



Self-Esteem and Peer Social Support: How Do They Contribute to High School Students' Academic Hardiness?

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ABSTRACT

Several factors, including internal and external factors, often cause academic hardiness in students. This research aims to analyze the influence of student self-esteem as a student's internal factor and peer social support as a student's external factor on students' level of academic hardiness. This research uses a quantitative approach with an ex post facto design. This research was conducted on 350 public high school students in Central Semarang District who were taken using the Proportionate Stratified Random Sampling technique. The instruments used in this research were the self-esteem scale (29 valid items $\alpha = .926$), the peer social support scale (27 valid items $\alpha = .895$), and the academic hardiness scale (24 valid items $\alpha = .845$). The data was analyzed using multiple regression tests and met the classical test. The results show p-value = .000 ($p < 0.05$). The coefficient of determination value shows that self-esteem and social support from peers influence academic hardiness by 44,6%. Meanwhile, some of it is influenced by other variables outside the research. This research impacts guidance and counseling teachers and counselors so they can provide services to increase self-esteem, peer social support, and student academic hardiness.

Keyword: Self-esteem; social peer support; academic hardiness

ABSTRAK

Academic hardiness siswa seringkali disebabkan oleh beberapa faktor di antaranya faktor internal dan eksternal diri. Penelitian ini bertujuan untuk menganalisis adanya pengaruh harga diri siswa sebagai faktor internal diri siswa dan dukungan sosial teman sebaya sebagai faktor eksternal diri siswa terhadap tingkat *academic hardiness* siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *ex post facto*. Penelitian ini dilakukan pada 350 siswa SMA Negeri di Kecamatan Semarang Tengah yang diambil dengan teknik *proportionate stratified random sampling*. Instrumen yang digunakan dalam riset ini adalah skala harga diri (29 aitem valid $\alpha = .926$), skala dukungan sosial teman sebaya (27 aitem valid $\alpha = .895$), dan skala *academic hardiness* (24 aitem valid $\alpha = .845$). Data dianalisis dengan uji regresi berganda dan telah memenuhi uji asumsi klasik. Hasil menunjukkan p-value = .000 ($p < .05$). Nilai koefisien determinasi menunjukkan bahwa harga diri dan dukungan sosial teman sebaya berpengaruh terhadap *academic*

hardiness sebesar 44,6%. Sedangkan sisanya dipengaruhi oleh variabel lain diluar penelitian. Riset ini berdampak pada guru BK dan konselor agar dapat memberikan layanan untuk meningkatkan harga diri, dukungan sosial teman sebaya dan *academic hardiness* siswa.

Kata kunci: Harga diri; dukungan sosial teman sebaya; *academic hardiness*

INTRODUCTION

In 2017, the Ministry of Education and Culture in Indonesia implemented a zoning policy for the admission of new students. In 2019, this policy was updated with provisions stating that a minimum of 50% of new student admissions should come from the zoning pathway, a minimum of 15% from the affirmative pathway, and a maximum of 5% from the parental transfer pathway. If there are remaining quotas, the achievement pathway may be opened (Permendikbud, 2019). The implementation of this zoning system has had an impact on the quality of schools and students. One negative impact since the implementation of the zoning policy is the disappearance of the title "favorite schools." Referring to a study conducted by Widyastuti (2020), the zoning system has affected schools that were favorites before the introduction of the zoning pathway. Favorite schools that used to admit many high-achieving students now accept students from various admission pathways. Additionally, the study suggests that a negative impact of the zoning system is the decrease in students' motivation to learn and their competitiveness to achieve maximum grades because high grades are no longer a factor in student acceptance into favorite schools.

This is supported by interviews conducted by the researcher with guidance counselors at schools located in Semarang. Based on the interview results, there is evidence that students with low academic comprehension face challenges due to the heterogeneous composition of classes after implementing the zoning system. Students who are slow learners fall behind their peers and feel uncomfortable in the learning environment. Other data from a survey conducted by researchers in October 2022 on 15 high school students in Semarang revealed that 55.6% could not control stress when facing learning difficulties, and 44.4% avoided complex subjects.. This indicates that most students need a higher level of academic hardiness.

Benishek and Lopez (2001) introduced the concept of academic hardiness by integrating two theories: the cognitive-oriented theory of hardiness by Kobasa (1979) and the academic motivation theory by Dweck and Leggett (1988). *Academic hardiness* is a

personality characteristic that enables individuals to cope with academic activities under stressful conditions, earnestly engage in academic tasks leading to positive academic progress, and view stressful situations as challenges rather than choosing to avoid academic stressors (Benishek & Lopez, 2001). Academic hardiness helps us understand why some students persevere when faced with academic difficulties while others do not. This concept incorporates the theory of hardiness in the academic context. Kobasa (1979) proposed that the components of hardiness include control, commitment, and challenge. Meanwhile, the components of academic hardiness itself consist of control of affect, control of effort, commitment, and challenge.

According to Benishek and Lopez (2001), several factors influence academic hardiness, including (1) the need for competence, (2) academic self-concept, and (3) cognitive risk tolerance. One factor of academic hardiness is academic self-concept, which is related to self-esteem. According to Campbell (1990), individuals with high self-esteem have a more consistent or stable self-concept than those with low self-esteem, indicating a positive relationship between self-concept clarity and self-esteem. Therefore, self-esteem also influences academic hardiness. Based on the research findings of Ghalyanee (2016), self-esteem is positively correlated with hardiness. Individuals with high hardiness, motivation, and commitment will likely achieve success and positive experiences. The outcomes of this hardy personality enhance self-worth and self-esteem.

Rosenberg et al. (1965) explained that self-esteem is an individual's attitude based on their perception of how they value and judge themselves, involving positive or negative attitudes towards themselves. Self-esteem is a crucial aspect of the field of psychology. It enables individuals to have more confidence, appreciate and love themselves, and accept their strengths and weaknesses. Referring to Rosenberg's (1965) concept of self-esteem, indicators of self-esteem include self-competence and self-liking.

Regarding the factors influencing academic hardiness, the first point mentions an individual's need for competence, which drives them to seek academic assistance actively. This is also related to how individuals receive social support from their surroundings. This condition is supported by research conducted by Ganellen and Blaney (1984), stating that the three hardiness components are related differently to social support. Specifically, they found that the dimensions of hardiness, namely commitment and challenge, are strongly associated with social support, while the control dimension is not related to social support.

Another study supporting this is the research by Kustiawati et al. (2019), stating that peer social support contributes positively and significantly to students' hardiness.

Sarafino and Smith (2011) defined *peer social support* as providing comfort, care, or appreciation to others. It can be understood that peer social support is from a peer group to an individual. According to Sarafino and Smith (2011), the four aspects of social support are appreciation, instrumental, emotional, and informational.

Research relevant to this study includes the work of Kustiawati et al. (2019), which found that peer social support significantly contributes to students' hardiness. Additionally, research on the relationship between self-esteem and hardiness by Ghalyanee (2016) revealed a significant statistical relationship between the two variables. Vasudeva et al. (2009) supported the connection between hardiness and self-esteem, showing that women with a higher quality-of-life rating scored higher in hardiness, self-efficacy, and self-esteem. Another study exploring the relationship between peer social support and hardiness is Ganellen & Blaney (1984), which found that the dimensions of hardiness, specifically commitment and challenge, are strongly associated with social support, while the control dimension is not related to social support.

In reviewing previous research, a gap was identified between the findings of Kustiawati et al. (2019) and Ganellen and Blaney (1984). While Ganellen and Blaney (1984) indicated that social support is related only to commitment and challenge aspects of hardiness, Kustiawati et al. (2019) suggested a broader relationship between peer social support and hardiness in general. This discrepancy forms the basis for this study to explore further the relationship and influence between peer social support and hardiness. Moreover, the existing literature primarily focuses on general or psychological hardiness, with limited research specifically addressing academic hardiness. This motivated the researcher to delve deeper into academic hardiness and examine how self-esteem and peer social support influence students' academic hardiness.

Based on the Competence Standards for Independent Learners (SKKPD), one aspect of high school students' development is emotional maturity. This aspect explains that students have a developmental task, which includes the ability to endure and withstand academic challenges in school, which involves academic hardiness. Furthermore, this study has implications for personal, social, and learning aspects in Guidance and Counseling (BK). It can assist BK teachers as a foundation for providing primary and responsive student

services. The study is expected to help BK teachers fulfill their roles in understanding and developing students, enhancing academic hardiness through improved self-esteem and peer social support.

In summary, this research conveys that self-esteem and peer social support can influence students' academic hardiness. Counselors and educators can use this study to become more aware of students' hardiness in overcoming academic-related stress.

METHODS

This research employs a quantitative approach. The research design used is *ex post facto*, a type of study that does not involve treatment or experimentation on the investigated subjects (Sugiyono, 2019). The study was conducted at Public High Schools in Central Semarang District. The population of this research includes students from grade XI and grade XII. The sampling technique used is proportionate stratified random sampling. The calculation resulted in a sample size of 322 respondents, assuming it represents the entire population.

The data collection technique used in this research is the psychological scale instrument using a Likert scale (1=strongly disagree; 4=strongly agree). The basis for creating the academic hardiness scale refers to the theory of academic hardiness by Benishek et al. (2005) with dimensions: (1) commitment, (2) control of effort, (3) control of affect, and (4) challenge. The valid item count for the academic hardiness scale is 24 items. The self-esteem scale refers to Rosenberg's (1965) theory of self-esteem with indicators of self-competence and self-liking. The valid item count for the self-esteem scale is 29 items. The peer social support scale refers to the theory of peer social support developed by Sarafino & Smith (2011) with aspects: (1) emotional or esteem support, (2) tangible or instrumental, (3) informational support, and (4) companionship support. The valid item count for the peer social support scale is 27 items.

The data analysis used in this research is multiple linear regression. Multiple linear regression is a regression model that involves more than one independent variable. Multiple linear regression analysis is conducted to determine the direction and extent of the influence of independent variables on the dependent variable (Ghozali, 2018). Before conducting the multiple linear regression test, classical assumption tests are needed to determine the feasibility of a regression model. The classical assumption tests used are normality,

linearity, heteroscedasticity, and multicollinearity tests. These tests use Statistical Product and Services Solution (SPSS) version 26.

RESULTS AND DISCUSSION

Levels of Self-Esteem, Peer Social Support, and Academic Hardiness

The aim of this research is to (1) analyze the level of self-esteem in high school students, (2) analyze the level of peer social support in high school students, (3) analyze the level of academic hardiness in high school students, and (4) analyze the influence of self-esteem and peer social support on academic hardiness in high school students. The explanatory results of the descriptive analysis from this research will be elaborated in Table 1.

This study obtained quantitative descriptive analysis results regarding the level of self-esteem among high school students in Central Semarang District. It is known that the average, standard deviation, and level of self-esteem for the 350 samples fall into the moderate category. These categorizations were obtained from the descriptive analysis conducted by the researcher using SPSS version 26.

In addition to conducting descriptive analysis on the self-esteem variable, the researcher also performed descriptive analysis on each indicator. According to Rosenberg's theory (1995), the researcher referred to self-esteem indicators, namely self-liking and self-competence. Based on the results of the descriptive analysis for each self-esteem indicator, it is known that the self-competence indicator shows ($M=56.17$, $SD=7.85$) in the moderate category, followed by the self-liking indicator showing ($M=26.27$, $SD=3.81$).

Table 1. Levels of Self-Esteem, Peer Social Support, and Academic Hardiness

| Variable and Indicator | N | M | SD | Categori |
|---|----------|----------|-----------|-----------------|
| Self-Esteem | 350 | 82.44 | 11.12 | Medium |
| <i>Self-competence</i> | 350 | 56.17 | 7.85 | Medium |
| <i>Self-liking</i> | 350 | 26.27 | 3.81 | Medium |
| Peer Social Support | 350 | 75.48 | 10.34 | Medium |
| <i>Emotional or esteem support</i> | 350 | 23.85 | 4.05 | High |
| <i>Tangible or instrumental support</i> | 350 | 17.71 | 2.79 | High |
| <i>Informational support</i> | 350 | 17.60 | 2.52 | Medium |
| <i>Companionship support</i> | 350 | 16.32 | 2.82 | Medium |
| Academic Hardiness | 350 | 66.01 | 7.88 | Medium |
| <i>Control of affect</i> | 350 | 15.90 | 2.21 | Medium |
| <i>Control of effort</i> | 350 | 17.43 | 2.28 | Medium |
| <i>Commitment</i> | 350 | 16.08 | 2.77 | Medium |
| <i>Challenge</i> | 350 | 16.61 | 2.63 | Medium |

Table 1 explains that the 350 students in high school in Semarang fall into the moderate category for each self-esteem indicator. Thus, based on the results of the descriptive analysis for each indicator, students in high school in Semarang exhibit some characteristics of self-esteem. Based on the analysis of students on the self-competence indicator falling into the moderate category, it indicates that students have a cooperative attitude but feel less helpful to others. Furthermore, the self-liking indicator shows that students have a moderately confident attitude but feel there is nothing to be proud of in their social circle.

This research provides quantitative descriptive analysis results on the level of peer social support among high school students in Central Semarang District. Descriptive analysis was assisted by SPSS version 26. The results indicate that the level of peer social support falls into the moderate category. The explanation of the results of the descriptive analysis of peer social support can be seen in Table 1. Furthermore, this research analyzed each peer's social support indicator. This study used peer social support indicators from Sarafino & Smith's theory (2011), namely (1) emotional or esteem support, (2) tangible or instrumental support, (3) informational support, and (4) companionship support. The results of the descriptive analysis of the emotional or esteem support indicator show ($M=23.85$, $SD=4.05$) in the high category; the tangible or instrumental support indicator shows ($M=17.71$, $SD=2.79$) in the high category; the informational support indicator shows ($M=17.60$, $SD=2.52$) in the moderate category, and the last indicator, companionship support, shows ($M=16.32$, $SD=2.82$) in the moderate category.

Based on Table 1 presented earlier, it can be observed that students in high school in Central Semarang District, totaling 350, fall into the high and moderate categories for peer social support indicators. Referring to the results of the descriptive analysis, students on the emotional or esteem support indicator show a high category. This explains that students show emotional support, such as giving attention and being willing to listen to their peers' complaints. A high category for the tangible support indicator indicates that students provide real support or direct assistance to their peers. Furthermore, the informational support indicator in the moderate category explains that students try to provide support in the form of advice, suggestions, or understanding, even if it does not positively impact their peers. Lastly, the companionship support indicator with a moderate category explains that students feel that group togetherness and support do not have a significant impact on them.

This research provides quantitative descriptive analysis results on the level of academic hardiness among high school students in Central Semarang District. Descriptive analysis was assisted by SPSS version 26. The results indicate that academic hardiness falls into the moderate category. Table 1 explains that the 350 students in high school in Semarang fall into the moderate category for each academic hardiness indicator. This explains that students in high school in Central Semarang District exhibit some characteristics of academic hardiness.

The results of the descriptive analysis explain that the 350 students in high school in Semarang fall into the moderate category for each academic hardiness indicator. Based on the results of the analysis, students on the control of affect indicator fall into the moderate category, indicating that students show anxiety because they have not been able to assess and understand their feelings when facing academic difficulties. Furthermore, the control of effort indicator shows that students exhibit behavior in facing academic difficulties as best as possible. On the commitment indicator, students are willing to make efforts and sacrifices for their academics but not for achievement. Lastly, the challenge indicator shows that students exhibit persistent behavior in completing complex tasks inconsistently.

This study differs from the preliminary study conducted earlier by the researcher through interviews and surveys. Through the preliminary study, the researcher found that students in high school in Central Semarang District had low academic hardiness. However, after conducting the research using psychological scale instruments, it was found that students in high school in Central Semarang District have moderate academic hardiness. Several factors, including differences in data collection methods and techniques and accompanying situations and conditions, can cause the difference between the preliminary study and the results of this research. The data collection method in the preliminary study used interviews, which had the disadvantage of poorly formulated questions, leading to biased interview results. The answers generated from these questions could make the research results less accurate, and there is a possibility that subjects only provide answers sought by the interviewer (Yin, 2003). The second data collection method in the preliminary study was a survey, which had the disadvantage of lacking in-depth opinions from the population, and the answered questionnaires did not represent the existing population.

The Influence of Self-Esteem and Peer Social Support on Academic Hardiness

Before conducting hypothesis testing, the researcher performed classical assumption tests, including normality, linearity, heteroskedasticity, and multicollinearity tests. The normality test resulted in a significance value of 0.200 (sig. (p) > 0.05), indicating that the data is usually distributed. Next, the linearity test for variable X_1 (self-esteem) with Y (academic hardiness) obtained a sig. Of deviation from linearity of $0.154 > 0.05$, they concluded that there is a relationship between variable X_1 and Y , for variable X_2 with Y , the sig. Of deviation from linearity was $0.082 > 0.05$, indicating a relationship between variable X_2 and Y . Furthermore, the heteroskedasticity test results from SPSS showed that the independent variable X_1 (self-esteem) had a value of 0.946, and the variable X_2 (peer social support) had a value of 0.260. This means that there is no heteroskedasticity in both independent variables, as the values are > 0.05 . Finally, the multicollinearity test showed results of 0.679 and 1.474 for the self-esteem and peer social support variables, respectively. This indicates that there is no multicollinearity in both the self-esteem and peer social support variables. After confirming the results of the classical assumption tests, the outcomes of the multiple linear regression equation can be examined to understand the influence of self-esteem and peer social support on the academic hardiness, as presented in Table 2.

The research findings indicate that self-esteem influences students' academic hardiness. This is supported by previous studies conducted by Vasudeva et al. (2009), Zhang et al.(2011), Tavousi (2015), Ghalyanee (2016), and Nurhikma & Nuqul (2020). Referring to these studies, a positive and significant relationship between self-esteem and hardiness was observed. Higher self-esteem corresponds to higher hardiness, while lower self-esteem corresponds to lower hardiness. In the context of this study, the variable examined is academic hardiness, focusing on the academic domain.

Research has shown that self-esteem can increase academic hardiness through various mechanisms. Giunta et al. (2013) found that self-esteem, along with personality traits, can enhance students' perceived academic self-efficacy, which in turn mediates the effect of these factors on academic achievement. This suggests that self-esteem can indirectly contribute to academic hardiness by boosting students' belief in their ability to succeed. Similarly, Jayanthi et al. (2018) demonstrated a positive association between self-esteem and academic performance, further supporting the idea that self-esteem can enhance

students' resilience and perseverance in the face of academic challenges. However, Holly (1987) and Pullmann (2008) caution that while self-esteem is important, it is not the sole determinant of academic success. Holly (1987) emphasizes the need for students to see the value of education, while Pullmann & Allik (2008) suggests that a critical view of oneself and the use of defensive pessimism can also play a role in academic achievement.

Self-esteem can enhance academic hardiness as it is associated with students' academic self-concept, which, in turn, leads to an increase in self-efficacy and psychological empowerment (Lafmejani et al., 2019). When students have a strong sense of self-esteem, they are more likely to believe in their abilities and capabilities, which can positively impact their academic performance. Academic self-concept explains 39% of the variance in psychological empowerment, while psychological hardiness and self-esteem explain 65% and 58% of the variance in academic self-concept, respectively (Lafmejani et al., 2019). Students with high academic hardiness are more capable of absorbing and applying what they learn, making them more competitive academic community members (Aprodita, 2021). Academic hardiness is positively related to students' satisfaction and negatively related to perceived stress and adverse effects (Aprodita, 2021). Students with a solid academic hardiness personality are more resilient in coping with stressful conditions, pursuing their motivation and interests, and influencing their achievement and happiness (Kamtsios, 2023). In conclusion, self-esteem can increase academic hardiness by enhancing students' academic self-concept, self-efficacy, and psychological empowerment. This, in turn, can positively impact academic performance, satisfaction, and the overall well-being of students.

Furthermore, the research demonstrates a relationship between peer social support and academic hardiness in high school students. This is in line with previous studies by Ganellen and Blaney (1984), Kustiawati et al. (2019), and Oktavia et al. (2019), which suggest a connection between peer social support and hardiness. However, there are variations in results across different indicators. Ganellen and Blaney (1984) found that social support was related to two aspects of hardiness: commitment and challenge. In contrast, Kustiawati et al. (2019) found that peer social support was related to hardiness more broadly.

Table 2 The Influence of Self-Esteem and Peer Social Support on The Academic Hardiness

| Variable | B | Std. Error | β | t | p |
|---------------------|------|------------|----------------|-----------------|------|
| Self-esteem | .373 | .034 | .525 | 10.86 | .000 |
| Peer social support | .163 | .037 | .214 | 4.42 | .000 |
| AH as DV | Df | F | R ² | AR ² | p |
| | 2 | 141.60 | .449 | .446 | .000 |

Notes. The data were analyzed using multiple linear regression. AH as DV = academic hardiness (dependent variable). R² = R-square

Several previous studies have demonstrated that peer social support can enhance academic hardiness by giving students a sense of ownership, emotional support, and shared experiences, helping them cope with academic stress and challenges. Peer social support and resilient personality significantly impact academic stress, with peer social support contributing positively and significantly to students' hardiness (Oktavia et al., 2019; Kustiawati et al., 2019). A study on informatics engineering students indicated that peer social support and resilient personality significantly influence academic stress (Oktavia et al., 2019; Handara & Irafahmi, 2022). The presence of peers in the boarding school environment plays a crucial role as social support in shaping the characteristics of students' hardiness (Kustiawati et al., 2019). Peer social support contributes as much as 64.1% to students' hardiness, while other factors that can enhance students' hardiness are determined at 45.9% (Kustiawati et al., 2019). In conclusion, peer social support can increase academic hardiness by providing students with a sense of ownership, emotional support, and shared experiences, aiding them in overcoming academic stress and challenges. This support can positively impact the students' overall hardiness and well-being.

Peer social support has been consistently linked to increased academic hardiness, with studies showing that it can positively contribute to students' ability to survive and develop in the face of academic stress (Oktavia et al., 2019; Kustiawati et al., 2019). This support can come from various sources, including peers, family, and teachers, with family support being the most dominant contributor (Permatasari et al., 2021). The role of peer support in improving mental health, happiness, self-esteem, and coping skills has also been highlighted (Richard et al., 2022). Furthermore, perceptions of peer academic support have been found to predict higher academic self-efficacy (Altermatt, 2019). The relationship between peer social support and academic self-efficacy has been explored, with the former being a significant predictor of the latter (Yuri, 2020). Lastly, the potential of peer

relationships and collaborative learning in promoting academic engagement and problem-solving skills has been discussed (Wentzel & Watkins, 2002).

The present study examines the relationship between peer social support and academic hardiness, shedding light on their association within the academic context. The findings underscore that peer social support is linked to academic hardiness in a general sense. These findings indicate that self-esteem and peer social support can influence the academic hardiness of high school students. However, there may be other variables affecting academic hardiness. For instance, prior research by Widiastuti and Indriana (2018) suggests that self-concept influences hardiness. Additionally, other studies propose that academic hardiness can help overcome student boredom (Antika et al., 2020).

Considering the implications of this study, there are practical implications for school counselors, especially those providing services to students in high school in Semarang. Given that the levels of self-esteem, peer social support, and academic hardiness among these students are in the moderate range, school counselors may need to implement interventions to enhance these factors. Strategies such as mind-skills training (Antika et al., 2020) and group counseling using Cognitive Behavior Therapy (CBT) with stress inoculation training techniques (Mahfud et al., 2017) can be effective in improving students' hardiness. Therefore, to assist students in enhancing academic hardiness, self-esteem, and peer social support, school counselors at high school in Semarang can provide various services, both foundational (classroom-based, group) and responsive (counseling), employing relevant techniques.

CONCLUSIONS

Based on the results of the research and discussion previously presented regarding the influence of self-esteem and peer social support on the academic hardiness of high school students in the Central Semarang District, it can be concluded as follows: 1) The level of self-esteem among high school students in the Central Semarang District is in the moderate category, with all indicators of self-esteem falling into the moderate category; 2) The level of peer social support among high school students in the Central Semarang District is moderate; 3) The level of academic hardiness among high school students in the Central Semarang District is in the moderate category; 4) Self-esteem and peer support significantly influence the academic hardiness of high school students in the Central Semarang District.

The findings of this research can serve as a reference for counselors or guidance teachers in providing services to students, especially informational services, so that students understand the importance of academic resilience (academic hardiness). Considering the results obtained from this study, high school students in the Central Semarang District still need to have a high level of academic hardiness. In addition to improving students' academic hardiness, counselors or guidance teachers are also expected to support students in enhancing self-esteem and peer social support. Given that in this study, high school students in the Central Semarang District have moderate self-esteem and peer social support. Furthermore, guidance teachers' guidance can include classical guidance services, informational services, and group counseling activities.

Recommendations for future researchers suggest conducting studies using different methods to explore the influence of other variables on the academic hardiness of students. Additionally, future researchers may conduct experimental studies to demonstrate the effectiveness of various counseling services within guidance and counseling to enhance academic hardiness, self-esteem, and peer social support among students..

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