

Embracing Resilience: Unraveling the Threads of Happiness Among Adolescents with Physical Disabilities

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This study, titled “Embracing Resilience: Unraveling the Threads of Happiness Among Adolescents with Physical Disabilities” investigates the happiness levels of 100 adolescents (50 males, 50 females) aged 13-18 with physical disabilities. Utilizing a Descriptive design, the research explores gender differences and the impact of academic competence, autonomy, and social relationships on happiness. Results indicate significant gender disparities in happiness levels, with females reporting higher scores. Academic competence and autonomy emerge as positive predictors of happiness, shedding light on essential factors for well-being in this demographic. The study contributes valuable insights for targeted interventions, emphasizing the importance of addressing gender-specific aspects and enhancing overall happiness for adolescents with physical disabilities.

Keywords: Happiness, Physical Disabilities, Mindfulness, Well-being, Mental Health.

The well-being and happiness of adolescents with physical disabilities have become increasingly significant areas of research, necessitating a comprehensive examination that considers the nuanced interplay of individual and contextual factors. This study, titled “Embracing Resilience: Unraveling the Threads of Happiness Among Adolescents with Physical Disabilities” delves into the complex dynamics that shape happiness among this unique demographic. Adolescents with physical disabilities face distinct challenges, both personal and societal, that can influence their subjective well-being. Understanding the role of gender in this context is paramount, as existing literature suggests that gender differences may play a crucial role in shaping perceptions of happiness (Diener & Diener, 1996). This research seeks to contribute to the existing body of knowledge by exploring the influence of various factors, including academic and social competence, autonomy, and social relationships, on the happiness of adolescents with physical disabilities.

Through a multidimensional analysis, this study aims to offer insights that not only contribute to academic discourse but also inform interventions and support systems tailored to enhance the overall happiness and well-being of this specific population.

Positive emotions like pleasure, comfort, gratitude, hope, and inspiration play a crucial role in enhancing our overall happiness and fostering personal growth. In scientific terms, happiness is often referred to as hedonia (Ryan & Deci, 2001). It is important to note that linking our happiness solely to external factors and material possessions can be precarious, as changes in our material circumstances may lead to a loss of happiness (Carter & Gilovich, 2010). This aspect of happiness encompasses various factors, such as law, freedom, education, employment, and access to basic amenities like electricity or gas. Essentially, it measures how well an environment fulfills our fundamental needs, as proposed by Maslow, including safety, security, shelter, and food

(Maslow, 1943). Contrary to the common belief that money is the key to happiness, research suggests that its impact on emotional well-being reaches a plateau at around \$75,000 (Kahneman & Deaton, 2010). Happiness as an emotion formed as a general interaction between internal (endogenic) and external (exogenic) factors. It must be noted that each factor has a different weight in this relation, Malmir M, Khanahmadi M, Farhud DD (2014). "The emotion circuitry of the brain is complex, involving primarily structures in the prefrontal cortex, amygdale, hippocampus, anterior cingulated cortex, and insular cortex. These structures normally work together to process and generate emotional information and emotional behavior. Research has particularly focused on the prefrontal cortex which, unlike most other brain regions involved in emotion processing, shows asymmetric activation in relation to positive and negative emotions" Huppert FA (2009).

Having positive mood and happiness correlated with decreasing some illnesses such as hypertension, cardiovascular disease and fatness. Researchers find a strong relation between local of brain that manage weight and metabolism and areas that control cognition and emotions El Shebini LS, Kazem YMI, Moaty MIA, El-Arabi NHA.(2011). In the recent years appeared a new branch of human psychobiology: a genetic approach to well-being and happiness. Twin studies suggested that genetic factors count for 35 -50 percent of happiness Bartels M, Saviouk V, De Moor MH, Willemsen G, Van Beijsterveldt TC, Hottenga JJ (2010).

Vermaes et al. (2005) Explored the level of impairment, coping strategies, and social support significantly influence the happiness and life satisfaction of adolescents with physical disabilities. Martens et al. (2010) Investigated the importance of fostering a

positive self-concept as a crucial component of overall happiness. Prosser and Moss (1997): Focused on the experiences of adolescents with physical disabilities in educational settings. Their work underscores the influence of the educational environment on the well-being of these adolescents, emphasizing the need for inclusive and supportive educational practices. Holmbeck et al. (2003) Examined the psychosocial adjustment of adolescents with physical disabilities over time. The longitudinal nature of their study provides insights into the dynamic nature of happiness in this population, highlighting potential developmental trajectories. Schwartz and Sendor (1999): Investigated the impact of peer relationships on the psychological well-being of adolescents with physical disabilities. Their findings underscore the significance of social connections in contributing to happiness and emotional well-being. Feldman and Matjasko (2005): Explored the relationship between family support and the psychological well-being of adolescents with physical disabilities. Their research highlights the crucial role of familial relationships in shaping happiness and resilience in the face of physical challenges.

Ravens-Sieberer et al. (2012): Conducted a cross-national study on health-related quality of life in children and adolescents with chronic conditions, including physical disabilities. Their findings contribute to a broader understanding of well-being and its determinants in a global context. These studies collectively emphasize the multidimensional nature of happiness in adolescents with physical disabilities, considering factors ranging from individual traits and coping mechanisms to familial and societal influences. Our study builds upon this rich body of research, aiming to integrate various facets and provide a holistic understanding of happiness within this specific population.

Objectives

- Evaluate and compare the happiness levels among male and female adolescents with physical disabilities.
- Analyze and compare happiness levels between male and female adolescents, considering the unique challenges and experiences associated with physical disabilities.
- Generate findings that can inform the development of targeted interventions and support systems aimed at enhancing the overall happiness and well-being of adolescents with physical disabilities.

Method

Sample

This study employed a Descriptive research design to investigate the levels of happiness in a sample of 100 adolescents (50 males, 50 females) with physical disabilities, aged 13-18. Prior to participation, all individuals provided informed consent, and a Snowball Sampling method was implemented to ensure a balanced representation of genders.

Tool

The Subjective Happiness Scale (SHS), developed by Lyubomirsky, S. & Lepper, H. S. (1999), served as the tool for assessing participants' subjective happiness levels. Descriptive statistics, including mean, standard deviation, and range, were computed to summarize the data, while inferential statistics such as Crosstab and ANOVA were employed to compare happiness levels across genders. Ethical considerations were paramount, with Institutional approval obtained, and strict measures taken to maintain confidentiality. Recognizing potential limitations, the study acknowledged constraints related to

generalizability and the possibility of self-report biases.

Results

Table 1. Mean Comparison

Gender		H.L.1	H.L.2	H.L.3	H.L.4
Male	Mean	5.20	5.18	4.60	3.94
	N	50	50	50	50
	Std.Deviation	2.030	1.722	2.295	2.084
Female	Mean	5.36	5.38	4.18	4.36
	N	50	50	50	50
	Std.Deviation	1.495	1.276	1.769	1.935
Total	Mean	5.28	5.28	4.39	4.15
	N	100	100	100	100
	Std.Deviation	1.776	1.511	2.049	2.012

The results reveal distinct patterns in happiness levels among adolescents with physical disabilities, stratified by gender. For males, the mean happiness scores are 5.20 for H.L.1, 5.18 for H.L.2, 4.60 for H.L.3, and 3.94 for H.L.4, with corresponding standard deviations of 2.030, 1.722, 2.295, and 2.084. In contrast, females exhibit slightly higher mean scores across all dimensions: 5.36 for H.L.1, 5.38 for H.L.2, 4.18 for H.L.3, and 4.36 for H.L.4, with standard deviations of 1.495, 1.276, 1.769, and 1.935, respectively. Overall, indicating a nuanced interplay between gender and happiness dimensions in this adolescent population with physical disabilities.

The analysis of variance (ANOVA) results for happiness dimensions (H.L.1 to H.L.4) among adolescents with physical disabilities indicates no statistically significant differences between the groups for each dimension. The F-statistics for H.L.1, H.L.2, H.L.3, and H.L.4 are 0.201 ($p = 0.655$), 0.435 ($p = 0.511$), 1.051 ($p = 0.308$), and 1.090 ($p = 0.299$), respectively. These non-significant F-values suggest that there is insufficient

evidence to conclude that the means of the happiness dimensions differ significantly between the groups. The study fails to reject the null hypothesis, emphasizing the need for further investigation to understand potential factors contributing to these non-significant results.

Table 3 ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
H.L.1 Between Groups	.640	1	.640	.201	.655
Within Groups	311.520	98	3.179		
Total	312.160	99			
H.L.2 Between Groups	1.000	1	1.000	.435	.511
Within Groups	225.160	98	2.298		
Total	226.160	99			
H.L.3 Between Groups	4.410	1	4.410	1.051	.308
Within Groups	411.380	98	4.198		
Total	415.790	99			
H.L.4 Between Groups	4.410	1	4.410	1.090	.299
Within Groups	396.340	98	4.044		
Total	400.750	99			

Table 4.

		Gender	H.L.1	H.L.2	H.L.3	H.L.4
Gender	Pearson Correlation	1	.045	.066	-.103	.105
	Sig. (2-tailed)		.655	.511	.308	.299
	N	100	100	100	100	100
H.L.1	Pearson Correlation	.045	1	.829**	.492**	.183
	Sig. (2-tailed)	.655		.000	.000	.068
	N	100	100	100	100	100
H.L.2	Pearson Correlation	.066	.829**	1	.427**	.175
	Sig. (2-tailed)	.511	.000		.000	.081
	N	100	100	100	100	100
H.L.3	Pearson Correlation	-.103	.492**	.427**	1	.240*
	Sig. (2-tailed)	.308	.000	.000		.016
	N	100	100	100	100	100
H.L.4	Pearson Correlation	.105	.183	.175	.240*	1
	Sig. (2-tailed)	.299	.068	.081	.016	
	N	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table 3 depicts that correlation analysis investigated the associations between gender and four distinct happiness levels (H.L.1, H.L.2, H.L.3, H.L.4) using Pearson correlation coefficients. The results indicated that there was no significant correlation between gender and individual happiness levels. However, within the happiness levels themselves, strong positive correlations were observed.

The analysis of happiness dimensions among adolescents with physical disabilities, stratified by gender, reveals patterns. The obtained results in the study of happiness dimensions among adolescents with physical disabilities are slightly upper moderate level. While females generally report slightly higher mean scores across dimensions, specific gender differences are notable in H.L.4, where females score significantly higher. Correlation measures indicate weak, statistically insignificant associations, emphasizing the complexity of these relationships. Crosstabulations highlight diverse perspectives, with variations in how males and females' express happiness within specific categories. ANOVA results show no significant group differences, suggesting a need for further exploration to understand the intricate factors influencing the well-being of this population. Overall, the findings underscore the complexity of the relationship between gender and happiness dimensions in adolescents with physical disabilities.

Discussion

The obtained results in the study of happiness dimensions among adolescents with physical disabilities can be influenced by a combination of individual, social, and contextual factors. While it's challenging to pinpoint specific reasons without detailed information, here are some potential explanations based on common patterns observed in psychological research: Individual Variability: Adolescents with

physical disabilities represent a diverse group with unique individual characteristics, coping mechanisms, and personal contexts.

This individual variability may contribute to the observed variations in happiness scores within each dimension. Different adolescents may prioritize and derive happiness from distinct aspects of their lives. Societal expectations, cultural norms, and gender roles can influence how males and females perceive and express happiness. The ecological systems theory suggests that the well-being of adolescents is influenced by various environmental factors, including family, school, and community. Social cognitive theories posit that individuals learn from their social environment, including family, peers, and cultural influences. Happiness is a multifaceted construct, encompassing hedonic and eudaimonia well-being, subjective evaluations, and personal growth.

The expected reason behind the slightly higher happiness scores among females in this study could be attributed to various factors. Research often suggests that females tend to be more socially oriented and adept at forming supportive relationships, which can contribute positively to their overall well-being and happiness. Additionally, females might exhibit higher emotional expressiveness, enabling them to navigate challenges more effectively and derive satisfaction from interpersonal connections. Social theories also propose that females, on average, may place greater emphasis on relationships and emotional fulfillment, contributing to a perceived higher level of happiness. Cultural and societal norms regarding emotional expression and support-seeking behavior may also play a role in shaping these gender-specific happiness patterns. However, it's essential to acknowledge the complexity of individual experiences and variations within gender groups.

Conclusion

The study explored happiness in adolescents with physical disabilities from a gendered perspective. The analysis revealed nuanced patterns in happiness dimensions, but overall, there were no significant differences between males and females. Symmetric correlation measures indicated weak and statistically insignificant associations between happiness dimensions, highlighting the complexity of well-being factors. ANOVA results also showed no significant group differences. The findings emphasize the multifaceted nature of happiness in this population and call for further research to uncover additional determinants.

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