

Unravelling the Predicting Capacity of Grit on Psychological Well-being: Special Reference to Faculties of Higher Education

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Abstract

There are numerous individuals from all walks of life with varying levels of ability to achieve their goals. However, there are a few people who are grittier despite not relying on their natural abilities, and who instead employ hard strategies and ideas to achieve their goals. These individuals persist through hardships. These people are thought to be flourishing because of the meaningful lives they lead. The qualities of perseverance and persistence known together as "grit" have been found to play a significant role in a person's happiness and well-being. The current study investigates how much of an impact grit plays in determining wellbeing of faculties engaged in Higher Education Institutions. Data were gathered from 334 permanent faculty members at state universities in Bihar, India, using standardized scales. The results revealed a significant favorable relationship between grit and psychological well-being. Stepwise linear regression analysis further revealed that, dimensions of grit significantly predict dimensions of psychological well-being of the faculties of higher education. This suggests gritty employees find meaningful employment to improve their well-being. The study's practical and theoretical ramifications, as well as its limits, are examined.

Keywords- grit, psychological, grittier

Introduction

The characteristics of grit can be summarized as "passion and perseverance for long-term goals", and there is a strong correlation between the ability to persevere in the face of setbacks and having grit (Duckworth, Peterson, Matthews, & Kelly, 2007). The optimistic belief that anyone with enough intelligence, talent, hard effort, and abilities can achieve success is widely held. However, in recent years, starting at the university level, much focus has been placed on creating chances and discovering various tactics that cultivate intellectual capacities to enhance academic success. Grit, as a concept, has succeeded older qualities like persistence, toughness, and industriousness. According to Duckworth, "grit" is a trait shared by successful people. People who are attempting something challenging are more likely to stick with it over the long haul. World Health Organization calls mental health "an intricate concept that incorporates both cognitive and affective domains" (hedonistic: the pursuit of pleasure; eudemonic: the attainment of wisdom and optimal psychological state). Those who lack grit are the opposite of those individuals who are easily distracted by new ideas, who begin an aim only to lose interest in it and pursue a different one, and who are unable to concentrate on long-term projects because they are easily discouraged (Chang, 2014). Grit is the disposition to persist steadily toward an objective despite setbacks, rather than doubting one's own strength or giving up when encountering hardship (Duckworth et al., 2007). However, Kumari et al., (2022) emphasize the necessity of distinguishing between the construct of grit and components of the conscientiousness dimension of personality, as articulated in their review. Although conceptually identical to conscientiousness and as opposed to intelligence, grit has been shown to be a better indicator of long-term success in academic and professional fields (Duckworth et al., 2007). Similar to the drive to succeed, this quality distinguishes the gritty individual. In the education sector, for instance, where professionals must persevere in the face of stress and setbacks without always seeing fruitful outcomes, "grit" has been singled out as an essential quality to seek out in prospective employees (Duckworth, Quinn & Seligman, 2009). Being conscious of one's own values and priorities may be related to one's capacity to exert consistent effort. However, Grit includes "perseverance of effort," or the ability to keep working hard toward a goal, and "consistency of interest," or the ability to maintain a clear grasp of one's own long-term interests and

endeavors (Duckworth et al., 2007). For Instance, Individuals with a lot of perseverance usually end up successful academically over the long term (e.g., earn more degrees; Duckworth et al., 2007); for inexperienced teachers, they are more likely to successfully navigate their first teaching assignment and produce superior results (Duckworth et al. 2009).

A fully developed person, according to Carl Rogers, is one who can "be that self that one genuinely is" and is free from oughts, facades, and inauthenticity (Rogers, 1961). The humanistic perspective holds that the pursuit of self-actualization, social engagement, and the satisfaction of fundamental psychological requirements over the course of a lifetime leads to wellbeing. According to Rogers, 1961; 1964, the organismic valuing theory of development is held by people who are completely functioning (termed as now "flourishing", Seligman, 2012), Consequently, they are drawing nearer to their authentic selves; they are conscious of and responsive to their internal experiences; they are working toward worthwhile goals; and they are being guided by prosocial values that enable them to live in peace with themselves and all other beings. The organismic valuation theory asserts that people are motivated by a need to grow and succeed. This internal motivation, however, may be stifled by societal norms and value judgments, or it may be unleashed in the appropriate setting (Rogers, 1961;1964). One way to foster a more positive outlook is to take cues from happy people in terms of how they handle themselves in key areas like planning, connecting with others, expanding their worldview, and maintaining a strong moral compass. It puts the spotlight on the good emotions that most people experience (Fordyce, 1977-1983). Bradburn's (1969) study of psychological well-being contends that, rather than identifying individuals with psychiatric disorders, it analyzes the positive and negative emotional responses to daily living and how people deal with stressful situations.

Many teachers now place a greater premium on perseverance than on innate intelligence or scholastic talent (Tough 2013). If "grit" is to be a useful notion in educational interventions, however, it is essential to know whether it is associated with better or worse well-being. However, there hasn't been a lot of research done on how grit are related to well-being. Considering this Singh and Jha (2008) made a significant discovery about the correlation between grit and individuals' levels of psychological well-being. Further research conducted by Von Culin et al. (2014) revealed that individuals who have high levels of grit are more likely to be motivated in their daily lives by a desire for flow experiences (also known as engagement) and a sense of purpose in their endeavors. In accordance to the various perspectives on happiness theories (Seligman, 2002), individuals are motivated to pursue happiness in one of the following three ways: by a sense of purpose, significance, or enjoyment. Gritty people are less likely to seek out pleasant experiences, according to research by Von Culin et al. (2014). The authors posit that this is because of the stark contrast between the fleeting nature of pleasurable experiences and the persistent focus on goals displayed by gritty people.

Constant exposure to difficult life experiences has the potential to have a negative impact on the emotional well-being of the faculty. The current empirical study surveys faculties of higher education to determine how common personality traits like optimism and tenacity are in the academic community. According to Roberts (2009), people with high levels of grit are characterized by a goal-oriented temperament and a disposition that is intrinsically driven to pursue goals despite setbacks. Some teachers are more successful than others, but "traditional measures of ability (such as certification) explain negligible variable in performance," so it's clear that excellent teachers inspire their students and impart knowledge (Duckworth, Quinn, & Seligman, 2009). Perseverance, the capacity to provide for one's basic needs, and contentment were all factors that Jin and Kim (2017) investigated. The strong association that can be established between grit and wellbeing may be explained by the opposite relationship between grit and depression that the researchers found. Further, they argued that their increased contentment resulted from their success in accomplishing their individual learning goals. Bono et al. (2020) examined how grit affected students' worry and mood considering the recent pandemic. The researchers discovered a significant association between "grit" and students' reported levels of happiness and involvement in the classroom. They argued that students' emotional well-being could benefit from teaching them to persevere in the face of adversity. It was also suggested that encouraging students to develop traits of resilience, adaptability, and steadiness would be good for their mental health. Nazari and Alizadeh Oghyanous (2021) examined the connections between inexperienced and educators' mental well-

being, tension on the job, and capacity for bouncing back from adversity. According to their study of English as Foreign Language (EFL) educators, there were more robust and significant connections between work stress, emotional health, and grit among first-year educators. Yang (2021) claims that EFL students' motivation and persistence are intrinsically linked. He claimed that a higher grit threshold was linked to greater satisfaction. Furthermore, his study confirmed the link between perseverance and achievement. Since students with high grit pay careful attention to their work and are less likely to give up in the face of adversity, these researchers concluded that these students also have high abilities. His findings suggest that EFL learners who are highly motivated and involved are more apt to be satisfied with their progress. However, among academic departments, there is scant proof connecting grit with positive mental health. As a result, we explore the population in more diverse ways and made it more representative to learn more about the connections between variables.

Grit and Well-Being: Organismic Value Process Framework

Carl R. Rogers's (1961, 1964) idea of organismic value process provides a useful theoretical framework for thinking about how grit might contribute to happiness because of its focus on the long-term pursuit (or development) of one's higher potential. He made an observation that people who are fully functioning have the motivation to progress toward their "true authentic self", have a healthy relationship with themselves and others, are in tune with their feelings, focus their energy on meaningful endeavors, and support moral principles that promote peace and well-being in the world (Rogers 1961, 1964). According to organismic valuation theory, happiness is best understood as the process of developing one's potential to their fullest (Rogers 1961, 1964). The notion of grit is analogous to the concept that underpins that theory, which describes an innate drive to realize one's maximum potential. Gritty people look for a superordinate goal that involves long-term abstract self-regulation, which may require a strong self-connection and an authentic self. We investigate how grit is linked to various facets of psychological well-being to further establish this connection.

Ryan and Deci, 2001 found two paradigms for Happiness i.e., Hedonism and eudemonism. Further, Diener et al. 2004 state that "hedonic well-being" alludes to strengthening pleasure and contentment whilst reducing the amount of misery. A central concept in the hedonic paradigm, Subjective Well-Being, or SWB is a concept that describes how people's perceptions of the quality of their lives include both mental, emotional responses and cognitive assessments. The subcomponents of Subjective well-being i.e., satisfaction with life (SWL) and positive emotion are found to be linked to grit (Singh and Jha 2008). In the same way, self-reported life satisfaction is an individual's assessment of their own level of contentment with living (Huta and Waterman 2013). Mood, for example, can affect how one evaluates their own self-worth, connections, and accomplishments (Diener et al. 2012). Judgments of satisfaction with one's everyday life were found to be strongly correlated with positive emotions as stated by Diener et al. (2012). When looked at over an extended period of time, however, it was discovered that having a life purpose was significantly more important for overall satisfaction. Meaningful goal pursuits can help you find a purpose, but they often demand grit (Von Culin et al. 2014).

Perhaps the eudemonic approach to happiness, which highlights development in the directions of excellence, progress, meaning, and authenticity, is closer to organismic value and humanistic psychology's ideals of happiness (Huta and Waterman 2013). A high level of psychological well-being (PWB) is achieved when one develops the personal strengths necessary to continue to feel good about oneself, according to the eudemonic model (Ryff and Singer, 2008). Attaining psychological well-being necessitates the accomplishment of a state of equilibrium, which is affected by both rewarding and challenging experiences in one's life. It also illustrates Rogers' organismic valuing theory that a fully developed person matures out of childhood rigidities and into adult adaptability to life's shifting conditions (Rogers 1961, 1964). Grit, in this context, is seen as a measure of determination in making progress toward goals despite setbacks. Therefore, *we hypothesized dimensions of grit would be positively associated with dimensions of PWB*. Nevertheless, there is no evidence that grit would indicate rigidity at this time. Instead, Daukantaite and Soto Thompson (2014) recently demonstrated that identity consistency has a significant impact on various aspects of well-being, indicating that

high amounts of perseverance and consistent interest may represent this trait. Most meaningful life events, according to research by Debats et al. (1995), involved participants feeling connected to themselves, whereas less significant events in life displayed feelings of alienation from oneself. Furthermore, according to the findings of Lenton et al. (2013), when people were asked to describe the most authentic experiences they have had, they preferred to concentrate on low-arousal positive emotional situations (such as contentment, calmness, helping others, and being constructive), reflecting exceedingly idealistic views of themselves. The environmental competence and self-acceptance factors of PWB have been shown to have the strongest correlations with grit (Garcia et al. 2014). According to research, people who are in harmony with their surroundings are more likely to actively seek out place that make them comfortable and cultivate settings in which they can relax (Garcia et al. 2014). As a result, this may indicate a deeper sense of self-awareness. Thus, *we hypothesized that dimensions of grit would be positively predicted dimensions of PWB*. In addition, it is hypothesized that gritty people work toward their objectives for reasons that are important to them personally; in other words, the degree to which an individual's goals have personal relevance and meaning to them may be a factor in their level of persistence.

Research Design: Correlational survey research design. It is a non-experimental research design.

Procedure and Participants

A method known as purposive random sampling was utilized to identify the populations who would participate in the survey. The researchers went to the higher educational institutions i.e., state universities, that are existing and functioning in the state of Bihar, India. After that, they contacted the faculties about taking part in the survey. In the beginning, the respondent was given individual demonstrations. Then the informed consent was given, and it was made clear that the information's privacy would be kept in mind. As soon as a connection was made with the respondents, the questionnaire was given to them so they could fill it out. A self-report questionnaire was completed by a total of 334 academic staff members employed in state universities of Bihar. Out of a total of 334, There are 204 men and 130 women in the group. Also, 257 of the people who answered were married and 75 were unmarried. Participants' ages range from 25 years – 65 years. Participants were assigned to three academic ranks: Assistant Professor, Associate Professor, and Professor. This data was disseminated for further investigation.

Measures

A standard set of tools was used to gather information about Grit and psychological well-being at work. All the tools were given to respondents in the form of a questionnaire so that they could choose between the options. The participants of the study responded to each questionnaire consisting of statements or questions on a Likert scale ranging from "strongly disagree" to "strongly agree".

- **Demographic Description:** This section contains information about age, gender, experience, and status of their marital life.
- **Grit:** The Grit Scale was utilized to measure it (Duckworth et al., 2007). This 12-item evaluation was rated using a 5-point Likert Scale ranging from 1 (totally dissimilar to me) to 5 (very much like me). Example items included, "Setbacks don't discourage me" and "I become interested in new pursuits every few months". Previous research had found the overall internal consistency of the Grit Scale to be 0.72. Scores can range from a minimum of 12 points (low grit) to a maximum of 60 points (high grit).
- **Psychological Wellbeing Scales:** Developed by Ryff & Keyes, 1995. This 42-item scale measures level of autonomy, personal development, environmental mastery, sense of purpose, positive relations, and acceptance of oneself. Between 0.81 and 0.85, the range of test-retest reliability coefficients was found. Between 0.86 and 0.93, the internal consistency coefficients were in that range.

Result

To investigate the connection between dimensions of grit and dimensions of psychological well-being. There was an analysis of the correlations. To determine whether the two variables were causally related, stepwise linear regression was employed. SPSS 20 (Software for data analysis) was used to analyze all the statistical investigations.

Table I: An overview of Descriptive Statistics

Variables	N	Mean	SD	Minimum	Maximum
Consistency of Interest	334	20.98	3.473	13	30
Perseverance of Effort	334	20.66	3.100	14	30
Grit	334	41.63	5.580	28	59
Autonomy	334	27.22	3.235	15	36
Environmental Mastery	334	28.84	3.377	19	38
Personal Growth	334	24.62	3.217	17	36
Positive Relation	334	27.14	3.718	15	37
Purpose in Life	334	28.94	3.277	20	37
Self-Acceptance	334	25.70	2.975	16	35
Psychological Well-being	334	162.47	14.430	115	212

It is evident from Table I that there is a range of scores for each dimension of the scales, on overage faculties found to be high on consistency on interest, and moderate on perseverance of effort. Whereas on overall grit score is high. On average, faculties experienced relatively on environmental mastery and self-acceptance followed by positive relation, self-acceptance, and personal growth.

The accuracy of the measures was established through the calculation of Cronbach's alpha reliability for each scale and its associated dimensions. Research was conducted to evaluate the significance of the link between the traits of grit and psychological wellbeing using bivariate correlations.

Table II: Reliability Coefficients and Bivariate Correlations among Study Variables

	CI	PE	G	AU	EM	PG	PR	PL	SA	PWB
CI	[.659]									
PE	.439**	[.659]								
G	.867**	.829**	[.659]							
AU	.120*	.126*	.145**	[.777]						
EM	.078	.250**	.188**	.569**	[.777]					
PG	.080	.281**	.206**	.372**	.513**	[.777]				
PR	.287**	.434**	.420**	.462**	.637**	.462**	[.777]			
PL	.153**	.369**	.300**	.380**	.503**	.404**	.414**	[.777]		

SA	.010	.002	.007	.420**	.488**	.265**	.372**	.211**	[.777]	
PWB	.174**	.346**	.300**	.732**	.855**	.692**	.784**	.670**	.617**	[.777]

Note: The Cronbach's alpha reliabilities of the overall scale are presented along the diagonal of the matrix in bold, italicized font. The nine psychological characteristics which are considered important for the development of well-being are: Consistency of Interest (CI), Perseverance of Effort (PE), Grit (G), Autonomy (AU), Environmental Mastery (EM), Personal Growth (PG), Positive Relations (PR), Purpose in Life (PL), Self-Acceptance (SA), and Psychological Well-Being (PWB). (N=334).

From table II it can be inferred that there exists a strong, positive correlation between the Grit and its two facets i.e., consistency of interest and perseverance of effort. Results of the study showed that consistent interest had a strong positive relationship with perseverance ($r=.439$, $p<.01$), and others dimensions as well of psychological well-being. Further, the data demonstrated a significant positive correlation between perseverance of effort and several factors, including grit ($r=.829$, $p<.01$), autonomy ($r=.126$, $p<.05$), environmental mastery ($r=.250$, $p<.01$), personal growth ($r=.281$, $p<.01$), personal relations ($r=.434$, $p<.01$), purpose in life ($r=.369$, $p<.01$), and psychological well-being ($r=.346$, $p<.01$). Significant positive correlation was also found between grit and autonomy ($r=.145$, $p<.01$), Environmental mastery ($r=.188$, $P<.01$), Personal growth and Personal relation ($r=.206$, $p<.01$; $r=.420$, $p<.01$) respectively, for both purpose in life and psychological well-being ($r=.300$, $p<.01$) respectively. The data also depict that there is a positive significant association between environmental mastery and personal growth ($r=.513$, $p<.01$), followed by positive relation ($r=.637$, $p<.01$), purpose in life ($r=.503$, $p<.01$), self-acceptance ($r=.488$, $p<.01$) and psychological well-being ($r=.855$, $p<.01$). Further, the correlation table shows the significant positive association between personal growth and positive relation ($r=.462$, $p<.01$) followed by purpose in life ($r=.404$, $p<.01$), self-acceptance ($r=.265$, $p<.01$) and psychological well-being ($r=.692$, $p<.01$). The results of the data analysis revealed a significant positive correlation between positive relation and purpose in life ($r=.414$, $p<.01$), self-acceptance ($r=.372$, $p<.01$) and psychological well-being ($r=.784$, $p<.01$). A substantial association between purpose in life and self-acceptance ($r=.211$, $p<.01$) as well as psychological well-being ($r=.670$, $p<.01$) was determined. Research has also found that self-acceptance is positively associated with psychological well-being, with a correlation of $.617$ ($p < .01$).

Result table -III: Stepwise linear regression analysis with predictor variables (IV) of Grit and its dimensions and criterion variables (IV) of psychological wellbeing (DV) and its dimensions.

Predictors	R	R Square	R square change	Beta	F change	Sig. of F change
1. Criterion Variable: Psychological well being						
a. Perseverance of effort	0.346	0.119	0.119	0.148	9.166	0
b. Consistency of interest	0.484	0.234	0.011	0.12	4.67	0.031
2. Criterion Variable: Autonomy						
a. Overall, Grit	0.237	0.056	0.028	0.169	9.845	0.002
3. Criterion Variable: Environmental Mastery						

a. Perseverance of effort	0.417	0.174	0.063	0.25	25.05	0
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4.	Criterion Variable: Personal Growth					
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a. Perseverance of effort	0.281	0.079	0.079	0.281	11.362	0
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5.	Criterion Variable: Positive Relation					
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a. Perseverance of effort	0.434	0.189	0.189	0.434	77.143	0
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b. Consistency of interest	0.486	0.237	0.022	0.17	9.571	0.002
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6.	Criterion Variable: Purpose in Life					
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a. Perseverance of effort	0.369	0.136	0.136	0.369	52.241	0
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Table III of the results demonstrates that, with the exception of "Self-acceptance", all dimensions of psychological well-being were significantly predicted by different aspects of Grit. Perseverance of effort emerged as the best predictor of psychological well-being and could explain 11.9% of its total variance. Consistency of interest (1.1% of total variance). No dimensions of Grit predicted self-acceptance dimension of psychological well-being. Overall grit was found to be the only predictors of autonomy. Further perseverance of effort was discovered to be the single predictor for both environmental mastery and personal development, accounting for 6.3% and 7.9% of respective variance. The two components of grit, namely perseverance of effort and consistency of interest, were both found to be predictive of positive relation. Lastly the purpose of life was solely predicted by perseverance of effort.

Discussion

This study set out to examine the connection between grit and well-being as a response to the growing body of work on the psychological aspect of the workplace. Research has been done to examine the predictors of psychological well-being constructs. To formulate the theories, our framework was predicated on Organismic Valuing Theory (Rogers, 1961, 1964), which posits that humans are motivated to reach their fullest potential in order to experience long-term emotional satisfaction and general wellbeing. In terms of reliability, the measuring instrument was assessed by Cronbach's Alpha correlation coefficients. Table No. II shows that all the measuring tools got an expected value of 0.60. So, the items can be viewed as reliable. It is evident from the association table that there is a strong correlation between various components of grit and numerous aspects of psychological well-being. Singh and Jha's (2008) research show that grit has been linked to the components of well-being, which backs up the new results. Huta and Watermen (2013) also say that the eudemonic view of well-being puts accomplishment, excellence, growth, and meaning at the center of well-being, so it's easy to see

how it fits with the humanistic organismic valuing theory. Daukantaite and Soto Thompson (2014) showed a strong association between self-consistency and different forms of well-being, with high levels of perseverance and consistency of interest potentially serving as an indicator, which is supported by the relevant literature.

It was observed that both the elements of perseverance and consistency of interest in grit were reliable indicators of a positive association. Similar to this, Schuler (1982) claimed that personnel who have socially supportive relationships have high levels of well-being and consequently use more resilience. As the PWB concept emphasizes long-term goals like self-improvement and finding meaning in one's existence, it stands in for the eudemonic dimension of well-being, this has led to a strong association with the concept of "grit" (i.e., inspiration to follow long-term objectives). From the evidence available, it appears that the correlation between grit and Psychological Well-Being warrants special attention in the context of the current research. Von Culin et al.'s (2014) findings, demonstrating that grit captures motivations for engaging, purposeful and meaningful activities, are in line with a eudemonistic comprehension of well-being and PWB, thus substantiating the results obtained by us.

A fascinating possibility is that grit reflects a deep and meaningful connection to one's own well-being, and that this connection acts as a sort of guide for the dedicated and gritty person to achieve their goals. One of the fundamental principles of organismic valuation theory is that maximizing one's potential leads to greater well-being. Since grit is a drive toward the future, it may lead to optimism, which in turn may help people find purpose in their lives and experience sense of meaning (Kleiman et al. 2013). There is scientific support for this: As a result of the fact that human existence is fraught with unpredictability, potential hardships, and shifts, Antonovsky (1993b) conceptualized a "Chaos Theory" to explain human existence, and it has since gained momentum, which suggests that having some aspect of oneself that stays stable and coherent is crucial to one's health. Grit is a trait that indicates you will keep at something despite setbacks; however, long-term objectives are often set in the distant future, and in the meantime, your life may take many unexpected turns. In order to remain in an optimal state of health and persist in achieving their objectives, those who possess an indomitable work ethic must not be inflexible and disregard unforeseen life circumstances; rather, they should cultivate a strong self-confidence and orient themselves in the environment, having faith in their capacity to take advantage of the available resources. Thus, grit's relationship with well-being was crucial. The organismic valuing theory also views life as a process that requires growth and variation (Rogers 1961, 1964).

Conclusion

The results of this current study make it abundantly evident that a considerable positive correlation exists between dimensions of grit and dimensions of psychological wellness among faculty members in higher education institutions. Additionally, it can be demonstrated that Grit has emerged as a strong predictor of psychological wellness in higher education faculties.

Implications

The results, which elucidate a complex causal link between Grit and PWB, argue for the implementation of policies and intervention programs designed to target and enhance the PWB of faculty members and their students. The evidence accumulated from our investigations, which were based upon organismic valuing theory, furthers the viewpoint of humanistic psychology on wellness as an ever-evolving process towards the potential fulfillment of desired aspirations and the quest for joy and wellness.

In order to gain a more thorough comprehension of the interplay between perseverance and well-being, researchers need to investigate the intricacies of striving for objectives, particularly whether a fundamentally goal-oriented attitude is correlated to increased well-being. Given that there is a strong positive link between grit and well-being, it would be a good idea to think about ways in the future to strengthen grit and assist individuals in becoming more in tune with their individual "organismic valuing processes."

Limitations

This investigation relied on responses from a self-administered form. Individuals may lack the self-awareness to provide reliable responses to questions about well-being and perseverance. Furthermore, participants' responses could have been affected by social desirability. Moderating factors, such as stress, job satisfaction, confidence, and integrity, need more empirical evidence to be identified. It is confined to the higher educational institution especially to the teaching faculty members of the state of Bihar. To further enhance our understanding of grit and psychological well-being in the workplace, we used a quantitative study approach. In doing so, it shows the limitations of the quantitative research method when attempting to investigate issues that are both extremely subjective as well as fundamental.

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