

## The Level of Hope of the Ethnic Minority Undergraduate Students

Rumanna Roshni<sup>1</sup>, Md. Mozibul Huq Azad Khan<sup>2</sup> and Md. Torun Hasan<sup>3</sup>

<sup>1</sup>Research Fellow, Department of Psychology, University of Rajshahi, Bangladesh

<sup>2</sup>Professor, Department of Psychology, University of Rajshahi, Bangladesh

<sup>3</sup>Assistant Professor, Department of Clinical Psychology, University of Rajshahi, Bangladesh

---

### Abstract:

**Background:** Hope is a factor that helps initiate and sustain action toward long run goals. Positive thoughts and expectations for the longer term among people had a positive influence on their mental and physical health. The present research concentrated on investigating the distinctions on the level of hope among the ethnic minority and general (non-ethnic) undergraduate students in Bangladesh specially in University of Rajshahi.

**Materials and Methods:** The respondents were selected by multi-stage sampling procedure. The sample of the study consisted of 360 students of Rajshahi University. The level of hope for 360 (180 ethnic minority and 180 general students) respondent were estimated by administering the Bangla adaptation (Joarder, T. K. et al.<sup>8</sup>) of the Trait Hope Scale which was initially developed by Snyder et al.<sup>11</sup>.

**Results:** The outcome uncovered that the level of hope of the undergrad ethnic minority students was significantly ( $P < 0.01$ ) poor than general (non-ethnic) students. The consequence of the study additionally uncovered that the level of hope for the ethnic male students was significantly ( $P < 0.05$ ) higher than the ethnic female students. The findings also indicate that the level of hope for the diverse ethnic minority groups does not contrasted significantly ( $P < 0.01$ ).

**Conclusion:** The findings of the current investigation indicates that the degree of hope of the ethnic minority undergraduate is discovered less fortunate than that of the undergraduates from mainstream. The concerned authorities should take appropriate steps in this regard so that the ethnic student can easily cope up and feel comfort in the advanced culture and tradition of the students of other society.

**Key Word:** Ethnic minority student, Gender, General student, Hope, Undergraduate

---

Date of Submission: 26-03-2022

Date of Acceptance: 06-04-2022

---

### I. Introduction

Hope is an optimistic attitude of mind based on an expectation of positive outcomes related to events and circumstances in one's life or the world at large. It is one of the human qualities helping him to overcome deprecation, follow his objectives and lessens the intolerability feeling of future<sup>2</sup>. Snyder et al.<sup>11</sup> defined hope as the sense of success resulting from the interaction between pathways and agency. There are three components of hope: objective, pathways and agency. "Hope" is thought of as a state of positive motivation that is based on the interaction of the pathways to success and the agency in thinking to use the pathways<sup>12</sup>. There are 27 ethnic minority groups living in Bangladesh. The nation's indigenous populace is roughly 1,586,141 which speak to 1.8% of the absolute populace of the country<sup>1</sup>. The tribal people are living in their ancestral land in Bangladesh with their distinct languages, cultures, heritages, religions, diverse tradition and customs as well as with their own life style harmoniously for a long time<sup>10</sup>. The daily life style of the indigenous people have inborn deep relationship with the forest, rivers, hills and valleys, land and nature<sup>3</sup>. Because of profound burden of modern society ethnic minority people this days have embraced modern culture. They are coming to huge urban communities, from their ancestral terrains for acculturating themselves. They start getting advanced education from state funded institutions as well as from abroad. Since these minority students have an assorted language, diverse physical highlights, an entirely exclusive culture and way of life, so they can't rehearse their routine lifestyle style inside the standard of the mainstream. They endure a ton to adapt up inside the Bengali culture and society. Several previous studies found that minority individuals are disproportionately likely to experience acculturative and economic distress, chronic unemployment, familial dysfunction, and environmental threats<sup>14</sup>. Blacks have more severe cognitive and emotional impairment associated with hopelessness compared to whites<sup>9</sup>. Hope state depends on the positivity or negativity of each individual's ethnic identity (the sense of belonging to an ethnic group)<sup>14,16</sup>. Yao J. and Yang L.<sup>17</sup> found that perceived prejudice can negatively influence

mental health and bring about negative reconstruction to ethnic identity and hope. Cheavens J.<sup>6</sup> have found that females are less hopeful than males. Visser, et al.<sup>15</sup> focused on factors affecting depressiveness across different racial and ethnic groups. In their study, women were found to be more prone to depressive symptoms than men, and they also showed lower trait hope. Hasnain N.<sup>7</sup> conducted a study and non-significant differences between young adult Assamese males and females on optimism and hope were obtained. The present study intended to investigate the level hope of the ethnic minority undergraduate students of university of Rajshahi, Bangladesh. The main objective of the study is to measure and compare the level of hope of the ethnic minority and general (non-ethnic) undergraduate students.

## II. Material and Methods

**Study Design:** Quasi-experimental design.

**Study Location:** University of Rajshahi, Rajshahi, Bangladesh.

**Study Duration:** July 2019 to February 2022.

**Sample size:** 360 respondents

**Subjects & selection method:** The sample of the study comprised of 360 students of the University of Rajshahi. Among them 180 are ethnic students out of absolute 189 ethnic students as indicated by the database of ICT Center of the University of Rajshahi. Ethnic students were chosen purposively. Another gathering of 180 general (non-ethnic) students were chosen as control group by utilizing matched pair technique from respective faculties. For this ten faculties of the university divided into four bunches specifically Science (faculty of science, faculty of life and earth science, faculty of agriculture and faculty of engineering), Arts (faculty of arts and faculty of fine arts), Social science (faculty of social science, faculty of law and institute of education and research) and Business studies (faculty of business studies and institute of business administration). The respondents were aged from 18 to 25 years.

**Instrument:** The Trait Hope Scale was initially developed by Snyder et al.<sup>11</sup>. The Bangla adaptation of the Trait Hope Scale was adjusted by Joarder, T. K. et al.<sup>8</sup>. The test-retest reliability quality for the Bangla form of the Trait Hope Scale was discovered 0.84 ( $\alpha = 0.01$ ) and parallel form reliability coefficient was discovered 0.91 ( $\alpha = 0.01$ )<sup>8</sup>. The Bangla adaptation scale comprises of 12 items which are divided into two sub scales, Such as: (a) Agency (i.e., goal-directed energy) and (b) Pathway (i.e., planning to accomplish goals). Among the 12 items, 4 makes up the Agency sub-scale and other 4 make up the Pathway sub-scale. The rest 4 items are fillers (3, 5, 7 and 11) and they are not considered at the time of scoring. Every item is answered using an 8 point Likert scale which ranging from definitely false to definitely true. These are 1= Definitely false, 2= Mostly false, 3= Somewhat false, 4= Slightly false, 5= Slightly true, 6= Somewhat true, 7= Mostly true and 8= Definitely true. The total Trait Hope Scale score is inferred by summing the four Agency and the four pathway items and score go from 8-64. The higher Hope Scale scores demonstrating more elevated levels of hope and the lower scores showing lower levels of hope.

**Procedure:** In this study, the data were gathered from 10 distinct faculties of Rajshahi University. During data assortment respondents were informed about the motivation behind the present study and guaranteed the confidentiality of their answers. At that point, the respondents were mentioned to peruse carefully all of items of the Trait Hope scale and gave a numerical numbers from 1 to 8 to the right side of every item. Finally, all information were gathered within three months.

**Statistical analysis:** The data were analyzed by using IBM SPSS (version 20) and so as to draw inferences t-test and one way ANOVA were utilized.

## III. Result

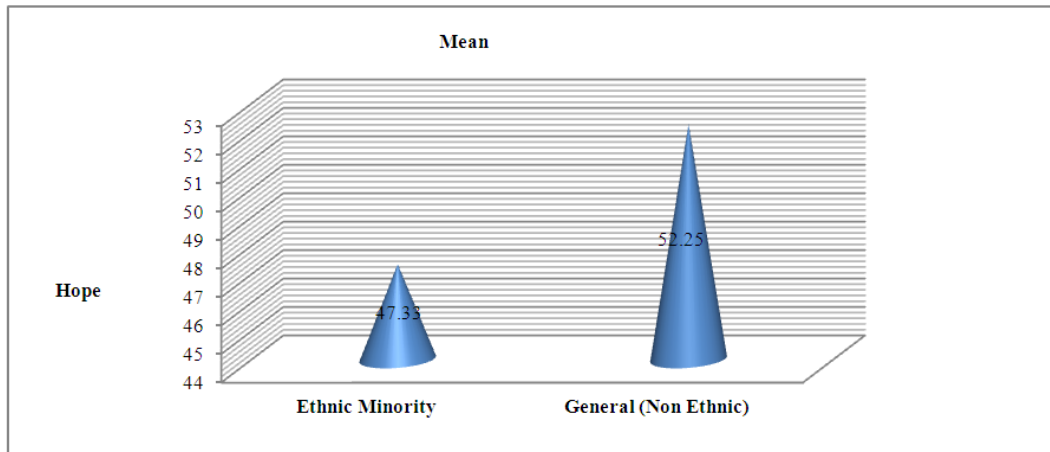
**Table-1:** Mean difference of the level of hope scores of the ethnic minority and general (non-ethnic) students

Name of the variable	Group	Number of Respondent (N)	Mean — ( $\bar{X}$ )	Std. Deviation (SD)	df	t
Hope	Ethnic Minority	180	47.33	5.18	358	-8.88*
	General (Non- Ethnic)	180	52.25	5.32		

\* $P < 0.01$

From the above table, it is observed that the mean scores of the level of hope of the ethnic minority and general (non-ethnic) students are 47.33 and 52.25 respectively. The standard deviation (SD) of the ethnic minority and general (non-ethnic) students is 5.18 and 5.32 respectively. The degrees of freedom (*df*) is 358 and the calculated value of “*t*” is -8.88 which is significant at 0.01 levels of significance ( $P < 0.01$ ). The result indicates that the level of hope of the ethnic minority students is significantly lower than the general (non-ethnic) students.

**Figure-1:** Graphic representation of mean scores of the level of hope of the ethnic and general (non-ethnic) students

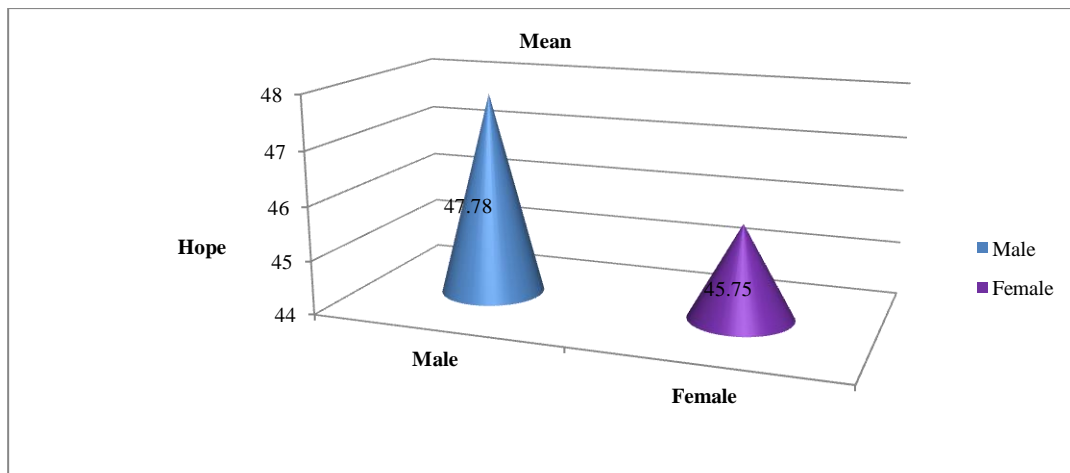


**Table-2:** Mean difference of the level of hope scores of the ethnic male and female students

Name of the variable	Gender	N	Mean ( $\bar{X}$ )	Std. Deviation (SD)	df	t
Hope	Male	140	47.78	4.19	178	2.21*
	Female	40	45.75	7.57		

\* $p < 0.05$

From the above table, it is observed that the mean scores of the levels of hope of the ethnic male and female students is 47.78 and 45.75 respectively. The standard deviation (SD) of the ethnic male and female students is 4.19 and 7.57 respectively. The degrees of freedom ( $df$ ) is 178 and the calculated value of “ $t$ ” is 2.21 which is significant at 0.05 levels of significance ( $P < 0.05$ ). The result indicates that the level of hope of the ethnic male students is significantly higher than the ethnic female students.

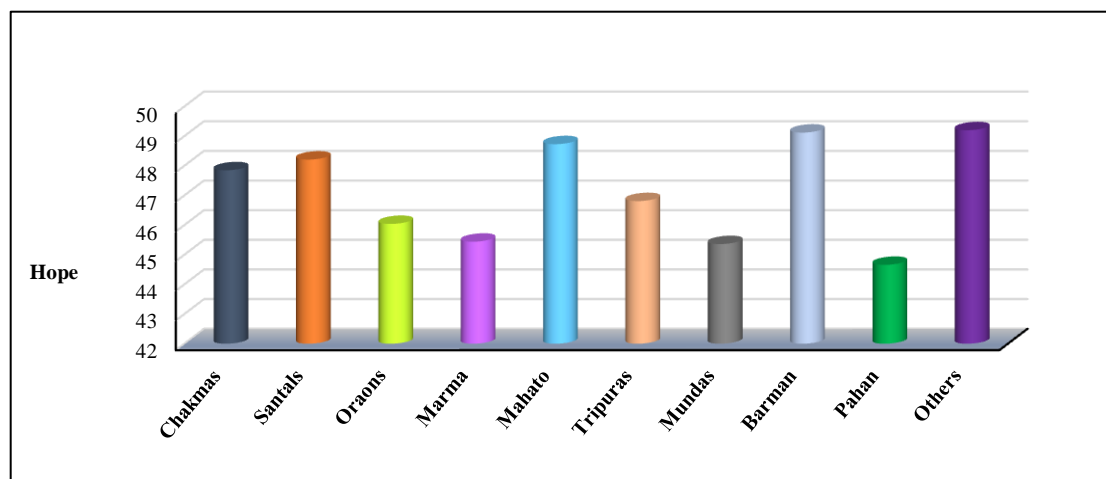


**Figure-2:** Graphic representation of mean scores of the level of hope of the ethnic male and female students

**Table-3:** Variation of the level of hope of the students of different ethnic minority groups

Tribal groups	Number of Respondents	Mean ( $\bar{X}$ )	Std. Deviation (SD)
Chakmas	41	47.85	5.01
Shanthals	23	48.21	5.13
Oraons	25	46.04	5.80
Marmas	9	45.44	7.03
Mahatos	15	48.73	5.24
Tripuras	11	46.81	5.13

Mundas	22	45.36	4.54
Barmans	8	49.12	4.45
Pahans	6	44.66	2.80
Others	20	49.20	4.64



**Figure 3:** Graphic representation of mean scores of the level of hope of the students of different ethnic minority groups

**Table-4:** One Way ANOVA of hope of the students of different ethnic minority groups

Sources of Variation(SV)	Sum of Squares(SS)	df	Mean Square(MS)	F
Between Groups	358.71	9	39.85	1.51*
Within Groups	4461.28	170	26.24	
Total	4820.00	179		

\*P=NS

The above table shows that mean square of between groups is 39.85 and the mean square of within groups is 26.24. The degrees of freedom (*df*) of between groups is 9 and within groups is 170. The calculated value of “F” is 1.51. This result indicates that the level of hope among the ethnic minority groups does not differ significantly.

#### IV. Discussion

The result of the table-1 showed that  $N=360$ ;  $(\bar{x}) = 47.33, 52.25$ ;  $SD=5.18, 5.32$ ;  $df=358$ ;  $t=-8.88$  and  $P<0.01$  which indicates that the level of hope of the ethnic minority students is significantly lower than the general (non-ethnic) students. This finding is consistent with the findings of Gallo L. C. et al.<sup>6</sup>; Oquendo M. A. et al.<sup>9</sup> and Yao J. and Yang L.<sup>17</sup>. Hope level of an individual always depends on the positivity or negativity of each individual’s ethnic identity<sup>16</sup>. In the context of our society discrimination is a common reality that every ethnic minority students encounter in their social domains for their language, physique and cultural view. These feelings can negatively influence their mental health and bring about a negative reconstruction of their ethnic identity and hope. These factors might be the reason behind the finding.

The result of the table-2 showed that  $N= 180$ ;  $(\bar{x}) = 47.78, 45.75$ ;  $SD=4.19, 7.57$ ;  $df=178$ ;  $t=2.21$  and  $P<0.05$  which indicates that the ethnic male students are significantly more hopeful than that of ethnic female students. This finding is consistent with the findings of Cheavens<sup>5</sup>; Snyder et al.<sup>12</sup>; and Visser et al.<sup>15</sup>. but the finding contradicts with the findings of Hasnain N et al.<sup>7</sup>. In Bangladesh females in tribal groups face multiple forms of discrimination due to their gender, health, indigenous identity, caste and socio-economic status<sup>4</sup>. In the University of Rajshahi the quantity of ethnic female student is poor than the ethnic male student. Normally ethnic students limited themselves into their own little gatherings as they have their very own language and culture. Therefore, the ethnic female student may have a couple of chances to impart their inclination to others. In university area most ethnic minority female students are denied from the facilities that are essential for good mental health as they have problem in social interactions. These factors might be the reason behind this finding.

The result of the table-3 showed that ( $x$ ) =47.85, 48.21, 46.04, 45.44, 48.73, 46.81, 45.36, 49.12, 44.66, 49.20 and SD= 5.01, 5.13, 5.80, 7.03, 5.24, 5.13, 4.54, 4.45, 2.80, 4.64 of different ethnic groups which indicates that the level of hope among the ethnic minority groups does not differ significantly (table-4: F=1.51, df=9 and 170 and P>0.01). The ethnic minority students from different ethnic minority groups have similar experience to adjust with mainstream's culture and for this they might have similar level of hope.

## V. Conclusion

In conclusion, it may be argued that findings of the present research have thrown the light of an important area of research of the level of hope of the undergraduate students of the ethnic minority group of the University of Rajshahi. The great concern of the present study is that the level of hope of the ethnic minority students found poorer than that of the students from mainstream. The concerned authorities should take proper steps in this regard. Every institution authority should take necessary steps to solve the problems of the ethnic minority students, so that they can easily cope up and feel comfort in the advanced culture and tradition of the students of other society. The authority can manage special accommodation and study facilities for ethnic minority students in the university. The government should provide equal opportunity to all, especially in the case of fundamental rights.

## References

- [1]. Bangladesh Bureau of Statistics, (2011): Population and Housing Census 2011, Government of the People's Republic of Bangladesh, Dhaka, p. 3.
- [2]. Bernard, B. (1999). Applications of resilience: Possibilities and promise. In M. D. Glantz, J. L. Johnson (Eds.), *Resilience and development: Positive life adaptations*, (pp. 269-277). New York: Kluwer Academic/Plenum.
- [3]. Besra L., (2006). The rights on Land and the Existence of Adivasi in North Bengal, *Journal of Ethnic Affairs*, 2, 40-41.
- [4]. Committee of the Elimination of all Forms of Discrimination against Women (CEDAW) 2016, Concluding Observations on the eighth periodic report Bangladesh, UN Documentation No. CEDAW/C/BAD/CO/8, page-10.
- [5]. Cheavens, J. (2000). The Trait Hope Scale. In J. Matby, C.A Lewis & Hill (Eds), *Handbook of psychological tests, 1*, 248-258. Lampeter.wales, UK: Edwin Mellen Press.
- [6]. Gallo L.C., Matthews KA., (2003) Understanding the association between socioeconomic status and physical health: do negative emotions play a role? *Psychol Bull.*;129:10–51.
- [7]. Hasnain N., Wazid S. W., Hasan Z. (2014) Optimism, Hope, and Happiness as correlates of Psychological Well-Being among Young Adult Assamese Males and Females. *Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 19, Issue 2, Ver. II (Feb. 2014), PP 44-51 e-ISSN: 2279-0837, p-ISSN: 2279-0845.
- [8]. Joarder, T.K., & Khan, M.H.A., (2015). Bangla Adaptation of Trait Hope scale. *Jagannath University Journal of Psychology*, 15 (1),93-98.
- [9]. Oquendo M. A., Dragatsi D, Harkavy-Friedman J, et al., (2005). Protective factors against suicidal behavior in Latinos. *JNervMentDis*; 193:438–443.
- [10]. Roy, R. C. (2000). *Land rights of the indigenous peoples of the Chittagong hill tracts, Bangladesh*. Denmark: IWGIA.
- [11]. Snyder. C.R., Harris,C., Anderson J. R., Holleran, S A., Irving, L. M., & Sigmon S., (1991). The will and the way: Development and validation of an individual Difference Measure of hope. *Journal of Personality and social Psychology*,60,570-585.
- [12]. Snyder, C. R. (2002). *Hope theory: Rainbows in the mind*. *Psychological Inquiry*, 13, 249–275
- [13]. Torres L., Rollock D., (2004) Acculturation and depression among Hispanics: the moderating effect of intercultural competence. *JMulticultCounsel Dev.*;32:155–167.
- [14]. Torres, L., Yznaga, S. D., & Moore, K. M. (2011). Discrimination and Latino Psychological Distress: The Moderating Role of Ethnic Identity Exploration and Commitment. *American Journal of Orthopsychiatry*, 81, 526-534. <http://dx.doi.org/10.1111/j.1939-0025.2011.01117.x>
- [15]. Visser, P. L., Loess, P., Jeglic, E. L., & Hirsch, J. K. (2013). Hope as amoderator of negative life events and depressive symptoms in a diversesample. *Stress & Health: Journal of the International Society for the Investigation of Stress*, 29(1), 82-88.
- [16]. Yager-Elorriaga D. ,Berenson K., & McWhirter P. (2014).Hope ,ethnic pride and academic achievement: Positive psychology and Latino youth. *Oalibjournal*,pp 1206-1214.
- [17]. Yao J. and Yang L., (2017). Perceived Prejudice and the Mental Health of Chinese Ethnic Minority College Students: The Chain Mediating Effect of Ethnic Identity and Hope. *Frontiers in Psychology*. 8:1167.

Rumanna Roshni, et. al. "The Level of Hope of the Ethnic Minority Undergraduate Students." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(04), 2022, pp. 01-05.