

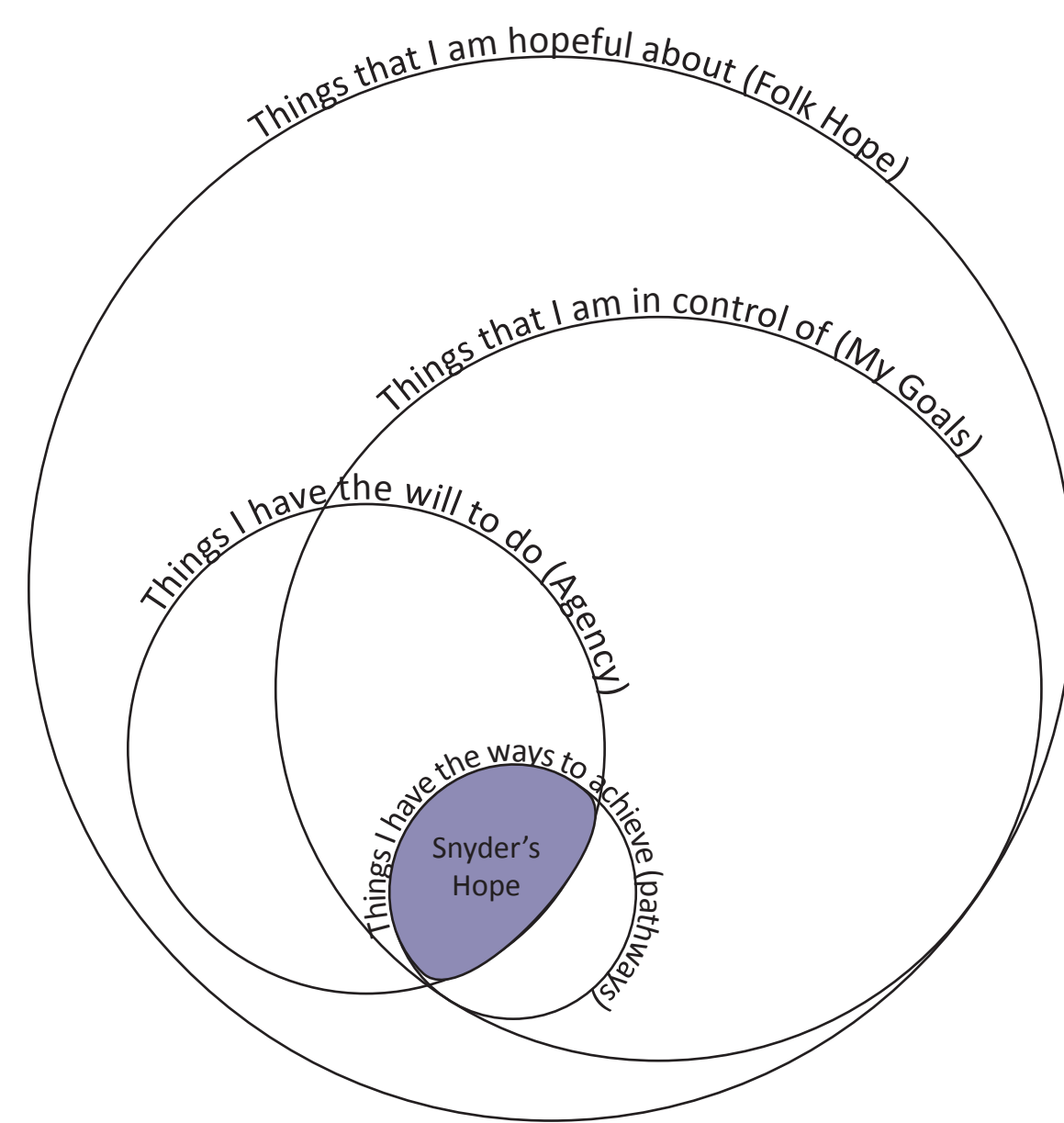


UNIVERSITY OF WISCONSIN
WHITEWATER

Beyond Wills and Ways: Investigating What it Means to be Hopeful and the Transmission of Hope through Developmental Relationships

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Is there more to hope than wills and ways?



Participants

122 California Community college students
61.7% female
Mean age = 19.3 years
47% Hispanic
28% Caucasian
6% Asian American
19% Other or mixed ethnicity

Hypothesis 1

The combination of agency and pathways and specific facets of "Folk Hope" (positive future orientation, connection with a higher power) will each account for unique variance in a sense of "being hopeful."
Supported.

1. Hierarchical Regression Predicting Folk Hope from Hope Measures

Step	Predictor	ΔR^2	ΔF	B	β
1	Agency	.364	34.010***	.473	.447***
	Pathways			.241	.217*
2	Agency	.024	4.715*	1.036	.437***
	Pathways			.147	.132
	My future will be better than the present.			.167	.181*
3	Agency	.034	6.916**	.537	.384***
	Pathways			.130	.117
	My future will be better than the present.			.116	.126
	I'm excited about at least one thing in my future.			.219	.210**
4	Agency	.006	1.212	.375	.354***
	Pathways			.126	.113
	My future will be better than the present.			.104	.113
	I'm excited about at least one thing in my future.			.207	.198*
	I have the power to make my future better.			.091	.090
5	Agency	.028	5.909*	.486	.302**
	Pathways			.069	.062
	My future will be better than the present.			.062	.068
	I'm excited about at least one thing in my future.			.223	.213**
	I have the power to make my future better.			.058	.057
	I have a deep inner strength.			.151	.214**
6	Agency	.015	3.184	.350	.241*
	Pathways			.087	.078
	My future will be better than the present.			.074	.081
	I'm excited about at least one thing in my future.			.223	.214**
	I have the power to make my future better.			.046	.046
	I have a deep inner strength.			.145	.206*
	I have a faith that gives me comfort.		.083	.135	

Note. Cumulative $R^2 = .471$; Adjusted $R^2 = .439$
"Folk hope" is a composite of the items "I'm pretty hopeful," "People say I'm hopeful" and "Even in bad times I'm hopeful."

Measures

At the **start** of the semester:

- Nominated a supportive adult
- 12 items about support received from mentor (Crisp, 2009)
- 8 item Hope Scale (Snyder et al., 1991)
- 8 items measuring Folk Hope

At the **end** of the semester:

- 8 item Hope Scale (Snyder et al., 1991)
- 8 items measuring Folk Hope
- Social Connectedness Scale (Lee & Robbins, 1995)
- Expected Educational Attainment

Do different types of hope predict different student outcomes?

Hypothesis 2a

Folk Hope at the start of the semester will predict academic success at the end of the semester and Agency+Pathways at the start of the semester will mediate this relationship. **Not Supported.**

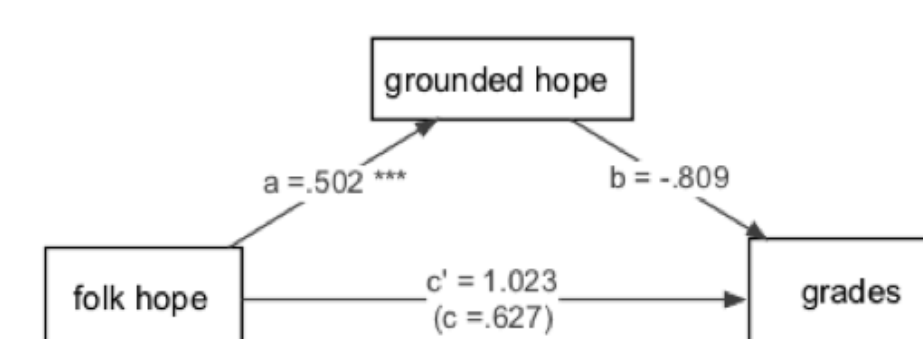
Hypothesis 2b

Folk Hope and Agency+Pathways at the start of the semester will each uniquely predict expected educational attainment at the end of the semester. **Partially Supported.**

Hypothesis 2c

Folk Hope and Agency+Pathways at the start of the semester will each uniquely predict connection to campus at the end of the semester. **Partially supported.**

2a. Unstandardized coefficients for grounded hope as a mediator of folk hope and student grades.



2b. Binary logistic regression predicting expected educational attainment from hope.

	B	Wald
2 Folk Hope	1.891	10.716**
3 Folk Hope	1.488	5.129*
Agency	0.735	1.119
Pathways	0.039	0.004

Note. Values shown are B weights in second and third step of a binary logistic regression model controlling for demographics. Nagelkerke $R^2 = .403$

2c. Hierarchical linear regression predicting connection to campus from hope.

	ΔR^2	β
2 Folk Hope	.113**	0.379**
3 Folk Hope	.010	0.298
Agency		0.120
Pathways		0.021

Note. Values shown are in second and third step of a hierarchical linear regression model controlling for demographics. Cumulative $R^2 = .250$

Can support from a mentor impact hope?

Hypothesis 3a

Students who received more "Academic and Problem Solving Support" at the start of the semester will report higher pathways scores at the end of the semester. **Supported.**

Hypothesis 3b

Students who received more "Emotional and Spiritual support" at the start of the semester will report more Folk Hope at the end of the semester. **Supported.**

Hypothesis 3c

Students who received more "Career and Goal Setting Support" at the start of the semester will report more agency at the end of the semester. **Not supported.**

3. Hierarchical linear regression predicting components of hope from support received from mentor.

	Agency	Pathways	Folk Hope
Emotional Support	0.309*	0.247*	0.468**
Problem Solving Support	0.145	0.271*	0.263
Goal Setting Support	-0.002	-0.269*	-0.349

Note. Values shown are β weights in second step of a model controlling for demographics

What did we learn?

- There is **more to "being hopeful"** than just agency and pathways.
- Folk hope predicted expected **educational attainment** and student **connection to campus**. Agency+Pathways did **not predict additional variance beyond folk hope**.
- Emotional support predicted **agency, pathways, folk hope**.
- Problem solving support **predicted pathways thinking**.
- Goal setting and career support **negatively predicted outcomes** when entered in the model with other types.

What makes up "Folk Hope"? What does *hope* mean to you?



Scan this QR code to tell me what you think,
or email me at fruihtv@uww.edu

Note. * $p < .05$, ** $p < .01$, *** $p < .001$