

# IMPACT OF HOPE ON THE ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS OF BAHAWALPUR

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## ABSTRACT

This study was conducted to investigate the impact of hope on academic achievements of university students. Two hundred (200) students were taken through purposive sampling from the Islamia University of Bahawalpur. The present research was quantitative in nature and the research design for this study was cross sectional in nature. The Herth Hope Index (Herth, 1992) was used to measure the level of hope amongst students. Moreover, their academic achievements were measured through their academic records. Statistical Package for Social Sciences (SPSS 23.0 version) was used for the purpose of data analysis. The findings of the study depicted that hope have an impact on academic achievement of the students. Furthermore, the present study also shows a difference among academic achievements of male and females.

**KEYWORDS:** Hope, Academic Achievement, Bahawalpur.

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## INTRODUCTION

Level of hope was investigated by the orthodox psychologists through the levels of hopelessness. Hopelessness is considered as a vital notion in recovering from psychopathologies. It works in both ways, either an ignition for a mental disorder or terminating factor to a disorder (Whitley & Drake, 2010). Hopelessness can be the initiating factor for causing depression (Wong & Lim, 2009). As well as it is appraised as the indication of depression (Farran, Herth, & Popovich, 1995). In the modern era of positive psychology, hope is being considered as most related variable to psychological health and wellbeing research. Keeping this situations in the view, the subjective wellbeing is progressively seen as a crucial consequence of therapeutic techniques, and hope is viewed as a significant factor related with mental well-being of people (Slade, 2009). The ways toward pondering one's objectives, alongside the inspiration to move ahead and the approaches to accomplish (pathways intending to meet objectives) those objectives (Snyder, 1995).

Future optimistic reflections and assumptions amongst the individuals exaggerated their strength. In this perspective, hope is the finest indicator for strength and resilience, literature is also recommending that hope supports resilience (Gizir, 2004; Masten, 2001; Ong, Edwards, & Bergeman, 2006). Furthermore, hope is a defensive mechanism used by humans, and also can be used to bring change during psychotherapeutic process (Hayes, Hope, VanDyke, & Heimberg, 2007; Magaletta & Oliver, 1999). Hope is distinguished as a vital feature in cancelling psychology settings. The role of hope is renowned by all stake holders like, therapist him or herself, the patient and the care take of patient. (Redlich, Hadas-Lidor, Weiss, & Amirav, 2010; Schrank, Stanghellini, & Slade, 2008).

The narrative of Pandora's Box, hope was presented and embedded the inquiry with regards to the negative or positive context of hope (Snyder, Lopez, & McKnight, 2007). The fantasy starts with the divine beings making Pandora. She unwraps the box and releases several shades of wickedness in the world. She rapidly understands what is occurring and

shuts the box. The only thing which remains in the box is the ray of hope. It is also said that hope exists to irritate the folks. The truth of the matter is that hope is not a real thing and cannot relieve anybody. Another opinion is that hope stayed to give people a wellspring of consolation against the disasters that were delivered. In positive psychology discipline, hope is considered to be a positive thing throughout everyday life. Maybe, it is the most examined paradigm in psychology of positivity. It was expressed earlier that hope is very influential and appealing (Te Riele, 2010). It was also recommended that relinquishing hope can be disastrous (Giroux, 2003).

Moreover, hope is utilized in governmental issues, fiction, and also in mainstream showbiz industry. I want to quote here the George Luca's film which was produced in 1981 by Star Wars Films, hope was included in the title of film. The above-mentioned film represented the hope that the hero can beat the evil powers. Politicians also used hope in their political campaigns to attract their voters. This is a commons trend in Pakistan and all around the world, political leaders run huge campaigns carrying enormous promises to change the fate of countries through hops and optimism. I want to quote here the famous motto of Hillary Clinton, during her election campaign in America in 2016, she announced that her mission is to build an America that is hopeful.

We are surrounded by hope, but the main thing to understand here is that how student's determination is being impacted by hope. Hope can be simply defined as "to want something to happen or be true and think that it could happen or be true" (Webster, 2014). Hope is additionally portrayed as "an optimistic attitude of mind that is based on an expectation of positive outcomes related to events and circumstances in one's life or the world at large" (Wikipedia, 2016). These descriptions of hope are fairly unstructured, and individuals can have their own subjective explanations of how they perceive hope. Researchers asked individuals how they characterize hope and their discoveries proposed that hope is a feeling and that it might settle upon how one characterizes it in a given setting (Averill, Catlin, & Chon, 2012). It was recommended that inspecting hope in this method would be hard to estimate, consequently Hope Theory was created as an approach to interpret and quantify hope (Snyder, 1995).

### **Theoretical model of hope**

#### **Hope Theory**

The paradigm of hope is established upon the description of hope that it is the totality of apparent proficiencies to build pathways to the anticipated goals, besides the enthusiasm to utilize those

pathways (Snyder, 2002). Most of the time people are goal directed and they build their goals from learning and coping skills. First important thing is to have a pathway in life and secondly important is to have the inspiration to stay on that pathway. Snyder's Hope Theory considers these two things as pathway and agency thinking (Snyder et al., 1991):

- The cognitive factor of hope is pathway thinking, which enables individuals to build several ways and strategies to attain their goals.
- Agency thinking is the factor of hope which keeps a person motivated to attain the already settled goals and make them capable making efforts to accomplish the goals.

While keeping in view the Hope Theory, above mentioned both concepts are equally important for a person to attain elevated hope (Snyder, 1995).

#### **Literature Review**

The idea of hope has been investigated corresponding to diversity of factors, for example, adolescent personality (Erikson, 1968); goals of life (Bronk, Hill, Lapsley, Talib, & Finch, 2009); connectedness with a more noteworthy feeling of life fulfillment (Bailey & Snyder, 2007); as an indicator of life fulfillment (Bailey et al., 2006); as an indicator of children's athletic and educational performance (Boldridge, 2009); its connectedness with life fulfillment and self-adequacy (O'Sullivan, 2011); scholastic and social life fulfillment (Chang, 1998); investigating the occurrence and fundamentals of hope and psychosocial prosperity among the population of South African racial groups (Guse & Vermaak, 2011); lastly, the connection among hope and violence in communities (Isaacs et al., 2011).

Hope is defined as a "cognitive set involving the self-perceptions that one can produce routes to desired goals (pathway component), along with the motivation to use those goals (the agency component). Both pathways and argentic thinking must be assessed together so as to obtain an overall sense of a child's hope (Snyder et al., 1997). It is postulated that hope is an intellectual persuasive paradigm that is currently seen as a possible mental power that could fill in as a defensive feature for pre-adulthood aside with unfavorable life occasions (Valle, Huebner, & Suldo, 2006).

Individuals have equally a quality of hope and explicit pathway about specific aims (Snyder, 2002). Additionally, a nomological setup is developed by hope which comprises of locus of control, self-adequacy an abstract sense of joy and happiness (Tennen, Affleck, & Tennen, 2002). Conversely, there hypothetically different paradigms are constructed, e.g. self-adequacy is apprehensive about one's capacity to execute a behavior, to support the locus of control with the insight and emotional

satisfaction with the anticipation that positive results will happen (Feldman, Rand, & Kahle-Wroblewski, 2009). Hope basically directs a person to carry on in order to accomplish individual objectives, henceforth it envelops both organization and inspiration.

It was recognized that the quest for individuality as the primary goal of the juvenile, in this manner youths are effectively engaged with looking for the reason of existence, which eventually is connected with more significant levels of fulfillment in life (Bronk et al., 2009). Still it requires a feeling of support to seek one's quest for individuality and in particular, knowledge of right path, both are the core conventions of the paradigm of hope to accomplishing one's character (Snyder, 1995). Differentiating the aim for one's life is connected with life fulfillment, the perception of certainty that one has and they will advance towards one's eventual goal. Hope is additionally connected with more prominent life fulfillment (Bronk et al., 2009).

It was explored that optimism is a remarkable indicator of life fulfillment. People who are happy are anticipative as well, as shown by the relationships among life fulfillment and an individual's general hope (Bailey & Snyder, 2007). Likewise, looking for perseverance was just connected with more prominent life fulfillment, whereby hope interceded the connection among reason and life fulfillment. A study having cross sectional design investigated that the connection between aims, hope and life fulfillment, resulted that one's motivation in life is essentially connected with more prominent life fulfillment. The study having 806 people comprised of youngsters, emergent adults and adults, using The Trait Hope Scale, Revised Youth Purpose Survey and the Satisfaction with Life Scale. They found that purpose is connected with subjective well-being and it also includes both worthy and significant life (Bronk et al., 2009).

The idea of hope has subsequently been recognized as strong point for character (Peterson & Seligman, 2004) and addresses an attention on critical forthcoming events. Hope fundamentally includes both the will and way (Bronk et al., 2009). Consequently, the conviction that people have the methods for acting effectively is a component of hope (Snyder, 1995). The feeling of hope accordingly encourages individual's obligation to his motivation over the long haul, regardless of misfortunes and difficulties.

Additionally, in an examination on hope depicted to be a consistent indicator of athletics and scholastic performance. Hence The Hope Scale anticipated athletic results beyond the common athletic capacity. Hope is likewise demonstrated to be a consistent indicator of scholastic accomplishment among

teenagers (Boldridge, 2009). It was discovered in comparative outcomes in an examination conducted on the sample of 211 understudies, inspecting interactive and life fulfillment corresponding to hope. The outcomes through hierarchical regression analysis indicated that hope is a significant indicator of both scholarly and interactive life fulfillment (Chang, 1998).

An investigation directed toward exploring the predominance and elements of hope and psychological and social prosperity, through racial gatherings, amongst 1069 South African teenagers. Financial situations were studied as a mediator in the connection between optimism and psychosocial prosperity. The pervasiveness of psychosocial prosperity and hope through ethnic groups was examined by one way analysis of variance (ANOVA). The discoveries showed that greater degrees of hope was present among youths through ethnic groups. Significant degrees of psychosocial prosperity were capable by young people with no critical impact for ethnicity on emotional prosperity. Through the regression analysis, it was also indicated that financial status doesn't direct the connection among hope and psychosocial prosperity (Guse & Vermaak, 2011).

A qualitative research was conducted in Cape Town on community violence in theoretical background of hope. The research comprised of 14 adolescents, residing in unprivileged community of Cape Town. Three main themes were discussed in context of hope, future, religiosity and future of the community. The members of the research connected hope with morals and gratefulness. They related the idea of hope with future coordinated conduct/intellectual. With regards to religion, optimism is seen as a defensive factor (giving strength to overcome difficulties). A deficiency of optimism can cause violence or even suicidal ideation. Besides this, members understood that having hope is a significant aspect, than harping on the prospect of how terrible the society could be in terms of brutality. Members additionally communicated their optimisms and imaginings for the upcoming life with individual prosperity, which perceives as a passage out of their present circumstance. Their experience with violence accordingly aids as inspiration for them to get away from the circumstance. Likewise, communal help is viewed as a significant feature in the fulfillment of one's objectives. This investigation uncovered that communal help and an individual's feeling of hope appeared to be emphatically related and one's personal hope appeared to be higher than communal hope (Isaacs et al., 2011).

In another similar study, The Meaning in Life Questionnaire was used to collect data from 371

individuals in United States, demonstrated that the existence of meaning was vigorously connected with life contentment, joy and positive influence and negatively connected with pessimism and negative influence (Park, Park, & Peterson, 2010). It was also discovered that optimism, subjective happiness and gratitude were the indicators of personal happiness amongst the sample of 137 financially weak, ethnic minority citizens of young age. The sample has homogeneous demographic characteristics, so the results have less generalizability to different demographic characteristics (Vacek, Coyle, & Vera, 2010).

In a similar study, 298 youngsters were assessed on diverse levels of optimism, on proportions of life fulfillment, gratitude and family union and social help. Their level of optimism was measured through the Children's Hope Scale. Most of the kids included in the study, lived with the two guardians (87%) and only 10% of the youngsters lived in broken families (having single parent). Findings revealed that kids with high level of optimism were happier with their life and had higher gratitude when contrasted with kids having low optimism (Merkaš & Brajša-Žganec, 2011). The motivation behind why kids with high optimism show improvement over their low hope partners reminds us to Snyder's characterization of hope (Snyder, 2002), where he states that kids having high level of optimism can discover various pathways to their objectives, as well as the inspiration to achieve their aims. Besides, youngsters with higher optimism gained more help from others with significant degrees of family union. In this investigation, optimism essentially and emphatically connected with life fulfillment, gratitude, communal help and family union (Merkaš & Brajša-Žganec, 2011).

#### **Academic Achievement**

Predicting performance depends upon having the ability to assess it. The CGPA of college student's id commonly forecasts their performance. This also includes the judgment points from the instructor to their final degree. GPA is the critical norm for postgraduate decision and is insightful of status related words (Strenze, 2007). Taking everything into account, it is a height of performance, precisely vital to getting ready and working (Plant, Ericsson, Hill, & Asberg, 2005). Additionally, it is imperative to students and all other stake holders. GPA is also an objective extent with incredible internal consistency (Bacon & Bean, 2006; Kobrin, Patterson, Shaw, Mattern, & Barbuti, 2008).

GPA is not dispossessed of the obstruction, with requests of steadfast quality and authenticity arising due to inflation in grades (Johnson, 1997), and the appraising differences among the institutions (Didier,

Kreiter, Buri, & Solow, 2006). Regardless, no other proportion of tertiary educational performance coordinates the assessment value of GPA. For example, procedures of measuring behaviors, for instance, time consumed pondering, is apparently less associated with GPA, giving less attention to evaluation strategies, or performance standers (e.g., complete GPA or subject GPA). Clearly, by then, GPA is the most deliberated proportion of academic execution and was used as the fundamental outcome measure in this examination (Schuman, Walsh, Olson, & Etheridge, 1985).

For the admission in any university in North America, the school CGPA, SAT and ACT score are basic requirements. Test creators conceptualized SAT as a preliminary of instructive preference and considers that the SAT and ACT are extremely related (Dorans, Lyu, Pommerich, & Houston, 1997). There is critical hypothetical and empirical cover among these proportions of instructive twisted and more wide proportions of understanding (Frey & Detterman, 2004).

Surprisingly, experts have omitted the proportions of understanding along with SAT and ACT assessments however expecting GPA, so it is difficult to choose if these instructive evaluations are permanent or temporary, the perceptive vigor of information checks in association with academic accomplishment. Interestingly, despite divergences in study material and assessing rules, school grades are more basic pointer of college GPA than SAT or ACT. All of the three methods have been found to explain exceptional diversity in GPA, so with everything taken into account addressing around 25% of the inconsistency is explained and the rest is left unexplained (Bridgeman, Pollack, & Burton, 2004; Ramist, Lewis, & McCamley-Jenkins, 2001).

In this generation, education is known as the stepping stone for every human activity (Afzal, Rehman, Farooq, & Sarwar, 2011). An individual's well-being and life opportunities are linked to their education, it guarantees the attainment of knowledge and skills that made it possible for an individual to have a better life (Battle & Lewis, 2002). Student's Achievements stays as the top priority of educators because it is expected to create difference as stated above (Afzal et al., 2011). Academic Achievements is more complex than what individuals believe them to be (Nonis & Hudson, 2006). In regards to education, academic Achievements of an individual pertains to the observable and measurable behavior of student in school setting (Arinlade & Raheem, 2008).

In a societal investigations pupil's scholarly accomplishment comprises of grades at a specific time, got from a test. In this manner, we can compare scholastic achievements with the perceived



performance or assumption for accomplishment. The academic Achievements of an individual is affected by different factors like their environment, family, community and personal traits (Berhanu, 2011). The Achievements of students in academics highly depends on the involvement of their parents in their academic life (Shumox & Lomax, 2001). An approach was presented where in the professors and parents will be partners to create relationship and expectations for students. Thus, the student will feel the support and encouragement offered for their learning (Christenson & Havsy, 2004).

### Objectives of the Study

1. To check the impact of hope on academic achievement of university students.
2. To check the gender difference among the academic achievements of university students of Punjab (Pakistan).

### Hypothesis

1. Hope would have a significant impact on the academic achievements of the university students.
2. There would be a significant difference among the academic achievements of male and female university students.

### Method

#### Participants

Participants of this study comprised of university graduate students, both male and female. There were taken ( $n = 200$ ) in number from The Islamia University of Bahawalpur students of Baghdad-ul-Jaded campus, were selected as a population for this study. The sampling technique for the selection of sample was purposive sampling technique for this study. According to this study we considered their gender, age, residence, parent's financial status and CGPA as demographic variables.

#### Sampling Procedure

The technique used in this study was simple random sampling. The main benefit of the simple random sampling is that everyone in the population has an identical chance of being selected (Hou, Ozsoyoglu, & Dogdu, 1991; Hassan & Dzakiria, 2020). The sample was collected from The Islamia University of Bahawalpur students of Baghdad-ul-Jaded campus. Different faculties e.g., faculty of education, faculty of science, faculty of arts, faculty of management sciences and department were selected for the sample recruitment of both male and female university students.

### Operational Definitions of the Variables

#### Hope

Hope is an idealistic perspective that depends on an assumption for positive results as for occasions and

conditions in one's everyday existence. Operationally, hope is defined in the present study by Herth Hope Index (Herth, 1992; Hassan & Aziz, 2019). Herth Hope Index measures hope in two different components.

#### Academic Achievement

Student academic achievement is the demonstration of accomplishing or in another word the achievements thus picked up by incredible effort. In this regard academic achievement is fundamentally view of the amount and nature of achievement during academic career (Fan & Chen, 2001). In the present study operationally academic achievement is measured by examining the student's academic results in terms of their CGPA (Cumulative Grade Point average).

#### Instruments

The current study utilized two variables, hope and academic achievement to evaluate the association of these variables amongst the population of university students. Following is the list of tools, which were used to get the information from the participants:

1. Informed consent
2. Demographic information
3. Herth Hope Index (Herth, 1992).

#### Informed Consent

Informed consent was comprised of essential knowledge about the disposition of study, name and affiliation of the researcher and ethical consideration were mentioned clearly in written form.

#### Demographic Sheet

Participant's particular information e.g., gender, age, residence, parent's financial status and CGPA were acquired with the help of demographic sheet.

#### Herth Hope Index (HHI)

Herth Hope Index (Herth, 1992) scale measures the level of hope among adults. It has 12 items. It is the short form of Herth Hope Scale. The scores ranges from strongly disagree=1 to strongly agree=4. Minimum score can be 12 and maximum can be 48. The scale was available on internet and free to use for the researchers.

#### Research Design

In this current study, survey research design has been utilized to study impact of hope on academic achievement. The survey research design examines the probability of any relationship between at least two or more variable. Additionally, this study is quantitative and cross-sectional which gives data about the build situation of the population.

#### Procedure

In the present study, the students were approached from different departments of Baghdad-ul-Jadid Campus, the Islamia University of Bahawalpur. The consent of students was taken prior to data collection. Then data was collected from the students on main

scale and all the necessary information of the demographic variables was also collected. The students were also assured about the confidentiality of their information.

#### Statistical Analysis

Quantitatively coded data was analyzed using Statistical Package for the Social Sciences (SPSS) software, version 21. Standard deviations, means, descriptive statistics of the sample, regression analysis to check the impact of hope on academic achievement and t-test for the comparison of gender.

#### Ethical Consideration

Ethical issues were remembered while leading present research. Word of agreement were taken from the members including the orientation of nature and

reason for conducting this research. The confidentiality of their information was assured to them beforehand. No members were bound to fill the question neither any reward nor any money related help was given to the members. Besides, members were informed that they can leave the study without any penalty if they feel uncomfortable.

#### Results

The outcomes of the present study were attained on the basis of the following hypothesis:

1. Hope has a significant impact on the academic achievements of the university students.
2. There is a significant difference among the academic achievements of male and female university students.

**Table 1** Frequency distribution of Respondents according to all Demographic variables (n = 200)

Variables with Descriptions	Frequency	Percentage
Gender		
Male	110	55.0
Female	90	45.0
Age in Years		
18-21 years	114	57.0
22-25 years	86	43.0
Academic Achievements (CGPA)		
2.0 - 2.9	80	40.0
3.0 - 3.9	120	60.0
Residential Area		
Rural	75	37.5
Urban	125	62.5
Monthly Income of Parents		
10000 – 25000	30	15.0
26000 – 35000	70	35.0
36000 – 50000	60	30.0
51000 – 80000	40	20.0

Table 1 describes the frequency distribution of the demographic variables of the respondents.

**Table 2** Descriptive Statistics of all concerned variables under study (n = 200)

Variables	Minimum	Maximum	Mean	S.D
Age in Years	16	28	22.27	2.028
Academic Achievements (CGPA)	2.1	3.9	3.235	0.4368
Hope	16	47	35.06	5.030

*Note.* The Table 2 shows the descriptive statistics for all variables which are under study in research. The average age in years, academic achievements in CGPA of respondents are discussed in the table. From the sampled people we conclude that average

age of respondents is 22.27 years with std. deviation 2.028, average CGPA of respondents is 3.235 with std. deviation 0.4368 and average hope score is 35.06 with std. deviation 5.030.

**Table Error! No text of specified style in document.** Impact of Hope on Academic Achievements (n=200)

Dependent Variable	R Square	Reg. Coefficient	Std. Error	T-score	P-value
Academic Achievements	0.012	-0.111	0.435	-2.095	0.037

Predictor: Hope  $P < 0.05$

*Note.* The Table 3 shows the impact of hope on academic achievements. Regression analysis is used to check the relation between the both variables by taking academic achievements as dependent variable and hope is independent variable. The value of

regression coefficient (Beta) is -0.111 shows the positive relationship between the both variables. The value of t-score is -2.095 and p-value is 0.037 shows the test is significant at 5% level of significance.

**Table 4** Comparison of Male and Female Respondents according to Academic Achievements

Gender	N	Mean CGPA	S.D	Comparison using T-test		
				T	df	Sig.
Male	110	3.299	0.42	2.002	352	0.046*
Female	90	3.202	0.44			

$P < 0.05$

*Note.* The above Table 4 shows the comparison of male and female respondents according to their academic achievements. The average CGPA score of male respondents is 3.299 with std. deviation 0.42 and average CGPA score of female respondents is 3.202 with std. deviation 0.44. The comparison shows there is significant difference in Academic Achievements (CGPA) of male and female respondents. T-score is 2.2002 with p-value 0.046 shows the significance of test at 5% level.

## DISCUSSION

The current study examines the relationship between hope and Academic achievement. The results show that hope have an impact on academic achievement of the students. Furthermore, the present study also shows a difference among academic achievements of male and females. A study having the sample of 229 students, conducted in Midwestern American University, concluded that hope is the most vigorous forecaster of academic achievement amongst university students. The study also suggested that there is a huge need train students to build the capability to initiate efforts towards their goals in the hunt of academic success (Gallagher, Marques, & Lopez, 2017). The present study is grounded on the assumption that hope predicts the academic

achievement, the results of present study supported the assumption. The table 3 depicts the regression analysis of academic achievement being predicted by hope.

The motivation behind this investigation was to look at the role of hope in predicting academic achievement of the university students. The connection found in the current investigation among optimism and educational success because most of the participants supposed that they are optimistic. For sure, it is credible that this connection could be significantly more resilient if the students become more optimistic and more diverse in their level of optimism, because there is a rule in statistics that the statistical significance can be increased by more diversity (Cohen, 1988)

Accordingly, upcoming scholars in this capacity should seriously consider the optimism as the influential characteristic for the pessimistic students. In many earlier researches, hope anticipated group achievements, agentic feeling that provokes a person to utilize those pathways to accomplish or meet educational objectives (Collins, Joseph, & Bielaczyc, 2004; Hancock, 2004; Onwuegbuzie, 2001).

The second assumption the study was that there is a significant gender difference exist among the

academic achievements of university students. The results of the current study also supported the assumption, the table 4 shows the t-test analysis that depict a significant gender difference among the males and females.

A very similar study conducted at University of British Columbia (UBCO), containing 106 participants. The variables of that study were almost identical to the study under discussion. They studied academic achievement, hope and role of gender among university students. Their analysis revealed that optimism is positively correlated with academic success. But their results contrasted with the hypothesis of current study. They found out that gender is not correlated with academic achievement, optimism and hope. The reason behind the unexpected results may be that their sample was imbalanced gender wise. There were 80 women and just 26 men who participated in that study (McCulloch, 2006).

On the other hand, the following study reinforced our hypothesis, it was conducted on the sample of 129 respondents. It was a 13 years longitudinal study, which studied hope and academic achievements along with many other variables like personality, intelligence and divergent thinking. The results suggested that hope vigorously predicts the objective academic achievements over the previous academic achievements, personality and intelligence. (Day, Hanson, Maltby, Proctor, & Wood, 2010)

### SUGGESTIONS

Impending investigations could expand on these discoveries by evaluating the viability and administrative practices of students after contributing in interventions which are aimed to growing hope among the university students. There could be awareness session for university students to increase their hope.

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