

Single Parents Level of Hope to Achieve Graduation from College

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Introduction

Single parent students experience unusual barriers compared to traditional college students and **lack the knowledge to obtain success** due to financial hardships, childcare, and meeting the demands of overall life demands (Beeler, 2016).

Hope is a driving force in how a student **executes behavior** to achieve academic goals because it is an egocentric idea that taps into a person's perception of their goals while assessing their agency and pathways related to attaining their goals (Snyder et al., 2002).

Understanding **academic success** necessitates the **multidisciplinary** concepts that enhance and develop resources that guide students to completion and graduation (Prevatt et al., 2011).

Hypothesis

This study will determine:

- 1) **Single parents who are more hopeful will engage in more help-seeking behaviors**
- 2) **Hopeful parents are more academically successful than parents who are not**
- 3) **Parents who engage in help-seeking are more successful than parents who don't**

Measures

Adult Hope Scale (Snyder et al. 1991): 8-point scale ranging from definitely false to definitely true evaluating pathways (plans to meet goals), agency (goal-directed), and two filler questions.

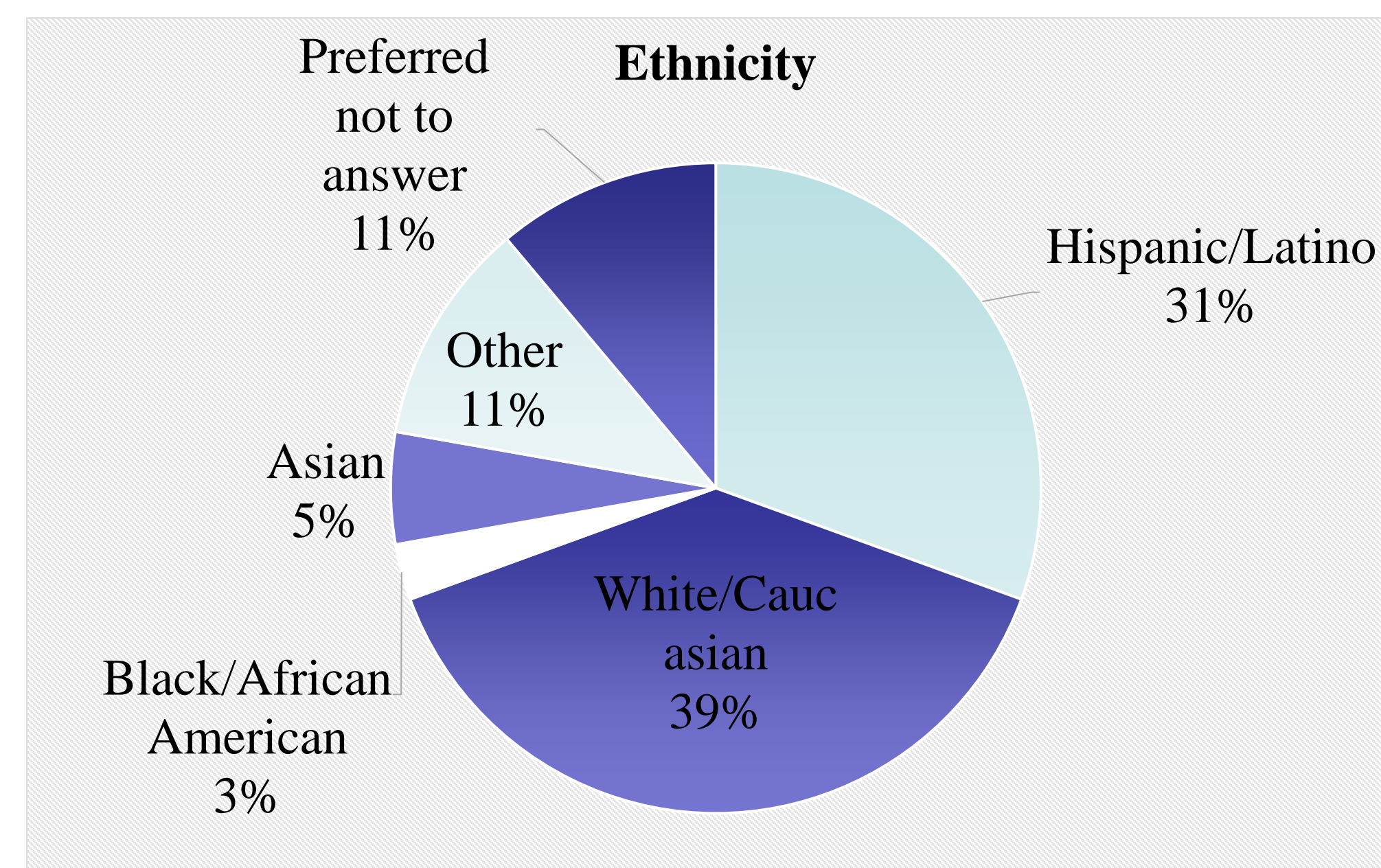
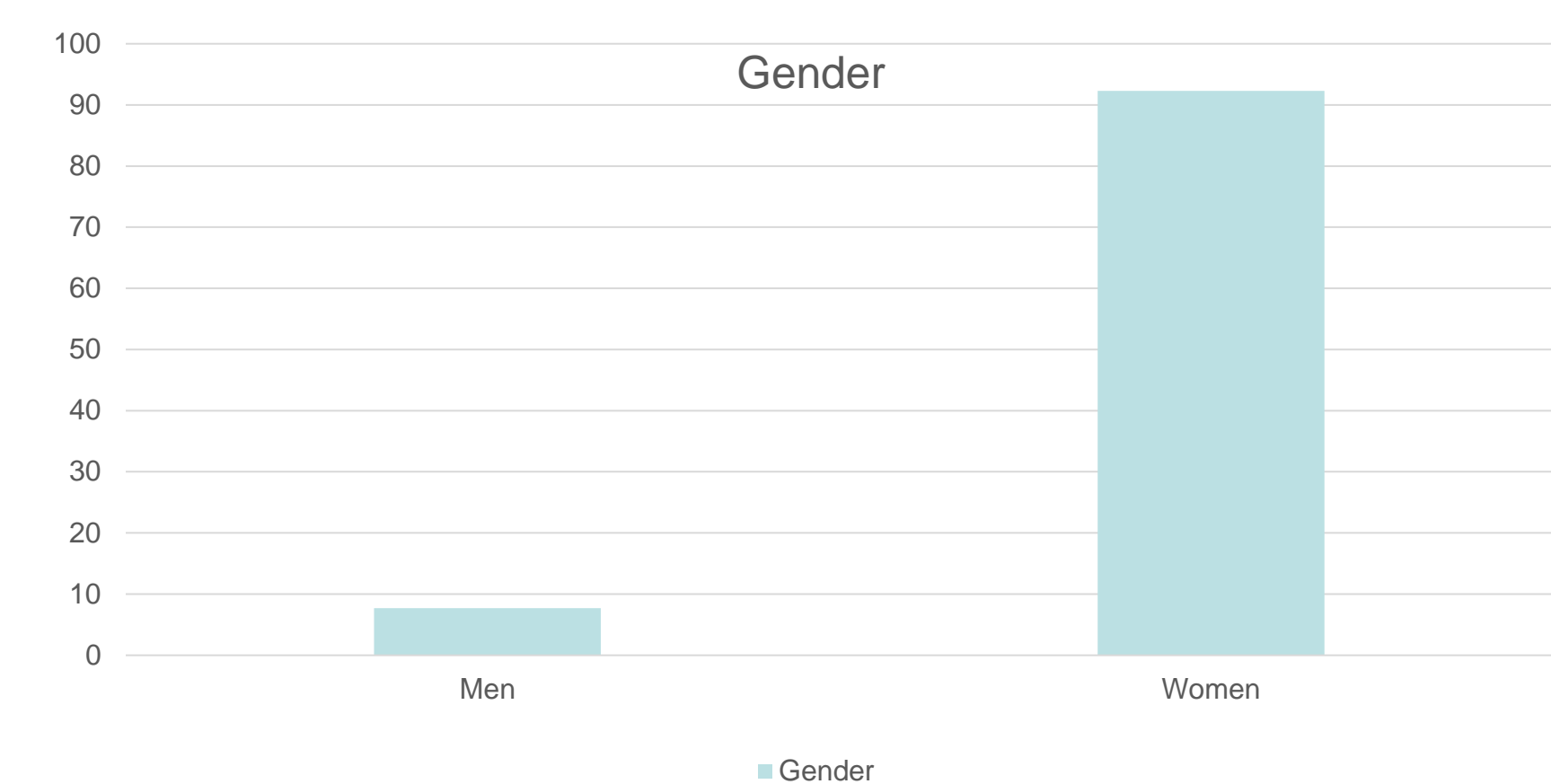
Academic Success: Created by researcher using a 5-Point Likert scale, measuring GPS, study potential, and graduation track and transfer potential

Help Seeking: Created by researcher using 5-point Likert scale ranging from almost always to never to evaluate the amount of engagement with academic resources.

Method

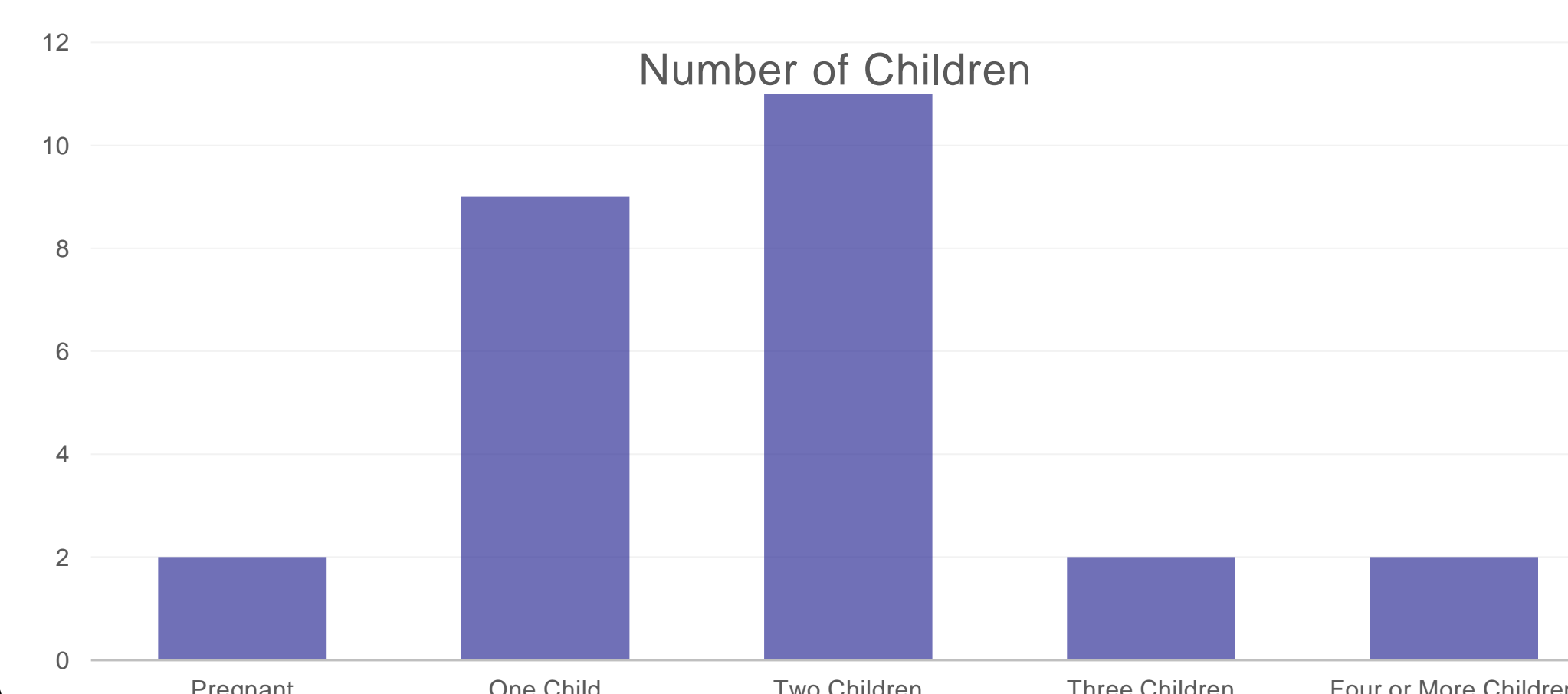
This study utilized a sample size of 26 single parent students that are currently attending either a community college or university. Eligibility for this study required participants to be enrolled and a single parent student with a current GPA.

Participants **ages** ranged from **18 – 57 years of age** with one participant not disclosing their age. The average age of my participants is 36.6 years with a standard deviation of 10.1.



Number of Children

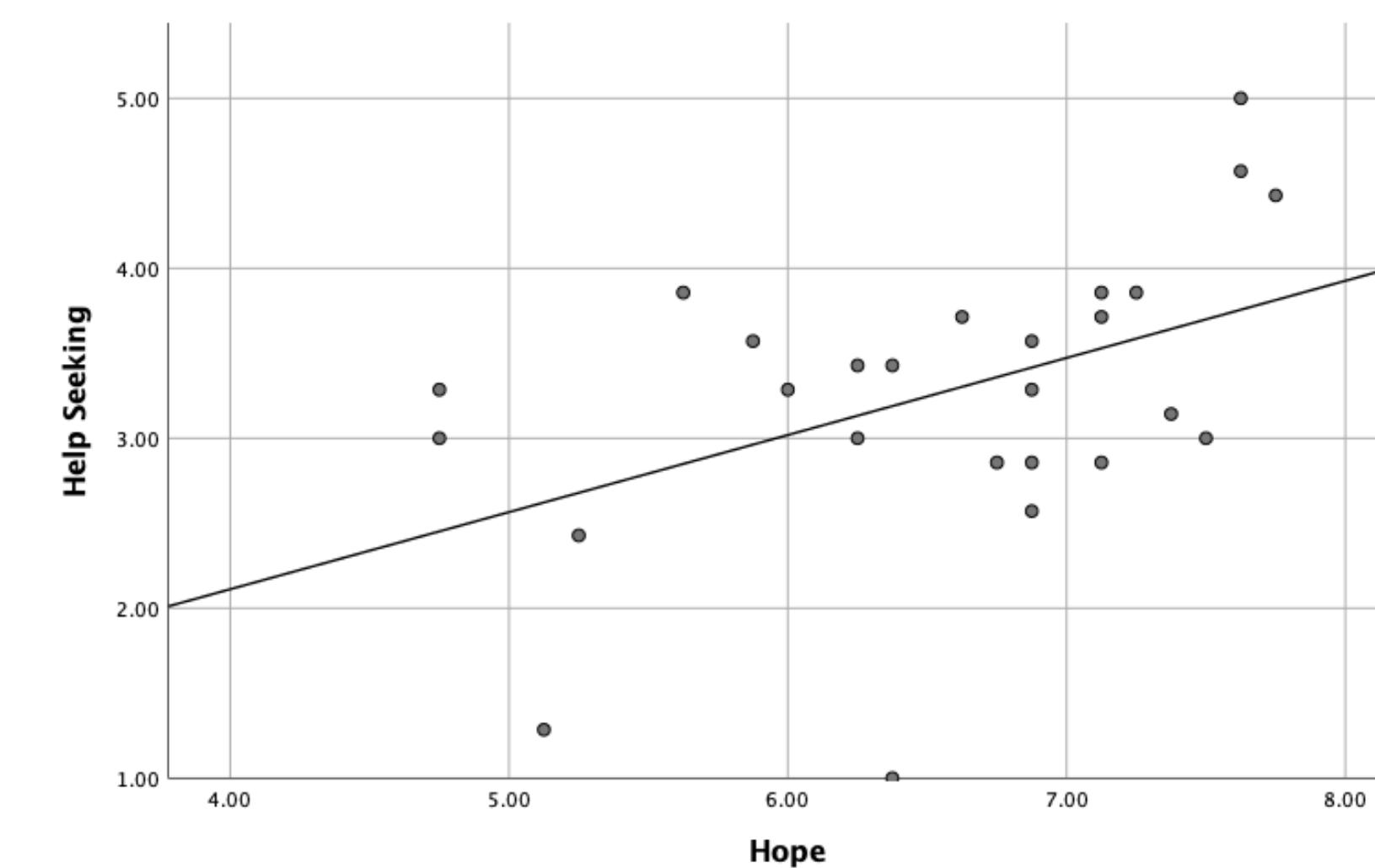
Participants ranged from being currently pregnant (7.7%), having 1 child (34.6%), having 2 children (42.3%), having 3 children (7.7%), and having 4 or more children (7.7%). The number of children can impact the students ability to study effectively and needed amount of time to achieve success.



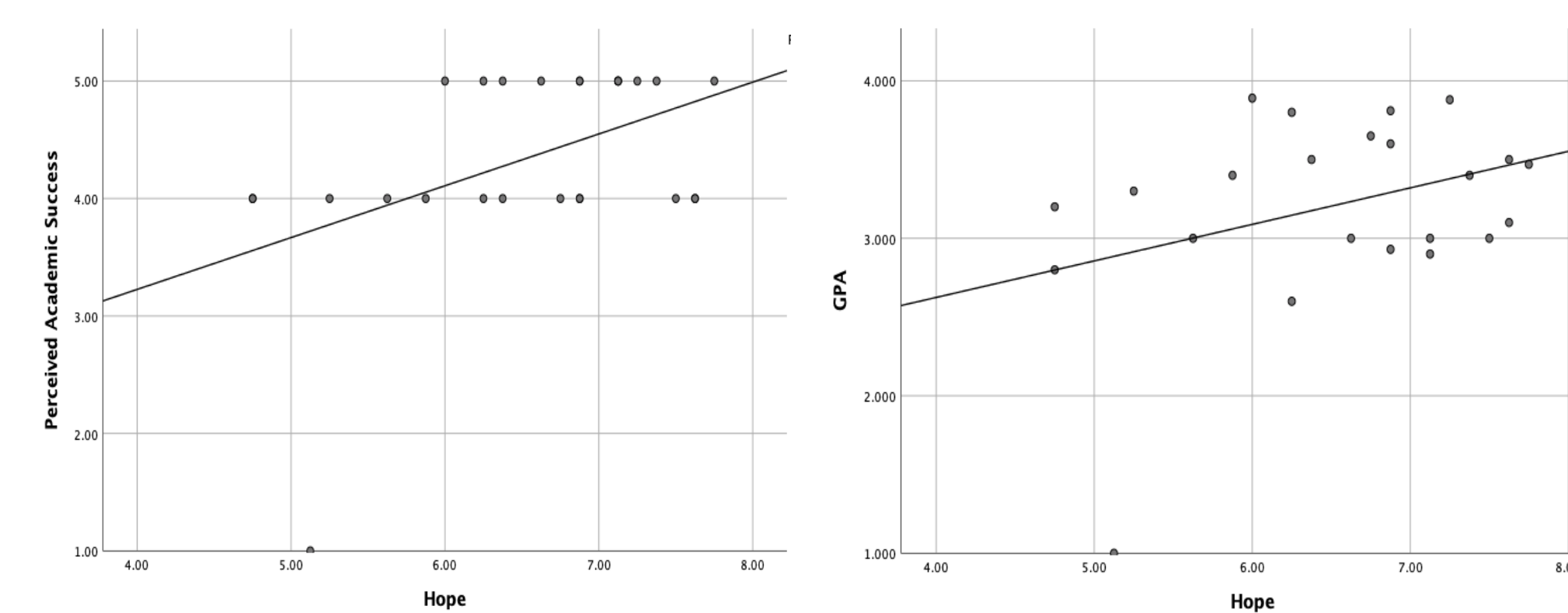
Results

Three individual Pearson correlations were calculated examining relationships between **hope**, **help seeking**, and **perceived academic success**. Positive correlations were found with hope, however no correlations were noticed between hypothesis that are not correlated with hope.

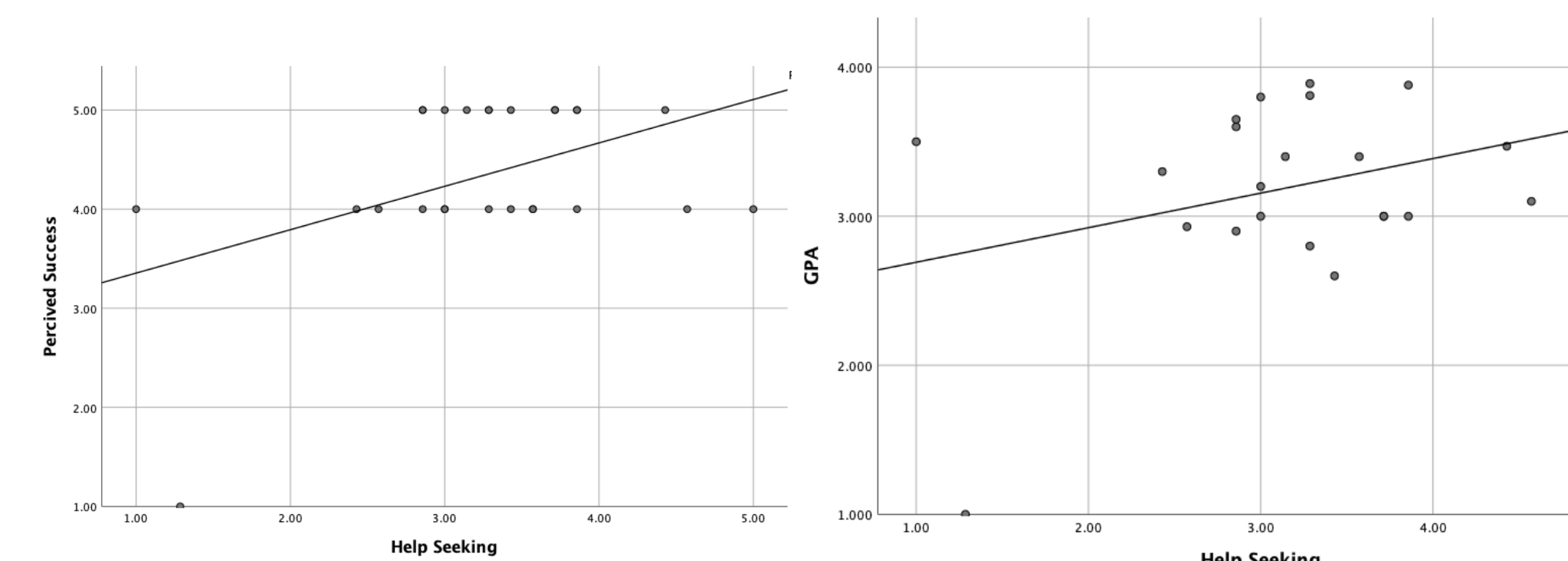
- Positive correlation between **hope and help seeking behavior** ($r(24) = 0.461, p < 0.05$)



- Positive correlation between **hope and perceived academic success** ($r(24) = 0.459, p < 0.05$), but not GPA ($r(24) = 0.358, p > 0.05$).



- Positive correlation between **help seeking behavior, perceived academic success** ($r(24) = 0.448, p < 0.05$), but not GPA ($r(21) = 0.348, p \geq 0.05$).



Conclusions

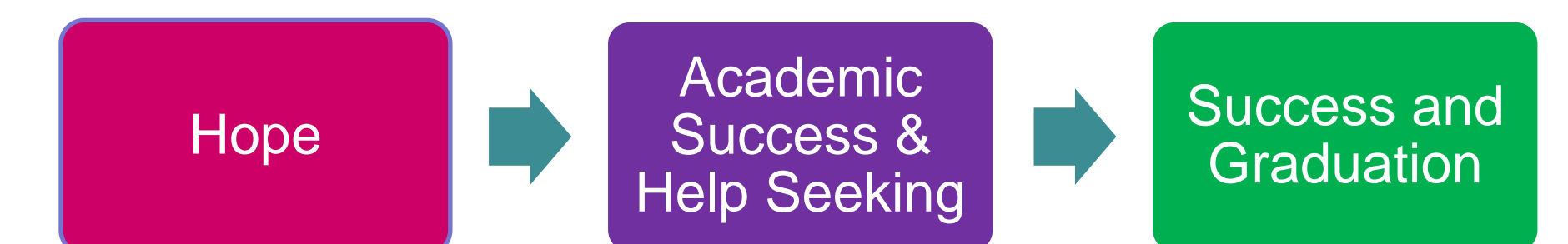
Hope is shown to be a strong indicator in the ability of resilience to perpetuate success in creating positive pathways and agencies to completion of higher education.

Higher levels of hope may also increase the amount of help seeking behavior and perceived academic success.

Perceived academic success, help seeking behavior, and current GPA do not have a significant correlation. This may be due to GPA being an objective variable, while perceived academic success is a subjective variable.

Hope may not objectively define a persons success, but can subjectively define a persons endurance to assess their agencies and pathways to achieve success (Snyder et al., 2002).

Increased supports that focus on affording more study time for this population can also elevate the current GPA scores, perceived academic success, and help seeking behavior.



Future Directions

Future studies should focus more on determining additional supports required for more successful single parent students:

- Making this a qualitative study that affords for more detailed information from participants to determine crucial needs.
- Future studies could potentially be more inciteful from a longitudinal study requiring pre/post interviews and continually throughout their time during school
- Reframing survey questions that focus on perceived academic success, study time, and hope. Success is rooted in the amount of time that a student has to study effectively.

