

AMERICAN UNIVERSITY OF BEIRUT

HOPE, PARENTING STYLES, AND RESILIENCE IN
LEBANESE UNIVERSITY YOUTH

by
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AMERICAN UNIVERSITY OF BEIRUT

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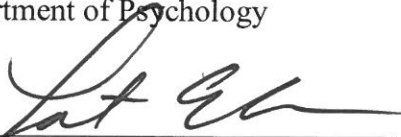
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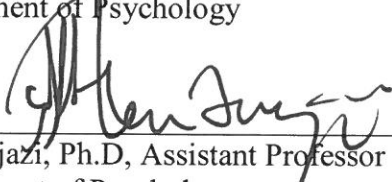
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AN ABSTRACT OF THE THESIS OF

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This study investigated the construct of hope by examining whether Snyder's (2002) model which splits hope into two factors, agency thinking and pathway thinking, fits into the Lebanese context. This study also examined the discriminative validity of hope when compared to similar constructs such as optimism and affect. Authoritative, authoritarian, and permissive parenting styles and resilience were examined to assess whether they are possible predictors of hope.

A total of 275 Lebanese university youth (56.4% females) completed, in a counterbalanced order, the Arabic version of each of the Adult Hope Scale, Revised Life Orientation Scale, Positive and Negative Affect Schedule, Parental Authority Questionnaire, and the Connor-Davidson Resilience Scale.

Factor analysis revealed that hope was made of two factors, yet the item loadings on each factor were incongruent to the theorized structure. Results showed that items mostly loaded on the factor of agency rather than pathway thinking.

Further, correlational analysis revealed that optimism, positive affect, resilience, and authoritative parenting styles were positively related to hope, while negative affect was negatively related to hope. Authoritarian and permissive parenting styles were revealed to be non-significantly related to hope.

Lastly, multiple regression analyses further revealed that each of resilience, positive affect, authoritative parenting styles, and negative affect, predicted hope. Interpretation and implications of these results and findings are discussed, along with the limitations of the present study and possible future research directions.

Keywords: Hope, Optimism, Affect, Parenting Styles, Resilience.

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Hope, Parenting Styles and Resilience in Lebanese University Youth

CHAPTER I

INTRODUCTION TO HOPE

Conventional studies and research in the field of Psychology focused on the psychological disabilities and disorders that individuals face. Tremendous knowledge has been attained regarding diagnosing and treating both mental illnesses and personality disorders. The advancement in understanding the disturbances that can occur to individuals has overshadowed the discovery of what good aspects people have and the psychological facets that makes life worthy (Gable & Haidt, 2005). The imbalance in the clinical psychology field led to the positive psychology movement that aimed to catalyze a shift in perspective: from pathology to nurturing positive qualities and strengths (Csikzentmihalyi & Seligman, 2000). Researchers in positive psychology intend to complement, rather than substitute findings about psychopathology and dysfunction, in order to have a more complete comprehension of the human experience (Seligman, Steen, Park, & Peterson, 2005; Lopez & Snyder, 2011). Key concepts that form the building blocks of positive psychology include: hope (Snyder, 2000), optimism (Seligman, 1991), resilience (Rutter, 2006), and subjective wellbeing which is conceptualized as affect and life satisfaction (Diener, 1984).

While there has been considerable advancement of positive psychology in the West since its foundation in 2000 (Seligman & Csikszentmihalyi, 2000), and even though interest in positive psychology in the Arab world is on the increase (Fayad & Kazarian, 2013), there is paucity of research on hope, its relation to optimism and affect, and its predictors.

A. Conceptualization of Hope

Hope is defined as “a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)” (Snyder, Irving, & Anderson, 1991, p.287). Goals are regarded as the anchors of the hope theory because they provide the endpoints of the mental process (Snyder, Cheavens, & Sympson, 1997). Goals that have a certainty of being attainable or a certainty of being not attainable, rule out the role of hope. Hopeful goals contain some extent of uncertainty of goal attainment (Snyder, 2000). Snyder’s theory coupled goal achievement to two fundamental cognitive/affective processes: a) pathways thoughts, which are cognitive abilities to generate potential routes to attain goals, and b) agency thoughts, which is the motivational element that drives individuals to implement the pathways that lead to goal achievement. These pathways and agency thoughts continually complement and influence each other, throughout the individual’s goal pursuit (Snyder, 2000).

A closer look at pathway thinking illustrates how individuals approach their goal pursuit with thoughts of creating functional routes, in other words, constantly thinking about ways to get from point A to point B (Snyder, 2002). For high-hope individuals, pathways thinking involve generating a plausible route accompanied by a sense of confidence in the route itself. On the other hand, for low-hope individuals pathway thinking is weak and not well expressed (Snyder, 2002). Studies that use laboratory tasks that include listening preferences, memory, and self-report about self-talk, support the notion that high hope individuals have affirming constructive pathways messages (e.g., “I’ll find a way to get this done!”) as opposed to individuals with low hope (Snyder, Lapointe, Crowson, & Early, 1998).

In reality, the path to goal achievement is neither simple nor straightforward; but rather full of obstacles and barriers. According to the hope theory, when individuals are faced with blockages they usually think of alternate pathways (Snyder, 1994). When impeded, individuals with high hope are capable of generating credible alternate paths due to their flexible thinking, while low hope individuals find it challenging to produce alternate paths due to their lack of flexibility (Irving, Snyder, & Crowson, 1998). As the goal pursuit gets closer towards goal attainment, pathways thinking become highly refined and exact (Snyder, 2002). Differences in this process highlight the varied trait hope level of the individuals. Knowing this, high hope individuals appear to be faster than low hope individuals in tailoring their paths efficiently in order to reach their goals (Snyder, 2002).

Agency thoughts play a role in providing the necessary motivation directed towards creating these alternate pathways (Snyder, 1994). These thoughts encompass a mental energy to start and continue employing a pathway throughout the phases of a goal quest. Snyder et al., (1998) found that high-hope individuals use self-talk agency phrases such as “I can do this”, and “I am not going to be stopped”. The hope theory states that unrestricted goal routes generate positive emotions, while blocked goal routes produce negative feelings (Snyder, 1996). Despite the negative emotional response associated with barriers, emotional reactions are not the same for people with high hope in comparison to those with low hope (Snyder, 1994). High hope people produce an adaptive positive emotional response in the face of barriers because they have motivation (agency thoughts) to use alternate routes (Snyder, 2000). Hence, hopeful thinking is not only helpful in attaining goals that are not blocked, but is specifically helpful when goals are harder to achieve (Snyder, 2000).

The mental markers of goals, agency, and pathways that Snyder included in the conceptualization of hope have been used to develop and validate an instrument that formally assesses hope. The Adult Dispositional Hope Scale (Snyder et al., 1991) is a 15-item self-report measure which includes items that reflect agency, pathways, or distracters. Principle components exploratory factor analysis (Snyder et al., 1991) and confirmatory factor analysis (Babyak, Snyder, & Yoshinobu, 1993) both support the presence of pathways and agency as the two fundamental cognitive/affective processes of Snyder's conceptualization of hope. Bryant and Cvenegros (2004) found that hope is better conceptualized as two positively correlated distinct factors, agency and pathways, since treating hope as a unitary construct that combines the two factors may obscure results related to the effects and antecedents of hope.

CHAPTER II

DISCRIMINATING HOPE

A. Hope and Optimism

The hope theory bears a strong resemblance to other concepts such as that of optimism. Peterson and Seligman's (2004) classification of character strengths grouped hope, optimism and future-mindedness together as: looking forward for the good in the future and working to attain it. Exclusively, optimism is regarded as a generalized expectancy that good will happen in the future instead of bad (Scheier & Carver, 1985). Optimism is considered a unitary trait that lies on one side of a bipolar continuum, while pessimism (generalized expectancy that bad will happen in the future) lies on the other. Optimism is hypothesized to predispose individuals to adopt a coping style of engaging in positive reinterpretation, which in turn affects their psychological and physical well-being (Scheier & Carver, 1985). Schieffer, Carver, and Bridges (1994)

state that optimism helps people place their difficulties in the most favorable perspective, while seeking to uncover benefits and meaning when problems occur.

It is important to compare optimism and hope in order to understand the main differences between the two theoretical constructs. Highlighting the frequently blurred conceptual divergence between hope and optimism can help in learning more about goal-directed behavior, determination when faced with obstacles, and the route of adjusting to life changes (Bryant and Cvenegros, 2004). Bryant and Cvenegros (2004) conducted a study that clarifies the relationship between the construct of hope and optimism, by underlining their points of overlap and discrimination, and assessing their discriminant validity in relation to self-efficacy and coping. The data obtained support the notion that hope and optimism should be conceived as two split constructs rather than manifestations of a similar global trait. This was deduced because hope and optimism, as separate factors, have: (1) more clarifying power than a combined global trait, and (2) the two constructs illustrated different relationships with each of coping and self-efficacy. Specifically, hope appeared to be more related to general self-efficacy when compared to optimism which is related more to positive reappraisal coping (Bryant & Cvenegros, 2004). These different relationships highlight the divergence between hope and optimism, in turn, suggesting that hope tends to stress more directly on personal achievement of precise goals, while optimism tends to stress more generally on the expected quality of outcomes in the future (Bryant and Cvenegros, 2004). Bryant and Cvenegros (2004) found that pessimism, negative views regarding the future, coincides with agency thoughts related to goal achievement. Knowing this, the difference between hope and pessimism is more evident, when hope is defined as pathways rather than agency. These results support the possibility of someone knowing

how to accomplish a goal, yet remain hesitant whether or not they will attain it (Bryant & Cvengeos, 2004)

A study conducted on secondary school students in Singapore examined the discriminant validity of hope and optimism by considering the unique variance in each of depression and life satisfaction (Wong & Lim, 2009). Results of the study showed a significant correlation between hope and optimism. Further, hope and optimism appeared to share common variance with the variables of life satisfaction and depression. Wong and Lim (2009) found that hope and optimism, in terms of predictive validity, are more similar than divergent since the incremental variance explained by optimism and hope were similar and not different for life satisfaction and depression, respectively. However, when looking at the construct validity of the regression residuals, Wong and Lim (2009) side with Bryant and Cvengeos (2004) on the belief that hope and optimism are both related to future expectations, yet they differ because hope touches on precise personal goal achievement while optimism touches on general results. When examining the components of hope and optimism as predictors, only agency, optimism, and pessimism significantly add unique variance in life satisfaction and depression, while pathways appear to be non-significant (Wong and Lim, 2009). These findings show that even though the Asian sample portrayed the motivation to achieve goals (agency), yet the implementation of the routes (pathways) required for goal achievement was not permitted. Wong and Lim (2009) explained these results by shedding light on the fact that pathway thoughts might have been affected by the collective Asian society and the absence of an individualistic lifestyle. The fact that the Singaporean government is the dominant player in deciding the pathways to success for

its people, little room was left for the pathway component to be a predictor of depression and life satisfaction (Wong and Lim, 2009).

Hutz, Midgett, Pacici, Bastianello, and Zanon (2014) conducted a cross-cultural study on an American and Brazilian sample that showed differences in correlations among the positive variables examined, optimism and hope, affect, and life satisfaction which they linked to cultural components and varied perceptions of life. Results obtained illustrated that Americans scored higher in hope, positive affect, and life satisfaction, while Brazilians scored higher scores in optimism and negative affect. Americans are categorized as individualistic (Allik and Realo, 2004), because they search for their own goals and become personally determined to achieve it (Hutz et al., 2014). This attitude along with more positive situational experiences in daily life, may explain the higher scores of hope, life satisfaction, and positive affect. On the other hand, Brazilians are considered collectivists who strive to achieve goals that depend on collective work rather than an individual subject (Allik and Realo, 2004). Since achieving the goal is not dependent on one's own actions but rather a collective effort, individuals need to believe that the result will be positive which explains the evident high scores of optimism in the Brazilian sample (Hutz et al., 2014).

As a whole, research outside the context of the Arab world supports the notion that optimism and hope are two similar, yet distinct constructs that each has unique influential factors. To further contribute to the construct validity of Hope, it is important to measure optimism in order to check whether the constructs of hope and optimism are truly independent in the Lebanese Context, as they appear to be theoretically and in other areas in the World.

B. Hope and Positive and Negative Affect

The cognitive component of hope related to future expectations is not the only common ground between hope and other constructs; nonetheless, a closer look at the affect component of hope (agency) also raises questions regarding hope's overlap with other familiar constructs. The affect component labeled as agency, which as previously mentioned is related to an individual's motivation to implement ways to reach a goal, seems to share similarities with negative and positive affect.

Watson and Tellegen (1985) split emotional experience into two dominant dimensions: negative affect and positive affect. Negative affect (NA) is a general facet of subjective distress that includes a range of negative mood states such as anger, fear, guilt, repulsion, and sadness (Watson, Clark, and Tellegen, 1988). These negative emotions can co-exist both within and across individuals that exhibit negative affect. As a result, sad individuals may, for example, also report elevated levels of anger or remorse (Watson, 2005). On the other hand, positive affect (PA) encompasses happy, active, and alert feelings (Watson et al., 1988). Individuals that experience a positive affect are likely to report feeling engaged, interested, thrilled, and full of concentration (Watson, 2005). Tellegen (1985) explained that although these factors signify affective state dimensions, however they are associated to affective trait dimensions of an individual's variation in positive and negative emotional reaction. Hence, trait measures of PA represent characteristic variation in positive state experiences such as confidence, interest, and joyfulness; while NA scales reflect the characteristic difference in negative emotional states such as depression, rage, and guilt. Moreover, PA and NA traits generally represent the main personality features of extraversion and neuroticism, respectively (Tellegen, 1985).

Watson, Wiese, Vaidya, and Tellegen (1999) explained that PA and NA signify subjective components of a broad biobehavioral system. Several findings support that fluctuations in self-report of NA and PA dimensions represent two general adaptive motivational systems that arbitrate either withdrawal or goal-directed behavior (Carver & White, 1994; Tomarken & Keener, 1998). Viewed in this perspective, negative states which are linked to NA dimensions are more likely to promote withdrawal (e.g. fear will motivate individual to avoid and flee situations of threat), whereas positive states linked to PA dimensions motivate individuals to engage in goal-directed behaviors (Watson et al., 1999). Specifically, positive feelings, such as drive and confidence, increase the individual's perception of being able to accomplish a goal, in turn reinforcing goal-directed behaviors (Mineka, Watson, Clark, 1998; Watson et al., 1999); while individuals with melancholic depression, who are not rewarded enough for their efforts, become uninterested in goal achievement (Tomarken & Keener, 1998).

Demirli, Turkmen, and Arik (2014) studied the relationship between dispositional and state hope and wellbeing in a Turkish university student sample. They found that dispositional hope, also known as trait hope, is positively correlated with positive affect and the thriving of individuals, and negatively correlated with individual's negative affect. These results show that individuals that have rational goals and are motivated to come up with routes to achieve them, are thriving and have high positive affect; while unrealistic goals are associated with low agency and pathway thinking as well as negative affect (Demirli, Turkmen, & Arik, 2014). Similar results were obtained by previously mentioned researchers (Hutz et al., 2014) who found that high hope scores are associated with positive affect and life satisfaction in an American sample, while high optimism scores are associated with negative affect and life

satisfaction in a Brazilian sample. Hutz et al., (2014) linked the differential results obtain within the two different samples to societal factors of being either collective in the Brazilian society or individualistic in the American society. High hope along with Positive affect and high life satisfaction were associated with individualistic societies which promote goal-directed behaviors based on an individual's actions, rather than a collective effort which only requires general positive expectations which, in turn, showed to be associated with high optimism, high negative affect, and low life satisfaction.

Previously mentioned research illustrates that hope is positively correlated with positive affect and negatively correlated with negative affect. Both hope and positive affect play a role in motivating individuals to achieve goals and come up with alternate routes to goal attainment, while negative affect appears to impede goal achievement by decreasing an individual's motivation. Knowing this, illustrates the necessity of studying hope in relation to both positive and negative affect in order to assess how the relation holds in the Lebanese context. Studying this relation will help determine whether hope and positive affect appear to be two different constructs in the Lebanese sample, as well as if the directional relations of hope with each of negative and positive affect obtained in the West hold in Lebanon.

CHAPTER III

PREDICTORS OF HOPE

A. Predictors of Hope: Parenting Styles

Being part of a family provides individuals with an environment in which every day experiences help in both shaping their personalities and building important memories (Roberts and Wood, 2006). Parents who deal with difficult situations and

obstacles in a positive manner are most likely to model hope to their children (McDermott and Hastings, 2000). Parent-child relations have been the subject of speculation of many research studies. Researchers continuously seek to find the association between parental styles and the child's psychological state.

Baumrind (1991) considered two-dimensional parenting factors, warmth and control, to derive three main parenting styles: authoritarian, permissive, and authoritative. Authoritarian parents are controlling, demand maturity, and show little responsiveness and communication. They set clear regulations that are expected to be obeyed by children without arguing (Baumrind, 1991; Reitman, Rhode, Hupp, & Altobello, 2002). On the contrary, permissive parents show little control and demand of maturity (Baumrind, 1991). Instead, parents are open to regulating their own behaviors and allowing their children to come up with their own decisions. Permissive parents tend to be high in communication, leniency, and responsiveness; yet they avoid confrontations. The middle ground between authoritarian and permissive parenting is the authoritative parenting style. Authoritative parents are responsive and communicative, as well as being demanding of maturity and assertive (Baumrind, 1991). They are not restrictive nor punitive, but rather supportive. They implement clear-cut standards that are accompanied by reasoning, discussions, and positive reinforcement.

The three parenting styles, authoritarian, authoritative, and permissive parenting have been used to develop and validate the Parental Authority Questionnaire (PAQ) which measures a respondent's perceived parenting styles (Buri, 1991). A translated and validated Arabic version of the PAQ is available (Dwairy, 2004). A study conducted on Lebanese University students which evaluates the factor structure of the

Arabic version of the PAQ, showed that the three parenting styles authoritative, authoritarian, and permissive are linked to three empirical and internally consistent factors (Saleh & Kazarian, 2015). Saleh and Kazarian (2015) found that Lebanese university students were able to distinguish between each of the three parenting styles.

Previous research has associated family factors ranging from family structure, parental expectations, and the type of parent-child relationships to children's future aspirations (Aronowitz, 2005; Khodarahimi, 2014; McCoy & Bowen, 2014). McCoy and Bowen (2014) conducted a study to identify how parental relationships and neighborhood environments influence future aspirations and school self-efficacy. The results obtained show that both safe neighborhoods and supportive parental relationships help adolescents maintain a future hope, which in turn can increase their sense of self-efficacy at school.

Further, Khodarahimi (2014) used an Iranian sample to study the effect of family violence on mental health and hopefulness. Results of the study showed that increased rates of family violence are correlated with a higher risk of mental health problems and lower hopefulness. Low scores on hope that are associated with a higher risk of mental health problems highlighted the role of hopefulness as a protective factor against mental health problems (Khodarahimi, 2014). Comparable results were obtained using a Lebanese sample, in which Saleh and Kazarian (2015) studied the three parenting styles in relation to an individual's needs, satisfaction, positive and negative mental health. The results obtained showed that authoritative parenting, which helps satisfies an individual's basic needs of autonomy, competence, and relatedness, is the best predictor of mental health and prosperous outcomes (Saleh & Kazarian, 2015).

Heaven and Ciarrochi (2008) conducted a longitudinal study to test the effects of perceived parental style and gender on hope and self-esteem, while also assessing the development of such positive qualities. Across four years, levels of hope and self-esteem seemed to be generally decreasing with time, especially amongst girls. High hope across the four years were correlated with perceived authoritative parenting style at baseline, while low self-esteem was correlated with perceived authoritarian parenting style (Heaven & Ciarrochi, 2008).

In other research, hope was examined as a mediator between connectedness to mother and father, and child outcomes (Padilla-Walker, Hardy, & Christensen, 2010). The study showed that hope was a mediator of the relation between the child's reported connectedness with the parent and the adolescent's prosocial behavior, school engagement, and internalizing behavior. On the other hand, the mother' and father' reported connectedness did not influence the adolescent's sense of hope, but were rather linked directly to behavioral outcomes.

Jiang, Huebner, and Hills (2013) also looked at the mediating effect of hope on the relationship between parent attachment and early adolescent's life satisfaction. Their findings show that there is a statistically significant relationship among all variables parent attachment, life satisfaction, and hope. Specifically, hope appeared to partially mediate the correlation between parent attachment and adolescent's life satisfaction.

All in all, it seems that research in the West show that healthy parenting, mainly authoritative parenting styles, has a positive effect on nurturing hope in offspring which in turn plays a role in enhancing psychological functioning. Knowing these results proves the necessity of exploring all three parenting styles (including permissive parenting styles) as possible predictors of hope in the Lebanese context. While

parenting styles have been examined in relation to psychological disorders (Dwairy, Achoui, Abouserie, & Farah, 2006), they have not been studied in relation to hope.

B. Predictors of Hope: Resilience

Although research on neglected psychosocial development of children support the notion that early deprivation affects future development, yet a child's experiences and wider context often help them possess certain strengths that immensely enhance their future growth (Beckett, Maughan, Rutter, Castle, Colvert, & Groothues, 2006). As a result, considering only parenting styles as a possible predictor of hope seems insufficient because it misses out other experiences that help shape an individual's future outcomes. How can one still possess strengths, despite all the crises they have faced?

One way this phenomenon can be explained is through the concept of resilience. Resilience is defined as the ability to resist and overcome environmental risk and adversities, and having a positive outcome regardless of the life challenges that one faced (Rutter, 2006). It involves an interaction between various longitudinal threat and defensive factors linked to personal, family, and wider societal impact (Ungar, 2012).

Walsh (1998) explained that "we cope with crisis and adversity by making meaning of our experiences: linking it to our social world, to our cultural and religious beliefs, to our multigenerational past, and to our hopes and dreams for the future" (p. 45). Walsh (1998) organized values and attitudes that lead to emotional responses and actions into three categories: (a) making meaning of adversity, (b) positive outlook, (c) transcendence and spirituality. She explained making meaning of adversity as developing a sense of coherence and viewing life as being generally controllable and meaningful and that one is able to understand obstacles and solve them by utilizing

resources (Walsh, 1998). It involves seeing the world and self as products of relationships and that family shares trauma that can be conquered by using trust. The second category, positive outlook, highlights the significance of persistence, hope and strength in the process of distinguishing between what can be possibly done and limitations (Walsh, 1998). The final category, transcendence and spirituality, entails finding comfort and direction through cultural and religious traditions which helps families in times of adversity (Imber-Black, Roberts, & Whiting, 2003).

According to Aponte (1994), many families find themselves trapped in despair and scarcity of both “bread and “spirit” which, in turn, deprives them of a positive future outlook. A solution to building a positive outlook is through promoting successful experiences (Ungar, 2012). Establishing strengths and possibility in the face of crisis can aid individuals to lose the sense of hopelessness, while enhancing confidence and a possibility for accomplishment. Initiative and perseverance, which are regarded as traits of resilience, fuels confidence that helps push family members to relentlessly find solutions in the face of challenge (Ungar, 2012).

Resilience is related to hope; and hope fosters the belief that crisis can be conquered and one can make meaning of past, present, and future experiences which, in turn, provide rationality (Eggerman and Panter-Brick, 2010). In Afghanistan, Eggerman and Panter-Brick (2010) conducted a thematic analysis of narratives of hardship, crisis and resilience and found that the foundation of hope for Afghan people is due to the creation and perseverance of long-held cultural values which aid in the resilience against adversity, such as: individual efforts, strong faith in religion, or accepting what God wills in hope of being granted the mercy and protection of God. Findings of this study show that 40% of individuals that stated having no resolutions for their problems

went on to convey religious beliefs, indicating that powerlessness does not reflect hopelessness for Afghan individuals (Eggerman & Panter-Brick, 2010). However, as well as being the anchor of resilience and central to the formation of hope and social identity, culture can also act as a double-edged sword which causes great distress and pain on individuals who fail to conform to the cultural order (Eggerman & Panter-Brick, 2010).

Seligman's (1991) notion of learning optimism also bears significant relation to the development of resilience. His work on "learned helplessness" demonstrated that recurrent incidents of failure lead individuals to a generalized view that bad things will always occur to them regardless of how much they try, which reinforces giving up and pessimism. Seligman (1991) found that successful experiences help individuals regain confidence and assurance, leading to unlearned pessimism and reinforcing optimism instead. It is important to note that optimism is not enough for success if life challenges are extremely harsh with little room for growing out of them (Seligman, 1991).

Olsson, Bond, Burns, Vella-Brodrick, and Sawyer (2003) conducted a review of the literature on adolescent resilience which highlighted that most research done on this topic show that resilience is promoted on three protective processes levels: individual, family, and community. On an individual level, positive temperament (Smith, 1999), academic achievement (Werner, 1995) and personality traits such as self-esteem (Blum, 1998) are some of the many individualistic resources that Olsson et al. (2003) found to aid in fostering adolescent resilience. On a family level, Olsson et al. (2003) found that the literature highlights cohesion and concern within the family (Maggs, Frome, Eccles, & Barber, 1997), parental warmth and support (Smith 1999) and close relationships with caregivers (Wolff, 1995) as some of the positively related factors related to

resilience in young people. Further on a social environmental level, Olsson et al. (2003) pointed out that the school experiences such as supportive friends (Werner, 1995) and positive teacher influences (Rutter, 1987) and supportive communities that consider an individual's stress Smith (1999) all play a positive role in boosting young adult's resilience.

Resilience is not only coping and problem-solving, but rather encompasses positive growth and change. It helps individuals discover their own pathways through hardship while still leaving room for healing and gaining hope (Ungar, 2012). All in all, resilience seems to be a determining factor that helps fuel hope. The literature looks at parenting styles as a fosterer of resilience (Maggs, Frome, Eccles, & Barber, 1997; Smith 1999; Walsh, 1998). However, there is a lack of research that studies resilience as a possible predictor of offspring's hope, alongside of parenting styles. Knowing that, it is significant to study how each of resilience and parenting styles, may lead to the personality trait hope in the Lebanese context.

CHAPTER IV

AIMS AND HYPOTHESES

A. Aims of the Study

One aim of this study is to observe whether Snyder' (2000) hope model fits into the Lebanese context. The study helps determine whether or not the two postulated cognitive/affective processes, agency and pathways, are applicable to the personality trait of hope in the case of Lebanese youth.

A second aim of the study is to examine the discriminant validity of hope- whether hope is a concept distinct from optimism and affect in the Lebanese context, as

they appear to be theoretically. The study examines affect as a possible differentiating factor between hope and optimism.

A third aim of the study is to examine the relationship between hope and all three parenting styles (Baumrind, 1991), not just only the authoritative and authoritarian parenting styles as was done by Heaven and Ciarrochi (2008), as well as resilience and negative and positive affect.

A derived aim of the study is to assess the reliability of the translated scales in the sample of Lebanese youth.

B. Hypotheses

Snyder (2000) revealed that hope is conceptualized as a two factor structure model, made up of agency and pathways.

Hypothesis (1): Factor Analysis of the Arabic version of the Adult Dispositional Hope Scale will support a two factor model of hope.

Bryant and Cvengeos (2004) found that hope and optimism are both related to future expectations, yet are different because hope touches specifically on personal goal attainment while optimism is more related to general outcomes.

Hypothesis (2): There will be a low to moderate positive correlation between Hope scores and Optimism scores.

Positive affect is positively correlated with high hope and thriving to achieve rational goals, while negative affect is negatively correlated with hope (Demirli, Turkmen, & Arik, 2014).

Hypothesis (3): There will be a low to moderate positive correlation between Hope scores and positive affect scores.

Hypothesis (4): There will be a low to moderate negative correlation between Hope scores and negative affect scores.

High hope in offspring has shown to be correlated with perceived authoritative parenting styles (Heaven & Ciarrochi, 2008).

Hypothesis (5): There will be a positive correlation between hope scores and Authoritative parenting scores.

Hypothesis (6): There will be a negative correlation between hope scores and Authoritarian parenting scores.

Hypothesis (7): There will be a negative correlation between hope scores and Permissive parenting scores.

Hypothesis (8): Parenting styles will be predictors of hope.

Resilience increases hope, which in turn, helps individuals believe that crisis can be overcome and one can make meaning out of experiences (Eggerman and Panter-Brick, 2010).

Hypothesis (9): There will be a positive correlation between hope scores and resilience scores

Hypothesis (10): Resilience will be a predictor of Hope.

C. Contribution to Literature

The study contributes to literature in showing whether Snyder's two-factor model of hope conceptualized by Snyder (2000) fits into the Lebanese context. Also, it clarifies whether Lebanese youth make a distinction between optimism and hope and if affect is a possible differentiating factor between them. Further, the study helps clarify what predicts hope; specifically, whether Baumrind's (1991) parenting styles and resilience predict hope.

CHAPTER V
METHODOLOGY

A. Research Design

The study utilized a quantitative non-experimental research design, in which online surveys were used with Lebanese college students for data collection and examination of the aims and hypotheses of this study.

For data analysis, factor analysis was conducted in order to explore the model of hope in the Lebanese context. Reliability analysis was used to test the psychometric properties of the Arabic measures. Finally, the hypotheses of the study were tested by using correlations and a series of multiple regression analyses.

B. Participants and Procedures

A total of 302 undergraduate university students from the American University of Beirut participated in the study. Non-random convenience sampling was used to recruit participants. Psychology 201 students at AUB were presented with the option of either participating in a research study or writing a brief report on an article from a scientific journal, in return of gaining one percent extra credit on their final course grade. Students enrolled in the Psychology 201 course at AUB were sent, via the participant pool coordinator (PPC), an online announcement which advertized participation in the study (See Appendix A). The announcement included the criteria that determined a participant's inclusion and exclusion in the study, mainly that students must be Lebanese, aged 18 to 23, and able to answer the surveys in the Arabic language. The purpose behind such criteria was to increase the sample's representation of the Lebanese population, in the aspect of their ability to comprehend and respond in Arabic. The announcement also included some general information regarding the purpose and

nature of the study and how to enroll in the study. Interested participants were asked to click on the Doodle link provided in the announcement which directed them to the informed consent (See Appendix B). The informed consent explained the confidentiality, anonymity, anticipated risks and the benefits of participation in the study. If agreed to give their consent to participate, students directly proceeded to completing the online questionnaire, which was administered in a counter-balanced order to minimize order effects. After completing the survey, students were provided a link in which a code was given to them in order to receive their extra credit from their instructor.

Since the desired number of participants was achieved through the Psychology 201 pool, there was no need to recruit participants via directly approaching them on campus.

C. Instruments

Participants responded to a questionnaire battery comprising five measures and a demographic sheet, specifically requiring their age, gender, and nationality (See Appendix C). All measures including the demographic sheet were in the Arabic language (Appendix C & D). The Parental Authority Questionnaire (PAQ) (Dwairy, 2004) and Conner-Davidson Resilience Scale (CDRISC-10)(Conner and Davidson, 2003) did not require translation, since Arabic versions of the measures already existed. The remaining three measures were translated into Arabic by using a backward translation methodology. This method required one bilingual translator to translate the measure from the original English to an Arabic version, and another bilingual translator, independent of the first translator, to translate the Arabic version into English again, and then compare the English translation to the original English version to ensure comparability.

1. The Arabic Version of the Adult Hope Scale (AHS) (Snyder et al., 1991).

The Adult Hope Scale (AHS) was used as a measure of the respondent's level of hope. The scale consisted of 12 items measuring agency (four items), pathways (four items), and distracters (four items). Participants were asked to respond using an 8-point Likert-type scale (1= Definitely False to 8= Definitely True). Total Hope Scale scores varied from a low score of 8 to a high score of 64. Total scores were obtained by summing the agency items (items 2, 9, 10, and 12) and pathways items (items 1, 4, 6, and 8). Snyder et al., (1991) reported high test-retest reliability ($r = .80$ or more) over time spans beyond 10 weeks. Also, they reported Cronbach's alphas for the total scale that ranged from .74 to .84.

2. The Arabic Version of the Revised Life Orientation Test (LOT-R) (Scheier et al., 1994).

The LOT-R was used to measure the respondent's level of optimism. The scale consisted of 10 items measuring optimism (three items), pessimism (three items), and distracters (four items). Participants expressed their agreement with each item by using a five-point Likert scale ranging from 0=strongly disagree to 4= strongly agree. The LOT-R included items 3, 7, and 9 which required reverse coding prior to scoring. The three optimism items and the three pessimism items (items 1, 3, 4, 7, 9, and 10) were summed to yield the total optimism score. Scheier et al. (1994) reported test-retest reliabilities for four months, a year, and two years ($r = .68$, $r = .60$, $r = .56$, respectively). They also reported Cronbach's alpha of .78 for the total scale.

3. The Arabic Version of the Positive and Negative Affect Schedule (PANAS) (Watson et al., 1988).

The PANAS was used to measure the respondent's positive and negative affect. The scale consisted of 20 items, of which 10 items

measured positive affect (items 1, 3, 5, 9, 10, 12, 14, 16, 17, and 19) and 10 items measured negative affect (items 2, 4, 6, 7, 8, 11, 13, 15, 18, and 20). Participants were asked to express the extent to which they experienced each affect at the present moment, the past day or week, by using a five-point Likert scale ranging from 1=Very Slightly or Not at all to 5= Extremely. Items that represented positive affect were added together to yield the participant's positive affect trait and items that represented negative affect were added together to yield the participant's negative affect trait. Crawford and Henry (2004) reported that PANAS possesses sufficient reliability with a Cronbach's alpha of .89 and .85, for the positive affect scale and negative affect scale, respectively. Watson et al. (1988) reported that the test-retest reliabilities, across an eight week span, ranged from $r=.47$ to $r=.68$ and $r=.39$ to $r=.71$ for positive and negative affect, respectively.

4. The Arabic Version of the Parental Authority Questionnaire (PAQ)

(Dwairy, 2004). The PAQ was utilized to measure the respondent's perceived parenting style. One questionnaire was used for both the mother and the father, who represent a collective parental unit referred to as *Ahel* (Dwairy, 2004). The scale was made up of 30 items, of which 10 items measured parental authoritativeness, 10 items measured parental permissiveness, and 10 items measured parental authoritarianism. Participants were asked to express their agreement with how each item fits their *Ahel*, by using a five-point Likert scale ranging from 1=strongly disagree to 5= strongly agree. Each parental style score varied from 10 to 50, higher scores representing higher parenting styles. Buri (1991) reported that PAQ had a good test-retest reliability ranging from .77 to

.92, across two weeks. Dwairy, Achoui, Abuserie, Farah, Ghazal, Fayad, and Khan (2006) reported that the Arabic version of the PAQ showed adequate internal consistency with Cronbach's alpha coefficients of .72, .79, and .61 for authoritarian, authoritative, and permissive parenting, respectively, when administered to a representative Arab youth sample.

5. The Arabic Version of the Connor-Davidson Resilience Scale (CD-RISC) (Conner and Davidson, 2003). The CD-RISC 10 was used to measure the respondent's level of resilience. The shorter version which consists of 10-items (CD-RISC-10) (Campbell-Sills, Forde, & Stein, 2009) was used. The Arabic version of the CD-RISC-10 has already been approved, and was obtained from the original authors (Conner & Davidson, 2003). Participants were asked to express their agreement with each item by using a five-point Likert scale ranging from 0= strongly disagree to 4= strongly agree. High total score obtained (total ranging from 0 to 40), indicated greater resilience. Campbell-Sills and Stein (2007) reported an excellent internal consistency with Cronbach's alpha of .85. Further, the CD-RISC-10 appeared to have an excellent test-retest reliability of .90, across two weeks (Wang, Shi, Zhang, & Zhang, 2010).

CHAPTER VI

RESULTS

A. Sample Characteristics and Demographics

The inclusion criteria for participating in the study was that the participant must be: (1) an undergraduate student at AUB, (2) Lebanese, and (3) between the ages of 18 to 23. A total of 302 Psychology students completed the online questionnaire. The

number of participants exceeded the initial number of recruitment intended, which was 300, due to the lack of control over the participants filling the survey simultaneously. Upon expiring the data collection process, IRB were contacted and informed about the two participants that exceeded the number of participants as per initial IRB approval. IRB agreed to include the two participants in data analysis, since they gave proper consent to participate. Of the 302 participants, four cases were omitted (case 69, 199, 296, 298) because they did not meet the age criterion and 10 cases were omitted since they did not meet the nationality criterion (case 21, 125, 129, 135, 175, 182, 196, 213, 216, and 243).

As per Tabachnick and Fidell (2013), the data from nine students (Case 60, 80, 100, 217, 231, 251, 254, 257, and 286) were excluded from the data set since they omitted four to five full scales, out of five scales in total, leaving the sample with a total of 279 participants. Additional cases were also deleted because they were found to be either univariate outliers, multivariate outliers, or both in the solution (Check section on “univariate and multivariate outliers”).

The final sample comprised 275 participants (155 females, 56.4%; 119 males, 43.3%) (See Table 1). The mean age of participants was 18.47 years ($SD=1.43$) with a range from 18 to 23 years. The participants were Lebanese (76%) and Lebanese with other nationalities (24%).

Table 1

Demographic Information of Participants

		N	%
Gender	Females	155	56.4
	Males	119	43.3

Age	18-20	268	97.4
	23-25	7	2.6
Nationality	Lebanese	209	76
	Lebanese + other Nationality	66	24

B. Preliminary Analysis

Prior to investigating the main hypotheses, preliminary analyses in the form of missing value analysis, screening for univariate and multivariate outliers, and normality analysis were carried out.

1. Missing Value Analysis.

As mentioned previously, the data from 14 students were excluded because they did not meet the inclusion criterion for either that of age or nationality. Also, the data from nine students were excluded because they omitted four to five full scales. Missing value analysis was conducted on the 279 participants. The missing value analysis revealed that all the variables had less than 5% missing values except for Parental Authority item 8 (5.7%), Parental Authority item 13 (7.2%), Parental Authority item 17 (6.8%), Resilience item 8 (5.7%), Positive and Negative Affect item 12 (5.7%), and Positive and Negative Affect item 14 (6.5%). Little's MCAR test was used in order to check whether the data were missing completely at random. The statistically significant result suggested that the pattern of missing data was not completely at random; therefore MCAR may not be implied. Further to test whether the data is missing randomly, six t-tests were run. The variables that had missing values above 5% (Parental Authority item 8, Parental Authority item 13, Parental Authority item 17, Resilience item 8, Positive and Negative Affect item 12, and Positive and Negative

Affect item 14) were re-coded into a dummy variable. The ranges of adequate values were coded into 1 and the missing values were coded into 0. Six independent samples t-test were run to compare each of the dummy variables to the outcome variable (Hope). The results showed that there were no significant differences on the outcome variable (Hope) between participants who had missing values and those who had no missing values. Participants who failed to respond to all the items were not statistically different from those who had complete responds, on the outcome variable hope.

2. Univariate and Multivariate Outliers.

Hope, Optimism, Resilience, Positive Affect, Negative Affect, Permissive Parenting Styles, Authoritative Parenting Styles, and Authoritarian Parenting Styles were examined for univariate and multivariate outliers.

Univariate outliers were examined via Z-scores, cases with standardized scores above ± 3.29 significance level were considered outliers. The analysis revealed that there were a total of 3 univariate outliers. One univariate outlier in each of the variables of Permissive (Case 148), Authoritative (Case 155) and Positive Affect (Case 155), with z-scores above ± 3.29 standard deviations.

Multivariate outliers were examined via Mahalanobis distances using SPSS SYNTAX, with $p < .001$ criterion. Hope was entered as the dependent variable, and optimism, resilience, positive affect, negative affect, permissive parenting styles, authoritative parenting styles, and authoritarian parenting styles were entered as independent variables. With degrees of freedom equal to 7, any case greater than $\chi^2 (7) = 32.39$, $p < 0.01$ would be a multivariate outlier according to the Chi square (χ^2) table. According to these criteria, case 155, 148, 146, and 48 were found to be multivariate outliers. Cases 48, 148, and 155 also happened to be univariate outliers. All 4 outliers

were removed from the data set to avoid data distortion. The sample size of the final sample of this study was $N=275$.

3. Normality.

Normality of the variables was tested by inspecting the z-scores for skewness and kurtosis, since the Kolmogorov-Smirnov test reports significant results from small deviations in large samples. Each of the z-skewness and the z-kurtosis were calculated by dividing skewness by standard error of skewness, and dividing kurtosis by the standard error of kurtosis, respectively.

The variables Authoritative parenting, Authoritarian parenting, Permissive parenting, Optimism, Positive Affect, Negative Affect, and Resilience had z-skewness and z-kurtosis scores below ± 3.29 significance level. The results obtained signify that these variables were normally distributed. The variable hope was negatively skewed with z-scores below ± 3.29 significance level. However, the absolute z-score for skewness for Hope was 3.56 indicating that the score deviate only slightly from a normal distribution. Given that this study requires a regression analysis which focuses mainly on the assumption that the normality of the residuals (errors) and Homoscedasticity are met, which in this cases they are (Check section on assumptions of regression), no transformation was done on the data set in order to preserve the integrity of the data as is.

C. Psychometrics

To test the hypothesis that hope is a two factor model (agency and pathway) in the Lebanese context, the factor structure of the Arabic version of the Adult Hope Scale was examined.

1. Arabic version of the Adult Hope Scale (Arabic AHS)

- a. Statistical assumptions.* According to Cattell (1978) (in MacCallum, Widaman, Zhang, & Hong, 1999, p84), the minimum acceptable criterion for performing a factor analysis is having 250 participants. The sample size in this study exceeds this criterion. Bartlett's test of sphericity was statistically significant, $\chi^2(28) = 796.46$, $p < .05$. The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) value, $KMO = .90$ was superb according to Field (2009), indicating that the data set is factorable. The determinant was greater than .00001 and no correlations between the items of the scale were above .8, therefore there was no multicollinearity and singularity among the variables.
- b. Factor structure.* Findings in the literature have repeatedly supported a two-factor structure of the Adult Dispositional scale. Hence, two factors were hypothesized to emerge in our own factor analysis of the Arabic version of this scale. A two-component factor analysis with principal component extraction and direct oblimin rotation was conducted on the eight items that are directly related to the scale (4 remaining items are distracters, thus not included in the analysis). The two components that emerged from this analysis were not in accordance to the hypothesized structure. A total of 62.43% of the variance was explained by the two extracted factors. Six items loaded on the first factor, while two items loaded on the second factor (See Pattern Matrix and Scree plot, Appendix E) The first factor had a very good reliability with a Cronbach's $\alpha = .86$, it included all four items that were theorized to measure agency and two items out of four items that were theorized to measure pathway. The second factor had a Cronbach's $\alpha = .63$; it included the remaining two items which were theorized to measure pathway.

D. Reliability Analysis

The internal consistency of each of the measures used in the present study was examined (See Table 2).

- 1. Adult Hope Scale (AHS).** The Arabic version of the Adult Hope Scale (AHS) had a Cronbach's alpha coefficient $\alpha = .87$.
- 2. Revised Life Orientation Scale (LOT-R).** The Arabic version of the Revised Life Orientation scale (LOT-R) had a Cronbach's alpha coefficient $\alpha = .62$.
- 3. Positive and Negative Affect Schedule (PANAS).** The two sub-scales of the Arabic version of the PANAS, Positive Affect and Negative Affect, had Cronbach's alpha coefficient $\alpha = .79$ and $\alpha = .81$, respectively. Positive affect scores were not correlated with negative affect scores ($r = -.02, ns$).
- 4. Parental Authority Questionnaire (PAQ).** The Authoritative and the Authoritarian parenting style sub-scales of the Arabic version of the PAQ had a Cronbach's alpha coefficient $\alpha = .84$ and $\alpha = .82$, respectively. The third subscale of the Arabic version of the PAQ, permissive parenting style, had a Cronbach's alpha coefficient of $\alpha = .64$. Authoritative parenting styles scores were negatively correlated with authoritative parenting styles ($r = -.43, p < .001$) and not correlated with permissive parenting styles ($r = .08, ns$). Permissive parenting styles and Authoritarian parenting styles were not correlated ($r = .01, ns$).
- 5. Connor-Davidson Resilience Scale (CDRISC-10).** The Arabic version of the Connor-Davidson Resilience Scale (CDRISC-10) had a Cronbach's alpha coefficient $\alpha = .83$.

Table 2

Reliability Analyses of the Scales

Scale	Cronbach's α
Adult Hope Scale	.87
Revised Life Orientation Scale	.62
Positive Affect	.79
Negative Affect	.81
Authoritative Parenting Style	.84
Authoritarian Parenting Style	.82
Permissive Parenting Style	.64
Connor-Davidson Resilience Scale	.83

E. Scale Descriptives

Table 3 below shows the means and standard deviations of the variables for the Total Sample.

Table 3

Scale Descriptive

	Mean	Std. Deviation
Hope	47.58	8.42
Life Orientation	13.34	3.54
Positive Affect	34.81	5.68
Negative Affect	25.84	7.13
Resilience	26.13	6.08
Authoritative Parenting Styles	36.99	5.80

Permissive Parenting Styles	28.19	4.63
Authoritarian Parenting Styles	25.20	6.52

Concerning the outcome variable Hope in this particular sample, participants reported having high levels of Hope ($M=47.58$, $SD= 8.42$). The mean of the Life Orientation Scale ($M=13.34$, $SD=3.54$), in which the total composite score can range from 0 to 24, was slightly above average, indicating that participants in this sample tended to be slightly more optimistic than pessimistic. Concerning Affect, participants reported experiencing more positive emotions ($M=34.81$, $SD=5.68$), than negative emotions ($M=25.84$, $SD=7.13$), $t(235) = 14.95$, $p < .0001$.

When looking at resilience, participants in this sample reported having moderate to high levels of resilience ($M=26.13$, $SD=6.08$).

Concerning perceived parenting styles, participants in this study perceived their parents to be significantly more authoritative ($M=36.99$, $SD=5.80$), than permissive ($M=28.19$, $SD= 4.63$) or authoritarian ($M=25.20$, $SD= 6.52$). When comparing the means of authoritative, permissive, and authoritarian parenting styles obtained in this study to the means reported in a study (Saleh & Kazarian, 2015) that measured perceived parenting styles in an undergraduate AUB sample, the mean of all three parenting styles authoritative, permissive, and authoritarian were extremely close ($M=37.22, SD=5.97$; $M=28.53$, $SD=5.59$; $M=24.59$, $SD=6.45$ respectively; (Saleh & Kazarian, 2015) and in the same order. This indicates that participant's scores on perception of their parent's parenting styles compared across samples.

F. Correlations

1. Hypotheses Testing

Pearson correlations were used to test the hypotheses of the study. These findings are reported in Table 4.

Table 4

Pearson's Correlation Between Outcome Variable (Hope) and Independent Variables

	Hope
Hope	1.00
Life Orientation	.39***
Positive Affect	.50***
Negative Affect	-.22**
Authoritative	.36***
Authoritarian	-.11
Permissive	.12
Resilience	.56***

***. Correlation is significant at the 0.001 level (2-tailed).

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

It was hypothesized that there will be a low to moderate positive correlation between hope and optimism. As seen in Table 4, hope had a positive medium sized relationship, $r=.39$, $p<.001$, indicating that as hypothesized, higher hope scores were associated with higher optimism scores.

It was also hypothesized that Hope will have a low to moderate positive correlation with positive affect. As seen in Table 4, Hope had a strong positive relationship, $r=.50$, $p<.001$ with positive affect, indicating that higher hope scores were associated with the reporting of higher positive feelings. This finding suggests that hope is more strongly correlated with positive affect than hypothesized.

Hypothesis four stated that there will low to moderate negative relationship between hope and negative affect. Table 4 shows that hope had a negative small

relationship, $r=-.22$, $p<.01$ with negative affect, indicating that the more participants reported having negative feelings, the less they were likely to report having high hopes. This finding supports hypothesis four.

It was also hypothesized (Hypothesis 5, 6, 7) that Hope will have a positive correlation with authoritative parenting styles, and a negative correlation with each of authoritarian parenting and permissive parenting, Hope had a positive medium sized relationship with authoritative parenting, $r=.36$, $p<.001$, indicating that the more participants reported perceiving their parents as authoritative, the more they reported having high hopes. This finding supports hypothesis five. Moreover, both the relationship of hope with each of authoritarian and permissive parenting was non-significant. These findings show that hypotheses six and seven were both not met.

Finally, it was hypothesized that Hope will have a positive relationship with resilience. Table 4 showed that Hope had a strong positive relationship with resilience, $r=.56$, $p<.001$, indicating that the more participants reported experiencing resilience, the more they were to report experiencing hope. This finding supports hypothesis nine.

G. Regression Analysis: Predictors of Hope

Forward multiple regression was carried to examine which variables would significantly predict Hope. The dependent variable was hope, while the predictor variables were authoritative parenting, authoritarian parenting, permissive parenting, positive affect, negative affect, optimism, and resilience.

1. Influential cases. The presence of influential cases was examined through Cook's Distances. According to Field (2013), Cook's distance measures the full influence of a case on the model as a whole. Cases are considered influential cases if their Cook's distance is above 1. An examination of the Cook's distance in the current

analysis, which ranged between .00 and .08, indicated that no influential cases were present in the data.

- 2. Assumptions of regression.** Before performing the regression analysis, the data was assessed to check its suitability for regression.
 - a. Variable type.** All variables were scale variables.
 - b. Ratio of cases to IVs.** Tabachnick and Fidell (2013) recommend a “rule of thumb” which states that for a medium size relationship between predictors and the dependent variable, the sample size must be greater than $(50 + 8m)$ where m is the number of predictors. However, if we are testing for individual predictors, the sample size must be greater than $(104 + m)$. This analysis includes 7 independent predictors, with a sample size of $N = 275$, thus both sample size requirements are met.
 - c. Normality of predictors and outcome variable.** The variables optimism, parenting styles (permissive, authoritarian, and authoritative parenting styles), positive affect, negative affect, and resilience were normally distributed. The variable Hope was slightly deviated from a normal distribution, appearing to be negatively skewed (Refer to section on Normality). However, since both assumptions of independence of errors and homoscedasticity (Check assumptions (f) and (g) further in this section) were met, no transformation of the variable of hope was made.
 - d. Assumption of no Multicollinearity.** Examination of the zero order correlation of the predictors could help obtain a preliminary indication of whether multicollinearity is evident among the variables. In this analysis no correlation was found to be above .8, which if present would be a concern. For further insurance, Variance Inflation Factor (VIF) coefficients were examined to check whether any

value was above 10 which is problematic. In this analysis no VIF values were above 10, indicating the absence of multicollinearity is met.

- e. **Normality of residuals.** The assumption of normality of the residuals of the outcome variable Hope was evaluated via the histogram (Check Figure 2, Appendix F). The histogram had a bell shaped curve which indicates that the distribution of residuals is not significantly different from that of a normal distribution; therefore the assumption of normality of residuals was met.
 - f. **Independence of errors.** The assumption of independence of errors was tested using Durbin Watson statistic which ranges from 0 to 4. This statistic is considered to have a good value if it is near 2. In the current analysis, the Durbin Watson value was 1.86 which is really close to the good value of 2, therefore the assumption was met for the independence of error.
 - g. **Homoscedasticity of regression slopes.** The residuals scatter plot (ZRESID vs ZPRED) was examined to test for the assumption of homoscedasticity. In this analysis, the residuals scatter plot showed an even scattering around all scores and the points do not appear to funnel out in any way, meaning the assumption of homoscedasticity was met (See figure 3, Appendix G).
- 3. Multiple Regression.** When the forward method was used resilience, authoritative parenting style, positive affect and negative affect were added as predictors while optimism, authoritarian parenting styles, permissive parenting styles were excluded.

The first model that included the variable resilience was significant with $F(1,170)=82.98, p< .001$. The second model that included the variables resilience and authoritative parenting style was significant with $F(1,169) =17.66, p< .001$. The third model that included the variables resilience, authoritative parenting styles, and

positive affect was also significant with $F(1,168) = 15.01, p < .001$. The fourth model that included resilience, authoritative parenting styles, positive affect, and negative affect was significant with $F(1, 167) = 5.06, p < .05$. These results indicate that each of the models was better than the mean at predicting the outcome variable.

Table 5

R, R Square, Adjusted R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.57	.33	.32	6.63	.33	82.98	1.00 170.00	.00
2	.63	.39	.38	6.33	.06	17.66	1.00 169.00	.00
3	.66	.44	.43	6.08	.05	15.01	1.00 168.00	.00
4	.68	.46	.45	6.01	.02	5.06	1.00 167.00	.03 1.86

Looking at Table 5, the variance explained by the first model was $R^2=0.33$, indicating that resilience alone accounted for 33% of the variability in Hope. When adding authoritative parenting styles to the model alongside resilience, the second model explained $R^2=0.39$, indicating resilience and authoritative parenting styles accounted for 39% of the variability in hope. This suggests that adding the variable authoritative parenting style into the regression equation increases the models ability to explain the variance in the outcome by 6%. When adding positive affect to the model alongside resilience and authoritative parenting style, the third model explained $R^2=0.44$, indicating that resilience, authoritative parenting styles, and positive affect accounted for 44% of the variability in hope. Adding the variable positive affect into the regression equation increases the models ability to explain the variance in the outcome by 10%. The variance explained by the final model was $R^2=0.46$, indicating that resilience, authoritative parenting styles, positive affect and negative affect accounted

for 46% of the variability in Hope. Adding negative affect into the regression equation increases the models ability to explain the variance in the outcome by 13%.

The adjusted R square for the fourth model was $R^2=0.45$, indicating that the final regression model explained 45% of the variance of the outcome variable Hope, at the level of the population. When moving from the sample to the population, the shrinkage $\Delta R^2 = 1\%$, indicating that the model would generalize well to the population.

Table 6

Regression Parameters

Model	Standardized Coefficients Beta	Sig.
1 (Constant)		.00
Resilience	.57	.00
(Constant)		.00
2 Resilience	.52	.00
Authoritative	.26	.00
(Constant)		.05
3 Resilience	.38	.00
Authoritative	.25	.00
Positive Affect	.26	.00
(Constant)		.00
4 Resilience	.34	.00
Authoritative	.22	.00
Positive Affect	.28	.00
Negative Affect	-.14	.03

Looking at the beta coefficients in Table 6, in the final model, resilience was the strongest significant positive predictor of hope, $\beta= 0.34$ ($p<0.001$), suggesting that people who reported higher levels of resilience also reported higher levels of hope.

Positive affect was the second strongest positive predictor of hope, $\beta= 0.28$, ($p<0.001$), suggesting that people who reported having high levels of positive affect also reported higher levels of hope.

The third strongest significant positive predictor of hope was authoritative parenting styles, $\beta = 0.22$ ($p < 0.001$), suggesting that people who reported having parents with authoritative parenting styles also reported higher levels of hope.

The fourth strongest negative significant predictor of hope was negative affect, $\beta = -0.14$, ($p < 0.05$), indicating that people who reported high levels of negative affect reported lower levels of hope.

The strongest predictors of hope, resilience, positive affect, and authoritative parenting styles were almost two to three times stronger than negative affect, which was the weakest predictor.

CHAPTER VII

DISCUSSION

The aim of this research study was to determine whether Snyder's (2000) hope model, which splits hope into two factors (agency and pathways), applies in a sample of Lebanese youth. This aim was viewed as important because research on hope is not available in the Arab world, despite the increased interest in positive psychology literature in the region. To enhance the understanding of the construct of hope, this study attempted to investigate the discrimination, correlates, and predictors of hope. The study compared hope to optimism and positive and negative affect. The predictors that were examined were parenting styles, resilience, and positive and negative affect.

A. Factor Structure of Hope Scale

The results of this study on factor analysis showed that the translated Arabic version of Snyder's Adult Hope Scale does not replicate completely to Snyder's (2000) conceptualization of Hope which splits hope into two factors: agency and pathways. According to Snyder (2000), pathway thoughts represent an individual's ability to

create functional routes which lead to goal achievement, while agency thoughts are the goal-directed energy which motivate individuals to implement the pathways generated. In the present study, the factor analysis evidenced a two factor structure, yet with different item loadings than the theorized factor. The first factor included six out of the eight items of the scale (items 2, 6, 8, 9, 10, 12), four of which represented all the agency items (items 2, 9, 10, 12) and two items representing pathway (items 6 and 8). The second factor included only two items representing pathway items (items 1 and 3). The first factor included items that portray a more personal theme, in which the motivation and goals are viewed in the light of the individual “myself, my goals, important to me, my future”. On the other hand, the second factor included items that had a general external theme which was not directly related to the individual themselves “any problem, out of a jam”. The discrepancy between how reliable each of the factors was (factor one being very reliable while factor two was on the verge of acceptable reliability) can be linked to the difference in the number of items loading on each factor. The different factor structure obtained highlights cultural specificity and the need for further replication.

One possible explanation for obtaining a factor structure different from what was hypothesized is that the items representing pathways were not culturally sensitive. It might be that for Lebanese youth, pathway means more than repeatedly creating routes which lead to accomplishing a goal. Lebanese youth are part of a collective society, in which parents play a significant role in determining their children’s choices and decisions. It is probable that production of routes to reach goals is not only individualistic but also collective in nature, in which parents assist their youth in coming up with alternative ways to achieve their goals.

Another explanation might be that the process of independently coming up with ways to get to a goal might be intangible for Lebanese youth. One reason why it might be intangible is because parents play a significant role in determining their children's pathways to success. Unlike in the West, Lebanese youth who stay financially dependent on their parents until they graduate from university, are often forced to comply with their parent's choice of career path due to the lack of independence. Another reason might be the political situation in Lebanon which limits Lebanese youth's ability to create pathways to achieve their goals, due to the many conflicts and minimal opportunities for growth. In accordance to such possibilities, hope for Lebanese youth becomes more focused on the motivation to execute (agency) the pathways which their parents or the political situation implement, rather than the pathways that they create independently.

Another possible explanation for the overlap between agency items and the pathway items could be that Lebanese youth view that the possibility of solving an obstacle and getting what one wants in life, is in itself, a motivation (agency) for them to implement pathways to get to their goals. Unlike Snyder's (2000) conceptualization which distinguished pathways thoughts as being cognitive abilities to generate potential routes to achieve goals, findings of this study could indicate a possible "motivational/agency" element, resulting from simply having the flexibility of thinking of these potential routes.

B. Discriminative Validity of Hope

Another aim of the study was to assess the discriminant validity of hope, by comparing it to optimism and positive and negative affect. The reliability analysis of this study revealed that the Arabic version of the optimism scale had a low reliability

($r=.62$). Despite this disadvantage, the results of this study revealed that hope was significantly positively correlated with optimism, indicating that individuals who are more hopeful tend to be more optimistic or alternatively optimistic people also tend to be hopeful. Further, results of the regression analysis showed that optimism was not a significant predictor of hope. As scales, despite the stronger than expected positive correlation, hope and optimism overlap conceptually yet are two distinct constructs (less than perfect correlation). This finding is consistent with Wong and Lim (2009) and Bryant and Cvenegros (2004) who highlighted the common aspect between hope and optimism as looking forward for good in the future, yet differing because hope touches on specific goal achievement. The element of working towards achieving a goal is not found in the construct of optimism, this could possibly explain the inability of optimism to predict hope. Possibly, Lebanese youth who reported having high hope also reported having high optimism because of their general expectancy that positive opportunities will come towards them. However, the generalized expectancy that good will happen in the future was not enough to predict hope for Lebanese youth, highlighting that working to achieve a goal is part of hope for Lebanese youth. This could be due to the category of the participants being undergraduate students, who mostly represent individuals who know that they need to study and work hard at university in order to be able to accomplish the goals they set for themselves.

According to Snyder (2002), the theory of optimism (Scheier & Carver, 1985) focuses mostly on agency thoughts, while the hope theory highlights agency and pathways as equally important. Knowing this, along with the present findings on the factor structure of the hope scale which loaded factors mostly on agency rather than pathways, it is surprising that the construct of hope and optimism actually appeared to

be distinct in this study. These findings highlight the importance of creating and adding culturally relevant items that represent pathway items (goal pursuing), in order to understand more fully the possible role of pathways in discriminating between hope and optimism.

Further, the Arabic version of the positive and negative affect scales had high reliabilities ($r=.79$, $r=.81$; respectively). Findings of this study revealed that hope was significantly strongly positively correlated with positive affect, and significantly weakly negatively correlated with negative affect. This finding is similar to the findings of the study done on Turkish university students (Demirli, Turkmen, & Arik, 2014) which found hope to be positively correlated with positive affect and the thriving of individuals to achieve their goals, and negatively correlated with an individual's negative affect. Further, it is also similar to Snyder's (2002) perception that positive emotions are products of successful goal pursuits, while negative emotions are products of unsuccessful goal pursuits.

The higher than expected correlation between hope and each of positive and negative affect makes it hard to distinguish between the constructs of hope and affect, thus various explanations might be probable. One explanation can be that Lebanese youth who succeed at accomplishing their goals feel happy, satisfied, and confident, while those who are unsuccessful at attaining their goal feel sad, depressed, and anxious. A common accomplished goal that all participants in this sample share is being accepted into AUB, which is regarded as the toughest Lebanese university to be accepted in. Knowing that Lebanese youth have previously achieved a substantial goal, such as being accepted to AUB, it is possible that they are more likely to experience positive emotions that encourage them to further pursue new goals; while individuals

who have not been able to successfully achieve past goals, are more likely to experience negative emotions that can jeopardize future goal achievements. A third explanation can be that Lebanese youth who portray a general bundle of positive emotions such as confidence, engagement, and happiness are more inclined to be active and driven to engage in goal pursuit. While individuals who convey negative emotions such as lack of motivation and sadness, are less inclined to pursue their goals due to the general negative attitude that blocks goal achievement.

C. Correlates and Predictors of Hope

Looking solely at the correlation between Hope and affect is not enough to draw conclusions on whether hope and affect are distinct construct, and if yes, what distinguishes them apart. The correlational analysis does not supply enough statistical data that helps clarify the directional relationship that exists between Hope and positive and negative affect. To further understand the relationship between hope and affect, the regression analysis revealed that both positive and negative affect were also significant predictors of hope.

These findings are consistent with past literature that viewed that positive affect, such as feeling confident and driven, motivates individuals to engage in goal directed behaviors (Watson et al., 1991); while negative affect, such as feeling depressed, diminishes the interest in goal pursuit (Tomarken & Keener, 1998). One probable explanation is that the overlap between hope and affect lies in agency, which represents the motivational factor. Similar to agency which is the energy and motivation that pushes individuals to continue through the routes to achieve their goals, positive emotions also play a role in fueling the energy to keep on moving towards goal achievement. However, what differentiates hope from affect is the cognitive part which

is present in hope yet absent from emotions. The cognitive aspect of hope lies in the pathway factor, defined as thinking about routes to achieve goals. Snyder (2002) proposed that an individual's perception regarding their accomplishment of goals is what influences the resulting emotions, rather than the conceptualization that hope is only an emotion (Farina, Heath, & Popovich, 1995). Knowing this, highlights that it is the goal directed thinking, rather than the emotional aspect, that drives individuals to consequent goal pursuit (Snyder, Cheavens, & Michael, 1999).

It seems that experiencing positive emotions (e.g.: happy, interested, or determined) enhanced Lebanese student's motivation (agency) to continue to achieve (pathways) their goals. Another possible explanation is that positive and negative affect are potential pre-requisites of hope rather than the same construct, in a way where affect increases the probability that an individual engages in the process of goal achievement.

The Arabic version of the resilience scale had high reliability with $r = .83$. The findings of the study that showed resilience as the strongest predictor of hope supports past literature by Ungar (2012) who regarded resilience as positive growth and change that helps individuals to overcome obstacles, while preserving a chance to heal and gain hope. Further, this finding is congruent with Eggerman and Panter-Brick' (2010) study that found that the foundation of hope for Afghan people is due to perseverance of long-held cultural values which helps them remain resilient against adversity. It is interesting to note that Eggerman and Panter-Brick' (2010) findings which showed that Afghan people convey religious beliefs, despite no resolutions for their problems, is familiar for Lebanese individuals. Lebanon is characterized as a spiritual country, which encompasses different religions and sects. Regardless of their religions, Lebanese people tend to value and uphold their religious beliefs. Given the political unstable

situation in Lebanon which lacks solutions and is rather full of obstacles and unresolved issues, it was surprising that participants in the sample turned out to be hopeful. Possibly, just like for Afghan people (Eggerman&Panter-Bricks, 2010), powerlessness and lack of stability, resolutions, and safety for Lebanese, does not necessarily reflect hopelessness. The strongly held religious values of Lebanese people, and their faith in God's mercy and will, might have been what kept their hopes high, despite the crisis in their country.

Since both resilience and positive affect are significant predictors of hope, a possible directional relationship might apply. It is probable that resilience mediates the relationship between positive affect and hope. It might be that positive affect in Lebanese youth increases an individual's belief that obstacles can be conquered (resilience) which, in turn, fuels hope. On the other hand, it might be that affect mediates the relationship between resilience and hope. It is possible that past experiences of resilience and overcoming crises charges individuals with positive emotions and motivation, which fuels hope.

The Arabic version of the Authoritative and Authoritarian parenting styles scales had high reliability with $r=.84$ and $r=.82$, respectively. However, the reliability of the Arabic version of the Permissive parenting style scale was on the verge of acceptability with $r=.64$. The findings of the study showed that authoritarian and permissive parenting styles were not significantly negatively correlated with hope (refutes hypothesis 6 and 7). However, further findings of the study showed that authoritative parenting styles predicted hope. This finding supports past literature (Heaven & Ciarrochi, 2008) that found authoritative parenting style at baseline to be correlated with high hopes across four years. These findings show that Lebanese youth with

parents who are supportive, responsive, and yet assertive, are more likely to be motivated to achieve their goals. Unlike the west, Lebanese parents play a crucial role in the lives of their youth who remain dependent on their parents until graduation or even marriage. Even though the goals of Lebanese youth might or might not be individualistic in nature, however, the motivation to reach and achieve the goal may be fueled by the collective effort that includes parents as well.

One possible explanation why authoritative parenting predicted hope in Lebanese youth, while authoritarian and permissive parenting were not related to hope, may be due to the fact that one learns pathway and agency thinking across the course of childhood (Snyder, 2002). Knowing this, individuals with authoritarian and permissive parents may have either not been taught to think in the manner of hope or they may be prohibited to engage in such hopeful thinking (Snyder, 2002).

A probable relation might be that affect mediates the relationship between parenting styles and hope. It might be possible that authoritative parents supply their offspring with a bundle of positive emotions which helps fuel them with hope. Another possible relationship might be that authoritative parents supply their children with positive emotions and the knowledge that crisis and obstacles can be overcome (resilience), which in turn helps youth persist through the routes of goal achievement.

D. Implications of the Findings

Given the findings of the present study, refining the structure of the Arabic version of the Adult Hope Scale and making it culturally relevant to the Lebanese context is promising. It might be a good idea for mental-health campaigns in Lebanon to educate the public about hope and resilience. Learning about the relationships between hope, resilience, and positive affect can shed the light on how individuals can remain

achieving and goal oriented, despite the traumatic, problematic, and hopeless situations they are exposed to on a daily basis due to the political and economical status in Lebanon. By highlighting and focusing on positive psychological qualities, Lebanese might be able to sustain the hard conditions they undergo and might be further able to pursue their personal goals, despite all the obstacles they are faced with.

Furthermore, the findings of this study shed the light on how parenting styles, specifically authoritative parenting, predicts hope. Therefore, if the findings are replicated it would be beneficial to educate parents and society about the importance of maintaining a healthy relationship with children, in order to promote positive psychological qualities such as hope in their offspring.

E. Limitations

Despite some of the significant findings that this study revealed, several limitations should be discussed. One of the most important limitations of the study was the use of measurement tools developed originally in the west, to assess variables in Lebanon. While the reliabilities of the Arabic version of the Hope scale, Resilience Scale, Positive affect and Negative Affect scales, Authoritative and Authoritarian parenting styles scales were very good, however, the Arabic version of the Optimism scale and the Permissive parenting style scale were on the verge of being acceptable. Although results of this study are good for research purposes, yet the ability to generalize and apply the results is jeopardized. Further, the only factor structure assessed was the translated Adult Hope scale which was less than ideal when compared to the original measure. Knowing this, the factor structures of the rest of the Arabic measures need to be assessed thoroughly as well.

Another limitation of this study is its dependence on self-report measures which are subject to demand characteristics and socially desirable responding. Even though students are ensured anonymity and confidentiality, participants might be tempted to positively represent themselves in ways they might feel more protected and less exposed. All these factors might lead to a change in their responding pattern, which in turn leads to distortion of the collected data.

Another limitation was the relatively high amount of missing values; in which students skipped full scales (even skipped four to five scales out of five). This limitation might be due to the relatively long battery of questions which were in Arabic. Participants might have experienced fatigue and boredom, which de-motivated them to complete the questionnaire fully. Further, participants might have been uninterested in completing the questionnaire genuinely, but rather rushing through the battery of questions in order to receive the extra credit. Further, the nature of the lime survey program saves any attempt of filling a survey, even if some have not intended to complete the survey. Further, once the survey was expired (participants were no longer able to access it) students were unable to finish the surveys they had already started, which lead to a half filled survey. As a result, it is hard to distinguish the exact reason why there was such a high number of missing data.

Furthermore, data was only collected via a sample recruited only from the American University of Beirut, which represents individuals coming from a higher level of westernization and socioeconomical level when compared to the Lebanese population in general. As a result, the results obtained in this study might not be representative of all Lebanese university students nor the Lebanese general population.

Possibly, if the study had recruited participants from different universities across Lebanon, the findings and conclusions might have varied.

A final limitation of this study is the reliance on a non-experimental research design which only allowed the researcher to understand correlation and prediction relationships between the variables. According to Christensen, Johnson, and Turner (2011), regression and correlational analysis can aid in understanding the predictive relationship between variable, however, causation inferences cannot be generated.

F. Future Directions

In accordance to the findings reported previously, several recommendations can be made for future research. One recommendation is to further explore and refine the factor structure of the Arabic version of the Adult Hope Scale used in this study, by adding more culturally relevant items that represent each of agency and pathways more accurately. It is important to understand each of the factors thoroughly in order to further discriminate hope from other similar constructs.

Another recommendation is to expand recruitment across different universities and even to the general public to explore hope on a larger scale that is more representative of the Lebanese population as a whole.

Also, this study helped enhance knowledge on the correlates, discriminators, and predictors of hope. Future research can investigate positive and negative affect as a mediator between resilience and hope, or even resilience as a possible mediator between affect and hope. Positive affect or positive affect and resilience together can also be examined as mediators between parenting styles and hope.

Further, future research can investigate whether new variables such as strength of religious beliefs play a role in predicting resilience which might lead to hope. Also,

future research can possibly look at self-esteem as a possible mediator between parenting styles and hope. Future research can also examine academic achievement in relation to hope in university youth.

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Appendices

Appendix A

Announcement of the Research Study

Hope, Parenting Styles, and Resilience in Lebanese University Youth

Dear Students,

The purpose of this study is to observe how **hope** applies to a Lebanese context and whether it is distinguishable from other similar constructs. The outcomes of this study may help us better understand whether parenting styles and resilience predict an individual's hope.

You are invited to participate in this study by filling out an online Arabic survey. Filling the survey will take approximately 15-20 minutes.

To participate, you must be between 18 and 23 years of age, you must be Lebanese and you must be able to read and understand Arabic.

If you wish to participate, please go to the doodle link below. Upon clicking, you will be asked to carefully read a consent form. If you agree to the terms provided in the consent form, you will then be asked to fill the survey. **To ensure the anonymity of your participation, you will not be required to provide your name throughout the process.**

<doodle link will be inserted here>

To thank you for your participation in the study, you will receive one extra point for your final Psychology 201 grade upon filling the survey. You will receive a code to relay to your instructor so you could earn the **extra credit**.

If you do not wish to participate in this study, you can earn extra credit by participating in other research studies, or by writing a brief report on an article in a psychological journal.

Primary Investigator: Dr. Shahe Kazarian, Professor of Psychology Tel: +961 1 350000 ext 4529 Email: sk29@aub.edu.lb Office: Jesup 103A, American University of Beirut, Lebanon	Co-Investigator: Ms. Remy Elias, Graduate Student Tel: +961 70 866004 Email: rre14@aub.edu.lb
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Appendix B

Informed Consent

نموذج الموافقة المستنيرة للطلاب المسجلين في مادة علم النفس 201 (PSYC 201)



نموذج الموافقة للمشاركين في مشروع بحثي

عنوان البحث: الآمال والأساليب التربوية والمرونة لدى شباب الجامعات اللبنانية
الباحث: الدكتور شاهيه كازاريان
مساعد الباحث: الأناسة ريمي ر. الياس
العنوان: الجامعة الأميركية في بيروت (AUB)
جيسوب 103 أ
رقم الهاتف: 01350000 - الرقم الداخلي (4529)
البريد الإلكتروني: sk29@aub.edu.lb

حضرة المشترك الكريم،

إننا نرغب في دعوتك وتشجيعك على المشاركة كمتطوع في مشروع بحثي يتم إجراؤه في حرم الجامعة الأميركية في بيروت ويهدف إلى دراسة العلاقة التي تربط بين الآمال والأساليب التربوية والمرونة على عينة من طلاب الجامعة الأميركية في بيروت. وبغية المشاركة في هذه الدراسة يجب أن تكون (1) لبنانيًا، (2) ما بين 18 و 23 من العمر، (3) تستطيع قراءة اللغة العربية وفهمها.

سيُطلب منك بصفتك مشارك في هذا البحث أن تقرّاً نموذج الموافقة وتجاوب على الأسئلة. نرجو منك أن تأخذ وقتك لقراءة الأسئلة بتمعن والتفكير مليًا بكلّ سؤال. ولا تقلق بشأن إجابتك، إذ لا توجد إجابات صحيحة وأخرى خاطئة، وغالبًا ما يكون الانطباع أو التفاعل الأول مع المعلومة هو الأدق، لذلك فكر فقط بالإجابة التي تعبر أكثر عن آرائك أو مشاعرك الصادقة.

سنقوم باستقطاب 300 طالب من الجامعة الأميركية في بيروت من بينهم الطلاب المسجلين في المادة التعليمية "مقدمة في علم النفس" (PSYC 201) وطلاب آخرين في حرم الجامعة وسنطلب منهم ملء الاستبيان. وسنستخدم البيانات التي تم استقائها لاحقًا في الأبحاث والعروض الأكاديمية.

سنتعامل مع كافة المعلومات التي جمعناها بسريّة تامّة ولن يُسمح لأيّ أحد للوصول إليها باستثناء الباحث ومساعدته. وسيتم رصد السجلات و يمكن مراجعتها دون انتهاك السرية. ولضمان عدم الكشف عن هويّة المشاركين، لن يتم تسجيل البيانات الشخصية المباشرة مثل الأسماء أو التوقعات. وكون هذه البيانات لا تحمل أي أسماء فلن تحصل مشاكل تتعلق بتسريب أي معلومات سرية.

سيتم تخزين جميع البيانات التي جمعناها في هذه الدراسة بشكل آمن. كما سيتم تخزين البيانات الإلكترونية على جهاز كمبيوتر محمي بكلمة مرور، في حين سيتم الاحتفاظ بالبيانات المطبوعة في خزانة مغلقة في مكتب معاون الأبحاث لمدة ثلاث سنوات وبعد ذلك سيتم إتلافها. من المتوقع، أن تستغرق إجابتك من 15 إلى 20 دقيقة.

نودّ تذكيرك بأنّ مشاركتك هي اختياريّة، لذا يحقّ لك أن ترفض. رفض المشاركة لا ينطوي على أي خسارة للمنافع. وفي حال وافقت، يحقّ لك الانسحاب من الدراسة أو تعليق مشاركتك في أي وقت من دون تقديم مبرّرات ولن تترتّب عليك أي عقوبات. ولن يؤثر رفضك في المشاركة في هذه الدراسة بأي شكل من الأشكال على علاقتك بالجامعة الأميركية في بيروت.

من الممكن أن يتضمّن هذا الاستطلاع أسئلة حرجة قد تسبّب لك الانزعاج أو الارتباك أو الألم. في هذا الصّدّد، نودّ اعلامك بأنّ حرم الجامعة الأميركية في بيروت يحتوي على مركز للإرشاد النفسي الذي يقدّم خدمات استشارية مجانية للطلاب. يمكنك الاتصال بمركز الإرشاد النفسي على رقم الهاتف 01350000 ، والرقم الداخلي (3196). ستساعد نتائج هذه الدراسة الباحثين على تكوين فهم أفضل للأمل والأساليب التربوية والمرونة وعلاقتها بشريحة من طلاب الجامعة الأميركية في بيروت كما ستساهم في إثراء المؤلفات الأدبية عن الأمل وعلم النفس الإيجابي. نودّ التّنوّه أيضاً إلى أنّه سيتمّ منحك علامة إضافية على علامتك النهائية في المادّة التعليمية (PSYC 201). وفي حال لم ترغب في المشاركة في هذه الدراسة، سنقدّم إليك بديل آخر ألا وهو كتابة تقرير موجز عن مقالة في إحدى المجالات التي تُعنى بعلم النفس من أجل الحصول على علامة 1% تُضاف على علامتك النهائية في هذه المادّة التعليمية.

في حال لم ترغب بالإجابة عن أسئلة معيّنة في أي وقت ولأي سبب كان، فلديك كامل الحرية بالامتناع عن الإجابة عن هذه الأسئلة. وإن لم ترغب أيضاً في الاستمرار بالمشاركة يمكنك بكلّ بساطة أن تنسحب في أي وقت ومن دون تقديم أي مبرر، ولن تُفرض عليك أي عقوبات بسبب قرارك بالانسحاب.

إن كانت لديك أي أسئلة أو مخاوف أو شكاوى حول هذا البحث أو إن كنت مهتمّاً بمعرفة نتيجة الدراسة، يمكنك التّواصل مع الدكتور شاهيه كازاريان عبر البريد الإلكتروني: sk29@aub.edu.lb أو الهاتف: +9611350000 ، رقم داخلي (4529) أو مع الأنسة ريمي ر. الياس عبر البريد الإلكتروني: rre14@aub.edu.lb

إن كانت لديك أي مخاوف أو شكاوى أو أسئلة عامّة حول البحث أو حقوقك كمشارك، يمكنك أن تتواصل مع مجلس المراجعة المؤسسية للعلوم الاجتماعية والسلوكية (SBSIRB) في الجامعة الأميركية في بيروت على الرقم: 01350000 ، رقم داخلي (5445) أو (5454) أو عبر البريد الإلكتروني: irb@aub.edu.lb

إن كنت توافق على التعليمات المذكورة أعلاه وترغب في المشاركة بهذه الدراسة، نرجو منك وضع علامة في المربع المبين أدناه:



التاريخ والوقت:

شكراً على حسن تعاونك

Appendix C

Demographics Sheet

البيانات الديموغرافية

عمر المشارك: _____

جنس: ذكر أنثى

الجنسية: لبناني لبناني + جنسية أخرى غير لبناني

Appendix D

Instruments

Arabic Version of the Adult Hope Scale (AHS)

مقياس الأمل للبالغين

التعليمات: إقرأ (ي) كل بند بعناية. باستخدام المقياس المبين أدناه، يرجى تحديد الرقم الذي يُعبر عنك (ي) وضع (ي) هذا الرقم في الفراغ أدناه.

خطأ =1 بالتأكيد	خطأ =2 في الغالب	خطأ =3 إلى حد ما	خطأ =4 قليلاً	صحيح =5 قليلاً	صحيح =6 إلى حد ما	صحيح =7 في الغالب	صحيح =8 بالتأكيد
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خطأ بالتأكيد	خطأ في الغالب	خطأ إلى حد ما	خطأ قليلاً	صحيح إلى حد ما	صحيح في الغالب	صحيح بالتأكيد		
1	2	3	4	5	6	7	8	1 أستطيع أن أفكر في العديد من الطرق للخروج من الضغط
1	2	3	4	5	6	7	8	2 أنا أتابع أهدافي بنشاط
1	2	3	4	5	6	7	8	3 أشعر بالتعب معظم الوقت
1	2	3	4	5	6	7	8	4 هناك الكثير من الطرق حول أي مشكلة
1	2	3	4	5	6	7	8	5 أنا أسقط بسهولة في أي نقاش
1	2	3	4	5	6	7	8	6 أستطيع أن أفكر في طرق عديدة للحصول على الأشياء المهمة بالنسبة لي في الحياة
1	2	3	4	5	6	7	8	7 أنا قلق حول صحتي

صحيح بالتأكيد	صحيح في الغالب	صحيح إلى حد ما	صحيح قليلا	خطأ قليلا	خطأ إلى حد ما	خطأ في الغالب	خطأ بالتأكيد		
8	7	6	5	4	3	2	1	حتى عندما يشعر الآخرون بالإحباط، أنا أعلم أنه يمكنني أن أجد طريقة لحل المشكلة	8
8	7	6	5	4	3	2	1	تجاربي في الماضي قد أعدتني بشكل جيد لمواجهة المستقبل	9
8	7	6	5	4	3	2	1	لقد كنت ناجحا جدا في الحياة	10
8	7	6	5	4	3	2	1	عادة ما أجد نفسي قلق حول شيء ما	11
8	7	6	5	4	3	2	1	أحقق الأهداف التي أضعتها لنفسني	12

Arabic Version of the Revised Life Orientation Scale (LOT-R)

إختبار توجه الحياة (مُنفتح)

من فضلك (ي) فم (ي) بالإجابة عن الأسئلة التالية عن نفسك بالإشارة الى مدى موافقتك (ي) من خلال إستعمال المقياس التالية بكن صادق(ة) قدر استطاعتك (ي) وحاول (ي) أن لا تدع (ي) إجابتك (ي) على سؤال واحد تؤثر على إجابتك (ي) عن الأسئلة الأخرى. لا توجد إجابات خاطئة أو صحيحة

4 = أوافق بقوة	3 = أوافق	2 = وسط	1 = لا أوافق	0 = لا أوافق أبداً
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أوافق بقوة	أوافق	وسط	لا أوافق	لا أوافق أبداً	
4	3	2	1	0	1 في الأوقات المضطربة، عادة ما أتوقع الأفضل
4	3	2	1	0	2 من السهل عليّ الإسترخاء
4	3	2	1	0	3 إذا كان هناك شيء يمكن أن يسوء بالنسبة لي، فإنه فعلاً يسوء
4	3	2	1	0	4 أنا دائماً متفائل (ة) حول مستقبلي
4	3	2	1	0	5 أنا أستمتع مع أصحابي كثير
4	3	2	1	0	6 مهم بالنسبة لي أن أبقى منشغل (ة)
4	3	2	1	0	7 من الصعب جداً أن أتوقع أن تسير الأمور كما أريد
4	3	2	1	0	8 أنا لا أنزعج بسهولة جداً
4	3	2	1	0	9 أنا نادراً ما أعتمد أن تحصل لي الأشياء الجيدة
4	3	2	1	0	10 بشكل عام، أنا أتوقع أن تحصل لي الأشياء الجيدة أكثر من الأشياء السيئة

Arabic Version of the Positive and Negative Affect Schedule

استبيان

يتكون هذا المقياس من عدد من الكلمات التي تصف مشاعر وعواطف مختلفة. إقرأ (ي) كل بند ثم ضع (ي) الرقم المناسب من المقياس أدناه أمام كل بند. حدد (ي) إلى أي مدى تشعر(ين) بهذه الطريقة في الوقت الراهن، أي، في الوقت الحاضر أو خلال الأسبوع الماضي (ضع (ي) دائرة حول التعليمات التي قمت (ي) باتباعها خلال إتمام هذا الإستبيان).

=٥ جدا	=٤ لا بأس به	=٣ باعتدال	=٢ قليلا	=١ قليلا جدا أو لا على الاطلاق
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جدا	لا بأس به	باعتدال	قليلا	قليلا جدا أو لا على الاطلاق		
5	4	3	2	1	مُهم (ة)	1
5	4	3	2	1	حزين (ة)	2
5	4	3	2	1	متحمس (ة)	3
5	4	3	2	1	مستاء (ة)	4
5	4	3	2	1	قوي (ة)	5
5	4	3	2	1	مذنب (ة)	6
5	4	3	2	1	خائف (ة)	7
5	4	3	2	1	عدائي (ة)	8
5	4	3	2	1	مُتقد (ة) بالحماس	9
5	4	3	2	1	فخور (ة)	10
5	4	3	2	1	مُنفعِل (ة)	11
5	4	3	2	1	مُنْبِقِظ (ة)	12

جدا	لا بأس به	باعتدال	قليلا	قليلا جدا أو لا على الاطلاق		
5	4	3	2	1	(خجولة) خجل	13
5	4	3	2	1	وحي	14
5	4	3	2	1	عصبية	15
5	4	3	2	1	مُصمم (ة)	16
5	4	3	2	1	منتبه (ة)	17
5	4	3	2	1	قلق (ة)	18
5	4	3	2	1	نشيط (ة)	19
5	4	3	2	1	خائف (ة)	20

Arabic Version of the Parental Authority Questionnaire (PAQ)

حدد (حددي) درجة موافقتك أو عدم موافقتك على هذه الجمل التي تصف علاقة الوالدين (الأب والأم) مع أبنائهما وبناتهما. حدد (حددي) جوابك بواسطة وضع دائرة على الرقم المناسب بجانب كل جملة حسب القيم التالية:

=١ لا أوافق أبداً	=٢ لا أوافق	=٣ وسط	=٤ أوافق	=٥ أوافق بقوة
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	أوافق بقوة	أوافق	وسط	لا أوافق	لا أوافق أبداً				
١	٥	٤	٣	٢	١	والداي يعتقدان بأن لأبنائهم الحق أن يختاروا طريقهم مثلما أن للوالدين الحق أن يختاروا طريقهما			
٢	٥	٤	٣	٢	١	عندما لا يتوافق رأي والدينا مع رأينا، يعتقدان بأن مصلحتنا تتطلب إرغامنا على طاعة رأيهما			
٣	٥	٤	٣	٢	١	والداي يتوقعان مني تنفيذ كل ما يطلبانه فوراً ودون أسئلة			
٤	٥	٤	٣	٢	١	عندما يكون لوالداي رأي في شؤون العائلة فإنهما يفسرانه ويناقشانه مع أبنائهم			
٥	٥	٤	٣	٢	١	والداي يشجعان تبادل الرأي والأخذ والعطاء عندما يعارض أبنائهم رأيهما			
٦	٥	٤	٣	٢	١	والداي يعتقدان بأن لأبنائهم الحق أن يقرروا بأنفسهم ما يفعلون حتى لو كان ذلك يخالف رأي الوالدين			
٧	٥	٤	٣	٢	١	والداي لا يسمحان بمجادلة قراراتهما			
٨	٥	٤	٣	٢	١	والداي يوجهان سلوك أبنائهم بشكل منطقي ومؤدب			
٩	٥	٤	٣	٢	١	والداي يعتقدان بأن على الوالدين استخدام قوة أكبر لجعل أبنائهم يتصرفون كما يجب			
١٠	٥	٤	٣	٢	١	والداي يعتقدان بأنني أستطيع معارضة الأنظمة والقوانين، وأن لي الحق ألتا أطيعهما بشكل أعمى			
١١	٥	٤	٣	٢	١	والداي يوضحان لي توقعاتهما مني وفي نفس الوقت يقبلان مناقشة رأيهما عندما لا أوافقهما			
١٢	٥	٤	٣	٢	١	والداي يعتقدان بأن على الوالدين أن يبينوا لأبنائهم منذ صغرهم من هو صاحب الكلمة الأخيرة في البيت			
١٣	٥	٤	٣	٢	١	قلما يتدخل والداي بما أفعل أو يوجهان سلوكي			
١٤	٥	٤	٣	٢	١	فيما يتعلق بشؤون العائلة، والداي يسيران دائماً حسب إرادة أبنائهم			
١٥	٥	٤	٣	٢	١	والداي يوجهان أبنائهم باستمرار وبشكل موضوعي ومنطقي			
١٦	٥	٤	٣	٢	١	والداي يغضبان عندما أحاول مخالفة رأيهما			
١٧	٥	٤	٣	٢	١	والداي يعتقدان بأن مشاكل المجتمع سئحل لو توقف الوالدان عن تقييد سلوك ورغبات أبنائهم			

١٨	والداي يحددان بوضوح ما يتوقعانه مني ويعاقباني بشدة عندما لا أستجيب لتوقعاتهما	١	٢	٣	٤	٥
١٩	والداي يسمحان لي أن أقرر معظم الأشياء التي تخصني دون تدخل أو توجيه منهما	١	٢	٣	٤	٥
		لا أوافق أبداً	لا أوافق	وسط	أوافق	أوافق بقوة
٢٠	والداي يأخذان رأي أبنائهم في الاعتبار عند التقرير في شؤون تخص أفراد العائلة	١	٢	٣	٤	٥
٢١	والداي لا يعتبران نفسيهما مسؤولين عن التحكم في سلوكي وعن توجيهي	١	٢	٣	٤	٥
٢٢	رغم أن لوالداي طريقة واضحة في التعامل مع أبنائهم إلا أنهما على استعداد لملاءمة هذا النهج أو الطريقة لحاجات أفراد العائلة	١	٢	٣	٤	٥
٢٣	والداي يوجهان سلوكي لكنهما مستعدان للإصغاء لرأيي وشعوري وأخذه بالاعتبار	١	٢	٣	٤	٥
٢٤	والداي يتركان لي كامل الحرية لأقرر ما أفعل ولأكون رأيي الخاص بما يتعلق بشؤون العائلة	١	٢	٣	٤	٥
٢٥	والداي يعتقدان بأن المشاكل ستحل في المجتمع لو أن الوالدين يستخدمان القوة والشدة عندما لا يتصرف أبنائهم كما يجب	١	٢	٣	٤	٥
٢٦	والداي يحددان لي بالضبط ما يريدان مني ويفرضان علي أن أنفذ ما يريدان	١	٢	٣	٤	٥
٢٧	والداي يوجهان سلوكي لكنهما يتفهماني عندما أخالفهم الرأي	١	٢	٣	٤	٥
٢٨	والداي لا يحاولان التحكم بسلوك ونشاط أبنائهم	١	٢	٣	٤	٥
٢٩	والداي حددا لي بالضبط ما يتوقعانه مني ولا يسمحان لي بمخالفتهما أبداً	١	٢	٣	٤	٥
٣٠	حين يتخذ والداي قرارا يسيء لي يكونان عادة على استعداد لمناقشة الأمر معي والاعتراف بخطئهما	١	٢	٣	٤	٥

Arabic Version of the Connor-Davidson Resilience Scale (CD-RISC 10)

الرجاء الإشارة إلى أي مدى تنطبق العبارات التالية عليك خلال الثلاثين يوماً الماضية. إذا لم يحدث موقف معين مؤخراً، اجب وفقاً لاعتقادك كيف كنت ستشعر تجاه ذلك الموقف فيما لو حدث.

	ليس صحيحاً على الإطلاق (0)	نادراً ما صحيح (1)	أحياناً صحيح (2)	غالباً صحيح (3)	صحيح كل الوقت تقريباً (4)
١	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٣	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٤	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٥	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٦	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٧	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٨	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٩	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٠	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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تمت ترجمة هذا المعيار إلى العربية بواسطة الدكتور عزوان توما، الدكتور مايكل فترز، الدكتور عدنان حمد، الدكتور نزار طلعت و طارق يعقوب.

Appendix E

Pattern Matrix and Scree Plot

Adult Hope Scale (AHS)

Principal Component Analysis with Fixed Number of Factors to Extract (2) with Oblimin rotation.

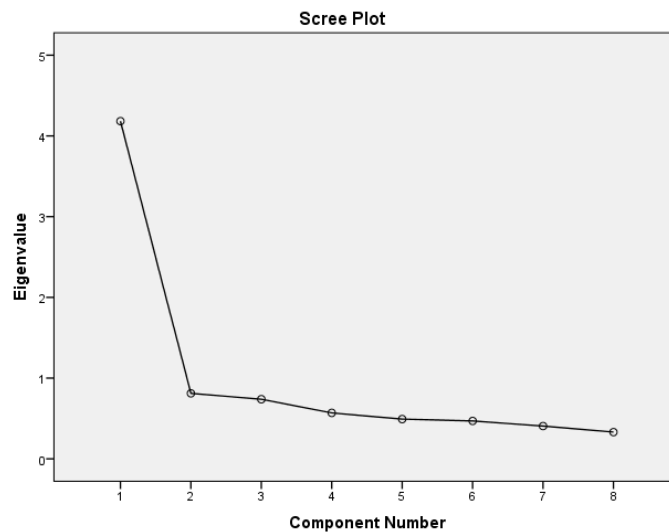
Pattern Matrix^a		
	Component	
	1.00	2.00
I meet the goals that I set for myself	.91	
I've been pretty successful in life	.85	
I can think of many ways to get the things in life that are important to me	.73	
My Past experiences have prepared me well for my future	.68	
I energetically pursue my goals	.68	
Even when others get discouraged, I know I can find a way to solve the problem	.47	
There are lots of ways around any problem		.92
I can think of many ways to get out of jam		.62

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.

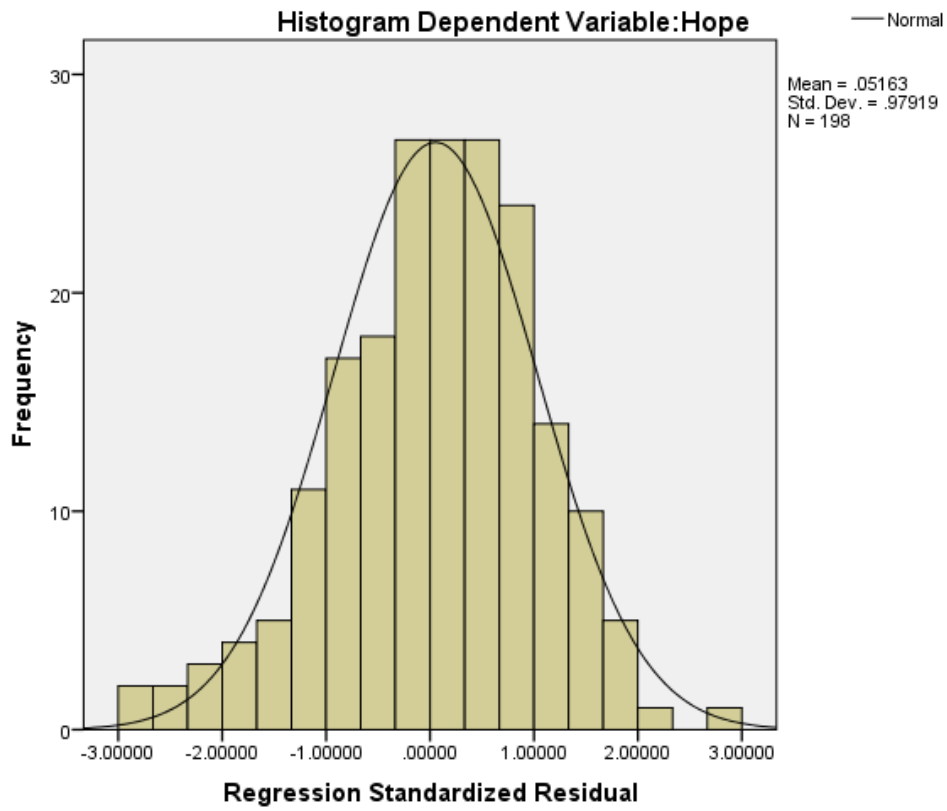
Figure 1
Scree Plot



Appendix F

Figure 2

Histogram of Standardized Residuals.



Appendix G

Figure 3

Scatterplot

