

This thesis is dedicated to

The Supreme Self

CERTIFICATE

This is to certify that the thesis entitled “*the role of life skills training in enabling psychological well-being of visually challenged high school students*” submitted to the Bharathiar University, in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in **Psychology** is a record of original research work done by **Mr. Vijendra Kumar S.K.** during the period 2012-2015 of his / study in the Research and Development Centre, Bharathiar University, under my supervision and guidance and the thesis has not formed the basis for the award of any Degree / Diploma / Associate ship / Fellowship or other similar title to any candidate of any University.

Date:

Signature of the Guide

(with seal)

Countersigned

Director

Research & Development Centre

Bharathiar University

DECLARATION

I **Vijendra Kumar S.K.** hereby declare that the thesis, entitled “*the role of life skills training in enabling psychological well-being of visually challenged high school students*” submitted to the Bharathiar University, in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in **Psychology** is a record of original and independent research work done by me during the year 2012 to 2015 under the supervision and guidance of **Dr. A.R.Krishnamurthy**, Professor and Chairman Department of Psychology, Kuvempu University, Shimoga, Karnataka and it has not formed the basis for the award of any Degree / Diploma / Associate ship / Fellowship or other similar title to any candidate in any University.

VIJENDRA KUMAR S.K.

Date:

Signature of the Candidate

CERTIFICATE OF GENUINENESS OF PUBLICATION

This is to certify that the Ph.D. candidate Mr Vijendra Kumar S.K. working under my supervision has published a research article entitled “**Enabling Psychological Well-Being of Students with Visual Impairment through Life Skills Training: An Experimental Study**” in the refereed journal named **IJPSR** (*International Journal of Psychosocial Research*) with Volume number **3 (2)** page numbers **26-31** and year of publication **December 2014**, published by **Ushasree International publications**, Tirupati, Andhra Pradesh. The content of the publication incorporates part of the results presented in his thesis.

Signature of the Scholar

Research Supervisor

(With seal)

Counter signed:

Director

Research and Development Centre.

Bharathiar University.

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Signature of the research scholar

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ABSTRACT

The present study is an attempt to explore and understand the role and significance of life skills training on the psychological well-being of visually challenged high school children. **Method:** The present study is a matched group experimental design with 20 participants in each group. The experimental study is conducted on high school students with visual impairment hailing from socio-economically disadvantaged rural population. WHO model of life skills training has been applied as part of the intervention. Stirling children's wellbeing scale and Ryff's psychological well-being scale were used to assess the changes in psychological well-being due to life skills training intervention. **Results:** The statistical analysis (for SCWBS) of t test for matched group shows that it is significant [$t(19)=2.69, p<0.05$] and effect size has been calculated ($\hat{d}=0.71$). Repeated measures ANOVA has been carried out (for SCWBS) to understand the sustained effect of life skills training. The result is significant [$F_{.05} (2,60)=7.68, p<0.05$]. Similar significant results have also been observed in Ryff's psychological well-being scale {[$t(30)=5.74, p<0.05$] and [$F_{.05} (2,60)=13.88, p<0.05$]}. The components of psychological well-being have also been analysed and they are significant except in autonomy and positive relations with others. Gender difference shows that girls have done better than boys in psychological well-being through life skills training. **Conclusions:** The study shows that life skills' training is the principal psycho-social intervention method to enhance the psychological well-being of visually challenged high school children.

Key words: Psychological well-being, life skills training, psycho-social intervention, visual impairment, high school children