




UNIVERSITY of the  
WESTERN CAPE




Hear Our Hearts  
Child and Youth Well-Being Research  
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JACOB'S  
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## INVESTIGATING THE RELATIONSHIP BETWEEN HOPE AND LIFE SATISFACTION AMONG CHILDREN IN LOW AND MIDDLE SOCIO-ECONOMIC STATUS COMMUNITIES IN CAPE TOWN.

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## BACKGROUND

- Concept of Well-being
- Shift from objective indicators to subjective indicators
- Subjective well-being

(Camfield et al. 2008; Forgeard et al. 2011)

- **Life Satisfaction**

- > generally defined as the subjective evaluation of the overall quality of one's life, and is considered to be a key indicator of subjective well-being (SWB )

- **Hope**

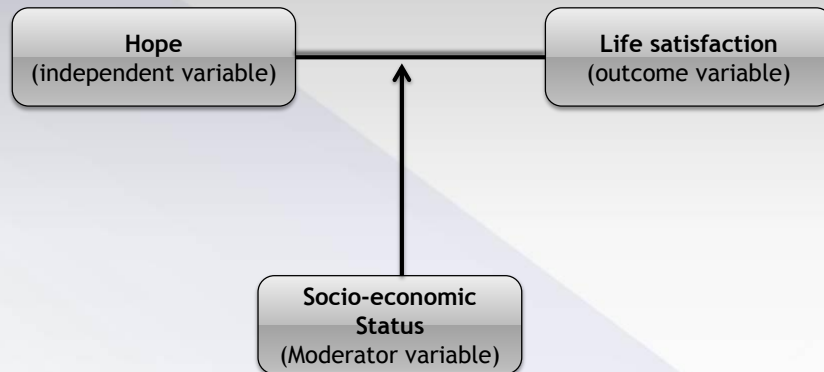
- > denotes a "positive motivational state that is based on an interactively derived sense of successful agency (goal-directed energy), and pathways (planning to meet goals)

- **Socio-economic Status**

- > includes some quantification of one's family income, parental education, occupational status and the availability of resources

(Diener & Diener, 1995; Proctor, Linley & Maltby, 2009; Snyder, 2002; Bradley & Corwyn, 2002)

## AIMS & OBJECTIVES



## METHOD

### ● Research design

- > Cross-sectional correlation design
- > Secondary data: Children's Worlds: International Survey on Children's Well-being (2012)

### ● Participants

- > 1004 twelve year old children attending primary schools within the Western Cape
- > Two-stage stratified random sampling protocol
  - Schools were stratified according to their location within the EMDC's
  - Schools were stratified by SES (Low & Middle), randomly selected from these strata

## METHOD

### ● Questionnaire adapted to the South African context:

- > **CHS**
  - 6-point, likert type self-report measure
  - Items measuring 'pathways thinking' & 'agentic thinking'
- > **SLSS**
  - 7 – item measure of global life satisfaction
  - Domain-free items

### ● Procedure & Ethics

### ● Data analysis:

- > Pearson Product-Moment Correlational Analysis
- > Hayes Process Tool for Moderation Analysis

# RESULTS

Correlation between hope and life satisfaction for the low SES group

		Life Satisfaction	Hope
Life Satisfaction	Pearson Correlation	1	<b>.479*</b>
	Sig. (2-tailed)		<b>.000</b>
	N	584	578
Hope	Pearson Correlation	.479*	1
	Sig. (2-tailed)	.000	
	N	578	580

# RESULTS

Correlation between hope and life satisfaction for middle SES group

		Life Satisfaction	Hope
Life Satisfaction	Pearson Correlation	1	<b>.417*</b>
	Sig. (2-tailed)		<b>.000</b>
	N	414	413
Hope	Pearson Correlation	.417*	1
	Sig. (2-tailed)	.000	
	N	413	414

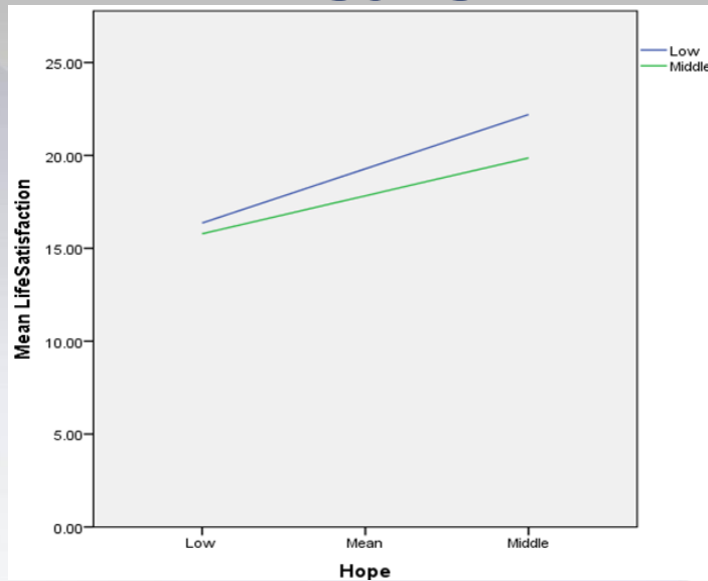
# RESULTS

## Linear model of predictors of Life Satisfaction

	<i>b</i>	<i>SE B</i>	<i>T</i>	<i>p</i>
Constant	18.50 [18.21, 18.79]	.15	124.58	<i>p</i> < .001
SES (centred)	-1.29 [-1.87, -.73]	.29	-4.46	<b><i>p</i> &lt; .001</b>
Hope (centred)	.38 [.33, .42]	.02	15.58	<b><i>p</i> &lt; .001</b>
SES x Hope	-.12 [-.21, -.02]	.05	-2.48	<b><i>p</i> &lt; .05</b>

Note.  $R^2 = .23$

# RESULTS



- hope has a more pronounced impact on life satisfaction for the low socio-economic group

## DISCUSSION & CONCLUSION

- **Hope & Life Satisfaction**
  - > Generally satisfied with their lives
  - > Positive affect
  - > Natural inclination towards an optimistic bias
  - > Optimistic bias can also present itself as a resilient phenomenon
  - > More satisfied than they actually are
  - > Well-being paradox
  - > High sense of hope
  - > Being able to reach their desired goals
  - > Associated with a level of personal control (among the strongest correlates with LS & hope)
  - > Emphasis is on the child to direct his or her life (successful agency & pathways thinking)

## DISCUSSION & CONCLUSION

- **Socio-economic Status**
  - > impact of SES (availability of resources) is a significant role player
  - > the finding of non-significant differences between low and middle SES communities with regard to hope --> children receiving the necessary, yet sufficient, care and attention from their caregivers, thus elevating their levels of hope.
  - > LS judgments depends on the standards participants set for themselves
  - > material goals over values
  - > SWB may be enhanced with more money if it relieves poverty
  - > Affluent individuals, SWB increases minimally, as material desires increase with their income
  - > SES only enhances SWB insofar as it helps people meet their basic needs

THANK YOU...

