



Authoritative Parenting Style and Grit in Medical Students: The Mediating Role of Hope

Tıp Öğrencilerinde Yetkili Ebeveynlik Tarzı ve Cesaret: Umut'un Aracı Rolü

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Abstract

Medical education demands perseverance and resilience, making grit, a psychological trait that involves perseverance and passion for long-term goals, a crucial factor for academic and professional success. This study explores the mediating role of hope in the relationship between authoritative parenting and grit among medical students. Authoritative parenting, characterized by high responsiveness and structured demands, is hypothesized to influence grit through developing hope. This cross-sectional study, involving 160 Indonesian medical students who had completed at least one semester, has yielded significant findings. The data, collected via online questionnaires, including demographics and three instruments measuring grit, authoritative parenting, and hope, have been rigorously analyzed. The reliability and validity of the instruments were confirmed, with Cronbach's alpha coefficients ranging from 0.769 to 0.926. The statistical analyses, including mediation analysis, have revealed significant positive correlations between authoritative parenting style and grit and between authoritative parenting and hope. Moreover, hope significantly mediated the relationship between authoritative parenting and grit. Complete mediation was observed, indicating that authoritative parenting impacts grit primarily through hope. These findings not only confirm the importance of authoritative parenting in fostering grit but also highlight the critical role of hope as a mediator. This study underscores the importance of parental support in fostering grit among medical students and paves the way for future research to explore longitudinal designs and extend these findings to diverse educational settings, inspiring further investigation in the field.

Keywords: Authoritative Parenting Style, Grit, Hope, Medical Student.

Öz

Tıp eğitimi, azim (grit) ve dayanıklılık gerektirdiğinden, uzun vadeli hedefler için azim ve tutkuyu içeren psikolojik bir özellik olan cesaret, akademik ve mesleki başarı için oldukça önemli bir faktördür. Bu çalışma, tıp öğrencileri arasında yetkili ebeveynlik ve cesaret arasındaki ilişkide umudun aracı rolünü araştırmaktadır. Yüksek duyarlılık ve yapılandırılmış taleplerle karakterize olan yetkili ebeveynliğin, umut geliştirme yoluyla cesareti etkilediği varsayılmaktadır. En az bir yarıyılı tamamlamış 160 Endonezyalı tıp öğrencisini kapsayan bu kesitsel çalışmada, demografik bilgiler ile cesaret, yetkili ebeveynlik tarzı ve umudu ölçen üç aracı kapsayan çevrimiçi anketler yoluyla toplanan veriler titizlikle analiz edilmiştir. Araçların güvenilirliği ve geçerliliği, 0,769 ile 0,926 arasında değişen Cronbach alfa katsayıları ile teyit edilmiştir. İstatistiksel analizler, aracı değişken analizi de dahil olmak üzere, yetkili ebeveynlik tarzı ile azim arasında ve yetkili ebeveynlik tarzı ile umut arasında anlamlı pozitif ilişki olduğunu ortaya çıkarmıştır. Bunun yanı sıra, umudun, yetkili ebeveynlik ile azim arasındaki ilişkide anlamlı bir aracılık rolü üstlendiği görülmüştür. Tam aracılık gözlemlenmiş ve bu durum, yetkili ebeveynliğin azim üzerindeki etkisinin esasen umut aracılığıyla gerçekleştiğini göstermiştir. Bu bulgular, sadece yetkili ebeveynlik tarzının azmi desteklemedeki önemini doğrulamakla kalmayıp, aynı zamanda umudun aracı olarak oynadığı kritik rolü de vurgulamaktadır. Bu çalışma, tıp fakültesi öğrencilerinde azmi desteklemede ebeveyn desteğinin önemini ortaya koymakta ve bu bulguların farklı eğitim ortamlarına genişletilmesi ile boylamsal tasarımların incelenmesini hedefleyen gelecekteki araştırmalara zemin hazırlamaktadır.

Anahtar Kelimeler: Yetkili Ebeveynlik Tarzı, Azim, Umut, Tıp Öğrencisi.



Introduction

Earning a medical degree is an aspirational goal for medical students who aim to become practicing doctors. The journey includes completing an undergraduate medical program over 11 to 12 semesters, followed by four additional semesters of professional training. These stages have distinct challenges: The undergraduate phase emphasizes foundational medical knowledge, whereas the professional stage involves applying that knowledge in clinical settings (Bianca et al., 2021).

The educational system in medical faculties, particularly in Indonesia, differs significantly from other faculties, encompassing aspects like study duration, practical skills training, examinations, and tutorials. This system operates in blocks, each semester comprising three blocks lasting approximately six weeks. Each block concludes with evaluations and academic assignments; students who do not meet the requirements must repeat the block (Mustikawati & Putri, 2018). In addition to regular lectures and assignments, students participate in practicals, exams, internships at community health centers, and remedial sessions during semester breaks. These rigorous academic demands underscore the need for medical students to possess grit—a psychological trait that involves perseverance and passion for long-term goals (Justine & Theresia, 2019).

According to Duckworth et al. (2007), grit is characterized by sustained effort and passion toward long-term objectives. Individuals with high grit can overcome challenges, persistently striving toward their goals without losing motivation, even after failures (Duckworth, 2022)—Higher levels of grit are strongly associated with significant success. Given the substantial responsibilities faced by medical students, grit is essential for achieving long-term academic and professional success.

Students with higher grit are better equipped to handle academic challenges, remain focused on their studies, and overcome challenges (Ardis & Aliza, 2021; Wahidah & Herdian, 2021). They are also more likely to succeed in their careers than those with lower grit levels (Sudarji & Priskila, 2019). Preliminary interviews with five active medical students at Universitas Muhammadiyah Purwokerto revealed their strong aspirations to graduate as medical doctors, motivated by the desire to make their parents proud. Their parents support them through positive parenting, offering encouragement without excessive demands and meeting their needs. When facing difficulties, such as a lack of motivation to complete assignments, students reflect on their ultimate goal of becoming doctors, motivating them to persist through challenges.

Grit is a non-cognitive factor crucial to academic success, career achievement, and overcoming life challenges. It involves perseverance and long-term goal setting (Duckworth, 2022). Individuals with clear goals are driven to work hard to achieve them, including in educational settings (Locke & Latham, 2006). Research by Christopoulou et al. (2018) shows a positive correlation between grit and academic success, enhancing students' persistence in learning.

Grit fosters resilience, enabling students to maintain their efforts and interests over the years despite encountering setbacks and difficulties (Septania & Khairani, 2019). Internal factors influencing grit include interest, practice, goals, and hope (Duckworth, 2022). Hope is fundamental to setting and achieving future goals (Gustia & Aviani, 2019). It motivates one to continue striving toward one's objectives without relying on luck. Lee et al. (2022) claim that individuals with high levels of hope also exhibit high levels of grit. Such individuals are more likely to set and pursue future goals, overcoming challenges (Hayes et al., 2017). High hope correlates with academic success, as it helps individuals devise strategies to endure physical or mental hardships (Snyder, 2002). Therefore, hope influences grit among students, motivating them to pursue their goals persistently.

Snyder et al. (1991) define hope as a psychological state reflecting a person's motivation toward achieving

a goal. It combines a sense of agency—the perceived ability to initiate and sustain action—and pathways thinking, which involves planning ways to reach the goal. High-hope individuals are optimistic about achieving their goals and focus on success. According to Snyder et al. (1991), hope comprises two components: pathways and agency. Pathways are the ability to generate multiple routes to achieve goals, anticipate difficulties, and create alternative plans. Agency refers to the motivational aspect that propels individuals to pursue their goals despite challenges. Low-hope individuals tend to view failures negatively, struggling to see them as learning opportunities, and often exhibit reduced resilience under pressure, while high-hope individuals remain motivated and proactive. Hope is a source of motivation, encouraging individuals to strive toward their goals. It is not a passive emotion but an active process of goal pursuit (Rahmawati, 2016). Hope enables individuals to focus on positive outcomes, motivating them to act towards achieving their aspirations.

Understanding hope helps individuals develop resilience, contributing positively to their social environment and reducing feelings of frustration and despair (Worgan, 2013). Hope is crucial in fostering mental well-being and encouraging active, positive engagement in life (Husnar et al., 2017). Factors influencing grit include parenting styles, play environments, and cultural factors (Duckworth, 2022). The authoritative parenting style—a balanced approach characterized by high responsiveness and demands—is particularly influential. Syauqi and Agung (2021) found a positive relationship between authoritative parenting and grit among students. It suggests that the more parents engage in authoritative parenting, the higher the students' grit. Authoritative parents support students, fostering motivation to persist through challenges and pursue their goals. Baumrind (1971) describes authoritative parenting as a style that logically directs children's activities while respecting their autonomy. Parents provide guidance and reasoning, maintaining a balance between control and freedom. They set high standards for behavior and encourage their children to strive for future goals, supporting their development.

This parenting style is optimal for fostering children's growth, as it combines warmth and structure. Authoritative parents support their children's exploration and decision-making, which promotes healthy development (Luh et al., 2021). They offer a nurturing environment, respecting their children's viewpoints and collaborating with them in decision-making. Authoritative parenting fosters confidence in children, helping them develop self-regulation, cooperation, curiosity, and a clear sense of purpose (Kushrawati & Khosiah, 2021; Kwan & Leung, 2017). This style allows children the freedom to explore while providing necessary guidance and control (Kwan & Leung, 2017)

Given these influences, this study investigates the association between authoritative parenting and hope on grit among medical students. The research questions are as follows:

- (1) Is authoritative parenting associated with grit among medical students?
- (2) Does authoritative parenting associate with hope among medical students?
- (3) Is hope associated with grit among medical students?
- (4) Does hope mediate the relationship between authoritative parenting and grit among medical students?

This research theoretically enriches authoritative parenting, hope, and grit literature. It is intended to serve as a foundation or provide valuable information for future studies, particularly concerning the dynamics of authoritative parenting, hope, and grit among students, specifically those in the medical studies program. Additionally, this research is expected to contribute to the knowledge and understanding of readers.

The findings of this study are anticipated to clarify the role of authoritative parenting and hope in influencing grit among medical students. This research aims to provide insight for students, particularly those in the Medical Studies Program, to enhance their understanding of authoritative parenting, hope, and grit. Should significant results emerge regarding the relationship between hope and grit, students will begin to cultivate grit and foster hope within themselves, ultimately assisting in achieving their goals. Furthermore, this research aims to offer parents information and insights regarding parenting styles' association with their children's goal attainment. If significant findings are observed concerning the effect of authoritative parenting on grit, this will enhance parents' understanding of appropriate parenting styles to support their children's achievement of their goals.

Method

Participants

This study employed a quantitative approach using a cross-sectional design with medical students who had completed at least one semester of coursework. First-semester students were excluded due to preliminary studies indicating that they were still in the adaptation phase of the learning process, and their academic load was relatively light. From February to April 2023, 160 students (36 male, 84 female) from medical faculties across various public and private universities in Indonesia participated in the study. Sampling was conducted using accidental sampling, which involves selecting participants based on chance or those who meet the criteria encountered by the researcher (Sugiyono, 2021; Gravetter & Forzano, 2018). Participants were asked to provide informed consent and demographic information. They are volunteers and have filled out a consent form before fulfilling the demographic information and scales.

Data Collection

Data were collected via an online questionnaire distributed through personal contact with medical students, social media platforms including WhatsApp, Twitter, Instagram, and paid promotions. They were then required to complete three Likert-scale questionnaires with five response options (from strongly agree to disagree), selecting the option that best represented their current condition. All demographic data and scales were processed and analyzed using Jamovi tools.

Research Instruments

The study utilized three types of measurement tools or scales: the Grit Scale by Duckworth et al. (2007), the Authoritative Parenting Index (API) by Jackson et al. (1998), and the Hope Scale by Snyder et al. (1991). Reliability testing revealed Cronbach's alpha coefficients for each scale: 0.769, 0.926, and 0.816 for grit, authoritative parenting, and hope, respectively, indicating good reliability (Ghozali, 2018). Validity was assessed through content validity using expert judgment and item analysis with Corrected Item-Total Correlation, with a discrimination index threshold of 0.20 (Azwar, 2021).

Grit Scale for Children and Adults

The scale for measuring grit among students is the Grit Scale for Children and Adults (GSCA), adapted from Sturman and Zappala-Piemme (2017). This 12-item scale has been tested with students from grades 3-12 and university students with collectivist cultural backgrounds. Sample items include: "I do not always work as hard as I can," "I always finish what I start," "I am not always motivated to do my best," and "I always stick to the task I am working on until it is complete." After modification, Sturman and Zappala-Piemme (2017) focused solely on the perseverance of effort dimension, with a Cronbach's

alpha coefficient of 0.84. The validity test on the current sample showed Corrected Item-Total Correlation values ranging from 0.235 to 0.559, indicating that no items were removed.

Authoritative Parenting Index

The authoritative parenting scale used is The Authoritative Parenting Index (API), modified from Jackson et al. (1998). This tool is an adaptation of Baumrind's (1991) scale, tested initially on students. Modifications included adding items related to fathers, as Jackson et al. (1998) used only mother-related items. Adding father-related items resulted in a 32-item scale (16 for fathers and 16 for mothers) with Cronbach's alpha coefficients of 0.85 for responsiveness and 0.71 for demandingness. The Corrected Item-Total Correlation values ranged from -0.531 to 0.827. Seven items with discrimination indices below 0.21 were removed, resulting in 25 items. Sample items for responsiveness include: "She is always telling me what to do," "She makes rules without asking what I think," and "She makes me feel better when I am upset." For demandingness: "She makes sure I go to bed on time," "She asks me what I do with friends," and "She knows where I am after school."

Hope Scale

The scale for measuring hope among students is the Hope Scale adapted from Snyder et al. (1991), previously tested on students at the University of Kansas, USA. This scale comprises 12 items which each component has four items: the pathway and agency as well as additional filler items. Sample items for pathway include: "There are lots of ways around any problem." For agency: "My past experiences have prepared me well for my future." Filler item example: "I usually find myself worrying about something." The Corrected Item-Total Correlation values ranged from 0.352 to 0.814, with no items removed.

Procedure

Firstly, the researcher set up and modified the instruments, translated them, and customized them for Indonesian culture. In particular, the Hope Scale was expanded with 16 items related to the 'father' context. All instruments underwent a content validity assessment by expert judgement, a crucial step that ensured the credibility of the research. Some items were revised to enhance grammatical correctness and simplify the content for students. The researcher then obtained a research permit and underwent ethical testing at the institution. Afterwards, a pilot study was conducted with 40 to test the research instrument. As a result, the researcher obtained 12 items for GSCA, 25 for API, and 8 for Hope Scale. All the instruments were then distributed among medical students as participants via personal contact and social media platforms. Subsequently, the analysis data were conducted according to data collection.

Data Analysis

Before hypothesis testing, the normality of the data were assessed using Monte Carlo simulation. Multicollinearity was tested to examine if there were correlations among the independent variables in the regression model. If tolerance values are > 0.10 and the variance inflation factor (VIF) is < 10.00 , multicollinearity is absent. Subsequently, correlation analysis using Pearson Correlation was conducted to determine the relationships between variables. Simple and multiple linear regression analyses were conducted to address the three initial hypotheses.

Mediation analysis was performed using the Medmod module in Jamovi with 1000 bootstrap samples to test the fourth hypothesis. Path c represents the direct effect of the predictor variable on the outcome variable, while paths a and b together represent the indirect or mediated effect. A complete mediation is indicated when there is an indirect effect but no direct effect.

Results

Demographic Data

Most participants were female (72.5%) and from private universities (63.1%). The age range of participants was between 18 and 25, with the majority being 21 (29.4%). Most participants enrolled in their programs in 2019 (36.3%). The demographic data were analyzed in Table 1 (n = 160).

Table 1. Demography data

Criteria	N	%
Gender		
a. Man	44	27.5%
b. Woman	116	72.5%
Origin of the University		
a. Private University	101	63.1%
b. Public University	59	36.9%
Age		
a. 18 Years Old	6	3.8%
b. 19 Years Old	24	15%
c. 20 Years Old	43	26.9%
d. 21 Years Old	47	29.4%
e. 22 Years Old	31	19.4%
f. 23 Years Old	6	3.8%
g. 24 Years Old	2	1.3%
h. 25 Years Old	1	0.6%
Year of enrollment		
a. 2019	58	36.3%
b. 2020	55	34.4%
c. 2021	47	29.4%
Total	160	100%

Correlation Analysis

Prior to hypothesis testing, the normality test was found to be normally distributed ($p > 0.05$), with an asymptotic significance value of $p = 0.200$ and a Monte Carlo significance value of $p = 0.631$. Authoritative parenting and hope variables had identical tolerance and VIF values, with tolerance at 0.776 and VIF at 1.289, indicating no multicollinearity issues, as tolerance > 0.10 and VIF < 10.00 .

Table 2. Descriptive statistics and Pearson's correlation coefficients

Variables	Mean	SD.	Min.	Max.	1	2	3	4
1. Grit	44.9	7.05	23	59	—	0.340***	0.625***	0.004
2. Authoritative parenting	94.4	16.3	54	143	—	—	0.438***	-0.046
3. Hope	31.1	4.96	18	40	—	—	—	-0.026
4. Age	20.6	1.28	18	25	—	—	—	—

Note. *** $p < .001$

The correlation analysis revealed a statistically significant association ($p < 0.05$). Table 2 displays significant positive associations between authoritative parenting and grit ($r = 0.382$), hope and grit ($r = 0.634$), as well as hope and authoritative parenting ($r = 0.474$). These results suggest that higher levels of authoritative parenting are associated with higher grit, higher hope is related to higher grit, and higher

levels of authoritative parenting are linked to higher hope among medical students. In separate analyses, both father and mother items on the authoritative parenting scale were also significantly positively correlated ($r = 0.422$; $p < 0.05$). Concerning external validity, this indicates that both father and mother items measure authoritative parenting equally. Furthermore, multiple linear regression analyses are shown in Table 3.

Table 3. Multiple linear regression analyses

Variables	R	R2	Estimate	SE	t	p
Authoritative parenting and grit	0,340***	0,116	0,147	0,0323	4,55	<0,001
Authoritative parenting and hope	0.438***	0,192	0,133	0,0217	6,12	<0,001
Hope and grit	0,625***	0,391	0,889	0,0882	10,07	<0.001

Note. *** $p < .001$

Mediation Analysis

The results revealed a mediation model with authoritative parenting as the predictor, hope as the mediator, and grit as the outcome variable. In this study, complete mediation was observed as there was a significant indirect effect ($p < 0.05$) with no direct effect ($p < 0.226$), see Table 4.

Table 4. Mediation analysis test result

Effect	Label	Estimate	SE	Z	p	% Mediation
Indirect	$a \times b$	0.1114	0.0236	4.72	<.001	75.9
Direct	c	0.0353	0.0292	1.21	0.226	24.1
Total	$c + a \times b$	0.1467	0.0311	4.72	<.001	100.0

Note: a = Authoritative parenting --> Hope; b = Hope --> Grit; c = Authoritative parenting--> Grit

The independent samples t-test results showed that only the authoritative parenting style showed significant differences based on the type of university (private vs. public), with $t = 2.827$, $p < 0.05$. Furthermore, students from private universities demonstrated a higher mean score for authoritative parenting than public universities (M private = 97.2; M public = 89.7). This finding is fascinating and warrants further investigation into how parenting styles differ among private medical school students and their influence on their academic performance.

Discussion

This study aimed to examine the mediating role of hope in the relationship between authoritative parenting and grit among 160 medical students in Indonesia. Empirically, this research confirms previous findings regarding the relationship between authoritative parenting and grit and presents new evidence regarding the mediating role of hope in this relationship.

Authoritative Parenting and Grit

The study found that authoritative parenting significantly correlates with grit among medical students. This finding supports previous research indicating that authoritative parenting contributes significantly to grit (Fernández-Martín et al., 2023; Howard et al., 2019; T. Fabella, 2022). Moreover, positive developmental outcomes linked to parental warmth and autonomy support include academic competence, autonomy, social skills, prosocial behaviour, empathy, and positive peer relationships. This implies that parents who practice authoritative parenting have a favorable association with students' grit levels. Prior research has also indicated that parental autonomy support plays a significant role in shaping an individual's level of grit. It is emphasized that a positive and self-governing family environment is essential for individuals' personal growth and development (Du et al., 2023; Mushtaq et al., 2019). When students set goals in their lives, effective parenting plays a crucial role in helping them achieve their goals.

Studies also reported that authoritative parenting has a higher impact on children's grit and academic outcomes than other parenting styles (Fabella, 2022; Mushtaq et al., 2019). Parents who provide appropriate parenting can help students develop their inherent grit, as grit can flourish when children view their parents as ideal role models. Authoritative parents set rules collaboratively with their children, impose specific demands to keep them on track, and provide opportunities for discussion, thus fostering warmth and affection, which contributes to the development of grit in children (Edwina & Nugroho, 2018). Additionally, authoritative parents are easily approachable when faced with a problem, facilitating their children to delve into various alternatives to a challenge. Therefore, authoritative parenting positively impacts the development of grit in students as they pursue their goals.

Hope's Mediating Role in the Relationship Between Authoritative Parenting and Grit

The study determined that the authoritative parenting style affects grit indirectly through hope. Partial regression analysis revealed that the authoritative parenting style does not directly affect grit, indicating complete mediation by hope between authoritative parenting and grit. A. F. Hayes (2018) suggests that complete mediation occurs when the mediator variable influences the relationship between the independent variable (authoritative parenting) and the dependent variable (grit). This finding enriches the existing literature on the role of hope as a mediator (Permatasari, 2017; Rohadhatul Aisy & Pramono, 2023; Yang et al., 2016) and source of grit (Christopoulou et al., 2018; Gustia, 2019; Rioux, 2022). However, prior studies have not examined the same variable structure with the same subject group as this study, making this an original contribution.

This study found that authoritative parenting positively correlates with student hope ($r=0.340$, $p<0.001$). It is similar to the previous research that highlighted authoritative parenting plays a significant role in improving adolescents' hope (Jain et al., 2022; Shahimi et al., 2013; Rohadhatul Aisy & Pramono, 2023). Authoritative parenting styles consisting of supervision and a compassionate demeanor are associated with favorable outcomes and mental well-being, elevated levels of adaptation, psychosocial development, psychosocial ability, reduced substance abuse, enhanced performance in school, increased hope and self-esteem, and decreased scores in psychoticism. Family environment plays a crucial role in shaping children's cognitive processes, such as internalizing and externalizing thinking, as well as genetic and pathways thinking. It has been observed that children from authoritative families exhibit higher feelings of worth and hope than children from other parenting styles (Shahimi et al., 2013).

In addition, correlation analysis indicated that hope is positively associated with grit. Prior studies found that individuals with high levels of hope tend to exhibit higher levels of grit (Lee et al., 2022). It means that when students possess hope, their grit will likely increase. The hope within students will drive persistent efforts to achieve set goals despite facing obstacles. A study from Rioux (2022) also noted that hope contributes to developing grit in individuals. When students face decisions regarding maintaining

their goals, hope helps prioritize these goals, thus enhancing their grit. It implies that hope impacts the grit of medical students. Interventions that emphasise a personal goal and the visualisation of hope have been shown to increase hope in college students (Feldman & Dreher, 2012).

Ecological systems theory posits that individuals are influenced by their surroundings when engaging with them (Anne & McCall, 2008). It indicates that positive parent-child interactions enable children to explore their interests and develop their abilities freely. It fosters a favorable family environment that strengthens the emotional bond between parents and children, effectively fulfilling the individual's needs for autonomy, competence, hope, and relatedness. For instance, fulfilling fundamental psychological needs is crucial in sustaining individuals' motivation to learn and exerting persistent attempts to attain their learning objectives. Ultimately, this leads to the enhancement of their perseverance and determination (Du et al., 2023). To conclude, how parents encourage their children's autonomy -the most indicating authoritative parenting, affects the individual's persistence and enthusiasm for long-term goals, known as grit. It is because fulfilling the individual's fundamental psychological needs affects the individual's determination and determination. There were several limitations of this study. Firstly, it only includes a subset of medical students from public and private universities in Indonesia. Subsequent investigations may augment the participant pool to enhance the findings' generalizability. The use of a cross-sectional technique imposes limitations on the findings and necessitates the need for future longitudinal studies.

Conclusions and Recommendations

The conclusion of this study indicates that authoritative parenting positively affects the development of grit among medical students as they pursue their goals. In addition, hope positively contributes as a moderating variable between authoritative parenting and grit. When students receive appropriate authoritative parenting from their parents, coupled with the presence of hope, their grit is likely to develop, helping them persist in achieving their established goals. Therefore, students should receive authoritative parenting and foster hope to build grit, particularly in academic goals. Researchers and practitioners could design integration programs combining authoritative parenting to enhance students' grit, such as psychoeducation or training for improving awareness of parenting style among parents to be more authoritative held by universities. Moreover, students can maintain and continuously improve their grit in order to help them achieve their goals. Additionally, students can boost their hope because higher hope levels can boost students' grit, such as sharpening their personal goals, making visualization of hope and goals, and mapping hope based on their goals. By fostering a sense of hope, students can clarify their aspirations and create actionable plans that align with their objectives, ultimately reinforcing their perseverance. This proactive approach not only enhances their grit but also empowers them to navigate challenges more effectively.

Declarations

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