

TABLE OF CONTENTS

Chapter		
No	Contents	Page No
	ACKNOWLEDGEMENTS	v
	ABSTRACT	vii
	TABLE OF CONTENTS	viii
	LIST OF TABLES	xi
	LIST OF FIGURES	xiii
1	INTRODUCTION	1
	1.1 Psychological Well-Being: Relevance, Definition and Scope	2
	1.2 The Challenges Ahead: Enhancing Psychological Well-Being	8
	1.3 Life Skills Training: Definition and Scope	9
	1.4 Visual Impairment and Visually Challenged Students: Definition and Significance	15
	1.5 Need for the Study	17
	1.6 Scope of the Study	18
2	REVIEW OF RELATED LITERATURE	19
	2.1 The Psychological Well-Being: Nuances and Functions	19
	2.2 On Life Skills Training: Efficacy, Effectiveness and Outcomes	35
	2.3 On Psychology of Visual Impairment	41

2.4	Critical Review of Reported Literature on Present Work	49
3	METHOD	54
3.1	Problem of the Study	54
3.2	Purpose of the Study	55
3.3	Objectives of the Study	56
3.4	Type of Study and Rationale for the Research Design	56
3.5	Settings	59
3.6	Hypotheses	59
3.7	Variables in the Study and its Operational Definition	61
3.8	Sample (Participants)	62
3.9	Tools for Data Collection	63
3.10	Procedure	65
3.11	The Process of Life Skills Training	68
3.12	Data Analysis	77
4	RESULTS	79
4.1	Setting: Demographic Details of the School	79
4.2	Demographic Data of Sub Population and Samples	80
4.3	Matched Group Design: Statistical Functions	83
4.4	Intact Experimental Group: Going Beyond Matched Sample Design	91
4.5	Repeated Measures Analysis: How Much Psychological Well-Being is Sustained?	94

4.6	Dimensions or Components of Psychological Well-Being: Understanding this through Repeated Measures ANOVA	101
4.7	Gender Differences: Who Does Better in Psychological Well-Being through Life Skills Training?	112
4.8	Feedback Analysis	113
5	DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH	116
5.1	Discussion of Findings	116
5.2	Conclusions of the Present Study	118
5.3	Limitations of the Present Study	119
5.4	Generalizations from the Study	119
5.5	Implications of the Study	119
5.6	Future Suggestions	120
	REFERENCES	121
	APPENDICES	145
A	Stirling Children's Wellbeing Scale (Kannada)	146
B	Ryff's Psychological Well-Being Scale(Kannada)	148
C	Stirling Children's Wellbeing Scale	150
D	Ryff's Psychological Well-Being Scale	152
E	Feedback Form	154
F	Scoring System	155

LIST OF TABLES

Table No	Description	Page No
1	Demographic Details of the Sample after Fulfilling the Criteria for Selection	81
2	Teacher's Rating on Academic Performance, General Behavior and Observed Affect	82
3	Descriptive Statistics of Matched Samples Pre Intervention Test- SCWBS	83
4	Matched Sample Correlation and t Test: Pre Intervention	84
5	Descriptive Statistics of Post Intervention Tests: SCWBS	85
6	Post Intervention Comparison: Matched Sample t Test-SCWBS	86
7	Descriptive Statistics of Matched Samples Pre and Post Intervention Tests- Ryff's Scale	88
8	Post Intervention Comparison: Matched Sample t Test-Ryff's Scale	89
9	Descriptive Statistics of Intact Group: SCWBS	91
10	Comparing Pre and Post Intervention Scores on SCWBS: t Test with Effect Size	92
11	Descriptive Statistics: Ryff's Scale	92
12	Comparing Pre and Post Intervention Scores on Ryff's Scale: t Test with Effect Size	93
13	Repeated Measures Statistics of the Intact Experimental Group: t Test Approach (n=31)	95

14	Repeated Measures ANOVA of the Effect of Life Skills Training on SCWBS Scores	97
15	Descriptive Statistics for Sustained Effect: Ryff's Scale	99
16	Sustained Effect: Repeated Measures ANOVA of the Effect of Life Skills Training on PWB using Ryff's Scale	99
17	Repeated Measures ANOVA on Positive Emotional State of SCWBS	102
18	Repeated Measures ANOVA on Positive Outlook of SCWBS	103
19	Repeated Measures ANOVA on Self-acceptance of Ryff's Scale	105
20	Repeated Measures ANOVA on Environmental Mastery of Ryff's Scale	106
21	Repeated Measures ANOVA on Purpose of Life of Ryff's Scale	107
22	Repeated Measures ANOVA on Personal Growth of Ryff's Scale.	108
23	Repeated Measures ANOVA on Autonomy of Ryff's Scale.	110
24	Descriptive Statistics of Positive Relations with Others of Ryff's Scale	111
25	Descriptive Statistics of Feedback on Life Skills Training and Psychological Well-Being	114

LIST OF FIGURES

Figure No	Description	Page No
1	Core dimensions of PWB and their theoretical foundations	6
2	Flow chart summary of research method of the present study	58
3	Mean rating on general academic performance, behavior and observed affect	82
4	Mean comparison of psychological well-being in matched group design: SCWBS	87
5	Mean comparisons on psychological score through life skills training: Ryff's scale	90
6	Mean comparisons on psychological well-being score: Intact group	94
7	Mean comparisons on PWB scores for sustained effect: SCWBS	98
8	Mean comparisons of PWB for sustained effect: Ryff's scale	101
9	Mean comparisons on sub scales of SCWBS	103
10	Effect of LST on sub scale of PWB: Self-acceptance	105
11	Effect of LST on sub scale of PWB: Environmental mastery	106
12	Effect of LST on sub scale of PWB: Purpose of life	107
13	Effect of LST on sub scale of PWB: Personal growth	108
14	Effect of LST on sub scale of PWB: Autonomy	110
15	Effect of LST on sub scale of PWB: Positive relations with others	111

16	Gender differences in PWB through life skills training: SCWBS	112
17	Gender differences in psychological well-being through life skills training: Ryff's scale	113
18	Feedback analysis: Comparing actual mean feedback rating to its maximum rating	115
