

Exploring the Relationship Between Hope, Academic Performance Among College Students

Keerthana. M¹, Dr. Monalisa Nayak²

¹MSC Clinical Psychology, School of Liberal Studies, CMR University

²Assistant Professor, CMR UNIVERSITY

Abstract

Hope is a positive attitude on life that is defined by self-belief in one's capacity to overcome challenges and accomplish goals, On the other hand, academic performance indicates how well a student does in their academic endeavours. The purpose of the current study is to explore the relationship between hope, academic performance on college students. In this research a total of 150 students (male=85, female=75) participated. The demographic information such as Age, gender, education, current history of mental/physical illness was collected. In order to collect the required data, two valid and reliable scales, including the Adult Hope Scale (AHS), (synder,2001) and Academic performance scale (Christopher McGregory) were used. After data collection, SPSS (24.0) was used for the analysis. The findings suggest that there is significant relationship between hope and academic performance, further there is no difference in the level of hope based on gender.

Keywords: Hope; Academic Performance; College students.

CHAPTER-I

INTRODUCTION

Educational psychology has traditionally been focused on the relationship between psychological variables and academic achievement. Example of a concept that is likely to have impacted academic success is hope. This research article is focused on explaining the optimistic outlook of students in how important hope to be a contributor factor for their successful academic performance.

Hope, as defined by Snyder [1] (1991), is a cognitive-motivational construct that refers to the energy behind goal-directed behaviour (agency) and the belief in having discretionary routes leading to goals they choose. Some ways will always lead back or downward; as well however others may rise. It is of course more than just having a positive outlook in life; it empowers people with capital to work per each individual's potential and innovation. It is further stated that this in-turn is said to take high-hope pupils to endowed with better problem-solving skills, The ability to cope with failure and be more proactive towards their work – all of these, far from being mere added advantages but essentials for success.

Agency thinking, as the first element of hopeful thinking, defined as the perceived ability to use one's pathways to achieve desired goals (Snyder, 2002). Self-talk agency statements like "I can do this" or "I am not going to be stopped" are embraced by high-hope individuals (Snyder, LaPointe, Jeffrey Crowson, & Early, 1998). All goal-directed thought requires agency thinking, but when people face obstacles, it becomes much more crucial. Agency facilitates people's ability to direct necessary desire into the most advantageous alternate path when obstacles arise

As the second aspect of hope, pathways represent a person's means of achieving their goals and involve thinking of practical strategies to achieve the desired outcomes. As the goal pursuit sequence moves closer to the goal attainment, pathways thinking becomes more sophisticated and exact (Snyder, 2002). According to empirical evidence, those with high hopes were more determined and confident when it came to coming up with a realistic plan for pursuing a particular goal, particularly when it came to career objectives (Woodbury, 1999).

Interactions are established between pathways and agency thinking; furthermore, emotions are considered as a useful tool in this connection. Conversely, when working towards the goal with the view of attaining the objective, the person can experience a stressor, which is a challenge that is large enough to interfere with optimistic bias (Snyder, 2002). Low hope people are prone to succumb to stress breakdowns and get distracted from the accomplishment of their objectives. However, a high-hope individual perceives the stressor as the opportunity, which might involve redirecting one's agency to a new path (Snyder et al., 1991). In addition, while comparing the level of hope, low-hope individuals might also generate and implement the feedback to improve the thoughts and strategies related to goal pursuit, and if it is not accomplished and leads to unpleasant feelings then it might be encountered in the future by the high-hope individuals. On the other hand, in low-hope thinking scenario the messages that results from failure in a goal is not used for the purpose of diagnosing the chances of the future performance, but on the contrary brings about negative thinking and self-destructive notion (Michael, 2000).

A student's accomplishments and success in their academic pursuits are referred to as their academic performance. In general, test scores, grades, and a student's general academic progress are used to evaluate it. Academic performance is a crucial indicator of a student's commitment to their studies, knowledge of the subject matter, and application skills.

Teachers, parents, and educational institutions use academic performance data to identify areas of strengths and weaknesses, adapt instructional support, and assess students' development over time.

Investigating hope as a psychological concept in education offers important new perspectives on the internal strategies students use to get through their academic endeavour's. Through analysing the ways in which hope impacts academic behaviours and attitudes, educators and policymakers can create interventions and support systems that are more effective in fostering a positive outlook among students. This could therefore improve general academic success and wellbeing.

APA definition of Hope

the expectation that one will have positive experiences or that a potentially threatening or negative situation will not materialize or will ultimately result in a favourable state of affairs. Hope has been characterized in the psychological literature in various ways, including as a character strength; an emotion; a component of motivation that is critical to goal attainment; a mechanism that facilitates coping with loss, illness, and other significant stresses; or an integrated combination of these features.

PROBLEM STATEMENT:

“This study explores how the trait hope influences the academic performance among college students, also analyses the effect of gender on this relationship”

SCOPE AND SIGNIFICANCE:

This paper aims at establishing the relationship between hope and academic achievement among college students with reference to gender differences. Such understanding of this connection will help the

educators to develop efficient actions that will raise academic achievement and foster hope towards a better education for girls as well as enhance gender parity on education outcomes.

CHAPTER-II REVIEW OF LITERATURE

It is critical to identify the factors affecting the academic success of students in the context of medical sciences. The research approaches in positive psychology have shown that the variables of hope and optimism play important roles in the academic achievement of college students. Objectives: The present study aimed to compare and evaluate the relationship between the academic achievement of medical and paramedical students with hope and optimism. Methods: A descriptive-correlative and cross-sectional research design was adopted in this study. The statistical population of the study consisted of all medical and paramedical students at Shiraz University of Medical Sciences. A total of 350 students were selected based on Cochran's sampling formula, out of who 306 ones completed and returned the questionnaires. In order to collect the required data, two valid and reliable scales, including the Adult Hope Scale (AHS) and the Academic Optimism Questionnaire, were used. Moreover, descriptive and inferential statistics were performed to analyse the data by using SPSS 21V software. Results: The findings showed that students' academic optimism ($r = 0.16$, $P \leq 0.01$) and hope ($r = 0.17$, $P \leq 0.01$) were positively and significantly associated with their academic achievement. The results also indicated that there was a considerable, positive correlation between student identification and their academic achievement ($r = 0.197$, $P \leq 0.01$). Furthermore, a significantly positive relationship was detected between student hope dimensions in terms of agency thinking ($r = -0.15$, $P \leq 0.05$), pathways thinking ($r = -0.17$, $P \leq 0.01$), and academic achievement. The findings demonstrated that paramedical students were significantly more optimistic than medical students ($P \leq 0.01$). Conclusions: It was concluded that hope and academic optimism may have increased and improved students' academic performance and, consequently, had a positive impact on their success and achievement in universities. **(Ali Asghar Hayat¹, Nafise Emad ¹, Negar Sharafi² and Mohammad Hasan Keshavarzi)**

Previous longitudinal studies of student hope have established a connection between how people think about the future and their college achievement. This study examined the role of hope in predicting the achievement and retention of college students while controlling for educational history and two other psychological constructs, academic self-efficacy and engagement. Hope, self-efficacy, engagement was all correlated with both the number of semesters enrolled and cumulative grade point averages (GPAs) for the first 4 years of college. Hope was the only factor that had unique effects when examining predictors simultaneously and controlling for academic history. Hope uniquely predicted the number of enrolled semesters, whether students returned for the 2nd semester of college, whether students graduated in 4 years, and students' GPAs across 4 years of college. Results therefore indicate that hope was the most robust predictor of academic achievement in college after controlling for educational history. These findings point to a need to help students develop the capacity to initiate and sustain movement toward goals in the pursuit of higher academic achievement. **(Matthew W. Gallagher Susana C. Marques, Shane J. Lopez)**

Now a day's Emotional intelligence and hope has become a major topic of interest in academics and corporate circles globally. Thus, this study was carried to explore the relationship among Trait hope, emotional intelligence and academic achievement of undergraduate students. For this purpose, we selected 110 young adults studying at the Bangabandhu Sheikh Mujibur Rahman Science and Technology

University, Gopalganj. We selected the participants by using convenient sampling technique. The Bangla version of the trait hope scale (Joarder & Khan, 2015) and the trait of emotional intelligence questionnaire (Tushar, 2013) were used in this study. The collected data was analyzed by using simple correlation via SPSS to examine the relationship among academic achievement, hope and emotional intelligence. The findings of the present study revealed that there was a significant gender difference in trait hope score and in academic achievement score. But no significant gender difference was found in trait emotional intelligence score. The result also reveals that academic achievement is positively correlated with trait hope and emotional intelligence score. That means, when hope and emotional intelligence increased then the academic achievement increased or vice-versa. Keywords: emotional intelligence, trait hope, academic achievement, undergraduate students. **(Nusrat Sharmin, Masuma Parvin)**

The present study was objectified to assess the impact of hope on academic achievement of university students. In this cross-sectional research design, 130 students (male = 65; female = 65) participated whom were chosen by using simple random sampling technique. The sample size was justified by A-priori online calculator for multiple regression (Soper, 2019). The demographic information such as gender, education, family system and socioeconomic status were also asked from them. One questionnaire was utilized to collect data; Adult Hope Scale (Synder, 1991), Urdu translated version by Saleem (2016) was used. To measure the academic achievement of students their CGPA/Percentage of marks was considered. After data collection, SPSS (24.0) was used for the analysis. The findings showed that there was significant positive relationship between the hope and academic achievement among university students. Interestingly, hope was also a significant predictor of academic achievement. The results for gender differences also revealed that mean score of hope and academic achievement were significantly higher among the female university students. The limitations and suggestions for this research are also discussed **(Nabila Kiran, Muhammad Saleem)**

Research among adolescent samples has consistently demonstrated that a hopeful mindset is associated with resilience and global well-being. Further, research suggests that hope is influenced from an early age from connections with supportive caregivers. However, because older youth in the child welfare system may lack supportive caregivers, alternative sources of hope may be needed. To test a theory that supportive child welfare caseworkers can serve as external sources of hope, we conducted a cross-sectional study of youth in the child welfare system from a single state (N = 149). Using surveys with established scales to measure the variables of interest, the study tested a structural equation model of (1) youth's external hope in their caseworker as a driver of (2) internal hope in themselves leading to (3) more positive perceptions of academic success. Perceptions of academic success were chosen as the final consequence of the model because academic success has been linked to many other variables of well-being across the lifespan. The results indicate that the proposed structural model fits the data well ($\chi^2 = 327.9$, $df = 150$; $P < 0.001$; root-mean-square error of approximation [RMSEA] = 0.09 [90% confidence interval – CI: 0.076, 0.103]; comparative fit index [CFI]: 0.920; standardized root-mean-square residual [SRMR]: 0.05). The results indicate that youths' hope in themselves had origins in external hope in the caseworker. Moreover, the final consequence was an increase in perceptions of academic success. Such results have implications by revealing how case management services can positively influence foster youths' hope and thereby influence their academic success. **(Angela B. Pharris, Ricky T. Muñoz, Chan M. Hellman)**

The aim of the current study was to investigate the correlation of academic hope with academic procrastination; to determine the differences in the academic procrastination of both men and women; to understand why students conduct academic procrastination; and to know the academic hope of students.

The study uses a mixed-method research design. The results showed that academic hope has a positive and significant correlation with academic procrastination; there is no significant difference between male and female students in any scale of academic hope and academic procrastination; the reason students conduct procrastination is “I generally delay before starting on work I have to do”; and the academic hope students are unique because it relates to God and parents. **(Zummy Anselmus Dami, Sance Mariana Tameon, Jeheskial Saudale).**

The aim of this study was to investigate the relationship between school culture and academic enthusiasm with academic hope and motivation in high school students. Research methodology: The present study is applied in terms of purpose and is among the descriptive studies of correlation type. The statistical population includes all high school students in Zahak city, whose number in the academic year 2021-2022 is 1324 people. Using Morgan table and Cochran's formula, 297 students were selected by statistical random sampling as a statistical sample. To prevent statistical sample loss and better adequacy, a sample of 320 questionnaires was distributed by multi-stage random cluster sampling method. Results: The results of the analysis showed that there is a positive and significant relationship between academic motivation and students' academic enthusiasm. The intensity of this relationship is very strong and academic motivation has the power to predict academic enthusiasm. There is no significant relationship between school culture and academic motivation and school culture does not have the power to predict academic motivation. Limitations: What should be considered by school parents is to pay attention to creating a correct and flexible culture in school, because each student spends more than half of his time in school and is exposed to school relationships and culture, and these relationships over time. Contribution: Among the limitations of the research are the lack of sufficient scientific content around the research variables, the lack of cooperation of some schools in the implementation of the questionnaire and the limitation in the generalizability of the results of this research. **(Sophia Khaneghahi, Sajad Sefatgol, Malihe Siyasar)**

This study aims at determining the mediating effect of academic intrinsic motivation on the relationship between both students' academic self-efficacy and dispositional hope levels to their academic procrastination habits. The data were collected from a sample of 252 college students, 69 males (27.4%) and 183 females (72.6%), aged between 18 and 33 ($X = 20.55$; $Sd = 1.52$) studying at a state university located in the Central Black Sea region of Turkey using a correlational survey model. Academic Self Efficacy Scale, Dispositional Hope Scale, Academic Intrinsic Motivation Scale, and Aitken Academic Procrastination Scale were used as data collection tools. Descriptive statistics of the socio-demographic characteristics were presented, and Pearson correlation analysis was conducted to determine the correlations between variables by using SPSS statistical package programme. The hypothesis measurement model and the mediating effect were examined by Structural Equation Modeling (SEM) by using LISREL statistical software. The obtained results showed that significant (low and moderate) relationships exist between variables and the model tested in the study yielded acceptable and good fit index values. A complete mediating effect of academic intrinsic motivation on the relationship between both academic self-efficacy and dispositional hope with academic procrastination was determined. The findings were discussed, and some recommendations were made. **(Kayhan Bozgun, Kemal Baytemir)**

College students are among the most strongly affected by COVID-19 because of uncertainty regarding academic stress, future careers, and social life during college. This study used a descriptive correlational design to examine the influence of hope as a moderator on the relationship between academic stress and coping mechanisms among college students during the COVID-19 pandemic. There were three hundred five (305) college student participants that were selected who are currently enrolled from a Higher

Education Institution in Region III, with the age range of eighteen (18) to twenty-two (22). Using moderated regression analysis, results showed that there is a significant influence of hope as a moderator on the relationship between academic stress and coping mechanisms among college students in the time of the COVID-19 pandemic. Of the four dimensions, none of significantly influenced the relationship between academic stress and coping mechanisms among college students during COVID-19 pandemic. In accordance with this, the researchers suggest expanding the study's scope beyond educational settings. Although the researchers did not include in the objectives to look for the agency and pathways, it is recommended to conduct further study to explore these aspects. **(Cyrem F. Decena¹, Girlie Jessica A. Baliscao¹, Krisha Marie Brioso¹)**

In the present study, the relationships among trait hope, academic self-efficacy, and academic achievement (self-reported GPA) were examined among college students. Demographic differences were analyzed based on college-going status, ethnicity, and gender. First-generation college-going students (FGCS) reported significantly lower levels of hope, academic self-efficacy, and academic achievement when compared to non-FGCS. Male students reported significantly lower academic self-efficacy compared to female students. There was no statistically significant difference between non-White and White students. Overall, academic self-efficacy was a stronger predictor of achievement than hope. Between the two subscales of trait hope, agency was more strongly correlated with academic achievement than pathways. Furthermore, a mediation analysis indicated that academic self-efficacy fully accounted for the relationship between agency and academic achievement, which suggests that perceived capacity and agency to perform tasks in a specific domain may be more strongly associated with academic achievement than a general sense of hope and motivation.

(Esther C. Penzar, Munyi Shea, and Cher N. Edwards)

CHAPTER-III

RESEARCH METHODOLOGY

AIM

To explore the relationship between hope and academic performance among college students.

OBJECTIVE

1. To find the correlation between hope and academic performance
2. To know the difference in hope and academic performance based on gender among the college students.

HYPOTHESIS

There is a significant relationship between hope and academic performance among college students.

There is significant impact of different domain of Hope (Pathway, Agency) on Academic performance.

There is no significant relationship between hope and academic performance with respect to gender.

Research design

Quantitative method are the primary sources of data collection and is used in research design to examine the relationship between hope and academic performance in college students.

Survey questionnaires such as adult hope scale (Snyder et.al) and Academic performance scale (DuPaul George J) was used in research to collect data.

Variable

INDEPENDENT VARIABLE: Hope

In this case, "hope" refers to the psychological construct that includes a student's belief in their ability to set objectives, recognize the routes to accomplishing those objectives, and stay motivated and take action to reach those objectives.

DEPENDENT VARIABLE: Academic performance

The success of students in educational environments, as determined by grades, test scores, GPA, and other academic markers, is sometimes referred to as academic performance

Sampling

The sample size for the topic would be the individuals falling under the category of

- Age group of 18 to 25 years
- The size of sample would be 150 participants or more depending on collected data during the data collection

Tools

1. ADULT HOPE SCALE

The Adult Hope Scale (AHS) developed by Dr. C.R. Snyder and his colleagues in the early 1990s. Questionnaire designed to assess person's hope level, which is characterized as the belief in one's ability to find pathways to desired outcomes and inspire oneself to pursue those pathways.

Reliability and validity

The overall Hope Scale has demonstrated sound Internal reliability, with Cronbach alphas ranging from .74 to .88 (Cramer & Dyrkacz, 1998. Snyder, Harris, et al., 1991; Sumerlin, 1997). Both subscales have shown adequate internal Reliability. Cronbach alphas have ranged from .70 to .84 for the Agency scale and from .63 to .86 for the Pathways scale (Cramer & Dyrkacz, 1998; Snyder et al., 1991; Sumerlin, 1997).

2. ACADEMIC PERFORMANCE SCALE

The Academic Performance Scale (APS), developed by Christopher Gregory, is a questionnaire designed to assess academic performance among students. It is a 5-point scale where respondents rate their behaviours and actions related to academic performance.

- **Purpose:** To evaluate academic performance based on student self-reports.

Reliability and Validity: For the total score, an internal consistency of .89 and a test-retest reliability of .85. The APS consisted of (8) 5-point scale items. This 5-point scale assessment was carried out by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher Gregory of Saginaw Valley State University. For researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-week test-retest reliability, and satisfactory concurrent validity.

Participant and Procedure of Data Collection

A total of 150 participants participated in this study. The inclusion criteria specified a minimum age of 18 and current enrolment in the university. The sample was predominantly male (51.5% male, 48.5% female). Quantitative method is the primary source of data collection. Snowball technique was applied and Google Forms have been adapted to serve as the tools. Everyone who took part in the study was assured that their names as well as the information that was acquired would be kept confidential and utilized only for the

objectives of the research. Along with the consent form, they were sent the Google form, which they were strongly encouraged to do as soon as they could after receiving it. In the end, the investigator gathered a total of 150 replies. Following the instructions in the handbook, the scoring was carried out, and then the data were put into a spreadsheet for the purpose of statistical analysis, followed by the execution of the SPSS analysis.

**CHAPTER-IV
RESULT AND DISCUSSION**

Table 4.1 Frequency and percentage distribution of participants were grouped according to demographic variable.

Frequency	Percentage	
GENDER		
Male	82	52.2%
Female	75	47.8%
EDUCATION		
12 th Standard	15	9.6%
Under graduate	83	52.9%
Post graduate	59	37.6%

Table 4.1 shows the profile of the participants when grouped according to gender. Based on the table 52.2% are male, 47.8% are female. The highest number of participants are male. It also shows the profile of participants when grouped according to educational qualification, 9.6% are from 12th standard, 52.9% are under -graduates and 37.6% are post- graduates.

Table 4.2 Independent sample T-Test

	Gender	N	Mean	Std. Deviation
T; HP	1	71	24.41	3.740
	2	79	24.29	3.479
T; HA	1	71	23.85	3.897
	2	79	23.25	4.106
T:H	1	71	72.94	10.334
	2	79	71.97	9.533
T: AP	1	71	27.04	5.208
	2	79	26.81	5.028

Independent sample T-test between two variable and gender provide result that hope has no significant difference in the mean value between male and female. Likewise, the academic performance there is no significant difference in the academic performance scores between the two groups.

Table 4.3 correlation test

		T:H	T: AP
T:H	Pearson Correlation	1	.353**
	Sig. (2-tailed)		<.001

	N	150	150
T: AP	Pearson Correlation	.353**	1
	Sig. (2-tailed)	<.001	
	N	150	150

Table 4.3 Correlation test between hope and academic performance, The Person’s correlation test between hope and academic performance is .353**. This indicates that Correlation is significant at the 0.01 level (2-tailed). Which concludes that as hope increases among college students’ academic performance also increases. In other words, there is strong evidence to reject the null hypothesis.

Table 4.4 Correlation test between hope sub category and academic performance.

		T; HP	T; HA	T: AP
T; HP	Pearson Correlation	1	.496**	.288**
	Sig. (2-tailed)		<.001	<.001
	N	150	150	150
T; HA	Pearson Correlation	.496**	1	.349**
	Sig. (2-tailed)	<.001		<.001
	N	150	150	150
T: AP	Pearson Correlation	.288**	.349**	1
	Sig. (2-tailed)	<.001	<.001	
	N	150	150	150

Table 4.4 Correlation test between Hope sub-category (Agency, pathway) and academic performance indicates that there are significant relationships among the variables T; HP (Pathway), T; HA (Agency), and T (Total Academic Performance). All the correlations are significant at the 0.01 level (2-Tailed).

**CHAPTER-V
CONCLUSION**

Summary

The aim of this research was to study on the relationship between hope, academic performance among college students. Hope means an optimistic state of mind that is based on expectation of positive outcomes with respect to any circumstances. Academic performance refers to how well students do in their educational pursuits, and overall comprehension of academic material.

The objective of the study is to find correlation between hope and academic performance, to find significant difference with gender. The sample size of N=150 (male=85 & female=75) ages 18 and 25 respectively, were included in the study. The target populations were college going students in Bangalore. The sampling method to collect data was done through the Snow ball sampling method through Google forms. The Adult Hope Scale (AHS) developed by Dr. C.R. Snyder and his colleagues is a evaluation tool intended to gauge a person's hope level and The Academic Performance Scale (APS), developed by Christopher Gregory, assess academic performance among students, both scales have good validity and reliability. The descriptive research design was used in this study. Correlational statistical analysis and independent t-test analysis were used in this study to find correlations among variables and differences among gender. Overall, there is significant positive connections between hope dimensions (both pathway

and agency) and academic achievement indicate that students with higher levels of hope excel academically, and also suggest there is no significant gender difference. The lack of significant differences suggests that gender does not play a significant role in determining the level of hope in academic performance.

Limitation

1. This study is conducted through using snowball sampling using google form, which can be overcome by using parametric sampling method in the upcoming studies
2. This study is only limited to assess the relationship between hope and academic performance among college students in Bangalore, researchers can further include school population and individuals who completed education.

Conclusion

In conclusion, this research investigated the relationship between Hope and Academic performance college students. The study utilized a descriptive research design and included 150 students as participants. According to the study, there is a strong positive association between academic accomplishment and hope dimensions (both pathway and agency), suggesting that students who have higher levels of hope perform better academically. Additionally, the study indicates that there is no significant gender disparity in academic performance or hope levels. Overall, the study offers insightful information about the function of hope in academic performance: Hope as a Predictor of Academic Success and the lack of gender variations in hope levels suggests that gender-specific modifications are not necessary when implementing hope-based interventions for both male and female.

REFERENCE

1. Bozgün, K., & Baytemir, K. (2022). Academic self-efficacy and dispositional hope as predictors of academic procrastination: the mediating effect of academic intrinsic motivation. *Participatory Educational Research*, 9(3), 296–314. <https://doi.org/10.17275/per.22.67.9.3>
2. Dami, Z. A., Tameon, S. M., & Saudale, J. (2020). The Predictive Role of Academic Hope in Academic Procrastination Among Students: a Mixed Methods Study. *Pedagogika*, 137(1), 208–229. <https://doi.org/10.15823/p.2020.137.12>
3. Decena, C. F., Baliscao, G. J. A., Brioso, K. M., Cortez, E. C., Francisco, A. D., Sacibit, R. C. D., & Tadena, L. K. P. (2024). Hope as Moderator of Academic Stress and Coping Mechanisms among College Students in Time of Covid-19 Pandemic. *American Journal of Multidisciplinary Research and Innovation*, 3(3), 1–9. <https://doi.org/10.54536/ajmri.v3i3.2670>
4. Gallagher, M. W., Marques, S. C., & Lopez, S. J. (2016). Hope and the academic trajectory of college students. *Journal of Happiness Studies*, 18(2), 341–352. <https://doi.org/10.1007/s10902-016-9727-z>
5. Hayat, A. A., Emad, N., Sharafi, N., & Keshavarzi, M. H. (2022). A Comparative Study of Students' Academic Optimism and Hope, and Their Relationships with Academic Achievement. *Shiraz E Medical Journal*, 23(11). <https://doi.org/10.5812/semj-121136>
6. Kashiwabara, T., Fujiwara, T., Doi, S., & Yamaoka, Y. (2022). Association between Hope for the Future and Academic Performance in Adolescents: Results from the K-CHILD Study. *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, 19(19), 11890. <https://doi.org/10.3390/ijerph191911890>

7. Khaneghahi, S., Sefatgol, S., & Siyasar, M. (2022). Investigating the Relationship between School Culture and Academic Enthusiasm with Academic Hope and Motivation in High School Students. *Journal of Social, Humanity, and Education*, 3(1), 29–41. <https://doi.org/10.35912/jshe.v3i1.940>
8. Kiran, Nabila & Saleem, Muhammad & Durrani, Areeha & Manzoor, Zubair & Yaseen, Maham. (2020). Impact of Hope on Academic Achievement of University Students: Gender Differences in Focus.
9. Penzar, E. C., Shea, M., & Edwards, C. N. (2021). College Students' Academic Achievement: Exploring the role of hope and Academic Self-Efficacy. *International Dialogues on Education*, 8(1), 4–23. <https://doi.org/10.53308/ide.v8i1.243>
10. Pharris, A. B., Muñoz, R. T., & Hellman, C. M. (2023). Caseworkers as a source of hope leading to perceptions of academic success for transitional age foster youth. *Child & Family Social Work*, 28(3), 701–711. <https://doi.org/10.1111/cfs.12996>
11. Sharmin, Nusrat & Parvin, Masuma & Nahar, Nasrin. (2019). Relations of Hope and Emotional Intelligence with Academic Achievement of Undergraduate Students. 22. 129-140.
12. Snyder, C. R., Cheavens, J., & Michael, S. T. (1999). Hoping. In C. R. Snyder (Ed.), *Coping: The Psychology of What Works* (pp. 205-231). New York, NY: Oxford University Press
13. Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60(4), 570–585. <https://doi.org/10.1037/0022-3514.60.4.570>