

Understanding Happiness, Meaning in life, Hope and Resilience Amongst Youngsters With and Without Visual Impairment: A Comparative Study

Rashmi Marwaha* & Pooja V. Anand**

*Postgraduate student, Masters in Industrial/ Organizational Psychology, Department of Psychology, New York University

**Assistant Professor, Department of Psychology, Daulat Ram College, University of Delhi

ABSTRACT

Disability has long been treated in a negative light as some kind of “deficiency” or lack. However, the field of positive psychology has addressed disability in association with growth and positive experiences. Thus, the present study is an attempt to understand whether individuals without vision differ from individuals with vision on the basis of four positive psychology constructs. Sample of the study comprised of 64 participants living in Delhi-National Capital Region. There were 38 participants with congenital disability and 26 participants without the disability. Both male and female participants within the age bracket of 18-25 years were interviewed. For data collection a structured open-ended interview schedule was constructed by the researchers to understand participants’ ideas about happiness, meaning in life, hope and resilience. Responses were recorded and thematic analysis was carried out. Closed coding generated multiple themes on the four variables. Results showed that irrespective of disability, certain themes emerged that were common across the four categories of participants. For instance, for experiencing happiness having close and interpersonal relationships, accomplishment of goals, satisfaction and peace of mind, and happiness by helping others were the broad themes. Similarly, for the other three variables common themes were identified. Interestingly, an overlap in the understanding of three constructs i.e., happiness, meaning in life and hope amongst the participants was also observed.

Key words: *disability, happiness, hope, resilience, positive psychology*

Disability has since long been linked to “differentness”, and therefore individuals having one of the many kinds of disability have been treated unlike others who do not have any disability (Wehmeyer, 2013). UN Convention on Rights of Person with Disabilities (2006) defined “disability as resulting from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in

society on an equal basis with other” (as cited in Trehan, 2018). It cannot occur in social vacuum. It is associated with emotional, physical, mental, social and financial problems. It restricts individuals from becoming aware of their potential and even if they realize it, utilizing it becomes difficult. This further prevents them from participating on equal terms in the society and from having a meaningful existence. It occurs at the interaction point

between demands associated with a type of impairment, perception of the society about that impairment, and the broader context comprising of political and economic factors (Braddock & Parish, 2002). Thus, disability is a complex phenomenon with multiple factors in play.

There are various areas of disability like blindness, low vision, mental retardation, leprosy-cured, hearing impairment, and locomotor disability. According to the Census 2011 India, there are 2.68 crore individuals who are disabled constituting 2.21% of the entire Indian population (121 crores). Of the disabled strata, 56% are males and 44% are females, with 19% having visual disability. According to the World Health Organization, about 314 million people across the globe are visually impaired, of whom 45 million are blind reflecting visual impairment as a worldwide health issue (Verma, et al., 2017).

Blindness as defined by the Ministry of Human Resource Development, Government of India, refers to a situation of either “*total absence of sight; or visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses; or limitation of the field of vision subtending an angle of 20 degrees or worse*” (as cited in Dawn, 2018). Blindness can be of two types based on the cause of occurrence i.e., Adventitious Blindness and Congenital Blindness. The former refers to the blindness that occurs gradually over the years or suddenly after an incident. In this case the individual has experienced vision before losing sight. However, in case of congenital blindness the individual never had the chance to experience vision, i.e., it occurs by birth (Dawn, 2018).

Blindness or visual impairment has been found to be related with feelings of helplessness, inferiority complex, stress and anxiety sourcing from difficulty in mobility, and depression. Low emotional intelligence, low level performance and reduced self-efficacy have also been found to be related to visual impairment (Meighan, 1971; Singh & Akhtar, 1971; Teare & Thompson, 1982; Bharadwaj, 1995; Jindal-Snape, et al., 1998; Rosenblum, 2000; Hossinyan & Emamipour, 2006; Raimule & Bhawalkar, 2015). It has also been observed that restrictions in mobility often hamper the process of identity formation among individuals with visual impairment (Pollock, Durward & Rowe, 2000). As a result, these individuals develop a predisposition towards harboring a consistent feeling of dependency due to constant assistance from others. Many studies report that blind people tend to have low or rather negative self-esteem (Dawn, 2018). Visual impairment creates numerous obstacles for the individual like problems in social contact, economic dependence, difficulties in orientation and mobility, developing undesirable mental attitudes like aggression, guilt, hatred, rejection, negative attitudes towards life, hopelessness, and irritability (Hossinyan & Emamipour, 2006; Raimule & Bhawalkar, 2015).

Positive Psychology and Disability

Positive psychology is a field of psychology that emphasizes the strengths that an individual has, comprehending and encouraging them to ensure the individual’s wellbeing – both psychological and physical (Wehmeyer, 2013). It encompasses attributes related to the past (well-being and satisfaction), the present (flow, joy, sensual pleasures and happiness) as well as

the future (hope, optimism and faith) (Gillham & Seligman, 1999; Seligman & Csikszentmihalyi, 2000). Positive psychology started dealing with the issues of disability as an alternative approach to the understanding of disability from the socio-ecological model of human functioning. They both lay emphasis on having positive experiences and a good life. However, the degree to which their constructs overlap has been quite ambiguous. For instance, studies have been carried out for positive psychology constructs like quality of life and satisfaction with life amongst disabled individuals. However, constructs like happiness, optimism, and flow have not received considerable attention in the field of disability (Schalock et al., 2002; Schalock et al., 2005; Wang, et al., 2010; Pavot & Diener, 2008; Shogren, Lopez et al., 2006; Lancioni et al., 2005; Lancioni et al., 2007). There is still an opportunity for positive psychology processes to be thoroughly studied in association with disability. Therefore, for the present study, four constructs of positive psychology have been selected to facilitate extensive understanding of the interaction between positive psychology and disability – happiness, meaning in life, hope and resilience.

Happiness

Happiness is defined in terms of degree, where an individual evaluates his/her quality of life towards being more favorable on an overall basis (Joshi, 2015). It refers to an attempt in maintaining a balance between positive and negative affect, in other terms striving to achieve life satisfaction (Diener, 1984; Lyubomirsky, 2001). Diener et al. (2002, 2009) emphasize upon the post materialistic perspective consisting of one's satisfaction

level, life's meaning and pleasure. Diener even coined the term subjective-wellbeing, using it as a synonym for happiness which reflects an individual's self-report of experiences that take place over the course of his/her life. Lyubomirsky, Sheldon, and Schkade (2005) proposed that for an individual, happiness is determined by genetics, situational factors and actions crucial to attain happiness. Happiness and health share a significant relationship with each other, as it is backed by various researches and theoretical literature (Stones & Kozma, 1980; Watson, 1988; Greaves, 2000; Deiner, 2008).

Meaning in life

Life is considered to be meaningful when it surpasses momentary satisfaction and has a bigger purpose or goal (King et al., 2006). According to Baumeister (1991) there are four basic needs in order to derive meaning from life i.e., need for purpose, need for values, need for a sense of efficacy and need for a basis for self-worth. Meaning in life has been found to be associated with well-being and other mental health related constructs like happiness, life satisfaction, positive and negative affect, depression, anxiety and stress (Debats 1996; Harlow, Newcomb & Bentler 1986; Mascaro & Rosen 2005; Scannell, Allen & Burton, 2002; Schnell 2009; Zika & Chamberlain, 1992).

Hope

Hope is considered to be a condition where the individual experiences positive motivation. This motivation is based on the interaction of two things i.e., (1) Agency – goal-directed energy, and (2) Pathways – planning to meet goals (Snyder, Irving & Anderson, 1991). There are both cognitive and motivational elements that

interact with each other and together they influence the actions towards achieving a goal, pathways to be used in the process and thought process required for achieving the set goal (Snyder, 2000a, 2000b). For an individual to believe that he or she can accomplish a desired goal, it is important that the goal is relevant and that there are desirable conditions to achieve that goal. Research studies on hope have established a link between hope and well-being as well as various positive outcomes related to life including athletic performance, academic performance, physical health and psychological adjustment. It is related to coping skills amongst people dealing with illnesses and health related outcomes (Singh, 2015).

Resilience

Resilience is the capability of an individual to adjust, bounce back, overcome or change in response to difficult life situations (Burns, 1994). Resilience is evolving and dynamic in nature because it is a result of multiple interactions of human behavior with families, societies, as well as interactions between the individual and environment (Singh, 2015). Research on resilience has been primarily focusing on developmental psychopathology, findings of which reflect resilience as a major factor in prevention of a problem as well as positive adaptation in face of adversity (Masten & Reed, 2002). Gilligan (2000) provides three aspects underlying resilience i.e., sense of secure base, self-esteem and self-efficacy, where self-esteem and self-efficacy originates from self-related characteristics of the individual, whereas secure base relies on the social support received from others. In case of disability, resilience can be difficult to acquire as there are chances of becoming dependent on

others to solve personal problems (Masten, 2001). Reaction to disability can be different for each individual therefore influencing how they acquire resiliency.

Many attempts have been made to study the four constructs on visually impaired individuals. Some of the findings are as follows-

Pinquart and Pfeiffer (2012) carried out a comparative study to assess psychological adjustment of 158 sighted adolescents and 158 adolescents with vision impairment. Self-reports from adolescents and reports from teachers reflected that sighted students scored lower as compared to visually impaired students on emotional problems, peer problems and overall difficulties. Also girls reported more emotional difficulties and lesser problems in behavioral conduct as compared to boys. Visually impaired students were found to be facing difficulties in developing close interpersonal relationships and a rapport with their peer groups (Pfeiffer & Pinquart, 2011). Blind individuals have lower level of emotional intelligence as compared to sighted individuals especially on self-awareness, self-expression, self-actualization, stress tolerance, independency, subjective wellbeing, interpersonal relationships, happiness or problem solving (Hossinyan & Emamipour, 2006; Raimule & Bhawalkar, 2015).

Cimarolli and Boerner (2005) in a study on working adults with visual impairment analyzed various characteristics of social support and their connection with wellbeing of the participants. Both negative and positive kind of social support was received. Positive support included assistance from family and

negative support was in the form of underestimating the abilities of the participant. Low level of wellbeing was found to be associated with negative support and feeling of lack of support from others. According to Bhati, Parveen and Paju (2012) students with visual impairment experience similar mental health to those with normal sight students, however, the former reported lower sense of security and self-confidence when compared with students having normal vision. They also recorded lower academic achievement than those with vision.

In a study by Jackson et al., (1998) on 63 blinded American militants, high level of hope amongst the participants was found to be playing a mediating role between proactive sociable style and their perception about their functional ability.

In a research, resilience and psychological wellbeing was studied on individuals with sight, late blindness and congenital blindness. Results showed that those with congenital blindness reflected more resilience whereas individuals with complete vision, reflected psychological wellbeing. Gender differences were observed as males were higher on both variables in comparison to females (Zeeshan & Aslam, 2007).

The Present Study

Perception about a problem can influence the way an individual deals with it. Similarly, in the case of disability, the way a person experiencing disability decides to handle it can influence his or her overall functioning. The field of positive psychology which focuses on strengths and the potential for growth has been found to play a significant role in dealing with

disability. Therefore, this research is an attempt to study four constructs of positive psychology i.e., happiness, meaning in life, hope and resilience in order to understand whether experiencing a disability can alter the way an individual defines happiness, meaningful life, expectations from future and coping with the difficulties faced in life. Hence, the present study compares sighted youngsters and visually impaired individuals in the Indian context. Moreover, this study takes four variables into consideration simultaneously and uses a qualitative method, which has not been seen in the review of literature. Thus, it is hoped that this study will provide greater insights.

METHOD

Sample

Participants in the present study consisted of sighted and visually impaired individuals (congenitally blind) living in Delhi-NCR. Purposive sampling technique was used. There were both males and female participants in the study in the age group of 18-25 years. Out of the total 64 participants, 9 were visually impaired males, 29 were visually impaired females, 11 were sighted males and 15 were sighted females.

Measures

A structured open-ended interview schedule was constructed by the researchers. Every participant was interviewed and asked the following four questions.

1. What is happiness according to you?
2. What gives your life meaning?
3. What are your hopes from the future?

4.What role do adversities play in your life?

Responses obtained by each participant were first transcribed and then analyzed. Thematic analysis was used to arrive at broader themes emerging from the interview data.

Procedure

After the questions for the interview were formulated, the sample was approached. Details of the study were provided to the participants as part of the rapport formation. They were assured that the responses provided would be kept confidential and anonymity would be maintained. Responses for all questions were recorded by the researcher in verbatim.

RESULTS

Table1: Themes Obtained on Happiness, Meaning in Life, Hope and Resilience

	Sighted females	Sighted males	Visually impaired female	Visually impaired male
Happiness	<ul style="list-style-type: none"> •Close and secure interpersonal •Happiness related to achievement • Happiness is subjective •Engaging in interesting activities •Peace of mind •Helping other people •Happiness from small things •Satisfaction and contentment •Happiness related to self 	<ul style="list-style-type: none"> •Qualities of oneself •Peace of mind •Making others happy and •Engaging in healthy habits •Satisfaction and contentment •Achievement and accomplishment 	<ul style="list-style-type: none"> •Work and progress •Achievements and goals •Studying •Travelling and having fun •Helping others •Interest in certain activities •Knowledge and learning •Interpersonal relationships •Friends and family’s happiness •Hope and optimism •Satisfaction •Peace of mind 	<ul style="list-style-type: none"> •Work and studies related •Achievement of goals •Freedom and peace of mind •Interpersonal relationships •Good to others
Meaning in life	<ul style="list-style-type: none"> •Meaning related to work •Happiness •Peace •Meaning from self •Strong interpersonal relationships •Goals and achievements •Helping people 	<ul style="list-style-type: none"> •Overcoming difficulties •Meaning from self •Positivity •Meaning from work •Relationships •Satisfaction and contentment •Helping others •Accomplishing goals and 	<ul style="list-style-type: none"> •Studies •Parents and teachers •Self-related •Friends •Respect from others and •Hope and optimism •Related to life •Achievements •Learning and knowledge •Work related •Interpersonal relationships and •Resilience •Needs and expectations 	<ul style="list-style-type: none"> •Meaning from Work and •Serving family and parents •Achieving goals and needs •Obtaining Success in life •Self-related •Mental and spiritual growth •Interpersonal relationships •Hope

<p>Hope</p>	<ul style="list-style-type: none"> •Relationships •Hopes related to self •Peaceful life •Serving society •Work related •Success, goals and achievement •Optimism •Satisfaction and fulfillment 	<ul style="list-style-type: none"> •Making others laugh •Materialistic and other •Working for family and •Realistic hopes and pra •Peace of mind •Attaining success and a 	<ul style="list-style-type: none"> •Helping others and socia •Growth, progress and suc •Happiness and expectatio •Support from and suppor •Accomplishing dreams a •Optimism and positive a •Studying •Acquiring a specific job- •No hopes and being in pr •Knowledge, learning and 	<ul style="list-style-type: none"> •Self related •Resourcefulness and pl •Initiating change in soc •Helping and receiving •Achieving specific goa •Work related
<p>Resilience</p>	<ul style="list-style-type: none"> •Identifying true relationship •Enhancing self •Learnings about life •Negative outcomes •Important like happiness an •Helps in coping •Goal achievement 	<ul style="list-style-type: none"> •Positive outcomes and •Coping and preparedne •Enhances self and relat •Life’s learning 	<ul style="list-style-type: none"> •Hope and optimism •Positive outcomes •Practical approach •Motivation in life •Coping with problem •Enhancing self •Problems faced in everyc •Learning about life •Fulfill whims and desires •Interpersonal relation 	<ul style="list-style-type: none"> •Self-awareness and hel •Improves quality of fut •Coping and working or •Negative feelings and c •Learning about life •Optimism and happines

DISCUSSION

The aim of the present study was to examine the differences amongst visually impaired and sighted participants on happiness, meaning in life, hope and resilience. Data consisted of responses to a structured interview given by a sample of 64 sighted and visually impaired individuals living in Delhi-NCR. Thematic analysis was carried out based on which broader themes were obtained.

The interview aimed to understand participants’ perception on 4 aspects of life i.e., happiness, meaning in life, hope and resilience. Participants’ responses to the first question ‘What is happiness according to you?’ resulted in multiple themes which have been enlisted in Table 1. Through a careful look at the table and further analysis certain common themes related to happiness have been observed amongst visually impaired males, visually impaired females, sighted males and sighted females (Fig

1). These include happiness obtained by having *close and interpersonal relationships; achievements and accomplishment of goals; satisfaction and peace of mind; and happiness obtained by helping others*. In a similar comparative study by Schade and Larwin (2015), no significant differences were seen between high school students with and without vision on self-reported happiness and perception about positive climate at school. For both participants with and without the disability in the current study, having close interpersonal relationships especially with family members, siblings, friends and teachers at college was an important factor in determining their happiness. It meant that they wanted to see their loved ones happy, make them proud, spend quality time with them and respect them as well as receive respect from them. In a study, youngsters with visual disability reported satisfaction with their close relationships and the social support provided by their close

friends, which supports the finding of this research that individuals with visual disability perceive support from others in a positive light (Anderson, 1985; Chang & Schaller, 2000; Kef, 2002; Nemshick, McCay & Ludman, 1986). Papadopoulos et al., (2015) also provided supporting evidence for significance of social support for happiness amongst individuals with visual impairment.

In the present study, participants also expressed the desire to help others. By helping others, they intend to help the poor, make them happy and contribute to the society in the best possible way. Apart from maintaining healthy relationships, accomplishment of dreams and success in academics was also a factor underlying happiness, although their reasons

varied. For instance, males with vision wanted to be successful in order to achieve financial stability. However, females with vision, females without vision and males without vision wanted to accomplish their goals solely to make their parents and loved ones proud. They were more focused on successfully completing the challenges and tasks that were assigned to them on a daily basis in order to become self-sufficient. Studies have shown that having social support facilitates adjustment and achievement amongst individuals with visual impairment (Huurre & Aro, 1998). Achievement related to workplace was also essential as they hoped to have a decent job in future where they could utilise their full potential.

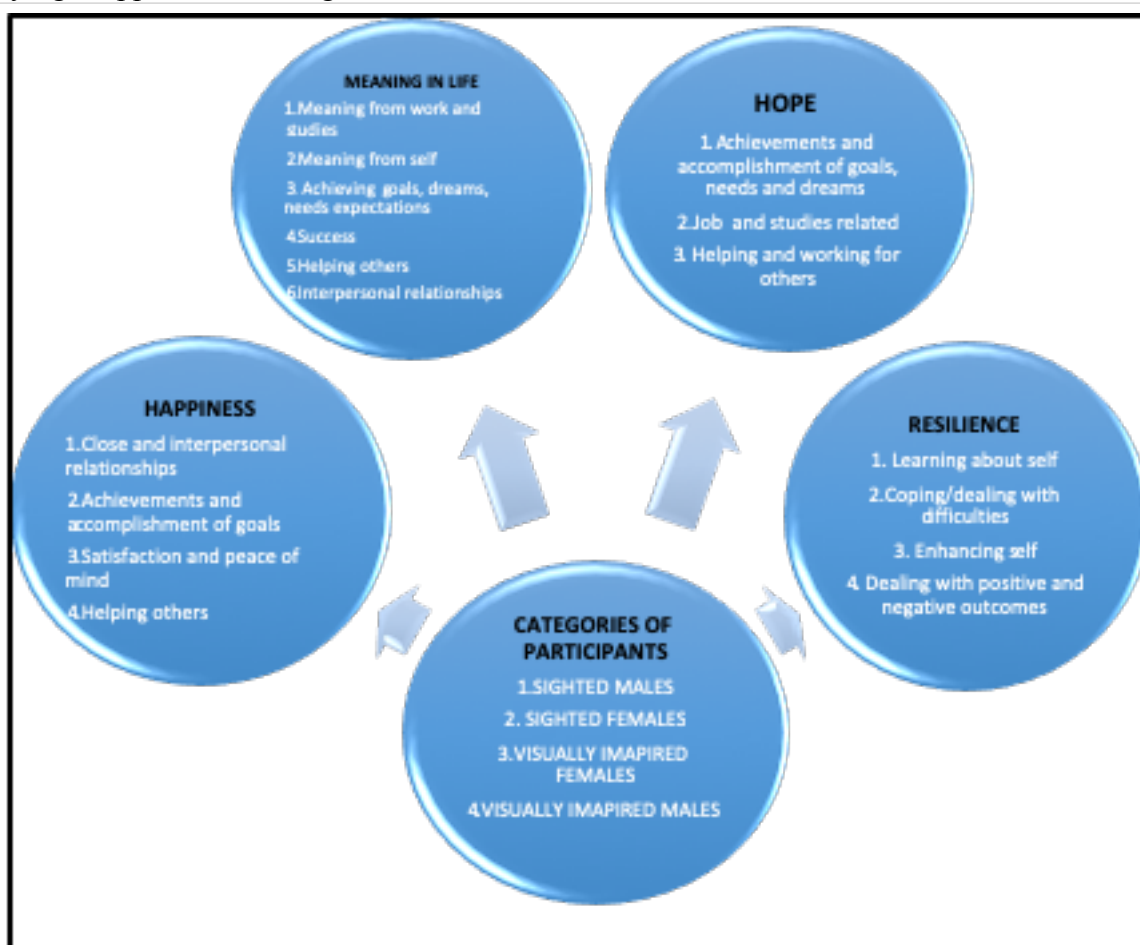


Fig 1: Common Themes Obtained on Happiness, Meaning in Life, Hope and Resilience for all the Participants

Another factor that emerged as a common theme was attaining peace of mind and satisfaction. According to them happiness is associated with a sense of satisfaction linked to the kind of work they do, feeling of fullness (males with vision), accepting oneself (males with vision), being part of others' happiness (females without vision), experiencing joy (males with vision) and freedom without boundaries (females with and without vision and males without vision). Similar findings were observed in a study conducted in Malaysia among adolescents with visual impairment who reported that their happiness was due to spirituality, self-efficacy and support from others (Lung & Bahari, 2016).

For the *second* question "What gives your life meaning?" many broad themes emerged. The common themes that emerged across the four categories of participants as mentioned in Figure 1 reflected that the participants derived meaning in their lives from *work and studies; self-related concepts; by achieving goals, dreams, needs and expectations; being successful; helping others; and by having healthy interpersonal relationships*. Their understanding of a meaningful life consisted of having close and caring interpersonal relationships – especially to serve their families, meeting parent's expectations and making them proud and happy, having supportive friends, appreciation and motivation from teachers, reliability and trust in their relationships. According to Wright (1983) disability facilitates in choosing a more desirable outlook towards life and in finding meaning in life. In some studies, participants reported that there are other things that are more valuable than physical experience like

self-worth, spending quality time with family, making efforts to achieve spirituality and mindfulness, and becoming more understanding towards others (Taylor, 1983; Wright, 1983). Participants in the present study reported that their life also derived meaning from the kind of work they did and their performance in academics. Being educated, able to read and write, completing assignments and gaining knowledge was quite significant for participants without vision in order to earn respect from others, to have a better future and to prosper. Even the ability to help others gave them a purpose in life so that they could fulfil others' desires, make them happy, contribute to the society, help those facing difficulties in life like them and serve as an asset rather than a liability. While participants without disability emphasised upon working with determination, passion and excitement, dealing with challenging work, sense of fulfilment from work, hard work, having motivation to achieve, working on plans, and a strong urge to work. Meaning in life was also found to be associated with concepts related to self like self-efficacy, self-esteem, self-awareness, positive self-worth, strong self-belief, forming strong personal identity, self-dependent, learning from experiences, strong image through knowledge, having a practical mind set, realising one's potential and limitations, showing perseverance and striving towards full potential. A study on adolescents in public and residential schools by Lifshitz, Hen and Weisse (2007) provides support for this finding as no significant differences were observed between sighted and non-sighted students on self-concept, adjustment and the nature of friendship they had. However, a similar study conducted in the

Indian context provided contradictory findings where sighted adolescents reported higher overall self-concept than the visually impaired adolescents. Gender differences were observed for sighted participants but not for the latter (Halder & Datta, 2012).

Participants' responses to the *third* question "What are your hopes from the future?" and closed coding of these led to many themes for visually impaired males, visually impaired females, sighted males and sighted females (Table 1). Out of these, the following were the common themes for the participants related to hope in their lives (Fig 1): *hope of achieving and accomplishing goals, needs and dreams; hope of doing well at their job, and work; and hope to help and work for others*. Overall, participants had a positive expectation from their future. They hoped to do well in academics and achieve their goal of becoming successful. They wanted to hold a good status in society and acquire topmost positions in order to make their parents and those who cared about them proud. Not only making their loved ones proud, but also helping them and working for them was an expectation from the future. Fulfilling parents' dreams, becoming a good family member, having healthy interpersonal relationships, making others' life better, and stable friendship were some of the expectations from the future as reported by the participants. Even at the work front, they desired to be hard working, to progress in life, successfully accomplish tasks, derive satisfaction from work, perform well and do well financially. By doing well professionally, they wanted to provide a safe and secure life to their family members. In a study on youngsters, no differences were observed in what they expected from their future as youngsters with

visual impairment had similar expectations to those without impairment about work life, marriage, family and relationships. Their hopes from the future were to do something desirable and be successful with the help of education (Arnold & Chapman, 1992).

For the *last* question "What role do adversities play in your life?" which aimed to highlight their resilience towards difficulties faced in life, closed coding led to many themes across the four categories of participants (Table 1). According to them adversities help them in *learning about themselves; to enhance themselves; by learning ways to deal with positive and negative outcomes; and trying to cope with them or face them rather than escaping them* (Fig 1). Irrespective of whether participants had the disability or not they perceived adversities as a way to make improvement in their self. According to them adversities help them gain self-confidence, provide a chance to work on mistakes, change thinking pattern, make them independent, allow flexibility to change, gain experience, provide opportunity for self-development and to learn and become stronger. These findings can be supported by a similar study where participants who showcased higher resilience reflected more self-confidence and experienced more positive affect than their counterparts (Block & Kremen, 1996; Klohnen, 1996). According to the participants in the current study, adversities also provided them with a chance to learn lessons about life. For instance, it helps them to have a new perspective towards difficulty, to realize importance of struggle, to realize that life is unstable and to find ways to enhance quality of life. Not only life lessons are learned but according to the participants it also bestows them with the opportunity to learn ways to cope

with them. Coping involved accepting the occurrence of the problem, being courageous to face them, finding solutions, overcoming obstacles, identifying one's strengths and weaknesses, learning from them and making improvements so that they are not repeated in the future. Participants also reported that being prepared to face outcomes, whether they were positive or negative in nature, was quite crucial in order to deal with difficulties. Desirable outcomes comprised of making life adventurous, success, fame, appreciating beauty of life, enjoying uncertainties, chance to learn and overcoming daily challenges. Negative outcomes comprised of increased vulnerability, negative influence on overall development, aggression, insensitivity towards others and feelings of shame.

Although many commonalities were observed between the participants with and without vision, there were few characteristics on the basis of which the participants with and without vision differed. For instance, for males and females with visual disability, being prepared for adversities in their life was important to be resilient. Rather than avoiding the difficulties, they wished to have the abilities and resources (practical approach towards problems) required to deal with them. Moreover, for the visually challenged, having a positive outlook towards life (optimism) and a hope for things getting better in the future was a significant factor in determining their happiness, a meaningful life, and being resilient. On the other hand, participants with vision desired contentment, satisfaction, and peace of mind to be happy and have a meaningful life. Also females with and without visual impairment reported preference for engaging in interesting and pleasurable activities like travelling, experiencing beauty of

nature, reading books, playing games, attending functions, and listening to music. Effect of leisure activities can help in having healthy and supporting interpersonal relationships, sense of power and control, opportunity to experiment with social justice and moreover, to survive in adversities (Jessup, Cornell & Bundy, 2010).

Thus, the present study provides findings that are a little contrary to the researches undertaken earlier where individuals with visual impairment have been found to be having low academic achievement, social support, peer relationship, low self-esteem, etc. However, this study reveals that the broader goals for individuals with and without vision are similar i.e., academic orientation, interpersonal relationships, helping behavior and successful life. Therefore, factors determining happiness, hope, meaning in life and resilience were, to a certain extent, similar. Their actions in present were inclined towards achieving these goals in the future. But it is important to understand that their reasons for attaining these goals might be different. Society and its perception towards impairment as well as reaction of these visually impaired individuals towards attitude of others could have resulted in the differences in underlying reasons.

LIMITATIONS AND FUTURE IMPLICATIONS

The *limitations* of the study were:

1. It was conducted within Delhi-NCR. Other regions could have been explored.
2. A larger sample could have been targeted in order to be able to draw generalizations.

Future research can be carried out dealing with the limitations of the study. A larger and

more heterogeneous sample in terms of regions can be included so that the study can have a wider generalization. Other forms of disability can also be included in future research in order to obtain intensive and extensive understanding about the four constructs based on the type of disability.

CONCLUSION

The purpose of the present study is to understand happiness, meaning in life, hope and resilience of participants with and without vision. A holistic picture indicates that despite the assumption that visually impaired individuals show distress and negative orientation towards their disability, results stated otherwise. With the help of thematic analysis, it was inferred that the major factors in determining happiness, hope, meaning in life and resilience are similar for the participants

with and without visibility. Although there are studies that state the contrary, this study provides evidence in support of the fact that disability can have little influence in the way individuals report happiness, meaning in life, resilience and hope. Therefore, it can be inferred that on a broader basis, both sighted and non-sighted participants in the study wanted to achieve common things like close interpersonal relationships, academic achievements, and satisfaction. However, slight difference exists in the underlying reasons for achieving these broader goals. The strengths of this research was that it is an attempt to do a comparative study to identify common and distinctive factors amongst individuals with and without vision on the basis of happiness, meaning in life, hope and resilience i.e., four constructs of positive psychology taken together.

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