The Effect of Grit and Mental Well -Being in predicting Career Decision-Making Difficulties of Arab High School Students

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ABSTRACT: This study examines the relationship between grit, mental well-being, and career decision-making difficulties among Arab high school students in Israel, focusing on the mediating roles of grit and mental well-being. Employing a correlational survey design, the research involved 286 participants aged 15-18. Instruments included the Career Decision-Making Difficulties Questionnaire, the Short Grit Scale, and the Warwick-Edinburgh Mental Well-being Scale. Results indicated significant negative correlations between career decision-making difficulties and both grit (r = -.582, p < .01) and mental well-being (r = -.518, p < .01). Regression analyses demonstrated that both grit and mental well-being significantly contribute to reducing career decision-making difficulties. These findings suggest that enhancing grit and mental well-being can effectively reduce the challenges faced by adolescents in making career decisions, emphasizing the significance of fostering these qualities through educational interventions to support informed and resilient career pathways.

KEYWORDS: grit, mental well-being, career decision making difficulties, Israeli Arab high school

I.   INTRODUCTION

Adolescence is a critical developmental stage where individuals begin to shape their professional identities. The process of choosing a career has profound psychological, social, and economic implications for students. A profession reflects a person's lifestyle, and selecting a career that aligns with one's interests and abilities fosters job satisfaction, benefiting both the individual and society. Conversely, failure to make an informed career decision can lead to feelings of frustration, stress, and a sense of inadequacy. During high school, adolescents start to recognize their strengths, weaknesses, and capabilities. They begin to cultivate educational and professional interests, which involve exploring and refining their academic and career preferences. At this stage, many students also gain early exposure to various jobs and make initial commitments in fields of study or occupations. As a result, they form aspirations and expectations for their future professional lives. Higher education plays a crucial role in this identity formation and career exploration (Shin et al., 2018), greatly influencing students' future career trajectories. Within Palestinian society in Israel, higher education holds significant value, evidenced by the rising number of enrollments in both Israeli and international institutions and the wide range of subjects pursued by Palestinian students (Egbaria, 2023a).

Career decision-making difficulties are the challenges encountered by individuals before, during, or after choosing one's career (Anghel & Gati, 2021). Career decision-making difficulties are among the most prevalent challenges adolescents encounter, and these issues can affect both their overall lives and the progression of their careers. Such difficulties might include selecting a field of study, changing career paths, or deciding when to retire. Problem-solving and decision-making skills are key factors in overcoming these challenges. Adolescents who struggle with problem-solving often face greater difficulties in making career-related decisions. Additionally, teenagers' perceptions of support from their families and social environment can significantly influence their decision-making process. Research suggests that career decision difficulties are shaped by both environmental and personal factors, such as negative beliefs about education (Bullock-Yowell et al., 2014), five-factor personality traits (Di Fabio, 2015), locus of control (Kırdök & Harman, 2018), and emotional intelligence (Di Fabio et al., 2013 & Egbaria, 2023b).

Grit, a relatively recent concept that has gained significant attention, is defined by persistence and commitment to long-term goals, even in the face of challenges. While persistence of effort is strongly linked to academic success and well-being, persistence of passion alone is not always effective in those areas. Grit not only helps students remain focused on their objectives but also motivates them to keep going despite setbacks (Duckworth et al., 2007). Studies have shown that grit positively impacts various achievement-related areas, such as academic success and high school graduation (Le et al., 2021). Furthermore, grit has been integrated into career development research (Suh, 2020). As career paths become more uncertain due to corporate shifts, economic fluctuations, and changes in employment patterns (Kundi et al., 2021),

it is crucial to explore the role of grit in fostering career adaptability. The growing interest in developing personal grit (Kim & Kong, 2021) emphasizes the need for continued research across diverse contexts. Grit plays a significant role in overcoming challenges associated with career decision-making by promoting persistence and resilience throughout the often complex and uncertain process of choosing and advancing in a career. Career decision-making difficulties refer to the struggles that individuals experience when determining their career paths, which often stem from a lack of confidence, clarity, or external pressures. Defined as the combination of passion and perseverance for long-term objectives (Duckworth et al., 2007), grit helps individuals tackle these issues by encouraging a focus on long-term goals and equipping them with the persistence needed to overcome obstacles along the way .Grit motivates individuals to continue exploring different career possibilities even when faced with initial setbacks or confusion. It encourages them to stay committed to finding the right path, despite experiencing uncertainty or limited success at first (Bazelais et al., 2016). Moreover, the process of career decision-making frequently involves coping with rejections—whether they come from educational programs, job applications, or unmet personal expectations. Grit enables individuals to recover from these disappointments, allowing them to maintain focus on their career goals and continue working toward them.

Mental well-being is defined as the cognitive and emotional evaluation of an individual's life, involving both intellectual aspects—such as life satisfaction (Dorahy et al., 2000)—and emotional aspects that include both positive and negative emotions (Rask et al., 2002). It has been characterized as the blend of significant degrees of life fulfillment, high self-announced positive affect, and low self-announced negative effect (Kansky and Diener, 2017). Mental well-being reflects how individuals perceive and react to their life circumstances, influenced by internal capabilities (Diener et al., 2003). High levels of mental well-being are associated with positive characteristics like motivation, diligence, and optimism, which contribute to longer and healthier lives with lower tendencies towards selfishness and hostility (Diener and Ryan, 2009). Furthermore, traits like grit enhance resilience and goal-oriented behaviors, which are crucial for achieving personal objectives and improving well-being (Roberts, 2009; Vainio and Daukantaitė, 2016). However, external stressors such as job stress, anxiety, and depression can adversely affect mental well- being (Rajabi and Ghezelsefloo, 2020). Since career decisions often span a long-time frame, individuals must remain motivated and consistent over time. Grit helps sustain the necessary determination and perseverance to achieve career success, even when progress is gradual or challenging (Duckworth, 2016). Ultimately, grit equips individuals with the mental strength and commitment required to navigate the complexities of career choices, ensuring they remain focused and determined in their pursuit of a rewarding career.

Recent research has highlighted the critical role of positive psychological principles in career development (Hull et al., 2020). Lo and Datu (2020) explores how three aspects of grit, perseverance, consistency, and adaptability, impact career maturity, decision-making efficacy, and goal setting in Hong Kong secondary students. Findings indicate that perseverance significantly boosts career goal setting and decision-making efficacy. Consistency strongly correlates with career maturity and goal setting, while adaptability enhances all measured career outcomes. These results suggest that school-based programs aimed at fostering grit could significantly enhance students' career development. Yet a review of the literature reveals a notable lack of studies exploring the relationship between grit and career decision-making difficulties, especially in regard to the mediating role of mental well-being among high school students. Even fewer studies specifically address Palestinian high school students in Israel. In recent years,

Palestinian society in Israel has experienced significant changes, particularly in the strengthening of education and higher education sectors. However, the life and professional experiences of Israeli Palestinian high school students remain limited, especially during adolescence. These experiences are often underdeveloped in primary and junior high school, both at home and in educational institutions. As a result, students face significant challenges in forming their professional identities due to a lack of exposure to career-related experiences (Hijazi, 2014). This gap in life skills programs during the early school years may explain why students, who have had little to no exposure to career decision-making, struggle when faced with choices about their future. Without relevant experiences, many students are unable to make informed career decisions, relying instead on secondhand information (Egbaria, 2023b). The current study aims to investigate the association between grit and career decision-making difficulties, with a specific focus on Arab high school students in Israel. It examines how grit influences career decision-making difficulties, particularly through the mediating roles of academic resilience and psychological well-being. Grit is believed to be a key factor in assisting students navigate the uncertainties and challenges of career choices. By exploring how academic resilience and psychological well-being mediate the relationship between grit and career decision-making difficulties, this study seeks to inform

educational strategies that foster grit, resilience, and well-being, thereby empowering students to make informed career decisions despite socio-cultural obstacles. The current review focuses on the considerable influences of grit and mental well-being on career choices. It attempts to integrate these aspects and investigate how they may serve as mediating factors in the career decisions of students. Hence, the study proposes the following hypotheses: the first is whether there is a negative relationship between grit and career decision-making difficulties, meaning higher levels of grit reduce the likelihood of encountering such difficulties. And the second is whether there is a negative relationship between mental well-being and career decision-making difficulties, meaning higher levels of mental well-being reduce the likelihood of encountering such difficulties.

II.   LITERATURE REVIEW

Career Decision-Making Difficulties (CDMD) : The Taxonomy of Difficulties in Career Decision-Making, created by Gati et al. (1996), is rooted in decision theory and outlines three primary categories of challenges, which are further divided into ten specific subcategories. The first main category, referred to as lack of readiness, encompasses three types of difficulties that occur before an individual begins the career decision-making process: (a) a lack of motivation to engage in the process, (b) a general indecisiveness that affects all types of decisions, and (c) dysfunctional beliefs about making career choices. The other two major categories, lack of information and inconsistent information, represent challenges that arise during the actual career decision-making process. Lack of information includes four specific subcategories: (a) not knowing the steps involved in making a career decision, (b) lack of self-awareness, (c) insufficient information about different occupations, and (d) not knowing how to access additional information. The inconsistent information category identifies three specific difficulties related to using information: (a) reliance on unreliable information, (b) internal conflicts, such as conflicting preferences within oneself, and (c) external conflicts, which involve disagreements with the views of significant people in one's life. Career decision-making difficulties are often impacted by an individual's ability to solve problems and make decisions. Adolescents who lack these crucial skills are more likely to struggle when making career choices. The perceived support from their family, friends, and broader environment, along with their commitment to family and friendships, also plays a key role in influencing their decision-making process.

Numerous studies have shown that these difficulties are associated with various environmental and personal factors, such as negative beliefs about educational choices, the five-factor model of personality traits, emotional and personality characteristics, self-efficacy beliefs, parenting styles, emotional intelligence (Egbaria, 2023b, Kırdök & Harman, 2018) and psychological stability (Kırdök & Harman, 2018). Decision-making difficulties are also linked to various psychological issues, including general anxiety and uncertainty, as well as factors like the relationship between humans and nature, perceptions of time, interpersonal dynamics, approaches to action, and views on human nature (Fatima, 2020). Lastly, the relationship between career decision-making difficulties and help-seeking behaviors among 300 young adults was explored. Results indicate that those facing greater difficulties and those with unresolved career decisions are more likely to seek help, primarily from accessible sources such as family, friends, and the Internet, rather than from more effective sources like career counselors (Vertsberger and Gati, 2016).

Grit : Grit is a defining personality trait that encapsulates the ability to work with unwavering passion and patience to achieve long-term goals, even when faced with challenges Grit is crucial as it enables students to meet personal goals in a manner consistent with their individual traits. Grit fosters perseverance and adaptability in students, helping them face challenges effectively (Duckworth et al., 2007). Individuals with grit view setbacks as valuable learning opportunities and use obstacles as stepping stones to success. This non-cognitive attribute plays a vital role in maintaining both cognitive and everyday functioning, contributing to success across various fields, particularly in education (Christopoulou et al., 2018). Research shows that grit is positively associated with life satisfaction and well-being, helping individuals excel in learning environments (Clark & Malecki, 2019) .Grit is composed of two key elements: consistency of interest and perseverance of effort (Duckworth & Quinn, 2009). Perseverance refers to the determination to keep working hard despite difficulties, while consistency highlights the ability to maintain sustained interest in long-term goals. Recent studies suggest that perseverance of effort has a stronger impact on academic performance than consistency of interest, as it is more closely linked to behaviors like persistence in school tasks (Kalia et al., 2018). Furthermore, individuals with high perseverance tend to experience lower stress and greater life satisfaction, indicating its broader influence on well-being (Crede et al., 2017) .Students with higher levels of grit are less likely to burn out and are more committed to their education, leading to better academic performance. Grit not only fosters perseverance but also contributes to overall life satisfaction, helping individuals stay resilient in the face of adversity (Kang, 2018).

Students with grit consistently outperform their peers academically, demonstrating greater flexibility and resilience (Duckworth & Quinn, 2009). They continue working toward their goals when others may abandon them, making grit a strong predictor of achieving meaningful personal objectives (Sheldon et al., 2015). Gritty learners exhibit increased effort, perseverance, and engagement in deliberate practices to enhance their efficiency and achievements, despite inherent limitations in talent and capabilities which necessitate self-driven improvement efforts (Hogan & Wong, 2013; Duckworth et al., 2011). Such learners, characterized by higher confidence and mindfulness, effectively navigate challenges and remain focused on their goals, thereby enhancing their likelihood of success and well-being, significantly shaped by their perception of life's meaning and manageability (Arya & Lal, 2018). In contrast, learners lacking grit often show lower commitment, are easily distracted by new opportunities, struggle with setting long-term goals, and display reduced enthusiasm for sustained projects (Bazelais et al., 2016). One final point, grit, characterized by the combination of passion and persistence toward long-term goals, plays a vital role in overcoming career challenges and making well-informed decisions. Individuals with high levels of grit are more adaptable when facing difficulties, stay dedicated to their career goals over time, and excel at gathering the necessary information to make thoughtful choices. Their ability to manage uncertainty and recover from setbacks allows them to concentrate on continuous skill development and career growth. Viewing obstacles as opportunities to learn, gritty individuals are more likely to find satisfaction and success in their careers through their sustained dedication and effort. Finally. findings revealed that grit, particularly the facets of consistency of interest and perseverance of effort, significantly mitigated the effects of school burnout and reduced depressive symptoms, with these effects being more pronounced in male adolescents. The results suggest that grit serves as a protective factor in adolescent resilience, especially for boys facing school-related stress (Tang, Upadyaya, and Salmela-Aro, 2021).

Mental Well-Being : Mental well-being is a complex and multi-dimensional concept that reflects a person's overall happiness, life satisfaction, and mental and emotional health. It involves essential elements such as experiencing positive emotions, having autonomy, maintaining positive relationships, experiencing fewer negative emotions, finding purpose in life, feeling satisfied with life, and fostering personal growth (Dhanabhakyam & Sarath, 2023). What is more, Diener et al. (2010) described psychological well-being as a personal assessment of one's life, characterized by positive emotions, involvement, and a sense of meaning. This definition covers a wide spectrum of positive experiences, such as happiness, life satisfaction, and a feeling of fulfillment. Furthermore, Ryff (1989) highlighted six key aspects of psychological well-being: self-acceptance, autonomy, environmental mastery, personal growth, and positive relationships. These aspects reflect an individual's sense of self-determination, their ability to manage their environment, their potential for personal development, their capacity to build fulfilling relationships, and their sense of life purpose. The study by Anghel and Gati (2021) examined the link between career decision-making difficulties and the negative emotional states of depression, anxiety, and stress in 137 students enrolled in a precollege preparatory program. It found positive correlations between career decision-making difficulties and these negative emotions at two different points during the academic year. Further analysis showed that students who made decisive career choices experienced fewer decision-making difficulties, while those who remained undecided experienced an increase in negative emotions by the end of the year. The study suggests that the state of being undecided exacerbates negative emotional states, highlighting the need for interventions to support decision-making in students.

Finally, the relationship between mental well-being and the ability to face career decision-making challenges is significant. When individuals experience strong psychological well-being, marked by positive emotions, self-acceptance, life satisfaction, and emotional stability, they are better equipped to face the stresses and uncertainties involved in making career decisions. A healthy psychological state enhances self-confidence, emotional resilience, and a sense of control, which are critical for navigating difficult choices and overcoming obstacles. People with higher well-being are more likely to approach career decisions with clarity, persistence, and optimism. On the other hand, lower psychological well-being can result in heightened anxiety, indecisiveness, and difficulty in managing the complexities of career planning. The learning environment greatly influences student well-being, prompting educational institutions to adopt practices that boost student engagement. Individuals with high levels of grit are particularly motivated to engage deeply. Thus, psychological well-being plays a crucial role in fostering the emotional strength needed to face career decision-making challenges effectively.In the context of Arab high school students, where the convergence of academic and personal challenges is often exacerbated by sociocultural and economic factors, the pursuit of psychological well-being is of paramount importance. These students frequently find themselves navigating a landscape fraught with pressures stemming from cultural expectations, limited resources, and systemic barriers, all of which can have a profound impact on their mental health and academic performance (Al-Krenawi & Graham, 2011).

Within this challenging environment, three critical non-cognitive factors—grit, emotional intelligence, and academic resilience emerge as essential determinants of psychological well-being. Gaining an understanding of how these factors contribute to students' mental health can yield valuable insights that inform the creation of educational environments designed to support both academic achievement and personal growth.

III. METHOD

Participants: The study took place among high school students in the Northern Triangle region in Israel. Two hundred and eighty-six students, including 191 (66.8%) females and 95(33.2%) males were recruited. The participants were in the 15-18 age range, with a mean age of 15.76 (SD = .85).

Instruments

Career Decision-Making Difficulties Questionnaire (CDDQ): The Career Decision-Making Difficulties Questionnaire (CDDQ), developed by Gati & Saka (2001) for high school students, uses a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Hijazi (2014) adapted the scale into Arabic. It contains 32 items, with higher scores reflecting greater challenges in career decision-making. The scale is divided into three subscales: lack of readiness, lack of information, and inconsistent information, each encompassing ten subcategories. The Cronbach's alpha values for internal consistency was .89. All items had factor loadings above .4, indicating strong associations with their respective subscales.

Short grit scale (GRIT-S) : This study used the 8-item Grit-S developed by Duckworth and Quinn (2009) to measure the perseverance and passion to pursue long time goals. The response options ranged from 1 (not at all like me) to 5 (very much like me). Higher scores indicate higher level of stamina for long term goals. The degree of grit is measured by using the two subscales, each of which has 4 items: perseverance of effort and consistency of interest. Higher scores obtained from both subscales and the total measure show high levels of grit. Internal consistency coefficients were .78 for perseverance of effort and .70 for consistency of interest (Duckworth and Quinn, 2009). The internal consistency-based reliability coefficient was .83 for the total measure (Sarıçam et al., 2016). This value was .72 for the total measure in this research.

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): WEMWBS is a 7-item scale; each answered on a 1 to 5 Likert scale. WEMWBS is a measure of mental well-being focusing entirely on positive aspects of mental health. Higher scores represent higher levels of mental well-being. Mental well-being was measured using the SWEMWBS. It comprises seven positively phrased Likert-style items. The scale represents a score for each item from 1 to 5, where 1 = none of the time, and 5= all of the time. All items are scored positively, where a higher score indicates a higher level of mental well-being. Sample items include, 'I've been feeling optimistic about the future', I've been feeling close to other people, and 'I've been able to make up my own mind about things'. The Cronbach's alpha values for internal consistency was .78. All items had factor loadings above .41, indicating strong associations with their respective subscales.

Data Collection procedures : The study focused on Israeli Arab high school students in Arab villages and towns in Northern Israel during the 2024 academic year. Data collection involved an anonymous online questionnaire, administered through Google Forms, which was created after obtaining necessary permissions from the original scale developers. Participants were fully informed about the research aims through a detailed consent form that also assured the confidentiality of their responses and emphasized the voluntary nature of their participation.

Data analysis : Calculations were made for the means, standard deviations, and the maximum and minimum values for grit, mental well-being, and career decision-making difficulties. Cronbach's alpha was then calculated for the research instruments. Subsequently, correlations between the variables in the study were determined. Multiple regression analysis was conducted to test the research hypotheses, specifically examining the impact of mental well-being, and grit on career decision making difficulties. All statistical analyses were carried out using SPSS version 26.

Findings : In order to examine the levels of the study variables, means and standard deviations were calculated first, along with minimum and maximum values for career decision making difficulties, mental well-being, and grit as detailed in Table 1.

Table 1: Mean, standard deviation, minimum and maximum values for the study variables

	Mean	SD	Min	Max
Career Decision Making Difficulties	2.60	.57	1.13	4.38
Mental Well-Being	3.67	.67	1.00	5.00
Grit	3.31	.63	1.50	5.00

Table 1 shows that relatively moderate scores were obtained for the three variables. The first hypothesis focused on the relationship between career decision making difficulties and mental well-being. Table 2 below shows that there is a statistically significant negative correlation between career decision making difficulties and mental well-being (r = -.518, p< .01).

Table 2: Pearson correlations for the research variables (N = 512)

	1	2	3
Career Decision Making Difficulties		. -.518**	-.582**
Mental Well-Being			.544**
Grit			

** p< .01

In the regression analysis for predicting career decision making difficulties in Table 3 shows that the contribution of mental well-being was significant in explaining the variance in career decision making difficulties (B =-.234, SE = .045, β =-.286). The second research hypothesis focused on relationship between career decision making difficulties and grit. Table 2 shows that there is a statistically significant negative correlation between career decision making difficulties and grit (r = -.582, p< .01).

Table 3: Multiple regression coefficients for predicting career decision making difficulties

	β (standardized coefficient)	B (unstandardized coefficient)	SE	R2
Total model				
Mental Well-Being	-.286	-.234**	.045	.397**
Grit	-.426	-.387**	.050	

**p<.01; n=286

The regression analysis for predicting career decision making difficulties shown in Table 3, it was found that the contribution of grit was significant in explaining the variance in career decision making difficulties (B =-.426, SE = .050, β =-.387)*.

IV.   DISCUSSION

The present study sought to elucidate the impact of grit and mental well-being on career decision-making difficulties among Arab high school students in Israel, with a particular focus on the mediating effects of these factors. The findings corroborate previous research suggesting that both grit and mental well-being play significant roles in reducing career decision-making difficulties (Duckworth et al., 2007; Diener et al., 2010). This discussion explores the implications of these findings, contextualizes them within the broader literature, and considers practical applications for educational policy and practice. The negative correlation between grit and career decision-making difficulties supports the hypothesis that higher levels of grit are associated with fewer difficulties in career decision-making. This result aligns with Duckworth et al. (2007), who define grit as perseverance and passion for long-term goals. Gritty individuals are more likely to persist through the complex and often daunting process of career planning and decision-making, demonstrating resilience against setbacks and maintaining focus on their long-term aspirations.

This finding underscores the importance of grit in educational settings, where fostering this trait can significantly impact students' career trajectories. The persistence component of grit appears particularly influential, supporting Kalia et al. (2018) who found that perseverance of effort had a stronger impact on academic performance than consistency of interest. In the context of career decision-making, this perseverance might manifest in sustained efforts to explore various career options, seek out information, and make informed decisions despite potential setbacks or a lack of immediate success. Similarly, the significant negative correlation between mental well-being and career decision-making difficulties indicates that students with higher mental well-being experience fewer challenges in making career decisions. This relationship may be attributed to the broader cognitive and emotional resources that well-being provides, such as greater optimism, resilience, and an enhanced capacity to manage stress and anxiety (Diener and Ryan, 2009).

Students with high mental well-being are likely better equipped to navigate the uncertainties of career planning, benefiting from a psychological buffer that guards against the adverse effects of stress and decision fatigue. The second hypothesis was also supported, indicating that higher levels of mental well-being are associated with reduced career decision-making difficulties. This result is consistent with the broader literature that links psychological well-being with enhanced decision-making capabilities and lower levels of stress and anxiety (Anghel & Gati, 2021; Dhanabhakyam & Sarath, 2023; Diener et al., 2010). Students with higher well-being likely have more effective coping strategies, which facilitate managing the uncertainties and complexities of career planning. They may also possess a greater sense of self-efficacy and control, enhancing their ability to make career decisions confidently. The study also highlights the mediating role of grit and mental well-being in the relationship between personal traits (like perseverance and emotional stability) and career decision outcomes. This mediation suggests that interventions aimed at enhancing these qualities can lead to more effective and informed career decision-making among students. For instance, programs that develop coping strategies and stress management might improve mental well-being and, consequently, decision-making capabilities.

Educational institutions should consider integrating curriculum components that foster grit and mental well-being. This could involve training programs focused on resilience, stress management, and long-term goal setting. Additionally, career counseling services in schools could incorporate strategies to enhance these traits, providing a supportive framework for students as they navigate their career decisions. The significant role of family and social support, as suggested by the broader literature (Egbaria, 2023b; Kırdök & Harman, 2018), implies that schools should engage with parents and communities to create a holistic support system for students. Workshops and informational sessions can equip parents with the tools to assist their children in developing grit and maintaining mental well-being. While this study provides valuable insights, it has limitations that future research could address. The cross-sectional design limits the ability to infer causality. Longitudinal studies would help determine the directional influences among grit, mental well-being, and career decision-making difficulties. Additionally, while this study focused on Arab high school students in Israel, expanding the research to include diverse cultural contexts could enhance the generalizability of the findings.

In conclusion, this study highlights the crucial roles of grit and mental well-being in reducing career decision-making difficulties among Arab high school students in Israel. By fostering these qualities, educators and policymakers can better prepare students to face the complexities of career planning and development, thus enhancing their overall educational and professional trajectories. To elevate emotional well-being across educational levels, it's advisable to develop interventions that enhance grit and address students' fundamental personal needs (Duckworth, 2016). Further, mainly experimental research is recommended to explore how to effectively enhance grit and mental well-being.

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