# ENHANCING COPING SKILLS THROUGH TEAM BUILDING ACTIVITIES AMONG THE VISUALLY IMPAIRED HIGH SCHOOL STUDENTS IN PALAYAMKOTTAI


AUTHORS :

DR. L. VASANTHI MEDONA

L. ARUL SUGANTHI AGNES

C. VENNILA SHANTHA RUBY

S. JEBASHEELA JENNIFER



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***Authors:***

*Rev. Dr. L. Vasanthi Medona ICM,*

*Rev. Sr. L. Arul Suganthi Agnes,*

*Mrs. C. Vennila Santha Ruby*

*Mrs. S. Jebasheela Jenifer*

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## Chapter – I

## Dawn of inquiry and the tapestry of concepts

The present study explores the development of coping skills among visually impaired high school students through the medium of team-building activities in the educational context of Palayamkottai. Recognizing the unique challenges faced by visually impaired students in academic and social domains, this research emphasizes the importance of structured group-based interventions to enhance emotional resilience and social adaptability. The study stems from the growing concern about the psychosocial well-being of students with visual impairments and the pressing need for inclusive strategies that cater to their holistic development.

This chapter lays the foundational framework for the study. Section 1.01 introduces the concept of coping behaviour and its relevance to adolescent learners with visual impairments. Section 1.02 elaborates on team-building activities as a practical and collaborative approach to fostering interpersonal and intrapersonal growth. Section 1.03 defines visual impairment and its implications for learning and social integration. Section 1.04 provides a detailed background of the study, highlighting the rationale and contextual relevance of the research. Section 1.05 outlines the structure of the thesis for navigational clarity.

Further, Section 1.06 explores the curricular insights related to the inclusion of visually impaired students and the role of psychosocial learning. Section 1.07 discusses the pivotal role of teachers as facilitators in team-based learning experiences. Section 1.08

presents the statement of the problem, and Section 1.09 articulates the objectives of the study. Section 1.10 lays out the hypotheses guiding the investigation, while Section 1.11 highlights the significance of the research for the academic community and stakeholders.

Section 1.12 delineates the scope and delimitations of the study to clarify its boundaries. Section 1.13 defines key terms critical for the interpretation of the research, and Section 1.14 draws the chapter to a conclusion by emphasizing the conceptual map that underpins the study.

## 1.1 Background of the Study

Coping behaviour refers to the strategies and actions individuals employ to manage stress and challenges in their lives (Folkman & Lazarus, 2023). For visually impaired high school students, effective coping behaviour is critical, as they navigate not only the typical academic and social challenges of adolescence but also the additional difficulties imposed by their visual impairments (Paths to Literacy, n.d.). These challenges can impact their academic performance, social interactions and overall well-being.

In recent years, there has been growing recognition of the importance of social and emotional learning (SEL) in educational settings **(**Ori Learning, 2023**).** Team-building activities, a key component of SEL, have been shown to enhance various interpersonal and intrapersonal skills, including communication, collaboration, and problem-solving **(**Munoz-Garcia et al., 2024**).** For visually impaired students, these activities can be particularly beneficial in developing coping

mechanisms that help them manage stress, build resilience and improve their overall quality of life (Tennessee School for the Blind [TSB], 2021).

## 1.2 Coping Behaviour

Coping behaviour refers to the thoughts, actions, and emotional responses that individuals use to manage the stressors, challenges and demands they encounter in their daily lives (Skinner et al., 2003). For visually impaired high school students, coping behaviour is particularly significant as it influences their ability to navigate both academic and social environments effectively (De Bruyn & Van Eekert, 2023). Understanding and enhancing coping behaviour can lead to improved mental health, academic performance, and overall well-being (Sánchez-Gómez & Breso, 2023; Mancini & Bonanno, 2023).

**Dimensions of Coping Behaviour**

Coping behaviour can be categorized into various dimensions, each addressing different aspects of managing stress and challenges:

- ***Problem-focused coping:*** This dimension involves strategies aimed at addressing the source of stress or challenge directly. Coping behaviour is linked to resilience, particularly in stressful contexts like the COVID-19 pandemic. It emphasizes perceived agency as a key factor in successful coping with stress, highlighting the role of problem-focused strategies. **(**Mancini & Bonanno, 2023**).** For visually impaired students, this might include seeking information, learning new skills or finding practical

solutions to overcome obstacles related to their impairment.

- ***Emotion-Focused coping:*** This dimension includes strategies aimed at managing emotional responses to stressors. Techniques such as relaxation, mindfulness and seeking emotional support from friends, family or teachers are examples of emotion-focused coping strategies. Sánchez-Gómez and Breso (2023) investigated the relationship between emotional intelligence and coping behaviour among university students. The authors argue that higher emotional intelligence leads to more effective coping strategies and better overall well-being. The study shows that emotional regulation, self-awareness and interpersonal skills are critical for handling academic and personal stress. DeLongis and others (2023) explored new coping strategies for modern stressors, categorizing coping into emotion-focused and problem-focused strategies and analyzing their effects on mental health.
- ***Social coping:*** Social coping involves seeking support and assistance from others. According to Carver and others (1989) Social coping is addressed as the use of support-seeking behaviour where individuals turn to friends, family or professionals to manage stress. This form of coping emphasizes emotional and instrumental support as key factors in mitigating the effects of stress. For visually impaired students, building strong social networks and engaging in collaborative activities can provide essential emotional and practical support.

- ***Avoidance coping:*** This dimension involves strategies where individuals avoid dealing with the stressor or deny its existence. While sometimes necessary in the short term, excessive reliance on avoidance coping can lead to negative outcomes and should be balanced with more active coping strategies. Skinner and others (2003) critique avoidance coping as part of maladaptive coping systems where avoidance strategies provide short-term relief but are associated with long-term negative effects.

**Importance of Coping Behaviour**

Effective coping behaviour is crucial for the following reasons:

- ***Mental Health:*** Proper coping strategies can help reduce anxiety, depression, and other mental health issues **(**Dunlop, Thurston, Firth, & Southwood, 2024**).** For visually impaired students, coping mechanisms that address their unique challenges can prevent feelings of isolation and helplessness **(**Dunlop et al., 2024**).** Coping behaviour is essential for promoting mental well-being among visually impaired students. Stress and anxiety management through adaptive coping strategies have been linked to better mental health outcomes in students. Effective coping helps them adjust to academic pressures and personal challenges (De Bruyn & Van Eekert, 2023).
- ***Academic Success:*** Students who manage stress effectively are more likely to perform well

academically **(**Hayat, Kojuri, Amini, & Faraji-Dana, 2021**).** Coping behaviour that help students stay organized, manage their time and seek help when needed can lead to better academic outcomes **(**Hayat et al., 2021**).** Coping strategies, including problem-solving and emotional regulation directly influence academic success. Students with strong coping mechanisms show better resilience and persistence in the face of academic challenges (DeLongis et al., 2023).

- ***Social Integration:*** Coping behaviour also affects how students interact with their peers and form social relationships. Effective coping can enhance social skills, increase participation in group activities and foster a sense of belonging **(**Pino Muñoz & Arán Filippetti, 2023**).** Social coping, particularly through seeking social support, plays a key role in the integration into social groups. This helps reduce feelings of isolation, increases their sense of belonging and improves their overall academic experience (Sánchez-Gómez &Breso, 2023).
- ***Resilience:*** Developing strong coping mechanisms builds resilience, enabling students to bounce back from setbacks and adapt to changing circumstances **(**Global Voice Mag, 2023**).** This resilience is particularly important for visually impaired students who may face ongoing challenges. Developing resilience through positive coping mechanisms allows these students to overcome adversity and succeed in both academic and personal life (Mancini & Bonanno, 2023).

**Coping Behaviour in the Context of Visual Impairment**

For visually impaired High School students, coping behaviour encompasses additional strategies tailored to their specific needs and circumstances **(**Battle for Blindness, n.d.**)**. These may include:

- ***Adaptive Techniques:*** Utilizing assistive technologies and adaptive techniques to access educational materials and participate in classroom activities. (Bhowmick & Hegde, 2020).
- ***Orientation and Mobility Skills:*** Developing skills to navigate their environment safely and independently. (Perkins School for the Blind, 2022).
- ***Advocacy Skills:*** Learning to advocate for their needs and accommodations within the school setting. (Gupta & Singhal, 2023).
- ***Peer Support:*** Engaging with peer support groups or networks of other visually impaired students for shared experiences and advice. (Gupta & Singhal, 2023).

**Enhancing Coping Behaviour through Team-Building Activities**

Team-building activities offer a practical approach to enhancing coping behaviour among visually impaired students. These activities can:

- ***Promote Collaboration:*** Encourage students to work together, fostering a sense of community and mutual support. (Kiburz, Allen, & French, 2021).

- ***Build Confidence:*** Help students develop confidence in their abilities to overcome challenges through collective effort. (Hansen, Larsen, & Thomas, 2020).
- ***Develop Social Skills:*** Enhance communication and social interaction skills, which are crucial for effective coping. (Sánchez-Gómez & Breso, 2023).
- ***Provide Safe Practice:*** Offer a safe environment for students to practice and refine their coping strategies. (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020).

In conclusion, coping behaviour is a multifaceted concept involving various strategies to manage stress and challenges. For visually impaired High School students, developing effective coping mechanisms is essential for their mental health, academic success and social integration **(**Yuan et al., 2022**).** By understanding and enhancing these behaviour through targeted interventions like team-building activities, educators can support the overall well-being and resilience of visually impaired students in Palayamkottai. (DeLongis, Folkman, & Lazarus, 2023; Mancini & Bonanno, 2023).

**1.3 Team Building Activities**

Team-building activities are structured exercises or tasks designed to enhance social relations and define roles within teams, often involving collaborative tasks that foster cooperation, improve communication, and build trust among participants (Dyer et al., 2013). These activities aim to strengthen the ability of individuals to work together effectively, thereby improving overall team performance and cohesiveness (Klein et al., 2009).

**Characteristics of Team Building Activities**

- ***Collaborative Efforts:*** Team-building activities require participants to work together towards a common goal, promoting a sense of unity and shared purpose (Salas et al., 2015).
- ***Communication:*** These activities emphasize open and effective communication, helping participants to articulate their thoughts, listen actively and understand each other better (Tannenbaum & Salas, 2020)..
- ***Problem-Solving:*** Many team-building exercises are designed to challenge participants to think critically and solve problems collectively, enhancing their cognitive and practical skills (Mankin et al., 2010).
- ***Trust and Support:*** Building trust is a core element of team-building activities, as participants learn to rely on each other and offer mutual support (Dirks, 1999).
- ***Inclusivity:*** Effective team-building activities are inclusive, accommodating diverse abilities and ensuring that all participants can contribute meaningfully (Mor Barak, 2017).

**Importance of Team Building Activities**

Team-building activities play a vital role in various settings, including educational environments, where they can significantly benefit students, especially those with visual impairments (Mor Barak, 2017).

- ***Enhancing Social Interaction:*** These activities provide opportunities for students to interact with

their peers, fostering friendships and improving social skills (Salas et al., 2015).

- ***Developing Coping Strategies:*** By working together in teams, students can learn and practice coping strategies, such as stress management, effective communication and conflict resolution (Tannenbaum & Salas, 2020).
- ***Building Confidence*****:** Successfully completing team tasks can boost students' self-esteem and confidence, encouraging them to take on new challenges (Klein et al., 2009).
- ***Promoting Inclusion:*** Inclusive team-building activities ensure that visually impaired students are fully engaged, promoting a sense of belonging and equality (Dyer et al., 2013).
- ***Improving Academic Performance:*** Enhanced collaboration and problem-solving skills can translate into better academic outcomes, as students become more adept at working together on school projects and assignments (Mankin et al., 2010).

**Types of Team Building Activities**

- ***Icebreaker Activities:*** These are designed to help participants get to know each other and feel comfortable in a group setting. Examples include name games, fun facts and simple interactive tasks (Kappel & Holley, 2023).
- ***Problem-Solving tasks:*** Activities that require critical thinking and teamwork to solve a problem, such as puzzles, escape rooms or group challenges (Fleming & Klein, 2022).

- ***Communication Exercises:*** These activities focus on improving verbal and non-verbal communication skills, like role-playing scenarios or collaborative storytelling (Clark et al., 2021).
- ***Trust-Building Activities:*** Exercises that build trust among team members, such as trust falls, guided walks (where one person is blindfolded), and partner activities (Taylor & Chen, 2023).
- ***Physical Activities:*** Inclusive sports or movement-based games that encourage physical coordination, teamwork and fun, adapted to the abilities of all participants (Nguyen & Martinez, 2022).

**Team Building Activities for Visually Impaired Students**

For visually impaired high school students, team-building activities must be adapted to ensure accessibility and inclusivity:

- ***Tactile Activities:*** Using materials that can be touched and manipulated such as building blocks, textured puzzles or tactile games, helps visually impaired students participate fully (Perkins School for the Blind, n.d.).
- ***Verbal Instructions*****:** Clear and detailed verbal instructions are crucial for guiding visually impaired students through activities (Blind Children's Resource Center, n.d.).
- ***Inclusive Games:*** Games and activities specifically designed or modified for visually impaired participants, such as beep baseball, goalball or

auditory scavenger hunts (MyCIL, n.d.; Battle for Blindness, n.d.).

- ***Collaboration with Sighted Peers:*** Pairing visually impaired students with sighted peers can promote mutual understanding and cooperation allowing for a supportive and inclusive environment (Teaching Students with Visual Impairments, n.d.).

**Benefits of Team Building Activities for Visually Impaired Students**

- ***Improved Social Skills:*** These activities help visually impaired students develop essential social skills such as effective communication, empathy and cooperation (Perkins School for the Blind, n.d.-a).
- ***Enhanced Coping Mechanisms:*** Participating in team-building activities can equip visually impaired students with practical coping strategies for managing stress and overcoming challenges **(**Blind Welfare Society, n.d.**).**
- ***Increased Confidence:*** Successfully engaging in team tasks can boost the confidence and self-esteem of visually impaired students, encouraging greater participation in school and community activities (Battle for Blindness, n.d.).
- ***Stronger Peer Relationships:*** Team-building activities foster positive relationships among students, creating a supportive network that benefits both academic and personal growth (Teaching Students with Visual Impairments, n.d.).

In conclusion, team-building activities are a powerful tool for enhancing coping behaviour among visually impaired high school students **(**Blind Welfare Society, n.d.**).** By promoting collaboration, communication, trust and problem-solving, these activities can significantly improve the social, emotional and academic outcomes for these students, contributing to their overall well-being and success.

## 1.4 Visually Impaired

'Visually impaired' is a term used to describe individuals who have significant visual limitations that affect their ability to see and interpret visual information(Barden, 2021). This condition encompasses a range of visual impairments, from partial loss of vision to complete blindness and can vary in severity and impact on daily functioning. The term is often used to include both those who are legally blind and those with less severe vision loss (World Health Organization [WHO], 2023).

**Categories of Visual Impairmen**

***Low Vision:*** This refers to a condition where an individual has partial vision loss that cannot be fully corrected with glasses, contact lenses or medical intervention (Vision North Eye Care, n.d.).

- People with low vision may have difficulty with tasks such as reading, recognizing faces or seeing in low light conditions (American Academy of Ophthalmology [AAO], 2023).
- ***Blindness:*** This term describes a condition where an individual has no useful vision or very limited vision, even with the use of corrective lenses or other aids.

Blindness can be complete (no light perception) or partial (some residual vision).

- ***Visual Field loss:*** This includes conditions where individuals have a restricted field of vision, such as tunnel vision or loss of peripheral vision, making it challenging to see objects outside of a narrow area (AAO, 2023).
- ***Color Blindness*****:** This is a type of visual impairment where an individual has difficulty distinguishing between certain colors, which can affect tasks that rely on color differentiation **(**National Eye Institute, 2023**).**

**Causes of Visual Impairment**

- ***Congenital Causes:*** Some visual impairment is present from birth due to genetic conditions, developmental issues, or prenatal factors **(**National Eye Institute, 2023**).**
- ***Acquired Causes:*** Visual impairments can also result from injuries, diseases, or conditions that develop later in life, such as diabetic retinopathy, age-related macular degeneration, or glaucoma (WHO, 2023).

**Impact on Daily Life**

- ***Educational Challenges:*** Visually impaired students may face difficulties in accessing and processing visual information, which can impact their learning experiences and academic performance [ADCET], 2024).
- **Social Interaction:** Visual impairments can affect social interactions, as individuals may struggle with

recognizing faces, reading non-verbal cues, or participating in visual-based activities(Bourne et al., 2021).

- **Mobility and Orientation:** Individuals with visual impairments may require additional support and training to navigate their environment safely and independently(National Council on Aging, 2023).
- **Access to Information:** Accessing printed or visual information can be challenging, necessitating alternative formats such as braille, audio materials, or screen readers [ADCET], 2024).

**Support and Accommodations**

- **Assistive Technologies:** Tools such as screen readers, magnifiers, and braille devices can help visually impaired individuals access information and perform daily tasks more effectively (American Foundation for the Blind [AFB], n.d.).
- **Specialized Education:** Educational programmes and resources tailored to the needs of visually impaired students, including adapted materials and specialized teaching methods, can enhance learning outcomes **(**Rani, 2024**).**
- **Orientation and Mobility Training:** Training programmes that teach navigation skills, use of mobility aids, and strategies for safe travel are essential for promoting independence and confidence (APH ConnectCenter, n.d.).
- ***Inclusive Practices:*** Schools and communities should adopt inclusive practices to ensure that visually

impaired individuals can participate fully in activities and access necessary resources [ADCET], n.d.).

**Relevance to the Study**

In the context of this research, gaining a deeper understanding of the unique needs and day-to-day challenges faced by visually impaired high school students is essential. These students often navigate academic, social, and emotional landscapes that are vastly different from their sighted peers. Recognizing these differences allows educators and facilitators to create team-building activities that are not only accessible but also meaningful and empowering.

By focusing on inclusive approaches, this study aims to design activities that encourage collaboration, boost confidence, and strengthen peer relationships among visually impaired students. These activities are not just about fun—they serve as important tools for building trust, enhancing communication skills, and developing resilience in a group setting.

Moreover, when visually impaired students feel supported and included, their coping mechanisms improve significantly. This leads to greater participation in both academic and social settings, a stronger sense of belonging, and improved overall well-being. Ultimately, tailoring strategies to their specific context promotes a more inclusive and empathetic school environment where every student has the opportunity to thrive.

## 1.5 Relationship among Coping Behaviour, Team Building Activities and Visually Impaired:

Developing effective coping behaviors is crucial for visually impaired high school students to navigate the challenges associated with their condition. Team-building activities offer a collaborative platform that enhances social integration and emotional resilience among these students. By participating in structured group exercises, visually impaired students can improve communication skills, build trust with peers, and foster a sense of community, all of which contribute to better coping strategies. Research indicates that such collaborative activities not only aid in social inclusion but also bolster self-esteem and adaptive skills, essential components for managing stress and anxiety in educational settings (Khalaila et al., 2025; World Health Organization [WHO], 2023). Moreover, incorporating team-building into classroom environments supports emotional learning and cognitive development, which are particularly beneficial for students with visual impairments (UNESCO, 2024). Integrating these exercises into the curriculum provides practical experiences that reinforce problem-solving abilities and emotional support networks, thereby enhancing overall well-being and academic success.

## 1.6 Need for the Study

Visually impaired students often face unique academic, emotional, and social challenges that can significantly affect their educational experience and psychological well-being. In a traditional school environment, these

students may struggle with peer interaction, inclusion, and self-esteem due to their limited visual access to shared activities and communication cues (Sacks & Wolffe, 2023; World Health Organization [WHO], 2022). As a result, developing effective coping behaviours becomes essential for helping them navigate everyday school life and personal growth.

Team-building activities offer a collaborative and inclusive approach to address these challenges by fostering social connectedness, emotional resilience, and adaptive skills. These structured group exercises can create a supportive environment where visually impaired students learn to communicate, problem-solve, and build trusting relationships with peers (Baker et al., 2022; Salend & Whittaker, 2021). This process not only enhances their coping skills but also promotes a sense of belonging and emotional security within the school community.

Despite increasing awareness about inclusive education, there is limited research focused on practical interventions—such as team-building activities—that specifically aim to improve coping behaviour among visually impaired high school students, particularly in semi-urban settings like Palayamkottai. Therefore, this study aims to bridge the gap by exploring the effectiveness of team-building strategies tailored to the needs of these learners.

By addressing the emotional and social dimensions of education, this research will contribute to a more inclusive learning environment and provide educators, administrators, and policymakers with evidence-based

practices to support the holistic development of visually impaired students.

## 1.7 Curricular Insights

The findings from the study on "Enhancing Coping Behaviour Through Team Building Activities Among the Visually Impaired High School Students in Palayamkottai" hold teaching and learning applications for educational practices, policies and the overall approach to supporting visually impaired students. These impacts can inform educators, administrators, policymakers and other stakeholders about effective strategies to improve the educational experiences and outcomes of visually impaired high school students **(**Hayes & Proulx, 2024**).**

**Curriculum Development:**

- ***Incorporation of Team-building Activities:*** The study suggests integrating team-building activities into the regular curriculum to enhance coping behaviour among visually impaired students **(**Ghosh et al., 2023**).**This can be achieved by designing and implementing structured activities that are accessible and engaging for these students.
- **Holistic Education:** Emphasizing the development of social and emotional skills alongside academic knowledge can create a more holistic educational experience **(**Silamboli & Jeyaprathaban, 2022**)** This approach supports the overall well-being of visually impaired students, preparing them for both academic success and personal growth.

**Teaching Strategies**

- **Adaptive teaching methods:** Educators should employ adaptive teaching methods that accommodate the needs of visually impaired students. This includes using tactile materials, clear verbal instructions and technology that supports visual impairments (Blind Welfare Society, 2023).
- **Collaborative Learning:** Promoting collaborative learning environments where visually impaired students can work with their sighted peers fosters inclusivity and enhances social interaction skills **(**Perkins School for the Blind, n.d.**).** Teachers should facilitate group activities that encourage teamwork and mutual support **(**Blind Welfare Society, n.d.**).**

**Professional Development**

- ***Training for Educators:*** Providing professional development opportunities for teachers and school staff on the specific needs of visually impaired students and effective team-building strategies is crucial **(**Grenier, Lieberman, & Beach, 2023**).** Training programmes should focus on inclusive practices, adaptive techniques and ways to support the emotional and social development of these students (Teaching Students with Visual Impairments, 2024).
- ***Awareness and Sensitivity:*** Educators should be trained to understand the challenges faced by visually impaired students and develop a sensitive and supportive approach **(**Grenier, Lieberman, & Beach, 2023**).** This includes fostering an inclusive

classroom environment where all students feel valued and understood.

**School Policies**

- ***Inclusive Education policies:*** Schools should adopt inclusive education policies that mandate the integration of team-building activities and other supportive measures for visually impaired students **(**Battle for Blindness, n.d.; OLT International, n.d.**).** These policies should ensure equal access to educational opportunities and resources (National Federation of the Blind [NFB], 2024).
- ***Support Services*****:** Establishing support services such as counselling, peer mentoring, and extracurricular activities tailored to the needs of visually impaired students can provide additional avenues for enhancing coping behaviour and overall well-being **(**Blind Welfare Society, n.d.**;** Battle for Blindness, n.d.**).**

**Community and Parental Involvement**

- ***Engaging Parents and Guardians:*** Parents and guardians play a critical role in supporting the development of coping behaviours in visually impaired students **(**Holt et al., 2017; Nebraska Center for the Education of Children Who Are Blind or Visually Impaired, n.d.**).** Schools should engage parents through regular communication, workshops and collaborative efforts to reinforce the benefits of team-building activities at home (Texas School for the Blind and Visually Impaired [TSBVI], 2023).
- ***Community Partnerships*****:** Building partnerships with community organizations, rehabilitation centers

and advocacy groups can provide additional resources and support for visually impaired students **(**VisionServe Alliance, 2023**;** Perkins School for the Blind, 2022**).** These partnerships can facilitate access to specialized programmes and services that complement school-based initiatives.

**Research and Evaluation**

- ***Ongoing Research:*** Continuous research on the effectiveness of team-building activities and other interventions for visually impaired students is essential **(**Caron et al., 2023**).** Schools should encourage and support research initiatives that explore innovative approaches to enhance coping behaviour and overall student well-being.
- ***Monitoring and Evaluation:*** Regular monitoring and evaluation of the implemented team-building activities can help assess their impact and effectiveness **(**Luckner & Sebald, 2022**).** Schools should use feedback from students, teachers, and parents to refine and improve these activities over time.

**Technological Integration**

- ***Assistive Technology:*** Leveraging assistive technology can significantly enhance the participation of visually impaired students in team-building activities. Schools should invest in accessible technological tools and resources that facilitate learning and collaboration (Top5Accessibility, 2024).
- ***Digital Platforms:*** Utilizing digital platforms for virtual team-building activities can provide

additional opportunities for visually impaired students to engage and interact with their peers, especially in remote or hybrid learning environments.

**Psychological and Emotional Support**

- **Counselling Services:** Providing access to counselling services for visually impaired students can help address their emotional and psychological needs. Counselors can work with students to develop effective coping strategies and support their participation in team-building activities (Battle for Blindness, 2024).
- **Peer Support Programmes:** Establishing peer support programmes where visually impaired students can connect with and learn from each other can foster a sense of community and belonging **(**Desai & Menon, 2023**).** These programmes can also promote the sharing of coping strategies and mutual encouragement.

In conclusion, the educational implications of enhancing coping behaviour through team-building activities among visually impaired high school students are far-reaching. By integrating these activities into the curriculum, adopting inclusive teaching methods, providing professional development for educators and fostering supportive school policies, we can create a more inclusive and effective educational environment (Education Week, 2023).

These measures will not only improve the coping behaviour of visually impaired students but also

contribute to their overall academic success and personal development **(**Nair & Thomas, 2023**).**

## 1.8 Role of Teachers

Teachers play a pivotal role in the educational and personal development of visually impaired high school students. Their influence extends beyond academic instruction to include emotional support, social guidance and the creation of an inclusive learning environment **(**Sharma & Gupta, 2023**).** In the context of enhancing coping behaviour through team-building activities, teachers are integral to the successful implementation and outcomes of these interventions. This section outlines the various roles teachers undertake in this process.

### Facilitators of Team-Building Activities

Teachers act as facilitators in the implementation of team-building activities. They are responsible for organizing and conducting these activities, ensuring that they are appropriately adapted to meet the needs of visually impaired students **(**Kumar & Rani, 2023**).** Teachers guide students through each activity, providing instructions, support and encouragement. (Outback Team Building, 2023). Their facilitation helps create a safe and supportive environment where students can engage fully in the activities

### Assessors of Coping Behaviour

Teachers play a critical role in assessing the coping behaviours of visually impaired students. They observe students' interactions, responses and progress during team-building activities and other school settings **(**Mukherjee & Das, 2023**).** Through continuous

assessment, teachers can identify areas where students may need additional support or intervention. They use various tools and techniques, such as behavioural checklists, student self-reports and peer feedback, to gather comprehensive data on students' coping strategies **(**Sharma & Pillai, 2023**).**

**Providers of Emotional Support**

Emotional support from teachers is essential for visually impaired students, particularly when they encounter stress or challenges. Teachers provide a stable and reassuring presence, offering empathy, understanding and encouragement **(**Patel & Iyer, 2023**).** They help students develop resilience and positive attitudes towards difficulties, fostering a sense of confidence and self-efficacy. This emotional support is crucial for students to effectively participate in team-building activities and benefit from them (Battle for Blindness, 2024).

**Advocates for Inclusive Education**

Teachers advocate for the inclusion of visually impaired students in all aspects of school life. They work to ensure that these students have equal access to educational opportunities and resources **(**Kumar & Thomas, 2023**).** In the context of team-building activities, teachers advocate for adaptations and accommodations that enable visually impaired students to participate fully. This advocacy includes collaborating with school administrators, parents and external organizations to secure necessary support and resources **(**Singh & Mathew, 2023**).**

**Designers of Adapted Activities**

To meet the unique needs of visually impaired students, teachers design and adapt team-building activities. This involves modifying tasks to ensure they are accessible, safe and engaging for students with visual impairments. (Kumar & Sharma, 2023).

Teachers use creative approaches to make activities inclusive, such as incorporating tactile materials, verbal instructions and auditory cues. By designing adapted activities, teachers ensure that all students can benefit from the team-building experience (Outback Team Building, 2023).

**Monitors of Progress and Feedback**

Monitoring progress and providing feedback are key responsibilities of teachers (Anderson & Lee, 2023). They track students' development in coping behaviours and their responses to team-building activities over time. Teachers provide constructive feedback to students, highlighting their strengths and areas for improvement. *(Teaching Students with Visual Impairments, n.d.-a).* This feedback helps students refine their coping strategies and enhances their learning experience. Teachers also use this information to adjust and improve future team-building activities **(**Martin & Patel, 2023**).**

**Collaboration with Stakeholders**

Effective collaboration with various stakeholders is essential for the success of team-building activities. Teachers work closely with parents, school counselors, special education professionals and external experts to support visually impaired students **(**Thomas & Green, 2023**).** This collaboration ensures a holistic approach to

enhancing coping behaviours, where all aspects of the student's development are considered and addressed. Teachers share insights and progress reports with stakeholders, fostering a team effort in supporting the students *(Teaching Students with Visual Impairments, n.d.-b).*

**Promoters of a Positive Classroom Environment**

Creating a positive and inclusive classroom environment is a fundamental role of teachers. They promote values of respect, empathy and cooperation among all students (Martínez & Johnson, 2023).

By fostering a supportive classroom culture, teachers encourage visually impaired students to participate actively and confidently in team-building activities. A positive environment helps reduce anxiety and enhances students' willingness to engage in new and challenging tasks *(Education Week, 2023).*

In conclusion, teachers are vital in enhancing coping behaviour through team-building activities among visually impaired high school students **(**Andrews & Patel, 2023**).**Their multifaceted roles as facilitators, assessors, emotional supporters, advocates, designers, monitors, collaborators and promoters of a positive environment are crucial for the success of these interventions **(**Johnson & Lee, 2023**).** By fulfilling these roles, teachers help visually impaired students develop effective coping strategies, improve their social interactions, and achieve greater academic and personal success.

## 1.9 Statement of the Research Problem

Visually impaired High School students often encounter difficulties in managing stress, social interactions and academic pressures. These challenges can lead to reduced self-esteem, social isolation and academic underachievement. Traditional educational strategies may not adequately address the unique needs of these students. Therefore, there is a need to explore innovative approaches that can help visually impaired students develop effective coping mechanisms. This research seeks to address the question: How do team-building activities influence the coping behaviour of visually impaired High School students in Palayamkottai?

## 1.10 Scope and Delimitations of the Study

The study focuses on visually impaired high school students in Palayamkottai. It examines the impact of team-building activities on their coping behaviour over a specific period. The research is limited to the sample of students who participate in the team-building activities designed for this study. While the findings may provide valuable insights, they may not be generalizable to all visually impaired students and to their different educational contexts.

## 1.11 Definition of Key Terms

### *Coping Behaviour*

Coping behaviour refers to the specific strategies and actions employed by visually impaired high school students in Palayamkottai to manage and adapt to stressors and challenges in their academic and social environments. **(**Kumar & Laxmi, 2019**)** In this study, coping behaviour will be measured using a standardized

coping behaviour inventory, which assesses dimensions such as stress management, problem-solving, social interaction, and emotional regulation **(**Kumar & Laxmi, 2019**)**

***Visually Impaired***

Visually impaired students are those who have significant visual impairment, including blindness or low vision, which substantially limits one or more major life activities, particularly in the context of educational participation **(**American Foundation for the Blind, n.d.**).** For this study, visually impaired students are those enrolled in high school programmes in Palayamkottai and registered with a recognized disability certificate indicating visual impairment **(**Battle for Blindness, n.d.**).**

***Team-Building Activities***

Team-building activities are structured group exercises designed to enhance teamwork, communication, collaboration, and trust among participants **(**Goswami & Mehrotra, 2023**).** In this study, these activities will be tailored to the abilities and needs of visually impaired high school students and will include exercises such as problem-solving tasks, trust-building games, and collaborative projects. The effectiveness of these activities will be evaluated through observations, feedback from participants, and pre-and post-intervention assessments **(**Atare, 2017**).**

***High School Students***

High school students in this study are individuals enrolled in grades 9 to 12 in educational institutions in Palayamkottai. These students are typically aged between 14 and 18 years and are pursuing Secondary

Education. The focus will be on those who have been identified as visually impaired and are receiving special education services or accommodations.

***Palayamkottai***

Palayamkottai is a town located in the Tirunelveli district of Tamil Nadu, India. It serves as the geographical setting for this study. The research will focus on visually impaired High School students attending schools within this town. Palayamkottai is known for its educational institutions and resources dedicated to supporting students with disabilities.

**1.12 Objectives of the Study**

The primary objective of this study is to determine the effectiveness of team-building activities in enhancing coping behaviour among visually impaired high school students in Palayamkottai. To achieve this, the study aims to explore and evaluate various dimensions of coping behaviour and their improvement through participation in structured team-building exercises. The objectives of the study are as follows:

1. To examine whether age influences the coping skills of visually impaired high school students.
2. To analyze the impact of sex on the coping skills of visually impaired high school students.
3. To determine the role of type of family in the coping skills of visually impaired high school students.
4. To evaluate the effect of nature of residence on the coping skills of visually impaired high school students.

5. To explore whether the nature of visual impairment affects the coping skills of visually impaired high school students.
6. To investigate the influence of type of visual impairment on the coping skills of visually impaired high school students.
7. To study the relationship between the educational qualification of the father and the coping skills of visually impaired high school students.
8. To study the relationship between the educational qualification of the mother and the coping skills of visually impaired high school students.
9. To assess the impact of the occupation of the father on the coping skills of visually impaired high school students.
10. To assess the impact of the occupation of the mother on the coping skills of visually impaired high school students.
11. To examine whether the number of siblings affects the coping skills of visually impaired high school students.
12. To analyze the role of annual family income in the coping skills of visually impaired high school students.
13. To investigate the correlation between team-building activities and the dimensions of coping skills, including context awareness, goal setting, task preparation, seeking guidance, creating optimism, and sense of perseverance.

Based on the findings, this objective aims to offer practical suggestions for educators and policymakers on

how to incorporate effective team-building exercises into regular educational practices to support visually impaired students' coping behaviour. By addressing these objectives, the study aims to offer comprehensive insights into the role of team-building activities in enhancing various aspects of coping behaviour among visually impaired high school students, ultimately contributing to their academic success and overall well-being.

## 1.13 Hypothesis of the Study

The study is guided by the following hypotheses:

1. There is no significant difference in the coping skills of visually impaired high school students concerning their age**.**
2. There is no significant difference in the coping skills of visually impaired high school students concerning their sex**.**
3. There is no significant difference in the coping skills of visually impaired high school students concerning their type of family**.**
4. There is no significant difference in the coping skills of visually impaired high school students concerning their nature of residence**.**
5. There is no significant difference in the coping skills of visually impaired high school students concerning their nature of visual impairment**.**
6. There is no significant difference in the coping skills of visually impaired high school students concerning their type of visual impairment**.**

7. There is no significant difference in the coping skills of visually impaired high school students concerning the educational qualification of their father**.**
8. There is no significant difference in the coping skills of visually impaired high school students concerning the educational qualification of their mother**.**
9. There is no significant difference in the coping skills of visually impaired high school students concerning the occupation of their father**.**
10. There is no significant difference in the coping skills of visually impaired high school students concerning the occupation of their mother**.**
11. There is no significant difference in the coping skills of visually impaired high school students concerning their number of siblings**.**
12. There is no significant difference in the coping skills of visually impaired high school students concerning their annual family income**.**
13. There is no significant correlation between team-building activities and the dimensions of coping skills, including context awareness, goal setting, task preparation, seeking guidance, creating optimism, and sense of perseverance**.**

By testing these hypotheses, the study aims to determine the effectiveness of team-building activities in enhancing various aspects of coping behaviour among visually impaired high school students in Palayamkottai. The findings will provide insights into how such activities can be integrated into educational curricula to support the overall well-being and academic success of these students.

## 1.14 Significance of the Study

This research is significant for several reasons:

The findings can inform educators and policymakers about the benefits of incorporating team-building activities into the curriculum for visually impaired students, leading to improved coping mechanisms and overall well-being (Khan et al., 2023). The study will provide a framework for designing and implementing team-building activities that can be used by schools and organizations working with visually impaired students (Singh & Mehta, 2023).

The research will contribute to the existing body of knowledge on coping strategies and team-building activities, particularly in the context of visually impaired students (Kumar & Sharma, 2023). By enhancing the coping behaviour of visually impaired students, the study aims to foster a more inclusive and supportive educational environment, promoting social integration and academic success (Thurston & Traynor, 2023).

## 1.15 Organisation of the Thesis

The thesis is structured as follows:

- **Chapter 1: Introduction** – Provides an overview of the research background, significance, objectives, hypotheses, and scope.
- **Chapter 2: Literature Review** – Reviews relevant literature on coping behavior, visual impairment, and the impact of team-building activities.
- **Chapter 3: Research Methodology** – Describes the research design, participants, instruments, procedures, and data analysis methods.

- **Chapter 4: Results and Discussion** – Presents and discusses the findings of the study.
- **Chapter 5: Conclusion and Recommendations** – Summarizes the key findings, discusses their implications, and provides recommendations for practice and future research.

By addressing these aspects, the study aims to offer comprehensive insights into the role of team-building activities in enhancing various aspects of coping behavior among visually impaired high school students, ultimately contributing to their academic success and overall well-being.

## 1.16 Conclusion

This chapter has introduced the research topic, providing an overview of the study's background, problem statement, objectives, research questions, significance, scope and key terms. The chapter has also outlined the organization of the study. The following chapters will build on this foundation, exploring the literature, methodology, findings and implications of the research on enhancing coping behaviour through team-building activities among visually impaired High School students in Palayamkottai.

# CHAPTER - II
# REVIEW OF RELATED LITERATURE
## 2.1 INTRODUCTION

The term 'review' means to organize the knowledge of the specific areas of research to evolve an edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because research has to synthesis the available knowledge of the field in a unique way to provide the rationale for his study. The review of related literature is a significant part of a research study. This helps the researcher to gather up-to-date information about what has been done; in the particular on which he intends to study. Review of related studies further avoids duplication of effort that has already been done and it helps the investigator to go further deep into the problem in hand. It also helps to study the different facets of the problem. It provides the opportunity of giving an insight into the methods, measures and various others, which would lead to the improvement of the research design significantly. It is a valuable guide in defining the problem, recognizing its significance, suggesting the promising data gathering devices, appropriate study design and source of data.

According to T.C. Aggarwal, (1996)"the state of related literature implies locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individual planned research report".

## 2.2. CLASSIFICATION OF THE RELATED LITERATURE

The investigator has classified the studies into two major sections namely.

A. Indian Studies.
B. Foreign studies.

**INDIAN STUDIES**

**Shree Deepa. (2022), "Mutual Learning through Collaboration with Blind or Visually Impaired Students".** This paper discusses the possibility of positive collaboration between sighted and BVI in an inclusive English language classroom in an undergraduate programme. As for visual incapacities specifically, the perspectives of sighted people can make boundaries and hardships for those with visual deficiency or visual weakness. For instance, changing the perspectives of students in classrooms will positively impact them and their mental framework that is conducive to collaborate and learn from the persons with disabilities and therefore outreach and extend to their professional lives, all planning and projects so much so that the vicious cycle of this mindset will be broken. Classrooms are the best crucibles where this collaboration can easily happen over a course. This is even more crucial when the course is the English language classroom that is inclusive not just by policy but in reality; group work, pair work etc are a part of the language classroom teaching/learning sequences. It traces how team work fosters and strengthens productive collaboration and contribution by the BVI and alters the perceptions of the sighted.

**Athaullah et al (2021), "Grit, Self Image and Coping Strategies among Sighted and Visually Impaired College Students".** The objective of the study is to compare the level of grit, coping strategies and self-image among blind and sighted college students. To assess the level of grit, coping strategies and self image in blind college students, to compare the level of grit, coping strategies and self-image among blind and sighted college students. Ex-post facto research design and convenience sampling was used. The sample included 80 city college students, where 40were visually impaired and 40 were sighted day scholars. Independent t tests was done using SPSS package where a significant difference among the visually impaired and sighted college students was found in grit, task-oriented coping strategy and self-image, with no significant difference in self-esteem scores.

**Shankar, C. (2020), "Adjustment Behaviour and Its Dimensions of Adolescent Students with Visual Impairment in Relation to Their Personality Traits in Tamilnadu".** The student in adolescent stage faces many problems, and it is more complicated for the students with visual impairment. They need somebody to solve problems in order to avoid tensions and conflicts. Adjustment and personality traits are two important attributes that shape the students into the proper human being. Therefore, this study aims to investigate the adjustment behaviour and its dimensions of visually impaired adolescent students in relation to personality traits. A normative methodology and survey technique has been adopted to a sample of fifty visually impaired

students randomly selected from six schools in Namakkal, Salem, Erode, Thiruvannamalai, and Cuddalore districts of Tamil Nadu. The descriptive analysis shows that the level of adjustment behaviour and its dimensions and personality traits were averaged for the whole sample. The differential analysis showed that independent variables onset of blindness, achievement, and birth order did not have a significant influence on the adjustment behaviour. Onset of blindness and achievement has no significant influence, while birth order has a significant influence on the personality traits. The correlation analysis shows that adjustment behaviour has a positive significant relationship with personality traits whereas adjustment dimensions have no significant relationship with respect to personality traits. The stepwise multiple regression analysis shows that birth order is the best predictor that has significant influence on the adjustment behavior.

**Ahmed (2019), " Identifying and Addressing the Challenges Faced by Students with Visual Impairments in Accessing Education and Learning Contents in Relation to ICT: The case of the Tertiary Education in Bangladesh".** Though Information and communication technology (ICT) has a great potential in providing a fair and equitable education for students with visual impairments, they face several challenges in accessing and using ICT for education and learning purposes. Empirical studies exclusively focusing on visually impaired students in accessing and using ICTs in higher educational instructions are scarce. The current study aims to fill the research gap by identifying the

needs of and challenges faced by visually impaired students in accessing ICT to avail educational and learning contents in higher education institutions in a developing country context like Bangladesh. The findings of the study indicate that the major challenges faced by visually impaired students include inadequate arrangements for visually students in universities, difficulties in hiring underwriters, lack of compatible assistive technology, teaching incompetency to design accessible content, unaffordable ICT and assistive technology devices.

**Rai et al (2019), "Coping strategy in persons with low vision or blindness – an exploratory study".** Coping strategies employed by people with visual disability can influence their quality of life (QoL). We aimed to assess coping in patients with low vision or blindness. In this descriptive cross sectional study, 60 patients (25–65 years) with <6/18 best-corrected vision (BCVA) in the better eye and vision loss since ≥6 months were recruited after the institutional ethics clearance and written informed consent. Age, gender, presence of other chronic illness, BCVA, coping strategies (Proactive Coping Inventory, Hindi version), and vision-related quality of life (VRQoL; Hindi version of IND-VFQ33) were recorded. Range, mean (standard deviation) for continuous and proportion for categorical variables. Pearson correlation looked at how coping varied with age and with VRQoL. The analysis of variance (ANOVA) and t-test compared coping scores across categorical variables. Statistical significance was taken at $P < 0.05$. Sixty patients fulfilled inclusion criteria.

There were 33 (55%) women; 25 (41.7%) had low vision, 5 (8.3%) had economic blindness, and 30 (50.0%) had social blindness; 27 (45.0%) had a co-morbid chronic illness. Total coping score was 142 ± 26.43 (maximum 217). VRQoL score (maximum 100) was 41.9 ± 15.98 for general functioning; 32.1 ± 12.15 for psychosocial impact, and 41.1 ± 17.30 for visual symptoms. Proactive coping, reflective coping, strategic planning, and preventive coping scores correlated positively with VRQoL in general functioning and psychosocial impact.

**Gill et al (2017), "Empowering Visually Impaired Students through E-Learning at Higher Education: Problems and Solutions".** This paper primarily deals with inadequacies in learning environments and services for visually impaired students using ICT in an educational context. It is designed to identify, elucidate problems and raise issues concerning visually challenged students in the course of their post-secondary education through e-learning in Delhi. It considers and illustrates the experience of these students in pursuing higher education through responses in a structured questionnaire. It gives recommendations for designing e-learning systems to make education more inclusive. The study confirms that e-learning is a significant opportunity for such students but there are umpteen issues which still need to be addressed as the problems of availability, accessibility in a holistic way (technological and pedagogical), efficacy and utility of the system, etc. The aspect that is not intricate is the affordability of E-Systems but the availability of online

e-learning facilities, accessibility of websites, availability of books in all formats, description of pictures along with images, good screen readers for all languages and affordability of original software are some of the problems areas that continue to bother these students.

**M. Maria Antony Raj (2016), "Resilience among the Students with Visual Impairment in the Special Schools of Tamil Nadu".** The main objective of the study were to study the socio-demographic profile of the students with visual impairment, to measure the level of resilience among the respondents, to determine the coping strategies of the respondents, to gauge the level perceived social support among the respondents, to understand the self-concept among the respondents, to comprehend the school environment of the respondents, and to know the relationship between social demographic variables and the resilience, perceived social support, coping, school environment, self - concept. The students with visual impairment from all the five special school in Tamil Nadu constituted the population of the study. Among the 234 students who were studying higher secondary courses in special schools, 176 students with visual impairment were taken as sample through a stratified proportionate random sampling technique. An interview schedule was used for collecting the primary data from the respondents. The standardized scales adopted and used in the study were The Resilience Scale by Wagnild & Young (1993), Multidimensional Scale of Perceived Social Support by Zimet, Dahlem, Zimet & Farley (1988 ), Brief COPE by

Carver C. S (1997 ), School Environment Inventory by Misra, K. S (1984)and Self-concept Inventory by Ahluwalia, S. P (1999. The findings of the study were that, more than one third of the respondents (39.2% ) had moderate level of Resilience, 44.9 per cent of the respondents had low level of perceived social support, 35.2 per cent of the respondents had moderate level of positive coping and 38.1 per cent had low level of negative coping. Majority of the respondents (65.9% ) had low level of Self-concept, 36.9 per cent of the respondents had moderate level of positive school environment and 47.7 per cent had moderate level of negative school environment. The hypothesis testing clearly indicated that the female respondents have higher level of resilience than the male. There was a significant relationship (r = .413 ) between level of resilience and level of perceived social Support at .01 level of significance. There was a significant positive relationship between positive school environment and level of resilience which was significant at .05 level. There was a positive relationship between positive coping strategies and level of resilience at .01 level of significance. Positive school environment and perceived social support had significant relationship at .01 level. Based on the results obtained through the study, the researcher proposed few suggestions so that the students with visual impairment can enhance their resilience. The research clearly indicated that the students with visual impairment from rural areas received low social support.

**Nageswara Rao Ambati (2015), "Coping Strategies Used By Students with Disabilities in Managing Social and Higher Educational Experiences".** This study attempts to understand social and educational experiences of students with disabilities in institutions of higher education and is exploratory in nature. To understand the educational experiences of these students, it is not enough to know only the availability of services and resources. It is also necessary to understand the students personally, and the circumstances in which they live. To answer the research questions posed in this study, the researcher has used mixed methods and three universities were selected through purposive sampling in so as to gain maximum diverse variation. For this study, in-depth interviews were conducted with hundred students with disabilities in selected universities in Andhra Pradesh, India. In this study, quantitative and qualitative data analyses were used and in most cases quotes of real text for each theme were maintained and used extensively. The findings of the study show the students were very categorical about their special needs in order to achieve their goals. A greater understanding has been gained regarding coping strategies adopted by them to manage their higher education needs. Based on findings of the study the researcher has brought out the factors which influence the creation of an inclusive environment in institutions of higher education.

**Hallemani et al (2014), "Level of Stress and Coping Strategies Adopted by Adolescents with Visual Impairment".** Blind and visual disability is a great problem all over the world. Loss of the visual acuity in

children requires special attention. the study was aimed to assess the level of stress and coping strategies adopted by adolescents with visual impairment. Methodology- The research approach adopted for this study was descriptive survey approach, and Non experimental descriptive, corelational design. The study will be conducted in Sri Raman Maharishi academy for blind, J.P. Nagar, Bangalore. In the present study sample consists of 80 adolescents with visual impairment and sampling technique is non-probability, purposive sampling technique was used to select the sample for this study. Findings- The overall level of stress experienced by adolescents with visual impairment reveals that 42(52.5%) of respondents had moderate level of stress, 36(45%) of respondents had mild level of stress and 2(2.5%) of the respondents had severe level of stress. The overall coping strategies reveals that 73(91.25%) of respondents had moderately adequate coping strategies, 7(8.75%) of respondents had adequate coping strategies and none of the respondents had inadequate coping strategies. The analysis revealed that there is a statistical significant association between the stress levels of adolescents with visual impairment.

**FOREIGN STUDIES**

Binlang and donguiz (2024), “beyond sight: a systematic review of the challenges and coping mechanisms in inclusive education for visually impaired students”. Significant progress has been made on inclusive education for the visually impaired but achieving its smooth implementation remains a distant goal. This is the finding of the systematic review that examines the

enormous difficulties that visually impaired students encounter in inclusive education environments in different locations. This paper argues that learners may experience challenges but more often, the visually impaired are the most vulnerable and often left behind, encountering multifaceted barriers that will hamper their ability to move freely and affect their quality of life. The systematic search method was employed to determine the challenges, responsiveness, and coping mechanisms employed by the visually impaired and this study involved a systematic review of qualitative. Three search engines used were– elicit, research rabbit, and semantic scholar- resulting in reviewing 40 articles from a keyword search. Despite the different locale of the studies, the challenges encountered by the visually impaired students were almost the same. It is however worth noting that visually impaired individuals have been coping with the challenges they face in inclusive education.

**Sebastian Ruin et al (2023), "Barriers and Challenges for Visually Impaired Students in PE—An Interview Study with Students in Austria, Germany, and the USA".** Physical education (PE) is an important part of school education worldwide, and at the same time, almost the only subject that explicitly deals with body and movement. PE is therefore of elementary importance in the upbringing of young people. This also applies to children with visual impairments. However, existing findings on participation and belonging in PE as well as on physical and motor development reveal that this group of children and adolescents is noticeably

disadvantaged in this respect. Against this background, this paper aims to explore fundamental barriers and challenges across different types of schools, types of schooling, and countries from the perspective of visually impaired children. The qualitative interview study with 22 children with visual impairments at different types of schools in three countries (Austria, Germany, USA) reveals that none of the respondents could escape the power of social distinctions and related problematic and existing hierarchies. Hence, ideas of normality and associated values remain the main challenge for all of them. However, the type-forming analysis provides important insight across settings on how visually impaired children differ on this, allowing for greater sensitivity to the concerns of children with visual impairments.

**Jocelyn Absolor (2023), "The Lived Experiences of the Persons with Disabilities(PWDs) in the Workplace: A Phenomenological Study".** This study explored the lived experiences of the PWDs in the workplace.This research employed the phenomenological approach. Necessary data were obtained through semi-structured interview and observations. Two participants who are persons with disabilities (PWDs) and work in a public and a private sector were selected based on the criteria set in identifying participants. Through Colazzi's method,participants' responses were transcribed and coded for deeper analysis. Three emerging themes reflect the lived experiences of the participants:work gives them a feeling of fulfillment; inclusion in the workplace and

freedom to enjoy all the rights and benefits of a regular employee significantly boost their morale and independence in the performance of assignments.Generally,their acceptance in the workplace keeps them going and inspires them to keep thinking on how to better their job performance under an environment where people do not see them as different individuals. They allow themselves to be productive just as anyone else in the workplace. They perform their work independently and they don't see any reason to rely on others. They claim that the quality of work they render reflect their true capabilities.

**Ifigeneia Manits and Maro Doikou (2022), "Social support for students with visual impairments in educational institutions: An integrative literature review".** Students with visual impairments often experience emotional problems and encounter difficulties in forming and maintaining social relationships. Research indicates that the social support provided to these students by staff members and their peers in educational institutions may have a positive impact on their academic learning and socioemotional development. The purpose of this integrative literature review was to synthesise the results from 17 academic articles published during 1998 and 2018, which examined the topic of social support for students with visual impairments in educational institutions. This review reveals that for students with visual impairments cooperation, empathetic behaviour, and practical assistance are the main components of social support. These students actively seek social support from staff

members and peers, but they face many challenges, such as the lack of training and awareness. Support from staff members contributes to students' academic learning and social inclusion, whereas peers' social support enhances their self-esteem and social acceptance. The outlined positive effects of educational interventions on students' social skills and social interaction support the need for implementing more interventions. The limitations of the studies reviewed and recommendations for future research are discussed.

**Eng et al (2022), "Challenges of Students with Disabilities in Higher Education".** This study determined the responsiveness of the higher educational institutions (HEI's) in the province of Sorsogon to the needs of the students with disabilities. It is a descriptive survey that aimed to determine the profile of the students with disability and the responsiveness of the colleges in terms of facilities, policies and student support services. The challenges met of the students with disabilities were also included. The respondents of the study were the 20 students with disabilities who were enrolled for AY 2017-2018 and the administrators of the 15 colleges in the province. A survey questionnaire checklist and an interview guide were utilized to gather the informations and served as the primary sources of data. The profile showed that majority of the students with disabilities their age range from 17-23 years old, most of them are male and their common physical disabilities were orthopedic condition due to birth defects and accidents, speech, visual and hearing and health impairments. The study found out the lack of facilities, policies and student

support services that will cater the needs of the students with disabilities in the HEIs. Challenges met by the students were due to limitations of these provisions. Thus, it was recommended that provisions on basic facilities for mobility and accessibility be provided. Likewise, clear admission policies and guidelines may be established to give equal opportunities and provisions on support services and facilitate the documentation of the disability of the students.

**Cherpet et al (2021), "Challenges and Coping Strategies of Visually Impaired Adults in Zeerust, South Africa".** Despite efforts to reduce the adverse living conditions of people living with disabilities in South Africa, they continue to experience a myriad of challenges on a daily basis. The study aimed at exploring the challenges and coping strategies of Visually Impaired (VI) adults in Zeerust, South Africa. A qualitative research approach was adopted, and a descriptive (QD) design was used to collect data from fourteen participants with visual impairments. Purposive sampling and used to select participants and semi-structured interviews were used to collect data. Thematic content analysis and the Atlas Ti-version 8.4.23 software were used to analyse data. The results show that people with VI face different challenges such as unemployment, lack of privacy, illiteracy, stigmatization, accidental falls and isolation. To cope with such challenges, people with VI rely on support from family members, friends, social workers, nurses, and mobility instructors. Religion, self-acceptance, and addictive behaviours were also used as coping strategies. The study concludes that people with

visual impairments in South Africa continue to face a number of challenges and efforts should be put in place to curb these challenges. Findings of this study may help relevant government departments and non-profit organisations working with people with disabilities to formulate appropriate policies and programmes. Community education remains crucial in creating conducive space for people with disabilities. Efforts should be put to continue providing life and vocational skills.

**Eleftheria Beteinaki (2019), "Social interactions and friendships of adolescents with visual impairments: A Scoping Review".** The aim of this study is to review the existing literature on the social interactions and friendships of adolescents with visual impairments from their own perspective and investigate the interventions designed to improve their social interactions and friendships. A literature search on the databases of ERIC, CINAHL and PsycINFO and a hand search on the reference lists of the relevant articles was conducted. The search was limited to recent peer reviewed studies published in English, reporting perspectives of adolescents (13-18 years old) with visual impairments on their social interactions and friendships and intervention studies aimed to support them in the aforementioned domain. The context of school was presented often as problematic compared to other contexts, and friendships in schools were rare. According to adolescents' voices, friendships helped to cope with the impairment, friends had a meaningful role in their life and they made school life more enjoyable. In comparison to their sighted peers,

adolescents with vision impairments had smaller networks and less friends with whom they had different type of 3 relationships. Lastly even though several barriers and facilitators were identified, which belong to domains of Body functions and structures and Physical, Attitudinal and Social environment, there was a lack of interventions aiming to support the social interactions and friendships of adolescents with vision impairments.

**Zelalem Temesgen (2018), "School Challenges of Students with Visual Disabilities".** The purpose of this study was to identify challenges that students with visual disabilities faced in the primary schools of Weldeya town in Ethiopia. Principals, students with visual disabilities and teachers were invited to take part in the study. With this, a phenomenological design was used to investigate the experience of participants regarding school challenges of students with visual impairment. The researcher used a semi-structured interview, focused group discussion and observation checklist to gather data. Then, the data were analyzed thematically which were preset in relation with research questions. Through the discussion, environmental inaccessibility, inflexibility of financial guidelines in schools and lack of training among teachers were identified as major school challenges for education of students with visual impairment.

# CHAPTER – III
# METHODOLOGY

## 3.1 Introduction

Methodology refers to the **systematic approach, principles, and procedures** used in research to collect, analyze, and interpret data. It serves as a structured framework that guides researchers in conducting their studies effectively and ensuring the validity and reliability of their findings.This chapter delineates the research methodology, encompassing the research design, data collection strategies, sampling techniques, and analytical procedures employed to accomplish the study's objectives.

## 3.2 Aim of the Study

The primary aim of this study is to enhance coping skills among visually impaired high school students in Palayamkottai through participation in team-building activities. The study seeks to assess the impact of these activities on students' emotional resilience, problem-solving abilities, interpersonal skills, and overall adaptability. By employing a survey method and non-parametric statistical analysis, the research aims to provide insights into how structured team interactions can foster better coping mechanisms among visually impaired students, ultimately contributing to their personal development and well-being.

## 3.3 Research Design

The study adopts a quantitative research approach using the survey method to assess the impact of team-building activities on the coping skills of visually impaired high school students in Palayamkottai.

A structured questionnaire and observational checklists are used as data collection tools to gather information on students' emotional resilience, problem-solving abilities, and interpersonal skills.Since this study focuses on descriptive analysis, the data collected is examined using qualitative interpretation and frequency distributions to identify patterns and trends among the participants. The study uses purposive sampling to select participants, ensuring that the sample is representative of visually impaired students who actively participate in team-building exercises.

By adopting this methodology, the research ensures a systematic and reliable approach to understanding the role of team-building activities in enhancing coping skills among visually impaired students.This method is chosen as it allows for systematic data collection from participants regarding their coping skills after engaging in team-building activities. A survey method is appropriate because it provides standardized information, making it easier to compare responses across participants. The study is descriptive in nature, focusing on gathering data through structured questionnaires and observations. Unlike experimental research, this approach does not manipulate variables but rather seeks to understand existing conditions and behaviors of the participants.

### 3.4 Participants and Sampling

The study was conducted on 60 visually impaired high school students from special education institutions in Palayamkottai. Among them, 30 students actively

participated in team-building activities, while the other 30 students served as observers due to complete vision loss.A purposive sampling technique was employed to select participants based on their level of visual impairment, ensuring a balanced representation of students with varying degrees of vision loss. The study prioritized students who were willing to share their coping experiences through questionnaires and observations.

The selection criteria included:

- Students diagnosed as visually impaired (partial or complete loss of vision)
- High school students from grades 6-9

To ensure meaningful insights while maintaining manageability in data collection and analysis, a sample size of 30 students was finalized. This number was chosen based on feasibility and to maintain statistical validity in the research findings.

### 3.5 Data Collection Methods

Data collection is carried out through two primary methods: **structured questionnaires** and **observational checklists**. These tools are used to evaluate the coping skills of visually impaired students after participating in team-building activities.

- **Survey Questionnaires**: A structured questionnaire is designed to assess different aspects of coping skills, including emotional resilience, problem-solving abilities, interpersonal skills, and adaptability. The questionnaire consists of multiple-choice and

Likert-scale questions to facilitate quantitative analysis.

- **Observations**: Researchers conduct direct observations to assess participants' behavior and interactions during team-building activities. Observational data help validate self-reported survey responses and provide deeper insights into students' coping mechanisms.

Data collection is conducted systematically, ensuring consistency and accuracy in responses. Researchers assist participants in completing the questionnaire when necessary to accommodate their visual impairments.

**3.6 Distribution of the Sample**

The distribution of the sample is done with respect to the background variables namely gender, nature of visual impairment, type of visual impairment, course of study, medium of instruction, major subject of the study, educational qualification of the father, educational qualification of the mother, occupation of the father, occupation of the mother, number of siblings and annual income of the family. The distribution of the sample with respect to the background variables is appended (Appendix ).

**3.7 Tools used for the Present Study**

The investigators had employed the following tool for the collection of data of the present study. Standardized tool for the study is D'SelVa's Coping behavior inventory (2013) developed by.Vasanthi Medona and Devasahayam Selvakumar

### 3.8 Personal Data Sheet

The **Personal Data Sheet** is designed to collect demographic and background information from visually impaired high school students participating in the study. It includes essential details such as:

- Age
- Sex
- Type of Family
- Nature of Residence
- Nature and Type of Visual Impairment
- Educational Qualification of Parents
- Occupation of Parents (Daily Wages/Private/Government Job)
- Number of Siblings
- Annual Family Income

This information provides a contextual basis for analyzing the coping skills of participants, ensuring a comprehensive understanding of how different demographic factors influence their responses. The data collected through the Personal Data Sheet is used solely for research purposes, maintaining confidentiality and ethical standards.

### 3.9 Team Building Activities

This study explores the use of structured team-building exercises aimed at enhancing coping skills among visually impaired students. The selected activities are designed to promote collaboration, trust, problem-solving, and emotional resilience. One such activity, the *Tactile Treasure Hunt*, engages students in using tactile clues such as textured materials, distinct shapes, or temperature differences to locate a hidden object,

thereby improving their adaptability, spatial awareness, and teamwork. To support visually impaired participants, audio descriptions of the environment are provided. In the *Flavor Identification Challenge*, students work in teams to taste various foods or drinks and identify the flavors, encouraging sensory integration, communication, and adaptability. Another key activity is the *Trust Walk*, where students pair up and one partner, either blindfolded or visually impaired, is guided verbally by the other through an obstacle course or familiar route. This exercise strengthens trust, communication, and teamwork, with adaptations including clear audio cues and ensuring the path is free of tripping hazards. Together, these activities offer inclusive and engaging strategies to build essential coping mechanisms in visually impaired students.

### 3.10 Data Analysis

Since the data collected does not follow a normal distribution, **non-parametric statistical tests** are used for analysis. These tests are suitable for small sample sizes and ordinal data, making them appropriate for this study. The following statistical techniques are applied:

- **Mann-Whitney U Test**: Used to compare coping skills between different groups if applicable (e.g., male vs. female students,).
- **Spearman's Rank Correlation**: Used to assess the relationship between students' participation in team-building activities and their coping skill levels.These statistical methods provide a comprehensive understanding of trends and patterns in coping skill development among visually impaired students.

### 3.11 Ethical Considerations

The study strictly adheres to ethical research guidelines to ensure the rights and well-being of participants. The following ethical principles are followed:

- **Informed Consent**: Participants and their guardians are informed about the purpose of the study, the procedures involved, and their right to withdraw at any time.
- **Confidentiality**: Personal data and responses are kept anonymous and used solely for research purposes.
- **Voluntary Participation**: Students participate voluntarily without any coercion, ensuring genuine responses.
- **Approval from Authorities**: Necessary permissions are obtained from school administrators and educational institutions before conducting the study.

By maintaining these ethical standards, the study ensures the integrity of research and the protection of participants.

### 3.12 Summary

This chapter outlines the methodological framework of the study, emphasizing the use of the survey method, intervention strategies, and non-parametric statistical analysis. The structured team-building activities are designed to enhance coping skills, and data is analyzed using appropriate statistical methods. The next chapter presents the findings and interpretation of the results obtained.

# CHAPTER – IV
# ANALYSIS OF DATA

## 4.1 INTRODUCTION

After administering the tools and collecting data, it is essential to process and analyze the information according to the research plan. For this study, the investigator utilized Jamovi (Evaluation Version) for data analysis. As Kothari C.R. (2007) states, "This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis. Technically speaking, processing implies editing, coding, classification, and tabulation of collected data to facilitate analysis." Analysis involves computing specific measures and identifying patterns of relationships among data groups. According to Giles G.B. (1974), "In the process of analysis, relationships of differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine the validity of conclusions." Similarly, John W. Best (2006) describes statistics as a mathematical tool used for collecting, organizing, analyzing, and interpreting numerical data, enabling researchers to generalize findings from individual observations. A thorough understanding of the survey background and its stages is crucial for effective analysis, followed by hypothesis formulation and testing. This investigation employed Independent t test and pearsons correlation test to ensure precise and meaningful interpretations, eliminating vague approaches.

## 4.2 PERCENTAGE ANALYSIS

To find the coping skills of visually impaired children with regard to the following background variables.

**Table 4.1**

**Significant of difference in Coping Skills of Visually Impaired Children with regard to Age**

| Dimension | Age | No | Mean | SD | t | p |
|---|---|---|---|---|---|---|
| Context Awareness | 10-13/ 13-14 | 17<br>13 | 21.471<br>23.769 | 3.6932<br>4.2062 | -1.591 | 0.123$^{NS}$ |
| Goal Setting | 10-13/ 13-14 | 17<br>13 | 29.412<br>28.538 | 4.0783<br>2.8756 | .656 | 0.517$^{NS}$ |
| Task Preparation | 10-13 /13-14 | 17<br>13 | 28.941<br>28.846 | 3.3998<br>4.0589 | .070 | 0.945$^{NS}$ |
| Seeking Guidance | 10-13/ 13-14 | 17<br>13 | 9.824<br>10.308 | 3.1072<br>2.4962 | -.459 | 0.650$^{NS}$ |
| Creating Optimism | 10-13 /13-14 | 17<br>13 | 22.529<br>21.385 | 3.4842<br>5.1887 | .723 | 0.476$^{NS}$ |
| Sense Of Perseverance | 10-13 /13-14 | 17<br>13 | 28.353<br>28.231 | 4.1824<br>3.7673 | .083 | 0.935$^{NS}$ |
| Total Coping Skill | 10-13 /13-14 | 17<br>13 | 140.53<br>141.08 | 10.013<br>10.602 | -.145 | 0.886$^{NS}$ |

****Significant at 5%of level*

In the table since the p value (0.886) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to age.

It is also true with the dimensions namely context awareness (p=0.123), goal setting (p=0.517), task preparation (p=0.945), seeking guidance (p=0.650), creating optimism (p=0.476) and sense of perseverance (p=0.935).

**Table 4.2**

**Significant of difference in Coping Skills of Visually Impaired Children with regard to Sex**

| Dimension | Sex | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Male | 20 | 22.750 | 3.4009 | .539 | .594$^{NS}$ |
| | Female | 10 | 21.900 | 5.2164 | | |
| Goal Setting | Male | 20 | 29.100 | 3.8375 | .142 | .888$^{NS}$ |
| | Female | 10 | 28.900 | 3.1780 | | |
| Task Preparation | Male | 20 | 29.100 | 3.4626 | .420 | .677$^{NS}$ |
| | Female | 10 | 28.500 | 4.1164 | | |
| Seeking Guidance | Male | 20 | 10.100 | 2.6137 | .180 | .859$^{NS}$ |
| | Female | 10 | 9.900 | 3.3483 | | |
| Creating Optimism | Male | 20 | 22.350 | 4.2087 | .569 | .574$^{NS}$ |
| | Female | 10 | 21.400 | 4.5265 | | |
| Sense Of Perseverance | Male | 20 | 28.300 | 3.9216 | .165 | 1.000$^{NS}$ |
| | Female | 10 | 28.300 | 4.1913 | | |
| Total | Male | 20 | 141.70 | 10.095 | .710 | .484$^{NS}$ |
| | Female | 10 | 138.90 | 10.365 | | |

****Significant at 5%of level*

In the table since the p value (0.484) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to sex

It is also true with the dimensions namely context awareness (p=0.594), goal setting (p=0.888), task preparation (p=0.677), seeking guidance (p=0.859), creating optimism (p=0.574) and sense of perseverance (p=1.000).

**Table 4.3**

**Significant of difference in Coping Skills of Visually Impaired Children with regard to Type of Family**

| Dimension | Type of Family | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Nuclear/ Joint Family | 246 | 22.458<br>22.500 | 4.4034<br>2.1679 | -.022 | .982$^{NS}$ |
| Goal Setting | Nuclear/ Joint Family | 246 | 28.458<br>31.333 | 3.6473<br>2.2509 | -1.831 | .078$^{NS}$ |
| Task Preparation | Nuclear/ Joint Family | 246 | 28.417<br>30.833 | 3.5129<br>3.7639 | -1.488 | .148$^{NS}$ |
| Seeking Guidance | Nuclear/ Joint Family | 246 | 10.042<br>10.000 | 2.8965<br>2.7568 | -1.425 | .975$^{NS}$ |
| Creating Optimism | Nuclear/ Joint Family | 246 | 21.292<br>28.625 | 4.2270<br>3.1623 | -2.002 | .055$^{NS}$ |
| Sense Of Preseverance | Nuclear/ Joint Family | 246 | 25.000<br>139.29 | 4.0520<br>3.4641 | .901 | .376$^{NS}$ |
| Total | Nuclear/ Joint Family | 246 | 27.000<br>146.67 | 10.285<br>7.230 | -1.647 | .111$^{NS}$ |

****Significant at 5%of level*

In the table since the p value (0.111) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to type of family

It is also true with the dimensions namely context awareness (p=0.982), goal setting (p=0.78), task

preparation (p=0.148), seeking guidance (p=0.975), creating optimism (p=0.55) and sense of perseverance (p=0.376)

**Table 4.4**

**Significant of difference in Coping Skills of Visually Impaired Children with regard to Nature of Residence**

| Dimension | Nature of Residence: | No | Mean | SD | t | p |
|---|---|---|---|---|---|---|
| Context Awareness | Hosteller / Day Scholar | 8<br>22 | 23.375<br>22.136 | 5.5790<br>3.3988 | .589 | 0.570$^{NS}$ |
| Goal Setting | Hosteller / Day Scholar | 8<br>22 | 29.500<br>28.864 | 3.5456<br>3.6553 | .425 | 0.674$^{NS}$ |
| Task Preparation | Hosteller / Day Scholar | 8<br>22 | 28.750<br>28.955 | 4.7434<br>3.2729 | -.134 | 0.894$^{NS}$ |
| Seeking Guidance | Hosteller / Day Scholar | 8<br>22 | 10.000<br>10.045 | 1.9272<br>3.1241 | -.048 | 0.962$^{NS}$ |
| Creating Optimism | Hosteller / Day Scholar | 8<br>22 | 23.000<br>21.682 | 4.0000<br>4.3903 | .743 | 0.464$^{NS}$ |
| Sense Of Perseverance | Hosteller / Day Scholar | 8<br>22 | 27.625<br>28.545 | 4.3074<br>3.8758 | -.559 | 0.581$^{NS}$ |
| Total | Hosteller / Day Scholar | 8<br>22 | 142.25<br>140.23 | 9.130<br>10.574 | .479 | 0.636$^{NS}$ |

****Significant at 5%of level*

In the table since the p value (0.636) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant

difference in coping skill of visually impaired high school student with regard to Nature of Residence

It is also true with the dimensions namely context awareness (p=0.570), goal setting (p=0.674), task preparation (p=0.894), seeking guidance (p=0.962), creating optimism (p=0.464) and sense of perseverance (p=0.58

**Table 4.5**

**Significant Of Difference in Coping Skills of Visually Impaired Children with regard to Nature of Visual Impairment**

| Dimension | Nature of visual impairment | No | Mean | SD | t | p |
|---|---|---|---|---|---|---|
| Context Awareness | by birth / Acquired | 273 | 22.667<br>20.667 | 4.0856<br>3.5119 | .812 | .424$^{NS}$ |
| Goal Setting | by birth / Acquired | 273 | 28.889<br>30.333 | 3.7245<br>1.5275 | -.657 | .516$^{NS}$ |
| Task Preparation | by birth / Acquired | 273 | 28.852<br>29.333 | 3.5159<br>5.5076 | -.214 | .832$^{NS}$ |
| Seeking Guidance | by birth / Acquired | 273 | 10.222<br>8.333 | 2.7919<br>3.0551 | 1.104 | .279$^{NS}$ |
| Creating Optimism | by birth / Acquired | 273 | 22.037<br>22.000 | 3.9854<br>7.5498 | .014 | .989$^{NS}$ |
| Sense Of Perseverance | by birth / Acquired | 273 | 28.593<br>25.667 | 3.9736<br>2.8868 | 1.231 | .229$^{NS}$ |
| Total | by birth / Acquired | 273 | 141.26<br>136.33 | 10.087<br>11.060 | .797 | .432$^{NS}$ |

****Significant at 5%of level*

In the table since the p value (0.432) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Nature of visual impairment

It is also true with the dimensions namely context awareness (p=0.424), goal setting (p=0.516), task preparation (p=0.832), seeking guidance (p=0.279), creating optimism (p=0.989) and sense of perseverance (p=0.229

**Table 4.6**

**Significant Of Difference in Coping Skills of Visually Impaired Children with regard to Type of Visual Impairment**

| Dimension | Type Of Visual Impairment : | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Partial/ Total | 264 | 22.808<br>20.250 | 3.9296<br>4.5000 | 1.192 | .243 NS |
| Goal Setting | Partial/ Total | 264 | 29.269<br>27.500 | 3.5728<br>3.6968 | .895 | .422 NS |
| Task Preparartion | Partial/ Total | 264 | 28.962<br>28.500 | 3.5942<br>4.4347 | .198 | .853 NS |
| Seeking Guidance | Partial/ Total | 264 | 9.962<br>10.500 | 2.7200<br>3.8730 | -.268 | .804 NS |
| Creating Optimism | Partial/ Total | 264 | 21.885<br>23.000 | 4.1793<br>5.3541 | -.398 | .713 NS |
| Sense Of Preseverance | Partial/ Total | 264 | 28.308<br>28.250 | 3.9372<br>4.5735 | .024 | .982 NS |
| Total | Partial/ Total | 264 | 141.19<br>138.00 | 10.115<br>10.985 | .582 | .565 NS |

****Significant at 5%of level*

In the table since the p value (0.565) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Type of visual impairment

It is also true with the dimensions namely context awareness (p=0.243), goal setting (p=0.422), task preparation (p=0.853), seeking guidance (p=0.804), creating optimism (p=0.713) and sense of perseverance (p=0.982)

**Table 4.7**

**Significant Of Difference in Coping Skills of Visually Impaired Children with regard to Educational Qualification of Father**

| Dimension | Educational Qualification Of Father: | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Illiterate/Educate | 16<br>14 | 23.250 | 3.8730 | 1.146 | .261$^{ns}$ |
| Goal Setting | Illiterate/Educate | 16<br>14 | 29.250 | 3.6423 | .349 | .729$^{ns}$ |
| Task Preparartion | Illiterate/Educate | 16<br>14 | 28.375 | 3.2634 | -.842 | .407$^{ns}$ |
| Seeking Guidance | Illiterate/Educate | 16<br>14 | 9.500 | 3.2455 | 1.111 | .276$^{ns}$ |
| Creating Optimism | Illiterate/Educate | 16<br>14 | 21.438 | 3.0544 | -.814 | .423$^{ns}$ |
| Sense Of Preseverance | Illiterate/Educate | 16<br>14 | 28.563 | 4.2421 | .384 | .704$^{ns}$ |
| Total | Illiterate/Educate | 16<br>14 | 140.38 | 9.366 | -.223 | .825$^{NS}$ |

****Significant at 5%of level*

In the table since the p value (0.825) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Educational Qualification Of Father

It is also true with the dimensions namely context awareness (p=0.261), goal setting (p=0.729), task preparation (p=0.407), seeking guidance (p=0..276), creating optimism (p=0.423) and sense of perseverance (p=0.704)

**Table 4.8**

**Significant of difference in coping skills of visually impaired children with regard to Educational Qualification of Mother**

| Dimension | Educational Qualification of Mother: | No | Mean | SD | t | p |
|---|---|---|---|---|---|---|
| Context Awareness | Illiterate/ Educate | 14<br>16 | 22.214<br>22.688 | 3.5557<br>4.4977 | -.316 | .754$^{NS}$ |
| Goal Setting | Illiterate/ Educate | 14<br>16 | 29.143<br>28.938 | 3.6973<br>3.5864 | .154 | .879$^{NS}$ |
| Task Preparation | Illiterate/ Educate | 14<br>16 | 28.000<br>29.688 | 3.2344<br>3.8767 | -1.283 | .210$^{NS}$ |
| Seeking Guidance | Illiterate/ Educate | 14<br>16 | 10.000<br>10.063 | 3.2817<br>2.4622 | -.059 | .953$^{NS}$ |
| Creating Optimism | Illiterate/ Educate | 14<br>16 | 21.500<br>22.500 | 3.7365<br>4.7469 | -.634 | .531$^{NS}$ |
| Sense Of Perseverance | Illiterate/ Educate | 14<br>16 | 27.857<br>28.688 | 4.1298<br>3.8595 | -.566 | .576$^{NS}$ |
| Total | Illiterate/ Educate | 14<br>16 | 138.71<br>142.56 | 8.757<br>11.099 | -1.043 | .306$^{NS}$ |

****Significant at 5%of level*

In the table since the p value (0.306) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Educational Qualification of Mother

It is also true with the dimensions namely context awareness (p=0.754), goal setting (p=0.879), task preparation (p=0.210), seeking guidance (p=0..953), creating optimism (p=0.531) and sense of perseverance (p=0.576)

**Table 4.9**

**Significant of difference in coping skills of visually impaired children with regard to Occupation of Father**

| Dimension | Occupation Of Father | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Daily Wages/Govt. Job | 12<br>18 | 21.667<br>23.000 | 2.9336<br>4.6146 | -.967 | .342NS |
| Goal Setting | Daily Wages/Govt. Job | 12<br>18 | 29.000<br>29.056 | 3.6680<br>3.6214 | -.041 | .968NS |
| Task Preparation | Daily Wages/Govt. Job | 12<br>18 | 30.250<br>28.000 | 2.8644<br>3.8806 | 1.717 | .097NS |
| Seeking Guidance | Daily Wages/Govt. Job | 12<br>18 | 9.833<br>10.167 | 3.4859<br>2.3825 | -.289 | .776NS |
| Creating Optimism | Daily Wages/Govt. Job | 12<br>18 | 23.250<br>21.222 | 4.9932<br>3.6227 | 1.291 | .207NS |
| Sense Of Perseverance | Daily Wages/Govt. Job | 12<br>18 | 27.750<br>28.667 | 4.6734<br>3.4641 | -.618 | .542NS |
| Total | Daily Wages/Govt. Job | 12<br>18 | 141.75<br>140.11 | 11.702<br>9.171 | .429 | .671NS |

****Significant at 5%of level*

In the table since the p value (0.671) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Occupation of Father

It is also true with the dimensions namely context awareness (p=0.342), goal setting (p=0.97), task preparation (p=0.776), seeking guidance (p=0..276), creating optimism (p=0.207) and sense of perseverance (p=0.542)

**Table 4.10**

**Significant of difference in coping skills of visually impaired children with regard to Occupation of Mother**

| Dimension | Occupation of Mother | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Daily Wages//Govt. Job | 14<br>16 | 22.000<br>22.875 | 3.4418<br>4.5442 | -.588 | .562NS |
| Goal Setting | Daily Wages//Govt. Job | 14<br>16 | 29.714<br>28.438 | 3.2682<br>3.8292 | .975 | .338NS |
| Task Preparation | Daily Wages//Govt. Job | 14<br>16 | 29.071<br>28.750 | 3.4522<br>3.8902 | .238 | .814NS |
| Seeking Guidance | Daily Wages//Govt. Job | 14<br>16 | 10.143<br>9.938 | 2.9576<br>2.7921 | .196 | .846NS |
| Creating Optimism | Daily Wages//Govt. Job<br>Wages//Govt. Job | 14<br>16 | 21.929<br>22.125 | 4.3050<br>4.3646 | -.124 | .902NS |
| Sense Of Perseverance | Daily Wages//Govt. Job | 14<br>16 | 27.714<br>28.813 | 3.8914<br>4.0368 | -.756 | .456NS |
| Total | Daily Wages//Govt. Job | 14<br>16 | 140.57<br>140.94 | 10.323<br>10.227 | -.097 | .923NS |

****Significant at 5%of level*

In the table since the p value (0.923) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Occupation of Mother

It is also true with the dimensions namely context awareness (p=0.562), goal setting (p=0.338), task preparation (p=0.814), seeking guidance (p=0..846), creating optimism (p=0.902) and sense of perseverance (p=0.4)

**Table 4.11**

**Significant of difference in coping skills of visually impaired children with regard to Number of Siblings**

| Dimension | No. of Siblings | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | 1<br>2 | 24<br>6 | 22.667<br>21.667 | 4.2083<br>3.3862 | .538 | .595*** |
| Goal Setting | 1<br>2 | 24<br>6 | 29.083<br>28.833 | 3.4379<br>4.4460 | .151 | .881*** |
| Task Preparation | 1<br>2 | 24<br>6 | 28.542<br>30.333 | 3.6233<br>3.6148 | -1.084 | .288*** |
| Seeking Guidance | 1<br>2 | 24<br>6 | 10.3705<br>8.667 | 3.0045<br>1.3663 | 1.345 | .190*** |
| Creating Optimism | 1<br>2 | 24<br>6 | 22.292<br>21.000 | 4.2680<br>4.4721 | .657 | .516*** |
| Sense Of Perseverance | 1<br>2 | 24<br>6 | 28.458<br>27.667 | 4.3236<br>1.8619 | .434 | .668*** |
| Total | 1<br>2 | 24<br>6 | 141.42<br>138.17 | 10.073<br>10.685 | .699 | .490NS |

****Significant at 5%of level*

In the table since the p value (0.490) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Number of Siblings

It is also true with the dimensions namely context awareness (p=0.595), goal setting (p=0.881), task preparation (p=0.288), seeking guidance (p=0.190), creating optimism (p=0.516) and sense of perseverance (p=0.

## Table 4.12

## Significant of difference in coping skills of visually impaired children with regard to Annual Income of the Family

| Dimension | Annual Income of the Family | No | Mean | SD | T | P |
|---|---|---|---|---|---|---|
| Context Awareness | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 21.700<br>22.850 | 4.49 81<br>3.82 89 | -.732 | .470*** |
| Goal Setting | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 29.000<br>29.050 | 4.54 61<br>3.12 00 | -.031 | .975*** |
| Task Preparartion | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 28.800<br>28.950 | 3.35 99<br>3.84 54 | -.105 | .917*** |
| Seeking Guidance | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 10.100<br>10.000 | 2.28 28<br>3.11 19 | .090 | .929*** |
| Creating Optimism | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 22.200<br>21.950 | 2.97 40<br>4.85 01 | .174 | .863*** |
| Sense Of Preseverance | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 29.300<br>27.800 | 4.05 65<br>3.88 79 | .982 | .334*** |
| Total | Below Rs 50,000/<br>Rs 50,000-Rs 1,00,000 | 10<br>20 | 141.10<br>140.60 | 8.87 5<br>10.8 70 | .126 | .901NS |

****Significant at 5%of level*

In the table since the p value (0.901) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no significant difference in coping skill of visually impaired high school student with regard to Annual Income of the family

It is also true with the dimensions namely context awareness (p=0.470), goal setting (p=0.975), task preparation (p=0.917), seeking guidance (p=0..929), creating optimism (p=0.863) and sense of perseverance (p=0.334)

**Table 4.13**

**Group 1- Correlation between Team Building Activities and Dimensions of Coping Skills**

| Dimension | N | r | p |
|---|---|---|---|
| Context Awareness | **6** | **0.095** | **0.858** |
| Goal Setting | **6** | **0.388** | **0.447** |
| Task Preparation | **6** | **-0.521** | **0.289** |
| Seeking Guidance | **6** | **0.657** | **0.156** |
| Creating Optimism | **6** | **0.234** | **0.656** |
| Sense Of Perseverance | **6** | **0.063** | **0.905** |

****Significant at 5%of level*

In the table since the p value (0.858, 0.447, 0.289,0.156,0.656,0.905) is greater than 0.05, the null

hypothesis is accepted at 5% level of significance. It reveals that there is no Correlation between team building activities and dimensions of coping skills

**Table 4.14**
**Group 2- Correlation between Team Building Activities and Dimensions of Coping Skills**

| Dimension | N | r | p |
|---|---|---|---|
| Context Awareness | **6** | **0.454** | **0.365** |
| Goal Setting | **6** | **0.506** | **0.306** |
| Task Preparation | **6** | **0.187** | **0.723** |
| Seeking Guidance | **6** | **0.075** | **0.888** |
| Creating Optimism | **6** | **0.643** | **0.169** |
| Sense Of Perseverance | **6** | **-0.212** | **0.686** |

****Significant at 5%of level*

In the table since the p value (0.365, 0.306, 0.723, 0.888, 0.169, 0.686) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no Correlation between team building activities and dimensions of coping skills

**Table 4.15**

**Group 3- Correlation between Team Building Activities and Dimensions of Coping Skills**

| Dimension | N | r | p |
|---|---|---|---|
| Context Awareness | **6** | **0.643** | **0.169** |
| Goal Setting | **6** | **-0.055** | **0.917** |
| Task Preparation | **6** | **0.567** | **0.241** |
| Seeking Guidance | **6** | **-0.638** | **0.173** |
| Creating Optimism | **6** | **0.621** | **0.188** |
| Sense Of Perseverance | **6** | **-0.425** | **0.401** |

****Significant at 5%of level*

In the table since the p value (0.169, 0.917,0.241,0.173, 0.188, 0.401.) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no Correlation between team building activities and dimensions of coping skills

**Table 4.16**

**Group 4- Correlation between Team Building Activities and Dimensions of Coping Skills**

| Dimension | N | r | p |
|---|---|---|---|
| Context Awareness | **6** | **-0.038** | **0.943** |
| Goal Setting | **6** | **0.800** | **0.056** |
| Task Preparation | **6** | **0.106** | **0.841** |
| Seeking Guidance | **6** | **0.500** | **0.313** |
| Creating Optimism | **6** | **0.023** | **0.965** |
| Sense Of Perseverance | **6** | **0.081** | **0.878** |

****Significant at 5%of level*

In the table since the p value (0.943, 0.056, 0.841, 0.313, 0.965, 0.878) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no Correlation between team building activities and dimensions of coping skills

**Table 4.17**

**Group 5- Correlation between Team Building Activities and Dimensions of Coping Skills**

| Dimension | N | r | p |
|---|---|---|---|
| Context Awareness | **6** | **0.151** | **0.775** |
| Goal Setting | **6** | **-0.026** | **0.961** |
| Task Preparation | **6** | **-0.588** | **0.220** |
| Seeking Guidance | **6** | **-0.302** | **0.560** |
| Creating Optimism | **6** | **-0.434** | **0.390** |
| Sense Of Perseverance | **6** | **-0.157** | **0.766** |

****Significant at 5%of level*

In the table since the p value (0.775, 0.961,0.220, 0.560,0.390, 0.766) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It reveals that there is no Correlation between team building activities and dimensions of coping skills

## Chapter – V

## Findings, Interpretations and Recommendations

### 5.1 Objectives of the Study

The primary objective of this study is to determine the effectiveness of team-building activities in enhancing coping behaviour among visually impaired high school students in Palayamkottai. To achieve this, the study aims to explore and evaluate various dimensions of coping behaviour and their improvement through participation in structured team-building exercises. The objectives of the study are as follows:

14. To examine whether age influences the coping skills of visually impaired high school students.
15. To analyze the impact of sex on the coping skills of visually impaired high school students.
16. To determine the role of type of family in the coping skills of visually impaired high school students.
17. To evaluate the effect of nature of residence on the coping skills of visually impaired high school students.
18. To explore whether the nature of visual impairment affects the coping skills of visually impaired high school students.
19. To investigate the influence of type of visual impairment on the coping skills of visually impaired high school students.
20. To study the relationship between the educational qualification of the father and the coping skills of visually impaired high school students.

21. To study the relationship between the educational qualification of the mother and the coping skills of visually impaired high school students.
22. To assess the impact of the occupation of the father on the coping skills of visually impaired high school students.
23. To assess the impact of the occupation of the mother on the coping skills of visually impaired high school students.
24. To examine whether the number of siblings affects the coping skills of visually impaired high school students.
25. To analyze the role of annual family income in the coping skills of visually impaired high school students.
26. To investigate the correlation between team-building activities and the dimensions of coping skills, including context awareness, goal setting, task preparation, seeking guidance, creating optimism, and sense of perseverance.

## 5.2 Findings

Based on the analysis of data presented in Chapter IV, the following findings emerged:

- There is no significant difference in coping skills of visually impaired high school students across various demographic factors such as age, sex, type of family, nature of residence, nature of visual impairment, type of visual impairment, educational qualifications of parents, occupation

of parents, number of siblings and annual family income.

- The study found no significant correlation between team-building activities and the various dimensions of coping skills, including context awareness, goal setting, task preparation, seeking guidance, creating optimism and sense of perseverance.
- The results indicate that coping skills among visually impaired students are not strongly influenced by the examined background variables, suggesting that other unexamined factors might play a role in shaping their coping abilities.

### 5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1. ***Personalized support programmes***: Schools and institutions should develop individualized programmes to strengthen coping mechanisms among visually impaired students, focusing on self-confidence and adaptive learning strategies.
2. ***Parental and peer involvement****:* Encouraging greater involvement of parents and peers in the education and development of visually impaired students can provide essential emotional and social support.
3. **Skill Development Workshops**: Regular training sessions on resilience, stress management, and

independent learning strategies should be conducted to enhance coping abilities.

4. ***Research on additional factors:*** Further studies should be conducted to examine psychological, emotional and environmental factors that may impact the coping skills of visually impaired students.
5. ***Enhancing team-building activities:*** More structured and engaging team-building exercises should be introduced to assess their effectiveness in improving coping skills among students.

The findings of this study contribute to understanding the coping mechanisms of visually impaired high school students and provide a foundation for future research and interventions in this domain.

## 5.4 Conclusion

The analysis reveals that demographic and socio-economic variables do not significantly impact the coping skills of visually impaired students. This finding suggests that coping skills may be more influenced by individual personality traits, external support systems, educational interventions and psychological resilience rather than the background factors considered in this study. The lack of correlation between team-building activities and coping skills dimensions also suggests that additional targeted interventions may be required to enhance these skills effectively.

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# APPENDICES

## RESEARCH TOOL

## PERSONAL DATA SHEET

| | |
|---|---|
| Age | : 10-13 /13-14 /15& above |
| Sex | : Male / Female |
| Type of Family | : Nuclear/ Joint Family |
| Nature of Residence | : Hosteller / Day Scholar |
| Nature of Visual Impairment | : by birth / Acquired |
| Type of Visual Impairment | :Partial/ Total |
| Educational Qualification of Father | :Illiterate/School<br>:Education/College Education |
| Educational Qualification of Mother | :Illiterate/School<br>:Education/College Education |
| Occupation of Father | :Daily Wages/Private/Govt. job |
| Occupation of Mother | :Daily Wages/Private/Govt. job |
| Number of Siblings | :1/2/3 / above |
| Annual Income of the family | :Below Rs 50,000/ Rs 50,000-Rs 1,00,000/Above Rs 1,00,000 |

# Coping Behaviour Inventory

| 1. | Statements | Almost always | Very often | Often | Rarely | Almost never |
|---|---|---|---|---|---|---|
| 2. | *I am aware of the situation in which I am* | | | | | |
| 3. | *I share my difficulties with elders.* | | | | | |
| 4. | *I tell myself "I can do".* | | | | | |
| 5. | *I proceed logically to do things.* | | | | | |
| 6. | *I know where I have to reach.* | | | | | |
| 7. | *I sharpen my kinesthetic sense to know where I am.* | | | | | |
| 8. | *I perceive the problem rightly* | | | | | |
| 9. | *I appreciate my capacity to do any work.* | | | | | |
| 10. | *I take more* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *time to do a difficult task.* | | | | | |
| ***11.*** | *I set my goal before starting a work.* | | | | | |
| ***12.*** | *I listen to the opinion of my friends.* | | | | | |
| ***13.*** | *I concentrate on one step at a time.* | | | | | |
| ***14.*** | *My olfactory sense enables me to know the presence of the people around me.* | | | | | |
| ***15.*** | *I search for means to finish a work.* | | | | | |
| ***16.*** | *I am not disappointed when I lose a game.* | | | | | |
| ***17.*** | *I try to see only the good in others.* | | | | | |
| ***18.*** | *I accept my failures as stepping stones.* | | | | | |
| ***19.*** | *I plan my* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *time to do any work.* | | | | | |
| ***20.*** | *I spend more time to finish a difficult task.* | | | | | |
| ***21.*** | *I keep myself calm before doing any important work.* | | | | | |
| ***22.*** | *I read the life history of great people.* | | | | | |
| ***23.*** | *My auditory sense is sharp to hear even the mild sounds.* | | | | | |
| ***24.*** | *I plan my programme of a day.* | | | | | |
| ***25.*** | *I work hard to finish a work.* | | | | | |
| ***26.*** | *I sense the feelings of the people around me.* | | | | | |
| ***27.*** | *I take time to plan before doing anything.* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| ***28.*** | *I keep everything ready before doing a work.* | | | | | |
| ***29.*** | *I refer many books to get a right concept.* | | | | | |
| ***30.*** | *I perceive the obstacles while planning a programme.* | | | | | |
| ***31.*** | *I listen to others having the same experience.* | | | | | |
| ***32.*** | *I recall my success stories.* | | | | | |
| ***33.*** | *I aim high so as to reach my goal.* | | | | | |
| ***34.*** | *I collect alt the information possible to do a work.* | | | | | |
| ***35.*** | *My auditory sense is sharp to hear even the mild sounds.* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| ***36.*** | *I am happy to be who I am.* | | | | | |
| ***37.*** | *I analyse the options before action.* | | | | | |
| ***38.*** | *I let go my leisure to finish a task.* | | | | | |

# PHOTOES OF EXPERIMENTATION


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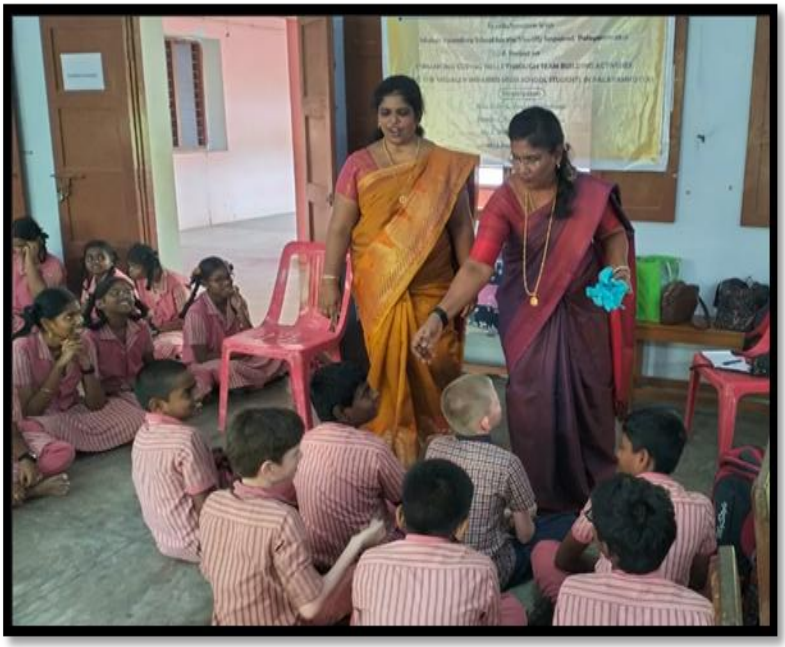

**Dr.L.Vasanthi Medona**
**M.Sc., M.Ed., NET., Ph.D., SDTB**
**Principal**
**SICE, Palayamkottai.**

**Rev.Sr.L.Arul Suganthi Agnes**
**M.A. (Soc. & His.), M.Ed., M.Phil.,**
**Ph.D., NET.,**
**Assistant Professor of Education**
**SICE, Palayamkottai.**

**C. Vennila Santha Ruby**
**M.A. (Eng., Soc., Phil.) M.Sc. (Zoo.), M. Ed.,**
**M.Phil. Ph.D.,**
**Assistant Professor of English**
**SICE, Palayamkottai.**

**S. Jebasheela Jenifer**
**M.Sc., M.Ed., M.Phil. SET., NET., Ph.D.,**
**Assistant Professor of Physical Science**
**SICE, Palayamkottai.**

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