

Dimensions of hope in adolescence:

Relations to academic functioning and well-being.

THE GIST: We researched 2 facets of hope: 1) cognitive hope-thought processes focusing on goal attainment- and 2) behavioral hope- actions required for goal attainment. We were particularly interested in how cognitive and behavioral hope both contribute to academic functioning and well-being (especially emotionally) among students from 5th to 12th grade. Academic functioning includes things like achievement and school engagement, and well-being includes things like stress and anxiety. Results suggested that together, cognitive hope could significantly predict school achievement, engagement, anxiousness, and stress. However, aspects of behavioral hope could only predict school engagement.

THE TAKEAWAY: Hope is especially important with young people in a school setting, given the hours that children spend there and the challenges school may present. With hope, we can make plans for the future and have the motivation to take actions closer to our goals. Both types of hope can contribute to school settings, and it could be beneficial to encourage hope in ways that help students of different ages and in ways that help them meet different outcomes of interest.