

Parental Support as a Predictor of Academic Hope among High School Students

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Abstract. *Introduction* Although academic hope is widely recognized as an important determinant of students' academic success, many high school students continue to exhibit low levels of academic hope. Moreover, empirical evidence regarding factors that strengthen academic hope remains limited.

Aim This study aimed to examine the effect of parental support on students' academic hope at Ma'arif Sukorejo Senior High School. A quantitative correlational design was employed. Data were collected using the Parental Support Scale and the Academic Hope Scale and analyzed using simple linear regression.

Result The analysis revealed that parental support significantly predicted students' academic hope ($F = 179.807$, $p < .001$), explaining 58.0% of the variance in academic hope ($R^2 = .580$).

Conclusion Parental support is an important predictor of students' academic hope. Strengthening parental involvement may therefore contribute to students' psychological development and enhance their academic success.

Introduction

Academic hope is one of the psychological factors that plays a crucial role in students' academic success. Academic hope refers to an individual's ability to establish academic goals, develop strategies to achieve them, and maintain motivation when facing obstacles in the learning process (Snyder et al., 2002). Students with high levels of academic hope tend to be more optimistic, persistent, and capable of identifying alternative solutions when encountering academic difficulties. In contrast, low levels of academic hope may lead students to give up more easily, lack direction in their learning, and experience difficulties in achieving their academic goals (Pane et al., 2023).

Despite its importance, academic hope remains a challenge for many high school students. This issue is also evident at Ma'arif Sukorejo Senior High School, the setting of the present study. A preliminary survey conducted with 30 students revealed that 50% had not established clear academic goals, 46.7% had not set specific learning targets, and 53.3% lacked confidence in their ability to achieve the academic outcomes they expected. These findings indicate that many students still experience difficulties in maintaining positive expectations and confidence regarding their academic future. This empirical evidence highlights the need to identify external factors that may strengthen students' academic hope, thereby providing a strong rationale for selecting this population as the focus of the present study.

Numerous studies have shown that academic hope is influenced by both internal and external factors. One of the most significant external factors is social support from the surrounding environment, particularly parental support. Parental support, manifested through attention, guidance, and encouragement, can help students develop confidence in their ability to achieve academic goals. Furthermore, parental involvement in their children's education can foster a positive learning environment, thereby encouraging students to become more engaged, motivated, and optimistic in pursuing academic success (Chophel & Choeda, 2021; Mabao & Valle, 2023).

Previous studies have demonstrated that social support plays an important role in enhancing students' hope. Li et al. (2023) found that parental support contributes to increased hope within the academic context. Similar findings were reported by Mahon and Yarcheski (2017), Park and Kim (2023), and Toro et al. (2023), who showed that social support, including parental support, strengthens students' confidence in their ability to achieve academic goals. Furthermore, Khaneghahi et al. (2022) found that school culture and academic enthusiasm were positively associated with students' academic hope and academic motivation. Meanwhile, Nurhidaya et al. (2025) reported that academic hope had a significant effect on students' psychological well-being.

Although numerous studies have examined academic hope, most have focused on school-related factors or on the role of academic hope in students' psychological well-being. Research specifically investigating the direct effect of parental support on academic hope among high school students remains relatively limited, particularly within the Indonesian context. Moreover, little empirical evidence has been reported from Islamic private senior high schools, where parental involvement may play a distinctive role in supporting students' academic development. This situation indicates a research gap regarding the role of parental support as a predictor of students' academic hope. Therefore, further investigation is needed to better understand this relationship.

The novelty of this study lies in its examination of the direct effect of parental support on academic hope among high school students by incorporating key dimensions of parental support, including attention to academic activities, guidance in learning, and encouragement provided to children. Unlike previous studies that primarily examined academic hope as a predictor, mediator, or outcome associated with other psychological variables, this study positions parental support as a direct predictor of academic hope. The findings are expected to enrich the literature on educational psychology by providing empirical evidence regarding the contribution of parental support to the development of students' academic hope within the Indonesian secondary school context.

Based on the foregoing discussion, this study aims to examine the effect of parental support on academic hope among students at Ma'arif Sukorejo Senior High School. The hypothesis proposed is that parental support has a positive and significant effect on students' academic hope. Specifically, students who perceive higher levels of parental support are expected to demonstrate higher levels of academic hope than those who perceive lower levels of parental support.

Method

This study employed a quantitative approach with a predictive correlational design to examine the effect of parental support on students' academic hope. A

predictive correlational design is appropriate when the objective is to examine the extent to which an independent variable predicts or explains variation in a dependent variable using regression analysis rather than merely describing the relationship between variables (Hair & Alamer, 2022; Memon et al., 2021). Accordingly, simple linear regression was employed to estimate the predictive effect of parental support on students' academic hope without manipulating the study variables (Sarstedt et al., 2022). The population consisted of students enrolled at Ma'arif Sukorejo Senior High School during the 2025/2026 academic year. A total of 132 students were selected using a disproportionate stratified random sampling technique to ensure adequate representation across grade levels and to minimize sampling bias (Etikan & Bala, 2020).

The independent variable in this study was parental support, whereas academic hope served as the dependent variable. Parental support was measured using a scale developed based on Wentzel's (1998) dimensions, namely attention to academic activities, learning guidance, and motivational support. Academic hope was measured using Snyder's theory, which consists of agency thinking and pathways thinking (Snyder, 2002). Both instruments used a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Likert-type scales are widely used in behavioral and educational research because they provide stable measurement and are appropriate for quantitative analysis (Joshi et al., 2015).

Prior to data collection, the instruments underwent expert judgment to establish content validity. Construct validity was evaluated through corrected item-total correlation analysis, while internal consistency reliability was assessed using Cronbach's alpha coefficient. Reliability coefficients exceeding .70 indicate acceptable internal consistency and adequate measurement quality (Hair & Alamer, 2022; Cheah et al., 2023). Instrument validation and reliability assessment are essential to ensure the accuracy and consistency of psychological measurements (Henseler et al., 2012). The parental support scale demonstrated corrected item-total correlations ranging from .322 to .784 and Cronbach's alpha = .868. Meanwhile, the

academic hope scale yielded corrected item-total correlations ranging from .357 to .728 with Cronbach's alpha = .782, indicating good internal consistency.

Result

A total of 132 students participated in this study. Participant characteristics were summarized to provide an overview of the demographic composition of the sample. The demographic information included gender and grade level, as presented in Table 1.

Table 1.
Participant Characteristics

Characteristic	Category	n	%
Gender	Male	63	47.73%
	Female	69	52.27%
Grade	Grade X	42	31.82%
	Grade XI	34	25.76%
	Grade XII	56	42.42%

As shown in Table 1, the participants represented both male and female students across all grade levels, indicating that the sample adequately represented the student population of Ma'arif Sukorejo Senior High School.

Table 2.
Descriptive Statistics of the Study Variables

Variable	Hypothetical Minimum Score	Hypothetical Maximum Score	Hypothetical Mean	Hypothetical SD	Empirical Minimum Score	Empirical Maximum Score
Parental Support	20	80	50.00	10.00	42	80
Academic Hope	20	80	50.00	10.00	46	80

Table 2 presents the descriptive statistics of the study variables. The hypothetical scores for parental support and academic hope ranged from 20 to 80, with a hypothetical mean of 50.00 and a hypothetical standard deviation of 10.00. The empirical scores for parental support ranged from 42 to 80, whereas the empirical scores for academic hope ranged from 46 to 80. These descriptive results

indicate that the observed scores were distributed within the expected measurement range.

Table 3.
Results of the Assumption Tests

Assumption Test	Statistical Value	p-value	Interpretation
Normality (Kolmogorov–Smirnov)	0.071	.099	Normally Distributed
Linearity	196.024	.000	Linear Relationship
Deviation from Linearity	1.366	.124	Assumption of Linearity Met

Based on Table 3, the results of the normality test showed a significance value of 0.099. The results of the linearity test indicated a significance value of 0.000, while the significance value for the deviation from linearity was 0.124.

Table 4.
Results of the Simple Linear Regression Analysis

Predictor Variable	B	β	R	R ²	F	p-value
Parental Support	0.712	0.762	0.762	0.580	179.807	< .001

Based on the results of the simple linear regression analysis, an F value of 179.807 was obtained with a significance value of 0.000. The correlation coefficient (R) was 0.762, the coefficient of determination (R²) was 0.580, and the regression coefficient (B) was 0.712. Therefore, the research hypothesis stating that parental support has a significant effect on the academic hope of students at Ma'arif Sukorejo Senior High School was accepted.

Discussion

The findings of the present study indicate that parental support plays an important role in fostering students' academic hope. These findings suggest that parental support functions not merely as an external source of assistance but also as a psychological resource that strengthens students' confidence in achieving academic goals and their ability to identify effective pathways for overcoming academic challenges. According to Snyder's Hope Theory (2002), hope consists of

two interrelated components, namely agency thinking and pathways thinking. Within an academic context, students who receive consistent parental attention, guidance, and encouragement are more likely to develop stronger beliefs in their ability to attain academic goals while simultaneously identifying strategies for achieving those goals. Therefore, parental support may contribute to academic hope by reinforcing both the motivational and cognitive processes underlying goal-directed behavior.

The findings of the present study are consistent with a growing body of literature emphasizing the importance of parental and family support in the development of hope among adolescents. Mahon and Yarcheski (2017) found that parental and peer support were positively associated with adolescents' hope. Similarly, Hu et al. (2022) reported that family support contributed to higher levels of hope through the enhancement of adolescents' self-esteem, while Xiang et al. (2020) demonstrated that perceived social support positively predicted hope among adolescents over time. Collectively, these studies suggest that supportive interpersonal relationships provide adolescents with emotional security, encouragement, and psychological resources that facilitate the development of hopeful thinking. The present findings extend this body of evidence by demonstrating that parental support contributes specifically to academic hope, a domain-specific form of hope that is directly related to students' educational goals and aspirations.

The findings are further supported by evidence from recent studies conducted in Asian educational contexts. Kai Sze et al. (2023) found that fathers' support contributed to adolescents' STEM self-efficacy through the mediating role of hope. Although the outcome variable in their study differed from that of the present research, both studies highlight the importance of hope as a psychological mechanism linking parental support and positive academic outcomes. These findings suggest that parental support may not only influence students' academic performance directly but may also strengthen psychological resources that enhance

confidence, persistence, and future-oriented thinking. Consequently, the present findings reinforce the proposition that supportive parenting practices contribute to positive academic development through hope-related processes.

The present findings are also consistent with studies examining the influence of parental support on broader educational outcomes. Li et al. (2023) reported that parental academic support and expectations positively contributed to students' academic achievement. Likewise, Park and Kim (2023) found that parental involvement facilitated adolescents' academic achievement through improved school adjustment. Similar findings were reported by Chophel and Choeda (2021), Mabao and Valle (2023), and Ratumbuisang et al. (2024), all of whom highlighted the positive contribution of parental involvement to students' academic motivation, engagement, and educational development. Taken together, these studies indicate that parental support consistently contributes to positive educational outcomes across different educational contexts and developmental stages.

An important contribution of the present study lies in its ability to bridge two strands of literature that have often developed separately. On the one hand, previous studies have consistently demonstrated that parental support contributes to positive educational outcomes, including academic achievement, motivation, engagement, and school adjustment (Chophel & Choeda, 2021; Li et al., 2023; Park & Kim, 2023; Ratumbuisang et al., 2024). On the other hand, studies grounded in Hope Theory have shown that hope is associated with academic success, psychological well-being, and persistence in goal pursuit (Snyder et al., 2002; Nurhidaya et al., 2025). The present findings suggest that academic hope may represent an important psychological pathway linking parental support to positive educational outcomes. Consequently, this study not only confirms the importance of parental support but also provides a more nuanced understanding of how parental support may foster students' academic development through hope-related processes.

Although the present findings are generally consistent with previous studies, the current study differs from much of the existing literature in terms of its primary outcome variable. Previous research has predominantly examined the influence of

parental support on academic achievement, school adjustment, learning motivation, and academic engagement. In contrast, the present study focuses specifically on academic hope as a psychological outcome. This distinction is important because academic hope represents a motivational-cognitive resource that may precede and facilitate various educational outcomes. Therefore, the present findings complement rather than replicate previous studies by highlighting academic hope as a potential mechanism through which parental support contributes to students' educational success.

Several factors may explain differences in the magnitude of relationships reported across studies. First, cultural context may influence how parental support is perceived and internalized by adolescents. Indonesia is generally characterized as a collectivist society in which family relationships and parental involvement are highly valued. Consequently, parental support may exert a stronger influence on adolescents' psychological development than in contexts where greater emphasis is placed on individual autonomy. Second, developmental stage may contribute to variations in findings. High school students often remain highly dependent on parental guidance and emotional support, which may strengthen the association between parental support and academic hope. Third, methodological differences, including variations in measurement instruments and operational definitions of parental support and hope, may produce different effect sizes across studies. Finally, school climate, peer relationships, socioeconomic background, and educational expectations may either strengthen or weaken the influence of parental support, thereby contributing to variations in findings across different settings.

Additional support for this interpretation can be found in the study by Ntumi (2025), which demonstrated that perceived social support contributes to academic self-efficacy through emotion regulation processes and that the strength of these relationships varies across cultural contexts. Although academic self-efficacy and academic hope are conceptually distinct constructs, both involve positive beliefs regarding one's capacity to achieve academic goals. The findings of Ntumi (2025)

therefore provide further evidence that supportive social relationships contribute to the development of positive academic cognitions and motivational resources among adolescents. These findings suggest that parental support may strengthen academic hope not only directly but also indirectly through processes related to self-belief, emotional regulation, and adaptive coping.

The present study contributes to the literature in several important ways. First, it extends Hope Theory by demonstrating the relevance of parental support in fostering academic hope among secondary school students. While previous studies have frequently examined parental support in relation to academic achievement, engagement, motivation, and school adjustment, relatively few studies have specifically investigated its direct relationship with academic hope. Second, the study provides empirical evidence from an Indonesian Islamic secondary school context, which remains underrepresented in the international literature on hope and educational psychology. Third, the findings suggest that academic hope may represent an important psychological pathway through which parental support contributes to positive educational outcomes. Accordingly, the present study broadens current understanding of the mechanisms linking family support and adolescent academic development.

From a practical perspective, the findings underscore the importance of strengthening collaboration between schools and families. Schools may benefit from developing programs that encourage meaningful parental involvement in students' academic lives, including parent education initiatives, regular communication between teachers and parents, and family-based academic support programs. Such efforts may help create supportive environments that foster students' confidence, motivation, and academic hope. By strengthening parental support, schools may indirectly enhance students' persistence, engagement, and long-term educational success.

Conclusion

Based on the results of the data analysis, it can be concluded that parental support has a positive and significant effect on students' academic hope. This finding is supported by the results of the simple linear regression analysis, which revealed a significance value of 0.000 ($p < .05$), thereby confirming the acceptance of the research hypothesis. The correlation coefficient ($R = .762$) indicates that the relationship between parental support and academic hope is strong. Furthermore, the coefficient of determination ($R^2 = .580$) suggests that parental support accounts for 58% of the variance in students' academic hope. This finding implies that the higher the level of support provided by parents, whether in the form of attention to academic activities, learning guidance, or motivational encouragement, the higher the level of academic hope demonstrated by students. The findings of this study underscore the important role of families, particularly parents, in fostering students' confidence in their ability to achieve academic goals and in helping them develop effective strategies for coping with various academic challenges.

Suggestion

Based on the findings of this study, parents are encouraged to provide consistent academic and emotional support through attention, guidance, encouragement, and active involvement in their children's education to strengthen their academic hope. Schools are advised to promote parental involvement through effective communication and collaborative educational programs that support students' academic development. School counselors and educators should implement interventions that foster students' goal-setting skills, self-confidence, and ability to overcome academic challenges. Future research is recommended to investigate additional factors influencing academic hope, such as self-efficacy, learning motivation, teacher support, peer support, and school climate.

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Author Contribution

L conceived and designed the study, collected the data, conducted the statistical analyses, and prepared the initial manuscript draft. LL contributed to the development of the research framework, interpretation of the findings, critical revision of the manuscript, and final approval of the version to be published. Both authors have read and approved the final manuscript.

Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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