

The influence of social support and hope on academic grit among students at Universitas Negeri Makassar

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Abstract: *This study aims to examine the effects of social support and hope on academic grit among university students. The study involved 425 active students at Universitas Negeri Makassar aged 18–23 years, selected using a multistage cluster random sampling technique. Data were collected using the Academic Grit Scale, the Social Support Scale, and the Adult Dispositional Hope Scale, and were analyzed using multiple linear regression. The results indicate that social support and hope significantly influence academic grit, accounting for 44,3% of the variance ($R^2 = 0,443$; $p = 0,000$). These findings suggest that higher levels of social support and hope are associated with greater academic grit among students. This study highlights the importance of strengthening both external and internal factors in fostering academic grit and may serve as a basis for developing psychological intervention programs for university students.*

Keywords: *academic grit; social support; hope; university students.*

Abstrak: Penelitian ini bertujuan untuk menguji pengaruh dukungan sosial dan hope terhadap academic grit pada mahasiswa. Penelitian melibatkan 425 mahasiswa aktif Universitas Negeri Makassar berusia 18-23 tahun yang dipilih menggunakan teknik multistage cluster random sampling. Data dikumpulkan menggunakan skala academic grit, skala dukungan sosial, dan the Adult Dispositional Hope Scale, kemudian dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa dukungan sosial dan hope berpengaruh signifikan terhadap academic grit dengan kontribusi sebesar 44,3% ($R^2 = 0,443$; $p = 0,000$). Temuan ini menunjukkan bahwa semakin tinggi dukungan sosial dan hope, semakin tinggi academic grit mahasiswa. Penelitian ini menegaskan pentingnya penguatan faktor eksternal dan internal dalam meningkatkan academic grit serta dapat menjadi dasar pengembangan program intervensi psikologis bagi mahasiswa.

Kata kunci: *academic grit; dukungan sosial; hope; mahasiswa.*

INTRODUCTION

Academic success is determined not solely by cognitive abilities but also by non-cognitive factors, such as motivation to learn (Molnár & Kocsis, 2023). One of the non-cognitive factors that contributes significantly to success is grit (Takiuddin & Husnu, 2020). The concept of grit was first introduced by Duckworth et al., (2007), who defined it as the capacity to maintain consistency and perseverance in pursuing long-term goals.

Within the educational context, Clark & Malecki (2019) describe academic grit as an individual characteristic encompassing determination, resilience, and focus in pursuing challenging long-term educational goals. Individuals with high levels of grit tend to demonstrate greater persistence in their efforts, remain steadfast when encountering difficulties, and are more likely to achieve academic success (Allen et al., 2021; Chen et al., 2024).

Ideally, university students should possess the perseverance and resilience necessary to cope with various academic challenges. However, evidence suggests that some students still exhibit low levels of academic grit. Preliminary data collected from 36 students at Universitas Negeri Makassar through an open-ended survey conducted on October 25, 2024, indicated a tendency toward low academic grit. The survey findings revealed that 94,6% of students experienced a loss of motivation when completing assignments and confronting academic challenges; 50% reported difficulty maintaining focus due to distractions and procrastination; and 53% expressed a desire to give up when facing academic difficulties. In addition, students reported negative emotional responses, such as stress and anxiety, throughout their academic activities. These findings indicate challenges in the dimensions of determination, resilience, and focus, which constitute academic grit.

Several studies have reported that many university students demonstrate low levels of grit. For instance, Justine et al., (2019) found that 73 students exhibited low grit levels, while Fun et al., (2023) reported that 287 university students in Indonesia demonstrated low grit. Students with low academic grit are more likely to experience difficulties in meeting academic demands and maintaining concentration. Furthermore, they face a greater risk of dropping out of university than students with higher levels of grit (Saleh et al., 2023;

Woodward et al., 2026).

These conditions highlight the importance of identifying factors that may influence students' academic grit. Social support refers to forms of assistance, care, comfort, and appreciation provided to individuals (Sarafino & Smith, 2011). Previous studies have demonstrated that social support is positively associated with academic grit. Social support can protect students from the adverse effects of stress, enabling them to remain focused on achieving their goals (Naat et al., 2024). In addition to social support, hope has also been identified as an important factor influencing academic grit. Hope has also been recognized as a strong predictor of students' academic success (Hormuth et al., 2025).

Snyder et al., (1991) explained that hope consists of two primary components, namely agency and pathways. These components reflect an individual's belief in their capacity to achieve goals and their ability to identify strategies to reach them. Previous studies have also reported a positive relationship between hope and grit (Fuadi & Apriliawati, 2022). This relationship exists because hope not only serves as a temporary source of motivation but also supports sustained effort toward long-term goals (Dermawan et al., 2025).

Based on these considerations, research examining factors that influence academic grit among university students is essential. Academic grit plays a crucial role in helping students maintain perseverance, focus, and resilience when facing various academic challenges. Students with low levels of academic grit are more likely to experience difficulties sustaining motivation to learn, overcoming academic obstacles, and completing their studies on time. Therefore, efforts are needed to understand the factors that can enhance academic grit among university students.

Although previous studies have demonstrated positive relationships between hope and grit (Fuadi & Apriliawati, 2022; Siahaan et al., 2025), as well as between social support and academic grit (Lutviantari & Saptandari, 2024; Naat et al., 2024), research investigating the simultaneous influence of hope and social support on students' academic grit remains relatively limited, particularly within the Indonesian higher education context. This gap highlights the need for a more integrated understanding of how internal and external factors contribute to the development

of academic grit. Therefore, this study is important because it provides a more comprehensive understanding of how hope and social support shape students' academic grit while enriching the educational psychology literature on the interaction between personal and environmental factors in academic resilience.

METHOD

This study employed a quantitative approach to systematically and objectively examine the relationships among variables. The study involved three variables, namely academic grit, social support, and hope. The population consisted of students at Universitas Negeri Makassar, with a sample of 425 respondents selected using a multistage cluster random sampling technique. This technique is a probability sampling method in which groups or clusters, rather than individual participants, are randomly selected (Azwar, 2018). The sampling procedure was conducted in four stages, namely the random selection of faculties, departments, study programs, and cohorts/classes. The randomization process selected four study programs as research sites: Public Administration (Class of 2022), English Language Education (Class of 2021), Mathematics Education (Class of 2023), and Psychology (Class of 2024).

Academic grit was measured using a scale developed by Saleh et al., (2023) based on the theoretical framework proposed by Clark and Malecki, encompassing the dimensions of determination, resilience, and focus. The initial scale consisted of 25 favorable and unfavorable items rated on a five-point response format. A pilot study was conducted with 168 respondents who matched the characteristics of the target population. The results indicated that 10 items were eliminated, leaving 15 items for use in the final study. All retained items demonstrated factor loadings greater than 0,30, indicating satisfactory construct validity. Furthermore, the reliability coefficients were $\alpha = 0,848$ and $\omega = 0,857$, indicating good internal consistency.

Social support was measured using a scale developed by Pribadi (2020) based on Sarafino and Smith's theory. The Social Support Scale includes four dimensions: emotional support, instrumental support, informational support,

and companionship support. The scale initially consisted of 37 favorable and unfavorable items with four response options. Following the pilot testing process, 23 items were retained for use in the study. All retained items demonstrated factor loadings above 0,30, indicating adequate construct validity. In addition, the reliability coefficients were $\alpha = 0,924$ and $\omega = 0,926$, suggesting excellent reliability and internal consistency.

Hope was measured using an Indonesian adaptation developed by Novrianto & Menaldi (2022) based on Snyder et al.'s Adult Dispositional Hope Scale. The Adult Dispositional Hope Scale consists of 12 items measuring agency and pathways, plus filler items. The filler items function as distractors to prevent respondents from recognizing that the instrument specifically measures the construct of hope. Data from these filler items were not included in subsequent analyses (Snyder, 1995). The scale utilized a four-point response format. The pilot testing results indicated that all items achieved factor loadings greater than 0,30, thereby satisfying the criteria for construct validity. No items were eliminated during the testing process. The reliability coefficients obtained were $\alpha = 0,777$ and $\omega = 0,793$, indicating acceptable reliability for research purposes.

Data collection was conducted from May 1 to May 16, 2025, involving 425 students from Universitas Negeri Makassar. Data were gathered through the administration of research scales distributed both online via Google Forms and offline through printed questionnaires administered directly to participants. Subsequently, the data were analyzed using SPSS 27 for Mac. Multiple linear regression analysis was employed after examining several statistical assumptions, including normality, linearity, multicollinearity, and heteroscedasticity.

RESULTS AND DISCUSSION

This study involved 425 respondents, all of whom were students at Universitas Negeri Makassar. Based on the categorization presented in Table 1, the distribution of respondents across the research variables is as follows:

Table 1. Categorization of Respondents Based on Research Variables

Variable	Category	Criteria	Frequency	Percentage
Academic Grit	Low	< 35	7	1,65
	Moderate	35 – 55	145	34,12
	High	> 55	273	64,24
Social Support	Low	< 46	9	2,12
	Moderate	46 - 69	59	13,88
	High	> 69	357	84
Hope	Low	< 16	8	1,88
	Moderate	16 - 24	143	33,65
	High	> 24	274	64,47

Based on Table 1, the majority of respondents demonstrated high levels of academic grit, social support, and hope. Prior to conducting regression analysis, assumption tests were performed, including tests of

normality, linearity, multicollinearity, and heteroscedasticity. The normality test indicated that the data were normally distributed ($p > 0,05$).

Table 2. Normality Test Results

Test	Sig.	Interpretation
Kolmogorov-Smirnov	0,200	Normal

Table 2 shows that the Kolmogorov–Smirnov test yielded a p-value of 0,200, which exceeded the 0,05 threshold. Therefore, the data were normally distributed. Subsequently, linearity was examined using the Test for

Linearity procedure in SPSS 27 for Mac. A relationship was considered linear when the significance value for linearity was less than 0,05.

Table 3. Linearity Test Results

Relationship	Sig.	Interpretation
Social Support – Academic Grit	0,000	Linear
Hope – Academic Grit	0,000	Linear

Table 3 indicates that the significance values for linearity were 0,000, which were below 0,05. Thus, significant linear relationships were identified between the independent variables and academic grit. Next,

a multicollinearity test was conducted using the Collinearity Statistics procedure in SPSS 27 for Mac. Multicollinearity is considered absent when the tolerance value exceeds 0,10, and the Variance Inflation Factor (VIF) is below 10.

Table 4. Multicollinearity Test Results

Variabel	Tolerance	VIF	Interpretation
Social Support and Hope	0,753	1,329	No Multicollinearity

Table 4 shows that the tolerance value was 0,753 and the VIF value was 1,329, indicating that the variables social support and hope were free from multicollinearity. Therefore, the multicollinearity assumption was satisfied. A test for heteroscedasticity was then conducted

using the Coefficients procedure in SPSS 27 for Mac. Data are considered free from heteroscedasticity when the significance value exceeds 0,05.

Table 5. Heteroscedasticity Test Results

Variabel	Sig.	Interpretation
Social Support	0,353	No Heteroscedasticity
Hope	0,272	No Heteroscedasticity

Table 5 indicates that the significance values for social support (0,353) and hope (0,272) were both greater than 0,05. Therefore, no heteroscedasticity was detected, and the assumption of homoscedasticity was satisfied. Since all regression assumptions were satisfied,

hypothesis testing was subsequently conducted using partial and simultaneous multiple linear regression analyses. These analyses aimed to examine the predictive relationships among the study variables and were performed using SPSS 27 for Mac.

Table 6. Results of the Partial Regression Analysis of Social Support on Academic Grit

Variabel	Unstandardized Beta	t	Sig.
Social Support Academic grit	0,217	7,016	0,000

Table 6 presents the results of the partial multiple linear regression analysis. The findings indicate an unstandardized beta coefficient of 0,217, a t-value of 7,016, and a significance

value of 0,000. Since the significance value is below 0,05, social support was found to have a significant effect on academic grit. Therefore, the first hypothesis was accepted.

Table 7. Results of the Partial Regression Analysis of Hope on Academic Grit

Variabel	Unstandardized Beta	t	Sig.
Hope Academic grit	1,028	11,108	0,000

Table 7 shows the results of the partial multiple linear regression analysis. The findings reveal an unstandardized beta coefficient of 1,028, a t-value of 11,180, and a significance value of 0,000. Since the significance value is less than 0,05, hope was found to significantly influence academic grit. Thus, the second hypothesis was accepted. Compared to social support, hope demonstrated a stronger influence

on academic grit. This is reflected in the higher unstandardized beta coefficient for hope ($B = 1,028$) compared to social support ($B = 0,217$). Furthermore, the t-value for hope (11,108) was substantially higher than that of social support (7,016). These findings suggest that hope contributes more strongly to the development of academic grit among university students than social support.

Table 8. Results of the Simultaneous Multiple Linear Regression Analysis of Social Support and Hope on Academic Grit

Variabel	Understandardized Beta	F	R Square	Sig
Social Support	0,217	167,618	0,443	0,000
Hope	1,028			
Academic grit	14,325			

Table 8 presents the results of the simultaneous multiple linear regression analysis. The significance valuen of 0,000 ($<0,05$) indicates that social support and hope simultaneously influence academic grit. The coefficient of determination (R^2) was 0,443, indicating that social support and hope jointly explained 44,3% of the variance in academic grit, while the remaining 55,7% was attributable to other variables not examined in this study.

Accordingly, the third hypothesis was accepted.

The Influence of Social Support on Academic Grit

The results of the first hypothesis test, using multiple linear regression, demonstrated that social support significantly influences academic grit. This finding is consistent with the study conducted by Lee, Kim, dan Shin (2025), which found that social support from

the surrounding environment plays an important role in enhancing both grit and academic achievement.

This relationship can be explained through the theory proposed by Sarafino & Smith (2011), which suggests that social support helps individuals reduce stress and contributes positively to psychological well-being. In academic settings, the support students receive can help them cope with various pressures and obstacles encountered throughout their studies. Social support also enables students to become more productive and resilient when dealing with challenges and difficulties (Lutviantari & Saptandari, 2024).

These conditions enable students to sustain effort and perseverance in achieving academic goals, thereby fostering academic grit. This finding is further supported by Meyrinda & Fakhriya (2023) who reported that stronger social support is associated with higher levels of academic grit.

The Influence of Hope on Academic Grit

The results of the second hypothesis test, using multiple linear regression, revealed that hope has a significant influence on academic grit. According to Snyder (1995), individuals with high levels of hope are able to maintain both agency and pathways when encountering obstacles in pursuing their goals. In other words, they remain motivated to achieve their objectives while identifying alternative strategies to overcome difficulties.

Hope and academic grit represent positive psychological resources that help individuals remain motivated toward their goals and actively seek solutions to challenges they encounter (Peker & Cengiz, 2023). Consistent with this perspective, Duckworth (2016) argued that hope is one of the factors influencing grit because individuals believe that their efforts can improve their future outcomes. Consequently, students with high levels of hope are more likely to persist and less likely to give up when confronted with academic challenges, thereby strengthening their academic grit.

The findings of this study are consistent with those reported by Saputra & Nugraha (2023), who found that academic hope is a significant predictor of academic grit. The consistency of the relationship between hope and grit is further supported by Lee et al., (2022), who reported a positive association between the two. Similarly, Siahaan et al., (2025) found that hope is an important predictor

of grit among university students, indicating that higher levels of hope are associated with higher levels of grit, as reflected in academic achievement.

The Influence of Social Support and Hope on Academic Grit

The results of the third hypothesis test, using multiple linear regression, indicated that social support and hope have a significant, simultaneous effect on academic grit. These findings suggest that academic grit is influenced by both external and internal factors. Social support, as an external factor, helps students cope with academic challenges and provides emotional encouragement that strengthens motivation. Meanwhile, hope, as an internal factor, encourages students to set goals, maintain confidence in their abilities, and develop strategies to achieve them (Asyfa & Metia, 2025).

Thus, social support and hope complement one another in helping students sustain effort and perseverance when facing academic obstacles, thereby fostering academic grit. This finding is also supported by Guthrie & Fruith (2020), who found that social support can enhance students' hope, and together these factors contribute to students' capacity to persist and achieve academic success. Therefore, social support and hope may be viewed as two important factors that jointly contribute to the development of academic grit among university students.

Limitations of the Study

This study has several limitations. First, the participants were exclusively students from Universitas Negeri Makassar, which may limit the generalizability of the findings to other student populations. Second, the study examined only social support and hope as predictors of academic grit, while other potential factors were not investigated. Third, the correlational quantitative design employed in this study does not allow for a more in-depth understanding of the causal relationships among the variables.

CONCLUSION AND SUGGESTIONS

The findings of this study indicate that academic grit among university students is developed through the interaction between internal and external factors, namely hope and social support. Hope functions as a motivational resource that enables individuals to set goals, develop strategies, and sustain effort when

facing academic challenges. Meanwhile, social support provides emotional and psychological reinforcement that helps students persist throughout the academic process. Overall, these findings suggest that academic grit is a dynamic construct that evolves through the interaction between individual psychological resources and supportive social environments.

From a theoretical perspective, this study contributes to the educational psychology literature by reinforcing the notion that academic grit is influenced by a combination of internal and external factors, particularly hope and social support. The findings provide empirical evidence for theoretical frameworks emphasizing the importance of both personal strengths and environmental resources in promoting academic persistence and resilience.

From a practical perspective, these findings may serve as a foundation for developing intervention programs in higher education settings to enhance students' academic grit. Such interventions may focus on strengthening hope through goal-setting and strategic planning, as well as optimizing social support from peers, lecturers, family members, and educational institutions. Future research is recommended to investigate additional variables that may contribute to academic grit and to employ more robust research designs, such as longitudinal or experimental studies, in order to gain a more comprehensive understanding of the dynamics among these variables.

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