



A Study On Relationship Between Hope And Academic Motivation Among College Student

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Abstract

The study aimed to examine how hope affects academic motivation among young adults residing in Bangalore. The present study was a descriptive and correlation research conducted on 59 individuals with 32 male and 27 female between the age 18-26. Data were collected through google form using Adult Hope Scale and Academic motivation scale and then analyzed in SPSS software (IBM). To analyze the relationship between two variable , sperman correlation was used and it was statistically significant at 0.01 level ($p < 0.01$). As the result shows a positive correlation it is interpreted that when hope increases the academic motivation increases. From the result it is discussed that there is positive effect of hope on academic motivation.

Key word: Hope, Accademic Motivation

Chapter-1

Introduction

Martin Luther King Jr., took the long view when he said, “*The long arm of history bends toward justice.*” Mature hope is a hope that jumps in to participate in the desired outcome. It doesn’t give up easily and it can be the most fulfilling.

Contrary to popular belief, intelligence and ability are not the only determinants of students’ classroom successes (Dweck, 1999). Even talented young people may fail to achieve at levels that are consistent with their academic potentials, they may lower their academic expectations (Diener & Dweck, 1978, 1980), and they may either not go to college or, if they do, drop out prior to graduating (Hanson, 1994). These students come to be what Hanson (1994) has called “lost talent,” and they are at a distinct disadvantage in today’s difficult job market. Therefore, it is important to understand the factors that keep students on track and in pursuit of their educational goals.

Hope is defined as “the process of thinking about one’s goals, along with the motivation to move toward those goals (agency), and the ways to achieve those goals (pathways)” (Snyder, 1995, p. 355). As such, hope is not an emotion but rather a dynamic cognitive motivational system (Snyder et al., 1991). In this sense, emotions follow cognitions in the process of goal pursuits (Snyder, 2000)

Types of hope

- Realistic hope: It is hope for an outcome that is reasonable and possible. For example, hope for ease from chronic pain, knowing that complete eradication is unrealistic (Wiles, Cott, & Gibson, 2008).
- Utopian hope: It is a collectively oriented hope that combined action can lead to a better future for everyone (Webb, 2013).
- Chosen hope: Hope helps us live with a problematic present in an uncertain future. Choosing hope for the smallest range of goals is essential to control negative emotions (Garrard and Wrigley, 2009).
- Transcendent hope, or existential hope, is the hope that is not tied to a specific outcome, but a general hope that something good can happen (Eaves, Nichter, and Ritenbaugh 2016).

Snyder’s (1994, 2002) model of hope is based on the assumption that human actions are inherently goal directed. Snyder posited that while pursuing goals, people engage in two inter-related cognitive processes: (a) pathways thinking and (b) agency thinking. Pathways thinking involves the production of plausible routes to a goal as well as a sense of confidence in these routes (Snyder, 2002). High-hope people purportedly are more confident in their ability to produce multiple routes to a goal compared to low-hope people. This perceived ability is advantageous when a pathway becomes blocked because it allows the person to continue pursuing the goal along an alternate pathway. As a result, greater pathways thinking should increase the likelihood of attaining goals.

Snyder (2002) hypothesized that hope involves both situationspecific thought processes as well as enduring, traitlike self-referential appraisals about one’s abilities to achieve goals more generally. To date, the majority of research has focused on the relationship between trait hope and various indices of performance and wellbeing. Less studied are the putative mechanisms through which trait Hope and Optimism 233 hope influences performance and well-being. According to Snyder (1994, 2002), one mechanism by which trait hope works is by influencing cognitions related to specific goal pursuits. In other words, trait hope influences goal-specific cognitions independently of situation-specific information pertaining to that goal. For example, higher-hope students will have a greater expectancy for their performance in a particular class, independent of information relevant to class performance (e.g., their previous academic performance, difficulty of the course material, quality of the instructor). This greater expectancy, in turn, motivates students to work harder toward their expected outcome. Although this hypothesis is conceptually appealing, there is little research supporting this mechanism of action.

One promising line of research has examined the role of hope in predicting the performance of students when keeping other variables stable through statistical controls (see Lopez et al. 2015 for a review). Snyder (1989) began this work by developing a theoretical model of hope that is based in goal-directed thinking. Hope theory involves a person's ability to conceptualize goals, develop specific strategies or pathways to reach those goals, and initiate and sustain the motivation or agency for using those strategies. Hope involves reciprocal action between pathways and agency components and characterizes a more general cognitive set that applies across situations, which differentiates hope from other positive psychology constructs (e.g., self-efficacy). People with high hope have more positive thoughts than negative thoughts on a daily basis. People are more likely to achieve their goals than those who have low hope and, if the goal that high hoppers are pursuing is impeded, they are able to navigate around that impediment to successfully reach the goal (Snyder et al. 2002).

In samples of grade school, high school, and college students, hope bears a substantial relationship with academic achievement in the United States (Snyder et al. 2002) and in other countries (e.g., Marques et al. 2011—Portugal; Day et al. 2010—UK; Ciarrochi et al. 2007—Australia). Specifically, hope relates to higher achievement test scores for grade school children (Marques et al. 2015) and higher semester grade point averages for college students (Buckelew et al. 2008; Curry et al. 1997). The predictive power of hope was not diminished when controlling for intelligence in children and for previous grades and entrance exam scores for college students. The strength of the association between hope and academic achievement was synthesized through meta-analysis. This study of studies demonstrates that hope accounts for 12 % of the variance in academic performance (Lopez et al. 2015).

The most compelling evidence for the academic gains attributable to hope comes from three longitudinal studies, with each following college students' success from their freshmen year to their graduation (and one prospective study of law students). Over a decade ago, Snyder et al. (2002) conducted a 6-year longitudinal study and hope scores of entering college freshmen predicted better overall GPAs even after controlling for variance related to entrance examination scores. High hope students also were more likely than their low hope peers to have graduated over this 6-year period.

A 2010 longitudinal study considered students' performance as predicted by hope and intelligence, measured by a non-verbal test of reasoning, of college freshmen in the United Kingdom (Day et al. 2010). Hope was a significant predictor of future academic achievement. When controlling for general intelligence, divergent thinking, personality, and previous academic achievement, within the regression model, hope remained a potent predictor of achievement. In a study of incoming law students (Rand et al. 2011), college GPA, scores from the Law School Admission Test (LSAT), and hope scores were collected and used to predict academic success during the first semester. Hope proved a better predictor of student ranking than did GPA and the LSAT scores, the two traditional predictors of law school success. Based on studies of college

students in the United States and in the United Kingdom, it appears that how students think about the future affects markers of immediate academic success such as GPA and class ranking and distal outcomes such as graduation.

It is expected that a student who wants to move to a better status than his/her status will have a higher motivation in academic settings. Therefore, it is expected that students who are at the center of education and training activities will reach a better status in their profession, that is, their achievement and motivation in their careers will increase. Highly motivated students are expected to make more effort to increase their academic and social achievement in their learning process. Thus, it is desirable for students to have a high career and academic motivation in terms of university education.

Chapter-2

Review of literature

C.R. Snyder, Hal S. Shorey, Jennifer Cheavens, Kimberley Mann Pulvers, Virgil H. Adams III, and Cynthia Wiklund from Kansas, U.S. conducted a research on “Hope and Academic Success in College”. in the year 2002. The study focused on students’ performances over their college careers. Participants were 213 newly admitted college freshmen with a mean age of 18.17 years (SD 0.44, range of 18 to 21 years). The Hope Scale was assessed and end semester GPA was also taken into consideration for analysis. The result shows that end semester GPA was also taken into consideration for analysis. The result shows that hope scale scores and cumulative GPA were significantly, positively correlated, $r(211) = .21, p < .01$. A partial correlation between Hope Scale scores and GPA remained significant after removing shared ACT variance, $r(191) = .13, p = .04$.

Alexander, E. S., & Onwuegbuzie, A. J. from U.S conducted a research on “academic procrastination and the role of hope as a coping strategy” in the year 2007. The purpose of the study was to find the relationship between hope and academic procrastination. Participants were 116 graduate students. The majority of the sample was female (79.31%) and White (92.2%). Ages of the participants ranged from 22 to 55 years (M = 31.72, SD = 8.37). Participants were administered the Procrastination Assessment Scale-Students (PASS; Solomon & Rothblum, 1984) and the Adult Hope Scale (AHS; Snyder et al., 1991). The result shows that the mean score for the total hope scale was 26.08. Moreover, 70.27% of the sample obtained hope scores greater than 24, suggesting that the majority of participants thought in ways that were very hopeful.

Rand, K. L from Indiana, U.S conducted a research on “Hope and Optimism: Latent Structures and Influences on Grade Expectancy and Academic Performance ” in the year 2008. The purpose of the study is to understand relationship between hope and optimism as well as to better understand the nature of their influences on goal-specific expectancy and performance. The study consisted of 345 undergraduate students

(205 women, 140 men), the mean age was 19.77 years (SD 5 2.29). Random sampling technique was used for selection of sample. Grade Expectancy, Academic Performance, Previous Academic Achievement, The revised Life Orientation Test (LOT-R; Scheier et al., 1994) , The Adult Hope Scale (AHS; Snyder et al., 1991) was used to assess the participants. The study used Structural Equation Modeling (SEM) with maximum likelihood estimation using LISREL 8.8 (Joöreskog & Soörbom, 2006) to test hypothesized latent-variable models. The result shows that hope and most strongly correlated with GPA were academic hope (.69) and academic self-efficacy (.59), both of which are domain-specific expectancies. Optimism were strongly correlated ($r = .51$).

Kevin L. Rand and Amanda M. Shea Conducted a study on “Hope, but not optimism, predict academic performance of law students beyond previous academic achievement” in the year 2011. The purpose of the study was to find the differential association of hope and optimism with academic performance among first year law student. The research was conducted on 86 first semester law student in which 54 female and 42 male students. Random sampling technique was used to select the sample Hope scale and optimism scale and academic performance scale was used to assess the sample. The analysis of the data was done by using LISREL 8.8 software. The study used chi square statistic , the root mean square error of approximation and the comparative fit index. The result shows that neither hope nor optimism correlated with law school GPA; however, hope’s correlation with law school GPA approached significance ($r = .20$, $p = .08$).

Nasrin Ebrahimi , Zahra Sabaghian and Mahmood Abolghasemi from Iran conducted a research on “Investigating Relationship of Hope and Academic Success of College Students” in the year 2011. The purpose of this study was to investigate the relationship between hope and academic success. The tool of collecting data was the standard questionnaire “Adults hope scale in specific areas”. T test, Sheffe test, analysis of variance, co-relation coefficient and regression were used to analyze the data. A sample of 381 individuals was selected by Ratio Stratified random Sampling method. The results indicated that among six areas of hope, hope in the academic area had the positive correlation ($r = 0.027$, $p = 0.56$), .

Herrero, Diane M. from Texas, U.S, conducted a study on “The relationship among achievement motivation, hope, and resilience and their effects on academic achievement among first-year college students enrolled in a Hispanic-serving institution” in the year 2014. The purpose of this study was to explore the relationship among achievement motivation, hope, and resilience and their effects on academic achievement of first-year college students. A sample of 175 first-year college students from a regional public four-year university in South Texas. The correlation study employed univariate, bivariate, and multivariate analyses on data collected using the Achievement Motivation Survey, the Adult Trait Hope Scale, and the Brief Resilience Scale. Results demonstrated a moderate, positive correlation between cumulative GPA and achievement motivation ($r = 0.29$). Furthermore, small positive correlations were found between cumulative GPA and hope ($r = 0.19$) and resilience ($r = 0.15$).

Maryam sadat Kiafar, Hossein Kareshki and Farah Hashemi conducted a study on “The Role of Hope Components And Optimism on Academic Motivation of Graduate Students of Ferdowsi University And Mashhad University of Medical Sciences” in the year 2014. The main purpose of this study is to investigating the role of hope and optimism in predicting graduate student's academic motivation. 350 were selected through multistage cluster sampling (218 from Ferdowsi University and 132 from Medical University). Snyder’s hope scale, Vallerand’s academic motivation scale, and optimism questionnaire by Carve and Scheier are the scales used for data gathering. Data were analyzed through Pearson correlation coefficient, multiple regression methods and MANOVA. The results of Pearson correlation coefficient indicated that there is a positive and significant correlation between all variables: correlation between motivation and agency ($r=0.52$, $p<0.01$), motivation and pathway ($r=0.40$, $p<0.01$), motivation and optimism ($r=0.34$, $p<0.01$), agency and pathway ($r=0.57$, $p<0.01$), agency and optimism ($r=0.51$, $p<0.01$), and pathway and optimism ($r=0.32$, $p<0.01$). The results of regression showed that combination of hope components and optimism can predict academic motivation ($F(225, 3)= 33.780$, $p<0.001$). The significance test of regression coefficients also showed that agency ($t=2.173$, $p<0.05$) and pathway ($t=5.326$, $p<0.001$) have a statistically significant relation but the regression coefficient of optimism was not statistically significant.

Dr Ruchi Gautam and Sachita Passi from India conducted a study on “Assessing the Role of Coping Styles as Mediators for Hope and Optimism in Measuring Academic Motivation among First Generation Learners” in the year 2014. The purpose of the study is to understand the relationship between hope and optimism as a predictor of academic motivation among students. Snyder’s hope scale, Vallerand’s academic motivation scale, and optimism questionnaire by Carve and Scheier are the scales used for data gathering. 212 participant were selected through random sampling technique, T test was conducted to analyse the collected data via SPSS (IBM) software. The result shows that there is no significant relationship between two variable at 95% Confidence Interval ($p=0.564$).

Feldman, D. B., Davidson, O. B., & Margalit, M. from Israel conducted a research on “personal Resources, Hope, and Achievement Among College Students: The Conservation of Resources Perspective” in the year 2014. The purpose of the study was to identify individual differences related to changes in these resources and their relationships with academic achievement over time. The sample consisted of 83 undergraduate first-year students (72 females and 11 males), with a mean age of 26.49 ($SD = 7.77$), random sampling technique was used to collect sample. Academic goals scale, General Self-Efficacy Scale (NGSE), Hebrew adaptation (Ben-Zur 2012; Zeidner and Ben-Zur 1994) of the Life Orientation Test and Hope Scale (SHS; Snyder et al. 1996) was used to assess the sample. ANOVA and MANOVA was used to analyse the data collected from sample. The result shows that MANOVA yielded a significant main effect for these measures, $F(12, 70) = 12.00$, $p<.01$, partial $\eta^2 = .67$. All measures contributed to the significant differences, except the average grades before the workshop. In Comparisons Between the High and Low-Hope Subgroups Over Time it was found that . There was a significant increase in the levels of hope following the

participation in the workshop, $F(1, 44) = 19.20$, $p < .001$, partial $g^2 = .30$, but a significant decrease after a month, $F(1, 44) = 9.53$, $p = .004$, partial $g^2 = .18$.

Ajam Ekrami Asieh, Rezaei Tahereh and Bayani Ali Asghar from Azadshahr, Iran conducted a research on “Relationship Between Hope To Work And Academic Motivation With Academic Burnout” in the year 2015. The aim of this research is investigating the relationship between hope to work and education interest with student’s academic exhaustion at Shahroud university of medical science. Methods: By using Kristi-Morgan table, 291 students are randomly selected. Three standard questionnaires were used including sandier and worland academic motivation (AMS-HS28) and questionnaire of berso academic burnout. Data were statistically analyzed, using T-independent and regression using SPSS (IBM) software. The result shows that there is a significant inverse relationship between hope to work and academic burnout and also between academic motivation and academic burnout.

Feldman, D. B., & Kubota, M. from America conducted a research on “Hope, self-efficacy, optimism, and academic achievement: Distinguishing constructs and levels of specificity in predicting college grade-point average” in the year 2015. The purpose of the study is to find relationship between Hope, self-efficacy, optimism, and academic achievement. 89 college students (27 males, 62 females) from a Northern California university participated in the study. Random sampling technique was used to select the participants. Adult Hope Scale (AHS), Domain-Specific Hope Scale (DSHS), General Self-Efficacy Scale (GSES), Academic Self-Efficacy Scale (ASES), Life Orientation Test-Revised (LOT -R) are the scales used to assess the participants. The analysis was conducted using AMOS 21 and path-analytic model test was used to analyse the collected data. The result shows that the variables

Rosenstreich, E., Feldman, D. B., Davidson, O. B., Maza, E., & Margalit, M from Izrael conducted a research on “Hope, optimism and loneliness among first-year college students with learning disabilities: a brief longitudinal study” in the year 2015. The purpose of the study is to examine personal resources and social distress during the first month in college among students with learning disabilities (LD) and to compare their experiences with non-LD peer. The sample consisted of 335 first-year undergraduates at the Peres Academic Centre. Students with LD ($N = 85$, 68 females and 17 males) and students without LD (non-LD) ($N = 250$, 190 females and 60 males). Random sampling technique was used to collect sample. A Hebrew adaptation of the loneliness scale (Gierveld and Van Tilburg 2006), Hebrew adaptation (Ben-Zur 2012; Zeidner and Ben-Zur 1994) of the revised Life orientation Test (LOT-R; Carver, Scheier, and Segerstrom 2010), Hebrew adaptation (Lackaye and Margalit 2006) of the State Hope Scale (SHS; Snyder 2002). MANOVA and Pearson correlation was used for analysis of collected data. The results shows significant relationship between variables ($p = .003$).

Matthew W. Gallagher, Susana C. Marques and Shane J. Lopez from American the conducted a research on “Hope and the Academic Trajectory of College Students” in the year 2016. The study examined the role of hope in predicting the achievement and retention of college students while controlling for educational history and two other psychological constructs, academic self-efficacy and engagement. 229 students (129 males, 100 females) participated in the research. The Academic Self-efficacy Scale (Chemers et al. 2001), The Gallup College Student Engagement Scale (GCSES), Domain Hope Scale Revised (Snyder et al. 2005)) was used to assess participants. A combination of structural equation modeling (SEM) and hierarchical linear modeling (HLM; Raudenbush and Bryk 2002) was used to examine the effects of academic hope, academic self-efficacy, and engagement on academic enrollment and performance. The result shows that The average cumulative GPA for those individuals who enrolled for eight semesters was 3.01 (SD = .47, Min = 2.07, Max = 4.0). As hypothesized, academic hope, academic self-efficacy, and engagement all demonstrated significant associations with the number of semesters enrolled and annual cumulative GPAs.

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Susana C. Marques, Matthew W. Gallagher and Shane J. Lopez from USA, conducted a research on “Hope- and Academic-Related Outcomes: A Meta-Analysis” in the year 2017. The purpose of the study is to provide a summarization of the extant research, findings from 45 primary studies (N = 9250) investigating the relationship between hope and academic achievement, as well as between hope and student assets and liabilities were synthesized using meta-anal. The result shows that tge relation ship between hope and overall academic achievement is small to moderate, positive, and significant relationship (k = 23, mean q = .23, SD = .10) (95% CI [.20,.26]).

Mustafa Jahanara from Pune, India conducted a study on "Optimism, Hope and Mental Health: Optimism, Hope, Psychological Well-Being and Psychological Distress among Students, University of Pune, India" in the year 2017. The purpose of the current study is to examine the relationships between hope, optimism and mental health (psychological well-being and psychological distress) among students. The research was conducted on 222 students (132 males and 90 females). Random sampling technique was used to collect samples. LOT- R, Hope scale, Mental Health Inventory was used to assess the sample. Descriptive analysis and Pearson's correlation was used to analyse the data and SPSS 19.00 was used to evaluate the data. The result shows that optimism and hope were significantly and positive correlated ($r = 0.23$, $p < 0.01$), and both optimism and hope were significantly correlated with psychological well-being ($r = 0.24$, $p < 0.01$, and $r = 0.28$, $p < 0.01$, respectively). Optimism and hope were also significantly and negatively correlated with psychological distress ($r = -0.20$, $p < 0.01$, and $r = -0.13$, $p < 0.05$, respectively). Eventually, psychological well-being and distress were significantly and negatively correlated ($r = -0.35$, $p < 0.01$).

Seyed Davood Mohammadi, Zahra Moslemi and Mahin Ghomi conducted a study on "The Relationship between Hope Components with Academic Burnout, Motivation, and Status of Students in Qom University of Medical Sciences, Qom, Iran" in the year 2019. This study aimed to determine the relationship between hope components with academic status, motivation and burnout in students of Qom University of Medical Sciences, Qom, Iran. This correlational, descriptive study was conducted on 261 students in 2017, who were selected by random relative cluster sampling based on gender. Data were collected using the hope components questionnaire by Snyder et al., academic burnout scale by Berso et al., and academic motivation scale by Vallerand et al. In addition, data analysis was performed using Pearson's correlation coefficient, independent t-test and stepwise multiple regression via SPSS (IBM) software. The result shows that there is no significant relationship was found between the mean total score of hope components and their dimensions with academic status. Moreover, the regression results indicated that academic burnout was able to predict hope components in a negative, significant manner.

Ricarda Steinmayr¹, Anne F. Weidinger, Malte Schwinger and Birgit Spinath from Germany, conducted a research on "The Importance of Students' Motivation for Their Academic Achievement – Replicating and Extending Previous Findings" in the year 2019. The aim of the present study was to investigate whether the reported previous findings can be replicated when ability self-concepts, task values, goals, and achievement motives are all assessed at the same level of specificity as the achievement criteria. The sample comprised 345 11th and 12th grade students ($M = 17.48$ years old, $SD = 1.06$) from the highest academic track (Gymnasium) in Germany. The sample comprised more girls ($n = 200$) than boys ($n = 145$). The study used Ability Self concept scale, Intelligence Structure Test 2000 R, Achievement Motives Scale, (SELLMO; Scales for measuring learning and achievement motivation; Spinath et al., 2002), (SESSW; Subjective scholastic value scale; Steinmayr and Spinath, 2010). Descriptive Statistics and Inter-correlations of the data was analyzed used SPSS (IBM). The result indicates that in all three domains (i.e., school in general/math/German), out of all motivational predictor variables, students' ability self-concepts

showed the strongest associations with subsequent grades ($r = 0.53/0.61/0.46$) Except for students' performance-avoidance goals ($-0.04 \leq r \leq 0.07, p > 0.05$), the other motivational constructs were also significantly related to school grades. Most of the respective correlations were evenly dispersed around a moderate effect size of $|r| = 0.30$.

Ghavam Moltafet from Yasouj, Iran conducted a study on “Direct and Indirect Effect of Personality Traits on Hope: The Mediating Role of Academic Motivation” in the year 2020. The present study sought to investigate the possible correlation between big five personality traits and hope, considering academic motivation as the mediating variable. The population of the study was comprised of the bachelor students of Yasouj University. The participants consisted of 343 students (147 male and 196 female) with an age range of 18 to 28 years. They were selected through random multistage cluster sampling out of four faculties of Yasouj University. Their mean age was 21.17 years ($SD = 2.31$). The sample were assessed by using The Big Five Personality Traits Questionnaire, Hope Scale, Situational Motivation Scale (SIMS). In the present study, a qualitative (non-experimental) method and a correlation design were adopted to analyse the collected data and all of the analyses were performed with SPSS software, version 19.0 and the Lisrel software. The result shows that there is positive correlation between variables ($P < 0.001, P < 0.05$).

Stephanie Griggs, RN; and Sybil L. Crawford from U.S conducted a research on “Hope, Core Self-Evaluations, Emotional Well-Being, Health-Risk Behaviors, and Academic Performance in University Freshmen” in the year 2021. The purpose of the study was to examine the relationship between hope, core self-evaluations (CSE), emotional well-being, health-risk behaviors, and academic performance in students enrolled in their first year of college. 495 students from North eastern University were assessed for the study, random sampling technique was used. Linear regression, path analysis, and structural equation modeling procedures were performed. The result shows that there is no significant relationship was found between hope and drug use ($r = -0.027, p = 0.56$), whereas (Core self evaluation) CSE was found to be a partial mediator for sexual risk taking in the SEM analysis, as the direct effect of hope remained statistically significant ($\beta = 0.16, p = 0.009$), although smaller than the total effect; the indirect effect was not statistically significant ($\beta = -0.06, p = 0.13$).

Justification and need of the study

At present the above literature review, many research studies have investigated Hope and Academic Motivation. However, very few studies have examined how hope can affect academic motivation among young adult studying in colleges of Bangalore Urban. After reviewing 20 research paper. There was a research gap and it was found that very few studies have been done on hope can affect academic motivation among young adult studying in colleges of Bangalore Urban.. Hence, the present study attempts to explore this particular area of study.

Benefits of the study

Training programs can be conducted for student on improve academic motivation.

Operation Definition

Hope is the power to believe that anything is possible — a fresh start, a second chance, or to wish upon a miracle. With hope there is that window of opportunity or new light for reassurance that the possibilities are endless and as long as you believe, anything can happen (C. R. Snyder, 2002).

Academic motivation refers to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced with obstacles (Deci & Ryan, 1985)

Objective

The aim of this the research is to investigate the relationship between hope and academic motivation among college student

Hypothesis

H₀ : There is no correlation between hope and academic motivation among college student .

H₁: There is correlation between hope and academic motivation among college student

Chapter 3 Methodology

Research Design

The study is non-experimental, quantitative and co-relational.

Sample

The study was conducted on college student. 60 participants were chosen. Purposeful sampling technique was done. The subjects responded to the questionnaire using google form .

Tools

C. R. Snyder developed Adult Hope Scale in the year 2002. The scale consist of 12 items. Participants respond to each item using a 8-point scale ranging from definitely false to definitely true and higher the score indicates participant is highly motivated . This scale has two sub scale agency and pathway. Cronbach's coefficient alpha ranges from 0.81 to 0.83.

Deci and Ryan developed Academic motivation scale (ams-c 28) College version in the year 1985. This scale assesses 7 types of constructs: intrinsic motivation towards knowledge, accomplishments, and stimulation, as well as external, introjected and identified regulations, and finally amotivation. It contains 28 items (4 items per subscale) assessed on a 7-point scale. High score indicates participant has high academic motivation. Cronbach's coefficient alpha range from .70 to .86.

Analysis

The analysis of the data is done using Statistical Package for the Social Sciences (SPSS) and with the help of correlation tests.

Inclusion

Only college student aged 18-26 studying in the Colleges of Bangalore were included.

Exclusion

Students aged below 18 and above 26 were excluded and students with mental disorders, alcohol addicts, and medical history were excluded

Chapter-4

Result and Interpretation

The results of the data is the most skilled task in the research process. It involves making the existing complex factors into simple parts and putting the parts together in new segments for the interpretation. This chapter provides the answers to the research question and hypothesis. The current study is done on the topic "A study on relationship between hope and academic motivation among college student". The researcher sets the major objectives of the study, the current study focuses on to analyse relationship between hope and academic motivation among college student. A sample of 59 students was taken in which 32 of them are males and 27 females with the age range of 18-26years. All the 59 samples were considered and the questionnaires were distributed and filled by all the participants. The sampling procedure used was convenience sampling technique.

Further analysis has been done by using SPSS to find out if there is a statistically significant correlation between the variables used. The score of the hope scale and scores of the academic motivation was correlated to find out the relationship between hope and academic motivation among young adults. The result of the further analysis are shown below.

[Table 1, shows the mean, standard deviation and variance of hope and academic motivation]

Descriptive Statistics			
	Mean	Std. Deviation	N
Hope	46.54	9.328	59
Academic Motivation	133.08	18.062	59

According to Table 1, the mean of hope is 46.54, that is average hope for the whole population is having moderate level of hope and 133.08 in academic motivation control that shows that the average of the whole population is moderate. There is standard deviation of 9.328 and 18.062 for both which shows that there is a slight deviation between both the variables.

[Table 2, shows the correlation coefficient between hope and academic motivation]

Correlations

		Hope_scale	Academic_motivation
Spearman's rho	Hope_scale	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	59
Academic_motivation	Academic_motivation	Correlation Coefficient	.429**
		Sig. (2-tailed)	.001
		N	59

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

According to table 2, the Spearman correlation value is .429 and shows the positive correlation and the significance value is .001 which is less than 0.01 so, the correlation is statistically significant.

Chapter-5

Discussion and Conclusion

Discussion

The study focuses on identifying the relationship between hope and academic motivation among adult studying in Bangalore Urban. The study used the quantitative research method. The data was collected using online surveys. And the results were analysed using the SPSS tool. From the tables the Spearman correlation was 0.429 for both the variables which was significant to the level of ≤ 0.01 , for all the subjects in the sample (N = 59). So, there is a correlation between hope and academic motivation among adult studying in Bangalore Urban. The correlation seems to be positive, which means increases in hope will also increase academic motivation. The statistical significant value [2 tailed] which is .001 which is less than 0.05 level of

significance, shows that there is a statistical significant between hope and academic motivation among adult studying in Bangalore Urban . This rejects the null hypothesis stated that there is no significant difference between hope and academic motivation among adult studying in Bangalore Urban and confirm alternative hypothesis that there is significant relationship between two variables.

Conclusion

The present study was conducted to study the effect of hope on achievement motivation. The convenient sample method was used in this study. The total sample study was 59 among college students. The samples were told about the purpose of data collection. Then students were told that the data collection from them will be used only for the research purpose and confidentiality will be maintained. The samples were asked to fill the questionnaires along with demographic details. Then they were instructed to read the statements carefully and tick the appropriate box which mostly suits for them. They were also instructed not to omit any question. The result inferred that when hope increases the achievement motivation increases. There is significant re;ation between variables . The results rejects the null hypothesis stated H_0 - There is no significant correlation between the variables and proves the hypothesis i.e., H_1 - there is a significant correlation between the variables.

Major findings

It is found that there is a correlation between between hope and academic motivation among adult studying in Bangalore Urban. It is also found that there is a statiscal significance between the variables used.

Limitation:

1. The current study was limited to 59 sample; more number of samples produces accurate results.
2. The samples were limited to Bangalore only.

Further Suggestions

1. Conducting studies including more samples and using other research methods like interviews will help to get more information about the topic.
2. Offline surveys can help in clearing doubts about the samples

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Appendix

Variable sheet

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	Name	String	8	0		None	None	8	Left	Nominal	Input
2	Gender	Numeric	8	0		{1, Male}...	None	8	Right	Nominal	Input
3	Hope_Scale	Numeric	8	0		None	None	8	Right	Scale	Input
4	Academic_Scale	Numeric	8	0		None	None	8	Right	Scale	Input
5											
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31											

Master Sheet

	Name	Gender	Hope_Scale	Academic_Scale	var	var	var	var
1	LOPAMUDR		2	52	140			
2	Gungun D		2	41	137			
3	Dhanashr		2	51	146			
4	Unqua Fa		2	58	168			
5	Kumar Ka		1	41	147			
6	Kanchan		2	55	103			
7	Akash		1	38	126			
8	Ria Sing		2	60	164			
9	Sm		1	28	98			
10	Nayan Si		1	46	114			
11	Alicia M		2	42	113			
12	Sreejoye		2	57	88			
13	Nishavar		2	32	116			
14	Rose Law		2	51	105			
15	Khushboo		2	62	161			
16	Uzma Maj		2	55	132			
17	Abinash		1	49	156			
18	Adithi B		2	51	153			
19	Vyas Man		1	51	143			
20	Shashwat		1	54	153			
21	Pushpa		2	49	150			
22	Aparajit		2	56	148			
23	Priyansh		1	53	154			
24	Obed		1	43	129			
25	SRUTHI k		2	44	136			
26	Saikeert		2	32	142			
27	Syed meh		2	52	128			
28	Ajay		1	40	111			
29	Jinsha		2	23	108			

Academic Motivation Scale

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1	2	3	4	5

WHY DO YOU GO TO COLLEGE ?

1. Because with only a high-school degree I would not find a high-paying job later on.	1	2	3	4	5	6	7
2. Because I experience pleasure and satisfaction while learning new things.	1	2	3	4	5	6	7
3. Because I think that a college education will help me better prepare for the career I have chosen.	1	2	3	4	5	6	7
4. For the intense feelings I experience when I am communicating my own ideas to others.	1	2	3	4	5	6	7
5. Honestly, I don't know; I really feel that I am wasting my time in school.	1	2	3	4	5	6	7
6. For the pleasure I experience while surpassing myself in my studies.	1	2	3	4	5	6	7
7. To prove to myself that I am capable of completing my college degree.	1	2	3	4	5	6	7
8. In order to obtain a more prestigious job later on.	1	2	3	4	5	6	7
9. For the pleasure I experience when I discover new things never seen before.	1	2	3	4	5	6	7
10. Because eventually it will enable me to enter the job market in a field that I like.	1	2	3	4	5	6	7
11. For the pleasure that I experience when I read interesting authors.	1	2	3	4	5	6	7

Hope Scale

Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

- 1. = Definitely False
- 2. = Mostly False
- 3. = Somewhat False
- 4. = Slightly False
- 5. = Slightly True
- 6. = Somewhat True
- 7. = Mostly True
- 8. = Definitely True

- ___ 1. I can think of many ways to get out of a jam.
- ___ 2. I energetically pursue my goals.
- ___ 3. I feel tired most of the time.
- ___ 4. There are lots of ways around any problem.
- ___ 5. I am easily downed in an argument.
- ___ 6. I can think of many ways to get the things in life that are important to me.
- ___ 7. I worry about my health.
- ___ 8. Even when others get discouraged, I know I can find a way to solve the problem.
- ___ 9. My past experiences have prepared me well for my future.
- ___ 10. I've been pretty successful in life.
- ___ 11. I usually find myself worrying about something.
- ___ 12. I meet the goals that I set for myself.