

GRIT AND RESILIENCY BASIS FOR CRAFTING INTERVENTION PROGRAM TOWARDS ACADEMIC SUCCESS

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ABSTRACT

Education is one of the investments among the students to achieve success in life, thus, to achieve it, such learners must accept the responsibility and strive harder. The study explored the profile of the 234 first-year Bataan Peninsula State University-Dinalupihan Campus students in Academic Year 2021-2022, level of grit and resiliency, the difference in grit and resiliency according to the profile of the respondents, and the influence of grit and resiliency on academic as basis for an intervention program towards academic success. This study used a sequential-explanatory design, where the quantitative results were collected from a survey questionnaire and qualitative results composed of open-ended questions to further explain the findings. Frequency count, percentage, arithmetic mean, independent t-test, One-Way Analysis of Variance (One-Way ANOVA), Multiple Linear Regression, and MAXQDA were used as statistical treatment. Findings revealed that most of the respondents are female from Bachelor of Elementary Education with below Php5,000 socioeconomic status, somewhat gritty, and academically resilient. To be gritty and resilient, respondents tend to be hardworking, goal-oriented, optimistic, plan ahead, persistent, and self-motivated. Furthermore, there is a significant difference among the programs in terms of negative affect and emotional response under resiliency, and grit and resiliency are significant predictors of academic success. These findings were used to design an intervention program towards academic success among first-year students.

Keywords: Grit, Performance, Programs, Resilience

INTRODUCTION

The best investment for the future is Education. A belief remain to everyone that, if you wanted to achieve success in life, you must strive hard to earn a diploma. But, prior to receiving the most-awaited and cherished event in education, years of burning the brow sweating, and hard work are the pre-requisites. In order to achieve academic success, students must accept academic responsibilities, the discipline of oneself, time management, know the strengths, and resilient. According to PaulGav (n.d.) academic

success defines as being able to meet an institution's expectations. This may include good performance, earning satisfactory credentials, and some being able to earn a higher grade point average.

To achieve learners' academic success there is a need to come up with an intervention program; however, there should be variables to look into as ingredients in designing the program. In this study, the two elements identified are grit and resiliency to help learners succeed in education. According to Duckworth (2007) as cited by Kannangara, et.al (2018), define grit as individual's perseverance and passion for long-

term goals. It was suggested in the study that grit requires working persistently toward challenges, upholding effort and interest over years despite failure, adversity, and plateaus in progress. For a gritty individual, success is a marathon and requires great determination and stamina. However, grit has been posited as a highly influential construct linked to academic success and achievement among students. It has been found that grit is associated with productivity in school and engagement in school matters. Having grit means that people choose to invest time and energy in a particular endeavor and give up many other things to pursue this passion. Gritty people have deep commitments in which to remain loyal for many years.

Similarly, grit is the measurement of how individuals enable to work hard and fuse to long-term passions and goals. This would be important for students, both academic and in life the ability to persevere and achieve one's goals has been studied throughout the years, it was found out motivation, resilience, grit and personal characteristics, are associated with success in school (Zentner, Covit, & Guevarra, 2018). In the National Center of Education Statistics, in 2017 there is 59 percent of students completed in school, with this a challenge for the higher education with a rising issue of low rates of academic success, retention, and completion. To lighten this challenge, the academic communities are looking for intervention for academic support services to look for behaviors that may lead to academic performance into success.

Another element of this study is resiliency, Seligman defined resiliency facilitates a capacity to assess situations without distorting them, and makes changes that are possible into life. Resilience and grit are related to one another, as part of what it means to be gritty is to be resilient when challenges appear. However, there is an emergence of academic resiliency into educational context and how it reflects to an individual's psychological resilience, which increases the chance of educational success, whatever adversities brought by environment conditions and events in life. While other learners continued to perform poorly and fail, resilient students managed to turn around the academic misfortunes, by

flourishing and thriving despite their adverse experiences (Valdivia, 2019).

Cassidy (2016) defined resilience is term of a psychological construct that may observed among individuals that accounts into success in life in spite of adverse situation, where is a reflection of the ability to bounce back. However, academic resilience describes the increased likelihood of educational success despite of adversity. With this, the author developed an instrument to measure the adaptive cognitive-affective and behavioral responses to academic adversity, the instrument composed of 30 items with three factors and has good internal reliability and construct validity.

As students, the main goal was to get better grades and achieve academic success. To attain such, learners have their own way, but using an intervention program that the university may have possibly the students will easily surpass all the challenges related to academics. With this, researchers aimed to find out the level of grit and resiliency as the basis for crafting an intervention program intended for incoming first-year students to achieve academic success.

OBJECTIVES OF THE STUDY

This study aimed to (1) describe the profile of the respondents in terms of sex, socio-economic status, program, and academic performance (senior high school grades); (2) describe the level of grit and resiliency (perseverance, reflecting and adaptive, and negative affect and emotional response) of the respondents; (3) determine the difference in grit and resiliency according to the profile of the respondents; (4) determine the influence of grit and resiliency on academic performance, and (5) design an intervention program.

METHODOLOGY

The study used the mixed method using sequential explanatory method of research utilizing survey form to assess the Grit and resiliency of the respondents and follow-up interview in relation to Grit and Resiliency. The first year students of Bataan Peninsula State University-Dinalupihan Campus, Academic Year 2021-2022 under



Education Programs are the respondents of the study. In the selection of respondents, the researchers employed purposive sampling to determine the students' level on grit and resiliency, as baseline data for crafting the intervention program. More so, the researchers adapted the instrument made by Dutchworth and Cassidy, the Grit Scale and Academic Resilience Scale (ARS-30). As to data gathering, researchers prepared google form to gather the quantitative data and asked the respondents a series of questions as intended for a comprehensive explanation how to be gritty and academically resilient. In analyzing and interpreting the data statistical tools like frequency, percentage, weighted mean, t-test, Analysis of Variance (ANOVA), Multiple Linear Regression, and MAXQDA were applied.

RESULTS AND DISCUSSIONS

1. Profile of the Respondents

1.1. In terms of Sex

Table 1
Respondents' profile in terms of Sex

Sex	Frequency	Percentage (%)
Female	187	79.9
Male	47	20.1
Total	234	100.00

As specified in the Table 1, data illustrate the profile of the respondents in terms of Sex. Out of 234 respondents, there are 187 or 79.9% female and 47 or 20.1% male. It is clear that female students outnumbered the male students enrolled in the Education program.

1.2. In terms of Socio-Economic Status

As for the socio-economic status, it is exhibited in Table 2 that it is divided into 7 groups with different socio-economic brackets. Out of 234 respondents, there were 92 students or 39.2% belonged to below Php 5,000. The results entail that most students belong to the lowest economic status and believe that continuing higher education

could progress and uplift the lives of the students and their family's economic access to resources.

Table 2
Respondents' profile in terms of Socio-Economic Status

Socio-economic Status	Frequency	Percentage (%)
Below Php 5, 000	92	39.2
Php 5, 000 - Php 10, 000	85	36.3
Php 11, 000 - Php 15, 000	31	13.2
Php 16, 000 - Php 20, 000	12	5.1
Php 21, 000 - Php 25, 000	6	2.6
Php 26, 000 - Php 30, 000	3	1.3
Php 36, 000 and Above	5	2.1
Total	234	100.00

1.3. In terms of Programs

Table 3
Respondents' profile in terms of Program

Program	Frequency	Percentage (%)
Bachelor of Early Childhood Education (BCEEd)	63	26.9
Bachelor of Elementary Education (BEEEd)	113	48.3
Bachelor of Secondary Education major in Science	25	10.7
Bachelor of Secondary Education major in Math	33	14.1
Total	234	100.00

As can be gleaned on Table 3, the respondents are categorized into four education programs. Among 234 respondents, there are 113 or 48.3% belonged to Bachelor of Elementary Education (BEEEd). Findings demonstrate that the majority of the respondents are from Bachelor of Elementary Education (BEEEd), respondents wanted to be an educator at the elementary level.

1.4. In terms of Grades

Above table shows the respondents' profile in terms of Grades. Data shows that out of 234 there were 132 or 56.40% have a grade of 91-95 therefore; respondents are academically inclined and competitive in achieving higher education.



Table 4
Respondents' profile in terms of Grades

Grades	Frequency	Percentage (%)
84 and below	2	0.90
85 to 90	84	35.90
91 to 95	132	56.40
96 to 100	16	6.80
Total	234	100.00

2. Grit and Resiliency

Grit. In describing the Grit of the respondents; data revealed that respondents have indicated overall, they are somewhat likely gritty. Among the given indicators, it can be gleaned that “I am a hard worker” has the highest mean score of 4.02 (SD=1.02), described as “Mostly Like Me”, while “My interests change from year to year” indicated as the lowest mean of 2.69 (SD=1.24), described as “Somewhat Like Me”.

The data display that indicator “I am a hard worker” is dominant with the interview subtheme *Be Optimistic* and *Stay focus on the Goal*, responses follows:

Stay focus on the Goal

"For now the ways that I think can help me to achieve my long-term goals is to study hard and by never giving up on my study"

"Stay focus on my goal. Also starting to plan of what things and ways I may going to do to make it achieve. And study hard and make things priority especially my education because education leads me on what my long-term goal is"

Be optimistic

"I deal with setbacks by thinking that if I stop in there, I need to start at the beginning again, and it was hard"

"The best way to deal with pressures and setbacks are being optimistic and developing great mind set. I keep seeing the positive things despite a thousand of negativities since I know to myself

that negativities won't cause any good for me and my development. In fact, having a great mind set allows me to not being affected and suffer from pressures and setbacks since I am aware that everything is possible if you have a courage, positive mind, and effective solution with you."

Considering the two phases of data collection, this reveals that students are gritty and this is stipulated from the responses of being hard working individuals, stay focus on the goals and being optimistic.

Grit is one of the factors that influence the education according to Vandette (2019), he mentioned to his article that researchers found out that perseverance and goal commitment influence one another in other words; students see the meaning of everyday school work as part of life in a broader context and establish achievable goals. Also, it was found out that motivation, resilience, grit and personal characteristics, are associated with success in school (Zentner, Covit, & Guevarra, 2018). However, due to the number of cases stated in National Center of Education Statistics in 2017 there is 59 percent of students completed school and higher education in 2015 thus the educational institution challenged with regards to the issue of low rates on retention and completion (McFarland, et al. (n.d). With this, the findings of the study help Bataan Peninsula State University revisit and strengthen the retention policy, especially encourage first year students to pursue and finish tertiary education.

Resiliency in terms of Perseverance. As to the overall, it has composite mean of 3.14 (SD=0.61) with a descriptive equivalent of “Somewhat Like Me”. Under this, “I would work harder” got the highest mean of 4.32 (SD=1.03) with a descriptive equivalent of “Very Much Like Me” whereas, “I would blame the teacher” got the lowest mean of 1.41 (SD=0.87) described as “Not Much Like Me”

From the quantitative data, indicator “I would work harder”, supported by the results gathered from interview with the subthemes *Stay Focus on the Goal*, *Be Persistent*, and *Facing Challenges Head On*.

Stay on the Goal

“Stay focus on my goal. Also starting to planning of what things and ways I may going to do to make it achieve. And study hard and make things priority specially my education because education leads me on what my long-term goal is”.

“Long term goals take a longer period of time wherein planning and huge effort is required to make it accomplished and the possible ways to be considered is being proactive, hardworking, learn from our failure or experiences, explore, always do your best and be committed to your long term goals”

Be Persistent

“I achieve my long-term goals by studying and by keeping stronger despite of problems and hindrances in life.”

“I think the ways to achieve your long-term goals is to have persistence and hard work.”

“By being patient, hardworking, strategic, having faith and self -confidence and most importantly having faith in god”

Facing Challenges Head On

“There are many ways to reach my desired goal just like hard work and perseverance in whatever challenge comes.”

“Study hard, I will keep all my goals in my mind and heart, I will be responsible person, I will not give up no matter what happen or struggles came into my life.”

The phases of data collection shows that the students are persevere in facing challenges in life, most especially academic matters. Hardworking individuals everything is possible, they can easily handle pressures and struggles because they have goals to achieve. Hence, students tend to become persistent despite of adversity, willingness to continue facing struggles and to practice discipline in achieving goals.

Resiliency in terms of Reflecting and Adaptive. Data revealed that respondents have indicated that overall, they are most likely reflective

and adaptive (Mean=3.95, SD=0.85). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicator 5 and 9, signifying that they are very much likely on the statement “I would set my own goals for achievement” and “I would use my past successes to help motivate myself”, while lowest mean is on indicator 8 (Mean= 3.06, SD=1.15) indicating that respondents are somewhat likely on the statement “I would start to self-impose rewards and punishments depending on my performance”.

As indicated to indicator 5 and 9 which have the highest mean. This is supported by the subthemes collected from qualitative data, *Be Optimistic, Self-motivation, and Plan Ahead*, responses indicated below:

Be Optimistic

“Have a positive mind and build strong commitment to your goals. Don’t be problems conscious instead be a problem solver. You not supposed to only think what the right thing to do instead of is do an action in order to overcome your problem”.

“I always look for a possible solution and as much as possible, I am not wasting time because I want to conquer the challenges as early as I can.”

Self-Motivation

“I usually motivate myself with my dreams themselves when I’m faced with problems, so by having a strong motivation and positive mindset I will overcome any challenges.”

“As for me, I always look back to what my parents want me to be. Every time I felt giving up, I always think of my family, especially my parents. I don’t want to disappoint them, that’s why I always tell to myself that I should survive or overcome those challenges. . . for them and for myself as well.”

Plan Ahead

“Make A Plan. While you don’t know what is going to happen in the future, you can always plan ahead.”

“I construct a list of my goals and write them

down. Following that, I plan my route to get there. I look into how other people have dealt with similar problems in the past."

The findings, both quantitative and qualitative revealed that reflective and adaptive are evident among students. Achieving goal, optimism, motivation, and planning ahead are characterize to be reflective and adaptive. Therefore, students tend to become self-reliance or belief in one's capabilities by setting up goals, encourage and support one self, and planning the future.

Resiliency in terms of Negative Affect and Emotional Response. Data reveals that the respondents have indicated that overall, they are not much likely on the indicators provided under Negative Affect and Emotional Response with a mean of 2.48 (SD=0.74). Under this, "I would stop myself from panicking" item obtained the highest mean 3.48 (SD=1.18) with a description of "Mostly Like Me" and indicator "I would probably get annoyed" with a lowest mean of 2.17 (SD=1.11) with a description of "Not Much Like Me".

Indicator "I would stop myself from panicking", has the highest mean. In the survey, respondents stated the following support of the abovementioned results:

Use Positive Thoughts

"To deal, it is quite devastating. But the significance of having a remarkable past is you can have the memories that can make it as a motivation that even it hurts and depressing"

"I think of other things in order to forget it or do other things. And I always motivate myself that I can do it."

Correcting Negative Thoughts

"Everytime I feel pressured in the house or in the activities, I always remind myself that I shouldn't be."

As to the quantitative and qualitative data, this reveals that students' emotional experiences can impact on their engagement in school and barrier to learning. However, optimism eliminates

negative thoughts, reduces anxieties toward education, and students may continue experience educational success. Through this, students tend to overcome with negative affection and emotional response with the strategies mentioned.

3. Significant difference in the grit and resiliency according to the profile of the respondents

Difference in Grit and Resiliency in terms of Sex. Using Independent T-Test indicates that there is sufficient evidence to prove that there is no significant difference between male and female respondents toward Grit($t=1.349$) and Resiliency ($t=0.023$) with a p-value of 0.179 and 0.982 at 0.05 level of significance. Furthermore, similar results appeared to sub-variables of resiliency (Perseverance, Reflecting and Adaptive, and negative Affect and Emotional Response) of that have no significant difference between male and female (p value= 0.975, 0.105, and 0.058)

This indicates that, though differences in grit and resiliency can be observed on the average responses of the respondents when they are group according to sex, it cannot be claimed that it will be true to the population.

Findings supported by the study of Sigmundsson and Johannsdottir (2021) appeared no significant differences in grit scores in terms of gender, hence male and female are similar in perseverance and passion in achieving long-term goals. Contrary to the study of Rojas, Reser, Usher, and Toland (2012) as cited by Bazelais, Lemay, and Doleck (2016) and Kannangara, et al. (2018) revealed significant gender difference in grit scores; studies reported that females are gritter than males. Moreover, the findings of this study contrast to the study of Mwangi and Ileri (2017) on gender differences and academic resilience, the previous study has been observed that girls were found to be more academically resilient compared to the boys.

Hence, data revealed that female and male students are similar in cognitive-emotional response and behavior in facing academic adversity.



Difference in Grit and Resiliency in terms of Socio-economic Status. Using ANOVA indicates that there is sufficient evidence to prove that there is no significant difference of the respondents' responses pertaining to grit ($F=1.185$, $p=0.315$) and resiliency ($F=0.350$, $p=0.910$) when grouped according with socio-economic status, as provided the p-values as greater than 0.05 level of significance, hence failing to reject the null hypothesis. Likewise, significant difference is not evident in the responses towards resiliency sub-variables as indicated on the results.

Though results on differences in grit and resiliency can be observed on the average responses of the respondents when they are group according to socio-economic status, it cannot be claimed that it will be true to the population.

Results of the study supported by Boyer (2020) on his study entitled "Socioeconomic Status and Grit in Adolescent Students", the study revealed that there is no significant difference in grit scores between students from higher-SES backgrounds and students from lower-SES backgrounds. With this, as long as an individual is gritty, he or she will continue to exert effort towards a goal despite adversity, failures, or plateaus regardless of socio-economic status. Contrary, a study demonstrates relationships of grit and perseverance with socioeconomic status (Kwon, 2021).

On the other hand, results on resiliency and socio-economic status contrast to the study of Kong (2020) that low socio-economic status appeared to be a unique factor that promote academic resilience compared to students with high socio-economic status. Despite of socio-economic adversity, students develop and maintain successful level of academic performance and become academically resilient.

Thus, the study revealed that whatever the economic conditions of students have whether they are in the marginalized sector, average, or well off as long as they are gritty and resilient, success will achieve especially in pursuing higher education.

Difference in Grit and Resiliency in terms of Programs. Results indicated that significant difference is not evident in the responses of the

respondents pertaining to grit ($F=0.411$) and overall resiliency ($F=1.545$) across four programs with a p-value of 0.745 and 0.204 at 0.05 level of significance.

However, significant difference is evident in terms of negative affect and emotional response under resiliency variables ($F=2.683$, $p=0.048$) since the p-values are lesser than the alpha of .05, thus rejecting the null hypothesis.

Further investigation using Tukey test which is a post comparison test, indicates that significant difference on the responses of the respondents in terms of resiliency is between the group of BSEd-Science (Mean=2.14) and the group of BECEd (Mean=2.62).

Findings supported by the qualitative results, students are diverse in responding to issues and challenges brought by the education. This clearly implies that pressures and setbacks are natural and unique among students from different programs. With this, students from different programs use positive thoughts and have clear understanding to intervene negativity over cognition.

4. Researchers determined the influence of grit and resiliency on the academic performance of the respondents

Table 5
Influence of Grit and Resiliency on Academic Grades

	T	p	F	DF	R2	p
Grit	9.45	<.001	3.691	2	0.03	.026
Resiliency	10.26	<.001			1	

Results of the multiple linear regression indicated that Resilience and Grit have collective significant effect to the performance of the respondents in terms of their grade, ($F(1, 232) = 3.691$, $p = .026$, $R^2 = .031$). The individual predictors were examined further and indicated that resilience ($t = 9.45$, $p < .001$) and grit ($t = 10.96$, $p < .001$) were significant predictors in the model. With this, results indicate that the two personal characteristics can influence learners to perform better in school, act in accordance with academic requirements, and help beat the

academic challenges brought by the educational institutions.

However, results of the study contrast to the study of Buslig (2019) that academic resiliency and academic performance have no significant relationship. With this, it implies that academic resiliency does not in no way influence academic performance, students are academically resilient were they are able to successfully adjust and cope with stressful circumstances despite of diversity. Likewise, the study of Boyle (2021) revealed grit and academic resiliency were not significant predictors for academic success but these skills can be still useful to navigate challenges faced by students in their academics.

5. Intervention Program

As to the findings from quantitative data, the respondents somewhat likely to be gritty and academically resilient; specifically, they tend to be hard workers, goal-oriented, and optimistic individuals. Concerning the findings carried by the qualitative data whereby disclosed the subthemes “stay focus on the goal” to achieve long-term goals, “be optimistic”, “persistent”, and “facing challenges head on” to overcome academic challenges especially in times of pressure and setbacks, “self-motivation” and “planning ahead” characterize oneself, and “use positive thoughts” and “correcting negative thoughts” as a manifestation of one’s cognition towards academic-related activities.

From the results of the analysis the suggested activities are Seminar on how to be a hardworking student, Goal-Setting seminar, Becoming Optimist Activity Tips in Promoting Perseverance, Facing Academic Struggles, Time to Plan the Future, Student with Intrinsic and Extrinsic Motivation, and Positive Thoughts Exercise.

CONCLUSIONS

Part of being a student is to achieve academic success, to attain such there will be challenges and obstacles to look forward to, particularly how to achieve goals, handle

pressures and setbacks, and adapts new environment. As to statistical analysis, there is evidence that grit and academic resiliency were significant predictors of academic grades.

Therefore, the educational institution aims to help students to face and overcome academic challenges to achieve success in school. To be gritty and academically resilient, there are programs or activities to be designed and these may include seminars on how to be hardworking, goal-setting, becoming optimist, tips in promoting perseverance, facing academic struggles, time to plan the future, students with intrinsic and extrinsic motivation, and positive thoughts exercise. The said activities/seminars would be great in fostering holistic development among college students, most especially first-year students.

RECOMMENDATIONS

Based on the findings, it is recommended to the university to design an intervention program in order to recognize and provide the academic-related needs, to address academic challenges and struggles that might be experienced by the first-year students to achieve greater retention rate. Moreover, it is suggested to revisit the programs implemented by the Office of Student Affairs specifically the Student Welfare Section or possibly adaptation or integration of the suggested activities such as seminars on how to be hardworking, goal-setting, becoming optimist, tips in promoting perseverance, facing academic struggles, time to plan the future, students with intrinsic and extrinsic motivation, and positive thoughts exercise that will enhance the retention policy to achieve academic success among students.

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AUTHORS' PROFILE



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involves grit and resiliency as basis for intervention program in academic success.

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