

An empirical study of GRIT w.r.t, higher secondary student

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Abstract: Students of teenage have different perceptions of their careers. GRIT means consistency and focuses on achieving its goals despite hurdles study focused on higher secondary students aged 16 to 18 to determine their career and life satisfaction perceptions. It is a combination of passion and perseverance for a singularly important goal. What is the role of GRIT in achieving their aims in their career? The research is based on primary data collected through a structured questionnaire from class XI and XII students. This study analyzes students' behavior toward their walks of life. GRIT has been studied to find how much the current generation is aware of and keen for their future. This and design. Normality, Reliability, Independent t-test, and ANOVA were used to test the hypothesis on the data collected with the questionnaire.

Keywords: Perceptions; Career; Goals; GRIT

1. Introduction

Every individual wants a purposeful life where satisfaction towards life is at the apex. Those who work on their dreams with passion and with consistency only achieve. This is well said by Carol Adams Miller “The passionate pursuit of challenging goals that awes and inspires you and others to become better people, flourish emotionally, take positive sides and live your best lives” [1].

In any sphere of our life, if we want to earn the sweet nectar of success, we need better understand our goals, desires, and aims and follow them passionately with persistence. An individual has to stick to their goals to attain prosperity no matter what life challenges are on the way.

Class XI and XII students are on the verge of their careers and want purposeful life for themselves. At this age, they should focus on themselves and learn life skills to become economically independent, which in turn helps them attain internal peace and life satisfaction—being productive means valuing yourself and developing a sense of worth. To

succeed, people must commit to their plans and goals despite obstacles, distractions, setbacks, discouragement, and pain [2].

The purpose should be clear about what we want and how to get it, but this is insufficient. Passion for attaining the ultimate goal is challenging but should be continued until it is achieved. One should live with one's desire, aim, and goal. Passion is not about emotion alone but about having direction and commitment. To be a successful entrepreneur GRIT is necessary. Without perseverance, determination, efforts, hard work is null. To develop a deep understanding and create new pathways, one must bury and soak oneself into the target to fulfill the desire [3].

Humans should possess patience, audacity, courage, dedication, guts, and motivation. When all these go hand in hand constantly, it will deliver benefits only. It's been studied that students are mostly inspired by their family and friends to make their life purposeful.

According to Miller [4], to develop authentic, genuine GRIT, an individual must learn and evolve abilities like focus, passion, and humanity to reach the destination. Students must develop healthy relationships with other students, counselors, peers, friends, and family to get honest analytic feedback, which will be taken as positive notes for further move. It is only viable with continuous focus and dedication toward the target.

To have GRIT shows stability concerning your goals and success. Follow these with perseverance and zeal even after experiencing failures. GRIT is the backbone of success, leading to life satisfaction and self-esteem.

Literature Review:

Doskoch [5], has defined GRIT as "The determination to accomplish an ambitious, long-term goal despite the inevitable obstacles".

Batres [6], research focused on self-esteem and powerful life influences on the GRIT of middle-aged women.

Life satisfaction is based on evaluating our own life as a whole was described by the research conducted by Roberts [7], Shin and Johnson [8] enhanced GRIT as it is one of a most established tool of human-being and positive thinking and functioning among all. Duckworth studied the factors of GRIT as perseverance and consistency, which shows that humans having these factors can quickly achieve their goals. Pope et al. [9] studied human personality traits associated with agreeableness, conscientiousness, and emotional stability. Some studies are based on demographic variables. The study shows that GRIT depends upon human personality, intelligence, and physical fitness which is in line with the research done by Burke et al. [10], Pope et al. [9], National Research Council [11], Niebuhr et al. [12].

2. Scope and significance of the study

Teenage students are on the verge of their careers and achieving their goals in life. The study will help all classes XI and XII's students understand GRIT's factors, which will help them attain their life goals. This study can open their eyes and focus on their growth to achieve success. Every student in this era is intelligent, but GRIT helps them meet their potential. With perseverance and passion (GRIT factors), talent becomes a skill that leads to heights.

2.1. Objective of the study

The study aims to determine the career and life satisfaction of Higher School students with GRIT factors (perseverance and passion) w.r.t Demographic variables.

Hypotheses of the Study:

H0₁: There is no significant difference in GRIT concerning Gender among Higher School students.

H0₂: There is no significant difference in GRIT concerning Class (XI and XII) among Higher School students.

H0₃: There is no significant difference in GRIT concerning STEM and Non-STEM among Higher School students.

H0₄: There is no significant difference in GRIT concerning the Type of family among Higher School students.

2.2. Procedure

Higher secondary students were considered as the sample for the study. Students are of age 16 to 18 years. Students were randomly selected and asked to respond to the short GRIT scale with demographic variables. The data was analyzed using SPSS 22 and used Reliability, T-test, and ANOVA to test the stated hypothesis.

Research Methodology

Universe: Higher School students.

Research type: Descriptive research has been used to analyze the impact of demographic variables on Higher School students.

Sampling Technique: Convenient sampling has been used so that easily approachable students have been considered to collect the data.

Sampling Unit: Higher School students have been considered as respondents for the study.

Sample size: We have distributed 200 questionnaires, but the complete and corrected responses received are 120. Hence it is the sample size considered for the study

Tool for data collection: Primary survey was conducted with the help of a self-designed structured questionnaire, and also 12-item GRIT scale Duckworth et al. [13] was used to collect the data from the students. The reliability of the scale has been tested by using Cronbach's alpha. Value stands at .722, which stands excellent to continue the research work.

Tool for data analysis: The collected data have been tabulated and analyzed through appropriate statistics tools using SPSS version 22, i.e., Cronbach's alpha, T-test & One-Way ANOVA.

2.3. Result Analysis & Interpretation

Reliability test

A reliability test has been made to test the GRIT scale's reliability with the help of the Coefficient (Cronbach's Alpha). The reliability of data is (.722) (Table 1), which is good. According to a different theory of reliability value above 0.6 is appropriate. Also, the data were normally distributed and homogeneous.

Table 1. Reliability Statistics

| Case Processing Summary | | | |
|--|-----------------------|--|------------|
| | | N | % |
| Cases | Valid | 120 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 120 | 100.0 |
| ^a Listwise deletion based on all variables in the procedure | | | |
| Cronbach's Alpha | | Cronbach's Alpha Based on Standardized Items | N of Items |
| .722 | | .712 | 12 |

The value of $p=0.812$ (Table 2), more significant than .05 (at a 5% significance level), shows that the null hypothesis is accepted. There is no significant difference in GRIT concerning Gender among Higher School students. Hence it concluded that gender does not make any difference in the perception of accepting GRIT. Every student, male or female, focuses on their career to improve their lives. With their intelligence and passion for their work, they can achieve success.

Table 2. Independent T-Test. Gender

| Group Statistics | | | | | |
|------------------|--------|----|--------|----------------|-----------------|
| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
| Average | 1.00 | 77 | 3.2911 | .50357 | .05739 |
| | 2.00 | 43 | 3.2791 | .51591 | .07868 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene'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 |
| Average | Equal variances assumed | .057 | .812 | .125 | 118 | .901 | .01206 | .09671 | -.17946 | .20357 |
| | Equal variances not assumed | | | .124 | 85.246 | .902 | .01206 | .09738 | -.18156 | .20567 |

The null hypothesis is accepted since $p=.256$ (Table 3), more significant than .05 (at a 5% significance level). Therefore, H_0 (There is no significant difference in GRIT concerning Class (XI and XII) among Higher School students.) is accepted. After X, the student selects their streams. So students from class XI with GRIT follow their goals with strength, are committed to their work, and are optimistic even after some failures. They do not let things go. "Authentic GRIT is about having goals that make people want to improve because they witness the humility, patience, risk-taking, self-confidence, and self-regulation that you demonstrate as you pursue those goals," Miller [4] said.

Table 3. Independent T-Test. Class

| Group Statistics | | | | | |
|------------------|-------|----|--------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Average | 1.00 | 86 | 3.3091 | .53166 | .05733 |
| | 2.00 | 34 | 3.2304 | .43619 | .07481 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene'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 |
| Average | Equal variances assumed | 1.302 | .256 | .767 | 118 | .445 | .07872 | .10266 | -.12458 | .28202 |
| | Equal variances not assumed | | | .835 | 73.328 | .406 | .07872 | .09425 | -.10910 | .26654 |

The null hypothesis is accepted since $p=.228$ (Table 4), which is greater than .05. Therefore, H03 There is no significant difference in GRIT concerning STEM and Non-STEM among Higher School students accepted. It can be interpreted that every stream, whether STEM or Non-STEM, has various fields to achieve success in life. So we can say they can show their potential with intelligence, talent, smartness, and GRIT. It can be inferred that the subject does not affect GRIT in human life. If students want to achieve their goals with smartness and talent, they can do it and live purposefully.

Table 4. STEM and Non-STEM

| Group Statistics | | | | | |
|------------------|--------|-----|--------|----------------|-----------------|
| | Stream | N | Mean | Std. Deviation | Std. Error Mean |
| Average | 1.00 | 100 | 3.2592 | .52155 | .05215 |
| | 2.00 | 20 | 3.4250 | .40184 | .08985 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene'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 |
| Average | Equal variances assumed | 1.471 | .228 | -1.343 | 118 | .182 | -.16583 | .12350 | -.41040 | .07873 |
| | Equal variances not assumed | | | -1.596 | 33.235 | .120 | -.16583 | .10389 | -.37715 | .04548 |

The null hypothesis is accepted since $p = .799$ (Table 5), which is more significant than .05. Therefore, H04 There is no significant difference in GRIT concerning the Type of family among Higher School students accepted. Students are motivated by their parents to start their careers. GRIT is very vital as it helps them in achievement. But without family support, nothing is possible. Thus, life is a lesson that taught and develops our skills over time. Elders in the family can share their life experiences. If students develop GRIT skills over time, they will succeed in completing missions either long or short-term. Angela Duckworth "To be GRITty is to keep putting one foot in front of the other. To be GRITty is to hold fast to an interesting and purposeful goal. To be GRITty is to invest, day after week after year, in challenging practice. To be GRITty is to fall seven times and rise eight".

Table 5. Independent T-Test. Type of Family

| Group Statistics | | | | | |
|------------------|--------|----|--------|----------------|-----------------|
| | Family | N | Mean | Std. Deviation | Std. Error Mean |
| Average | 1.00 | 67 | 3.2326 | .51299 | .06267 |
| | 2.00 | 53 | 3.3553 | .49305 | .06773 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|--------|
| | | Levene'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 |
| Average | Equal variances assumed | .065 | .799 | -1.324 | 118 | .188 | -.12276 | .09271 | -.30634 | .06082 |
| | Equal variances not assumed | | | -1.330 | 113.573 | .186 | -.12276 | .09227 | -.30556 | .06004 |

Limitations of the Study:

1. The study was limited to only class XI and XII students.
2. The sample size was small because of time and financial factors.
3. The convenience sampling technique was used.
4. Due to the busy schedule of the students, it was very tough to collect data.
5. Being the cognitive skill, the state of mind impacts completing the questionnaire.

2.4. Suggestions

To improve GRIT in students, it is vital to provide them with mental satisfaction so that they can pursue their goals which will help in the development of life overall and boost their energy to achieve success. With GRIT factors, students can bring drastic changes in their life. They should take care of themselves else it will ensure intellectual decay like no life satisfaction and self-esteem. They should involve themselves in physical activities and creativity, get enough sleep and meditation, demolish chronic stress, and social connection and create their interest and experience". We are required to strengthen them to develop GRIT in them so that they can face challenges that life throws at them." by Pappano [14]. GRIT makes way for helping every student to arrive at their maximum capacity.

3. Conclusions

This research study concludes that the factors like gender, Class XI and XII, stem and non-stem and Type of family concerning higher secondary school students has no notable difference in acknowledging GRIT. All students at this age want gratification and confidence, and their obsession toward goals can be accomplished. For GRITty students, age and stream are not the limit but persistence in work always fascinates them. The GRITtiness in a person doesn't depend on these factors. They need to apply their inert traits in a certain way to pursue their dream project.

Surroundings and the environment matter a lot. One should have an optimistic social circle so that they keep on motivating them to progress rather than a pessimistic approach. Apart from family, friends always accompany them to choose the correct route to reach their final destination. Friends should also follow GRIT like GRITty people encircle a person. It becomes easy for them to persist in their goals. Thus, in the end, we can say that God honors us with a beautiful life as a gift. If we blend our life with GRIT, we will learn how to use it effectively and efficiently.

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