RESEARCH ARTICLE

Understanding Hope: Age, Income, Romantic Relationship, Sex, Gender Roles, and Subjective Well-Being

Hatice Hilal SAÇAR[a] ID & Şerife Gonca ZEREN[b] ID

[a]Marmara University, Istanbul, Türkiye. [b]Çanakkale Onsekiz Mart University, Çanakkale, Türkiye

ABSTRACT

Hope is defined as the motivation to set goals that are expected to be realized in the future and to achieve these goals. The aim of this study was to determine the correlation between hope with differences of sex romantic relationship, income level, and age, and to find out what extend attitudes towards gender roles and subjective well-being predict hope. Five hundred and eighty-eight people with an average age of 30 participated in the study. While 397 of the participants stated that they were female, 188 stated that they were male, and 3 did not specify their sex. The research was organized using a relational screening model. The Dispositional Hope Scale, Gender Roles Attitude Scale, Life Satisfaction Scale, Positive and Negative Affect Schedule were used to collect the data. For the analysis of the data, independent sample t-test, one-way ANOVA, simple correlation analysis, and hierarchical multiple regression analysis were used. According to the results, hope did not differ significantly according to sex, the levels of hope of those who were engaged or married were significantly higher than those who did not have a romantic relationship. Increases in age and income level were also observed to correspond with higher levels of hope. Furthermore, we found that an egalitarian attitude towards gender roles and higher subjective well-being were significant predictors of greater hope.

People have been discussing, reflecting on, and debating the topic of hope since ancient times. Although each discipline has its own definition, its theoretical foundations began to be laid in the 1200s. (Akman & Korkut, 1993). Frank (1968) underlined the points of motivation, taking responsibility, and taking action in this direction while defining hope. Hope is about the future, includes planning for the future, and is a measurable emotion that motivates people. It is depicted as the expectation of the future realization of an imagined situation (Staats, 1987). The concept of hope, which is an important concept for humans, was examined in this study in terms of age, income, romantic relationships, sex, gender roles, and subjective well-being. Some studies before this study found that individuals' hope levels also change when their gender, subjective well-being, age, and romantic relationship status change (Bailey & Snyder, 2007; Kocaman, 2019; Snyder et al., 1996; Tarhan & Bacanlı, 2016), however, some studies report the opposite results (Akuysal Aydoğan & Deniz, 2012; Bilge et al., 2000; Bjørnnes et al., 2018; Snyder et al., 1997; Zafer, 2019). Tarhan and Bacanlı (2016) emphasized that hope depends on gender roles rather than gender. In light of these studies, it was thought that it was important

to include age, income, romantic relationship status, subjective well-being, sex, and gender role variables in the research.

Hope

Hope includes a goal, the thinking process towards this goal, and planning the paths to the goal (Snyder et al., 1991; Snyder, 1995, 2002). As it can be seen, hope, which includes many situations, is effective in developing a coping strategy against the difficult life events that the individual is currently in, since it includes a planning for the future, that is, the belief in the realization of something positive that will happen in the future. (Lazarus, 1993, 1999). For this reason, hope acts as a shield against difficult life events and negative experiences (Valle et al., 2006). Considering the studies on hope, which is so important in human life, it has been seen that hope is related to situations such as stress, anxiety and depression (Arnau et al., 2006; Breznitz, 1986; Folkman, 2013; Kabakçı & Totan, 2013). When we look at individuals with high hope levels, it is seen that they do not personalize it in case of failure, do not doubt themselves, their skills and abilities, while those with low hope levels erode their self-esteem in case of failure (Snyder, 1993). In addition, it is seen that those who have high hopes at the point of goal setting are more relaxed, calm and more stable in reaching their goals; It has been observed that those with low hopes set difficult goals and their motivation decreases unless they reach them. (Snyder, 1995). Looking at the point of social relations, it can be said that those with high hopes establish positive social relations (Snyder et al., 1998). In addition to all these, individuals with high hope are expected to be more optimistic, have developed problem-solving skills, evaluate situations positively, have a positive sense of competition, have a positive thinking style, and have high self-esteem (Snyder et al., 1991). When the inner speeches of individuals are examined, it is seen that those with high hopes make more positive self-talks, while those with low hopes make more pessimistic speeches. (Snyder et al., 1998). Considering all these, it is seen that the high level of hope brings along many skills in life.

Primarily, if the individual's hope level is high, it will be necessary to look at the components of hope. The first of these components is the alternative routes that define the paths to the target-goal, and the acting thoughts that describe the ability and capacity to use alternative routes (Snyder et al., 1991, 1998; Snyder, 2002). These alternative paths and acting thoughts are the two main components of hope. People who use their constructive thoughts effectively, find the desire to take the road they have designed in order to reach their goals and to proceed on this path actively. With this motivation, they often give themselves messages about what they can do (Snyder et al., 1998).

In researches on hope, hope is associated with having a purpose (Snyder et al., 1991), creativity, social competence and social acceptance (Onwuegbuzie & Daley, 1999), social support (Aydın, 2017), anxiety (Onwuegbuzie, 1998).), with self-esteem and self-efficacy (Snyder et al., 1997), with optimism, life satisfaction and depression (Lagacé-Séguin & D'Entremont, 2010), with depressive symptoms (Kwon, 2000), psychological adjustment and subjective well-being (Ong, et al., 2006), socio-economic level (Akuysal Aydoğan & Deniz, 2012), academic procrastination behavior (Uzun Özer, 2009), and religiousness (Dağcı, 2014). It is known that communication skills, coping skills, and self-esteem enhancement skills (Kabakçı & Totan, 2013) and decision-making styles predict hope (Mercan, 2019). There are studies that have concluded that some variables such as personality traits, sibling rank in the family, social support and self-efficacy (Tarhan & Bacanlı, 2015) and age, marital status, education level, and occupation also affect hope (Aydın, 2017).

As included in Snyder's theory of hope, individuals' acting thoughts and goal setting affect hope (Feldman et al., 2009). In a study in which the MMPI test results and hope were examined together, the relationships between the sub-dimensions of acting thoughts, which means goal-directed motivation, and alternative ways, which mean planning, were examined. In the results of the research, it was found that alternative ways and acting thoughts were negatively related to disharmony. In other words, it was determined that those with high dissonance scores had low hopes (Cramer & Drykacz, 1998). In addition, there are studies in the literature that conclude that hope predicts social emotional learning skills (Candan & Yalçın, 2018) and career decision-making self-efficacy (Sarı & Şahin, 2014). Studies have shown that being positive and negative in both

emotions and thoughts affects hope (Mercan, 2019; Satıcı, 2016; Snyder, 1993; Snyder, 1995; Snyder et al., 1998; Şahin et al., 2012; Werner, 2012). In this study, among other variables, the relationship between subjective well-being and hope is focused.

Since each country takes different measures during the COVID-19 process, the variables discussed in the research also differ. For example, in a study conducted with Jews, Ultra-Orthodox Jews and Arabs in Israel, one of the countries that took important steps in the fight against COVID-19, 694 people were studied and it was determined that Arabs had the lowest hope level throughout the process (Braun-Lewensohn et al., 2021). In a study conducted in the Philippines, the hopes of the participants whose anxiety increased during the COVID-19 period; It has been determined that the general well-being of those who are older, married and male are higher than the others (Bernardo & Mendoza, 2021). In a study conducted after the curfews in Colombia and South America, it was found that there was a positive relationship between well-being and hope when religious coping methods were kept constant (Counted et al., 2022). In a study conducted in Greece and Cyprus, the relationship between adaptation to the COVID-19 pandemic, hope and resilience was examined. showed that high hope level increases psychological resilience and adjustment (Dimitriou, et al., 2020).

Studies on hope continued in Turkey during COVID-19. Especially in Turkey, the hope levels of many people have been affected due to reasons such as the curfews for the under 20-year-old group during COVID, and university students switching to online education after face-to-face education. For example, in a study conducted with 3704 adolescents, it was determined that the hope levels of the adolescents under curfew who need psychological support, need financial support, have relatives with COVID-19 patients and family members who have been laid off (Söner & Gültekin, 2021). In another study conducted with 528 university students in Turkey, it was determined that although the hope levels of the students were above the average, they felt as if they were under a burden and trapped during COVID-19 (Mansur & Doğuç, 2021). Another study was conducted to investigate the hope levels and anxiety levels of 122 adolescents during the COVID-19 pandemic with two separate surveys conducted in April 2020 and August 2020. According to this study, it was observed that the hope levels of adolescents decreased in the second application (Cihanyurdu et al., 2021). In another study conducted in Turkey, COVID-19 stress in young adults was negatively associated with hope and optimism; has an indirect effect on subjective well-being through optimism and hope; optimism and hope alleviate the negative health effects of COVID-19 stress; Young adults with high COVID-19 stress levels have been found to have lower optimism and hope (Genç & Arslan, 2021).

Gender Roles

Gender roles include some responsibilities, duties and expectations imposed on individuals by society, written through cultural codes with reference to biological sex (Bee & Boyd, 2011; Dökmen, 2004; Lindsey, 2015; Vatandaş, 2011; Zeyneloğlu & Terzioğlu, 2011). In addition, gender roles are a concept that sees the person according to their biological sex and includes the expectations of gender behavior (Basow, 1992; Helgeson, 2016). What distinguishes biological sex and gender roles is that biological sex is clear and precise, while gender roles are in a fluid structure shaped by society and are far from certain (Butler, 2008). In addition, gender roles are created as a social structure and have a variable and transformative skeleton (Akın & Demirel, 2003).

The roles created by cultures emerge as the child-rearing attitude of caregivers from childhood (Terzioğlu & Taşkın, 2008; Risman & Davis, 2013). Gender roles have permeated their lives so much that they directly affect their family, work, education and career lives. (Basow, 1992). As a result of this influence, it is not possible for people to live in a life framed by gender roles, their way of perceiving life and their state of existence, regardless of gender (Ökten, 2009). Therefore, these roles cause inequality between men and women in terms of taking an active role in the job market, chores at home, caring for the child, social life, entertainment, and dressing. The World Health Organization has shown that the rate of women benefiting from health services is lower than men (Royston & Armstrong, 1998). Although women are more likely to get diseases, it is known that the rate of benefiting from opportunities is lower (Akın & Demirel, 2003). The inequality that has come to the present exponentially over the years affects the feelings and perspectives of individuals, their dreams, plans and expectations for the future (Vefikuluçay et al., 2007; Yılmaz et al., 2009).

In studies examining the relationships between gender roles and generally stress, anxiety and depression, it has been found that those who act according to gender stereotypes have high rates of stress, anxiety and depression (Landrine, 1988; McLean & Stoyanova, 2010). Fodor (1982) also argues that one of the things that increase anxiety in women is traditional social roles. According to this view, traditional roles teach men to be active and brave, fight and focus on the goal, while women teach more passiveness, obedience and fear (Stoyanova & Hope, 2012). In some studies, the rate of depression in women was found to be twice that of men, and restrictive traditional perspectives were shown as the reason for this finding (Jack, 1991; Landrine et al., 1988; Noble, 2005). In Turkey, it has been determined that women's gender perceptions and concerns are higher than men's (Öztürk, 2018). In a study conducted by Archer and McDonald (1991), it was observed that girls are raised with a masculine perspective and traditional stereotypes. Lindholm and Moen (1990) in a longitudinal study conducted in Sweden determined that there is a pressure on women due to the perception of motherhood and found that the children of mothers who felt this pressure years later were more stressed than their peers. Updegraff (1996) revealed that parents' attitudes towards gender roles have an impact on their children, and that girls whose parents' approach with an egalitarian attitude are more successful. Kaçar (2019) also showed that mothers' perceptions of gender roles and fathers' gender perceptions affect their children's views. In addition, according to the results of the longitudinal research conducted in the United States, the quality of marriage increases as the traditional attitudes of spouses towards gender roles decrease (Amato & Booth, 1995).

Social environment and relationships affect hope (Snyder et al., 1998). In this direction, the idea that attitudes towards gender roles can also affect hope has been the starting point of the research. Although there is a study investigating the relationship between gender roles and hope in the literature (Patai, 1984), it was decided to work on this subject because current studies.

Subjective Well-Being

Subjective well-being includes noticing, analyzing, evaluating and expressing satisfaction and positive and negative emotions from life (Diener, 1984; Diener et al., 2003). Subjective well-being can also be defined as a way of seeing the life of an individual with awareness, noticing and expressing the positive and negative emotions that come with certain events (Bradburn, 1969; Eryılmaz, 2009).

Subjective well-being also has emotional and cognitive dimensions like hope. While life satisfaction is the cognitive component of subjective well-being, positive and negative emotions constitute the emotional component (Diener, 1984). Life satisfaction tells whether a person lives according to their own expectations and scales (Diener, 1984). While positive emotions express feelings such as trust, hope and joy, negative emotions express emotions such as fear, uneasiness and anger (Eryılmaz, 2009; İlhan & Özbay, 2010).

When the literature is examined, there is an apperant correlation between subjective well-being and positive social relations and forgiveness (McCullough et al., 1997), optimism (Seligman, 2002), gratitude (Froh et al., 2008), social support (Saygın, 2008) and personality traits (Doğan 2013). İlhan and Özbay (2010) found that among university students, women place internal goals as a higher priority than men; The same study aslo found that internal goals are more effective than external goals in influencing subjective well-being. It has been concluded that marital satisfaction predicts subjective well-being in married individuals (Canbulat & Çankaya, 2014).

Sex, Romantic Relationship, Income Level, and Age

In situations that affect the whole world and societies, such as the COVID-19 epidemic, women and men may be affected differently. There is no common view that the different and common aspects of male and female behaviors in gender-related behaviors are acquired from birth or through socialization later on. (Yıldırım & Gündoğdu, 2022). Therefore, in addition to gender roles, in this study, whether sex also affects the hope level of individuals is discussed.

The effect of romantic relationship on hope is one of the topics discussed in the literature. For example, Bailey and Snyder (2007) found that the hope levels of divorced people are lower than those who are married and not

in a romantic relationship. Although Bjørnnes and colleagues (2018) could not find a relationship between romantic relationship status and hope, they concluded that the hope levels of divorced women were lower than other women. In a study conducted in Iran investigating the relationship between romantic relationship and hope, the hope levels of widowed, divorced and single individuals were found to be lower than the hope levels of married individuals (Khodarahimi, 2015). The results of these studies conducted in different cultures show the relationship between romantic relationships and hope.

Another variable that may be related to the hope levels of individuals may be their income status. In addition to the studies that determined the relationship between income level and hope (Akuysal Aydoğan & Deniz, 2012; Şakar, 2019; Tarhan & Bacanlı, 2015; Yıldız et al., 2016), there are also studies that found no relationship between hope and income level (Kaya, 2007; Tarhan & Bacanlı, 2015).

Whether the level of hope changes with age is a subject that has been studied from time to time. Blanchflower and Oswald (2008) stated that people's subjective well-being and positive emotions follow a U-cycle and stated that positive emotions decrease from youth to middle age and increase again from middle age to old age. The fact that there are those who argue that the level of hope changes in relation to age (Bailey & Snyder, 2007; Bjørnnes et al., 2018; Headey, 2008) as well as those who argue that it does not change (Khodarahimi, 2015) caused age to be considered as another variable in this study.

The Current Study

In this study, it was aimed to understand the change of individuals' hope levels according to sex, romantic relationship, income level and age, and also to determine the predictive degree of hope by attitudes towards gender roles and subjective well-being. Although studies on subjective well-being and hope have found a place in the literature, there has been no study in the literature that deals with attitudes towards gender roles and hope. This study focused on the following questions: (1) Is there a difference between the hope levels of adults according to sex, relationship status and income? (2) Is there a significant relationship between the hope levels of adults and their age? (3) Do adults' attitudes towards gender roles and subjective well-being predict the level of hope?

The data for this research was collected during the days of full lockdown during the COVID-19 (New Coronavirus) epidemic. According to the official data released, the total number of people who lost their lives due to COVID-19 is 97,666 in Turkey as of April 2022 (Ministry of Health of the Republic of Turkey, 2022) and 6,170,283 worldwide (World Health Organization, 2022). Pandemic days may have affected people of all ages differently. It's possible that this pandemic will also impact the study participants. The effects of pandemic have been demonstrated by research conducted in different disciplines (Akyol, 2020; Kuçlu & Yenilmez, 2024; Özdede et. al, 2021; Sarıipek et. al., 2023). In order to objectively evaluate the effects of the pandemic in the field of psychology, studies with data collected during the pandemic period are important. The field will benefit from these data, which show the effects of curfews on various age and gender groups.

Method

Research Design

Correlational research model was used for this research. This model is aimed at examining the relationships and degrees of relationships between two or more variables (Karasar, 2013).

Participants

In this study, 624 adults were reached. Two of them participated in the research but did not approve the use of their data in scientific research; It was understood that four of them were under the age of 18, and 30 people were determined as outliers and were excluded from the data set. Thus, the study was completed with a total of 588 people aged between 18-76 (the average being 30.99), 397 women, 188 men, and 3 who did not specify (Table 1).

Table 1. Demographic characteristics of the participants

Variables	Participants	*n*	*%*
Sex	Female	397	67.5
	Male	188	32.0
	Not specify	3	0.5
Educational Level	Primary school	1	0.2
	Middle school	3	0.5
	High school	24	4.1
	University	424	72.1
	Master's or doctoral degree	136	23.1
Romantic Relationship	No romantic relationship	244	41.5
	Has a romantic relationship	125	21.3
	Engaged	10	1.7
	Married	204	34.7
	Other	5	0.9
Income Level	Quite low	25	4.3
	Low	70	11.9
	Medium	392	66.7
	High	89	15.1
	Quite high	12	2.0

The pandemic led to the convenience sampling of participants in the research. With convenience sampling, the researcher reaches the closest and easiest to reach group (Etikan, Musa, Alkassım, 2016; Kılıç, 2013). There is no harm in using this sampling method if basic human issues are being investigated, the range is wide enough, and it is suitable for the subject and purpose of the research (Erkuş, 2009), but it may still be difficult to reach the appropriate size group to see the connections between the variables (Büyüköztürk et al., 2014). As a matter of fact, Table 1 shows that many individuals with primary and secondary education levels were not reached.

Instruments

Hope Scale (HS) developed by Snyder and his friends (1991) was first adapted into Turkish by Akman and Korkut (1993). Later, Tarhan and Bacanlı (2015) re-adapted the scale. The scale items were designed as an eight-point Likert scale, ranging from 8 "definitely true" to 1 "absolutely false". The scale has 12 items. The highest score to be obtained from the scale is 64, the lowest score is 8. An increase in the score obtained from the scale indicates that the level of hope increases. The construct validity of the scale was tested with exploratory and confirmatory factor analyses. It has been determined that the results are in parallel with the original. The two factors found in the scale are Alternative Ways Thought and Acting Thoughts. The test-retest method was used to test the reliability of the STS. As a result, it was determined that the scale was reliable with the relationship between the first and last application (r=0.86; p < .001). The Cronbach alpha internal consistency coefficient of the scale was .83 and the KMO value was .86 (Tarhan & Bacanlı, 2015)

In this study, the Cronbach's alpha coefficient of the scale was recalculated and found to be .88.

Gender Roles Attitudes Scale (GRAS) was developed by Zeyneloğlu and Terzioğlu (2011). The scale is a five-point Likert type and consists of 38 items. The lowest score obtained from the scale is 38, and the highest score is 190. The scale has five sub-dimensions (egalitarian gender role, female gender role, male gender role, gender role in marriage and traditional gender role). A high score from the scale indicates that there are egalitarian attitudes towards gender roles, while a low score indicates that their attitudes are more traditional. The Kaiser-Meyer-Olkin (KMO) test was used to analyze the construct validity of the scale. The desired reference was achieved with a score of 0.819 in the KMO result. In addition, item analysis and rotational factor analyzes were performed to determine the construct validity of the scale. In order to determine the reliability of the scale, Cronbach's alpha coefficient was calculated, and it was found between .92 for the total score and .73-.80 for the sub-dimensions (Zeyneloğlu & Terzioğlu, 2011).

In this study, the Cronbach's alpha coefficient of the scale was recalculated and found to be .94. The Cronbach's alpha coefficient calculated for the sub-dimensions was found to be between .72 and .88.

Life Satisfaction Scale (LSS) was developed by Diener et al. (1985) and adapted into Turkish by Dağlı and Baysal (2016). LSS consists of five items and is in the form of a five-point Likert scale. The lowest scores that can be obtained from the scale are between 5 and 25. The higher the score, the higher the individual's life satisfaction. After the translation of the original form of the scale, the scale in both languages was applied. In order to see the consistency between the results and the language, the Pearson Product Moments Correlation coefficient was found to be .92. In order to determine the construct validity, exploratory and confirmatory factor analyzes were performed. As a result of the analyzes made, it was seen that the Turkish version of the scale had a single factor in parallel with the original. In addition to the Cronbach's Alpha coefficient calculated for reliability, the test-retest method was applied. While the Cronbach's Alpha internal consistency coefficient was .88, the test-retest reliability was found to be .97 (Dağlı & Baysal, 2016).

In this study, the Cronbach alpha coefficient of the scale was recalculated and found to be .87.

Positive and Negative Affect Schedule (PANAS) was developed by Watson and colleagues (1988) and adapted into Turkish by Gençöz (2000). The scale consists of 20 items containing 10 positive and 10 negative emotions. In order to test the reliability of the scale in the validity and reliability studies, the Cronbach's alpha values of both factors were calculated as .83 and .86 for the positive and negative affect factors, respectively. For the validity test of the scale, the test-retest reliability was checked, and it was found to be .40 for negative emotions and .54 for positive emotions. After factor analysis, it was seen that negative affect and positive affect factors explained 44% of the variance. With the calculations made, it is seen that the Positive and Negative Affect Scale is valid and reliable. (Gencöz, 2000).

In this study, the Cronbach's alpha coefficient of the scale was recalculated and found to be .88 and .86 for positive and negative emotions, respectively.

Data Collection

Before collecting data for the research, approval was obtained from the ethics committee of a state university in Istanbul (Yıldız Technical University, May 22, 2020, number 73613421-604.01.02-E.2005220177). The data of the study were collected during the period of total closures due to the COVID-19 outbreak. Since it did not seem very possible to follow another way to collect the data in this period, the data were collected from the people who were reached via the Internet, through convenient sampling. In the convenient sampling method, the researcher carries out their research by following an economical way and reaching the group closest to them and thus easier to reach (Kılıç, 2013). In convenient sampling, the aim is to collect data with the most easily accessible participants (Etikan et al., 2016). While collecting data via the internet can be criticized because of the belief that only those with internet access can be reached (Büyüköztürk et al., 2014), collecting data via the internet, especially in the field of social sciences, is more applicable, easier to access and economical than traditional approaches. (Avcioglu, 2014). In addition, it was observed that the questionnaires collected via the Internet were filled more frequently (Schonlau et al., 2002). Identity information was not requested from the participants.

Data Analysis

Kolmogorov- Smirnov, Histogram, Stem-Leaf Diagram and kurtosis-skewness analyzes were used to determine whether the data were normally distributed. The Kolmogorov-Smirnov test revealed a non-normal distribution of the data. Since the kurtosis and skewness coefficients were ± 1 (Büyüköztürk, 2018), it was decided that it showed a normal distribution. The homogeneity of the variances was checked with the Levene test and it was determined that the variances were homogeneously distributed (Field, 2013) (p > .05).

In order to determine the differences in the hope levels of adults according to sex, independent samples t test and one-way analysis of variance (ANOVA) to determine their relationship with relationship status and perceived income level were performed. Tukey test was applied to determine between which groups there was a significant difference as a result of ANOVA. The most preferred effect size statistics for comparing groups in studies are eta square and Cohen's d values (Pallant, 2011). With these research data eta square values was

calculated. In addition to these, Pearson correlation coefficient was performed to understand the relationship between hope level and age. Afterwards, hierarchical multiple regression analysis was carried out to see the effect of gender roles and subjective well-being in predicting hope, after confirming that all assumptions were met. IBM SPSS 20 (Statistical Package for the Social Sciences) program was used in the analysis of the data and the level of significance was determined as at least .05.

Results

Independent samples t test was applied to determine whether the level of hope differed according to sex. (Table 2). The data were not included in the analysis because three people participating in the study did not specify sex. According to the findings, there was no significant difference between the hope levels of women and men (t = 1.93, p > .05).

Table 2. Independent samples t test on hope level by sex

Sex	n	M	SD	df	t	p
Female	397	49.70	8.06	583	1.93	.05
Male	188	51.09	8.12			

One-way analysis of variance (ANOVA) was applied to understand the relationship between hope, romantic relationship and income level (Table 3). According to the findings, there is a significant difference between hope and individuals' romantic relationship status ($F = 4.65$, $p < .01$) and income level ($F = 6.06$, $p < .05$). According to effect sizes ($\eta_2 = .02$ and $\eta_2 = .03$, respectively), this difference is weakly effective. According to the results of the Tukey Test, which was conducted to determine between which groups the identified differences are, the hope levels of those who are engaged or married are higher than those who do not have a romantic relationship, and as the income level increases, the level of hope also increases.

Table 3. ANOVA results of individuals' hope scores by romantic relationship status

Romantic Relationship (RR)	n	M	SD	Variance	Sum of Squares	df	Mean Squares	F	p	η_2
No RR	244	49.31	8.23	Between groups	611.09	2	305.55	4.65	.01*	.02
Has a RR	130	49.42	8.41	Within groups	38409.33	585	65.66			
Engaged or married	214	51.46	7.74	Total	39020.43	587				
Income level										
Low	95	47.81	8.93	Between groups	792.63	2	396.32	6.06	.00**	02
Medium	392	50.25	7.82	Within groups	38227.79	585	65.35			
High	101	51.78	8.22	Total	39020.43	587				

*$p < .05$ **$p < .01$

Simple correlation analysis was performed to reveal the relationship between age and hope and a positive and significant relationship (Table 4) was determined ($r = .12$, $p < .01$). According to this result, as age increases, the level of hope also increases.

Table 4. Simple correlation analysis results of hope level by age

Variables	n	r	p
Age Hope	588	.12	.00*

*$p< .01$

Towards understanding the effect of five sub-dimensions of attitudes towards gender role (female gender role, male gender role, marriage gender role, egalitarian gender role and traditional gender role) and three sub-dimensions of subjective well-being (positive affect, negative emotion, life satisfaction) on the prediction of hope, hierarchical multiple regression analysis was performed. Before this analysis was performed, the relations between the variables were calculated with the Pearson moments correlation coefficient (Table 5).

Table 5. Correlation between Hope, Attitudes to Gender Role and Subjective Well-Being

	1	2	3	4	5	6	7	8	9
1. Hope	1								
2. Egalitarian gender role	**.10**[**]	1							
3. Female gender role	.04	- .14[**]	1						
4. Marriage gender role	- .05	- .38[**]	.36[**]	1					
5. Traditional gender role	- .02	.50[**]	- .52[**]	- .56[**]	1				
6. Male gender role	- .03	- .49[**]	.44[**]	- .73[**]	- .73[**]	1			
7. Life satisfaction	**.56**[**]	.02[*]	.06	- .07	- .07[*]	.03	1		
8. Positive affect	**.52**[**]	.06	-.02	- .02	- .02	- .01	.50[**]	1	
9. Negative affect	**- .28**[**]	.006	-.01	.02	.02	.04	- .40[**]	- .25[**]	1

*$p < .05$ **$p < .01$

According to Table 5, there is a significant, positive and low correlation between participants' hope scores and the egalitarian gender role ($r = .10$, $p < .01$), one of the sub-dimensions of their attitudes towards gender roles, no significant relationship was found between the other sub-dimensions, women, marriage, traditional and male gender roles. The relationship between hope and life satisfaction ($r = .56$, $p < .01$) and positive affect ($r = .52$, $p < .01$), which are sub-dimensions of subjective well-being, was moderately positive, and negative affect ($r = -.28$, $p < .01$) were found to be negative at a low level. According to Pallant's (2011) opinion, the correlation coefficient should be below .7 in order for the variables to be included in the regression analysis. Therefore, while the variables were included in the analysis, those with a coefficient below .7 that had a significant correlation as a result of the correlation were taken into account. In the hierarchical multiple regression analysis, the order of the independent variables included in the analysis was determined by considering the correlation coefficients (Jong, 1999). Variables that did not show a significant correlation with the dependent variable were not included in the analysis (Table 6).

Table 6. Hierarchical multiple regression analysis results

Model	Predicting Variables	*B*	β	*t*	*p*	R^2	ΔR^2	R^2	*F*	*p*
Model 1	Life satisfaction	.76	.40	10.75	.00[*]	.39	.39	.39	184.85	.00[*]
	Positive affect	.32	.32	8.45	.00[*]					
Model 2	Life satisfaction	.73	.38	9.72	.00[*]	.39	.39	.00	1.45	.23
	Positive affect	.31	.31	8.37	.00[*]					
	Negative affect	-.04	- .04	- 1.20	.23					
Model 3	Life satisfaction	.73	.39	9.77	.00[*]	.40	.39	.01	8.88	.01[*]
	Positive affect	.31	.31	8.25	.00[*]					
	Negative affect	- .05	- .04	- 1.25	.21					
	Egalitarian gender role	.14	.08	2.43	.01[*]					

*$p < .01$

As seen in Table 6, life satisfaction and positive emotions were included in the first step of hierarchical multiple regression analysis, negative emotions were included in the second step, and egalitarian gender role variables were included in the third step. In the first and third models, the predictive role of independent variables on hope was found to be significant. It is seen that the variables of life satisfaction and positive emotion in the first step predict hope by 39%. The aforementioned variables contributed 39% to the differentiation in the level of hope. The change in differentiation was found to be significant ($F = 184.85$; $p < .01$). When the β and t results regarding the significance of the regression coefficients are examined, it can be seen that the variables of life satisfaction ($\beta = .76$, $t = 10.75$) and positive emotion ($\beta = .32$, $t = 8.45$) predict hope significantly.

It is seen that there is no change in the variance explained in the hope score with the negative thought variable added in the second step. It was also determined that there was no differentiation ($F = 1.45$; $p > .05$). In the third model, when the egalitarian gender role is added to the model, it is seen that the variance explained in the hope score with this variable increase to 40%. In other words, it can be said that when the egalitarian gender role variable is added to the model together with other variables, it predicts hope by 40%. Although the said variable alone has a 1% contribution to the differentiation in the level of hope, it is seen that the change in differentiation is significant ($F = 8.88$; $p < .05$). When the β and t results were examined in order to make a comment on the significance of the regression coefficients, life satisfaction ($\beta = .39$, $t = 9.77$); positive affect

($\beta = .31, t = 8.252$) and egalitarian gender role ($\beta = .08, t = 2.43$) significantly predict hope. In addition, negative affect ($\beta = -.04, t = -1.25$) variable did not have a predictive effect. The inverse relationship between negative affect ($\beta = -.044$) and hope indicates that hope scores decrease as negative affect scores increase. The variable life satisfaction that has the most positive effect on hope can be shown as positive affect, and finally as the egalitarian gender role.

Discussion and Conclusion

As a result of this study, it was determined that there was no significant difference between the hope levels of men and women, and that the hope levels of those who did not have a romantic relationship were significantly lower than those who were engaged or married. In addition, it can be said that hope increases as income level and age increase. In addition, having egalitarian gender role attitudes and subjective well-being predict hope.

Similar to the findings of this study, there are some studies in the literature that found no difference in hope between men and women (Akuysal Aydoğan & Deniz, 2012; Bailey & Snyder, 2007; Bilge et al., 2000; Bjørnnes et al., 2018; Çankaya & Canbulat, 2017; Erol , 2009; Kemer & Atik, 2005; Khodarahimi, 2015; Snyder, 1995; Snyder et al., 1991; Snyder et al., 2003; Tarhan & Bacanlı, 2015; Uzun & Tezer, 2008; Yen, 2008). The reasons for the lack of difference in the level of hope between men and women, the effects of women and men having different goals in life (Snyder et al., 1997), the similarity of the way men and women cope with stress (Schwartz, 2006; Yen et al., 2008) or COVID-19. It may be that similar effects have affected the hope levels in almost all of the society during the COVID-19 process. The topics in which men and women feel hope may different from each other and therefore they may have seen hope in different areas of life, but it is understood that they have a similar level of hope, albeit for different reasons. However, studies emphasize that gender roles rather than gender may be a more determining factor in hope (Snyder & Feldman, 2000; Tarhan & Bacanlı, 2016).

Married and engaged participants have higher hopes than individuals who are not in a romantic relationship. Similarly, Bailey and Snyder (2007) found that the hope levels of divorced people were lower than those of married and non-romantic people, and there was no difference between the hope levels of single and married people. Likewise, Bjørnnes et al. (2018) concluded that there is no relationship between the hope levels of single and married people. In a study conducted in Iran, the hope levels of married individuals were found to be higher than widowed, divorced and single individuals (Khodarahimi, 2015). The difference between the results of these studies may suggest that there is a change related to culture and geography. Although there is no difference in terms of hope between those who are not in a romantic relationship and those who are married in western societies, there may be such a difference in eastern societies. In a study conducted in Turkey, it was determined that spousal support predicted psychological well-being (Çiftçi Arıdağ et al., 2019). From this point of view, it can be thought that different cultures attribute different meanings to marriage and (on the way to marriage) engagement. The differentiation of the effect of marital status on hope level according to culture can be explained by the cultural equivalent of marriage.

One of the results of this research is that the hope levels of individuals with different income levels are also different. When we look at the literature, there are studies that are parallel to this result (Şakar, 2019; Akuysal Aydoğan & Deniz, 2012; Tarhan & Bacanlı, 2015; Yıldız et al., 2016) and that reach opposite results (Kaya, 2007; Kodan, 2013; Tarhan & Bacanlı, 2015) is seen. Considering the studies that did not find a relationship between hope and income level, it was determined that all of them were conducted on students. The fact that the financial situation of the students did not affect their hopes may have been due to the fact that they were not in the job market yet, and that their financial concerns were relatively less than that of adults. However, in order for adults to look to the future with hope, they should not feel themselves and their families in financial danger. In other words, the higher the income level, the higher the hope for the future.

According to the results of the research, there is a positive and significant relationship between age and hope. According to this result, as the age increases, the level of hope also increases. Contrary to the results of Bailey, Snyder (2007) and Bjørnnes and colleagues (2018) studies, this study found that age positively affects hope.

In addition, Erus & Deniz (2020) and Khodarahimi (2015) did not detect any relationship between age and hope. According to the theory put forward by Blanchflower, Oswald (2008), positive affect decreases from youth to middle age, but positive affect increases again towards old age. Considering that the age of the participants ranged from 18 to 76 and the average age was about 31, it can be argued whether Blanchflower, Oswald's (2008) theory is valid. In addition, geography and country conditions or cultural norms may have influenced this relationship between age and hope. It is seen that young people have a high level of future anxiety due to the rising unemployment and the worrying economy in Turkey. In support of this view, Dursun and Aytaç (2012) found that a significant portion of the youth (30%) saw unemployment as an important problem in Turkey and 82% of the participants had no hope of finding a job. Among these young people, those who are worried about finding a job may have increased levels of hopelessness and anxiety. All of these may have caused the hope level of the young population to be lower than those of older age groups. In addition, the conditions brought about by the COVID-19 epidemic (such as curfews, closure of schools, not opening of shopping centers, cancellation of arts and sports events) may have affected young people more, and the hope level of this age group may have been lower than older people.

One of the findings of this study is that with regard to gender roles, egalitarian gender role and life satisfaction and positive affect predict hope. According to studies, hope is associated with gender roles (Snyder, 1995; Tarhan & Bacanlı, 2015). Conflicts about gender roles can lead to negative affect and lower hope (Bilge et al., 2000). In addition, the roles that frame the expectations of women and men from life can lead to different goals. This affects hope as it is directly related to the goal/target component of hope (Eccles, 1987; Headey, 2008). An egalitarian attitude is the balm for the conflicts caused by gender roles. As a matter of fact, Mcdermott et al. (1997) found that situations such as pressure, prejudice, stereotyping, restriction and inhibition affect and reduce hope. Özgen (2009) also found that discrimination and traditionalism lead individuals to despair, while equality increases hope. (Özgen, 2009). It is possible for egalitarian gender roles to positively affect and shape the feelings of the individual in life events such as having a job, marriage, and education. In other words, the egalitarian gender role enables people to be more hopeful about the future.

It has been determined that there are significant relationships between subjective well-being and hope (Bailey & Snyder, 2007; Lazarus, 1999; Ong et al., 2006; Şahin et al., 2012; Uzun & Tezer, 2008; Valle et al., 2006). It can be interpreted that the hope levels of individuals who have more positive affect will increase in parallel, while those who have more negative affect will decrease their hope level. In addition, those with high life satisfaction have higher hope levels. Those who have achieved the goals they set before and are satisfied with it, determine their goals for the future more easily and calmly thanks to their experiences, and give effort (acting thoughts) towards their goals (Tarhan & Bacanlı, 2015). In other words, those who have positive experiences and are satisfied with their lives are expected to have high hope levels.

The fact that the research was conducted during the COVID-19 epidemic, when there were strict restrictions such as curfews, school closures, and no intercity travel, may have affected the results. Gallagher et al. (2021) revealed that higher hope is associated with greater subjective well-being, resilience to stress related to COVID-19, and perceived emotional control. Javier-Aliaga et al. (2022) discovered a correlation between fear of COVID-19 and resilience, while Söner and Gültekin (2021) discovered a correlation between personality traits and resilience and hope. Counted et al. (2022) conducted another study during the COVID-19 period, which revealed the mediating role of religious coping between hope and well-being. Therefore, it should be taken into consideration that in pandemic conditions, factors such as individuals' resilience to stress, perceived emotional control, religious coping skills, and resilience may also affect hope. It is also interesting that Amirav et al. (2021) found a gradual increase in the level of hope despite high depression in their measurements six months before and during the pandemic. This difference occurred across all demographic groups, regardless of age, gender, or education. Therefore, there is a need for more research findings on how individuals' hope levels are affected before, during, and after the pandemic.

Implications

It is almost impossible not to see the impact of gender roles, given the increasing cases of oppression, discrimination, femicide, sexual harassment and abuse. The importance of studies on these roles, which are extremely important from affect to social life, from education to family life, and which have infiltrated into

sentences and expressions in daily life, is an indisputable fact. School administrators, teachers, and psychological counselors have a responsibility to implement educational programs that emphasize gender equality at all levels of education. Education can draw attention to injustices in this regard and create the possibility of a more equal world in the minds of individuals. Education should not be the sole means of bringing about a change in gender roles; it should also be a part of the fundamental political stance and philosophy of the countries. In addition, considering that attitudes towards gender roles are learned later, the importance of the trainings is obvious. Based on the conclusion that individuals with egalitarian attitudes have high hope levels; In order to prevent issues such as oppression, inequality and violence in the society, it can be suggested that school psychological counselors organize psycho-educational programs.

According to the results of the research, those who are engaged or married have higher hopes than those who are not in a romantic relationship. For this reason, in the context of the meaning that individuals attribute to the state of marriage (and even engagement) affects hope, it may be suggested that the subject be addressed in more detail in future research.

Since this study was carried out during the pandemic period, it was revealed what affects hope, which is one of the concepts that sustains the positive aspects of people in negative life events that affect large segments of people. For example, the finding regarding the relationship between age and hope indicates that the positive effect of the younger population should be supported in negative situations affecting society. Additionally, during this curfew period, the presence of egalitarian gender roles in homes is likely to increase people's level of hope. As a result, awareness movements regarding egalitarian roles may gain momentum during these periods. Furthermore, we recommend conducting longitudinal studies to explore the long-term effects of these periods and compare them with other normal periods.

Limitations

The participants' anxiety levels may have been higher because this study took place during the COVID-19 period. This could have affected the study's results. We could suggest contrasting the research outcomes with those from studies conducted following the pandemic. Additionally, a limitation of the study is the large number of participants who hold university and master's degrees. This situation may have arisen due to the online data collection process. Therefore, we may recommend planning similar studies with groups with low education levels.

Author Note: This study was produced from the master's thesis prepared by the first author under the supervision of the second author.

Author Contributions: Both researchers were involved in this research design. The first author wrote the study's literature section and collected the data. Both authors contributed equally to the data analysis, findings, discussion, and conclusion sections.

Funding Disclosure: The authors received no financial support for the research, authorship, and/or publication of this article.

Conflicts of Interest: The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Data Availability: Data are available upon request from the first author.

Ethics Approval and Consent to Participate: Ethical approval was obtained from the Yildiz Technical University Ethics Committee (May, 22, 2020).

References

Akın, A., & Demirel, S. (2003). Toplumsal cinsiyet kavramı ve sağlığa etkileri. *Cumhuriyet Üniversitesi Tıp Fakültesi Dergisi*, *25*(4), 73-82.

Akman, Y. & Korkut, F. (1993). Umut ölçeği üzerine bir çalışma. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *9*(9), 193-202.

Akuysal Aydoğan, S. A., & Deniz, M. E. (2012). Son çocukluk döneminde benlik saygısı ve umut. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, *3*(2), 97-106.

Akyol, P. K. (2020). COVID-19 küresel salgın dönemi ve sonrası müze etkinlikleri. *Milli Folklor*, *16*(127), 72-86.

Amato, P. R., & Booth, A. (1995). Changes in gender role attitudes and perceived marital quality. *American Sociological Review*, *60*(1), 58-66. https://doi.org/10.2307/2096345

Amirav, D. R., Besor, O., & Amirav, I. (2021). Hope during COVID-19 lockdown. *Cureus*, *13*(5). https://doi.org/10.7759/cureus.15097

Archer, J., & McDonald, M. (1991). Gender roles and school subjects in adolescent girls. *Educational Research*, *33*(1), 55-64. https://doi.org/10.1080/0013188910330106

Arnau, R. C., Rosen, D. H., Finch, J. F., Rhudy, J. L., & Fortunato, V. J. (2007). Longitudinal effects of hope on depression and anxiety: A latent variable analysis. *Journal of Personality*, *75*(1), 43-64. https://doi.org/10.1111/j.1467-6494.2006.00432.x

Avcıoğlu, G. Ş. (2014). Internet survey applications in social sciences: response rate, data quality, sample problems and solutions. *Journal of Human Sciences*, *11*(2), 89-113.

Aydın, H. İ. (2017). *Kanser hastalarında umut-umutsuzluk ve sosyal destek ilişkisi* (Master dissertation, Sivas Cumhuriyet University). Council of Higher Education Thesis Center.

Bailey, T. C., & Snyder, C. R. (2007). Satisfaction with life and hope: A look at age and marital status. *The Psychological Record*, *57*(2), 233-240.

Basow, S. A. (1992). *Gender: Stereotypes and roles*. Thomson Brooks/Cole Publishing Co.

Bee, H., & Boyd, D. (2011). *A criança em desenvolvimento*. Porto Alegre: Artmed Editora.

Bernardo, A.B.I., Mendoza, N.B. Measuring hope during the COVID-19 outbreak in the Philippines: development and validation of the state locus-of-Hope scale short form in Filipino. *Current Psychology,* 40, 5698–5707 (2021). https://doi.org/10.1007/s12144-020-00887-x

Bilge, F., Arslan, A., & Doğan, Ş. (2001). Ankara İli Sığınma Evi'ne başvuran kadınların problem çözme becerilerini değerlendirmeleri, kızgınlık, umut ve özsaygı düzeyleri. *Eğitim ve Bilim*, *26*(120).

Bjørnnes, A. K., Parry, M., Lie, I., Falk, R., Leegaard, M., & Rustøen, T. (2018). The association between hope, marital status, depression and persistent pain in men and women following cardiac surgery. *BMC Women's Health*, *18*(1), 1-10. https://doi.org/10.1186/s12905-017-0501-0

Blanchflower, D. G., & Oswald, A. J. (2009). The U-shape without controls: A response to Glenn. *Social Science & Medicine*, *69*(4), 486-488. https://doi.org/10.1016/j.socscimed.2009.05.022

Bradburn, N. M. (1969). *The structure of psychological well-being.* Aldine.

Braun-Lewensohn, O., Abu-Kaf, S., & Kalagy, T. (2021). Hope and resilience during a pandemic among three cultural groups in Israel: the second wave of Covid-19. *Frontiers in Psychology*, *12*, 340. https://doi.org/10.3389/fpsyg.2021.637349

Breznitz, S. (1986). The effect of hope on coping with stress. In: Appley, M.H., Trumbull, R. (eds) *Dynamics of Stress*. The Plenum Series on Stress and Coping. Springer, Boston, MA. https://doi.org/10.1007/978-1-4684-5122-1_15

Butler, J. (2008). *Cinsiyet belası.* Ankara: Metis Yayıncılık.

Büyüköztürk, Ş. (2018). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem Akademi.

Büyüköztürk, Ş., Kılıç Çakmak E., Akgün Ö.E., Karadeniz Ş., Demirel, F. (2014). *Bilimsel araştırma yöntemleri*. Pegem Yayıncılık.

Canbulat, N., & Çankaya, Z. C. (2014). Evli bireylerin öznel iyi olma düzeylerinin yordanması. *Ege Eğitim Dergisi*, *15*(2), 556-576. https://doi.org/10.12984/eed.67597

Candan, K., & Yalçın, A. F. (2018). Ergenlerin sosyal duygusal öğrenme becerilerinin sosyal ilişki unsurları ve umut düzeyi ile ilişkisinin incelenmesi. *OPUS International Journal of Society Researches*, *9*(16), 319-348. https://doi.org/10.26466/opus.468698

Çankaya, Z. C., & Canbulat, N. (2017). Orta çocukluk döneminde umut ve ebeveynlere güvenli bağlanma. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 44, 1-20. https://doi.org/10.21764/maeuefd.317054

Çiftçi Arıdağ, N., Erus, S. M., & Ünsal Seydooğulları, S. (2019). Eş desteğinin evlilik doyumu ve psikolojik iyi oluş ile ilişkisi. *Electronic Journal of Social Sciences*, *18*(71).

Cihanyurdu, İ., İlbasmış, Ç., Aksoy, A. T., Ünver, H., & Arman, A. R. (2021). COVID-19 salgınında ergenlerin geleceğe yönelik kaygı ve Umut Düzeyleri. *Turk J Child Adolescent Mental Health*, *28*(1), 19-26. https://doi.org/10.4274/tjcamh.galenos.2020.68552

Counted, V., Pargament, K. I., Bechara, A. O., Joynt, S., & Cowden, R. G. (2022). Hope and well-being in vulnerable contexts during the COVID-19 pandemic: Does religious coping matter?. *The Journal of Positive Psychology*, *17*(1), 70-81.

Cramer, K. M., & Dyrkacz, L. (1998). Differential prediction of maladjustment scores with the Snyder hope subscales. *Psychological Reports*, *83*(3), 1035-1042. https://doi.org/10.2466/pr0.1998.83.3.1035

Dağcı, A. (2020). Üniversite Öğrencilerinin Dindarlık ve Umut Durumlarının Bazı Değişkenler Açısından İncelenmesi. *Türk Din Psikolojisi Dergisi*, (2), 9-38.

Dağlı, A., & Baysal, N. (2016). Yaşam doyumu ölçeğinin Türkçe'ye uyarlanması: geçerlik ve güvenirlik çalışması. *Elektronik Sosyal Bilimler Dergisi*, *15*(59). https://doi.org/10.17755/esosder.263229

Diener, E. (1984). Subjective Well-Being. *Psychological Bulletin*, *94*(13), 276-300.

Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist, 55*(1), 34–43. https://doi.org/10.1037/0003-066X.55.1.34

Diener, E. (2009). *Assessing well-being: The collected works of Ed Diener* (Vol. 331). Springer.

Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, *49*(1), 71-75. https://doi.org/10.1207/s15327752jpa4901_13

Diener, E., Gohm, C. L., Suh, E., & Oishi, S. (2000). Similarity of the relations between marital status and subjective well-being across cultures. *Journal of Cross-Cultural Psychology*, *31*(4), 419-436. https://doi.org/10.1177/0022022100031004001

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, *54*(1), 403-425. https://doi.org/10.1146/annurev.psych.54.101601.145056

Diener, E., Scollon, C. N., & Lucas, R. E. (2009). The evolving concept of subjective well-being: The multifaceted nature of happiness. In E. Diener (Ed.), *Assessing well-being: The collected works of Ed Diener* (pp. 67–100). Springer Science + Business Media. https://doi.org/10.1007/978-90-481-2354-4_4

Diener, E., Suh, E., & Oishi, S. (1997). Recent findings on subjective well-being. *Indian Journal of Clinical Psychology*, *24*, 25-41.

Dimitriou, L., Drakontaides, M., & Hadjicharalambous, D. (2020). Psychological resilience, hope, and adaptability as protective factors in times of crisis: A study in Greek and Cypriot society during the COVID-19 pandemic. *SSRN*. https://doi.org/10.2139/ssrn.3713732

Doğan, T. (2013). Beş faktör kişilik özellikleri ve öznel iyi oluş. *Doğuş Üniversitesi Dergisi*, *14*(1), 56-64.

Dökmen, Z. Y. (2004). *Toplumsal cinsiyet, sosyal psikolojik açıklamalar*. Sistem yayıncılık.

Dursun, S., & Aytaç, S. (2012). Üniversite öğrencilerinin işgücü piyasasına yönelik beklentileri ve iş deneyimleri ile umutsuzluk ve kaygı düzeyleri arasındaki ilişki üzerine bir araştırma. *Celal Bayar Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *10*(1).

Eccles, J. S. (1987). Gender roles and women's achievement-related decisions. *Psychology of Women Quarterly*, *11*(2), 135-172. https://doi.org/10.1111/j.1471-6402.1987.tb00781.x

Erkuş, A. (2009). *Davranış bilimleri için bilimsel araştırma süreci*. Seçkin Yayınevi.

Erol, H. C. (2009). *Kemoterapi alan hastalarda algılanan stresin umutla ilişkisi* (Doctoral dissertation, Marmara University). Council of Higher Education Thesis Center.

Erus, S. M., & Deniz, M. E. (2020). The mediating role of emotional intelligence and marital adjustment in the relationship between mindfulness in marriage and subjective well-being. *Pegem Journal of Education and Instruction*, *10*(2), 317–354. https://doi.org/10.14527/pegegog.2020.011

Eryilmaz, A. (2009). Ergen öznel iyi oluş ölçeğinin geliştirilmesi. *Türk Eğitim Bilimleri Dergisi*, *7*(4), 975-989.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, *5*(1), 1-4. https://doi.org/10.11648/j.ajtas.20160501.11

Feldman, D. B., Rand, K. L., & Kahle-Wrobleski, K. (2009). Hope and goal attainment: Testing a basic prediction of hope theory. *Journal of Social and Clinical Psychology*, *28*(4), 479. https://doi.org/10.1521/jscp.2009.28.4.479

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.

Fodor, I. G. (1982). Gender and phobia. *Gender and Psychopathology*, 179-197.

Folkman, S. (2013). Stress, coping, and hope. In *Psychological Aspects of Cancer* (pp. 119-127). Springer, Boston, MA.

Frank, J. (1968). The role of hope in psychotherapy. *International Journal of Psychiatry*. 5 (5), 383-401.

Froh, J. J., Sefick, W. J., & Emmons, R. A. (2008). Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. *Journal of School Psychology*, *46*(2), 213-233. https://doi.org/10.1016/j.jsp.2007.03.005

Gallagher, M. W., Smith, L. J., Richardson, A. L., D'Souza, J. M., & Long, L. J. (2021). Examining the longitudinal effects and potential mechanisms of hope on COVID-19 stress, anxiety, and well-being. *Cognitive Behaviour Therapy*, *50*(3), 234-245. https://doi.org/10.1080/16506073.2021.1877341

Genç, E., & Arslan, G. (2021). Optimism and dispositional hope to promote college students' subjective well-being in the context of the COVID-19 pandemic. *Journal of Positive School Psychology*, *5*(2), 87-96. https://doi.org/10.47602/jpsp.v5i2.255

Gencoz, T. (2000). Positive and negative affect schedule: A study of validity and reliability. *Turk Psikoloji Dergisi*, *15*(46).

Headey, B. (2008). Life goals matter to happiness: A revision of set-point theory. *Social Indicators Research*, *86*(2), 213-231.

Helgeson, V. S. (2016). *Psychology of gender*. Routledge.

İlhan, T., & Özbay, Y. (2010). Yaşam amaçlarının ve psikolojik ihtiyaç doyumunun öznel iyi oluş üzerindeki yordayıcı rolü. *Turkish Psychological Counseling and Guidance Journal*, *4*(34), 1-13.

Jack, D. C. (1991*). No title silencing the self: Women and depression.* Cambridge**:** Harvard University Press.

Javier-Aliaga, D. J., Quispe, G., Quinteros-Zuñiga, D., Adriano-Rengifo, C. E., & White, M. (2022). Hope and resilience related to fear of COVID-19 in young people. *International Journal of Environmental Research and Public Health*, *19*(9), 5004. https://doi.org/10.3390/ijerph19095004

Jong, P. F. (1999). Hierarchical regression analysis in structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(2), 198-211. https://doi.org/10.1080/10705519909540128

Kabakçı, Ö. F., & Totan, T. (2013). Effects of social and emotional learning skills on life satisfaction and hope. *Journal of Theoretical Educational Science*, *6*(1), 40-61.

Kaçar, E. (2019). *48-72 aylık çocukların toplumsal cinsiyet kalıpyargıları ile ebeveynlerinin toplumsal cinsiyet algıları arasındaki ilişkinin incelenmesi* (Master dissertation, Akdeniz University). Council of Higher Education Thesis Center.

Karasar, N. (2013). *Bilimsel araştırma yöntemi*. Nobel Yayınları.

Kaya, N. G. (2007). *The role of self-esteem, hope and external factors in predicting resilience among regional boarding elementary school students* (Master dissertation, Middle East Technical University). Council of Higher Education Thesis Center.

Kemer, G., & Atik, G. (2005). Kırsal ve il merkezinde yaşayan lise öğrencilerinin umut düzeylerinin aileden algılanan sosyal destek düzeyine göre karşılaştırılması. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, *21*(21), 161-168.

Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology, 82*(6), 1007–1022. https://doi.org/10.1037/0022-3514.82.6.1007

Khodarahimi, S. (2015). The role of marital status in emotional intelligence, happiness, optimism and hope. *Journal of Comparative Family Studies*, *46*(3), 351-371. https://doi.org/10.3138/jcfs.46.3.351

Kılıç, S. (2013). Örnekleme Yöntemleri. *Journal of Mood Disorders*, *3*(1), 44-50.

Kodan, A. G. S. (2013). Üniversite öğrencilerinde umutsuzluk ve akılcı olmayan inanışlar arasındaki ilişkinin çeşitli değişkenler açısından incelenmesi. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, *11*(2), 175-190.

Kuçlu, N., & Yenilmez, F. (2024). Çin'in pandemi öncesi/sonrası dönemde Türkiye ile olan endüstri içi ticaretinin seyri. *Optimum Ekonomi ve Yönetim Bilimleri Dergisi*, *11*(1), 101-120.

Kwon, P. (2000). Hope and dysphoria: The moderating role of defense mechanisms. *Journal of Personality*, *68*(2), 199-223. https://doi.org/10.1111/1467-6494.00095

Lagacé-Séguin, D. G., & d'Entremont, M. R. L. (2010). A scientific exploration of positive psychology in adolescence: The role of hope as a buffer against the influences of psychosocial negativities. *International journal of adolescence and youth*, *16*(1), 69-95. https://doi.org/10.1080/02673843.2010.9748046

Landrine, H. (1988). Depression and stereotypes of women: Preliminary empirical analyses of the gender-role hypothesis. *Sex Roles, 19*(7-8), 527-541.

Lazarus, R. S. (1993). Coping theory and research: past, present, and future. *Psychosomatic Medicine*. 366–388.

Lazarus, R. S. (1999). Hope: An emotion and a vital coping resource against despair. *Social Research*, 653-678. http://www.jstor.org/stable/40971343

Lindholm, . & Moen, P. (1990). Working parents: Transformations in gender roles and public policies in sweden. *Journal of Marriage and the Family*. c.52 s.2: 564-571.

Lindsey, L. L. (2015). *Gender roles a sociological perspective*. Routledge

Mansur, F., & Doğuç, E. Covid-19 Pandemisinde üniversite öğrencilerinin umut düzeyleri. *Gençlik Araştırmaları Dergisi*, *9*(Özel Sayı), 26-51. https://doi.org/10.52528/genclikarastirmalari.845716

McCullough, M. E., Worthington, E. L., Jr., & Rachal, K. C. (1997). Interpersonal forgiving in close relationships. *Journal of Personality and Social Psychology, 73*(2), 321–336. https://doi.org/10.1037/0022-3514.73.2.321

McDermott, D., Hastings, S., Gariglietti, K., Callahan, B., Gingerich, K., & Diamond, K. (1997). *A cross-cultural investigation of hope in children and adolescents* (ERIC Document Reproduction Service No. ED412450). U.S. Department of Education. https://eric.ed.gov/?id=ED412450

McLean, C. P., & Hope, D. A. (2010). Subjective anxiety and behavioral avoidance: Gender, gender role, and perceived confirmability of self-report. *Journal of Anxiety Disorders*, *24*(5), 494-502. https://doi.org/10.1016/j.janxdis.2010.03.006

Mercan, O. (2019). *Ergenlerde karar verme stillerinin öznel iyi oluş ve umut ile ilişkisi* (Master dissertation, Ankara University). Council of Higher Education Thesis Center.

Noble, V. (2005). *Doctors divided: Gender, race and class anomalies in the production of black medical doctors in apartheid South Africa, 1948 to 1994*. (Doctoral dissertation, University of Michigan). Deep Blue. https://deepblue.lib.umich.edu/handle/2027.42/125461

Ökten, S. (2009). Toplumsal cinsiyet ve iktidar: Güneydoğu Anadolu Bölgesi'nin toplumsal cinsiyet düzeni. *Journal of International Social Research*, *2*(8).

Ong, A. D., Edwards, L. M., & Bergeman, C. S. (2006). Hope as a source of resilience in later adulthood. *Personality and Individual Differences*, *41*(7), 1263-1273. https://doi.org/10.1016/j.paid.2006.03.028

Onwuegbuzie, A. J. (1998). Role of hope in predicting anxiety about statistics. *Psychological Reports*, *82*(3_suppl), 1315-1320. https://doi.org/10.2466/pr0.1998.82.3c.1315

Onwuegbuzie, A. J., & Daley, C. E. (1999). Relation of hope to self-perception. *Perceptual and Motor Skills*, *88*(2), 535-540. https://journals.sagepub.com/doi/abs/10.2466/pms.1999.88.2.535#con2

Özdede, S., Kalonya, D. H., & Aygün, A. (2021). Pandemi sonrası dönemde kişi başına düşen kentsel yeşil alan ihtiyacını yeniden düşünmek. *İdealkent*, (COVID-19 Sonrası Kentsel Kamusal Mekânların Dönüşümü), 362-388. https://doi.org/10.31198/idealkent.843386

Özer, B. U. & Tezer, E. (2008). Umut ve olumlu-olumsuz duygular arasındaki ilişkiler. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi,* 23, 1-9. https://dergipark.org.tr/en/pub/deubefd/issue/25428/268280

Özgen, H. N. (2009). Kentsel olanaklardan eşit olarak yararlanmak. *TMMOB İzmir Kent Sempozyumu Bildirileri*, 08-10.

Öztürk, A. (2018). *Üniversite Öğrencisi Kadın ve Erkeklerin Toplumsal Cinsiyet Algısının Anksiyete ve Öfke Düzeyleri Üzerindeki Etkisinin İncelenmesi*. (Master dissertation, Near East University). Council of Higher Education Thesis Center.

Pallant, J. (2011). SPSS survival manual-A step by step guide to data analysis using SPSS.

Patai, D. (1984). Orwell's despair, Burdekin's hope: Gender and power in dystopia. *Women's Studies International Forum, 7*(2), 85-95. Pergamon. https://doi.org/10.1016/0277-5395(84)90062-1

Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. *Current Sociology*, *61*(5-6), 733-755. https://doi.org/10.1177/0011392113479315

Royston, E. & Armstrong, S. (1998). *Gender and Health a Technical Paper*. World Health Organization. Geneva, 20(3), 827–836.

Şahin, M., Aydın, B., Sarı, S. V., Sezen, K., & Havva, P. (2012). Öznel iyi oluşu açıklamada umut ve yaşamda anlamı. *Kastamonu Eğitim Dergisi*, *20*(3), 827-836.

Şakar, Z. (2019). *Üniversite öğrencilerinin özel yaşam alanları umut düzeyleri ile çocukluk dönemi mutluluk ve huzur anıları, kişilik özellikleri ve algıladıkları duygusal istismar arasındaki ilişkinin incelenmesi.* (Master dissertation, Bursa Uludağ University). Council of Higher Education Thesis Center.

Sarı, S. V., & Şahin, M. (2014). Lise son sınıf öğrencilerinin mesleğe karar verme öz-yeterliliklerini yordama da mükemmeliyetçilik özelliklerinin rolü (The role of perfectiıonalism in predicting career decision efficacy on senior students). *Hacettepe University Jornal of education Faculty*, *29*(1), 238-250.

Sarıipek, D. B., Cerev, G., & Ayhan, E. E. (2023). İşgücü piyasasında pandemi sonrası "yeni normal"; Hibrit çalışma ve iş-yaşam dengesi. *İnsan ve İnsan*, *10*(35), 11-27.

Satıcı, S. A. (2016). Psychological vulnerability, resilience, and subjective well-being: The mediating role of hope. *Personality and Individual Differences*, *102*, 68-73. https://doi.org/10.1016/j.paid.2016.06.057

Saygın, Y. (2008). *Üniversite öğrencilerinin sosyal destek, benlik saygısı ve öznel iyi oluş düzeylerinin incelenmesi*. (Master dissertation, Selçuk University). Council of Higher Education Thesis Center.

Schonlau, M., Ronald Jr, D., & Elliott, M. N. (2002). *Conducting research surveys via e-mail and the web*. Rand Corporation.

Schwartz, S. (2006). A theory of cultural value orientations: Explication and applications. *Comparative Sociology*, *5*(2-3), 137-182.

Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. *Handbook of Positive Psychology*, *2*(2002), 3-12.

Snyder, C. R. (1993). Hope for the journey. In A. P. Turnbull, J. M. Patterson, S. K. Behr, D. L. Murphy, J. G. Marquis, & M. J. Blue-Banning (Eds.), *Cognitive coping, families, and disability* (pp. 271–286). Paul H. Brookes Publishing.

Snyder, C. R. (1995). Conceptualizing, measuring, and nurturing hope. *Journal of Counseling & Development*, *73*(3), 355-360. https://doi.org/10.1002/j.1556-6676.1995.tb01764.x

Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, *13*(4), 249-275. https://doi.org/10.1207/S15327965PLI1304_01

Snyder, C. R., & Feldman, D. B. (2000). Hope for the many: An empowering social agenda. In *handbook of hope* (pp. 389-412). Academic Press.

Snyder, C. R., Cheavens, J., & Sympson, S. C. (1997). Hope: An individual motive for social commerce. *Group Dynamics: Theory, Research, and Practice, 1*(2), 107–118. https://doi.org/10.1037/1089-2699.1.2.107

Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*(4), 570–585. https://doi.org/10.1037/0022-3514.60.4.570

Snyder, C.R., LaPointe, A. B., Crowson, J.J & Early, S. (1998). Preferences of High- and Low-hope People for Self-referential Input. *Cognition and Emotion, 12*(6), 807-823. https://doi.org/10.1080/026999398379448

Söner, O., & Gültekin, F. (2021). COVID-19 salgınında ergenlerin umut, psikolojik sağlamlık ve kişilik özellikleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *17*(2), 329-349. https://doi.org/10.17860/mersinefd.825260

Staats, S. (1987). Hope: Expected Positive Affect İn An Adult Sample. *Journal of Genetic Psychology, 148*(3), 357–364.

Stoyanova, M., & Hope, D. A. (2012). Gender, gender roles, and anxiety: Perceived confirmability of self report, behavioral avoidance, and physiological reactivity. *Journal of Anxiety Disorders*, *26*(1), 206-214. https://doi.org/10.1016/j.janxdis.2011.11.006

Tarhan, S., & Bacanlı, H. (2015). Sürekli umut ölçeği'nin Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *The Journal of Happiness & Well-Being, 3*(1), 1-14.

Terzioğlu, F., & Taşkın, L. (2008). Kadının toplumsal cinsiyet rolünün liderlik davranışlarına ve hemşirelik mesleğine yansımaları. *Cumhuriyet Üniversitesi Hemşirelik Yüksekokulu Dergisi*, *12*(2), 62-67.

Türkiye Cumhuriyeti Sağlık Bakanlığı (2022). *COVID-19 Bilgilendirme Platformu*. https://covid19.saglik.gov.tr/TR-66935/genel-koronavirus-tablosu.html

Tuzgöl Dost, M. (2010). Güney Afrika ve Türkiye'deki üniversite öğrencilerinin bazı değişkenlere göre öznel iyi oluş ve yaşam doyumlarının incelenmesi. *Eğitim ve Bilim*, *35*(158).

Updegraff, K. A., McHale, S. M., & Crouter, A. C. (1996). Gender roles in marriage: What do they mean for girls' and boys' school achievement? *Journal of Youth and Adolescence*, *25*(1), 73-88. https://doi.org/10.1007/BF01537381

Uzun Özer, B. (2009). Bir grup lise öğrencisinde akademik erteleme davranışı: Sıklığı, olası nedenleri ve umudun rolü. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, *4*(32), 12-19.

Valle, M. F., Huebner, E. S., & Suldo, S. M. (2006). An analysis of hope as a psychological strength. *Journal of School Psychology*, *44*(5), 393-406. https://doi.org/10.1016/j.jsp.2006.03.005

Vatandaş, C. (2011). Toplumsal cinsiyet ve cinsiyet rollerinin algılanışı. *Sosyoloji Konferansları,* 35, 29-56.

Vefikuluçay, A. G. D., Zeyneloğlu, A. G. S., Eroğlu, K., & Taşkın, L. (2007). Kafkas Üniversitesi son sınıf öğrencilerinin toplumsal cinsiyet rollerine ilişkin bakış açıları. *Hacettepe Üniversitesi Hemşirelik Fakültesi Dergisi*, *14*(2), 26-38.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54*(6), 1063–1070. https://doi.org/10.1037/0022-3514.54.6.1063

Werner, S. (2012). Subjective well-being, hope, and needs of individuals with serious mental illness. *Psychiatry Research*, *196*(2-3), 214-219. https://doi.org/10.1016/j.psychres.2011.10.012

World Health Organization. (2022). WHO Coronavirus (COVID-19) dashboard. *https://covid19.who.int*

Yen, S. C. (2008). *Relationships of age, gender, and hope with coping styles among Taiwanese adolescents* (Doctoral dissertation, University of Kansas). ProQuest Dissertations Publishing.

Yıldırım, Ş., Gündoğdu, M. (2022). Cinsiyet ve Hormonlar. (Edt. Ş. Gonca Zeren) *Fizyolojik Psikoloji.* Eğiten Kitap.

Yıldız, H. N., Subaşı, H. G., & Tekin, S. (2016). Kanser hastalarının bakımıyla ilgilenen yakınlarının umut düzeylerinin incelenmesi. *Türk Eğitim Bilimleri Dergisi*, *14*(2), 109-127.

Yılmaz, D. V., Zeyneloğlu, S., Kocaöz, S., Kısa, S., Taşkın, L., & Eroğlu, K. (2009). Üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin görüşleri. *Uluslararası İnsan Bilimleri Dergisi*, *6*(1), 775-792.

Zafer, C. (2019). Cinsiyet ve ekonomik gelir düzeyine göre üniversite öğrencilerin umutsuzluk düzeylerinin tespiti. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, *21*(1), 307-324.

Zeyneloğlu, S., & Terzioğlu, F. (2011). Development and psychometric properties gender roles attitude scale. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *40*(40), 409-420.