

# Project GRIT (Growing Resilience, Inspiring Tenacity)

Elymar A. Pascual

*elymar.pascual@deped.gov.ph*

*Department of Education, Nagcarlan Sub-Office, Laguna, Philippines, 4002*

---

## Abstract

Project GRIT (Growing Resilience, Inspiring Tenacity) is a school-based initiative at Talangan Integrated National High School aimed at fostering passion, perseverance, and resilience among learners with low self-confidence and those struggling academically. Rooted in Angela Duckworth's concept of grit—the ability to sustain effort and interest in long-term goals—the project aligns with DepEd Order No. 36, s. 2013, which emphasizes providing a safe, motivating, and inclusive learning environment. Led by Ma'am Mercedita P. Pabico as the project owner and Sir Elymar A. Pascual as the team leader, Project GRIT is driven by volunteer teachers from Grade 7 to Grade 12, each adopting and mentoring at least one learner who is low in grit. These learners may be falling behind academically or facing internal and external challenges that hinder their perseverance. Through personalized mentorship, teachers guide students in developing a growth mindset, embracing challenges, and building resilience to achieve long-term success. The project also continues the mission of Project 5-DAYSS, previously initiated by the proponent, ensuring that no learner is left behind. With monthly documentation and close coordination, Project GRIT is a collective effort to empower students to overcome obstacles and thrive in both their academic and personal journeys. The video primer can be viewed here: [https://youtu.be/OeyHH9-tJtw?si=yjrx\\_2N0DpHL6zoa](https://youtu.be/OeyHH9-tJtw?si=yjrx_2N0DpHL6zoa)

*Keywords:* Academic empowerment; grit development; growth mindset; mentorship in education; student resilience

---

## 1. Introduction

Project GRIT (Growing Resilience, Inspiring Tenacity) was initiated as a response to the need for developing perseverance, resilience, and passion among students. Inspired by Angela Duckworth's concept of grit, this project sought to empower learners who struggle with self-discipline, motivation, and emotional resilience. Recognizing that grit is a key predictor of long-term success, the program was designed to instill a growth mindset in students, ensuring they develop the ability to overcome setbacks and persist toward their goals.

Through personalized strategies, mentorship, and motivational approaches, Project GRIT became a transformative initiative at Talangan Integrated National High School. Volunteer teachers worked closely with their assigned student clients, guiding them in their journey toward increased self-confidence and tenacity.

### 1.1. Objectives

The main objectives of Project GRIT are:

- a. To cultivate perseverance and resilience among students who struggle with motivation and self-discipline.
- b. To implement personalized grit-enhancing strategies that will help students develop a growth mindset.
- c. To monitor and assess student progress in terms of emotional resilience, academic performance, and overall attitude toward challenges.

- d. To provide a supportive environment where students feel encouraged to express themselves and work toward long-term goals.
- e. To involve teachers, parents, and peers in fostering a culture of perseverance and tenacity among learners.

## 2. Literature Review

Grit is a multifaceted trait characterized by passion, perseverance, and resilience in the pursuit of long-term goals (Tiware and Verma, 2023). It plays a crucial role in various aspects of life, including academic success, psychological well-being, and professional endeavors (Fun, et. al., 2023; Lee, et. al., 2023). Research indicates that grit is malleable and can be developed through internal factors like hope and growth mindset, as well as external factors such as parenting styles [3]. Grit has been associated with positive social outcomes and improved mental health, with longitudinal studies suggesting that while grit may exhibit stability over time, individuals' characteristics of grit can evolve through experiences (Big Five, 2023). Overall, cultivating grit is essential for navigating challenges, fostering resilience, and increasing the likelihood of long-term success in personal and professional domains.

Let's explore some individuals known for their high grit levels:

- **Angela Duckworth:** Angela Duckworth, a professor and founder of the Character Lab at the University of Pennsylvania, coined the term "grit." Her research focused on high achievers across various contexts, including first-year cadets at West Point, public high-school students in Chicago, and competitors in the National Spelling Bee. Duckworth's book, "Grit: The Power of Passion and Perseverance," emphasizes how grit—passion combined with perseverance—plays a crucial role in achieving remarkable accomplishments<sup>1</sup>.

- **J.K. Rowling:** The renowned author of the "Harry Potter" series faced numerous rejections before her breakthrough. Rowling's persistence and determination led her to create one of the most beloved fictional worlds, inspiring millions of readers worldwide.

- **Elon Musk:** The entrepreneur behind companies like Tesla and SpaceX encountered countless setbacks and financial challenges. Musk's unwavering commitment to his vision for sustainable energy and space exploration exemplifies grit.

- **Malala Yousafzai:** The youngest Nobel Prize laureate, Malala stood up for girls' education despite threats from the Taliban. Her resilience and courage continue to inspire global advocacy for education and women's rights.

Remember, grit isn't just about talent—it's about tenacity, passion, and the ability to persevere in the face of adversity. These individuals embody those qualities and serve as role models for us all!

The studies by Pascual and colleagues (2025) collectively highlight the significant role of grit—defined as passion and perseverance—in influencing academic performance across various subjects. One study found that students with stronger family support systems exhibited higher grit levels, which correlated with improved science performance (Pascual, Doria, & Doria, 2025). Another investigation revealed that learning styles, particularly visual and kinesthetic, were positively linked to grit, suggesting that aligning teaching strategies with preferred learning styles can enhance both perseverance and academic outcomes (Pascual, Sotomango, Tubiera, & Bueno, 2025). The third study emphasized that students with higher grit scores consistently performed better in mathematics, regardless of personal or socioeconomic background, underscoring grit as a key predictor of success in math education (Pascual, Viriña, & Severino, 2025).

A growth mindset is universally believed to be a way of inculcating grit to individuals. It refers to the belief that basic qualities like intelligence are malleable rather than fixed, leading to increased motivation and improved outcomes in various domains. Research indicates that teachers with a growth mindset exhibit higher levels of self-efficacy and mastery goals, positively impacting instructional practices (Bardach, 2024). Additionally, fostering a growth mindset in students can enhance their academic self-efficacy, motivation, resilience, and academic achievement (Wahyukencana and Utami, 2024; Mohamoud, 2024). However, while

students may believe in the concept of a growth mindset, their behaviors and responses to learning challenges may not always align with this belief, highlighting the complexity of mindset implementation in educational settings (Prescott, et. al., 2024). Emphasizing continuous teacher development, innovative pedagogies, and practical strategies can effectively promote a growth mindset culture in schools, ultimately benefitting both educators and students. (Haokip, 2024; Mohamoud, 2024).

### 3. Narratives

Project GRIT worked with several student clients who demonstrated significant growth throughout the program. Each learner faced unique challenges, but with the guidance of their mentors and the application of personalized strategies, they experienced meaningful transformations.

#### 3.1. Little Boy, the Resilient Dreamer (Client of Ma'am Joni Mitchell A. Baganes)

At the beginning of this journey, Little Boy was in the Learning Zone, navigating the challenges of caring for his sick father while balancing his education. With a grit level of 2.875, he showed diligence in completing tasks but struggled to maintain focus on long-term goals and was easily discouraged by setbacks. Despite these difficulties, his ambition to become a seafarer and help his family remained a source of motivation.

Through consistent support and the Mini-reward Strategy, Little Boy gradually developed stronger perseverance and emotional openness. Simple, thoughtful interactions—such as sharing food during recess and small acts of kindness—helped him break through emotional barriers. Over time, he became more comfortable expressing his feelings and accepting help, fostering a deeper sense of trust and connection.

Today, with a grit level of 4.25, Little Boy has advanced to the Growth Zone, where he demonstrates greater resilience and focus. He no longer shies away from discussing his struggles and has shown a stronger commitment to his dreams. While life's challenges remain, he now approaches them with courage and determination. His journey reflects not only his growth in grit but also the power of consistent care and encouragement in transforming a young life.

#### 3.2. Bini Mikha, the Determined Achiever (Client of Ma'am Cleopatra M. Tobias)

At the start of the GRIT Project, Bini Mikha was in the Learning Zone, reflecting on the lessons from her difficult experiences. With a grit level of 3.25, she demonstrated persistence and diligence but struggled with maintaining long-term focus and completing tasks. Her emotions often influenced her decisions, leading to regret. Despite these challenges, her willingness to learn and grow showed promise.

The Future Self Letter strategy played a vital role in enhancing her grit by encouraging her to visualize her future and take steps toward it. Strengthening the teacher-student relationship was also a key approach, providing her with a safe space to express herself without judgment. Consistent communication with her parents further reinforced the support system, improving her school attendance and fostering a positive attitude toward learning.

Although her grit level remains at 3.25, significant personal growth is evident. She is no longer frequently absent, and both she and her parents recognize her emotional maturity and academic progress. Bini Mikha continues to reside in the Learning Zone, steadily building resilience and focus. Her journey reflects how a supportive environment, combined with self-reflection, can foster meaningful growth and pave the way for long-term success.

#### 3.3. Kyler, the Reflective Fighter (Client of Sir Elymar A. Pascual)

At the beginning of the GRIT Project, Kyler was in the Learning Zone, with a grit level of 3.375,

reflecting a moderate ability to persevere through challenges. Despite his ambition to become a psychologist, he struggled with maintaining long-term focus and managing emotional setbacks. His tendency to become distracted by new ideas often led to unfinished projects. However, Kyler's strong work habits and the unwavering support of his mother provided a solid foundation for growth.

The Mini Motivational Video strategy was instrumental in encouraging Kyler to reflect on his dreams and strengthen his resilience. One transformative moment occurred during a simple conversation about a book he was reading. As he opened up about feeling overwhelmed and once wanting to disappear, he also revealed his desire to leave a good legacy.

This breakthrough allowed him to express his struggles while recognizing his capacity to endure and grow.

Through consistent encouragement and meaningful dialogue, Kyler's grit level increased to 3.5, signaling improved emotional resilience and long-term commitment to his goals. He has now transitioned to the Growth Zone, where he applies his lessons to overcome setbacks with greater confidence. His journey reflects the transformative power of connection, proving that with faith, determination, and support, no obstacle is insurmountable.

### 3.4. Edgar, the Tenacious Dreamer (Client of Sir Elymar A. Pascual)

Throughout the school year, Edgar's journey has been one of determination and self-discovery. While he started with a strong sense of curiosity and energy, sustaining that motivation over time proved to be a significant challenge. As academic demands increased—especially in Math—his initial excitement began to wane. Tasks that once sparked his interest became sources of frustration when faced with persistent difficulties. Yet, it was during these moments that Edgar began to tap into a deeper sense of perseverance.

One breakthrough came when Edgar started setting personal milestones. By breaking large tasks into smaller, achievable goals, he found it easier to stay engaged. Regular reflections also became a powerful tool, allowing him to recognize his progress and reconnect with his aspirations. With consistent encouragement and tailored strategies, Edgar learned that motivation is not a fleeting spark—it is a flame that requires steady attention.

By the end of the school year, Edgar demonstrated noticeable growth. His grit level increased to 3.5, and he is now in Performance Zone, reflecting his improved ability to push through challenges. More importantly, he began to believe in his capacity to endure, even when motivation faded. Edgar's journey is a testament to the idea that persistence is built over time—and with the right support, no challenge is too great to overcome.

### 3.5. Cedric, the Unwavering Dreamer (Client of Sir Elymar A. Pascual)

Cedric's journey throughout the school year has been marked by quiet courage and growing resilience. Initially struggling with sustaining focus and managing distractions, he faced an even deeper challenge—overcoming the emotional toll of being bullied. This experience made him hesitant to participate in class, dimming his confidence. However, with steady support and a safe, encouraging environment, Cedric began to rediscover his voice. Through regular check-ins and consistent reassurance, he came to understand that his classroom was a space where he was valued and protected.

A turning point in his growth came when Cedric embraced mistakes as stepping stones for learning. This shift in mindset allowed him to participate more actively, raising his hand to share ideas without the fear of being wrong. By fostering a growth mindset and maintaining open communication, he gradually built the emotional resilience needed to face both academic and personal challenges.

By the end of the school year, Cedric's grit level rose to 3.5, and now in the Performance Zone, reflecting his improved ability to persevere despite emotional setbacks. More than just completing tasks, he

learned to value the process of growth itself. Cedric's story is one of quiet transformation—proof that with trust, encouragement, and inner strength, no obstacle is insurmountable.

### *3.6. Ciel, the Persevering Lad (Client of Sir Elymar A. Pascual)*

At the beginning of the school year, Ciel's grit level stood at 3.875, reflecting a young man with strong potential yet struggling to stay focused and motivated during setbacks. Throughout the year, Ciel worked hard to build resilience, especially with the guidance of his family and the support of his life coach. His challenges primarily involved maintaining interest in long-term projects and overcoming time management struggles, often leading to unfinished tasks.

However, as the year progressed, Ciel made remarkable strides in developing his grit. Through the application of motivational strategies like mini videos, he learned how to prioritize his tasks and manage time more effectively, especially after overcoming a morning transportation challenge. By breaking down tasks into manageable steps, Ciel learned that progress doesn't always require rushing; it's about steady, consistent effort.

Currently, Ciel's grit level is 3.50. While he has shown improvements, especially in time management and perseverance, he still has room to grow. At present, Ciel is in the Learning Zone, actively working through obstacles and refining his resilience. With continued support and effort, he is on the path toward the Growth Zone, where he will fully unlock his potential to achieve long-term goals.

### *3.7. Bloom, the Resilient Seeker (Client of Ma'am Deizery C. Pera)*

Bloom's journey over the past year has been one of profound transformation. At the start, with a grit level of 3.125, she found herself in the Learning Zone, where she pushed her boundaries and developed new abilities, especially in her academics and sports. Despite her resilience and hard work, Bloom struggled with maintaining focus and consistently finishing tasks, which slightly held her back.

As Bloom moved through her growth journey, she gained insight into how fluctuating motivation could impact her progress. Her determination, however, was bolstered by the Future Self Letter exercise, which helped her visualize the long-term benefits of her efforts. This allowed her to maintain motivation even when faced with emotional barriers and resistance from peers. With the constant support from her family, Bloom found the strength to embrace challenges and grow from them.

Currently, Bloom's grit level stands at 4.00, reflecting significant progress in her perseverance and passion. She is now in the Growth Zone, where she actively applies a growth mindset, viewing setbacks as opportunities for development. Bloom's journey toward success is now marked by increased self-confidence, motivation, and consistency. As she continues to move forward, she is on the path to unlocking even greater achievements.

### *3.8. Nel, the Committed Achiever (Client of Ma'am Princess P. Sese)*

Nel's growth journey over the past year has been a remarkable story of transformation. When we began, Nel's grit level was 3.125, and he was in the Learning Zone. At that time, he struggled with maintaining focus on assignments and projects, often preferring his phone over his schoolwork. His inconsistent participation in class reflected his difficulty with emotional fatigue and discouragement, which hindered his perseverance.

Through the application of a Mini-reward Strategy, Nel began to find motivation in small accomplishments. This strategy helped him stay engaged and build a sense of achievement, which gradually sparked his interest in completing his assignments and participating actively in class. The rewards not only reinforced his efforts but also boosted his confidence, allowing him to share his successes more proudly.

As a result, Nel's grit level has increased to 3.875, showing significant improvement in his resilience and focus. He has progressed from the Learning Zone to the Growth Zone, where he now demonstrates a stronger commitment to finishing what he starts. Nel has learned to balance his excitement with the discipline needed to follow through on long-term projects. With continued support and persistence, Nel is on the path to achieving greater success in his academic and personal endeavors.

### *3.9. Mikoy, the Tenacious Dreamer (Client of Ma'am Lynie W. Trinidad)*

Mikoy's journey from a 3.625 grit level and the Growth Zone has been a path of resilience and development. Coming from a background where his family faced numerous challenges, Mikoy's dream of becoming a policeman drives him to persist despite obstacles. At 13, he shows an insightful understanding of life, grounded in the belief that education is the key to a better future. His grit score indicates a balance of hard work and persistence, yet Mikoy still struggles with maintaining long-term interest and completing tasks consistently.

In the Growth Zone, Mikoy displayed resilience, overcoming setbacks with maturity and a strong work ethic. However, time management and personal-cultural beliefs created challenges for him. Despite these struggles, Mikoy's respect for others and his willingness to listen to positive feedback show that he is receptive to guidance and growth. He has demonstrated significant improvement, especially through applying a Mini Motivational Video, which helped him stay motivated and focused on his goals.

Mikoy's grit level has improved, and he is now on the cusp of moving beyond the Growth Zone. With his growing maturity and the continued support from his family and mentors, Mikoy is on his way to inspiring others and achieving his dreams, not just for himself, but for those around him as well.

### *3.10. Suzaine, the Consistent Achiever (Client of Ma'am Laarni A. Hernandez)*

Suzaine, a 19-year-old from Brgy. Talangan, Nagcarlan, Laguna, has shown admirable growth in her grit journey. Initially, her grit level was 3.75, indicating strong perseverance and commitment. As the eldest child, she balances her studies with caring for her younger siblings while their parents are at work. Suzaine's strengths lie in her diligent work ethic and determination, yet her struggle to handle setbacks and maintain long-term focus were areas that required improvement.

In the Learning Zone, Suzaine faced challenges in maintaining motivation and focus, especially when the initial excitement of studying waned. The application of a Quote for Today, "Success comes from consistency, not just motivation," marked a turning point for her. Instead of waiting for inspiration, she developed a study routine, set small goals, and made learning enjoyable. This approach helped her build consistent momentum and reminded her of the importance of perseverance.

Presently, Suzaine's grit level has slightly decreased to 3.625, yet her progress is evident in her consistent efforts to overcome challenges. As she continues to refine her time management skills and resilience, Suzaine is transitioning into the Growth Zone, where she is expected to thrive, pushing through obstacles with sustained focus and determination toward her long-term goals.

### *3.11. Kai, Resilient amidst Emotional Challenges (Client of Ma'am Glaizalyn B. Monteza)*

Kai, from Lawaguin, Laguna, has shown remarkable dedication to her academic goals despite facing emotional and personal challenges. With an initial grit level of 4.0, she demonstrated strong perseverance, diligence, and commitment. As an honor society member since elementary school, Kai consistently excels academically. Though she values close friendships, she prefers staying at home and is naturally reserved.

Her main challenge lies in handling setbacks, which affects her ability to bounce back from difficulties. To address this, the Future Self Letter strategy was implemented, encouraging her to visualize

long-term benefits and strengthen her emotional resilience. Despite maintaining a high academic standing, Kai experiences emotional fatigue, especially when balancing family responsibilities, such as arriving late to class due to household tasks.

Currently, her grit level has slightly declined to 3.375, influenced by these emotional barriers. However, her determination to succeed academically and improve her family's future remains steadfast.

Kai is now transitioning into the Growth Zone, where she focuses on developing emotional resilience and overcoming setbacks. With ongoing support and consistent effort, Kai is poised to regain her previous grit level and continue progressing toward her goals.

### *3.12. Mirabel, Embracing Confidence and Resilience (Client of Ma'am Vedelyn B. Dorado)*

Mirabel, an honor student known for her academic dedication, has shown impressive growth in perseverance and self-belief. Despite earning top marks and gaining the trust of her peers through a classroom election, she struggled with shyness and self-doubt. Her fear of judgment and making mistakes often prevented her from speaking up, even when she knew the answers. As the eldest in her family, balancing academic duties with household responsibilities added pressure, leading to frustration and emotional fatigue.

Using the Personalized Challenge approach, Mirabel gradually stepped out of her comfort zone by tackling small social and academic tasks. This strategy helped her build confidence and face setbacks with greater emotional resilience.

A turning point came when she received a disappointing grade during her work immersion. Through guidance, she reframed the experience as a learning opportunity, realizing that grades do not define her abilities—they reflect her current progress. This shift in mindset restored her confidence and strengthened her ability to view setbacks as opportunities for growth.

Mirabel's grit level has significantly increased to 4.50, reflecting her enhanced perseverance. Now in the Growth Zone, she continues to develop resilience and embrace challenges, positioning herself for even greater success in her academic and personal journey.

### *3.13. Fernando, the Emerging Achiever (Client of Sir Marco O. Monfero)*

Throughout the 2024-2025 school year, Fernando has shown remarkable growth in his grit and self-belief. Initially, he was a quiet and reserved student who rarely participated in class discussions. However, his exceptional performance in written tasks revealed his potential, as he consistently earned perfect scores. Despite his overall grades ranging from 81 to 93, Fernando's dedication and quiet persistence stood out.

Motivated by his dream of becoming an artist, Fernando began to embrace small but meaningful challenges. Through the Mini Motivational Video intervention, he found encouragement to push past his time management struggles and emotional fatigue. While he still faced moments of self-doubt, personalized support and guidance helped him develop a stronger mindset toward improvement. A pivotal moment occurred when he expressed dissatisfaction with his periodical exam performance. Recognizing his desire for better outcomes, he began using drawing as a creative outlet to manage stress. With continuous encouragement, Fernando gradually adopted a growth-oriented mindset, understanding that feelings of dissatisfaction are part of striving for more.

Fernando has now transitioned from the Learning Zone to the Growth Zone. He not only shows greater resilience but also demonstrates a renewed commitment to becoming the best version of himself, both academically and personally.

### *3.14. Wigo, the Inspired Lad (Client of Sir Carlo P. Aranillo)*

Over the 2024-2025 school year, Wigo has shown notable progress in both his academic and social

life. As the eldest sibling, he carries significant responsibilities at home—preparing meals and caring for his younger brother while his mother works tirelessly to support their family after his father's passing. Despite these challenges, Wigo remains determined to finish his studies and provide a better future where his mother no longer needs to work.

At the beginning of the year, Wigo was quiet and reserved, participating minimally in class discussions. His initial grit score of 3.125 reflected his moderate level of perseverance, though he sometimes struggled with maintaining focus. Through the Success Story Share intervention, Wigo was inspired by real-life examples of people overcoming adversity. This strategy helped him stay motivated despite the lack of immediate responses and challenges in communication.

Over time, Wigo began engaging more—submitting tasks consistently and interacting with peers during breaks. His current grit score of 3.375 shows steady improvement, reflecting his growing ability to overcome distractions and emotional fatigue. With his enhanced perseverance and willingness to push forward, Wigo has now transitioned from the Learning Zone to the Growth Zone, where he continues to develop emotional resilience and a stronger commitment to his long-term goals.

### *3.15. Hero, the Emerging Victor (Client of Ma'am Babylyn D. Virey)*

Throughout the 2024-2025 school year, Hero has shown significant growth in his academic and personal development. As the youngest in his family, with a father working overseas and a grandmother as his primary caregiver, he often looks up to his older brothers while balancing his love for mobile games. Despite these distractions, Hero dreams of securing a better future for his family—a goal that continues to shape his journey.

At the start of the school year, Hero's grit score of 3.125 reflected moderate perseverance. While he showed diligence in completing tasks, he struggled with maintaining focus on long-term goals and managing setbacks. To address these challenges, the "Quote for Today" intervention was implemented. Regular motivational messages and personal check-ins provided him with emotional support, which gradually strengthened his ability to stay focused and committed.

Over time, Hero became more engaged in class, developed greater self-confidence, and demonstrated responsibility in both academics and behavior. His current grit score of 3.375 indicates a clear improvement in perseverance and resilience. With his growing ability to sustain motivation and navigate challenges, Hero has transitioned from the Learning Zone to the Growth Zone, where he is now actively working toward his long-term ambitions while embracing personal and academic growth.

## **4. Feedback from Clients' Parents**

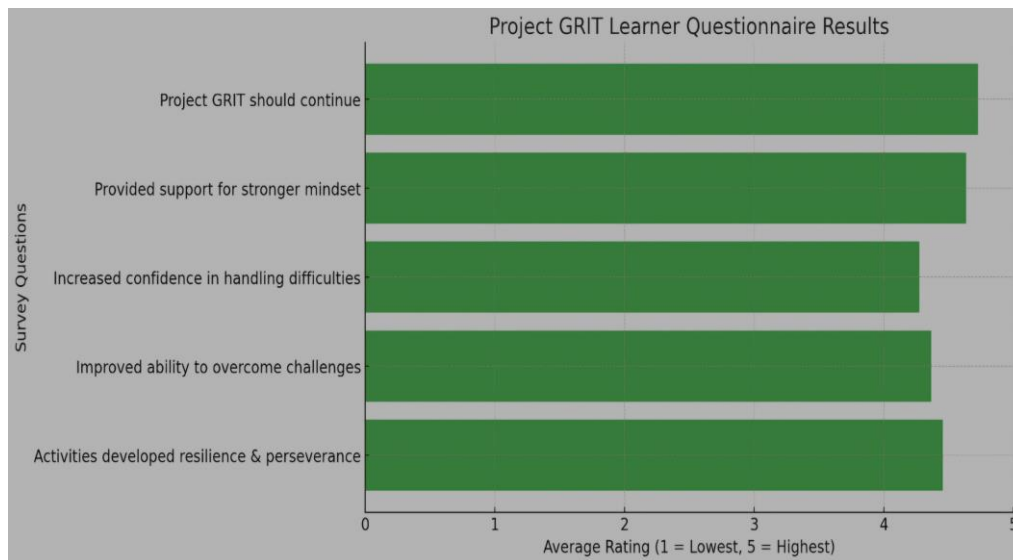
Parents expressed overwhelmingly positive perceptions of Project GRIT, highlighting its significant impact on their children's personal and academic development. Many parents observed an increase in their child's self-confidence and social skills, with some specifically noting improvements in their ability to interact with relatives and other people. This growth in confidence was also linked to a greater sense of self-trust and the belief that they can overcome challenges.

Several parents remarked that the project fostered discipline and orderliness, particularly in their children's study habits. They observed that their children became more organized and developed better behaviors, which they recognized as essential for long-term personal growth. Moreover, the program was seen as instrumental in enhancing academic performance, with some parents reporting that their child became more knowledgeable and adept in their studies.

Parents also appreciated how Project GRIT instilled resilience and determination, helping their children remain persistent and not give up in the face of difficulties. This strengthened mindset was viewed as

a positive transformation that not only affected their academic journey but also shaped their life perspectives and future outlook.

Overall, the parents strongly supported the continuation of Project GRIT, recognizing it as a valuable initiative that provides much-needed guidance and support. They expressed gratitude for the positive changes they have observed and emphasized the project's role in empowering their children to succeed both academically and personally.



The survey responses from 15 student clients provide valuable insight into the status of the project. Here is the interpretation of Project GRIT learner questionnaire results:

a. High Satisfaction and Positive Impact (Average: 4.45)

The average ratings for all five questions are consistently high (close to 5), indicating that learners and their guardians perceive Project GRIT as highly effective. This suggests that the program successfully fosters resilience, perseverance, and a growth mindset.

b. Strong Support for Continuation (Average: 4.73)

The highest-rated item is the belief that *Project GRIT should continue in the future*. This shows strong support from participants for the project's ongoing implementation, emphasizing its perceived value in helping students develop grit and resilience.

c. Improvement in Coping Skills (Average: 4.36)

Participants also reported significant improvement in their ability to overcome challenges and setbacks. This indicates that the project's strategies effectively address real-life difficulties, promoting better problem-solving and emotional regulation.

d. Enhanced Confidence (Average: 4.27)

The project also positively impacted learners' confidence in handling academic and personal challenges, reinforcing that the program contributes to both academic and personal development.

e. Sustained Guidance and Support: (Average: 4.64)

The provision of necessary support and guidance received high scores, showing that participants value the personalized assistance they receive through Project GRIT.

Overall, the survey responses highlight that Project GRIT is highly beneficial in developing resilience, confidence, and the ability to overcome challenges. The overwhelming support for its continuation suggests that expanding and sustaining the program could further strengthen student development and success.

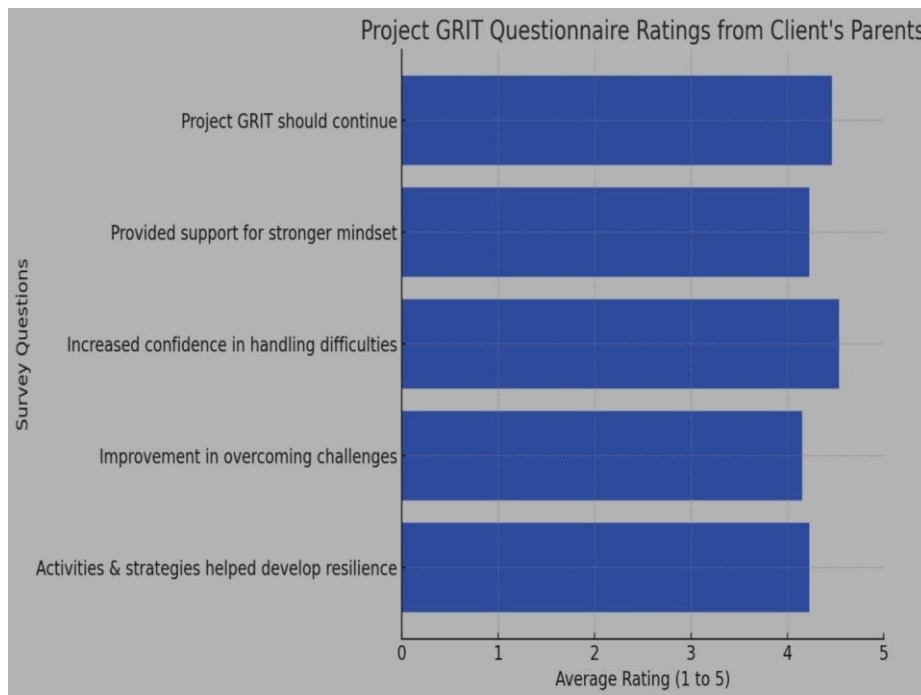
## 5. Feedback from Student Clients

Student clients of Project GRIT provided positive feedback, emphasizing the program's role in building self-confidence and enhancing social skills. Many learners shared that they now feel more confident in themselves and in their ability to interact with others. Some expressed that the project gave them the courage to face large groups of people and the resilience to overcome life's challenges.

The project was also recognized as a valuable tool for academic improvement. Several learners noted that Project GRIT helped them become more adept in their studies and provided practical support in various aspects of their learning journey. Beyond academics, the project instilled a sense of inner strength and a more positive outlook on mistakes as a natural part of the learning process.

Students viewed Project GRIT not just as a short-term intervention but as a guiding framework for their future growth. They expressed a strong desire for the project to continue and even suggested further innovations to strengthen and expand its impact.

Overall, the feedback highlights that Project GRIT successfully fostered personal growth, academic enhancement, and resilience among its participants, leaving a lasting, positive influence on their lives.



The survey responses from 15 parents provide valuable insights into the perceived effectiveness of Project GRIT in fostering resilience, perseverance, and a growth mindset among learners. Here is an analysis of the results based on the average ratings for each question:

a. Effectiveness of Activities and Strategies (Average: 4.15)

Parents generally agree that the activities and strategies used in Project GRIT effectively foster resilience and perseverance in their child's learning. The consistently high ratings (mostly 4s and 5s) suggest that the project's methodologies are well-received and viewed as beneficial.

b. Improvement in Overcoming Challenges (Average: 4.15)

Similar to the first question, parents observed a noticeable improvement in their child's ability to overcome setbacks and challenges. Although one parent gave a low score (1), the overall positive ratings indicate that most parents believe the project enhances their child's capacity to manage difficulties.

c. Increased Confidence in Handling Academic and Personal Difficulties (Average: 4.54)

This question received the highest average score, indicating strong parental agreement that Project GRIT has significantly increased their child's confidence in dealing with both academic and personal challenges. The majority of responses were the highest rating (5), reinforcing the project's positive impact in this area.

d. Support and Guidance for a Stronger Mindset (Average: 4.08)

Parents feel that Project GRIT provides adequate support and guidance to help learners develop a stronger mindset. While the ratings remain largely positive, a few lower responses (3s) suggest some room for improvement in delivering consistent support.

e. Continuation of Project GRIT (Average: 4.54)

Parents overwhelmingly support the continuation of Project GRIT, as reflected by the high average rating. This strong endorsement implies that parents recognize the value of the project in fostering grit and resilience and believe it should be sustained to benefit more students in the future.

Here is the conclusion of the feedback from student clients.

a. High Satisfaction

Parents expressed strong approval of Project GRIT across all areas, with average scores ranging from 4.08 to 4.54.

b. Most Impactful Areas

The project is particularly effective in boosting confidence and is seen as worth continuing due to its positive outcomes.

c. Opportunities for Improvement

Although ratings are positive, there is a small opportunity to enhance support structures and address individual concerns to ensure consistent benefits for all learners.

## 6. Reflection from Volunteer Teachers

The teacher-volunteers of Project GRIT reflected on the profound impact the initiative had on both their learners and themselves. Through mentoring, they recognized that fostering resilience and perseverance

extends beyond academic instruction—it involves shaping learners' character, confidence, and outlook on life. Many teachers reported witnessing their learners grow more socially engaged and competitive, actively participating in extracurricular activities and strengthening their self-confidence. A recurring theme in the reflections highlighted how personalized support and consistent encouragement helped learners overcome emotional challenges, such as bullying and personal struggles. Teachers noted that grit is not solely reflected in academic performance but in a learner's ability to persist despite setbacks. One learner, who was on the verge of giving up, managed to continue through the school year due to the project's support—an achievement that deeply moved both the learner's mother and the mentor. The project also enriched the teachers' professional and personal growth. It deepened their understanding of the emotional aspects of education, strengthened their compassion, and emphasized the importance of addressing learners' holistic needs. Overall, Project GRIT empowered both learners and teachers to embrace difficulties as opportunities for growth, fostering a lasting culture of perseverance and accountability.

#### 6.1. *Sir Marco O. Monfero*

"In this project, I was able to mentor a particular learner with potential, being a part of Project Grit seems somewhat rewarding. Collaborating with my client enabled me to be a good mentor to everyone, not just my client. I became aware of the significance of the teacher-student relationship through this initiative. A partnership that will lead to success, one that strives for growth and progress."

#### 6.2. *Ma'am Joni Mitchell A. Baganes*

"Project GRIT helps me to become a better person because when I join in this project all I want to is to focus about myself only but when little boy comes into my life I felt that I have a responsibility for his lives and my duty is to mold him to a better person with confidence. I'm so lucky by means of this project for a while I felt I have my own child and my duty to him not only to teach the curriculum but also being a good person towards other. Because I know that the most important thing in this world is not the material things or possessions in life but the most precious one is our "Attitude" towards others and it brings us in a successful one."

#### 6.3. *Ma'am Laarni A. Hernandez*

"Project Grit highlights the power of perseverance and resilience in achieving success. Talent alone isn't enough—true growth comes from pushing through challenges and learning from failures. In my own experiences, persistence has led to confidence and skill development. Setbacks are not the end but stepping stones to success. Moving forward, I'll embrace challenges with determination, knowing that grit is the key to long-term achievement."

#### 6.4. *Sir Elymar A. Pascual*

"Being part of Project GRIT has been a transformative experience for me as an educator. One key realization I gained is that grit cannot be measured by numbers alone—it is an internal quality that grows through perseverance and the right support. While academic performance provides a glimpse of a learner's progress, true grit is reflected in their ability to face challenges, remain committed, and push forward despite setbacks. Working closely with my client, I have witnessed their gradual but significant growth—not just in academics but in their mindset and confidence. Seeing this positive change has been incredibly rewarding and has deepened my understanding of how personalized support can make a lasting impact. This experience has not only strengthened my commitment to fostering resilience in my learners but has also inspired me to continue being part of Project GRIT next school year, helping more students discover their inner strength and potential."

#### 6.5. Ma'am Glaizalyn B. Monteza

"In this project Grit, it helps my client to boost her potentials in socialization. It also an eye opener that its the self confidence that makes an individual to do the best in her life, not only in academics but also the way you get along with your family, classmates, friends etc. My client also became more active and competitive in extra curricular activities like joining quiz bee and she also participate/join her classmates in some bonding moments that makes her more confident. This project in short is one way on how students meet their full potential as an individual."

#### 6.6. Ma'am Deizery C. Pera

"Project Grit taught me the value of patience and hard work. Throughout the process, I faced challenges like time management and unexpected setbacks, but pushing through them helped me grow. I learned that success comes from continuous effort and a positive mindset. This experience reminded me that project grit is not just about working hard but also about staying committed despite difficulties."

#### 6.7. Ma'am Lynie W. Trinidad

"Project Grit helps not only the students but also the teachers to do their duties until they can. Strengthen the spirit in times of trials and provide the ability to awaken to real life. Our duty cannot be measured or completed here, guiding until success is achieved can be said to fulfill the responsibility of being a teacher."

#### 6.8. Ma'am Princess P. Sese

"I am grateful to have been a part of Project Grit. Because of this, I was able to help a student who will now strive even harder in their studies and develop their self-confidence."

#### 6.9. Sir Carlo P. Aranillo

"Project GRIT is a combination of passion and perseverance. I realized how much it has shaped my student and growth as an individual. Through this project a learners developed his academics, personal goal or challenges in life and push through setbacks that made the learner much stronger. Moving forward to cultivate even more grit and embracing difficulties as opportunity to grow."

#### 6.10. Ma'am Cleopatra M. Tobias

"The Grit project motivates me to be more accountable as a teacher because more than paper works and lesson preparation I need to address my learners needs specially those learners' who require extra support. My client experienced a lot of personal issues, and I expect that she will already stop during the second quarter. But because of our project she managed to continue until the end of this school year. Her mother was so grateful to our Project Grit because she saw how Bini Mikha change from being a respectful and obidient child. Kudos to the Team!"

#### 6.11. Ma'am Babylyn D. Virey

"Being a part of the GRIT project enhanced my skill as a comapassionate teacher. It taught me how to understand deeper the emotional aspect of a student and to help him to develop his potential. I realized that number or grades of the student is not the only way to measure his academic achievement but also his perception about education. I'm glad I was able to identify the many ways of encouraging students. It will help me alot to become the better teacher next school year."

#### 6.12. Ma'am Vedelyn B. Dorado

"Project Grit was not only about teaching my students how to be resilient—it was about creating a culture of perseverance within the classroom. It empowered students to take ownership of their learning and

showed them that with the right mindset, challenges could be overcome. As a teacher, it was incredibly rewarding to see my students grow in confidence and ability, and it reaffirmed for me the power of persistence in the face of difficulty.”

## References

- Bardach, L., Bostwick, K. C. P., Fütterer, T., Kopatz, M., Hobbi, M.D., Klassen, R. M., Pietschnig, J. (2024). A Meta-Analysis on Teachers' Growth Mindset. doi: 10.31219/osf.io/b6cxa
- Big Five (2023). グリットは安定したパーソナリティ特性か? —Big Five との比較を通じた縦断的検討 The Japanese Journal of Personality, doi: 10.2132/personality.32.1.7
- Department of Education Order No. 36, s. 2013, entitled Department of Education Vision, Mission and Core Values (DepEd VMCV)
- Fun, L., Hera, F., Dian, M. and Putri, D. (2023). The Effect of Parenting Style on Grit. doi: 10.30872/psikostudia.v12i4.12095
- Haokip, A. D. (2024). Cultivating Growth Mindset. Advances in educational technologies and instructional design book series, doi: 10.4018/979-8-3693-5933-4.ch005
- Lee, D. H., Reasoner, K. and Lee, D. (2023). Grit: what is it and why does it matter in medicine?. Postgraduate Medical Journal, doi: 10.1136/postmj/postgradmedj-2021-140806
- Mohamoud, A. M. (2024). The Impact of Growth Mindset Interventions on Students' Motivation, Resilience, and Academic Achievement. doi: 10.59336/7adj0850
- Pascual, E. A., Doria, J. S., and Doria, A. B. (2025). Science performance, family profile and grit level: An exploration on learners' passion and perseverance *International Journal of Research Publications*. Vol. 164, Issue 1, pp. 100-112. <https://doi.org/10.47119/IJRP1001641120257449>
- Pascual, E. A., Sotomango, S. V., Tubiera, J. P., and Bueno, M. V. (2025). On learning style, academic performance and grit scale: Establishing influence and connection. *International Journal of Research Publications*. Vol. 164, Issue 1, pp. 91-99. <https://doi.org/10.47119/IJRP1001641120257450>
- Pascual, E. A., Viriña, N. M., and Severino, R. M. (2025). Learners' grit scale, personal profile and Mathematics performance: An investigation on the power of perseverance. *International Journal of Research Publications*. Vol. 164, Issue 1, pp. 80-90. <https://doi.org/10.47119/IJRP1001641120257448>
- Prescott, M. K. M., Madson, L., Way, S. M., Sanderson, K. N. (2024). Prevalence of a growth mindset among introductory astronomy students. *Physical review*, doi:10.1103/physrevphyseducres.20.010140
- Shubha, Tiwari, S. and Verma, K. (2023). A Critical Study of Angela Duckworth's Grit: The Power of Passion and Perseverance. *Research Journal of Humanities and Social Sciences*, doi:10.52711/2321-5828.2023.00031
- Wahyukencana, D. A. and Utami, N. I. (2024). Growth Mindset dan Efikasi Diri Akademik pada Mahasiswa. *JURNAL ILMIAH EDUKATIF*, doi: 10.37567/jie.v10i1.2759