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Grit and Gratitude as Predictors of Flourishing In Post-Pandemic Students

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Abstract. *The Covid-19 pandemic affected the level of individual flourishing, including students. However, research on flourishing with grit and gratitude as predictors still needs to be more explored. This study aims to determine the role of grit and gratitude towards flourishing in post-pandemic students. Voluntary convenience sampling was used to obtain respondents (N = 643 active students in the even semester 2021-2022). Data retrieval uses the grit scale, gratitude scale, and flourishing scale. Data analysis using multiple regression analysis obtained the result of the calculated F value of 490.061 with a significance value of 0.000 ($p < 0.05$). So, the variables grit and gratitude are predictors of flourishing variables. The effective contribution in the R Square column shows a figure of 0.605 or 60.5%. This means that the grit and gratitude variables contribute effectively to the flourishing intention variable by 60.5%. While other variables outside this study influenced the remaining 39.5%. They are partially showing that the most critical role in student flourishing in this study was grit (36.5%) compared to gratitude (24%). This study suggests that those who have higher levels of grit and gratitude will be able to maximize their abilities to obtain a quality and prosperous life, have positive emotions, and good study engagement.*

Keywords: Grit; gratitude; flourishing; university student.

INTRODUCTION

In positive psychology, flourishing is defined as when the ability of individuals or groups to have proper self-function and development show optimal development and function very well (Seligman, 2004). According to (Fowers & Owenz, 2010), flourishing is a picture of a complete life, which is displayed in the achievement of helpful goodness through meaningful activities in friendships that have high quality. Flourishing individuals are fully developed and always strive to be good and always do various good for humans, both in terms of morals and intellectuals, by engaging in moral activities that are shown by justice, generosity, self-mastery, and so on (Kristjánsson, 2010).

Students should ideally have a high level of flourishing because of the research conducted by (Lyubomirsky et al., 2005) that showed individuals with a high level of flourishing are more likely to graduate from university, less absent, be successful, and have a good quality of work. Research by (Gokcen et al., 2012) showed that students who flourish will show a set of positive attitudes and behaviors like being more involved, having a commitment to learning, enthusiastic,

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and self-growth, while students who do not flourish are described as lacking attachment, interest, withdrawn, lazy, and unwilling to move forward. Previous research reveals that students still have a low flourishing rate of 15.62% (Zulfa & Prastuti, 2020). This condition is not ideal because students in this category are prone to psychological problems. Other research on the level of flourishing of final-year students found that 44% of students were in the very high flourishing category and 47 were in the high category (Amalia & Sari, 2022).

The Covid-19 pandemic, which lasted for two years, impacted various aspects of human life. Some sectors affected by the Covid-19 pandemic include the economy, politics, education, tourism, social life, and religious life (Darmawan et al., 2020). In addition, people also experience changes in behavior, and different ways of working, changing ways of shopping, interacting, and communicating, including the way of school or college (Purnama et al., 2020).

Changes in how schools and lectures were held due to the online learning policy from the Minister of Education in circular number 15 of 2020 concerning guidelines for implementing learning from home during the emergency period of the spread of Corona Virus Disease (Covid-19). This has a significant impact because learning was conducted online for those who previously conducted face-to-face learning when the Covid-19 pandemic occurred, learning was carried out online. The learning process carried out online can cause boredom and cause increased stress in students. College students are no exception (Ministry of Health, 2020).

The condition during Covid-19 pandemic is a new problem among the various issues that students have. According to National Health Ministries, college students have many sources of stress, including academic pressure, changing environments with new responsibilities, social changes, financial responsibilities, confronting new individuals with diverse ideas, and starting to prepare for life after college (Putri, 2012)

Changes in conditions and difficulties experienced by students during online learning make students easily experience stress. High student stress can indicate that there are welfare problems in students, which is reflected by students having low flourishing (Soysa & Wilcomb, 2015). Research conducted by (Sürücü et al., 2021) also found that the Covid-19 pandemic negatively influenced individual flourishing. The study also used gender as a moderator variable and showed that the pandemic negatively affected the flourishing of women more than men.

The preliminary results of the study were conducted on 12 students of UIN Sayyid Ali Rahmatullah Tulungagung. There was 8 out of 12 students are not satisfied with themselves, 10 out of 12 students do not know their potential, 6 out of 12 students feel their potential has not developed, 9 out of 12 students often experience sadness, and 6 out of 12 students feel they have not achieved their expected goals. Students faced many difficulties because, during the pandemic, lectures were carried out entirely online, there are many tasks and it is difficult to find references. Students were having some difficulties managing their time between completing their assignments and doing other activities, as for demands from the parents that must be met immediately, namely completing the study.

Flourishing, based on eudaimonic (well-lived life), is an authentic marker of happiness (Seligman, 2004). Many factors can affect happiness: set range, circumstances, and voluntary activities (Arif, 2016). Voluntary activities depend on the character of the individual concerned, namely choices in responding to various life situations and themselves (Arif, 2016). One voluntary activity that is a predictor of flourishing is grit.

Grit is defined as consistency of interest and perseverance in achieving long-term goals (Eskreis-Winkler et al., 2014). Duckworth et al. (2007) argued that grit is an individual characteristic with high enthusiasm and consistency in facing various challenges. Aspects in grit consistency of

interest and perseverance of effort. Students with the consistency of interest will continue their studies, continue to be pursuing one's interests, focus on the task, do assignments on time, and not be easily distracted by new things in mind (Duckworth et al., 2007).

Students with a high levels of grit are able to complete assignments despite challenges and difficulties. They can arrange time to study and look for references to understand complex course material (Duckworth et al., 2007) . This is corroborated by previous research showing that flourishing and grit have a significant relationship (Jain & Sunkarapalli, 2019)

Another voluntary activity that also has an essential impact on an individual's flourishing level is gratitude. According to (Seligman et al., 2005), gratitude becomes one of the strengths of the self that is good in benefiting someone. Hopper et al. (2005) mentioned that gratitude is a continuous good activity that allows people to grow and develop positively. (Handayani et al., 2011). The four characteristics of individuals who have gratitude are having a sense of abundance, having a sense of appreciation for others, having a simple appreciation, and expressing gratitude (Watkins et al., 2003).

Emmons suggests that gratitude is often interpreted as a good introduction when an individual appreciates something lucky or has a better opinion on judgment than another individual responsible for giving judgment (Watkins et al., 2003). (Cunha et al., 2019) researched a group of people who were given gratitude intervention. The main finding of the research demonstrated that the gratitude intervention was able to improve positive affect, subjective happiness, and life satisfaction and reduce depression symptoms (Cunha et al., 2019).

The role of gratitude in flourishing is evidenced by research conducted by Tessa et al., which shows that gratitude contributes to the flourishing rate of young adults with divorced parents (Tessa et al., 2022). Other similar studies have also proven that gratitude affects new college students' well-being (Daulay et al., 2022).

Based on the presentation above, this research aims to analyze the role of grit and gratitude towards the flourishing level of students at UIN SATU (Sayyid Ali Rahmatullah Tulungagung). UIN SATU was chosen because the campus implemented face-to-face learning in the middle of the semester between 2021 and 2022. Changes in the learning system in the middle of the semester were quite sudden and confused students because some students live outside the city, and even outside the island, they have not found a place to live in Tulungagung. In addition, there are also still concerns about contracting the Covid-19 virus if learning is carried out offline. These changes require more adjustment that students must do in order to flourish.

Therefore, this study aims to examine the role of grit and gratitude in students' flourishing. The hypothesis formulated in this study is that there is grid and gratitude positively influence students' flourishing. With this research, it is hoped that it can show the role of grit and gratitude toward flourishing to determine the proper intervention to increase students' flourishing.

METHOD

This study used a correlational design to determine the predictive ability of grit, gratitude and flourishing on post-pandemic students. In addition to explaining the correlation between variables, this study will also explain the influence between variables. The study has three variables: the dependent variable is the flourishing variable. In contrast, the independent variables in this study are the grit and gratitude variables. The population in this study is the fourth-semester students in UIN Tulingagung in the academic year of 2021-2022, with a total of 20.989 students. 643 students were chosen as the sample for the study using voluntary convenience sampling.

Researchers collect the data using psychological scales as research instruments. The psychological scales were developed by researchers, and psychometric quality, both validity and reliability, were further tested. This study uses three scales, namely the GRIT scale consisting of 17 items referring to the theory of (Duckworth et al., 2007). The alpha reliability coefficient for this scale is 0.813, with an item-total correlation coefficient of 0.26-0.69. The gratitude scale consisting of 10 items is a development of aspects of Watkins, The alpha reliability coefficient of this scale is 0.784, with an item-total correlation coefficient of 0.26 – 0.58. The flourishing scale consists of 36 items referring to the theory (Seligman, 2004), The alpha reliability coefficient of this scale is 0.920 with an item-total correlation coefficient of 0.25-0.77.

The answer to each item has a gradation of very negative to very positive. The alternative answers that respondents can choose are: Strongly Disagree, Disagree, Agree, and Strongly Agree. This scale is intended to measure the respondent's state so that it can describe the actual state of self.

This study used statistical data analysis methods. The statistical analysis used is descriptive statistics and inferential statistics. Descriptive data analysis aims to provide a description of data from variables obtained from research groups and not to test hypotheses (Azwar, 2017). While inferential data analysis is aimed at making conclusions through hypothesis testing (Azwar, 2017). The data analysis method uses multiple regression analysis to analyze one dependent variable and two independent variables.

RESULTS AND DISCUSSION

Based on the data collection result, a descriptive analysis was carried out to determine the characteristics of the research subject. The following is a demographic picture of respondents in this study by gender and faculty, as seen in table 1.

Table 1.
Characteristics of Respondents by Gender and Faculty

Category	Man	Woman	Faculty			
			FEBI	FUAD	FTIK	FASIH
Sum	156	487	205	255	159	24
%	24.2%	75.8%	31%	40%	25%	4%

note: FEBI (Fakultas Ekonomi dan Bisnis Islam), FUAD (Fakultas Ushuluddin Adab dan Dakwah), FTIK (Fakultas Tarbiyah dan Ilmu Keguruan), FASIH (Fakultas Syariah dan Ilmu Hukum)

Based on Table 1, there were 156 male respondents with a percentage of 24.2%. In comparison, female respondents amounted to 487 respondents with a percentage of 75.8%. Meanwhile, from the faculty characteristics, most of the subjects were from FUAD (Faculty of Ushuluddin Adab and Da'wah) at 40%.

Table 2.
Hypothetical Statistical Data

Variables	N	Mean	Min	Max	SD
Grit	643	42.5	17	68	8.5
Gratitude	643	25	10	40	5
Flourishing	643	90	36	144	18

Based on the results of descriptive analysis, the average flourishing score in students was $M = 90$; $SD = 18$. Grit in students has an average score of $M = 42.5$; $SD = 8.5$. The average score on student gratitude is $M = 25$ $SD = 5$.

Furthermore, the data were categorized from very low, low, medium, high, and very high levels of flourishing, grit, and gratitude. The distribution of scores in each category is as seen in Table 3.

Table 3.
 Flourishing Variable Scale Score Categorization

Variables	Category	Score	F	%
Flourishing	Very Low	$X \leq 63$	0	0%
	Low	$63 < X \leq 81$	8	1.2%
	Average	$81 < X \leq 99$	171	26.5%
	High	$99 < X \leq 117$	378	58.7%
	Very High	$117 < X$	86	13.3%
Grit	Very Low	$X \leq 30$	0	0%
	Low	$30 < X \leq 38$	4	0.6%
	Average	$38 < X \leq 47$	106	16.4%
	High	$47 < X \leq 55$	407	63.2%
	Very High	$55 < X$	126	19.5%
Gratitude	Very Low	$X \leq 17$	0	0%
	Low	$17 < X \leq 23$	3	0.4%
	Average	$23 < X \leq 27$	25	3.8%
	High	$27 < X \leq 32$	266	41.3%
	Very High	$32 < X$	349	54.2%

The flourishing rate of research respondents was the highest in the High category with as many as 378 students (58.7%). In the grit variable in research respondents, the average was in the high category with 407 students (63.2%), and the number of respondents in the gratitude variable was the most in the very category high with 349 students (54.2%)

Next, the researcher tests the assumptions that must be met in the regression analysis namely the normality test, multicollinearity test, autocorrelation test, and heteroscedasticity test. The normality test aims to determine whether the residual value is normally distributed. A good regression model is to have normally distributed residual values. If the significance value > 0.05 , then the residual value is normally distributed, while if the significance value is < 0.05 , the residual value is not normally distributed.

Table 4.
 Normality Test Results

Unstandardized Residual	Value
Asymp. Sig. (2-tailed)	Normal ($p \geq 0,05$)

The analysis result using the Kolmogorov Smirnov Test with unstandardized residual values on grit, gratitude, and flourishing variables of $0.363 > 0.05$ can be concluded that the residual

values are normally distributed. The results of multicollinearity are seen based on the value of collinearity tolerance and variance inflation factor (VIF). According to Imam Ghozali (2011), if the Tolerance value > 0.100 and the VIF value < 10.00 , then there are no symptoms of multicollinearity. Here is the output of the multicollinearity test. Variabel grit and gratitude have the same tolerance value of $0.713 > 0.100$ and VIF value of $1.403 < 10.00$, so it can be concluded that both variables have no symptoms of multicollinearity.

Table 5.
 Multicholinerity Test Results

Variable	Tolerance	VIF	Information
Grit	0.713	1.403	No symptoms of multicollinearity
Gratitude	0.713	1.403	

To see the relationship between heteroscedasticity using lesser tests, along with the output of the glejser test below,

Table 6.
 Heteroscedasticity Test Results

Variable	Sig.	Information
Grit	0.922	No heteroscedasticity problems ($p > 0,05$)
Gratitude	0.291	No heteroscedasticity problems ($p > 0,05$)

The results of the glejser test based on glejser analysis showed a coefficient value of 0.922 for the grit variable and 0.291 for the gratitude variable. This shows that the data does not experience heteroscedasticity because it has a value coefficient greater than 0.05.

The autocorrelation test aims to test whether there is a correlation between confounding errors in period t with errors in period $t-1$ (previous) in a linear regression model. If the Durbin Watson value lies between du to $(4-du)$, then there is no autocorrelation symptom. In Durbin Watson's table with $N643$ and $K2$ which is 1.814 so it $1.814 < 2.080 < 2.186$, autocorrelation does not occur.

Table 7.
 Autocorrelation Test Results

N	K2	Durbin-Watson	Information
643	1.814	2.080	no autocorrelation occurs

Based on the assumption test results, all data in this study looked normal; there were no symptoms of multicollinearity, heteroscedasticity, or autocorrelation. Then, proceed to the hypothesis test.

Hypothesis testing was performed using multiple regression analysis methods using IBM SPSS Statistic 21. The significance value used in the hypothesis test is 5%, meaning the confidence level in the hypothesis's truth is 95%. The following results from the multiple regression analysis consisting of the significance test of the regression line, the significance test of individual parameters, and the magnitude of the effective contribution of predictor variables to the criteria variables.

A grit coefficient was found with student flourishing of 0.512 and a p-value of 0.000 ($p < 0.05$). This value shows a significant role between grit (X1) and student flourishing with a positive direction. Based on these results, it can be concluded that when student grit increases, student

flourishing will also increase and vice versa. The R square (R^2) coefficient of 0.365 shows the contribution of grit (X1) to student flourishing (Y) of 36.5% the contribution of grit (X1) to student flourishing (Y) of 36.5% as seen in table 8.

Table 8.
 Multiple Regression Test: correlation matrix value of Grit, Gratitude, and Flourishing

Variable	Correlation Matrix	R^2	Sig.
Grit	0.512	0.365	0.000
Gratitude	0.372	0.240	0.000
Grit*Gratitude	0.778	0.605	0.000

The correlation coefficient of gratitude to student flourishing is 0.372, and the p-value is 0.000 ($p < 0.05$). Based on these results, it can be concluded that gratitude plays a significant role in helping new students flourish in a positive direction. This shows that when gratitude increases, the flourishing of students will also increase and vice versa. The R square coefficient (R^2) of 0.240 shows that gratitude (X2) contributes 24% to student flourishing (Y).

The results of multiple regression tests show a significant role between grit and gratitude simultaneously towards student flourishing in a positive direction ($p = 0.000$, $F = 490.061$, $R = 0.778$). This shows that when students have higher grit and gratitude, their flourishing will increase and vice versa. The R square coefficient (R^2) of 0.605 shows that the simultaneous contribution of grit (X1) and gratitude (X2) to student flourishing (Y) is 60.5%. Other variables outside this study influenced the remaining 39.5%.

Table 9.
 Multiple Regression Test Results

Variable	R^2	F	Sig.
Grit and Gratitude towards Flourishing	0.605	490.061	0,000

Table 9 above shows that the calculated F value is 490.061 with a significance value of 0.000 ($p < 0.05$). This value indicates that the regression model can reliably forecast the contribution of the predictor variable to the criterion variable. This means that the hypothesis in this study is accepted, namely, the variables grit and gratitude together affect flourishing. So, variables grit and gratitude are predictors of flourishing variables.

Table 10.
 Multiple Regression Equation

Variable	B	Tcount	Sig.
Constant (a)	7		0.000
Grit	1.169	17.412	0.000
Gratitude	1.161	12.629	0.000

Based on multiple regression outputs in table 10, it shows a constant value (a) of 7, a grit score (B1) of 1.169, and a gratitude score (B2) of 1.161. With the value of the equation as follows: $Y = 7 + 1.169 X_1$ (grit) + $1.161 X_2$ (gratitude); The meaning of $B1=1.169$ is that if other factors

are controlled or flourishing is considered to be 0, then for every 1 unit increase in the grit predictor, student flourishing increases by 1.169; The meaning of $B_2=1.161$ is that if other factors are controlled or student flourishing is considered 0, then for every 1 unit of increase in the gratitude predictor, student flourishing will increase by 0.155; A constant of 7 means that if other controlled factors are assumed to be 0, then the value of Y is 7.

The data table 10 explains that every increase in the value of grit will impact student flourishing by 1,169, while an increase in the value of gratitude will impact flourishing by 1,161. So, the role of grit and gratitude is almost the same as a predictor of student flourishing. The results of data analysis involving 643 students showed that grit and gratitude can be predictors of student flourishing. This can be seen from the regression line significance test analysis results, which shows an F value of 490.061 with a significance value of 0.000 ($p < 0.05$). This means that the variables grit and gratitude together affect flourishing. The relationship between each predictor variable and the criterion variable is the same, positively related. This means that the higher the grit and gratitude, the higher the flourishing, and vice versa. This result is relevant to Valdez & Datu (2021) research, which states that grit and gratitude contribute to increased individual flourishing.

The amount of grit and gratitude is 60.5% towards increasing or decreasing student flourishing post-pandemic. That is, grit and gratitude become essential parts that support student flourishing. The results showed that as many as 58.7% of respondents were in the high category. These findings give a general meaning: students have flourished above average. Students feel happiness and life satisfaction, think positively about their lives, feel satisfied in interpersonal relationships, and get support. Students also have the meaning of life and goals achieved, mastering certain areas and achievements in life. Able to contribute and benefit others. As well as having a great desire to realize the expected goals.

This condition is ideal because 27.7% of students are still in the medium and low categories. This group of students can be given structured training that can improve flourishing. Theoretically, someone who has high flourishing will be able to function optimally, be aware of their potential, move to contribute thoroughly to social life, and have balanced positive and negative aspects (Satici et al., 2013). This high level of flourishing aligns with research conducted by Sari (2019) on students at UNS. The results showed that student flourishing was in the high category, and there was no difference in the flourishing rate when viewed based on gender.

Based on the correlation coefficient of grit with flourishing students of 0.512 and p-value of 0.000 ($p < 0.05$). The coefficient of the value of R^2 is 0.365. This result shows that grit has a 36.5% contribution to student flourishing. This aligns with research conducted previously by Shariff et al. (2022), which found that grit has a 21% role in the flourishing rate of students in Malaysia. Gokcen et al. (2012) revealed that students who flourish will show attitudes and behaviors that are involved, have a commitment to learning, have enthusiasm, and lead to self-growth, while students who do not flourish are described as lacking attachment and interest and withdrawn, lazy and unwilling to move forward.

The results of this study are also in line with Jain & Sunkarapalli (2019) research, which examines the relationship between grit and flourishing in national cadet corps students and non-national cadet corps students in India; the result is that grit has a significant positive relationship with flourishing. Another study conducted by Amalia and Sari also corroborated the results of this study that grit has a role in flourishing by 42.2% (Amalia & Sari, 2022).

Grit combines passion and fighting power to achieve long-term goals (Duckworth, 2016). Gritty individuals will be able to stay focused on goals, have good self-control skills, survive difficult situations, and be diligent in trying to achieve goals. The abilities possessed by individuals with

high grit can be predicted to be more able to achieve academic success, survive in their careers, and survive in marriage (Duckworth et al., 2007). Based on that, having high grit is very important for students. Even if students also have activities outside academics, the grit they possess will have an impact on students' ability to continue to survive and obtain success in achieving academic success (Amalia & Sari, 2022).

This study also found that most of the students' grit levels were in the 63.2% category. This figure is quite ideal even though there are still students with medium and low grit levels (17%). The data above aligns with previous research data which stated that final-year students were at a high grit level of 52.16% (Amalia & Sari, 2022). These findings suggest that most subjects have high and very high grit, which indicates the individual will be able to stay focused on goals, have good self-control, survive difficult situations, and be diligent in striving to achieve goals.

The contribution of grit to flourishing was 36.5%, while the rest was influenced by other factors not included in this study. Theoretically, many factors influence flourishing, including religiosity, which was not included in the study. When one receives guidance and direction through religious teachings, one will feel support and hope in the difficulties faced. Religion can be a positive energy for individuals who are physically healthy and mentally healthy (Utami, 2014).

Based on the value of the gratitude correlation coefficient matrix to flourishing students of 0.372 and the p-value of 0.000 ($p < 0.05$) with the value of the R square coefficient (R^2) of 0.240. This result shows that gratitude contributes 24% to student flourishing. Based on these results, gratitude has a significant role in helping new students flourish in a positive direction. This shows that when gratitude increases, the flourishing of students will also increase and vice versa.

Research conducted by Tessa et al (2022), which examined the correlation between gratitude and forgiveness on flourishing, also strengthens the results of this study that gratitude affects the flourishing rate and has a greater contribution to increasing flourishing than other criterion variables, namely forgiveness. Another study that corroborated the results revealed that gratitude influenced flourishing by 27% with adjustments to disability as a moderator variable (Phillips et al., (2022).

The results of a study conducted by Fatmala & Sari (2022) involving 267 student respondents showed that the distribution of gratitude to students was in the high category. A person with high gratitude gains many benefits in himself. As stated by Emmons and McCullough (2003), gratitude has a positive impact on a person's psychological health because it can increase positive feelings, minimize negative feelings, and life satisfaction can be increased.

Being grateful will result in students gaining emotional and interpersonal benefits. Students who have high gratitude will have a more positive outlook; in this positive assessment, it is beneficial for students to evaluate the events obtained during lectures with all the demands and responsibilities they face (Prabowo, R.B., Laksmiwati, 2020). Seligman (2004) said gratitude forms one of the factors of happiness; the more grateful individuals are, the more happiness they have. Gratitude is essential to flourishing because grateful people predominantly have an increased good mood. Watkins et al. (2003) added that gratitude has a relationship with aspects that have something to do with happiness; if individuals have a mindset to always be grateful at all times, it is a reflection of happy individuals.

They are partially showing that the most critical role in student flourishing in this study was grit (36.5%) compared to gratitude (24%). Grit has a higher role in student flourishing; this is because students who have grit are diligent students, persistent, and focused on goals. So this will have an impact on the flourishing rate. This is corroborated by previous research that grit has a positive relationship with flourishing (Amadi et al., 2022; Datu et al., 2021). Based on research by Volstad et al. (2020) regarding flourishing in new students, flourishing in students involves

relationships with family, environment, and community. Students shared many experiences of contributing and engaging in positive and challenging aspects of their lives.

CONCLUSION

The results of this research show a significant positive influence of grit and gratitude on student flourishing during the COVID-19 pandemic. Grit is partially more dominant in this regard than gratitude.

Based on this research, grit and gratitude can affect student flourishing. The university is advised to provide psychoeducation and practical activities to increase student grit and gratitude. The lecturer, as a lecturer on campus or as an academic supervisor, can convey advice or input to students to increase perseverance and focus on the goals to be achieved, and also always remind students always to be grateful for the situation they have.

The series of research processes that have been carried out are inseparable from the limitations that must be considered, namely the sampling technique used, voluntary convenience sampling, which allows the results obtained to cause bias in decision-making. So, suggestions for future researchers include using probability sampling.

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