

Grit and Self-Concept among Adolescents Engaging in Extracurricular Activities

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Grit and self-concept are closely related concepts that interplay to influence an individual's ability to achieve long-term goals and persist in the face of challenges. Grit and self-concept can significantly impact mental well-being through their effects on motivation, resilience, and self-perception. This study explored the relationship and differences between grit and self-concept among adolescents participating in extracurricular activities. A descriptive research design was employed, with purposive sampling used to select participants involved in these activities. Data were gathered using the Grit Scale Duckworth et al., and the Adolescents' Self-Concept Short Scale Veiga & Leita, both of which demonstrated high reliability. The research procedure included distributing consent forms and questionnaires, followed by scoring and data analysis using SPSS. Statistical methods involved the Shapiro-Wilk test for normality, Pearson's correlation to examine relationships, ANOVA for comparing mean differences, and regression analysis to model relationships and make predictions. The findings reveal a significant relationship between grit and self-concept. Moreover, self-concept significantly influences grit, indicating that a positive self-view may enhance perseverance.

Keywords: grit, self-concept, adolescents and extracurricular activities

The COVID-19 epidemic significantly affected many facets of society, including education, employment, and social connections, among other aspects of life. Online learning has supplanted traditional classroom interactions, posing problems including decreased participation and worsened educational disparities. Lockdowns and social distance drastically reduced in-person connections, which exacerbated feelings of loneliness and isolation. Lockdowns and other social distancing techniques reduced participation in extracurricular activities (EAs), which negatively impacted people's sense of immersion and general well-being.

Before the epidemic, children engaged in extracurricular activities (EAs) for an average of 5.6 hours a week. However, due to school closures and the suspension of other services during the pandemic, this

involvement dropped sharply to 1.8 hours per week (Ilari et al., 2021). This significant reduction in EA participation may have several adverse effects. EAs often allow children to fully immerse themselves in activities that capture their interest, which can foster deep engagement and enjoyment. With less time spent on EAs, children may have fewer opportunities to experience such deep engagement. Additionally, EAs typically include social interactions that are crucial for social development. The decrease in these social opportunities likely impacted children's social skills and overall well-being.

According to research done in 2007 by Angela Duckworth and colleagues, grit is a psychological quality that is defined by a drive and tenacity combined with an eye toward long-term objectives (Duckworth., 2007). It includes the ability to exert

continuous effort and motivation over long stretches of time, frequently in the face of major setbacks, setbacks, or a lack of instant benefits. According to Duckworth, success is the outcome of constant devotion and hard work rather than just skill or early excitement. This long-term dedication is essential since many noteworthy accomplishments, whether in athletics, academia, or personal pursuits, take years to complete through tenacity and hard work.

Grit is a key indicator of success and the capacity to meet long-term objectives. An individual's level of grit is influenced by several things. Adaptability to new contexts is a crucial component that enables people to maintain their resilience in the face of shifting situations. It's also crucial to persist in facing worries, phobias, or fears since it shows bravery and tenacity in conquering challenges. Furthermore, higher levels of self-worth and confidence strengthen grit by reaffirming one's conviction in one's ability to accomplish. Additionally important is optimism, since having a positive attitude makes it easier for people to see setbacks as transitory and controllable. Last but not least, exercising initiative for one's own development shows a proactive approach to self-improvement, encouraging consistent work and dedication to long-term objectives.

In Duckworth's study, persistence frequently triumphs over innate talent. Long-term success is eventually attained by a combination of unyielding resolve and continued work, even when natural skill may provide an early edge. This viewpoint casts doubt on the traditional notion that skill alone is sufficient for success, emphasizing the necessity of tenacity and commitment for sustained achievement. Grit-rich people are more likely to be resilient, able to overcome obstacles and grasp chances for personal growth. Higher degrees of success result from their capacity to persevere in the face of difficulty and maintain motivation and goal

focus. For instance, people with grit are better able to overcome hurdles in their careers, athletes are more likely to endure despite training setbacks, and students are more likely to achieve academic success.

Self-concept refers to an individual's perceptions, thoughts, beliefs and emotions of themselves (Shavelson & Bolus, 1982). Three essential elements were related to self-concept put forward by the influential psychologist Carl Rogers: the real self, the ideal self, and self-esteem. The person one aspires to be—someone who embodies their dreams, ambitions, and values—is their ideal self. It is an image of who they want to be in the future, complete with the qualities and goals they have in mind. The actual self, on the other hand, is a reflection of the person's present traits, actions, and qualities; it is a true representation of who they are on a daily basis.

One important component of self-concept is self-esteem, which is the value and worth people place on themselves. The degree to which the real and ideal selves line up has an impact. People are more likely to have a positive self-concept and high self-esteem when these two selves are strongly congruent. On the other hand, diminished self-esteem and discontent with oneself may result from a large gap between the ideal and actual selves. Essentially, the way these elements interact shapes one's self-concept. A person's feeling of personal satisfaction and value is enhanced when their ideal and real selves are in harmony; when they are not, it can negatively affect their self-esteem and identity as a whole.

Adolescence is the stage where individuals between the age of 12-18 experiment with a sense of self and compare themselves to others and develop the basis of a self-concept that may stay with them for the rest of their lives. Stanley Hall perceived adolescence as a period, all of which help

to shape their self-concept (Sebastian, Burnett, & Blakemore, 2008; Manning, 2007). of inevitable turmoil that takes place during the transition from childhood to adulthood.

Stanley Hall emphasizes the importance of this developmental stage by viewing adolescence as a period of unavoidable upheaval. He emphasized how teenagers go through major psychological and physiological changes that make them more vulnerable to peer pressure and more conscious of their own self-concept. Adolescents might experience more autonomy at this turbulent time, participate in competitive activities, and have a deeper understanding of other people's viewpoints. Extracurricular activities or out of class activities are the activities that a person engages or participate in outside the regular academic area. The importance of extracurricular activity is that helps to meet new people to improve social skills, and communication skills and being involved with other people helps to prepare for future goals and might be able to achieve. Every individual has the ability to engage in extracurricular activities but many individuals doesn't have the opportunity to learn the skills.

Extracurricular activities refer to those activities that are not part of the formal academic curriculum but are designed to enhance students' educational experience through activities such as sports, music, drama, and various clubs (Fredricks & Eccles, 2006). Involvement in extracurricular activities has been favourably correlated with academic results including better grades, higher test scores, higher levels of school engagement, and higher ambitions for education. (Fredricks & Eccles, 2006). Participating in these events gives students a feeling of community, improves motivation, and helps them build social and time management skills. Extracurricular activities might also drive students to explore chances

for higher education by expanding their perspective.

Need and Significance of the study

This study aims to provide a comprehensive understanding of how grit and self-concept interact across a range of extracurricular activities. As Duckworth et al. (2007) highlight, "The gritty individual approaches achievement as a marathon and views stamina as an advantage. While others may see disappointment or boredom as a signal to change direction, the gritty individual remains steadfast." Investigating grit within the context of extracurricular activities could offer valuable insights into enhancing long-term perseverance and achievement.

Extracurricular activities played a positive role in shaping adolescents' perception of themselves and adolescents who participate in both sports and non-sports activities reported more positive social self-concept and general self-worth compared with those who only participated in one type of activity (Blomfield & Barber, 2009) Although engaging in extracurricular activities for extended periods might potentially affect other areas such as academics, research suggests these activities can bolster one's sense of belonging and self-belief, positively influencing various aspects of self-concept (Feldman & Matjasko, 2005). These activities foster holistic development by providing opportunities to explore interests, develop skills, and build competencies beyond the academic realm. Understanding their impact on self-concept can help in nurturing well-rounded individuals. Students who were more engaged in school based extra-curricular activity had healthier self-concepts, were more extroverted, had better psychological health, were more emotionally stable, and had better social adaptation and career development skills compared to other students. (Shiah et al., 2013).

Ultimately, gaining a deeper understanding of the interplay between grit and self-concept may lead to more effective interventions for cultivating positive psychological traits in teenagers. This research has the potential to inform educational practices, guide policy decisions, and enhance youth development programs, thus contributing meaningfully to the fields of educational psychology, youth development, and positive psychology.

Objectives

- To find the relationship between Grit and Self-concept among adolescents engaging in extracurricular activities
- To find the influence of self-concept on Grit
- To find the difference in Grit and Self-concept among adolescents engaging in extracurricular activities

Hypotheses

- H₁ There will be no significant relationship between Grit and Self-concept among adolescents engaging in extracurricular activities
- H₂ There will be no significant influence of self-concept on grit
- H₃ There will be no significant difference between adolescents engaging in different extracurricular activities and their grit scores
- H₄ There will be no significant difference between adolescents engaging in different extracurricular activities and their self-concept scores

Method

Participants

The population of the study was adolescents of age 12 to 18. Purposive sampling was used to collect data. The sample size was 120. The sample consisted of 55 male and 65 female adolescents.

Inclusion criteria

- Participants who were willing to participate in the study
- Participants should be adolescents with at least four years of experience in extracurricular activities such as dance, drawing, martial arts, music, or sports.

Exclusion criteria

- Those individuals who discontinued from their participation were not taken for the study

Measures

Grit Scale: The 12-point scale (Duckworth et al,2007) was used to assess grit and the associated sub-constructs of Perseverance of efforts and Consistency of interest for adolescents and adults pursuing goals in a variety of domains. The response options range from 1 (not at all like me) to 5 (very much like me). The Cronbach alpha is 0.70 to 0.85

Adolescents' Self-concept Short Scale: The adolescents Self Concept Short Scale (Veiga and Leita,2016) is an instrument derived from Piers-Harris Children's Self Concept Scale. It is a 30-item scale consisting of responses from completely disagree to 30-item completely agree from scores 1-6. The scale consists of six dimensions: behavior, anxiety, intellectual status, popularity, physical behaviour appearance and happiness. The Cronbach alpha is 0.87 which possesses a high reliability.

Procedure

The sample for the present study consisted of 120 adolescent school students, aged 12 to 18, collected using purposive sampling. The participants were selected based on inclusion criteria from schools in the Pathanamthitta district. A consent form was provided to each participant along with

the questionnaire. Confidentiality was maintained throughout the study. After collecting the data, scoring was done, and the results were analyzed.

Results and Discussion

Table 1. Correlation between Grit and self-concept among adolescents engaging in extracurricular activities

Variables	Mean	SD	Grit	Self-concept
Grit (1)	117.13	15.171	1	0.415**
Self-Concept (2)	3.034	0.469	0.415**	

**p<0.01

Table 1 shows the variable grit and self-concept have a correlation coefficient of 0.415, which indicates a moderate positive relationship. Therefore, the correlation between grit and self-concept is statistically significant at the $p < 0.01$ level. A moderate positive correlation was found between grit and Self-concept (0.415**). Even though there exists a moderate positive correlation, it is statistically significant. Hence, the null hypothesis H01 stating that there is a significant relationship between grit and self-concept was rejected. This result is in line with many studies like the study conducted by Fite et al (2017), titled "Knowing oneself and long-term goal pursuit: Relations among self-concept clarity, conscientiousness and grit." The study outlined that self-concept positively affected the consistency of interest component of grit (Fite et al.,2017). This relationship occurs because a well-defined self-concept helps individuals stay focused on their long-term goals and maintain motivation over time.

Table 3 Comparing grit among students with different extracurricular activities

Students	Sum of squares	df	Mean Square	F	Sig
Within groups	0.539	4	0.135	0.604	0.661
Between groups	25.676	115	0.223		
Total	26.215	119			

Table 2. Regression results predicting self-concept on grit

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	S.E	β	t	P
Self-concept	0.013	0.003	0.415	4.953	0.000

Dependent variable: Grit,
R square = 0.172,
Adjusted R square= 0.165,
F=24.531 p= 0.00

Table 2 shows regression results predicting self-concept on grit on extracurricular activities among adolescents. The unstandardized beta ($\hat{\alpha}$) represents the slope of the line between the predictor variable self-concept and dependent variable grit value B=0.013 which means that for every unit increase in self-concept, the dependent variable grit increases by 0.013 unit. The r square for the regression model is found to be 0.172. This indicates that 17.2% of the variation in the dependent variable is explained by the independent variable. The result also shows that the adjusted R2 is 0.165, which means any time another independent variable is added to this model, the R2 will increase. This regression model results in the ANOVA which is denoted by an F ratio of 24.531 ($p=0.00$). This indicates that the regression model for self-concept is a significant prediction. Therefore, the null hypothesis H02 which states that self-concept holds no significant influence on the grit on extracurricular activities among adolescents was rejected.

Table 3 shows the comparison of grit among students on extracurricular activities. In the “Between Groups” category, the sum of squares is 0.539 with 4 degrees of freedom, resulting in a mean square of 0.135. For the “Within Groups” category, the sum of squares is 25.676 with 115 degrees of freedom, leading to a mean square of 0.223. The total sum of squares for all groups combined is 26.215 with 119 degrees of freedom. The F-statistic is calculated to be 0.604. The corresponding p-value (Sig) is 0.661. Since this p-value is greater than the common significance level of 0.05, we fail to

reject the null hypothesis. This means that there is no statistically significant difference in grit among the groups of students being compared based on their participation in drawing, martial arts, music, sports, dance. There are similar studies that supports the current results, as in a study that supports the finding by Adams et al (2020) shows that students who actively participated in a school music performance reported higher levels of grit compared to students who participated in other school extracurricular activities or no extracurricular activities at all (Adams et al., 2020).

Table 4. Comparing self-concept among students with different extracurricular activities

Students	Sum of squares	df	Mean Square	F	Sig
Within groups	806.617	4	201.654	0.872	0.483
Between groups	26583.250	115	231.159		
Total	27389.867	119			

Table 4 shows the comparison of flow among students on extracurricular activities. The provided data from an ANOVA (Analysis of Variance) test compares self- concept among different groups of students who participate in drawing, martial arts, music, sports, dance. The “Between Groups” category has a sum of squares of 806.617 with 4 degrees of freedom, resulting in a mean square of 201.654. The “Within Groups” category has a sum of squares of 26,583.250 with 115 degrees of freedom, leading to a mean square of 231.159. The total sum of squares for all groups combined is 27,389.867 with 119 degrees of freedom. The F-statistic is calculated to be 0.872, with a corresponding p-value (Sig) of 0.483. Since the p-value is greater than the common significance level of 0.05, we fail to reject the null hypothesis, indicating that there is no statistically significant difference in self-concept among the groups of students being compared. A study by Shiah et al (2013), shows that students who were more engaged

in School-Based Extracurricular Activities had healthier self-concepts, were more extraverted, had better psychological health, were more emotionally stable, and had better social adaptation and career development skills compared to other students (Shiah et al., 2013).

Implications

The study’s findings carry significant implications for educators and researchers. Extracurricular activities have a positive impact on adolescents (Blomfield & Barber,2009., Shiah et al., 2013) their effects on psychological constructs like grit, and self-concept may vary depending on the type of activity students engage based on their liking like drawing, martial arts, music, sports, dance. Thus, it is important to offer a diverse range of extracurricular options to meet the varied interests and developmental needs of students, ensuring that activities provide meaningful challenges and opportunities for growth. For researchers, the study highlights

the need for further exploration into the specific impacts of different extracurricular activities on grit, and self-concept, as well as the inclusion of additional variables that could influence these relationships. A robust self-concept can help sustain grit, while exhibiting grit and achieving success can further bolster one's self-concept. This could lead to more targeted interventions aimed at maximizing the benefits of extracurricular participation.

Limitations

The study's findings may be limited in their generalizability due to several factors. First, the sample size of 120 adolescents may not adequately represent the broader student population. Additionally, the study is confined to a specific age range and geographic area, further restricting its applicability to other groups. The use of purposive sampling introduces the potential for selection bias, as participants who volunteered or were chosen may not accurately reflect the general adolescent population. Lastly, the reliance on self-assessment could compromise the reliability of the data, as inaccuracies in participants' responses may affect the study's overall validity.

Suggestions for future research

Future research should aim to expand the sample size to improve representation and enhance the generalizability of findings. Including adolescents from diverse age ranges, geographic locations, and cultural backgrounds would provide a more comprehensive understanding of the studied phenomena. Additionally, adopting a longitudinal design could offer valuable insights into how grit and self-concept evolve over time, while also allowing for causal inferences about the impact of extracurricular activities. To ensure accurate data collection, it is crucial to refine measurement tools, enhancing their reliability and validity within the adolescent context

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