Hope among Polish Youth: The Polish Panel Study of Adolescents

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Introduction

According to E. Erikson (1997), hope is the belief in a meaningful and supportive world. The set of relatively enduring convictions based on this belief indirectly affect the functioning of the individual in the world. The AHS measures Snyder’s cognitive model of hope which defines hope 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).

Method

Participants

The group study was performed in March and April 2010 in Poland. It was the second wave of the Polish Panel Study of Adolescents. A representative sample of students who began to attend secondary schools in Poland in 2009 (N = 3337, mean age 17.5, sd=0.34). The sample was selected in two stages. In the first stage 106 high schools were randomly selected from among all secondary schools in Poland. Then, within each school, one class was randomly selected for the study.

Measures

The level of hope was measured with the Polish version of the Adult Hope Scale (AHS) (Snyder et al., 2000, quoted by Laguna, Trzebinski & Zieba, 2005). The tool comprised the 4-item Agency subscale (AHS_A) (e.g., ‘1 energetycznie pursuit me goals’ [item 2]) and the 4-item Pathways subscale (AHS_P) (“There are lots of ways around any problem” [item 4]). Participants determine the degree to which they consider a statement to be true using a scale from 1 = definitely false to 8 = definitely true. The scale has been found to be both temporally stable (test-retest over several weeks of .85 for all two subscales), (Babyak, Snyder & Yoshinobu, 1993). In the current study internal consistency has been good, with Cronbach’s alpha of .75 for Agency subscale and .72 for Pathways subscale. The internal consistency for all items was .82.

Related measures:

State-Trait Anxiety: The State-Trait Anxiety Inventory (STAI) by Spielberger, Gorsuch, and Lushe- ne (1970), Polish adaptation by Wrzemiński, Sosnowski, Jaworska and Ferenc (2006). The test is split into a State-Anxiety (STAI-S) scale and a Trait-Anxiety scale (STAI-T).


Social Competences: The Social Competences Questionnaire (SCQ) by Matczak (2007), was implemented to measure social competences understood as social, emotional, and intellectual skills and behaviours needed for success as a member of society. In addition to the general index of social competences the questionnaire also provides three scales: assertiveness (SCQ-A), coping with social exposition (SCQ-SE) and management of close peer interactions (SCQ-SP). ESCS: The PISA index of economic, social and cultural status. The index is composed of: 1) highest occupational status of parents (HISE), 2) highest educational level of parents in years of education according to ISCED, 3) family wealth, cultural possessions and home educational resources index (OECD, 2009b).

Conclusions

• Reliability measured by alfa Cronbacha is good for 2 subscales as well for the general index of hope.
• The Adult Hope Scale demonstrated adequate construct validity in terms of correlations with related measures. There is a positive but weak relationship between Hope and HISEI (Highest parents’ socio-economic index) as well as between Hope and ESCS (PISA index of economic, social and cultural status).
• Scores on the Pathways subscale differentiate significantly between students of ISCED 3C vocational schools and students of other types of upper secondary schools, but differences between various types of schools in scores on Agency subscale were not statistically significant.

Main results

Cronbach’s Alpha: for AHS 0,820, for subscale AHS_A 0,753, for subscale AHS_P 0,721

Tab. 1. Correlations of AHS subscales with related measures

<table>
<thead>
<tr>
<th>ISCED</th>
<th>SCQ</th>
<th>SCQ_s</th>
<th>SCQ_g</th>
<th>SCQ_d</th>
<th>STAI-S</th>
<th>STAI_T</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS_P</td>
<td>-0,49</td>
<td>-0,40</td>
<td>-0,43</td>
<td>-0,41</td>
<td>-0,23</td>
<td>-0,18</td>
<td>0,27</td>
<td>0,13</td>
<td></td>
</tr>
<tr>
<td>AHS_A</td>
<td>-0,50</td>
<td>-0,27</td>
<td>-0,48</td>
<td>-0,42</td>
<td>-0,29</td>
<td>-0,21</td>
<td>0,26</td>
<td>0,19</td>
<td></td>
</tr>
</tbody>
</table>

Effect of sex and type of school on the level of hope:

Tab.2. Sex differences in intensity of hope

<table>
<thead>
<tr>
<th>Type of school</th>
<th>AHS_P</th>
<th>M male</th>
<th>N=1699</th>
<th>M female</th>
<th>N=1638</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A General upper secondary</td>
<td>24,76</td>
<td>24,98</td>
<td>1,47</td>
<td>101</td>
<td>0,144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B General-voc up. sec. (3-years)</td>
<td>22,86</td>
<td>22,78</td>
<td>-0,53</td>
<td>101</td>
<td>0,599</td>
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</tbody>
</table>

Tab.3. The Adult’s Hope Scale result in particular types of school (Agency subscale AHS_A, Pathways subscale AHS_P)

<table>
<thead>
<tr>
<th>Type of school</th>
<th>AHS_P</th>
<th>M male</th>
<th>N=563</th>
<th>M female</th>
<th>N=441</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A General upper secondary</td>
<td>25,2 (0,2)</td>
<td>22,9 (0,1)</td>
<td>27,9 (0,1)</td>
<td>22,3 (0,1)</td>
<td>20,4 (0,1)</td>
<td>26,8 (0,1)</td>
<td>22,2 (0,1)</td>
<td>28,6 (0,1)</td>
</tr>
<tr>
<td>3B General-voc up. sec. (3-years)</td>
<td>22,8 (0,2)</td>
<td>22,0 (0,2)</td>
<td>25,8 (0,2)</td>
<td>23,0 (0,2)</td>
<td>24,4 (0,2)</td>
<td>25,8 (0,2)</td>
<td>24,8 (0,2)</td>
<td>25,2 (0,2)</td>
</tr>
<tr>
<td>3B General-voc up. sec. (4-years)</td>
<td>22,8 (0,2)</td>
<td>22,0 (0,2)</td>
<td>25,8 (0,2)</td>
<td>23,0 (0,2)</td>
<td>24,4 (0,2)</td>
<td>25,8 (0,2)</td>
<td>24,8 (0,2)</td>
<td>25,2 (0,2)</td>
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<tr>
<td>3C Vocational</td>
<td>23,6 (0,2)</td>
<td>22,6 (0,2)</td>
<td>25,6 (0,2)</td>
<td>23,6 (0,2)</td>
<td>24,4 (0,2)</td>
<td>25,8 (0,2)</td>
<td>24,8 (0,2)</td>
<td>25,2 (0,2)</td>
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The AHS_P subscale: Significant differences were found between individuals from vocational schools compared to individuals from any other type of school. The AHS_A subscale: No significant differences were found.

References


Contact

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