
Grit Personality and Life Satisfaction of College Students

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ABSTRACT: Grit is the ability to regain oneself up after failing and try again to accomplish a goal. This study investigates the relationship between students' grit personality and their life satisfaction. It examined the students' consistency of interest and perseverance of effort, as well as their perceived levels of affective and cognitive satisfaction. The researchers used a descriptive correlational design to identify the relationship between independent and dependent variables. The study involved 153 third-year Criminology students, who were tested using revised questionnaire which was validated, and reliability tested. Data analysis involved Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient. Results revealed that students highly possessed grit personality. They are also highly satisfied in life. There is a moderate positive correlation between grit personality and satisfaction in life. Students understand their purpose of going to school. They know that as students, they need to persevere and consistent with their desire to finish amid obstacles in life. Their awareness made them feel satisfied to life. Students' continuous passion, positive attitude and the perseverance will help them have more in life.

KEYWORDS: consistency of interest, grit, perseverance, satisfaction

I. INTRODUCTION

Grit is a life trait that keeps us motivated and helps us get over obstacles and difficulties to pursue our desires in life. It is essential for pursuing long-term goals despite of the possibilities of failure since it involves hard work toward difficult targets. People with grit are brave and confident when faced with setbacks. It also supports people in sustaining their everyday lives, including their achievement in college and overall life satisfaction. Grit is the ability to persevere through difficulties and failures in order to accomplish a goal with determination.

In higher education, student life satisfaction is essential for institutional and individual student success, particularly given the present state of society. As cited by Wong and Chapman (2023), satisfaction in life is a crucial component for everyone's overall well-being. This is especially true for college students. Their understanding and emotions of their own lives often determine how happy they are. As was stated by Slavinski et al. (2021) positivity about one's life in general or certain aspects of it is essential for reaching one's goals.

According to Schimscal et al. (2022), grit has been shown to have a strong correlation with elevated life satisfaction and overall well-being, as indicated by Datu et al. (2018). However, prior studies have not thoroughly explored the relationship between grit and life satisfaction, especially in the context of Criminology students. This research intended to fill the existing gap by exploring the level of grit among Criminology students and analyzing if it has a positive correlation with life satisfaction.

The purpose of this research was to focus on understanding grit personality and their relationship on life satisfaction. Further, the researchers wanted to find out how the Criminology students possess their grit personality and how satisfied they are in their quality of life as students. Thus, this study was conceived.

This study was anchored on the study of Ryan and Deci (2017) which is the Self Determination Theory. This supported and provided a guide for understanding the cognitive foundations of personality and excellent quality of life. In line with this theory, people's grit will increase when their basic psychological needs are met because they will grow in a more positive way and be more motivated to work harder to accomplish their goals. In addition to the work of Ryan and Deci, extrinsic motivation is provided by rewards or recognition from outside sources, but intrinsic motivation is obtained through engaging in activities for reasons of interest or enjoyment.

Students who score higher on both grit dimensions that is, perseverance of effort and consistency in interests tend to be more motivated both internally and externally, this statement was according to Karlen et al. (2019). Students with greater perseverance

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and flexibility usually show more effectively intrinsic academic motivation (Datu et al., 2018) and positive cognitive emotions (Zhang et al., 2021).

Ryan and Deci also mentioned that, psychological needs fall into three categories: first is relatedness, it means the need to connect with people, followed by competence, which means the need to feel competent and accomplished in one's activities, and lastly the autonomy also means the need to have control over one's actions and decisions. Students who successfully accomplish their objective feel competent, which motivates them to set more challenging tasks and eventually develop goal-directed mindsets.

Self Determination Theory promotes intrinsic motivation, which involves engaging in tasks because they are enjoyable and satisfying. When people pursue goals and activities that are in line with their interests, values, and aspirations, they feel more motivated and engaged. This intrinsic motivation promotes a sense of purpose and fulfillment, which leads to better levels of life satisfaction. Cognitive satisfaction can be characterized as a feeling of contentment or fulfillment resulting from cognitive processes such as thoughts, beliefs, and perceptions. Affective satisfaction is the emotional or subjective feeling of contentment, happiness, or wellbeing that people have, Diener (1984).

The theory highlights the importance of autonomy. This autonomy improves people's well-being and life satisfaction by allowing them to pursue goals and do things that are personally meaningful and satisfying. The concept of grit involves the combination of persisting with effort and maintaining interest consistently. Maintaining interest despite obstacles is what consistency of interest entails, whereas putting in significant effort and staying committed despite challenges is what perseverance of effort involves. Those with strong grit are persistent and persistent, even when faced with boredom or frustration. Self- Determination Theory suggests that grit promotes life satisfaction by meeting psychological demands for autonomy, competence, and relatedness. It encourages autonomy in pursuing goals, competency through skill improvement, and relatedness through positive connections, fostering intrinsic motivation and well-being, ultimately leading to improved life satisfaction, this model underscores the importance of fostering both personal traits like grit and to enhance students' well-being, Lozano et al., (2021).

II. METHODOLOGY

Correlational design was used in this research. Surveys and data gathering were quantitative research methods used in correlational designs, focusing on the interaction between independent and dependent variables. The core concept of this design revolved around the relationship between two variables, as noted by McBurney (2019). This research intended to evaluate the correlation between the independent variable, referred to as students grit personality, and the dependent variable, defined as students' life satisfaction, thereby aligning it with a correlational research approach. The researchers used the Mean and Standard Deviation for problems 1 and 2 to measure the grit personality and life satisfaction level of the Criminology students. In problem 3, the researchers used the Pearson Product Moment Correlation Coefficient to identify the significant relationship between students' overall grit personality and their level of perseverance

III. RESULTS AND DISCUSSION

Problem 1. What is the level of grit personality in terms of following components:

- 1.1 consistency in interest and
- 1.2 perseverance of effort?

Table 1.

Overall Students Grit Personality

Indicators	Mean	SD	Description	Interpretation
Consistency of Interest	4.40	0.73	Strongly Agree	Very Highly Possessed
Perseverance of effort	4.25	0.80	Strongly Agree	Very Highly Possessed
Overall	4.32	0.76	Strongly Agree	Very Highly Possessed

Note: 4.21-5.0 Very Highly Possessed; 3.41-4.20 Highly Possessed; 2.61-3.40 Moderately Possessed; 1.81-2.60 Lowly Possessed; 1.0-1.80 Very Lowly Possessed

Table 1 shows the analysis of the students' overall Grit Personality. It has an overall Mean of 4.32, SD= 0.76. described as Strongly Agree and interpreted as Very Highly Possess. This mean that the students, strongly agree with statements reflecting grit and can be characterized as they highly possess of this trait. The relatively small standard deviation indicates that the individual grit scores are fairly close to the mean, suggesting a degree of consistency in grit levels across the student sample. In essence, the findings indicate a notable presence of grit within the students, characterized by both perseverance and a sustained commitment to long-term objectives. The result shows how grit the students' personalities are being possessed. These demonstrate that students

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largely concur with the statements, suggesting that those most likely to achieve their objectives have significantly strengthened their grit personality, this also shows that students, based on their priorities, gave importance to their goals and always wanted to try new things.

The overall results of two facets show that students highly possessed grit personality. They can develop the mental toughness, resilience, and a sense of purpose that are essential for success. Grit is known as a skill that can be developed and improved over time. Students who demonstrate this trait are those who exert effort to stay involved by achieving their goals and objectives that align their interest in their academic life, as stated by Winkler (2017). And with the study of Ghanizadeh (2021) mentioned that grit development and improvement are thus still difficult and often challenging.

The result shows that Perseverance of Effort derived with a Mean of 4.25, with $SD=0.80$, placing it in the Strongly Agree range and also described as Very Highly Possessed. This suggests that students who possess a strong grit personality are academically advanced and are achieving their goals through unwavering effort. Encouraging perseverance is essential, as it enables students to overcome obstacles and accomplish their aims.

This is especially pertinent, as highlighted by Idris (2019), because students who develop perseverance are better equipped to handle academic challenges and adjust to college life. Duckworth et al. (2020) identified perseverance of effort as a critical component of grit, distinct from consistency of interest. Perseverance of effort is characterized by the individual's ability to maintain sustained effort and hard work, even in the face of challenges, setbacks, and plateaus. This aspect of grit is essential for long-term achievement, as it allows individuals to push through obstacles and remain committed to their goals over extended periods.

On the other hand, the data result revealed that students demonstrate the level of consistency of their interest with a Mean of 4.40 with $SD=0.73$, described as Strongly Agree and interpreted as Very Highly Possessed, indicating that the students possess a strong grit personality evident in their sustained interest. This implies that students will achieve their long-term goals if they maintain this kind of trait. Being consistent and interested in studies can enhance the quality of learning and foster intrinsic motivation. Maintaining consistency helps improve productivity, and could improve efficiency, prevent procrastination, and have a more focused approach to activities by establishing a regular process.

According to Sarumaha (2022) that consistency of interest is a motivating factor that can lead to focused attention, which in turn leads to the selection of valuable and enjoyable activities or objects that would eventually produce satisfaction. It relates to the style of movement that encourages a person to face or deal with people, objects, activities, and experiences that are inspired by the activity itself.

Problem 2. What is the level of students' life satisfaction?

Table 2.
Life Satisfaction

Indicators	Mean	SD	Description	Interpretation
1. I lead a purposeful and meaningful life as a student	4.23	0.75	Strongly Agree	Very Highly Satisfied
2. My social relationship with my peers is supporting and rewarding.	4.15	0.81	Agree	Highly Satisfied
3. I am engaged and interested in my daily activity in school.	4.30	0.72	Strongly Agree	Very Highly Satisfied
4. I actively contribute to the happiness and well-being of my friends and classmates.	4.31	0.71	Strongly Agree	Very Highly Satisfied
5. I am competent and capable in the activities that are important to me.	4.29	0.70	Strongly Agree	Very Highly Satisfied
6. I maintain positive relationship with my peers and instructors.	4.36	0.69	Strongly Agree	Very Highly Satisfied
7. I have positive attitude towards my academic experiences and opportunity.	4.37	0.68	Strongly Agree	Very Highly Satisfied
8. I approach my studies with curiosity and an open mind.	4.30	0.71	Strongly Agree	Very Highly Satisfied
9. The way things are going for me these days, I can honestly say that "I've got it made!" Things couldn't be going any better!	4.31	0.75	Strongly Agree	Very Highly Satisfies

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10. I am good at managing the responsibilities of being a student.	4.32	0.67	Strongly Agree	Very Highly Satisfied
11. The conditions of my academic life are excellent.	4.22	0.70	Strongly Agree	Very Highly Satisfied
12. I feel confident with myself when participating school activities.	4.08	0.81	Agree	Highly Satisfied
13. I am pleased with how my college education is going so far.	4.17	0.75	Agree	Highly Satisfied
14. I feel thankful for the opportunity to learn so many new things in my college life.	4.42	0.64	Strongly Agree	Very Highly Satisfied
15. I feel that my life is worthwhile and that I play a valuable role as a student in my school	4.27	0.72	Strongly Agree	Very Highly Satisfied
16. I am a good student and live a good life.	4.41	0.68	Strongly Agree	Very Highly Satisfied
17. I feel a sense of accomplishment and	4.43	0.66	Strongly Agree	Very Highly Satisfied
18. I find enjoyment in the process of learning.	4.33		Strongly Agree	Very Highly Satisfied
19. I feel happy when I am in school.	4.19	0.83	Agree	Highly Satisfied
20. I feel excited by the training we do in school.	4.20	0.80	Agree	Highly Satisfied
Overall	4.28	0.76	Strongly Agree	Very Highly Satisfied

Note: 4.21-5.0 Very Highly Satisfied; 3.41-4.20 Highly Satisfied; 2.61-3.40 Moderately Satisfied; 1.81-2.60 Less Satisfied; 1.0-1.80 Least Satisfied.

Table 2 displays the level of students' life satisfaction. The students demonstrated significant levels of cognitive and emotional fulfillment regarding their overall life contentment. The calculated Mean was found to be 4.28, with SD=0.76, indicating a classification of strongly agree, which is considered to be very high. As a result, this suggests that the students experience a considerable amount of cognitive and emotional satisfaction in their lives, especially when faced with academic challenges.

The result further shows that students are cognitively and affectively engaged in the mental and emotional processes that go into understanding, learning, and being aware of what is happening around them. Life satisfaction, a core component of subjective well-being, has been shown to have a reciprocal relationship with gratitude. Specifically, research indicates that higher levels of gratitude can lead to increased life satisfaction, and this, in turn, can further enhance gratitude, creating a positive cycle (Wood et al., 2019).

Indicator number 17, *I feel a sense of accomplishment and satisfaction when I achieve academic goals*, reached an average Mean of 4.43 with SD=0.66, suggesting that the statement falls under the category of Strongly Agree, reflecting a Very Highly Satisfied. Respondents' view that achievements have a very high impact on the students' satisfaction affectively to which the respondents strongly Agreed and defined in the interpretation as Very High, that the learning process with fun is very satisfying to them as students.

Dewaele & Li (2020) stated that since the positive psychology movement began, enjoyment has received the greatest attention of any constructive feeling and it is a commonly encountered type of satisfaction. Subjective well-being, which includes life satisfaction, is a critical aspect of overall well-being. Recent contributions to positive psychology, such as the emphasis on transcending negative experiences, highlight the complex interplay of factors influencing how individuals evaluate their lives (Wong, 2011; Leung, 2019).

On the other hand, indicator 12, *I feel confident with myself when participating in school activities*, has the lowest Mean of 4.08, with SD = 0.81. This is classified as Agree and interpreted as Highly Satisfied. Even though it has the lowest Mean and Standard Deviation, participants still considered the statement to be agreeable. This means participating school activities can boost their self-confident and leads them to be affectively satisfied. According to Nerantzaki et al.(2021) emotions concerning one's own thoughts and experiences are possible, for example, one may feel proud of a former accomplishment. This result implies that most students' participation in class is an essential part of their education. They learn how to communicate their thoughts in a way that is understandable and feel comfortable with others when they speak up in class. In the words of Tang et al. (2020) class participation is a broad term that includes a variety of elements that point to student engagement, including preparation for class, attendance, participation in discussions and activities, and completing minimal tasks regularly.

Problem 3. Is there a significant relationship between the students' grit personality and life satisfaction?

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Table 3.

Correlation Analysis

Independent	r-value	p-value	Decision on Ho	Interpretation
Consistency of Interest	0.542**	0.000	Reject	Significant
Perseverance of Effort	0.574**	0.000	Reject	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product Movement Correlation of Coefficient was used to determine a meaningful connection between students' grit personality and life satisfaction. The Pearson Product-Moment Correlation Coefficient was employed to investigate the relationship between grit personality and life satisfaction in college students. The purpose of this correlation analysis is to determine whether there is a significant link between grit personality and life satisfaction among college students. One key personality trait, Perseverance of Effort, plays a crucial role in enhancing students' academic performance and overall daily life. Research has shown that grit, is associated with the life satisfaction of the students.

The data indicates a moderately significant correlation between maintaining consistent interest and sustaining perseverance of effort. (R-value of 0.574, P-value of 0.000). This means that students who exert effort and maintain their perseverance and persistence in pursuing their goals tend to have develop more grit personality. This led to the rejection of the null hypothesis.

Perseverance of Effort seems to be the most beneficial dimension in possessing grit. However, it is important to note that consistency of interest is also highlights an importance in displaying grit. Consistency of interest means keeping one's interest throughout time despite failures and setbacks. As posited by Telaumbanua and Harefa (2020). An individual's interest in something affects their actions. A person would be more motivated to act appropriately if they have a high interest.

According to Tashlanovna (2022) interest is a powerful motivator that drives learning, guides academic performance. pathways, both professional and academic, and increases learning, 2022). It is proven by Ryan and Deci Self Determination Theory that explained through the help of intrinsic motivation. When students are able to take initiative, believe that their efforts matter, and experience a sense of accomplishment from improving their abilities, they are intrinsically motivated. In line with Self Determination Theory, the data suggest that Perseverance of effort acts as an intrinsic motivation for students who are possessing grit personality. Wang et al. (2021) examined grit from a longitudinal perspective, focusing on how perseverance of effort and consistency of interest change over time. To understand the interplay between these dimensions, correlation analyses can be used to assess their relationships at different time points.

IV. CONCLUSIONS

The following conclusions were drawn based on the findings.

1. Students have consistency of interest which made them have strong grit personality.
2. Students are involved in the cognitive and affective processes necessary for learning, understanding and awareness of what is being around them.
3. Students understand their purpose of going to school. They know that as students, they need to persevere and consistent with their desire to finish amid obstacles in life. Having aware of these, they feel alright to life.

V. RECOMMENDATIONS

The study's findings suggest the following recommendations:

1. Consistently focusing in one's ambition amid obstacles will lead the students to achieve their goals.
2. Understanding life will give students the satisfaction in life.
3. Students' continuous passion, positive attitude and the perseverance will help them have more in life.

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