



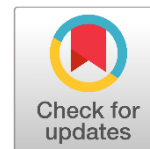
Content list available at:

<https://journals.carc.com.pk/index.php/CRISS/issue/view/1>

CARC Research in Social Sciences

Journal homepage: journals.carc.com.pk

Relationship between Grit and Academic Resilience among University Students

Sidra Saifullah^{a*}, Omer Zeb Khan^b^{a,b} University of Swabi – Pakistan

ARTICLE INFO

Article history:

Received: September 25, 2022
 Revised: September 29, 2022
 Accepted: September 29, 2022
 Published: September 30, 2022

Keywords:

Academic Resilience
 Grit
 University Students

ABSTRACT

The concept of Grit, a non-cognitive ability that indicates perseverance and passion for long-term goals, has been shown to predict academic resilience. The Current study aimed to evaluate the association of grit with academic resilience of university students and it has also explored the effect of age on the scores of grits. Data was collected from students of University of Swabi. The age range of the sample was from 20 to 30 years and data was collected from 100 undergraduate students by convenient sampling technique. The instruments used in this study were Demographic Information Sheet, Grit Scale and Academic Resilience Scale (ARS-30). The study has shown a positive and significant correlation ($r = .379$, p).

Copyright © 2022 CARC Research in Social Sciences. Published by Center for Advocacy Research & Communication – Pakistan. This is an open access article licensed under CC BY:

(<https://creativecommons.org/licenses/by/4.0>)

1. INTRODUCTION

There are many people in the world who consider success and work for it, they are searching for miraculous or quick fixes. However, in fact, success cannot be hastened, and the secret to success is a personality rather than knowledge or good fortune. One of the traits that help in dealing with the setbacks of life is Grit. Moreover, the term called Grit was derived by Angela Duckworth in 2007, which became a central research topic in the area of psychology. It has been demonstrated that grit is a crucial non-cognitive talent that helps predict performance outcomes like academic success and retention. (Duckworth et al., 2011; Eskreis-Winkler et al., 2014). Grit has been measured by Duckworth grit scale (Duckworth et al., 2007) in much of the literature. According to the study, grit is enthusiasm and persistence for long-term objectives. Being passionate involves having an interest in and drive for a certain long-term task, maintaining constancy in interests, and not changing goals. Being persistent is sticking with a goal despite setbacks and

obstacles. (Duckworth, 2007). The mental health of pupils has been linked to grit and resilience (Jin & Kim, 2017). On the one side, it is claimed that resilience is a predictor of wellbeing, while on the other, grit has been linked to both professional and academic achievement (Epstein & Krasner, 2013; Duckworth, Peterson, Matthews & Kelly, 2007). These characteristics are frequently employed as a part of a student's personality that aids them in managing stress related to their health and studies (Waxman, Gray & Padron, 2003).

1.1. Grit

Since greater IQ is now largely correlated with success in life, other qualities like dedication, perseverance, preparation, and positive thinking are frequently overlooked. These are the qualities that are furthermore just as significant as IQ. Perseverance, the ability to deal with setbacks, and emotional self-control while achieving goals are necessary for success. Grit has been compared by personality psychologists to one of the Big Five personality traits, namely conscientiousness (Duckworth & Quinn, 2009). Grit is related to conscientiousness in that both possess traits such as organisation, loyalty, carrying out tasks lawfully, and being goal-oriented, but at the same time, grit differs from it due to long-term stamina (Duckworth & Quinn, 2009). Though they are not entirely equivalent, grit and other psychological concepts like self-control, dedication, and self-regulation have many conceptual similarities. Accomplishment in many areas of

* **Corresponding author:** Sidra Saifullah, University of Swabi – Pakistan

E-mail: sidrakhanaup12@gmail.com

How to cite:

Saifullah, S., & Khan, O. Z. (2022). Relationship Between Grit and Academic Resilience Among University Students. *CARC Research in Social Sciences*, 1(1), 11-14.

DOI: <https://doi.org/10.58329/criss.v1i1.4>

life, such as strong academic success, is predicted with high grit (Duckworth, Peterson, Matthews, & Kelly, 2007).

1.2. Academic Resilience

Resilience is a concept that is utilized in practically every aspect of life. It is described as one's capacity to recover from adversity, which Nietzsche and Hollingdale (1990) explained succinctly as "the stuff that does not break us, allows us to get stronger." Others describe resilience as the capacity to sustain psychological equilibrium in the face of adversity (Bonanno, 2004). Academic resilience is the ability to do well academically despite challenges. A.J. Martin (2002) stated that "Academic Resilience as students' ability to deal effectively with academic setbacks, stress, and study pressure. It is critical for someone to grow the mindset needed to be a successful adult in the real world. Resilience, like the majority of non-cognitive attributes, is not innate; rather, it is something that people learn to regulate as they navigate different situations and feelings (Trigueros, Padilla, Aguilar-Parra, Mercader, LopezLiria & Rocamora, 2020). According to Verma, Sharma, and Larson (2002), there is now much more competition and pressure on students to enroll in preferred job tracks, and this pressure will only grow as time goes on. As a result, academic toughness is a quality that students may use to further their education and careers.

2. METHODOLOGY

Nature of the present study was quantitative and design adopted was correlation. The relationship between academic ability and perseverance was studied. Besides, the study sample consisted of 100 students from various faculties at Swabi University. The sampling method used was a convenient sampling technique. In addition, Participants provided written informed consent and they were allowed to withdraw from the study at any stage. Measured grit with a grit scale, Grit- (Duckworth & Quinn, 2009). This is a 12-item, 5-point Likert (grit sale) self-report scale. The Academic Resilience (ARS-30) scale developed by Riley and Masten in 2005 was used to measure academic resilience. The scale consists of 30 points rated on a five-point Likert scale ranging from unlikely (1) to highly likely (5).

Table 3
Independent Sample T-Test of Gender-Wise Grit

	Levine's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Grit	Equal variances assumed	.762	.385	-2.35	98	.020	-2.80000	1.18777	-5.15709	-.44291
	Equal variances not assumed			-2.35	95.90	.020	-2.80000	1.18777	-5.15773	-.44227

The given table represents the output for independent sample t test for gender wise Grit. As the p value is .020 which is less than 0.05 which indicates a significant difference in Grit between male and female.

3. RESULTS

Findings of the study was analyzing through Pearson's correlation. Results derived through mentation test are presented below:

Table 1
Correlation between Grit and Academic Resilience

		Grit	Academic Resilience
Grit	Pearson Correlation	1	.366**
	Sig. (2-tailed)		.000
	N	100	100
Academic resilience	Pearson Correlation	.366**	1
	Sig. (2-tailed)	.000	
	N	100	100

** correlation is significant at the level of 0.01

The above table shows the correlation coefficient between Grit and Academic Resilience. Here N is the total number of population which is 100. The Pearson correlation coefficient value shows a perfect positive relationship between the two variables. The significant value is .000 which is less than 0.05 indicates a significant relationship between the study variables.

Table 2
Descriptive Statistics of Gender-Wise Grit

	gender	N	Mean	Std. Deviation
GS	male	50	29.9400	.77534
	female	50	32.7400	.89980

The above table shows the descriptive statistics of gender wise Grit between male and female. As the standard deviation for male is .77534 that is less than female which is .89980, it can be concluded that female is grittier than male. Hence hypothesis 2 is proved.

Table 4
Descriptive Statistics of Gender-Wise Academic Resilience

	gender	N	Mean	Std. Deviation
ARS	male	50	66.5600	11.49296
	female	50	70.5200	14.06144

The above table shows the descriptive statistics for gender wise Academic Resilience. The mean for male students is 66.56 with the standard

deviation of 11.49 which is less than female that is 70.52 mean with standard deviation of 14.06.

Table 5
Independent sample t-test of gender-wise Academic Resilience

	Levine's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
ARS	1.22	.727	-1.54	98	.126	-3.9600	2.56832	-9.05674	1.13674
			-1.54	94.26	.126	-3.9600	2.56832	-9.05926	1.13926

The given table represents the independent sample t test for gender wise academic Resilience between male and female. The p value is .126 that is greater than 0.05 indicates there is a significant difference in Academic Resilience of male and female students.

3.1. Limitations

The limitations of this study remain consistent with those of all self-reported responses; the accuracy of the information provided can only be assumed, not wholly guaranteed. Although the research has almost reached its aim, there were some unavoidable limitations:

- The size of our sample was small
- The perception of participants might be different
- Time limitation
- There as medium problem like some participants may not comprehend English language appropriately

4. SUGGESTIONS & RECOMMENDATIONS

The data collect from this study of relationship between grit and academic resilience was limited, investigating only undergraduate students. It should be noted, first and foremost, the results of this study were primarily descriptive and utilized correlations to determine relationships between identified variables. Any application or generalization of the findings and assertions determined herein should be applied with caution.

- Future research should be done on large sample size
- Participants should be motivated properly
- Questions should be explained to the participants in proper way
- In spite of these precautions, grit can provide a valuable tool in helping students realize personal tendencies and grow passion and perseverance in the pursuit of goals

- Growing grit could improve student propensity for focused perseverance, campus involvement, and, ultimately, academic resiliency

4.1. Implications

The implications of this study are all the more important for researchers and clinicians because of the significant contributions made by academic researchers. However, the results of these previous studies indicate a mixed positive and negative relationship between grit and academic resilience. Furthermore, there is limited research on the relationship between grit and academic resilience in Pakistan.

This research has enormous implications for teachers, professors, administrators, health care providers, and the public health field at large. Educating students about their individual propensity toward achieving long-term goals is the first step in helping students close potential gaps in their ability to overcome adversity.

References

- Bonanno, G. A. (2004). Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events?. *American psychologist*, 59(1), 20.
- Duckworth, A. L., & Kern, M. L. (2011). A meta-analysis of the convergent validity of self-control measures. *Journal of research in personality*, 45(3), 259-268
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT-S). *Journal of personality assessment*, 91(2), 166-174.
- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., ... & Japel, C. (2007). School readiness and later achievement. *Developmental psychology*, 43(6), 1428.
- Epstein, R. M., & Krasner, M. S. (2013). Physician resilience: what it means, why it matters, and how to promote it. *Academic Medicine*, 88(3), 301-303.

- Eskreis-Winkler, L., Shulman, E. P., Beal, S. A., & Duckworth, A. L. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in psychology*, 5, 36.
- Ma, H., Marti-Gutierrez, N., Park, S. W., Wu, J., Lee, Y., Suzuki, K., ... & Mitalipov, S. (2017). Correction of a pathogenic gene mutation in human embryos. *Nature*, 548(7668), 413-419.
- Trigueros, R., Padilla, A., Aguilar-Parra, J. M., Mercader, I., López-Liria, R., & Rocamora, P. (2020). The influence of transformational teacher leadership on academic motivation and resilience, burnout and academic performance. *International Journal of Environmental Research and Public Health*, 17(20), 7687.
- Verma, S., Sharma, D., & Larson, R. W. (2002). School stress in India: Effects on time and daily emotions. *International Journal of Behavioral Development*, 26(6), 500-508.
- Waxman, H. C., Gray, J. P., & Padron, Y. N. (2003). Review of research on educational resilience.