Single Parents Level of Hope to Achieve Graduation from College

Rhoda Maunupau Robertson
Dominican University of California

https://doi.org/10.33015/dominican.edu/2020.PSY.RP.04

Survey: Let us know how this paper benefits you.

Recommended Citation
https://doi.org/10.33015/dominican.edu/2020.PSY.RP.04

This Presentation is brought to you for free and open access by the Student Scholarship at Dominican Scholar. It has been accepted for inclusion in Student Research Posters by an authorized administrator of Dominican Scholar. For more information, please contact michael.pujals@dominican.edu.
Single Parents Level of Hope to Achieve Graduation from College
Rhoda Maunupau Robertson
Dominican University of California

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 (Prevart 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

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.

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.

Results

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

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 incisive 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.

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.