

The Role of GRIT on Subjective Well-Being in Adolescents

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ABSTRACT

The prevalence of mental health issues among adolescents has become a significant concern, with subjective well-being playing a crucial role in their overall happiness. Understanding the factors that contribute to subjective well-being is essential, particularly in educational settings. This study aims to examine the impact of GRIT on the subjective well-being of adolescents, hypothesizing that higher levels of GRIT will be associated with improved subjective well-being. 300 adolescents participated in this study, with data collected through online questionnaires administered from October 20 to November 10, 2024. The analysis was conducted using linear regression to explore the relationship between GRIT and subjective well-being. The analysis revealed a significant positive correlation between GRIT and subjective well-being, with a coefficient of determination (R^2) of 0.223. This indicates that GRIT accounts for 22.3% of the variance in subjective well-being, with a significant p-value of 0.040. The findings suggest that higher levels of GRIT positively influence the subjective well-being of adolescents. This underscores the importance of fostering GRIT in educational contexts to enhance students' overall happiness and life satisfaction.

Keywords: GRIT, subjective well-being, adolescents

Introduction

In essence, all individuals want happiness in their lives. Happiness is one of them in the environmental setting in educational institutions (O'Brien & Murray, 2019; Ounprasertsuk et al., 2022; Romano, 2017). The happiness of students is used as an indicator to assess student comfort while at school, with the hope that this can improve learning achievement. Happiness has long been the focus of research to measure a person's condition, because a person's satisfaction with themselves can produce happiness naturally (Nugraha, 2020).

Subjective well-being has a meaning that is almost similar to the term happiness that we often hear every day, the difference is in the word "subjective" which refers to one individual (Goodman et al., 2018; Olapegba, 2020; Proctor, 2024). This means a person's view of their own life, not an assessment of others to one individual, or it can be concluded by looking at measurements based on physical health, income, work, or other objective factors. In addition, according to Lopez et al. (2018) stated that subjective evaluation of a person's status in the world is subjective well-being.

Diener et al. (2017) also explained that subjective well-being is when someone evaluates themselves in terms of cognitive and affective aspects. Subjective well-being is experienced by all groups including adolescents. Adolescence is a complicated phase of life. Starting from biological, emotional, cognitive, social, and psychological changes. Subjective well-being can be measured by a person's level of life satisfaction. Subjective well-being can also increase if an individual succeeds in completing previously planned things. Individuals with high levels of subjective well-being will positively assess everything in their lives. While individuals who often assess many things in their lives as something that is not positive and consider that it hinders their goals are individuals who are "unhappy".

Subjective well-being comprises two primary dimensions: 1) positive and negative affect; and 2) life satisfaction. The first dimension is positive affect and positive affect. Positive affect includes experiences such as happiness, pleasant events, and engagement, while negative affect encompasses unpleasant feelings like anxiety, anger, and sadness. A person is said to have high subjective well-being when they feel happy, have a sense of purpose in life, often feel happy, and rarely experience negative feelings such as anger, anxiety and sadness. Compared to someone who is said to have low subjective well-being, feels dissatisfied with their life, and then experiences little feelings of happiness and more often experiences unpleasant feelings such as anger and fear. Researchers who said that individuals with high levels of subjective well-being report that they often feel satisfied with life and feel happy, and rarely feel negative emotions such as anxiety and anger reinforce this.

Based on this, it is important to make efforts to maintain subjective well-being by always trying to keep negative feelings always low, positive feelings always high and satisfaction with life in general high. Students' subjective well-being is influenced by two primary factors: internal and external. Internal factors originate within the individual, including mindset (Zeng et al., 2016) and perseverance or grit. External factors, on the other hand, stem from external sources, such as social support Wijayanti (2018) and the quality of the individual's relationship with their parents (Lampropoulou, 2018). According to research conducted by researchers, internal factors (mindset and grit) are the

factors that play the most roles in the formation of a person's subjective well-being. Research by Jim and Kim (2017) revealed that grit quite exerts influence on an individual's subjective well-being. This conclusion is further supported by Akbag (2017), who highlighted grit as a key factor in the development of subjective well-being. Building on these findings, the author emphasizes the essential role of grit in shaping an individual's subjective well-being.

Mamlu'atuzzakiyah (2021) stated that in setting a goal, perseverance and persistence are needed in achieving it, which encourages individuals to fight and maintain commitment to the goal. The researchers stated that grit is a person's persistence and enthusiasm in achieving an interesting goal even though it takes a long time to achieve it. Individuals who have grit are individuals who never give up when struggling through challenges, have a strong determination in achieving their interests even though they have to experience failure or there is no progress in the journey to achieve a goal. Persistence leads students to continue to fight in achieving success, grit can be one of the reasons for students to stick to their goals (Maghfiroh & Akbar, 2021). Grit can be a driver or motivation for someone to achieve their goals. Based on this, the researcher conducted a study on the role of GRIT on subjective well-being in adolescents.

This study aims to analyze the role of GRIT in influencing adolescents' subjective well-being. By exploring this relationship, this study seeks to identify mechanisms through which GRIT may contribute to increased happiness and life satisfaction among young individuals in an educational context.

The findings from this study have several important implications. First, the results can be used to design intervention programs aimed at developing GRIT in adolescents, which is expected to improve their subjective well-being. Second, the results of this study can provide insights for educators and policy makers in creating a supportive learning environment, encouraging students' perseverance and commitment. In addition, this study can enrich the literature related to psychological well-being by providing an empirical basis for further research on factors that influence subjective well-being among adolescents.

Research Method

This study utilized online questionnaires to collect data from teenagers, conducted over the period of October 20 to November 10, 2024. The sampling strategy implemented was a non-probability method, chosen due to specific age and status restrictions. To align with the research objectives, purposive sampling was employed to ensure that participants possessed the required characteristics. The data analysis was performed using a linear regression approach, providing a robust framework for examining the relationships among variables.

Table 1 Demographic data of research participants

Demographics		Frequency	Percentage
Gender	Man	133	44.3
	Woman	167	55.7
	Total	300	100

Result and Discussion

Measurement of the GRIT

This study examines the grit variable, measured using the Grit Scale, originally developed by Duckworth et al. (2007) and adapted by Erawan (2024). The scale includes 12 statements to assess an individual's grit. Reliability testing of the scale produced a Cronbach's alpha coefficient of 0.824 for all dimensions, indicating strong internal consistency. Additionally, all 12 statements showed corrected item-total correlation values exceeding 0.2, confirming that no items required removal from the scale.

Measurement of Subjective Well-Being Variables

The researchers describe subjective well-being as a comprehensive evaluation of life, encompassing both positive and negative experiences, such as satisfaction with life and work, engagement, and emotional responses to happy or sad events. This concept is broken down into three key dimensions: positive affect, negative affect, and overall life satisfaction. The tool used to measure subjective well-being includes 49 items, assessed using a Likert scale with four options: "1 = TP (Never), 2 = TS (Rarely), 3 = (Often), and 4 = SS (Always)."

The reliability test assessed the Cronbach's alpha coefficients for each dimension of the subjective well-being measurement tool. The positive affect dimension maintained a value of 0.843, the negative affect dimension remained at 0.828, and the global life satisfaction dimension consistently scored 0.883. All 49 statements had corrected item-total correlation values above 0.2, confirming that no items needed to be removed. Thus, all items were deemed valid and reliable. Detailed results are provided in Table 2.

Table 2 Subjective Well Being Measurement

Dimension	Item Type	Before grain elimination	After grain elimination	α Cronbach
Positive	Positive Points	22	22	0.843
Affect	Negative Items	0	0	
Negative	Positive Points			0.828
Affect	Negative Items	22	22	
Global Life	Positive Points	5	5	0.883
Satisfaction	Negative Items	0	0	
Total		49	49	

Test of The Role GRIT with Subjective Well Being

The collected data were analyzed to assess the relationship between the GRIT variable and subjective well-being. Linear regression analysis with normal data yielded a coefficient of determination (R^2) of 0.223, indicating that GRIT accounts for 22.3% of the variance in subjective well-being, with the remaining influence attributed to other factors.

Additionally, the regression analysis shows an F value of 7.164 and a p-value of 0.000, which is less than 0.05, indicating a significant effect of GRIT on subjective well-being. The analysis also identifies the variables that have the most influence on subjective well-being. The partial impact of each variable is reflected in the standardized coefficients (Beta) value. The full results are presented in Table 3.

Table 3 Regression Result

Independent Variable	R^2	F	p	β	p
GRIT	0.223	7.164	0.000	0.198	0.040

DV: subjective well being

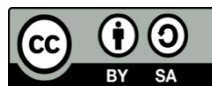
Conclusion

Based on data analysis involving 300 participants, it was found that GRIT has a significant impact on subjective well-being. Regression analysis results showed that GRIT explained 22.3% of the variance in subjective well-being, with a p-value of 0.040, indicating that higher levels of GRIT were positively correlated with increased subjective well-being in adolescents. These findings suggest that the development of GRIT among adolescents can be an effective intervention to increase their happiness and life satisfaction. Therefore, it is important for educators and policy makers to create a learning environment that supports the development of GRIT, in order to improve students' psychological well-being.

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