

## HAPPINESS AND HOPE AMONG A SAMPLE OF SECONDARY SCHOOL STUDENTS: A STUDY FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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### **Abstract:**

Happiness and hope are important topics in positive psychology because of their many positive outcomes for adolescents' mental health. Therefore, the present study aimed to reveal the levels of happiness and hope among a sample of secondary school students, as well as to identify the nature of the relationship between happiness and hope and to examine differences in the two variables according to gender and age. The study sample consisted of (357) male and female students, selected by a simple random method from some secondary schools in El Oued Province, Algeria, during the academic year 2025-2026. Their ages ranged between 14 and 22 years, with a mean age of 16.85 and a standard deviation of 1.5. The two researchers used the Oxford Happiness Inventory, Arabized by Abdel-Khalek (2003), and Snyder's Hope Scale, Arabized by Abdel-Khalek (2004). The study found an average level of happiness and a near-average level of hope. The results also revealed a statistically significant correlation at the significance level of 0.01 between happiness and hope, while no statistically significant differences appeared in these two variables according to gender. However, statistically significant differences were found in happiness and hope according to the age variable.

**Keywords:** happiness, hope, mental health, psychology, secondary school students.

### **Introduction:**

For many decades, psychologists neglected the positive aspects of the human being, and most of their attention was directed toward the negative aspects of personality, although the individual's mental health is affected, negatively or positively, by the internal and external influences surrounding them. These influences direct the individual and their mental health toward normality or abnormality, which determines the limits and nature of their life and future. These influences place the individual either in a position of weakness or in a position of gathering their strength to continue the battle of life. Despite the multiplicity and diversity of psychological and preventive methods used to protect the human self from blame and psychological threat, positive psychology emerged as a branch of psychology. Researchers in this field focus on studying and analyzing the sources of strength, traits, and positive human virtues in order to enhance the individual's personal happiness in their practices, activities, and daily life affairs, to improve their health and productivity, and to study strengths and values and develop the abilities that enable individuals to progress and maintain their psychological balance. Among the important factors that have been taken into consideration as part of the positive psychology movement, and which concern this study, are happiness and hope. These two factors are considered modifying, preventive, or mitigating variables that protect the human personality from psychological stress and breakdown. The present study falls within this type of study, as it focuses on the principles of positive psychology to identify and activate the role of modifying and preventive factors, while developing individuals' positive personal traits and characteristics, thereby contributing to raising the level of mental health through a descriptive analytical field study.

### **1- Problem of the Study:**

Happiness is considered the ultimate goal of human action. Philosophers and thinkers have been interested in it since ancient times, but psychologists ignored it at a time when they were interested in human mental illness, misery, and suffering, and they accomplished good work in

this field. Today, psychologists are able to measure ideas related to the negative aspects of human behavior, such as anxiety, fear, depression, anger, schizophrenia, and other psychological and mental disorders and aspects of abnormal behavior. They are also able to treat many of them. Today, psychologists believe that the time has come for a science that seeks to understand positive emotions and to build virtue and human strengths in order to reach what Aristotle called “the good life.” Therefore, they decided to direct their attention toward the positive aspects of behavior, such as optimism, quality of life, satisfaction, hope, happiness, hardiness, support, adjustment, and aspects of healthy behavior.

When they reviewed the psychological database documenting abstracts of psychological studies in journals between 1967 and 2000, they found that 5,548 studies had been published on anger, 41,416 on anxiety, and 54,040 on depression, while there were 415 studies on joy, 1,710 on happiness, and 2,582 on life satisfaction. This means that there were 21 publications on negative emotions for every one study on positive emotions. However, the direction of psychological studies changed since the 1980s, as published studies on happiness, hope, and life satisfaction quadrupled from 200 studies per year to 800 studies (Maamaria, 2012: 121).

Furnham and Cheng (1999) mention that, despite the publication of a number of books on happiness by Argyle, Eysenck, and Meyer, studies published on happiness remain rare compared with the pace of studies on depression. The American psychologist E. Diener (1984) states that the term Happiness was first included in the list of topics of psychological abstracts in 1973. Veenhoven (1993) defined happiness as the degree to which the individual judges the quality of their life to be highly satisfactory (Abdel-Khalek and Murad, 2001: 336-337). Among the studies in which positive psychologists attempted to develop a list of methods and means leading to happiness and psychological adjustment are those of Carver and Scheier (1990), Lawvence (2002), Seligman (2002), Purk and Patersun (2005), and Mayer et al. (2007). Hence, happiness and well-being or subjective well-being are achieved when people make sufficient progress in pursuing their goals and when they practice their distinctive strengths, which satisfy their basic psychological needs. According to the findings of previous studies, the feeling of happiness is, in essence, a universal concept in meaning and content and has similar importance in all societies. Researchers believe that differences in language and culture do not affect the universal nature of the feeling of happiness as the ultimate goal of the human being everywhere and at all ages, regardless of where they live (Michael Argyle, 1993: 55).

The studies of Diener (1984), Mayer et al. (2007), and Seligman (2000) showed that happiness has positive effects on behavior, as happiness develops altruism and sociability, enhances activity and initiative, has a positive effect on health, and happy people live longer lives. The studies of Eston and Kessler (1981), Diener (1991), Scott (1980), and Hobner (1992) also showed that there are no differences in happiness attributable to the gender variable (Moudi, 2011: 13-14). Thus, happiness depends on personal dispositions such as effectiveness, independence, and social skills. Happiness also depends on the balance of some characteristics in society, such as wealth, justice, freedom, education, and treatment.

Every individual has aspirations and hopes in life. Circumstances may help them achieve some or all of them, and some individuals may live a harsh life while others live a less harsh one. Although each case has its own causes, we notice that many individuals constantly suffer from loss of hope. Hope is considered one of the basic concepts in positive psychology because it has many positive effects on achieving adjustment, physical and mental health, and the desire to learn.

Seligman mentioned that hope is a main component of the individual’s normal life, as he sees hope as belonging to the positive emotions related to the individual’s future, and he indicated that these emotions are one of the basic components of happiness (Abu Talib, 2013: 275). Lack of hope leads to suffering from depression and suicidal behavior, and loss of hope contributes

to pessimism, negative affect, poor achievement, and negative evaluation of events (Abdel-Samad, 2005: 38). Credit is due to Snyder for establishing the concept of hope about twenty years ago. Snyder defines hope as a positive state of motivation based on the reciprocal sense of success, and it includes two components: agency, which is the goal-directed energy, and pathways, which are the methods through which that energy is directed to reach the goal (Jouda, 2010: 645).

Lazarus (1999) emphasized that hope is vital in the individual's daily life, as it provides them with a solid ground that enables them to continue communicating with life through the fulfillment of desires. Rather, it is considered a strategy through which the individual overcomes the difficulties and problems they face (Al-Salhi, 2015: 07). Saint Paul states that the level of hope expresses the feeling of the beauty of life and thus plays the role of a moderator of the effect of stress on physical health. The effect of hope on psychological and spiritual development has also become clear (Abdel-Mohsen, Ibrahim Digham, 2008: 96). The importance of hope appears in its association with many variables, as indicated by some studies, such as Snyder et al. (2001) with academic performance, Abdel-Khalek (2004) with both happiness and mental health, Al-Qasim and Abu Jarad (2011) with happiness, and Wang et al. (2006) with self-care. The study of Abdel-Khalek (2004) and the study of Haridy and Shawqi (2002) showed that there were no gender differences on Snyder's Hope Scale, while they differ from the results of Rand (2009) and Mansour (2011), which found differences in favor of males in hope. Snyder et al. (2001) indicate that individuals with high hope are more able to produce better alternative pathways to achieve goals. Thus, hope is considered a source of strength that enables the individual to face life and prepares opportunities for them to be more positive and to look forward to the best possible elements in the future, and to a present that they devote by their will and choice for that purpose, through a perspective of the past that does not include sorrow, regret, or remorse, nor recalls anything that obstructs the longing for the future.

In light of the above, the problem of the study can be defined by answering the following questions:

- What is the level of happiness among secondary school students?
- What is the level of hope among secondary school students?
- Is there a statistically significant correlation between happiness and hope among secondary school students?
- Are there statistically significant differences in happiness scores attributable to the variables of gender and age among secondary school students?
- Are there statistically significant differences in hope scores attributable to the variables of gender and age among secondary school students?

## **2- Hypotheses:**

Based on the questions of the study problem and on what has been reviewed from previous studies and the theoretical and psychological literature related to the study variables, the following hypotheses were proposed:

- There is an average level of happiness among secondary school students.
- There is an average level of hope among secondary school students.
- There is a statistically significant correlation between happiness and hope among secondary school students.
- There are statistically significant differences in happiness scores attributable to the variables of gender and age among secondary school students.

- There are statistically significant differences in hope scores attributable to the variables of gender and age among secondary school students.

### **3- Importance of the Study:**

The importance of the study, from both theoretical and practical perspectives, lies in the following:

From the theoretical perspective, this study sheds light on the concepts of happiness and hope, which are components of positive psychology. The study derives its importance from the importance of the variables it addresses, namely happiness and hope, as they are modifying and preventive variables that protect the human personality from psychological stress and breakdown. In addition, the present study focuses on one of the fields of psychology, namely positive psychology, which aims to develop the human personality by developing its positive traits and characteristics, thereby contributing to raising the level of mental health.

From the practical perspective, it represents a practical addition to the field of psychological research. Based on the obtained results, it helps both those working in the field of psychological theorization and those working in the field of psychological practice to prepare counseling programs or training courses aimed at improving happiness and hope and leading individuals to good mental health. It also presents an initial perception of the effects of happiness and hope on the educational and professional paths of the members of the study sample at this stage.

### **4- Objectives of the Study:**

The present study seeks to achieve the following objectives:

- Identifying the level of happiness and hope among the study sample.
- Revealing the relationship between happiness and hope among the study sample.
- Revealing the differences in happiness and hope scores among the study sample according to the variables of gender and age.

### **5- Theoretical Framework of the Study:**

#### **5-1- Positive Psychology:**

Seligman (2002) believes that positive psychology revolves around positive subjective experience, such as well-being, joy, happiness, hope, sensory pleasures, optimism, loyalty, and faith. This science is also concerned with positive personality traits, such as the ability to love and work, courage, social intelligence, tolerance, open-mindedness toward the future, talent, wisdom, and other positive personality traits (Seligman, 2002: 3-9).

Seligman and Csikszentmihalyi identify three areas of research in positive psychology, as follows:

**Positive Experience:** This is represented in the search for happiness and subjective enjoyment of life. What is meant by positive experience is everything that makes the moment the individual is living better than the previous moment.

**Positive Personality:** Positive psychology focuses on studying the positive aspects of personality and the individual's positive traits that contribute to improving quality of life, and thus to feeling happiness and approaching life positively.

**Social Context:** Positive psychology is concerned with the role of the social context and healthy relationships, as individuals are an integral part of the social context (Marei, 2011: 22).

#### **5-2- Happiness:**

Research on happiness today, or what is called Happilology, focuses on how to introduce virtues and strengths into the feeling of happiness. This means that happiness is not the

momentary feeling of pleasure and joy that can occur in response to many stimuli and that all people experience at a certain moment; rather, the aim is the lasting feeling of happiness.

The Dictionary of Psychology and Psychiatry defines it as a state of joy, well-being, and satisfaction, arising mainly from the satisfaction of drives, but rising to the level of psychological satisfaction (Metwally, 2006: 249). This agrees with Argyle's (1993) definition of happiness as a feeling of satisfaction, fulfillment, peace of mind, self-realization, joy, pleasure, and enjoyment. Veenhoven (2001) defines happiness as the degree through which the individual can judge that life as a whole is a desirable life.

Al-Atri (2001: 304) defines happiness as a state of internal balance dominated by a number of positive feelings, such as satisfaction, enjoyment, and pleasure, which are related to the basic aspects of life, such as family, work, and social relationships. Abdel-Wahab (2006: 210) defines psychological happiness as a semi-permanent positive internal feeling that reflects life satisfaction, psychological reassurance, joy, enjoyment, internal control, self-realization, and the ability to deal with problems and difficulties efficiently and effectively.

Happiness is operationally defined as the score obtained by the student on the Oxford Happiness Scale, Arabized by Abdel-Khalek (2003), applied in the present study.

Through reviewing the previous psychological concepts of happiness, we conclude that most of them focus on the extent of biological, psychological, and social satisfaction and the positive emotions that characterize a person with joy and cheerfulness and that achieve self-satisfaction. Although researchers differ in their views of happiness, it is considered one of the positive indicators of the normal psychological state that the human being seeks to reach.

### **5-2-1- Approaches Explaining Happiness:**

#### **A- The Social Approach:**

People differ in their happiness, and social scientists have attempted to explain these differences. Early studies showed that social variables related to demographic characteristics such as age, gender, marital status, and income explain individual differences in happiness. This trend was known as the positive indicators movement in happiness research, where happiness was considered a product of these variables. However, recent studies have shown that the effect of social variables related to demographic characteristics is small and explains only a small percentage of individual differences in happiness. Cross-cultural studies, however, have shown that happiness is more closely related to achieving goals and personal uniqueness, while in some cases it is related to social relationships regardless of class, gender, and age, as it is affected by social and cultural contexts.

#### **B- The Environmental Approach:**

Supporters of the environmental perspective on happiness emphasized life events. Those who adopt this perspective are concerned with examining major important life events, whether positive or negative, in order to explain changes in happiness. Supporters of this model note that the level of happiness among some people can change and fluctuate greatly over time. Happiness is also affected by life events and their fluctuations, whether good or bad. There is no doubt that the feeling of happiness indeed requires a safe and stimulating environment. If this environment is not available, the individual is driven into many problems that result in unconscious decisions affecting our overall direction in life, namely the "goal" (Abdel-Khalek et al., 2004).

#### **C- The Personal Approach:**

Supporters of this approach believe that happiness is determined mainly by personality factors, especially the Big Five factors. It has also become clear that personality variables, extraversion and neuroticism, accounted for the largest proportion of the explained variance in the happiness scale. Argyle indicated that happiness is associated with personality traits such as extraversion, locus of control, absence of internal conflicts, good social relationships, the ability to organize time, and religiosity as a certain source of happiness. Costa and McCarey (1999) believe that happiness is a stable trait based mainly on personality, namely the disposition to feel happiness, and that it is a skill that can be acquired (Al-Sabwa, 2008: 121).

### **5-2-2- Types of Happiness:**

#### **Happiness is distinguished into three types:**

- **Subjective happiness:** It reflects individuals' perceptions and evaluations of their lives in terms of emotional, behavioral, and psychosocial functions or roles, which are considered necessary dimensions of mental health.
- **Psychological happiness:** This is distinct from subjective happiness, as it relates to positivity and good mental health, such as the ability to pursue meaningful goals, growth and development, and the establishment of good and meaningful bonds with others.
- **Objective happiness:** This includes five types of happiness, namely material happiness, health, growth and activity, social happiness, and emotional happiness (Abdel-Wahab, 2007: 223).

### **5-3- Hope:**

Interest in hope began in the early 1950s, especially in studies concerned with the level of adjustment, general health, and illness. French (1952) and Menninger (1959) observed a relationship between hope and general health, speed of recovery, a sense of personal well-being, and the ability to learn. In the 1960s, research began to examine hope operationally. Psychiatrists and psychologists were interested in organizing ideas about hope and developing a specific definition for it, as most studies concluded by defining hope as positive expectations of reaching the goal (Digham, 2008: 92).

The year 1991 is considered the real beginning of the study of hope through the studies of Snyder, who developed two definitions of hope. The first definition indicates that hope is a state of positive motivation that leads to internal activity and supports the feeling of success. This definition was based on two sub-concepts:

- **Agency:** meaning the level of energy and strength directed toward the goal.
- **Pathways:** meaning the ability to plan to reach the goal.

As for the second definition, it described hope as the positive cognitive orientation that gives a feeling of strong motivation for success. This definition focused on the human frame of reference represented in the ability to set the goal and follow pathways and means to reach it (Abdel-Khalek, 2004: 184).

Lazarus (1999) defined hope as a positive state of thinking used to confront stressful negative life events. It is the individual's reaching of a desired outcome, which gives it a cognitive aspect (Abdel-Samad, 2005: 36).

Thus, hope is the individual's perception that their desires and goals can be achieved, which drives them toward desire, initiative, and persistence in achieving these goals, using planning, generating ideas, and following practical ways and paths for accomplishment in order to achieve goals, with the individual possessing willpower and a sense of pleasure.

Hope is operationally defined as the score obtained by the student on Snyder's Hope Scale (1991), Arabized by Ahmed Mohamed Abdel-Khalek (2004), applied in this study.

### **3-1- Theories Explaining Hope:**

#### **A- Stotland's Model:**

Stotland (1969) proposed a model in which the individual's level of hope, that is, their hopeful feeling, reflects the probability of reaching the desired future outcome, that is, "an expectation greater than zero for achieving the goal." Similarly, theorists of hope indicated that hope is a personality trait. This means that some individuals lack hope, while others have a higher degree of hope across different situations. According to this model, the individual evaluates and approaches future outcomes using psychological resources and coping strategies, including coping with stress. A hopeful individual reaches this state when evaluating desired future goals as realistic (Digham, 2008).

#### **B- Snyder's Theory:**

Snyder (1991) also proposed that hope has two dimensions, namely agency and pathways. Agency (goal-directed energy) is the ability to initiate and continue moving toward the goal along selected pathways. We call this agency thinking, which serves as the spark that provides the individual with the ability to continue pursuing the goal. As for pathways (planning to achieve goals), this refers to the extent of the individual's ability to find ways to reach the desired goals. Thus, pathways thinking reflects the perceived ability to produce successful routes to achieve desired goals. Studies indicate that individuals with high hope are more capable of producing better alternative pathways to achieve goals.

#### **C- Seligman's Theory:**

Seligman (2002) states that hope resides in the minds of many people, regardless of their ages, gender, nationalities, and occupations. Psychologists have studied it in order to analyze and understand how it works. Martin Seligman believes that, since the opposite of hope is despair, there are two factors that should be taken together into consideration to explain the presence of hope or despair in an individual. In the case of hope, there is a belief in permanent and comprehensive causes for happy events, along with temporary and specific causes for bad events. In the case of despair, there is a belief in permanent and comprehensive causes for bad events, along with temporary and specific causes for happy events. Thus, individuals characterized by high levels of hope recover quickly and overcome problems, unlike individuals characterized by despair, who tend to collapse under pressure, whether for a long time or during situations, and rarely return to work (Seligman, 2002: 92).

### **6- Field Framework of the Study:**

#### **6-1- Study Method:**

The present study used the descriptive method to achieve its objectives. This method is based on studying the phenomenon as it exists in reality. It is concerned with describing it accurately, both quantitatively and qualitatively, and clarifies the extent of this phenomenon and the degree of its relationship with other phenomena.

#### **6-2- Study Population and Sample:**

The population of the present study consists of secondary school students in El Oued Province from different levels during the academic year 2025/2026. The study was conducted on a sample of 357 male and female students, selected using simple random sampling from four secondary schools in the districts of Debila and Robbah, El Oued Province. Their ages ranged between 14 and 22 years, with a mean of (16.85) and a standard deviation of (1.5). The following tables show the distribution of the sample members according to secondary schools and the variables of gender and age.

**Table (01): Distribution of the Sample According to Secondary School**

Secondary School	Number	Percentage
Didi Saleh – El-Zegem	89	24.9%
Chaabani Abbas – Debila	88	24.6%
Leqraa Mohamed – Robbah	90	25.2%
Kerkoubia Khalifa – Robbah	90	25.2%
<b>Total</b>	<b>375</b>	<b>100%</b>

It is clear from Table No. (01) that the sample members were drawn from 04 secondary schools in very similar numbers, as both Leqraa Mohamed Secondary School and Kerkoubia Khalifa Secondary School accounted for 90 pupils, representing 25.2% for each. This is followed by Didi Saleh Secondary School with 89 pupils, representing 24.9%. Finally, Chaabani Abbas Secondary School had 88 pupils, representing 24.6% of the total sample for all secondary schools. The following is the distribution of the sample members according to gender.

**Table (02): Distribution of the Sample According to Gender.**

Gender	Number	Percentage
Males	194	54.3%
Females	163	45.7%
<b>Total</b>	<b>375</b>	<b>100%</b>

Through the data in Table (02), we note that the number of males is close to the number of females, as males represented 54.3% of the total sample, while females represented 45.7%. The following table shows the distribution of the sample members according to age group.

**Table (3): Distribution of the Sample According to Age.**

Age Group	Number	Percentage
14–17	266	74.5%
18–22	91	25.5%
<b>Total</b>	<b>375</b>	<b>100%</b>

We note that the age group 14–17 years outnumbered the age group 18–22 years, with 266 individuals, representing 75.5%, compared to 91 individuals, representing 25.5% of the sample members.

### **6-3- Data Collection Tools:**

#### **A- Oxford Happiness Inventory:**

The Oxford Happiness Inventory was developed by Argyle, Martin, and Lu (1995). It was then developed by Hills and Argyle (1998). Abdul-Khalek (2003) translated it into Arabic and modified it. It became composed of 29 items, and the scale does not include sub-dimensions. The responses are given according to a five-point scale (often–frequently–sometimes–rarely–very rarely). Thus, the score for each item ranges from (1–5), and the total score on the scale ranges from (29–145). A higher score indicates a high level of happiness. All items were formulated positively (Abdul-Khalek et al., 2003).

The Oxford Happiness Inventory, in its modified Arabic version, obtained high validity coefficients. It was applied to six samples, and the inventory showed internal consistency among its items ranging between (0.24–0.75). Criterion-related validity also ranged between (0.56–0.70), all of which were statistically significant coefficients. Cronbach’s alpha reliability values were high, ranging between (0.91–0.94), indicating high internal consistency among the items of the “Oxford Happiness Inventory” (Abdul-Khalek et al., 2003).

#### **B- Validity and Reliability in the Algerian Environment:**

In the Algerian environment, Kelaia (2013/2014) verified the validity of the scale through the internal consistency method and found correlation coefficients between the total score and each item ranging between (0.32–0.68), all of which were statistically significant. He also confirmed the reliability of the scale by calculating Cronbach’s alpha coefficient, which reached (0.89). This is a high value indicating the reliability of the scale. The study of Nakdil (2013/2014) also confirmed the reliability of the scale using Cronbach’s alpha method, reaching (0.84). He measured its validity using discriminant validity and found that the scale had discriminatory power, as the value of ( $t = 7.48$ ) was significant at 0.05.

Through the psychometric properties presented in the Arab and Algerian environments, the two researchers relied on using the scale in the current study with confidence and assurance.

#### **C- The Adult Hope Scale:**

Snyder et al. (1991) developed the scale to suit adult adolescents. It consists of 12 items distributed as follows: four items for the agency factor, namely (2-9-10-12), four items for the pathways factor, namely (1-4-6-8), and four items that are not scored within the total score. These were included to distract the respondent and prevent them from knowing the aim of the scale, namely (3-5-7-11). The items were formulated positively. The Arabic version of the Hope Scale prepared by Abdul-Khalek (2004) consists of eight items after deleting the additional items. Responses to the items are selected from four alternatives (completely true–mostly true–mostly false–completely false). They are scored as follows: (4-3-2-1). Thus, the total score of the scale ranges between (8–32) (Abdul-Khalek, 2004).

The Arabic version of the Hope Scale prepared by Abdul-Khalek (2004) has good psychometric properties in terms of reliability and validity. Cronbach’s alpha reliability coefficient reached (0.86). The scale also has criterion validity, as it was positively correlated with optimism, self-esteem, positive affect, life satisfaction, extraversion, happiness, mental health, physical health, and religiosity. It was also negatively correlated with pessimism, negative affect, and anxiety.

#### **D- Validity and Reliability in the Algerian Environment:**

In the Algerian environment, Maamria (2011) standardized the scale by applying it to a sample of 629 individuals. The scale showed high indicators of validity and reliability. Validity was calculated using three methods: discriminant validity for the male sample and the female

sample, and the results showed the great discriminatory power of the scale. In terms of convergent validity, the Hope Scale was positively correlated with the scales of meaning in life, self-confidence, perseverance, self-efficacy, optimism, authentic happiness, and life satisfaction. In terms of divergent validity, it was negatively correlated with the following scales: Beck Hopelessness, Maamria Hopelessness, pessimism, Beck Depression Inventory-II, and Abdul-Khalek Anxiety Scale. As for reliability, it was measured using two methods: the test-retest method, where the reliability coefficient ranged between (0.77–0.78), and Cronbach’s alpha method, where it ranged between (0.66–0.73) (Maamria, 2011).

From the above, it is clear that the Hope Scale has good psychometric properties in the Arab and Algerian environments, which qualifies it for application in the current study with full confidence.

#### 6-4- Statistical Methods:

The researcher entered and analyzed the scales of the current study using the Statistical Package for the Social Sciences (SPSS, 24). The following statistical methods were used:

- Percentages to present the characteristics of the sample members.
- The arithmetic mean to calculate the average scores of the sample members.
- The standard deviation to calculate the dispersion of the sample members’ scores.
- Pearson correlation coefficient to determine the type and magnitude of the relationship linking the study variables to each other.
- Two-Way ANOVA test to calculate the differences between variables.

#### 6-5- Presentation and Discussion of the Results:

##### 6-5-1- Presentation and Discussion of the First Hypothesis:

**The first hypothesis states:** “There is an average level of happiness among secondary school pupils.”

To verify this hypothesis, the arithmetic means and standard deviations of the happiness scores among secondary school pupils were extracted. Also, the one-sample t-test was used to verify the significance of the difference between the arithmetic mean and the hypothetical mean. Table No. (04) shows the results:

**Table No. (04): Results of the t-test for the difference between the sample mean scores and the hypothetical mean of the Happiness Scale**

Variable	Sample	Arithmetic Mean	Hypothetical Mean	Standard Deviation	Degree of Freedom	t-value	Significance Level
Happiness	357	90.49	87	18.04	356	3.65	0.01

According to the results of Table No. (04), the arithmetic mean of the scores of the study sample reached (90.49), which is slightly higher than the hypothetical mean of the scale (87). By comparing the arithmetic mean of the sample with the hypothetical mean of the scale using the one-sample t-test (3.65), it was found to be statistically significant at the significance level (0.01). This means that the members of the study sample have an above-average level of happiness.

This result can be explained by the importance of education at the secondary stage and the desire for it, as it is considered one of the sources of happiness and an urgent civilizational, cultural, and social requirement. In addition, the secondary school pupil has achieved a certain degree of physical, psychological, social, and mental maturity, which allows him to achieve a good degree of social and intellectual freedom that makes him feel happy, such as practicing some sports and cultural activities, joining clubs, and establishing positive social relationships with classmates and friends. On the other hand, not bearing any responsibilities other than caring for himself and his studies enables him to achieve a kind of well-being, joy, and pleasure (Al-Mahrouqi, 2010/2011). The two researchers believe that modern life has provided means of comfortable living for this generation of young people, whether materially, socially, economically, or culturally, which may positively affect young people's sense of happiness at this stage. This result agreed with the studies of (Saleh, 2013), (Samawi, 2013), and (Fadel and Abdel-Wadoud, 2016).

### 6-5-2- Presentation and Discussion of the Second Hypothesis:

The second hypothesis of the study is: "There is an average level of hope among secondary school pupils." To verify this hypothesis, the arithmetic means and standard deviations of the hope scores among secondary school pupils were calculated. The one-sample t-test was also applied to verify the significance of the difference between the arithmetic mean and the hypothetical mean. Table No. (05) presents the results:

**Table No. (05): Results of the t-test for the difference between the sample mean scores and the hypothetical mean of the Hope Scale**

Variable	Sample	Arithmetic Mean	Hypothetical Mean	Standard Deviation	Degree of Freedom	"t" Value	Significance Level
Hope	357	24.05	30	04.50	356	-24.94	0.01

The results of the table above indicate that the arithmetic mean of the scores of the study sample (24.05) is slightly lower than the hypothetical mean of the scale (30). By comparing the arithmetic mean of the sample with the hypothetical mean of the scale using the one-sample t-test, which reached (-24.94), it was found to be statistically significant at the significance level (0.01). This means that the members of the study sample have a level of hope close to the average.

The existence of hope among secondary school pupils, even if it is slightly below the average, can be explained by the importance of hope in initiating change and the desire to learn (Abdul-Khalek, 2004). The two researchers believe that pupils who have hope wish to improve their living conditions, try to overcome the difficulties they face, withstand various life pressures, expect to achieve success and academic achievement, and tend toward improving their living conditions and achieving their goals. Studies have proven the existence of hope at varying levels among students, including the study of (Al-Aridhi and Al-Mousawi, 2013), the study of (Rahim and Abdel-Hafiz, 2015), and the study of (Jabr and Munshid, 2015).

### 6-5-3- Presentation and Discussion of the Third Hypothesis:

The third hypothesis states that “there is a statistically significant correlational relationship between happiness and hope among secondary school pupils.” To verify the validity of this hypothesis, Pearson’s correlation coefficient was used. The following table shows the results of the hypothesis:

**Table No. (06): Correlation Coefficients Between Happiness and Hope Scores**

Statistical Indicators Variables	Arithmetic Mean	Standard Deviation	Pearson Correlation Coefficient	Significance Level
Total Happiness Score	90.49	18.04	0.44	0.01
Total Hope Score	24.05	04.50		

It is clear from the results of Table No. (06) that the arithmetic mean of the happiness scores was 90.49, with a standard deviation of 18.04. The arithmetic mean of the hope scores was estimated at 24.05, with a standard deviation of 04.50. The value of Pearson’s correlation coefficient was 0.44, which is statistically significant at the significance level of 0.01. This indicates the existence of a positive correlational relationship close to the average between happiness scores and hope scores. This means that whenever happiness scores increase among secondary school pupils, they are followed by an increase in hope scores.

This result means that individuals who have a high level of hope record high levels on the happiness scale. In this regard, Scioli and Biller (2009), as cited in Jouda and Abu Jarad (2011), state that hope and happiness are two concepts that influence each other, as hope is considered a main component of the normal life of the individual. Seligman (2005) also emphasizes the importance of the relationship between hope and happiness, as he believes that hope belongs to the positive emotions related to the individual’s future, and positive emotions are one of the three basic components of happiness. According to (Snyder, 2002; Chan, 2009), the individual who enjoys a high level of hope possesses positive emotions, and from the viewpoint of (Khosla, 2006), he is the one who can view stressful situations as situations that inspire hope, and views them as possibly being useful in one way or another (in: Jouda and Abu Jarad, 2011). This result agrees with some studies, such as the study of (Al-Qasim, 2001), the study of (Abdel-Khalek & Snyder, 2007), the study of (Jouda and Abu Jarad, 2011), and the study of (Abdul-Khalek and Eid, 2008).

**6-5-4- Presentation and Discussion of the Fourth Hypothesis:**

The fourth hypothesis states that “there are statistically significant differences in happiness scores attributed to the variables of gender and age among secondary school pupils.” In order to verify the validity of this hypothesis, the arithmetic means and standard deviations of the happiness variable were extracted according to gender and age. The age variable was divided into two age groups: (14–17 years) and (18–22 years), and this division is consistent with the stages of middle adolescence and late adolescence. The results are shown in the following table:

**Table No. (07): Arithmetic Means and Standard Deviations of Happiness According to the Variables of Gender and Age**

Gender	Age Group	Mean	Standard Deviation	N
Males	14–17 years	93.97	18.52	135
	18–22 years	86.66	12.79	59
	Total	91.74	17.28	194
Females	14–17 years	90.83	19.00	131
	18–22 years	81.46	16.35	32
	Total	89.00	18.84	163
Total	14–17 years	92.42	18.79	266
	18–22 years	84.83	14.27	91
	Total	90.49	18.04	357

It is clear from the results of this table that there is an apparent variation in the arithmetic means and standard deviations of happiness scores according to the variables of gender and age. To show the significance of the statistical differences between the arithmetic means, two-way analysis of variance was used. The following table illustrates this.

**Table No. (08): Results of Two-Way ANOVA for the Effect of the Variables of Gender and Age on Happiness**

Source of Variance	Sum of Squares	df	Mean Square	F Value	Significance Level	Significance
Gender	1143.76	1	1143.76	3.65	0.05	Significant
Age Group	4384.71	1	4384.71	14.00	0.01	Significant
Error	110825.91	354	313.06			
Total	3039346	357				

Through the results of Table (08), we note the existence of statistically significant differences at the significance level (0.05) in the mean happiness scores attributed to the gender variable, in favor of males. The differences were also significant at the significance level (0.01) according to age, in favor of the age group (14–17 years). This indicates that these two variables have an effect on happiness.

The results of previous studies have varied regarding the differences between males and females in happiness. However, most of them indicate slight differences between the sexes. The study of Haridi and Farag (2002) found differences in favor of males in meaning in life and positive affect. From this standpoint, both Al-Nayal and Ali (1995) indicated that it is not surprising that males surpass females in the feeling of happiness according to the results of most studies, because happiness is the opposite of negative feelings such as depression and anxiety, in which females surpass males according to studies (in: Maamria, 2012). This result agreed with the study of Abdul-Khalek (2003) and Hamouda and Zine El-Abidine (2017) in the Algerian environment, as well as the study of Abdul-Khalek (2003), in which males achieved a higher mean than females in happiness. Other studies also found differences attributed to the gender variable, such as the study of Al-Sherbini (2007), the study of Sahar

Allam (2008), and the study of Al-Jundi (2009). It differed from the study of Abu Hashim (2010), which did not show any differences according to gender (in: Al-Jamal, 2013). Abdul-Khalek (2003) mentions that the relationship between happiness and age is complex and involves many factors. His study revealed an interaction between happiness and both gender and age, and the results showed substantial differences in happiness according to early and late adolescence in an upward direction. This was also reached by the study of Salem (2001), which showed the existence of significant differences in the happiness variable according to the age stage. The study of Wallis et al. (2005) proved that the age variable plays an essential role in the feeling of happiness. Other studies also confirmed the relationship between age and happiness and that youth is always a predictor of happiness, such as the study of (Baltes, 1998), the study of (Al-Nayal and Khamis, 1990), and others (in: Kelaia, 2013/2014).

**6-5-5- Presentation and Discussion of the Fifth Hypothesis:**

The fifth hypothesis states that “there are statistically significant differences in hope scores attributed to the variables of gender and age among secondary school pupils.” To verify the validity of this hypothesis, the arithmetic means and standard deviations of the hope variable were calculated according to gender and age. The following table presents the results:

**Table No. (09): Arithmetic Means and Standard Deviations of Hope According to the Variables of Gender and Age**

Gender	Age Group	Arithmetic Mean	Standard Deviation	Number
Males	14–17 years	24.23	04.65	135
	18–22 years	23.05	03.70	59
	Total	23.87	04.41	194
Females	14–17 years	24.71	04.81	131
	18–22 years	22.43	03.13	32
	Total	24.26	04.61	163
Total	14–17 years	24.47	04.73	266
	18–22 years	22.83	03.50	91
	Total	24.05	04.50	357

From the results of the table above, we note the existence of an apparent variation in the arithmetic means and standard deviations of hope scores according to the variables of gender and age. To verify the significance of the statistical differences between the arithmetic means, two-way analysis of variance was used. The following table shows this.

**Table No. (10): Results of Two-Way ANOVA for the Effect of the Variables of Gender and Age on Hope**

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F Value	Significance Level	Decision
Gender	04.23	1	04.23	0.21	0.64	Not significant
Age Group	172.54	1	172.54	08.68	0.01	Significant
Error	7032.60	354	19.86			
Total	213812	357				

It is clear from the results of Table (10) that there are no statistically significant differences in the mean hope scores attributed to the gender variable, whereas there are statistically significant differences at the significance level (0.01) in the mean hope scores attributed to the age variable, in favor of the age group (14–17 years).

This result was supported by the study of Rahim and Abdel-Hafiz (2015), the study of Hamdouna (2015), and the study of Hussein (2012), which did not find any differences in hope according to gender. The two researchers believe that the lack of significant differences between the sexes is expected because both live under almost the same social, family, cultural, and academic conditions, and both have the motivation and incentive to achieve their goals; therefore, the level of hope was close between them. Bailey and Snyder (2007) added that hope is not affected by the gender factor, but the level of hope was lower among the older age group because they were unable to determine how to achieve their goals. Other studies have confirmed this, such as the study of Benzein and Berg (2005) and the study of Westburg (2001). The two researchers believe that hope is higher in favor of the younger age group (adolescence) because this stage is consistent with activity and vitality, as motivation and the desire to achieve more goals increase, whereas as age advances, motivation decreases and surrender and pessimism begin because the individual's abilities begin to deteriorate.

### Conclusion of the Study:

The concepts of happiness and hope are considered among the main concepts in positive psychology because of their prominent place in the history of human thought. The current study sought to examine the relationship between these two variables among a sample of secondary school pupils. It also attempted to reveal the effect of the variables of gender and age on them. It concluded the following results:

- There is an above-average level of happiness among secondary school pupils.
- There is a level of hope close to the average among secondary school pupils.
- There is a statistically significant positive correlational relationship between happiness and hope among secondary school pupils.
- There are statistically significant differences in happiness according to the variables of gender, in favor of males, and age, in favor of the age group (14–17 years).
- There are no statistically significant differences in hope attributed to the gender variable, whereas there are significant differences attributed to the age variable, in favor of the age group (14–17 years).

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