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PSYCHOLOGICAL RESOURCES OF GRIT OF TEACHERS AND PROCESS SKILLS OF STUDENTS

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Abstract: **This study is aimed to find out the relationship between psychological resources of grit of teachers and process skills of student. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2025-2026. Research instruments on psychological resources of grit of teachers and process skills of student were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a very high level of psychological resources of grit of teachers. This means that the provisions relating to psychological resources of grit of teachers is always manifested. The study revealed a high level of process skills of students. This indicates that the provisions relating to process skills of students are embodied in the item is oftentimes observed. The results of the study also confirm that there is a significant relationship between psychological resources of grit of teachers and process skills of students. This implies that the higher the psychological resources of grit of teachers, the higher is the process skills of students. Thus, the null hypothesis of no significant relationship between psychological resources of grit of teachers and process skills of students was rejected.**

Keywords: **psychological resources of grit of teachers, process skills of student, school administration and supervision, quantitative research.**

I. INTRODUCTION

In the ever-evolving landscape of education, the development of students' process skills has become increasingly important for fostering critical thinking, scientific reasoning, and lifelong learning. Process skills such as observing, classifying, predicting, measuring, inferring, and communicating, serve as foundational tools that enable students to actively engage in inquiry-based learning and problem-solving. Despite their importance, many educators and researchers have raised concerns over the declining proficiency of these skills among students at various educational levels (Perdana, 2022).

One of the key problems identified is that students often exhibit surface-level understanding rather than deep, conceptual learning. This issue is largely felt in many educational system including the United States. In 2024 the 12th graders recorded their lowest reading performance in over 30 years, with over 30% lacking basic reading skills. Math and science skills also declined which has 45% of seniors lack basic math proficiency, and 38% of 8th graders lack basic science skills (Amadi, 2023).

Likewise, the digital and computational thinking of US students computer and information literacy scores dropped by 37 points, from 519 to 482,, and their computational thinking scores fell from 498 to 461, this a clear sign of declining digital process skills which is a component of process skills (Pelánek & Effenberger, 2023).

In the Philippines, the image of low process skills of the students is evident in the data provided by World Bank which places learning poverty of the at a staggering 91%. This means that 9 out of 10 children under age 10 cannot read and understand a simple text. Likewise, the Second Congressional Commission on Education (EDCOM 2) reports that many public school students are 4–5 grade levels behind in literacy. For instance, Grade 8 and 9 students often lack competencies expected as early as Grade 4 (Benedicto & Andrade, 2022).

In elementary classrooms, particularly in Manila's public schools, only one-sixth to one-third of pupils can read independently at their expected grade level. By Grade 6, over one-third are labeled "frustrated readers" and another third instructional readers, both indicating sub-basic comprehension ability (Malaluan & Andrade, 2023).

In the local context, only 11.89% of the Grades 13 students identified as readers at grade level. On the other hand, there is only 20.55% identified in the transitioning reader level. Process skills like reading comprehension is a backbone of lifelong learning. Teachers continue to provide reading remediation sessions to alleviate the issue on low process skills of the students.

This study seeks to underscore the relationship between psychological resources of grit of teachers and process skills of students. Today, the researcher has rarely come across with a study on the study regarding these two variables. It is in this context that the researcher prompted to conduct this study and to address geographical gap.

II. BODY OF ARTICLE

Statement of the Problem

This study is aimed to find out the relationship between psychological resources of grit of teachers and process skills of students. Specifically, this study sought to answer the following objectives:

1. What is the level of psychological resources of grit of teachers in terms of:

1.1 Interest;

1.2 Purpose;

1.3 Practice, and

1.3 Hope?

2. What is the level of process skills of students in terms of:

2.1 Confidence When Facing Complexity;

2.2 Persistence When Working With Difficulty;

2.3 Ability to Handle Ambiguity, and

2.4 Skills to Work Collaboratively to Achieve a Common Goal?

3. Is there a significant relationship between relationship between psychological resources of grit of teachers and process skills of students?

Hypothesis

Ho1. There is no significant relationship between relationship between psychological resources of grit of teachers and process skills of students.

III. METHODOLOGY

Research Design

This study will adopt a quantitative correlational research design to examine the relationship between psychological resources of grit of teachers and process skills of students of students. The quantitative approach allows for statistical analysis of the strength and direction of associations between variables, providing empirical evidence on how teacher competencies in digital technology influence students' motivation and learning behavior.

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Non-experimental correlational research is a research design used to determine whether and to what degree a relationship exists between two or more quantifiable variables, without establishing cause and effect in which in this study, it will look into the relationship between psychological resources of grit of teachers and process skills of students of students.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This will be used to determine the level of psychological resources of grit of teachers and process skills of students of students.

Pearson r. This will be used to determine the significance of the relationship between psychological resources of grit of teachers and process skills of students of students.

IV. RESULTS AND DISCUSSION

Level of Psychological Resources of Grit of Teachers

Shown in Table 1 is the level of psychological resources of grit of teachers with an overall mean of 4.58 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, interest has the highest mean rating with a mean score of 4.82 or very high, purpose, 4.64 or very high, practice, 4.46 or very high, and hope, 4.42 or very high.

The result of the study corroborates the statement of Hejazi, Sadoughi & Datu (2025) who support the claim that the psychological resource of grit in teachers reflects their sustained passion and perseverance toward long-term educational goals, even in the face of challenges and setbacks. Teachers with high levels of grit demonstrate a strong commitment to student learning and professional growth, maintaining consistent effort despite difficulties such as classroom management challenges, curriculum changes, or limited resources. This persistent drive allows teachers to implement instructional strategies effectively over time, refine their teaching practices, and ensure that their students achieve meaningful learning outcomes.

Table 1. Psychological Resources of Grit of Teachers

Indicators	Mean	Descriptive Levels
Interest	4.82	Very High
Purpose	4.64	Very High
Practice	4.46	Very High
Hope	4.42	Very High
Overall	**4.58**	**Very High**

The result of the study reinforces the statement of Tang & Zhu (2024) who establishes that in addition to perseverance, grit encompasses a deep sense of purpose and passion for teaching. Teachers who possess this psychological resource are motivated by intrinsic factors, such as the desire to make a positive impact on students' lives or to cultivate a love for learning. This passion fuels their willingness to invest extra time in lesson planning, mentoring, and exploring innovative pedagogical approaches. Unlike fleeting motivation, grit ensures that teachers remain focused on long-term objectives, continuously striving to enhance their effectiveness and maintain high standards of educational excellence.

The result of the study resonates with the statement of Zeng, Peng & Wu (2025) who demonstrate that grit in teachers contributes to their ability to model and cultivate similar traits in students. By consistently demonstrating effort, resilience, and dedication, teachers inspire students to embrace challenges, persist through difficulties, and develop their own growth mindsets. Grit also supports teachers' psychological well-being, as it provides a sense of control and accomplishment when navigating complex educational demands. Ultimately, fostering grit among teachers not only strengthens their professional performance but also positively influences student engagement, motivation, and achievement, creating a more resilient and thriving learning environment.

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Level of Process Skills of Students

Shown in Table 2 is the level of process skills of students with an overall mean of 4.11 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Table 2. Process Skills of Students

Indicators	Mean	Descriptive Levels
Confidence When Facing Complexity	4.11	High
Persistence When Working With Difficulty	4.12	High
Ability to Handle Ambiguity	4.09	High
Skills to Work Collaboratively to Achieve a Common Goal	4.14	High
Overall	**4.12**	**High**

Among the enumerated indicators, Skills to work collaboratively to achieve a common goal has the highest mean rating with a mean score of 4.14 or high, persistence when working with difficulty, 4.12 or high, confidence when facing complexity, 4.11 or high, and ability to handle ambiguity, 4.09 or high.

The result of the study is consistent with the statement of Gizaw & Sota (2023) who reports thatprocess skills of students refer to the cognitive, practical, and analytical abilities that learners use to engage with content, solve problems, and construct knowledge effectively. These skills go beyond rote memorization, emphasizing understanding, reasoning, and the ability to apply knowledge in various contexts. Process skills are essential in all areas of learning, including science, mathematics, language arts, and social studies.

The result of the study supports the statement of Darmaji, Astalini, Kurniawan & Triani (2022) who emphasize that key process skills include observation, classification, measurement, communication, inference, prediction, experimentation, and problem-solving. For example, observation helps students notice details and patterns, while classification allows them to organize information logically. Measurement and experimentation teach accuracy and systematic investigation, whereas inference and prediction encourage analytical thinking about relationships and future outcomes.

The result of the study is in agreement with the statement of Budiarti, Kurniawan & Rohana (2022) who verify that process skills support higher-order thinking and lifelong learning. Students who are proficient in these skills can analyze information critically, make informed decisions, collaborate effectively, and adapt to new challenges. Developing process skills enhances creativity, independence, and confidence in learning.

Significance on the Relationship between Psychological Resources of Grit of Teachers and Process Skills of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.602 with a probability value of $p<0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between psychological resources of grit of teachers and process skills of students is rejected.

The result of the study is in line with the statement of Hejazi, Sadoughi & Datu (2025) who validates that The significant relationship between the psychological resources of grit in teachers and the process skills of students lies in the way teachers' perseverance, passion, and resilience directly influence how students approach learning tasks. Teachers who consistently demonstrate grit, through sustained effort, commitment to goals, and a positive response to challenges, create a classroom environment that values persistence and effort. This environment encourages students to develop key process skills such as problem-solving, critical thinking, and systematic inquiry, as they observe and internalize their teachers' attitudes toward overcoming difficulties.

Table 3. Significance on the Relationship between Psychological Resources of Grit of Teachers and Process Skills of Students

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Psychological Resources of Grit of Teachers and Process Skills of Students	0.602	0.000	Reject

The result of the study corroborates the statement of Jamilah, Lailla & Nugroho (2025) who affirm that teachers' grit shapes instructional practices that support the development of students' process skills. Gritty teachers are more likely to implement challenging yet meaningful learning activities, provide continuous support, and encourage students to persist through complex tasks. For example, when teachers maintain high expectations and guide students through step-by-step problem-solving, students learn to handle ambiguity, remain confident when facing complexity, and persist in difficult situations. This consistent modeling and reinforcement help students build structured approaches to learning, strengthening their ability to think, analyze, and collaborate effectively.

The result of the study reinforces the statement of Nazari & Alizadeh Oghyanous (2021) who assert that the influence of teachers' grit extends to students' motivation and engagement, which are essential for developing strong process skills. When teachers exhibit passion, purpose, hope, and dedication to practice, they inspire students to adopt similar mindsets. This leads students to become more resilient, cooperative, and proactive in their learning processes. As a result, students are better equipped to work collaboratively, generate solutions, and manage challenges independently. Overall, the synergy between teachers' grit and students' process skills fosters a productive learning environment where perseverance and effective thinking strategies lead to improved academic outcomes.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a very high level of psychological resources of grit of teachers. This means that the provisions relating to psychological resources of grit of teachers is always manifested.

The study revealed a high level of process skills of students. This indicates that the provisions relating to process skills of students are embodied in the item is oftentimes observed.

The results of the study also confirm that there is a significant relationship between psychological resources of grit of teachers and process skills of students. This implies that the higher the psychological resources of grit of teachers, the higher is the process skills of students. Thus, the null hypothesis of no significant relationship between psychological resources of grit of teachers and process skills of students was rejected.

VI. RECOMMENDATIONS

The results of this study revealed that there is a very high level of psychological resources of grit of teachers. The researcher recommends that the teachers may improve in the area of hope since this obtained the lowest rating among all the indicators. The teachers may focus on continuous improvement by reflecting on their practices and setting goals. They may actively seek and apply feedback to enhance their teaching. Believing in growth through effort helps them stay resilient and improve their capabilities. Approaching problems with a solution-oriented mindset builds confidence, while maintaining focus on long-term goals keeps their work aligned with the bigger picture of student success.

The study revealed a high level of process skills of students. The researcher recommends that students may improve in the area of ability to handle ambiguity as this has the lowest mean rating among all the indicators. The students may strengthen their ability to handle open-ended and multi-solution problems by practicing flexible thinking and structured problem-solving. Try approaching each question by identifying what is known, exploring multiple possible answers, and evaluating which solutions make sense. Do not rush to one answer, allow yourself to consider different perspectives and strategies.

To reduce confusion, break complex questions into smaller parts and focus on one step at a time. When unsure, write down your ideas, compare options, and justify your reasoning. Regular practice with open-ended tasks, along with reflecting on how you arrived at your answers, will build confidence, clarity, and the ability to think independently even when problems are not straightforward.

The results of the study also confirm that there is a significant relationship between psychological resources of grit of teachers and process skills of students. The researcher recommends that students may observe and emulate your teachers' perseverance, especially when facing difficult tasks; practice persistence, problem-solving, and reflective thinking, even when answers are not immediate, and engage actively in learning activities that require effort, collaboration, and critical thinking.

Teachers may cultivate and model grit by demonstrating passion, persistence, and resilience in teaching practices; design challenging, process-oriented tasks that require students to think, analyze, and persist, and provide continuous support, feedback, and encouragement to help students develop confidence and strong process skills.

Principals may promote a school culture that values perseverance, continuous improvement, and reflective practice among teachers; support professional development programs that strengthen teachers' grit and instructional strategies for process skills, and recognize and encourage teaching practices that foster both teacher resilience and student skill development.

District supervisors may develop policies and programs that integrate teacher grit and student process skill development into curriculum and training; allocate resources for sustained teacher development focused on resilience, motivation, and effective pedagogy, and monitor and scale best practices that demonstrate strong links between teachers' grit and improved student learning processes.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

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