

Resilience, Hope, and Optimism and Their Role in Shaping Attitude towards Future: A Review

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Abstract

Attitude towards the future describes an individual's affective- evaluative disposition towards the future, such as the feelings of hopefulness, confidence, and optimism, and those of uncertainty and apprehension. Resilience, hope, and optimism are proposed in this review as theoretically and empirically positive psychological strengths of individuals that contribute to a positive attitude towards the future. The article uses theory and recent findings from positive psychology to discuss resilience, hope, and optimism as processes through which goal-directed behavior is maintained in the face of adversity. Resilience, hope, and optimism are asserted to foster adaptation and well-being. Hope involves agency and pathways to goals. Finally, optimism is defined as the maintenance of positive expectations in the face of uncertainty. In this paper, an integrative model is proposed. The review has educational, clinical and developmental implications in that it allows interventions to develop psychological resources. In linking these domains, this paper contributes to our understanding of how psychological capital influences positive future thinking and its impact on academic performance, resilience training, and youth development programs.

Keywords: Resilience, Hope, Optimism, and Future Orientation.

Introduction

Attitude towards the future may be defined as people's affective response to the possible future outcomes for themselves, that is, people's feelings of optimism, confidence, apprehension and doubt regarding future. The definition of attitude towards the future

overlaps with other constructs such as future orientation or future time perspective (FTP). What distinguishes attitude towards the future from similar constructs is that it includes the expectation of emotional experiences and the belief in the existence of specific future possibilities.

Positive psychology research suggests that personality differences in the personal future emotions seem to be related to psychological resources: people with positive future emotions regulate their emotions better, adjust to adversity better, and feel better. People high in negative future emotion show more stress, suggesting a role for emotion in influencing thinking about the future under uncertainty.

Resilience, hope and optimism are among the most studied character strengths of the future. Resilience is the ability of a person to adapt to and overcome difficult circumstances. In addition to goals, goal attainment is another aspect of hope. To succeed, people need to be motivated and believe that there are ways to reach their goals. Optimism, a generic positive expectation, has also been associated with positive emotion in response to the stressors and more positive appraisals of the situation.

Husman and Lens (1999) found that highly optimistic individuals are also more persistent, and more motivated and emotionally stable. Optimistically biased individuals are also better able to delay gratification. However, people who find the development of an optimistic disposition difficult show a low sense of self-efficacy and an inability to use flexible coping strategies (Husman & Lens, 1999). But given the impressive social and educational changes and global shifts, this is a moment when the psychological nature of attitudes to the future merits' investigation.

This review examines the theoretical literature and the empirical literature regarding resilience, hope, optimism, and shows how these constructs build on each other to positively shape an individual's view of the future. Three constructs within the literature identified as contributing to future orientation and future-oriented processes are resilience, hope and optimism. These constructs have relevance to future orientation and contribute to

the future in different ways. Resilience is the ability to thrive in adverse conditions and continue working toward goals in the presence of obstacles. According to Snyder (1994), the components of hope are perceived pathways to achieving desired goals and perceived agency (motivation) to pursue these pathways. Hope and optimism can be seen as having a stabilizing role in the positive affective state, persistence, and future planning, thus also forming part of a triad.

This review paper therefore seeks to consider the theoretical and empirical relationships between resilience, hope and optimism in relation to future orientation, and to generate a conceptual model of resilience, hope and optimism and their applications. This conceptual model can be used to inform the development of educational, therapeutic and policy interventions that promote psychological well-being, academic engagement and proactivity in students and young people.

Review of Literature

The literature review is a survey of the existing literature related to the research topic. In this section, the writer summarizes the findings, theories and methodologies, and identifies the gap in the literature.

A study conducted by Zimbardo and Boyd (1999) on future orientation consists of cognitive and motivational components and said that the cognitions are related to an individual's ability to set and predict future goals and outcomes, while motivation consists of the willingness to put in the effort to reach future goals.

Nurmi in (1991) found that a strong future time perspective in adolescence and young adulthood correlated with better academic performance, health-promotion behavior, and psychological well-being. Impaired sense of the future has been associated with impulsivity, academic failure, and mental health issues.

Resilience has been defined as positive adaptation despite adversity (Masten, 2001), typically characterized by successful recovery from setbacks, and an active stance toward

the environment and towards oneself including dynamic processes of coping, regulation, and resource utilization.

T. Wagnild and S. Young (1993) found that higher resilience scores have been consistently positively correlated with better psychological health and life satisfaction as well as positive views of the future direction of their life. Their study supported the idea of resilient people having hope and optimism for the future. In the most stressful circumstances, resilient individuals tend to want to reach their personal goals, to remain engaged with the education system, and to regulate their emotions (Oshri et al., 2018). Another study found that resilience indirectly affected future orientation through social support; Lin et al. (2024) found the same in adolescents.

Snyder (2002) conceptualized (make this in past) hope in terms of agency and pathways, the will to pursue one's goals and the perceived routes to pursuing those goals. Bailey et al. (2007) identified the helpful effects of hope: good problem-solving capacity and increased calculated planning, both of which lead to a greater sense of future direction. Academic success, goal attainment, and overall life satisfaction are linked with higher levels of hope.

About future events, Scheier and Carver (1985) defined optimism as general, enduring positive expectations. Likewise, Carver, Scheier et al. (2010) found that optimism related to coping flexibility and emotions improved well-being. Optimism may promote resiliency and stress resistance, also increase the likelihood of success in the face of challenge. Optimism in education may promote persistence and decrease the likelihood of burnout. Psychological factors such as resilience, hope, and optimism restore the adaptive functioning of communities to form a triad.

According to Seginer in (2008), positive expectations for the future, in conjunction with hope and optimism, are associated with higher levels of motivation, better problem-solving, and better emotional adjustment in adolescents. Seginer concluded that positive expectations for the future are protective psychological resources against developmental challenges.

Theoretical Framework:

Theoretical framework is the framework explaining the theories that support the research problem. Theoretical framework helps to find and understand the relationship between variables or concepts. Here is a brief summary of the key theories relevant to this study.

This review proposes an integrative framework of the relationships of resilience, hope, and optimism as antecedents of attitude towards future. Resilience is the ability to endure and accept adversity with equanimity and perseverance. Hoping energizes goal-directed behavior through agency and pathways and being optimistic energizes goal-directed behavior through expecting positive outcomes are also closely associated for an individual's attitude towards to future in the face of adversity.

The model incorporates mediators such as self-efficacy and social support that transform resources into action, also moderating variables including perceived control, socioeconomic status, and cultural beliefs that determine how resources promote action. Cross cultural findings suggest collectivist societies endure collectively and hope within interdependently, while individualistic cultures act individually and stay optimistic personally. Thus, the model can inform culturally specific interventions to act around the role of resources within specific social contexts and cultural orientations.

Discussion

Resilience, hope, and optimism are distinct constructs within a tendency for people to engage in positive attitude towards future. People rebound from adversity with resilience. People plan for future goals with hope. People maintain positive affect with optimism. Together, these are thought to found lifelong learning, emotional wellbeing and adaptive functioning of people, and in educational contexts predict student engagement, self-efficacy and persistence.

Nevertheless, these studies limit methodologically one's ability to infer causality from their cross-sectional designs, and the measures rely on self-report, possibly because they

oversimplify the mechanisms. Longitudinal mixed-methods approaches allow examination of experience across time, with sight of the role from factors such as family environment, socioeconomic status, and perceived cultural orientation.

Implications

For Researchers: Future research should investigate interventions toward promoting these constructs in different populations, as well as model the interactions between resilience, hope and optimism using structural equation modeling and other statistical methods to provide a more holistic understanding of the constructs' relationships.

For Practitioners: School psychologists, counselors, and teachers can help children become more resilient through school-based resilience interventions, hope-based goal-setting interventions, and optimism training programs at school. Besides improvement of academic performance, some programs develop positive emotion and make children and adolescents socially-emotionally skilled.

Mental health programs and policies for policymakers should focus on developing psychological capital for youth empowerment. Offering mentorship, extracurricular activities, and community support can help cultivate hope and optimism within young people from underserved communities especially.

Conclusion

Resilience, hope, and optimism, as psychological strengths, shapes attitude towards future. Resilience helps individuals adjust, people hope to direct themselves to achieve goals, and optimism encourages people to expect positive outcomes. These three constructs together form psychological capital in relation to success in school, subjective well-being, and life satisfaction. Training programs with supportive school environments can build psychological capital which helps individuals approach challenges with clarity and confidence.

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