

A Proposed Vision for Official Jordanian Universities to Disseminate a Hope Culture among their Students Depending on Snyder's Hope Theory

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Abstract:

This study aimed at identifying the need of the official Jordanian universities to disseminate the hope culture among their students based on the hope theory, and to propose an appropriate educational vision. Accordingly, a sample was selected using the stratified random method, consisting of (1586) male and female students. After analyzing the data, the study concluded that there is a need to disseminate the hope culture among university students depending on Snyder's hope theory from their own perspective between reality and importance, as the value of the statistical significance for all fields is less than ($\alpha = 0.05$). As a result, the differences came in favor of importance. In the light of this, an appropriate educational vision was proposed for the official Jordanian universities to make hope a practice culture among students.

Keywords: Hope, Hope culture, Positive Psychology, public universities, Snyder Theory.

Introduction:

Jordanian youth face many difficult challenges represented in the deteriorating economic conditions in addition to the high poverty and unemployment level. Considering that, the unemployment rate increased in the second quarter of the year (2021) to (24.8%), with an increase of (1.9) percentage points from the second quarter of the year (2020). Furthermore, the unemployment rate among university degree holders (bachelor's degree and above) increased to reach (31%) approximately compared to other educational levels (Department of Statistics, 2021). In fact, there is no doubt that the outbreak of the Coronavirus pandemic has caused an increase in physical burdens and psychological stress (Schmitz et al., 2020), in addition to the difficult political conditions of neighboring countries which suffered from the so-called Arab Spring, that negatively affected our society on both social and economic sides. Accordingly, countries classified as a part of our natural markets were suffering from internal security conflicts (World Bank Documents, 2016)

Therefore, all these challenges greatly affected Jordanian society members; as they make them lose hope for the future, most of them became overwhelmed by concerns, despair and pessimism. According to the Gallup World Poll, Jordan ranked in third place among the pessimistic Arab countries for the year (2020), and at a rate of (60%), meaning that pessimism was the dominant feature; not only that, but it ranked as one of

the least happy countries with a score of (-38 points). (The Gallup Word Poll, 2019).

Accordingly, several studies have indicated that pessimism and depression negatively affect the psychological state of the individual (Visser, 2009; Chaplin, 2006). Further, they generate a negative energy which may push the individual to commit suicide (Kazan & Hyasat, 2018) or aberration, as Jordanian Women's Solidarity (2020) revealed that the criminal statistical report for the year (2020) issued by the Criminal Information Department showed an increase in complete suicide cases in Jordan, which is the highest number of cases in (10) years if not the highest at all. Consequently, the total number of complete suicide cases reached (169) cases during the year (2020) with an increase of (45.7%) compared to the year (2019), as well as the dissemination of the violence phenomenon with its various types among school and university students, the main reasons of which are attributed to psychological factors (Ghnaim & Al-Sa'aydih, 2016).

On the other side, many studies have indicated that the dissemination of hope generates the determination to achieve objectives, reach individual well-being and improve outcomes in various fields. (Tian et al, 2018; Proctor et al, 2010).

Hence, it is important to pay more attention to the positive aspects of youth, where hope is considered one

of the most important positive aspects of human personality, those aspects that positive psychology studies and analyzes; that science aims to discover and rectify an individual's source of power, thus overcoming the difficulties encountered as a result of life events (Seligman & Csikszentmihalyi, 2000).

Given that hope is a socially acquired feeling that needs to be built and strengthened (Sheehan & Rall, 2011; Snyder et al., 2002), and since education is the only recourse that societies have in times of adversity to shape a human being capable of meeting challenges by shaping his or her mind and behavior as one of the most important socialization institutions, it had to take into account all positive variables not only to help alleviate students' psychological and social suffering, but also to improve their competence to cope with life pressures (Alamri, 2021).

Based on the foregoing, the current study sought to highlight the need to inculcate hope in students and build a well-defined educational vision with well-defined pillars and strategies so that hope becomes a living reality and a culture of practice. As a result, and more specifically, the study sought to answer the following questions:

- 1-What is the need for official Jordanian universities to disseminate the culture of hope among their students, based on Snyder's theory of hope from the perspective of the students themselves?
- 2- What is the appropriate educational vision for official Jordanian universities to disseminate the culture of hope among their students, based on Snyder's theory of hope?

Literature Review

Hope is a psychological concept indicating a learned thinking style through which a person directs his thinking towards methods to reach a specific objective, with a motivation to follow these ways (Dixon & Stevens, 2018; Grewal & Porter, 2007). Moreover, this definition agreed with what is tackled by Snyder in his capacity as the main pioneer in scientific research on hope- and he defined hope as a positive motivational status based on a feeling of success, objective-oriented energy, and a planning to achieve that objective. According to this definition, hope includes two interrelated components involved in a mutual relationship as follows: (Agency) which is the motivational component of the hope theory, and (Pathways) which reflects the actual production of alternative ways or paths when the original methods fail to achieve the objective (Snyder, 2002). On his turn, (Cheavens et al., 2006) pointed out that hope theory is a theory of cognitive motivation, in which concepts such as objectives are integrated in relation to strategies for achieving objectives (the ways) and the motivation to pursue those objectives (the will). Thus, Snyder and colleagues developed a scale of self-report scale to

measure hope called the (Hope Scale) (Snyder et al., 1991).

Therefore, the importance of hope emerges as the most important and most related driver to the positive aspects of personality, as it has many positive impacts in achieving mental health, desire to learn and academic competence. (Gallagher et al, 2017; Snyder, 1994).

On the other hand, hope is a fundamental need and a vital national interest sought by the countries various individuals and institutions. The issue of hope is not just intellectual prosperity, as some people believe, but is central to the process of national construction. This is clearly evident in the liberation of nations and peoples from the brutal rule of the colonizers. Without hope and confidence in victory, the great historical revolutions that have changed countries and the whole world from a status to another could not have erupted. This shows the so-called Collective Hope, which is activated when people come together to address a specific goal that is impossible to achieve individually (Snyder, 1995 ;Snyder & Feldman, 2000). Goals can vary in terms of the difficulty of achieving them. They can be easy, difficult, or even seemingly impossible, but with the audacity of hope within the souls of people, that leads them to work together and succeed through high-quality planning and consistent efforts to achieve them.

The audacity of hope is highlighted in several examples, the most important of which is the election of a non-white president for the first time in the United States of America. Many people said that after Barack Obama's election, a new era of hope had dawned for everyone in the country and that opportunities that had previously been denied to them due to racial discrimination were now available to all, even President Obama had written a book called "The Audacity of Hope: Thoughts on Reclaiming the American Dream" .

Thus, we need hope to be firmly established in thought and behavior, meaning that to be practiced as a way of life, or in a more accurate sense, a hope culture is needed so that its positive effects are reflected on the individual and society, because the health and safety of the individual is deemed a part of the health and safety of society.

Therefore, hope culture is defined as behavioral or verbal practices, a way of thinking, a group of ideas that positively reflect on the life of the individual and society by showing the strength of the determination to reach the desired objectives based on extraordinary planning and identifying ways to achieve this.

Concerning this, both Gibson & Barr (2015) defined it as: the culture which studies the social and emotional growth of individuals, as it depends on building and developing the four hope seeds that arise from the principles of this growth, those seeds which are derived from research conducted in the field of education and psychology in addition to various observations in

educational institutions, Snyder's hope theory, and Maslow's theory of human needs, although the essential features of these seeds are not specifically demonstrated within Maslow's hierarchy; However, the relationship between them is clear.

Reis, Sheldon, Gable & Ryan (2000) pointed out that the satisfaction of these needs is one of the necessary conditions for psychological growth and well-being of individuals. These seeds are represented as follows:

First: Optimism

Some individuals consider the concept of optimism is closely correlated with the concept of hope, but there is a difference between them. This means that hope includes attempt and endeavor to achieve a specific objective through several methods, while optimism is the basis to be utilized when facing obstacles that stand between the individual and the objective (Snyder, 1994). Furthermore, Plomin et al. (1992) pointed out that genetic research showed that (25%) of optimism is attributed to genetic differences, while (75%) of the differences stem from environmental or internal factors. Therefore, it is possible to protect a girl who is genetically at a risk of depression by developing her optimism and hope skills (Seligman, 2002).

Second: Belonging

Calvert (2006) pointed out that belonging is embodied by adherence to social values such as tolerance, solidarity, putting oneself in the other's shoes, and other positive values leading to the cohesion of society. It is one of our strongest human motives, which is to feel as if we are correlated with others in a meaningful manner (Baumeister & Leary, 1995). Therefore, belonging represents an intrinsic value motivating the students to reach the academic achievement (Paulette, 2020). On the other hand, weak belonging loses confidence in self and others (Naser et al, 2010) and generates violence (Sinek, 2003). In this regard, (Twenge, 2003) points out that the school is one of the most important institutions promoting belonging, since the school environment is the extended state in which the student feels himself accepted, respected and supported.

Third: Pride, Self-Esteem and Self-Confidence

The third seed of hope is built on a sense of belonging and also contributes to it the way it is based on a sense of optimism and contributes to it (Barr & Gibson, 2013). Consequently, the results of correlated studies pointed out to a positive relationship between hopeful thinking and individual's self-esteem (Marques et al, 2007). In addition, the impact of self-esteem was clear on various fields such as competition, achievement and objective achievement (Chen et al, 2018; Kim et al, 2021). Moreover, Campbell & Lavalley (1993) share the point of view that self-concept is developed by social processes.

Fourth: Setting Objectives

Objectives are deemed the essence of life (Scheier & Carver, 2001), due to their great importance in determining the individual's path (Selamela - Aro et al, 2010), and due to achieving psychological comfort (Austin & Vancouver, 2006), by means of easing future anxiety and facing negative events (Zaleski, 1996). Therefore, Snyder et al (2000) points out that the first step in building hope is to help students identify a set of valuable objectives. Accordingly, Lopez et al (2004) recommended that it is necessary to make programs that help students develop a set of strategies to reach the objectives.

The Universities Role in Disseminating a Culture of Hope among their Students

Moreover, the main task of any educational institution seeking to establish hope culture is to create a positive learning environment including welcome and respect, providing safety, enhancing self-confidence, and emphasizing the success concept, in addition to enhancing the students' belonging to their homelands, due to the fact that they need to feel that they are within the basic fabric of their universities and homelands (Gibson & Barr, 2015).

However, the Jordanian university environment suffers from a series of disorders represented in legislation, the basis of admission, financing, quality assurance standards, and the internal and external university environment (Alzboon et al, 2016, Alamri et al, 2025). Thus, it has become a must for academic leaders and decision-makers to pay attention to this environment and develop it with its physical and psychological aspects, so that they can provide the broader environment to enhance and develop thinking of hope (Yotsidi et al, 2018).

Considering that university culture is a part of societal culture, since the university is a unit of society, so, the cultural features in it are derived from the culture of the society itself. Thus, if the concern for the quality of performance is noticeable in the institution as an indicator of its organizational culture, this means that the large community is distinguished by its keenness on performance excellence, (Battah, 2006). Therefore, if optimism and hope are among the basic and main features in the culture of the organization, this indicates that the society consists of positive individuals and institutions despite any obstacles they may face. Hence, attention must be paid to developing a culture of hope at the society level by shading the light on the positive aspects and achievements; and not stopping at the negatives and shortcomings due to the fact that we do not live in a utopia with no pain and problems.

It is important to differentiate when talking about our problems and concerns in order to limit them in order to solve and treat them; and between spreading a culture of fear among people, which is represented in dealing with problems with the logic of despair and

frustration, since the biggest obstacle disseminate the hope culture among people is the spread of a culture of fear.

In such a case, the importance of communication and exchanging opinions to unroot fear from the human mind, life and society. Indeed, this is considered a societal responsibility that everyone undertakes according to his position. To reach a good society based on the values of equality, empathy, social justice, and environmental sustainability (Carr, 2003; Sahid Ullah, 2015), the need for such society is not a desire to reach perfection but is an important and integral part of human life.

Methodology

The descriptive developmental approach was used in this study. Through the following phases:

Phase one: Theoretical background of vision: where the theoretical literature was reviewed at this stage and related to the variables of the study to build the appropriate educational vision.

Phase two: Sorting out the variables that will be the structure of the proposed vision for the official Jordanian universities to disseminate a culture of hope among their students, based on Snyder's theory of hope, by relying on the information provided in the previous stage. The educational vision was defined by dividing it into (the optimism, belonging, self-esteem, and self-confidence, and Setting goals.)

Phase three: Collection of information on the reality and importance of the culture of hope among students of official Jordanian universities. To achieve this, the study population, sample, and tools were described, and procedures for ensuring their validity and reliability, as well as describing the procedures for their application, and the statistical processes used in analysing the data and extracting the results according to the following steps:

Study community:

The study community is composed of all students of official Jordanian universities, (204647) students from the various scientific, humanitarian, and medical faculties according to the statistics of the Ministry of Higher Education and Scientific Research for the academic year (2019/2020).

Study sample:

The study's sample was selected over two phases: the first phase of the sample was deliberately selected,

Table (1) Arithmetic averages and "T" values to examine the differences between reality and importance, of the need for official Jordanian universities to disseminate a culture of hope among their students, based on Snyder's theory of hope from the perspective of the students themselves to the field of optimism.

No.	Items	Tool	Mean	T	DF	Sig.
1	University study courses include an integrated clarification of determination	Importance	4.16	31.052	1585	0.000*
		reality	3.28			
2	The university provides motivational messages that raise students' determination like (you can excel, success needs not feet but courage)	Importance	4.03	28.742	1585	0.000*
		reality	3.07			
3	The University is keen to provide a fair evaluation system for students.	Importance	4.32	33.534	1585	0.000*

which included Al-Yarmouk University from the north, the University of Jordan from the middle, and Mu'tah University from the south, after which (1586) students were selected using the stratified random sample method.

Study tool

Due to the absence of a scientifically and objectively prepared tool characterized by the good characteristics of standards - to the best knowledge of the two researchers - to determine the need of the official Jordanian universities to disseminate a hope culture among their students depending on Snyder's theory; a tool special designed for this purpose was prepared depending on the literature in general. In particular, it relied on the study (Barr & Gibson, 2013), hope scale (Snyder et al, 1991), the study of (Guthri & Fruiht, 2020), the study (Jr, 2018) and the study (Al-Falahat, & Nasser, 2010).

To this purpose, a questionnaire consisted of (54) essay paragraphs to measure reality and the degree of importance distributed over four fields, classified on a five-point scale, from 1 (not identical at all) to 5 (completely identical) to measure the reality of the hope culture in official Jordanian universities depending on the theory of hope from the students' point of view.

In order to measure the degree of importance of disseminating a hope culture among Jordanian university students from their point of view, the gradient was from 1 (very important) to 5 (not important at all). The two researchers extracted the validity and reliability by Cronbach's alpha, and the results ranged between (0.91 - 0.95).

Analysis

Results related to the first question: What is the need for official Jordanian universities to disseminate the culture of hope among their students, based on Snyder's theory of hope from the perspective of the students themselves?

To answer this question, the "T" test was calculated to examine the differences in the study sample's estimates between reality and the importance of the need for official Jordanian universities to disseminate the culture of hope among their students, based on Snyder's theory of hope from the perspective of the students and for each study field, as follows:

Optimism Dimension

No.	Items	Tool	Mean	T	DF	Sig.
		reality	3.25			
4	The University solidifies the concept of democratic practice through fair university elections	Importance	4.09	21.064	1585	0.000*
		reality	3.44			
5	The University provides programs to teach students how to deal with disputes.	Importance	4.11	29.625	1585	0.000*
		reality	3.18			
6	Regardless of the students' social backgrounds, they enjoy the same respect within the university.	Importance	4.33	29.527	1585	0.000*
		reality	3.37			
7	The University develops higher thinking skills for students.	Importance	4.30	24.724	1585	0.000*
		reality	3.50			
8	The university provides an educational environment that promotes respect for opinion and the other opinion	Importance	4.27	31.806	1585	0.000*
		reality	3.24			
9	University policies establish the principle of equal rights and duties among students	Importance	4.34	26.208	1585	0.000*
		reality	3.48			
10	The University provides a fund to support needy students	Importance	4.29	29.230	1585	0.000*
		reality	3.27			
11	The university provides comfortable housing services for students at affordable prices	Importance	4.25	36.034	1584	0.000*
		reality	2.92			
12	The University provides appropriate health services for students	Importance	4.33	33.745	1585	0.000*
		reality	3.38			
13	The university provides clear ways to know the best ways to study	Importance	4.27	37.761	1585	0.000*
		reality	2.92			
14	The university provides students with several opportunities to build plans for the future.	Importance	4.25	32.675	1585	0.000*
		reality	3.23			
15	The University is keen to appoint faculty members at a distinguished academic level.	Importance	4.39	20.424	1585	0.000*
		reality	3.77			

* Statistically significant at 0.05 level

The results of table (1) show that there is a need for official Jordanian universities to disseminate optimism among students from their own point of view. The value of the statistical significance for all paragraphs in

the optimism dimension was less than ($\alpha = 0.05$).

Further, differences came in favor of importance.

Belonging Dimension

Table (2) Arithmetic averages and “T” values to examine the differences between reality and importance, of the need for Jordanian universities to disseminate a culture of hope among their students, based on Snyder’s theory of hope from the perspective of the students themselves in the field of sense of Belonging Dimension

No.	Items	Tool	Mean	T	DF	Sig.
16	The university teaches students the importance of preserving public property	importance	4.22	23.571	1585	0.000*
		reality	3.56			
17	The University develops the ability to prevail public interest over the private interest	importance	4.29	31.427	1585	0.000*
		reality	3.29			
18	The University is keen to provide opportunities to introduce students to the distinguished men of the country.	importance	4.14	25.428	1585	0.000*
		reality	3.41			
19	The University promotes the determination of students to renounce rumors affecting the country	importance	4.31	25.080	1585	0.000*
		reality	3.67			
20	Through its courses, the university provides opportunities to familiarize students with national achievements	importance	4.20	24.006	1585	0.000*
		reality	3.44			
21	The University promotes student trends to reject intolerance in its various forms	importance	4.32	29.739	1585	0.000*
		reality	3.50			
22	The University provides voluntary community programs that promote patriotism	importance	3.99	18.795	1585	0.000*
		reality	3.45			
23	The university provides a margin of freedom for students to express their political positions	importance	3.89	22.716	1585	0.000*
		reality	3.24			
24	The university introduces students to the geographical regions of Jordan	importance	3.77	15.983	1585	0.000*
		reality	3.29			
25	The university is interested in involving students in developing proposals for the services provided to them	importance	3.94	19.284	1585	0.000*
		reality	3.37			
26	The University is keen to contribute to encouraging students to deal positively that will keep them away from intellectual extremism	importance	4.18	29.647	1585	0.000*
		reality	3.39			
27	The University contributes positively to the demand for national products	importance	4.00	26.224	1585	0.000*
		reality	3.18			
28	University courses contribute to familiarizing students with the problems faced by the society	importance	4.16	31.270	1585	0.000*
		reality	3.06			
29	The University designs meetings to promote positive links between students	importance	4.12	26.175	1585	0.000*
		reality	3.39			
30	The University honors students who contribute to the dissemination of values of affiliation	importance	3.78	18.926	1585	0.000*
		reality	3.22			
31		importance	3.92	21.800	1585	0.000*

No.	Items	Tool	Mean	T	DF	Sig.
	The University reinforces my convictions that affiliation to religion does not conflict with other affiliations	reality	3.29			
32	There is social integration provided by the university	importance	4.13	21.724	1585	0.000*
		reality	3.49			

* Statistically significant at 0.05 level

The results of table (2) show that there is a need for the official Jordanian universities to publish the values of belonging among students from their point of view, as the value of the statistical significance for all

paragraphs of the (belonging) dimension is less than ($\alpha=0.05$), and the differences came in favor of importance.

The dimension of Pride, Self-Esteem and Self-Confidence

Table (3) Arithmetic averages and “T” values to examine the differences between reality and importance, of the need for Jordanian universities to disseminate a culture of hope among their students, based on Snyder’s theory of hope from the perspective of the students themselves in the field of sense of pride, self-esteem, and self-confidence.

No.	Items	Tool	Mean	T	DF	Sig.
33	My university emphasizes that academic success depends not only on personal abilities but also on hard work	Importance	4.37	25.607	1585	0.000*
		reality	3.62			
34	The University provides activities that enhance student motivation for innovation	Importance	4.18	29.336	1585	0.000*
		reality	3.20			
35	The University provides a moral appreciation of exceptional students’ efforts	Importance	4.34	35.266	1585	0.000*
		Reality	3.30			
36	The university financially appreciates students who excel in their majors by providing scholarship opportunities	Importance	4.32	34.862	1585	0.000*
		Reality	3.11			
37	The University provides a variety of circumstances that enhance the student's self-confidence	Importance	4.39	40.239	1585	0.000*
		Reality	2.92			
38	The University provides question systems that allow students to respond appropriately in more than one way	Importance	4.19	32.767	1585	0.000*
		Reality	3.09			
39	Students are involved in decision-making regarding educational tasks	Importance	4.15	23.299	1585	0.000*
		Reality	3.28			
40	University courses allow the students to develop a scientific and practical plan that reveals (their strengths and weaknesses, the opportunities available to them, and the challenges they face) to reach their goals.	Importance	4.18	29.179	1585	0.000*
		Reality	3.00			
41	The university provides suitable programs that enable struggling students (financial, family, health) to adapt	Importance	4.36	37.072	1585	0.000*
		Reality	3.15			
42	The University develops the determination of students to defend their rights	Importance	4.23	35.174	1585	0.000*
		Reality	3.04			
43	The university enhances the student's confidence in a good performance when exams are held	Importance	4.30	34.864	1585	0.000*
		Reality	3.20			

* Statistically significant at 0.05 level

It is evident from the results of table (3) that there is a need for the official Jordanian universities to develop the dimension of (pride, self-esteem and self-confidence) of students from their point of view, as the

value of the statistical significance is less than ($\alpha=0.05$), and the differences came in favor of importance.

The Dimension of Goal Setting

Table (4) Arithmetic averages and “T” values to examine the differences between reality and importance, of the need for Jordanian universities to disseminate a culture of hope among their students, based on Snyder’s theory of hope from the perspective of the students themselves the field The Dimension of Goal Setting

No.	Items	Tool	Mean	T	DF	Sig.
44	The university motivates me through the courses for self-learning	Importance	4.07	18.326	1585	0.000*
		Reality	3.49			
45	The University provides programs to develop the decision-making skills of students about their future	Importance	4.31	34.800	1585	0.000*
		Reality	3.06			
46	The courses generate in students the determination to find goals for their lives	Importance	4.12	29.216	1585	0.000*
		Reality	3.21			
47	The university develops the importance of understanding subjects for students more than just getting a high mark	Importance	4.26	29.652	1585	0.000*
		Reality	3.16			
48	The university promotes students the skill of developing alternative plans when original opportunities falter	Importance	4.22	34.665	1585	0.000*
		Reality	2.89			
49	The university provides students with the best subjects that challenge their abilities	Importance	4.13	22.650	1585	0.000*
		Reality	3.49			
50	The university designs relevant programs that reflect labor market needs in the labor force	Importance	4.26	35.751	1585	0.000*
		Reality	3.09			
51	The university provides mandatory courses focusing on global developments in all fields to facilitate ways to adapt to them	Importance	4.33	34.475	1585	0.000*
		Reality	3.18			
52		Importance	4.18	28.924	1585	0.000*

No.	Items	Tool	Mean	T	DF	Sig.
	There is a consultative program to inform students about alternative employment opportunities and what the main requirements are for turning these diverse opportunities into reality.	Reality	3.10			
53	The University develops students' talents through diverse activities	Importance	3.91	14.026	1585	0.000*
		Reality	3.47			
54	The University contributes to introducing students to the concept of autonomy through various activities	Importance	4.15	28.186	1585	0.000*
		Reality	3.03			

* Statistically significant at 0.05 level

It is clear from the results of table (4) that there is a need for the official Jordanian universities to develop the skill of setting goals for students from their point of view, as the value of the statistical significance is less than ($\alpha = 0.05$), and the differences came in favor of importance.

Results Related To the Second Question

What is the appropriate educational vision for official Jordanian universities to disseminate the culture of hope among their students, based on Snyder's theory of hope as follows?

According to Snyder's theory of hope, the overall average reality of the culture of hope among university students was (3.27) and a standard deviation to an average degree (.5480). The overall average importance of disseminating a culture of hope among Jordanian university students (4.19) is high, and a standard deviation (.6650). The formula for justifying the educational vision is as follows:

$$4.19 - 3.27 = 0.92 \text{ and with an average score.}$$

From this equation, there is a need to build a pedagogical vision for public Jordanian universities to disseminate a hope culture among their students.

First: Pillars of the Proposed Pedagogical Vision

It is a set of constants that are strongly related to the nature and function of educational systems in society, and the most important of these pillars are:

- **The political will in the country:** It is known that if a vision or strategic plan is to succeed at the country level, political support from its leadership is required.

- **Future planning:** It means a set of procedures and tools designed to make leaders and managers think and implement in a strategic.

- **Integration and institutional development:** This is based on the ability of official universities to make efficient use of all their material, human and financial resources to produce outputs that are consistent with their objectives.

- **Professional growth:** The university lecturer is considered a mentor and counselor and is most qualified to reduce feelings of depression and despair among students. Therefore, the issue of developing his performance on a continuous basis is one of the most important priorities of the pedagogical process.

- **Rhetorical ability:** it is represented in the ability of stakeholders in the fields of communications and media to form public speeches directed to all people and all

groups. This requires the efficiency and awareness of those in charge thereof.

- **Community responsibility:** Opening communication channels with the students' families and with the various active members of society to involve them in the affairs and concerns of university education, as well as to involve them in following up on their children's achievement and progress.

Second: Components of the proposed educational vision

- **Vision:** National higher education institutions that give hope and optimism to their students, intellectually, psychologically, and behaviorally.

- **Message:** Higher education institutions provide material and moral creative educational environments - Objectives: The proposed educational vision aims to enable official Jordanian universities to spread a culture of hope among their students, through the following:

1. Promote quality planning skills.
2. Provide a welcoming and comfortable educational environment for students.
3. To strengthen students' affiliation with their universities and country.
4. The development of informed intellectual abilities.

The proposed educational vision's core values are:

The official Jordanian universities seek to disseminate a culture of hope among their students by establishing the following core values:

Affiliation: to deepen the affiliation to the country among faculty members, administrative staff, and students.

Justice: achieving justice in dealing with the affairs of the faculty members, administration, and students.

Innovation: Providing a supportive university culture for innovation.

Equality: To achieve the value of equal rights and duties.

Social and Moral Commitment: Achieving the highest levels of moral commitment among students.

The basic principles of the proposed pedagogical vision

The proposed educational vision includes the basic principles as follows:

- **A hope culture for democracy and the rule of law:**

The process of building trust in the authorities achieves a high degree of conviction among students that these authorities came in order to combat corruption that can come from some individuals as a result of personal interest taking precedence over the

public interest, which leads to the achievement of good community standards.

- **A hope culture for development:** The university relationship with change and development is so close, and its response to the requirements and needs of society is supposed to be forward-looking, which protects the individual and society from intellectual and moral deviations resulting from the penetration of poverty and unemployment.
- **A hope culture for environment:** This principle concentrates on protecting the environment and promoting sustainable development and integrating this into daily operations and ethics. Consequently, this requires introducing the concept of environmental culture within the context of different educational systems.

Third: The field achieved of the proposed pedagogical vision:

It is the development and strengthening of the four seeds of a hope culture: optimism, belonging, self-confidence and self-esteem, and enhancing the skill of setting goals (paragraphs of the dimensions of the questionnaire).

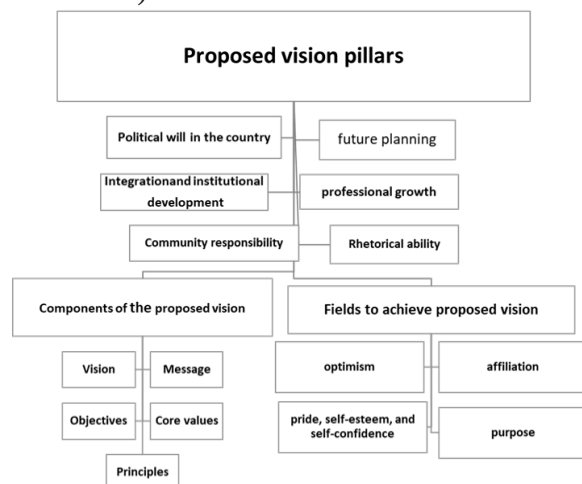


Figure (1) Islam Al-Amri's vision for official Jordanian universities to disseminate the culture of hope among their students, based on Snyder's theory of hope

Discuss the Results

Interpret the results related to the first question

The results showed that there is a need for the official Jordanian universities to spread the culture of hope among their students based on Schneider's theory of hope from the point of view of the students themselves between reality and importance, as the value of the statistical significance for all fields was less than ($\alpha = 0.05$)

As for the fields of culture of hope, the results were as follows :

Optimism Dimension

The value of the statistical significance for all paragraphs in the optimism dimension was less than (α

= 0.05). Further, differences came in favor of importance. This may be explained by the lack of awareness of the various university policies of the best ways to develop optimism in line with the students' circumstances and their different cultural, economic and social environments. It is also attributed to the failure to integrate positivity into university policies through designing a complete university approach taking care about the complex interactions and correlation between the component parts and shading the light on the way the university works effectively as a social system, leading to the so-called healthy university. (Newton, Dooris & Wills, 2016; Dooris & Doherty, 2010) .

Belonging Dimension

The value of the statistical significance for all paragraphs of the (belonging) dimension is less than ($\alpha=0.05$), and the differences came in favor of importance. This may be due to reasons, including those related to the nature of the courses and traditional university teaching methods that are dominated by the method of indoctrination, in addition other reasons related to the student and his feeling of alienation or social exclusion (Ahmad, 2006; Zmourod & Ahmad, 2019). Moreover, it may also be attributed to the deterioration of the economic and social conditions in the Jordanian society. Since university is a miniature of the society, such conditions will necessarily be reflected on the status of the university, which in turn affects the prevailing climate therein, and thus has an impact on the values of belonging among students (Battah, 2006). Hence, (Alkhatib, 2004; Jerar, 2011) indicated that the young man's feeling of love for his homeland from a psychological point of view increases as he feels that the homeland provides him with care in all of its forms.

The dimension of Pride, Self-Esteem and Self-Confidence

The value of the statistical significance is less than ($\alpha=0.05$), and the differences came in favor of importance. This may be due to the university curricula that do not focus on the students' psychological aspects as their focus is directed in general to the theoretical material, which is negatively reflected in students' awareness and full knowledge of themselves (Alsahen, 2019). In addition, many of teaching staff in Jordanian universities think that their role is limited to educational side to convey information only; and they have no pedagogical role that could help build the student's personality and enhance the self-confidence thereof (Alkhalwaldeh, 2013).

The Dimension of Goal Setting

The value of the statistical significance is less than ($\alpha=0.05$), and the differences came in favor of importance. This may be due to the lack of an pedagogical

methodology that enables the student to know himself and select information about fields of study and professions, so that he is the author of his project and the actor therein (Mecheri, 2018), which results in several problems, the most important of which is poor choice and future planning (Hamam & Howaish, 2010). In addition to the bad economic conditions that Jordan witnesses and gives students a sufficient assurance that education may not automatically affect work (Barr & Gibson, 2013). Thus, students had job uncertainty (Tien et al, 2005).

Conclusion

The results showed that the total average of the estimates of the importance of spreading the culture of hope among students of public Jordanian universities from their point of view, based on Snyder's theory of hope, was (4.19), with high importance for all fields. Where the arithmetic means for the sub-domains ranged between (4.27-4.08), and the domain of feeling proud, self-esteem and self-confidence came in the first place with the highest arithmetic mean (4.27). This was followed by the feeling of optimism, with an average of (4.25), then the feeling of purpose, with an average of (4.18), while in the last order came the feeling of belonging, with the lowest mean (4.08). This may be due to students' awareness of the importance of developing and promoting the four seeds of hope culture, which reflects positively on their performance and academic achievement. Thus, the ceiling of positive predictions towards a bright educational vision for higher education institutions rises in spreading hope among students and adopting it as a culture that practices thought and behavior.

The Limits of the Study

This study examines proposing an appropriate educational vision for Jordanian universities to spread the culture of hope among their students based on Snyder's theory of hope. Statistics of the Ministry of Higher Education and Scientific Research for the academic year (2020/2021). The sample of the study was selected in two phases: the first phase was chosen intentionally, as it included Yarmouk University from the north, the University of Jordan from the center, and Mutah University from the south, after which (1586) male and female students were selected using the random stratified method.

Discuss the Results Related To the Second Question

The results of the arbitration of experts and specialists indicated that the vision was appropriate, clear, and appropriate for application. This is due to the fact that this vision was built on the results of the study fields (the four seeds of a culture of hope), which are a sense of optimism, a sense of belonging, a sense of pride, self-esteem, self-confidence, and a sense of purpose, which gives the vision Great realism in execution. Also, it was

built on the study tool, which is the questionnaire directed to the students of the official Jordanian universities to diagnose the reality of the culture of hope from their point of view, which gives it more realism to consolidate that culture in the hearts of the students, which made the researcher recommend applying it and benefiting from it in providing the Jordanian official universities with mechanisms for developing and developing the seeds of the culture of hope.

Recommendations

Based on the findings of the study, the two researchers recommend the need to reform the Jordanian higher education and scientific research system as a part of a comprehensive strategy, and to consider all its components: its philosophy, objectives, admission bases and curricula in terms of content and methods of teaching, in addition to developing the capabilities of university competencies, and activating a greater role for student unions, and the development of the higher education system through the development of its leaders, in order to establish a hope culture, taking into consideration that change begins with education.

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رؤية مقترحة للجامعات الأردنية الرسمية لنشر ثقافة الأمل بين طلبتها اعتمادًا على نظرية الأمل لسنايدر

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الملخص:

هدفت الدراسة التعرف إلى حاجة الجامعات الأردنية الرسمية لنشر ثقافة الأمل بين طلبتها، استنادًا إلى نظرية الأمل، واقتراح رؤية تربوية مناسبة بهذا الشأن. وقد اختيرت عينة الدراسة باستخدام الأسلوب الطبقي العشوائي، حيث تكونت من (1586) طالبًا وطالبة. وبعد تحليل البيانات، خلصت الدراسة إلى وجود حاجة لنشر ثقافة الأمل بين طلبة الجامعات، استنادًا إلى نظرية الأمل لسنايدر، من وجهة نظرهم، وذلك بين الواقع والأهمية، إذ كانت قيمة الدلالة الإحصائية لجميع المجالات أقل من $(\alpha = 0.05)$ ونتيجة لذلك، جاءت الفروق لصالح الأهمية. وفي ضوء ذلك، اقترحت رؤية تربوية مناسبة للجامعات الأردنية الرسمية؛ تهدف إلى جعل الأمل ثقافةً مُمارسة بين الطلبة.

الكلمات المفتاحية: الأمل، ثقافة الأمل، علم النفس الإيجابي، الجامعات الرسمية، نظرية سنايدر.