

visually challenged person from a collectivistic background seems like low would be the possible explanation (Triandis, 2001). Some more research is required in this aspect to answer this specific question.

Positive relations with others needed to be discussed here. Life skills training involves many group activities and interaction and outcome presumed to be positively high in the interpersonal relations. Research also confirms that life skills training will promote their social adjustment (Rahmati et al., 2010). Even, the author's observation during and after life skills training says that the participants made more informal friendship with others, who were earlier in no talking terms!, And were able to communicate with relatives in a better manner, etc. They were able to express their feelings without hurting others and able to feel empathetic. However, these changes in the empathy did not show in the increased score on positive relations with others. Only further research could explain this phenomenon.

The findings on gender differences in psychological well-being after training shows that girls have performed better with boys. This supports that in the Indian contexts, normal girls perform better in psychological well-being than normal boys (Shah, 2014), which is contradictory to a study by Singh and Sahu (2013) as well as western studies (Briscoe, 1982; Mirowsky & Ross, 2003), and a study in Hong Kong (Shek, 1989). The gender differences can be due to the significant difference between information processing systems of visually impaired boys and girls as well as differences in their styles of learning (Mallick & Sharma, 2013). Again, these studies do not focus on psychological well-being of a eudaimonic perspective (Ryff, 1985).

## 5.2 Conclusions of the Present Study

This matched design, experimental study clearly indicates that the life skills training intervention will enhance the psychological well-being of visually challenged high school children. The study also shows that the changes in the well-being have been carried out for longer time duration, indicating that the real learning has taken place. The changes are much higher in Ryff's psychological well-being scale scores than in the Stirling children wellbeing scale, implying that the life skills intervention enables psychological well-being on more than positive outlook and positive emotional state. It is facilitating other dimensions of psychological well-being, making it a prominent global psycho-social intervention model. This study strongly suggests that the life skills training intervention is enhancing the psychological well-being of visually challenged high school students (Kumar & Krishnamurthy, 2014c).

The life skills training did not have any impact of autonomy and positive relations with others, at a statistical level. This does not mean that there are no changes in this area. The feedback after the sessions and during individual interaction, the participants opined that they felt real positive change in their perception towards other close people and they are open for criticism and feedback, which clearly indicates that there is a change in this dimension also. However, the same is not reflected in the responses given by visually challenged high school students during post intervention tests. The reason for this discrepancy is not yet clear for the present research scholar.

### **5.3 Limitations of the Present Study**

The major limitation of the research is in its methodology. To generalize to the larger population and say it emphatically, the study has to follow randomized control trial method. This has not been carried out in the present study. To the extent it was taken care through matched group design. The next limitation is sample selection and size. The participants were selected based on purposive sampling and allowed all the criteria fit subjects. The significant result with lower sample is still a challenge when generalizing to the larger population. The next limitation is regarding intervention. Though the school had agreed to provide space and scheduled time for intervention, there was a lack of a structured schedule for life skills training, which reduces participant's readiness to participate.

### **5.4 Generalizations from the Study**

Keeping all the above limitations in mind, this present study concludes with a positive note: The life skills training has a positive impact on the psychological well-being of visually challenged students. This can be generalized through following statements:

*Life skills training will enhance the psychological well-being of visually challenged high school children and can be carried out for such disabled children.*

### **5.5 Implications of the Study**

The life skills training has been gradually involved in Indian school set up as a measure to support them in facing challenges of everyday life. However, this was not done for keeping their well-being and happiness as a goal. This study has wider possibility of

adopting life skills training as a scheduled school activity for in all schools in India to increase their psychological well-being and happiness, so that it can increase the human development index of the nation. As suggested by Oishi, & Diener (2014), well-being can be added in evaluating citizen's happiness and included in the state policy, which further strengthens the intervention of a model like life skills training.

### **5.6 Future Suggestions**

Some of the findings of the present work are not significant, though it was evident otherwise. Autonomy and positive relations with others in Ryff's scale are those two dimensions. This has to be addressed in future research. My assumption is that in collectivistic societies like India, positive relations with others has to be there to continue to be in the collectivistic mind set or schemata. However, this was not the case and need to be explored.

India has a rich tradition, culture and spirituality in its everyday life. Panchatantra stories were born out of this ancient heritage. These stories were not mere moral stories or ethical doctrines. They have something more than for applied psychology. Panchatantra stories require more research from psychologists to understand its impact on human behavior at the individual and societal level. Also, there is a need to explore and understand psychological wellbeing from Indian psychological-philosophical perspective; not just from bliss perspective.