

Is Hope Eternal? Exploring The Goals Of Snyder's Hope Theory Among Married Students In The Northern Philippines

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Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

Abstract: This study traverses on the goals of Snyder's hope theory on the academic and personal lives of married students. It appraises a person's level of hope through pathway thinking, agency thinking and overall hope by married students while studying. This study also ascertained on the differences of the profile of the respondents and the academic performance of the married students. The study made use of the descriptive correlational design and interview methods of research wherein four universities in Tuguegarao City, Cagayan Northern Philippines were the respondent schools. The study asserted that teen age mothers need support if they are to realize their educational goals, and the support must include amongst others- housing, better child care and advice. The influence of teenage motherhood on schooling seems to have changed in terms of time and context. According to the findings indicated that teenage motherhood seems to be a problem but these married students were also challenge by the circumstances they had experience. Learning from their mistakes is a big shot among the respondents which they realized as they do a dual responsibility. The overall hope is still higher, in short, they were hopeful that dreams will come into reality. That problems encountered are just but temporal. Since there were a lot of coping mechanism felt by the married students, schools or universities may create programs for married students like parenting and counselling. Even more programs for these married students to boost their personality.

Keywords: Snyder's hope theory, married students, academic performance, overall hope

Introduction

When a teen drops out of school, the right to an education and the ability to develop the skills and knowledge needed to live a healthy, fulfilling life are likely to be denied. Teens tend to drop out of school in the preparatory time before marriage or shortly afterwards. Once a teen is out of school, he or she is more vulnerable to early marriage and for girls, early pregnancy. Their new role of husband/wife often comes with new expectations around taking care of the home as well as caring for children and extended family. According to UNICEF's State of the World's Children 2016, across the globe, rates of child marriage are highest in sub-Saharan Africa, where around 4 in 10 girls marry before age 18; about one in eight were married or in union before age 15. This is followed by Latin America and the Caribbean and the Middle East and North Africa, where 24 percent and 18 percent, respectively, of women between the ages of 20 and 24 were married in childhood. In the Philippines, two percent of the teenage population are married before the age of fifteen and 15 percent are married before the age of majority. Married students found to have moderate difficulties adjusting to college, particularly in areas such as becoming involved with other students on campus and feeling connected or attached to the institution they attend (Meehan & Negy, 2003). Compared to the traditional students, married college students have many roles including those that involve family responsibilities. Besides being students, they usually have multiple roles such as parents, spouses, employees, etc. The numerous responsibilities can bring about barriers and challenges to married students, which would influence their academic performance. These stressors may put married students at higher risk in school. Therefore, it is necessary for them to be motivated so they can finish their studies and achieve good scholastic records

Theoretical Framework

The Adult Trait Hope Scale.

It measures a person's global level of hope. The scale consists of 12 items that comprise two subscales assessing agency (motivation to pursue goals) and pathways (strategies to achieve goals) and is answered using a 8-point Likert scale ranging from definitely false to definitely true. In getting the Pathways subscale score, add items 1, 4, 6, and 8. Scores on this subscale can range from 4 to 32. On the other hand, agency subscale will be scored by adding the items 2, 9, 10, and 12. Scores on this subscale can range from 4 to 32. The Total hope will be scored by adding the pathways and Agency subscales together. Scores can range from 8 to 64. Research demonstrated internal reliability of the Adult Trait Hope Scale with Cronbach alphas ranging from .74 to .84 (Snyder et al., 1991). Additionally, Snyder et al. established test-retest reliability reporting correlations of .80 or higher at intervals of 10 weeks or more. Using principal components exploratory factor analysis and confirmatory factor analysis, the two-factor model of hope

(pathways and agency) was confirmed. Furthermore, Snyder et al. (1991) determined concurrent validity of the Adult Trait Hope Scale by examining other instruments measuring similar concepts such as optimism and self-esteem. Snyder et al. (1991) found Scheier and Carver's Life Orientation Test (LOT), an instrument used to measure optimism, correlated 0.60

Research Problem

1. What is the respondents' level of hope along the following?
 - 1.1. Pathway thinking
 - 1.2. Agency thinking
 - 1.3. Overall Hope
2. Is there a significant relationship between the respondents' profile and their academic performance?

Hypotheses

1. There is no significant relationship between the respondents' profile and their academic performance.

Related Literature

Early marriage can, therefore, be a significant barrier for communities seeking to raise education levels and break the cycle of poverty. It is not just girls who see their life chances reduced by early marriage. In Nepal, a study showed that boys also marry early, because of family and economic pressures. Some can carry on with school, but some are forced to drop out, so they can earn money to pay off wedding costs or to support their parents, wife and children. While it is not clear if early marriage causes school dropout or vice versa, it is clear that early marriage often means the end to a teenager's formal education.

Teenage pregnancy, resulting under normal circumstances into teenage motherhood is and has been a social and health problem in many industrialized countries; this is an issue that needs to be addressed. According to the Philippine Statistics Authority (2014), one in ten young Filipino women age 15-19 has begun childbearing: 8 percent are already mothers and another 2 percent are pregnant with their first child according to the results of the 2013 National Demographic and Health Survey (NDHS). Among young adult women age 20 to 24, 43 percent are already mothers and 4 percent are pregnant with their first child.

Early pregnancy and motherhood varies by education, wealth quintile, and region. It is more common among young adult women age 15 to 24 with less education than among those with higher education (44 percent for women with elementary education versus 21 percent for women with college education). Early childbearing is also more common in Caraga (38 percent) and Cagayan Valley (37 percent) than other regions. The proportion of young adult women who have begun childbearing is higher among those classified as belonging to poor households than those in wealthier households (37 percent for young women in the lowest wealth quintile versus 13 percent for women in the highest wealth quintile).

The survey also reveals that one in five (19 percent) young adult Filipino women age 18 to 24 years had initiated their sexual activity before age 18. Some of them would have had their first intimate sexual act before marriage. The survey reveals that 15 percent of young adult women age 20 to 24 had their first marriage or began living with their first spouse or partner by age 18. This proportion is lower than the proportion (19 percent) earlier cited regarding initiation by young women of an intimate sexual activity. Age at first marriage hardly changed over the years. A slightly higher proportion (17 percent) of older cohort of women (age group 40-49) had their first marriage at age 18.

Initiation of sexual activity before age 18 is more common among young adult women with less education and those in poorer households. Over 40 percent of young adult women with some elementary education, compared with only 7 percent of those with college education, reported having their first intimate sexual act at age 18. Similarly, 36 percent of young adult women in the lowest wealth quintile, compared with only 10 percent of those in the highest wealth quintile, had their first intimate sexual act before age 18. Across regions, the proportion ranges from 11 percent in Cordillera Administrative Region to 27 percent in Davao. The proportion of young adult women reporting first intimate sexual act before age 18 is 22 percent for rural areas and 17 percent for urban areas. Among young women age 15 to 24, 2 percent reported initiating their sexual activity before turning 15.

The World Health Organization (2014), figures reflected that about 16 million girls aged 15 to 19 and some 1 million girls under 15 give birth every year—most in low- and middle-income countries. The 2014 World Health Statistics indicate that the average global birth rate among 15 to 19 year old is 49 per 1000 girls. Country rates range from 1 to 299 births per 1000 girls, with the highest rates in sub-Saharan Africa. Adolescent pregnancy remains a major contributor to maternal and child mortality, and to the cycle of ill-health and poverty.

Challenges Faced by Teenage Parents

To find out the challenges faced by teenage parents, Mohase (2006) conducted a qualitative study to obtain a better understanding of the learning process and factors that may affect pregnant and parenting learners in Soshanguve Secondary Schools. His findings were that schools were not “pregnant/parenting learner friendly”. Chigona and Chetty (2007) also researched the topic of teenage mothers; the duo endeavored to determine how teenage mothers coped with schooling and how much support was rendered to them. The target group in this study was teenage mothers aged between 14 and 18 that had babies before completing their secondary school and returned to school after the birth of their babies, that is, those who temporarily dropped out of school due to their pregnancy. School heads of these learners were also interviewed. The findings indicated that teenage mothers received insufficient support, both physically and emotionally and the consequences were that many teenage mothers quit school or did not succeed with schooling.

The study by Zeck et al (2007) revealed that some adolescent mothers continue their training and achieve a higher level of education after 2,5 to 5 years following delivery of the baby. This proves that in spite of all the hardships that teenage mothers come across; some are able to reconcile the two roles or responsibilities. The number of adolescents leaving their children with their own parents increased, which indicates the independence and improvement of the education level as well as securing a job is mainly made possible by the presence of the adolescent’s parents. Zeck et al (2007) further on say that the number of employed adolescent mothers almost doubled within the same time frame.

Hofferth et al (2001), indicate that even though early child bearing influences young women’s schooling, its influence is weaker than previously believed. Mkhwanazi (2006) says that the idea that teenage motherhood result in disruption of schooling placing teenage mother at the risk of unemployment, was and is still not a given in South Africa. Close to half of her sample of girls, who became pregnant while at school returned to school after giving birth if they had financial means (Manzini, 2001). Preston-Whyte (1991) when talking about teenage motherhood and schooling agrees with Zeck et al (2007) that parents would take on the responsibility of caring for the grandchildren so that they would by whatever means send their daughter back to school after they had borne a child.

Adebayo (2006) observed that married students generally are faced with a number of stressors. These include continuous evaluation, pressure to earn good grades, time pressures, unclear assignments, heavy workload, uncomfortable classrooms, and relationship with family and friends. In a more recent study, students reported the greatest stressors were school-family conflict. Low incomes, course work, and children were all factors in role strain in female students (Home & Hinds, 2000). Role strain from increased roles and their demands and from time conflicts was associated with high stress, depression, and anxiety in women students (Carney-Crompton & Tan, 2002; Darab, 2004) Having to study poses challenges for women due to their family responsibilities and several challenges arise when individuals tend to negotiate the role of university students with their role inside of marriage and the family.

Men and women have been saddled with many family responsibilities and are traditionally assigned many roles including custody of children, maintenance of the home, feeding and preservation of the family health. The married undergraduate students are also expected to perform duties as husband or wife and father or mother, in addition to fulfilling their academic responsibilities. With the overlapping of activities and roles starts the quarrel between spouses, feelings of exhaustion and resentment over inequitable divisions of household labor.

Hope and Academic Performance

Hope is defined as the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways. Hope theory is compared to theories of learned optimism, optimism, self-efficacy, and self-esteem. Higher hope consistently is related to better outcomes in academics, athletics, physical health, psychological adjustment, and psychotherapy (Snyder, 2002). Previous studies have found that hope has beneficial effects in athletics, academics, physical health, and mental well being in majority populations. Given the challenges Latino youth face in the United States, ethnic identity and hope may be a powerful buffer from these negative stressors. In Yager- Elorriaga, et.al.’s (2014) research where they aimed to identify whether chronic levels of hope are related to academic performance, whether an ethnic pride manipulation altered state hope levels, and whether there was a link between ethnic identity and chronic hope among a sample of Latino youth. Results indicated that GPA and chronic hope levels were not related. A manipulation to boost ethnic pride increased state hope, and that ethnic identity was related to chronic levels of hope. The findings suggest that ethnic identity is an important contributor to hope levels.

Hope has been described, measured and studied in different ways and by different areas of human knowledge, as Philosophy, Theology, Education and Psychology (Edwards, 2009). In the last 20 years, from the development of Snyder’s theory (1995, 2000a, 2000b) onwards, studies about Hope have received greater attention within the field of Positive Psychology (Snyder & Lopez, 2009).

Snyder (1995) states that Hope is a construct based upon realistic evaluations about desires and the means to achieve them. Researchers agree with the premise that Hope is related to positive expectations about obtaining an objective (Creamer et al., 2009). In the same respect, Snyder and Lopes (2005) proposed that Hope is the thinking directed to objectives and composed of pathways and agency. The pathways refer to the capacity to generate suitable paths for obtaining the objective desired. They can also be understood to be the paths perceived so that the objective can be attained (Creamer et al., 2009; Roesch & Vaughn, 2006; Snyder & Lopez, 2007). Producing several pathways is particularly important when barriers arise between the subject and the objective. By having various pathways, the individual can easily find an alternate path upon coming up against obstacles. Studies indicate that people with high pathway thinking use more problem centered coping like actions that focus more on reducing or removing the source of stress than people with low level of pathway thinking. (Carver and Scheier, 2002).

The agency is the motivating component which drives the search for the objective, using the pathways (Snyder & Lopez, 2009). It is described as the belief in one's own skill in using the pathways and achieving the objectives proposed. People high in agency are characterized by determination, motivation and energy directed towards obtaining results (Creamer et al., 2009). This component is essential in seeking any goal, but is more strongly emphasized when obstacles occur (Snyder & Lopez, 2005). Only objectives of considerable value to the individual have agency, i.e., motivation to be achieved (Snyder & Lopez, 2007). Although it is composed of two factors, hope is "a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal directed energy) and (b) pathways (planning to meet goals)" (Snyder et al., 1991, p. 287).

Several authors have constructed instruments in order to evaluate Hope and better understand its influence on the lives of adolescents and adults (Edwards, Ong, & Lopez, 2007). However, few have appropriate psychometric features. Snyder developed two scales: the *State Hope Scale* (Snyder et al., 1996) and the *Adult Dispositional Hope Scale* (Snyder et al., 1991). The first scale evaluates Hope being sensitive to the variances which occur in short periods of time. It is rather useful when the objective is to evaluate the effects of a treatment or intervention concerning Hope. Whereas the second one measures Hope as having a more permanent nature, stable in time, and so *dispositional*, which indicates temperament, trait. Thus, the age range for which it is intended is that of adolescents who are at least 15 years old.

According to Snyder (2000a), Hope starts to develop in childhood, being reinforced throughout development. The pathways begin to develop when children learn the temporal relations between their actions and the results thereof. The agency, in turn, emerges when the child becomes aware that (s)he is the subject of his/her actions (Creamer et al., 2009).

The evaluation of Hope, contributes to clarifying the relations of Hope with other constructs, which allows greater understanding about human development. Biswas-Diener and Patterson (2011) said that it positive process emotions, prospective emotions (e.g., hope), and retrospective emotions are positively related to motivation to study, effective study strategy. Students high in Hope have high scores in positive social interactions and school grades, as well as possessing high self-esteem and being very optimistic (Huebner, & Suldo, 2006). Other results indicate that Hope is positively related to overall life satisfaction (Roesch & Vaughn, 2006; Valle), being associated with efficient strategies of coping with and resolving problems (Bellizzi & Blank, 2006; Chang, 2003). A good academic and physical performance (Ciarrochi, Heaven, & Davies, 2007) are associated with high scores in Hope.

Research Method

Research Design

The researcher made use of descriptive correlational design and interview methods of research to examine the nature and strength of the relationship between non cognitive factors and the academic performance among married college students in different private universities and colleges in Tuguegarao City. On the other hand, the qualitative aspect of the study dwelt on the lived experiences of the married college students.

Locale of the Study

The setting of the study is at the University of Saint Louis, St. Paul University Philippines, F.L. Vargas College and University of Cagayan Valley, Tuguegarao City.

These schools are the private universities among higher education institutions (HEI) in the region. The other two schools, University of Saint Louis and St. Paul University, are catholic universities

Respondents and Sampling Procedure

The respondents of the study are composed of married college students across programs currently enrolled in school year 2016- 2017. Purposive sampling technique

was used in choosing the respondents of the study to yield the needed data.

School	Frequency	Percentage
University of Saint Louis	9	11.70
St. Paul University Philippines	16	20.80
University of Cagayan Valley	36	46.80
FL Vargas College	16	20.80
Total	77	100

Research Instrument

The instruments that were used for gathering the needed data are the following:

The Adult Trait Hope Scale. It measures a person's global level of hope. The scale consists of 12 items that comprise two subscales assessing agency (motivation to pursue goals) and pathways (strategies to achieve goals) and is answered using a 8-point Likert scale ranging from definitely false to definitely true. In getting the Pathways subscale score, add items 1, 4, 6, and 8. Scores on this subscale can range from 4 to 32. On the other hand agency subscale will be scored by adding the items 2, 9, 10, and 12. Scores on this subscale can range from 4 to 32. The Total hope will be scored by adding the pathways and Agency subscales together. Scores can range from 8 to 64.

Research demonstrated internal reliability of the Adult Trait Hope Scale with Cronbach alphas ranging from .74 to .84 (Snyder et al., 1991). Additionally, Snyder et al. established test-retest reliability reporting correlations of .80 or higher at intervals of 10 weeks or more. Using principal components exploratory factor analysis and confirmatory factor analysis, the two-factor model of hope (pathways and agency) was confirmed.

Furthermore, Snyder et al. (1991) determined concurrent validity of the Adult Trait Hope Scale by examining other instruments measuring similar concepts such as optimism and self esteem. Snyder et al. (1991) found Scheier and Carver's Life Orientation Test (LOT), an instrument used to measure optimism, correlated 0.60 to 0.50 with the Adult Trait Hope Scale. Additionally, the Adult Trait Hope Scale correlated 0.58 with Rosenberg's Self-Esteem Scale. Snyder found the Adult Trait Hope Scale negatively correlated with scales measuring concepts considered the opposite of hope such as hopelessness and depression. The Adult Trait Hope Scale correlated -0.51 with the Hopelessness Scale and -0.42 with the Beck Depression Inventory.

Data Gathering Procedure

A letter of permission was given to the administrators of University of Saint Louis, St. Paul University Philippines, F.L. Vargas College and University of Cagayan Valley to allow the researcher to conduct the study. The manner of getting the respondents were based on the individual inventory form filled out by the students at the guidance center of the school or the forms in the registrar's office.

After identifying the respondents, the researcher personally float the questionnaires to the respondents to ensure that the responses were valid. A Focus Group Discussion was done to obtain information regarding the experiences of married college students. Fifteen percent of the total respondents were taken for the Focus Group Discussion.

After retrieving the questionnaires, the researcher summarized all the gathered information, after which, the presentation, interpretation and analysis of data followed. Likewise, the data gathered from the Focus Group Discussion was thematically analyzed.

Data Analysis

In order to answer the problems of this study, the following statistical tools were utilized:

Frequency and Percentage Distribution was used to analyze the profile of the respondents. Pearson- R was used to determine the relationship between age, number of years married and number of children and academic performance. Furthermore, it is also used to find out the relationship of non cognitive factors and academic performance. Chi square was used to determine the relationship between sex, school, family type and occupation and academic performance. Spearman Rho was used to determine relationship between socioeconomic status and birth order and academic performance.

The following scales of interpretation were used to analyze the result of the study:

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For Hope scale (Total Hope):

Range	Value Description
56 and higher	High hope
48 – 55	Moderately hopeful
40 -47	Hopeful

Results and Discussion

Table 1 reveals the frequency and percentage distribution of respondents' level of pathway thinking. The forty-nine (63.60%) respondents scored high in pathway thinking while there are twenty-seven (35.10%) respondents who scored moderate. Only one (1.30%) of the seventy-seven respondents has low level of pathway thinking. In general, married college students have high level of pathway thinking with a mean of 24.94 and a standard deviation of 4.253. The pathways refer to the capacity to generate suitable paths for obtaining the objective desired. They can also be understood to be the paths perceived so that the objective can be attained (Creamer et al., 2009; Roesch & Vaughn, 2006; Snyder & Lopez, 2007). The result goes to show that married college students generally look for good outcomes from difficult situations and try to acquire something out of them. In difficult times, they exert sustained efforts to try different strategies or route so they can attain their goal; on the other hand, students with low pathway thinking try to temporarily escape the situation without finding a permanent solution which eventually leads to stress or problems. Studies indicate that people with high pathway thinking use more problem centered coping like actions that focus more on reducing or removing the source of stress than people with low level of pathway thinking. (Carver and Scheier, 2002). According to one female married respondent, she said that "*Kumpara sa kanila, (referring to other married students) mas magaan ang responsibilidad ko kasi may magulang akong nag aalaga sa anak ko ..kaya mas lalo akong focused sa studies ko*". Another respondents said that "*Time management lang po yan, kapag vacant ko pumupunta ako ng library para gawin mga assignments ko. Para pagdating ko ng bahay aalagaan ko nalang ang anak ko*". Moreover, respondents believe that they can think of many ways to get out of trouble and that even if other people get discouraged, they know that they can find a way to solve a problem. "*Naniniwala ako sa kasabihan na if there is a will, there is a way. Ska hindi magbibigay si God ng problema na hindi natin kaya*". They firmly believe that they make use of many ways to get the most essential things in life like education.

Table 1. Frequency and percentage distribution of respondents' level of pathway thinking

Level of Pathway Thinking	Frequency	Percentage
Low	1	1.30
Moderate	27	35.10
High	49	63.60
Total	77	100
Mean	Standard Deviation	Description
24.94	4.253	High (Pathway)

Table 2 presents the frequency and percentage distribution of respondents' level of agency thinking. As gleaned from the table below, there are fifty-eight (75.30%) respondents who scored high in agency thinking while seventeen (22.10%) and two (2.60%) respondents scored moderate and low in agency thinking respectively. In general, the respondents have high levels of agency thinking with a mean of 25.64 and a standard deviation of 4.230. The agency is the motivating component which drives the search for the objective, using the pathways (Snyder & Lopez, 2009). It is described as the belief in one's own skill in using the pathways and achieving the objectives proposed. People high in agency are characterized by determination, motivation and energy directed towards obtaining results (Creamer et al., 2009). The result of the study goes to show that married college students are highly motivated to pursue their goals in life and that they usually meet the goals that they set for themselves. This is in line with the statement of a 22 year old married student when she said, "*Sa tuwing nawawalan ako ng pag asa, ang lagi kong ginagawa ay tignan ang aking sarili, ang aking anak at asawa at ang estado namin sa buhay upang mahikayat akong ipagpatuloy at tapusin ang aking pag aaral*". They believe that their past experiences have prepared them for their future. Furthermore, they believe that with all the experiences they had in the past, they have been pretty successful in life

with one respondent saying, “*Kahit papano po okay yung grades ko, wala naman akong bagsak ... okay naman kami ng pamilya ko*”

Table 2. Frequency and percentage distribution of respondents’ level of agency thinking

Level of Agency Thinking	Frequency	Percentage
Low	2	2.60
Moderate	17	22.10
High	58	75.30
Total	77	100
Mean	Standard Deviation	Description
25.64	4.230	High (Agency)

Table 3. discloses the frequency and percentage distribution of respondents’ level of overall hope. As shown in the table, thirty-five (45.50%) respondents are moderately hopeful, twenty-six (33.80%) of the respondents are highly hopeful and sixteen (20.80%) respondents are hopeful. Most of the respondents are moderately hopeful with a mean of 50.57 and a standard deviation of 7.055. Hope is defined as the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways. Snyder (1995) states that hope is a construct based upon realistic evaluations about desires and the means to achieve them. Researchers agree with the premise that hope is related to positive expectations about obtaining an objective (Creamer et al., 2009). In the same respect, Snyder and Lopes (2005) proposed that hope is the thinking directed to objectives and composed of pathways and agency. Though married college students are faced with many adversities in life, they are driven with the will to continue what they have started. Most of them agree that people should always have high hopes about the future. This is apparent with the statement of a female married student, “*Para mapatunayan sa mga tao sa paligid mo na nagdedestina sayo na hindi ka makapagtapos na kaya mong abutin yung pangarap mo hindi lang para sa mga taong nagdedestina sayo kundi para din sa kinabukasan ng mga anak ko at pamilya ko.....yung supportang natatanggap ko sa mga taong nagmamahal sa akin ang nagbibigay ng lakas at pag asang makamit ang mga pangarap ko.*”

Table 3. Frequency and percentage distribution of respondents’ level of overall hope

Overall Hope	Frequency	Percentage
Hopeful	16	20.80
Moderately Hopeful	35	45.50
Highly Hopeful	26	33.80
Total	77	100
Mean	Standard Deviation	Description
50.57	7.055	Moderately hopeful

Table 4 shows the relationship between the respondents’ profile and their academic performance. As gleaned from the table, the profile variables age, socioeconomic status and occupation of parents correlated with academic performance at 0.05 level of significance. While the profile variables sex, family type, school, birth order, number of years married and number of children showed no significant relationship with academic performance. Vellymalay, (2012) stated that a child’s capability to succeed in school depends on how successfully the child is managed by his/her parent in the environment. It is an environment where the child learns skills, attitude and behavior that could mould them into productive and successful students. In agreement with that, apparent socioeconomic status plays a significant role in providing these educational resources and appears to impose the greater impact on the child’s educational outcomes. The result of the study is supported by the study of Memo, et al. (2010) in their research on the impact of socioeconomic status on students’ educational achievement. They found that there was significance relationship between parents’ occupation and students’ academic performance in matriculation examination. Students whose fathers have better occupation performed well in matriculation examination than those students whose fathers have a less prestigious occupation. Similarly, age is a variable relative to academic performance. Egwualu and Umeora (2007) investigated the effect of marriage on the academic performance of Nigerian female medical students. The result revealed that the married female students who were older had more re-sit examinations than their male and

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single female counterparts. The difference was statistically significant.

Table 4. Relationship between the respondents' profile and their academic performance

Profile Variables	Computed Value	Probability Value	Decision
Sex	0.185	0.667	Not Significant
Age	0.248	0.030	Significant
Socioeconomic Status	-0.338	0.003	Significant
Family Type	2.683	0.101	Not Significant
School	2.117	0.146	Not Significant
Birth Order	-0.021	0.856	Not Significant
Occupation of Parents	4.645	0.031	Significant
Number of Years Married	0.189	0.099	Not Significant
Number of Children	0.114	0.322	Not Significant

*0.05 level of significance

Conclusions

Married students focus on rather than letting failure overcome them and drain their resolve, they find a way to rise from the situations they are in. The support of family and friends and their clinging to God become their strength and inspiration to move on despite and inspite of what happened in the past. They are able to overcome the stresses and pressures in life, have to be strong to handle challenges and deal with whatever comes and are not easily discouraged by failure because they are now in situation different from their single life.

Recommendations

1. Educators should give continuous strategies like using moderate to difficult task, peer modelling and teaching students life skills to enhance the married students' self- efficacy, hope and resilience.
2. Since reliance to God is the most preferred coping mechanism of the married students, the Campus Ministry/ Religious Coordinators can conduct recollections or prayer services for the married students.

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