 15.84% low level of intentional behavior. 17.93% male inter regional migrant students have high, 66.21% average and 15.84% low level of overall personal growth initiatives.

The table 3.12 further shows that 17.85% female IRMS reported high level, 69.54% average and 12.59% low level of readiness to change. 15.41% female IRMS have high, 65.78% average and 18.79% low level of planfulness. 14.84% female IRMS have high, 64.84% average and 20.30% low level to using resources. 17.29% female IRMS have high, 65.41% average and 17.29% low level of intentional behavior. 14.09% female inter regional migrant students have high, 68.79% average and 17.10% low level of overall personal growth initiatives.

The results revealed that the highest percentage of male inter regional migrant students reported in average level of personal growth initiatives following by high and low level, whereas, highest percentage of the female IRMS reported in average level of personal growth initiatives following by low and high level of personal growth initiatives respectively. For further understanding figure 3.10 is referred.

3.3.1.C_c: Region wise Distribution of Inter Regional Migrant Students on different levels of Personal Growth Initiative

Table: 3.13. Region wise Distribution of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

Dimensions	Regions		Low	Average	High
Readiness for Change	**South**	N (%)	39 (12.42)	213 (67.83)	62 (19.74)
	West	N (%)	42 (14.04)	207 (69.23)	50 (16.72)
	East	N (%)	48 (8.16)	427 (72.61)	113 (19.21)
Planfulness	**South**	N (%)	70 (22.29)	201 (64.01)	43 (13.69)
	West	N (%)	62 (20.73)	195 (65.21)	42 (14.04)
	East	N (%)	95 (16.15)	393 (66.83)	100 (17.00)
Using Resources	**South**	N (%)	59 (18.78)	199 (63.37)	56 (17.83)
	West	N (%)	74 (24.74)	176 (58.86)	49 (16.38)
	East	N (%)	109 (18.53)	365 (62.07)	114 (19.38)
Intentional Behavior	**South**	N (%)	56 (17.83)	189 (60.19)	69 (21.97)
	West	N (%)	59 (19.73)	186 (62.20)	54 (18.06)
	East	N (%)	82 (13.94)	391 (66.49)	115 (19.55)
Overall PGI	**South**	N (%)	53 (16.87)	207 (65.92)	54 (17.19)
	West	N (%)	59 (19.73)	200 (66.88)	40 (13.37)
	East	N (%)	85 (14.45)	402 (68.36)	101 (17.17)
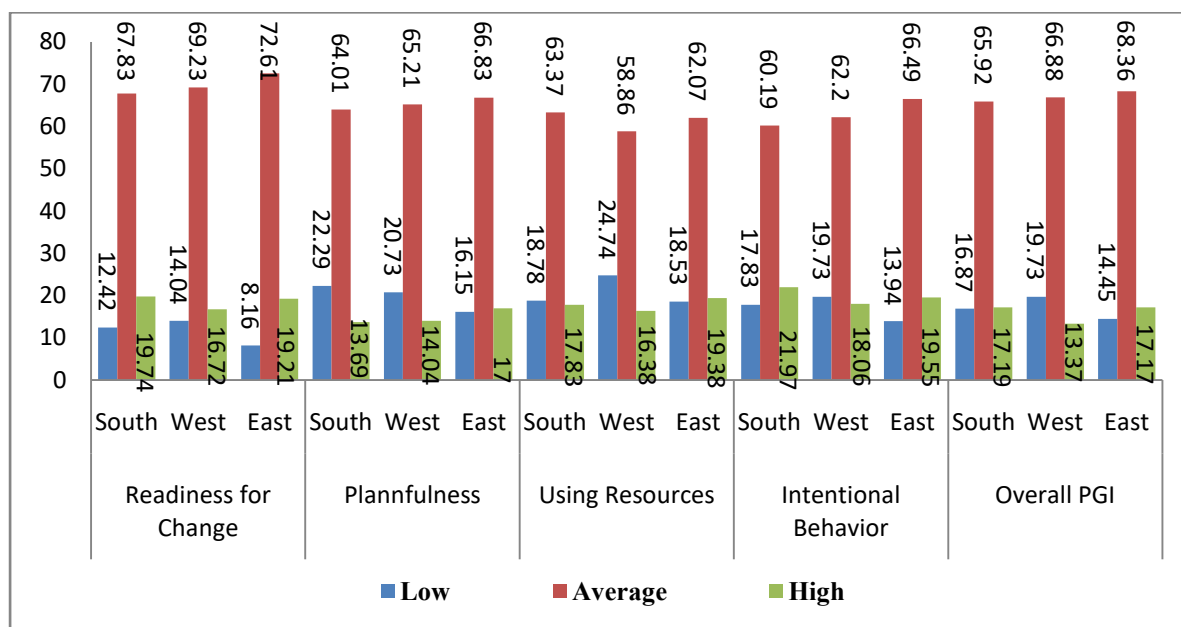
Figure: 3.11. Region wise Distribution of the Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

The table 3.13 shows the levels of personal growth initiatives along with its' all dimensions of inter regional migrant students of southern, western and eastern regions. The table shows that 12.42% southern IRMS reported low level, 67.83% average and 19.74% high level of readiness to change. 22.29% southern IRMS have low, 64.01% average and 13.69% high level of planfulness. 18.78% southern IRMS have low, 63.37% average and 17.83% high level of using resources. 17.83% southern IRMS reported in low, 60.19% average and 21.97% high level of intentional behavior. 16.87% southern IRMS have low, 65.92% average and 17.19% high level of overall personal growth initiatives.

The table 3.13 also shows that 14.04% western IRMS reported low level, 69.23% average and 16.72% high level of readiness to change. 20.73% western IRMS have low, 65.21% average and 14.04% high level of planfulness. 24.74% western IRMS have low, 58.86% average and 16.38% high level of using resources. 19.73% western IRMS reported in low, 62.20% average and 18.06% high level of intentional behavior. 19.73% western IRMS have low, 66.88% average and 13.37% high level of overall personal growth initiatives.

Further, the table 3.13 depicted that 8.16% eastern IRMS reported low level, 72.61% average and 19.21% high level of readiness to change. 16.15% eastern IRMS have low, 66.83% average and 17.00% high level of planfulness. 18.53% eastern IRMS have low, 62.07% average and 19.38% high level of using resources. 13.94% eastern IRMS reported in low, 66.49% average and 19.55% high level of intentional behavior. 14.45% eastern IRMS have low, 68.36% average and 17.17% high level of overall personal growth initiatives.

The result revealed that highest percentage of the inter regional migrant students of southern and eastern region reported average level following by high and low level of personal growth initiatives, whereas, highest percentage of western IRMS reported in average level following by low and high level of personal growth initiatives. For further understanding figure 3.11 is referred.

3.3.1.C$_d$: Stream wise distribution of Inter Regional Migrant Students on the different levels of Personal Growth Initiative

Table: 3.14 Stream wise Distribution of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

Dimensions	Streams		Low	Average	High
Readiness for Change	Arts & Humanities	N (%)	16 (12.03)	93 (69.92)	24 (18.04)
	Commerce & Management	N (%)	23 (10.59)	158 (72.81)	36 (16.58)
	Science & Engineering	N (%)	90 (10.57)	596 (70.03)	165 (19.38)
Planfulness	Arts & Humanities	N (%)	20 (15.03)	85 (63.90)	28 (21.05)
	Commerce & Management	N (%)	41 (18.89)	151 (69.58)	25 (11.52)
	Science & Engineering	N (%)	165 (19.38)	594 (69.80)	132 (15.51)
Using Resources	Arts & Humanities	N (%)	36 (27.06)	69 (51.87)	28 (21.05)
	Commerce & Management	N (%)	36 (16.58)	140 (64.51)	41 (18.89)
	Science & Engineering	N (%)	170 (19.97)	531 (62.39)	150 (17.62)
Intentional Behavior	Arts & Humanities	N (%)	23 (17.29)	86 (64.66)	24 (18.04)
	Commerce & Management	N (%)	33 (15.20)	143 (65.89)	41 (18.89)
	Science & Engineering	N (%)	142 (16.68)	536 (62.98)	173 (20.32)
Overall PGI	Arts & Humanities	N (%)	22 (16.54)	89 (66.91)	22 (16.54)
	Commerce & Management	N (%)	51 (23.50)	126 (58.06)	40 (18.23)
	Science & Engineering	N (%)	144 (16.92)	574 (67.45)	133 (15.62)

Figure: 3.12. Streams wise Distribution of Inter Regional Migrant Students on the Different Levels of Personal Growth Initiative

The table 3.14 shows the levels of personal growth initiatives along with its' all dimensions of inter regional migrant students of Arts & Humanities (AH), Commerce & Management (CM), and Sciences & Engineering (SE) streams. The table shows that 12.03% IRMS of AH streams reported low level, 69.92% average and 18.04% high level of readiness to change. 15.03% IRMS of AH streams have low, 63.90% average and 21.05% high level of planfulness. 27.06% inter regional migrant students of AH streams have low, 51.87% average and 21.05% high level of using resources. Only 17.29% IRMS of AH reported in low, 64.66% average and 18.04% high level of intentional behavior. 16.54% inter regional migrant students of AH have low, 66.91% average and 20.32% high level of overall personal growth initiatives.

Further the table 3.14 shows that 10.59% IRMS of CM streams reported low level, 72.81% average and 16.58% high level of readiness to change. 18.89% IRMS of CM streams have low, 69.58% average and 11.52% high level of planfulness. 16.58% inter regional migrant students of CM streams have low, 64.51% average and 18.89% high level of using resources. 15.20% IRMS of CM reported in low, 65.89% average and 18.89% high level of intentional behavior. Merely, 23.50% inter regional migrant students of CM have low, 58.06% average and 18.23% high level of overall personal growth initiatives.

The table 3.14 also provide the evidence that 10.57% IRMS of SE streams reported low level, 70.03% average and 19.38% high level of readiness to change. 19.38% IRMS of SE streams have low, 69.80% average and 15.51% high level of planfulness. 19.97% inter regional migrant students of SE streams have low, 62.39% average and 17.62% high level of using resources. 16.68% IRMS of SE reported in low, 62.98% average and 20.32% high level of intentional behavior. 16.92% inter regional migrant students of SE have low, 67.45% average and 15.62% high level of overall personal growth initiatives.

The result revealed that highest percentage of the inter regional migrant students of Arts & humanities streams reported average level following by high and low level of personal growth initiatives, whereas, IRMS of both Commerce & Management and Sciences & Engineering streams reported average level following by low and high level of personal growth initiatives. For further understanding figure 3.12 is referred.

3.2.2.: Types of Coping Strategies used by Inter Regional Migrant Students

In order to identify the types of coping strategies of inter regional migrant students Mean and SD were calculated. There are two types of major coping strategies which are further sub divided into different strategies, in assessed scale (by A. K. Srivastava, 2000) for existing study.

A) **Active/Approach Coping** (Problem-Focused Coping)**:** i) Behavioral -Approach (AB); ii) Cognitive- Approach (AC); and iii) Cognitive-Behavioral- Approach (ACB).

B) **Avoidance Coping** (Emotion-Focused Coping): i) Behavioral- Avoidance (AvB); and ii) Cognitive- Avoidance (AvC).

Table 3.15 Types of Coping Strategies of Inter Regional Migrant Students

Types of Coping Strategies		Levels of CS	N (%)
Approach Coping Strategies (Mean ± SD)	**AB** 30.07 ± 8.32	High	43 (3.58)
		Moderate	571 (47.54)
		Low	587 (48.87)
	AC 12.64 ± 3.95	High	89 (7.41)
		Moderate	644 (53.62)
		Low	468 (38.96)
	ACB 16.71 ± 5.42	High	102 (8.49)
		Moderate	595 (49.54)
		Low	504 (41.96)
Avoidance Coping Strategies (Mean ± SD)	**AvB** 27.23 ± 7.88	High	53 (4.41)
		Moderate	499 (41.54)
		Low	649 (54.03)
	AvC 14.45 ± 4.74	High	92 (7.66)
		Moderate	547 (45.54)
		Low	562 (46.79)
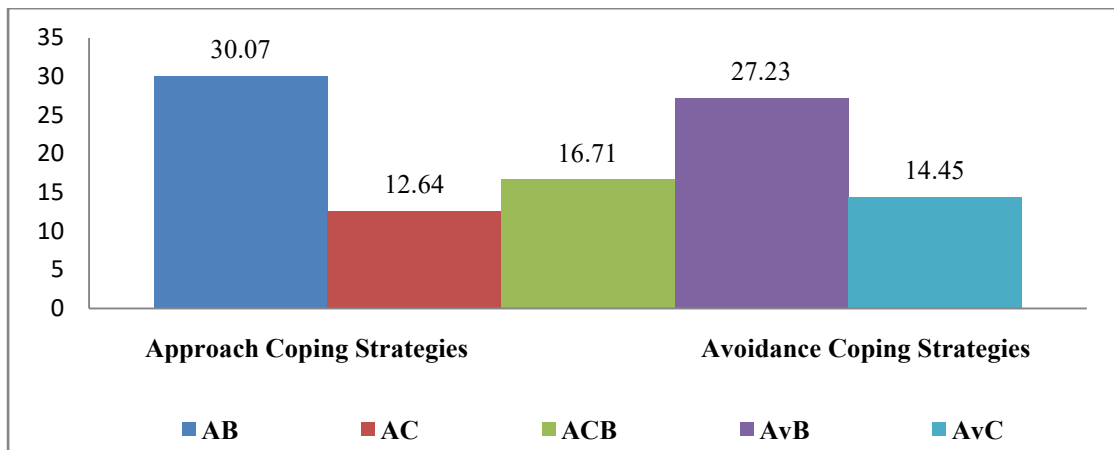
Figure 3.13 Types of Coping Strategies Used by Overall Sample of IRMS

The table 3.15 provides the detail of coping strategies that use by overall sample of inter regional migrant students. It is observed from exceeding table that behavioral approach CS (30.07%) are more preferred coping strategies following by behavioral avoidance CS (27.23%), cognitive behavioral approach CS (16.71%), cognitive avoidance CS (14.45%) and cognitive approach CS (12.64%) by overall sample of inter regional migrant students respectively. For further understanding of above result, figure 3.13.

This result shows that both types of coping strategies (approach and avoidance) are used by inter regional migrant students and facilitate to deal with stressors as well as inhibit the problems in a proper manner. But approach coping strategies are highly used by IRMS than avoidance coping strategies. Approach coping, widely used effective (approach) coping strategies or task oriented efforts which directly focus on stressor and problem that constituent of different coping behavior. Approach coping consisting the problem focused strategies e.g. accumulate the information, planning, taking impulsive decisions, seeking social support for emotional reasons, self-control, intellectualation, positive reinterpretation, resolving the conflicts, cognitive reappraisal of the problems. Behavioural coping strategies directed to manage and reduce emotional distress via seeking emotional and social support from family and friends, delineation the values modify the goals, whereas the cognitive strategies help the students via dysfunctional or maladaptive strategies e.g. eating less or more, consumption of alcohol, smoking, Praying for guidance and strength to resolve the issues,physical denial, escaping from the situation etc. The existing finding is

supported by Kranz (2008); Ramya and Parthsarthy (2009); Gautam and Madnawat (2017) who also reported that majority of college students used active approach/ problem focused coping strategies. Sreeramareddy et al. (2007) explored that Nepalese students adopted active coping strategies (positive reframing, planning, acceptance, and active coping) rather than avoidant strategies (denial, alcohol/drug use, and behavioral disengagement). The analysis revealed that students used of a mixture of coping strategies depend upon the availability of the coping resources and the situation of the students to deal with stressors.

Table 3.16 Coping Strategies of Male and Female Inter Regional Migrant Students

Types of Coping Strategies	Gender		Levels of Coping Strategies	
Approach Coping Strategies	**AB**	**Male** 30.43± 8.75	High	30 (4.48)
			Moderate	328 (49.02)
			Low	311 (46.48)
		Female 29.62± 7.74	High	13 (2.44)
			Moderate	243 (45.67)
			Low	276 (51.87)
	AC	**Male** 12.73±4.00	High	52 (7.77)
			Moderate	359 (53.66)
			Low	259 (38.71)
		Female 12.51± 3.88	High	38 (7.14)
			Moderate	283 (53.19)
			Low	211 (39.66)
	ACB	**Male** 17.10± 5.47	High	64 (9.56)
			Moderate	345 (51.56)
			Low	244 (36.47)
		Female 16.22± 5.32	High	38 (7.14)
			Moderate	250 (46.99)
			Low	244 (45.86)
Avoidance Coping Strategies	**AvB**	**Male** 27.38± 8.10	High	30 (4.48)
			Moderate	277 (41.40)
			Low	363 (54.26)
		Female 27.03± 7.59	High	24 (4.51)
			Moderate	222 (41.72)
			Low	288 (54.13)
	AvC	**Male** 14.55± 4.94	High	60 (8.96)
			Moderate	302 (45.14)
			Low	306 (45.73)
		Female 14.33± 4.47	High	31 (5.82)
			Moderate	245 (46.05)
			Low	256 (48.12)
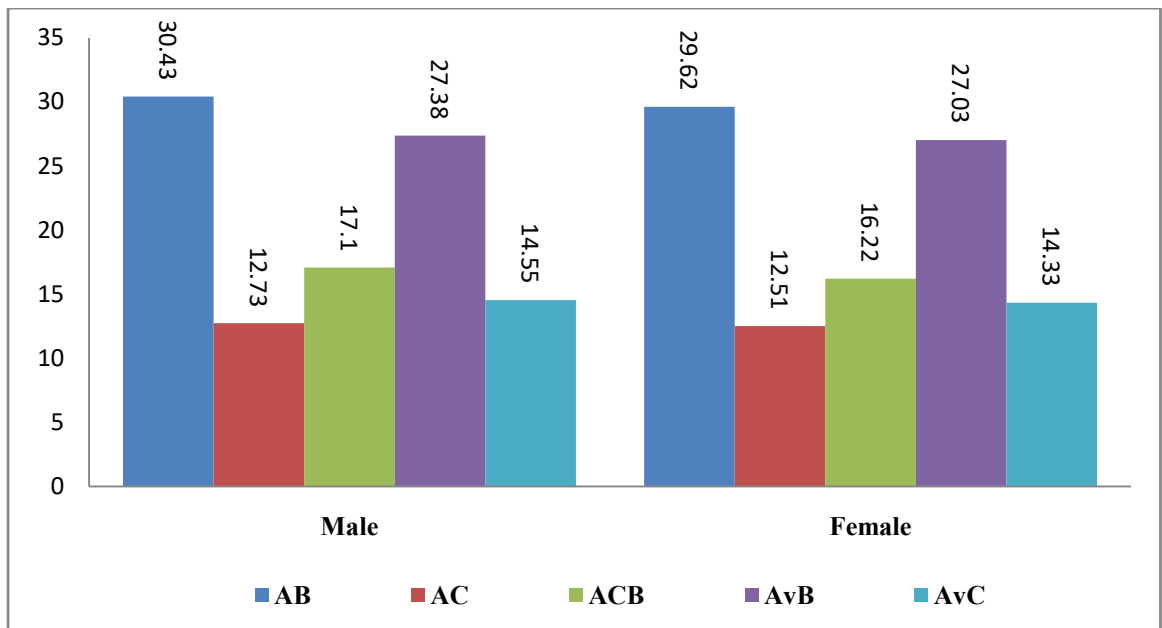
Figure 3.14 Types of Coping Strategies of Male and Female Inter Regional Migrant Students

The table 3.16 shows that male inter regional migrant students use more behavioral approach coping strategies (30.43%) following by behavioral avoidance coping strategies (27.38%), cognitive behavioral approach coping strategies (17.1%), cognitive avoidance coping strategies (14.55%) and cognitive approach coping strategies (12.73%). Similarly, female IRMS use more behavioral approach coping strategies (30.43%) following by behavioral avoidance coping strategies (27.03%), cognitive behavioral approach coping strategies (16.22%), cognitive avoidance coping strategies (14.33%) and cognitive approach (12.51%)coping strategies. For further understanding figure 3.14 refers.

The result revealed that both male and female inter regional migrant students more prefer to use approach coping strategies than avoidance coping strategies. These findings are supported by Kumari, Sharma and Bansal (2014) who also found that both male and female students highly prefer to use approach coping strategies than avoidance coping strategies. Further, they revealed that both male and female students have almost same mean scores in coping strategies.

Table 3.17 Region Wise Types of Coping Strategies of Inter Regional Migrant Students

Types of Coping Strategies		Regions	Levels of Coping Strategies	
Approach Coping Strategies	**AB**	**South** 30.60± 8.11	High	13 (4.14)
			Moderate	154 (49.04)
			Low	147 (46.81)
		East 30.24± 8.67	High	22 (3.74)
			Moderate	286 (48.63)
			Low	280 (47.61)
		West 29.18±7.80	High	8 (2.67)
			Moderate	131 (43.81)
			Low	160 (53.51)
	AC	**South** 12.58± 3.93	High	30 (9.55)
			Moderate	160 (50.95)
			Low	124 (39.49)
		East 12.80± 4.06	High	47 (7.99)
			Moderate	322 (54.76)
			Low	219 (37.24)
		West 12.36± 3.72	High	12 (4.01)
			Moderate	162 (54.18)
			Low	125 (41.80)
	ACB	**South** 16.48± 5.51	High	31 (9.87)
			Moderate	149 (47.45)
			Low	134 (42.67)
		East 17.04± 5.40	High	49 (8.33)
			Moderate	307 (52.21)
			Low	232 (39.45)
		West 16.31± 5.33	High	22 (7.35)
			Moderate	139 (46.48)
			Low	138 (46.15)
Avoidance Coping Strategies	**AvB**	**South** 27.28± 7.70	High	16 (5.09)
			Moderate	131 (41.71)
			Low	167 (53.18)
		East 27.76± 8.07	High	30 (5.10)
			Moderate	251 (42.68)
			Low	307 (52.21)
		West 26.12± 7.59	High	7 (2.34)
			Moderate	117 (39.13)
			Low	175 (58.52)
	AvC	**South** 14.54±4.65	High	23 (7.32)
			Moderate	151 (48.08)
			Low	140 (44.58)
		East 14.60± 4.85	High	50 (8.50)
			Moderate	267 (45.40)
			Low	271 (46.08)
		West 14.07± 4.61	High	19 (6.35)
			Moderate	129 (43.14)
			Low	151 (50.50)
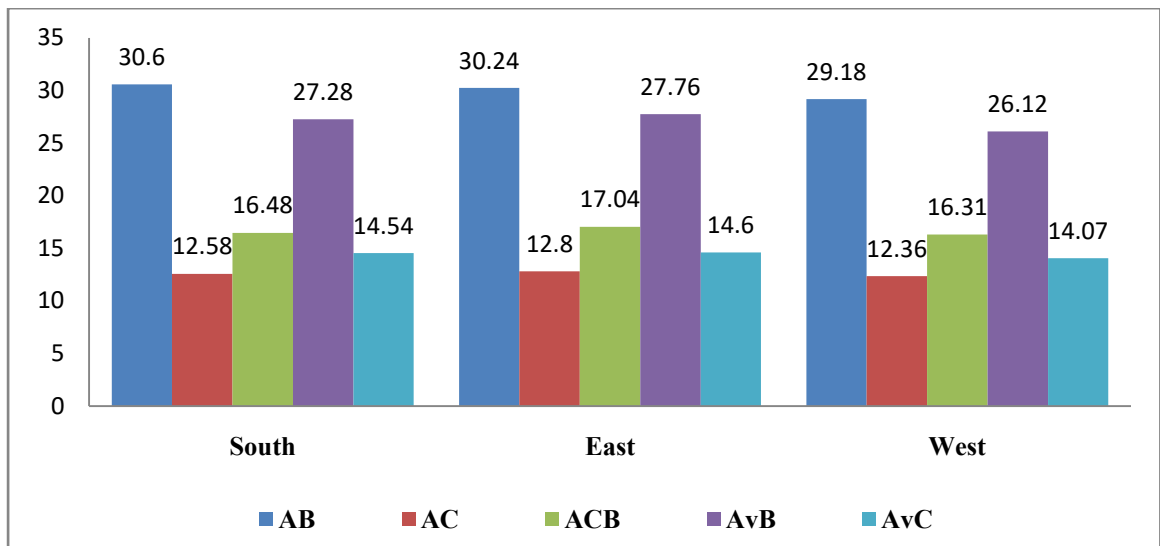
Figure 3.15 Types of Coping Strategies Used by Inter Regional Migrant Studentsof Different Regions

It is observed from the table 3.17 that southern inter regional migrant students use more behavioral approach coping strategies (30.6%) following by behavioral avoidance coping strategies (27.28%), cognitive behavioral approach coping strategies (16.48%), cognitive avoidance coping strategies (14.54%) and cognitive approach coping strategies (12.58%).

It is also observed from table 3.17 that eastern inter regional migrant students also use more behavioral approach coping strategies (30.24%) following by behavioral avoidance coping strategies (27.76%), cognitive behavioral approach coping strategies (17.04%), cognitive avoidance coping strategies (14.6%) and cognitive approach coping strategies (12.8%).

Similarly, western IRMS also use more behavioral approach coping strategies (29.18%) following by behavioral avoidance coping strategies (26.12%), cognitive behavioral approach coping strategies (16.31%), cognitive avoidance coping strategies (14.07%) and cognitive approach coping strategies (12.36%).

The result above explicated that inter regional migrant students of all regions (south, east, and west) more prefer to use approach coping strategies than avoidance coping strategies. For further understanding of above result, figure 3.15 refers.

Table 3.18 Stream wise Type of Coping Strategies of Inter Regional Migrant Students

Types of Coping Strategies	Streams		Levels of CS	
Approach Coping Strategies	**AB**	**AH** 30.47± 7.82	High	2 (1.50)
			Moderate	73 (54.88)
			Low	58 (43.60)
		CM 30.26±8.42	High	9 (4.14)
			Moderate	103 (47.46)
			Low	105 (48.38)
		SE 29.96± 8.38	High	32 (3.76)
			Moderate	395 (46.41)
			Low	424 (49.82)
	AC	**AH** 12.63± 3.93	High	9 (6.76)
			Moderate	75 (56.39)
			Low	49 (36.84)
		CM 12.11± 3.85	High	11 (5.06)
			Moderate	113 (52.07)
			Low	93 (42.85)
		SE 12.77± 3.97	High	69 (8.10)
			Moderate	395 (46.41)
			Low	427 (50.17)
	ACB	**AH** 16.83± 5.22	High	12 (9.22)
			Moderate	72 (54.13)
			Low	49 (36.84)
		CM 16.39± 5.16	High	19 (8.75)
			Moderate	96 (44.23)
			Low	102 (47.00)
		SE 16.77± 5.52	High	71 (8.34)
			Moderate	427 (50.17)
			Low	353 (41.48)
Avoidance Coping Strategies	**AvB**	**AH** 28.35± 7.66	High	5 (3.75)
			Moderate	62 (46.61)
			Low	66 (49.62)
		CM 27.24± 7.66	High	8 (3.68)
			Moderate	90 (41.47)
			Low	119 (54.83)
		SE 27.05± 7.96	High	40 (4.70)
			Moderate	347 (40.77)
			Low	464 (54.52)
	AvC	**AH** 15.07± 4.53	High	12 (9.22)
			Moderate	69 (51.87)
			Low	52 (39.09)
		CM 13.95± 4.44	High	13 (5.99)
			Moderate	95 (43.77)
			Low	109 (50.23)
		SE 14.48± 4.84	High	67 (7.87)
			Moderate	383 (45.00)
			Low	401 (47.12)

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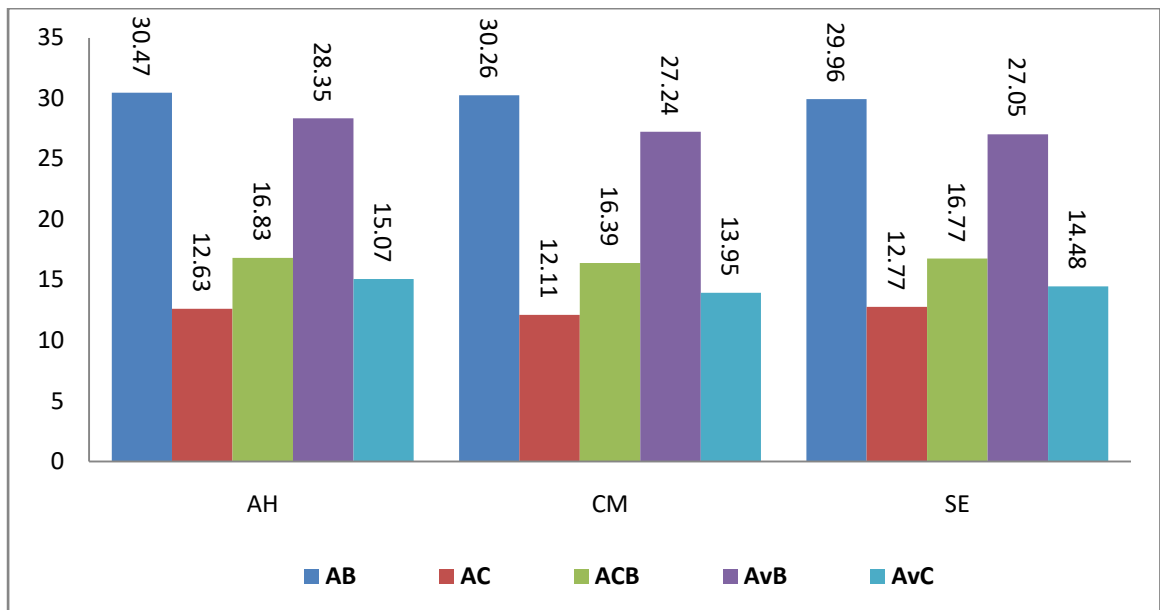
Figure 3.16 Types of Coping Strategies of Inter Regional Migrant Students of Different Streams

It is also observed from the table 3.18 that inter regional migrant students of Arts & Humanities streams are use more behavioral approach coping strategies (30.47%) following by behavioral avoidance coping strategies (28.35%), cognitive behavioral approach coping strategies (16.83%), cognitive avoidance coping strategies (15.07%) and cognitive approach coping strategies (12.63%).

It is also observed that IRMS of Commerce & Management streams also use more behavioral approach coping strategies (30.26%) following by behavioral avoidance coping strategies (27.24%), cognitive behavioral approach coping strategies (16.39%), cognitive avoidance coping strategies (13.95%) and cognitive approach coping strategies (12.11%).

Similarly, IRMS of Sciences & Engineering streams are also use more behavioral approach coping strategies (29.96%) following by behavioral avoidance coping strategies (27.05%), cognitive behavioral approach coping strategies (16.77%), cognitive avoidance coping strategies (14.48%) and cognitive approach (12.77%)coping strategies.

The result revealed that inter regional migrant students of all streams more prefer to use approach coping strategies than avoidance coping strategies. For further understanding of overhead result, figure 3.16 refers. The above finding supported by

the result of Zawawi and Jye (2012) who also found that most of MBA university students applied active (approach) problem coping.

3.2.3: CORRELATION ANALYSIS

In order to evaluate the interrelationship among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students; Bivariate Pearson's Correlation was employed. The statistics calculated on overall data (N = 1201) of inter regional migrant students.

Table: 3.19. Interrelationship among Life Satisfaction, Perceived Stress, Personal Growth Initiatives and Coping Strategies of Inter Regional Migrant Students

		LS	PS	PGI	Approach CS			Avoidance CS	
					AB	AC	ACB	AvB	AvC
LS	Pearson Correlation	1	-.367**	.515**	.170**	.130**	.181**	.072*	.027
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.012	.347
PS	Pearson Correlation		1	.331**	.139**	.017	.108**	.110**	.102**
	Sig. (2-tailed)			.000	.000	.560	.000	.000	.000
PGI	Pearson Correlation			1	.254**	.200**	.269**	.091**	.071*
	Sig. (2-tailed)				.000	.000	.000	.002	.014
AB	Pearson Correlation				1	.427**	.512**	.510**	.342**
	Sig. (2-tailed)					.000	.000	.000	.000
AC	Pearson Correlation					1	.497**	.303**	.441**
	Sig. (2-tailed)						.000	.000	.000
ACB	Pearson Correlation						1	.311**	.317**
	Sig. (2-tailed)							.000	.000
AvB	Pearson Correlation							1	.527**
	Sig. (2-tailed)								.000
AvC	Pearson Correlation								1
	Sig. (2-tailed)								

/* Correlation is significant at the 0.01 and 0.05 level (2-tailed)

The above table 3.19 is describing the inter-correlation matrix of life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students. The co-relation matrix shows that the relationship between life satisfaction and perceived stress is (r = -0.367, p < 0.01), which indicates negative correlation between life satisfaction and perceived stress. Further, correlation matrix shows that life satisfaction is significantly correlated with personal growth initiative (r = 0.515, p < 0.01), which indicate positive correlation. Moreover, life satisfaction is positively significant with behavioral approach CS (r = 0.170, p < 0.01), cognitive approach CS (r = 0.130, p < 0.01), cognitive-behavioral approach CS (r = 0.181, p < 0.01), behavioral avoidance CS (r = 0.072, p < 0.05) coping strategies. But not significant correlation found between cognitive avoidance CS (r = 0.27, p> 0.01 & 0.05) and life satisfaction of overall sample of inter regional migrant students.

Further, correlation matrix depicted that a positive correlation between perceived stress and personal growth initiative (r = 0.331, p < 0.01). The correlation matrix also reflects a significant correlation between behavioral approach CS (r = 0.139, p < 0.01), cognitive- behavioral approach CS (r = 0.108, p < 0.01), behavioral avoidance CS (r = 0.110, p < 0.05) and, cognitive avoidance CS (r = 0.102, p < 0.01) and perceived stress of inter regional migrant students. Whereas, no significant correlation have been found between cognitive approach coping strategies (r = 0.017, p> 0.01 & 0.05) and perceived stress of inter regional migrant students.

Similarly, correlation matrix illustrated that a positive correlation between personal growth initiatives as well as behavioral approach CS (r = 0.254, p < 0.01), cognitive approach CS (r = 0.200, p < 0.01), cognitive- behavioral approach CS (r = 0.269, p < 0.01), behavioral avoidance CS (r = 0.091, p< 0.01) and, cognitive avoidance CS (r = 0.071, p < 0.05), of inter regional migrant students. Furthermore, the matrix also reflects that moderate positive correlation among all the coping strategies i.e. AB with AC, ACB, AvC, and AvB (r = .427, .512, .510 & .342, p<0.01); AC with ACB, AvC and AvB (r = .497, .303, & .441, p<0.01); ACB with AvC and AvB (r = .311 & .317, p<0.01); AvC with AvB (r = .527, p<0.01). Meaning thereby, all the coping strategies are interrelated with each other and preferred by students at present situations according to accessible resources. Therefore, the proposed null hypothesis **(H0₁)** for "no significant interrelationship among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students", is partially rejected and partially accepted.

Discussion and Conclusion of the Result

The inverse relationship between life satisfaction and perceived stress reveals that the increasing perceived stress diminish the life satisfaction of inter regional migrant students. Students who perceive lack of emotional support from family, adjustment disputes with changing circumstances, academic workload, lack of time and leisure sources, fear of failure, and poor health have lower their life satisfaction. It is depicted that university IRMS perceive communication problems, different environment, interracial conflicts and tensions, academic workload are multitude challenges of stress as well as social anxiety, acculturative stress, dependence, non-adjustment, health issues which are related with personal, academic, relationship and environmental problems (Fischer, 2010; Mudhovozi, 2011). The existing finding is supported by Kent, Gorenflo, Daniel, and Forney (1993); Chang (1998); Hamarat et al. (2001); Matheny et al. (2002); Tremblay et al. (2006); Ryan, 2013; Surujlal, VanZyl, and Nolan (2013); Kaya et al. (2015); Shi et al. (2015) who have been also found perceived stress negative correlated with life satisfaction of students.Alleyne, Alleyne, and Greenidge (2010); Malinauskas (2010) also reported that students with higher perceived stress diminish the life satisfaction. Similarly, Townsend (2010) explored that graduate students with low perceived stress are more likely to be satisfied with their lives than those with higher perceived stress. Whereas, Thomson, Rosenthal, and Russell (2006) found that cultural stress is negatively related to social connectedness and lifestyle balance. Ali et al., (2010) concluded that low life satisfaction might be a stress response with regards to increased distress and psychological stressors. Parkerson, Broadhead, and Tse (1990) have been revealed that the strong social tie among different factors is positively related to better health and life satisfaction.

A positive relationship between life satisfaction and personal growth initiatives indicates that increasing personal growth initiatives enhance the life satisfaction of inter regional migrant students. A student's involvement in readiness for self-change, planning to improve own self, use of existing resources and active behavior enhance the life satisfaction of IRMS through self-confidence which is motivated to work for self-enhancement. Self-appraisals i.e. optimistic ways of thinking help students to change the meaning of life, personal life circumstances and social experience to growth can change the level of life satisfaction of students. Existing finding is

supported by the result of Bauer and McAdam (2004) who have been explained that people who interpret their life transitions in terms of growth have higher levels of life satisfaction. Similarly, Hardin, Weigold, and Robitschek (2007); Stevic and Ward (2008); Sood, Gupta and Bakhshi (2012); Sood and Gupta (2014) have been also found a positive relationship between life satisfaction and personal growth initiatives of students. Lafrenière, Vallerand, and Sedikides (2013) have been found a stronger association between self-enhancement and life satisfaction of undergraduate students. Moreover, career growth and goal orientation expressed the ability to take advantages of growth opportunities conjecture the personal growth initiative (Robitschek& Cook, 1999; Robitschek et al., 2009; Ayub&Iqbal, 2012; Sharma & Rani, 2013; Yakunina, Weigold&Weigold, 2013; Okurame, 2014).

Furthermore, a positive relationship between life satisfaction and coping strategies shows that each coping strategies help the students to increase their life satisfaction. Coping strategies like seeking support from friends, teachers, family; discussion with those who already experienced similar problems; accept the reality; planning to stepwise actions; arrange the coping resources; modify own behavior; appraise objectively etc. often implemented by students. Whereas, avoidance/emotion-focused coping strategies such as wishful thinking; day-dreaming; distancing, avoidance, blaming others, self or fate; devote time to pray rather than taking actions; withdrawal; and positive reappraisal or even the substance use (drugs, smoking, or alcohol) etc. provides relief for sometimes. Aforementioned findings are supported by the results of Lewinshon, Render and Seely (1991); Hamarat et al. (2001); Surujlal, VanZyl, and Nolan (2013) who have been also found a positive relationship between life satisfaction and coping skills of university students with a greater use of cognitive self-control coping. Simons et al. (2002); Treistman (2005) have been revealed a positive correlation between life satisfaction with social support and stress monitoring. Bardi (2009); Townsend (2010) also found that graduate students experience higher life satisfaction when they perceive having adequate family and friend support.

A positive relationship between perceived stress and personal growth initiatives illustrates that perceived stress as a eustress helpful to enhance the personal growth initiatives of IRMS. Students with higher PGI often perceive less stressful life event and also seek to feel better through activities that allow them grow. Meaning thereby,

that university IRMS perceive barriers i.e. internal conflicts, academic stress, and the growth initiatives make them able to hard work to achieve their goals, help to create opportunities by an attitude toward self. Adjustment in existing living surroundings, support of friends also makes them able to grow and develop a positive attitude toward own self, accepts all the varied aspects including both strengths and weaknesses. It is also depicts that increasing growth initiatives via self-acceptance/actualization lessen the negative stress (distress) among students. Students' efforts for self-development make them capable and experience to deal with challenges and take as an opportunity to cultivate oneself. Present finding supported by the Robitschek and Kashubeck (1999); Hardin, Weigold, Robitschek, and Nixon (2007); Ayab and Iqbal (2012) who have also confirmed that the relationship between personal growth initiatives and stress, however, the higher levels of PGI associated with minor levels of psychological and emotional distress, depression, and anxiety. Similarly, Hardin et al. (2007) have been found that respondents with higher personal growth initiative experience less social anxiety.

A positive relationship between perceived stress and coping strategies indicates that diminish perceived stress is associated with more use of coping strategies. Both approach and avoidance coping strategies are associated with beneficial outcomes to reduce stress i.e. devote quite more time, change their priorities, adjustment with conditions, logical thinking to deal with stressors and may see the stressful situation as an opportunity to learn. Approach/ problem-focused coping strategies are direct focus on taking action to solve the problems or stressors, whereas, avoidance/ emotion-focused coping, focus on reducing or managing the emotional distress. Stress can be best managed by regular exercise, meditation, structured timeouts and learning new coping strategies to create predictability in our lives (Carter et al., 2003) as well as the willingness of a person to necessary changes in lifestyle. Lim, Tam, and Lee (2013) also found a positive relationship between perceived stress and coping strategy of students. Grota (2005) has been revealed that respondents who used more adaptive coping strategies have less perceived stress. Similarly, Odac and Cikrıkc (2012) also explored a positive correlation between seeking social help and problem focused coping with stress. Crockett et al. (2007) have been explored that the association of active coping strategies with better adjustment and social support from friends, decrease stress (Friedlander et al., 2007). Chou et al. (2011); Ng and Hurry (2011)

have been also explored that poor coping skills were associated with high level of stress. Sarfrazand Sitwat (2010) have been found that the association of avoidance coping is better for the adjustment among orphan children.

A positive relationship between personal growth initiatives and coping strategies shows that use of coping strategies helps to enhance the personal growth initiatives. It's also observed that when students see problems as an opportunity to learn they use sundry resources with intentional planning to gain new experience and deal with the situations as well as the personal evaluation is embolden to choose and use the effective coping strategies to enhance the desired personal growth of students. Seeking social support promotes the personal growth initiatives as well as encourages the use of more effective coping strategies as a learning experience in uncertainty real-life situations with external and internal forces. Spiritual nourishment by religious activities (coping) obliges to increase personal growth which rationalizes the life events, enhancement of adaptation, and awareness of more possibilities, comprehensively believes for the positive outcome. Present finding is supported by Robitschek and Cook (1999) who has been reported a positive relationship between personal growth initiative and reflective coping among males. On the other hand, Hudgins (2005) has been found that migrant students showed increasing personal growth initiatives after the participation in stress management intervention programs. Moreover, Petersen (2006) has been revealed that high scores of PGI show that individual use active coping style.

The positive relationship among all coping strategies reflects that how a focal person cope up with problems itself that is the effort of initialling the mobilization. Deyreh (2012) mentioned that avoidant or emotional-focused coping has a positive correlation. Direct inhibition of actions, intrapsychic strategies, seeking social support and information, aimed at regulating and/or minimizing the distress. Coping strategies encompasses cognitive and behavioral strategies i.e. problem focused and emotion focused coping strategies used to manage stressful situations (Lazarus &Folkman, 1984). The existing finding is supported by Aldwin and Revenson (1987); Lazarus, Folkman and Gruen (1985) have been also proved that several factors respond while making efforts, in order to cope up are correlated with each other. Coping strategies combined with the levels of operation and orientation; conveniently cope with stress (Srivastava, 2001). Shah and Thingujam (2008) have been also explored a positive

correlation between appraisal of emotions and planful problem solving coping styles. The existing finding confirmed by the research study Mudhovozi (2011) who has also been found that students mainly relied on both emotion-focused and avoidance-oriented coping strategies.

3.2.4: COMPARATIVE ANALYSIS

To compare the significant differences, main and interaction effect of gender, region, streams and age of universities on the scores of life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students, Mean and Standard Deviation (SD), t-test, and Univariate 4 way ANOVA have been applied for 2x3x3x2 factorial design.

The table significant values for 'df' 1, 2, and 4 at 3.84, 2.99, & 2.37 at 0.05; and 6.64, 4.60, & 3.32 at 0.01 level of confidence (Garrate, 2005).

Table 3.20 Mean and SD of Gender, Region, Streams, and Universities of IRMS on the Scores of Life Satisfaction, Perceived Stress, Personal Growth Initiatives and Coping Strategies

| | | | LS | PS | PGI | Coping Strategies | | | | |
						AB	AC	ACB	AvB	AvC
Gender	Male	Mean	155.74	41.18	51.54	30.43	12.73	17.10	27.38	14.55
		SD	23.45	16.07	14.66	8.75	4.00	5.47	8.10	4.94
	Female	Mean	152.27	40.73	50.27	50.27	12.51	16.22	27.03	14.33
		SD	25.44	16.26	14.41	7.74	3.88	5.32	7.59	4.47
Regions	South	Mean	156.32	40.31	51.81	30.60	12.58	16.48	27.28	14.54
		SD	22.85	16.52	14.76	8.11	3.93	5.51	7.70	4.65
	East	Mean	154.83	41.56	51.85	30.24	12.80	17.04	27.76	14.60
		SD	24.68	16.09	14.11	8.67	4.06	5.40	8.07	4.85
	West	Mean	150.74	40.55	49.04	29.18	12.36	16.31	26.12	14.07
		SD	25.15	15.87	15.06	7.80	3.72	5.33	7.59	4.61
Streams	AH	Mean	150.07	45	14.85	30.47	12.63	16.83	28.35	15.05
		SD	25.83	15.25	30.47	7.82	3.93	5.22	7.66	4.53
	CM	Mean	154.07	40.35	14.08	30.26	12.11	16.39	27.24	13.95
		SD	26.42	15.77	30.26	8.42	3.85	5.16	7.66	4.44
	SE	Mean	154.81	40.51	29.96	29.96	12.77	16.77	27.05	14.48
		SD	23.61	16.31	8.38	8.38	3.97	5.52	7.96	4.84
Universities	Old Universities	Mean	154.62	41.13	50.77	29.98	12.49	16.84	27.18	14.28
		SD	25.27	16.56	15.14	8.53	4.06	5.47	8.05	4.63
	Younger Universities	Mean	152.68	40.02	51.07	29.90	12.77	16.48	27.31	14.57
		SD	23.87	15.63	14.01	8.26	3.96	5.39	7.73	4.68
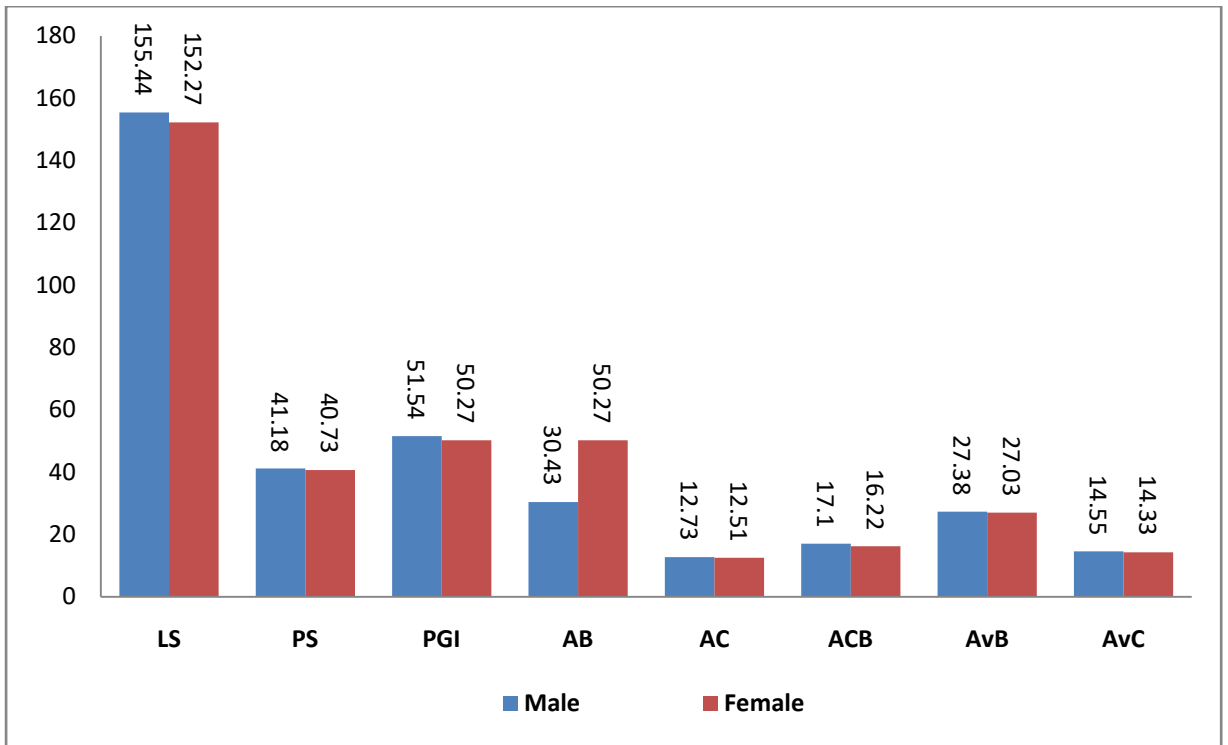
Figure: 3.17 Gender Wise Differences in Life Satisfaction, Perceived Stress, Personal Growth Initiatives and Coping Strategies of Inter Regional Migrant Students
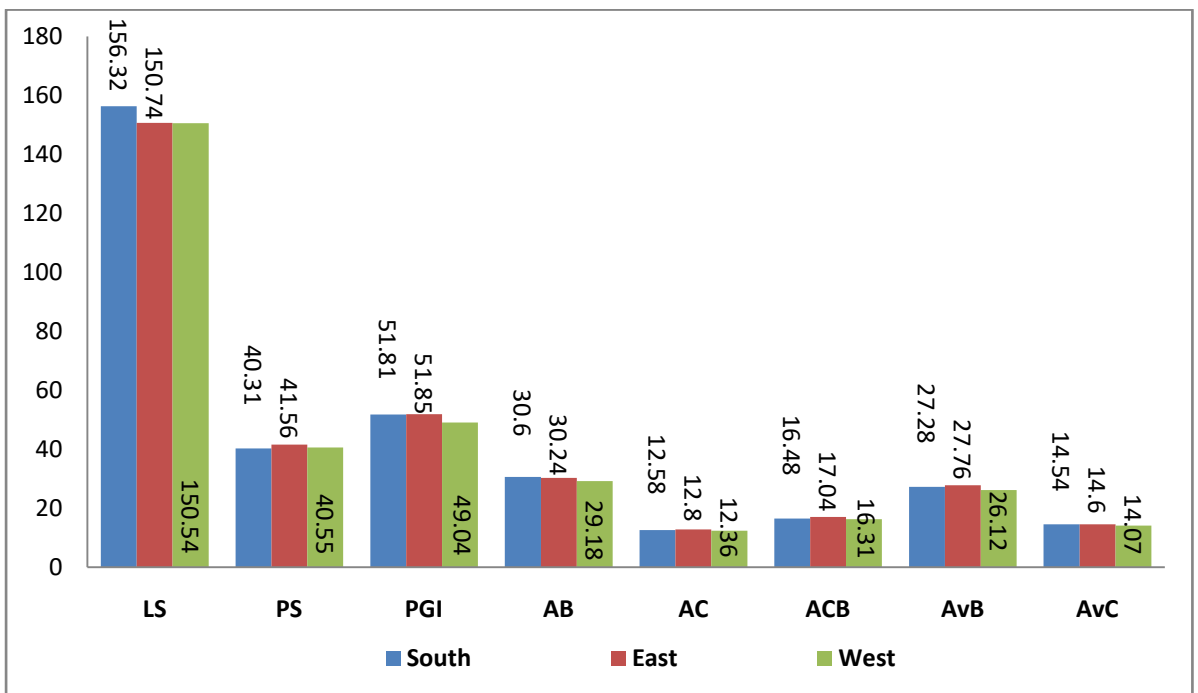
Figure 3.18 Regions Wise Differences in Life Satisfaction, Perceived Stress, Personal Growth Initiatives and Coping Strategies of Inter Regional Migrant Students
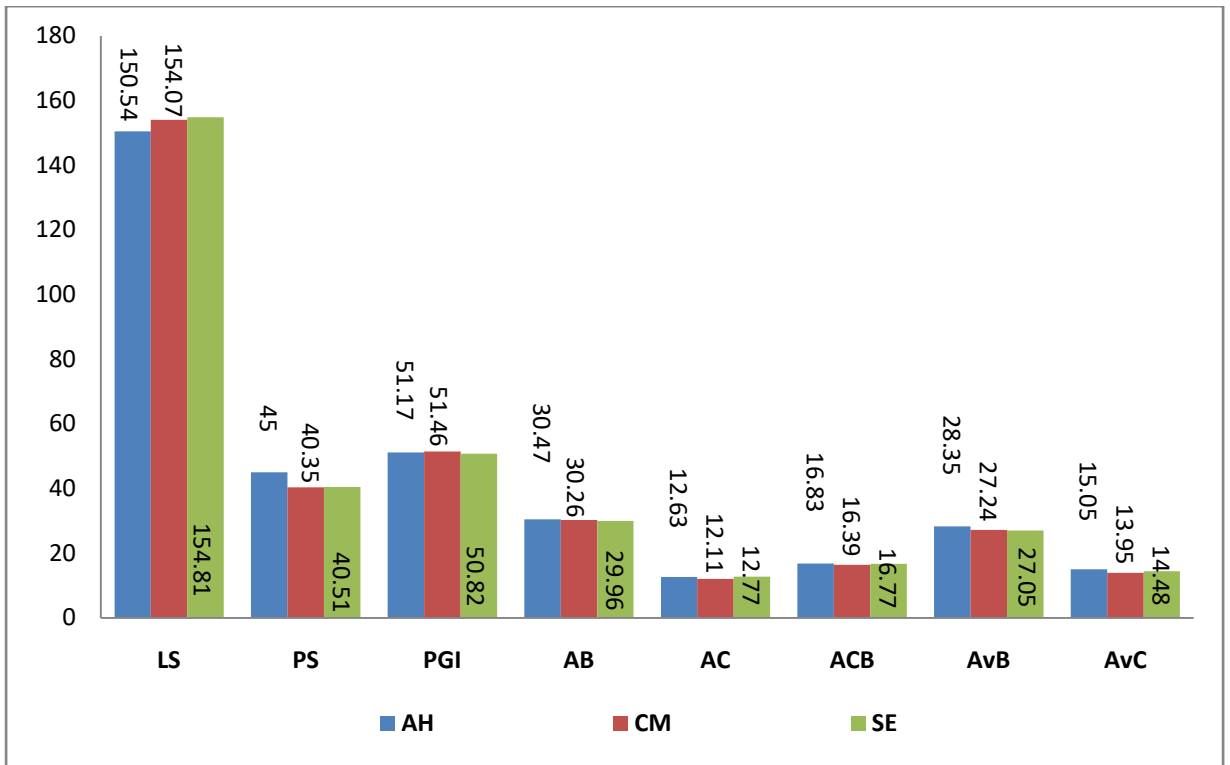
Figure 3.19 Stream Wise Differences in Life Satisfaction, Perceived Stress, Personal Growth Initiatives and Coping Strategies of Inter Regional Migrant Students
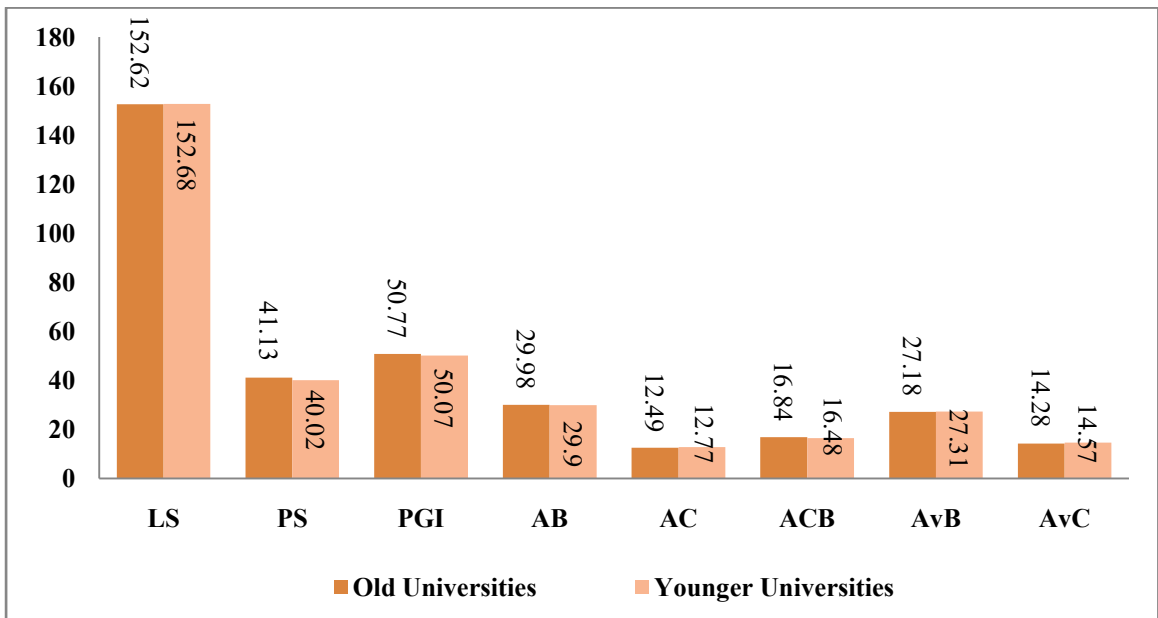
Figure 3.20 Universities Wise Differences in Life Satisfaction, Perceived Stress, Personal Growth Initiatives and Coping Strategies of Inter Regional Migrant Students

Table 3.21 Summary of ANOVA for 2X3X3X2 on the Scores of Life Satisfaction of Inter Regional Migrant Students

	SS	df	MSS	F	Sig.
Gender	642.807	1	642.807	1.092	.296
Region	1848.367	2	924.184	1.570	.209
Stream	*4029.307*	*2*	*2014.654*	*3.422*	*.033**
Universities	1804.114	1	1804.114	3.065	.080
Gender * Region	1343.423	2	671.711	1.141	.320
Gender * Stream	456.109	2	228.055	.387	.679
Gender* Universities	15.074	1	15.074	.026	.873
Region * Stream	*8910.394*	*4*	*2227.599*	*3.784*	*.005***
Region* Universities	106.410	2	53.205	.090	.914
Stream* Universities	839.274	2	419.637	.713	.490
Gender * Region * Stream	3420.246	4	855.061	1.452	.215
Gender*Region* Universities	470.696	2	235.348	.400	.671
Gender*Stream* Universities	448.807	2	224.403	.381	.683
Region*Stream* Universities	5933.171	4	1483.293	2.520	.040
Gender* Region* Stream* Universities	3503.896	4	875.974	1.488	.204
Error	685837.130	1165	588.701		
Total	29105809.00	1201			

**/* Significant at 0.01/0.05 of level of confidence

Main Effect

Gender: The table 3.21 shows F-value for life satisfaction of male and female inter regional migrant student has been found 1.092 (p = 0.296) which is not to be statistically significant at 0.01 and 0.05 level of confidence which indicates that two groups of gender (male and female) do not differ significantly on the scores of life satisfaction. Hence, the proposed null hypothesis **(H0$_{21}$)** for "no significant difference in life satisfaction of male and female inter regional migrant students", is accepted. The reason is that both male and female IRMS apprehend common internal and external factors e.g. self, environment, priorities, availability of learning resources which do not convey any change or effect on the life satisfaction of students. This finding is supported by Michalos (1991) who found no significant gender difference in 18000 college students, representing different 39 countries. Similarly, Chow (2005); Tumkaya, Aybek, and Celik (2008); Gencay and Gencay (2011); Ye, Yu, and

Li (2012); Baltaci (2013); Kamal, Rehman, Ahmad, and Nawaz (2013); Esmaeilinasaba et al. (2016) also found no significance difference in the life satisfaction of male and female university students.

From reviewing the corresponding means from the table 3.20, it is observed that the male university IRMS (155.74) has slightly higher mean scores on life satisfaction as comparing to female university IRMS (152.27). It is depicted that male IRMS are much more satisfying with career choices and availability of career opportunities than their female counterparts. They are also more satisfied with social groups (cultural, class, friends), environmental situations i.e. present accommodation; sharing their feeling with friends, as well as with their romantic relationship than female IRMS. These findings are supported by Kong, Zhao and You (2012); Shirazi and Khan (2013) who also found that life satisfaction is slightly stronger in male university students as compared to female university students. On the other hand, the female inter regional migrant students are more satisfied with the family relationship and parental support for academics as well as they are also satisfied with university support for learning resources, opportunities to practical work and training facilities, as compare to male IRMS. Similarly, Zerihun, Birhanu, and Kebede (2014) also found that female students are highly satisfied with family.

Region: It is observed from the table 3.21 that F-value for region found to be 1.570 (p = 0.209) which is not statistically significant at 0.01 and 0.05 level of confidence. This indicates that inter regional migrant students of all three regions do not differ significantly on the scores of life satisfaction. Thus, the proposed hypothesis **(H0$_{2II}$)** for "no significant difference in life satisfaction of southern, western, and eastern inter regional migrant students", accepted. Meaning thereby, the region i.e. different cultural backgrounds, personal values do not influence the life satisfaction of inter regional migrant students at the new place because of same country practice.

Further, It is also observed from the mean table 3.20 that southern IRMS have higher life satisfaction (156.32) as compared to eastern (154.83) and western (150.74) IRMS. The reason for this is that the immediate changes in environment, cultural diversity, the behavior of people of host place are reflecting the differences in life satisfaction with the geographical distances between students. It is also observed that the life satisfaction of Southern IRMS is high because of they are more familiar with the advanced technology and having enriched experience of learning by doing. It also

assumed from the results that they are less anxious while academic activities, than the eastern and western inter regional migrant students. Personal, childhood upbringing patterns, family support for education, autonomy diversities are also observed in inter regional migrant students. The difference in life satisfaction of IRMS of all regions shows that socio-geographical and cross-cultural multiplicity effects their life satisfaction. This finding is supported by the results of Anita and Liliana (2008) suggested that cross-national bases make differences in life satisfaction. Moreover, Ferguson, Kasser, and Jahng (2011) have been also found that Danish adolescent students reported highest life satisfaction following by American and Korean adolescent students. Sam (2001) explored that European and North American students in Norway were more satisfied than African and Asian peer groups. Similarly, Leung et al. (2006) found the differences in life satisfaction among three groups (Chinese, Filipino, Vietnamese) of Asian immigrants. Park and Huebner (2005) have been also reported that Korean students have lower life satisfaction than their American counterparts.

Stream: It is observed from the table 3.21 that the F-value for the main effect of stream on the scores of life satisfaction of IRMS is 3.442 (p = .033) found to be statistically significant at 0.05 level of confidence, which indicates that the three groups of streams of IRMS have been differing significantly the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2III}$)** for "no significant difference in life satisfaction of inter-regional migrant students of Arts & Humanities, Commerce & Management and Science & Engineering streams", is rejected. Further to analyse the significant difference between the sub-groups of streams of inter regional migrant students, Post Hoc Test (Tukey's HSD) applied, and represented in the table 3.22.

Table 3.22 Post Hoc Test- Multiple Comparison for Streams of Inter Regional Migrant Students on the Scores of Life Satisfaction

Streams (I)	Streams (J)	Mean Difference (I-J)	Std. Error	Sig.
AH	CM	-3.639	2.711	.372
	SE	-4.526	2.295	.120
CM	AH	3.639	2.711	.372
	SE	-0.888	1.872	.884
SE	AH	4.526	2.295	.120
	CM	0.888	1.872	.884
**/* Significant at 0.01/ 0.05 of level of confidence				

The table 3.22 depicted that the mean scores of difference between the IRMS of AH and CM streams is 3.639 (p = 0.372), AH and SE streams is 4.526 (p= 0.120), as well as CM and SE streams, is 0.888 (p= .884) on the scores of life satisfaction found to be not significant at 0.05 level of confidence. The result indicates that the IRMS of all streams does not differ statistically significant from each other on the scores of life satisfaction.

It also observed from the table 3.20 that the IRMS of SE streams has higher life satisfaction (154.81) as compare to the IRMS of CM (154.07) and AH (150.54) streams. It is depicted that the IRMS of AH, CM, and SE streams exultant with their career choices and they also felt satisfied with the available opportunities for career advancement, that make a variation in their life satisfaction.

Universities: It is observed from the table 3.21 that the F-value for the main effect of universities of IRMS on the scores of life satisfaction is 3.065 (p = .080) has been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the three groups of universities of IRMS do not differ significantly the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2IV}$)** for "no significant difference in life satisfaction of inter regional migrant students of old and younger universities", is accepted. Meaning thereby, the Inter regional migrant students of both (old and younger) universities adjudicate the university environment, availability of resources, development of good relationships with their classmates and peers. It also depicted that IRMS also perceived residential satisfaction in or outside the university associated with life satisfaction. Rode et al. (2005) also found that housing satisfaction had a positive, but not significantly impact on overall life satisfaction of university students.

Further, it is observed from Table 3.20 that IRMS who are studying in old universities have higher mean scores of life satisfaction (155.14) than younger (153.03) universities. Meaning thereby, the old universities with experience and reputation attract the students and provide them abundant intuitional and financial support (scholarships, fee relaxations, and other incentives), better service quality. Although, opportunities to participate in co-curricular activities, career prospectives effect the life satisfaction of IRMS of both universities. Similarly, Chow (2005); Sirgy et al. (2007) also found that the institution attributes e.g. living conditions, on-campus

social spaces and leisure activities, racial/ethnic diversity, dominant culture effect the life satisfaction of students.

Two Order Interaction

Gender X Region: The table 3.21 also shows the F-ratio for the interaction effect of Gender X Region of IRMS is 1.141 (p = 0.320) found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the sub-group of IRMS do not differ statistically significant on the scores of life satisfaction. Therefore, the proposed hypothesis **($H0_{2V}$)** "no significant interaction effect of gender and region on life satisfaction of inter-regional migrant students", is accepted. Meaning thereby, that both male and female IRMS of southern, eastern and western region, perceive almost similar family, friends and peer to support, a positive attitude of students belong to host place, no identical conflicts, equal opportunities to participate in social association along with curricular and co-curricular activities, similar and equal assets in their universities i.e. academic opportunities, where they can fulfil their career expectations, and priorities do not bring variation in their life satisfaction.

Gender X Stream: The table 3.21 shows the F-ratio for the interaction effect for Gender X Stream of IRMS is 0.387 (p= 0.679) found to be not statistically significant at 0.01 and 0.05 level of confidence. This result indicates that the subgroup of IRMS as the result of the interaction effect of gender and streams shows do not differ statistically significant on the scores of life satisfaction. Hence, the proposed null hypothesis **($H0_{2VI}$)** "no significant interaction effect of gender and stream on life satisfaction of inter-regional migrant students", is accepted. Meaning thereby that both male and female IRMS of all streams i.e. AH, CM and SE streams, glimpsed similar type of academic support in terms of available learning resources for them from the parents and teachers, information about career and placement opportunities provided by university.

Gender X Universities: The table 3.21 shows the F-ratio for interaction effect for Gender X Universities of inter regional migrant students is 0.026 (p= 0.873) found to be not statistically significant at 0.01 and 0.05 level of confidence. It means the sub-groups of IRMS as the result of the interaction effect of gender and universities shows do not significantly differ on the scores of life satisfaction. Hence, the proposed hypothesis **($H0_{2VII}$)** "no significant interaction effect of gender and universities on life satisfaction of inter-regional migrant students", is accepted. Meaning thereby male

and female inter regional migrant students who are studying either in old or younger university correspondingly perceived institutional support i.e. placement and career opportunities, quality services alike learning resources.

Region X Stream: The table 3.21 also shows the F-ratio for the interaction effect of Region X Stream of inter regional migrant students is 3.784 (p = 0.005) found to be statistically significant at the 0.01 level of confidence. It means the sub groups of IRMS as the result of interaction effect of regions and streams shows, are significantly differ on the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2VIII}$)** "no significant interaction effect of regions and streams on life satisfaction of inter-regional migrant students", is rejected. Further, to analyse the significant difference between different sub-groups of the region (south, east, & west) and stream (AH, CM, & SE) of inter regional migrant studentson the scores of life satisfaction, t-test applied which is presented in the table 3.23.

Table 3.23 Summary of t-values for the Sub Groups with Respect to Region and Stream of Inter Regional Migrant Students on the Scores of Life Satisfaction

Groups	Parameters	Groups	Parameters	df	t	p-value
South AH	Mean 151.00 SD 23.37 N 23	**East AH**	Mean 152.53 SD 26.46 N 82	103	.250	0.803
South AH	Mean 151.00 SD 23.37 N 23	**West AH**	Mean 141. 03 SD 24.52 N 28	49	1.448	0.154
South CM	Mean 145.32 SD 26.89 N 53	**East CM**	Mean 158.53 SD 26.67 N 99	*150*	*2.902*	*0.004***
South CM	Mean 145.32 SD 26.89 N 53	**West CM**	Mean 152.46 SD 23.59 N 65	116	1.535	0.127
South SE	Mean 158.26 SD 21.51 N 238	**East SE**	Mean 153.73 SD 24.17 N 407	*643*	*2.392*	*0.017**
South SE	Mean 158.26 SD 21.51 N 238	**West SE**	Mean 151.46 SD 25.67 N 206	*442*	*3.180*	*0.002***
East AH	Mean 152.53 SD 26.46 N 82	**West AH**	Mean 141. 03 SD 24.52 N 28	*108*	*2.02*	*0.046**
East CM	Mean 158.53 SD 26.67 N 99	**West CM**	Mean 152.46 SD 23.59 N 65	162	0.276	0.138
East SE	Mean 153.73 SD 24.17 N 407	**West SE**	Mean 151.46 SD 25.67 N 206	611	1.226	0.221

**/* Significant at 0.01/ 0.05 of level of confidence

The above table 3.23 revealed that t-value for significant difference in the subgroups of region and streams of IRMS i.e. south AH, and west AH (t= 1.448, p=0.154); south AH and east AH (t= 0.250, p= 0.803); south CM and west CM (t=1.535, p= 0.127); east CM and west CM (t= 0.276, p= 0.138) and east SE and west SE (t= 1.226, p=0.221) has been found not significant at 0.05 level of confidence on the scores of life satisfaction. On the other hand, t-value for south CM and east CM (t= 2.902, p= 0.004); south SE and west SE (t= 3.180, p= 0.002) have been found significant at 0.01 level of confidence. Whereas, south SE and east SE (t=2.392, p=.017); east AH and west AH (t= 2.02, p= 0.046); have been found significant at 0.05 level of confidence on the scores of life satisfaction. For further understanding, mean plots of significant difference in life satisfaction of southern, eastern, and western inter regional migrant students of AH, CM, and SE streams (interaction effect), refers to the figure 3.21.
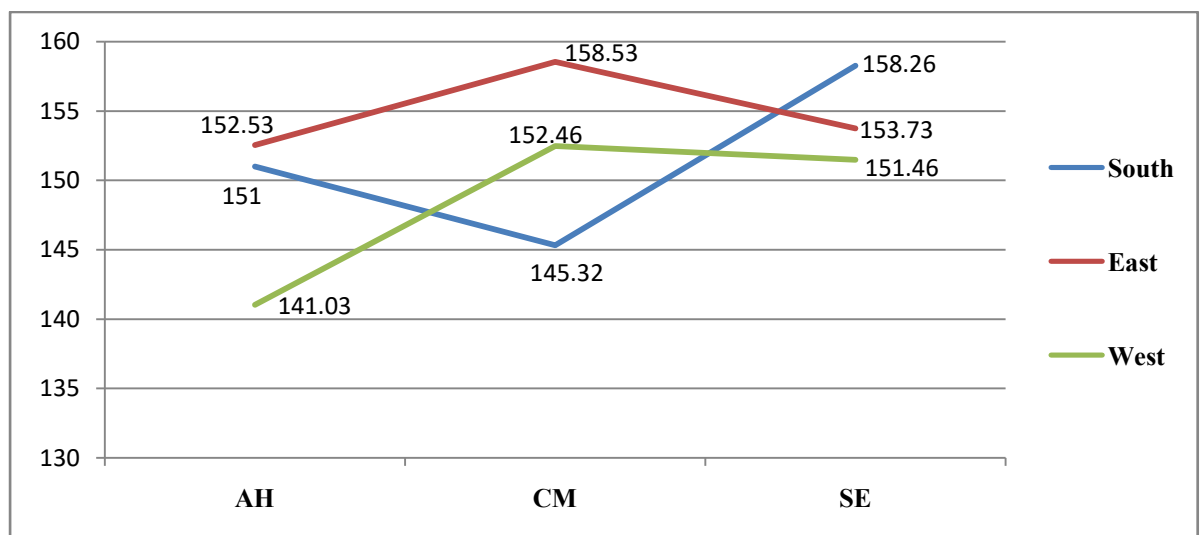
Figure 3.21 Estimate Marginal Mean Plot for life Satisfaction of Inter Regional Migrant Students in Interaction Effect of Regions and Streams

Region X Universities: The table 3.21 also shows the F-ratio for the interaction effect of region X universities of inter regional migrant students is 0.090 (p = 0.914) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It means the sub-groups of IRMS do not differ significantly on the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2IX}$)** "no significant interaction effect of region and universities on life satisfaction of inter regional migrant students", is accepted. Meaning thereby, the southern, eastern, and western inter regional migrant students studying either in older or in younger universities, perceive equivalent amount to cultivate career opportunities, information system, reproducing students' performance.

Stream X Universities: The table 3.21 also shows the F-ratio for the interaction effect of stream X universities of inter regional migrant students is 0.482 (p = 0.749) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It means the sub groups of IRMS do not significantly differ on the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2X}$)** "no significant interaction effect of streams and universities on life satisfaction of inter-regional migrant students", is accepted. Meaning thereby, the inter regional migrant students of AH, CM, and SE streams,whether they are studying in older or younger universities remark to the quality of teaching,practical experiences within the curriculum, as well as course instructors inside and outside of class.

Three Order Interaction

Gender X Region X Streams: The table 3.21 shows F-ratio for interaction effect for gender X region X streams is 1.452 (p = 0.215) found to be not significant at 0.01 and 0.05 level of confidence. It indicates that the sub-group of IRMS as the result of interaction effect of gender X region X stream show do not significantly differ on the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2XI}$)** "no significant interaction effect of region and streams on life satisfaction of inter-regional migrant students", is accepted. Meaning thereby, both male and female IRMS of all regions southern, eastern and western regions of AH, CM, and SE streams exemplified satisfaction with the support of family, friends, teamwork, social interactions, and relationships, academic and non-academic activities, promotion of multi-cultural interests do not effect on life satisfaction.

Gender X Region X Universities: The table 3.21 shows F-ratio for interaction effect for gender X region X universities is 0.400 (p = 0.671) found to be not significant at 0.01 and 0.05 level of confidence. It indicates that the sub group of IRMS as the result of the interaction effect of the gender, region, and universities show, do not significantly differ on life satisfaction. Hence, the proposed hypothesis **(H0$_{2XII}$)** "no significant interaction effect of gender, region and universities on life satisfaction of inter regional migrant students", is accepted. Meaning thereby, both male and female inter regional migrant students of southern, eastern, and western regions studying in old or younger universities remark of financial support from parents for academic activities. It is also illustrated that IRMS of the prefatory subgroups ascertain the satisfaction with career expectations, service quality i.e. learning facilities, well-

established labs, classroom environment, quality of teachers, and teachers' support for professional needs, provided by university as well as financial facilities (scholarships), transportation facilities do not effect on life satisfaction.

Gender X Stream X Universities: The table 3.21 shows F-ratio for interaction effect of gender X stream X universities is 0.381 (p = 0.683) found to be not significant at 0.01 and 0.05 level of confidence. It indicates that the sub-group of IRMS as the result of the interaction effect of the gender, stream, and universities show do not significantly differ on life satisfaction. Hence, the proposed hypothesis **(H0$_{2XIII}$)** "no significant interaction effect of gender, stream, and universities on life satisfaction of inter regional migrant students", is accepted. Meaning thereby, both male and female IRMS of AH, CM, and SE streams studying in old and younger universities satisfied with learning environment of the university, range of educational resources, curriculum, interactive classrooms, opportunities for practical experiences, placement opportunities do not effect on life satisfaction.

Region X Stream X Universities: The table 3.21 shows F-ratio for the interaction effect of region X stream X universities is 2.520 (p = 0.040) found to be not significant at 0.05 level of confidence. The result indicates that the sub-group of IRMS as the result of interaction effect of the gender, region, and universities show do not significantly differ on life satisfaction. Hence, the proposed hypothesis **(H0$_{2XIV}$)** "no significant interaction effect of region, stream, and universities on life satisfaction of inter regional migrant students", is accepted. Meaning thereby that southern, eastern, and western IRMS of AH, CM, and SE streams studying in old or younger universities perceive equal amount of satisfaction with career orientation while their completion of degree, on and offline information services provided by university, instruction delivery, practical curriculum to prepare self to get job.

Four order Interaction

Gender X Region X Stream X Universities: The table 3.21 shows F-ration for the interaction effect of gender X region X stream X universities is 1.488 (p = 0.204) found to be not significant at 0.01 and 0.05 level of confidence. It indicates that the sub group of IRMS as the result of interaction effect of gender, region, stream, and universities show do not significantly differ on the scores of life satisfaction. Hence, the proposed hypothesis **(H0$_{2XV}$)** "no significant interaction effect of gender, region, stream, and universities on life satisfaction of inter regional migrant students", is accepted. Meaning thereby that the IRMS incarnated satisfaction with themselves-

self i.e. appearance, habits, abilities, and reputation, social behavior, social connectedness with others, relationships with family, peers, romantic relationship. Additionally, IRMS showed satisfaction with career opportunities while course advancements, administrative policies for students update information for opportunities, support for their academic activities did not effect on life satisfaction.

Discussion and Conclusion of the Result

The pioneering results for life satisfaction exhibited not significant main effect for gender, region, and universities of inter regional migrant students as well as no significant two order interaction effect for (gender and region; gender and stream; gender and universities; region and universities; stream and universities); three order interaction effect for (gender, region, and streams; gender, region, and universities; gender, stream, and universities; region, stream, and universities); and four order interaction effect for (gender, region, stream, and universities).

It is moreover illustrated that a significant main effects for streams of inter regional migrant students, whereas no significant mean difference has been found in the life satisfaction of IRMS of all three streams which indicate that the IRMS of AH, CM, and SE streams from southern, eastern and western regions studying in North Indian universities are moderately satisfied with their educational and career choices through their degree courses. Gautam and Madnawat (2017) have not been found significant difference in girl students of arts and science faculties on the scores of life satisfaction.

Furthermore, the preceding analysis shows two order interaction effect of region X stream of inter regional migrant students on the scores of life satisfaction, which is assumed due to the variation in levels of specific domains of life satisfaction measure. Moreover, the differences in the technological and ethical concerns, term experiences, career and placement opportunities, and global prospectives for curriculum of inter regional migrant students that may contribute to the life satisfaction. Likewise, the difference due to the support of family, friends, university for academics and opportunities, teachers' attitude toward teaching (Masih&Gulrez, 2006), classroom interaction, as well as the locational advantages of the universities, also effect the life satisfaction of inter regional migrant students. Gottfredson et al. (2008); Ng (2015) reported that classroom, socio-cultural diversity effect the cognitive openness, positive attitudes towards equal opportunities and academic outcomes of students.

Seligman et al. (2009) also supported that identifying and applying character's strength e.g. curiosity, leadership in daily life increase students engagement in study and improve their academic performance over time.

On the other hand, students' expectation for their future, career, placement opportunities and/or possibilities to higher study, grades in previous exams all together effect the life satisfaction of students. Walker (2008) explained that course contents (to enhance career skills), academic staff, and grades that measured students' expectations. Additionally, the learning assets e.g. laboratories, library, IT resources, career information, as well as entrainment and leisure resources, social activities also influence the life satisfaction of IRMS of all different streams. Kohont and NadohBergoc (2010) stated that human resource i.e. role of teachers, supporting changes in the organizational culture and preparing leaders, and academic personnel for the higher education institutions play an important role in university administration.

Table 3.24 Summary of ANOVA for 2X3X3X2 on the Scores of Perceived Stress of Inter Regional Migrant Students

	SS	df	MSS	F	Sig.
Gender	248.999	1	248.999	.954	.329
Region	289.169	2	144.585	.554	.575
Stream	*2453.558*	*2*	*1226.779*	*4.700*	*.009**_
Universities	367.539	1	367.539	1.408	.236
Gender * Region	398.256	2	199.128	.763	.467
Gender * Stream	931.239	2	465.619	1.784	.168
Gender* Universities	2.924	1	2.924	.011	.916
Region * Stream	764.035	4	191.009	.732	.570
Region* Universities	57.151	2	28.576	.109	.896
Stream* Universities	159.151	2	79.575	.305	.737
Gender * Region * Stream	1109.241	4	277.310	1.062	.374
Gender*Region* Universities	223.652	2	111.826	.428	.652
Gender*Stream* Universities	124.004	2	62.002	.238	.789
Region*Stream* Universities	965.413	4	241.353	.925	.449
Gender* Region* Stream* Universities	497.753	4	124.438	.477	.753
Error	304101.078	1165	261.031		
Total	2346736.000	1201			

Main Effect

Gender: The table 3.24 shows F-value for the main effect for gender is 0.954 (p = 0.329) found to be not statistically significant at the 0.01 and 0.05 level of confidence, which indicates that both male and female IRMS do not differ significantly on the scores of perceived stress. Therefore, the proposed hypothesis **(H0$_{2XVI}$)** "no significant difference in perceived stress of male and female inter regional migrant students", is accepted. This is elucidated from the result that both male and female migrated students perceive equal amount virtually pressure for academic, uncertainties to settlement in future job adjustment issues, encumbrance to exams. This finding is supported by Walton (2002); Amr, Gilany, and El-Hawary (2008); Mane et al. (2011); Sathees et al. (2012); Talib and Zia-ur-Rehman (2012); Sunni and Latif (2014) who also found no statistically significant difference in perceived stress of both male and female students. Similarly, Busari (2012) also has not been found significant difference between male and female students in their perceptions of academic stressors.

Further, the table 3.20 shows, male university IRMS have slightly higher mean scores in perceived stress (41.18) as compare to their female counterparts (40.73). Li and Boey (2002); Li (2004); Vijayalakshmi and Lavanya (2006); Pastey and Aminbhavi (2006); Chen et al. (2009); Srivastava, Singh and Srivastava (2014) who have been also reported that the male university students perceived higher stress than female university students. Shaikh et al. (2004) also found that 94% male students perceived higher level of stress. Similarly, Acharya (2003); Chilukuri et al. (2012) found that male dental students perceived greater stress as compare to female students. This is because the male students highly perceive academic stress which influences their career security i.e. still in Indian society males are considered as bread earner than female. It is also observed that male IRMS are facing problems like disturbed sleep, poor physical and psychological health, feeling loneliness, peer pressure, even academic stress due to workload of tests, assignments, exams. On the other hand, the results also indicate that female IRMS more perceived fear of failure, less hope for future, over thinking about their problems, lack of emotional support, dependency on others for classroom tasks. These findings are supported by Tümkaya, Aybek, and Çelik (2008) who also found that male students' loneliness level is high rather than

female students. Busari (2012) also revealed that significant difference in the perceptions of emotional and cognitive reactions of male and female students.

Region: The table 3.24 shows F-value for the main effect of the region is 0.554 (p = 0.575) found to be not significant at 0.01 and 0.05 level of confidence, which indicates that the IRMS of all the regions does not differ significantly on the scores of perceived stress. So, the proposed hypothesis **(H0$_{2XVII}$)** "no significant difference in perceived stress of southern, western, and eastern inter-regional migrant students", is accepted. Meaning thereby the regions do not associate with perceived stress of IRMS. It is observed that IRMS of all regions perceives similar academic workload, routine, conflicts, academic and social activities which do not make any significant alteration in perceived stress.

Further, it observes from the mean table 3.20 that the eastern IRMS perceived high stress (41.56) rather than western (40.55) and southern (40.31) IRMS. It can be depicted that the geographical, environmental, economic differences, eating behavior, lifestyle, etc. stimulus the perception of stress of inter regional migrant students. Hunter (1998) also pointed that perception of the stress of students could be influenced by differences in culture. Iwamasa and Koorman (1995) have been revealed that Asian- Americans in have difference in emotional disorders more often than Americans and Western Europeans. Similarly, Gabre and Kumar (2012) also reported that African American students of accounting have higher stress than non-African accounting students. Gallagher et al. (2014) have been found a significant difference between UK and US third-year students of Doctor of Pharmacy on the levels of perceived stress. Tanaka et al. (2005) reported that Japanese students have higher physical and psychiatric symptoms, and more stressful life events than Swedish adolescents.

Stream: It is observed from the table 3.24 that the F-value for the main effect of the streams is 4.700 (p = 0.009) found to be statistically significant at 0.01 level of confidence, which indicates that the IRMS of all streams differs significantly on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XVIII}$)** "no significant difference in perceived stress of Arts & Humanities, Commerce & Management, and Science & Engineering streams of inter-regional migrant students", is rejected. Further, to analyse the significant difference in perceived stress among the IRMS of

AH, CM, and SE streams, Post Hoc Test (Tukey's HSD) applied which is presented in the table 3.25.

Table 3.25 Post Hoc Test- Multiple Compare for Streams of Inter Regional Migrant Students on the Scores of Perceived Stress

Streams (I)	Streams (J)	Mean Differences (I-J)	Std. Error	Sig.
AH	**CM**	**5.029**	**1.773**	**.013***
	SE	**4.868**	**1.501**	**.003***
CM	AH	-5.029	1.773	.013
	SE	-0.161	1.224	.991
SE	AH	-4.868	1.501	.003
	CM	0.161	1.224	.991

**/* Significant at 0.01/0.05 level of confidence

The table 3.25 is illustrated that the significant mean difference of perceived stress among all the three streams (AH, CM, and SE) of inter regional migrant students. it is observed that a significant mean difference found to be in the perceived stress between the IRMS of AH and CM streams is 5.029 (p = .013) as well as between the IRMS of AH and SE streams is 4.868 (p = .003) at 0.05 level of confidence. Whereas, the mean difference has not been found significant between the IRMS of CM and SE streams is 0.161 (p = .991) on the scores of perceived stress. The result indicates that the IRMS of AH streams significantly differ from the IRMS of CM and SE streams. This finding is supported by the result of Nguyan et al. (2006);Mane (2011); Chilukuri et al. (2012) who also found that students of different courses were statistically significant on the scores of perceived stress. Masten et al. (2009) also found significant difference between three group (medicine and psychology, sports) students. Similarly, Walton (2002) found that students of social work have significantly higher perceived stress than nursing students.

The table 3.20 shows that IRMS of AH streams has higher mean scores on perceived stress (45.00) as compare to IRMS of SE (40.51) and CM (40.35) streams. It is observed from the results that IRMS of AH streams perceives social anxiety, internal conflicts, distraction while study, than the students of SE and CM streams. The findings are supported by the result of Shaheen and Alam (2010); Baviskar, Phalke, and Phalke (2013) who revealed that students of arts streams experience more

psychological distress as compared to Science students. Banu et al. (2015) also found that students of humanities and social science streams were suffering from more academic stress than students of science and management streams.

However, the finding by Mane et al. (2011); Shaikh et al. (2004); Tung, Ning, Kris and Alexander (2014) contradict the existing result, who have been revealed that dental, medical and engineering students also experienced significant high perceived stress. Although, Talib and Zia-ur-Rehman (2012) has been revealed that engineering and management sciences students significantly differ on the levels of perceived stress.

Universities: It is observed from the table 3.24 that the F-value for the main effect of universities is 1.408 (p = 0.236) found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the IRMS of old and younger universities do not differ significantly the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XIX}$)** "no significant difference in perceived stress of inter regional migrant students of old and younger universities", is accepted. Meaning thereby, inter regional migrant students, perceived the similar type of stress due to adjustment issues outside and inside the university, academic workload.

Further, the table 3.20 reflects that IRMS old universities perceived higher stress (41.13) as compare to IRMS studying in younger universities (40.02). It can be depicted from the result that the IRMS who are studying in old universities, determine that university schedule,course curriculum, university resources, extracurricular activities, locational advantages of the university less stressful and even less burden and repetitive exams, tests than theinter regional migrant students of younger universities.

Two Order Interaction

Gender X Region: The table 3.24 also shows the F-ratio for the interaction of gender X region of IRMS is 0.763 (p-value = 0.467) found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicated that the subgroups of IRMS i.e. gender and region do not differ statistically significant on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XX}$)** for "no significant interaction effect of gender and regions on perceived stress of inter-regional migrant students", is accepted. The result shows that the interaction of region and gender does not effectthe

perception of IRMS for stressors. Meaning thereby, both male and female inter regional migrant students of south, east and west regions are correspondingly perceiving influence of stressors i.e. sleep disturbance, experiencing difficulty while making decisions, disparity between the academic and social life that and changes in appetite and lifestyle. Heinen, Bullinger, and Kocalevent (2017) also have not been found significant difference on the basis of gender and migration background in perceived stress among students.

Gender X Stream: The table 3.24 also shows the F-ratio for the interaction of gender X stream of IRMS is 0.640 (p = 0.528) found not to be statistically significant at the 0.01 and 0.05 level of confidence. It indicates that the sub-groups of IRMS as the result of interaction effect of gender and stream of inter regional migrant students do not differ significant on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XXI}$)** for "no significant interaction effect of gender and streams on perceived stress of inter-regional migrant students", is accepted. The result indicates that both male and female of AH, CM and SE streams are equally perceived academic stress i.e. hectic time table of university, accumulating pressures of subject matter, boredom with impractical work.

Gender X Universities: The table 3.24 also shows the F-ratio for the interaction of gender X universities of IRMS is 0.011 (p = 0.916) found not to be statistically significant at the 0.01 and 0.05 level of confidence. The result indicates that the sub groups of IRMS, as the result of interaction effect of gender and universities of inter regional migrant students confirms, do not differ statistically significant on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XXII}$)** for "no significant interaction effect of gender and universities on perceived stress of inter regional migrant students", is accepted. Meaning thereby that both male and female IRMS of both universities has been perceive parallel academic stress containing the pressure of tests, assignments, projects, and exams, besides future opportunities during/ after completion of degree.

Region X Stream: The table 3.24 also shows the F-ratio for the interaction between region X stream of IRMS is 0.732 (p= 0.570) found to be not statistically significant at the 0.01 and 0.05 level of confidence. The result specifies that the sub groups of IRMS, as the result of interaction effect of region and stream shows, do not significantly differ on the scores of perceived stress. Therefore, the proposed hypothesis **(H0$_{2XXIII}$)** for "no significant interaction effect of regions and streams on

perceived stress of inter-regional migrant students", is accepted. Meaning thereby the southern, eastern and western IRMS of AH, CM, and SE streams perceived similar amount of stressors e.g. changes in daily routine, loss of enthusiasm for work, lack of time for friends or own self, adjustment difficulties.

Region X universities: The table 3.24 also shows the F-ratio for the interaction between region X universities of IRMS is 0.109 (p= 0.896) found to be not statistically significant at the 0.01 and 0.05 level of confidence. The result postulates that the interaction of sub groups of IRMS i.e. region and universities, does not make significant difference in theperceived stress of IRMS. Therefore, the proposed hypothesis **(H0$_{2XXIV}$)** for "no significant interaction effect of region and universities on perceived stress of inter regional migrant students", is accepted. Meaning thereby, IRMS of all regions studying in universities seek information and guidance services to placement opportunities from university authorities.

Stream X Universities: The table 3.24 also shows the F-ratio for the interaction between streams X universities of IRMS is 0.305 (p= 0.737) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It identifies that the sub groups of region and universities of IRMS do not differ significant on the scores of perceived stress. Therefore, the proposed hypothesis **(H0$_{2XXV}$)** for"no significant interaction effect of stream and universities on perceived stress of inter regional migrant students", is accepted. Meaning thereby that the IRMS of all different streams of both universities equally perceived hectic schedule of routine, accompanied by social anxiety i.e. hesitate to participate while teacher-students interaction and to ask the teacher for detail explanation, avoid classes, feeling uncomfortable to adjustment in campus life.

Three Order Interaction

Gender X Region X Stream: The table 3.24 shows F-ratio for the interaction among gender X region X stream is 1.104 (p = 0.353) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It indicates that the sub group of gender X region X streams of IRMS do not differ significantly on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XXVI}$)** for "no significant interaction effect of gender and region on perceived stress of inter regional migrant students", is accepted. Meaning thereby that the stress as eustress as career pressure, fear of failure and

coping potentiality that does not make specific variation in the amount of perception of stress in all the subgroup of inter regional migrant students.

Gender X Region X Universities: The table 3.24 shows F-ratio for the interaction among gender X region X universities is 0.428 (p = 0.652) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It indicates that the sub groups of gender X region X universities do not differ significantly on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XXVII}$)** for "no significant interaction effect of gender, region and universities on perceived stress of inter regional migrant students", is accepted. It is may be illuminated that the sub groups of IRMS perceived stress as verbal and non-verbal expression, uncomfortableness and social anxiety while communicating at host place.

Gender X Stream X Universities: The table 3.24 shows F-ratio for the interaction among gender X stream X universities is 0.238 (p = 0.789) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It indicates that the sub group of IRMS as the result of interaction effect of gender X stream X universities do not differ significantly on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XXVIII}$)** for "no significant interaction effect of gender, stream, and universities on perceived stress of inter regional migrant students", is accepted. It is may be explained that the interaction of assessed sub groups i.e. gender, stream, and universities of IRMS are equally perceive time management issues for academic tasks such as load of assignments, formative and summative tests, difficulty to understand and learn subject matter due to language (accent) barriers at host place.

Region X Stream X Universities: The table 3.24 shows F-ratio for the interaction among region X stream X universities is 0.925 (p = 0.449) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It indicates that the sub group of IRMS as the result of interaction effect of gender X region X universities do not effect significantly on the scores of perceived stress. Hence, the proposed hypothesis **(H0$_{2XXIX}$)** for "no significant interaction effect of region, stream, and universities on perceived stress of inter regional migrant students", is accepted. It is may be explained that IRMS of all subgroups (region, stream, and universities) are perceived equal fear of failure and conflicts embraced with worrying about exams and results, long hours for preparation, unable to complete tests and assignments till time

deadlines, lack of self-confidence as emotional and material (learning resources) support.

Four Order Interaction

Gender X Region X Stream X Universities: The table 3.24 shows F-ratio for the interaction among gender X region X stream X universities is 0.477 (p = 0.753) found to be not statistically significant at the 0.01 and 0.05 level of confidence. It indicates that the sub group of IRMS as the result of interaction effect of gender X region X stream X universities do not differ significantly on the scores of perceived stress. Hence, the proposed hypothesis for **(H0$_{2XXX}$)** "no significant interaction effect of gender, region, stream, and universities on perceived stress of inter regional migrant students", is accepted. It is may be explained that the interaction of proceeding sub groups of IRMS are equally perceive multifactorial stress e.g. issues related to psychosocial adjustment while monitoring and changing progress of physical environment, accommodation, besides inconsequential decision making, realistic perception than fantasization, lack of support for classroom tasks, parental and peer influence at new host place accompanies cross-cultural transitions.

Discussion and Conclusion of the Result

The preceding analysis illustrated that a significant main effect of streams of inter regional migrant students, which indicated perceived stress differ in IRMS of AH, CM, and SE streams. Further, a significant mean difference is found between the IRMS of AH and CM as well as AH and SE streams on perceived stress. The probable reasons ofsignificantly higher stress in IRMS of AH as compare to the IRMS of CM and SE streams may be that, the opportunities in desired career and campus placement as well as comparison with other different streams, university environment, direction and guidance from university authorities i.e. information support, and less attention to promotion Arts and Humanities streams by universities. Moreover, none or less experience of practical work, global prospectives of curriculum and changing demands of the desired career may contribute to the perception of stress. It is also assumed that inter regional migrant students of AH streams perceive more discrimination. According to Ray and Goswami (2000) high academic achievement desires are significant to the attributes of generating stress in the students of humanities stream. Although, uncertainty of getting a job after graduation and

worrying about the future (Agolla&Ongori, 2009; Shah et al., 2010) also a root cause of perceived stress among students.

On the other hand, knowledge about cultural, social, and religious norms and beliefs, socio-linguistic differences issues, psycho-social health (illness), food habits, lack to adjustment while sharing accommodation, university life, isolation in peers, mis-balance between academic and social activities, dissatisfaction with grades, discouragement, frustration, and other daily hassles i.e. locational disadvantages, are the some possible reasons to perceive stress among IRMS. Abdallah and Gabr (2014) investigated multiple social, demographic, behavioral and educational factors such as gender, residence, perceived socioeconomic standard, feeling loneliness, the inability to share in families' social activities, presence of insomnia and chronic physical illnesses, studying in English language, problems with exams' criteria have been found significantly associated with stress among students. Ross, Niebling, and Heckert (1999) have been found that the daily hassles related to interpersonal relations were the most often reported source of academic stress among which are also attributed to personal issues alike individual differences in values, beliefs, situational intentions, and goal commitments that greatly influence one's perceived stress (Davonport& Lane, 2006), campus life (Richlin-Klonsky& Hoe, 2003), time management, personal goals, social activities, adjustment to the campus environment, lack of support networks, students-teachers classroom interaction, teachers' attitude, teaching methodology (Masih&Gulrez, 2006; Wilks, 2008).

Moreover, it is also recognized that academic workload, attending lectures (Agolla&Ongori, 2009), examinations, curriculum (Shah, Hasan, Malik, &Sreeramareddy, 2010), inadequate learning materials (Agolla&Ongori, 2009; Shah et al., 2010), subject-related projects (Conner, Pope, & Galloway, 2010), self-expectations (Misra& Castillo, 2004; Busari 2011), expectations of peers, expectations of friends (Agolla&Ongori, 2009), expectations of family members/parents (Agolla&Ongori, 2009; Shah et al., 2010), financial limitations/problems (Johnson, 2009; Busari 2011), frustrations, conflicts, pressures, and changes (Busari, 2011) have also been found as some major causes that enhance the level of negative stress among students that that often leads to contradicted in the present situations and it is particularly overwhelming effect (positive or negative) on the students' willingness to attempts to achieve their goals.

Table 3.26 Summary of ANOVA for 2X3X3X2 on the Scores of Personal Growth Initiatives of Inter Regional Migrant Students

	SS	df	MSS	F	Sig.
Gender	368.008	1	368.008	1.727	.189
Region	*2351.704*	*2*	*1175.852*	*5.519*	*.004***
Stream	148.960	2	74.480	.350	.705
Universities	334.393	1	334.393	1.570	.211
Gender * Region	96.336	2	48.168	.226	.798
Gender * Stream	265.118	2	132.559	.622	.537
Gender* Universities	411.457	1	411.457	1.931	.165
Region * Stream	1895.049	4	473.762	2.224	.064
Region* Universities	497.904	2	248.952	1.169	.311
Stream* Universities	189.809	2	94.904	.445	.641
Gender * Region * Stream	372.958	4	93.239	.438	.781
Gender*Region* Universities	1228.686	2	614.343	2.884	.056
Gender*Stream* Universities	1051.046	2	525.523	2.467	.085
Region*Stream* Universities	768.680	4	192.170	.902	.462
Gender* Region* Stream* Universities	1475.004	4	368.751	1.731	.141
Error	248199.925	1165	213.047		
Total	3370359.000	1201			

**/* Significant at 0.01/ 0.05 of level of confidence

Main Effect

Gender: The table 3.26 shows F-value for the main effect of gender is 1.727 (p = 0.189) found to be not significant at 0.01 and 0.05 level of confidence, which indicates that male and female IRMS do not differ significantly on the scores of personal growth initiatives. Therefore, the proposed hypothesis **(H0$_{2XXXI}$)** for "no significant difference in personal growth initiatives of male and female inter regional migrant students", is accepted. It is observed that there is no difference in internal and external attribution for life goals, and the efforts to fulfilment of career expectation between the male and female inter regional migrant students. Malik, Yasin, and Shahzadi (2013) have been found no significant differences in overall personal growth behavior. Further they suggested that readiness for change, planfulness and

intentional behavior dimensions of PGI related to goals achievements across the gender. Similarly, Luyckx, and Robitschek (2014); Beri and Jain (2016) who have been also found no gender difference emerged for personal growth initiatives in university undergraduate students.

It is observed from the table 3.20 that the male university IRMS (51.54) have higher personal growth initiatives as comparing the female university IRMS (50.27). It is observed that male students have more resources e.g. societal belvederes, social associations, realistic plans for life, opportunities to enhance their resources for socio-personal growth and development. The difference in self-believes, personal attributes, goal orientation, perceived competence, the emotional response of family to their child (especially in Indian culture) make the variance in personal growth initiatives of male and female students. Crain (1996) insisted that the gap between boys and girls about the different facets of self-concept. They both are more alike than different, and the divergence between both is consistent with gender stereotypes. This finding is supported by the result of Robitscheck et al. (2012) has been found that boys and girls both take personal growth continuum as an important factor in their life and try hard to maintain and sustain their growth initiatives, however, their ways and emphases may differ in goal achievement. Malik, Yasin, and Shahzadi (2013); Velmurugan and Saraladevi (2015) have been also revealed that boys show more capability to utilize resources and opportunities at the right time effectively for and higher personal growth process.

Region: The table 3.26 shows F-value for the main effect of region is 5.519 (p = 0.004) found to be significant at 0.01 level of confidence, which indicates that IRMS of all regions differs significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XXXII}$)** for "no significant difference in personal growth initiatives of southern, western, and eastern inter regional migrant students", is rejected. Further, to analyse the difference among personal growth initiatives of southern, western, and eastern regions of inter regional migrant students, Post Hoc Test (Tukey's HSD) applied, which is presented in the table 3.27.

Table 3.27 Post Hoc Test- Multiple Compare for Regions of Inter Regional Migrant Students on the Scores of Personal Growth Initiatives

Regions (I)	Regions (J)	Mean Differences (I-J)	Std. Error	Sig.
East	South	.980	1.01	.602
	West	**2.953**	**1.03**	**.012***
South	East	-.980	1.01	.602
	West	1.973	1.17	.215
West	**East**	**-2.953**	**1.03**	**.012***
	South	-1.973	1.17	.215

The table 3.27 is illustrated that the significant mean difference among inter regional migrant students of all the three regions (south, east, and west) on the scores of personal growth initiatives. A significant mean difference 2.953 (p= 0.012) has been found between the eastern and western IRMS at 0.05 level of confidence. But the analysis does not show any significant mean difference between eastern & southern IRMS 0.980 (p= 0.602) and southern & western IRMS 1.973 (p = 0.215). Chang et al., (2018) have been revealed that using resources dimension of PGI was a predictor of Chinese students, whereas, planfulness dimension of PGI was a predictor of American students.

Furthermore, the table 3.20 shows, eastern IRMS have higher personal growth initiatives (51.85) as compared to southern (51.81) and western (49.04) IRMS. The high scores in personal growth initiatives by eastern IRMS depicted that they may be more reframe the stressors and opportunities to grow and achieve the goals as well as they have more ability to promote adjustment. Additionally, they counselled themselves with positive adjustment to take an active approach to deal cross-cultural scenario. It is also assumed that socio-cultural background, previous life experiences as motivation to pursuit the self-development among students across the diverse cultures. Markus and Kitayama (1991) suggested that culture influence the self enhancement in the west as compare to the east.

Stream: The table 3.26 shows the F-value for the main effect of stream is 0.350 (p= 0.705) found to be not statistically significant at the 0.01 and 0.05 level of confidence, which indicates that the IRMS of different streams do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XXXIII}$)** for "no significant difference in personal growth initiatives of Arts & Humanities,

Commerce & Management, and Science & Engineering streams of inter regional migrant students" is accepted. Meaning thereby, intentional behavior towards available career choices, goal orientations do not make variation in personal growth initiatives of IRMS of all streams. This result has contradicted by the finding of Beri and Jain (2016) who has been found a significant difference of PGI between arts, commerce and science undergraduate students.

Table 3.20 also shows that the IRMS of CM streams have higher personal growth initiatives (51.46) as compare to IRMS of AH (51.17) and SE (50.82) streams. The difference is because of self-direction, parental attitude towards education, socio-economic status; career choice, adaptability, and aspiration are the aspects which differentiate their personal growth initiative. The IRMS of Commerce & Management streams takes more initiatives i.e. asking for help who had the same experience, active participation in social and academic activities to personal growth. Okurame (2014) pointed out that career growth prospect such that greater levels of career growth prospect expressed high or low on personal growth initiative. Beri and Jain (2016) have been also revealed that undergraduate students of science streams have better personal growth initiative, as compared to arts and commerce undergraduate students.

Universities: The table 3.26 shows the F-value for main effect of universities is 1.570 (p= 0.211) found to be not statistically significant at the 0.05 level of confidence, which indicates that IRMS of different universities do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_2$XXXIV)** for "no significant difference in personal growth initiatives of inter regional migrant students of old and younger universities", is accepted. Meaning thereby, both old and younger universities pay attention in equal amount for the progress and development of their students by providing placement opportunities, total quality management services.

Table 3.20 also shows that the IRMS studying in younger universities have higher mean scores on personal growth initiatives (51.07) as compare to IRMS studying in old universities (50.77). Meaning thereby the IRMS studying in younger universities have better resources and uses of growth initiatives i.e. provide more facilities for deliberately changes with time and demand of the situations, realistic plans, assess to clasp opportunities to self-development than the IRMS studying in old universities.

Correspondingly, the IRMS have different career expectations and goals which they achieve their complete to the degree in their selected university.

Two Order Interaction

Gender X Region: The table 3.26 also shows the F-ratio for the interaction between gender X region of IRMS is 0.450 (p= 0.668) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS i.e. gender and region do not differ significantly on the scores of personal growth initiatives. Therefore, the proposed hypothesis **(H0$_{2XXXV}$)** for "no significant interaction effect of gender and regions on personal growth initiatives of inter regional migrant students" is accepted. Meaning thereby, available growth opportunities, efforts, attitude, skills to use the resources, influenced by geographical and environmental differences for both male and female inter regional migrant students. It is also depicted that both male and female deploy the support for opportunities and life experiences that help the students to self-development. Robitscheck (1998) pointed that behavior specifies their directions, optimal roles, rationale actions contributed to the high level of personal growth initiative of students for accomplishing their definite goals.

Gender X Stream: The table 3.26 also shows the F-ratio for the interaction effect between gender X stream of IRMS is 1.208 (p = 0.299) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS, as the result of interaction effect of gender and stream shows, do not differ significantly on the scores of personal growth initiative. Therefore, the proposed hypothesis **(H0$_{2XXXVI}$)** for "no significant interaction effect of gender and streams on personal growth initiatives of inter regional migrant students" is accepted. Meaning thereby, that both male and female inter regional migrant students of all selected streams make plans to achieve their goals, and modify their behavior or change themselves as the demands of their priorities.

Gender X Universities: The table 3.26 also shows the F-ratio for the interaction between gender X universities of IRMS is 1.931 (p= 0.165) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS, as the result of interaction effect of gender X universities shows, do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XXXVII}$)** for "no significant interaction effect of gender and

universities on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby the male and female IRMS expands their ability to self-awareness and adaptation to new environmental challenges. Both old and younger universities provide the facilities to reinforce for new learning skills, field experiences that stimulate the students' strength and development.

Region X Stream: The table 3.26 also shows the F-ratio for the interaction effect between region X stream of IRMS is 2.224 (p= 0.064) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub-groups of IRMS, as the result of interaction effect of region and stream shows, do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XXXVIII}$)** for "no significant interaction effect of region and stream on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby, cultural background is not only determining the knowledge of studentsof all streams but alsonurture the growth with accompany of relevant ideas that might either positive or negative effect the students' progress and development.

Region X Universities: The table 3.26 also shows the F-ratio for the interaction effect between region X universities of IRMS is 1.169 (p= 0.311) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub-group of IRMS as the result of interaction effect of region and universities shows do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XXXIX}$)** for "no significant interaction effect of region and universities on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby that the IRMS positively processed with life change e.g. migration to another place for their professional growth and success.

Stream X Universities: The table 3.26 also shows the F-ratio for the interaction between stream X universities of IRMS is 0.445 (p= 0.641) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS, as the result of interaction effect of the streams and universities shows, do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XL}$)** for "no significant interaction effect of stream and universities on personal growth initiatives of inter regional migrant students", is accepted. It is may be explained that IRMS of entire streams encompasses efforts for the echo of their career, academic, and continuous development.

Three Order Interaction

Gender X Region X Stream: The table 3.26 shows F-ratio for the interaction among gender X region X stream is 0.438 (p= 0.781) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS, as the result of interaction effect of gender X region X stream shows, do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XLI}$)** for "no significant interaction effect of gender, region and streams on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby, that the inter regional migrant students equally look for opportunities to achieve their goals as well as try to grow themselves as a better person e.g. no hesitation to ask for help and use resources available to them at present.

Gender X Region X Universities: The table 3.26 shows F-ratio for the interaction among gender X region X universities is 2.884 (p= 0.056) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS, as the result of interaction effect of gender X region X universities shows, do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XLII}$)** for "no significant interaction effect of gender, region and universities on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby that the IRMS of sub groups i.e. gender, region, and universities recognize the growth-oriented and positive-intentional behavior/attitude promotes optimal adjustment and satisfaction in new cultural environment once they enhance the ability to learn new social norms.

Gender X Stream X Universities: The table 3.26 shows F-ratio for the interaction among gender X stream X universities is 2.467 (p= 0.085) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the sub groups of IRMS, as the result of interaction effect of gender X stream X universities shows, do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XLIII}$)** for "no significant interaction effect of gender, stream, and universities on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby that the IRMS acquainted with the use of available resources inside and outside university campus i.e. IT facilities, seeking support from seniors or administrative authorises to enhance social integration for self-help and academic and career satisfaction.

Region X Stream X Universities: The table 3.26 shows F-ratio for the interaction among region X stream X universities is 0.902 (p= 0.462) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the entire sub groups of IRMS as the result of interaction effect of region, streams, and universities shows do not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XLIV}$)** for "no significant interaction effect of region, stream, and universities on personal growth initiatives of inter regional migrant students", is accepted. Meaning thereby that the IRMS continuously prepare themselves for readiness of repeatedly changes during the adaptation in cross cultural environs as reassurance of the accomplishment and satisfaction with their career goals.

Four Order Interaction

Gender X Region X Stream X Universities: The table 3.26 shows F-ratio for the interaction among gender X region X stream X universities is 0.1.731 (p= 0.141) found to be not statistically significant at 0.01 and 0.05 level of confidence. It indicates that the entire sub groups of IRMSdo not differ significantly on the scores of personal growth initiatives. Hence, the proposed hypothesis **(H0$_{2XLV}$)** for "no significant interaction effect of gender, region, streams, and universities on personal growth initiatives of inter regional migrant students", is accepted. It is may be explained that realistic planning and usage of accessible resources, pioneering learning may encourage the students and facilitate them to intentionally cross-cultural adaptation. Robitschek and Cook (1999) suggested that PGI appears to be related to environment, career exploration and their vocational identity.

Discussion and Conclusion of the Result

On the basis of result it is concluded that personal growth initiatives are developed due to the intentional behaviour, using resources, ability of readiness for change and planfulness which are influenced by the cross cultural difference of inter regional migrant students.

The proceeding analysis on personal growth initiatives of IRMS illustrated a significant main effect of regions of inter regional migrant students, which indicated that the personal growth initiatives are different in southern, eastern, and western IRMS. Further, a significant mean difference is also found between the eastern and western IRMS on the scores of personal growth initiatives. It is may be explained that

the variation is socio-cultural upbringing of students (Smith & Bond, 1998), academic experiences, cultural values, ethnic groups, languages, identity statuses make the differences of personal growth initiatives of inter regional migrant students. Chang et al. (2018) have been also highlighted the importance of cultural differences between Eastern and Western students. PGI also allow the students to concrete experience for something new that reflect in their work and learning while migration and state of face changes. Mixture of unique and influential opportunities for social and personal development provided by universities, but sometime students hesitate to make decisions for different prospects. Stevic and Ward (2008) suggested that the receiving recognition in university and involvement to self-development as personal growth initiative assists the optimal functioning of college students and the overall educational institution.

The result may be explicated that the differences in subjective beliefs, lifestyle, health behavior, self-efficacy, culture and social groups are also characterized by the initiatives for personal growth. Additionally, personal i.e. cognitive, behavioral and affective factors (Prochaska&Diclemente, 1986) of students also make the difference in the ways to adjustment and attitude to self-development in the new culture, participation in social group' activities inside and outside campus, and/or the far-off environment. Lipson and Goodman (2008); Yoon and Portman (2004) suggested that to encourage the international students to join on-campus clubs, activities, meet native students, practice to understand host language, and learn about cultural norms, practices, and traditions.

It is also expected that self-realization i.e. time to specific change within, looking for the opportunities for social accomplishment, psychological and professional growth, and transformation of goal achievement to self-improvement, development as a growing person that the result of life experiences and intentional effort and activities, lead students toward satisfaction with desired career expectations or oriented goals of life. Furthermore, emotional stability, personality (included all personal iniquities and virtues), experiences, intellectual capacity, and substantial self-awareness to the physical, psychological or spiritual basis for self-help in terms of education, career, business, nostrums for life make the variation in the levels of personal growth initiatives. De Jager-van Straaten et al. (2016) suggested that the developmental training programme for students and appointments of workplace counsellors should

be obligatory in higher education institutions where are differencesexist between race and language.Irving and Williams (1999) pointed out that personal development is purposeful, specifiable, and structured activities to the personal developed skills and qualities for the professional effectiveness accompanied directional changes toward a future outcome. Correspondingly, Yakunina, Weigold, and Weigold (2013) also found planfulness, intentional behavior and readiness to change dimensions of personal growth initiative construct relevant to international students studying in the U.S. either individualistic or collectivist cultures.

COPING STRATEGIES

There are five different types of coping strategies and all coping strategies have been assessed separately.

Table 3.28 Summary of ANOVA for 2X3X3X2 on the Scores of Coping Strategies of Inter Regional Migrant Students

	df	AB				AC				ACB				AvB				AvC			
		SS	MSS	F	Sig.	SS	MSS	F	Sig.	SS	MSS	F	Sig.	SS	MSS	F	Sig.	SS	MSS	F	Sig.
G	1	66.86	66.86	.943	.332	9.713	9.71	.599	.439	94.69	94.69	3.22	.073	105.70	105.70	1.71	.191	6.30	6.30	.292	.589
R	2	197.56	98.78	1.39	.249	17.37	8.68	.536	.585	83.68	41.84	1.42	.241	*449.99*	*224.99*	*3.63*	*.127** *	87.25	43.62	2.02	.133
S	2	64.42	32.21	.454	.635	55.69	27.84	1.71	.180	50.09	25.04	.853	.427	105.89	52.94	.856	.425	39.48	19.74	.916	.400
U	1	54.39	54.39	.767	.381	36.32	36.32	2.24	.135	.178	.178	.006	.938	29.15	29.15	.472	.492	9.82	9.82	.456	.500
GxR	2	10.21	5.10	.072	.931	21.36	10.68	.659	.517	6.46	3.23	.110	.896	*546.24*	*273.12*	*4.41*	*.012** *	*192.63*	*96.31*	*4.46*	*.012** *
GxS	2	102.24	51.12	.721	.48	73.16	36.58	2.25	.105	91.87	45.93	1.56	.210	79.90	39.95	.646	.524	77.45	38.72	1.79	.166
GxU	1	19.009	19.009	.268	.605	11.20	11.20	.691	.406	.013	.013	.000	.983	17.05	17.05	.276	.600	.860	.860	.040	.842
RxS	4	291.75	72.93	1.02	.391	11.24	2.81	.173	.952	102.95	25.93	.876	.478	432.29	108.07	1.74	.137	34.62	8.65	.402	.808
RxU	2	71.56	35.78	.504	.604	.803	.402	.025	.976	12.51	6.25	.213	.808	138.53	69.26	1.12	.327	20.18	10.09	.468	.626
SxU	2	38.08	19.04	.268	.765	36.94	18.47	1.14	.320	39.65	19.82	.675	.509	16.43	8.21	.133	.876	31.79	15.89	.737	.479
GxRxS	4	305.14	76.28	1.07	.367	10.51	2.63	.162	.957	192.44	48.11	1.63	.162	*854.81*	*213.70*	*3.45*	*.008** *	223.89	55.97	2.59	.035
GxRxU	2	65.57	32.78	.462	.630	12.09	6.048	.373	.689	76.30	38.15	1.29	.273	25.72	12.86	.208	.812	8.61	4.30	.200	.819
GxSxU	2	6.61	3.30	.047	.954	7.62	3.81	.235	.790	3.89	1.94	.066	.936	17.80	8.90	.144	.866	2.59	1.29	.060	.942
RxSxU	4	130.76	32.69	.461	.764	33.70	8.42	.520	.721	96.16	24.04	.818	.513	312.29	78.07	1.26	.283	7.20	1.80	.084	.987
GxRxSxU	4	139.928	34.98	.493	.741	60.93	15.23	.940	.440	153.78	38.44	1.30	.265	152.43	38.10	.616	.651	72.54	18.13	.841	.499
Error	1165	82639.074	70.935			18879.16	16.20			34226..3	29.37			72025.45	61.824			25116.96	21.560		
Total	1201	1161808.00				210866.0				369626.0				966300.00				275752.0			

**/* Significant at 0.01/ 0.05 of level of confidence

G= Gender   **R= Region**   **S= Stream**   **U= Universities**

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Main Effect

Gender: It is observed from the table 3.28 that F-values for main effect of gender on different coping strategies i.e. AB 0.943 (p= 0.332), AC 0.559 (p= 0.439), ACB 3.22 (p= 0.073), AvB 1.71 (p= 0.191), and AvC 0.292 (p= 0.589) coping strategies have been found to be not statistically significant at 0.01 and 0.05 level of confidence. The existing result depicted that male and female inter regional migrant students do not differ on the scores of coping strategies. Hence, the proposed hypothesis (**H0$_{2XLVI}$**)for "no significant difference in coping strategies of male and female inter regional migrant students" is accepted. Meaning thereby, that both male and female IRMS use similar types of coping strategies i.e. console themselves, try to release the emotional, accept the situations, come up with a couple of alternative solution instead of misinterpreting the problem, and some take action directly to handle the problems. The existing result confirms the previous findings of Folkman and Lazarus (1980); Hamilton and Fagot (1988); Shah and Thingujam (2008); Yaqoob and Maqbool (2010) who have been also found no gender difference to the use of coping strategies.

Further, the table 3.20 shows that male university IRMS have slightly higher mean scores on AC (12.73), ACB (17.10), AvB (27.38), and AvC coping strategies (14.55) than female students have 12.51, 16.22, 27.03, and 14.33 on the scores of AC, ACB, AvB, and AvC coping strategies, respectively, whereas, the female IRMS (50.27) have higher mean scores than male IRMS (30.43) on AB coping strategies. The difference in mean scores of coping strategies between male and female IRMS illustrated that most of the male IRMS generally use positive reinterpretation, cognitive reappraisal as well restructuring the conditions with their inhibition actions as coping strategies e.g. appraise and deal with the stressors by reference of others; give extra attention towards situation and take direct actions to deal patiently. Whereas, some expressed, as the results show, increase the frequency of smoking, consumption of liquor, ignore situations to release emotional distress. On the other hand, most of the female IRMS cope by frequently suppress their feelings, seeking support, self-control i.e. accept the reality, modify own behavior, devote more energy to meet the demands of situation, request for help from the persons who have the authority/resources to help them and they also try to adjust with the situation. This finding is supported by the results of Shah and Thingujam (2008); Kumar and Bhukar (2013) who have been also found that male students have higher scores in coping

strategies than female students. However, Yaqoob and Maqbool (2010) have been explored that avoidance focused coping styles were mostly used by female adolescent students, contradict existing result. Copeland and Hess (1995) have been reported that females more frequently engaging in social relationships and change actual saturations in cognitive terms, whereas males inclined to depend on stress reduction alternatives.

Region: The table 3.28 shows F-values for main effect of region on different coping strategies i.e. AB 1.39 (p = 0.249), AC 0.536 (p = 0.585), ACB 1.42 (p = 0.241), and AvC 2.02 (p = 0.133) has been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that IRMS of all regions (south, east, and west) do not differ significantly on the scores of AB, AC, ACB and AvC coping strategies. On the other hand, AvB coping strategies 3.63 (p = 0.127) has been found statistically significant at 0.01 level of confidence, which indicates that southern, eastern, and western IRMS significantly differ on the scores of AvB coping strategies. Hence, the proposed hypothesis **(H0$_{2XLVII}$)** for "no significant difference in coping strategies of southern, western, and eastern inter regional migrant students" is partially accepted and partially rejected. Further to analyse the significant difference among inter regional migrant students of southern, western, and eastern regions on the scores of AvB coping strategies, Post Hoc Test (Tukey's HSD) applied, which is presented in the table 3.29.

Table 3.29 Post Hoc Test- Multiple Compare for Regions of Inter Regional Migrant Students on the Scores of AvB Coping Strategies

Regions (I)	Regions (J)	Mean Differences (I-J)	Std. Error	Sig.
East	South	.490	.550	.646
	West	*1.914*	*.559*	*.002**
South	East	-.490	.550	.646
	West	1.424	.636	.065
West	East	*-1.914*	*.559*	*.002**
	South	-1.424	.636	.065

**/* Significant at 0.01/ 0.05 of level of confidence

The table 3.29 illustrated a significant mean difference among inter regional migrant students of all the three regions (south, east, and west) on the scores of AvB coping strategies. The result revealed that there is a significant mean difference between the eastern and western IRMS 1.914 (p= 0.002) at 0.05 level of confidence. Whereas, no significant mean difference has been found between eastern and southern IRMS 0.490 (p= 0.646) and southern and western IRMS 1.424 (p = 0.065) respectively.

Table 3.20 also shows that southern IRMS (30.60) have mean scores of AB coping strategies rather than eastern (30.24) and western (29.18) IRMS. On the other hand, eastern IRMS have higher mean scores on AC, ACB, AvB, and AvC (12.80, 17.04, 27.76, & 14.60) coping strategies as comparative of southern (12.58, 16.48, 27.28, & 14.54) and western (12.36, 16.31, 26.12, & 14.07) IRMS. Meaning thereby that, most of southern IRMS prefer to use confronting; negotiation coping strategies i.e. devote more time and energy to deal with problems, take the situation as an opportunity to learn, try to immediate relief through a partial solution and sometimes adopt some short-cuts to get rid of the stressful situation. On the other hand, other IRMS generally prefer social support for emotional distress; restructuring, restraint coping strategies e.g. try to get emotional support from family and friends, renationalize the situation, delegate some responsibilities to others, some consider the problems as a part of fate, and leave the situation to god as well as try to ignore the problem, leave the problem for others, postpone taking decisions or action towards stressors. This finding is supported by the result of Copeland and Hess (1995) who reported that ethnic differences of young adolescents sustained their coping responses i.e. frequent use of social activities and seeking spiritual support. A research study by Lee, Koeske, and Sales (2004) revealed that social support buffered the psychological distress and acculturative stress among Korean international students. Zuckerman, Kasl, and Ostfeld (1984); Chiang, Hunter, and Yeh (2004); Diwan et al. (2004) have been also explored that students reported participating in religious activities reduce the negative affect of stress by offering meaning and purpose for coping with stressful and uncontrollable life situations.

Stream: The table 3.28 shows the F-values for main effect of stream on AB 0.454 (p = 0.635), AC 1.71 (p = 0.180), ACB 0.853 (p = 0.427), AvB 0.856 (p = 0.425), and AvC 0.91 (p = 0.400) coping strategies have been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that IRMS of all

streams (AH, CM, and SE) do not significantly differ on the scores of coping strategies. Hence, the proposed hypothesis **(H0$_{2XLVIII}$)** for "no significant difference in life coping strategies of Arts & Humanities, Commerce & Management and Science & Engineering streams of inter regional migrant students", is accepted. Meaning thereby, IRMS of all streams (AH, CM, and SE) prefer both coping strategies (approach and avoidance) which do not make any significant variation. The exist finding is supported by the result of Masten et al. (2009) have been who also found differences between three groups (psychology, sports and medicine) of university students were not statistically significant on the scores of coping styles.

Further, the table 3.20 shows that IRMS of AH streams have higher mean scores on AB (30.47), ACB (16.83), AvB (28.35), and AvC (15.05) coping strategies as compare to IRMS of CM (30.26, 16.39, 27.24, & 13.95) and SE (29.96, 16.77, 27.05, & 14.48) streams. Although, IRMS of SE streams (12.77) have slightly higher mean scores on AC coping strategies as compare to the IRMS of AH (12.63) and CM (12.11) streams. The result also indicates that IRMS of SE streams prefer intellectualization and cognitive reappraisal coping strategies i.e. discuss with others, compromise to get something positive from the situation, waiting for right time, rationalize the situations as well as seeks emotional support from family and friends in adjusting with circumstances. It is also observed that IRMS also accept the reality, change their attitude towards problems and policies, concentrate, appraise and patiently deal problems with positive effects. Kumar and Bhukar (2013) have been concluded that students of Physical Education had better coping strategy than engineering students. Whereas, Shaheen and Alam (2010) have been found that science students used more problem focused coping while students of arts streams used more avoidance coping. Dewe (1987); Evans and Kelly(2004); Kang, Choi, and Ryu (2009) have been found that talking to relatives, friends and peers were a most common method of coping with stress adopted by nursing students.

Universities: The table 3.28 shows the F-values for main effect of universities on AB 0.76 (p = 0.381), AC 2.24 (p = 0.135), ACB 0.006 (p = 0.938), AvB 0.472 (p = 0.492), and AvC 0.456 (p = 0.500) coping strategies have been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that IRMS studying in old or younger universities do not statistically significantly differ on the scores of each coping strategies. Therefore, the proposed hypothesis **(H0$_{2XLIX}$)** for "no significant difference in coping strategies of inter regional migrant students of

old and younger universities", is accepted. Meaning thereby, IRMS of both universities use all coping strategies according to accessible contemporary coping resources. They also improve alertness, cognition, motivation and understand about the assumptions in the context of coping resources as an attempt to manage the demands of study at the university

Further, table 3.20 shows that IRMS of younger universities have higher mean scores on AC (12.77), AvB (27.31), and AvC (14.57) coping strategies as compare to IRMS of old universities (12.49, 27.18, & 14.28). On the other hand, the IRMS of old universities have higher mean scores on AB (29.28), and ACB (16.84) coping strategies as compared to the IRMS of younger universities (29.90, & 16.48). Meaning thereby, inter regional migrant students of both universities adopted approach and avoidance coping strategies to manage the stressors i.e. reframing, planning, and acceptance as the available coping resources as well as use of cognition to plan and monitor the academic workload.

Two Order Interaction

Gender X Region: The table 3.28 also shows the F-ratio for the interaction between gender X region on the score of different coping strategies i.e. AB 0.072 (p= 0.931); AC 0.659 (p= 0.517); ACB 0.110 (p= 0.896) are found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the sub groups of Gender and Region of IRMS do not significantly differ while interaction on the scores of AB, AC, ACB coping strategies. Whereas, the F-ratio for interaction effect between gender X region on AvB 4.41 (p= 0.012) and AvC 4.46 (p= 0.012) coping strategies are found to be statistically significant at the 0.01 level of confidence, which indicates that the sub groups of gender and region of IRMS significantly differ while interaction effect on the scores of AvB and AvCcoping strategies. Hence, the proposed hypothesis **(H0$_{2L}$)** for "no significant interaction effect of gender and region on coping strategies of inter regional migrant students" is partially accepted and partially rejected.Further to analyse the significant difference among various subgroups of gender and region, t-test applied on the scores of AvB and AvC coping strategies, and obtained results are presented in table 3.30 and 3.31.

Table 3.30 Summary of 't-values' for the sub-groups of Gender and Region with respect to AvB Coping Strategies of Inter Regional Migrant Students

Groups	Parameters	Groups	Parameters	df	t	p-value
Southern Male	Mean 27.49 SD 7.73 N 176	**Southern Female**	Mean 27.18 SD 7.69 N 138	312	0.357	0.721
Southern Male	Mean 27.49 SD 7.73 N 176	**Western Female**	Mean 25.72 SD 7.21 N 136	297	1.093	0.275
Southern Male	Mean 27.49 SD 7.73 N 176	**Eastern Female**	Mean 27.70 SD 7.64 N 258	433	-0.495	0.621
Western Male	Mean 26.46 SD 7.90 N 163	**Western Female**	Mean 27.09 SD 7.73 N 138	297	1.093	0.275
Western Male	Mean 26.46 SD 7.90 N 163	**Eastern Female**	Mean 25.72 SD 7.21 N 136	421	-1.895	0.059
Western Male	Mean 26.46 SD 7.90 N 163	**Southern Female**	Mean 27.18 SD 7.69 N 138	300	-0.893	0.373
Eastern Male	Mean 27.81 SD 8.40 N=330	**Southern Female**	Mean 27.18 SD 7.69 N 138	586	0.065	0.948
Eastern Male	Mean 27.81 SD 8.40 N=330	**Eastern Female**	Mean 25.72 SD 7.21 N 136	465	0.816	0.415
Eastern Male	Mean 27.81 SD 8.40 N=330	**Western Female**	Mean 27.70 SD 7.64 N 258	*462*	*2.954*	*0.003**￼*

**/* Significant at 0.01/ 0.05 of level of confidence

The above table 3.30 revealed that t-value for subgroups of gender and regions of IRMS i.e. southern male, and southern female (t= 0.357, p=0.721); southern male, and western female (t= 1.093, p= 0.275); southern male, and eastern female (t=0.495, p= 0.621); western male and western female (t= 1.093, p= 0.275); western male and eastern female (t=1.895, p=0.059); western male and southern female (t=0.893, p= 0.373); eastern male and eastern female (t=0.065, p= 0.948); eastern male and

southern female (t=0.816, p= 0.415) have been found no significant difference at 0.01 and 0.05 level of confidence on the scores of AvB coping strategies.

On the other hand, t-value for eastern male and western female (t=2.954, p= 0.003) has been found significantly differ at 0.01 level of confidence on the scores of AvB coping strategies. For further understanding, mean plots for significant difference in AvB coping strategies of male and female inter regional migrant students of southern, eastern, and western regions (interaction effect), refers to the figure 3.22.
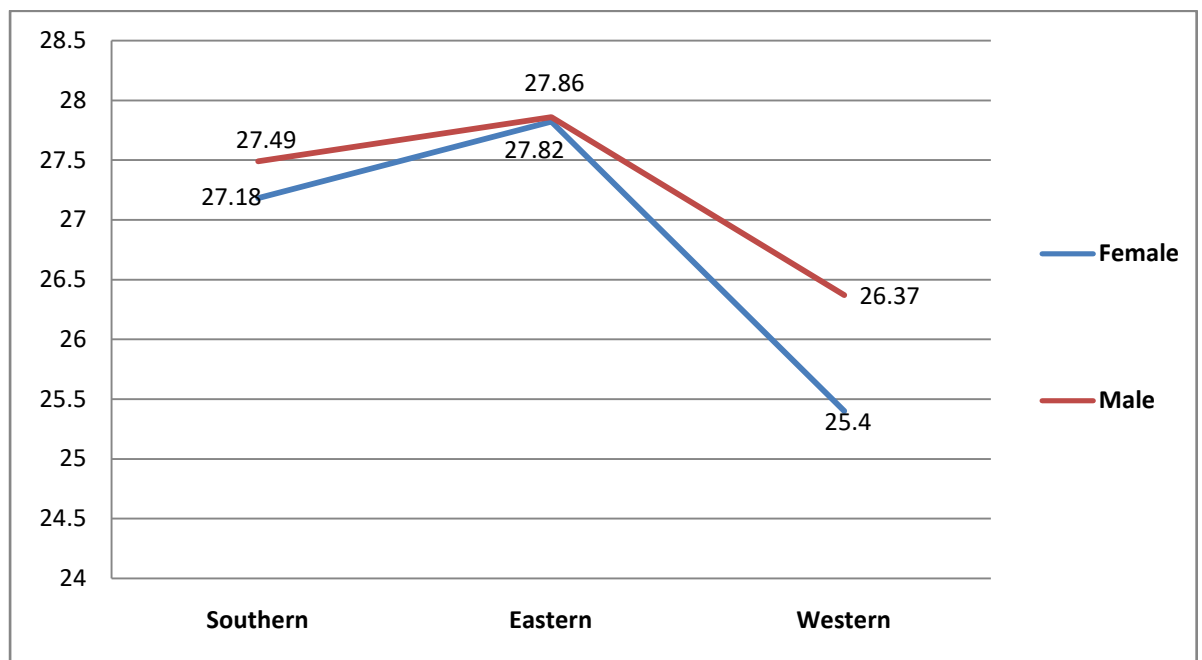
Figure 3.22 Estimate Marginal Mean Plot for Interaction Effect of Gender and Region on the Scores of AvB Coping Strategies of IRMS

Table 3.31 Summary of 't'-values for the sub-groups with respect to AvC Coping Strategies of Inter Regional Migrant Students

Groups	Parameters	Groups	Parameters	df	t	p-value
Southern Male	Mean 14.17 SD 4.44 N 176	Southern Female	Mean 15.03 SD 4.71 N 138	312	.610	.099
Southern Male	Mean 14.17 SD 4.44 N 176	Western Female	Mean 13.40 SD 4.00 N 135	309	1.577	.116
Southern Male	Mean 14.17 SD 4.44 N 176	Eastern Female	Mean 14.38 SD 4.26 N 259	433	-.467	.621
Western Male	Mean 14.43 SD 4.76 N 164	Southern Female	Mean 15.03 SD 4.71 N 138	*297*	*2.00*	***.046***
Western Male	Mean 14.43 SD 4.76 N 164	Western Female	Mean 13.40 SD 4.00 N 135	421	.119	.906
Western Male	Mean 14.43 SD 4.76 N 164	Eastern Female	Mean 14.38 SD 4.26 N 259	300	-1.090	.277
Eastern Male	Mean 14.72 SD 5.16 N 329	Southern Female	Mean 15.03 SD 4.71 N 138	586	.848	.397
Western Male	Mean 14.72 SD 5.16 N 329	Western Female	Mean 13.40 SD 4.00 N 135	465	-0.613	.540
Western Male	Mean 14.72 SD 5.16 N 329	Eastern Female	Mean 14.38 SD 4.26 N 259	*462*	*2.652*	***.008*****

**/* Significant at 0.01/ 0.05 of level of confidence

The above table 3.31 revealed that t-value for five subgroups i.e. southern male, and southern female (t= 0.610, p=0.099); southern male, and eastern female (t=0.467, p= 0.621); southern male, and western female (t= 1.577, p= 0.116); western male and eastern female (t=0.119, p= 0.906); western male and southern female (t= 1.090, p= 0.277); eastern male and southern female (t=0.613, p=0.540); eastern male and eastern female (t= .848, p= 0.397) has been found not significantly differ at 0.05 level of confidence on the scores of AvC coping strategies.

On the other hand, t-value for western male and western female (t= 2.00, p= 0.046) indicates a significant difference at the 0.05 level of confidence, whereas, eastern male and western female (t= 2.652, p= 0.008) has been found significantly differ at

0.01 level of confidence on the scores of AvC coping strategies. For further understanding, mean plots for significant difference in AvC coping strategies of male and female inter regional migrant students of southern, eastern, and western regions (interaction effect), refers to the figure3.23.
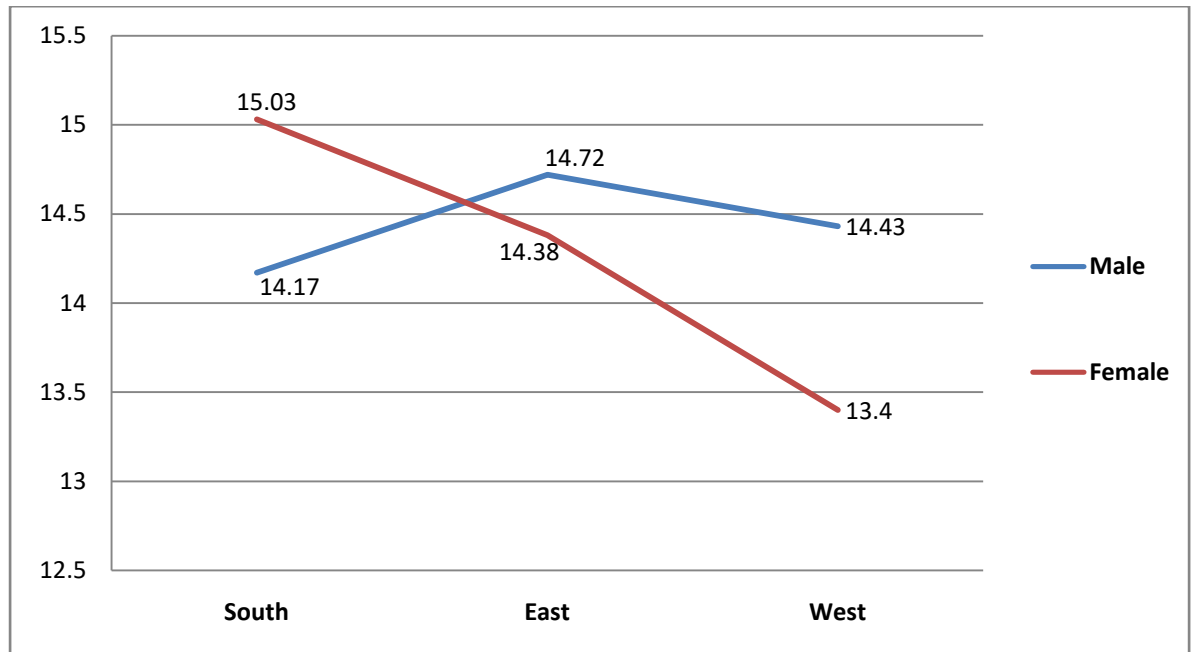
Figure 3.23 Estimate Marginal Mean Plot for Interaction of Gender and Region on the Scores of AvC Coping Strategies of Inter Regional Migrant Students

Gender X Stream: The table 3.28 also shows the F-ratio for the interaction between gender X stream of IRMS on the score of different coping strategies i.e. AB 0.721 (p= 0.48); AC 2.25 (p= 0.105); ACB 1.56 (p= 0.210); AvB 0.646 (p= 0.524), and AvC 1.79 (p= 0.166) coping strategies have been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the subgroups i.e. gender and streams of IRMS do not significantly differ on the scores of coping strategies. Therefore, the proposed hypothesis **(H0$_{2xxvi}$)** for "no significant interaction effect of gender and stream on coping strategies of inter regional migrant students", is accepted. Meaning thereby that both male and female students actively and passively participate to deal their academic issues related to curriculum, subject matter via seeking the help of teachers, seniors or peers.

Gender X Universities: The table 3.28 also shows the F-ratio for the interaction between gender X universities of IRMS on the score of different coping strategies i.e. AB 0.268 (p= 0.605); AC 0.691 (p= 0.406); ACB 0.000 (p= 0.983); AvB 0.276 (p= 0.600), and AvC 0.040 (p= 0.842) coping strategies are found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that gender and universities of IRMS do not significantly differ on the scores of coping strategies. Therefore, the proposed hypothesis **(H0$_{2LII}$)** for "no significant interaction effect of gender and universities on coping strategies of inter regional migrant students", is accepted. Meaning thereby that both male and female students seek help and expect service quality from university authorities to resolve their problem and queries regarding academic, department, issues e.g. learning resources, financial help (scholarship, funding or tuition fees) as well as participation in co-curricular activities within and outside the university campus.

Region X Stream: The table 3.28 also shows the F-ratio for the interaction effect between region X stream of IRMS on the score of different coping strategies i.e. AB 1.02 (p= 0.391); AC 0.173 (p= 0.952); ACB 0.876 (p= 0.478); AvB 1.74 (p= 0.137), and AvC 0.402 (p= 0.808) coping strategies are found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the subgroups of region and streams of IRMS do not significantly differ on the scores of coping strategies. Hence, the proposed hypothesis **(H0$_{2LIII}$)** for "no significant interaction effect of region and stream on coping strategies of inter regional migrant students", is accepted. Meaning thereby, the inter regional migrant students of different regions even having different cultural, value, economic status, goals of life, communication skills, career goals, use all different types of coping strategies that are available according to demands of stressors and emotional experience and management.

Region X Universities: The table 3.28 also shows the F-ratio for the interaction effect between region X universities of IRMS on the score of coping strategies i.e. AB 0.504 (p= 0.604); AC 0.25 (p= 0.976); ACB 0.213 (p= 0.808); AvB 1.12 (p= 0.327), and AvC 0.468 (p= 0.626) are found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the sub groups of region and universities of IRMS do not significantly differ while interaction on the scores of all types of coping strategies. Hence, the proposed hypothesis **(H0$_{2LIV}$)** for "no significant interaction effect of region and universities on coping strategies of inter regional migrant

students", is accepted. The result may be explained that coping strategies of IRMS influenced by their cultural, ethnic, emotional condition and socioeconomic characteristics.

Stream X Universities: The table 3.28 also shows the F-ratios for the interaction between Stream X universities of IRMS on the score of different coping strategies i.e. AB 0.268 (p= 0.765); AC 1.14 (p= 0.320); ACB 0.675 (p= 0.509); AvB 0.133 (p= 0.876), and AvC 0.737 (p= 0.479) coping strategies are found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the sub groups i.e. streams and universities of IRMS do not significantly differ on the scores of coping strategies. Hence, the proposed hypothesis **(H0$_{2LV}$)** for "no significant interaction effect of stream and universities on coping strategies of inter regional migrant students", is accepted. Meaning thereby the university students of all streams use available coping resources at present to deal with stressors.

Three Order Interaction

Gender X Region X Stream: The table 3.28 also shows the F-ratio for the interaction effect among gender X region X stream of IRMS on the score of coping strategies i.e. AB 1.07 (p= 0.367); AC 0.162 (p= 0.957); ACB 1.63 (p= 0.162); and AvC 2.59 (p= 0.035) are found to be not significant differ at 0.01 and 0.05 level of confidence. But F-ratio for the interaction effect between Gender X Region X Streams of IRMS on the scores of AvB 3.45 (p= 0.008) coping strategies is found to be significant at the 0.01 level of confidence, which indicates that sub groups of IRMS, as the result of interaction of gender, region and streams shows, differ significantly on the scores of AvC coping strategies. Thus, the proposed null hypothesis **(H0$_{2LVI}$)** for "no significant interaction effect of gender, region and streams on coping strategies of inter regional migrant students", is partially accepted and partially rejected. Further, to analysze the significant difference in the subgroups i.e. gender, region, and stream of IRMS on the score of AvB coping strategies, t-test applied and reported in table 3.32.

Table 3.32 Summary of 't'-values for the sub-groups Gender, Region, and Streams with respect to AvB Coping Strategies of IRMS

Groups	Parameters	Groups	Parameters	df	T	p-value
Southern Male of AH	Mean 28.00 SD 6.17 N 16	**Southern Female of AH**	Mean 29.42 SD 7.36 N 7	21	.634	.635
Southern Male of AH	Mean 28.00 SD 6.17 N 16	**Southern Female of CM**	Mean 23.95 SD 5.79 N 24	*38*	*2.105*	*.042**
Southern Male of AH	Mean 28.00 SD 6.17 N 16	**Southern Female of SE**	Mean 27.75 SD 7.94 N 107	121	.117	.907
Western Male of AH	Mean 30.90 SD 5.60 N 20	**Western Female of AH**	Mean 22.62 SD 5.47 N 8	*26*	*3.549*	*.001**
Western Male of AH	Mean 30.90 SD 5.60 N 20	**Western Female of CM**	Mean 26.55 SD 6.74 N 34	*52*	*2.424*	*.019**
Western Male of AH	Mean 30.90 SD 5.60 N 20	**Western Female of SE**	Mean 25.21 SD 7.51 N 93	*111*	*3.191*	*.002**
Eastern Male of AH	Mean 26.76 SD 8.78 N 56	**Eastern Female of AH**	Mean 30.84 SD 6.85 N 26	*80*	*-2.089*	*.040**
Eastern Male of AH	Mean 26.76 SD 8.78 N 56	**Southern Female of CM**	Mean 28.34 SD 7.29 N 47	101	-.977	.331
Eastern Male of AH	Mean 26.76 SD 8.78 N 56	**Eastern Female of SE**	Mean 27.26 SD 7.52 N 186	240	-.420	.240
Southern Male of CM	Mean 26.86 SD 9.15 N 29	**Southern Female of CM**	Mean 23.95 SD 5.79 N 24	51	1.346	.184
Southern Male of CM	Mean 26.86 SD 9.15 N 29	**Southern Female of SE**	Mean 27.75 SD 7.94 N 107	134	-.521	.603
Western Male of CM	Mean 28.16 SD 9.70 N 31	**Western Female of CM**	Mean 26.55 SD 6.74 N 34	63	.778	.439
Western Male of CM	Mean 28.16 SD 9.70 N 31	**Western Female of SE**	Mean 25.21 SD 7.51 N 47	122	1.751	.082
Eastern Male of CM	Mean 28.00 SD 6.87 N 52	**Eastern Female of CM**	Mean 28.34 SD 7.29 N 47	97	-.239	.812
Eastern Male of CM	Mean 28.00 SD 6.87 N 52	**Eastern Female of SE**	Mean 27.26 SD 7.52 N 186	236	.631	.529
Southern Male of SE	Mean 27.57 SD 7.61 N 131	**Western Female of SE**	Mean 25.21 SD 7.51 N 47	222	.827	.023
Western Male of SE	Mean 25.08 SD 7.45 N 113	**Eastern Female of SE**	Mean 27.26 SD 7.52 N 186	*297*	*-2.446*	*.015**
Eastern Male of SE	Mean 28.11 SD 8.80 N 221	**Southern Female of SE**	Mean 27.75 SD 7.94 N 107	326	.354	.723

The above table 3.32 revealed that t-value for the subgroups of gender, region, and streams of IRMS shows no significant difference between southern male and female of AH streams (t= 0.634, p=0.635); southern males of AH streams & southern females of SE streams (t=0.117, p= 0.907); eastern males of AH streams & eastern females of CM streams (t=0.997, p=0.331); eastern males of AH streams & eastern females of SE streams (t= 0.420, p=0.240); southern malesand female of CM streams (t=1.346, p= 0.184); southern males of CM streams & southern females of SE streams (t= 0.521, p= 0.603); western males and females of CM streams (t= 0.778, p= 0.439); western males of CM streams & western females of SE streams (t= 1.751, p= 0.082); eastern males and females of CM streams (t=0.239, p= 0.812); eastern males of CM streams & eastern females of SE streams (t= 0.631, p= 0.529); southern males of SE streams & western females of SE streams (t= 0.827, p= 0.023); and eastern males of SE streams & southern females of SE streams (t= 0.354, p= .723) at 0.05 level of confidence on the scores of AvC coping strategies.

On the other hand, t-value for southern males of AH streams & southern females of CM streams (t= 2.105, p= 0.042); western males and females of AH streams (t= 3.549, p= 0.001); western males of AH streams and western females of CM streams (t= 2.424, p= 0.019); western males of AH streams and western females of SE streams (t= 3.191, p= 0.002); eastern males& females of AH streams (t= 2.089, p= 0.040); and western males of SE streams & eastern females of SE streams (t= 2.446, p= 0.015) has been found significantly differ at 0.05 level of confidence on the scores of AvC coping strategies. For Further understanding refers to Figure 3.24.
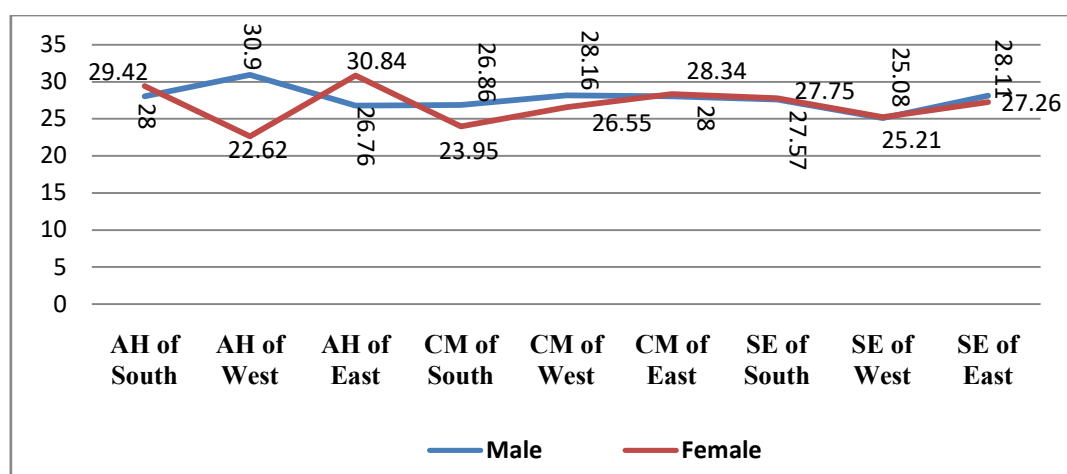
Figure 3.24 Estimate Marginal Significant Mean Differences in Gender, Region and Streams of IRMS on the Scores AvB Coping Strategies

Gender X Region X Universities: The table 3.28 also shows the F-ratio for the interaction effect among gender X region X universities of IRMS on the score of AB 0.462 (p= 0.630); AC 0.373 (p= 0.689); ACB 1.29 (p= 0.273); AvB 0.208 (p= 0.812); and AvC 0.200 (p= 0.819) coping strategies are found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the sub groups of IRMS, as the result shows the interaction effect of gender, region and universities shows, do not differ significantly. Thus, the proposed null hypothesis **(H0$_{2LVII}$)** for "no significant interaction effect of gender, region and universities on coping strategies of inter regional migrant students", is accepted. It is explained students use both approach and avoidance coping strategies i.e. seeking support from family and friends as well as teachers and sometimes they avoid the problematic situations and leave the situation for sometimes or others.

Gender X Stream X Universities: The table 3.28 also shows the F-ratio for the interaction effect among gender X stream X universities of IRMS on the score of coping strategies i.e. AB 0.047 (p= 0.954); AC 0.235 (p= 0.790); ACB 0.066 (p= 0.936); AvB 0.144 (p= 0.866); and AvC 0.060 (p= 0.942) has been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that the sub groups i.e. gender, stream, and universities of IRMS do not differ significantly on the scores of coping strategies. Thus, the proposed null hypothesis **(H0$_{2LVIII}$)** for "no significant interaction effect of gender, streams, and universities on coping strategies of inter regional migrant students", is accepted. It is may be explained that both university male and female IRMS of all streams, use active and avoidance coping strategies i.e. sometimes they prefer to ask for help and deal problem with planning and positive attitudes e.g. work for exams, and sometimes the neglect the problem e.g. distancing, withdrawal.

Region X Stream X Universities: The table 3.28 also shows the F-ratio for the interaction among region X stream X universities of IRMS on the score of coping strategies i.e. AB 0.461 (p= 0.764); AC 0.520 (p= 0.721); ACB 0.818 (p= 0.513); AvB 1.26 (p= 0.283); and AvC 0.084 (p= 0.987) has been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that sub groups of IRMS as the result shows of interaction of region, streams, and universities do not differ significantly on the scores of coping strategies. Thus, the proposed null hypothesis **(H0$_{2LIX}$)** for "no significant interaction effect of region, stream, and

universities on coping strategies of inter regional migrant students", is accepted. Meaning thereby, the cultural influence through life experiences and upbringing, and demand of situations effect the coping strategies of IRMS of all streams i.e. give importance to practical work or theoretical learning or participating in classroom interaction to resolve academic problems.

Four Order Interaction

Gender X Region X Stream X Universities: The table 3.28 also shows the F-ratio for the interaction among gender X region X streams X universities of IRMS on the score of coping strategies i.e. AB 0.493 (p= 0.741); AC 0.940 (p= 0.440); ACB 1.30 (p= 0.265); AvB 0.616 (p= 0.651); and AvC 0.841 (p= 0.499) has been found to be not statistically significant at 0.01 and 0.05 level of confidence, which indicates that sub groups of IRMS as the result shows interaction of gender, region, streams, and universities do not differ significantly on the scores of coping strategies. Thus, the proposed null hypothesis **(H0$_{2LX}$)** for "no significant interaction effect of gender, region, stream, and universities on coping strategies of inter regional migrant students", is accepted. Meaning thereby IRMS cope up according to the internal and external demands of stressors with continuous cognitive, behavior and emotional efforts and resources. Sarason and Sarason (2002) have been inveterate that each person to deal with different types of situations with their coping ability.

Discussion and Conclusion of the Result

The proceeding analysis for coping strategies of IRMS illustrated that a significant main effect for regions on the scores of AvB coping strategies which also further revealed that significant mean difference between eastern and western IRMS. Meaning thereby that avoidance coping strategies are significantly effecting inter regional migrant students. Former studies also advocated that multiple complicated stressors, effective coping resources and behaviour become depleted and emotion-cantered as well as more maladaptive coping strategies dominated (Baumister, Feber&Wallace, 1990; Leitenberg, Gibson &Novy, 2004), which are characterized by an internalization of one's cognitive processes, such as rumination and self-blame (Windle&Windle, 1996). The findings also indicate the cultural differences effect the using coping strategies while adjustment, child rearing practices, even the cross-

cultural differences can be seen in religious ways to cope with physical and psychological stressors (Ellison, Boardman, Williams, & Jackson, 2001)

The difference in coping strategies occurred due to the behavior of IRMS or perception while interpret the existing situations. On the other hand, self-confidence and ability to adaptive ways of coping e.g. using of substances, observations, childhood nurture, learning life experiences, excessive worrying or avoiding situation than seeking other's company and get sympathy for other as well releasing emotional distress by taking someone. Jensen, Forlini, Partridge, and Hall (2016) also revealed that avoidance coping strategy in the forms of as emotion-focused coping strategy is usually preferred by imaginatively planning and monitoring of workload and sometimes enhancing the substance uses by few students. Similarly, Gibson and Letinberg (2001) also pointed out that childhood experiences, life events reinstated and prepare them to face new situations as well as if they face similar feelings or stressors for later or in young adulthood. The findings are also revealing that cross-cultural differences in coping strategies that effect of positive reframing of personal and emotional adjustment of students at the university/ host place.

Furthermore, the analysis revealed a significant interaction effect (two order) in gender and region of IRMS on the scores of AvB and AvC coping strategies. It is may be explained that male and female inter regional migrant students use approach and avoidance coping strategies but avoidant coping strategies are significantly effecting by cultural difference. Meaning thereby that the students are worrying a lot about seeking support, accompany by the sense of defectiveness, when few of them **stop working on their goals,** alongside physical withdrawal or denial the existing problems. Whereas, some leave situation to pass out itself with time and for god, they console themselves or/and blames own-self. They also use the defective ways of coping that demarcated as physical complaints. Ptacek et al. (1994) have been identified that males adopting more problem focused strategies whereas females adopting the more emotion focused approach.

The analysis also explored a significant interaction effect (three order) of gender, region, and streams of IRMS on the scores of AvB coping strategies. These factors have been found responsible for the difficulties to cope with stressors during

acculturation (Felsten, 1998; Blalock & Joiner, 2000; Kim, Suh, Kim, &Gopalan, 2012; Santacana et al., 2012; Matud, 2014). Additionally, emotional supports, participation in religious activities i.e. praying, leave problems to other or physical denial of the problems also used by students. Stewrt et al. (1997); Kadhiravan and Kumar (2012); Kuncharin and Mohamad (2014); Bassole et al. (2015) have been found that medical students mostly relies on the avoidant coping strategies.

3.2.5: REGRESSION ANALYSIS

To study the affect of perceived stress, personal growth initiatives and coping strategies on life satisfaction of inter regional migrant students, multiple correlation coefficients employed on N=1201.

Table 3.33a Model Summary of Regression Analysis between Independent Variables (Perceived Stress, Personal Growth Initiatives and Coping Strategies) on Dependent Variable (Life Satisfaction) of Inter Regional Migrant Students

Predictor Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
PS, PGI, CS	.352[a]	.124	.119	22.915

The table 3.33a shows that the multiple correlation coefficient value 0.352 for the independent variables i.e. perceived stress, personal growth initiatives and coping strategies as well as dependent variable i.e. life satisfaction. Further, the results revealed that the calculated value of R^2 i.e. coefficient of determination has been found to be 0.124. Therefore, the calculated results suggested that independent variables can explain 12.4% proportion of variance in the dependent/criterion variable (life satisfaction).

Table 3.33b: ANOVA Summary of Regression Analysis

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	88498.609	7	12642.658		
Residual	626424.180	1,193	525.083	24.077**	.000[b]
Total	714922.789	1200			

Dependent Variable: Life Satisfaction;

Independent Variable: Perceived Stress, Personal Growth Initiatives, and Coping Strategies

* */*Significance at 0.01 and 0.05 Level of Confidence

The table 3.33b for ANOVA summary of regression analysis shows that the calculated F-value (24.077) is found to be statistically significant at 0.01 level of confidence. The perusal table 3.32b also shows that independent variables significantly predict the dependent variable F-value (df= 7, 1193) = 24.077, p< 0.01 i.e. the proposed regression model is a good fit for the present data. Therefore, the regression analysis is allowed and feasible.

Table 3.33c Coefficient Summary for Regression Analysis

Model		Unstandardized Coefficient		Standardized Coefficient	t	Sig.
		B	Std. Error	B		
(Constant) LS		127.907	4.089		31.284	.000**
	PS	-0.162	0.045	-0.107	-3.575	.000**
	PGI	0.390	0.052	0.233	7.505	.000**
	AB	0.234	0.106	0.080	2.204	.028*
	AC	0.165	0.210	0.027	0.786	.432
CS	ACB	0.398	0.155	0.089	2.568	.010*
	AvB	0.045	0.109	0.014	0.412	.680
	AvC	-0.274	0.175	-0.053	-1.561	.119
**/* Significance at 0.01/0.05 level of Confidence						

The analysis of represented in above table 3.33c shows the regression coefficient for constant and independent variables i.e. Perceived Stress, Personal Growth Initiatives, and Coping Strategies. The result shows an evidence from table 3.33c that the value of 'B' and 't' for perceived stress (B-.162 and t = -3.575), PGI (B = 0.390 and t = 7.505) has been found to be significant at 0.01 level of confidence. Whereas, the value of 'B' and 't' for AB (B =0.234 and t = 2.204), ACB (B =0.398 and t = 2.568 coping strategies has been found significant at 0.05 level of confidence. On the other hand, AC (B =0.165 and t = 0.786), AvB, (B =0.045 and t = 0.412), and AvC (B =-0.274 and t = -1.561) coping strategies has been found not significant at 0.01 and 0.05 level of confidence.

The result indicated that personal growth initiatives and AB, ACB, coping strategies are a positive predictor of life satisfaction, whereas the perceived stress is found to be a negative predictor of life satisfaction of IRMS. Moreover, the result also depicted that approach (AB, and ACB) coping strategies are significant affect whereas avoidance (AvB, and AvC) coping strategies are not significantly predict life

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satisfaction of inter regional migrant students. Additionally, the regression analysis shows that perceived stress and personal growth initiatives explained 16 and 39 percent of the variance of life satisfaction of IRMS, respectively. Furthermore, AB, AC, ACB, AvB, and AvC coping strategies explained 23, 16, 39, 04 and 27 percent of the variance of life satisfaction in the IRMS, respectively. The overall regression equation formulated from all variables is given as **R$_x$**. *Life satisfaction (127.90) = perceived stress (-0.162) + personal growth initiatives (0.390) + coping strategies (0.234+ 0.165+ 0.398+ 0.045+ (-0.274)*. Therefore, the proposed null hypothesis **(H0$_3$)** for "no significant affect of perceived stress, personal growth initiatives and coping strategies on life satisfaction of inter regional migrant students",is partially accepted and partially rejected.

Discussion and Conclusion of the Result

On the basis of result it can be concluded that increasing personal growth initiatives, and use of approach (problem focused) coping strategies; as well as decreasing perceived stress predict the life satisfaction. On the other hand, the use of avoidance coping strategies do not predict life satisfaction of inter regional migrant students.

The combined result of regression analysis revealed that perceived stress is negative predictor of life satisfaction of inter regional migrant students. It is observed that university IRMS perceive the many storrors e.g. social anxiety, fear of failure, successful career, academic stress, workload of subject matter, poor health, frustration, dependence, non- adjustment, less coping and disturbance, which could be migration to new place and that negatively affects the life satisfaction of university IRMS. The findings are supporting by the result of Barnes and Lightsey (2005) who have been also found that perceived stress inversely predicted life satisfaction of 114 African American students. Shi et al., (2015) also found stress accounted for 12% of the variance in life satisfaction.Brown (1988); Hamarat et al. (2001); Simon et al. (2002); Matheny, Roque-Tovar, and Curlette (2008); Alleyne, Alleyne, and Greenidge (2010) have been also reported that perceived stress as a key predictor of life satisfaction of university students. Additionally, the literature also confirmed that stress by culture shock (Hellstén, 2002), depression (Wang & Xiao, 2014), loneliness (Sawir et al., 2008), and worry, ruminations and perfectionist tendencies (Khawaja& Dempsey, 2007) affect the life satisfaction of students. Abolghasemia and

Varaniyab(2010) have been also found that decreasing stress inversely predict life satisfaction that caused of students feel better and developed resources for living.

Furthermore, the regression analyses also revealed that personal growth initiatives also contribute in the life satisfaction of inter regional migrant students. Students' behavior to self-development, career goals, opportunities, play a major role to enhance the life satisfaction. Students, who continuous try to grow modify the behavior as per their personal experiences, realistic plans and utilization of existing resources and intentionally. Stevic and Ward (2008) have been revealed that personal growth initiatives emphasizing the role of life satisfaction on optimal development and functioning. Personal growth initiatives have been found to be a stronger predictor of life satisfaction by Brink (2007). Whereas, Sood and Gupta (2014) explained that personal growth initiatives emphasized to enhance greater life satisfaction in adolescent students. Further, PGI enhanced by self-actualizing, according to Maslow (1954), fully functioning person lives which is more enriched life than others (Shostrom, 1964) as well as represents the process of goal-directed behavior (Knapp, 1990; Ivtzan&Conneely, 2010). Brink (2007) also pointed out that the people with personal growth initiative are more likely to adapt to adverse environmental situations and live with satisfaction.

Moreover, the existing result indicated that approach coping strategies positively whereas, avoidance coping strategies inverse significantly affect the life satisfaction of inter regional migrant students. This finding is supported by the result of Aspinwall and Taylor (1992) who have been exhibited that avoidant coping predicted less successful adjustment to college, while active coping predicted better subsequent adjustment. On the other hand, prior research studies recommended that each coping strategy have their own psychological effects on each student differently (Folkman& Lazarus, 1988; Terry, 1991; Rijavec&Brdar, 1997; Friedman & Silver, 2006; Ra & Trusty, 2013, 2016; Xuereb, 2015; Jensen et al., 2016). Similarly, Sohib (2015) have been also found that coping strategies influenced the life satisfaction of university students. Simons et al. (2002); Matheny, Roque-Tovar, and Curlette (2008); Suldo, Shaunessy, and Hardesty (2008); Baltaci (2013) has been found that life satisfaction may be moderately predicted by the availability of coping resources and coping skills. Although, Utsey et al. (2000); Barnes and Owen (2005) have been found that avoidance coping is a significant predictor of life satisfaction of students. It is also

observed from the result that students compromise with the situation, ask for help from others, accept the reality and modify behavior that releases the stressors, rather than blaming or leave the situation to god or others. This finding is confirmed by the findings of Song (2009) who has been found cognitive coping strategies are the key predictor of satisfaction with life. On the other hand, Bokhari and Sitwat (2010) has been revealed that active practical coping positively whereas avoidance focused coping negatively predicted life satisfaction. Similarly, Odaci and Cikrıkc (2012) have been also revealed that problem focused coping strategy predicted life satisfaction of university students.

CHAPTER IV
SUMMARY AND CONCLUSIONS

The overall purpose of present research to develop an evidence-based theoretical framework for studying the phenomenon of life satisfaction of inter regional migrant students in relation to perceived stress personal growth initiatives and coping strategies. The present chapter is devoted to the major finding of the study, includes the implications, recommendations, and suggestions for further research studies.

4.1 MAJOR FINDINGS OF THE STUDY

After analysing the data, following findings objective wise have been drawn:

Objective 1.: To identify the levels of life satisfaction, perceived stress and personal growth initiatives of inter regional migrant students.

1. The highest percentage of inter migrant regional students (69.69%) have moderate level of life satisfaction.

2. The highest percentage of inter migrant regional students (41.29%) have low level of perceived stress.

3. The highest percentage of inter migrant regional students (67.36%) have moderate level of personal growth initiatives.

Objective 2.: To identify the types of coping strategies of inter regional migrant students.

4. Both approach and avoidance coping strategies together used by inter migrant regional students.

5. The highest percentage of inter regional migrant students use approach behavior coping strategies (30.07) followed by avoidance behavior (27.23), approach cognitive behavior (16.71), avoidance cognitive (14.45), and approach cognitive (12.64) coping strategies.

Objective 3.: To study the interrelationship among life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students.

6. There is a significant interrelationship among life satisfaction, perceived stress, personal growth initiatives, and coping strategies of inter regional migrant students.

7. Perceived stress is negative correlated with life satisfaction that shows higher life satisfaction decrease perceived stress of inter regional migrant students.

8. There is a positive correlation between life satisfaction and personal growth initiatives of IRMS which shows that increasing PGI enhance life satisfaction in inter regional migrant students.

9. Life satisfaction is positively correlated with AB, AC, ACB, AvB coping strategies, which shows that use of effective (approach) coping strategies as well as behavioral avoidance coping strategies increase life satisfaction improves of inter regional migrant students expect cognitive behavior avoidance coping strategies.

10. There is a positive correlation between perceived stress and personal growth initiatives which illustrates that increasing perceived stress diminish personal growth initiatives in inter regional migrant students.

11. There is a positive correlation between perceived stress and coping strategies (AB, ACB, AvB, and AvC), which illustrates that use of coping strategies reduce the perceived stress among inter regional migrant students.

12. There is a positive correlation among personal growth initiatives and both approach and avoidance coping strategies, which are depicting that uses of both coping strategies help inter regional migrant students to enhance their personal growth initiatives.

13. All coping strategies (AB, AC, ACB, AvB, and AvC) are moderate positively correlated with each other, which indicate that inter regional migrant students use all the coping strategies intentionally or unintentionally as per available resources at present.

Objective 4.: To compare the life satisfaction, perceived stress, personal growth initiatives and coping strategies of inter regional migrant students with respect to gender, regions, streams, and age of the universities.

14. Male inter migrant regional students have higher mean scores of life satisfaction as compare to female inter migrant regional students.

15. Southern inter regional migrant students have higher mean scores on life satisfaction as compare to eastern and western inter regional migrant students.

16. Inter regional migrant students of Science & Engineering streams have higher mean scores on life satisfaction as compare to inter regional migrant students of Commerce & Management and Arts & Humanities streams.

17. Inter regional migrant students who are studying in old universities have higher mean scores on life satisfaction than IRMS who are studying in younger universities.

18. The main effect of streams on life satisfaction of inter regional migrant students is significant.

19. There is no significant mean difference (Post Hoc Tukey's HSD Test) in life satisfaction of inter regional migrant students of AH, CM, and SE streams.

20. The main effect of gender, regions, and universities on life satisfaction inter regional migrant students is not significant.

21. The F-ratio of the region X streams (interaction effect) is significant for life satisfaction of inter regional migrant students and not significant for other two order interaction.

22. The comparison of mean (t-test) shows a significant difference in the subgroups of IRMS i.e. southern IRMS of CM streams & Eastern IRMS of CM streams; southern IRMS of SE streams & eastern IRMS of SE streams; southern IRMS of SE streams & western IRMS of SE streams; and eastern IRMS of AH streams & western IRMS of AH streams.

23. There is no significant three and four order interaction effect on the life satisfaction of inter regional migrant students.

24. Male inter migrant regional students have higher mean scores of perceived stress as compare to female inter migrant regional students.

25. Eastern inter regional migrant students have higher mean scores perceived stress than western and southern inter regional migrant students.

26. Inter regional migrant students of AH streams have higher mean scores on perceived stress as compare to SE and CM streams.

27. Inter regional migrant students studying in older universities experienced high perceived stress than the IRMS studying in younger universities.

28. The main effect of streams of inter regional migrant students on perceived stress is significant. But the main effect is not significant is on perceived stress of inter regional migrant students for gender, region, and universities.

29. There is significant mean difference (Post Hoc Tukey's HSD Test) in perceived stress of inter regional migrant students of AH streams and CM, IRMS of AH streams and SE streams.

30. There is no significant two, three, and four order interaction effect on the perceived stress of inter regional migrant students.

31. Male inter regional migrant students have high mean scores of personal growth initiatives as compare to the female inter regional migrant students.

32. Inter regional migrant students of Eastern region have high mean scores of personal growth initiatives as compare to the IRMS of Southern and Western regions.

33. Inter regional migrant students of SE streams have higher personal growth initiative as compare to AH and CM streams.

34. Inter regional migrant students who are studying in younger universities have higher mean scores on personal growth initiatives than the IRMS who are studying in older universities.

35. The main effect of regions on personal growth initiatives of inter regional migrant students is significant.

36. There is significant mean difference (Post Hoc Tukey's HSD Test) in personal growth initiatives of inter regional migrant students of Eastern and Western regions.

37. The main effect of gender, streams and universities on personal growth initiatives of inter regional migrant students is not significant.

38. There is no significant two, three, and four order interaction effect on the personal growth initiatives of inter regional migrant students.

39. Male inter migrant regional students have higher mean scores on AC, ABC, AvB, and AvC coping strategies. Whereas, the female inter migrant regional students have higher mean score on AB coping strategies.

40. Eastern IRMS are highly preferred AC, ACB, AvB, and AvC coping strategies than southern and western IRMS, whereas, AB coping strategies are highly used by southern IRMS than eastern and western IRMS.

41. AB and AvB coping strategies are highly used by IRMS of AH than CM and SE streams, whereas, ACB and AvC coping strategies are highly used by IRMS of AH streams than SE and CM streams. On the other hand, AC coping strategies are highly preferred by IRMS of SE streams than AH and CM streams.

42. AB and ACB coping strategies are highly preferred by older universities, whereas AC, AvB, and AvC coping strategies are highly adopted by younger universities.

43. There is no significant main effect of gender, region, streams, and universities on AB, AC, ACB, and AvC coping strategies of inter regional migrant students.

44. The main effect of regions is significant on AvB coping strategies of inter regional migrant students. But the main effect of gender, streams, and universities is not significant.

45. There is significant mean difference (Post Hoc Tukey's HSD Test) in AvB coping strategies of inter regional migrant students of Eastern and Western regions.

46. There is no significant two, three, and four order interaction effect on the AB, AC, and ACB coping strategies of inter regional migrant students.

47. The F-ration for gender X regions (interaction effect) of Inter regional migrant students on the AvB, and AvC coping strategies is significant.

48. The comparison of mean (t-test) shows a significant difference in the subgroups of Eastern male and Western female on AvB coping strategies.

49. The comparison of mean (t-test) shows a significant difference in the subgroups of Western male & Southern female IRMS, Western male & Eastern female IRMS on AvC coping strategies.

50. The F-ratio for gender X region X streams (three order interaction effect) is significant on AvC coping strategies.

51. The comparison of mean difference (t-test) shows a significant difference in the subgroups i.e. southern male and female IRMS of AH and SE streams; western male of AH streams and western female IRMS of AH, CM, and SE streams; eastern male and female IRMS of AH streams; as well as western male and eastern female IRMS of SE streams.

Objective 5.: To study the affect of perceived stress, personal growth initiative and coping strategies on life satisfaction of inter regional migrant students.

52. Perceived stress is negative predictor of life satisfaction of inter regional migrant students.

53. Personal growth initiatives are positive moderator predictor of life satisfaction of inter regional migrant students.

54. Approach coping strategies (AB, and ACB) are positive predictor of life satisfaction of inter regional migrant students.

Conclusion at the Glance

In the light of interpretation and findings, it is concluded that the perceived stress, personal growth initiatives and coping strategies are significantly correlated and significant predict the life satisfaction of inter regional migrant students. To sum up, male inter migrant regional students have higher scores of life satisfaction, perceived stress, personal growth initiatives and coping strategies (AC, ABC, AvB&AvC) as compare to female inter migrant regional students, whereas the female inter regional migrant students have higher score on AB coping strategies. Gender, regions and streams play a significant role in life satisfaction, perceived stress, personal growth initiatives, and coping strategies of inter regional migrant students. Further, results gender and region significantly effects the life satisfaction of inter regional migrant students. Difference in streams significantly effects the perceived stress of inter regional migrant students. Whereas, regions have significant effect on the personal growth initiatives of inter regional migrant students. Although, gender, regions, and streams have a significant effect on the avoidance coping strategies that are preferred by inter regional migrant students. Moreover, the results confirmed that self-standardized both scales (*Students' Life Satisfaction* and *Students' Perceived Stress*) have good psychometric properties and both scales are reliable and valid to assess life satisfaction and perceived stress of students. PGI Scale-II has been also found a reliable and valid measure for the Indian students.

4.2 LIMITATIONS

The investigator considers several limitations in the present study as following:

1. Only NAAC accredited universities of North India (15 universities) with a large number of inter regional migrant students were selected.
2. Foremost, the collected data were based on self-reported constructs, which relied on students' English fluency and willingness.
3. The sample size was not very large in comparison of number of inter regional migrant students are studying in North India.
4. Educational level, locale, and present residence of students were not studied in present research.

5. States and regions of inter regional migrant students have not analyzed together in the present research.

6. Life satisfaction, perceived stress, and personal growth initiative scales have not studied dimensions wise separately.

7. The review of literature related to only internal/inter-state/inter-regional migrant is inattentive due to lack of research studies in the same area.

4.3 EDUCATIONAL & SOCIAL IMPLICATIONS AND RECOMMENDATIONS

1. The findings of the study reflected the migrant students need guidance for some interventional programs regarding the enhancement of life satisfaction and personal growth initiatives.

2. The universities should appoint psychological counsellors/consultations to provide coping assistance to students, especially for those who are not from host place, to adopt healthily and approach coping strategies to enhance emotional, social, and educational support for the adjustment.

3. Universities should make the arrangements to monitor periodically to raise awareness among students about effective coping strategies to help them to deal with stressors effectively and kept them from sliding into severe stress or depression.

4. It should be the responsibility of government to make mandatory workshops for regular basis in high schools for the counselling of the parents to their understanding about the interest in study to their children and make them aware about the bad effect of pressuring to choose an educational course of student's interest.

5. Finding are supportive to provide the preventions to students from stressors related to career development, hazard to mental health imbalance between physical and psychological strain and time management.

6. Universities may encourage the co-curricular activities to provide the opportunities to meet students of other states and countries and understanding of the values as well as accept the socio-cultural differences of students.

7. Universities should recognize the needs of migrant students related to academic i.e. career opportunities, IT facilities, information sources to resolve their issues effectively along with supportive campus resources and services.

8. Universities should organize coaching programs to students for the preparation of competitive exams.

9. Special programs should arrange to improve and enhance language proficiency.

10. Life skills should be part of curriculum associated with the up to date information and knowledge to ensure the life satisfaction, personal growth initiatives and coping strategies.

4.4 SUGGESTIONS FOR FUTURE RESEARCH

1. Replication of existing study on large sample would provide greater generalizability of results of collecting data onto different levels from all states and different cultural and ethnic population of the country.

2. Further research is needed to establish models for scales (Students' Life Satisfaction Scale and Students' Perceived Stress Scale) replicable on other samples.

3. Research studies may examine quantitative and qualitative aspects of native and non-native cultural backgrounds of the students.

4. The research field related to inter regional migrant students/migrant students is still unexplored. Thus there is need of conclusive studies of the specific conditions that facilitate the positive impact on migrant students.

5. It is suggested that personal growth initiative, highly needed to explore more.

6. Coping resources also needed to explore that could motivate the students to choose effective functioning coping strategies.

7. In the knowledge of investigator that hobbies also have an impact on the life satisfaction, perceived stress, personal growth initiatives, but there is no single research available which explored the same. Thus, the hobbies of the students can be studied as a demographic variable.

8. Experimental research studies need to be integrated with educational, psychological, clinical bases to explore the coping strategies and their effect on enhancement of life satisfaction and personal growth initiatives as well as the reduction of stress among students.

9. There is a need to explore E-learning coping strategies that reduce stress and enhance the personal growth initiatives among students.

10. Longitudinal study needed to know the effect of coping strategies and available coping resources to migrated students.

11. A cross-cultural analysis of value orientation, goal orientation, and peer influence can also be explored with the same.

12. Effect of peer influence, self-confidence, and child-rearing practice can also be examined on coping strategies adopted and used by students.

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Declaration

I hereby declare that the above information is true to the best of my knowledge.

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Dear Student

Here are some statements, which are concerned with life satisfaction, stress, initiatives to growth and coping. Please read each statement attentively and put a (√) mark in any one response against the statement.

Please answer all the statements. There is no right or wrong answer. What you feel, is the right answer. This is purely for research purpose and all the information will be kept confidential. Please give your opinion correctly. I will be grateful for your help.

Personal Information

Name: _____

Gender:_____ **Age:** _____**University:** _____

Program of study and year of admission: _____

Length (Years) of the stay in the university: _____

Present Residence: Hostel ☐   Rented-Room (PG) ☐

Relatives' House ☐   Own Home   ☐

Native State: _____

Locale: Rural   ☐ Urban   ☐

Students' Life Satisfaction Scale

Instruction: Please put a mark (√) on your responses for **Completely Dissatisfied (CD), Dissatisfied (D), Neutral (N), Satisfied (S) or, Completely Satisfied (CS).**

Sr		CD	D	N	S	CS	Statements
1	I feel	☐	☐	☐	☐	☐	with my relationship with siblings.
2	I feel	☐	☐	☐	☐	☐	with the financial resources for my personal needs provided by my parents.
3	I feel	☐	☐	☐	☐	☐	with the rules and regulations of my family.
4	I feel	☐	☐	☐	☐	☐	with family support to handle my problems.
5	I feel	☐	☐	☐	☐	☐	with my relationship with parents.
6	I feel	☐	☐	☐	☐	☐	by being a part of my family.
7	I feel	☐	☐	☐	☐	☐	with the interrelationship among my family members.
8	I feel	☐	☐	☐	☐	☐	with academic support provided by my family.
9	I feel	☐	☐	☐	☐	☐	with the acknowledgment given to my views/opinions by my family members.
10	I feel	☐	☐	☐	☐	☐	with a frequent inquiry about my friends by my parents
11	I feel	☐	☐	☐	☐	☐	with the instructional delivery strategies in the classroom.
12	I feel	☐	☐	☐	☐	☐	with the condition of laboratories in the department.
13	I feel	☐	☐	☐	☐	☐	with the availability of resources in the library.
14	I feel	☐	☐	☐	☐	☐	with the support given by teachers to work on the new concepts to work
15	I feel	☐	☐	☐	☐	☐	with that, the curriculum enhances my abilities in the technological era.
16	I feel	☐	☐	☐	☐	☐	with the financial support and opportunities available for the students.
17	I feel	☐	☐	☐	☐	☐	with the availability of the teachers to integrated course material with environment/ social issues, to provide a broader perspective.
18	I feel	☐	☐	☐	☐	☐	with my accommodation.
19	I feel	☐	☐	☐	☐	☐	with my career choice.
20	I feel	☐	☐	☐	☐	☐	with the availability of transport facilities to reach a particular destination to/from the campus.
21	I feel	☐	☐	☐	☐	☐	with the information about career opportunities provided by the university.
22	I feel	☐	☐	☐	☐	☐	with the present environment to study.
23	I feel	☐	☐	☐	☐	☐	with my grades to enter in the profession of my interest.

Sr		C D	D	N	S	C S	Statements
24	I feel	☐	☐	☐	☐	☐	with my ability to concentrate on work and study.
25	I feel	☐	☐	☐	☐	☐	with my appearance.
26	I feel	☐	☐	☐	☐	☐	with my achievements (academic, sports/ co-curricular) as per my efforts.
27	I feel	☐	☐	☐	☐	☐	with my intellectual abilities and study habits.
28	I feel	☐	☐	☐	☐	☐	with the unhealthy competition among friends.
29	I feel	☐	☐	☐	☐	☐	to continue a friendship with my peers even I feel ignored.
30	I feel	☐	☐	☐	☐	☐	with the activities, I do in peer influence.
31	I feel	☐	☐	☐	☐	☐	with the behavior of others as a response to my words and actions/ work.
32	I feel	☐	☐	☐	☐	☐	if I rely on my classmates for my academic tasks.
33	I feel	☐	☐	☐	☐	☐	to spend time with other ethnic groups rather than my own.
34	I feel	☐	☐	☐	☐	☐	while socially associated with others.
35	I feel	☐	☐	☐	☐	☐	while team work.
36	I feel	☐	☐	☐	☐	☐	while sharing my feelings with my friends.
37	I feel	☐	☐	☐	☐	☐	while discussing personal matters with my friend.
38	I feel	☐	☐	☐	☐	☐	with the concerns of my partner to my decisions.
39	I feel	☐	☐	☐	☐	☐	about the future security of my romantic relationship.
40	I feel	☐	☐	☐	☐	☐	with the teachers' attitude towards students' learning.
41	I feel	☐	☐	☐	☐	☐	with the practical work and opportunities to work on new ideas.
42	I feel	☐	☐	☐	☐	☐	with the learning resources available in the campus.
43	I feel	☐	☐	☐	☐	☐	with the assessment/ evaluation system of the university.

Students' Perceived Stress Scale (SPSS)

Instructions: Put a mark (√) on your responses for Always, Frequently, Sometimes, Rarely, and Never.

Sr.	Statements	Always	Frequently	Some-times	Rarely	Never
1	I become speechless while responding to the teacher in class.	☐	☐	☐	☐	☐
2	I avoid attending my classes.	☐	☐	☐	☐	☐
3	I am able to calm myself easily when I am anxious.	☐	☐	☐	☐	☐
4	I am comfortable while meeting new people.	☐	☐	☐	☐	☐
5	I can overcome the fear of failure.	☐	☐	☐	☐	☐
6	I often think about my problems.	☐	☐	☐	☐	☐
7	I am hopeful for my future.	☐	☐	☐	☐	☐
8	The study schedule (time table) in campus is too hectic for me.	☐	☐	☐	☐	☐
9	I feel miserable due to accumulating a load of study.	☐	☐	☐	☐	☐
10	It's difficult for me to understand the subject matter.	☐	☐	☐	☐	☐
11	I am happy with my career choice.	☐	☐	☐	☐	☐
12	I often suffer from fatigue.	☐	☐	☐	☐	☐
13	I often wake up at night without any obvious reason.	☐	☐	☐	☐	☐
14	I eat either too much or too less from last few days.	☐	☐	☐	☐	☐
15	I am unhealthy.	☐	☐	☐	☐	☐
16	I take my decisions without any internal conflict.	☐	☐	☐	☐	☐
17	I get easily distracted from the study with little interference.	☐	☐	☐	☐	☐
18	I get perturbed (disturbed) due to others' opinion about me.	☐	☐	☐	☐	☐
19	I am enjoying my routine.	☐	☐	☐	☐	☐
20	I feel alone even I have many friends around me.	☐	☐	☐	☐	☐
21	I get irritated over petty issues/ things.	☐	☐	☐	☐	☐
22	I am comfortable while sharing my feeling with family.	☐	☐	☐	☐	☐
23	I can easily balance between academic and social activities.	☐	☐	☐	☐	☐
24	It is quite easy for me to adjust t new locations.	☐	☐	☐	☐	☐
25	I am able to cope up with each situation.	☐	☐	☐	☐	☐
26	For classroom tasks, I am dependent on my friends.	☐	☐	☐	☐	☐
27	I am able to do anything without any emotional support.	☐	☐	☐	☐	☐
28	I think no one understands me.	☐	☐	☐	☐	☐

Personal Growth Initiative Scale-II

Sr.	Statements	Disagree Strongly	Disagree Some what	Disagree A Little	Agree A Little	Agree Somewhat	Agree Strongly
1.	I set realistic goals for what I want to change about myself.	☐	☐	☐	☐	☐	☐
2.	I can tell when I am ready to make specific changes in myself.	☐	☐	☐	☐	☐	☐
3.	I know how to make a realistic plan in order to change myself.	☐	☐	☐	☐	☐	☐
4.	I take every opportunity to grow as it comes up.	☐	☐	☐	☐	☐	☐
5.	When I try to change myself, I make a realistic plan for my personal growth.	☐	☐	☐	☐	☐	☐
6.	I ask for help when I try to change myself.	☐	☐	☐	☐	☐	☐
7.	I actively work to improve myself.	☐	☐	☐	☐	☐	☐
8.	I figure out what I need to change about myself	☐	☐	☐	☐	☐	☐
9.	I am constantly trying to grow as a person.	☐	☐	☐	☐	☐	☐
10.	I know how to set realistic goals to make changes in myself.	☐	☐	☐	☐	☐	☐
11.	I know when I need to make a specific change in myself.	☐	☐	☐	☐	☐	☐
12.	I use resources when I try to grow.	☐	☐	☐	☐	☐	☐
13.	I know steps I can take to make intentional changes in myself.	☐	☐	☐	☐	☐	☐
14.	I actively seek out help when I try to change myself.	☐	☐	☐	☐	☐	☐
15.	I look for opportunities to grow as a person.	☐	☐	☐	☐	☐	☐
16.	I know when it's time to change specific things about myself.	☐	☐	☐	☐	☐	☐

COPING STRATEGIES SCALE

Sr.	Statements	Never	Rarely	Some-times	Most of the time	Almost always
1	Accept the situation because there is nothing I can do to change it or to get rid of it.	☐	☐	☐	☐	☐
2	Devote more time and energy to meet the demands of the situation.	☐	☐	☐	☐	☐
3	Discuss with others who could do something concrete about the solution of the problem.	☐	☐	☐	☐	☐
4	Ask people who have had similar experience "What did they do?"	☐	☐	☐	☐	☐
5	Take the situation as an opportunity to learn, and do what is expected of me.	☐	☐	☐	☐	☐
6	Change my priorities and time-distribution in order to effectively deal with the situation.	☐	☐	☐	☐	☐
7	Come up with a couple of alterative solution to the problem.	☐	☐	☐	☐	☐
8	Bargain or compromise to get something positive from the situation.	☐	☐	☐	☐	☐
9	Blame myself for the present situation and feel guilty and depressed.	☐	☐	☐	☐	☐
10	Change to leisure tasks which necessarily bring immediate relief.	☐	☐	☐	☐	☐
11	Consider the situation as a part of my fate or desire of God, and try to cope with it patiently.	☐	☐	☐	☐	☐
12	Instead of misinterpreting or exaggerating the situation, appraise it objectively and take direct action to deal with it.	☐	☐	☐	☐	☐
13	Consider the stressful situations as inevitable part of life and deal with them in usual manner.	☐	☐	☐	☐	☐
14	Console myself with the hope that things would be better next time and accept the situation.	☐	☐	☐	☐	☐
15	Devote more time to prayer and religious thoughts.	☐	☐	☐	☐	☐
16	Delegate some of my responsibilies to others.	☐	☐	☐	☐	☐

17	Console myself with the thought that the situation is not that bad as it could have been, and deal with positive affect.	☐	☐	☐	☐	☐
18	Try to get sympathy and understanding from others without doing much to deal with the situation.	☐	☐	☐	☐	☐
19	Finding no way out, try to get out of the situation gracefully.	☐	☐	☐	☐	☐
20	React aggressively to those who are responsible for the situation.	☐	☐	☐	☐	☐
21	Keep the aroused feeling confined to myself, and deal with the situation in depressed mood.	☐	☐	☐	☐	☐
22	Leave it for others or resolve the problem.	☐	☐	☐	☐	☐
23	Appraise and deal with the situation with reference to others who are facing with more severe situations.	☐	☐	☐	☐	☐
24	Leave with the situation to God to take care of..	☐	☐	☐	☐	☐
25	Try not to get the situation worse by taking hasty action, but wait for the right time to do something meaningful.	☐	☐	☐	☐	☐
26	Try for immediate or sooner relief through partial or temporary solution of the problem.	☐	☐	☐	☐	☐
27	Physically withdraw from the situation temporary.	☐	☐	☐	☐	☐
28	Postpone taking any decision or action towards solution of the problem.	☐	☐	☐	☐	☐
29	Put aside other activities in order to concentrate on the solution of the problem.	☐	☐	☐	☐	☐
30	Give extra attention towards planning and scheduling the action, and deal with the situation accordingly.	☐	☐	☐	☐	☐
31	Deal with the situation patiently with a belief in the philosophy that "my right is to make efforts, not to the fruit there of."	☐	☐	☐	☐	☐
32	Leave the situation to take its own course with this belief that "passage of time itself is a remedy to many problems.	☐	☐	☐	☐	☐
33	Request help from the persons who have the authority/resources to do something to help.	☐	☐	☐	☐	☐

34	Seek company of friends and family leaving the situation aside.	☐	☐	☐	☐	☐
35	Try to adjust or deal with the situation constrainedly.	☐	☐	☐	☐	☐
36	Start worrying too much without doing much to solve the problem.	☐	☐	☐	☐	☐
37	Take situation as a challenge and work harder to deal with it.	☐	☐	☐	☐	☐
38	Think about unreal things that make me feel pleasure and happy.	☐	☐	☐	☐	☐
39	Try to release the emotional distress by talking to someone.	☐	☐	☐	☐	☐
40	Do not take the situation seriously with the attitude that "it is not everything".	☐	☐	☐	☐	☐
41	Adopt some short-cut or socially disapproved methods to get rid of the situation.	☐	☐	☐	☐	☐
42	Try to get emotional support from relations and friends in adjusting with situation.	☐	☐	☐	☐	☐
43	Try to get rationalize the situation, and logically think why should it be upsetting and frustrating.	☐	☐	☐	☐	☐
44	Try to ignore or avoid the situation to the maximum possible extent.	☐	☐	☐	☐	☐
45	Try for long-term or lasting solution to the problem even by possible extent.	☐	☐	☐	☐	☐
46	Do not believe that situation has really taken place.	☐	☐	☐	☐	☐
47	Take immediate action without thinking much about the ultimate consequences.	☐	☐	☐	☐	☐
48	Accept the reality and work on changing/ modifying the behavior or policies which had caused stress.	☐	☐	☐	☐	☐
49	Deal with the situation with positive affect keeping in mind its positive outcomes in mind.	☐	☐	☐	☐	☐
50	Increase the frequency of smoking or/and consumption of liquor.	☐	☐	☐	☐	☐

Age Groups of the Universities

Age Group	Universities	Estb.	No. of Students out of State	Report(s)
Before 1997 (Older Universities)	GurukulKangriVishwavidyalaya, Hardwar.	1902	3070	AQAR 2013-14
	Banaras Hindu University, Varanasi.	1916	6418	AQAR 2012-13
	University of Delhi, New Delhi.	1922	17885 (total)	Annual Report 2012-13, pp.13
	BanasthaliVidyapith, Banasthali.	1935	9,072	AQAR 2015-16
	Punjab University, Chandigarh.	1947	19,256	AQAR 2012-13
	Thapar Institute of Engineering & Technology, Thapar Technology Campus, Patiala.	1956	3532	AQAR 2015-16
	Jawaharlal Nehru University, New Delhi.	1969	7677 (total)	Annual Report 2012-13, pp. 5
	Graphic Era University, Dehradun.	1993	2373 (14 States)	NAAC SSR Vol. 2.
Up to 1997 (Younger Universities)	ManavRachna International University, Faridabad.	1997	3,800	SSR NAAC 2015
	Shri Mata Vaishno Devi University, Katra.	1999	23 States	SSR NAAC 2014
	Jaypee University of Information and Technology, Waknaghat.	2002	1987	AQAR 2015
	Amity University, Noida.	2003	18623	AQAR 2015
	Jaipur National University, Jaipur.	2007	1941	AQAR 2015-16
	Central University of Punjab, Bathinda.	2009	1125	AQAR 2014-15
	Lingaya's University, Faridabad.	2009	1382	NAAC Report 2015