

# The Sense of Hope and Future Between Chinese Students and Tanzanian Students

\*Longlong Hou (Corresponding and First Author)  
Faculty of education, Beijing Normal University Beijing, China  
houll@bnu.edu.cn

Moses Oladele Ogunniran  
Department of Educational Leadership, Policy and Technology Studies,  
Higher Education Administration, University of Alabama, US.  
Ogunniranmoses1985@yahoo.com (ORCID No. 0000-0002-9615-2775)

Qingyu Chen  
Henan Institute of Metrology, Zhengzhou, Henan, China

Ogunyemi Folasade Bolanle  
Comparative and International Education, Beijing Normal University, China

Faith Oyinoyi Abeka  
Nasarawa State University, Keffi, Nigeria

**Acknowledgment:** *This research is financed by: China National Education Science Planning on the General Project "Study on Synergy Effect of Incentive Policy For Primary and Secondary School Teachers" (Project No. BGA180059).*

## Abstract

A sense of hope and aspirations for the future are often conceptualized as components of resilience for undergraduate students. However, less is known about the factors that may influence how these undergraduate students develop their sense of hope and future and how those aspirations may impact their experiences after school. The main objective of this study is to examine the sense of hope and future between Chinese and Tanzanian students. Specifically, the study examines the sense of hope of Chinese students and Tanzanian students, investigates the future of Chinese students and Tanzanian students, and compares the sense of hope and the future of Chinese students and Tanzanian students.

The study adopted a non-experimental correlational research design with mixed methods of both quantitative and qualitative data along with purposive sampling technique and simple random sampling technique to select 21 Tanzanian university students and 24 Chinese university students from each country; this, therefore, gave an overall total of 45 participants. The instrument (Questionnaire on Sense of Hope and Future between Chinese Students and Tanzanian Students) was developed and used for the study.

The study's findings revealed that Chinese and Tanzanian students had complete confidence in the future, and there is a high sense of hope between Chinese students and Tanzanian students. The findings also showed that Chinese and Tanzanian students energetically pursued their goals, and there was a high sense of hope between them. The findings revealed that the present ideal situation determined the future of Chinese and Tanzanian students; there is a high sense of future between Chinese and Tanzanian students. The findings again revealed a high sense of future between Chinese and Tanzanian students. The findings lastly indicated that there is a significant difference between the sense of hope and the future of Chinese students and the sense of hope and the future of Tanzanian students. The sense of hope and future among Chinese students is higher than that among Tanzanian students, yet there is a positive sense of hope and future between Chinese students and Tanzanian students.

Some of the study's implications are creating awareness of the future among Chinese and Tanzanian students. Parents in both China and Tanzania need to become conscious of the sense of hope and future of their children and how these children can be affected. Government parastatals should enable proper planning by the stakeholders for these youths. This study finally has implications on how the policy documents were distributed to operators through school authorities, the government, the Ministry of Education, online, the board of education, colleagues, and the local Inspectorate of Education (LIE) bought from the seminar.

**DOI:** 10.7176/JEP/14-34-04

**Publication date:** December 31<sup>st</sup> 2023

## 1.1 Introduction of the study

Hope demonstrates a distinct and significant impact on academic achievement when other internal factors such

as optimism, self-efficacy, personality, intelligence, and engagement are controlled for (Feldman & Kubota, 2015). Even among these internal factors that are positively associated with academic achievement, hope stands out as a significant contributor to academic success (Feldman & Kubota, 2015; Gallagher, Marques, and Lopez, 2017). Studies suggest that hope uniquely contributes to academic achievement more than related educational factors and positive psychological factors. A study by Day, Hanson, Maltby, Proctor & Wood (2010) demonstrated that the relationship between hope and achievement was not due to a third variable, but hope was responsible for achievement. Specifically, the study indicated hope predicted academic achievement more than educational history, personality, intelligence, and engagement (Day et al., 2010). Similarly, Feldman and Kubota (2015) found hope's unique ability to predict grade point average (GPA) that motivational constructs optimism and self-efficacy could not. The distinguishing aspects of hope attributed to the impact in academic achievement from other internal factors are described below (Feldman & Kubota, 2015; Snyder et al., 1991).

Hope, as a cognitive-motivational system of individual's goal-oriented thoughts and feelings about the future, was introduced by Snyder and colleagues in 1991. Snyder et al. (1991) describe hope as a reciprocal system dependent on the successful exchange between agency (goal-directed determination) and pathways (planning of ways to meet goals). Hope is more than a simple goal-directed pursuit but is rather a cognitivemotivational system that is directed towards goal attainment. Snyder noted that, "Goals themselves do not produce behavior, but rather, people's views of themselves as being agents capable initiating (agency) and implementing (pathways) actions to pursue valued personal goals (i.e., going to college) produce the helpless or mastery-oriented responses" (Snyder et al., 2002b, p. 821). Hope theory attributes goal-directed behavior to underlying beliefs about oneself (agency and pathways as a prerequisite to motivation in goal attainment (Snyder et al., 2002b). A recent study by Gallagher, Marques, and Lopez (2017) demonstrated hope's unique ability to predict academic achievement and retention in college students, beyond that of other factors like self-efficacy, engagement, and education history. Academic hope predicted the number of semesters enrolled, the retention rate for the second semester of college, and the four-year graduation rates and overall cumulative GPA. Academic hope significantly predicted GPA, while academic self-efficacy did not significantly predict GPA. The unique role of hope in academic achievement among other individual internal factors has been evident through prior research.

### **1.2 Statement of the Problem**

Having a sense of hope and aspirations for the future are often conceptualized as components of resilience for undergraduate students. However, less is known about the factors that may influence how these undergraduate students develop their sense of hope and future, and how those aspirations may impact their experiences after school. Day et al. (2010), Feldman and Kubota (2015), and Gallagher et al. (2017) have examined the relationship between hope and academic achievement as measured by students' GPA for undergraduate college students. High hope has predicted academic achievement and retention among college students, beyond that of other factors, student background characteristics or pre-college factors (Gallagher et al., 2017). Academic hope predicted the number of semesters enrolled, the retention rate for the second semester of college, and the four-year graduation rates and overall cumulative GPA. The positive links between hope and cumulative GPAs, graduation rates, and reduced risk of dropping out make hope a strong potential moderator for FGCS (First-Generation College Student – Students whose parent(s)' highest level of education is a high school diploma or less, therefore are often the first in their family to attend college) who are at-risk of failure in post-secondary education settings (Snyder et al., 2002b). Penzar (2019) studied the role of hope among college students' academic achievement. None of these studies had investigated the combined variables of this study, creating a gap for the study to fill. Based on this problem, this study examines the sense of hope and future between Chinese students and Tanzanian students.

### **1.3 Purpose of the study**

The main objective of this study is to examine the sense of hope and future between Chinese students and Tanzanian students. Based on this primary objective, the following research objectives will be achieved.

1. To examine the sense of hope between Chinese students and Tanzanian students.
2. To investigate the sense of future between Chinese students and Tanzanian students.
3. To compare the sense of hope and future between Chinese students and Tanzanian students.

### **1.4 Significance of the study**

The significance of this research to the development of the sense of hope is not limited to the Chinese students but also to the Tanzanian students. Another benefit of this research work is to create awareness of sense of future among Chinese students and Tanzanian students.

The significance of this research to the parents is that they will become conscious of the sense of hope and future of their children, and how these children can be affected. The results of this research work will add to the

existing body of knowledge and literature both in academic and professional fields of sense of hope and future through an investigation into the interest on the study's variables.

The significance of this research to the government parastatal is that it is expected to reveal the comparison of sense of hope and future between Chinese students and Tanzanian students, this will enable proper planning for these youths. Theoretically, this study is guided by Snyder's hope theory to examine the sense of hope and future between Chinese students and Tanzanian students. Lastly, the empirical facts from this research work will be known to the public through academic journals and presentations at conferences. This will make the information available to all the relevant stakeholders in and outside the field of study.

### **2.1. Concept of Sense of Hope**

Hope uniquely and positively contributes in areas of academic achievement (Gallagher et al., 2017) and psychological well-being (Gilman, Dooley, and Florell, 2006). Students with high-hope have higher achievements in academic areas when controlled for other correlated indicators (Snyder et al., 2003). Sense of hope emerges from positive psychology and closely aligns with related themes such as self-esteem, optimism, problem solving and self-efficacy (Snyder & Lopez, 2005). Previous research found high-hope positively associated with not only positive psychological factors, but also academic performance such as achievement tests, college and high school GPA, graduation rates (Gallagher et al., 2017; Gilman et al., 2006; Snyder et al., 2002b). The reason may reside in the enduring resilience of hope.

### **2.2 Concept of Sense of Future**

When the literature on future expectations is examined, it is seen that three concepts are used as future time perspective (Ehtiyar, Ersoy, Akgün and ve Karapınar, 2017), future time attitude (Ehtiyar et al.2017) and future time orientation (Imamoğlu & Güler-Edwards, 2007). Future time perspective is about how individuals structure their plans for the future. The future time attitude is related to the level of hope for the future of the individual. In other words, the future time attitude is about how positive or negative feelings about the future shape of their behavior. Future time orientation is the focus of individuals' feelings and thoughts to the moment they live in and direct them to the future. It can be said that some individuals have difficulty in living in now and here due to their experiences; and that, students who carry the intensity of resentment, anger and negative emotional loads towards themselves and other individuals, they mostly lived in the past because they could not close their past accounts and could not focus on now and here, therefore they could not be in the future time orientation. In this context, individuals who have a positive future time orientation are individuals who can focus on the moment and see the future with hope.

Future orientation, defined as individuals' subjective view of their future, shapes how adolescents think about the future, how they perceive the situation and how they act (Negru, Subțirică & Opre, 2012). The meanings attributed by individuals to behaviors affect their future behavior (Şimşek 2012). Future expectation can be defined as the experiences that individuals hope to realize in their future lives. While positive future expectations increase individuals' hopes for the realization of their expectations, negative future expectations decrease individuals' hopes and motivations. It can be said that adolescents' expectations from the future generally include thoughts such as completing their education, gaining success in business life, and getting married (Şimşek, 2012).

### **2.3 Sense of Hope Among Students**

Feldman, Rand, & Kahle-Wroblewski (2009) investigated the foundational assumption within hope theory (Snyder et al., 1991) that hope predicts goal attainment through a 3-year, longitudinal study. Participants included 162 college students who completed hope measures and goal importance scales at the beginning of the study (time 1) and completed goal attainment and hope measures at the follow-up meeting 3 months later (time 2). The findings indicate that the level of importance of a goal influence cognitive-motivation with goal specific agency to accomplish the goal (Feldman et al., 2009). The results also show that individuals adjust their hope as they experience success or failure in pursuing goals; individuals who had low goal attainment showed reduced hope scores on their time 2 marked by an average of 2.41 points. In contrast, individuals who had high goal attainment showed an increase in hope scores on their time 2 marked by an average of 1.44 points. Goal-specific agency was directly influenced by goal attainment ( $\beta$ s = .34 to .51), above and beyond the influence of time 1 goal-specific agency. Time 2 goal-specific pathways was directly influenced by goal attainment ( $\beta$ s = .17 to .44). The reciprocal nature of hope and goal accomplishment is highlighted through the findings of this study. This study supports the notion that success or the failure of goal attainment influences goal-specific agency more than previous goal-specific pathways. In addition, goal-specific measures of hope (agency) predicted goal attainment better than the THS (Snyder et al., 1991). This finding further supports evidence that agency is a more influential component of hope than pathways. A separate analysis of agency and pathway subscales may shed additional insight into the unique properties of each subscale.

In addition, 3% of students in the high-hope category fell into the School Maladjustment Composite, while 6% of average-hope students and 20% of low-hope students fell into the school maladjustment composite (Gilman et al., 2006). The Emotional Symptoms Index reflected similar findings to the School Maladjustment Composite. Low-hope students reported higher levels of psychological distress and poor social-emotional functioning considered within the clinical range.

A recent meta-analysis research by Marques, Gallagher and Lopez (2017) examined 45 primary studies ( $N = 9250$ ) on the topic of hope and academic achievement in relation to student advantages (global self-worth, positive affect, coping, positive adjustment and goal-directed thinking) and disadvantages (depression and negative affect). The results indicate that hope has a moderate, positive relationship with GPA and student advantages, and a moderate, negative relationship with student disadvantages. Hope had a small to moderate, positive and significant relationship with overall academic outcomes ( $k = 23$ , mean  $p = .23$ ,  $SD = .10$ ) (95% CI [.20, .26]). When analyzed specifically for academic achievement (GPA), there was a small to moderate and positive relationship ( $k = 17$ , mean  $p = .27$ ,  $SD = .09$ ) (Marques et al., 2017).

#### **2.4 Sense of Future Among Students**

Güngör & Erçetin (2021) found out that students who attend schools with high success think that school-related factors had more impact on their future expectations than students who have low success. It can be said that the academic goals of students who attend high school, finding a job when they complete higher education, and being able to work in a better job with better financial conditions can affect their perceptions of future expectations. Furthermore, students with high levels of hope for the future think that school-related factors have a greater effect on their future expectations than students with a high level of hope for the future. It has been observed that students who look more hopeful to the future also have high future expectations. Studies support the relationship between hope level and future expectations. Callina, Johnson, Buckingham, and Lerner (2014) found in their study that there is a direct relationship between hope and future expectations. In the studies conducted by Uluçay, Özpolat, İşgör and Taşkesen (2014) and Şimşek (2012), it was determined that students' future expectations differ according to the type of school. In the study conducted by Aktaş (2016), it was found that the relationship between the psychological resilience and future expectations of adolescents significantly differentiated according to the type of school. In sum, a rich body of literature indicates that having a strong sense of future aspirations and expectations for success can be a source of strength and resilience for young people, and that a variety of factors at the levels of the individual, family, neighborhood, and school contribute to the development of these aspirations.

#### **2.5 Theoretical framework: Snyder's Hope Theory**

Snyder's hope theory is a cognitive-motivational system that allows for a comprehensive overview of goal pursuits (Snyder et al., 1991). Snyder's hope theory reflects the individual's perception of capability through three major components: a clearly conceptualized goal, strategies to reach the goal (pathways thinking), and motivation to use the strategies to obtain the goal (agency thinking) (Snyder & Lopez; 2005). Hope theorists define a goal as anything an individual desires to experience, create, obtain or become (Snyder et al., 2003). The formation of the goal provides steps that are necessary to achieve the desired goal, and the motivation fuels the pursuit of the goal (pathways thinking) (Snyder et al., 2002b). Marques, Gallagher and Lopez (2017) emphasize hope not only as a goal-directed cognitive process, but also as a reflective practice involving individual's beliefs about their ability to effectively undergo the goal-directed cognitive steps (agency 14 thinking). The three components of hope theory, a clearly conceptualized goal, pathways thinking, and agency thinking, create the cognitive-motivational system as described in the figure 2.1 below.

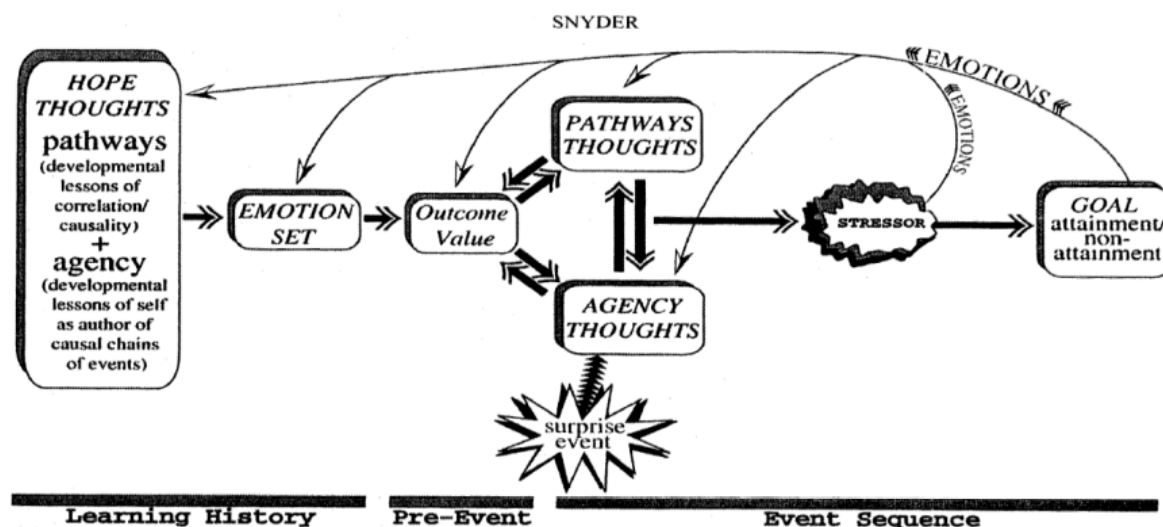


Figure 2.1: Three components of hope theory: a clearly conceptualized goal; pathways thinking; and agency thinking, (Snyder et al., 2002b).

In summary, Snyder is a widely recognized hope theorist in the psychology field who laid the foundation for hope research (Scioli et al., 2011; Snyder & Lopez, 2005). Although Snyder's hope theory and scales have been validated through numerous studies and have demonstrated strong psychometric properties, it has its shortcomings (Day et al., 2010; Feldman et al., 2009; Marques et al., 2017; Snyder et al., 1991; Snyder et al., 2002b). There continues to be a debate around the hope subscales as a single measure (Day et al., 2010; Feldman et al., 2009; Gilman et al., 2006; Snyder et al., 1991; Snyder et al., 1996; Sympson & Snyder, 1997). The individualistic focus of Snyder's hope measures is criticized, and researchers like Bernardo (2010) and Scioli et al. (2011) have added extensions to Snyder's original hope scales to create a more holistic measure of hope.

### 3.1 Research Design

This study adopted mixed methods of both quantitative and qualitative analyses which used questionnaire, interviews, and observations. This method provides an understanding of a situation or phenomenon that tells the story rather than determining cause and effect. The procedures for conducting mixed methods of both quantitative and qualitative research include questionnaire, interviews, and observations analysis. Triangulation—putting together various types and information—can lead to a better analysis or interpretation of a situation. Strengthening the information collected from observations and interviews with other data is essential and desirable.

### 3.2 Participants

The participants of this study include 21 Tanzanian university students and 24 Chinese university students from each country, this therefore gave an overall total of 45 students. A multistage sampling procedure was used to select participants for the study. At the first stage, the purposive sampling technique will be used to determine students in tertiary institutions in both countries: China and Tanzania. The second stage was a simple random sampling technique to select 21 Tanzanian university students and 24 Chinese university students from each country, this will therefore give an overall total of 45 respondents.

### 3.3 Validity and Reliability of Instrument

The researcher embarked on pilot-test which was an essential element of a good research design. Establishing a pilot study, before starting the main data collection process, enhances the probability of success, adds value to fulfill a range of functions and provides beneficial insights for studies. The instrument, adopted in this study, were tested before embarking on the main research collection process. The research instrument was validated using face, content and construct validation by the candidate's supervisor and by experts. After necessary corrections, edited copies of the approved instrument were given for more professional advice by the researcher's supervisor, in order to determine its face and content validity. Validity and reliability are the two measurements for assuring the quality of a quantitative instrument. Quantitative studies are measured, in terms of, reliability and validity. Furthermore, to determine the internal consistency (reliability) of the items included in the surveys, employed in this study, cronbach's alpha of the SPSS was used. Cronbach's alpha coefficient of reliability was undertaken to measure the items included in the questionnaires, and obtained the coefficient of



0.89. This result suggests that the items covered in this question have relatively high internal consistency of 89 per cent. A reliability coefficient of 0.70 (per cent) or more is considered acceptable in research (Kasim et al., 2014).

### 3.4 Procedure

The research method for this study was analysed using simple percentage of frequency count, descriptive analysis and content analysis. Content analysis was used to analyse the questions. A two-step process will analyse the interview and observation data received from the participants. The first step was done through using simple percentage of frequency count. The second step utilized thematic analysis to identify common themes for each of this study's three objectives.

### 3.5 Ethical Consideration

This study will seek the consent of all the respondents before responding to the questions in the instrument. The respondents were informed that responding to the questions in the instrument means approval and that the survey is voluntary, which means that they can withdraw at any time during the survey.

## 4.1 Analysis of Demographic Variables

**Table 4.1: Demographic Variables of the Respondents**

Demographics		Frequency (N=45)	Percentage (N=100%)
Sex	Male	19	42.2
	Female	24	53.3
	No Indication	2	4.4
Marital Status	Single	29	64.4
	Married	14	31.1
	No Indication	2	4.4
Age	Less than 18 Years	7	15.5
	19 to 25 Years	7	15.5
	26 to 35 Years	17	37.8
	36 and Above	12	26.7
	No Indication	2	4.4
Level of Students	First Year	11	24.4
	Second Year	9	20.0
	Third Year	2	4.4
	Final Year	21	46.7
	No Indication	2	4.4
Citizenship	Chinese	24	53.3
	Tanzanian	21	46.7

Table 4.1 reveals the demographic variables of the respondents. The sex distribution of respondents in the table shows that 19 (42.2%) of the total respondents were males, 24 (53.3%) of the respondents were females, 2 (4.4%) of the respondents did not indicate their sex. Sex, which is one of the demographic variables of the respondents, revealed that most of the respondents who responded to the questionnaire were females. The table shows the marital status of respondents. The result reveals that 29 (64.4%) of the total respondents were singles, 14 (31.1%) of the respondents were married, 2 (4.4%) of the respondents did not indicate their marital status. Marital status, which is one of the demographic variables of the respondents, revealed that most of the respondents who responded to the questionnaire were singles. The table again shows the age of respondents. The result shows that 7 (15.5%) of the total respondents were less than 18 years of age, 7 (15.5%) of the respondents were within 19 years to 25 years of age, 17 (37.8%) of the respondents were within 26 years to 35 years of age, 12 (26.7%) of the total respondents were above 36 years, 2 (4.4%) of the respondents did not indicate their ages. Age, which is one of the demographic variables of the respondents, revealed that most of the respondents were within 26 years to 35 years of age.

The table also shows the level of respondents. The result shows that 11 (24.4%) of the total respondents were in their first year, 9 (20.0%) of the total respondents were in their second year, 2 (4.4%) of the total respondents were in their third year, 21 (46.7%) were in their final year, while the remaining 2 (4.4%) of the total respondents did not indicate their levels. Level which is one of the demographic variables of the respondents, revealed that most of the respondents were in their final year. The table finally reveals the citizenship of respondents. The result shows that 24 (53.3%) of the total respondents were Chinese, while 21 (46.7%) of the respondents were Tanzanians.

## 4.2 Analysis of Research Objectives

**Research Objective One:** To examine the sense of hope between Chinese students and Tanzanian students.

**Table 4.2: Sense of Hope between Chinese Students and Tanzanian Students**

S/N	Statements	SA	A	N	D	SD
1.	I have full confidence in the future: my children's education will be better than present ones	25 (55.5)	11 (24.4)	6 (13.3)	2 (4.4)	1 (2.2)
2.	I believe that time heals all wounds: my children will enjoy better than I do	25 (55.5)	9 (20.0)	5 (11.1)	4 (8.8)	1 (2.2)
3.	I believe that time can change everything: next set of leaders will be better than present ones	15 (33.3)	12 (26.6)	13 (28.9)	2 (4.4)	3 (6.7)
4.	I am proud that I am a citizen of this country	29 (64.4)	8 (17.8)	6 (13.3)	1 (2.2)	1 (2.2)
5.	I am happy to grow up in this country	25 (55.5)	12 (26.7)	6 (13.3)	1 (2.2)	1 (2.2)
6.	My ability to predict the course of events is good	13 (28.9)	14 (31.1)	14 (31.1)	3 (6.7)	1 (2.2)
7.	I think there may be hidden dangers to our current success	8 (17.8)	14 (31.1)	15 (33.3)	8 (17.8)	- (-.)
8.	I enjoy the present situation	12 (26.6)	17 (37.7)	11 (24.4)	4 (8.9)	1 (2.2)

Table 4.2 above reveals the sense of hope between Chinese students and Tanzanian students. The table shows that 36 (79.9%) of the respondents agreed that they had full confidence in the future: their children's education would be better than present ones, while 3 (6.6%) of the respondents disagreed with the statement, 34 (75.5%) of the respondents agreed that they believed that time heals all wounds: their children would enjoy better than they did, while 5 (11.1%) of the respondents disagreed with the statement, 27 (59.9%) of the respondents agreed that they believed that time could change everything: next set of leaders would be better than present ones, while 5 (11.1%) of the respondents disagreed with the statement, 37 (82.2%) of the respondents agreed that they were proud that they were citizens of their country, while 2 (4.4%) of the respondents disagreed with the statement, 37 (82.2%) of the respondents agreed that they were happy to grow up in their country, while 2 (4.4%) of the respondents disagreed with the statement, 27 (60.0%) of the respondents agreed that their ability to predict the course of events was good, while 4 (8.8%) of the respondents disagreed with the statement, 22 (48.9%) of the respondents agreed that they thought there might be hidden dangers to their current success, while 8 (17.8%) of the respondents disagreed with the statement, 29 (64.3%) of the respondents agreed that they enjoyed the present situation, while 5 (11.1%) of the respondents disagreed with the statement.

The findings revealed that Chinese and Tanzanian students had full confidence in the future, they believed that time heals all wounds, they believed that time could change everything, they were proud that they were citizens of their countries, they were happy to grow up in their countries, their ability to predict the course of events was good, they thought there might be hidden dangers to their current success, and they enjoyed the present situation. This indicate that there is high sense of hope between Chinese students and Tanzanian students.

**Table 4.3: Sense of Hope between Chinese Students and Tanzanian Students Contd.**

S/N	Statements	SA	A	N	D	SD
1.	My life path is controlled by forces I cannot influence	12 (26.6)	7 (15.5)	12 (26.6)	11 (24.4)	3 (6.7)
2.	Spending what I earn on pleasures today is better than saving for tomorrow's security	6 (13.3)	7 (15.5)	8 (17.8)	13 (28.9)	11 (24.4)
3.	I postpone tasks because there will always be time to catch up	6 (13.3)	8 (17.8)	10 (22.2)	16 (35.5)	5 (11.1)
4.	Since whatever will be will be, it doesn't really matter what I do	7 (15.5)	6 (13.3)	8 (17.8)	18 (40.0)	6 (13.3)
5.	I energetically pursue my goals	24 (53.3)	12 (26.6)	6 (13.3)	3 (6.7)	- (-.)
6.	I can think of many ways to get the things in life that are important to me	23 (51.1)	13 (28.9)	6 (13.3)	3 (6.7)	- (-.)
7.	Even when others get discouraged, I know I can find a way to solve the problem	21 (46.7)	16 (35.5)	6 (13.3)	2 (4.4)	- (-.)

Table 4.3 above also reveals the sense of hope between Chinese students and Tanzanian students. The table shows that 19 (42.1%) of the respondents agreed that their lives paths were controlled by forces they could not

influence, while 14 (31.1%) of the respondents disagreed with the statement, 13 (28.8%) of the respondents agreed that spending what they earned on pleasures today is better than saving for tomorrow's security, while 24 (53.1%) of the respondents disagreed with the statement, 14 (31.1%) of the respondents agreed that they postponed tasks because there would always be time to catch up, while 21 (46.6%) of the respondents disagreed with the statement, 13 (28.8%) of the respondents agreed that since whatever would be would be, it doesn't really matter what they did, while 24 (53.1%) of the respondents disagreed with the statement, 36 (79.9%) of the respondents agreed that they energetically pursue their goals, while 3 (6.7%) of the respondents disagreed with the statement, 36 (80.0%) of the respondents agreed that they could think of many ways to get the things in life that were important to them, while 3 (6.7%) of the respondents disagreed with the statement, 37 (82.2%) of the respondents agreed that even when others get discouraged, they knew they could find a way to solve the problem, while 2 (4.4%) of the respondents disagreed with the statement.

The findings revealed that Chinese and Tanzanian students energetically pursued their goals, they could think of many ways to get the things in life that were important to them, even when others get discouraged, they knew they could find a way to solve the problem, they did not postpone tasks because there would always be time to catch up, since whatever would be would be, they did really matter. This indicate that there is high sense of hope between Chinese students and Tanzanian students.

**Research Objective Two:** To investigate the sense of future between Chinese students and Tanzanian students.

**Table 4.4: Sense of Future between Chinese Students and Tanzanian Students**

S/N	Statements	SA	A	N	D	SD
1.	The future is determined by the present ideal situation	18 (40.0)	13 (28.9)	8 (17.8)	5 (11.1)	1 (2.2)
2.	My future is always full of hope: I always believe that it is going to be better	24 (53.3)	13 (28.9)	4 (8.9)	3 (6.67)	1 (2.2)
3.	With the way things are going, my future is just a dream	10 (22.2)	7 (15.5)	8 (17.8)	12 (26.7)	8 (17.8)
4.	The present situation determines what the future will be in my country	17 (37.8)	14 (31.1)	7 (15.5)	6 (13.3)	1 (2.2)
5.	I fear for the people who are going to live in the future	12 (26.7)	10 (22.2)	12 (26.7)	9 (20.0)	2 (4.4)
6.	I feel rich when I think about the future	17 (37.8)	13 (28.9)	12 (26.7)	2 (4.4)	1 (2.2)
7.	A sense of future provides me with a lot of imagination in my life	17 (37.8)	19 (42.2)	6 (13.3)	2 (4.4)	1 (2.2)
8.	My present situation will not affect my future decisions	11 (24.4)	9 (20.0)	6 (13.3)	15 (33.3)	4 (8.9)

Table 4.4 above reveals the sense of future between Chinese students and Tanzanian students. The table shows that 31 (68.9%) of the respondents agreed that the future was determined by the present ideal situation, while 3 (13.3%) of the respondents disagreed with the statement, 37 (83.1%) of the respondents agreed that their futures were always full of hope: they always believed that it was going to be better, while 4 (8.8%) of the respondents disagreed with the statement, 17 (37.7%) of the respondents agreed that with the way things were going, their futures were just a dream, while 20 (44.5%) of the respondents disagreed with the statement, 31 (68.9%) of the respondents agreed that the present situation determines what the future would be in their countries, while 7 (15.5%) of the respondents disagreed with the statement, 22 (48.9%) of the respondents agreed that they feared for the people who were going to live in the future, while 11 (24.4%) of the respondents disagreed with the statement, 30 (66.7%) of the respondents agreed that they felt rich when they thought about the future, while 3 (6.6%) of the respondents disagreed with the statement, 36 (80.0%) of the respondents agreed that a sense of future provided them with a lot of imagination in their lives, while 3 (6.6%) of the respondents disagreed with the statement, 20 (44.4%) of the respondents agreed that their present situation would not affect their futures' decisions, while 19 (42.2%) of the respondents disagreed with the statement.

The findings revealed that the future of Chinese and Tanzanian students was determined by the present ideal situation, their futures were always full of hope, they always believed that it was going to be better, the present situation determines what the future would be in their countries, they feared for the people who were going to live in the future, they felt rich when they thought about the future, a sense of future provided them with a lot of imagination in their lives. This indicate that there is high sense of future between Chinese students and Tanzanian students.



**Table 4.5: Sense of Future between Chinese Students and Tanzanian Students Contd.**

S/N	Statements	SA	A	N	D	SD
1.	The reality that the future will be better is very certain	22 (48.9)	7 (15.5)	12 (26.6)	1 (2.2)	3 (6.7)
2.	I prefer the future to be as if it were my present days	9 (20.0)	10 (22.2)	15 (33.3)	9 (20.0)	2 (4.4)
3.	It is difficult to plan for the future because things change so fast	14 (31.1)	11 (24.4)	9 (20.0)	11 (24.4)	- (-.)
4.	It doesn't make sense to worry about the future, since there is nothing that I can do about it anyway	9 (20.0)	11 (24.4)	12 (26.7)	9 (20.0)	4 (8.8)
5.	I believe that a person's future should be planned ahead	22 (48.9)	14 (31.1)	5 (11.1)	3 (6.7)	1 (2.2)
6.	If things don't get done on time, I don't worry about it	7 (15.5)	5 (11.1)	9 (20.0)	21 (46.7)	3 (6.7)
7.	I do future necessary work before tonight's play	15 (33.3)	22 (48.9)	6 (13.3)	2 (4.4)	- (-.)

Table 4.5 above also reveals the sense of future between Chinese students and Tanzanian students. The table shows that 29 (64.4%) of the respondents agreed that the reality that the future would be better was very certain, while 4 (8.8%) of the respondents disagreed with the statement, 19 (42.2%) of the respondents agreed that they preferred the future to be as if it were their present days, while 11 (24.4%) of the respondents disagreed with the statement, 25 (55.5%) of the respondents agreed that it was difficult to plan for the future because things change so fast, while 11 (24.4%) of the respondents disagreed with the statement, 20 (44.4%) of the respondents agreed that it didn't make sense to worry about the future, since there was nothing that they could do about it anyway, while 13 (28.8%) of the respondents disagreed with the statement, 36 (80.0%) of the respondents agreed that they believed that a person's future should be planned ahead, while 4 (8.8%) of the respondents disagreed with the statement, 12 (26.6%) of the respondents agreed that if things didn't get done on time, they didn't worry about it, while 24 (53.4%) of the respondents disagreed with the statement, 37 (82.2%) of the respondents agreed that they did future necessary work before tonight's play, while 2 (4.4%) of the respondents disagreed with the statement.

The findings revealed that the reality that the future would be better was very certain, they preferred the future to be as if it were their present days, it was difficult to plan for the future because things change so fast, it didn't make sense to worry about the future, since there was nothing that they could do about it anyway, they believed that a person's future should be planned ahead, if things didn't get done on time, they did worry about it, and they did future necessary work before tonight's play. This indicate that there is high sense of future between Chinese students and Tanzanian students.

**Research Objective Three:** To compare the sense of hope and future between Chinese students and Tanzanian students.

**Table 4.6: Comparison of Sense of Hope and Future between Chinese Students and Tanzanian Students**

Variables	N	Mean	Std. dev	df	t <sub>cal</sub>	t <sub>tab</sub>	Remark
Chinese students	24	3.98	0.594	43	6.530	1.96	
Tanzanian students	21	2.67	0.887				

Table 4.6 compares the sense of hope and future between Chinese students and Tanzanian students. The table reveals that there is no significant difference ( $t_{cal} = 6.530 > t_{tab} = 1.96$ ). A cursory look at the table shows that there is significant difference between sense of hope and future of Chinese students and sense of hope and future of Tanzanian students. The finding revealed that the sense of hope and future of Chinese students (Mean = 3.98) is higher than the sense of hope and future of Tanzanian students (Mean = 2.67). This higher mean value indicated that the sense of hope and future among Chinese students is higher than the sense of hope and future among Tanzanian students. The assumption that there is no significant difference in the sense of hope and future between Chinese students and Tanzanian students was therefore rejected, this indicates that there is significant difference in the sense of hope and future between Chinese students and Tanzanian students.

**Table 4.7: Hope That Future Will Be Better Than Present**

S/N	Questions	Frequency (N=45)	Percentage (N=100%)
		Yes	No
[1]	Do you hope that future will be better than present?	41 (91.1)	4 (8.8)

In response to the question on "Do you hope that future will be better than present?", 91% of the respondents do hope that future will be better than present. Some of them gave the following reasons:

*I hope that future will be better than present because of my experience, I hope that future will be better than present because it is important for one person to have a good hope for tomorrow, I hope that future will be better than present because I can see a number of technological changes that grow fast, I hope that future will be better than present because I am optimistic of the better future, I hope that future will be better than present because things are changing and technology grow, I hope that future will be better than present because I believe that China will always believe in this generation of young people and believe that I must work together with China to move towards a better tomorrow, I hope that future will be better than present because according to the future planning of our economy experts about vision year 2050, the future is very bright. I hope that future will be better than present because I strongly believe that your future is what you make of it today.*

The findings revealed that, though the sense of hope and future among Chinese students is higher than the sense of hope and future among Tanzanian students, yet there are positive sense of hope and future between Chinese students and Tanzanian students. Both Chinese students and Tanzanian students hoped that future will be better than present. The Chinese students still had strong sense of hope and future because of their experiences, because of numbers of technological changes that grow fast, because they believed that China will always believe in this generation of young people and believe that they must work together with China to move towards a better tomorrow, because according to the future planning of our economy experts about vision year 2050, the future is very bright.

#### 4.3 Discussion of Findings

Regarding research objective one which states that “To examine the sense of hope between Chinese students and Tanzanian students”. The findings of the study revealed that 36 (79.9%) of the respondents agreed that they had full confidence in the future: their children’s education would be better than present ones, 34 (75.5%) of the respondents agreed that they believed that time heals all wounds: their children would enjoy better than they did, 27 (59.9%) of the respondents agreed that they believed that time could change everything: next set of leaders would be better than present ones, 37 (82.2%) of the respondents agreed that they were proud that they were citizens of their country, 37 (82.2%) of the respondents agreed that they were happy to grow up in their country, 27 (60.0%) of the respondents agreed that their ability to predict the course of events was good, 29 (64.3%) of the respondents agreed that they enjoyed the present situation.

The findings also revealed that 36 (80.0%) of the respondents agreed that they could think of many ways to get the things in life that were important to them, 37 (82.2%) of the respondents agreed that even when others get discouraged, they knew they could find a way to solve the problem.

Based on these results, the findings revealed that Chinese and Tanzanian students had full confidence in the future, they believed that time heals all wounds, they believed that time could change everything, they were proud that they were citizens of their countries, they were happy to grow up in their countries, their ability to predict the course of events was good, they thought there might be hidden dangers to their current success, and they enjoyed the present situation. This indicate that there is high sense of hope between Chinese students and Tanzanian students. The findings revealed that Chinese and Tanzanian students energetically pursued their goals, they could think of many ways to get the things in life that were important to them, even when others get discouraged, they knew they could find a way to solve the problem, they did not postpone tasks because there would always be time to catch up, since whatever would be would be, they did really matter. This indicate that there is high sense of hope between Chinese students and Tanzanian students.

These findings are in agreement with the findings of Feldman, Rand, & Kahle-Wroblewski (2009) who investigated the foundational assumption within hope theory (Snyder et al., 1991) that hope predicts goal attainment through a 3-year, longitudinal study. Participants included 162 college students who completed hope measures and goal importance scales at the beginning of the study (time 1) and completed goal attainment and hope measures at the follow-up meeting 3 months later (time 2). The findings indicate that the level of importance of a goal influence cognitive-motivation with goal specific agency to accomplish the goal (Feldman et al., 2009). The results also show that individuals adjust their hope as they experience success or failure in pursuing goals; individuals who had low goal attainment showed reduced hope scores on their time 2 marked by an average of 2.41 points. In contrast, individuals who had high goal attainment showed an increase in hope scores on their time 2 marked by an average of 1.44 points. Goal-specific agency was directly influenced by goal attainment ( $\beta_s = .34$  to  $.51$ ), above and beyond the influence of time 1 goal-specific agency. Time 2 goal-specific pathways was directly influenced by goal attainment ( $\beta_s = .17$  to  $.44$ ). The reciprocal nature of hope and goal accomplishment is highlighted through the findings of this study. This study supports the notion that success or the failure of goal attainment influences goal-specific agency more than previous goal-specific pathways. In addition, goal-specific measures of hope (agency) predicted goal attainment better than the THS (Snyder et al., 1991). This finding further supports evidence that agency is a more influential component of hope than pathways.

A separate analysis of agency and pathway subscales may shed additional insight into the unique properties of each subscale.

A critique of the study conducted by Feldman et al. (2009) includes the widely sampled undergraduate population within the hope literature (Snyder et al., 1991; Snyder et al., 1996; Snyder et al., 2002b). Studies should include a wider range of populations to test the generalizability of hope. The study was also reliant upon student self-reported determination of goal attainment, which may yield biased results.

These findings are in consistence with the findings of Bashant (2016) who submitted that students must experience success and mastery to be motivated to persevere towards their goal. Students also require the belief that one will be able to find a solution or meet the desired goal (pathways thinking) to continue to pursue their goal. This belief strengthens through previous experiences of success, vicarious experiences of others, effective persuaders, or through positive social-emotional climate (Sheehan & Rall, 2011). Individuals with high-hope find ways to reach goals through cognitive means such as problem-solving and critical thinking. Related components of hope theory, such as positive self-talk, are used to help bolster grit and perseverance required to meet the goal (Duckworth & Seligman, 2005).

These findings are in line with the findings of Duckworth and Seligman (2005); Day et al (2010) who submitted that grit and perseverance influence achievement more than intelligence. Individuals with high-hope have higher achievements in academic areas when controlled for intelligence, prior grades, self-esteem, and exam scores. Additional positive academic correlations with hope were regular attendance, academic performance, increased scores on achievement tests, higher college and high school GPA, higher graduation rates, and lowered risk of dropping out (Snyder et al., 2002b). Overall, high hope is positively associated with self-efficacy, self-worth, social competence, self-esteem, optimism, use of positive self-talk, setting stretch goals, athletic achievements, physical health, and a greater purpose in life (Snyder et al., 2002b).

These findings are in agreement with the findings of Gilman, Dooley, and Florell (2006) who examined students' hope level in relation to academic and psychological indicators of school adjustment. Cluster analysis was used to classify individuals as having high, average, and low levels of hope based on agency and pathways subscale scores independently. The study included 341 middle school and high school-aged students. Participants completed the following measures: The Children's Hope Scale (CHS) (Snyder et al., 1997), the Hueber's Students' Satisfaction with Life Scale (SSLS), The Behavioral Assessment System for Children (BASC), Structured Extracurricular Activities (SEA) and self-reported grade point average (GPA).

Regarding research objective two which states that "To investigate the sense of future between Chinese students and Tanzanian students". The findings of the study revealed that 31 (68.9%) of the respondents agreed that the future was determined by the present ideal situation, 37 (83.1%) of the respondents agreed that their futures were always full of hope: they always believed that it was going to be better, 31 (68.9%) of the respondents agreed that the present situation determines what the future would be in their countries, 30 (66.7%) of the respondents agreed that they felt rich when they thought about the future, 36 (80.0%) of the respondents agreed that a sense of future provided them with a lot of imagination in their lives.

The findings also shows that 29 (64.4%) of the respondents agreed that the reality that the future would be better was very certain, 25 (55.5%) of the respondents agreed that it was difficult to plan for the future because things change so fast, 36 (80.0%) of the respondents agreed that they believed that a person's future should be planned ahead, 37 (82.2%) of the respondents agreed that they did future necessary work before tonight's play.

The findings revealed that the future of Chinese and Tanzanian students was determined by the present ideal situation, their futures were always full of hope, they always believed that it was going to be better, the present situation determines what the future would be in their countries, they feared for the people who were going to live in the future, they felt rich when they thought about the future, a sense of future provided them with a lot of imagination in their lives. This indicate that there is high sense of future between Chinese students and Tanzanian students. The findings revealed that the reality that the future would be better was very certain, they preferred the future to be as if it were their present days, it was difficult to plan for the future because things change so fast, it didn't make sense to worry about the future, since there was nothing that they could do about it anyway, they believed that a person's future should be planned ahead, if things didn't get done on time, they did worry about it, and they did future necessary work before tonight's play. This indicate that there is high sense of future between Chinese students and Tanzanian students.

These findings are in agreement with the findings of Güngör & Erçetin (2021) who found out that students who attend schools with high success think that school-related factors had more impact on their future expectations than students who have low success. It can be said that the academic goals of students who attend high school, finding a job when they complete higher education, and being able to work in a better job with better financial conditions can affect their perceptions of future expectations. Furthermore, students with high levels of hope for the future think that school-related factors have a greater effect on their future expectations than students with a high level of hope for the future. It has been observed that students who look more hopeful to the future also have high future expectations. Studies support the relationship between hope level and future

expectations. Callina, Johnson, Buckingham, and Lerner (2014) found in their study that there is a direct relationship between hope and future expectations.

These findings are in line with the findings of Uluçay, Özpolat, İşgör and Taşkesen (2014) and Şimşek (2012) who determined that students' future expectations differ according to the type of school. In the study conducted by Aktaş (2016), it was found that the relationship between the psychological resilience and future expectations of adolescents significantly differentiated according to the type of school. Nichols et al (2010) found out that family-level factors, including family structure, parents' expectations for their children, and the quality of parent-child relationships, are critical in influencing future aspirations. For example, Moran et al. (2012) found that many youths perceived social and material support from their families as the foundation for developing a sense of purpose in life, including specific future goals and dreams. For youth who are institutionalized, such as juvenile offenders living in correctional facilities, perceived support from staff and others in the immediate environment may play a role similar to family support and contribute to their ability to visualize future goals and the steps needed to achieve them (Clinkinbeard and Murray 2012). At the neighborhood level, socioeconomic indicators, such as the proportion of middle-class residents in a neighborhood or the percentage of residents who are unemployed and/or receiving public assistance, appear to influence young people's future expectations and goals (Ceballo et al. 2004; Stewart et al. 2007). Other factors including adolescent perceptions of neighborhood attributes, such as the local opportunity structure, level of safety, crime incidence, and availability of drugs, are also relevant influences (Chung et al. 2011).

These findings are in consistence with the findings of Maurizi et al. (2013) who conducted a stronger sense of neighborhood belonging was associated with lower educational aspirations and expectations. The researchers speculated that while a sense of neighborhood belonging might be considered a strength for young people, in the context of low-income neighborhoods it could also have the effect of limiting youths' future educational expectations particularly if their neighborhood role models are primarily individuals who do not have an advanced education. In addition, a significant amount of research has explored how school experiences may influence adolescents' future aspirations. School success is a strong precursor to future success, particularly for youth living in urban environments where paths to success are limited (Lee et al. 2012). Besides school achievement, research suggests that other factors can be important influences on future aspirations, such as developing a sense of competence or self-efficacy at school. When youth are able to develop a robust future orientation, it is often associated with academic achievement (higher grades) as well as reduced problem behaviors at school (Chen and Vazsonyi 2013; Chung et al. 2011).

Lastly on research objective three which states that "To compare the sense of hope and future between Chinese students and Tanzanian students". The findings of the study revealed that there is significant difference between sense of hope and future of Chinese students and sense of hope and future of Tanzanian students. The finding revealed that the sense of hope and future of Chinese students (Mean = 3.98) is higher than the sense of hope and future of Tanzanian students (Mean = 2.67). This higher mean value indicated that the sense of hope and future among Chinese students is higher than the sense of hope and future among Tanzanian students. The findings also showed that 91% of the respondents do hope that future will be better than present. The findings revealed that, though the sense of hope and future among Chinese students is higher than the sense of hope and future among Tanzanian students, yet there are positive sense of hope and future between Chinese students and Tanzanian students. Both Chinese students and Tanzanian students hoped that future will be better than present. The Chinese students still had strong sense of hope and future because of their experiences, because of numbers of technological changes that grow fast, because they believed that China will always believe in this generation of young people and believe that they must work together with China to move towards a better tomorrow, because according to the future planning of our economy experts about vision year 2050, the future is very bright. This indicates that there is significant difference in the sense of hope and future between Chinese students and Tanzanian students.

These findings are in consistence with the findings of McCoy and Bowen (2014) who found out that helping young people to aspire and "aim high" for their future involves more than discussions of career counseling or linking youth with high-achieving mentors. Such individual-level interventions should be part of a broader multidimensional approach to raising adolescents' future aspirations, which also addresses family and neighborhood factors. Efforts that strengthen families, particularly parent-adolescent relationships and improve neighborhood safety might be critical components of such efforts. Such a multidimensional approach is a reflection of the classic social work paradigm of engaging the person within the environment, as well as the ecologically-based developmental systems theory approach to youth development advocated by Vimont (2012) and others. The researchers also found out that adolescents' positive future aspirations are a resource that may be tapped to bolster young people's sense of self-efficacy in school and engagement in constructive academic behaviors. This notion is consistent with the findings of past studies, such as Vick and Packard (2008), who found in their study of urban Hispanic adolescents that future aspirations, as reflected in the personal salience of becoming a college student, was predictive of academic self-regulating behaviors when coupled with self-



efficacy and beliefs about the importance of education leading to future success. Social workers who work with adolescents in school and community settings should use young people's future aspirations as leverage to encourage students to develop prosocial and proacademic behaviors in school. Given the well-documented gap between aspirations and attainment for youth in disadvantaged urban schools (Roderick et al. 2009), this indicate that aspirations may serve as a motivating force that social workers should emphasize to help students develop the confidence and behaviors necessary to reduce this gap. This may be particularly important as schools simultaneously adjust their policies and curricula toward this goal.

### 5.1 Major findings

The findings revealed that Chinese and Tanzanian students had full confidence in the future, they believed that time heals all wounds, they believed that time could change everything, they were proud that they were citizens of their countries, they were happy to grow up in their countries, their ability to predict the course of events was good, they thought there might be hidden dangers to their current success, and they enjoyed the present situation. This indicate that there is high sense of hope between Chinese students and Tanzanian students.

The findings also showed that Chinese and Tanzanian students energetically pursued their goals, they could think of many ways to get the things in life that were important to them, even when others get discouraged, they knew they could find a way to solve the problem, they did not postpone tasks because there would always be time to catch up, since whatever would be would be, they did really matter. This indicate that there is high sense of hope between Chinese students and Tanzanian students.

The findings revealed that the future of Chinese and Tanzanian students was determined by the present ideal situation, their futures were always full of hope, they always believed that it was going to be better, the present situation determines what the future would be in their countries, they feared for the people who were going to live in the future, they felt rich when they thought about the future, a sense of future provided them with a lot of imagination in their lives. This indicate that there is high sense of future between Chinese students and Tanzanian students.

The findings again revealed that the reality that the future would be better was very certain, they preferred the future to be as if it were their present days, it was difficult to plan for the future because things change so fast, it didn't make sense to worry about the future, since there was nothing that they could do about it anyway, they believed that a person's future should be planned ahead, if things didn't get done on time, they did worry about it, and they did future necessary work before tonight's play. This indicate that there is high sense of future between Chinese students and Tanzanian students.

The findings lastly indicated that there is significant difference between sense of hope and future of Chinese students and sense of hope and future of Tanzanian students. The sense of hope and future of Chinese students (Mean = 3.98) is higher than the sense of hope and future of Tanzanian students (Mean = 2.67). This higher mean value indicated that the sense of hope and future among Chinese students is higher than the sense of hope and future among Tanzanian students. The findings revealed that, though the sense of hope and future among Chinese students is higher than the sense of hope and future among Tanzanian students, yet there are positive sense of hope and future between Chinese students and Tanzanian students.

### References

- [1] Affleck, G., & Tennen, H. (1996). Construing Benefits from Adversity: Adaptational Significance and Dispositional Underpinnings. *Journal of Personality*, 64, 899- 922. <http://dx.doi.org/10.1111/j.1467-6494.1996.tb00948.x>
- [2] Aktaş, E. (2016). Ergenlerin psikolojik dayanıklılıkları ile gelecek beklentileri arasındaki ilişki [The relationship between the psychological resilience of adolescents and their future expectations] (Unpublished Master's Thesis). Ondokuz Mayıs University, Institute of Educational Sciences, Department of Guidance & Psychological Counselling, Samsun.
- [3] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi:10.1037/0033-295X.84.2.191
- [4] Bashant, J. L. (2016). Instilling hope in students. *Journal for Leadership and Instruction*, 15(1), 17-20.
- [5] Bernardo, A. B. I. (2010). Extending hope theory: Internal and external locus of trait hope. *Personality and Individual Differences*, 49(8), 944-949.
- [6] Callina, K. S., Johnson, S. K., Buckingham, M. H., & Lerner, R. M. (2014). Hope in context: Developmental profiles of trust, hopeful future expectations, and civic engagement across adolescence. *Journal of Youth and Adolescence*, 43, 6, 869-883. doi:10.1007/s10964-014-0096-9
- [7] Ceballo, R., McLoyd, V. C., & Toyokawa, T. (2004). The influence of neighborhood quality on adolescent's educational values and school effort. *Journal of Adolescent Research*, 19(6), 716-739.
- [8] Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first-year college student performance and adjustment. *Journal of Educational Psychology*, 93(1), 55.



- [9] Chen, P., & Vazsonyi, A. T. (2013). Future orientation, school contexts, and problem behaviors: A multilevel study. *Journal of Youth and Adolescence*, 42(1), 67–81.
- [10] Chung, H. L., Mulvey, E. P., & Steinberg, L. (2011). Understanding the school outcomes of juvenile offenders: An exploration of neighborhood influences and motivational resources. *Journal of Youth and Adolescence*, 40(8), 1025–1038.
- [11] Clinkinbeard, S. S., & Murray, C. I. (2012). Perceived support, belonging, and possible selves strategies among incarcerated juvenile offenders. *Journal of Applied Social Psychology*, 42(5), 1218–1240.
- [12] Creswell, R. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. USA: Sage Publications
- [13] Day, L., Hanson, K., Maltby, J., Proctor, C., & Wood, A. (2010). Hope uniquely predicts objective academic achievement above intelligence, personality, and previous academic achievement. *Journal of Research in Personality*, 44(4), 550-553. doi:10.1016/j.jrp.2010.05.009
- [14] Du, H., & King, R. B. (2013). Placing hope in self and others: Exploring the relationships among self-construals, locus of hope, and adjustment. *Personality and Individual Differences*, 54(3), 332–337.
- [15] Duckworth, A. L., & Seligman, M. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.
- [16] Ehtiyar, R., Ersoy, A., Akgün, A. and ve Karapınar, E. (2017). Üniversite öğrencilerinin geleceğe yönelik tutum ve olumlu gelecek beklentilerinin psikolojik iyilik halleri üzerindeki etkisi [The effect of university students' future attitudes and positive future expectations on their psychological well-being]. *Mediterranean Journal of Humanities*, 7, 2, 251-262
- [17] Erçetin, Ş. Ş., & Bisaso S. M. (2018). Contemporary educational management through the string theory lens. Ş.Ş. Erçetin (Ed.), *Chaos, Complexity and Leadership 2016: Springer Proceedings in Complexity* (pp. 51-66). Switzerland: Springer International Publishing, DOI [https://doi.org/10.1007/978-3-319-64554-4\\_5](https://doi.org/10.1007/978-3-319-64554-4_5)
- [18] Feldman, D. B., & Kubota, M. (2015). Hope, self-efficacy, optimism, and academic achievement: Distinguishing constructs and levels of specificity in predicting college grade-point average. *Learning & Individual Differences*, 37, 210-216. doi:10.1016/j.lindif.2014.11.022
- [19] Feldman, D. B., Rand, K. L., & Kahle-Wroblewski, K. (2009). Hope and goal attainment: Testing a basic prediction of Hope Theory. *Journal of Social and Clinical Psychology*, 28(4), 479-497.
- [20] Gallagher, M. W., Marques, S. C., & Lopez, S. J. (2017). Hope and the academic trajectory of college students. *Journal of Happiness Studies*, 18(2), 341-352. doi:10.1007/s10902-016-9727-z
- [21] Gilman, R. G., Dooley, J., & Florell, D. (2006). Relative levels of hope and their relationship with academic and psychological indicators among adolescents. *Journal of Social & Clinical Psychology*, 25(2), 166-178.
- [22] Güngör, H., & Erçetin, Ş. Ş. (2021). Factors Affecting Future Expectations of 12. Grade Students' Preparation for Higher Education in Schools, *Sakarya University Journal of Education*, 11(2), 220-\*\*\*. doi: <https://doi.org/10.19126/suje.794965>
- [23] İmamoğlu, E. O., & Güler-Edwards, A. (2007). Geleceğe ilişkin yönelimlerde benlik tipine bağlı farklılıklar. *Türk Psikoloji Dergisi*, 22(60), 115-132.
- [24] Kasim, A., Atikah, W. S., Razak, N. H. A., Musa, N. L. W., Halim, R. A. and Mohamed, S. R. eds., (2014). *Proceedings of the International Conference on Science, Technology and Social Sciences (ICSTSS) 2012*. Springer Singapore.
- [25] Lee, J. O., Hill, K. G., & Hawkins, J. D. (2012). The role of educational aspirations and expectations in the discontinuity of intergenerational low-income status. *Social Work Research*, 36(2), 141–151.
- [26] Marques, S. C., Gallagher, M. W., & Lopez, S. J. (2017). Hope- and academic-related outcomes: A meta-analysis. *School Mental Health*, 9(3), 250-262. doi:10.1007/s12310-017-9212-9
- [27] Maurizi, L. K., Ceballo, R., Epstein-Ngo, Q., & Cortina, K. S. (2013). Does neighborhood belonging matter? Examining school and neighborhood belonging as protective factors for Latino adolescents. *American Journal of Orthopsychiatry*, 83(2/3), 323–334.
- [28] McCoy, H. and Bowen, E. A. (2014). Hope in the Social Environment: Factors Affecting Future Aspirations and School Self-Efficacy for Youth in Urban Environments. *Child Adolesc Soc Work J* DOI 10.1007/s10560-014-0343-7
- [29] Moran, S., Bundick, M. J., Malin, H., & Reilly, T. S. (2012). How supportive of their specific purposes do youth believe their family and friends are? *Journal of Adolescent Research*, 28(3), 348–377.
- [30] Negru, O., Subțirică, A., & Opre, A. (2011). The dynamics of aspirations in emerging adulthood, in *Procedia – Social and Behavioral Sciences*, 12, 205-210. Nuttin, J., & Lens, W. (1985). *Future time perspective and motivation: Theory and research method*. NJ: Leuven University Press & Erlbaum.
- [31] Nichols, T. M., Kotchick, B. A., Barry, C. M., & Haskins, D. G. (2010). Understanding the educational aspirations of African American adolescents: Child, family, and community factors. *Journal of Black Psychology*, 36(1), 25–48.

- [32] Penzar, E. C. (2019). The Role of Hope among College Students' Academic Achievement. Education Dissertations. 46. [https://digitalcommons.spu.edu/soe\\_etd/46](https://digitalcommons.spu.edu/soe_etd/46).
- [33] Şanlı, T., & Saraçlı, S. (2015). Üniversite Öğrencilerinin Gelecek Beklentileri Üzerinde Etkili Olan Faktörlerin Analizi [Analysis of Factors Influencing University Students' Future Expectations]. Kafkas Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 6(11), 25- 36.
- [34] Scioli, A., Ricci, M., Nyugen, T., & Scioli, E. R. (2011). Hope: Its nature and measurement. Psychology of Religion and Spirituality, 3(2), 78–97.
- [35] Seginer, R. (2003). Adolescent future orientation: An integrated cultural and ecological perspective. Online Readings in Psychology and Culture, 6(1), 3-13.
- [36] Sheehan, K., & Rall, K. (2011). Rediscovering hope: Building school cultures of hope for children of poverty. Phi Delta Kappan, 11-12.
- [37] Şimşek, H. (2012). Güneydoğu Anadolu Bölgesindeki lise öğrencilerinin gelecek beklentileri ve gelecek beklentilerini etkileyen faktörler [The future expectations of high school students in the Southeastern Anatolia Region and the factors affecting their future expectations]. AKU, Kuramsal Eğitim Bilim Dergisi, 5(1), 90-109.
- [38] Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of Hope. Journal of Personality & Social Psychology, 60(4), 570-585.
- [39] Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., Stahl, K. J. (1997). The development and validation of the Children's Hope Scale. Journal of Pediatric Psychology, 22(3), 399-421.
- [40] Snyder, C. R., Lopez, S., Shorey, H. S., Rand, K., & Feldman, D. (2003). Hope Theory, measurements, and applications to school psychology. School Psychology Quarterly, 18(2), 122-139.
- [41] Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V. I., & Wiklund, C. (2002b). Hope and academic success in college. Journal of Educational Psychology, 94(4), 820-826. doi:10.1037/0022-0663.94.4.820
- [42] Snyder, C. R., Sympson, S. C., Ybasco, F. C., Borders, T. F., Babyak, M. A., & Higgins, R. L. (1996). Development and validation of the State Hope Scale. Journal of Personality and Social Psychology, 70(2), 321-335. doi:10.1037/0022-3514.70.2.321
- [43] Snyder, C., & Lopez, S. J. (2005). Handbook of positive psychology. Oxford ; New York: Oxford University Press.
- [44] Snyder, C., Feldman, D., Shorey, H., & Rand, K. (2002a). Hopeful choices: A school counselor's guide to Hope Theory. Professional School Counseling, 5(5), 298.
- [45] Stewart, E. B., Stewart, E. A., & Simons, R. L. (2007). The effect of neighborhood context on the college aspirations of African American adolescents. American Educational Research Journal, 44(4), 896–919.
- [46] Sympson, S. C., & Snyder, C. R. (1997). Development and initial validation of the Domain Specific Hope Scale. Unpublished manuscript, University of Kansas, Department of Psychology, Lawrence, KS.
- [47] Tuncer, M. (2011a). Ergen Gelecek Beklentileri Ölçeğinin Türkçeye uyarlanması [Adaptation of Adolescent Future Expectations Scale into Turkish]. Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic Volume, 6(3), 1265-1275
- [48] Tuncer, M. (2011b). Yükseköğretim gençliğinin gelecek beklentileri üzerine bir araştırma [A research on the future expectations of higher education youth]. Turkish Studies - International Periodical for the Languages, Literature and History of Turkish or Turkic, 6(2), 935-948
- [49] Uluçay, T., Özpolat, A.R., İşgör, İ.Y., & Taşkesen, O. (2014). Lise öğrencilerinin gelecek beklentileri üzerine bir araştırma [A research on the future expectations of high school students]. NWSA-Education Sciences, 9(2), 234-247.
- [50] Velez, A.M., (2008). Evaluating research methods: Assumptions, strengths, and weaknesses of three educational research paradigms. Academic Exchange—Extra, 9.
- [51] Vick, R., & Packard, B. (2008). Academic success strategy use among community-active urban Hispanic adolescents. Hispanic Journal of Behavioral Sciences, 30(4), 463–480.
- [52] Vimont, M. (2012). Developmental systems theory and youth assets: A primer for the social work researcher and practitioner. Child and Adolescent Social Work Journal, 29(6), 499–514.
- [53] Yavuzer, H., Demir, İ., Meşeci, F., & Sertelin, Ç. (2005). Günümüz gençliğinin gelecek beklentileri [Future prospects of today's youth]. Hasan Ali Yücel Eğitim Fakültesi Dergisi, 2, 93-103.