

Research Paper

Relationship between GRIT and Psychological Well-being: A Study among Nursing Students in Madurai

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ABSTRACT

Nursing programs are known for being academically demanding, requiring mastery of both theoretical knowledge and practical skills. In this context, Grit enables students to stay focused and persevere through difficult courses like anatomy, pharmacology, and clinical training, even when faced with setbacks which in turn might have a potential influence on their psychological well-being. Hence, this study aims to understand the relationship between Grit and Psychological well-being among nursing students. The study included 47 nursing students in total. The Grit Scale created by Angela Duckworth in 2007, was used to measure GRIT, and the 18-item Psychological Well-Being Scale, created by Carol Ryff in 1995, was used to measure psychological well-being. Grit and psychological well-being were found to be significantly positively correlated, suggesting that individuals who had greater levels of grit also had higher levels of psychological well-being. Additionally, grit has a strong positive correlation with psychological well-being dimensions like positive relations and self-acceptance. The findings emphasize the need to develop grit to improve students' psychological well-being. Fostering grit in students can greatly improve their psychological well-being by encouraging a positive and resilient mindset.

Keywords: *Grit, Psychological well-being*

The field of nursing is both highly rewarding and exceptionally demanding. Nursing students, in particular, experience intense academic pressure, clinical responsibilities, and emotional challenges as they prepare for their professional careers. These stressors can significantly impact their psychological well-being, crucial for their overall health, academic success, and future professional competence. Therefore, understanding the factors that contribute to psychological resilience in nursing students is essential for fostering their personal and academic development.

One key factor in navigating these challenges is **Grit**, which is defined as perseverance and passion for long-term goals (Duckworth, 2007). Research suggests a link between individuals who possess grit and academic achievement, mental health, and effective coping strategies in high-stress environments (Stoffel et al., 2018). In nursing education, where persistence and

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resilience are essential, grit can be critical in helping students manage their training demands while maintaining their well-being.

Psychological well-being, on the other hand, refers to the emotional and cognitive aspects of mental health, encompassing factors like self-acceptance, purpose in life, personal growth, and positive relations with others (Ryff, 1989). It is a multidimensional concept that reflects how individuals perceive and cope with life's challenges. For nursing students, maintaining high psychological well-being is essential for effective patient care and personal fulfillment. However, the relationship between grit and psychological well-being, particularly in the context of nursing students, still needs to be explored. Understanding how these two constructs interact could provide valuable insights into supporting nursing students through targeted interventions. This study aims to investigate the relationship between grit and psychological well-being among nursing students, providing evidence for how resilience traits like grit can enhance mental health in this population. While grit has proven beneficial to general populations, its impact on nursing students, who face intense academic and emotional pressures remains largely unexplored. Given the growing demands of nursing education and the need for resilient healthcare professionals, this study is timely and necessary.

By examining the relationship between grit and psychological well-being, this research can provide valuable insights to enhance nursing students' educational experiences and mental health, ultimately benefiting the broader healthcare system.

MATERIALS AND METHODS

Aim

To understand the relationship between psychological well-being and grit among nursing students.

Objectives

- To assess psychological well-being among nursing students.
- To measure grit levels in nursing students.
- To investigate the relationship between psychological well-being and grit among nursing students.

Hypotheses

1. If there is an increase in the level of grit, there will be an increase in the level of psychological well-being.
2. There exist significant differences in psychological well-being and grit among nursing students based on birth order.
 - a. There exist significant differences in psychological well-being among nursing students based on birth order.
 - b. There exist significant differences in grit among nursing students based on birth order.
3. There exist significant differences in psychological well-being and grit among nursing students based on the mode of accommodation.
 - a. There exist significant differences in psychological well-being among nursing students based on the mode of accommodation.
 - b. There exist significant differences in grit among nursing students based on the mode of accommodation.

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4. There exist significant differences in psychological well-being and grit among nursing students based on the nature of the residence.
 - a. There exist significant differences in psychological well-being among nursing students based on the nature of the residence.
 - b. There exist significant differences in grit among nursing students based on the nature of the residence.

Research Design

This study will utilize a correlational research design within the quantitative research method to examine the relationship between psychological well-being and grit among nursing students.

Sample

The study selected all the nursing interns (i.e. 47 students) who reported for the internship from September 2024 to October 2024. Convenient sampling has been planned to recruit a stipulated sample from an entire population.

Materials

- **Psychological Wellbeing Scale:** The Psychological Well-Being (PWB) Scale, developed by Carol Ryff in 1989 and refined by Ryff and Keyes in 1995, is a widely used tool to measure positive psychological functioning. It consists of 18 items across six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance which is scored on a 7-point Likert scale that ranges from 1 (strongly disagree) to 7 (strongly agree). The 18-item version of the PWB Scale demonstrates acceptable internal consistency across its dimensions, with Cronbach's alpha values between 0.70 and 0.80. The scale also has supporting evidence for its construct, convergent, and discriminant validity.
- **Grit:** The 12-Item Grit Scale (Grit-O), developed by Angela Duckworth in 2007, measures an individual's perseverance and passion for long-term goals. It consists of 12 statements rated on a 5-point Likert scale and demonstrates good internal consistency, with a Cronbach's alpha typically around 0.85. The scale also possesses supporting evidence for its construct, convergent, discriminant, and criterion-related validity.

Procedure

Prior permission was obtained from the authors of the various tools for use in the current study. The researcher explained the aim of the study and took permission from the students to collect the data. Before administering the test, the researcher assured the students that confidentiality would be maintained and the results would be used only for research purposes. The researcher read out the instructions and clarified the students' doubts. Test administration was carried out mid-term feedback during the internship.

Statistical Analysis

- Descriptive Statistics - Mean and Standard Deviation
- Inferential Statistics- Independent sample t-test is used to compare the means of two independent groups, ANOVA is used to compare the means of three independent groups and Correlation is used to find the relationship between variables (Psychological well-being and Grit)

RESULTS AND DISCUSSION

Table 1 shows descriptive statistics, frequency, and percentage of socio-demographic variables among nursing students

Socio-Demographic Variables	Mean	Standard Deviation	Category	Frequency (N)	Percentage (%)
Mode of Accommodation	1.55	.503	Day Scholar	21	44.7
			Hostellar	26	55.3
Place of Residence	1.43	.500	Urban	27	57.4
			Rural	20	42.6
Birth Order	1.81	.947	First Born	26	55
			Mid Born	4	9
			Last Born	17	36

Table 1 displays the distribution of socio-demographic variables among the samples. 21 participants were day scholars (44.7%) and the remaining 26 were hostellers (55.3%). 27 participants belong to the urban population (57.4%) and the remaining 20 fall under the rural population (42.6%).

Table 2 shows the frequency percentage of participants scored in grit and psychological well-being

Variables	N	Category	Frequency (n)	Percentage (%)
Grit	47	High	13	28
		Low	34	72
Psychological Well-being	47	High	3	6
		Average	44	94
		Low	-	-

Table 2 displays the level of grit and psychological well-being among nursing students. In grit, 13 participants (i.e. 28 %) of the students scored under the high range and 34 participants (i.e. 72%) of the students scored under the low range whereas in psychological well-being, 3 participants (i.e. 6 %) of the students scored under high range and 44 participants (i.e. 94%) scored under average range respectively.

Table 3 shows the correlation between grit and psychological well-being among nursing students

Variables	Grit	Psychological Well-being
Grit	1	.289*
Psychological Well-being	.289*	1

* Correlation is significant at the 0.05 level (2-tailed)

Table 3 shows the correlation between variables grit and psychological well-being among nursing students. The correlation is significant at 0.05 level and there exists a significant positive relationship between variables grit and psychological well-being at $r = .289^*$.

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Table 4 shows descriptive statistics and t test of grit and psychological well-being among nursing students

Variables	Category		n	Mean	Standard Deviation	t-value	Sig.
Grit	Mode of Accommodation	Day Scholar	21	3.0476	.496	-2.457	.096
		Hostellar	26	3.3590	.372		
	Place of Residence	Urban	27	3.222	.473	.041	.757
		Rural	20	3.216	.440		
Psychological Well-being	Mode of Accommodation	Day Scholar	21	72.666	6.89	-.815	.713
		Hostellar	26	74.153	5.72		
	Place of Residence	Urban	27	74.481	6.28	1.284	.370
		Rural	20	72.15	5.97		

Table 4 displays descriptive statistics and t test of grit and psychological well-being among nursing students in terms of mode of accommodation and Place of Residence. The mean score of grit is 3.04 for day scholars, 3.35 for hostellers, 0.22 for urban, and 3.21 for rural populations respectively. There is no significant difference in grit in terms of mode of accommodation (.096) and Place of Residence (.757), since $p > 0.05$ which means the hypothesis is rejected. The mean score of psychological well-being is 72.66 for day scholars, 74.15 for hostellers, 74.48 for urban, and 72.15 for rural populations respectively. There is no significant difference in psychological well-being in terms of mode of accommodation (.713) and Place of Residence (.370), since $p > 0.05$ which means the hypothesis is rejected.

Table 5 shows descriptive statistics and ANOVA of grit and psychological well-being among nursing students

Variables	Category		n	Mean	SD	F	Sig.
Grit	Birth Order	First Born	26	3.15	.393	.722	.491
		Mid Born	4	3.37	.369		
		Last Born	17	3.28	.555		
Psychological Well-being	Birth Order	First Born	26	72.8	5.55	.416	.622
		Mid Born	4	73.2	5.73		
		Last Born	17	74.5	7.34		

Table 4 displays descriptive statistics and ANOVA of grit and psychological well-being among nursing students based on birth order. The mean score of grit is 3.15 for the first born, 3.37 for the middle born, and 3.28 for the last born respectively. There is no significant difference in grit in terms of birth order (.491), since $p > 0.05$ which means the hypothesis is rejected. The mean score of psychological well-being is 72.8 for the firstborn, 73.2 for the middle-born, and 74.5 for the last born respectively. There is no significant difference in psychological well-being in terms of birth order (.622), since $p > 0.05$ which means the hypothesis is rejected.

CONCLUSION

Findings

- Higher the level of grit, higher the level of psychological well-being.
- There exist no significant differences in psychological well-being and grit among nursing students based on the mode of accommodation.
- There exist no significant differences in psychological well-being and grit among nursing students based on the nature of the residence.
- There exist no significant differences in psychological well-being and grit among nursing students based on birth order.

Recommendations

- Integrate Grit Development into Nursing Education Programs, that is conducting regular workshops and seminars regarding grit.
- While promoting grit is important, it's essential to avoid fostering **over-perseverance**, which can lead to burnout. Encourage students to know when to **take breaks** and **ask for help**, teaching that grit also involves **knowing limits** and prioritizing mental health.

Limitations

- The inclusion of various healthcare professionals could be taken into consideration for more understanding.
- The sample has been collected from the specific city only.

Implications

- The study could be conducted for various populations to gain more understanding of the study variables.
- The inclusion of more psychological variables in the study such as emotional regulation, coping, and so on could give us potential insight into understanding grit.
- The inclusion of more socio-demographic variables will help us to understand the factors that make significant differences in the study variables among the population.

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Conflict of Interest

The author(s) declared no conflict of interest.

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