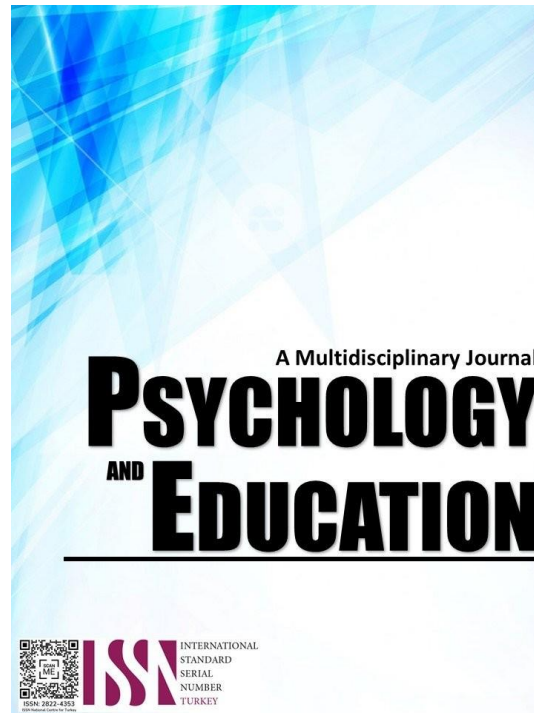


GRIT AND LOCUS OF CONTROL AS CORRELATES TO PSYCHOLOGICAL WELL-BEING AMONG ATHLETES: BASIS FOR A PROPOSED SPORTS TRAINING PROGRAM



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Grit and Locus of Control as Correlates to Psychological Well-Being Among Athletes: Basis for A Proposed Sports Training Program

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Abstract

This study aims to illustrate the relationship between grit and locus of control as it correlates with the athletes' psychological well-being. A total of 122 student-athletes were gathered and selected through the purposive sampling technique. The study applied descriptive statistics (mean) and inferential statistics (Pearson r). The instruments used in the study were the 42 – item Psychological Well-Being by Carol Ryff, the 12 – item grit scale of Angela Duckworth, and the 40 – Item Adult Nowicki- Strickland Locus of Control Scales of Steve Nowicki and Bonnie Strickland. The results showed that the overall grit level of the respondents has a mean score of 3.16 and SD of 0.43 which means that grit helps them to persevere and sustain interest towards their different goals in life. In terms of locus of control, they exhibit external locus of control with the mean score of 19.52 (SD = 2.46). In addition, their level of psychological well – being in each dimension was found to be average, which needs to be maintained and enhanced more. Concerning grit and locus of control, they establish a negative relationship with significant relationship remarks. Moreover, grit establishes a positive significant relationship with all the dimensions of psychological well – being. Lastly, locus of control has no significant relationship with autonomy and environmental mastery while other dimensions have moderately significant relationship with locus of control. Based on the findings, the researcher recommended to the sports team and PE department of the school to provide a good and well-written sports training program that can be used to assess and address all the needs of the athletes in terms of enhancing their grit, locus of control and psychological well – being.

Keywords: *athletes, grit, locus of control, psychological well- being, sports training program*

Introduction

One of the most exciting things in life for student-athletes is competing in sports. Among the students in school, their role is the most challenging. They are obliged to attend practice sessions and participate in sports competitions while maintaining a good academic standing. As a former volleyball player, the researcher needed to be good in both fields as she wanted to excel academically in school. She struggled to plan both her studies and practices, which affected her psychological well-being. Eventually, she lost her passion and admitted that being a student-athlete was not easy.

Currently, the researcher is teaching in a private school, a former member of the National Athletic Association of Schools, Colleges, and Universities (NAASCU). This is an athletic organization of selected colleges and universities in the Philippines that organizes programs that ensure that student-athletes expected maintain good psychological wellbeing and academic standing.

From the interview, it was apparent that student-athletes must work hard to meet the requirements of free education. Furthermore, the researcher observed that some student-athletes gradually lost their passion due to stress and consecutive losses in their games, as

well as failing marks in their academic subjects, thus forcing the NTC Team to leave the NAASCU. This reason added to the researcher's interest in studying student-athletes and how psychological well-being is linked to grit and locus of control. As a former athlete and current professor, she believed that this study would help the NTC Team Community to address the needs of the athletes for the school to bring back their passion in joining different sports activities outside school.

Uribe (2016) explains that athletes are susceptible to mental and physical burnout or exhaustion in taking both careers. They forget that they still have a social life that can help lessen the stress they experience. One of the organizations founded to keep college athletes safe is the National Collegiate Athletic Association (NCAA). It ensures that student-athletes are healthy and are being given the best care possible. College athletes, coaches, and athletics administrators provide several resources to address their mental health. They emphasize that playing should not always be about wins and losses. They also focus on the students' safety and care for their well-being.

The researcher believes that grit may have a significant impact on the sports performance of NTC student-athletes. Duckworth (2015) defines grit as the power of passion and perseverance toward long-term goals.

He claims that athletes with a great passion for performing both roles have a greater chance of success in both and contribute substantial effort to the team's success. Morgan (2016) adds that grit is an actual ability necessary for athletic performance and a mechanism that allows athletes to unleash their powers. It kindles the idea of conducting a study regarding the factors that could help players unleash their inner spirits.

Moreover, psychological well-being must be investigated. According to Alamdarloo et al. (2019), sports events play an essential role in reducing stress and increasing psychological well-being. They add that physical activities help student-athletes improve their physical and mental health but lead a happy life as well. Therefore, psychological well-being has a positive effect that can help student-athletes enjoy their lives while handling two responsibilities in school.

Grit and psychological well-being greatly impact how student-athletes perceive their performance and believe in their capability. Athletes with high grit tend to think that they can control the game. They exhibit locus of control. Holden (2019) conducted a study about the locus of control among college student-athletes and found that they have little control over their circumstances. If athletes believe they are powerless to change their circumstances, they perceive more stress than those who feel they control their destiny.

NTC Team must recognize the importance of psychological well-being in unleashing inner passion and confidence among student-athletes. The team can develop and apply various programs and activities that can enhance mental health and boost the morale of student-athletes such that they will keep playing again in different sports events.

Research Questions

1. What is the level of grit among the respondents?
2. What is the locus of control of the respondents according to:
 - 2.1 External;
 - 2.2 Intermediate; and
 - 2.3 Internal?
3. What is the mean score profile of the respondents in psychological well-being in terms of:
 - 3.1 Autonomy;
 - 3.2 Environmental Mastery;
 - 3.3 Personal Growth;
 - 3.4 Positive Relations with others;
 - 3.5 Purpose in Life; and

3.6 Self-Acceptance?

4. Is there a significant difference in the respondents' level of Grit based on their locus of control?
5. Is there a significant difference in the respondents' Psychological Well-being based on their locus of control?
6. Is there a significant relationship between psychological well-being and grit among the respondents?

Methodology

Research Design

Research design was used in this study was to establish the difference of two groups. The researcher applied non experimental design, it examined the relationship or differences between preexisting groups. Salkind (2010) defined it as describing a group and used simply to answer about whether group differences exist. This design is used to compare the difference of grit and Psychological Well-being based on the athlete's locus of control. Moreover, this design was conducted with minimal interviews and gave a series of standardized questionnaires to the target respondents.

Research Locale

The study was conducted at the National Teachers College located at 629 J. Nepomuceno St. Quiapo, Manila. It is one of the known schools around the University Belt in Mendiola. It was founded by Dr. Segundo M. Infantado, Sr., a former director of Public Instruction of the Philippines, and Dr. Flora Amoranto-Ylagan. Their interest in teaching and the preparation of good teachers arose from Dr. Amoranto-Ylagan's unfortunate experience under a "cruel" educator. The institution offers four school programs, namely, Graduate School of Teachers; School of Teacher Education; School of Business; and School of Arts, Sciences and Technology, with not more than 8000 students. NTC Sports Team was a former member of the National Athletic Association of Schools, Colleges, and Universities (NAASCU), with 191 college athletes.

Samples and Sampling Techniques

Purposive sampling was utilized. The population sample was student-athletes aged 18 and beyond from

National Teachers College. Respondents were selected according to these criteria: (1) must have been playing for at least one (1) year in intramurals, (2) must not be transferees, and (3) must be students of National Teachers College for the academic year 2020-2021.

For the socio-demographic profile of the respondents, they are categorized into year level, gender, colleges, sports they are playing and years they are playing. For the year level, there are 41 respondents (2nd year), 45 (3rd year), and 36 (4th year). Moreover, for gender, there are 64 male respondents and 58 female respondents.

The respondents are well-distributed according to their colleges; 41 respondents are from School of Arts, Sciences and Technology (SOAST); 41 respondents from the School of Teacher Education (SOTE), and 40 respondents from the School of Business (SOB). As to the sports they are engaged in, the majority of the respondents (43), play volleyball; followed by basketball (30), table tennis (25), chess (13), track and field (9) and badminton (2).

Lastly, as to the number of years of playing, the category 3-4 years has the most number of the respondents with a frequency of 60, followed by six months to one year with 27 respondents, under two - three years with 20 respondents, and one -three years with 15, the least number of respondents.

Data Gathering Procedure

The researcher used the psychological assessment procedure to collect a clear personality profile among the respondents and create a basic sports training program to improve their locus of control, grit, and psychological well-being. The researcher believed that these skills would help the student-athletes persevere in sports and academic fields and maintain good well-being.

The researcher first wrote a request letter to the Office of Vice President of Academic Affairs Research and Publication explaining the nature and purpose of the study and asking permission to survey professional and college athletes. Upon approval, the researcher filtered the participants using the set criteria for the prospective respondents. After identifying the target respondents, the researcher obtained informed consent from each participant to ensure that the data gathered were collected correctly and confidentiality.

The researcher administered the three questionnaires explaining the purpose of the test and ensuring the safety of the respondents' information. The

questionnaires were given in Google form to avoid face-to-face contact due to pandemics. After data collection, the results were subjected to statistical treatment using spss program, data analysis and interpretation.

Results and Discussion

This presents the data gathered from the selected student-athletes of the National Teachers College. The tables and figures show below the present values that will help in the discussion of the results.

What is the grit level among the respondents?

Table 1 below shows the respondents' overall grit level with a 3.16 computed mean and standard deviation of 0.43.

Table 1. Overall grit level of the respondents

Grit	Mean	SD
Overall Grit Level	3.16	0.43

Legend: 1 (not at all gritty); 5 (extremely gritty)

The result revealed that the overall grit level among the respondents has a mean of 3.16 with SD of 0.43. It implies that respondents' grit level may be fall either high or low depending on situation they are facing in life. As Duckworth et. Al (2015) defined grit as passion and perseverance of the person towards long term goals in their life. Respondents pursue different life and career goals as they enter college and it is not easy to give same amount of grit for two career. There is tendency that for the one career grit maybe high but for other one might be low and it affects the overall grit level of the person towards achieving all this goals. In addition, according to some respondents, despite the cancellation of sports events, grit helps them to persevere to their academics as part of the goals in life. Even if they cannot have games in sports, they can still able to excel in academics.

Duckworth *et al.* (2015) shared that if a person is gritty to one thing, it does not necessarily mean that he is gritty to other things. People have different possible pursuits in life that require passion and perseverance. This limits the time and effort of the person to focus on one thing, while giving less attention on another. However, she explained that to be gritty means to

pursue something with consistency of interest and effort. Some people choose not to pursue anything with the same level of grit and this might affect the overall grit level of the person.

Arli *et al.* (2020) conducted a study on grit and found out the those individual with higher grit traits (e.g. the more gritty or the most gritty) were more likely to compromise their behavior and behave unethically to achieve their long-term goals. Exceeding and excelling of one's individual can test their integrity. In addition, they also explained that gritty individual more likely considered to cheat and lie than did their less gritty counterparts. In other words, individual can be neutral in their grit level, we often expect that those higher grit hold highest ethical standards, however the reality proves otherwise for some and it may depend on the situation they have whether they persist to sustain their journey to achieve their goal or not

Amidst pandemic coaches and staff provide seminars and talks that can increase grit level of the respondents in sports. In this way, grit helps them sustain their interest and passion in sports. This implies that grit plays a big role in developing college students' attitudes in attaining their goals in life. It helps to enhance and broaden knowledge in terms of perception, intelligence, etc., and even promotes success. It involves challenging themselves to work hard, maintaining effort, and sustaining interest despite failures and adversity in life. Stamina is one of the advantage of the person to achieve goals despite boredom and disappointments.

Larkin, O'Connor, and Williams (2015), cited by Lumontod (2019), added that their study found out that athletes who display high level of grit have a significant engagement in sport-related activities. It is one of the predictors of performance in the workplace, academic, marriage, and military. Similarly, grittier people are resilient and prosperous in their chosen areas.

Duckworth *et al.* (2015) showed in their study that it is hard to sustain interest during the failures and adversity of life. However, motivation and stamina were the advantages of those moderate and very gritty individuals to achieve their goals, avoid boredom and disappointment, and stay on track.

Lumontod (2019) said that the level of grit has to do with college adjustment and performance of the students. The researcher believed that adjustment in the new normal in college and less social interaction, especially temporary banning of sports games,

somehow contributed to those athletes' low grit level.

Herbst (2020) stated that being a student-athlete during the COVID – 19 pandemic is complex. The competition will no longer be the same since some sports are played indoors. It will limit the athletes to play and compete, and it creates a different reaction from it. Hence, games can change endurance, consistency, and perseverance, and student-athletes may consider the new role they must play during the season with COVID-19 to unleash their passion and hope within.

What is the locus of control of the respondents in terms of: External, Intermediate, and Internal?

Table 2 below presents that the locus of control of most respondents is external with a computed mean of 19.52 and Standard deviation of 2.46.

Table 2. *Locus of control of the respondents*

Domain	f	%	Mean	SD
External	98	80.3	19.52	2.46
Intermediate	24	19.7	13.13	2.01
Internal	0	0	0	0

Legend: 0 - 6 (Internal); 7- 15 (Intermediate); 16 - 40 (External)

The researcher found out that among the respondents, they display external locus of control with the mean score of 19.52 and SD of 2.46. According to some of the respondents, having an external locus of control make them feel that they cannot control they life and one of this area is in their sports career. Since they feel less confident and lack of control over things it reflects on their game behavior. They shared that they experienced consecutive losses in game even if they tried to play well and put effort to win a game. They been influence externally by different factors that cause them hesitate to take responsible in every decision on their life and take in charge to control it.

Mali (2013) cited by Kishore (2016) that locus of control can help person to develop ability to cope with uncertainty. Individual who has high tolerance to change can adapt to it more easily. Moreover, people who are external in locus of control have a lack of control on their life and believed that what happened for them is a result of external factors such as luck, chance, and other people. In others words, they are not the ruler of their own fate and don't have any active role in their life.

Rotter (1966), cited by S & Zinna (2019), said that athletes having an external locus of control mostly like

to externalize that cause of their failures every game. They might always blame their coaches, the referee, the opponent team, or their playing condition during the losing game. There was no accountability on their part since they were looking for other reasons to take the fault.

Furthermore, Holden et al. (2019) discussed that a person with an external locus of control felt they had little control over their flaws. Those shortcomings and circumstances were predestined, and there is no way to modify them. They were more susceptible to stress than those who thought they had control over their destiny. Moreover, since some were athletic scholars, they had trouble maintaining their scholarships because of the pressure that can result in uncontrolled expectations in academics and sports.

Detert, Treviño, and Sweitzer (2008), cited by Tsai (2015), found that people with an external locus control were more likely to blame external factors and used it as an excuse than people with an internal locus of control. Probably, athletes were blaming other people and things that are attributed to losing their games. They can't blame themselves because they know that they persevere and put in much effort, so looking for those things that they think are less severe to blame to lighten their load.

Certel, Kozak, and Mehmetbey (2017) suggested that external locus of control has something to do with increasing academic procrastination. Since we live in the new normal, the demands from the athletes will change. They need to study well and continue to practice at home. Eventually, student-athletes believe they do not need to exert effort because they do not personally meet their coaches and teachers.

That is what happened in the recent Olympics performance. Dalupang (2020) made a reported on Carlo Yulo's performance in the games. Yulo's coach, Kugimiya, reportedly took the blame for the former's faulty performance in the gymnast's floor exercise exit. Kugimiya shared the observation that that athletes tend to give their best in every game. But athletes tend to hesitate to blame their poor performance for any loss, and if there is one person responsible for what happened, it would be their coach.

Locus of control was significant to athletes in the study conducted by S and Zinna (2019), who looked at the locus of control between non-athletes and athletes. They established a difference between the two and found that athletes were more internal than non-athletes and believed that athletes were responsible enough to take control of their lives guided by

personal decisions and efforts.

In every performance of athletes, win or lose, they are responsible for encouraging themselves that losing in a game is a part of their setback that can be used as a steppingstone to progress and build confidence and motivation. They need to believe in their ability to influence events around them.

What is the mean score profile of the respondents in psychological well-being in terms of Autonomy, Environmental Mastery, Personal Growth, Positive Relations with other, Purpose in Life, and Self-Acceptance?

Table 3. *Mean Score Profile of the Respondents on the Psychological Well-Being*

<i>Psychological Well-Being</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Interpretation</i>
Autonomy	25.55	4.77	Average
Environmental Mastery	26.12	4.58	Average
Personal Growth	27.51	5.24	Average
Positive Relations with other	28.53	5.34	Average
Purposive in Life	27.10	4.37	Average
Self – Acceptance	26.08	4.54	Average
Overall	26.82	4.81	Average

Legend: 22 below(low); 23 – 29 (average); and 30 (above high)

The result revealed an average level of autonomy among the respondents, with the lowest mean of 25.55 (SD = 4.77). It implies that respondents can make decision in their life independently. Autonomy character make them feel that they have authority to do decision without being affected by the expectations of the others. However, sometimes they cannot resist social pressures but they can still manage to evaluate themselves by personal standards before expressing themselves.

Delrue et al. (2019) investigated the effects of autonomy on athletes. They said that athletes were more likely to persevere if their coaches used autonomy supportive style than a controlling style. There was an initiative from athletes to speak up about their needs, wishes, and preferences. But some athletes were resisting and tended to worry about other people's evaluation, which affected their sense of autonomy. Coaches should acknowledge giving tasks or requests that have a meaningful rationale.

The autonomy of the athletes may have something to do also with the coach's coaching style. Ho (2020) stated that if people developed a sense of independence, they were more likely to continue the way they behave and increase intrinsic motivation for an activity because of what they feel in making the

decision. In building autonomy, coaches also created a style of managing their athletes. Either they can be autonomy-supportive or controlling. Since both spend much time together, they both go hand in hand in supporting each other for success in their respective sports.

On the other hand, the respondents got the highest mean in positive relations with other. It has a mean of 28.53 (SD = 5.34). It tells that respondents know how to relate with people and build interpersonal relationship with others aside from their coaches and teammates. It also reflected from one of the respondents who got a chance to be interviewed in the study. He shared vibrant personality and easily to get along with. It gave a warm and positive environment resulting for a smooth and friendly conversation.

According to the study of Epstein and Anderson (2016), It was beneficial to establish a good relationship between the athletes and the university they belong to. University and the student must have warm and open communication in terms of the needs of our student-athletes to ensure that school programs are designed to enhance their well-being. Each institution member must establish and maintain a warm environment that fosters sportsmanship, safety, honesty, fairness, and positive relationship between student-athletes and representatives of the institution.

Rhind *et al.* (2010) added that social support from others could help boost positive relations and satisfaction of student-athletes in individual sports. Support actions of others can give benefit to the student-athletes through extending help when times they need it. It gives the idea that they can trust and establish good relations among other student-athletes, staff, and coaches.

Lastly, the overall psychological well-being of the respondents was on the average level with a mean of 26.82 (SD = 4.81). This implies that the respondent has a well sound well-being that helps lessen the distress brought by the pandemic. They can still be able to find time to enjoy and appreciate life.

Morin (2020) shared that people who has a good psychological well-being is a combination of feeling good while functioning effectively. However, absence of distress cannot indicate a person possesses high psychological well-being. Good psychological well-being is about being happy and doing well without measuring how much distress the person experiences. Moreover, studies discovered that people with a higher psychological well-being are more likely to be

healthier and live longer because they know how to enjoy life.

Gautam and Kaur (2018) have examined the effect of psychological well-being on sports and non-sports players. They say that since sports players are passionate about their chosen sports, they are more likely to enjoy the life they have and know how to explore things and communicate well with others, unlike ordinary students who mainly focus on their academic performance.

Furthermore, Nwankwo, Okechi, and Nweke (2015) shared the importance of having good psychological well-being. They believed that young athletes should try to join sports to enhance their social, physical, moral, and psychological well-being. Building self-esteem for young athletes reflects on their well-being as their marks must align with their vision and talent. This way would help to sustain their interest in enhancing it.

Using the recent Tokyo Olympics as basis, Hannan (2021) stated that Olympian athletes require not only intense physical talent but also a full amount of psychological control of well-being. There was a lot of pressure being an international athlete. Some athletes developed depression, anxiety, insomnia as a result of the overtraining syndrome. Hannan concluded that athletes must learn to make mental health a priority to overcome mental exhaustion and know when to seek help before joining a game.

Is there significant difference in the respondent's level of Grit based on their locus of control?

As shown on Table 4 presents the effect of locus of control to grit. Since the obtained p -value is 0.003 is less than $\alpha=0.05$ therefore, null hypothesis is rejected.

Table 4. *Measure and Test the different in Grit Level based on their Locus of Control*

Variable	T-Test	Df	Locus of Control		
			p-value	Decision	Conclusion
Grit Level	3.082**	120	.003*	Reject Ho	Significant

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

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

A significant difference was established in grit when categories in locus of control of the respondents; therefore, locus of control has an effect to the level of grit of the respondents. Locus of Control can influence not only how you respond to the events that happen in your life, but also your motivation to take those action.

Based on the result, those respondents have intermediate locus of control have high level of grit compared to those fall under external locus of control. Therefore, if you think that you hold the keys of your fate, you are passionate to it because you believe that the outcome is in your hands. In addition, it gives us the idea that grit and locus of control can work hand on hand to improve the performance of the respondents to achieve certain goals in their lives. Moreover, Gratton and Faircloth (2018) stated that the higher levels of grit are likely to have a high internal locus of control. Since the grit level of the respondents is at the neutral level, coaches and staff can encourage athletes to be passionate again towards their lives which also may lead to improve their locus of control.

In the present study, Locus of Control is one factor in their success and failure. It is essential for the athletes in order to control life events and contribute to their success and failures. It gives sense of fulfillment and confidence that can boost their passion and perseverance in their chosen careers in life. Believing in yourself that you can lead your life, develop a sense of courage to set goals in life. You are confident to make a good decision in achieving goals.

However, according the study made by S and Zinna (2019), they found no significant relationship between the two variables. They added that people's decision can influence either themselves or outside forces even if they are gritty or not. One possible explanation for this is that grit may associated with different indicators of outcomes and quality of life which influence what kind of decision they need to make. For instance, a regular athlete student with no vices being influenced to take any vices by other student athlete and because of the vices athletes failed to attend several practices and trainings due to his/her vices. In addition, having a supportive parents can influence their child despite failures in their careers by giving some sort of advices and motivation to strive more.

Moreover, during this pandemic, some student – athlete experienced adjustment on the new routine of their training. The management who handled their needs may contribute on how they see their situation to continue despite of circumstances. Lastly, how student athlete perceived themselves to be successful in their field and how confidently there were to believe to their own capabilities.

According to the study of Quing and Bauding (2021), using linear regression model, they look whether locus of control is a predictive factor of grit. They found out a positive but weak relationship between the two

variables ($r = 0.08$). Hence, it can be inferred that locus of control cannot be a predictive factor of grit. The effects of grit and internal locus of control vary and depend on the certainty levels of the stressor and demands and whether they can be easily controlled or not.

Sharma and Dhanker (2016) shared a study in how therapeutic techniques can enhance grit and locus of control in adolescents. Their study bangs the significance of the therapeutic approach in improving grit and locus of control among adolescents. They also presented significant progress in enhancing locus of control with the help of technique. This change was seen after the contrast of the statements marked before and after introducing the therapeutic method. It established average markings like trusting ability to get people to do the right things than just relying upon luck. They reached their aim to detect moderate reactions in making and working towards their ideas.

Is there significant difference in the respondent's Psychological Well - Being based on their locus of control?

Table 5. Measure and Test the different in Psychological Well – Being based on their Locus of Control

Variable	t - value	df	Locus of Control		Decision	Conclusion
			p-value			
Autonomy	1.041**	120	.300	Accept Ho		Not Significant
Environmental Mastery	2.650**	120	.009*	Reject Ho		significant
Personal Growth	4.052**	120	.000*	Reject Ho		Significant
Positive Relations to others	3.242**	120	.002*	Reject Ho		Significant
Purpose in Life	2.982**	120	.003*	Reject Ho		Significant
Self-Acceptance	3.573**	120	.001*	Reject Ho		Significant
Overall	4.106**	120	.000*	Reject Ho		Significant

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

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

The Table 5 reveals that level of autonomy of the respondents has no significant different when categorized to their locus of control ($t = 1.041$, $p = .300$). However, other dimensions have significant differences in locus of control of the respondents, Environmental Mastery establish ($t = 2.050$, $p = .009^*$), Personal Growth ($t = 4.052$, $p = .000^*$), Positive Relations to others ($t = 3.242$, $p = .002^*$), Purpose in life ($t = 2.982$, $p = .003^*$), Self-Acceptance ($t = 3.573$, $p = .001^*$) and Overall Psychological Well – Being ($t = 4.106$, $p = .000^*$).

The result shows that there is no difference in level of

autonomy in both external and intermediate locus of control. It denotes that respondents may exhibit sense of independency regardless of what kind of locus of control she/he possess. Moreover, since most of the respondents have an external locus of control, they feel less control in their lives and controlling and making decisions is associated also to their autonomy. If they believe that they are powerless to make decision, there is a tendency that they cannot govern themselves well than those in control of their own destiny. However, whether they believe or not in their own capability to control their lives, autonomy can help to gain trust and confidence to themselves.

Mladenović (2010) revealed in her study that the locus of control and motivational approach of the coaches to the athletes has something to do with their performance. She added that coaches obtained internal locus of control rather than external locus of control. It was caused by a kind of learned helplessness of the young coaches. Furthermore, high support of autonomy of athletes was linked with the controlling approach of the coach. Athletes who feel that the management they belong was very controlling to their lives, the relationship would be distorted, and athletes don't have a choice but to follow all the instructions given to them. However, coaches who believe that they have control over events in their lives but still retain and valuing the personality of their athletes as they have autonomy, then everything would be balanced for both parties and create a harmonious relationship.

Furthermore, the same table illustrates that locus of control has an effect to environmental mastery. According to some of the respondents, they having a hard time updating to the new setup that they have at home as alternative area to learn and exercise. They cannot blame themselves and others because this new setup cause by natural disaster. They do not have a choice but to adjust and utilize all the things provided inside their home to be able to maintain good mental well – being and continue living.

Cherry (2017) stated that locus of control has something to do with life. If people believe that they are responsible in life, they are more likely to change their situation. On the other hand, if the outcome is out of their hands, they tend to accept that their lives depend on outside forces. However, internal locus does not always equate to “good,” and external does not always equate to “bad.” It will always depend on the situation.

Thomas (2021) found that young girls with an internal

locus of control showed signs of good mental health and adjustment than those with an external locus of control. Moreover, people with an internal locus of control would see changes within themselves and were more likely to engage in different activities to keep them healthy.

Therefore, locus of control plays a meaningful role in the psychological well-being of the individual. Athletes must know that they can control things following what they want. Trusting their abilities and taking the initiative to apply these in various places is the key to having good psychological well-being.

Malhotra and Suri (n.d) suggested that purpose in life is one of the factors of psychological well-being. They explained that mature individual attributes are following; having a purpose in life, intentionality, and directness. People with an external locus of control usually do not have any plans and a clear vision in life. Students – athletes have many things to do in life, but they need to clear their eyes on what to prioritize and goals to enjoy the life they deserve.

Furthermore, Researchers discussed the essentials of mental health in the sports field. They concluded that higher psychological well-being associated with competitive athletes than non - competitive leads to the idea that students with an internal locus of control have more increased psychological well-being than external. The result claimed that people with an internal locus of control considered themselves responsible for their actions; hence, they are confident to be successful and have healthy psychological well-being (Agarwal et al. 2018).

Is there significant relationship between Psychological Well-Being and Grit among the respondents?

The Table 6 reveals that grit and autonomy have a moderate positive relationship ($r = 0.477$, $p = .001^*$). Grit and Environmental mastery have a weak relationship ($r = 0.297$, $p = .017^*$) the same with other dimension such as Personal Growth ($r = 0.388$, $p = .001^*$), Positive Relations ($r = 0.397$, $p = .002^*$), Purpose in life ($r = 0.397$, $p = .000^*$), and Self-Acceptance ($r = 0.283$, $p = .005^*$) Furthermore, Grit establishes significant relationship with each dimension of psychological well-being.

Table 6. *Measure and Test for Relationship of Psychological Well-Being and Grit Level*

<i>Psychological Well-Being</i>	<i>r value</i>	<i>Interpretation</i>	<i>p-value</i>	<i>Decision</i>	<i>Conclusion</i>
Autonomy	0.477	Positive Moderate correlation	.001*	Reject Ho	Significant
Environmental Mastery	0.297	Positive low Correlation	.017*	Reject Ho	Significant
Personal Growth	0.388	Positive low Correlation	.001*	Reject Ho	Significant
Positive Relations with other	0.397	Positive low Correlation	.002*	Reject Ho	Significant
Purpose in Life	0.397	Positive low Correlation	.000*	Reject Ho	Significant
Self-Acceptance	0.283	Positive low Correlation	.005*	Reject Ho	Significant

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

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

There is a moderate positive relationship between grit and autonomy. It indicates that athletes have a high level of motivation that they are responsible enough to decide independently and establish good relationships with others. Grit is an essential component of motivation. Lozano - Jimenez, Huescar, and Moreno - Murcia (2021) determined that autonomy supports the social development of students to establish the self-determined reason. Likewise, it is said to be a key indicator for success in academics and permanence.

In addition, the correlation illustrates a low positive relationship between grit and environmental mastery, personal growth, purpose in life, positive relations, and self-acceptance, which means that the increase (or decrease) in the grit level of the student-athletes is associated with an increase (or decrease) in the level of dimensions of psychological well - being.

There is a weak positive relationship between the level of personal growth and environmental mastery and their grit. It indicates that student-athletes need to sustain interest and long-term goals to develop potential and enhance their capabilities to reach their goals. People were scoring high in environmental mastery show confidence to improve their lives and satisfaction amidst adversity because they believe that they can influence and control events.

Miller (2021) stated that grit and resilience help build a growth mindset. People with a fixed mindset do not demonstrate grit because they do not believe that abilities can develop and only stick to what they are considering for or other innate skills. Student-athletes need to improve and enhance for them set their goals. They will get stuck and tired of doing the same routine if they cannot discover new things.

Pueschel and Tucker (2018) investigated people's grit with a growth mindset. According to one of their participants, if the person possesses a high growth mindset, they can achieve more in life. Patience and perseverance are the qualities that can help an

individual to stand out from the rest and prepare for different challenges to succeed in school.

It also shows a moderate positive relationship between the level of grit of the respondents and purpose in life, and self-acceptance implies that the high level of grit is related to the high level of purpose in life and self-acceptance in vice versa.

Boswell (2016) conducted a study about the meaning of life and the grit of the students. The new environment is one of the factors associated with new life demands, including establishing a sense of autonomy, belongingness, and career decision. He added that failure to see the association of meaning in life and GPA has something to do with greater self-awareness. If the person knew their purpose, long-term goals, happiness, and meaningful life could be achieved.

For the overall relationship of psychological well-being and grit, grit plays a meaningful role in the well-being of the individual. Athletes must establish good and healthy well-being to strive more to succeed.

Tiittanen and Daukantaite (2015) stated that being gritty greatly impacted how the individual views the world as meaningful and setting one's goal, which was associated with high psychological well-being. In other words, gritty people who possess the courage and motivation to pursue their goals are flexible enough to respond to different life situations with a healthy, sound mind.

In addition, Salles *et al.* (2015) found that students from professional and technical courses with passion and perseverance for their goals tend to be happy, have self-awareness, and be consistent. They were able to balance life despite having a tedious schedule. This scenario led them to lessen the number of dropouts on the course's midway and a better outlook on the challenges of the students. Since studying professional courses are not easy, students in a particular field must develop a feeling of fulfillment and believe in their ability as they put in their effort to receive the grade they deserve.

Vainio & Daukantaite (2015) found that psychological well-being was one of the essential models as it represents the eudemonic aspect of well-being. A person with a good eudaimonia aspect of psychological well-being seems to give more importance to long-term endeavors such as personal growth and purpose in life, which were closely similar to the concept of grit.

Conclusion

Based on the results presented in this study, the following conclusions are drawn: (1) Athletes are doing their best to sustain interest and passion in sports despite of cancellation of sports games due to pandemic and excel and do go in terms of academics. They persevere to stay motivated in life to maintain long – term goals they want to pursue in life. (2) Most of the respondents have an external locus of control. They believed that their successes or failures in life was based from external attributes which beyond their control such as luck or fate. (3) Athletes can manage to maintain a healthy psychological well – being. With the help of their teammates and coaches, they can able to set a healthy mindset amidst pandemic. (4) A significant difference was established in grit level of respondents when categorized to their locus of control. Athletes with intermediate locus of control are grittier than those have external locus of control. Athletes needs to develop a sense of courage and perseverance towards their goal to improve their level of locus of control. (5) Athletes who has an intermediate locus of control have higher psychological well – being compared with external locus of control. Locus of control has an impact to psychological well – being to an individual in terms of making decisions and believe that they can influence events that happen in their lives. Person who displays high locus of control can experience less stress and demands of life and healthy well – being. (6) Grit plays a meaningful role in the psychological well – being of the respondents. Athletes must establish excellent and healthy well-being to strive more to succeed. (7) Autonomy is the only dimension that does not substantially relate to a locus of control. Respondents can establish sense of independency in their selves which makes them responsible more to themselves.

In line with the findings and conclusions, the following recommendations are considered: (1) Coaches and staff should continue to motivate athletes to sustain interest in sports field amidst pandemics. Based on the results, locus of control of the respondents needs to be addressed and needs improvement. (2) Athletes can do activities proposed in the program to sustain their psychological well-being during pandemic. It is recommended that the results of grit, locus of control, and psychological well-being of student-athletes be revealed to their coaches and sports heads so that the problems or issues will be adequately addressed and resolved. (3) Based on the results, it is recommended that new sports training programs be developed by the school sports

committee to enhance grit, locus of control, and psychological well-being with the help of sports psychologists to ensure their well – being and safety. Group dynamic activities and support coaching strategies that focus on improving open communication and initiative between coaches and student-athletes are also recommended. (4) Future researchers can create a phenomenological or experimental study about the cause and effect of the given variables and explore in perceived support style or behavior of the coaches that contribute to student-athletes' psychological well-being. Investigate the difference between group sports vs. individual sports in terms of grit, locus of control, and psychological well-being.

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