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UPSC Grit: How Societal and Parental Influences Shape Aspirants' Pursuit of Excellence

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ABSTRACT

Grit, defined as the relentless pursuit of long-term goals through passion and perseverance, has emerged as a crucial adaptive resource associated with success across various domains. Despite its acknowledged significance, limited research has examined the social and contextual determinants of grit, particularly in non-Western contexts. This study addresses this gap by exploring two potential social antecedents – perceived social support and parenting styles – among students preparing for the Union Public Service Commission (UPSC) examination. The results revealed significant associations between students' grit scores and both their perceived social support and parenting styles included in the study. Furthermore, parenting styles also emerged as significant predictors of grit. These findings not only highlight the complex relationship between social factors and grit but also offer valuable insights for promoting grit in the demanding context of UPSC exam preparation. This research contributes to the understanding of grit's social antecedents and suggests directions for future research in this domain.

Introduction

Attaining success isn't an overnight feat but rather a journey that unfolds over the course of several months or even years. To truly excel in various aspects of life including academics, professional endeavors, sports, and other areas where human performance takes center stage, it requires a significant investment of time, effort, dedication, and the willingness to push through challenges and setbacks (Datu, 2017). In this context, Duckworth et al. (2007) introduced the concept of grit to explain individual differences in sustained passion and determination toward long-term goals. They conceptualized grit as comprising two key dimensions: perseverance of effort, which involves maintaining consistent effort despite difficulties or setbacks, and consistency of interests, which reflects the capacity to remain passionate and engaged with one's long-term goals over time. Grit has increasingly been recognized as a stronger predictor of achievement compared to intelligence or natural talent, and is widely regarded as indispensable for attaining future success (Duckworth et al., 2007; Duckworth & Quinn, 2009). Research focusing on student populations consistently shows that individuals with higher levels of grit tend to demonstrate greater persistence and are more likely to succeed academically (Alhadabi & Karpinski, 2019; Daniels et al., 2021; Neroni et al., 2022). Additionally, research suggests that grit plays a crucial



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role in predicting success, not only in academic settings but also in professional and personal life (Eskreis-Winkler et al., 2014; Fernández-Martín et al., 2020; Kim & Lee, 2021; Lechner et al., 2019). Beyond associations with academic and performance outcomes, accumulating research suggests a positive relationship between higher levels of grit and various dimensions of physical and mental well-being, including the intensity of physical exercise (Reed et al., 2013), engagement in general physical activity (Daniels et al., 2021), potentially lower levels of depression and anxiety (Liu et al., 2022; Musumari et al., 2018; Zhang et al., 2021), reduced risk of suicidal ideation (Kaniuka et al., 2020; White et al., 2017), greater life satisfaction (Liu et al., 2022), and improved overall well-being of an individual (Jiang et al., 2020).

Perceived social support refers to how individuals subjectively assess and interpret the availability and quality of support they receive from those around them (Zimet et al., 1988). According to Tardy (1985), social support can be understood through four primary dimensions: emotional support, which includes expressions of love and empathy; instrumental support, such as financial aid or practical help; informational support, involving the provision of guidance or advice; and appraisal support, which encompasses constructive feedback and evaluative input. Although social support benefits mental well-being across the lifespan, existing research underscores its paramount importance for adaptive psychological functioning and positive academic outcomes in young adults (Li et al., 2018; Longest & Kang, 2022; Malkoç & Yalçın, 2015; Yıldırım et al., 2023). Furthermore, a growing body of research across diverse populations suggests a positive association between social support and grit. This link has been documented high school students (Clark et al., 2019; Song et al., 2021), healthcare professionals (Cherian & Kumari, 2021; Kim & Lee, 2022; Yang & Wu, 2021), patients with chronic illnesses (Kazmi et al., 2023), and even young adults coping with the psychological distress of the COVID-19 pandemic (Hou et al., 2021). Despite the well-established benefits of both grit and social support for academic success, the potential interplay between these constructs remains underexplored - particularly among students preparing for competitive examinations. The present study addresses this gap by examining the relationship between social support and grit in emerging adults preparing for such exams, thereby contributing to a deeper understanding of these factors within a high-pressure academic context.

A secure and nurturing home environment, characterized by positive and stable relationships with parents, is absolutely essential for a child's socialization and overall development. The process of raising a child, encompassing nourishment, protection, and guidance – what we commonly refer to as parenting – significantly influences the quality of this environment (Brooks, 1991). Within this broad concept, Parenting style encompasses the particular patterns of attitudes and behaviors that parents consistently apply in various situations to guide and regulate their children's behavior. These styles differ according to the levels of control, responsiveness, warmth, and disciplinary strategies that parents use (Sahithya et al., 2019). Baumrind's (1971) influential work on parenting styles remains widely accepted among researchers. According to her classification, parenting styles can be grouped into three primary categories: authoritarian, authoritative, and permissive. These categories are based on the interaction between parental demandingness (control, expectations) and responsiveness (warmth, guidance). Authoritarian parents are characterized by low responsiveness and high demandingness, providing little autonomy to their children. In contrast, authoritative parents are both responsive and demanding, nurturing independence while establishing clear expectations. Permissive parents, however, are less demanding and grant high levels of autonomy, with minimal guidance or control. Children raised by authoritative parents, as compared to those raised under other parenting styles, tend to develop higher self-efficacy and better self-regulation, which contribute to academic success (Alexander & Harris, 2022). They are also more likely to grow into cooperative, socially responsible, and mentally healthy adults (Ahmed, 2025; Sahithya & Raman, 2021).

In recent years, studies have delved deeper into the concept of overparenting, also known as helicopter parenting, which is characterized by an excessive degree of involvement and control, encompassing both behavioral and psychological dimensions, while granting limited autonomy to the child (Padilla-Walker & Nelson, 2012). The term itself was initially introduced within Cline and Fay's parenting book series, wherein they proposed that helicopter parents conflate expressions of love, protection, and care by shielding their children from experiencing failure in any domain of life (Odenweller et al., 2014). These

parents exhibit a pattern of constant communication, excessive intervention in daily activities, and a tendency to remove obstacles from their children's path. Furthermore, they may go so far as to make decisions on behalf of their children and invest heavily in achieving the child's goals (Padilla-Walker & Nelson, 2012). This level of involvement can negatively impact the development of children's problem-solving abilities, decision-making skills, and capacity to cope independently with challenging situations (Luebbe et al., 2016; Sood & Singh, 2021). Existing literature reports a positive association between grit and authoritative or balanced parenting approach (Fabella, 2022; Lin et al., 2023; Wahidah et al., 2025). However, findings related to authoritarian and permissive parenting are mixed, with some studies reporting significant associations and others reporting non-significant relationships with grit (Cui & Lan, 2020; Dunn, 2018; Mushtaq et al., 2019). Although limited in number, studies that have examined over-parenting suggest a negative association with grit (Howard, 2020; Howard et al., 2019). It is noteworthy that research investigating how parenting styles affect grit in students preparing for competitive exams remains limited. This study seeks to fill that gap by exploring the association between parenting styles and grit among emerging adults, thereby providing meaningful insights into how parenting may shape perseverance and passion in high-pressure academic environments.

While the positive effects of grit across various life domains are well-established, research on its antecedents remains relatively scarce. Existing studies investigating potential precursors of grit are limited in number and scope. Prior research has primarily focused on school-going adolescent samples and explored individual-level factors, with minimal attention paid to the potential influence of social resources. Given the potential for societal resources to contribute to grit development (Song et al., 2021); the current study aims to explore the social antecedents of grit among emerging adults preparing for the civil services examination. Specifically, the study seeks to ascertain whether perceived social support and parenting styles are associated with the development of aspirants' grit. The highly competitive and challenging nature of the Indian Civil Services (ICS) exam, characterized by its vast and diverse syllabus, necessitates grit from aspirants. Maintaining consistent effort throughout the extended preparation period demands not only academic prowess but also crucial non-cognitive skills like resilience, passion, will to succeed and effective stress management. Therefore, investigating the antecedents of grit among ICS aspirants has considerable academic significance, as studying grit and its antecedents can help in identifying factors that cultivate these essential abilities in aspiring civil servants.

The objectives of the present study were: (a) to examine the relationships between grit and the variables under investigation; and (b) to determine the extent to which these variables predict students' grit. Drawing upon the reviewed empirical literature, the following hypotheses were formulated:

H1: There would be a significant positive relationship between grit and social support

H0 2.1: There would be no significant relationship between grit and permissive parenting style.

H0 2.2 There would be no significant relationship between grit and authoritarian parenting style.

H2.3 There would be a significant positive relationship between grit and authoritative parenting style.

H2.4 There would be a significant negative relationship between grit and over-parenting style.

H3 The variables included in the study would significantly predict students' grit.

Method

The present study employed a cross-sectional and correlational research design to explore the social antecedents of grit among students preparing for the Indian Civil Services Examination.

Sample and Sampling Method

A total of 200 Union Public Service Commission (UPSC) aspirants (129 males and 71 females), aged between 20 and 29 years, participated in the study. These students were from various states across India and were preparing in Delhi. The mean age of participants was 23.35 years ($SD = 2.47$). Socio-demographic data revealed that the sample included students from rural ($n = 66$), urban ($n = 90$), and

semi-urban ($n = 44$) backgrounds. In terms of educational qualifications, 136 participants held an undergraduate degree, while 64 had completed postgraduate studies. Additionally, 139 participants belonged to nuclear families, and 61 indicated residing in joint family systems. Regarding examination attempts, 154 participants were in the 0–2 attempt category, which included those still building foundational knowledge as well as those who had attempted the exam up to twice. The remaining 46 participants had attempted the exam more than twice.

Tools Used

The study utilized the following questionnaires to gather the required data:

Personal Data Sheet: A semi-structured personal data sheet was used to gather the relevant demographic information from participants. The sheet collected details such as the participant's name (optional), age, gender, educational qualification, family type, geographical location, and the number of exam attempts made.

Grit scale (Duckworth et al., 2007): Grit was assessed using the original 12-item Grit Scale developed by Duckworth et al. (2007). The scale measures two key components of grit: consistency of interest (e.g., "I often set a goal, but later choose to pursue a different one" [R]) and perseverance of effort (e.g., "Setbacks don't discourage me"). For the present study, a composite grit score was derived by aggregating responses across all items. Each item was rated on a 5-point Likert scale ranging from 1 ("Not at all like me") to 5 ("Very much like me"), with higher scores reflecting greater grit. The scale has been extensively validated across diverse cultural and academic contexts, demonstrating satisfactory reliability and validity. Furthermore, previous research conducted in India has also supported its psychometric adequacy and applicability within the Indian population (Kumari & Cherian, 2022).

Multidimensional Scale of Perceived Social Support (Zimet et al., 1988):

Perceived social support was assessed using the Multidimensional Scale of Perceived Social Support (MSPSS), developed by Zimet et al. (1988). This 12-item questionnaire evaluates support from three key sources: Family (e.g., "My family really tries to help me"), Friends (e.g., "I can talk about my problems with my friends"), and Significant Others (e.g., "There is a special person who is around when I am in need"), with four items dedicated to each category. Participants respond to each statement on a 7-point Likert scale ranging from Very Strongly Disagree (1) to Very Strongly Agree (7), where higher scores reflect greater perceived support from that particular source. An overall perceived social support score is calculated by summing responses across all 12 items. The MSPSS has been extensively utilized in varied populations and cultural settings, consistently demonstrating strong reliability and satisfactory validity. Additionally, its psychometric soundness and relevance within the Indian context have been well documented (Sanjeev et al., 2021).

Parental Authority Questionnaire (Buri, 1991): The Parental Authority Questionnaire (PAQ), developed by Buri (1991), was used to assess participants' perceptions of parental behavior during their formative years. This 30-item questionnaire measures three distinct parenting styles, with 10 items related to each: Permissive Parenting (e.g., "Most of the time as I was growing up, my parents did what the children in the family wanted when making family decisions"), Authoritarian Parenting (e.g., "As I was growing up, my parents did not allow me to question any decision they had made"), and Authoritative Parenting (e.g., "As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways"). Each item is rated on a 5-point Likert scale ranging from 1 ('Strongly Disagree') to 5 ('Strongly Agree'). Higher scores on each subscale indicate the greater perceived dominance of that particular parenting style during the participant's childhood. In this study, two forms of the PAQ were administered: one assessing perceived maternal authority and the other assessing paternal authority. The PAQ is one of the most widely used scales for assessing parenting styles across diverse cultural contexts due to its sound psychometric properties and theoretical grounding in Baumrind's (1971) typology of parenting styles (Rajan et al., 2019).

Consolidated Helicopter Parenting Scale (Schiffrin et al., 2019): Participants' perceptions of parental overinvolvement were assessed using the Consolidated Helicopter Parenting Scale (CHPS), developed by

Schiffrin et al. (2019). The CHPS is a 10-item questionnaire that measures parental overcontrol or “hovering” behaviour (e.g., “My parents supervised my every move growing up”). Each item is rated on a 7-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree), with higher scores indicating a greater perceived level of helicopter parenting. The scale has demonstrated strong internal consistency and adequate criterion validity, as reported by Schiffrin et al. (2019). In the present study, a consolidated version of the CHPS was used, rather than administering separate forms for each parent.

Procedure

The data for the present study were collected from students preparing for the Union Public Service Commission (UPSC) examination in Delhi, India. Participants were approached through private libraries and paying guest accommodations where they were residing. Initially, participants were informed about the purpose and objectives of the study. After obtaining their consent, the data collection process was started with those who agreed to participate. Participants were encouraged to respond honestly and were assured of the confidentiality of their responses. For the present study, data were collected both individually and in group settings. No specific time limit was set for completing the questionnaire, but participants generally took approximately 10–15 minutes to finish. The queries raised during the whole administration were carefully addressed. At the end of the data collection process, sincere appreciation and gratitude were expressed to all participants for their active participation and cooperation. The obtained data, after proper scoring, were systematically entered into a Microsoft Excel spreadsheet and analyzed using appropriate statistical techniques.

Statistical Analysis

In accordance with the objectives of the study and the nature of the data collected, both descriptive statistics (mean, standard deviation) and inferential statistics (Pearson Product-Moment Correlation and Stepwise Regression Analysis) were conducted using SPSS version 26.0.

Results

The results were obtained after scoring the questionnaires, tabulating the responses, and statistically analyzing the data. Microsoft Excel was used for data tabulation, while IBM SPSS (Version 26.0) was employed for advanced statistical analysis. Based on the nature of the data and the study's objectives, both descriptive and inferential statistical techniques were applied. The following section presents the results of the descriptive statistics (mean and standard deviation) and the correlation analysis among the study variables.

Table 1- Descriptive Statistics and Bivariate Correlations of Study Variables (N=200).

Variable	M	SD	Range	1	2	3	4	5	6	7	8	9
1. Grit	43.88	7.18	12-60	1	.29**	.07	-.32**	.45**	-.03	-.33**	.36**	-.29**
2. SST	63.91	13.49	12-84		1	.12	-.17*	.39**	.11	-.27**	.33**	-.25**
3. MP	30.19	4.47	10-50			1	-.35**	.44**	.51**	-.23**	.34**	-.38**
4. MAN	28.13	6.18	10-50				1	-.49**	-.11	.56**	-.29**	.49**
5. MAT	37.33	5.97	10-50					1	.27**	-.34**	.58**	-.49**
6. FP	29.91	4.95	10-50						1	-.50**	.55**	-.39**
7. FAN	29.45	7.34	10-50							1	-.63**	.64**
8. FAT	36.17	6.58	10-50								1	-.54**
9. HP	32.36	11.61	10-70									1

Note. N = 200. SST = Social Support; MP = Mother's Permissiveness, MAN = Mother's Authoritarianism, MAT = Mother's Authoritativeness, FAN = Father's Authoritarianism, FAT = Father's Authoritativeness, HP = Helicopter Parenting

**Correlation is significant at the 0.01 level; * Correlation is significant at the 0.01 level

The Pearson Product-Moment correlation method was used to examine the relationships among the variables included in the study. Table 1 reveals both significant positive and negative associations between grit, perceived social support, and the various parenting styles examined. Specifically, grit scores were positively correlated with perceived social support ($r = .29$, $p < .01$), mother authoritative parenting ($r = .45$, $p < .01$), and father authoritative parenting ($r = .36$, $p < .01$). In contrast, grit scores were negatively correlated with mother authoritarian parenting ($r = -.32$, $p < .01$), father authoritarian parenting ($r = -.33$, $p < .01$), and helicopter parenting ($r = -.29$, $p < .01$). These findings suggest that higher levels of perceived support from family, friends, and significant others - as well as balanced parenting styles defined by warmth, proper guidance, and clearly defined rules - are significantly associated with greater consistency of interest and perseverance of effort toward long-term goals. Meanwhile, excessive controlling or over-involved parenting styles are significantly associated with lower grit levels among participants.

Based on the significant associations between grit and the other study variables, stepwise regression analysis was employed to find out the most significant predictors of grit scores among the participants. Table 2 presents the results of the regression analysis, which help us in understanding the predictive contributions of the variables to students' grit.

Table 2-Results of Stepwise Regression Analysis with Study Variables predicting Grit.

Variables	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Step 1							
(Constant)	23.68**	17.99	29.38	2.88		.20**	.20**
MAT	.54**	.39	.69	.08	.45**		
Step 2							
(Constant)	32.42**	24.37	40.46	4.08		.24**	.04**
MAT	.46**	.30	.62	.08	.38**		
FAN	-.19**	-.32	-.06	.06	-.20**		

Note. $N = 200$. B = Unstandardized Coefficient, β = Standardized Beta CI = Class Interval, LL = Lower Limit, UL = Upper Limit, SE = Standard Error, R^2 = explained variance, ΔR^2 = change in explained variance, ** $p < .01$
MAT = Mother's Authoritative Parenting, FAN = Father's Authoritarian Parenting

Stepwise regression analysis was conducted to identify significant predictors of grit levels among students. The resulting model revealed two key predictors: Mother's Authoritative Parenting (MAT) and Father's Authoritarian Parenting (FAN). Together, these variables accounted for 24% of the variance in grit scores, as indicated by an R^2 value of 0.24, $F(2, 197) = 30.50$, $p < .01$.

In Step 1, Mother's Authoritative Parenting was entered as the first predictor. The resulting R^2 value of .20 indicated that this variable explained 20% of the variance in grit scores, $F(1, 198) = 50.20$, $p < .01$. The standardized regression coefficient ($\beta = .45$, $p < .01$) indicated a significant positive relationship, further suggesting that a one standard deviation (SD) increase in maternal authoritativeness was associated with a 0.45 SD increase in students' grit scores. In Step 2, Father's Authoritarian Parenting was added to the model. The R^2 value increased to .24, indicating that this predictor variable explained an additional 4% of the variance in grit scores. This change in explained variance ($\Delta R^2 = .04$) was statistically significant, $\Delta F(1, 197) = 8.82$, $p < .01$. Moreover, the standardized regression coefficient ($\beta = -.20$, $p < .01$) indicated a significant positive relationship, suggesting that a one SD increase in paternal authoritarianism was associated with a 0.20 SD decrease in grit scores.

Discussion

The present study aimed to explore the social antecedents of grit among Indian emerging adults preparing for the civil services examination. Specifically, the key objectives were to examine the relationships between grit, social support, and parenting styles, and to determine the contribution of these variables in predicting students' grit. To fulfill these objectives, the Grit Scale, Multidimensional Scale of Perceived

Social Support, Parental Authority Questionnaire, and Helicopter Parenting Scale were administered to a sample of 200 UPSC aspirants, consisting of 129 males and 71 females, aged between 20 and 29 years. Pearson product-moment correlation analysis was conducted to assess the associations among the study variables. The results revealed a significant positive relationship between students' grit and the social support they received from their family, friends, and significant others. These findings highlight the crucial role of a supportive social environment in maintaining students' interest and consistent efforts toward achieving their goals and targets, particularly among those preparing for competitive examinations. These findings align with existing literature. Prior studies involving student populations have shown that social support from family, friends, and teachers positively influences grit levels of students (Song et al., 2021; Clark et al., 2019). Specifically, Singh and Mishra (2024), in their study on Indian civil services aspirants, found a significant positive relationship between grit and overall social support, as well as its sub-dimensions: family, friends, and significant others. Similar results have been observed in studies involving working professionals (Cherian & Kumari, 2021; Yang & Wu, 2021; Kim & Lee, 2022). Furthermore, Kazmi et al. (2023), in their study involving cardiac patients, confirmed the role of social support in enhancing grit levels of such patients. These findings collectively suggest that when individuals feel supported by their social environment, they are better equipped to deal with everyday challenges and show persistence in the face of adversity. Therefore, on the basis of these findings, Hypothesis 1 (H_1) - which stated that there would be a significant positive relationship between grit and social support—was accepted.

The correlation analysis also revealed that grit scores were positively associated with parental authoritativeness (both mother and father). In contrast, grit scores were negatively associated with parental authoritarianism (both mother and father) and helicopter parenting. These findings suggest that a home environment characterized by parental warmth, appropriate guidance, and clearly defined rules and responsibilities promotes greater consistency of interest and perseverance of effort in children toward long-term goals. However, excessive parental control or over-involvement - whether physical or psychological - may hinder the development of grit. Such parenting styles don't encourage independent decision-making by children, which can hamper children's self-confidence and belief in their abilities, leading to lower grit scores. Regarding authoritative parenting, the findings of the current study align with existing literature that has reported a positive association between grit and authoritative or balanced parenting approaches among school and college students (Fabella, 2022; Lin et al., 2023; Wahidah et al., 2025).

However, studies related to authoritarian and permissive parenting have shown mixed results. For example, Cui and Lan (2020), in a study of school-going adolescents, reported a significant negative association between grit and parental authoritarian behaviour. In contrast, Dunn (2018) found no significant relationship between these two variables, and the direction of the association was positive among undergraduate college students. Dunn also reported a significant negative association between grit and permissive parenting style. On the other hand, Mushtaq et al. (2019), who included two samples comprising school- and college-going adolescents, found non-significant positive associations between grit and both permissive and authoritarian parenting styles. In case of helicopter parenting, the present results are in line with existing research indicating a negative association between grit and over-parenting behaviours (Howard, 2020; Howard et al., 2019). Therefore, based on these findings, Hypothesis 2.1 ($H_{2.1}$) which stated that there would be no significant relationship between grit and permissive parenting style, was accepted. Hypothesis 2.3 ($H_{2.3}$) which proposed that there would be a significant positive relationship between grit and authoritative parenting style was accepted. Hypothesis 2.4 ($H_{2.4}$) which suggested that there would be a significant negative relationship between grit and over-parenting style was also accepted. Meanwhile, Hypothesis 2.2 ($H_{2.2}$) stating that there would be no significant relationship between grit and authoritarian parenting style - was rejected, as a significant negative relationship was found between these two variables.

Additionally, the findings of the stepwise regression analysis identified two significant predictors of grit levels among students: mother's authoritative parenting (positive) and father's authoritarian parenting (negative). These variables collectively accounted for a substantial 24% of the variance in grit scores. Guerrero et al. (2016), in a study including 9th-grade students, found that the authoritative parenting style

significantly predicted higher grit scores. However, while authoritarian parenting was resulted as a significant predictor, it showed a negative association with grit. So, based on these findings, Hypothesis 3 (H_3) which stated that the variables included in the study would significantly predict students' grit, was accepted

Conclusion

The findings of the study highlight the significant role of social support and balanced parenting styles in promoting grit among students preparing for the Indian Civil Services Examination. Alongside personal effort, consistent support and guidance from parents and other significant individuals help aspirants maintain their dedication and effort throughout this demanding journey. These results emphasize the collective nature of academic success and the importance of family and societal support in nurturing passion and perseverance during long-term academic challenges.

However, along with its strengths, the limitations of the study should also be acknowledged. While the study offers valuable insights, due to its cross-sectional nature, the data were collected simultaneously using the various scales; therefore, we should follow a careful approach when drawing causal inferences. Future studies should consider a longitudinal design to better validate these findings. The psychological mechanisms underlying the relationships between the variables were also not explored. Thus, future research should identify the mediating factors that explain these associations. The generalizability of the findings may also be limited, as the focus of the data collection was on a single city and the sample size was relatively small. Considering this, future research should involve more diverse samples from different regions of the country. Additionally, data were collected only using the self-report measures, which may involve the risk of various biases. To enhance the credibility and depth of the findings, data should be gathered from multiple sources (e.g., parents, peers, teachers), and complementary methods such as interviews and observations should be incorporated.

Nevertheless, the findings hold practical implications for parents, educators, policymakers, and society at large. Interventions and programs aimed at educating parents about the importance of supportive home environments and balanced parenting practices, along with efforts to strengthen students' peer and social support networks, can play an important role in nurturing grit among aspiring students which will enable them to face academic challenges without losing motivation.

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Conflict of interest

the authors have no any conflict of interest.

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