

Conceptualization of Hope for EFL Teaching within the Iranian Context: A Grounded Theoretical Model

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Abstract

Recent interdisciplinary studies have revealed that hope plays a key role in academic achievement and job performance. Due to the paucity of research on the interface of hope and second or foreign (L2) language teaching, for the first time, this paper sets out to develop a categorical conceptualization of hope for teaching English as a foreign language (EFL). While an exploratory mixed-methods research was designed, using observation and in-depth interviews, grounded-based qualitative data were obtained from experienced Iranian EFL teachers until the theoretical saturation of data was achieved. Thirty-eight items linked to seven main categories were identified. To judge the validation of the qualitative findings, a 38-item questionnaire of hope for EFL teaching was designed and then piloted. Next, to test the generalizability of the piloting-phase findings, the modified 35-item questionnaire of hope for EFL teaching was administered to a convenience sample of 228 EFL teachers from three Iranian provinces of Tehran, Chaharmahal Bakhtiari, and Isfahan. Statistical analyses of the testing data confirmed that 35 items are attached to seven broad underlying components of hope for EFL teaching. Therefore, the main factors, including interpersonal relationship, social purpose, goal-setting, emotion, certainty, source, and anticipated effort were confirmed. Further, the explanatory power of all the items involved in developing hope for EFL teaching was tested and estimated. The findings can shed more light on developing educational interventionist programs which can lead EFL teachers into higher levels of hope for EFL teaching.

Keywords: Hope, grounded theory, second language teaching, EFL teaching, measurement scale

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INTRODUCTION

In today's world and, specifically, in countries with socio-political milieus like Iran, undesirable social, economic, and political changes and disheartening information about deteriorating standards of living tend to constantly compromise people's perceptions of relative hope to invest in their professions and future. Similarly, in the Iranian EFL context, increasing grievances have been witnessed amongst EFL teachers to reflect their socio-economic agonies and despondence to simply keep on teaching English as enthusiastically as ever before. Therefore, even if they wish, they cannot be immune to this negative energy surrounding them. Then, they need more than ever, a casting of the brilliant light of hope on their educational life to direct the training ship toward a safe place.

The concept of hope might be obvious to most people. Nonetheless, the scientific conceptualization of hope has begun with the theories of hope in the contemporary era (Gallagher, 2018), particularly in the field of positive psychology (Seligman, 2006; Snyder, 1994a, 2000). Snyder et al. (1991), and Snyder (1994b) posited the cognitive definition of hope as the most widespread theory. Snyder (1994b) argues that hope is talked about due to some likelihood of achieving the goals. The hope of Snyder (1994b, 2002) is primarily considered a mental state and it consists of three components, namely, concrete goals, agency-thinking, and pathways-thinking. In other words, he observed that high-hope people set clear and relevant goals, show and keep their determination/willpower (agency-thinking), and find alternative ways to overcome different obstacles in the way of achieving their goals. Therefore, the combination of the three components is necessary to result in a hopeful every-day life. The theory presents a practical orientation to providing a more hopeful way of living (Erwich & van der Stoep, 2017). On the other hand, hope has been recognized as a predictor of learners' academic achievement (e.g. Curry, Snyder, Cook, Ruby, & Rehm, 1997; Snyder et al., 1991; Snyder et al., 1997; Snyder et al., 2002) and academic performance (Snyder, Cheavens, &

Michael, 1999). However, studies of hope for academic and workplace environments have recently paid more attention to the hope theory of Snyder et al. (1991) and Snyder (1994b).

LITERATURE REVIEW

Many studies have verified the predictive power of hope with high school learners (e.g. Valle, Huebner, & Suldo, 2006), and with students having difficulties in learning (Heiman & Shesmesh, 2012). Another study done by Peterson, Gerhardt, & Rode (2006) demonstrated a positive relationship between learners' performance on an anagram task and their hope level. Hirschi (2014) showed a direct effect of hope on students' proactive career behaviors. An investigation into the direct and indirect predictive power of hope on primary school teachers' perceived success revealed significant positive relationships between them (Sezgin & Erdogan, 2015). Moreover, Feldman and Kubota (2015) found that general hope can predict academic hope while Gallagher, Marques, and Lopez (2017) revealed the role of hope in predicting academic achievement in college students and also the correlation between hope and the number of semesters as the learners' academic history.

Results obtained from the initial research on hope in the work environment indicate a positive relationship between their performances and hope levels of both managers and associates (Luthans & Jensen, 2002). Using different samples of employees from different job levels in the industry, Peterson and Byron (2008) suggested the important role of hope in employees' job performance after controlling for their self-efficacy and cognitive ability. Also, they argued that since hopeful employees conceive of finding several strategies to meet their goals, they interpret success differently compared with less hopeful employees being more likely to disengage from achieving their goals. Hope was also related to the employees' level of financial performance (Avey, Nimnicht, & Pigeon, 2010).

The meta-analysis of research done on hope in the workplace environment by Reichard, Avey, Lopez, & Dollwet (2013) confirmed the true positive and significant relationship between hope and work performance. The study concluded that hope has an influential role in explaining and predicting employees' behavior. Research undertaken by Valero, Hirschi, and Strauss (2015) on adolescents in vocational training showed that hope is positively linked to supervisor-rated job performance. Another study conducted by Anderson and Feldman (2020) identified that exercise goal-specific hope unlike general hope is associated with frequency of exercise and activity while all other variables had been controlled. Finally, Rand, Shanahan, Fischer, and Fortney (2020) argued that hope, but not optimism, predicts grade expectancy and, in turn, predicts indirectly final grades, even after controlling for previous academic achievement. Given the existing literature on the subject, it logically implies that hope is likely an influential factor in the area of second language teaching (SLT), too. Nevertheless, among the multitude of variables having been studied and also highlighted for their effective role in teaching the second language, to the best knowledge of the researchers of this paper, there is no study done on the topic in this regard in SLT. And most importantly, the concept of hope has not been institutionalized in the field of SLT. On the other hand, conceptually, there is no unified definition of hope (Flores-Lucas, Martínez-Sinovas, & Choubisa, 2018), and hope functions specifically in terms of its related context as per the domain-specific theory of hope (Robinson & Rose, 2010). Therefore, this paper can contribute to this growing area of research by exploring hope for EFL teaching in its immediate context.

PURPOSE OF THE STUDY

Part of this research focused on exploring the precise meaning of HEFLT. Another focus of this study was to explore the contribution of identified concepts to the development of hope for EFL teaching. Therefore, this study aimed to address the following research questions:

1. What are the components of hope for EFL teaching within the Iranian context?
2. What is the explanatory power of the items involved in developing hope for EFL teaching within the Iranian context?

METHOD

The grounded-based qualitative study

The grounded theory method (GTM) is based on the assumptions that concepts provide the underlying foundations for theory construction, that not all concepts of a given phenomenon have been already pinpointed, and that the associations between the identified concepts are not well understood (Strauss & Corbin, 1990, 1998). Additionally, an emerged explanatory theory of a phenomenon under consideration is grounded on the experience of those having experienced it (Glaser & Strauss, 2011). These arguments provided the rationale for adopting GTM as a systematic qualitative research methodology in this study to explore the informants' perceptions of hope for EFL teaching.

Three basic designs have been presented for GTM. Despite the fact that these three approaches to GTM apply closely resembling procedures; there are major differences among them for some philosophical, theoretical, and practical aspects. The emerging design, known as the classical approach (Glaser, 1978), adopts ontologically a positivistic perspective, recognizes one independent reality, and positions researchers as distant observers to build theory as it is (Singh & Estefan, 2018). The constructionist or systematic design (Strauss & Corbin, 1990, 1998) holds a more post-positivistic position and it also acknowledges an objectivist perspective on an external independent reality while personal biases of researchers are considered inevitable that require to be controlled by using procedures to achieve maximum objectivity (Singh & Estefan, 2018). Finally, the constructivist-interpretive design of Charmaz (2006, 2014) acknowledges researchers' active engagement in the co-construction of knowledge

together with participants and she strives for local knowledge about the phenomena of interest (Singh & Estefan, 2018). In other words, researchers' subjectivity provides a way to view the data, and hence the person conducting the research study is assumed to have a unique interpretation of the results (Charmaz, 2006).

The constructionist grounded theory (Strauss & Corbin, 1990, 1998) was adopted as the most appropriate approach for this study since it allows researchers' interpretive potential not to be bound up with predetermined patterns for conceptualizing the phenomenon under consideration, to explore the local phenomenon of interest to generalize in a broader context and to explain a wide range of variables to enhance generalizability and predictive power (Singh & Estefan, 2018). Further, it was implemented since considering the relevant research literature in the advanced stages of study could strengthen the theoretical sensitivity of the emerged model and exploit its potential to create new insights and sensitize identified concepts (Corbin & Strauss, 2014; Hadley, 2017) by being selective to scholarly discourse (Singh & Estefan, 2018) in this area and promoting deeper thinking about the phenomenon.

Due to the simultaneous process of coding and analysis of the data, theoretical sampling was used to recruit the participants purposely to provide more detailed information on the phenomenon. On the other hand, it could help the researcher come to a firm decision on the collection of required data at later interviews and thus, refine more the emerged theory (Glaser & Strauss, 2009). Unlike the preliminary interviews, as the research progressed, in-depth interviews were conducted to seek the teachers' perspectives on hope for teaching EFL. The follow-up interviews continued until constant comparative analysis of the data indicated that the theoretical saturation was achieved. Therefore, it is worth mentioning that a total of five EFL teachers made up the experienced interviewees (informants) of this study. Also, the observation technique could help well cross-check the interviewees' discourse with nonverbal and para-verbal characteristics of communication. On average, each interview session lasted about 40 minutes

and a total of 600 minutes of interviews during three months were audio-recorded after getting the participants' informed consent. Upon each interview session, they were transcribed verbatim and a Word file document of them was prepared. The data served to explore the main concerns of EFL teachers as to the development of their hope for teaching EFL.

To analyze the data, the Straussian (Strauss & Corbin, 1990, 1998) systematic design to GTM provided coding procedures to identify concept-indicators and expand them in terms of their dimensions and categories. Also, a conditional matrix as a coding tool helped to form complex interrelationships of actions and interactions (Singh & Estefan, 2018). It was necessary to go through three steps of open coding, axial coding, and selective coding to identify foundational thematic content while the practical approach to code determination called the 5W-1H (who, what, where, when, and how) questions were used as a basic way to explore and examine data to list characterizing codes and categories attached to textual data (Flick, 2009). This process evolved into a cyclical process when moving between the three coding methods and it was required to understand intimately the data by continuously reading and rereading the collected data for theory to evolve (Williams & Moser, 2019). Coding is a way of giving meaning to field data (Charmaz, 2014) and codes are deemed the building blocks in grounded theory (Glaser, 1978). Coding breaks data into small pieces and creates concepts or abstract ideas (Charmaz, 2014). As the first level of coding, in open coding, units of meaning were used to classify single words and short sequences of words to attach annotations and concepts (Flick, 2009) and then distinct emerging themes were identified which also named concept-indicators (Saldafia, 2009; Strauss, 1998) considering the constant comparison of the indicators. In the second level of coding, the axial coding of Strauss and Corbin (1998) led to sifting, refining, and reassembling the identified concept-indicators, and finally, new categories called dimensions were developed in preparation for selective coding while it involved induction, deduction, and theoretical inference. Reassembling is done by exploring and articulating clear and complete conceptual relationships of

emerging concept-indicators to subcategories along the lines of their dimensions (Strauss & Corbin, 1998). In the third level of coding, selective coding, coding was continued at a higher level of abstraction leading to the construction of meaning or theory creation (Flick, 2009) through further refinement of the data, selecting the core category, and systematically aligning it to other selectively coded categories. Moreover, the memo-writing process involved thinking about events in a conceptual form (Corbin & Strauss, 2014) helped to discover reality as reality is to maximize objectivity.

To further ensure the validity of the research findings, the strategies of member-checking and debriefing were used which are in line with Creswell's (2013, 2007) proposal to increase the validity of findings in qualitative studies. By the former strategy, the final report of the present study was checked by three participants in this study. Debriefing provided an external check of the research process since the final results were reviewed by two experienced professors of the university and then their comments were taken into consideration in developing the final model.

As to the reliability of the coding results in this study, two methods were adopted (Kvale, 1996). To calculate the intercoder reliability, three sessions of interviews were selected randomly and each of them was codified twice at a one-week interval by the researcher. The results of the coding are shown in Table 1 below. The number of agreements is shown as pairs of coding. The intracoder reliability was estimated at 88%. Given that the rate exceeds 60 percent, the reliability is confirmed for the coding findings in this research.

Table 1: The intracoder reliability results

Interview	Coding (N)	Agreements (N)	Non-agreements (N)	Calculated Reliability (%)
1 st	37	17	3	92%
3 rd	18	8	2	89%
5 th	27	11	5	81%
Total	82	36	10	88%

To calculate the intercoder reliability, an experienced professor of the university was requested to participate in coding the three randomly selected interviews together with the researcher. The intercoder reliability was estimated at 83%. The reliability of the coding findings in this research is confirmed as the rate exceeds 60 percent (Table 2). Therefore, the coding findings have appropriate reliability in terms of time (stability index) and between coders (replicability index).

Table 2: The Intercoder reliability results

Interview	Coding (N)	Agreements(N)	Non-agreements(N)	Calculated Reliability (%)
1st	37	16	5	86%
3rd	18	7	4	78%
5th	27	11	5	81%
Total	82	34	14	83%

The Quantitative Study

Piloting Stage

Research Participants: A small scale preliminary quantitative study was conducted using a 38-item researcher-designed questionnaire (Table 7 in the section on results). The questionnaire was administered to a convenience sample of 30 EFL teachers (Table 3). Cronbach's alpha tests were run for HEFLT which led to the findings listed in Table 8 within the results section.

Table 3: Distribution of the EFL teachers by gender, age, and university degrees

			Age				Degree					
	F	%	17-22	23-30	31-35	36-60	Bachelor		Master		Doctorate	
			F	F	F	F	F	%	F	%	F	%
Female	19	63.3	3	7	5	4	4	21	9	47	6	32
Male	11	36.7	1	4	5	1	2	18	6	55	3	27
Total	30	100	4	11	10	5	6	20	15	50	9	30
			13	37	33	17						

Testing Stage

A full-scale quantitative study was conducted using a 35-item researcher-designed questionnaire (Table 7 in the section on results). The questionnaire was administered to the research participants of this study. A convenience sample of 228 EFL teachers from three Iranian provinces including Tehran, Chaharmahal Bakhtiari, and Isfahan participated in this study. They were teaching English as a foreign language (EFL) at private institutions, public high schools, and universities (Table 4). The participants rated the randomly distributed items on a seven-point scale (not at all, very little, little, normally, almost much, much, and extremely). Cronbach's alpha tests were run for HEFLT which led to the findings listed in Table 8 within the results section. From a total of 228 questionnaires, 25 incompletely filled questionnaires were excluded from the analytical procedure. Analysis of the teachers' responses to the questions in the personal information section of the questionnaires showed that 123 (60.6%) were female and 80 (39.4%) were male. The greatest age range was between the ages of 17 and 22 (n=62) (17.7 percent for females and 12.8 percent for males) (Table 4).

Table 4: Distribution of the EFL teachers by gender, age, and university degrees

Gender	F		Age								Degree					
			17-22		23-30		31-35		36-60		Bachelor		Master		Doctorate	
			F	%	F	%	F	%	F	%	F	%	F	%	F	%
Female	123	60.6	36	17.7	35	17.2	28	13.8	24	11.8	69	34	42	20.7	12	5.9
Male	80	39.4	26	12.8	13	6.4	13	6.4	28	13.8	20	9.8	30	14.8	30	14.8
Total	203	100	62	30.5	48	23.6	41	20.2	52	25.6	89	43.8	72	35.5	42	20.7

Concerns Leading to HEFLT Development

On the question of influential factors driving the development of HEFLT, grounded analysis of the participants' perceptions of hope revealed that they were informed by seven major factors in the course of developing hope for teaching English as a foreign language (EFL). Table 5 below highlights the main components of HEFLT. Subsequently, the information is accompanied by some excerpts from coding done in the qualitative phase of the study (Table 6).

Table 5: The emerged conceptual framework of hope for EFL teaching (HEFLT)

Category	Dimension	Concept-indicator (Recurring idea)	Response (%)
1. Interpersonal relationship	1.1. Educational-based environment	1.1.1. Learner's role	100
		1.1.2. Colleague's role	60
	1.2. Non-educational-based environment	1.2.1. Friend's role	60
		1.2.2. Members of a family	80
2. Social purpose	2.1. Moralistic values	2.1.1. Personal values	80
		2.1.2. Family values	60
		2.1.3. Social values	80
	2.2. Prudential values	2.2.1. Possibility	60
		2.2.2. Practicality	60
	2.3. Priority	2.3.1. Importance	100
3. Goal-setting	3.1. Agency-thinking	3.1.1. Energetic goals	100
		3.1.2. Past experience	60
		3.1.3. Success in teaching	100
		3.1.4. Achieving goals	100
	3.2. Pathways-thinking	3.2.1. Out of a predicament	60
		3.2.2. Around the problem	80
		3.2.3. Get major things	80
		3.2.4. Solve the problem	60

4. Emotion	4.1. Pleasure	4.1.1. Pleasantness	60
		4.1.2. Enjoyment	80
	4.2. Attention	4.2.1. Consider further	100
		4.2.2. Devote attention	100
5. Certainty		5.1. Understand	60
		5.2. Sure about	80
		5.3. Predict	100
6. Source	6.1. Cultural sources	6.1.1. Religious beliefs or spirituality	60
		6.1.2. Knowledge of the themes of hope in the native poetry and literature	80
	6.2. Human agency	6.1.3. Knowledge of native poetry and literature	80
		6.1.4. Knowledge of or familiarity with the themes of hope in foreign poetry and literature	60
	6.3. Other sources	6.1.5. Knowledge of or familiarity with foreign poetry and literature	100
		6.2.1. You influence	60
		6.2.2. Circumstances	100
		6.3.1. Motivation for gaining professional identity	80
		6.3.2. Motivation for earning money	60
		6.3.3. Attitudes, interests, or internal motivations	100
		6.3.4. Following patterns of the behavior	60
	7. Anticipated effort		7.1. Expend effort
		7.2. Exert yourself	80

Table 6: Examples of supporting evidence

Category	Example
Interpersonal relationship	The teachers demonstrated the roles their learners and colleagues played in their educational environment. They also commented about their friends and family's roles within their non-educational environment: Hope is needed to do anything, and hope is required to teach a language. But when I want to teach English, first of all, my own students can motivate me when they are motivated. Then I have to know that my work is productive and to understand that my teaching has not been fruitless.

Social purpose	<p>Another concern for the development of HEFLT was the notion of beliefs tied to social values:</p> <p>I have a friend who, despite the fact that he does not need to teach, still teaches. He believes that he teaches to stay up- to- date and learn things from his students. I think adhering to excellence has made him continue teaching... to excel.</p>
Goal-setting	<p>One of the teachers' concerns developing their hope for teaching English centered on goal-setting. In this research, the term goal-setting refers to making clearly identified goals happen. Further, Goal-setting developed in part as a concern for agency-thinking (i.e. energetic goals, past experience, success in teaching, achieving goals) conveying one's determination to achieve one's goals, and partly for pathways-thinking (i.e., out of a predicament, around the problem, get major things, solve the problem) referring to existing plans or strategies to attain one's goals as shown below:</p> <p>It wasn't like everything. It was always going well in the classroom. There were obstacles, but I wasn't disappointed. I hoped for the future and tried hard to solve them because I considered problems to be fleeting.</p>
Emotion	<p>Their views reflected another concern affecting them for the development of HEFLT. Emotions emerged as a concern for both pleasure (i.e. pleasantness referring to a passive pleasure, enjoyment referring an active pleasure) and attention (i.e. consider further, devote attention) as presented below:</p> <p>Hope is also a feeling, a positive feeling that you know you will achieve. I think...</p> <p>...as a teacher, it's really enjoyable when I can be effective in helping students achieve their goals. The first thing that gave me hope that I would succeed</p> <p>was that I was enjoying it.</p>
Certainty	<p>The interviewees also spoke from their experience about the development of their hope for EFL teaching to express their concerns with their certainty. This theme emerged when they wanted to understand, be sure about, or understand that their hope for teaching English had been real:</p> <p>Hope is also a feeling, a positive feeling that you understand you will achieve. It seems to me that... I think I could say that my hope was a real thing and so I did</p> <p>other things that help create hope.</p>
Source	<p>In their accounts of the events as shown below, they pointed out different sources affecting their previous experience of developing hope for teaching English:</p>

Hope is a way of looking to the future and can guarantee a job in the future as well as earning money... Man has various emotional, cognitive and social dimensions. In this regard, having positive motivations and feelings : positive attitudes in a teacher give hope, that is, there is something in you that you would like to change and wish students to be better than you.

Anticipated Effort There were some suggestions that hope for EFL teaching is shown by an effort at some point in the future. The concern anticipated effort emerged as spending much energy to meet their goals (expend effort) and working tirelessly to achieve their goals (exert yourself) as illustrated below:

Hope is a kind of ..., and effort to move forward, and as a consequence persons continue on their path until they reach their goals. Teachers are no exception since... effort cannot be replaced with something else, even with genius... It's often to say that the best things happen to me, but that doesn't always help people. Most times, for some reason, the result is not achieved at least at that time, and you have to wait or take more effort to achieve the goal.

The HEFLT Measurement Scale

Piloting provided an opportunity to increase contextual sensitivity, theoretical sensitivity, and then enhance the validity of this qualitative grounded research. In addition, it became a benchmark against which to judge the acceptability or adequacy of the interview and observation protocol, and feasibility of the findings explored in this grounded study. Finally the researcher-designed 35- item questionnaire for measuring HEFLT as the data collection tool (Table 7) could be modified and refined for a prospective macro-level study following removing unreliable items.

Table 7: A 38-item researcher-designed questionnaire for measuring HEFLT

Construct	Description	Item
Interpersonal relationship	Educational-based Environment	I found that my students in English classes could contribute to my hopefulness when I had hope for teaching English. I found that my colleagues could contribute to my hopefulness when I had hope for teaching English.
	Non-educational based environment	I found that my friends could contribute to my hopefulness when I had hope for teaching English. I found that members of my family could contribute to my hopefulness when I had hope for teaching English.
Social purpose	Moralistic values	Success in teaching English that I hoped for, matched my personal values. Success in teaching English that I hoped for, matched my family values. Success in teaching English that I hoped for, matched my social values.
	Prudential values	Success in teaching English that I hoped for was practical. Success in teaching English that I hoped for was possible.
	Priority	Success in teaching English that I hoped for was important to me.
Goal-setting	Agency-think	I worked energetically to achieve my goals in teaching English My past English teaching experiences have prepared me fully for future success. I've been highly successful in teaching my English courses. I achieved the goals that I wanted in my English classes.
	Pathway-thinking	I could think of several ways to get out of the predicaments that came to me while teaching English. There were many ways around any problem in teaching English I could think of many ways to teach major things in English classes. Even if others got frustrated, I knew that I could find a way to solve my problem while teaching English.
Emotion	Pleasure	It was pleasant to experience the hope of teaching English. It was enjoyable to experience the hope of teaching English.
	Attention	I tried to consider further my experienced hope for teaching English. I tried to devote my attention to the experienced hope for teaching English.

Certainty	<p>I understood what was happening around me when I had hope for teaching English.</p> <p>I was sure about what was happening when I had hope for teaching English.</p> <p>I could predict what is going to happen when I had hope for teaching English.</p>
Source	<p>I found that my religious or spiritual beliefs contributed to my hopefulness when I had hope for teaching English.</p> <p>Cultural sources I found that my knowledge of the themes of hope in native poetry and literature contributed to my hopefulness when I had hope for teaching English.</p> <p>I found that my knowledge of native poetry and literature contributed to my hopefulness when I had hope for teaching English.</p> <p>I found that my knowledge of or familiarity with the themes of hope in foreign poetry and literature contributed to my hopefulness when I had hope for teaching English.</p> <p>I found that my knowledge of foreign poetry and literature contributed to my hopefulness when I had hope for teaching English.^a</p> <p>Human agency I found that I could influence what was happening when I had hope for teaching English.</p> <p>I found that circumstances beyond anybody's control were controlling what was going on when I had hope for teaching English.^a</p> <p>Other sources I found that my motivation for gaining professional identity contributed to my hopefulness when I had hope for teaching English.</p> <p>I found that my motivation for earning money contributed to my hopefulness when I had hope for teaching English.</p> <p>I found that my attitudes, interests, or internal motivations contributed to my hopefulness when I had hope for teaching English.</p>
Anticipated effort	<p>I found that following my patterns of behavior contributed to my hopefulness when I had hope for teaching English.^a</p> <p>I expanded my effort on teaching English when I had hope for teaching English.</p> <p>I found that I need to exert myself to teach English when I was hopeful.</p>

^aThese three items were removed at the end of the pilot phase analysis.

Statistical Analyses

The Observational Consistency

Thirty completed questionnaires of hope were analyzed in the pilot phase. Following the removal of the three items from the questionnaire, the reliability of the test was confirmed by Cronbach's alpha test of 0.840 (above 0.7). Eventually, 203 completed questionnaires made up of 35 items were analyzed. The overall reliability of Cronbach's alpha test of 0.944 (above 0.70) was confirmed (Table 8).

Table 8: Cronbach's alpha test results for HEFLT

	Cronbach's Alpha		Item numbers
	Pilot test	Testing	
Overall consistency	0.840	0.944	35
Interpersonal relationship	0.793	0.765	4
Social purpose	0.827	0.858	6
Goal-setting	0.841	0.868	8
Emotion	0.853	0.889	4
Certainty	0.797	0.785	3
Source	0.865	0.801	8
Anticipated effort	0.743	0.734	2

Factor Analysis

Exploratory factor analysis (EFA), first-order confirmatory factor analysis (CFA), and second-order confirmatory analysis were used to analyze the measurement model of HEFLT. EFA was used to identify more precisely the underlying variables related to the phenomenon under investigation. This was used in the next step to ensure that the extracted indicators were clustered around the appropriate measuring categories. To ensure an orderly factor structure, CFA was performed. In this study, the software SPSS and Amos Graphics Version 24 were used.

EFA was applied to test 35- item HEFLT questionnaire designed based on data obtained from the 203 completed questionnaires. The result of

the KMO sampling adequacy measure at 0.861 shows the high appropriateness of the data or study sample since the values are in excess of 0.60 (Field, 2013; Phakiti, 2018). Given the Bartlett test's significance of 0.000, which is less than 0.05 (Osborne, 2014), a significant relationship between the variables and the dataset is also factorable (Phakiti, 2018). Accordingly, both the results reveal an appropriate factor analysis model (Table 9).

Table 9: KMO and Bartlett's test results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.861
Bartlett's Test of Sphericity	Approx. Chi-Square	4744.073
	Df	595
	Sig	0.000

Table 10 indicates that the first factor's specific eigenvalue is 12.477. The sum of the seven components with their own values above 1 represents 65,920 percent of the total variance. The third block in Table 10 presents variances that are evenly distributed among the factors. These are unlike the non-rotated eigenvalues which the larger share of the variance is justified by the first factor.

Table 10: The explained total variance of test

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.477	35.649	35.649	12.477	35.649	35.649	4.227	12.078	12.078
2	2.802	8.006	43.655	2.802	8.006	43.655	4.032	11.520	23.599
3	1.905	5.444	49.099	1.905	5.444	49.099	3.912	11.178	34.776
4	1.796	5.132	54.230	1.796	5.132	54.230	3.246	9.275	44.051
5	1.512	4.319	58.549	1.512	4.319	58.549	2.773	7.923	51.974
6	1.412	4.033	62.583	1.412	4.033	62.583	2.455	7.014	58.988
7	1.168	3.337	65.920	1.168	3.337	65.920	1.890	5.401	64.389
8	0.989	2.968	68.888						

Component Matrix

Appendix A gives the rotated component matrix output that contains the factor loadings of variables on the remaining seven factors after rotation. The higher the absolute value of the coefficients, the bigger the factor's role in the target variable's overall variance.

Estimating and Testing the Measurement Model

Figure 1 presents the measurement model of hope for EFL teaching. This model illustrates a second-order confirmatory factor analysis. The significance of the regression weights is indicative of the convergent validity of the model at the 99 percent confidence level (Given in appendix B). According to Table 11 below, the goodness of fit indices shows that the model fits the data at an error level of 1 percent. Also, the factor loadings shown in the Figure indicate that hope for EFL teaching has the explanatory power of 100% (1^2) for all the variables of interpersonal relationship, social purpose, goal-setting, source, certainty, anticipated effort, and emotion. As depicted in Figure 1 and with regard to standardized regression weights (Given in appendix C), it was also found that the aforementioned latent variables demonstrate the most explanatory power for the variances of learner's role with 26% (0.51^2), importance with 38% (0.62^2), energetic goals with 46% (0.68^2), internal motivation with 52% (0.72^2), predict with 49% (0.70^2), and expend effort with 53% (0.73^2) respectively. Moreover, the emotion latent variable indicates the most explanatory power for both the variances of devote attention and consider further with 41% (0.64^2).

Table 11: The goodness of fit indices related to the HEFLT measurement model

		X2	DF	P	RMSEA	CMIN/DF	CFI
The	HEFLT	1220	538	0.169	0.079	2.268	0.768
measurement model							

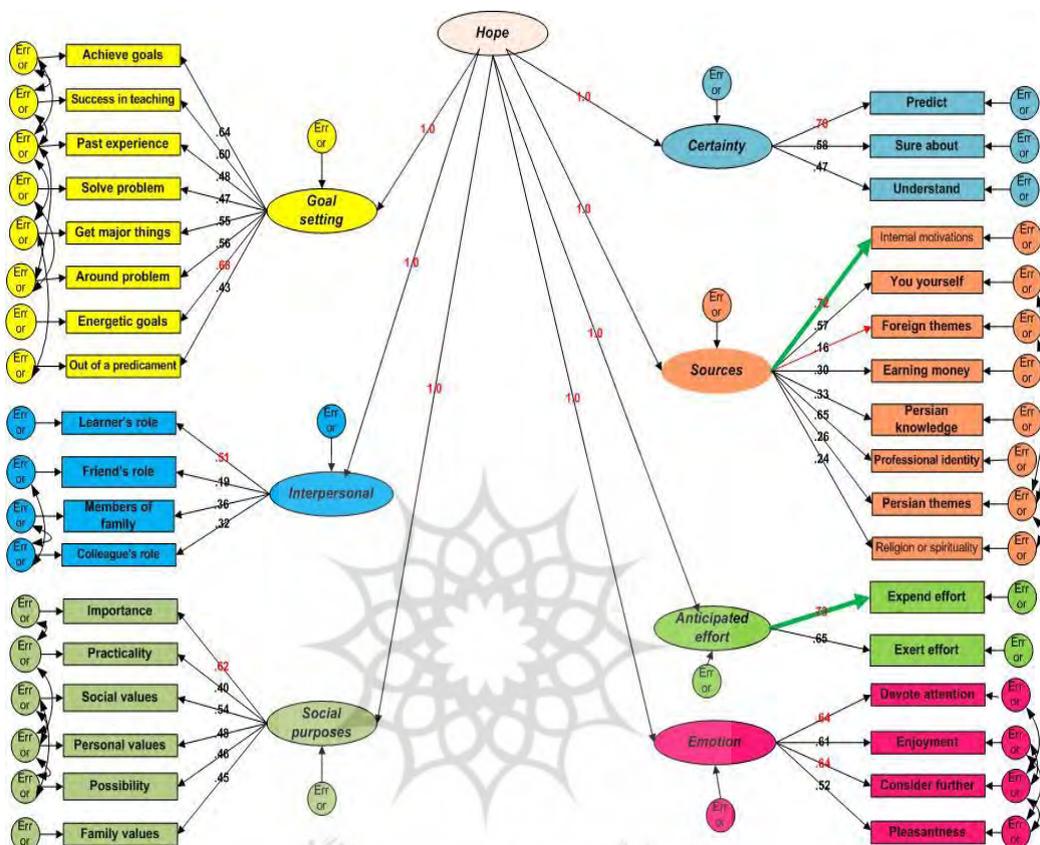


Figure 1: The HEFLT measurement model

As the HEFLT measurement model (Figure 1) indicates, the most influential factors affecting the Iranian EFL teachers' hope are the items expend effort, and internal motivations tied to the anticipated effort and source categories respectively. On the other hand, the least ones are the items foreign themes, and friend's role (Table 12).

Table 12: The most and the least influential items of Hope for EFL teaching (HEFLT)

Category	The most significant Item	The least significant Item
Interpersonal relationship	Learner's role (0.51)	Friend's role (0.19)
Social purpose	Importance (0.62)	Practicality (0.40)
Goal-setting	Energetic goals (0.68)	Out of predicament (0.43)
Emotion	Devote attention (0.64)	Pleasantness (0.52)
	Consider further (0.64)	
Certainty	Predict (0.70)	Understand (0.47)
Source	Internal motivations (0.72)	Foreign themes (0.16)
Anticipated Effort	Expend effort (0.73)	Exert effort (0.65)

DISCUSSION

In the first place, the grounded qualitative stage of this exploratory mixed-method study of hope for EFL teaching developed a conceptual understanding of HEFLT. It revealed 38 concept-indicators while were finally reduced to seven main factors influencing the occurrence of hope for EFL teaching. They consisted of interpersonal relationships, social purpose, goal-setting, emotion, certainty, source, and anticipated effort (Table 5). Second, to judge the initial validation of the qualitative findings, using a convenience sample of thirty EFL Iranian teachers, the researcher-designed 38-item HEFLT questionnaire was piloted. Next, to test the generalizability of the qualitative findings and the designed HEFLT questionnaire, the 35-item HEFLT measurement scale was administered at a large scale of quantitative study. Finally, 35 concept-indicators tied to seven main factors, and the researcher-designed 35-item HEFLT measurement scale, were confirmed. Additionally, the conceptual framework of HEFLT, including interpersonal relationship, social purpose, goal-setting, emotion, certainty, source, and anticipated effort was confirmed.

The interpersonal relationship factor includes the learner's role, the colleague's role, the friend's role, and the family's role. Exploring

interpersonal relationship as one of the main concepts of hope for EFL teaching in this research is similar to the findings of previous studies that also identified interconnectedness or relationship as a dimension of the hope structure (e.g. Benzein, Saveman, & Norberg, 2000; Hollis, Massey, & Jevne, 2007). Additionally, as Bernardo (2010) states, Briones' (2009) study on the conceptualization of hope shows that there are strong references to their parents, siblings, and God. Therefore, the roles for learner, colleague, friend, and family in this study are comparable in dimensions with Briones' (2009) study. In other words, these suggest that HEFLT has been conceptualized in terms of both individualistic and collectivist agency in this research. In fact, this issue is also consistent with Bernardo's (2010) study on extending hope theory that revealed locus-of-hope dimension, with both internal and external agencies in generating routes to relative goals. Moreover, the importance of the learner's role explored in this research is consistent with the results of Atai and Khazaei's (2014) study conducted in an Iranian context.

Identifying the social purpose factor with dimensions of personal values, family values, and social values, practicality, possibility, and priority coincide with the findings of earlier studies (e.g. Averill, Catlin, & Chon, 1990; Haase, Britt, Coward, Leidy, & Penn, 1992). Averill et al. (1990) understood hope as a global emotional experience controlled by social norms. However, in this study, both the social purpose and emotion factors emerged at the same time as two constitutive major components of HEFLT. On the other hand, according to Bernardo(2010) in conceptualizing hope by Tolentino (2009), family, God, members of the related community were identified as external influential agents which is similar to the dimensions of family and social values affecting the development of HEFLT.

Identifying the goal-setting factor with the dimensions of agency-thinking and pathways- thinking in this research agree with the results of Snyder et al.'s (1991) study. It should be mentioned that the results of the current study as to the emotion factor are similar to Smith and Ellsworth's (1985, 1987) studies on hope as to identified dimensions, attention, and

pleasantness.

The certainty factor, including predict, sure about, and understand emerged. In this regard, uncertainty has been shown as one of the six dimensions of hope by Smith and Ellsworth's (1985, 1987) studies holding an emotional view on hope. They stated that the dimension makes hope different from other types of human emotions. However, it should be evaluated cognitively. As compared with their findings, this study conceptualized HEFLT as a multi-component structure covering certainty as a distinct factor in the evaluation of the developed hope.

The source factor includes religious beliefs or spirituality, Persian themes, Persian knowledge, foreign themes, foreign knowledge, you yourself, circumstances, motivation for gaining a professional identity, motivation for earning money, internal motivations, and following patterns of the behavior. It should be noted that the importance of 'you yourself' identified in this study is consistent with the findings of two studies (Derakhshan, et al., 2020; Mahmoodi, Mohammadi & Tofighi, 2019) done in an Iranian context. As for spirituality or religion, finding this variable in the current study supports Bland and Darlington's (2009) and also Briones' (2009) studies on the conceptualization of hope which linked hope with the variable religion.

The anticipated effort factor contains elements of expending and exerting effort. This finding is consistent with Smith and Ellsworth's (1985, 1987) studies as to effort as a constitutive component of hope.

CONCLUSIONS AND IMPLICATIONS

This macro-analysis of the data obtained from the EFL teachers offers a multi-componential construct of hope for EFL teaching. Therefore, in answer to the first research question, to determine the genesis of the phenomenon, seven main underlying factors embedded in the data were revealed. These are, namely, interpersonal relationship, social purpose, goal-setting, emotion, certainty, source, and anticipated effort. In addition, the

35-item researcher-designed HEFLT measurement scale was constructed. In answer to the second research question, expend effort and internal motivations are revealed as the most influential items influencing the development of the Iranian EFL teachers' hope while the least include the foreign themes and friend's role items. Since this study confirmed a multi-componential structure of HEFLT, a future study may focus on exploring the mechanism or process involved in developing HEFLT. It can demonstrate the directionality in which the main factors point. Furthermore, understanding the relationship among the factors due to the depiction of the simultaneous interactive effects among them can lead to the illustration of more realistic and reasoned results as to the precise status and importance of the identified items attached to the underlying factors of HEFLT construction within the Iranian educational context of EFL teachers. The results can raise awareness of educational managers, curriculum evaluators, program developers, and EFL instructors about the importance of the issue. Afterward, the findings can be followed by designing EFL teacher education materials to cover the topic. Lastly, awareness of the effective factors allows interventionist programs to be developed to strengthen HEFLT, bearing in mind the dynamics of the socio-cultural milieu.

Disclosure statement

No potential conflict of interest was reported by the authors.

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Appendix A: Component matrix related to HEFLT

Item	Component						
	1	2	3	4	5	6	7
v1	.486	-.212	.220	.516	.086	-.043	.004
v2	.147	.010	-.061	.745	.000	-.242	-.068
v3	.428	.068	-.243	.502	-.082	.037	.074
v4	.426	-.234	.020	.630	.140	-.092	.050
v5	.089	.117	-.025	.556	.156	-.439	.137
v6	.510	-.208	-.040	.581	.109	.081	.065
v7	.390	-.242	-.100	.646	-.034	.156	.162
v8	.224	-.014	-.187	.698	.017	-.250	.120
v9	.704	.004	.233	-.149	-.435	.030	.082
v10	.736	.031	.236	-.071	-.331	-.352	-.032
v11	.645	.037	.118	-.242	-.522	-.123	.235
v12	.716	.092	.158	-.029	-.185	-.337	.072
v13	-.140	-.010	.187	-.084	-.290	.073	.694
v14	.139	.497	.058	.090	.090	.231	.401
v15	.180	.512	.496	-.007	.210	.229	.380
v16	.118	.726	.230	-.094	.113	.095	.027
v17	-.283	.042	.143	.162	.134	.665	.119
v18	.224	.609	.439	-.027	.175	.083	.207
v19	-.112	.495	.099	-.119	.248	-.279	.427
v20	-.097	.108	.003	-.090	.052	.147	.807
v21	-.230	.444	.377	.085	-.049	.254	.048
v22	-.272	.120	.594	.037	-.015	.338	-.425
v23	-.316	.596	.066	-.208	.153	-.249	-.011
v24	.309	-.504	.547	-.243	.073	-.074	.022

v25	-.458	.266	.452	-.184	-.018	.027	.285
v26	-.065	.752	-.118	-.062	-.041	.179	.014
v27	-.358	.096	-.050	-.150	.196	.651	-.147
v28	-.058	.183	-.212	.073	-.280	.143	.659
v29	-.474	.507	.504	.059	-.050	.140	.018
v30	.318	-.231	-.006	-.239	.559	.021	.315
v31	.216	-.344	-.054	-.243	.520	.289	.331
v32	.203	-.470	.094	-.267	.646	-.030	-.088
v33	.139	-.252	-.217	-.321	.636	-.031	-.008
v34	.030	-.516	.062	-.252	.540	.336	.016
v35	-.169	-.313	.071	-.101	.624	.145	-.135

Appendix B: Regression weights of the HEFLT measurement model

			Estimate	S.E.	C.R.	P	Label
soc	<---	Hope	.528	.081	6.501	***	par_33
anti	<---	Hope	.598	.051	11.669	***	par_34
cer	<---	Hope	.408	.060	6.832	***	par_35
sou	<---	Hope	.208	.061	3.399	***	par_36
gs	<---	Hope	.266	.043	6.202	***	par_37
em	<---	Hope	.502	.065	7.753	***	par_38
inp	<---	Hope	.572	.076	7.492	***	par_39
v9	<---	Em	1.000				
v10	<---	Em	1.160	.151	7.670	***	par_1
v11	<---	Em	1.029	.117	8.829	***	par_2
v12	<---	Em	1.204	.179	6.736	***	par_3
v13	<---	Cer	1.000				
v20	<---	Cer	1.269	.218	5.830	***	par_4
v28	<---	Cer	1.836	.288	6.367	***	par_5
v17	<---	Anti	1.000				
v27	<---	Anti	.979	.108	9.092	***	par_6
v30	<---	Soc	1.000				
v31	<---	Soc	1.006	.204	4.942	***	par_7
v32	<---	Soc	.923	.182	5.073	***	par_8
v33	<---	Soc	1.042	.192	5.429	***	par_9
v34	<---	Soc	.818	.181	4.514	***	par_10
v35	<---	Soc	1.224	.212	5.787	***	par_11
v14	<---	Sou	1.000				
v15	<---	Sou	1.269	.463	2.742	.006	par_13
v16	<---	Sou	2.548	.771	3.304	***	par_14
v18	<---	Sou	1.748	.626	2.793	.005	par_15

v19	<---	Sou	1.285	.479	2.681	.007	par_16
v21	<---	Sou	.910	.493	1.944	.049	par_17
v23	<---	Sou	2.536	.783	3.238	.001	par_18
v1	<---	Gs	1.000				
v2	<---	Gs	1.497	.259	5.781	***	par_19
v3	<---	Gs	1.403	.265	5.299	***	par_20
v4	<---	Gs	1.313	.185	7.078	***	par_21
v5	<---	Gs	1.118	.229	4.880	***	par_22
v6	<---	Gs	1.104	.224	4.922	***	par_23
v7	<---	Gs	1.505	.275	5.476	***	par_24
v8	<---	Gs	1.622	.288	5.633	***	par_25
v22	<---	Inp	1.000				
v24	<---	Inp	.366	.149	2.453	.014	par_26
v25	<---	Inp	.669	.153	4.375	***	par_27
v29	<---	Inp	.693	.172	4.035	***	par_28
v26	<---	Sou	3.489	1.041	3.351	***	par_40

Appendix C: Standardized regression weights of the HEFLT measurement model

			Estimate				Estimate				Estimate
soc	<---	hope	1.000	v17	<---	anti	.725	v23	<---	sou	.569
anti	<---	hope	1.000	v27	<---	anti	.654	v1	<---	gs	.431
cer	<---	hope	1.000	v30	<---	soc	.449	v2	<---	gs	.677
sou	<---	hope	1.000	v31	<---	soc	.463	v3	<---	gs	.555
gs	<---	hope	1.000	v32	<---	soc	.483	v4	<---	gs	.548
em	<---	hope	1.000	v33	<---	soc	.545	v5	<---	gs	.475
inp	<---	hope	1.000	v34	<---	soc	.402	v6	<---	gs	.483
v9	<---	em	.525	v35	<---	soc	.619	v7	<---	gs	.596
v10	<---	em	.643	v14	<---	sou	.245	v8	<---	gs	.635
v11	<---	em	.608	v15	<---	sou	.258	v22	<---	inp	.509
v12	<---	em	.638	v16	<---	sou	.647	v24	<---	inp	.185
v13	<---	cer	.470	v18	<---	sou	.329	v25	<---	inp	.356
v20	<---	cer	.583	v19	<---	sou	.298	v29	<---	inp	.323
v28	<---	cer	.698	v21	<---	sou	.158	v26	<---	sou	.722