

The Effect of Grit on Subjective Well-being Among Working College Students

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Keywords

grit, subjective well-being,
working college students.

Abstract

The increasing number of university students who study while working indicates that they face not only academic demands but also responsibilities in the workplace. This dual role has the potential to affect their subjective well-being, particularly as they strive to balance multiple demands. One psychological resource that may help maintain subjective well-being is grit, a personal characteristic defined by perseverance and consistency of interests in pursuing long-term goals. This study aimed to examine the effect of grit on subjective well-being among working university students. A quantitative approach employing simple linear regression analysis was used, involving 388 actively enrolled university students in Indonesia who were simultaneously studying and working. Data were collected using the Short Grit Scale (Grit-S) to measure grit, the Satisfaction with Life Scale (SWLS) to assess the cognitive dimension of subjective well-being, and the Scale of Positive and Negative Experience (SPANE) to measure its affective dimension. The findings revealed that grit had a significant effect on both the cognitive and affective dimensions of subjective well-being ($p < .05$). Grit accounted for 7.1% of the variance in the cognitive dimension and 14.3% of the variance in the affective dimension of subjective well-being. These findings suggest that higher levels of grit among working university students are associated with more positive evaluations of life and more favorable emotional experiences.

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INTRODUCTION

University students are individuals who are enrolled in higher education institutions (Wicaksono et al., 2023). In Indonesia, undergraduate students are required to complete a minimum of 144 credit units and a bachelor's thesis to fulfill graduation requirements, as stipulated in the Regulation of the Permendikbud Nomor 3 Tahun 2020. Consequently, undergraduate students are expected to cope with substantial academic demands throughout their studies (Arjanggi & Kusumaningsih, 2016). However, students do not experience higher education under the same circumstances. While some are able to focus solely on their academic responsibilities, others are required to assume dual roles by simultaneously pursuing higher education and engaging in paid employment (Ayuningtyas & Kristinawati, 2025). Differences in socioeconomic background, financial circumstances, and personal responsibilities contribute to the diversity of students' educational experiences (Andreas et al., 2025).

The phenomenon of working university students is evident worldwide. In the United Kingdom, approximately 87% of university students engage in paid employment while pursuing their studies (Ulpa et al., 2020). In Indonesia, the Central Statistics Agency reported that the labor force participation rate among individuals aged 20–24 years reached 70.94% in 2023 (Badan Pusat Statistik, 2023). Students choose to work for various reasons, including increasing living expenses (Ayuningtyas & Kristinawati, 2025), the desire to achieve financial independence, and the opportunity to gain practical work experience. Part-time employment is the most common form of work because it offers greater flexibility, allowing students to balance academic and occupational responsibilities more effectively (Mardelina & Muhson, 2017). Nevertheless, Indonesian labor regulations do not distinguish between part-time and full-time workers in terms of employment status. Consequently, regardless of working hours, employed students are required to fulfill the demands associated with both academic and occupational roles. Managing these dual responsibilities may become challenging when academic and work-related demands exceed students' personal resources. Previous studies have shown that working students often struggle to balance their academic and occupational commitments (Khotimah et al., 2024) and are at greater risk of experiencing physical and psychological exhaustion, role conflict, prolonged emotional strain, stress, and burnout (Lusi, 2021; Amini & Widi, 2024; Mekkawi & Saif, 2021).

Students' ability to manage both academic and occupational demands is closely associated with how they evaluate the quality of their lives (Mardelina & Muhson, 2017). These challenges affect not only academic or work performance but also students' overall evaluation of their lives. Under persistent demands, students may experience changes in life satisfaction, emotional states, and their capacity to enjoy everyday activities. Such conditions are closely related to subjective well-being, which refers to individuals' cognitive and affective evaluations of their lives (Diener, 1984). Subjective well-being is considered essential for enabling individuals to function effectively across multiple domains of life (Ningrum et al., 2025).

Previous studies indicate that maintaining subjective well-being remains a considerable challenge among working university students. Astuti & Nurwidawati (2023) reported that among 116 working students, only 10.3% demonstrated high levels of subjective well-being, whereas 72.4% were classified as moderate and 17.2% as low. Similarly, Avina & Afiati (2024) found that 53.3% of 75 working students reported low subjective well-being, 45.3% moderate levels, and only 1.3% high levels. These findings suggest that fulfilling dual academic and occupational roles poses significant challenges to students' well-being. Difficulties related to time management, fatigue resulting from multiple responsibilities, financial pressures, and the need to simultaneously meet academic and work expectations may reduce life satisfaction while increasing negative emotional experiences, making it more difficult for students to maintain optimal subjective well-being (Fajri, 2023; Manurung & Wibowo, 2026).

This vulnerability highlights the importance of internal psychological resources that may serve as protective factors, as personality characteristics have been shown to play a significant role in subjective well-being (Hossaini et al., 2017). One such resource is grit, defined as perseverance and consistency of interests in pursuing long-term goals (Duckworth et al., 2007). Individuals with higher levels of grit are more likely to persist in the face of adversity and achieve long-term success despite obstacles (Izaach, 2017). For working university students who continuously encounter academic and occupational demands, grit may facilitate persistence, self-discipline, and sustained commitment in managing dual roles (Ayuningtyas & Kristinawati, 2025). This proposition is supported by Nastasia and Candra (2024), who reported a significant positive relationship between grit and subjective well-being, as well as by Ningrum et al. (2025), who further emphasized the importance of grit in promoting subjective well-being.

Despite growing interest in subjective well-being among working university students, previous research has primarily focused on external determinants, including work-life balance (Astuti & Nurwidawati, 2023), gratitude (Panggagas et al., 2020), and social support (Napitupulu, 2024). Comparatively less attention has been devoted to internal psychological resources that may contribute to students' well-being. Grit, as a psychological characteristic reflecting sustained perseverance and consistency in pursuing long-term goals, may represent an important internal factor that enables students to cope with the demands associated with balancing work and academic responsibilities. Although the association between grit and subjective well-being has been reported in previous studies, empirical evidence specifically examining the predictive role of grit among working university students remains limited. Addressing this gap is important because employed students face unique challenges arising from their concurrent academic and occupational responsibilities. Therefore, this study aims to examine the effect of grit on subjective well-being among working university students. The findings are expected to extend the existing literature on grit and subjective well-being while providing empirical evidence that may inform universities and other stakeholders in developing strategies to enhance the well-being of students who undertake dual roles as learners and employees

METHODS

Design

This study employed a quantitative research design and used simple linear regression analysis to examine the effect of grit on subjective well-being among working university students. The target population consisted of actively enrolled diploma and undergraduate students in Indonesia who simultaneously fulfilled dual roles as university students and employees. Participants were recruited using a non-probability purposive sampling technique. The minimum required sample size was determined using the formula with a 5% margin of error, resulting in a target sample of 384 participants, which was considered adequate to represent the target population. Data were collected online through a Google Forms questionnaire between May 7 and June 15, 2026. The questionnaire was distributed via several social media platforms, including WhatsApp, Instagram, and TikTok.

Measurement

Grit was assessed using the Short Grit Scale (Grit-S) developed by Duckworth and Quinn (2009) and adapted into Indonesian by Ratna (2022). The instrument measures two dimensions of grit consistency of interests and perseverance of effort and originally consists of eight items rated on a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). Ratna (2022) evaluated the construct validity of the Indonesian version using Confirmatory Factor Analysis (CFA) to examine its unidimensional structure. The results indicated an acceptable model fit ($\chi^2 = 18.33$, $df = 11$, $p > .05$; RMSEA = .046). Item significance was subsequently evaluated using t-values, with a criterion of $t > 1.96$. One item (Item 3) failed to meet this criterion and was therefore excluded from the final version of the scale.

Subjective well-being was measured using two instruments; the Satisfaction with Life Scale (SWLS) (Diener et al., 1985) and the Scale of Positive and Negative Experience (SPANE) (Diener, 2009b). Both instruments were adapted into Indonesian by Junus (2020) and administered using a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). The SWLS consists of five items assessing the cognitive component of subjective well-being, namely life satisfaction. The SPANE originally comprises 12 items measuring respondents' affective experiences during the previous four weeks, including six positive emotions and six negative emotions. The Indonesian versions of both instruments were evaluated through expert judgment to establish face validity. All five SWLS items were retained, whereas one SPANE item (Item 6) was found to be invalid and was excluded from the final instrument. The Indonesian versions demonstrated satisfactory internal consistency, with Cronbach's alpha coefficients of .832 for the SWLS and .801 for the SPANE (Junus, 2020).

Data Analysis

Data were analyzed using SPSS version 26.0 for Windows. Prior to hypothesis testing, the assumptions underlying linear regression were examined. Normality was assessed using the Kolmogorov Smirnov test, while linearity was evaluated using analysis of variance (ANOVA). After the regression assumptions were satisfied, simple linear regression analysis was conducted to examine the effect of grit on subjective well-being among working university students. The overall significance of the regression model was evaluated using the F test, and the coefficient of determination (R^2) was calculated to determine the proportion of variance in subjective well-being explained by grit.

RESULTS

A total of 388 participants were included in this study. The demographic characteristics of the participants are presented in Table 1.

Table 1.
Demographic Characteristics of the Participants

Characteristics	Category	Frequency	Percentage
Gender	Female	288	74.2%
	Male	100	25.8%
Working Hours	< 40 hours	210	54.2%
	> 40 hours	178	45.8%

As presented in Table 1, the majority of the participants were female ($n = 288$, 74.2%). Regarding weekly working hours, most participants worked less than 40 hours per week ($n = 210$, 54.2%).

Table 2.
Normality Test

	Cognitive Dimension of Subjective Well-Being	Affective Dimension of Subjective Well-Being
<i>Asymp.Sig.</i>	0.055	0.200

The results presented in Table 2 indicate that the residuals for the cognitive and affective dimensions yielded Asymp. Sig. values of .055 and .200, respectively. Both values exceeded the significance level of .05, indicating that the residuals were normally distributed and that the normality assumption was satisfied.

Table 3.
Linearity Test

Variable	Deviation from Linearity	Sig.
Cognitive Dimension of Subjective Well-Being	-3.038	.000
Affective Dimension of Subjective Well-Being	.000	.000

Independent Variable: Grit

As shown in Table 3, the significance value for the linearity test was .000 ($p < .05$), indicating a significant linear relationship between the independent and dependent variables. These results confirm that the assumption of linearity was met.

Table 4.
Simple Linear Regression Analysis of Subjective Well-Being

Model	F	p
Cognitive Dimension subjective well-being	29.395	0.000
Affective Dimension subjective well-being	64.484	0.000

As presented in Table 4, the simple linear regression analysis revealed that grit significantly predicted the cognitive dimension of subjective well-being, $F = 29.395$, $p < .001$. Likewise, grit significantly predicted the affective dimension of subjective well-being, $F = 64.484$, $p < .001$. These findings indicate that grit had a significant effect on both the cognitive and affective dimensions of subjective well-being among working university students.

Table 5.
Coefficient of Determination (R^2)

	R^2	Adjusted R Square	p
Cognitive Dimension subjective well being	0.071	0.068	0.000
Affective Dimension subjective well being	0.143	0.141	0.001

As shown in Table 5, the coefficient of determination (R^2) for the cognitive dimension of subjective well-being was .071, indicating that grit explained 7.1% of the variance in the cognitive dimension of subjective well-being among working university students. For the affective dimension, the coefficient of determination (R^2) was .143, indicating that grit explained 14.3% of the variance in the affective dimension of subjective well-being.

DISCUSSION

The findings of this study indicate that grit has a significant effect on the subjective well-being of working university students, encompassing both the cognitive and affective dimensions ($p < .05$). Furthermore, the analysis revealed that the majority of respondents exhibited high levels of grit. This finding suggests that most working students demonstrate strong perseverance and consistency in pursuing long-term goals across both academic and occupational domains. Despite managing dual roles simultaneously, they continue to fulfill their responsibilities and remain resilient when confronted with various challenges. These findings are consistent with Fun et al. (2023), who reported that individuals with high levels of grit are able to sustain motivation and goal-directed behavior even under stressful circumstances. Similarly Izaach (2017) argued that individuals with high grit are more likely to achieve success because they maintain persistent effort and long-term commitment. Therefore, balancing the demands of being both a student and an employee does not necessarily become a barrier for individuals with high grit in pursuing their long-term aspirations.

The results also revealed that grit exerts a significant influence on the cognitive dimension of subjective well-being. According to Diener (1984), the cognitive dimension

of subjective well-being refers to an individual's overall evaluation of life, commonly reflected in life satisfaction. In the present study, the majority of respondents reported high levels of life satisfaction. Working students with high grit tended to perceive obstacles as an integral part of the goal attainment process, enabling them to maintain positive evaluations of their lives and optimistic expectations for the future. This finding is consistent with Ayuningtyas & Kristinawati (2025), who found that students who recognize the benefits of working while studying such as financial support, skill development, and increased responsibility are more likely to report greater life satisfaction. Nevertheless, the contribution of grit to the cognitive dimension was relatively small, highlighting that life satisfaction is a multidimensional construct influenced by numerous factors, including genetic predispositions, personality traits, life goals, social relationships, religiosity, and demographic characteristics (Diener, 2009a; Lucas & Diener, 2009; Duckworth & Eskreis-Winkler, 2015). Accordingly, although grit plays an important role, life satisfaction remains a complex and multidimensional psychological construct.

Furthermore, the findings demonstrated that grit also has a significant effect on the affective dimension of subjective well-being, with a greater contribution than that observed for the cognitive dimension. Most respondents reported high levels of positive affect, whereas negative affect was generally classified within the moderate to low categories. These findings indicate that working students with high grit are better able to maintain positive emotional states despite balancing academic and occupational responsibilities. This result supports the findings of Hou et al. (2022), who concluded that individuals with higher levels of grit tend to experience greater happiness. This relationship may be explained by the ability of gritty individuals to sustain effort and commitment in the face of adversity, making them less likely to become overwhelmed by frustration or to give up when encountering challenges (Duckworth, 2007). Consequently, they remain motivated to fulfill their responsibilities and experience positive emotions, such as enthusiasm, optimism, and pride, more frequently (Machell, 2017). These findings are further supported by Amadi et al. (2022), who reported that working students with higher grit demonstrate greater well-being, better time management, and lower levels of emotional exhaustion.

Consistent with Duckworth's (2016) conceptualization of grit, gritty individuals are not solely focused on achieving final outcomes but are also able to appreciate the process of goal attainment. As a result, the pressures associated with managing multiple roles are less likely to develop into prolonged negative emotional experiences. The greater contribution of grit to the affective dimension than to the cognitive dimension suggests that grit plays a more prominent role in helping individuals regulate their day-to-day emotional experiences than in shaping their overall evaluation of life, given that life satisfaction reflects a broader assessment of multiple life domains.

Based on respondents' characteristics, the majority of students worked fewer than 40 hours per week, while the remaining participants worked more than 40 hours per week. This indicates considerable variation in working hours, ranging from relatively flexible

employment schedules to workloads approaching full-time employment. Despite these differences, grit remained a significant predictor of subjective well-being. This finding suggests that grit serves as an important psychological resource supporting the subjective well-being of working students across diverse work-hour arrangements.

Overall, the findings of this study confirm that grit is an important psychological factor contributing to the subjective well-being of working university students, although its overall contribution ranges from small to moderate. Students who demonstrate greater perseverance of effort and consistency of interests tend to report higher life satisfaction and more positive emotional experiences. However, because grit does not fully explain the variability in subjective well-being, future research is encouraged to examine additional variables in order to develop a more comprehensive understanding of the factors that influence the subjective well-being of working university students.

CONCLUSION

The findings of this study indicate that grit is a significant predictor of subjective well-being among working university students, encompassing both its cognitive and affective dimensions. Most participants demonstrated high levels of grit, which were accompanied by high levels of cognitive subjective well-being and a predominance of positive over negative affect. Nevertheless, the proportion of variance explained by grit was relatively small to moderate, suggesting that subjective well-being among working university students is also influenced by other psychological, social, and contextual factors that were not examined in the present study. These findings highlight the importance of grit as one of the psychological resources that supports subjective well-being while emphasizing the need for future research to investigate additional determinants of well-being among working university students.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

DECLARATION OF THE USE OF AI

During the preparation of this work, the authors used AI tools to improve the language and readability. After using these tools, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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