



## GRIT AND RESILIENCE AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING AMONG STUDENTS

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### Abstract:

This study aimed to determine whether grit and resilience predict the students' psychological well-being. Stratified random sampling was used, and it included 200 students. Through non-experimental quantitative descriptive-correlational research technique, validated questionnaires, Mean, Pearson-Product Moment Correlation Coefficient (Pearson-r), and Multiple Linear Regression Analysis, results revealed that the students exhibited a moderate level of grit and psychological well-being while the level of resilience was high or oftentimes manifested. Notably, consistency of interest as a domain of grit best predicts the students' psychological well-being. Additionally, perseverance of effort and resilience were significant predictors of psychological well-being. It is recommended that students cultivate these qualities to handle setbacks better and adapt to new situations to enhance their psychological well-being. Lastly, future researchers are recommended to widen the scope to include a more diverse range of respondents across various cultural and socioeconomic backgrounds to improve the generalizability of findings.

**Keywords:** grit, resilience, psychological well-being, senior high school, college students

### 1. Introduction

Feeling unsatisfied with oneself, finding it difficult to form relationships with others, being dependent on others, having trouble controlling one's surroundings, lacking life goals, and being unable to grow or stagnate are some characteristics of low psychological

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well-being situations (Irianto & Ardilla, 2021). Other names for psychological problems are mental diseases or mental health issues. They can have an impact on your thoughts, feelings, and actions, which frequently have an impact on your relationships and day-to-day activities. These ailments could be transient or permanent (Ferguson, 2023). Psychological well-being (PWB) is broadly defined as the "*positive perception of engagement with different challenges of life*," and it refers to one's sense of growth and self-realization to how people's efforts to facilitate experiences of purposeful engagement (Zhou *et al.*, 2022). Also referred to as mental well-being, psychological well-being (PWB) describes a person's level of mental health and functioning at their highest level. It covers a range of characteristics associated with a person's psychological condition, such as their emotional, cognitive, and social well-being (Okorobie, 2024). It is sometimes seen as the distinguishing feature of educational encounters that guide students in their search for purpose and direction in life and assist them in realizing their full potential (Božek *et al.*, 2020).

Moreover, both help people overcome challenges in their lives, while grit and resilience feature closely related traits. These concepts, taken as a whole, will play a significant role in a person's psychological health. Numerous research studies have revealed an association between grit and resilience and pupils' subjective well-being (Kimhi *et al.*, 2020). According to Choi (2020), "*Grit not only refers to resilience against failure, but also it covers an individual's tenacity in attaining an objective through incessant effort*." Grit is a personality trait shared by people who show enthusiasm and tenacity in the face of substantial challenges and deterrents to achieve a goal. Grit is the ability to self-regulate and delay the desire for positive reinforcement while putting effort into a task (Gupta & Sudhesh, 2019). The term "grit" was first used by psychologist and researcher Angela Lee Duckworth. Grit is your capacity to continue with your passion tirelessly in the face of challenges, according to her definition of the term as "*passion and perseverance for long-term and meaningful goals*" (Baghadia, 2020).

Contrarily, resilience is the process and result of successfully adjusting to unpleasant or challenging life situations, particularly through mental, emotional, and behavioral flexibility and adjustment to external and internal pressures (American Psychological Association, 2022). Resilience can be seen in psychology as the ability to recover from, resist, or restructure oneself after stress or adversity. It is an essential tool that can shield people from the negative consequences of stress, assist them in regaining control over their lives, and even promote growth and constructive transformation (Seligman, 2012).

Multiple studies have proposed that there is a strong relationship between grit, resilience, and psychological well-being. There is evidence to support the claim that grit may be associated with higher levels of engagement, as studies have revealed that motivated pupils typically display more effective behavioral, cognitive, and emotional involvement in classroom activities (Datu *et al.*, 2016; Datu *et al.*, 2018). Similarly, grit may also be associated with greater well-being, given that previous studies have revealed that

motivated students experienced higher levels of subjective well-being and other positive psychological outcomes (Datu & Fincham, 2022; Van Doren *et al.*, 2019).

According to the study of Shah and Deshpande (2022), there was a significant positive association between PWB and grit. Grit is associated with consistency and perseverance in people. Individuals with a high level of grit are considered focused on their goal, consistent, and less inclined to give up. They put in their best efforts to succeed. Students' confidence in their skills empowers them to persevere through difficult activities. Therefore, they are less likely to give up and will overcome challenges on their path to success. The study by Lytle and Shin (2023) evaluated fewer academic and career concerns among first-year undergraduate students during COVID-19 in the United States (U.S.). Findings from a series of regression analyses showed that grit and resilience seemed to protect students and help them stay on track, even in the face of the global pandemic. Undergraduate students who reported higher levels of grit and resilience were less likely to worry about shrinking job opportunities and less likely to report changing their academic goals, career goals, and proposed majors.

As in many other countries, the Philippines is influenced by diverse social and individual factors. In a study by Dalonos and Cagurin (2022), the well-being and performance of 21st-century secondary educational learners revealed that the cognitive well-being of secondary learners has a positive result. Students are willing to learn and open to possibilities to fulfill their life goals. They have developed abilities and competencies in terms of academic achievement. Research has already indicated that promoting well-being and resilience can heighten satisfaction with life and support creative thinking and better learning.

This study is based on Seligman's Resilience Theory (Snyder *et al.*, 2021), which suggests that it is less about the events surrounding stressful times and trauma and more about how our subjective experience means we experience them. Resilient individuals typically have specific characteristics, such as regulating emotions, solving problems effectively, and maintaining positive relationships. Such individuals also often have a strong sense of purpose and meaning, which helps them find hope and motivation in difficult times (Sutton, 2023). Resilience Theory helps explain how people may persevere through difficult times, stay motivated, and accomplish long-term objectives. It suggests that overcoming adversities will positively enhance psychological well-being and coping skills. It will empower psychological well-being through their relatedness to their relationships and activities and through accomplishments of goals, which can provide satisfaction and increased motivation and commitment to the students.

Also, this study will be supported by Self-determination Theory (SDT) (Deci & Ryan, 2013), which is linked to how human behaviors are influenced to a great extent by personal and contextual motivational factors. Regarding personal factors, experimental applications of SDT in the health domain have focused on two types of motivation and psychological needs. Self-determination Theory posits that people with autonomous motivation orientation have better human functioning (well-being and growth). Based on the self-determination theory, the present study was designed to identify the

important factors associated with participation in non-academic activities that benefit students' development the most (Cheng, 2017).

The core of self-determination theory is the concept of basic psychological needs: autonomy, competence, and relatedness. In relation to SDT, the Basic Psychological Needs Theory (BPNT) focuses on and provides detailed insights into the existing psychological needs that have developed in humans and their connection to psychological health and well-being. Basic psychological needs theory (BPNT) highlights and elaborates on the nature of evolved psychological needs and their relations to psychological health and well-being. The BPNT coined the ideas that (1) there are three fundamental psychological needs – competence, autonomy, and relatedness, which are universal and crucial for the psychological well-being and optimal functioning of every individual – (2) whether these needs are satisfied or frustrated consistently affects a person's overall wellness – and (3) social contexts that facilitate the fulfillment of these three needs promote well-being and effectiveness, while those that hinder their fulfillment leads to distress and reduced functioning (Ryan (2017). Additionally, this study will reference flow theory (Csikszentmihalyi, 1990), which will support its findings. Flow theory outlined that people are happiest in a state of flow, in which people are so involved in an activity that anything else seems insignificant. People are concentrated or absorbed in the task or activity (Guan, 2013).

Self-determination Theory (SDT) suggests that psychological well-being is facilitated by relatedness, competence, and autonomy in one's activities and relationships. Meeting these necessary psychological needs promotes their determination and sense of well-being. Hardworking individuals have inner drives that align with their values and passions, making them grittier. Encouraging determination and adaptive coping mechanisms, its focus on psychological needs and internal drive can help boost resilience.

Lastly, this study will draw upon Goal Setting Theory (Locke & Latham, 1990). Goal Setting Theory explains the mechanisms by which goals influence behavior and how the latter can be moderated by goal characteristics (difficulty and specificity), the level of commitment, importance, self-efficacy, feedback, and task complexity. On the other hand, Goal Setting Theory explains how goals impact behavior and how this influence can be adjusted by various factors, including the nature of goals (their level of difficulty and specificity), the individual's commitment to them, the significance of the goals, the person's self-belief (self-efficacy), the feedback they receive, and the complexity of the tasks involved (Kapp, 2013). The foundation of goal-setting theory is that setting specific, challenging goals leads to better performance than simply encouraging individuals to give their best effort (Locke & Latham, 1990). Moreover, this theory emphasized the need to establish straightforward objectives since doing so can improve your desire, dedication, and feeling of achievement. This improves approval and autonomy, which benefits psychological well-being and gives a framework for establishing specific goals necessary for people to sustain their interest and effort over long periods of time despite

failures. Through adapting to challenges and setbacks, GST can aid individuals' approach and adjust their objectives in response to setbacks.

The study's conceptual framework consists of three variables: grit and resilience as independent variables and psychological well-being as the dependent variable. Grit as an independent variable pertains to perseverance and passion for long-term goals (Duckworth *et al.*, 2007). A gritty individual approaches success as a race and excels through their endurance. While others might interpret setbacks or monotony as reasons to switch directions and minimize losses, the gritty individuals persist on their current path. Grit as an independent variable has two indicators: consistency of interest and perseverance of effort. Another independent variable, resilience, can be understood in various ways. It results from navigating challenging experiences and maintaining a positive mental state. Alternatively, it is a universal capability that helps an individual, a group, or a community to drive back, mitigate, or recover from the negative consequences of adversity. In addition, resilience can be defined as the capacity to utilize knowledge, attitudes, and skills to address and overcome the detrimental effects of crises and hardships (Jardim & Pereira, 2021).

Psychological well-being as a dependent variable is a fundamental aspect of mental health, encompassing hedonic (enjoyment, pleasure) and eudaimonic (meaning, fulfillment) happiness, along with resilience (coping, emotion regulation, healthy problem solving) (Tang *et al.*, 2019). Autonomy, in the context of self-actualization, is described as showing autonomous functioning and resistance to enculturation. Environmental mastery is the capacity to select or shape environments that align with their psychological state. Personal growth, the need for self-actualization, and the fulfillment of one's inherent potential are the fundamental aspects of clinical viewpoints on personal development. Positive relations with others, experiencing profound empathy and warm affection for all human beings, with the ability to cultivate deeper relationships, express more profound love, and establish a stronger sense of connection with others. The purpose of life span developmental theories encompasses a range of evolving life objectives and aspirations, including aspects like productivity and creativity and achieving emotional harmony in the later stages of life. Self-acceptance is a fundamental element of mental well-being and a trait associated with self-actualization, optimal functioning, and maturity.

This study is mainly centered on the psychological well-being of the students. The researchers have not yet found studies in the Philippines, particularly in the locale, that evaluate students' grit, resilience, and psychological well-being, even though multiple studies already discussed the grit, resilience, and psychological well-being of students. As a result, this study may open new understanding and perspective of students' ability to deal with different challenges. Furthermore, the community may acquire numerical data from this study by knowing how students' grit and resilience can evaluate their psychological well-being. With that, teachers may create new activities that can encourage students' grit and resilience with better psychological well-being. Researchers may observe if these factors can alter how students view their struggles and how they

resolve the issues they encounter. This study may reveal how students handle academic difficulties and how this affects their well-being. The researchers aim to discover the link between student's psychological well-being and how well they act and perform in school. It will also predict how well-off students' psychological well-being is and how well they would perform as students with better grit and resilience in overcoming adversities.

Considering everything, the researchers seek to address the following objectives:

- 1) to determine the level of grit among students in terms of consistency of interest and perseverance of effort;
- 2) to determine the level of resilience among students;
- 3) to determine the level of psychological well-being among students in terms of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance;
- 4) to determine the significant relationship between grit, resilience, and psychological well-being; and
- 5) to determine whether grit and resilience predict psychological well-being.

According to the predicted value to people, the purpose of the researchers is to contribute relevant information and proficiency on the topic given by the respondents, recent studies, and corresponding websites. The focal point of this effort lies in catering to distinct stakeholders, with students, teachers, parents, and research contributors. This study will open a new understanding of student's psychological well-being and instill the importance of each variable stated in this study. This will enable them to aid setbacks and provide a proper approach that aligns with students' psychological well-being. By providing teachers with knowledge that helps them to understand better, support, and foster the psychological well-being of their pupils, the research aims to empower educators. By promoting this understanding outside of the classroom, the researcher hopes to educate parents about the steps they take to ensure their children's grit, resilience, and psychological health.

Furthermore, the study benefits the larger scientific community by offering insightful information to researchers in the future. This includes those who may conduct studies shortly at basic and higher education schools or explore similar themes. The findings can serve as a reference point for extending variables and designing research endeavors that align with the pursuit of understanding students' psychological well-being.

## **2. Material and Methods**

### **2.1 Research Respondents**

This study involved a sample of 200 students from UM Peñaplata College, specifically from the Senior High School Department and Department of Teacher Education. To determine the appropriate sample size, a 5:1 ratio was adopted (Ferguson & Cox, 1993), aligning with the 40-item survey instrument. This approach provided sufficient data to address the research objectives. A stratified random sampling technique was employed

where year levels and strands served as the strata. This ensured that each stratum was represented proportionally, enhancing the generalizability of the findings. The distribution of respondents across different year levels and strands was as follows: Senior High School Department – ABM 11 (8), HUMSS 11 (10), ABM 12 (15), HUMSS 12 (13); Department of Teacher Education – First Year (24), Second Year (30), Third Year (60), and Fourth Year (40). To ensure a representative and focused sample, the following inclusion and exclusion criteria were applied: students enrolled in the Senior High School Department and Department of Teacher Education were included, while those not currently enrolled and those outside the specified departments were excluded. The researchers also considered those students who opted to withdraw during the administration of the survey.

The study was conducted at UM Peñaplata College, located in coastal town of Brgy. Peñaplata, Island Garden City of Samal, Philippines. The school's verdant tropical surroundings and proximity to the sea create an environment conducive to learning and personal development. The selection of this location is aligned with the study's focus on grit, resilience, and psychological well-being among senior high school and college students, as the school's rigorous academic program fosters qualities such as perseverance and mental toughness. Furthermore, the combination of challenging coursework and high expectations contributes to building resilience, which is a key element of this research.

Additionally, the school's emphasis on extracurricular activities, community engagement, and the integration of technology further supports the study's objectives. These aspects of the school's program not only enhance students' academic performance but also promote their psychological well-being by encouraging personal growth and the acquisition of practical skills needed in today's world. This holistic approach, combining academic rigor with opportunities for social and emotional development, makes the UM Peñaplata College an ideal setting for investigating grit, resilience, and psychological well-being.

## 2.2 Research Instruments

This study utilized a three-part adapted questionnaire, which was validated by a panel of experts. The three adapted questionnaires measured grit, resilience, and psychological well-being among senior high school and college students. The grit survey questionnaire was adopted from the study of Duckworth *et al.* (2007), which has an acceptable reliability index of  $\alpha = 0.85$ . The questionnaire contains two indicators: Consistency of Interest (6 items) and Perseverance of Effort (6 items).

On the other hand, the resilience survey questionnaire was adopted from the study of Jardim *et al.* (2021). This questionnaire contains 10 items with a reliability index of  $\alpha = 0.866$ . Lastly, the psychological well-being questionnaire was adopted from the study of Ryff *et al.* (2007). It has six sub-scales: Autonomy (3 items), Environmental mastery (3 items), Personal Growth (3 items), Positive relation with others (3 items), Purpose in life (3 items), and Self-acceptance (3 items). The six sub-scales have Cronbach alpha

coefficients ranging from 0.86 to 0.91. All survey questionnaires used in this study utilized a five-point Likert-type scale that measures students' responses across various categories, where 5 signifies "Very High," 4 corresponds to "High," 3 indicates "Moderate," 2 represents "Low," and 1 signifies "Very Low."

## **2.3 Design and Procedure**

### **2.3.1 Research Design**

This research utilized non-experimental quantitative research design using descriptive correlation quantitative designs to collect information about variables without altering the environment or manipulating any variables, so they do not look at possible cause and effect. Quantitative research may be used to determine the relationships between variables or expected outcomes from the question being researched (Rutberg & Bouikidis, 2018, cited in Bacatan, 2024). Additionally, this research utilized correlation to investigate the relationship between variables such as grit, resilience, and psychological well-being, using the survey questionnaires to gather the fundamental data.

### **2.3.2 Data Collection**

The researchers implemented a methodical data collection process. Initially, the researchers asked permission from UM Peñaplata College by crafting a formal letter addressed to the Dean of the College, requesting authorization to conduct the study. Subsequently, a similar permission letter was written to the Program Head of the Department of Teacher Education and to the principal of the Senior High School Department, seeking consent from the respondents' school. In the next step, the researchers obtained permission from the respondents before initiating the study. The respondents were then asked to complete the questionnaires to assess their level of grit, resilience, and psychological well-being. The researchers gathered information from the respondents, which was compiled and tallied for analysis. Lastly, the data collection lasted 2-3 months.

### **2.3.3 Statistical Tools**

Furthermore, in statistical tools, a descriptive correlational method was used by the researchers to determine the significant relationship among the variables. Additionally, the researchers computed the mean to determine the level of grit, resilience, and psychological well-being of the students. Moreover, the Pearson Product-Moment Correlation Coefficient was used to determine the significant relationships between grit, resilience and psychological well-being. Lastly, the Multiple Linear Regression Analysis was utilized to determine whether grit and resilience were predictors of psychological well-being.



### 2.3.4 Ethical Consideration

The researchers ensured that the study was conducted with adherence to ethical standards. It followed protocol and underwent examination. To ensure ethical considerations were met, the researchers followed the necessary processes in conducting the study.

## 3. Results and Discussion

### 3.1 Level of Grit among Students

Table 1 shows the level of grit among students. The result shows that the perseverance of effort is highly maintained in students ( $M=3.80$ ,  $SD=.53$ ), whereas the consistency of interest is relatively low ( $M=2.53$ ,  $SD=.62$ ). This is an indicator of a high tendency to persevere over difficulties with wavering interests. As noted by Fosnacht and Copridge (2020), perseverance of effort can work as a compensatory process for students belonging to historically underrepresented groups in surmounting educational barriers toward academic success. This resilience enables a student to stay active and consistent in his or her learning even when things get tough. Furthermore, according to Wolters and Hussain (2015), perseverance of effort is a marker of self-efficacy and effective study control: students with high levels of perseverance are more likely to use strategies that build academic self-regulation and also high performance.

This finding also resonates with self-determination theory, which suggests that people are more likely to sustain themselves when they feel competent, autonomous, and in relation to others in undertaking their endeavors (Deci & Ryan, 2012). This high degree of perseverance in students could also mean that educational contexts that foster goal-setting, autonomy, and positive reinforcement can enhance this trait. It would then encourage these students to maintain consistent efforts and improve their academic achievement (Tang *et al.*, 2019). Institutions and educators may use strategies that foster sustained motivation, like goal-setting, constructive feedback, and supportive classroom environments, to enhance perseverance and, thus, academic success.

Conversely, the low mean rating for consistency of interest ( $M=2.53$ ,  $SD=.62$ ) suggests that students often do not sustain long periods of engagement with specific goals or interests, which can affect their general academic and personal development. Variability in interests may be related to a problem in sustaining focus on long-term projects, and it can be challenging to achieve deeply rooted, goal-oriented satisfaction (Masuyama *et al.*, 2022). Studies revealed that people with lower levels of consistency in interest react more exploratively, exploring new experiences as well as challenges (Wang *et al.*, 2021; Ainley, 2019; Grossnickle, 2016).

The literature supports the idea that low consistency in interest might hinder the building of stable, long-term career or academic goals, which may prevent further development of expertise in related areas (Credé *et al.*, 2017). Moreover, Masuyama *et al.* (2021) found that there is better mental well-being among individuals with higher interest consistency because they are least likely to have cognitive dissonance and stress owing

to the constant changes of focus. This implies that interventions aimed at developing a student's continuing interest in meaningful projects or worthwhile goals through mentoring, guided planning, or better goal-interest matching build both academic resilience and psychological well-being so as to avoid being either too highly resilient or too low in passion.

The overall mean ( $M=3.16$ ,  $SD=.39$ ) was described as moderate. This suggests that grit among students is sometimes manifested. The finding parallels the study of Calo *et al.* (2019), who revealed that grit obtained a 3.30 mean score described as moderate in their research. According to a survey by Dubey (1982), students with higher grit levels tend to achieve more tremendous success in their academic pursuits than those with lower grit. This finding underscores the significance of even a moderate level of grit having significant implications, such as understanding and potential. Enhancing grit could still yield meaningful improvements in student performance and success. It was found that the period and experiences a student goes through play a significant role in the development and continuity of grit. These findings suggest that a student's level of grit should be taken seriously if they aim to achieve better academic results (Beyhan & Dilmaç, 2016).

**Table 1: Level of Grit**

Indicators	SD	Mean	Descriptive Equivalent
Consistency of Interest	.62	2.53	Low
Perseverance of Effort	.53	3.80	High
<b>Overall</b>	.39	3.16	Moderate

**Note:** N = 200, M = Mean, SD = Standard Deviation.

### 3.2 Level of Resilience among Students

Table 2 presents the level of resilience among students. Looking at each statement, the statements "*I like myself just I am*" ( $M=4.01$ ,  $SD=.95$ ) and "*I think I have the necessary skills to be successful in life*" ( $M=4.01$ ,  $SD=.76$ ) were described as high or oftentimes manifested. This means that students often receive positive feelings of self-acceptance and confidence for skills in life. High self-acceptance, manifested as liking oneself, is indicative of strong self-esteem and positive self-regard that forms the basis for resilience (Ryan & Deci, 2000). Self-acceptance builds psychological well-being by helping a person develop a secure sense of identity and resist pressures to seek external validation, making it easier for students to cope with stressors (Neff, 2011). Furthermore, an important characteristic of self-efficacy is the perception of capability to succeed which Bandura (1997) emphasized as crucial in resilient behavior. Students, who see themselves as effective, tend to set demanding goals and persist in dealing with the obstacles, or setbacks being part of a learning experience rather than as failures.

High self-efficacy also promotes intrinsic motivation so that students are proactive problem solvers and persist in academics (Schunk & DiBenedetto, 2020). As defined by resilience theory, the integration of self-acceptance and perceived competence helps strengthen the ability of students to adapt positively to adversity and aids in the

maintenance of mental well-being even in high-stress environments (Masten, 2014). Therefore, these outcomes suggest that cultivating self-acceptance and confidence in one's capabilities in education environments can play a strategic role in building resilience through improvement not only in academics but also psychological resilience and satisfaction.

In addition, the statement "*I have a total confidence in my skills to solve my problems*" got the lowest mean ( $M=3.69$ ,  $SD=.84$ ) but still described as high or oftentimes manifested. This reflects that students frequently exhibit strong self-assurance in their problem-solving abilities, an essential aspect of resilience. It is essential that confidence in problem-solving is considered a critical component of self-efficacy since it refers to belief in being able to produce relevant actions in situations by Bandura (1997). This self-efficacy reinforces resilience because students take an active approach toward challenge, viewing problems as challenges to be overcome rather than threats (Schunk & DiBenedetto, 2020). If a student believes he or she can solve and surmount his or her problems, he or she will develop adaptive coping, which resists stress and prevents helpless feelings (Bandura, 2006).

Literatures show proofs that confidence in solving issues leads to excellent results based on academic performance and sound psychology. People have incentives to set up ambitious intentions, to pursue those objectives where failure is evident, or to find systematic means over problems (Zimmerman, 2000). More often than not, such an attitude creates an inner control factor among students as regards which level of control exists as "they can indeed determine that their efforts determine results (Rotter, 1966). More research has shown; high self-efficacy in problem-solving leads the individual to perform better without much anxiety when the overall stressors come from his academic and personal levels (Caprara *et al.*, 2011). For this reason, a good problem-solving attitude in any student suggests a resilient personality that can handle and tackle each challenge both academic and personal with persistence and the right strategies for overcoming them.

**Table 2:** Level of Resilience

Statements	SD	Mean	Descriptive Equivalent
1. I feel I know myself well.	.80	3.99	High
2. I like myself just as I am.	.95	4.01	High
3. I think I have the necessary skills to be successful in life.	.76	4.01	High
4. I feel comfortable with my body.	.91	3.75	High
5. I feel I have good self-esteem.	.88	3.71	High
6. I have total confidence in my skills to solve my problems.	.84	3.69	High
7. I have been successful in overcoming difficulties in life.	.80	3.84	High
8. I manage to minimize the negative effects of difficulties.	.78	3.76	High
9. I take on my problems, giving them the importance they have without undervaluing or overvaluing them.	.78	3.83	High
10. When a situation cannot be changed, I accept that fact with serenity.	.75	3.91	High

<b>Overall</b>	.60	3.85	High
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**Note:** N = 200, M = Mean, SD = Standard Deviation.

The overall mean of resilience was described as high or oftentimes manifested ( $M=3.85$ ,  $SD=.60$ ). This finding aligns with the study of Mangoulia *et al.* (2024), which revealed a mean score described as high ( $M=3.42$ ). In addition, Mulati and Purwandari, (2022) also said that persons with high resilience are persons that have a good coping manner. Further, resilience helps individuals to better navigate challenging life events and success-oriented living, where people with a higher level of resilience are likely to adapt and be effective at coping behaviors (Mulati & Purwandari, 2020). Hence, resilience development is actually the enhancement of individual skills, flexibility, and coping skills to deal with developmental challenges and life stressors, helping them to recover from challenges and achieve desirable outcomes (Lee *et al.*, 2012).

### 3.3 Level of Psychological Well-being

Table 3 shows the level of psychological well-being among the students. Looking at each dimension of psychological well-being, *personal growth* got the highest mean rating ( $M=3.82$ ,  $SD=.59$ ), which was described as high. This means that personal growth among students is oftentimes manifested. This suggests a consistent demonstration of personal growth behaviors, likely driven by supportive educational environments, social dynamics, and intrinsic factors. According to Song (2024), personal growth among university students is influenced by factors such as long-term goal setting, effective resource management, and social support, which are pivotal in enhancing well-being and holistic development. Similarly, Wardani and Tjandraningtyas (2023) emphasized that optimism, internal locus of control, and self-efficacy are strong predictors of personal growth, highlighting the interplay between individual traits and external challenges. Moreover, Stith and Jiang (2023) demonstrated that personal growth initiative can buffer the adverse effects of practical stressors on life satisfaction, suggesting its role as a protective factor against stress-related challenges.

Moreover, *self-acceptance* got the second highest mean rating ( $M=3.49$ ,  $SD=.60$ ), which was described as high or oftentimes manifested. This implies that a person with high self-acceptance has a positive outlook on life, accepts and appreciates their good and poor traits, and feels optimistic about past life (Ryff, 2013). Individuals with psychological health issues can learn from life experiences and achieve optimal mental health by cultivating self-acceptance (Bernard *et al.*, 2013). Being able to embrace oneself unconditionally is essential because it has been connected to several favorable consequences, including improved psychological well-being (MacInnes, 2006).

**Table 3:** Level of Psychological Well-being

Indicators	SD	M	Descriptive Level
Autonomy	.47	3.22	Moderate
Environmental Mastery	.46	3.35	Moderate
Personal Growth	.59	3.82	High

Positive Relations with Others	.54	3.10	Moderate
Purpose in Life	.54	3.02	Moderate
Self-Acceptance	.60	3.49	High
<b>Overall</b>	.30	3.33	Moderate

**Note:** N = 200, M = Mean, SD = Standard Deviation

On the other hand, *purpose in life* got the lowest mean rating ( $M=3.02$ ,  $SD=.54$ ), which was described as moderate or sometimes manifested. This suggests that while students sometimes exhibit goal-oriented behaviors and a sense of meaning, this dimension may not be consistently developed. This finding implies that many students may lack clear long-term goals or the intrinsic motivation to connect their daily activities to broader life aspirations. Ruini *et al.* (2023) emphasized that purpose in life plays a critical role in eudaimonic well-being and developmental settings, but barriers like depressive symptoms and anxiety can hinder its manifestation. Positive school-based interventions have been shown to enhance purpose in life, especially among students struggling with mental health challenges (Ruini *et al.*, 2023).

Similarly, Guo *et al.* (2023) found that components of purpose in life, such as goal orientation and beyond-the-self aspirations, positively predict prosocial behaviors like knowledge sharing, mediated by gratitude. This highlights the potential for fostering purpose through interventions that build gratitude and social engagement (Guo *et al.*, 2023). However, Moberg and Kuusisto (2024) observed that purpose often manifests in localized contexts, such as familial contributions, with limited societal or civic engagement. They suggest a need for higher education to invest in civic and participatory frameworks to expand students' sense of purpose beyond personal circles.

Lastly, the overall mean of psychological well-being was described as moderate or sometimes manifested ( $M=3.33$ ,  $SD=.30$ ). This finding ties in with the study of Alkhatib (2020), in which the level of psychological well-being was described as moderate. Moreover, in the study of Marzuki *et al.* (2018), individuals with a moderate level of psychological well-being are neither in a distinctly positive nor negative emotional and social state. This level may indicate variability in their ability to manage stress, maintain resilience, and achieve life satisfaction, highlighting areas where targeted interventions could enhance well-being. Psychological well-being involves balancing positive and negative states, and moderate well-being often reflects fluctuating emotional resilience and life satisfaction (Rosy *et al.*, 2024).

O'Neill *et al.* (2024) emphasized the importance of Positive Psychology Interventions (PPIs) in supporting student well-being. Their findings show that programs designed to enhance emotional regulation, self-reflection, and academic resilience can help students transition from moderate to high well-being (O'Neill *et al.*, 2024). Additionally, Yan *et al.* (2024) highlight the role of resilience and dispositional hope as protective factors against stress and academic burnout. Students with moderate well-being may benefit from fostering these psychological strengths to buffer the effects of academic and social pressures (Yan *et al.*, 2024).

### 3.4 Correlation Matrix of the Measures of Grit and Psychological Well-Being

As shown in Table 4, the significance of the relationship between grit and psychological well-being is shown. The r-value ( $r=.439$ ,  $p<.05$ ) shows a positive and significant relationship between the two variables. This means that as the level of grit increases, the level of psychological well-being also tends to increase, and vice-versa. Alternatively, grittier students, who show more perseverance and passion for their long-term goals, are more likely to experience higher levels of psychological well-being. This could manifest as higher levels of happiness, satisfaction, or positive functioning in various aspects of life. These results support the findings of the study (Arya & Lal, 2018; Chuented *et al.*, 2023; Salles *et al.*, 2014; Samyukta & Swathi, 2023), which revealed that grit has a positive correlation with psychological well-being.

**Table 4.** Correlation Matrix of the Measures of Grit and Psychological Well-Being

Grit	Psychological Well-Being						
	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance	Overall
Consistency of Interest	-.007	.073	.104	.315*	.331*	.141*	.289*
Perseverance of Effort	.345*	.373*	.141*	-.039	-.069	.352*	.313*
<b>Overall</b>	.229*	.311*	.178*	.221*	.213*	.350*	.439*

$p^* < .05$

### 3.5 Correlation Matrix of the Measures of Resilience and Psychological Well-being

As shown in Table 5, the significance of the relationship between resilience and psychological well-being is shown. The r-value ( $r=.371$ ,  $p<.05$ ) indicates a positive and significant relationship between the two variables. This further means that more resilient people, who can effectively cope with adversity and bounce back from setbacks, tend to have higher levels of psychological well-being.

This implies that resilience plays an important role in psychological well-being. The results below concurred with several studies (Klainin-Yobas *et al.*, 2021; Padmanabhanunni *et al.*, 2023; Souri & Hasanirad, 2011; Idris *et al.*, 2019; Sagone & De Caroli, 2014), linking resilience and psychological well-being and concluded that there is a significant relationship between the two variables.

**Table 5:** Correlation Matrix of the Measures of Resilience and Psychological Well-being

Resilience	Psychological Well-Being						
	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance	Overall
<b>Overall</b>	.426*	.450*	.152	-.117	-.021	.426	.371*

$p^* < .05$

### 3.6 Regression Analysis for Variables Predicting Student's Psychological Well-being

Table 6 presents the regression analysis for variables predicting student's psychological well-being. A model fit was shown by the derived F-value of 22.64, which is significant at  $p < .05$ . The variables consistency of interest, perseverance of effort, and resilience collectively accounted for 24.6% of the variance in student's psychological well-being. This further means that 75.4% can be attributed to factors already outside the study's scope.

**Table 6:** Regression Analysis for Variables  
 Predicting Student's Psychological Well-being (n=200)

Variable	B	SE B	$\beta$
Consistency of Interest	0.15	0.03	0.31**
Perseverance of Effort	0.12	0.04	0.20*
Resilience	0.14	0.04	0.28**
$R^2$	0.246		
F	22.64**		

\* $p < 0.05$ , \*\* $p < 0.01$

It can be noted that the variable consistency of interest as a domain of grit best predicts students' psychological well-being. This suggests that students who maintain consistent interest over time are likelier to have better psychological well-being. This could be because these students are more likely to engage deeply and persistently in activities that they find meaningful, which can contribute to their sense of purpose, satisfaction, and overall psychological well-being (Datu *et al.*, 2016). It can be observed that perseverance of effort as a domain of grit can also predict a student's psychological well-being. This means that students who persevere and maintain their efforts towards their goals, even in the face of challenges, will likely have better psychological well-being.

Several studies (Arya & Lal, 2018; Datu *et al.*, 2018; Han, 2021) showed students' psychological well-being. In terms of grit's impact on well-being, gritty individuals exhibit constant and tenacious conduct to achieve long-term objectives and have little trouble controlling their emotions when faced with challenges. Grit-filled learners are tenacious and adaptable in the face of difficulty. Moreover, they remain resilient and function effectively under duress. This enables individuals to address better their demands for autonomy, knowledge, and relationships (Han, 2021).

Lastly, various studies (Idris *et al.*, 2019; Sood & Sharma, 2020; Im Jin & Kim, 2017) also showed students' psychological well-being. This study's result emphasizes how resilience significantly impacts the psychological well-being of the students and how this directly affects their ability to execute tasks and difficulties in their lives. People with higher resilience can better control their stress, keep a positive attitude, and create useful coping mechanisms. People with greater resilience are likelier to feel well, maintain good connections, and feel that their lives have meaning and purpose. By comprehending the elements that foster resilience and formulating tactics to promote it, people can more effectively handle stress and hardship and preserve their health (Sayed *et al.*, 2024).

#### **4. Recommendations**

Based on the result of the study, here are the following recommendations:

Teachers are recommended to encourage their students to actively pursue support that could help students have a strong passion for a particular pursuit and adaptability to develop their grit further to improve their psychological well-being. In addition, active participation in the class provides the students with additional academic competence, support, and the opportunity to manage the challenges they face actively, ultimately leading to improved psychological wellness.

Students should look at their grit, resilience, and psychological well-being. Emphasizing the value of grit and resilience may have an advantageous impact on students' mental and psychological well-being. Furthermore, fostering grit and resilience in students helps them grow from setbacks and adjust to new circumstances to strengthen their psychological well-being. Additionally, it is recommended that students look into enhancing their consistency of interest by exploring various hobbies. Setting regular goals and tracking progress within these pursuits can further build their commitment and sustained engagement.

Parents are recommended to encourage their children, and providing them consistent support can significantly impact their children's ability to cope with challenges. Parental involvement significantly enhances children's ability to navigate different obstacles with resilience and develop essential coping skills to promote strong psychological well-being.

Future researchers should further explore the relationship between grit, resilience, and psychological well-being to enhance mental health outcomes. Understanding how different dimensions of grit and resilience influence psychological well-being will provide valuable insights for developing targeted interventions. Expanding the scope to include a more diverse range of respondents across various cultural and socioeconomic backgrounds will improve the generalizability of findings. This broader understanding could inform more effective strategies for supporting student mental health and fostering resilience, empowering individuals to actively manage their life outcomes and well-being.

#### **5. Conclusion**

The study highlights significant findings on the relationship between grit, resilience, and psychological well-being among students. The level of grit among students was moderate, indicating that students exhibit an average capacity to maintain perseverance and passion for long-term goals, although there is room for more consistent manifestation. In contrast, the level of resilience was high, suggesting that most students can effectively adapt and persist despite adversities in their daily lives. Psychological well-being, however, was described as moderate, reflecting a balance between positive



and negative perceptions, but also indicating potential for enhancement through targeted interventions.

Correlation analysis revealed a moderate association between grit and psychological well-being, emphasizing that students with higher grit levels tend to perceive life more positively. Similarly, a weak but significant relationship between resilience and psychological well-being underscores that resilience contributes to improved well-being, even if its direct influence is less pronounced. This indicates that both grit and resilience play distinct but complementary roles in shaping students' psychological health.

Regression analysis further identified consistency of interest as the best predictor of psychological well-being within the grit construct. Students who maintain steady interest in their pursuits are more likely to experience enhanced well-being. Additionally, perseverance, effort, and resilience emerged as significant predictors, underscoring that determination, sustained effort, and the ability to recover from setbacks are crucial for fostering psychological well-being. These findings suggest that cultivating grit and resilience through structured support and developmental programs can lead to improved psychological health, enabling students to navigate challenges with optimism and determination.

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