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Future Expectations in Adolescents: Effects of Family Communication and Perceived Social Support

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ABSTRACT
Adolescence is a critical stage for developing life plans and forming future expectations, during which proximal relational resources, such as family communication and perceived social support, may influence adolescents' academic and personal trajectories. The present study examined the effects of perceived social support and family communication on future expectations among Peruvian adolescents. A quantitative, non-experimental, cross-sectional study was conducted with a sample of 300 secondary school students from a public school in southern Peru. Participants completed the Family Communication Scale, the Multidimensional Scale of Perceived Social Support, and the Future Expectations Scale for Adolescents. Data were analyzed using covariance-based structural equation modeling. The structural model showed good fit to the data ($\chi^2(18) = 30.128$, $p = .036$; CFI = 0.983; TLI = 0.974; RMSEA = 0.047; SRMR = 0.032). Perceived social support ($\beta = 0.384$, $p < .001$) and family communication ($\beta = 0.145$, $p = .050$) showed positive direct effects on future expectations, explaining 24% of the variance ($R^2 = .24$). These findings show that greater perceived social support and stronger family communication are linked to more optimistic future expectations, emphasizing the role of family and social environments in adolescents' academic and personal development during school years.

KEYWORDS
Family communication; perceived social support; future expectations; adolescence; life plans.

INTRODUCTION

Adolescence is a stage characterized by decisions that influence a person's life path. During this time, students rely on personal and environmental resources to anticipate what they aim to accomplish. Among these resources are future expectations, understood as beliefs about what is likely to happen in one’s future, which are linked to planning, goal setting, and goal-directed behavior control (Sánchez & Verdugo, 2024). In situations of social and educational inequality, these expectations can be affected by various factors. Evidence shows that the family environment and the support felt during secondary education greatly influence outcomes (Chura-Quispe et al., 2024; Polat et al., 2024).

On the one hand, family communication involves the ongoing exchange of ideas, emotions, and messages among household members through both verbal and non-verbal methods (Alzaben et al., 2023; Apaza et al., 2025). Through this process, parents can influence their children's future decisions by shaping attitudes, providing guidance, and modeling practices that affect self-efficacy and academic performance (Sánchez & Verdugo, 2024). Parental guidance in setting educational and career goals has also been linked to students' expectations for their future (Wu et al., 2025).

Several studies show that clear and frequent communication is associated with higher academic engagement and more favorable expectations for future socioeconomic status (Marah et al., 2025; Dai & Hou, 2021). Likewise, daily interactions between parents and children during the transition to higher education are associated with greater perseverance in the face of difficulties and more well-defined educational goals (Wang & Nuru, 2016). These effects may be especially significant for adolescents who need more communication support in their family environment (Natale, 2018).

On the other hand, perceived social support refers to a person's assessment of the availability of emotional and practical help from their immediate environment (Gutiérrez et al., 2021). During adolescence, perceptions of support from family, friends, and other important people are associated with more positive expectations about the future (Polat et al., 2024; Yussupova & Tarman, 2025). The existence of support networks helps young people to make plans and set goals with greater confidence (Lin et al., 2024). However, some research indicates that support from family is more consistently associated with future expectations than support from peers or partners (Topaktaş et al., 2017). It has also been observed that, as age increases, expectations may decrease along with the perceived support effect, indicating that family influence is especially significant during puberty and early adolescence (Archer et al., 2019; Fornell et al., 2023; Mampane, 2023; Twalo, 2024).

Perceived social support has also been associated with improved academic outcomes (Gutiérrez et al., 2025) and greater aspirations related to educational and career goals (Moreira et al., 2018). Likewise, some studies suggest that it can lessen the effects of early adverse experiences on perceptions of personal success (Uzun et al., 2023). The presence of positive emotions in the immediate environment promotes a more optimistic assessment of one's own

possibilities, especially when it comes from significant figures such as family members (Niu et al., 2025). In this way, adults at home can affect how adolescents evaluate their options and make decisions about their future.

Both perceived social support and family communication are associated with more positive expectations during the school years (Nunes et al., 2025). The presence of emotional support and guidance at home is often linked to higher levels of academic achievement and more defined goals (Hewitt et al., 2024). Likewise, family interactions grounded in dialogue, guidance, and recognition are associated with more positive assessments of the future among adolescents (Paredes et al., 2024). These findings indicate that the immediate environment can affect how students plan and make decisions in the medium and long term.

Although the literature has documented associations between family communication and adolescents' perceptions of social support, as well as various academic and psychosocial outcomes, the evidence remains fragmented, with a focus on future expectations (Nunes et al., 2025; Hewitt et al., 2024; Paredes et al., 2024). Most studies have analyzed these constructs separately using bivariate designs or by prioritizing a single source of support (family or peers), even though perceived support involves networks that influence social planning and projection (Polat et al., 2024; Lin et al., 2024). Furthermore, the strength of associations may vary across developmental stages, underscoring the need for comparative estimates within a single model (Fornell et al., 2023). In Latin America, empirical evidence that simultaneously assesses the contributions of family communication and perceived social support to future expectations is limited (Gutiérrez et al., 2025); therefore, this study aims to examine their effects on future expectations.

THEORETICAL FRAMEWORK

This study is based on Bronfenbrenner's (1979) bioecological systems theory, which suggests that adolescent development is shaped by the immediate environments they interact with, such as family, peer groups, and other key figures. From this perspective, family communication and social support are part of the microsystem and can influence how students interpret their experiences and plan their future. The study also relies on expectancy-value theory (Eccles et al., 1983), which states that behavior and performance are influenced by expectations of success and the importance given to tasks. Future expectations can be understood as an extension of these expectations of success, insofar as they reflect adolescents' perceptions of the possibility of achieving academic, work, and personal goals in the medium and long term. Both perspectives provide a basis for analyzing how resources in the immediate environment relate to goal-setting in adolescence.

Hypothesis Development

Perceived social support and family communication

Family communication is expressed through everyday exchanges of information, affection, and relational norms, using verbal and nonverbal cues shaped within the home (Cai et al., 2025;

Zhang et al., 2024). When these exchanges are based on openness, listening, and guidance, the sense of belonging and the availability of support increase, helping adolescents perceive their environment as more accessible and protective (Buelga et al., 2024). Perceived social support depends not only on 'perceived help', but also on the belief that support will be available when needed (Rodríguez-Fernández et al., 2021). In this regard, this expectation is reinforced, as communication is a key pillar of family functioning, aiding coordination, problem-solving, and emotional regulation, all of which improve the perception of the social network as reliable and accessible (Urias et al., 2023; Quispe et al., 2023). Functional communication patterns are associated with increased social support and stronger family psychological resources. Additionally, communication can serve as a relational factor that makes support perceived as accessible and meaningful (Zhang et al., 2024). This is why the following hypothesis is proposed:
H1: Perceived social support is positively associated with family communication in adolescents.

Family communication and expectations for the future

Future expectations are understood as beliefs and anticipations regarding satisfaction, success, and well-being that are linked to an individual's plans and goals (An & Suh, 2025; Fornell et al., 2023). In adolescence, expectations are structured across academic, economic-occupational, personal well-being, and family areas. These are connected to decision-making and life plans (Sánchez & Verdugo, 2016; Öztekin, 2025). From a bioecological perspective, family communication is a key resource within the microsystem that influences how the environment is understood, how goals are set, and the willingness to persist despite challenges (Bronfenbrenner, 1979; Wang & Nuru, 2016). Therefore, parent-child exchanges based on guidance, recognition, and dialogue are associated with greater clarity of objectives and academic commitment, which are conditions that reflect favorable expectations (Marah et al., 2025; Paredes et al., 2024). Furthermore, expectancy-value theory posits that communication practices reinforce competence beliefs, the value assigned to goals, and expectations of success, all of which predict academic and occupational trajectories (Eccles et al., 1983). Family communication could reduce uncertainty and increase the perception of control over one's own life plan, thereby contributing to realistic and positive expectations (Dai & Hou, 2021; Wu et al., 2025). It is for this reason that the following hypothesis is proposed:
H2: Family communication positively predicts future expectations in adolescents

Perceived social support and future expectations among adolescents

Perceived social support is a psychosocial resource linked to a sense of belonging, validation, and access to help (Li & Zhu, 2025; Tortosa et al., 2024). Integrating support from family, peers, and other significant others broadens the emotional resources available for coping with developmental demands (Estrada et al., 2024). Consequently, higher levels of perceived support are associated with greater confidence in planning, perseverance, and maintaining future goals (Lin et al., 2024; Moreira et al., 2018). Furthermore, this support provides a foundation in the face of adverse experiences and stress faced by adolescents, which strengthens their ability to evaluate different future possibilities and reduces trajectories of hopelessness, particularly at

stages where the influence of the immediate environment is highly significant (Archer et al., 2019; Uzun et al., 2023). This is why adolescents who feel more supported formulate consistent personal aspirations when they perceive support for carrying out their plans (Niu et al., 2025).

H3: Perceived social support positively predicts future expectations in adolescents.

Perceived social support and family communication regarding future expectations among adolescents

Although family communication is a key determinant within the microsystem, perceived social support extends beyond the family environment; it is important to consider peers and other significant others who play a fundamental role during adolescence in building identity, a sense of belonging, and social validation (Fiallo et al., 2021; Casino et al., 2024). In this sense, the integration of the model is consistent, as family communication can enhance support from the home and improve the quality of the bonds a person forms; whilst perceived social support extends relational capital to nearby contexts, which contribute to developing more positive expectations for the future (Bronfenbrenner, 1979; Nunes et al., 2025). Furthermore, within the family, beliefs about competence and goal orientation are strengthened, while support from others provides emotional resources that sustain effort and persistence in planning for a favorable future (Eccles et al., 1983; Tortosa et al., 2024).

It is important to highlight that both constructs contribute concurrently and justify their evaluation as direct predictors of the expectations that lead to the following proposition:

H4: Family communication and perceived social support have direct and significant effects on expectations for the future

METHOD

Research design

A quantitative, non-experimental, cross-sectional design was employed because the study variables (family communication, perceived social support, and expectations for the future) were not manipulated, and data were collected at a single point in time (Wong & Steiner, 2018). Data were analyzed using covariance-based structural equation modeling (CB-SEM) to test the theoretically specified model and estimate relationships among the latent variables of family communication, perceived social support, and future expectations (Ato et al., 2013).

Participants

The sample size was determined based on the number of latent and observed variables in the model, using the structural equation modeling calculator proposed by Soper (2025). The calculation was performed assuming a small effect size ($f^2 = 0.10$), a minimum statistical power of 0.80, and a significance level of $\alpha = 0.05$. Although the minimum estimated sample size was 100 participants, 300 students were included in the study. This sample size is considered adequate for covariance-based structural equation modeling. It exceeds conventional recommendations for this type of analysis, thereby increasing the stability of parameter estimates and the model's accuracy. Participants were selected using nonprobability

convenience sampling. Students present on the day of the application who had parental or guardian informed consent and who consented to participate in the study were included (Table 1).

Table 1.

Sociodemographic data of the study sample

Variable	Categories	n	%
Sex	Female	146	48.67
	Male	154	51.33
Grade	Third	90	30.00
	Fourth	97	32.33
	Fifth	113	37.67
District	Ciudad Nueva	23	7.67
	Alto del Alianza	86	28.67
	Cercado de Tacna	15	5.00
	Gregorio Albarracin	114	38.00
	Other districts	62	20.67
Living arrangement	Father	22	7.33
	Mother	95	31.67
	Father and mother	129	43.00
	Grandparents	5	1.67
	Uncle/Aunts	17	5.67
	Others	32	10.67
Birth order	Oldest child	76	25.33
	Middle child	89	29.67
	Youngest child	101	33.67
	Only child	34	11.33

Research instruments

Family communication. To evaluate this construct, the Family Communication Scale (ECF) was used, adapted to the Peruvian context by Escudero and Trelles (2023). The instrument consists of 10 items, written in positive terms and organized into a single dimension, with a five-point Likert-type response format (1 = Strongly disagree; 5 = Strongly agree). In the adaptation study, evidence of content validity was reported through expert judgment, and adequate internal consistency (ω = 0.89) was observed. For internal structure validity, confirmatory factor analysis indicated adequate fit indices (SRMR = 0.03, RMSEA = 0.07, CFI = 0.95, and TLI = 0.94).

Perceived social support. This construct was assessed using the Multidimensional Scale of Perceived Social Support, adapted to the Peruvian context by Ortiz (2020). The instrument consists of 12 items written in a positive sense, with a five-point Likert-type response format

(from Never to Always), organised into three dimensions: peer support (items 6, 7, 9, and 12), family support (items 3, 4, 8, and 11), and support from significant others (items 1, 2, 5, and 10). In the adaptation study, evidence of content validity was reported through expert judgment (Aiken's V > 0.80). Likewise, confirmatory factor analysis supported the instrument's three-dimensional structure, with adequate fit indices (SRMR = 0.04, RMSEA = 0.061, CFI = 0.95, and TLI = 0.93). Internal consistency was acceptable (α = 0.869).

Future Expectations. This construct was assessed with the Future Expectations Scale for Adolescents, adapted and validated in Peru by Morán (2019). The instrument comprises 14 items grouped into four dimensions: economic and employment expectations (items 2, 3, 5, 9, and 11), academic expectations (items 1, 4, and 10), family expectations (items 6, 12, and 14), and personal well-being expectations (items 7, 8, and 13). Responses are recorded on a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree. The validation study reported adequate internal consistency (α = 0.85), evidence of content validity (Aiken's V > 0.80), and construct validity through confirmatory factor analysis, with satisfactory fit indices (χ^2/gl = 1.55, RMSEA = 0.03, SRMR = 0.03, CFI = 0.97, TLI = 0.96, PNFI = 0.58).

Data collection and analysis

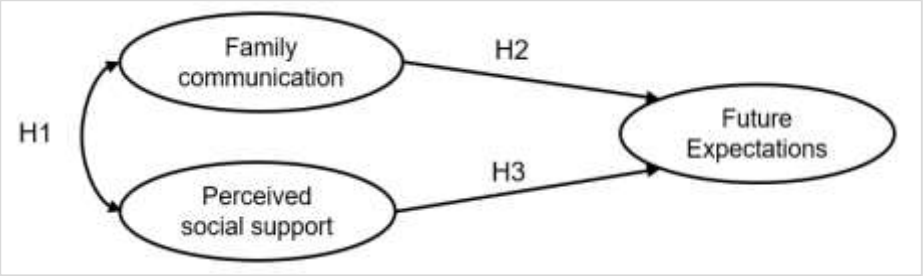
Data collection was carried out in three phases between April and June 2025. In the first phase, institutional coordination was conducted, and authorization was obtained from the educational institution's authorities. In the second phase, informed consent was obtained from parents or guardians and informed assent from participating students. In the third phase, the instruments were administered in person voluntarily. Data analysis was performed using descriptive and inferential statistics. Initially, the database was cleaned and prepared for analysis, then processed in RStudio version 2025.5.1 using the lavaan package for structural equation modeling (Epskamp et al., 2022). The graphical representation of the structural model was produced using AMOS Graphics version 24.

The proposed theoretical model (Figure 1) was specified to explain expectations about the future in terms of family communication and perceived social support. Because the aim was confirmatory, no post hoc adjustments were made; in other words, residual covariances were not released, indicators were not removed, and paths were not re-specified based on modification indices. The modification indices were examined for diagnostic purposes, without making any changes to the model. Prior to structural estimation, descriptive analyses of the observed variables were performed, including mean (M), standard deviation (SD), skewness (g^1), kurtosis (g^2), and internal consistency estimates using Cronbach's alpha (α) and McDonald's omega (ω) in the present sample for each of the instruments used. Likewise, bivariate correlations between variables were examined using Pearson's r coefficient. The model was estimated using maximum likelihood with robust standard errors (MLR), a method suitable for continuous data and not requiring strict normality (Kline, 2016). The model fit was evaluated using the following indices: χ^2, degrees of freedom (df), Comparative Fit Index (CFI > 0.90), Tucker-Lewis Index (TLI > 0.90), Root Mean Square Error of Approximation (RMSEA ≤ 0.08), and

Standardized Root Mean Square Residual (SRMR ≤ 0.06) (Browne & Cudeck, 1992). The hypotheses were tested by analyzing the standardized coefficients (β) and their significance levels ($p < 0.05$). Finally, the model's explained variance was assessed using the coefficient of determination (R^2).

Figure 1.

Theoretical model of future expectations.



To ensure the validity and reliability of the reports in this study, instruments with established psychometric evidence for content and internal structure were used. In the present sample, internal consistency for each construct and dimension was assessed, and descriptive analyses and bivariate correlations were conducted to verify a pattern consistent with the theory.

Finally, the research was conducted in accordance with the ethical principles of the Declaration of Helsinki and current national regulations for research involving minors. The study was approved by the Ethics Committee of the Newman Graduate School under reference number 003-2025-CEIEPN. Informed consent was obtained from parents or guardians, and assent from participating students. Data confidentiality and voluntary participation were guaranteed at all times.

RESULTS

To examine the relationships between family communication and perceived social support (H1), family communication and future expectations (H2), perceived social support and future expectations (H3), and the effect of family communication on perceived social support in relation to future expectations (H4), each observable variable in the structural equation model is first analyzed descriptively. As shown in Table 2 (see appendix), the skewness (g^1) and kurtosis (g^2) values ranged from −0.77 to 0.80, indicating no severe deviations from normality. The internal consistency coefficients (α) ranged from 0.63 to 0.83, while the omega (ω) values ranged from 0.67 to 0.84. Finally, the bivariate correlations between the variables ranged from 0.23 to 0.67.

The a priori theoretical model showed a good fit to the data (Figure 2): $\chi^2(18) = 30.128$, $p = 0.036$, CFI = 0.983, TLI = 0.974, RMSEA = 0.047 (90% CI: 0.015–0.075), and SRMR = 0.032. No re-specifications were required or applied to improve the fit; therefore, the reported coefficients correspond to the originally proposed model. These results indicate that the model fits the observed d Finally, H4 is ata adequately.

Table 2.

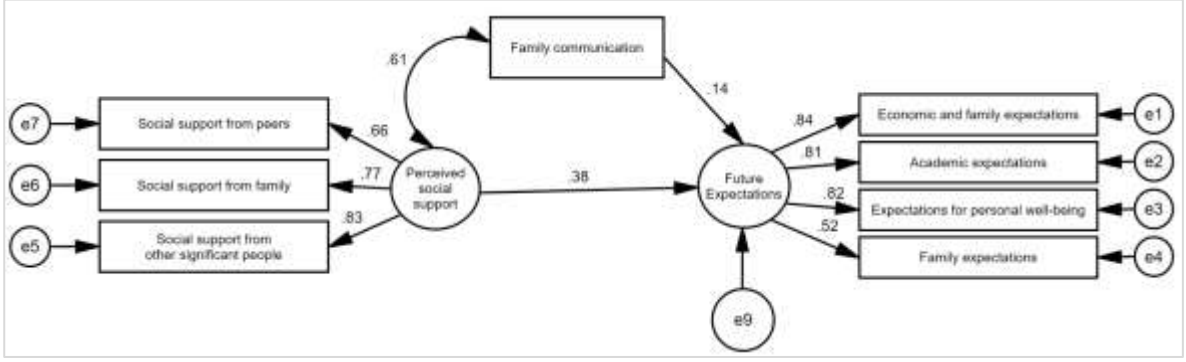
Descriptive statistics, internal consistency, and correlations of variables

Variables	M	SD	g^1	g^2	α	Ω	1	2	3	4	5	6	7	8
1. Family communication	31.90	7.28	-0.21	0.52	0.83	0.84	-	-	-	-	-	-	-	-
2. Social support from peers	10.87	2.94	-0.31	-0.21	0.80	0.81	0.33	-	-	-	-	-	-	-
3. Social support from family	10.97	2.82	-0.28	-0.25	0.75	0.77	0.53	0.45	-	-	-	-	-	-
4. Social support from other significant people	11.24	2.66	-0.36	-0.17	0.71	0.72	0.45	0.55	0.64	-	-	-	-	-
5. Economic and employment expectations	18.25	3.93	-0.46	0.36	0.80	0.80	0.27	0.23	0.27	0.31	-	-	-	-
6. Academic expectations	11.14	2.57	-0.77	0.78	0.69	0.70	0.28	0.26	0.33	0.30	0.66	-	-	-
7. Personal well-being expectations	10.78	2.47	-0.39	0.07	0.63	0.67	0.32	0.23	0.29	0.33	0.67	0.65	-	-
8. Family expectations	9.79	2.77	-0.35	-0.20	0.66	0.68	0.24	0.14	0.18	0.23	0.39	0.36	0.42	-

The findings in Table 3 confirm the hypotheses put forward. First, there is evidence of a significant correlation between perceived social support and family communication (β = 0.611; p < 0.001), which confirms H1. Second, H2 is confirmed, as family communication showed a positive direct effect on future expectations (β = 0.145; p ≤ 0.05). Third, H3 is confirmed, as perceived social support showed a direct positive effect on school pupils' future expectations (β = 0.384; p < 0.001); furthermore, this indicates that this variable has a greater impact on pupils' expectations. Finally, H4 is confirmed: the model comprising family communication and perceived social support explained 24% of the variance in future expectations and fit the data well (Table 3).

***Figure 2*.**

Structural model explaining future expectations.



Note. $\chi^2(18) = 30.128$, p = 0.036, CFI = 0.983, TLI = 0.974, RMSEA = 0.047 (90% CI: 0.015–0.075), SRMR = 0.032. All coefficients shown are standardized.

Table 3.

Hypothesis testing and direct effects

Models	β	*p*	SE	R^2
Perceived social support ↔ Family communication	0.611	0.000	1.222	
Family communication → Future expectations	0.145	0.050	0.035	0.24
Perceived social support → Future expectations	0.384	0.000	0.130	

DISCUSSION

The findings indicate that perceived social support and family communication are significantly related and jointly contribute to adolescents' future expectations. The magnitude of the association between the two variables in the structural model indicates that family communication is closely related to perceived social support. Furthermore, although both variables had direct and positive effects on future expectations, social support had greater explanatory power, suggesting that adolescents' future projections are not limited to the family sphere alone but also extend to other close sources of support.

The relationship between perceived social support and family communication has also been reported in previous studies (Arató et al., 2021; Benzi et al., 2023; Miao et al., 2024), which indicates that communication with parents can act as a protective factor against risky behaviors by strengthening the bonds between parents and children. In this context, the results indicate that although the two variables are related, they represent different dimensions of the immediate environment. When communication is based on dialogue, active listening, and guidance, students tend to perceive greater support and less loneliness, which could help explain the magnitude of the association observed in the structural model.

The direct effect of family communication on future expectations was significant, though moderate to low in magnitude, consistent with previous studies (Marah et al., 2025; Dai & Hou, 2021), highlighting its role in the development of optimistic attitudes towards learning. The size of the observed effect suggests that parental communication is associated with higher levels of expectations, but is not a sole determinant. Specifically, daily communicative interactions grounded in dialogue and guidance may be associated with greater clarity of students' academic and personal goals (Marah et al., 2025). Likewise, the transition from basic to higher education may be associated with greater perseverance and goal orientation when parental support is present (Wang & Nuru, 2016). However, the moderate-to-low magnitude of the effect indicates that the influence of family communication varies with the presence of other sources of support, suggesting that young people's expectations are shaped by multiple experiences in their immediate environment rather than by a single resource.

Perceived social support showed a direct positive effect of greater magnitude on future expectations, emerging as the most significant predictor in the structural model. In comparative terms, the standardized coefficient for social support (β = 0.384) was higher than that observed

for family communication (β = 0.145), indicating a stronger association in the model. This result suggests that the perception of emotional and instrumental support is associated with a greater definition of academic and personal goals during adolescence.

The greater impact of perceived social support compared to family communication can be understood through Bronfenbrenner's bioecological theory, insofar as social support integrates relational resources drawn from various microsystem nodes (family, peers, or significant others) and reflects a higher level of interaction than that captured within the family environment, serving as an overall indicator. During adolescence, the importance of support sources diversifies and expands as interaction scenarios increase; the centrality of peers and significant others also rises, strengthening the orientation toward goals and future aspirations beyond the family sphere (Archer et al., 2019; Topaktaş et al., 2017). Complementarily, within the framework of expectation-value theory, support becomes a motivational resource that raises expectations of success, as it provides reinforcement, modeling, and access to instrumental help; furthermore, the subjective value assigned to future goals can be sustained over time in academic plans (Eccles et al., 1983; Moreira et al., 2018). In contrast, family communication exerts a specific influence through guidance and goal prioritization within the home, which helps explain its significant yet smaller effect at a stage of development when the support network is becoming increasingly diverse.

Unlike family communication, which focuses on interactions within the home, social support draws on multiple sources of influence, including peers and significant others, thereby broadening the range of close experiences that inform future projections. This characteristic could help explain its greater explanatory weight in the model. In line with previous research (Gutiérrez et al., 2021; Lin et al., 2024; Polat et al., 2024), the perception of support is linked to higher levels of personal confidence, emotional regulation, and goal-oriented planning, factors associated with more consistent and realistic expectations.

The literature also indicates that the role of social support may vary across developmental stages. During puberty and early adolescence, family support tends to become more important than other sources of support (Archer et al., 2019; Topaktaş et al., 2017). Likewise, some studies suggest that as age advances, the impact of social support on expectations may diminish (Fornell et al., 2023), indicating that its influence may vary across developmental stages. In this sense, social support is not only associated with academic and career aspirations (Moreira et al., 2018) but can also cushion the effects of adverse experiences that limit perceptions of future success (Uzun et al., 2023).

This study provides evidence by jointly estimating family communication and perceived social support within a model that assesses their direct and comparative effects on adolescents' future expectations—an approach rarely used in school-based research, in contrast to previous studies that have focused solely on bivariate analyses. Here, it is demonstrated that both factors are associated with future expectations, but with a greater contribution from perceived social support compared to family communication, suggesting that adolescents' future outlook is

shaped not only by the home environment but also by broader close networks such as peers or significant figures in students' lives (Marah et al., 2025) and reinforces the role played by social support as a resource associated with the future aspirations of individuals at this stage of their lives (Moreira et al., 2018).

As for the theoretical implications, the findings align with Bronfenbrenner's (1979) bioecological proposal, showing that adolescent expectations are associated with direct interactions in their immediate environment, particularly family and close social networks. The observed effects suggest that both family communication and social support are associated with students' evaluations of their academic and personal possibilities. Likewise, the results align with expectation-value theory (Eccles et al., 1983), given that social support and communicative guidance could be linked to greater beliefs in competence and greater value attributed to future goals. Thus, expectations do not depend exclusively on individual dispositions, but are also related to processes in the immediate environment.

Although the model explained 24% of the variance in future expectations, a proportion consistent with the multifactorial nature of this construct, the results indicate that young people's projections do not depend exclusively on their family environment. Future expectations are related to broader individual, school, and contextual factors, in addition to those included in the model. This level of explained variance suggests that other unconsidered factors could contribute to the formation of expectations, such as personal, academic, or socioeconomic variables. However, the proportion achieved supports the relevance of the immediate environment, particularly through perceived social support.

Regarding practical implications, the findings can guide initiatives to incorporate family participation in vocational guidance and socio-emotional development. Programs aimed at strengthening parental communication, as well as school strategies to consolidate support networks between home and the educational institution, could be linked to higher levels of academic and personal expectations, consistent with the observed results. These actions would be useful in contexts of social vulnerability, where relational support is associated with greater resources for adolescents' prospects.

CONCLUSIONS

This study showed that perceived social support and family communication are significantly related in Peruvian school students, and that both variables are associated with higher future expectations. In the structural model, perceived social support had greater explanatory weight than family communication, indicating that future projections in adolescence do not depend solely on communication at home but also on the perception of support from other close environments. The model explained 24% of the variance in future expectations, supporting the relevance of the immediate environment in the formulation of academic and personal goals during this stage of development.

The results should be interpreted with consideration of the cross-sectional design, the use of self-reports, and the non-probabilistic sampling conducted in a single public educational institution, aspects that limit generalization and preclude establishing temporal directionality between the variables analyzed. Future studies could use longitudinal designs and larger samples, and incorporate additional individual, school, or socioeconomic variables to expand the model's explanatory power.

In substantive terms, future expectations during adolescence are associated with perceptions of support available in the immediate environment, reinforcing the importance of relational resources for anticipating academic and personal goals.

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