

A Comparative Study on Hope Between Adolescent Male and Female

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ABSTRACT

The concept of psychological capital can be defined as an individual's positive psychological state of development, which consists of four components: self-efficacy, hope, optimism, and resiliency. Hope is an individual's determination to maintain effort toward goals and ability to determine alternative courses of action to attain those goals. PsyCap is a recently developed higher order construct applied in the context of organizations, which has been hypothesized to aid employees cope with stress effectively in the workplace by increasing their psychological and physical well-being. It increases their chances of success by relying on perseverance and effort. This study aims to explore the difference in the nature of Hope among male and female adults. Data was collected via the Psychological Capital Questionnaire (PSQ), administered on 60 participants aged between 18-25 years, from different colleges of Kolkata, using simple random sampling method. Results indicated the following points: Hope is higher among male adolescents with respect to Hope, Hope is lower among female adolescents with respect to Hope. The study implies to use the power of PsyCap constructively to promote positive outcomes in a variety of student situations and to provide them training to use Hope as a motivating factor which can help them with lower levels of distressed thinking as a constructive approach towards the future especially when faced with stressful situations and implications for educators in developing and promoting positive outcomes based on Positive Psychological Capital.

Keywords: Positive Psychological Capital, Hope, Adolescent Male and Female, Comparative Study, Motivation, Stress

Psychological Capital (PsyCap) was proposed by Luthans & his colleagues (2004), drawn from Positive and Organizational Psychology. The concept of Psychological Capital was originally designed for organizations and is considered as an important subset of human capital.

Psychological capital (PsyCap) draws from the significant body of research that Seligman and Csikszentmihalyi (2000) have initiated in the wake of positive psychology movement i.e., shift the focus of study from human deficits like mental illness to human assets like

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Received: June 15, 2021; Revision Received: August 01, 2021; Accepted: August 18, 2021

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resilience, optimism etc which would allow individuals, groups or even organizations to thrive and prosper. According to Luthans, there are some psychological constructs (i.e. self-efficacy, hope, optimism and resilience) which meet the criteria of being positive, based on the theory and research, and state-like open to development, change and management for performance improvement. These four constructs along with happiness were labelled as positive organizational behaviour (POB). Luthans and Youssef bundled four of these states into the higher-order construct “Positive Psychological Capital” (Luthans & Youssef, 2004; Luthans et al., 2007). This composite construct has been defined as “an individual’s positive psychological state of development and is characterized by: 1) having confidence (**self-efficacy**) to take on and put in the necessary effort to succeed at challenging tasks determines how we feel, think and motivate ourselves; 2) making a positive attribution (**optimism**) about succeeding now and in the future; 3) persevering toward goals and, when necessary, redirecting paths to goals (**hope**) in order to succeed and; 4) when beset by problems and adversity, sustaining and bouncing back and even beyond (**resilience**) to attain success.” PsyCap represents one’s positive appraisal of circumstances and probability for success based on motivated efforts and perseverance (Luthans et al., 2007). Psychological capital (PsyCap), is a meta-concept that incorporates various traits that have been found to foster psychological resilience.

PsyCap as a whole is defined as a core psychological factor of positivity in general, which have a competitive advantage through training and development its parts are as follows: (a) **Hope** is a cognitive process which motivates to find a will power (goal directed determination) to succeed at a specific task in a set context & way-power (planning of ways to meet goals), by which the tasks may be accomplished which leads to positive emotions (the expectations of meeting desired goals). (b) **Optimism** refers to an individual’s expectancy of positive assignment & outcomes about succeeding now and in the future. (c) **Resilience** refers to the ability/ capacity of an individual to bounce back from adversity, uncertainty, risk or failure, and grow stronger by overcoming negative events while relatively adapting to changing and stressful life demands effectively. (d) **Self-efficacy** refers to one’s beliefs and confidence in their abilities and capabilities to mobilize their motivation, cognitive resources and courses of action to produce effects including, achieving high levels of performance and success.

PsyCap can be distinguished from other forms of people-related capital, specifically human and social capital. It influences a variety of outcomes at the individual level of particular importance for organizations and even beyond the workplace. PsyCap is shown to be associated with desirable employee attitudes, such as staying intentions, job satisfaction and commitment. Employees high in PsyCap are found to be more empowered, which generally leads to less turnover intentions and the reduction of absenteeism, an individual high in PsyCap perform better than those low in PsyCap as those low in PsyCap are enslaved which leads to more intentions of turnover and increment of absenteeism. PsyCap is shown to be developable through training interventions, which makes it a useful and tangible construct which is actually able to influence individuals and the whole organizations in a positive way. Besides these work place-specific benefits, studies found evidence by linking PsyCap to an improved psychological and physical well-being by the reduction of stress. PsyCap enhances the physical well-being because of the reciprocal relationship between job satisfaction and life satisfaction.

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PsyCap portrays “states and traits” along a continuum largely determined by the relative degrees of stability in measurement and openness to change and development (Avolio & Luthans, 2006; Luthans & Avolio, 2003; Luthans et al., 2007).

The state -trait continuum heuristics are as follows:

1. Positive States—momentary and very changeable; represents our feelings. Examples could include pleasure, positive moods, and happiness.
2. “State-Like”—relatively malleable and open to development; the constructs could include not only efficacy, hope, resilience, and optimism, but also a case has been made for positive constructs such as wisdom, well-being, gratitude, forgiveness, and courage as having “state-like” properties as well (Luthans et al., 2007).
3. “Trait-Like”—relatively stable and difficult to change; represents personality factors and strengths. Examples could include the Big Five personality dimensions, core self-evaluations, and character strengths and virtues (CSVs).
4. Positive Traits—very stable, fixed, and very difficult to change. Examples could include intelligence, talents, and positive heritable characteristics.

Psychological Capital helps to trigger cognitive, affective, conative and social mechanisms, leading to psychological well-being (Aney et al., 2016; Newman et al., 2014), it can facilitate the interpretation and memory retention process necessary for domain specific experiences and satisfaction to render a lasting impact on psychological well-being (Diener & Biswas, 2008).

Research findings have suggested that people with high PsyCap will readily withstand stress and maintain physical and psychological well-being and happiness in the face of academic stress. These types of resilient adaptive personality and cognitive differences have been suggested to mediate the effects of stress on well-being for college students. PsyCap was found to have a strong, positive and direct correlation with well-being and performance.

Hope and Hope Theory

Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large. As a verb, its definitions include: “expect with confidence” and “to cherish a desire with anticipation.”

Among its opposites are dejection, hopelessness, and despair.

Professor of Psychology Barbara Fredrickson argues that hope comes into its own when crisis looms, opening us to new creative possibilities. Frederickson argues that with great need comes an unusually wide range of ideas, as well as such positive emotions as happiness and joy, courage, and empowerment, drawn from four different areas of one's self: from a cognitive, psychological, social, or physical perspective. Hopeful people are “like the little engine that could, [because] they keep telling themselves “I think I can, I think I can”. Such positive thinking bears fruit when based on a realistic sense of optimism, not on a naive “false hope”.

The psychologist Charles R Snyder linked hope to the existence of a goal, combined with a determined plan for reaching that goal. Alfred Adler had similarly argued for the centrality of goal-seeking in human psychology, as too had philosophical anthropologists like Ernst Bloch. Snyder also stressed the link between hope and mental willpower, as well as the need for realistic perception of goals, arguing that the difference between hope and optimism was that the former included practical pathways to an improved future. D.W. Winnicott saw a child's

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antisocial behavior as expressing an unconscious hope for management by the wider society, when containment within the immediate family had failed. Object Relations Theory similarly sees the analytic transference as motivated in part by an unconscious hope that past conflicts and traumas can be dealt with anew.

Hope theory

As a specialist in positive psychology, Snyder studied how hope and forgiveness can impact several aspects of life such as health, work, education, and personal meaning. He postulated that there are three main things that make up hopeful thinking:

- Goals – Approaching life in a goal-oriented way.
- Pathways – Finding different ways to achieve your goals.
- Agency – Believing that you can instigate change and achieve these goals.

In other words, hope was defined as the perceived capability to derive pathways to desired goals and motivate oneself via agency thinking to use those pathways. Snyder argues that individuals who are able to realize these three components and develop a belief in their ability are hopeful people who can establish clear goals, imagine multiple workable pathways toward those goals, and persevere, even when obstacles get in their way. Snyder proposed a "Hope Scale" which considered that a person's determination to achieve their goal is their measured hope. Snyder differentiates between adult-measured hope and child-measured hope. The Adult Hope Scale by Snyder contains 12 questions; 4 measuring 'pathways thinking', 4 measuring 'agency thinking', and 4 that are simply fillers. Each subject responds to each question using an 8-point scale. Fibel and Hale measure hope by combining Snyder's Hope Scale with their own Generalized Expectancy for Success Scale (GESS) to empirically measure hope. Snyder regarded that psychotherapy can help focus attention on one's goals, drawing on tacit knowledge of how to reach them. Similarly, there is an *outlook* and a *grasp of reality* to hope, distinguishing **No Hope**, **Lost Hope**, **False Hope** and **Real Hope**, which differ in terms of viewpoint and realism.

Table 1 Showing the Outlook & Grasp of Reality of Hopeful, Skeptical and Hopeless personalities

	Outlook	Wishful	Committed
Hopeful		Hopeful Outlook Distorted Reality False Hope	Hopeful Outlook Accurate Reality Real Hope
Skeptical		No Hope Hopeless Outlook Distorted Reality	Lost Hope Hopeless Outlook Accurate Reality
Hopeless		Helpless	Surrendered
		Grasp of Reality	
		Uninformed Distorted Denied	Informed Accurate Assimilated

Contemporary philosopher Richard Rorty understands hope as more than goal setting, rather as a metanarrative, a story that serves as a promise or reason for expecting a better future. Rorty as postmodernist believes past meta-narratives, including the Christian story, utilitarianism, and Marxism have proved false hopes; that theory cannot offer social hope;

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and that liberal man must learn to live without a consensual theory of social hope. Rorty says a new document of promise is needed for social hope to exist again.

This is a comparative study on Hope between adolescent male and female which focuses on the dimension of hope in Psychological Capital.

LITERATURE REVIEW

Sylvia Y.C. Lai, Kwok, and Daniel T.L. Shek (2010) conducted a study on Hopelessness, Parent-Adolescent Communication, and Suicidal Ideation among Chinese Adolescents in Hong Kong. Based on the responses of 5,557 Chinese secondary students in Hong Kong, the relationships among perceived hopelessness, family functioning, and suicidal ideation were examined. Results showed that suicidal ideation was positively related to hopelessness, but negatively related to parent-adolescent communication. Compared with father-adolescent communication, mother-adolescent communication generally had a stronger association with adolescent suicidal ideation. It was further found that the linkage between hopelessness and adolescent suicidal ideation was stronger under a low parent-adolescent communication condition, thus suggesting the moderating effect of parent-adolescent communication on the effect of hopelessness on suicidal ideation.

Rachel C. F. Sun and Daniel T. L. Shek (2012) conducted a study on Beliefs in the Future as a Positive Youth Development Construct. Beliefs in the future are an internalization of hope and optimism about future outcomes. This paper reviews and compares several theories of hope and optimism and highlights the features constituting beliefs in the future. This paper points out that beliefs in the future include a series of goal-directed thoughts and motivation, such as setting up valued and attainable goals, planning pathways, and maintaining self-confidence and mastery, so as to keep adolescents engaged in the pursuit of goals. This kind of personal mastery, together with sociocultural values, family, school, and peers are the antecedents leading to beliefs in the future, which is related to adolescents' well-being and positive development. In order to cultivate adolescents' beliefs in the future, enabling their ability to manipulate goal-directed thoughts and motivation and providing a supportive environment including their family, school, peers, and the society are recommended.

Britt-Maj Wikström, Bente Lorentzen & Sindre Lorentzen (2014) conducted a study on Gender Differences in Hope and Its Relevance to Depression Symptoms among Norwegian Adolescents. Several studies indicate that the number of individuals experiencing depression symptoms is growing. There is a prevailing consensus in the literature that while depression is represented among both genders, it is consistently reported that females are more exposed to depression compared to males both in frequency and severity. Studies suggest that as many as 15 - 20 percent of adolescents in Norway exhibit depression or depression like symptoms. Furthermore, several studies indicate that the number of individuals experiencing depression symptoms is growing. There is a prevailing consensus in the literature that while depression is represented among both genders, it is consistently reported that females are more exposed to depression compared to males both in frequency and severity. The finding of significant differences in prevalence of self-diagnosed depression symptoms among Norwegian adolescents, showed females are more exposed. Furthermore, as hypothesized, there is a strong and significant relation between hope and depression, where hope is proxied through expectations regarding the individuals' future education, happiness and wealth. Based on these findings, we apply hope as an instrument for addressing depression symptoms. Results from this analysis indicate that males are significantly less optimistic for the future.

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Jessica Briana McClintock (2015) conducted a study on Hope among Resilient African American Adolescents. The purpose of this study was to explore how resilient African American youth use hope in their lives. Grounded Theory research methodology (Strauss & Corbin, 1990) was used to analyze this construct from the perspective of African American high school students. Seventeen adolescents (5 male, 12 female) participated in individual interviews where they were asked to discuss goals as well as how they generated pathways and maintained movement towards their pursuits in the face of obstacles. Results revealed that participants used hope to: (a) facilitate academic and long-term goals, (b) formulate goals influenced by family role models as well as aspirations for an improved quality of life, and (c) call upon multiple support systems (e.g., family, friends, teachers) and use personal coping strategies (e.g., perseverance) to combat a variety of obstacles (e.g., racial discrimination, procrastination). Additionally, participants also offered ideas for other youth to reach their goals.

Kristin L. Otis (2015) conducted a study on Antecedents of Adolescents' Hope: personality, parental attachment, and stressful life events. This study examined the relations among parental attachment, stressful life events, personality variables, and hope in a sample of 647 middle school students from one middle school in a South eastern US state. The results showed statistically significant correlations between hope and all four predictor variables as well as students' grade levels and socioeconomic status (SES). The results of a hierarchical multiple regression analysis further revealed that after controlling for grade level and SES, the personality variable of neuroticism accounted for significant variance in middle school students' hope scores. Furthermore, parent attachment levels accounted for significant variance in hope scores over and above the demographic variables of grade and SES as well as extraversion scores. Contrary to expectations, students' levels of neuroticism did not moderate the relation between stressful life events and hope. The frequency of stressful life events inversely associated with middle school students' hope regardless of neuroticism levels.

Angelina Wilson (2015) conducted a study on aspects of mental health in school-going adolescents in Ghana. The present study aimed to test a structural model demonstrating the possible pathways to psychological well-being and psychological distress among a sample of school-going adolescents from the Northern region of Ghana. In addition, gender differences in the hypothesised model were also investigated. A secondary aim of the study was to qualitatively explore the adolescents' experiences of hope, perceptions of support and life satisfaction as well as the resistant resources for coping. The results showed that the hypothesised model fit the observed data. Additionally, the model explained psychological well-being, but not psychological distress. Significant positive relationships were found between perceived social support and psychological well-being, as well as between life satisfaction and psychological well-being. There were also direct relationships between hope and life satisfaction, perceived social support and life satisfaction, and between perceived social support and hope. The following hypothesised mediated relationships were significant: hope and psychological well-being via life satisfaction; perceived social support and psychological well-being via life satisfaction; and perceived social support and life satisfaction via hope.

Natasha K. Bell (2015) conducted a study on Parent and Adolescent Attachment and Adolescent Shame and Hope with Psychological Control as a Mediator. The purpose of this study was to determine if parent adolescent attachment is correlated with adolescent hope and shame two years later with parent psychological control in the year in between as a mediator.

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Data at wave four, five, and six for 308 families from the Flourishing Families Project were used. In previous studies attachment has been shown to be important in adolescent development. This study found that the adolescent's perception of the relationship is negatively correlated with shame and positively correlated with hope in the adolescent. Additionally, the adolescent's perception of their relationship with both mother and father was correlated with mother and father psychological control, and mother and father psychological control was correlated with adolescent shame and hope. Psychological control was a significant mediator between the adolescent perception of the relationship with both parents and adolescent shame and hope.

Sara Santilli, Jenny Marcionetti, Shekina Rochat & Laura Nota (2016) conducted a study on Career Adaptability, Hope, Optimism, and Life Satisfaction in Italian and Swiss Adolescents. The consequences of economic crisis are different from one European context to the other. Based on life design (LD) approach, the present study focused on two variables—career adaptability and a positive orientation toward future (hope and optimism)—relevant to coping with the current work context and their role in affecting life satisfaction. A partial mediational model between career adaptability and life satisfaction, through a positive orientation toward future (hope and optimism), was tested across Italian and Swiss countries. Seven hundred twenty-six Italian and 533 Swiss young people between the ages of 12 and 16 years were involved. Results provided support for the model in the Italian group and a full mediation model for the Swiss one. The data suggest that the context may have an effect on how career adaptability has an impact on general life satisfaction. These results have important implications for practice and underscore the need to support adolescents in their LD process.

Samuel-Eliyahu Parker (2017) conducted a study on Hope, Future Values and Social Comparison as Predictors of Mental Health and Well-Being in Adolescents. The current review synthesizes research which examined hope as a predictor of mental health and well-being in adolescents over the last decade. The literature was systematically searched utilizing relevant search terms. Studies were then reviewed for inclusion. Studies were included if they examined hope as a predictor of internalizing or externalizing behavior among children aged 10-19 years old. Eighteen articles met the inclusion criteria and were reviewed. Overall, the evidence suggests that hope is a predictor of internalizing and externalizing behavior in adolescence. Higher hope adolescents reported more positive mental health and well-being outcomes and lower behavioral problems whereas lower hope adolescents reported higher scores on depression, emotional distress and behavioral problems. Hope is a construct that is associated with many positive psychological outcomes. However, there is a need for further research that is longitudinal in nature. Furthermore, there is a need to investigate the impact of hope in clinical populations to ascertain how hope impacts on internalizing and externalizing behavior and vice versa.

Kristine Nicole Iaboni (2017) conducted a research on Children's Experiences of Hope in Middle Childhood. This study has examined the research question "how do children in middle childhood (ages nine to 11) experience hope?" Related objectives included exploring how children: (a) understand hope, (b) describe hope, and (c) describe employing hope in their lives. An exploratory, qualitative, interpretative phenomenological analysis (IPA) design was used to realize the research objectives. A convenience sample of eleven participants was recruited by word of mouth and graduate student forums and list serves. Participants individually engaged in a preliminary interview in which they were provided a digital camera and were instructed to take photographs of anything that represents hope to them or makes

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them feel hopeful in their lives. Following the preliminary interviews, semi-structured interviews were conducted with each child prompted by his or her photo selections. Six main themes emerged from the findings representing children's experiences of hope: (1) hope as relational, (2) hope as personal and unique, (3) emotional and embodied hope, (4) hope challenged/hope present, (5) nature as a source of hope, and (6) other-oriented hope. Two additional findings addressed (a) how participants discussed and developed hope through their involvement in the study, and (b) advice participants had for parents, teachers and other children based on their experiences of hope. These eight findings have been discussed in relation to relevant hope and developmental literature, providing a deeper understanding of hope experienced in middle childhood.

Hope is a phenomenon important to all people during the lifespan and is especially significant during the growing years of an adolescent. It has been studied within various disciplines since at least the 1950s. Researchers have attempted to describe, explain, and predict the association between human functioning and this seemingly vital often abstract-construct. Future goal orientation is a necessary component of hope. Understanding the associations between hope and intentional self-regulation strategies may help young people achieve their goals and provide insight into the positive development of youth. Positive future expectations can facilitate optimal development and contribute to healthier outcomes. Internal resources and community-level factors may influence adolescent future expectations that facilitate optimal development and contribute to healthier outcomes for youth. Hopeful expectations for the future play an important role in the positive development of youth, including youth contributions to society as well as motivation in the workplace. Hence, this research aims to study the differences in the levels of hope among adolescent male and female and aspires to fill the gap in the existing literature when it comes to studying hope amongst the Indian Population.

Objective of the Study

The main objective of the study is as follows:

- To carry out a comparative study on Hope between Adolescent males and females.

Sample

60 participants aged between 18-25 years from different colleges of Kolkata, West Bengal constitutes the population for the present study. The average age of the participants is 20.7 years, and Standard Deviation (S.D.) is 1.58. The participants are from different departments (Engineering, Mass-com, B. Com, Political Science, Chemistry, MBA, Law, BBA, Psychology etc) from both Undergraduate and Post Graduate courses, which includes 30 males & 30 females. A simple random sampling method was used to collect the data.

Inclusion Criteria

- Participants ranging from 18-25 years are included in this study.
- Both male and female participants are considered for this study.
- Undergraduate and post graduate students fall in the inclusion criteria of this study.
- Participants who can legibly understand English are included in this study.

Exclusion Criteria

- Participants who have a full-time job are excluded from this study.
- Participants with any physical and psychological issues are not considered for this study.

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- Participants who are situated abroad are excluded.

Instruments

Demographic Information Schedule: It gathered personal information of the respondents (like Gender, Age, Current Educational Status, Parental Education).

Psychological Capital Questionnaire (PCQ): Psychological capital Questionnaire was developed by Luthans, Youssef, & Avolio (2007). It consists of 24-items to measure the Psychological Capital (PsyCap) construct. The PCQ is designed to assess the four components of PsyCap: hope, self-efficacy, optimism, and resilience, with each component assessed by six items. A sample item for assessing the hope facet is “I can think of many ways to reach my current goals. A sample efficacy item is “I feel confident in representing my work area in meetings with management.” Optimism is measured with items such as “I’m optimistic about what will happen to me in the future as it pertains to work” and a sample resilience item is “I can get through difficult times at work because I’ve experienced difficulty before.” Due to the nature of the participants in the study, the items on the PCQ were modified slightly to be more relevant. For example, I approach pilot training as if “every cloud has a silver lining”, was replaced by I approach academic training /learning as “different ways of exploration about various topics”. Responses were reported via a 6-point Likert -type scale (1 = “Strongly Disagree, 6 = “Strongly Agree”). Among all the 24 items which maintains a consistent positive direction of responses, three items (13, 20, and 23 were reverse coded- which were in negative direction. The score for each dimension varies from 6-42. The higher score on each dimension indicates high on the respective dimensions Responses were summed over all items into one overall PCQ score. The Cronbach’s alpha of the four dimensions ranges from 0.75 to 0.83. This study is conducted by focusing on the domain of hope in order to find out the difference in the levels of hope among adolescent male and female.

Procedure

The study was based on primary data. Data was collected from various college students in Kolkata, West Bengal, by random selection of the students from both graduate and undergraduate of various disciplines. Rapport was established. After giving proper instructions to the participants, data was collected by administering the Psychological Capital Questionnaire (PCQ). Participation was voluntary and anonymous. Significance of the study was explained after the participants filled their questionnaire.

RESULTS AND DISCUSSIONS

Table 1 shows the range of raw scores of the main variable (Hope) in the study, with the sample size of 60.

Table 2 Showing the range of scores of the main variable under study

Variable		N	Range of Raw Scores	
			Minimum Raw Score	Maximum Raw Score
PSY CAP	Hope	60	6	36

The obtained data was analysed with the help of descriptive statistics (mean and standard deviation) and inferential statistics (t-test) [Table 2]. In order to determine the significant difference between adolescent male and female, with respect to Hope, the means and

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standard deviations (SDs) and t-value of Hope by gender were calculated and presented in Table 2.

Table 3 Showing the Mean, SD & t-values of different dimensions of Hope by gender

Dimension	Male		Female		t-value	Level of significance
	Mean	SD	Mean	SD		
Hope	23.47	4.014	21.03	4.054	$t_{(58)} = 2.345$	Significant at 0.02 level

Table 2 suggests that the male adults are significantly higher on hope than their female counterparts. This implies that the upcoming generations are becoming more proactive, focusing on finding solutions, are more resistant to stress and have a positive adaptation towards life. Nowadays females are being provided with more trainings in their family, community (media, school, social groups) about viewing themselves as capable of having perceived capacities to reach a desired goal. They are being advised to appraise stressors as more challenging, have confidence in their beliefs, accept the reality of attainable goals with a degree of uncertainty and learned behaviour of tolerance and equal justice and positive adaptation of self despite adversity.

CONCLUSION

The present study determines the level of Hope between adolescent male and female. The present research has shown that the level of hope is higher among male adults than their female counterparts. Therefore, it can be assumed that the male participants have a higher level of expectation and desire for a particular thing to happen, a higher level of trust and a more optimistic approach towards life. While female participants can be assumed to easily fall prey to dejection and despair due to higher levels of anxiety, paranoia and hopelessness. However nowadays females are being provided with more trainings in their family and community (media, school, social groups) about viewing themselves as capable individuals having a positive outlook even in times of difficulty and peril.

Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large. Hopeful people are able to face even the most negative times with a positive attitude and because of the many health benefits of optimism, hope significantly improves our mental health. Hope is also imperative to academic achievement. Students with high levels of hope are more likely to succeed at school, more likely to have high quality friendships, and less likely to suffer anxiety and depression.

Hence Hope is incredibly important in life for health, happiness, and for success. Researches show that optimistic people are more likely to live fulfilling lives and to *enjoy* life. Plus, by relieving stress, hope helps to reduce the risk of many of the leading causes of death (high blood pressure, heart attack). So, it is imperative for both male and female adolescents to be hopeful and to look towards their future with positivity.

Implications

In spite of having limitations, the result of the study has significant implications.

- The study implies to use psychological capital as a more valuable resource for students to help students persevere in their studies in psychologically & physically healthier manner among young adults (in various jobs, college, personal life etc).
- Psychological capital can also be used to identify students suffering from hopelessness and lack of motivation. Teachers and counsellors can then motivate

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these students to find willpower (goal-directed determination) and waypower (planning of ways to meet goals) which leads to positive emotions (the expectation of meeting desired goals) thus instilling the essence of hope in them.

- There is a need for the college administration to increase counselling services, to help mitigate the level of hopelessness and stress faced by the students.
- Counsellors in college can make students familiar with hope as a positive coping strategy to deal with frustration, stress, etc to increase well-being, perseverance, motivation & social support.
- Training programs might be successful in terms of improving student's long-term health outcomes and it suggest the benefits of promoting a more "positive" psychological outlook as part of general training that can be applied in the classroom, emphasizing elements of PsyCap such as developing an optimistic explanatory style and avoiding distressed thinking.
- University educators can focus on the aspects of the positive psychological capital within the academic curriculum.

Limitations

The limitations of the present study are as follows:

- Responses in the present study were based on the self-report. Future research should replicate findings using other methodologies (Example: interviews, observations).
- The findings may not be generalizable fully because the sample drawn for the study is based only on one city (Kolkata), which apparently has a smaller number of sample size, as compared to the whole young adult population.
- Study is cross-sectional in nature, thus preventing us to draw causal inferences from the results. Longitudinal study may provide better insight.

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Acknowledgement

This research project titled "A Comparative Study on Hope Between Adolescent Male and Female" was carried out by Ms. Sanchari Sengupta as a student of the B.A. (Honours) Applied Psychology department at Amity University, Kolkata, under the illuminating guidance of Dr. Rita Karmakar under whose supervision the project could be carried out successfully. Extreme gratitude to our respected V.C. Sir, AVP Sir, Senior Director Madam, HOD Madam for giving us the opportunity to do this major project. A heartfelt thankyou to our other faculty members, friends and family members for their constant support and encouragement without which this project would not have been possible.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Sengupta S.& Karmakar R. (2021). A Comparative Study on Hope Between Adolescent Male and Female. *International Journal of Indian Psychology*, 9(3), 881-894. DIP:18.01.082.20210903, DOI:10.25215/0903.082