



The Role of Islamic Life Satisfaction in Academic Optimism of Underprivileged University Students: A Scoping Review

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Abstract

Islamic life satisfaction concentrates on aligning material and spiritual dimensions. A Muslim Scholar calls it "*Falah*," the joy of existence in this world and the afterlife. At the same time, Academic optimism refers to an individual's positive attitude and beliefs about their academic abilities and future success in their studies. Thus, this study aims to review the studies on Islamic satisfaction with life and academic optimism within underprivileged undergraduates. Current study, researcher used a scoping review strategy to identify the studies conducted on the present topic. In searching for the potential articles to be considered for this scoping review, the researcher follows the guidelines of the flow chart, which was suggested in PRISMA. The first part begins with identifying the articles through the databases, which are Scopus, Web of Science, Mycite, and Google Scholar, with n=520 articles; this is followed by the screening process of the gathered articles where n=300 articles were excluded for the exclusion criteria. The researcher further examined the remaining articles, which is 220 for the eligibility process; in this process, n=16 articles were found to be duplicated, which remained at n=204. Then, from 204 excluded n= 179 due to the focus on children, the remaining 25 articles were qualified for analysis and reference following the criteria regarding inclusion and exclusion in data collecting. The findings of this scoping review have highlighted several articles published in 4 selected journals on the scope of this study. Although all studies employ various designs (cross-sectional, correlational, quantitative) to investigate the correlations among several variables (e.g., optimism, religiosity, societal support) and life satisfaction among university students, each study has strengths and limitations regarding

causal inference and generalizability. However, the implications current research leads to enhancement of life fulfilment within college learners across various study sites.

Keywords: Islamic Life Satisfaction, Academic Optimism, Underprivilege University Students, Scoping Review

Introduction

In recent years, scholars have shown growing interest in understanding how socio-cultural factors impact the academic performance of undergraduate students. One area of focus involves examining the role of life satisfaction in shaping academic optimism, especially among students from disadvantaged backgrounds. Life satisfaction is widely regarded as an essential component of individual well-being and mental health. For university students, in particular, it serves as a reflection of how they perceive and evaluate their overall life experience, which can significantly influence their academic motivation and outlook. years serve as a period for learners to explore adult duties, prepare for professional life, and contemplate their core values Gökalp and Topal (2019).

Life fulfilment is generally understood as the result of comparing personal goals with actual accomplishments, as noted by Neugarten (cited in Onur, 1997, p. 368). According to Diener, Emmons, Larsen, and Griffin (1985), satisfaction with life involves an overall positive evaluation of one's life based on individual standards. Similarly, Pavot and Diener (1993) suggest that life satisfaction represents the cognitive dimension of subjective well-being, arising from personal judgments about how one's current circumstances align with self-defined expectations. As Chechen (2007) and Reyes et al. (2020) both emphasise, life satisfaction plays a central role in assessing subjective well-being from a cognitive standpoint. Religious knowledge addresses essential inquiries regarding the aim and significance of people's existence {Mustapa et al., 2020}. Theology encompasses diverse ideas and systems that regulate numerous aspects of life (Luczak and Kalbag, 2018; Tsuria and Yadlin-Segal, 2021). Moreover, wellness reflects persons' levels of comfort, enjoyment, and health, derived from multiple sources (Samad et al., 2019). Simultaneously, life satisfaction reflects individuals' sentiments, emotions, and perspectives toward their existence (Szcześniak et al., 2020). This further illustrates how individuals allocate their optimal time and their intentions for future endeavors (Foong et al., 2020). Moreover, content individuals disseminate optimism in their surroundings (Anwar, 2024).

Johanson (2021) found in his study that the relationship between religiosity and life satisfaction is primarily evident at the individual level. A meta-analysis examining various aspects of religiosity and subjective well-being reported correlation values ranging between 0.10 and 0.14, suggesting a modest but consistent link. Similarly, Garssen et al. (2021), in their meta-analysis of longitudinal studies, identified a uniform correlation of 0.10 for life satisfaction. These findings suggest that both cross-sectional and longitudinal research typically report a small yet meaningful association between religious engagement and life satisfaction. According to Islam, life satisfaction should be pursued in a balanced manner between material and spiritual dimensions. Muslim economics refer to it as "Falah," denoting the contentment of existence in both this life and the afterlife. Al-Quran al-Karim affirms: "And look for what Allah has given you (happiness) of the afterlife, and do not forget your part of worldly (favor). Academic optimism refers to an individual's positive attitude and

beliefs about their academic abilities and future success. Study has shown that academic optimism essential in students' academic achievement and overall welfare.

Influence of faith on satisfaction with life has typically had a beneficial effect, as indicated by the empirical study (Zotti et al., 2016). Religious individuals reportedly show more life satisfaction over non-believers. Research indicates that social media platforms and nearby neighbors are significantly greater for life happiness. Social media and interpersonal connections improve our life satisfaction. People build their social network and interactions through services of faith. Individual participate in church and mosque activities to develop connections, hence improving people's life satisfaction (Stephaine, 2010). An article (Leuis and Jeffery, 2012) reported that a poll conducted by IPOS-Mori and CNN revealed that Muslims demonstrate stronger devotion and loyalty to their faith related to other religious groups. Islam is seen as a crucial aspect of their existence, profoundly influencing their lives. This study was conducted in 24 nations, three of which had a majority Muslim population (Malik et al.; al, 2021).

Optimism is the faith that positive, successful, and advantageous outcomes will occur presently and in the future. (Luthans in Palos et al., 2023). It may be interpreted as making a positive and constructive assessment of achieving success both now and in the future. According to Yue (2022), when faced with difficult situations, optimistic people typically react positively and overcome them, while people with lower levels of optimism find it harder to deal with complex, stressful, and adverse circumstances. Academic optimism, therefore, is the capacity for students to see the bright side of things and have faith that their academic endeavours will succeed. This implies that optimistic students approach learning positively and strive for the best results in all their academic endeavours.

Optimism has been linked to favourable academic outcomes. For example, a study by Hayat et al. (2023) reported a positive relationship between optimism and academic achievement among university students in Iran. while Anierobi and Unachukwu (2020) linked it with academic engagement among first-year learners in a federal university in Nigeria. Moreover, Anierobi, Okeke, and Etodike (2021) linked optimism with academic success of secondary school pupils. Suggests that optimistic learners have high hopes, abilities, efforts, and achievements and that these hopes should motivate them to participate in class activities. Consequently, when faced with difficulty in academic tasks, optimistic students with these self-beliefs will always anticipate academic success. In their study, Rezael, Kamiri, and Ataei (2023) showed that their academic involvement and academic emotions significantly impacted students' academic optimism. Similarly, Veldsman (2018) revealed that PsyCap, hope, self-efficacy, optimism, and resilience were positively correlated with academic engagement. Scholars also discovered that among college instructors, work engagement was highly predicted by both reflective teaching and academic optimism (Li et al., 2023). It may be inferred that optimistic students are more likely to succeed academically because they have faith that, with perseverance and drive, they can conquer any challenging academic situation they encounter. This suggests that optimistic students will be more motivated to participate fully in their studies due to their propensity to overcome challenging academic situations. Moreover, Hassan et al. (2023) affirmed that social support and psychological capital are critical the active involvement of students in their studies.

Beard, Hoy, and Woolfolk-Hoy argue that educational optimism affects academic achievement, even when accounting for economic and social standing. Ladd and Dinella assert that students' attitudes towards school can predict their engagement in learning and long-term achievement progression. An expanding corpus of research has indicated substantial impact categories on attitudes towards pupil achievement. A limited number of studies on academic optimism primarily focus on elementary school students and the academic optimism of teachers. Hayat et al. (2022).

Research Methodology

In this research, the researcher followed a scoping review approach to conduct the research. The study employed the framework suggested by Arkksey and O’Malley (2005) who identified the five key stages in conducting a scoping review which are 1. To identify the research questions 2. Locate the relevant literature based on the search engine 3. focusing on the studies that are in line with inclusion criteria 4. Organise and synthesize the study selected and 5 analyse and summarise the findings

Organization of the Research Questions

First step in scoping process is to create and identify study questions that align with goals and objectives of research to find pertinent material that will be scoped and included in the investigation. As highlighted by the researcher such as Aromataris and Munn (2020) that the questions in the research may be divided and categorized into distinct components by creating them using the Population-Concept-Context (PCC) framework. Thus, the study was able to formulate its search method and identified a relevant literature to be included in the study. This enable the researcher to focus only on the research gaps that would be addressed in the study. As previously indicated, this scoping review aimed to determine how Islamic life satisfaction impacts students’ academic optimism among the underprivileged. In light of this, the following research questions have been developed

Study questions were designed based on PCC.

Study Objectives	Research Questions
1. To determine previous studies on Islamic life satisfaction and academic optimism between underprivileged pupils are distributed.	1. How are the previous studies on Islamic life satisfaction and academic optimism among underprivileged students distributed?
2. To investigate research designs used in the previous studies on Islamic life satisfaction and academic optimism among underprivileged.	2. What research designs were used in the previous studies on Islamic life satisfaction and academic optimism among the underprivileged?
3. To examine research aims of the previous studies on Islamic life satisfaction and academic optimism among the underprivileged.	3. What is the research aims of previous studies on Islamic life satisfaction and academic optimism among the underprivileged?
4. To determine the main research themes that evolved in the previous studies on Islamic life satisfaction and academic optimism among underprivileged students.	4. What main research themes evolved in the previous studies on Islamic life satisfaction and academic optimism among underprivileged students?
5. To report the findings of the previous studies on Islamic life satisfaction and academic optimism among underprivileged students.	5. What are the findings of the previous studies on Islamic life satisfaction and academic optimism among underprivileged students?

Identifying Relevant Studies

The literature and data for the current study were identified using five research databases: Google Scholar, scope databases, Web of Science (WoS), Malaysia citation databases, and Excellence for Research in Australia (ERA) A phrase search was established for each database,

consisting of several keywords and terms related to religious life satisfaction and academic optimism among the underprivileged. Upon completion search string was established, it was incorporated in the advanced search feature present in the databases, alongside the appropriate prompts mandated by the respective databases.

Table 1 presents constructed search phrases employed to select the pertinent studies for scoping and inclusion in the present research. The database search yielded a substantial number of papers. The literature search process adhered to PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analysis Extension for Scoping Reviews) criteria to identify pertinent and appropriate articles for this review. The procedure had four main steps: eligibility, identification, screening (which involves eliminating duplicates), screening the literature's titles and abstracts, and counting the total number of items included in the study. The study used Boolean quotation marks, parents, and other methods to identify suitable articles to be included.

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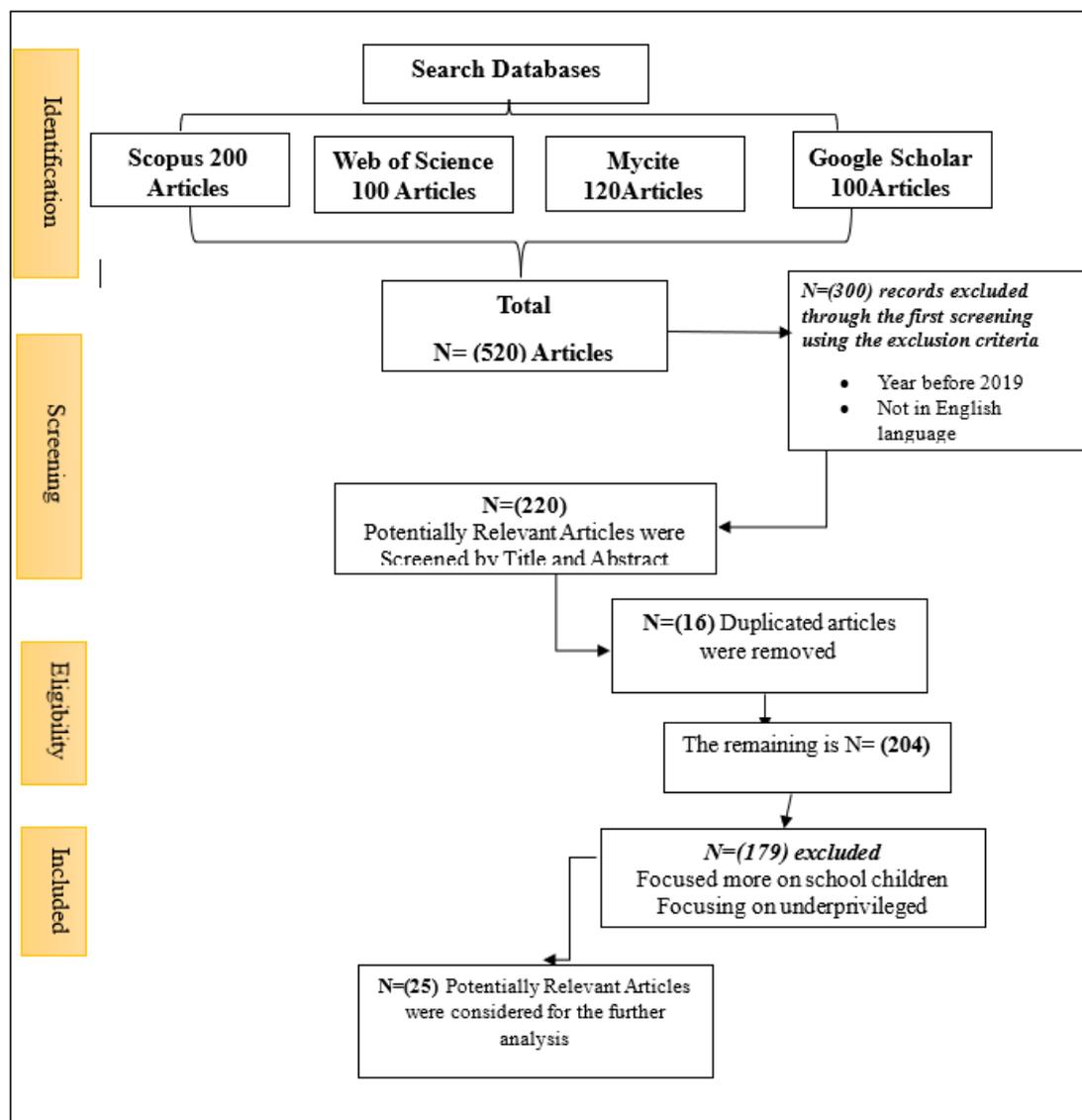
Study Objectives	Research Questions
6. To determine previous studies on Islamic life satisfaction and academic optimism between underprivileged pupils are distributed.	6. How are the previous studies on Islamic life satisfaction and academic optimism among underprivileged students distributed?
7. To investigate research designs used in the previous studies on Islamic life satisfaction and academic optimism among underprivileged.	7. What research designs were used in the previous studies on Islamic life satisfaction and academic optimism among the underprivileged?
8. To examine research aims of the previous studies on Islamic life satisfaction and academic optimism among the underprivileged.	8. What is the research aims of previous studies on Islamic life satisfaction and academic optimism among the underprivileged?
9. To determine the main research themes that evolved in the previous studies on Islamic life satisfaction and academic optimism among underprivileged students.	9. What main research themes evolved in the previous studies on Islamic life satisfaction and academic optimism among underprivileged students?
10. To report the findings of the previous studies on Islamic life satisfaction and academic optimism among underprivileged students.	10. What are the findings of the previous studies on Islamic life satisfaction and academic optimism among underprivileged students?

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Compiling, Summing up, and Presenting the Results

The study encapsulated and conveyed results from the charting procedure. The researcher systematically categorized the findings by employing codes and keywords to condense and refine the data into pertinent content. The codes and keywords are further refined to guarantee that the acquired data are pertinent to the study and organized into established categories.

Table 3

Literature matrix of accepted articles

Reference	Title	Country	Journal	Study Design	Finding
Liu, B., & Fu, S. (2022). Perceived poverty and Life satisfaction in college students with impoverished backgrounds: The mediating role of self-esteem.	Perceived Poverty and Life Satisfaction in College Students with Impoverished Backgrounds: The Mediating Role of Self-Esteem	China	Scopus	cross-sectional study	Perceived poverty and life satisfaction were significantly negatively correlated, self-esteem was significantly positively correlated with life satisfaction, and perceived poverty was significantly negatively correlated with self-esteem. The structural equation model revealed that self-esteem partially mediated the relationship between perceived poverty and life satisfaction.
Agberotimi, S. F., & Oduaran, C. (2020). Moderating effect of self-esteem on the relationship between optimism and life satisfaction.	Moderating Effect of Self-Esteem on the Relationship Between Optimism and Life Satisfaction in Final Year University Students	Nigerian	Google Scholar	A correlational survey design	at 0.05 significant level. Self-esteem significantly moderated the relationship between optimism and life satisfaction as indicated by a significant increase in the proportion of the variance in life satisfaction when the interaction term between optimism and self-esteem was added to the regression model [$\Delta R^2 = .03$, $\Delta F(1, 219) = 7.26$, $p < .008$, $b = .188$, $t(220) = 2.69$, $p < .01$]
Tavakoly Sany, S. B., Aman, N., Jangi, F., Lael-Monfared, E., Tehrani, H., & Jafari, A. (2023). Quality of life and life satisfaction among university students: Exploring subjective norms, general health, optimism, and attitude as potential mediators.	Quality of Life and Life Satisfaction among University Students: Exploring Subjective Norms, General Health, optimism, and Attitude as potential Mediators	Iran	Scopus	cross-sectional study	According to the results of path analysis, constructs of subjective norms, general health, positive attitude, optimism, and life satisfaction were significant predictors of students' QOL. Compared with other constructs, general health status ($p < 0.001$, $R^2 = 0.548$) and life satisfaction ($p < 0.001$, $R^2 = 0.253$) showed the strongest association with QOL
Gungor, A., Young, M. E., & Sivo, S. A. (2021). Adverse Life Events and Psychological Distress and Life Satisfaction in US College Students: The Moderating Effects of Optimism, Hope, and Gratitude.	Adverse life events and psychological distress and life satisfaction in U.S. college students: The moderating effects of optimism, hope, and gratitude	The U.S.	Scopus	a correlational research design	The results also revealed that optimism, hope, and gratitude moderated the effects of adverse life events. The authors conclude that the evidence supports positive psychology interventions in college counselling to combat the effects of adverse life events through the positive psychological states of optimism, hope, and gratitude. They suggest specific clinical implications for practising counsellors and educational settings.
Wider, W., Taib, N. M., Khadri, M. W. A. B. A., Yip, F. Y., Lajuma, S., & Punniamoorthy, P. A. L. (2022). The unique role of hope and optimism in the relationship between environmental quality and life satisfaction during the COVID-19 pandemic.	The Unique Role of Hope and Optimism in the Relationship between Environmental Quality and Life Satisfaction during COVID-19 Pandemic	Malaysia	Web of sciences	Quantitative study	The results revealed that hope only mediated the relationship between environmental quality and life satisfaction, not optimism. Hence, it is proposed that mental health providers should focus on providing hope-related interventions to university students in confronting COVID-19 challenges and ultimately improving life satisfaction.
Olasupo, M. O., Idemudia, E. S., & Kareem, D. B. (2021). The moderated mediation roles of social connectedness and optimism on emotional intelligence and life satisfaction.	Moderated mediation roles of social connectedness and optimism on emotional intelligence and life satisfaction	Nigeria.	Web of Science	Quantitative study	The factor analysis results show that the measures are appropriate for use in the study settings. Emotional intelligence significantly predicts life satisfaction due to social connectedness among the samples. Also, the effect holds better among older adults with higher dispositional optimism than those with lower dispositional optimism. The study outcomes underscore the importance of social connectedness and optimism in life satisfaction among older adults in rural communities.

Sholihin, M., Hardivizon, H., Wanto, D., & Saputra, H. (2022). The effect of religiosity on life satisfaction: A meta-analysis.	Life satisfaction for gifted adults: Its relation to gender, age, religiosity, and income	Jordan	Scopus	Quantitative study	The results also indicate no significant differences in the degree of life satisfaction among the gifted due to gender, religiosity, and income. However, due to age, there were significant differences between gifted adults' life satisfaction scores.
Akbayram, H. T., & Ketep, H. S. (2024). The Relationship between Religion, Spirituality, Psychological Well-Being, Psychological Resilience, and Life Satisfaction of Medical Students.	The Relationship between Religion, Spirituality, Psychological Well-Being, Psychological Resilience, and Life Satisfaction of Medical Students	Turkey	Scopus	online cross-sectional study	The perception of good psychological health was significantly higher among Muslims (32.7%) than non-Muslims (14.3%) (p=0.013). The PWBS, BPRS, and SWLS scores were significantly higher in those who attached very importance to religious/spiritual practices than those with little importance. While PWBS and BPRS scores did not differ, the SWLS scores were significantly higher in Muslims than non-Muslims. A positive correlation was found between the IRI scores and PWBS (r=0.446 p
Maier, K., & Surzykiewicz, J. (2020). Mediated association between spirituality and life satisfaction in chronically ill undergraduate students.	Mediated association between spirituality and life satisfaction in chronically ill undergraduate students.	SPiR,	Google Scholar	a cross-sectional design	Findings indicate an essential role of spirituality in well-being. General self-efficacy beliefs and proactive coping were critical variables in the relationship between spirituality and global life satisfaction. (PsycINFO Database Record (c) 2020 APA, all rights reserved)
Omar, R. L. (2022). <i>Life Satisfaction in South Africa: Socioeconomic Hardships, Religiousness and Social Involvement.</i>	life satisfaction in south Africa: socioeconomic hardships, religiousness and social involvement	South Africa	Google Scholar	Quantitative	results suggest that (a) family economic hardship and neighbourhood disadvantages are inversely associated with life satisfaction, (b) that facets of non-organizational religious engagement showed offsetting effects against stressors, and (c) the two-way interactions reveal only social involvement buffered against stressors.

Tok, H. L., & Cheah, Y. K. (2024). Factors influencing students' cost of living: Evidence from Malaysian universities.	factors influencing students' cost of living: evidence from Malaysian universities	Malaysia	Google Scholar	a cross-sectional, quantitative research.	Findings from the present study showed that many students spent between Ringgit Malaysia (RM) 201 and RM400 per month. Young male students tended to spend more than older female students. Expenditure was higher among Chinese students than Malays. Educational levels and income were found to correspond to spending. Having good financial knowledge was associated with reduced expenditure.
Baltacı, A., & Soykan, S. N. Y. (2020). Optimism, happiness, life meaning and life satisfaction levels of the faculty of divinity students: a multi-sample correlational study.	Optimism, Happiness, Life Meaning, and Life Satisfaction Levels of the Faculty of Divinity Students:	Istanbul,	Scopus	a correlational survey type	The research determined that the student's level of optimism and happiness was medium, whereas their perceptions of life meaning and life satisfaction were low. While women are more optimistic and happier, and their life satisfaction is higher than men's, men have more perceptions about the meaning of life than women do. Besides, a significant and positive relationship was determined between optimism, happiness, life meaning, and life satisfaction.
Choirina, V. N., Ayriza, Y., Wibothat, S., & KedaiKopi, L. S. (2021). Religiosity and life satisfaction in Indonesia: Evidence from a community survey.	Religiosity and Life Satisfaction in Indonesia: Evidence from a Community Survey	Indonesia	Scopus and Google Scholar	Quantitative study	The main findings showed that religious people were more satisfied with their lives than their counterparts, even after controlling for confounding variables. It seems that religiosity benefits well-being and might lead to a good life.
Wnuk, M. (2021). Religion and life satisfaction of Polish female students representing Roman Catholic affiliation: Test of empirical model.	Religion and Life Satisfaction of Polish Female Student	Roman	Web of sciences	Quantitative study	. Results: The moderating role of positive religious coping between prayer and God's support and life satisfaction was confirmed. Additionally, positive religious coping, God's support, prayer, and Mass attendance mediated between faith and life satisfaction.

Uddin, F., & Irshad, E. (2022). Sufism, Religiosity, Life Satisfaction, Hope and Optimism: A Comparative Study of the Disciples and Non-Disciples.	Sufism, religiosity, life satisfaction, hope and optimism: a comparative study of the disciples and non-disciples	Pakistan.	Google Scholar	comparative study	The study's findings revealed a significant difference between the disciples and non-disciples regarding religiosity and satisfaction with life. Religiosity was positively related to life satisfaction, hope, and optimism. This indicates that religiousness and the master-disciple relationship help boost positive emotions.
Kim, H. J., & Lee, Y. M. (2020). The influence of optimism and academic resilience on the foremost satisfaction among undergraduate nursing students.	The Influence of Optimism and Academic Resilience on Major Satisfaction among Undergraduate Nursing Students	Korea	Google Scholar	a cross-sectional descriptive correlational design	The average score of optimism, academic resilience, and foremost satisfaction in nursing students were 3.85±0.54, 3.87±0.52, and 3.75±0.63, respectively. The degree of foremost satisfaction was positively correlated with optimism and academic resilience. The significant predictors of foremost satisfaction were optimism (β=.385, p

Result and Discussions

The researcher employed a search engine to find the articles across four databases because the study employs a scoping review and focuses on Islamic life happiness and academic optimism among disadvantaged university students. A total of 520 pieces of literature were found, including 120 from the Malaysia Citation Database, 200 from the Scope Database, 100 from the Web of Science Database, and 100 from Google Scholar. The screening phase was the following phase. Eliminating any items that did not meet the predetermined criteria was the first step in the screening process. This approach excluded nearly 300 pieces of literature because they were released before 2019, weren't written in English, or came out in a form other than an article or review article. The remaining is 220. Second part of the screening stage was to remove any duplicated literature that emerged from the four databases. Sixteen articles were removed because they were duplicated literature. Thus, 204 research in literature remain in the eligibility stage. To assess whether the literature item included pertinent responses to the research question for this study, the shortlisted articles were skimmed by looking at their titles and abstracts. Out of 220 publications, 179 were eliminated at this level because they concentrated on children and academic accomplishments rather than academic optimism. Therefore, the remaining twenty-five works of literature qualified for the next analysis. The flow diagram for this scoping review paper's literature search approach is summarized in Figure 1.

Distribution of the Previous Studies on Islamic Life Satisfaction and Academic Optimism among Underprivileged Students

To answer research objective 1, which sought to determine the previous studies on Islamic life satisfaction and academic optimism among underprivileged undergraduates, the study investigated the distribution of the previous studies on Islamic life satisfaction and academic optimism among economically underprivileged pupils. Generally, each study provides insights into various factors influencing life satisfaction among university students across different countries and contexts. The themes explored include mediating roles of self-esteem, optimism, hope, impact of environmental quality and adverse life events. These findings collectively contribute to understanding the complex interplay of psychological, environmental, and personal factors in shaping life satisfaction among college students globally.

The articles used in this review were published between 2019 and 2024. The articles published within the year on the topic were 25. Out of the 25 articles, (5) articles were published in the years 2020 that are (Abubakar & Maishanu, 2020; Baltacı & Yağlı Soykan, 2020a; Chin et al., 2020; Kim & Lee 2020.; Mustapa et al., 2020) and in the year 2021 (9) articles were published as in the study of ((Business & Research, 2021; Diana et al., 2021; Foo & Prihadi, 2021a; Joshanloo, 2021; Md Khalid, 2021; Nor et al., 2021 ; Othman et al. et al., 2021; Willroth et al., 2021; Wnuk, 2021a)) and the year 2022 were (6) articles which are as follows (Binti et al., 2022; Brooks et al., 2022 ; Liu & Fu, 2022a; Shahama et al., 2022 ; Usán Supervía et al., 2022; Zaheer & Asad Khan, 2022) and in the year 2023 (2) articles were published ((Iqbal Malik et al., 2023; Malek et al., 2023a)) in the year 2024 (4) articles were published which are (Akbar & Keten, 2024a; Anwar, 2024a, 2024b; Hendra et al., 2024; Tok & Cheah, 2024a). The distribution based on regions where was conducted on Islamic life satisfaction and academic optimism among underprivileged students has shown a diverse range of studies across different countries. The researcher found that the highest study conducted was in

Malaysia, with n=5 studies such as (Foo & Prihadi, 2021b; Malek et al., 2023b; Md Khalid, 2021b), followed by the n = 3 studies conducted in Turkey and n= (2) conducted from Nigeria, in Pakistan (3) studies respectively generally, other countries such as China (Liu & Fu, 2022b), (Iran (Deb et al., 2020a), and the US (Gungor et al., 2021). Poland (Rogowska et al., 2021a), India (Deb et al., 2020b), Portugal (Graça & Brandão, 2024a), Jordan Sholihin et al., 2022, South Africa (Omar et al., 2022), Indonesia (vn choirian, 2021, and Romania (Wnuk, 2021b), Korea (Kim & Lee,) were recorded as n=1 for each country.

The Research Designs used in the Previous Studies on Islamic Life Satisfaction and Academic Optimism among the Underprivileged

The research designs used in the past studies in this scoping are majorly quantitative. The researchers focus more on the cross-sectional survey research design by collecting data from online and face-to-face self-administered questionnaires. All the n=24 eligible articles included in this study were quantitative, and only 1 article used a comparative analysis method. Quantitative and Correlational/Cross-sectional: Studies like Wider et al. and Olasupo et al. are purely quantitative, focusing on numerical data and statistical analyses, while others like Agberotimi & Oduaran (2020) and Liu & Fu (2022) (Olasupo et al., 2021), use correlational or cross-sectional designs, examining relationships between variables. While Mediation and Moderation were used in the Studies, they vary in their approach to mediation (Tavakoly Sany et al., 2023) and moderation (Gungor et al., 2021; Olasupo et al., 2021), indicating a more complex statistical analysis in some studies.

Research Aims of the Previous Studies on Islamic Life Satisfaction and Academic Optimism among Underprivilege

The research aims of the selected articles are diverse and can be recorded and categorized into five categories. Thus, n=6 categories. The first group of categories' aims were on the students' self-esteem and life satisfaction, with n=14 articles. The second category encompasses studies examining the Optimism, Happiness, Life Meaning, and Life Satisfaction Levels of Faculty of Divinity Students, with a sample size of n=4. The third category comprised n=3, concentrating on religiosity and life satisfaction within Christian and Muslim religion groups. The fourth category of the articles, n=6, discusses Religion (Akbayram & Keten, 2024b; Wnuk, 2021b), Spirituality (Akbayram & Keten, 2024b; Deb et al., 2020b, 2020a), Psychological Well-Being (Akbayram & Keten, 2024b; Graça & Brandão, 2024a; Gungor et al., 2021), Psychological Resilience (Akbayram & Keten, 2024b; Kim & Lee, n.d.-b; Md Khalid, 2021b), and Life Satisfaction of Students (Malik, .; Omar et al., 2022; Seyedeh et al.; Sholihin et al., 2022 ; Sufism, Religiosity, Life Satisfaction, Hope and Optimism. A Comparison Study of the Disciples and Non-Disciples, 2022; Vn Choirian, . The last sixth category was resiliency, perceived social support, and life satisfaction among Malaysian students. Generally, the n=25 reviewed articles underscore the multidimensional nature of factors influencing life satisfaction among college students, ranging from economic status and self-esteem to optimism, religiosity, and spirituality. Understanding these relationships can inform interventions to improve student well-being and satisfaction, particularly those from disadvantaged backgrounds.

The Main Research Themes Evolved in the Previous Studies on Islamic Life Satisfaction and Academic Optimism among Underprivileged Students

Several themes were extracted from the research based on the 25 articles reviewed and eligible for the current study. Generally, five themes are generated as the main themes that are discussed below:

Psychological Factors and Life Satisfaction

- **Self-Esteem and Optimism:** Studies such as "Perceived Poverty and Life Satisfaction" and "Moderating Effect of Self-Esteem" highlight how self-worth mediates or moderates the relationship between perceived poverty or optimism and life satisfaction. These findings suggest that individuals with higher self-esteem may perceive their circumstances more positively, influencing their overall satisfaction with life.
- **Faith and Appreciation:** Negative Life Events and Psychological Distress and the Unique Role of Hope and Optimism examine how hope and gratitude mitigate the effects of unpleasant occurrences and environmental conditions on life satisfaction. Studies emphasize the resilience-enhancing impact of positive psychological qualities in alleviating negative situations.

Contextual Influences on Life Satisfaction

- **Environmental and Social Contexts:** "Value of Life and Life Satisfaction" and "Factors Influencing learners' Cost of Living" investigate in what way personal norms, general health, and economic factors affect life satisfaction among university students. These studies contextualize satisfaction within broader environmental and socioeconomic contexts, offering insights into the multifaceted nature of well-being.
- **Cultural and Religious Factors:** "Religiosity, Life Satisfaction" and "Mediated Association between Spirituality and Life Satisfaction" explore impact of religious and spiritual beliefs on satisfaction. They highlight how cultural factors and spiritual practices contribute to individuals' perceived satisfaction with life.

Health and Well-Being

- **Health-Related Mediators:** "Healthy Behaviour as a Mediator" and "Facilitated Connotation among Spirituality and Life Satisfaction in Chronically Ill Students" examine how health behaviors and conditions mediate relationship between optimism, spirituality, and life satisfaction. Studies emphasize importance of holistic health in influencing overall well-being.

Educational and Professional Contexts

- **Student Populations:** "Life Satisfaction for Gifted Adults" and "Fulfilment with Life among Public and Private University Students" focus on specific student populations and institutional contexts. They provide insights into how gender, age, and institutional differences impact student satisfaction levels.

Resilience and Coping Mechanisms

- **Emotional Intelligence and Social Connectedness:** "Moderated Mediation Roles of Social Connectedness" and "Religious/Spiritual Coping" explore how emotional intelligence, social connections, and coping strategies balanced relationship between optimism and

life satisfaction. These studies underscore individuals' adaptive strategies to maintain or enhance satisfaction despite challenges.

Each theme adds to a deeper understanding of life satisfaction factors across diverse populations and contexts. They collectively emphasize the significance of psychological, cultural, and health-related factors in shaping individuals' perceptions of well-being. Future research could further explore these themes to develop targeted interventions to enhance life satisfaction and overall worth of life.

Findings of the Previous Studies on Islamic life Satisfaction and Academic Optimism among Underprivileged Students

Based on the results of the N=25 previous studies considered for scoping review, the findings categorized accordingly. Findings of the study are summarised in themes where n=6. The first category of the findings, with n = 7 articles, reported on the perceived poverty and life satisfaction; the second category was the article's findings and results on self-esteem and optimism in this category, n=3 studies. Furthermore, the third category is the articles reporting mediating effects of quality of life as a predictor of life satisfaction, with n=4. The fourth category also discussed the findings on positive psychology as an intervention to life satisfaction, this category with n=3. The fifth category with n=4 studies' results showed that Hope and Environmental Quality are crucial to predicting the students' life satisfaction. At the same time, the final category, n=4, also depicts social connectedness and emotional intelligence in determining life satisfaction. Generally, the findings and the summary of each category are presented below:

Perceived Poverty and Life Satisfaction

- **Findings:** A substantial negative link exists between perceived poverty and fulfilment in life. Furthermore, self-esteem reveals significant positive associations with life happiness and a negative correlation with perceived poverty. A structural equation model demonstrates that self-esteem partially mediates association between perceived poverty and life satisfaction.

Implications: This suggests that perceptions of economic status influence life satisfaction through their impact on self-esteem, highlighting the importance of addressing interventions targeting self-esteem to enhance life satisfaction in students from disadvantaged backgrounds.

Self-Esteem and Optimism

- **Findings:** Self-Worth significantly moderates the association between optimism and life satisfaction. The interaction between optimism and self-esteem explains significant proportion of variance in life satisfaction beyond the main effects, suggesting that individuals with higher self-esteem experience greater life satisfaction when they are optimistic.
- **Implications:** Interventions targeting optimism, self-esteem could enhance life satisfaction, particularly among final-year university undergraduates facing various challenges.

Quality of Life and Mediating Factors

- **Findings:** Subjective standards, overall well-being, positive attitude, optimism, and life satisfaction significantly predict students' quality of life. General health and life satisfaction demonstrate the strongest associations with QOL compared to other variables studied.
- **Implications:** Improving general health and promoting a positive attitude among students could significantly enhance their overall quality of life, emphasizing the importance of holistic approaches in educational settings.

Positive Psychology Interventions

- **Findings:** Optimism, hope, and gratitude moderate the effects of adverse life events on psychological distress and life satisfaction. These positive psychological traits serve as buffers against the adverse impact of negative life events.
- **Implications:** Implementing positive psychology interventions in college counselling could assist in alleviating the adverse effects of stressful events, thereby enhancing students' psychological well-being and life satisfaction.

Hope and Environmental Quality

- **Findings:** Hope, but not optimism, mediates association between environmental quality and life satisfaction among university students.
- **Implications:** Focusing on interventions that foster hope may be particularly effective in helping students cope with challenging environmental conditions like those presented by the COVID-19 pandemic.

Social Connectedness and Emotional Intelligence

- **Findings:** Community connectedness and emotional intelligence significantly predict life satisfaction between older adults, particularly those with higher dispositional optimism.
- **Implications:** Strengthening social connections and emotional intelligence may enhance life satisfaction, especially among older adults in rural communities, highlighting the importance of social support networks.

These summaries provide insights into how different psychological, social, and environmental factors influence life satisfaction among university students and other populations, offering implications for research and practical interventions to improve well-being.

Conclusion

Islamic life satisfaction emphasizes on balancing material and spiritual dimensions. Muslim economics refer to it as "Falah," denoting the contentment of existence in both this life and the afterlife. At the same time, Academic optimism refers to an individual's positive attitude and beliefs about their academic abilities and future success in their studies. Research has shown that optimism is essential to students' academic achievement and well-being. Thus, the findings of this scoping review have highlighted several articles published in 4 selected journals on the scope of this study. However, all studies employ various designs (cross-sectional, correlational, quantitative) explore the relationships between different variables (e.g., optimism, religiosity, social support) and life satisfaction among university students, each with its strengths and limitations regarding causal inference and generalizability. However, the implications study contributes development of life satisfaction among university learners across study locations.

Additionally, many research efforts are encompassed in this scoping review. discussed concept of life satisfaction in general, such as (Foo & Prihadi, 2021c; Rogowska et al., 2021b; Tok & Cheah, 2024b; Wider et al., 2022; Wnuk, 2021c)). Nevertheless, there is still a lack of research specifically examining mediating role of parental religiosity in connection between Islamic life satisfaction and academic optimism among economically disadvantaged undergraduate pupils in the Malaysian context, despite the efforts of the researchers mentioned in the above literature on the issues related to economically disadvantaged university students.

Existing studies such as ((Baltacı & Yağlı Soykan, 2020b; Deb et al., 2020; Foo & Prihadi, 2021b; Graça & Brandão, 2024; Liu & Fu, 2022b; Malek et al., 2023; Tok & Cheah, 2024)) focused on broader demographic groups or overlook the unique socio-cultural dynamics prevalent among economically underprivileged students. Therefore, there is a need for empirical research that explicitly examines these relationships within the context of Malaysian higher education institutions to provide a nuanced understanding of the mechanisms through which Islamic life satisfaction and parental religiosity intersect to influence academic outcomes among this population.

Research Contributions and Recommendation

This scoping review makes both theoretical and contextual contributions by integrating the concept of *Islamic life satisfaction*—which emphasizes a holistic balance between material and spiritual well-being, known in Muslim economics as *Falah*—with the construct of academic optimism, which reflects students' positive expectations and beliefs about their academic capabilities. The review contributes to existing literature by synthesizing diverse empirical findings from selected journals, each exploring variables such as optimism, religiosity, and social support in relation to life satisfaction among university students. However, while these studies offer important insights, most rely on cross-sectional and correlational designs, limiting causal interpretation and generalizability.

Moreover, although the general concept of life satisfaction has been widely discussed, this review highlights a significant gap in the literature: the lack of focused research on the mediating role of *parental religiosity* in linking Islamic life satisfaction with academic optimism, particularly among economically disadvantaged university students in Malaysia. Existing studies tend to examine broader demographic groups or overlook the nuanced socio-cultural and economic dynamics affecting this vulnerable population (e.g., Baltacı & Soykan, 2020; Deb et al., 2020; Liu & Fu, 2022; Malek et al., 2023). Therefore, this review underscores the urgent need for empirical research that explores these relationships within the Malaysian higher education context, aiming to deepen our understanding of how spiritual and familial influences shape academic resilience and success in underprivileged Muslim students.

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