

**HOPE, SELF-ESTEEM, SELF-EFFICACY AND LIFE SATISFACTION
AMONG YOUNG ADULTS**



SYEDA TAYYAB BUKHARI

**DEPARTMENT OF APPLIED PSYCHOLOGY
KINNAIRD COLLEGE FOR WOMEN, LAHORE**

2022

**HOPE, SELF-ESTEEM, SELF-EFFICACY AND LIFE SATISFACTION
AMONG YOUNG ADULTS**



**A THESIS SUBMITTED TO KINNAIRD COLLEGE FOR WOMEN IN
FULFILLING OF THE REQUIREMENTS OF THE DEGREE OF**

BS (Hons)

IN

APPLIED PSYCHOLOGY

BY

SYEDA TAYYAB BUKHARI

DEPARTMENT OF APPLIED PSYCHOLOGY

KINNAIRD COLLEGE FOR WOMEN, LAHORE

2022

It is stated that *“All changes suggested by the examiners during the defense have been incorporated in this final copy”*

Student Name: Syeda Tayyab Bukhari

Signature:

Handwritten signature of Syeda Tayyab Bukhari in blue ink, written over a horizontal line.

Supervisor: Ms. Raumish Masud Khan, Assistant Professor

Signature:

Handwritten signature of Ms. Raumish Masud Khan in blue ink, written over a horizontal line.

Head of Department: Dr. Afsheen Gul

Signature:

Handwritten signature of Dr. Afsheen Gul in black ink, written over a horizontal line.

DECLARATION

I, Syeda Tayyab Bukhari, here certify that this thesis is my own original work and it has never been submitted to some other institute or universities for a degree. This research work has been compiled under supervision of Assistant Professor Raumish Masud Khan at the Department of Applied Psychology, Kinnaird College for Women, Lahore, Pakistan.

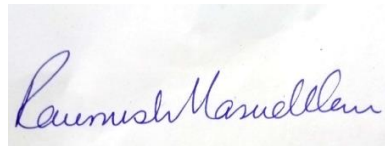


Researcher

Syeda Tayyab Bukhari

F18BPSY047

Student, BS Applied Psychology



Supervision

Ms. Raumish Masud Khan

Supervisor, Assistant Professor

Department of Applied Psychology

Kinnaird College for Women, Lahore

Date: December 02th, 2022

RESEARCH COMPLETION CERTIFICATE

It is certified that Ms. Syeda Tayyab Bukhari of BS Hons. (Session 2018-2022), Department of Applied Psychology has carried out her research work entitled ***“Hope, Self-Esteem, Self-Efficacy and Life Satisfaction among Young Adults”*** under my supervision. It is assured that the research work is original and has not been published anywhere else.

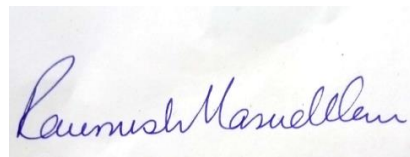
Dr. Afsheen Gul



Head of the Department of Applied
Psychology.

Kinnaird College for Women Lahore.

Ms. Raumish Masud Khan



Supervisor, Assistant Professor Department of Applied
Psychology.

Kinnaird College for Women Lahore.

ANTI-PLAGIARISM DECLARATION

It is to certify that this is my own research work. The work has not, in whole or in part, been presented elsewhere for assessment. Where material has been used from other sources, it has been properly acknowledged. The similarity index of the research report is 16%.

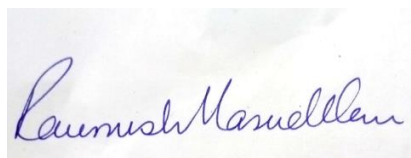
If this statement is untrue and I am found guilty of plagiarism, the punitive actions against me should be taken as per Kinnaird Anti Plagiarism Policy.

Name of student: Syeda Tayyab Bukhari
Registration No: F18BPSY047
Program: BS(Hons) Applied Psychology

Signature:



Signature of Supervisor:



Signature of Head of Department: _____



ACKNOWLEDGMENTS

I would like to extend my deepest gratefulness to my ALLAH Almighty who helps me in every step of my life. Secondly, I would like to thanks to Miss Raumish Masud Khan, supervisor of my thesis, for persevering with me during the time it took me to complete this research and write the desertion.

Special thanks to our Principal Dr. Rukhsana David and HOD Dr. Afsheen Gul who guided us in every situation and always proved to be very supportive and cooperative Head of my department. Also all the faculty members of “Department of Applied Psychology, Kinnaird College for Women”, without their guidance and support, I couldn’t have make it that far.

My sincere thanks go to my friend Syeda Aqsa Bukhari and Syeda Khadeeja Imran for stimulating discussions and valuable feedback on the thesis.

Last but not least important, I owe more than thanks to my all family members for their encouragement throughout my life. Without their support it was impossible for me to finish my college and graduate education flawlessly.

This research would not have been possible without the people listed above.

Name: Syeda Tayyab Bukhari

A handwritten signature in blue ink that reads "S. Tayyab Bukhari". The signature is stylized with a large, sweeping initial 'S' and a horizontal line underlining the name.

ABSTRACT

The study was conducted to determine the relationship between hope, self-esteem, self-efficacy and life satisfaction among Young Adults. It was hypothesized that there is a significant relationship between hope, self-esteem, self-efficacy and life satisfaction among young adults. Results indicated that there is a significant no gender between hope, self-esteem, and self-efficacy except life satisfaction. A sample of (N=300, age=18-30) of individuals; 150 males, and 150 females participated from Lahore, Pakistan via physical survey. The data was collected through Simple Random sampling. Four questionnaires were used to find the relation between hope, self-esteem, self-efficacy and life satisfaction, which are named as Trait Hope Scale (Snyder, 2002), Rosenberg's Self-Esteem Scale (Rosenberg, 1989), General Self-Efficacy Scale (Jerusalem & Schwarzer, 1981) and Satisfaction with Life Scale (Diener et al, 1985; Pavot & Diener, 1993). The results revealed that there was a significant negative relationship between hope and self-esteem and significant positive relationship between hope self-efficacy and life satisfaction. It also indicated that hope as a predictor, predicts the self-esteem, self-efficacy and life satisfaction. Independent sample t-test was employed in order to analyze the gender differences among the individuals Pakistan. The results revealed no significant gender differences among individuals except for life satisfaction.

TABLE OF CONTENTS

Contents	Page no.
Abstract	VIII
Chapter I	
Introduction	1
Literature Review	8
Rationale	14
Objectives	15
Hypotheses	16
Chapter II	
Methods	
Research Design	17
Participants	17
Inclusion & Exclusion Criteria	18
Operational Definitions	19
Data Collection Instrument	20
Procedure	21

Ethical Consideration	22
Statistical Analysis	23
Chapter III Results	24
Chapter IV	
Discussion	31
Limitations	34
Strengths	35
Recommendations	35
Implications	36
Conclusion	37
References	38

List of Tables

Table No.	Title	Page No.
Table 2.1	Demographic Characteristics of the Participants	18
Table 3.1	Psychometric Properties of Hope, Self-Esteem, Self-Efficacy and Life Satisfaction in the sample	24
Table 3.2	Pearson Product Moment Correlation Coefficient between Hope, Self-Esteem, Self-Efficacy and Life Satisfaction among individuals	25
Table 3.3.1	Multiple Hierarchical Linear Regression model showing Hope and Demographic variable as CGPA (Grade) contributing to predict the Self-Esteem among individuals	26
Table 3.3.2	Multiple Hierarchical Linear Regression model showing Hope and Demographic variable as CGPA (Grade) contributing to predict the Self-Efficacy among individuals	27
Table 3.3.3	Multiple Hierarchical Linear Regression model showing Hope and Demographic variable as CGPA (Grade) contributing to predict the Life Satisfaction among individuals	28
Table 3.4	Independent Sample T-test showing gender differences between Hope, Self-Esteem, Self-Efficacy and Life Satisfaction	30

List of Appendices

Appendices No.	Title
Appendix A	Questionnaire Permission Forms
Appendix B	Consent Form
Appendix C	Scales for Research
	Demographic Information Sheet
	Trait Hope Scale
	Rosenberg's Self-Esteem Scale
	General Self-Efficacy Scale
	Satisfaction with Life Scale
Appendix D	SSPS Outputs
Appendix E	Plagiarism Report

Chapter I

Introduction

Humans make efforts to survive and make them hold on to life's aspects. Positive aspects of life bring happiness and satisfaction in life. The positive traits like hope, self-efficacy, self-esteem, and life satisfaction interlink with each. The aim of this research is to find out the relation of these constructs and how much hope levels affect self-efficacy, self-esteem, and life satisfaction level.

To fully grasp the notion, one must first comprehend the variables. Hope is defined as a broad belief that something better or greater than the current circumstance will occur (Hawthorne & Yurkovich, 2004). Hope can be explained as a driving force that compels an individual to believe in the possibility of betterment in the face of adversaries.

Hope is a psychological trait that can assist humans in responding in the face of hardship. It is a belief that serves as a shield against unfavorable connotations. It is defined as a positive attitude or action toward positive outcomes or aspirations. A guiding force that can compel persons to work toward their desired outcomes thinks that a better situation is possible. An interactive and complex process with the cognitive and motivational dimensions but not sentimental is known as Hope (Duggal, Zimmerman & Liberta, 2016).

Charles Richard Snyder was an American psychologist who specialized in positive psychology. He gave hope theory. Hope may be visible because the perceived capacity to lead towards paths main to a desired goals. In addition, hope facilitates human beings live prompted while leads those paths (Mulder, 2019). Cognitive and effective are the two components of the hope.

Snyder's Hope Theory consists of goals, paths, and freedom of choice. According to him, there

are three factors that human beings can relate to hope; 1- focused thoughts, 2- develop strategies to achieve goals and 3- needed to make efforts and motivated to attain goals in reality. The greater the individual's believes on its ability to attain these factors, higher the chances to get feelings of hope (Snyder, Rand & Sigmon, 2002).

Hope has been classified into two broad categories: cognitive and emotional. Cognitive hope relates to cognitions or beliefs that encourage people to pursue future goals and objectives, whereas emotional hope is more concerned with feelings that motivate people. Snyder, on the other hand, offered a new model that incorporates both cognitive and emotional dimensions of hope. Hope, according to this new paradigm, is essentially a cognitive synthesis of two components: agency and paths. The agency component relates to one's capacity to successfully determine goals to pursue in the past, present, and future, whereas the route's component refers to one's capacity to establish an effective strategy to accomplish these goals (Gungor & Avci, 2017).

Psychological characteristics that appear to have a strong association with hope are also relevant in my research. Hope and self-efficacy are very similar. Whereas hope is a belief in the improvement of a situation, self-efficacy is a belief a person or individual has in one. It can be defined as a person's belief in his or her own ability to do something or succeed in the face of adversity. This belief is a person's guiding force since it determines his or her thinking, perception, and conduct. Hope is important because of its ability to help a person become independent and motivated. In other words, it may be feasible to inspire individuals regardless of goals by initially generating optimism that the goals are achievable. It is a compelling conclusion to recognize that hope has the ability to increase self-efficacy, as it has been shown to have a moderate impact on the prediction of emotionless impulses with hope had. With a larger sample

size these he could have seen a significant relationship between the two variables. Further research is needed to examine the association between hope and emotionless desires (Cherry, 2020).

Self-efficacy is the trait of an individual that is belief about your own ability to achieve or gain a goal that you set for your own self. It is important to understand the difference between hope and self-efficacy. Both traits are interrelated but not the same. Hope is the expectation that might be true or false but self-efficacy is the strong belief in your ability that you have in your own self. But hope makes you believe in your ability and helped to set the goals. General self-efficacy refers to an overall belief in the ability of an individual to succeed, but self-efficacy has many more ways like academics, sports, or any other field of life (Akhtar, 2008).

Albert Bandura (1977) explained the social-cognitive theory in which he also described self-efficacy. Bandura proposed that behavior initiation and maintenance have keys that are the self-efficacy and outcomes expectancies. Self-efficacy has the goal settings, enactment and attainment and it's also a reliable target for treatment purpose. Self-efficacy expectations impacted on the sources.

Self-efficacy can also be elaborated as the faith you have in yourself to attain your goals. It is more about training your mind to believe that you can do everything you set your mind to. However, it does entail you questioning your subconscious self about your ability to achieve the established goals. It can also be argued that if you lack self-efficacy, the reassuring conviction that you can do anything, you may become trapped in a darkness that consumes your positive traits. A rise in self-efficacy levels indicates that the individual is capable of taking action and achieving the desired goals. In contrast, having poor self-efficacy, leads to preconceived notions that are incapable of attaining your goals. Taking all of these psychological elements into

account, a person with low levels does nothing but allow himself/herself to be caught in a void. (Whitener, 2017).

Self-esteem, in relation to self-efficacy, is a person's worth in his/her own eyes. It can be defined as the importance your place on yourself. This belief in one's personality stems from a variety of elements, including an individual's personality, identity, growth, and self-confidence. With this reasoning, it is possible to state that self-efficacy and self-esteem are inextricably linked. Both of these criteria center on a person's belief in oneself. The self-concept and its role are at the heart of an individual's life. It represents a person's feeling of self-worth as well as the broader ideals that society expects of them. In all social classes concerned with diverse scientific and moral degrees, it is regarded as the primary and basic human requirements. William James (1890) point out the self-esteem that depended on the relationship among individual's successes related to individual's pretensions. It means that if pretensions are higher than successes then self-esteem will low and vice versa. This concept was identity theory. Morris Rosenberg (1960), a social psychologist, explained self-esteem as feeling of self-worth. He developed a scale to measure the self-esteem in an individual. The scale name is Rosenberg Self-Esteem Scale (RSES) that is used most-widely to measure self-esteem (Roy, Smart & Boden, 1996). Many therapists played their part in the development of self-esteem. Abraham Maslow gave the hierarchy of needs in which self-esteem's concept plays important role. He indicated the self-esteem as motivation of human. In human nature, to build the self-esteem, an individual need appreciation from others and also need inner self-respect that fulfilled the thrust of self-esteem and help in growth. Self-esteem is the most effective moderator of psychosocial pressures, which are primarily determined by characteristics such as familial ties, human activities, academic accomplishment, body issues,

and overall feeling of self-worth. However, the relevance of each component varies according to the differences and growth of individuals (Cherry, 2021).

All of these elements contribute to achieving a sense of satisfaction in one's own life. Any lacking factor has thus its own negative aspects. However, to grasp the idea of self-satisfaction and its relation with other variables, one must first understand the concept. Life satisfaction is an assessment of one's life in terms of achievements, tranquility, stability, and peace rather than only relying on happiness. These various characteristics illustrate the significance of an individual's positive thinking since it can strengthen the mind's strong beliefs and behaviors (Courtney & Ackerman, 2021).

Personal worth and value of your own self in different factors is associated with self-esteem. An overall worth and value of an individual that is oriented toward oneself, either positive or negative leads toward self-esteem. Happiness and satisfaction in life are affected by self-esteem, and it develops through the individual's life experiences. Self-esteem cannot be taught, it's just learned through your own life experiences (Choma et al., 2014).

Another construct is life satisfaction that might have been affected by hope. The quality of life assessment and definition is the component of life satisfaction. Life satisfaction may reflect willful inner pleasant experiences which motivate people to chase goals. Life satisfaction is the identification that the individual has about satisfaction with their own lives. Life satisfaction has been characterized as a subjective assessment of a person's overall or specific quality of life domains. Individuals' levels of life satisfaction are compared judgments about the amount of satisfaction they offer, the present direction of action, and the criteria (which are not imposed from above outside) that the person has set for themselves. It demonstrates a conceptual appraisal or assessment of one's own life. It is also the degree to which favorable assessment of

the overall quality of his life. To put it another way, life satisfaction is an evaluative opinion (Diener, Lucas, & Oishi, 2005).

Life satisfaction is generally subjective and can be changed. It mostly depends on the quality of life that how an individual perceived its life. Sometimes, an individual without home is higher life satisfaction than the wealthy individual. Two main theories are related to life satisfaction. Bottom-up theories: the results of satisfaction in several domains of life like family, relationship, job or personal development. The combination of all over the domains takes an individual towards life satisfaction. Top-down theories: the influencer of domain-specific satisfaction is life satisfaction, like an individual has interest in traveling whenever he/she travelled; he/she satisfied by his/her life (Choma et al., 2014).

Life satisfaction cannot be explained or defined as how an individual evaluates or judges' life quality, rather, it is an important indicator that aids in the analysis of their current circumstances. It has frequently been regarded as a standard or some elevated trait that must be acquired or fulfilled in order to offer life a sense of fulfillment. As a result, people may assign different weights to various parts of life based on their individual tastes. (Gungor & Avci, 2017).

Young people's life satisfaction is an essential component of their subjective well-being and mental health. Therefore, it is important to examine the factors that influence life satisfaction and subjective well-being in young adults. Adults can experience change in many areas at the same time, and life satisfaction can be influenced by many factors as they attempt to accomplish critical growth tasks such as: Because there is B. A period of building rapport, is making work-related choices, and preparing to become independent from the family and assume adult roles. As a result, during this period, young people's belief in their ability to perform is reflected in

positive self-confidence. Life satisfaction was higher among adults with higher hope scores. Satisfaction is related to achieving set goals, but hopeful individuals may achieve these goals more easily because they have more routes developed (Bailey & Snyder 2007). Using the aforementioned assertion as a foundation, it can be claimed that hope has a strong and effective link with all of the variables discussed. However, in order to comprehend how this relationship works, one must first clearly understand hope and its broader meaning.

Throughout the World, every individual face stressful situation, and an individual with having hope, handles stress with great power. People do struggle to handle the stress and the courage, they bring from Hope. Same as hope is taking an individual towards the next phase of life with the belief on themselves in the sense of self-efficacy and self-esteem. Hope is a factor that produces the pathways for an individual to achieve the desired goals on the basis of their abilities. By having hope in life, an individual might have the ability to face every situation even the worst one (Snyder, 2002).

Hope, self-efficacy, self-esteem and life satisfaction are having relation in between them. Hope is almost related to every construct that is described. It is considered as the foundation stone of achieving one's milestones. The research purpose is to find out the relationship between hope, self-esteem, self-efficacy, and life satisfaction.

Literature Review

A study was conducted of the constructs hope and optimism and their unique differences in predicting life satisfaction. The Adult Hope Scale and optimism and pessimism as measured by the Life Orientation Test-Revised correlated with the ability to predict life satisfaction as measured by the domain-specific Quality of Life Inventory and the global scale of life satisfaction. Compared in terms of satisfaction, the implications of these results for the theory and measurement of hope and optimism were discussed. This study included his 332 participants. The results showed that the scale had a significant association with the quality of life inventory, supporting the scale 'Satisfaction with life'. However, the intensity of the relationship was low to moderate. The correlations between the hope and life orientation subscales were stronger in global measures of life satisfaction (Bailey et al., 2007).

Recent research has shown that using upward comparison is generally more threatening to health and self-esteem than any other behavior. Indicates that it determines the degree of fullness. From this, we can infer that high self-esteem tends to increase personal happiness and life satisfaction. This may be closely related to Baumeister's idea that individuals can avoid risks such as: B. Participate in contests to avoid having your self-esteem threatened. Conversely, this means avoiding feelings of worthlessness. Upward comparisons tend to reduce levels of happiness and life satisfaction (Smith, 2000). People with low self-esteem tend to avoid this type of comparison, preferring positive comparisons to boost their low self-esteem. People with low self-esteem, as the self-fulfilling prophecy, explains tend to make upward comparisons because they are dissatisfied with themselves and exacerbate their low self-esteem. They continue to reaffirm their beliefs that "I'm no good" and "Others are better than me". This suggests that low self-

esteem increases dissatisfaction and dissatisfaction with life. If low self-esteem increases unhappiness, high self-esteem is likely to increase happiness and life satisfaction. .

Ciarrochi & Heaven (2012) conducted a study in adolescents to find out the relation between religious values and developmental traits like hope, optimism, and self-esteem. They assessed the relationship between religious values, self-esteem, and trait aspirations when participants were in grades 11 and 12. The variables showed moderate rank stability. Structural equation modeling found that an 11th grader's religious values did not predict increased self-esteem in her 12th grade, but did predict an increase in hope. Hope, by contrast, did not lead to increased religious values.

Another study was conducted by Geraldine (2011), in which he finds out the relationship between hope, self-efficacy, eustress, and life satisfaction between undergraduates. As a result, a significant positive correlation was found between eustress and life satisfaction. Hierarchical linear regression analysis yielded significant results supporting the hypothesis that eustress, hope, and self-efficacy are studied together. They predict life satisfaction more than eustress alone, and eustress, hope, and self-efficacy are all positively correlated with life satisfaction. Results showed that hope was the best predictor of life satisfaction. The reported study provides a reliable tool for measuring eustress, examines eustress in a new way at the academic level, and provides useful information for university administrators on student well-being.

According to research, life satisfaction contains six separate components, even though the fact that there is a considerable literature on the subject. These components are the person's income level, occupation and social status, possibilities, social assistance conditions, present state strategy, surroundings, relationships, and community relations. Research looked at elements

influencing life satisfaction such as stable personality qualities, marital status, social support networks, life events, health status, lifestyle, employment status, and socioeconomic position.

As a basic component of subjective well-being and a crucial indicator of emotional well-being, life satisfaction, as a basic component of subjective well-being and a crucial indicator of emotional wellbeing, shows a significant association with internal processes such as personality and personal inclinations. Simultaneously, life satisfaction deals with a wide range of risk behaviors.

There are some other researches that depict how strong instincts in childhood pave way for stranger attributes. Children who develop certain attributes at a young age are better prepared to deal with adversity. These qualities contribute to their having a less troubled temperament and active social personalities. They develop as skilled communicators with sound reasoning. They also have cognitive and analytical measurements that shape their overall personality. This matured mentality gives place to a more self-assured personality. They feel that their acts will produce beneficial results. This, in turn, fosters a sense of self-esteem. (Martínez-Martí & Ruch, 2017)

It can be argued that these character traits in an individual's personality are also quite responsible for the formation of a strong character. A strong character reflects a person with strong will and attitude. Recently, researchers in the field of positive psychology have begun to investigate the function of character strengths in adults, using the VIA categorization, when individuals face difficult situations. Character strengths were defined by as positive, morally valued personality attributes.

They have traits in the sense of being distinct variations with a degree of stability and they are universal, yet they are not always fixed or anchored in biogenetic features that are immutable. Peterson and Seligman (2004) suggested a taxonomy of 24 character traits, each of which is attributed to one of six universal virtues. Virtues are the essential aspects of character prized by religious thinkers and philosophers, whereas strengths are the distinct routes by which the virtues are manifested.

Individuals who had recovered from a medical disease or a psychological disorder scored higher in specific character strengths (e.g., curiosity) than those who did not have such a history, according to Peterson, Park, and Seligman (2006). Bravery, generosity, and humor all played a role in mediating the link between a history of physical sickness and higher life satisfaction after recovery. Furthermore, awareness of beauty and love of learning mediated the relationship between a history of psychological disease and higher life satisfaction following recovery.

Psychological well-being is one of the elements proposed as an essential predictor of hope. Many studies examining the inner trajectory of hope, as measured by the Temperamental Hope Scale, show that the inner trajectory of hope is a predictor of life satisfaction even when optimism is controlled. , support this assumption. Many of these studies reflect a direct relationship between the inner place of hope and life satisfaction. The Inner Place of Hope has been shown to improve life satisfaction. Young and old, different cultural/ethnic groups; A study of Hope training/intervention programs leading to improved life satisfaction also supports the causal basis for this association (Gungor & Avci, 2017).

Despite the fact that prior research has amassed a wealth of knowledge, several areas remain unexplored. P Although past theoretical research has revealed that individuals' grit predicts life

pleasure, it is proposed that self-esteem moderates the relationship between grit and life satisfaction. High self-esteem is commonly acknowledged as not only a subjective goal but also the central psychological cause of many favorable behaviors. It can be argued that self-esteem has a significant impact on every element of an individual's life. Resultantly since some time, the desire for high self-esteem has shifted from a person's concern to a socially accepted phenomenon. It has been observed that high self-esteem consisting of psychological elements such as resilience, hope, optimism benefit both individuals and societies. Contrarily low self-esteem can be considered the basis for the issues society faces (Li et al., 2018).

Some literature depicts the interaction between motivation, life satisfaction, and hope. A study looked at how self-efficacy (which is strongly connected to autonomous motivation), hope, eustress, and life happiness were related. A study investigated these characteristics among 118 undergraduate students in a convenience sample. The study's main conclusion was that hope and self-efficacy were positively associated to life satisfaction.

Furthermore, the findings revealed that hope is the most accurate predictor of life pleasure.

While the current study is seeking to determine if life happiness and hope are markers of motivation, the results of this study are significant since they show a link between these three factors.

The connections found between personality and optimism was comparable to those found between hope and optimism. There are still favorable associations between optimism and extraversion, as well as positive correlations between optimism, extraversion, and positive effects. Individuals with high self-esteem scores were also found to be emotionally stable, extraverted, and conscientious, as well as fairly amiable and open to experience. One of the most

important indicators of subjective well-being was found to be personality (particularly Extraversion and Neuroticism). (Hutz et al., 2014).

Hope is linked to perceived self-efficacy. Hope and self-efficacy were found to have statistically significant positive connections in two investigations with psychology students. Rural community health nurses have been reported to have evidence of this association. Nurses who were hopeful believed they had control and the power to attain their objectives. Hope was associated with sentiments of empowerment, described as "the individual's conceptions of having influence over their lives." Thus, in healthcare practitioners, hope and self-efficacy may be linked. Hope may be linked to job happiness, spirituality, and self-efficacy, according to the Hope Process Framework and literature. (Duggleby, Cooper, & Penz, 2009)

Low self-esteem has been linked in clinical studies to gloomy moods, depressive disorders, hopelessness, suicidal thoughts, and attempted suicide. Self-esteem and depression have a persistent negative association, according to correlational studies. Individual assessments of events were found to be strongly linked to self-esteem. Subjects with low self-esteem assessed their everyday experiences as less positive and unfavorable life events as more personally important than those with high self-esteem. Individuals with high self-esteem formed more consistent and widespread internal attributions for positive occurrences than for negative events, resulting in positive self-image reinforcement. (Mann, Schaalma, & de Vries, 2004).

As argued, psychological well-being is the foundation of a healthy mindset that caters to hope, self-efficacy, self-esteem and ultimately leads to self-satisfaction. These researches deduce that a positive mindset is a home to a healthy body and mind. A healthy mind thus in turn shapes

positive views and opinions that reflect the character. It is also a vital force in perceiving your surroundings as well as in deciding your new goals and strategies that you wish to accomplish.

1.1 Rationale

Pakistan culture has a trend of following westernization, in this race of adapting modernism, both parents and children face stress. As the passage of time, the expectations is getting increased which developing the disturbance in the life. The expectations develop more than the capacities that increased the pressure on an individual's social pressure, academics pressure, peers pressure and economic pressure bombard with unjustified expectations that sometimes becomes difficult for an individual to fulfill. Day by day unreasoning, unjustified expectation and competition has been effecting life satisfaction which could lead to effect self-esteem of an individual.

Being an Islamic state and practicing Islam, Pakistan population is well aware of the concept of term of "Qanaa'at" that emphasis the satisfaction and being happy on whatever you have in your life, it doesn't matter if it's less or more. As a Muslim perspective, you always show contentment with your present sate and having hope for the future. It's part of every Muslim grooming to think positive and keep faith with hope of betterment in all odds of life.

Most of the people have stressful situation but still have hope and that hope brings the lightening of living a happy and satisfy life. Every person discriminate the level of hope with other person. And some researches showed that hope has effect on others traits. These traits can be positive or negative. But in this study, we focused on positive traits that are self-esteem, self-efficacy and life satisfaction. Most of studies described that people with high hope having higher life satisfaction. Higher satisfaction leads the self-esteem so high level of hope may help to develop

self-esteem in an individual. Same as people who might have trust, and strong belief on their capabilities and strengths are having hope to achieve their oriented goals.

Knowing the personal-worth, capabilities and values of you lead to achieve the desired goals in the life by an individual. Personal worth and values show self-esteem while knowing own capabilities lead self-efficacy. By knowing self-worth, values and capabilities, an individual can get happiness and satisfaction in the life. By having faith in him/herself to attain satisfaction, an individual have hope for betterment for future.

The main rationale of this study is to add up the extensive area of self-efficacy and life satisfaction with the effect of hope, to investigate the previous researches and to help this area of research to find a way to find hope from initial phases to leads the other positive aspects. This research might help the individuals to find out the way to develop hope in their selves, to get life satisfaction.

1.2 Research Objectives

The objectives of the research study are as follows:

- To find out the relationship among Hope, self-esteem, self-efficacy and life satisfaction in individuals.
- To find out the effect of hope on the self-esteem, self-efficacy and life satisfaction in individuals.
- To find out the Gender difference in hope on the self-esteem, self-efficacy and life satisfaction in individuals.

1.3 Hypothesis

- 1- There is a significant relationship between Hope, self-esteem, self-efficacy and life satisfaction among individuals.
- 2- There will be an effect of Hope on self-esteem, self-efficacy and life satisfaction among individuals.
- 3- There will be Gender difference in hope, self-esteem, self-efficacy and life satisfaction among individuals.

CHAPTER II

Method

2.1.1 Research Design

The design uses as part of this study will be a quantitative, non-experimental, correlational design. Quantitative research is the process in which information is collected and analyzed by numerical values. Quantitative research is basically a statistical analysis of data. The data is collected by questionnaires, surveys or tests by selecting scale for them. Quantitative research has different types but in this study, Correlational Research Design has been used. In this study, the correlational design has been used to determine the link between various variables. As this study focuses on the link between the four key variables and determines if those associations regress in the same or opposing directions, multiple regression analysis is an essential aspect.

2.1.2 Participants

The simple random sampling technique has been used to collect the data from individual (N= 300). Both genders (Male: 150 & Female: 150) has been taken to participate in this study.

2.1.3 Inclusion Criteria

Following is the inclusion criteria in the study:

- Participant's age range between 18-30 years.
- Participants were student, doing graduation or post-graduation.

2.1.4 Exclusion Criteria

Following participants will not be able to take part in the study:

- Below 18 years and above 30 years were not allowed to be taking part in the study.
- Illiterate individual didn't take part in this study.
- The individual with any mental or physical illness didn't take part in this study.

Table 2.1*Demographic Characteristics of the Participants (N=300)*

Variables	<i>N</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Gender				
Male	150	50		
Female	150	50		
Age				
18-22	209	69.7		
23-26	72	24.0		
27-30	19	6.3		
Family Status				
Low Class	8	2.7		
Middle Class	253	84.3		
High Class	39	13.0		
Religion				
Islam	291	97.0		
Christianity	8	2.7		
Others	1	.3		

Education Program			
Undergraduate	250	83.3	
Postgraduate	50	16.7	
Universities			
Kinnaird College	50	16.7	
Punjab University	68	22.7	
National University of Modern	96	32.0	
Language			
Government College	86	28.7	
CGPA		3.22	.37

Note. M=mean; SD=Standardize Deviation

2.1.5 Operational definition of variables

The operational definitions of terms are;

Hope

Hope is considered as emotion that is a subjective term in psychology and a positive feeling about the immediate or long-term time. Charles Snyder (2002) stated the hope as personal rainbow of the mind. A rainbow is a prism that gives the splinter of multicolored light in different ways and hope is like the rainbow that develops our spirit and gives ways to think of what is possible (Snyder, 2002).

Self-Esteem

A person's total perception of his or her value and worth is referred to as self-esteem. It could be viewed as a way to gauge how highly others regard, approve of, appreciate, give gifts or prizes to, or like an individual (Adler & Stewart, 2004).

Morris Rosenberg, a self-esteem expert, stated in 1965 that self-esteem is just one's attitude toward oneself. It might either have a positive or negative mindset about oneself, he claimed (Adler & Stewart, 2004).

Self-Efficacy

Albert Bandura (1977) defined that the beliefs of an individual on his/her abilities or capabilities to handle his/her life functioning or events that affect his/her life style. As his definition of self-efficacy; how well one can create the steps of action required to deal with prospective situations or achieve the goal (Bandura, 1977).

Life-Satisfaction

Life satisfaction is a general evaluation of a person's thoughts, feelings, and actions that can range from positive to negative (Diener, 1984). According to Shin and Johnson (1978), life satisfaction is the overall evaluation of a person's quality of life made in accordance with their own set of success criteria. Lawton (1975 and 1984) coined the term "morale" to refer to the contentment with one's life.

2.1.6 Data Collection Instruments

In addition to the demographic information form designed to collect the demographic information, four sets of instruments will be used, one for the measuring of Hope, second for measuring Self-

esteem, third for measuring Self-efficacy and fourth one is for measuring Life Satisfaction. Consent Form has been added to take the permission from participants. The detail of each of the instrument is given below:

Demographic Information Sheet

An indigenous demographic information form has been designed to collect the information about the participant. The form includes age, religion, education, family system, marital status, and health information.

Scale for Hope

The Scale for hope is Adult Hope Scale (AHS) that is purposed by Snyder in 1996 that had six items but after the revision, the scale contains 12-items. This scale is also known as “The Future Scale”. The scale’s items contain 8-point Likert-type scale. Out of 12 items, 4 items are for agency, other 4 items are for pathways while the remaining 4 items are for fillers.

Scale for Self-Esteem

The Rosenberg Self-Esteem Scale (Rosenberg, 1965), a ten-item scale, has been used to assess an individual's level of self-esteem. It assesses overall self-worth by assessing both positive and negative thoughts about the self. Most people refer to this scale as being one-dimensional. Each item has a 4-point Likert scale with the options of strongly agreeing or strongly disagreeing.

Scale for Self-Efficacy

The Generalized Self-Efficacy Scale (GSES) has been used to measure self-efficacy. This scale is usually self-administered, and it contains 10 items have the same response format. Responses are made on a 4-point scale.

Scale for Life Satisfaction

Life satisfaction has been evaluated using the Satisfaction with Life Scale. The 5-item scale was created to assess one's overall cognitive assessments of life satisfaction. The 7-point scale, which spans from 7 strongly agree to 1 strongly disagree, is used by participants to indicate how much they agree or disagree with each of the five statements.

2.1.7 Procedure

In the start, institutional approval was obtained from Kinnaird College (KC) to carry out this research. Sample has been taken from different universities and colleges of Lahore i.e., Kinnaird College (KC), Punjab University (PU), Government College (GC) and NUML. Simple Random Sampling technique has been carried out to select participants on the basis of characteristics of the population. After getting permission to conduct research, a questionnaire has been put together, which comprised of an informed consent, a demographic sheet (on which participants have to state their age, religion, education, family system, marital status and health), adult Hope Scale (AHS), Rosenberg Self-Esteem Scale (RSES), Generalized Self-Efficacy Scale (GSES) and Satisfaction with Life scale. Data collection has been carried out after getting the permission of the participants. The participants have been briefed a little about the nature and purpose of the study, and ensured that all the data collected would be kept confidential.

2.1.8 Ethical Considerations

- Permission test has been taken from participants before getting data.
- Participants have not been forced to participate in the study and the test only administered on those who were willing to participate in the study.
- All the questions, queries and confusions of the participants have been catered.
- The personal data of the participant must be kept confidential.

2.1.9 Statistical Analysis

After the completion of data collection, the data was entered into Statistical Package for Social Sciences (Version 21) software to analyze the data. The descriptive analysis of demographic information was carried out which was followed by reliability analysis of three scales used in the study. Then, the data was analyzed for normality and linear relationship which fulfilled the assumptions for correlation after which Pearson Product moment correlation analyses was performed on three scales. Descriptive statistics were run on demographic variables like gender, marital status, CGPA and education system. Next, the data was analyzed to conduct the correlation, regression and t-test for the relationship of variables, predictors and gender differences.

Chapter III

Results

Table 3.1

Psychometric Properties of Hope, Self-Esteem, Self-Efficacy and Life Satisfaction in the sample (N=300)

Variables	<i>K</i>	<i>M</i>	<i>SD</i>	<i>Potential Range</i>	<i>A</i>	<i>Skewness</i>	<i>Kurtosis</i>
Hope	12	68.19	10.33	63	.69	-.75	.89
Self-Esteem	10	21.18	4.35	24	.74	.13	.17
Self-Efficacy	10	28.82	5.27	25	.83	-.29	-.24
Life Satisfaction	5	22.09	6.63	31	.77	-.31	-.47

Note. K=No of items; M=Mean; SD=Standard deviation; a=Cronbach's Alpha

Table 3.1 suggested that all the values of Skewness and Kurtosis fall within the acceptable range of ± 1.96 and sample distributions are free of significant Skewness and Kurtosis, indicating that distribution of sample is approximately normal. Cronbach's alpha values for all the scales can also be seen in the table 3.1. The Cronbach's alpha value of hope is .69 which shows moderate reliability, self-efficacy has .83 Cronbach's alpha value that is good reliability while self-esteem has .74 value and life satisfaction has .77 value of Cronbach's alpha that indicate the fair reliability.

Table 3.2

Pearson Product Moment Correlation Coefficient between Hope, Self-Esteem, Self-Efficacy and Life Satisfaction among individuals (N=300)

Variables	1	2	3	4
THS	1	-.24**	.33**	.22**
RSE		1	-.58**	-.41**
GSE			1	.32**
SWL				1
M	5.68	2.12	2.88	4.42
SD	.86	.44	.53	1.33

*NOTE. M=Mean; SD= Standard Deviation; THS=Trait Hope Scale; RSE=Rosenberg's Self-Esteem; GSE=General Self-Efficacy; SWL=Satisfaction with Life; *p<.05; **p<.01; ***p<.001.*

Table 3.2 indicates that there is significance negative relationship between hope and self-esteem and also self-esteem has significant negative relationship with self-efficacy and life satisfaction as well. Results also show that there is significance positive moderate relationship between hope and self-efficacy; it means that hope leads towards the self-efficacy. There is significance positive weak relationship between hope and life satisfaction. Self-efficacy has significance positive moderate relationship with life satisfaction; it shows that self-efficacy leads towards the life satisfaction.

Table 3.3.1

Multiple Hierarchical Linear Regression model showing Hope and Demographic variable as CGPA (Grade) contributing to predict the Self-Esteem among individuals (N=300)

Predictors	B	95% of CL for B		SE B	B	R ²	ΔR ²
		UL	LL				
Model I						.01	.01
Constant	2.53***	2.95	2.10	.22			
Grades	-.13	.01	-.26	.07	-.11		
Model II						.06***	.05***
Constant	3.09***	3.58	2.59	.25			
CGPA	-.09	.04	-.22	.07	-.08		
Hopes	-.12***	-.06	-.17	.03	-.23***		

*Note. Note: B=Unstandardized Coefficient; β= Standardized Beta; SE B= Unstandardized Coefficient Standard Error; BCL; Confidence Interval; LL= Lower Limit; UL= Upper Limit; ΔR2 = R Square Change value; *p<.05; **p<.01; ***p<.001.*

The above table illustrates the findings of Multiple Hierarchical Linear Regression which was used to test the predictors of self-esteem among individuals based on predictors of hope and demographic variable as grades of the individuals. The assumption of independent error was met as Durbin Watson value (2.01) which was falling between the range of 1 to 3. The assumption of no perfect multicollinearity was tested by checking the tolerance value and the assumption was met because all values were greater than 0.2. The assumption of homoscedasticity was also met.

In the model I of linear regression, Grades (CGPA) were added in the independent column entered as predictor variable and the regression model was not significant as R square =.01, F (1,298) =

3.54, $p > 0.05$. In model 2 of linear regression, Grades (CGPA) were added along with the hope and the regression was significant as $R^2 = .06$, $F(2,297) = 10.34$, $p < 0.001$.

When the effect of model 1 excluded, model 2 was still remained significant $R^2 = .06$, $F(1,297) = 16.95$, $p < 0.001$.

Among the predictors, hope is significant while grades are non-significant to predict the self-esteem.

Table 3.3.2

Multiple Hierarchical Linear Regression model showing Hope and Demographic variable as CGPA (Grade) contributing to predict the Self-Efficacy among individuals (N=300)

Predictors	B	95% of CL for B		SE B	β	R ²	ΔR ²
		UL	LL				
Model I						.02**	.02**
Constant	2.20***	2.71	1.68	.26			
Grades	.21**	.37	.05	.08	.15**		
Model II						.12***	.10***
Constant	1.27***	1.85	.68	.30			
CGPA	.16**	.31	.01	.08	.11**		
Hopes	.20***	.26	.13	.03	.32***		

Note. Note: B=Unstandardized Coefficient; β= Standardized Beta; SE B= Unstandardized Coefficient Standard Error; BCL; Confidence Interval; LL= Lower Limit; UL= Upper Limit; ΔR² = R Square Change value; * $p < .05$; ** $p < .01$; *** $p < .001$.

The table 3.3.2 illustrates the findings of Multiple Hierarchical Linear Regression which was used to test the predictors of self-efficacy among individuals based on predictors of hope and

demographic variable as grades of the individuals. The assumption of independent error was met as Durbin Watson value (2.13) which was falling between the range of 1 to 3. The assumption of no perfect multicollinearity was tested by checking the tolerance value and the assumption was met because all values were greater than 0.2. The assumption of homoscedasticity was also met.

In the model I of linear regression, Grades (CGPA) were added in the independent column entered as predictor variable and the regression model was significant as R square = .02, $F(1,298) = 6.95$, $p < 0.01$. In model 2 of linear regression, Grades (CGPA) were added along with the hope and the regression was significant as well R square = .12, $F(2,297) = 20.78$, $p < 0.001$.

When the effect of model 1 excluded, model 2 was still remained significant R square = .12, $F(1,297) = 33.85$, $p < 0.001$.

It was found that grades and hope as predictors predict the self-efficacy but hope appeared to be even greater predictor of self-efficacy.

Table 3.3.3

Multiple Hierarchical Linear Regression model showing Hope and Demographic variable as CGPA (Grade) contributing to predict the Life Satisfaction among individuals (N=300)

Predictors	B	95% of CL for B		SE B	B	R ²	ΔR ²
		UL	LL				
Model I						.01	.01
Constant	3.29***	4.59	1.98	.66			
Grades	.35	.75	-.05	.20	.10		
Model II						.05***	.04***
Constant	1.74***	3.27	.22	.77			

CGPA	.26	.66	-.14	.20	.07
Hopes	.32***	.50	.15	.09	.21***

*Note. Note: B=Unstandardized Coefficient; β = Standardized Beta; SE B= Unstandardized Coefficient Standard Error; BCL; Confidence Interval; LL= Lower Limit; UL= Upper Limit; ΔR^2 = R Square Change value; * $p < .05$; ** $p < .01$; *** $p < .001$.*

Table 3.3.3 shows the findings of Multiple Hierarchical Linear Regression which was used to test the predictors of life satisfaction among individuals based on predictors of hope and demographic variable as grades of the individuals. The assumption of independent error was met as Durbin Watson value (2.00) which was falling between the range of 1 to 3. The assumption of no perfect multicollinearity was tested by checking the tolerance value and the assumption was met because all values were greater than 0.2. The assumption of homoscedasticity was also met.

In the model I of linear regression, Grades (CGPA) were added in the independent column entered as predictor variable and the regression model was not significant as R square = .01, $F(1,298) = 2.95$, $p > 0.05$. In model 2 of linear regression, Grades (CGPA) were added along with the hope and the regression was significant as R square = .05, $F(2,297) = 13.96$, $p < 0.001$.

When the effect of model 1 excluded, model 2 was still remained significant R square = .05, $F(1,297) = 13.58$, $p < 0.001$.

Among the predictors, hope is significant while grades are non-significant to predict the life satisfaction.

Table 3.4

Independent Sample T-test showing gender differences between Hope, Self-Esteem, Self-Efficacy and Life Satisfaction

Variables	Males		Females		<i>t</i> (<i>df</i>)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Hope	5.64	1.02	5.72	.66	-0.84(254.86)	.40	-.28	.11	.09
Self-Esteem	2.15	.38	2.08	.49	1.37(280.59)	.17	-.03	.17	.16
Self-Efficacy	2.85	.52	2.91	.53	-1.11(298)	.27	-.19	.05	.11
Life satisfaction	4.25	1.32	4.59	1.31	-2.27(298)	.02*	-.64	-.05	.26

NOTE. *M*=Mean; *SD*= Standard Deviation; *CI*=Confidence Interval; *LL*=Lower Limit; *UL*=Upper Limit; **p*<.05;

p*<.01; *p*<.001.

Results show that there is significant gender difference in life satisfaction. Females have more satisfaction with life than males. There is no significant gender difference in terms of hope, self-esteem and self-efficacy.

Chapter IV

Discussions

The major research objectives were to observe the relationship between hope, self-esteem, self-efficacy and life satisfaction among the individuals. The second objective was to investigate the effect of hope as predictors of self-esteem, self-efficacy and life satisfaction. The final objective was to investigate the gender differences among the relationship between hope, self-esteem, self-efficacy and life satisfaction. For the research participants, a specific population was targeted to get the information for research.

The data were normally distributed and showed the significance correlation between the variables. Hope showed significant positive correlation with the self-efficacy and life satisfaction and significant negative correlation with self-esteem. This shows that individuals with high hope having the leads toward the self-efficacy and life satisfaction. The correlation analysis shows that knowing about the self-worth gives the positive relationship with life satisfaction. It also shows that individuals with hope have the low self-esteem. The results also clearly indicate that individuals with low self-esteem having self-efficacy and satisfaction in their life. They don't need more achievement in their life and knows their worth and values and spend life with satisfaction.

The relationship of self-esteem with other variables is significantly negative in this study, that showing the variations from the previous researches. People with low self-esteem also can have the hope and life satisfaction in their life. Individuals with low self-esteem prefer to avoid the gathering to being embarrassed because they don't know their self-worth and values but they live their lives with hope in their life. Religion perspective can be associates with this relationship of

self-esteem, hope and life satisfaction. In Islam, Muslims have faith on Qanaa'at (contentment) in their lives. They stay satisfied with their lives and having hope for the betterment. It doesn't matter for them of having low or high self-esteem; they just spend their lives with satisfaction.

To test whether hope is a predictor of self-esteem, self-efficacy, and life satisfaction, regression analysis stated that hope along with grades of the individuals predict the self-esteem, self-efficacy and life satisfaction. Grades as predictor didn't show any effect on self-esteem or life satisfaction but it predicts the self-efficacy of the individuals. Self-efficacy knows as the capabilities of own-self so having good grades shows the positive significant effect on self-efficacy. Hope as the predictor predicts the all the variables in research. It shows that hope has the effect on self-esteem, self-efficacy and life satisfaction. In regression analysis, another predictor was also added which was a demographic variable, grades (CGPA). Grades as predictor show that the education has the ability to predict the self-efficacy. Individual with high grades always knows their capabilities of them. But as compare to hope, hope is more significant than the grades. Individuals, who have hope in them with the opportunity to pursue their goals and do work hard in studies, always predict their self-efficacy.

In the independent sample t-test, significant gender difference was found in life satisfaction; while there were no gender differences in other variables. Satisfaction in life was found more in females than the males. In 2019, Joshanloo and Jovanović conducted a study globally that showed the gender differences in life satisfaction. Various demographics were used and results showed that females were more satisfied in their lives than males across most of the groups. So having the significant gender difference in life satisfaction proves the fact that females are more satisfied in life than males.

There is no gender difference in hope, self-esteem and self-efficacy. Several studies reported gender differences in term of self-esteem (Gentile et al., 2009). It could be a reason why this study's results differ from the previous ones. In the previous studies, females with low self-esteem have high satisfaction in their life as compare to males but in this study, the findings are quiet opposite. Females are more satisfy in their life the\an males and no gender difference in reference of self-esteem. It shows that this research study covered the gap and showed variation from previous literature that stated that males have more self-esteem than females. In this research, there is no gender difference in self-esteem. The reason could be changing in society's thoughts. Previously, females had no worth in society but with the passage of time, females started to know their values and worth. Now females also getting the same rights as males, so females also are having the same self-efficacy as males.

All the research objectives were studied in the research and somehow the hypothesis turns out to be true defining an in-depth study of these variables. The idea of gender differences were also proved to show differences in result of life satisfaction and in term of self-esteem, females getting improve as compare to previous researches. The results of gender differences clearly show that relationship between the variables providing space for more researches on different dilemmas and variations in further studies.

The major result, hope has negative significant relationship with self-esteem among individuals in this indigenious research study covered the gap and showed the variation from previous literature that stated that these variables have positive relationship. Previous literature also stated that self-esteem have positive relationship with self-efficacy and life-satisfaction while this study shows that they have negative relationship. The concept of new findings reflects the differences based on cultural ethnicity and religion demands that are found in this study.

As per results, individuals have the hope in their life, which could lead the betterment of life. It means that satisfaction in life may be the product of hope which could also associate with the self-efficacy.

Limitations

As the part of this study, the main variables were investigated to hold the same perspective of relation with various aspect of individual functioning; there could be various confounding variables that are effective the hope, self-esteem, self-efficacy and life satisfaction of the individuals that were not investigated in the study. The confounding variables could be any achievement or failure or any kind of tragedy that an individual is facing so it could change the level of main variables.

The nature of the questionnaire was self-reporting; it might be possible that participants were reported according to their feeling towards them about hope, self-esteem, self-efficacy and life satisfaction which may not be representative them truly.

In this study, only literate individuals with at least 16 year of education could be participated while illiterate individual couldn't able to participate. So it could be a limitation for this study that it not described the constructs in illiterate individuals.

The sample was taken from the four universities of Lahore while there are many more universities. So it could be limitation that the sample was not gathered vastly and only taken from the limited places.

Strengths

The sample was selected from HEC recognized universities. Individuals were able to understand the questionnaire in English, and fairly respond to each question as the language was not the barrier for them.

During the data collecting, it was possible that how and when participants took the questionnaire. It means that you could observe them if they gave full attention to the questionnaire and providing the answer of each question honestly.

The main strength was that the study achieved the main objectives with supporting literature, also some new findings were found as relation self-esteem with other variables.

In this study, large number of sample size was included as sample size was N=300. Both males and females were catered in this study.

Standardize measuring tools were used to conduct the study that includes the Demographic form, Trait Hope Scale, Rosenberg's Self-esteem Scale, General Self-efficacy Scale and Satisfaction with Life Scale.

Recommendations

Future research may look into the area of illiterate and literate individuals by comparison of their results. The main purpose of this research may be to investigate the hope, self-esteem, self-efficacy and life satisfaction level by comparing the both groups. It would be helpful to investigate the illiterate individual that without education background how they able to satisfy with their life, and it may be help to know which group is having more hope and life satisfaction in their lives. The study can be qualitative by using the open ending questions for the interviews.

Future research may also look for the different region of Pakistan rather than just Lahore. The sample size may be getting vaster to get the data from various places of a country. In further, the online facilities may be used to fill the questionnaire. So it would be benefit to access the different places just by sending the questionnaire online and get the data.

Implications

The research finding would help in determining the hope as predictor predicts the self-esteem, self-efficacy and life satisfaction. The hope in life of individuals helps them to with their lives problems and having satisfaction in life. This study also reveals that hope has negative relationship with self-esteem that is opposite to the previous literature. So it would help in further studies to having the cultural and religion demands, individuals tend to change. The findings also indicate that females are more satisfy with life than the males. This study will add more findings to the present literature by showing significant gender differences in variables.

In previous literature with indigenous research, no study has focused on relationship of self-efficacy with hope which leads the positive effect and life satisfaction as product of them. The study also reveals that the education background with good grades also predict the self-efficacy among individuals. This study will help the students to learn more about the relationship of hope, self-esteem, self-efficacy and life satisfaction. This study will add up the extensive area of self-efficacy and life satisfaction with the effect of hope, to help this area of research to find a way to find hope from initial phases to leads the other positive aspects. This study will help the individuals to find out the way to develop hope in their selves, to get life satisfaction.

Conclusion

This study examined the relationship between hope, self-esteem, self-efficacy and life satisfaction among individuals. The results of correlation research showed that there is significant positive relationship between hope and self-efficacy. It also stated that there is positive relationship between hope and life satisfaction. Significant positive relationship was found between self-efficacy and life satisfaction. It also found that self-esteem have significant negative relationship hope, self-efficacy and life satisfaction.

The regression analysis results stated hope as predictor of self-esteem, self-efficacy and life satisfaction among individuals. Demographic variable CGPA was also used as predictor which predicts the self-efficacy but hope has more effect than the grades. Gender difference was found in life satisfaction. Females are more satisfy with life than males. There is no gender difference in hope self-esteem and self-efficacy.

References

- Ackerman, C. E. (2021, December 6). *Life Satisfaction Theory and 4 Contributing Factors (Incl. SWLS Scale)*. PositivePsychology.com. Retrieved March 24, 2022, from <https://positivepsychology.com/life-satisfaction/>
- Adler, N., & Stewart, J. (2004). Self-esteem. *Psychosocial Working Group*. Retrieved from <http://www.macses.ucsf.edu/research/psychosocial/selfesteem.php>
- Akhtar, M. (2008). What is self-efficacy? Bandura's 4 sources of efficacy beliefs. *Positive Psychology UK*. Retrieved from <http://positivepsychology.org.uk/self-efficacy-definition-bandura-meaning/>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191.
- Bailey, Thomas. C., Eng., Winnie., Frisch., Michael, B. & Snyder†, C. R. (2007). *Hope and optimism as related to life satisfaction*. *The Journal of Positive Psychology*, 2(3), 168–175. doi:10.1080/17439760701409546
- Bernardo, A. B., Khan, A., & Salanga, M. G. C. (2018). Hope and satisfaction with life: Testing the mediating roles of self-esteem in three Asian cultures. *Acción Psicológica*, 15(2), 69–82.
- Blascovich, J. Tomaka, J., Kelsey, R.M., & Leitten, C. L. (1993). Subjective, physiological and behavioural effects of threat and challenge appraisal. *Journal of Personality and Social Psychology*.

- Cameron, J. J., & Granger, S. (2019). Does self-esteem have an interpersonal imprint beyond self-reports? A meta-analysis of self-esteem and objective interpersonal indicators. *Personality and Social Psychology Review, 23*(1), 73-102.
- Chang, C. W., Yuan, R., & Chen, J. K. (2018). Social support and depression among Chinese adolescents: The mediating roles of self-esteem and self-efficacy. *Children and Youth Services Review, 88*, 128-134.
- Cherry, K. (2020, July 22). *Self-Efficacy: Why Believing in Yourself Matters*. Verywell Mind. Retrieved March 24, 2022, from <https://www.verywellmind.com/what-is-self-efficacy-2795954#citation-2>
- Cherry, K. (2021, April 24). *What Is Self-Esteem?* Verywell Mind. Retrieved March 24, 2022, from <https://www.verywellmind.com/what-is-self-esteem-2795868>
- Choma, Becky, L., Busseri, Michael, A., Sadava, & Stan, W., (2014). *Deciphering Subjective Trajectories for Life Satisfaction Using Self-versus-Normative Other Discrepancies, Self-esteem and Hope*. *European Journal of Personality, 28*(2), 107–119. doi:10.1002/per.1889
- Ciarrochi, J. & Heaven, P. C. L., (2012). *Religious Values and the Development of Trait Hope and Self-Esteem in Adolescents*. *Journal for the Scientific Study of Religion, 51*(4), 676–688. doi:10.1111/j.1468-5906.2012.01675.x
- Dos Santos, S. B., Rocha, G. P., Fernandez, L. L., De Padua, A. C., & Reppold, C. T. (2018). Association of lower spiritual well-being, social support, self-esteem, subjective well-being, optimism and hope scores with mild cognitive impairment and mild dementia. *Frontiers in psychology, 9*, 371.

- Du, H., Bernardoa, A. B.I., & Yeung, S. S. (2015). *Locus-of-hope and life satisfaction: The mediating roles of personal self-esteem and relational self-esteem*. Science Direct. <https://www.sciencedirect.com/>
- Duggal, D., Sacks-Zimmerman, A., & Liberta, T. (2016, October 26). *The Impact of Hope and Resilience on Multiple Factors in Neurosurgical Patients*. NCBI. Retrieved March 25, 2022, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5120968/>
- Duggleby, W., Cooper, D., & Penz, K. (2009). *Hope, self-efficacy, spiritual well-being and job satisfaction*. PubMed. Retrieved March 27, 2022, from <https://pubmed.ncbi.nlm.nih.gov/19737323/>
- Geraldine, O. S., (2011). *The Relationship Between Hope, Eustress, Self-Efficacy, and Life Satisfaction Among Undergraduates. , 101(1), 155–172*. doi:10.1007/s11205-010-9662-z
- Gungor, A., & Avci, M. (2017, December 8). *Examining the relationship between hope and life satisfaction among middle school students*. Journal of Pedagogical Research. Retrieved March 27, 2022, from <https://www.ijopr.com/download/examining-the-relationship-between-hope-and-life-satisfaction-among-middle-school-students-6371.pdf>
- Hawthorne, D., & Yurkovich. (2021, December 23). *What is Hope - Meaning and definition*. Pallipedia. Retrieved March 24, 2022, from <https://pallipedia.org/hope/>
- Hutz, C. S., Midgett, A., Pacico, J. C., Bastianello, M. R., & Zanon, C. (2014). *The Relationship of Hope, Optimism, Self-Esteem, Subjective Well-Being, and Personality in Brazilians and Americans*. Scientific Research Publishing. Retrieved March 27, 2022, from https://www.scirp.org/html/4-6901090_45263.htm

- Joshanloo, Mohsen; Jovanović, Veljko (2019). *The relationship between gender and life satisfaction: analysis across demographic groups and global regions*. *Archives of Women's Mental Health*, (), -. doi:10.1007/s00737-019-00998-w
- Li, J., Fang, M., Wang, W., Sun, G., & Cheng, Z. (2018, April 27). *The Influence of Grit on Life Satisfaction: Self-Esteem as a Mediator*. *Psychologica Belgica*. Retrieved March 27, 2022, from <https://www.psychologicabelgica.com/articles/10.5334/pb.400/>
- Mann, M. (., Hosman, ., C. M. H., Schaalma, H. P., & de Vries, N. K. (2004, August 1). *Self-esteem in a broad-spectrum approach for mental health promotion*. Oxford Academic. <https://academic.oup.com/journals>
- Martínez-Martí, M. L., & Ruch, W. (n.d.). *Character strengths predict resilience over and above positive affect, self-efficacy, optimism, social support, self-esteem, and life satisfaction*. Taylor & Francis Online. Retrieved March 25, 2022, from <https://www.tandfonline.com/doi/abs/10.1080/17439760.2016.1163403>
- Mulder, P. (2019). Snyder's Hope theory. Retrieved from toolshero: <https://www.toolshero.com/personal-development/snyders-hope-theory/>
- Orth, U., Erol, R. Y., & Luciano, E. C. (2018). Development of self-esteem from age 4 to 94 years: A meta-analysis of longitudinal studies. *Psychological bulletin*, 144(10), 1045.
- Pinquart, M., & Gerke, D. C. (2019). Associations of parenting styles with self-esteem in children and adolescents: A meta-analysis. *Journal of Child and Family Studies*, 28(8), 2017-2035.
- Roy, F., Smart, L., & Boden, J. (1996). "Relation of threatened egotism to violence and aggression: The dark side of self-esteem". *Psychological Review*. 103 (1): 5–33. 10.1.1.1009.3747. doi:10.1037/0033-295X.103.1.5. PMID 8650299.

Snyder, C. R. (2002). Hope theory: Rainbows of the mind. *Psychological Inquiry*, 13, 249–275.

Vacek, K. R., Coyle, L. D., & Vera, E. M. (2010). Stress, self-esteem, hope, optimism, and well-being in urban, ethnic minority adolescents. *Journal of multicultural counseling and development*, 38(2), 99-111.

Whitener, S. (2017). *How Self-Efficacy Changes Your Self-Confidence*. Forbes. <https://www.forbes.com/sites/forbescoachescouncil/2017/12/06/how-self-efficacy-changes-your-self-confidence/?sh=49601c115ff7>

APPENDIX A

PERMISSION TO USE THE TRAIT HOPE SCALE

Scale Inbox



Tayaab Bukhari 12/10/2021

Dear Prof. Ed Diener, I, Syeda Tayyab Bukhari, student of BS(hons) major applied



Diener, Edward F 12/11/2021

to me ▾



permission granted

PERMISSION TO USE ROSENBERG'S SELF-ESTEEM SCALE



PERMISSION TO USE GENERAL SELF-EFFICACY SCALE



Freie Universität Berlin, Gesundheitspsychologie (PF 10),
Habelschwerdter Allee 45, 14195 Berlin, Germany

Fachbereich Erziehungs-
wissenschaft und Psychologie
- Gesundheitspsychologie -

Professor Dr. Ralf Schwarzer
Habelschwerdter Allee 45
14195 Berlin, Germany

Fax +49 30 838 55634
health@zedat.fu-berlin.de
www.fu-berlin.de/gesund

Permission granted

to use the General Self-Efficacy Scale for non-commercial research and development purposes. The scale may be shortened and/or modified to meet the particular requirements of the research context.

<http://userpage.fu-berlin.de/~health/selfscal.htm>

You may print an unlimited number of copies on paper for distribution to research participants. Or the scale may be used in online survey research if the user group is limited to certified users who enter the website with a password.

There is no permission to publish the scale in the Internet, or to print it in publications (except 1 sample item).

The source needs to be cited, the URL mentioned above as well as the book publication:


Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp.35-37). Windsor, UK: NFER-NELSON.

Professor Dr. Ralf Schwarzer
www.ralfschwarzer.de

PERMISSION TO USE SATISFACTION WITH LIFE SCALE

4G 4:25  



Need the permission to use
the Satisfaction with Life 
Scale Inbox



Tayaab Bukhari 12/10/2021

Dear Prof. Ed Diener, I. Syeda Tayyab Bukhari, student of BS(hons) major applied



Diener, Edward F 12/11/2021

to me 



permission granted

Ed Diener
Website with Ed's well-being scales
and publications: eddiener.com
***Handbook of Well-being (on
NobaScholar.com)***
Educational website: Nobaproject.com

From: Tayaab Bukhari <1998stb@gmail.com>
Sent: Friday, December 10, 2021 1:09 AM
To: Diener, Edward F <ediener@illinois.edu>
Subject: Need the permission to use the Satisfaction with Life Scale

[Show quoted text](#)



APPENDIX B

INFORMED CONSENT

My name is Syeda Tayyab Bukhari. I am a final year student of B.Sc. (Hons) Applied Psychology at Kinnaird College for Women, Lahore. I am conducting this research under the supervision of Ma'am Raumish Masud (Assistant Professor) at Kinnaird College for Women. The purpose of this research is to find out the relationship among the hope, self-esteem, self-efficacy and life satisfaction among university's students.

The inclusion criteria for participation in this research:

1. Participant's age range should be in between 18-30 years.
2. Participant can be student of under-graduated or post-graduated.

The research data will be used for educational purposes only. Your identity will not be disclosed, and all the information will be kept confidential. Your participation in this research is completely voluntary and participant can withdraw at any stage of the research.

If you have any queries regarding the research, you may contact the researcher at syedatayyabbukhari@gmail.com. It will take 10-15 minutes. Your cooperation will be highly appreciated.

1.	I have clearly understood all the terms and conditions of the research.	
2.	I have been given the right to satisfy all my queries with respect to the research.	
3.	I voluntarily agree to participate in the project.	
4.	I have been assured that my confidentiality shall not be breached.	
5.	I am aware of my right to withdraw at any point during the research without the fear of being penalized.	
6.	The use of the data in research, publications, sharing and archiving has been explained to me.	
7.	I, along with the Researcher, agree to sign and date this informed consent form.	

Signature of the Participant _____

APPENDIX C

QUESTIONNAIRES

The Trait 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.

ROSENBERG'S SELF-ESTEEM SCALE

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

- | | | | | |
|---|----------------|-------|----------|-------------------|
| 1. On the whole, I am satisfied with myself. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 2. At times I think I am no good at all. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 3. I feel that I have a number of good qualities. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 4. I am able to do things as well as most other people. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 5. I feel I do not have much to be proud of. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 6. I certainly feel useless at times. | | | | |

Self Report Measures for Love and Compassion Research: *Self-Esteem*



- | | | | | |
|---|----------------|-------|----------|-------------------|
| 7. I feel that I'm a person of worth, at least on an equal plane with others. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 8. I wish I could have more respect for myself. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 9. All in all, I am inclined to feel that I am a failure. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 10. I take a positive attitude toward myself. | Strongly Agree | Agree | Disagree | Strongly Disagree |

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

GENERAL SELF-EFFICACY SCALE

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I am in trouble, I can usually think of a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SATISFACTION WITH LIFE SCALE

- 7 - Strongly agree
- 6 - Agree
- 5 - Slightly agree
- 4 - Neither agree nor disagree
- 3 - Slightly disagree
- 2 - Disagree
- 1 - Strongly disagree

___ In most ways my life is close to my ideal.

___ The conditions of my life are excellent.

___ I am satisfied with my life.

___ So far I have gotten the important things I want in life.

___ If I could live my life over, I would change almost nothing.

APPENDIX D

Descriptive Statistics

	Mean	Std. Deviation	N
TOTAL_THS	68.1933	10.33337	300
TOTAL_RSE	21.1767	4.35454	300
TOTAL_GSE	28.8167	5.27153	300
TOTAL_SWL	22.0900	6.62986	300

Correlations

		TOTAL_THS	TOTAL_RSE	TOTAL_GSE	TOTAL_SWL
TOTAL_THS	Pearson Correlation	1	-.243**	.332**	.219**
	Sig. (2-tailed)		.000	.000	.000
	N	300	300	300	300
TOTAL_RSE	Pearson Correlation	-.243**	1	-.575**	-.409**
	Sig. (2-tailed)	.000		.000	.000
	N	300	300	300	300
TOTAL_GSE	Pearson Correlation	.332**	-.575**	1	.318**
	Sig. (2-tailed)	.000	.000		.000
	N	300	300	300	300
TOTAL_SWL	Pearson Correlation	.219**	-.409**	.318**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	300	300	300	300

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

Regression

Descriptive Statistics			
	Mean	Std. Deviation	N
MEAN_RSE	2.1177	.43545	300
current cgpa of the responder	3.2233	.37378	300
MEAN_THS	5.6828	.86111	300

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.108 ^a	.012	.008	.43362	.012	3.540	1	298	.061	
2	.255 ^b	.065	.059	.42246	.053	16.954	1	297	.000	2.014

a. Predictors: (Constant), current cgpa of the responder

b. Predictors: (Constant), current cgpa of the responder, MEAN_THS

c. Dependent Variable: MEAN_RSE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.666	1	.666	3.540	.061 ^b
	Residual	56.031	298	.188		
	Total	56.696	299			
2	Regression	3.691	2	1.846	10.341	.000 ^c
	Residual	53.005	297	.178		
	Total	56.696	299			

a. Dependent Variable: MEAN_RSE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statist		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.525	.218		11.597	.000	2.096	2.953						
	current cgpa of the responder	-.126	.067	-.108	-1.881	.061	-.258	.006	-.108	-.108	-.108	1.000	1.0	
2	(Constant)	3.086	.252		12.238	.000	2.590	3.583						
	current cgpa of the responder	-.093	.066	-.080	-1.412	.159	-.223	.037	-.108	-.082	-.079	.985	1.0	
	MEAN_THS	-.118	.029	-.233	-4.117	.000	-.174	-.061	-.243	-.232	-.231	.985	1.0	

a. Dependent Variable: MEAN_RSE

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
MEAN_GSE	2.8817	.52715	300
current cgpa of the responder	3.2233	.37378	300
MEAN_THS	5.6828	.86111	300

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.151 ^a	.023	.020	.52199	.023	6.949	1	298	.009	
2	.350 ^b	.123	.117	.49539	.100	33.853	1	297	.000	2.128

a. Predictors: (Constant), current cgpa of the responder

b. Predictors: (Constant), current cgpa of the responder, MEAN_THS

c. Dependent Variable: MEAN_GSE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.893	1	1.893	6.949	.009 ^b
	Residual	81.196	298	.272		
	Total	83.089	299			
2	Regression	10.201	2	5.101	20.784	.000 ^c
	Residual	72.888	297	.245		
	Total	83.089	299			

a. Dependent Variable: MEAN_GSE

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.195	.262		8.378	.000	1.680	2.711						
	current cgpa of the responder	.213	.081	.151	2.636	.009	.054	.372	.151	.151	.151	1.000	1.000	
2	(Constant)	1.265	.296		4.276	.000	.683	1.846						
	current cgpa of the responder	.158	.077	.112	2.044	.042	.006	.310	.151	.118	.111	.985	1.015	
	MEAN_THS	.195	.034	.319	5.818	.000	.129	.261	.332	.320	.316	.985	1.015	

a. Dependent Variable: MEAN_GSE

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
MEAN_SWL	4.4180	1.32597	300
current cgpa of the responder	3.2233	.37378	300
MEAN_THS	5.6828	.86111	300

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.099 ^a	.010	.006	1.32166	.010	2.954	1	298	.087	1.997
2	.230 ^b	.053	.047	1.29462	.043	13.580	1	297	.000	

a. Predictors: (Constant), current cgpa of the responder

b. Predictors: (Constant), current cgpa of the responder, MEAN_THS

c. Dependent Variable: MEAN_SWL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.160	1	5.160	2.954	.087 ^b
	Residual	520.543	298	1.747		
	Total	525.703	299			
2	Regression	27.921	2	13.960	8.329	.000 ^c
	Residual	497.782	297	1.676		
	Total	525.703	299			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.285	.664		4.951	.000	1.979	4.591					
	current cgpa of the responder	.351	.204	.099	1.719	.087	-.051	.754	.099	.099	.099	1.000	1.000
2	(Constant)	1.744	.773		2.257	.025	.223	3.265					
	current cgpa of the responder	.260	.202	.073	1.290	.198	-.137	.658	.099	.075	.073	.985	1.015
	MEAN_THS	.323	.088	.210	3.685	.000	.150	.495	.219	.209	.208	.985	1.015

a. Dependent Variable: MEAN_SWL

Group Statistics					
	gender of reponder	N	Mean	Std. Deviation	Std. Error Mean
MEAN_THS	male	150	5.6411	1.02354	.08357
	female	150	5.7244	.66098	.05397
MEAN_RSE	male	150	2.1520	.37680	.03077
	female	150	2.0833	.48597	.03968
MEAN_GSE	male	150	2.8480	.52363	.04275
	female	150	2.9153	.53026	.04330
MEAN_SWL	male	150	4.2453	1.32100	.10786
	female	150	4.5907	1.31268	.10718

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN_THS	Equal variances assumed	19.560	.000	-.838	298	.403	-.08333	.09948	-.27911	.11244
	Equal variances not assumed			-.838	254.863	.403	-.08333	.09948	-.27925	.11258
MEAN_RSE	Equal variances assumed	10.187	.002	1.368	298	.172	.06867	.05021	-.03014	.16748
	Equal variances not assumed			1.368	280.592	.173	.06867	.05021	-.03017	.16750
MEAN_GSE	Equal variances assumed	.016	.899	-1.107	298	.269	-.06733	.06085	-.18708	.05241
	Equal variances not assumed			-1.107	297.953	.269	-.06733	.06085	-.18708	.05241
MEAN_SWL	Equal variances assumed	.010	.921	-2.271	298	.024	-.34533	.15206	-.64457	-.04609
	Equal variances not assumed			-2.271	297.988	.024	-.34533	.15206	-.64457	-.04609

APPENDIX E

PLAGIARISM REPORT

11/29/22, 2:10 PM

Turnitin

[Assignments](#)[Students](#)[Grade Book](#)[Libraries](#)[Calendar](#)[Discussion](#)[Preferences](#)[About this page](#)

This is your assignment inbox. To view a paper, select the paper's title. To view a Similarity Report, select the paper's Similarity Report icon in the similarity column. A ghosted icon indicates that the Similarity Report has not yet been generated.

BA/BSc January Defense 2023

Inbox | Now Viewing: new papers ▼

Submit File Online Grading Report | Edit assignment settings | Email non-submitters

<input type="checkbox"/>	Author	Title	Similarity	web	publication	student papers	Grade	response	File	Paper ID	Date
<input type="checkbox"/>	Khadija Arfan	EXPLORATION OF ROLE OF FAMILY IN BULLING...	3% 3%	2%	2%	1%		-	download paper	1965086153	28-Nov-2022
<input type="checkbox"/>	Gapings Zahra	Syeda Khadeeja Imran (Thesis)	11% 11%	8%	6%	6%		-	download paper	1963477207	26-Nov-2022
<input type="checkbox"/>	Syeda Tayyab Bukhari	ESTEEM, SELF-EFFICACY AND LIF...	16% 16%	10%	8%	9%		-	download paper	1965084331	28-Nov-2022
<input type="checkbox"/>	Rida Sardar	BA/BSc Defense	16% 16%	13%	8%	7%		-	download paper	1965083615	28-Nov-2022
<input type="checkbox"/>	Aiman Zahid	Aiman Zahid thesis	17% 17%	16%	2%	5%		-	download paper	1963200421	25-Nov-2022
<input type="checkbox"/>	Bisma Tanvir	IMPACT OF PERSONALITY TRAITS ON STUDENTS...	69% 69%	69%	26%	53%		-	download paper	1965083293	28-Nov-2022

https://www.turnitin.com/t_inbox.asp?f=85.4384588487168&svr=55&lang=en_us&aid=128089299