



Hope Predicts Happiness with Life, Personal Well-Being, and Resilience Among Selected School-going Filipino Adolescents

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Abstract

Adolescence is a unique life stage where individuals face challenging and diverse psychosocial issues. It is therefore essential to continuously explore variables through which positive psychological outcomes can be fostered among adolescents. The present study, thus, explored the relationship among desirable psychosocial variables; namely, hope, happiness, personal well-being, and resilience. It aimed to investigate if hope and its components—pathway and agency—predict levels of happiness with life, personal well-being, and resilience in a group of purposively selected school-going Filipino adolescents (n=170), who participated in an adolescent development activity organized in a university in Laguna, Philippines. Upon analysis of data, descriptive statistics showed moderate to high levels of hope, happiness, and overall personal well-being, while low-average level of resilience. Correlation analysis, on the other hand, revealed positive relationships among study variables. Furthermore, regression analysis established that overall hope significantly predicts general happiness, overall personal well-being, and resilience. It also showed that only agency was a significant positive predictor of general happiness and overall personal well-being. Hope and its two components were, on the other hand, all positive predictors of resilience. At the end of this paper, directions for research and interventions to foster hope, well-being, and resilience among the youth are discussed.

Keywords: adolescence; hope; happiness; well-being; resilience.

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1. Introduction

Adolescence is characterized by opportunities and vulnerabilities [1]. In as much as young people are faced with challenges and risks [1, 2], they are also capable of succeeding in various aspects of their life given an enabling physical and social environment [1, 2, 3, 4]. This emphasizes the need for youth development workers, teachers, counselors, and other practitioners working with adolescents to explore ways through which positive outcomes can be fostered among the young. To date, much attention has been given on the psychosocial struggles of adolescents. Literature is robust in discussing adolescent problems, depression, and risk-taking behaviors [1, 2]. This approach is important to establish what needs are expressed by the youth and which of these needs have to be prioritized. However, there should also be equal attention given on positive characteristics and processes from where the youth may be able to harness their strengths as they journey towards the future—a standpoint taken by advocates and experts adhering to positive youth development [5, 6]. This way, youth development practitioners can creatively search for pathways through which adolescents' potentials can be enhanced and discover methods and strategies through which negative psychological outcomes can be addressed affirmatively. The present study focuses on some variables, which are deemed to promote positive outcomes among individuals: hope, happiness/well-being, and resilience. Hope, as used in day-to-day conversation, simply connotes a certain positive expectancy of the future. As a construct, however, it is diversely construed by experts in the field of psychology. In earlier discourses, hope has been viewed as an emotional process of coping with adversities [7]. It has also been considered as a cognitive process, comprised of a goal, a motivation or mental energy to pursue goal attainment (agency or willpower), and a mental plan on how to do it (pathway or waypower)—a view which has applications in the counseling process [8, 9, 10]. Recently, hope theory has been extended to include locus-of-hope dimension, which explains that hope cognitions involve not only personal but also collective motivations in goal attainment where external agents (e.g., family, peers, spiritual beings) are similarly at play alongside the individual's internal agency [11]. It is necessary to consider hope when working with the youth, as it is a psychological strength that serves as a protective factor among adolescents who are faced with difficult circumstances [12]. In a study among Filipino late adolescents, hope cognition was found to positively relate with the participants' internal models of self [13]. Likewise, studies among Filipino undergraduate students revealed that hope negatively predicts depressive tendencies [14] and positively correlates with perceived social support and self-esteem [15]. Happiness, on the other hand, is another psychological variable, which conceptually overlaps with related constructs such as well-being, quality of life, and life satisfaction [16]. For one, happiness is deemed as the same with subjective well-being or the positive valuation that people make in the various areas of their life [17]. It is also deemed as synonymous to desirable quality of life or a positive perception that people have as to where they are situated vis-à-vis the life they desire or aim for [18]. But then, it is also defined as a global sense of life satisfaction [17]. Amidst these apparent interchangeable usage of terms, what is clear is that all these concepts pertain to desirable emotion, trait, process, or condition. Studies support the proposition that there is a global dimension of well-being and that interchangeable use of related terms is acceptable as these constructs are facets of this global dimension [16, 18, 19]. There are also explorations on the domains of well-being and how these domains can be psychometrically-evaluated. There was a need to dig deep on these domains as a construct, which can be measured through clearly defined indicators [16, 17]. There are also scales developed to measure happiness such as the Oxford Happiness

Questionnaire [20] and the Personal Wellbeing Index [21, 22, 23] among others. Literature provides insight on the dynamics and process of happiness and well-being as experienced by Filipino adolescents. Filipino adolescents conceive happiness as being able to satisfy their wants, fulfill needs, cease worrying, and express positive emotion [24]. Studies among Filipino college students likewise found that happiness correlates with meaning in life [25] and predicts students' active involvement and positive emotional experience in academic tasks [26]. Some gender difference in psychological well-being are also observed in relational/social aspects, wherein females tend to report higher level of well-being in areas such as relationship with father, peer, and others [27]. Since adolescents are faced with risk factors and some may even encounter adversities along the way, it is not only enough to understand their hope processes and how these relate to their well-being. It is also necessary to comprehend how adolescents perceive themselves as capable of recovering from difficult circumstances. This perceived ability to bounce back from adversity is referred to as *resilience* [28, 29]. Literature viewed resilience as trait, process, ability, or outcome [28, 29, 30, 31]. It is seen as a quality that enables people to thrive in adversity [31]. It is also understood as an ability to recover from adversity, trauma, and other negative experiences [30]. Among Filipino cohorts who have experienced disasters, resilience has been found to be associated with adaptive coping [32], and to be experienced collectively as a community [32, 33]. Social relationships and even exposure to difficult circumstances were identified as resilience processes among grown-up children faced with non-normative adversity, showing that resilience building is a complex process [34]. When Filipino college students who were survivors of a catastrophic typhoon underwent a resilience intervention, it was found that their posttraumatic symptoms, anxiety, and depressive symptoms decreased [35, 36] implying that resilience promotes positive psychological outcomes. In spite of what is known about resilience, there is a lot to discover about resilience processes in adolescence, say for instance, how it is experienced and manifested by those who have not faced catastrophic events but are constantly dealing with normative stressors on a daily basis. It might also help to explore other psychosocial constructs associated with resilience, which may serve as platforms for resilience-building. Considering the significance of exploring hope, happiness/well-being in adolescence, and resilience, there is value in investigating how these variables are associated. While there are existing studies investigating the relationship between hope and well-being—i.e., among Turkish adolescents [37], among female post graduate students [38] and among young adults in India [39]—, and hope and resilience—among young adults [39], female college adolescents [40], and cancer patients [41], there is a value in establishing if the same trend can be gleaned from local cohorts. The present study, therefore, embarked on exploring hope as a possible predictor of happiness, well-being, and resilience among school-going Filipino adolescents. It aimed to answer the question, “Does being hopeful links with Filipino adolescents' sense of happiness/well-being and their perceived ability to bounce back from adversity?” More specifically, it asked the following research questions:

- What is the socio-demographic profile of adolescents participants?
- What are the levels of hope, happiness with life, personal well-being, and resilience of the adolescent participants?
- Is there a relationship among the study variables?
- Does hope predict happiness with life, personal well-being, and resilience?

2. Materials and Methods

2.1 Participants and Sampling Design

Purposively selected school-going adolescents (n=170) participated in this study. They were chosen primarily because adolescent mental health has been observed as a pressing concern locally in the Philippines, as it is in other countries [1]. Likewise, there is growing interest on mental health and psychological well-being, as constructs and as program areas, due to the newly legislated Philippine Mental Health Law [42], which emphasizes creating and mainstreaming mental health programs in schools and communities.

2.2 Data Collection Procedure and Research Instruments

The data in this study were gathered using a self-administered questionnaire provided to the participants face-to-face and answered by them in group. Before data collection, informed consent was sought by articulating the purpose of the study and informing the participants that they may not continue their participation if they feel uncomfortable or just do not want to join. The questionnaire was comprised of four parts: (a) socio-demographics, (b) happiness with life and personal well-being, (c) resilience, and (d) hope. The socio-demographic section inquired on the participants' sex, age, living arrangement, relationship status, and other details concerning their knowledge and interest on adolescent well-being and related activities. Psychometric scales adapted from previous researches, on the other hand, were used to measure hope, happiness with life, personal well-being, and resilience. Hope was measured using the 12-item Trait Hope Scale [8, 9, 10], rated on an eight-point Likert scale (1=*definitely false*, 8=*definitely true*). This tool derives a total score for overall hope and separate scores for its two subscales, agency (will power) and pathway (way power). Summative scores of the Trait Hope Scale were used in the correlation and regression analysis. General Happiness with Life and Personal Well-Being was measured by an eight-item questionnaire Personal Well-Being Index-School Children/Adolescents [21, 22, 23], rated on a 10-point Likert scale (1=*very sad*; 10=*very happy*). The index consists of a single-item measure of general happiness and seven-item measure representing domains of personal well-being; namely, standard of living (satisfaction with financial and material conditions), personal health (satisfaction with health), achievement in life (happiness with one's preoccupation with activities one wants to do), personal relationship (satisfaction with interaction with other people), personal safety (satisfaction with one's own sense of safety and security), feeling part of the community (satisfaction with one's experience outside the home), and future security (happiness with one's expectation of the future). For this study, the percentage of scale maximum was derived as suggested by the scale developers [22, 23]. This standardized the raw scores into units of a 0-100 point distribution and allowed comparison of scores across domain and against a norm group. Resilience was measured using Brief Resiliency Scale [30], a six-item questionnaire rated on a five-point Likert scale (1=*strongly disagree*, 5=*strongly agree*). Higher score in this scale approximates higher level of individual resilience or greater perceived ability to bounce back from adversities. Summative scores of the Brief Resilience scale were used in the correlation and regression analysis.

2.3 Data Analysis Procedure

The data were analyzed using JASP, an open source statistical analysis software [43]. Frequency and percentages were used to describe the participants’ distribution on socio-demographic variables. Mean, median, and standard deviation were calculated to estimate central tendency and dispersion. Correlation and linear regression analyses were run to explore the associations among the variables.

3. Results and Discussion

3.1 Socio-demographic Profile of Adolescent Participants

Table 1 presents the profile of the adolescents who participated in the study. It shows the distribution according to age, sex, living arrangement, relationship status, willingness to receive support, and awareness of agencies or departments providing support among adolescents.

Table 1: Socio-Demographic Profile (n=170)

Variables	Frequency	Percentage
Age Group		
Early adolescents (14-15 years old)	46	27.06
Late adolescents (16-20 years old)	124	72.94
Sex		
Female	127	74.71
Male	43	25.29
Living arrangement		
Living with either or both parents	131	77.06
Not living with either parents	39	22.94
Relationship status		
In a romantic relationship	39	22.94
Not in a romantic relationship	131	77.06
Willing to receive support on well-being		
Yes	117	68.82
Maybe	4	2.36
No	49	28.82
Awareness of support systems		
Yes	107	62.94
No	63	37.06
Willingness to participate on activities on well-being		
Yes	73	42.94
Maybe	93	54.71
No	4	2.35

Based on the data gathered, majority of the adolescent participants are late adolescents (72.94%), whose mean age is 17 years old ($SD=1.67$). This provides an insight about the psychosocial disposition of the participants. Literature shows that late adolescents have a unique set of concerns and characteristics different from younger adolescents [1, 2]. Unlike younger adolescents who are going through the process of pubertal changes and are more concerned with understanding the changes taking place in them, older adolescents tend to be engaged in risk-taking behaviors in their attempt to test their autonomy and capabilities [1, 2]. In terms of sex, majority of the participants were female (72.94%). When asked about their living arrangements, majority are living with both or either parents (77.06%). On the other hand, in terms of relationship status, a huge portion are not yet engaged in a romantic relationship (77.06%). When asked if they are willing to receive support related to adolescent well-being, a large majority of the participants expressed an affirmative answer (68.82%). When asked if they know of an agency or department in their school or community which provides help to adolescents, majority have affirmed that they know at least one (62.94%), citing the guidance counselor’s office, office of student affairs, academic departments, and student organizations as sources of support. Finally, when asked if they are willing and interested to participate in activities on adolescent well-being, majority answered “Maybe” (54.71%) or “Yes” (42.94%). These findings somehow mirror previous studies among groups of Filipino undergraduate adolescents where majority expressed willingness to seek and receive psychosocial support and help [14, 15]. It is however notable that there appears to be more adolescents now who are aware of support systems in their schools.

Table 2 presents a list of topics related to adolescent well-being which the participants think are interesting or helpful and must be underscored in interventions for the youth.

Table 2: Topics in adolescent well-being perceived as helpful or interesting (n=170)

Topics	Frequency	Percentage
Adolescent mental health	131	77.06
Managing one’s emotions	129	75.88
Depression	125	73.53
Self-discovery	122	71.76
Anxiety	119	70
Managing one’s thoughts	113	66.47
Resilience	111	65.29
Family relationship	109	64.12
Happiness	106	62.35
Goal setting	103	60.59
Moving on from painful experience	97	57.06
Peer relationship	91	53.54
Interpersonal communication	90	52.94
Conflict management	90	52.94

Among the topics related to adolescent well-being, the ones deemed most helpful and interested by the

participants are: adolescent mental health, managing emotions, depression, self-discovery, and anxiety, respectively. This seems to demonstrate that the participants are particularly interested about psychological conditions experienced by young people, some factors influencing these psychological conditions, and some strategies on how these conditions can be addressed and responded to.

3.2 Levels of Hope, Happiness with Life, Personal Well-being, and Resilience

Table 3 presents the participants' levels of hope and its components (agency and pathway), general happiness with life, personal well-being and its domains, and resilience.

Table 3: Levels of hope, general happiness with life, personal well-being, and resilience (n=170)

Variables	Mean	SD
Hope (overall)	5.54	1.29
Agency	5.28	1.47
Pathway	5.79	1.31
General Happiness with Life	66.88	18.34
Personal Well-being (overall)	66.65	13.62
Standard of living	71.24	20.65
Personal health	66.18	18.62
Achievement in life	58.24	21.58
Personal relationship	71.94	21.13
Personal safety	71.18	18.74
Feeling part of the community	65.76	22.94
Future security	62.00	21.47
Resilience	2.57	0.46

In this study, level of hope was gauged using the median score of the adolescent participants in the Trait Hope Scale and its two components. Scores in overall hope ($Md=5.88$), agency ($Md=5.50$), and pathway ($Md=6.00$) fall slightly above the median score in the scale (4.5). At the average, adolescent participants report having relatively high level of hope cognition, motivation to attain goals, and clarity as to how their goals can be attained. On the other hand, in making sense of the scores in general happiness with life, the estimate provided by the scale developers [23] was used. This states that, for Asian populations, the normative range is approximately 63 to 66. This means that, in general, the level of general happiness with life of the adolescent participants is relatively *average*. This entails that, as a whole, they tend to see their life as moderately happy and satisfying. The same estimate [23] was used in interpreting personal well-being scores. At the average, the overall personal well-being of the adolescent participants is *average*, which means that, aggregating the individual ratings they have on various domains of their life, they are moderately happy and satisfied. Looking closely at the individual domains, it can be gleaned that, at the average, Personal Relationship, Standard of Living, and Personal Safety are rated *above* the normative range. They tend to be very happy with their interaction with people, the availability of financial and material possessions, and their general sense of safety

and security. Personal Health and Feeling Part of the Community are rated *within* the normative range. They seem to be moderately happy with the status of their health and their involvement in activities outside their home. Future Security and Achievement in Life are rated *below* the normative range. They tend to be less satisfied with their expectations about the future and the opportunities to do what they love to do. Level of resilience is gauged using the median score of the adolescent participants in the Brief Resilience Scale. It was found that participants' resilience score ($Md=2.67$) fall upon slightly below the median score in the scale (3). They report having relatively low average ability to bounce back from adversity.

3.3 Relationship among Hope, Happiness with Life, Personal Well-Being, and Resilience

Table 4 presents the correlation coefficients derived from the bivariate correlation analysis of scores of participant adolescents on the study variables

Table 4: Bivariate correlation among study variables (n=170)

Variables	Hope (overall)	Hope-Agency	Hope-Pathway
General Happiness with Life	.486	.497	.402
Personal Well-being (overall)	.498	.560	.352
Standard of living	.280	.301	.215
Personal health	.212	.244	.227
Achievement in life	.481	.539	.344
Personal relationship	.274	.334	.165
Personal safety	.304	.341	.216
Feeling part of the community	.272	.289	.213
Future security	.447	.510	.309
Resilience	.627	.549	.621

Note: All coefficients are significant at $p<.05$.

Generally, results show that participants' scores in overall hope ($r=.486, p<.001$) and its components, agency ($r=.497, p<.001$) and pathway ($r=.402, p<.001$) have a significant *moderate and positive relationship* with scores in their general happiness with life. The same is observed in the participants' overall personal well-being score which also significantly *moderately and positively relate* with scores in overall hope ($r=.498, p<.001$), agency ($r=.5607, p<.001$), and pathway ($r=.352, p<.001$). These reveal that, by and large, participants' subjective perception of happiness with life, as well as, personal sense of well-being, increases as their hope cognition, motivation to achieve goals (agency), and the clarity of their mental plan or strategy towards goal attainment (pathway) increase. There is also *significant moderate positive relationship* among scores in hope and its components and the participants' ratings on specific domains of personal well-being. Correlational trends in the present studies support existing literature on hope and happiness and well-being [37, 38, 39].

Finally, overall hope ($r=.627, p<.001$) and its components, agency ($r=.549, p<.001$) and pathway ($r=.62, p<.001$)

positively and strongly relate with resilience. This means that as hope cognition increases, adolescent participants' perceived ability to recover from adversities also increases. Statistical trends in the present study support previous findings on hope and resilience research [39, 40, 41]. It is also necessary to note that certain relationship among happiness with life, personal well-being, and resilience are also observed. Happiness with life strongly and positively relates with personal well-being ($r=.687, p<.001$). Resilience, on the other hand, has a slight positive correlation with happiness with life ($r=.283, p<.001$) and personal well-being ($r=.197, p=.010$).

3.4 Hope as Predictor of Happiness with Life, Personal Well-being, and Resilience

Regression analysis was conducted to explore if hope and its two components predict general happiness with life, overall personal well-being, and resilience. Results are shown in Tables 5, 6, and 7.

Table 5: Regression analysis on hope as predictor of general happiness with life

Predictors	R	R ²	β	F	df	p
<i>Model 1</i>	.486	.237		52.05	1, 168	<.001
Overall hope			.486			
<i>Model 2</i>	.500	.250		27.85	2, 167	<.001
Agency			.433			
Pathway			.087			

Note: Significant values in **bold**.

Regression analysis reveals that overall hope predicts general happiness with life, $F(1, 168)=52.05, p<.001, R^2=.237$. However, when the components of hope are both entered in the model, only the agency component, $\beta=.433, t=4.442, p<.001$, is a significant predictor. Adolescent participants who have higher level of hope cognition, specifically, those who tend to be motivated and determined to attain goals also tend to have higher level of general happiness with their life. Likewise, regression analysis reveals that overall hope predicts overall personal well-being, $F(1, 168)=55.30, p<.001, R^2=.248$. Likewise, when both components of hope are entered in the model, only the agency component, $\beta=.645, t=6.944, p<.001$, is a significant predictor. Adolescent participants who report having higher level of hope cognition, specifically those who tend to be motivated and determined to attain goals, also tend to manifest higher personal well-being in various domains of their life.

Table 6: Regression analysis on hope as predictors of overall personal well-being

Predictors	R	R ²	β	F	df	p
<i>Model 1</i>						
Overall hope	.498	.248	.498	55.30	1, 168	<.001
<i>Model 2</i>						
Agency	.566	.320	.645	39.37	2, 167	<.001
Pathway			-.117			

Note: Significant values in **bold**.

In the case of both general happiness with life and personal well-being, data shows that pathway is not a significant predictor. Apparently, having a clear mental route towards goal attainment do not strongly predict happiness or well-being among the study participants. This is noteworthy because hope theory suggests that both agency and pathway are necessary to have high hope cognition [8]. This study seems to suggest, nonetheless, that motivation or mental energy to pursue one's goals is a stronger predictor of a greater sense of satisfaction among the youth. Developmentally, adolescents are believed to be passionate in the things they do and in what they believe in [1]. They are also in a stage of preparing for adult life [1, 27], open to taking risks and exploring their abilities in aiming for their aspirations [2, 14, 15]. However, as they work towards honing themselves for bigger tasks and responsibilities, adolescents are still undergoing a process of consolidating their value systems as well as of discovering methods and strategies to achieve their goals. Different adolescents would take unique developmental trajectories and identity statuses, wherein they juggle exploration and commitment to tasks and aspirations [44, 45]. This probably explains why pathway's influence on happiness and well-being is not as strong as that of their agency. Therefore, this finding insinuates that if practitioners wish to harness the influence of hope in enhancing well-being among the youth, there has to be interventions which will allow adolescents not only to learn how to channelize their mental energies but, at the same time, where they will have opportunities to clarify the goals they wish to attain, to plan out strategically how these goals can be achieved, and to practice specific competencies required for goal attainment.

Table 7: Regression analysis on hope as predictor of resilience

Predictors	<i>R</i>	<i>R</i> ²	β	F	<i>df</i>	<i>p</i>
<i>Model 1</i>	.627	.393		108.839	1, 168	<.001
Overall hope			.627			
<i>Model 2</i>	.637	.406		56.976	2, 167	<.001
Agency			.208			.018
Pathway			.469			<.001

Note: Significant values in **bold**.

Finally, regression analysis reveals that overall hope predicts resilience, $F(1, 168)=108.84$, $p<.001$, $R^2=.393$. When entered in the model, both agency, $\beta=.208$, $t=2.394$, $p=.018$, and pathway components, $\beta=.469$, $t=5.404$, $p<.001$, appear to be significant predictors. Adolescent participants who report having higher level of hope cognitions, who tend to be motivated to attain goals, and who have a clear mental pathway to do it, also tend to manifest greater perceived ability to bounce back from adversities. Hope has been found to serve as a resource that help people cope with normative stress, buffers stressors emerging from challenging life events, and facilitate adjustment [32, 35, 36, 46]. It also helps individuals to deal with traumatic events thus attenuating post-traumatic stress [47]. And, more specifically among the youth, hope allows younger people to manage obstacles flexibly and strategically [48].

4. Conclusion

The present study explored the association among hope, happiness with life, personal well-being, and resilience in a group of purposively selected school-going Filipino adolescents. Primarily quantitative in nature, the study used descriptive, correlational, and regression analysis to investigate hope as a possible predictor of positive psychological variables. The following presents the conclusions and insights derived from this research.

4.1 Sociodemographic Profile of Adolescent Participants

Majority of the participants are late adolescents and female. Most of them are not in a romantic relationship and are living with at least one parent. Participants are primarily willing to receive help and support related to adolescent well-being and can cite at least one agency or department in their school or community which provides such support. Some of the agencies mentioned are the guidance counselor's office, office of student affairs, academic departments, and student organizations among others. There seems to be more awareness now about the value of help-seeking and about knowing where and how to seek help. Data further shows that participants are most interested in topics related to psychological conditions and how to address them.

4.2 Levels of Hope, Happiness with Life, Personal Well-being, and Resilience

In conclusion, the adolescent participants tend to have relatively *moderate to high* levels of general happiness with life and relatively *moderate to high levels* of personal well-being. They also tend to manifest *moderate to high* levels of hope, agency, and pathway. Notable, participants reported relatively *low average* levels of resilience.

4.3 Relationship among of Hope, Happiness with Life, Personal Well-being, and Resilience

Overall hope and its agency component generally have significant positive relationship with happiness with life and personal well-being among the selected school-going adolescents. All domains of personal well-being also relate positively with hope cognition. They also positively relate with resilience.

4.4 Hope as Predictor of Happiness with Life, Personal Well-being, and Resilience

Furthermore, hope and its agency component tend to predict positive subjective evaluation of happiness with life and overall personal well-being. Pathway was not a significant predictor, when agency is also entered in the model. Finally, hope also predicts resilience. Agency and pathway are both significant predictors of resilience when entered simultaneously in the model.

5. Limitations

The present study has certain scope and limitations that can be addressed and expanded in future researches. First, the present study only explored school-going Filipino cohorts, a group which has its own context, needs, and profile. It does not tell much about adolescents in other socio-cultural contexts. Second, the present study is

highly quantitative and only provides an insight on the nature of association among the constructs. It does not provide detailed explanation on how these association take place in actual setting and how they are experienced by the participants. Conducting qualitative explorations on the variables might pave way to a more in-depth understanding of the dynamics of happiness, well-being, and resilience. Finally, participants in the present study is relatively limited only in one educational institution. Replication this research in a larger population might bring forth meaningful insights that are generalizable to the Filipino youth, as a whole.

6. Recommendations

Having established that hope predicts happiness with life, personal well-being, and resilience, opportunities open up for future initiatives both in research and in intervention, particularly those geared towards providing support among adolescents. In the aspect of research, it is highly suggested that a similar study be replicated among adolescents who are not attending school or who are facing difficult circumstances. Same is encouraged for younger adolescents and for emerging adults or those transitioning from adolescence to adulthood. It will be interesting to know if the same trend will manifest in different socio-ecological contexts and psychosocial set-up, which influence adolescents' psychological disposition. Since agency significantly relates to well-being, it will be interested to explore more deeply on the dynamics and mechanisms of motivation among adolescents and how this influence the young's psychosocial well-being. Consequently, while pathway did not significantly predict happiness and well-being, it may be meaningful to explore whether there are other variables which moderates or mediates its influence on happiness. Most importantly, it may be helpful to explore other psychosocial variables, which intervene between hope and happiness/well-being and which can be reinforced to strengthen the association between the two. It will also help to implement qualitative or mixed-methods researches that are culturally contextualized to ascertain how hope, well-being, and resilience are experienced and viewed by adolescents in different sociocultural backgrounds. This way, interventions to be developed based from these researches will become more ecologically-valid, inclusive, and responsive to the needs of diverse youth groups. In the aspect of intervention, designing programs and activities that fosters hope among the youth is recommended. Some activities suggested are goal setting and clarification, strengthening agency and pathway, and providing opportunities to rekindle hope process [8]. Since adolescents remain to be primarily influenced by their social network such as the family and peers, it may help to involve these significant others in catering adolescents' psychosocial needs towards fostering well-being and building resilience [14, 15, 31, 33]. While support systems in the school setting are called to respond to mitigate psychosocial risks and address mental health problems among students, focusing on enhancing desirable psychological qualities and competencies may also come out as a meaningful direction in youth programming. Integrating psychological well-being in student services and, even, in the curriculum may facilitate making mental health and psychosocial services more accessible to the youth, thus providing them sufficient support to build hope, to enhance their well-being, and to practice their ability to recover from adversities.

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