# EXPLORING THE POSITIVE ASPECTS OF GRIT: FOCUSING ON ITS CORRELATES

**¹SHALU KUMARI, ²MANISH TIWARI, ³IFTEKHAR HOSSAIN**

*¹Research Scholar, Department of Humanities and Social Sciences, National Institute of Technology, Patna*
*²Assistant Professor, Department of Humanities and Social Sciences, National Institute of Technology, Patna*
*³Head Department of Psychology, Patna University*

## Abstract

Grit, initially defined as perseverance or excitement for long-term objectives in the literature a decade ago, has spurred a lot of research on good results, mostly in academic and military settings. Despite ongoing challenges of grit's structure and usefulness as criterion validity, grit research has begun to spread into the workplace and organizational environments. There are several systematic review are available which considered a lot of factors in different domain. The primary objective of this study was to look at the link among grit and positive educational outcomes, as well as its various correlates. An attempt is made to provide a description of the founding theoretical framework of grit as a motivating tool, as well as new viewpoints on the dynamics of grit and its beneficial impact in academic and organizational settings. After creating a theoretical understanding, this article considers the possible value of grit for students and their academic achievement, simultaneously taking into consideration others associated variables such as psychological capital, spirituality, and psychological well-being. To distinguish the grit construct from elements of the conscientiousness dimension of personality, a deeper grasp of the construct is required. Furthermore, the finding of the study applicable to policymakers, educational and organizational community in order to foster character in students and among employees to realize their full potential.

**Keywords**: Grit, Spirituality, Wellbeing, Psychological capital, Personality.

## INTRODUCTION

Identifying variables that lead people to flourish and achieve greater success than others of similar intelligence has been increasingly popular in recent years, notably in the educational field (Duckworth, Peterson, Matthews, & Kelly, 2007). The term 'Grit' is known as the character trait that inspires an individual to put hard efforts and to accomplish their required long-term goals and it also intrinsically motivate people to persevere hard, make them to stick their long-term ambitions and objectives. Angela Lee Duckworth from the University of Pennsylvania has been performing ground-breaking research on grit since the last 18 years. According to Duckworth, Grit somewhere is linked with the resilience. Duckworth defined resilience as an optimistic reaction to failure or adversity, while being

gritty means somewhere, to be persistent in the face of hardship and rejection. Thus, Grit has not only a profound responsibility that an individual stays loyal to for many years (Duckworth, 2013).

"Grit: The Power of Passion and Perseverance" a book written by Duckworth explain that "talent times effort = ability," and that "skill times effort = achievement" (Duckworth, 2016). She asserts that talent is intrinsic, whereas skill is acquired via many days and hours of work (Duckworth, 2016). She gives an in-depth look at expectations and how they might help people achieve their objectives. Furthermore, she says that the more important the goal, the more grit people would show. According to her, adults who believed their job was a calling missed one-third as many workdays as those who saw it as a job.

The distinction between fixed and growth mentalities is one of the most essential aspects of grittiness among people. People with a fixed mentality believe that they must spend their lives as they are, with no attempt to change. A growth mindset, on the other contrary, believes that things will improve as time goes on and that effort and dedication will help (Duckworth, 2016). As Duckworth rightly figures out, overcoming hardships can either contribute to hope or despair. The individual's point of view often ascertains it on the situation. Further, Von Culin et al., 2014 & Duckworth, 2016 discovered grit as a motivating psychological feature that stressed consistency as a measure of production in long run and further, it also linked to attaining objectives of higher level over time. Working hard to overcome hurdles, maintaining effort and dedication throughout time, dealing with failure, tenacity, and the difficulty of achieving it have all demonstrated this (Duckworth et al., 2007). Hammond, 2017 discover that 'Grit' can be a crucial determinant of accomplishment in many situations.

The bodies of research in the previous decade have attempted to determine grit's role in academic mastery and many other scholastic outcomes. Duckworth et al., (2007) found that grit is often considered as a significant success predictor in a series of studies. Grittier people were found to have higher educational attainment, fewer career moves, and higher Grade Point Averages (GPA) than their lesser gritty colleagues at a high-standard university. In comparison to self-control, grit was found to be a great predictor of cadet retention at the West Point military academy during the summer. Furthermore, Duckworth, Seligman and, Quinn., (2009) discovered that grit and life happiness were strong predictors of teacher success as evaluated by their students' academic performance. Credé et al., (2016) found grit and determination had milder associations with productivity and retention, as well as a substantial relation with conscientiousness, according to a recent meta-analysis. The meta-analysis also found that, Over and above the personality characteristics conscientiousness, the "effort" facet explains for the notable difference in the academic achievement, emphasizing that this should be investigated as an independent construct. The proposed collection of literature focuses on the aforementioned, with the purpose of better

understanding grit's mechanism and its main unique features in educational and academic outcomes. We are also looking for traits that might help people develop them as a favorable attribute in their professional and academic endeavors. This literature review focuses and demonstrates the involvement of grit in the academic sector as well as other disciplines as introduced in the literature over the last few years. It also tried to look at grit relating to performance, productivity, retention, conscientiousness, and other relevant variables associated with it. As a result, the purpose of this review is to explore the following main research objectives.

a) What are the different learning outcomes does grit seem to be linked to, and which may it expect?

b) What are the others variable which correlate with grit?

## Methods

"Grit" and/or "effort," "perseverance," "passion," "interest," "non-cognitive," "education,", "success," "achieve," "school," and "college" were some important search items for this article. Articles had to meet certain criteria in order to be accepted or included in the review: The scientific research should indeed be submitted in its entirely full report considering 'English' language, with the phrase "grit" mentioned with in heading and/or abstract of the publication; the paper also must be entirely drawn from original primary data. In addition, the researches have to be empirical, with a sample size of at least 100 respondents and Grit has to be measured using the Grit Scale and conceived using theoretical model of Duckworth scale.

### Grit and Educational Outcomes

Over the last decade, most of the fact-finding researches are concentrating on evaluating the effect of grit on education and other academic achievement. In addition to IQ, Duckworth et al. (2007) discovered that 'grit' is a reliable indicator of successful education outcomes. Graduates have greater education levels, fewer employment opportunities, and higher grade point averages than grads from a high-quality university with fewer graduates (GPA). Grit was

also used as a character dimension, and identical findings were found. In 89 percent of twin or triplet pairing age 3 to 8, character characteristics (particularly grit) were reported to be significantly associated with performance and knowledge consequences. In three researches including 4th to 8th graders, "Park et al. (2017)", investigated a three-part classification of personality features i.e. interpersonal, intellectual, and intrapersonal. He found that, it was not only intrapersonal character (which includes grit) are solely responsible for the achievement of higher grades (research 3), but grit was also a strong predictor of class involvement and academic achievement (study 1), and hence it predict higher student Grade Point Average (study 2).

Grit was found to be strongly connected with scholastic drive and educational conscientiousness, as well as a strong determinant of graduation from high school as a relative indicator of endurance (2014), as stated by Eskreis-Winkler et al.,(2014). Grit influenced retention over and above proven specific situational variables (e.g., intellect) and socioeconomic traits. Learning avoidance and success approach/avoidance target strategies were negative significant of grit, according to Akin and Arslan (2014), but learning avoidance and success approach/avoidance target strategies were positive significant of grit. Yeager and colleagues (2014) discovered that a self-transcendent phenomenon predicted the importance of academic success, self-control, and completing the uninteresting math issues of the academic diligence task, as well as the effort to deeply learn from the task, for all students, but especially for those who are poor.

Strayhorn (2014) in his empirical evidence reveals that gritter Black male college students mostly in White institutions had higher degrees than their less gritty racial group male counterparts. Despite accounting for differences in age, scholastic year, participation habits, degree objectives, and previous accomplishment, gritty black males received higher grades than less gritty black guys.For black guys, grit is a substantial predictor of college grades, influencing grades nearly as much as GPA and ACT scores in high school. In a similar vein, Self-report scores of undergraduate students are substantially predicted in GPAs, according to Akos and

Kretchmar (2017), Furthermore, Pate et al. (2017) discovered that total scoring of grit for pharmacy students independently predict good university success.

In terms of specific individual school achievement, In accordance with Dumfart & Neubauer, (2016) studied regardless if non-cognitive attributes comprise substantial validity regarding intelligence and conscientiousness. In the prediction of Grade Point Average (GPA), science, or languages, the incremental contribution of grit above and beyond intellect and conscientiousness was not significant. Grit was only tangentially linked to academic standards such as Grade Point Average, science, and language & literature grades. It could also account for approximately half of the variation in teen school attainment when paired with other factors. The findings of the first statement in study are generally consistent. Grit is linked to a variety of beneficial educational outcomes. It is mostly linked to academic achievement and performance, despite the lack of substantial relationships.

There are also investigations which explored the various determinants which predict grit among students. For example, Wolters & Hussain, 2015 in his cross sectional study found grit as a predictor of several self regulated learning i.e. Value, self efficacy, procrastination etc. Grit predicted achievement as well. In the same way Vela et al, 2015 observed hope as one of the strongest predictors of grit. Search for meaning in life identified as the negative predictors of grit. Further, subjective happiness and perceptions of family importance were found to be statistically insignificant. Similarly a study by Weisskrich, 2016 explored that self esteem, attitudes toward lifelong learning and general strategies for learning were significant predictors of grit. Further, O'Neal (2016) explored the relationship between grit and achievement for non citizens and their findings shows negative association with depression for all participants. Depression was found to be higher at lower level of grit.

**Grit and Personality**

Several studies are there that investigate into the role of grit in personality prediction. Patience, consistency, stamina, and tenacity are common personality traits associated with grit. As a result, those with grit show additional

perseverance and passion in achieving their long-term goals. These people have persistent, strong, and emotionally controlled behaviours that are reflected in their pretty good life outcomes (Duckworth, Peterson, Matthews, and Kelly, 2007). It has also been proposed that grit distinguishes people with similar intelligence but different achievements. A link has been identified between this situation and great self-control and self-discipline, according to researchers (Duckworth, Peterson, Matthews & Kelly, 2007; Duckworth& Quinn, 2009). Individuals who achieve their goals by grit acts, according to this framework, will improve their personality qualities, making it simpler for them to reach their goals (Solmaz, Aksoy, Engül, and Sarşk, 2014).

Grit was strongly associated to school motivation and academic conscientiousness, according to Eskreis-Winkler et al. (2014), and as a measure of retention, It continued to be a reliable predictor of graduation.. Grit predicted retention in addition to established situational-specific indicators of retention (e.g., IQ) and others socioeconomic variables (Eskreis-Winkler et al., 2014). In a survey conducted by Lee & Sohn (2017), grit was mostly found to be a strong predictor of career preparation behavior and major-career relatedness after adjusting the others Personality Dimensions. There is a wide range of literature on the subject, as well as a few scientific findings that support this stance. One such study discovered statistically significant results links among both grit and satisfaction with life, enjoyment, and well-being, all of these things are related to subjective well-being. being (Singh and Duggal Jha, 2008; Tiittanen, 2014). After accounting for agreeability, 'Grit' projected a noticeable difference in productivity on the Scholarly Diligence Assignment (a behavioural measure of academic perseverance depending on the time spent on task or the effectiveness of issues addressed) among senior high school students (Galla et al., 2014). The outcomes of "Dumfart and Neubauer (2016)" who explored that if affective (non-cognitive) qualities would better predict school accomplishment than IQ and conscientiousness, appeared complementary.

Beyond recognized personality qualities, such as being diligent and careful, grit did not contribute considerably to physical constituent or inherently to the indicators of scholastic capabilities in a representative survey of sets of twins (Rimfeld et al., 2016). In a research published by Ivcevic and Brackett, grit was linked to school enjoyment, recognition, and fewer rule breaches. In a research conducted by Ivcevic and Brackett (2014), grit was related with individual 's academic success, school recognition, and fewer rule violations. However, when compared to other qualities, it was not linked to Grade Point Average or educational awards, nor did it justify increased dispersion in any educational outcomes.

The predictive effect of grit was reduced when it was paired with IQ, personality traits, and, most importantly, conscientiousness (Dumfart & Neubauer, 2016). This could indicate that the term isn't well defined, or perhaps grit and determination is a subset of or interacts strongly with that conscientiousness significantly as stated by "Credé et al., 2016". As a result, a little more studies need to be done which fully comprehend grit and that differentiate it from other similar characteristics.

The mediating role of "Psychological Capital" (PsyCap) in "Grit" and Academic Performance

Grit was identified as a non-cognitive attribute by Duckworth et al., 2007, based on two key components: "persistence of effort" & "constancy of interest". The term 'Grit' is differ from resilience, a well-known psychological assets (and among the most important parts of PsyCap). That's because the ability to overcome difficulties and challenges is the two components of grit, and these two conceptions are inextricably linked. Previous extensive research shows that there is a considerable correlation between all of the various psychological resources which constitute Psychological capital and effective educational consequences. People with higher degrees of grit are also more prone to undergo Psychological Capital-fostering encounters. Gritty people are much more inclined to deal with different kinds of adversity and to acknowledge one's innate endurance and usefulness (efficacy), which are also both PsyCap components.

Further, Sansone et. al., (1999) confirm that Individuals who were more conscientious lasted longer than those who were less conscientious regardless of whether the benefit was manipulated or a technique was used. As a consequence, it's likely that behavioural

processes will link grit along with PsyCap. Educational Psychological capital, as well as its sub dimensions 'efficacy', 'hope', 'optimism', and 'resilience', are flexible processes that attempt to regulate (mediate) the association among both grit and academic success. Hope and optimism are also essential factors in grit and academic success. Undergraduate students are frequently stressed as they try to balance the variety and number of duties that come with a degree programme (Swick, 1987). According to the investigation by Luthans et al., 2014), Scholastic Psychological capital is susceptible to situational stimuli and activities that really can influence people toward distinct academic success behaviors. The Psychological Capital has a significant role in mediating the association between grit and grade point averages (GPA). In other words, Academic Psychological capital, which consists of other psychological resources like hope, efficacy, resiliency, and optimism, appears to assist tenacious students in achieving better academic results as pointed by Luthans et al., 2014.

In the literature, the concept 'Grit' is identified as having a more "trait-like" personality. To put it differently, earlier studies has shown that grit is a relatively consistent composite attribute that includes both passion and effort endurance (Duckworth, et.al. 2009). Psychological Capital, however, has been exhibit to be "state-like" and versatile (Luthans, et.al. 2010). Given that both Grit's "trait-like" variable and PsyCap's "state-like" variable were found to explain significant disparities in academic performance assessments. Luthans et al. (2019) investigated the mediational effect of psychological capital (PsyCap) in the interrelation between students' grit and pedagogical accomplishment. PsyCap is primarily responsible for moderating the relationship between grit and exam outcomes, according to the various researches. Many studies on Academic PsyCap show that hardworking students perform better academically when the many characteristics of psychological capital of hope, efficiency, resilience, and optimism are considered. It is proposed that the degree to which an individual's goal and ideas agree or disagree, as well as the degree to which they achieve that goal, influences their well-being (Rask, Astedt-Kurki & Laippala, 2002).

## Grit and Well being

Latest research has looked into the connection between grit and a variety of ideal physical health measures. Grit, motivation, meaningfulness, and goal-setting were all found correlated by the recent study investigated by Reed et.al. 2013. The research suggests that grit might become an effective focus for long-term physical exercise routines. The two facets of grit are linked to different aspects of well being i.e Consistency of interests exhibited poor or negative connections with subjective well-being, perceptions about well-being, and personality attributes, but perseverance of effort indicated moderate to significant correlations along with these outcomes as pointed out by Disabato et al. (2019) in an empirical study. Psychological grit supports performance in a wide range of situations, including a higher likelihood of long-term academic achievement and work success. Chakroborty et.al, (2020) found that Psychological well-being influences grit, and knowledge of one's own strengths and their implementation have a moderating impact on both psychological well-being and grit. Grit means putting in long hours in challenging situations and maintaining effort and concentration over time, even if you fail. Further, Choi, J (2020) investigated that Grit is associated with long-term behaviour and emotional well-being. Sustainable behaviour influenced the effect of grit on emotional well-being. Grit has a greater impact on long-term conduct than emotional well-being. Furthermore, Von Culin et al., 2014 reveals that long-term conduct has a good impact on emotional well-being. Individuals' commitment to long-term goals and their perseverance in achieving them are linked to different sorts of happiness orientations.

## Exploring the relation between grit and spirituality

The terms "spirituality and grit" have also been related to greater goal achievement. Both "spirituality" and "grit" have been related to enhance goal-achieving performance. Karen Morgan's (2017) empirical findings backed up the concept that these structures frequently overlap and communicate with one another. As they cross and link, a larger feeling of direction and intent arises, leading to more progress toward the goals that people have set for themselves. Spirituality and grit go hand in

hand, frequently resulting in increased persistence toward a goal. Spirituality has been linked to a wide range of good health impacts, according to a large body of evidence (Koenig, King, & Carson, 2012). Spirituality, according to researchers, is an immersive construct that may mould truth indulgence to demonstrate these favourable outcomes (Granqvist & Kirkpatrick, 2013). Spiritually inclined people have a different cognitive lens through which they view circumstances. This line of argument reveals the inextricable link between spirituality and grit (Yates et al., 2015). Pargament, 2007 says that spirituality can help people to instill tenacity in people by allowing them to tell stories from a way more advanced. A very Common transcendent script that may enhance grit include the conviction that God has a certain plan for everyone lives, that he cares about his people, and he will definitely not allow more obstacles than one can endure (Naeem et al., 2015). Such beliefs about god could have a direct impact on grit by empowering spiritually oriented individuals with something like a transcendent reason to persevere in the face of adversity. However, previous qualitative empirical finding with African American college students backs up this claim (Yates et al., 2015). Participants expressed the importance of specific ideals while discussing how faith helped them enhance their grit levels. Dutta and Puri (2017) looked into the stages of spirituality, resilience, and the current spirituality-resilience-perseverance relationship among college students. The information was gathered from young college students and examined using correlation. In terms of grit and spirituality, resilience and spirituality were discovered to have a strong positive association and to have tremendous positive significance. The grit model was developed and evaluated among African Americans who are underemployed by Hodge et al., (2019). Spirituality has a considerable, beneficial effect on grit, according to the results of the structural equations model. Spirituality and work-related hope may also be protective elements that might be employed to increase grit, according to these findings.

**Grit among employees**

Grit has been proved to have productive and positive benefits on organization members in a variety of disciplines, including medical treatment, education, and business. Seguin,

2019 explored that grit-filled nurses are destined to reach highest of their their strengths and be less irritated by minor setbacks, leading in greater personal achievement and reduced professional burnout in the medical field.

Job efficiency and retention rates are found to be high among novice instructors. (Duckworth et al., 2009). Furthermore empirical evidence by Suzuki et al., 2015 depict that employees with higher degrees of grit have stronger job engagement and performance, according to enterprise management researchers. Similarly, Burkhart et al., 2014 found gritty individual are less interested in changing jobs and careers, having more job stability as stated by Duckworth et al., 2007, and they often show less counterproductive behavior (Andrea., 2016), and often having better occupational health and are more enthusiastic (Kim & Lee, 2015). The idea of grit was first presented by Duckworth et al. (2007), and it has since grown in prominence and become one of the most widely discussed subjects in western management research. Regardless of the fact that there is several scientific research of grit, there is no investigation which discloses the other side of grit how to function properly, and no studies explored the significance of grit on organizations. Grit is intimately linked to goal attainment, emphasizing perseverance and commitment to long-term objectives. Specifically, in the case of gritty individual, significant ability to control and regulate ones emotion in order to achieve goals were seen, these type of orientation is basically a type of self orientated psychological resource. Employees who are gritty in nature have been found to be a good managers and controllers of work tasks and objectives on several occasions. On the whole, these individuals would take charge to set acceptable career objectives and thus will conscientiously supervise and complete them. They will continue to take the initiative to uncover effective solutions, which will undoubtedly benefit employees' ability to fulfill professional responsibilities. Employee commitment will be strengthened by grit, according to Seo et al. (2014)'s research. Employees with high grit take their jobs more seriously, are more engaged in the workplace, and are more committed and dedicated to their company than the individual having low grit. In the same way high gritty personnels are found to

be more productive and constructive work habits.

Western countries like United States, grit is found to be linked with higher retention and instructional effectiveness among a chosen group of teachers. Teachers who were more consistent towards their works outperformed than their less consistent counterparts and were less likely to abandon their schools in the middle of the year (Robertson-Kraft and Duckworth, 2014). In chosen Chinese insurance personnel, both the dimensions of grit i.e "tenacity" and "consistency" are significantly associated to greater work performance (Zhong et al., 2018). Further an empirical finding confirms that "Perseverance" and "consistency" were not linked to the decision of an employee to become officers at the US Military Institute in the context of identified Regimental cadets (Jordan et al., 2015). Similarly, Burkhart et al., (2014) identified grit as a significant risk factor for residency programme attrition among surgical residents in the United States. His study reveals that residents who score below the median are much more prone to experience problems during respective residency training. Entrepreneurs are more likely to be gritty personalities who accomplish in their projects or businesses (Mueller et al., 2017). Furthermore, it is found among Japanese adults, grit is associated to work involvement (Suzuki et al., 2015). Ceschi et al., on the other hand, reveals that Grittier workers are less liable to suffer from work burnout and engage in ineffective work practices. In the same line, Walker et al., 2016 found that grit was connected to lower levels of work burnout in a sample of surgical trainees in England.

## Discussion

The current all-inclusive literature's aim was to look into the relevance of grit in educational and organizational settings, as well as to explore the others elements that affect it. Grit is a basically non-cognitive antecedent which has been identified as the most crucial component in academic learning. Several studies have been published in recent 10 to 15 years, indicative of that this field of research is becoming more popular. The study took into account numerous scientific results from quantitative studies on the importance of grit in several domains.

According to the previous discussion, grit was favorably correlated with a variety of educational outcomes such as academic achievement and school retention. Several others factors like "Grade Point Average" (GPA), "General Certificate of Secondary Education" (GCSC), "science", and "language scores", as well as other observable behavioral outcomes such as "school motivation", "attendance", and conduct, "academic conscientiousness", "contentment with school & college", "decreased rule violation", and "performance", were all found to be positively related to grit.

Literature shows that there are numerous psychological factors that are considered to be directly linked to grit. For instance, Sansone et. al., (1999) found that People who are less gritty are likely to be more affected when faced by any discouragement, they wish to give up, and having lack impulse control, making them less prone to experience Psychological Capital states. This clearly shows that psychological capital has been associated with grit. The four facet of Psychological capital like "hope", "efficacy", "resiliency", "optimism" appears to help gritty individuals in achieving better academic performance as stated by Luthans et. al., 2014. Hardly a few researchers have discovered that grit predicts performance and retention better than other characteristics (Strayhorn, 2014; Eskreis-Winkler et al., 2014). Whenever, grit and intellect (IQ) were matched, personality traits, and, most importantly, conscientiousness, the predictive ability of latter variables was diminished (Dumfart & Neubauer, 2016). This could indicate that the term isn't well-defined, It reveals that grit is a component of conscientiousness or it strongly overlap with grit (Credé et al., 2016). In a nutshell, more exploration is required in this field to comprehend grit in more effective way. It is also important to differentiate it from others similar trait. Aside from the influence of important psychological aspects including conscientiousness and self-control, few cautions will be required while drawing conclusions about the educational and organizational settings. Because others psychological factors may be associated with grit frameworks, which may further alter the findings.

Spirituality is also found to be linked with grit as identified by the several findings. This is

especially significant because spirituality based on strengths component which correlates to the ethical obligation of professions to uncover and maximize the strengths of its customers (Saleebey, 2013). Statistically significant result identified between spirituality and grit (Yates et al., 2015). Koenig, King, & Carson, 2012 found that spirituality and grit go hand in hand, resulting in increased persistence toward a goal. Further research reveals that employees who are persistent in nature are better equipped to tolerate negative influences at work when faced with setbacks and such people are having less negative cognition and behave appropriately even after encountering setbacks at work, and these kind of personnel's have a higher ability to modify themselves following setbacks, exhibiting this strong ability. Grit is basically the individual capacity to bounce back strongly in any adverse situation so, when they experience setbacks, they actively seek resources to address the situation rather than chose to flee. As an outcome, a group of researchers i.e Burkhart et al., 2014; Salles et al., 2014, 2016; Jeong et al., 2019 confirm in their studies that hardworking and gritty employees are hadly quit their task and have a very low turnover rate. In the same way, grit also appears to help employees increase their organizational commitment, according to research.

Regardless of the fact that studies on the relevance of grit in educational success are still very much in its beginning "stage" and it started receiving lot of disapproval. Considering this, Duckworth et al. (2015), admit that grit assessment takes into account individual variations but ignores environmental and situational elements that may also influence real accomplishment of individuals. Anderson, Turner, Heath, and Payne (2016) argue that grit is doubtful, pointing out that it has been used as a panace in studies, that it can be a contradictory mechanism if overused. They emphasize that It stifles equality of opportunity by trying to condemn low socioeconomic status students for their poor performance, despite the fact that low socioeconomic position is not always linked to creative achievement.

The ramifications of this integrated review for expanding research programmes on the generalizability, measurement, causes, and repercussions of grit are significant. This paper provides a more comprehensive perspective of

grit's correlates by offering a comprehensive analysis of how grit and its dimensions forecast desirable well being and success.

## Future Prospects and Limitations

Considering that the papers that are included in the evaluation weren't really conducted in a systematic manner, the review is subject to bias. In the future, systematic reviews, which require the systematic and precise identification of empirical findings considering the set of some specific protocol, may be able to address this scientific deficiency. Besides that, despite there being no evidence for the incremental validity of unconventional grit modeling techniques i.e " the triarchic model of grit" implications of key psychological notions such as "conscientiousness" and "self-control", special consideration should be given while analyzing finding regarding the psychological and educational because these psychological concepts are somewhere connected with all of these grit structures. A lot of previous reviews provide broad insights about grits conceptual and measurement complications but, in this present reviews only focuses on the few actual ideas for addressing the grit constructs in existing conceptual and co relational challenges. Future researchers may consider these suggestions in order to construct culture specific grit scales that can represent individual differences in various cultural contexts. The majority of mainstream research in this field has focused on the impact of grit on individuals; however, future research may focus on the role of grit in terms of team or organizations.

Further, findings indicate that additional exploration is needed to investigate the negative "side effects" of grit, as well as considering particular contextual determinants which could magnify the "dark side" of grit in various features of performance and psychological functioning.

Lastly, qualitative exploration in this regard will help to know more about grit in different cultures and Different community considering the group dynamics and positive relationships in organizational and educational sector.

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