

Study Engagement in Relation to Psychological Fitness, Grit and Academic Motivation Among Emerging Adults Amritharaj K, and Manikandan K

Abstract

Psychological fitness is a new and a developing concept in psychology. It can be considered as a core construct for well-being and thriving. Term Psychological fitness is designed in such a way that a person who is assertive, resilient, emotionally regulated, socially competent and having good coping strategy and self-efficacy will have a greater access to mental health. The present study was designed to analyze how psychological fitness is related to educational sector, specifically in an emerging adults population. Participants of the study are 376 randomly selected emerging adults aged 18-29 years from various districts in Kerala. To understand the influence of psychological fitness on various educational factors, instruments like grit scale, study engagement and academic motivation inventory were also used. Correlation, 3 way ANOVA and t test was used to analyze the data, the result of the study shows that there is a significant relationship between student's study engagement, psychological fitness, grit, academic motivation and it was found that psychological fitness, academic motivation and grit is not interacting each other but there exist a significant main effect, that they are independently influencing the study engagement and its dimensions like vigor, dedication and absorption.

Key words: academic motivation, grit scale, psychological fitness, study engagement

Human life completes its journey through various stages and emerging adulthood is one of the new and developing fields proposed by Arnett in 2004. It is a critical developmental time that occurs between adolescence and young adulthood, lasting roughly from the ages of 18 to 29 years. This period of transitions brings new hazards as well as possibilities to positively influence the immediate and future generation (Arnett, 2004). Emerging adulthood is unique from childhood, adolescence, and young adulthood, both conceptually and experimentally. Emerging adults are defined as having left the reliance of childhood and adolescence but have not yet acquired the enduring obligations that are normative in adulthood. Individuals in this particular stage should be creative, vibrant, and productive. Along with that it is also considered as a period of greatest vulnerability and challenges in both academic and working source. Emerging adults are distinguished in a way that is relatively independent of social roles and normative expectations. Emerging adults frequently experiment with many life paths in love, career, marriage, and worldviews. Arnett (2000). Arnett described five distinct characteristics that are common to the period of emerging adult, which are a state of Identity exploration, instability, self-focus, a feeling of "in-between", possibilities or optimism. When compared to earlier life stages, emerging adulthood is a time when many various future life paths are still available, and the scope of individual exploration of life's possibilities is greater.

People in today's world are living in a place, where they have to develop many life skills to withstand various problems and social conflicts in every sphere of life. Individuals must develop the characteristics required for self-sufficiency, participate in mature, committed relationships, accept more adult duties and

responsibilities, and obtain a degree of education and training that lays the groundwork for job during this time. A proper attention should be given to this particular developmental period. Present study focus on developing a model for the young budding adults to frame behavior pattern, based on our culture, value system and education and also pinpoints the importance of developing some potential abilities in them so as to solve their problems, and to make them academically successful and making them economically empowered for our national development or to hold the future prospects of our country.

Psychological fitness (PsyFit) is one such developing concept in the field of psychology, indicating the sum total of certain characteristics which enhances one's ability to execute and perform everyday activities up to his potential with optimal performance, endurance, and strength with greater mental health. The concept of Psychological Fitness (PsyFit) is built upon the six pillars, namely assertiveness, resilience, self-efficacy, social competence, coping and emotional regulation. Even though each component has its own characteristics and interventions, the concept of Psychological fitness, which characterized by the presence of these six composite factors, will be more closely associated with a person's highly functioning state of mind. Psychological fitness is designed in such a way that 'a person who is assertive, resilient, emotionally regulated, socially competent and having good coping strategy and self-efficacy in a particular combination will perform better, manage relationships and think effectively with low level of stress leading to greater access to mental health'. Psychological fitness can also be described as the ability to cope well with the specific mental stressors and challenges required to achieve readiness. Psychological fitness includes one's ability to be

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resilient. It involves being able to adapt, be flexible, and recover from adversity and apply mental strength especially in difficult times. Psychological fitness is the result of a group of psychological attributes that affect a person's daily life and that are very essential for the success of his or her life. These attributes include mental, emotional, behavioral abilities and capacities that help to deal with the various problems so as to excel in life. Psychological fitness is the sum of several attributes that will push and motivate persons to achieve achievement in life goals. According to recent study, grit has received substantial attention as a crucial personality trait that has to be nurtured in youth. Grit is defined as a non-cognitive quality with two key components: persistence and perseverance in achieving goals (Duckworth et al., 2007). It is also characterized as the "tenacious" long-term pursuit of goals despite setbacks and challenges (Duckworth & Gross, 2014). Gritty individuals, or people with a high level of grit, achieve their goals at a high level because they have a clear vision of purpose and direction, and they do not give up when setbacks occur in their lives, because they have the persistence to reach their objectives, even over long periods of time (Duckworth et al., 2007). Even in the midst of conflicts, limits, and difficulty, a gritty person will work tirelessly to overcome difficult situations through long-term effort. Gritty people are those that persevere in their efforts and concentration over many years, despite setbacks, failures, and hardships in their pursuit of a goal. Individuals with grit complete their tasks and pursue long-term goals (Steele, 2013). Education is the foundation of modern society, and it has a significant impact on society. Any individual's success is heavily dependent on their level of education and ability to realistically implement what they have learnt in school. Access to quality education is critical not just for individual growth but also for the development of society as a whole. It is not only the content of the lessons that is important, but also the complete learning process, from overcoming hurdles to personal development. Education is crucial in all aspects of society and is primarily responsible for the advancement of civilization. Education provides opportunity to gain knowledge and skills that are literally changing the world. Many families and even entire villages have been living in poverty for decades due to a lack of knowledge. When people lack education, they lack the fundamental tools needed to improve their lives. Education assists young people in understanding their situation and recognizing the options that are accessible to them. People who are educated are more difficult to manipulate than those who are uneducated. Better education helps people to better understand social conflicts and the needs of others. Acquiring new knowledge and skills opens the door to various opportunities, which in turn directly impacts the progress of the entire community.

Education raises the quality of life in a community, generating conditions favourable to the development of creative individuals capable of transforming society. The importance of education in society stems from the fact that it provides possibilities for the acquisition of knowledge and skills that have a direct impact on the success of the entire society, country, and even the entire world.

Identifying variables that cause individuals to flourish and be more successful than others of equivalent intelligence has been a growing concern over the last decade, particularly in the field of education (Duckworth, Peterson, Matthews, & Kelly, 2007). The current study concentrated on the concepts of psychological fitness, academic motivation, and grit as they relate to student involvement. Student engagement is defined as the level of attention, curiosity, enthusiasm, optimism, and passion that students have for learning or studying, which can influence their attitude towards education and their learning progress. According to the National Association of Independent Schools (NAIS), "student engagement is best understood as a relationship between the student and the following elements of the learning environment: the school community, the adults at school, the student's peers, the instruction, and the curriculum." In the context of higher education, student engagement is best defined as a pleasant, gratifying, work- (study-) related state of mind characterized by vigor, dedication, and absorption (Schaufeli, Martinez, Marques Pinto, Salanova, & Bakker, 2002). In which vigor is defined by strong levels of energy and mental resilience when studying, a willingness to put effort into their studies, and perseverance even in the face of challenges. Dedication is defined as being deeply interested in one's learning process and feeling a sense of significance, excitement, inspiration, pride, and challenge. Finally, absorption is defined as being fully concentrated and happily involved in one's work, causing time to fly by and making it impossible to disengage oneself from the study (Schaufeli, Bakker, & Salanova, 2006). Literatures reviews suggest that when the educational experience of the students is better, better will be their engagement in studies, relationship qualities, involvement in academic, social, or extracurricular activities. Studies conducted by According to Connell and Wellborn (1991), student engagement is an important factor in obtaining excellent academic results such as degree completion and demonstrating the outcome of positive interactions between students and their educational faculty/staff.

Academic motivation is another important variable in an educational sector. Academic motivation is defined as a student's level of interest in academic courses when measured against a performance or excellence criterion (McClelland et al., 1953; Omiles et al., 2019; Olowo et al., 2020; Serhan, 2019). Hulleman (2016) defines academic motivation as

students' desire or interest in participating with learning and their school experience. There are three kinds of motivation intrinsic motivation, extrinsic motivation. Intrinsic motivation is considered more significant in education as it helps to perform activities with internal emotions, intrinsically motivated students can make a better change in regard to promoting efficient learning and creativity To know, to accomplish, and to experience stimulation are three subscales of intrinsic motivation (Kisoglu, 2018). Extrinsic motivation causes people to remember the outcome, regardless of what it is. The outcome can be either a good prize or a negative penalty (Ergun, 2003). Extrinsic motivation is further divided into three subfields: identifiable, introjected, and external regulation. A student is said to be motivated when he or she has no aim of displaying the behaviour (Kisoglu, 2018). If a student does not demonstrate academic behaviour freely and there is no motive for the student to do so, it is assumed that the student is motivated. According to Ryan and Deci (2000), academically motivated students like learning-related activities and value school and learning. (Eccles&Wigfield, 2002;Larsen & Puck, 2020; Zimmerman, 2000)

Education is now one of the most important indicators of receiving information. Individuals must be academically proficient in order to earn a job, create a profession, and obtain items they value. As a result, the elements that influence academic performance should be thoroughly researched. Higher education policymakers, institutions, and organizations are searching for ways to improve students' academic motivation, because only an academically motivated student can perform better and bring success in academics and it opens the door to various opportunities which in turn directly impacts the progress of the entire community. This study mainly focuses on the non-academic factors that contribute to students academic success. Present study provides insights on psychological fitness factor, academic motivation, study engagement, grit which may predict the success in academics; this insight may also allow administrators to allocate existing resources to enhance psychological fitness. Current study helps to view and address student engagement in academic activities through a new and different lens, that of psychological fitness, Academic motivation and grit. Through this particular study researchers tries to give emphasis on the importance of education and enhances the efforts to make more students to have an insight into the concepts that correlate to academic success. Now a days all the organization and society is searching for people with good psychological qualities and capacities to perform different tasks of their everyday life, easy and efficiently, the findings of the present study will also broaden the psychological research literature for understanding the importance of psychological fitness among emerging adults and the findings may be

helpful for identifying and developing Psychological fitness among emerging adults, who will be endowed with all those desirable characters that are essential for their successful life. It is anticipated that this research may assist in the developmental programs for emerging adults and their community-based strategies by making them understand the importance of psychological fitness on grit, study engagement, academic motivation. Present study will help counselors, planners, policy makersto enhance grit, academic motivation, student engagement of the students by predicting their psychological fitness in order to make them focused to achieve their goals and face the challenges of life. Psychological fitness is one of the new concepts and no studies reported so far on how these variables are related to psychological fitness. So this new concept should be studied effectively and utilized for empowerment of human beings for enhancing better quality of life in work and life. Once the role of psychological fitness is identified it can be inculcated in their curriculum

Objectives

1. To examine the relationship among psychological fitness, grit, study engagement and academic motivation of emerging adults.
2. To find out the influence of psychological fitness, grit, academic motivation on study engagement of emerging adults.

Hypotheses

1. There will be significant correlation between psychological fitness, grit, study engagement and academic motivation of emerging adults.
2. There will be significant main and interaction effect of psychological fitness, grit, academic motivation of emerging adults on study engagement and its components

Method

Participants

Participants of this study consists of 376 emerging adults, who were randomly selected, with an age range of 18-29 years. Among them 65 (17%) were males and 311 (83%) were females. Among the total sample 175 (46.5%) were first born, 140 (37.2%) second born, 61 (16.2%) were later born. All participants belong to various districts of Kerala who speaks Malayalam language. Among the participants 321(85.4%) were from a nuclear family and rest 55 (14.6%) from joint family. And 8% (29) of the total participants were bought up by single parent and rest 92%(346) having both parents. Among the total population 8 (2%) doesn't own either laptop or mobile phone but 206 (54%)owns phone and 162(43.1%) own both laptop and phones.23 (6%) is having YouTube channel but 353 (93%) do not have any YouTube channel.

Instruments

1. Psychological fitness scale: The scale was developed by Amritha and Manikandan (2022)is in Malayalam and serves as a gauge for numerous aspects influencing a person's highly functioning state

of mind. This scale had 36 items and a five-point Likert type response category ranging from strongly agree to strongly disagree. The scale's items were so straightforward and precise that they could be answered by anyone who could read and understand Malayalam. On the top of the scale, clear instructions were printed, and a place was provided on the right side of each sentence for participants to mark their responses. Respondents may respond in less than 15 minutes.

2. Utrecht Work Engagement Scale-S (UWES): The 14-item UWES-S was used to assess student study engagement. This measure has strong psychometric qualities and is divided into three subscales: vigour (5 items), dedication (5 items), and absorption (4 items) (Schaufeli & Bakker, 2003). The total of all items can be used as an indicator of overall study involvement. The things are scored on a seven-point scale ranging from 0 (never) to 6 (always). This scale had a reliability of .92 and was deemed to have reasonable construct validity (Schaufeli & Bakker, 2003).

3. Grit scale: This grit scale developed by Duckworth, Peterson, Matthews, Kelly (2007). Grit scale is used to measure the level of grit experienced

age, sex, district, semester of study, branch religion, no.of siblings, order of birth, type of family, Educational attainments and qualification of parents, and family structure

Procedure

The investigators approached the participants at their study site and asked them to take part in the study. They were told of the investigation's objectives and purpose, and their written consent to participate in this study was requested. After obtaining their permission, the study instruments and personal data sheet were administered, and their concerns about marking the answers were addressed. The instruments were then collected and checked for completeness. The instruments were scored according to the manual's scoring scheme, and the data was recorded into a spreadsheet for statistical analysis and interpretation.

Results and Discussion

The first objective of the study was to find out the relationship among the variables psychological fitness, grit, academic motivation, study engagement and its components of emerging adults. For this Person product moment correlation was calculated and the results are presented in table 1.

Table 1Correlation of psychological fitness, grit Academic motivation, Study Engagement and its components.

Variables	Psychological fitness	grit	Study engagement	Vigor	Dedication	Absorption	Academic motivation
Psychological fitness	-						
Grit	0.372**	-					
Study engagement	0.330**	0.367**	-				
Vigor	0.285**	0.309**	0.818**	-			
Dedication	0.340**	0.346**	0.817**	0.460**	-		
Absorption	0.139**	0.208**	0.766**	0.505**	0.429**	-	
Academic motivation	0.261**	0.207**	0.323**	0.231**	0.332**	0.198**	-

**p< .01

by the individual participants. This scale is a 5 point Likert type scale consists of 12 items. The Grit Scale had an internal reliability coefficient of .80

4. AMS (Academic Motivation Scale): It was developed by Vallerand, Pelletier, Blais, Briere, Senecal, and Vallieres in 1992 as an assessment instrument for academic motivation. It has 28 items that are assessed on a 7-point Likert scale. The AMS college version has been used to measure university students' intrinsic, extrinsic, and motivation towards education. AMS appears to be one of the most common academic motivation measures for college students because it is a valid and dependable approach to assess students' motivation. The scale has been shown to be cross-culturally valid.

5. Personal Data Sheet: Personal Data sheet will be given to the participants in order to gather information regarding their demographics such as

It can be seen from table 1 that there is a significant positive correlation between psychological fitness with grit (r = 0.37, p< .01), study engagement (r = 0.33, p< .01), vigor (r = 0.29, p< .01), dedication (r =0.34, p< .01), absorption (r = 0.139, p< .01) and academic motivation (r = 0.261, p< .01) this indicates that when psychological fitness of a person increases the level of grit increases, academic motivation increases and study engagement and its components also increases.

From these results it can be assumed that a person who is assertive, resilient, emotionally regulated, socially competent and having good coping strategy and self-efficacy in a particular combination was significantly and positively related to study engagement. This means that if people believe they have the potential or ability to accomplish the act or are psychologically fit, they will be motivated or have

more vigor; they will be dedicated to their studies, and the studies or subject of study will naturally become a part of their life. At the same time such people will be academically motivated and will also have the persistence and perseverance to achieve goals. From the findings of this study, it is extracted that, a psychologically fit student can have strong impact on their level of grit, study engagement and academic motivation. In the light of the findings of studies, it can be suggested that as we increase the students' psychological fitness, it will also increase the level of student's academic motivation, the perseverance and consistency to attain goal and their physiological processes of engaging in learning. Students can be engaged in learning despite facing challenges and obstacles. Students will involve in their studies, remain persistent and even feel pride of accomplishing their assigned tasks if they are gritty and psychologically fit (Lamborn, Newmann & Wehlage, (1992)

There is also a significant correlation of grit with

motivation and grit among students, which have a direct impact on student's engagement in academics. In a study by Duckworth (2016), found a relationship between grit and academic motivation, by suggesting that, grit is the disposition based on passion and perseverance, which are required to pursue long term goals, which are sustained over time and emphasize to increase the academic motivation

Influence of on Psychological fitness, Grit, and Academic motivation on vigor, dedication, absorption and study engagement.

The second objective of the investigation was to find out the influence of psychological fitness, grit, academic motivation on study engagement of emerging adults, for that 3-way ANOVA was carried out and the results are presented in the below following tables. For this variables psychological fitness, grit, academic motivation were classified into two groups as high and low based on the median as cutoff score.

Table 2 shows 3-way ANOVA of Psychological

Table 2 Summary of ANOVA of Psychological fitness, Grit, and Academic motivation on vigor(2x2x2)

Source of variance	Sum of Squares	df	Mean Square	F
Psychological fitness	226.381	1	226.381	8.384**
Grit	478.613	1	478.613	17.725**
Academic motivation	187.508	1	187.508	6.944**
PsyFit * Grit	15.103	1	15.103	.559
PsyFit * AcM	68.039	1	68.039	2.520
Grit * AcM	93.016	1	93.016	3.445
PsyFit * Grit * AcM	5.841	1	5.841	.216
Error	9936.785	368	27.002	
Total	108140.000	376		

**p< .01

study engagement ($r=0.367$, $p<0.01$) and academic motivation ($r=0.207$, $p<0.01$) indicating that one person who is gritty is interested in studies and will be academically motivated. This indicates that when there is an increase in the level of grit, there is a consequence increase in academic motivation and study engagement in academic activities and vice versa. Study conducted by Duckworth (2016) concurs with our findings, stating that pupils with higher levels of grit exhibit more motivation in studying. According to him, successful learners have grit and engage in more academic and nonacademic exchanges.

From the correlation table, it can be concluded that all the variables like psychological fitness, grit, academic motivation, were correlated with study engagement. Results of the current study have the strength to devise strategies for intervention to improve the psychological fitness, academic

fitness, Grit, and Academic motivation on vigor. Result indicated that there exists no significant three-way interaction effect on vigor ($F =0.216$) by psychological fitness, grit, academic motivation. Result also shows that there is no significant two way interaction, but there exist a significant main effect of psychological fitness ($F=8.384$, $p< .01$), grit ($F=17.725$, $p< .01$) and academic motivation ($F=6.94$, $p< .01$) on vigor. The results indicated that these variables were individually and independently influencing vigor.

Table 3 shows 3-way ANOVA of Psychological fitness, Grit, and Academic motivation on dedication. Result indicated that there exists no significant three-way interaction effect on dedication ($F =0.04$) by psychological fitness, grit, academic motivation. Result also shows that there is no significant two way interaction, but there exist a significant main effect of psychological fitness ($F=15.43$, $p< .01$), grit

($F=19.67$, $p < .01$) and academic motivation ($F=19.80$, $p < .01$) on dedication. The results indicated that these variables were individually and independently influencing dedication.

Table 4 shows 3-way ANOVA of Psychological

academic motivation. Result also shows that there is no significant two way interaction, but there exist a significant main effect of psychological fitness ($F=11.506$, $p < .01$), grit ($F=25.878$, $p < .01$) and academic motivation ($F=18.745$, $p < .01$) on study

Table 3 Summary of ANOVA of Dedication by Psychological fitness, Grit, and Academic motivation (2x2x2)

Source of variance	Sum of Squares	df	Mean Square	F
Psychological fitness	469.861	1	469.861	15.43**
Grit	598.969	1	598.969	19.67**
Academic motivation	603.071	1	603.071	19.80**
PsyFit * Grit	78.573	1	78.573	2.58
PsyFit * AcM	38.102	1	38.102	1.25
Grit * AcM	26.804	1	26.804	.88
PsyFit * Grit * AcM	1.201	1	1.201	.04
Error	11208.620	368	30.458	
Total	149722.000	376		

** $p < .01$

Table 4 Summary of ANOVA of absorption by Psychological fitness, Grit, and Academic motivation (2x2x2)

Source of variance	Sum of Squares	df	Mean Square	F
Psychological fitness	9.354	1	9.354	.461**
Grit	177.118	1	177.118	8.723**
Academic motivation	156.889	1	156.889	7.727**
PsyFit * Grit	1.273	1	1.273	.063
PsyFit * AcM	6.443	1	6.443	.317
Grit * AcM	1.106	1	1.106	.054
PsyFit * Grit * AcM	.100	1	.100	.005
Error	7471.911	368	20.304	
Total	80340.000	376		

** $p < .01$

fitness, Grit, and Academic motivation on absorption. Result indicated that there exists no significant three-way and two way interaction effect on absorption by psychological fitness, grit, academic motivation. But result reveals that there exist a significant main effect of psychological fitness ($F=.461$, $p < .01$), grit ($F=8.72$, $p < .01$) and academic motivation ($F=7.73$, $p < .01$) on absorption. The results indicated that these variables were individually and independently influencing absorption.

Table 5 shows 3-way ANOVA of Psychological fitness, Grit, and Academic motivation on study engagement. Result indicated that there exists no significant three-way interaction effect on study engagement ($F =0.074$) by psychological fitness, grit,

engagement. The results indicated that these variables were individually and independently influencing study engagement

In this model, it was found that psychological fitness, academic motivation and grit is not interacting each other and these variables are independent of each other. While going through the two way interaction of these variables on study engagement and its dimensions no interaction was found between these three variables. But there exist a significant main effect of Psychological fitness, Grit, and Academic motivation on study engagement. I.e. they are independently influencing the study engagement and its dimensions like vigor, dedication and absorption. .

To verify the group difference, the mean scores of low psychological fitness and high psychological fitness ($p < .01$) and the result showed that students with high grit is having more study engagement with a mean

Table 5 Summary of ANOVA of study engagement by Psychological fitness, Grit, and Academic motivation (2x2x2)

Source of variance	Sum of Squares	df	Mean Square	F
Psychological fitness	1582.500	1	1582.500	11.506**
Grit	3559.274	1	3559.274	25.878**
Academic motivation	2578.243	1	2578.243	18.745**
PsyFit * Grit	37.283	1	37.283	.271
PsyFit * AcM	287.627	1	287.627	2.091
Grit * AcM	30.457	1	30.457	.221
PsyFit * Grit * AcM	10.217	1	10.217	.074
Error	50615.028	368	137.541	
Total	962186.000	376		

** $p < .01$

fitness, low and high grit and low academic motivation and high academic motivation were compared using t-test and the results are presented in table 6.

score of 53.76, which shows that students with high grit is having higher study engagement. The current study's findings complement the findings of Hodge (2017) and Duckworth (2016) that students with

Table 6 Mean, SD, and 't' value of study engagement by psychological fitness, grit and academic motivation.

Variables	Category	N	Mean	Sd	't' value
Psychological fitness	Low	187	44.45	12.49	-6.75**
	High	189	53.16	12.54	
Grit	Internal	191	44.06	12.42	-7.63**
	External	185	53.76	12.23	
Academic motivation	Low	190	44.60	12.08	-6.61**
	High	186	53.15	12.99	

** $p < .01$

From table 6, the t-test revealed a significant mean difference ($t = -6.75$, $p < .01$) between low psychological fitness and high psychological fitness on study engagement. Where the high psychological fitness group has scored high study engagement score with a mean score of 53.16 compared to the low psychological fitness group. This clearly indicated that person with high psychological fitness experience high study engagement. This result indicated that psychologically fit student is have a positive attitude to academics and they are the individuals who have a good quality and quantity of participation with academic activities. The individuals with high score on psychological fitness are ready to spend higher amount of time, energy, and effort to educational activities than with low psychological fitness.

. When comparing the mean scores of grit in students, there exist a significant difference ($t = -7.63$,

higher levels of grit are more likely to be successful learners because they demonstrate deeper interests in learning by engaging in more academic and nonacademic interactions. Because grit includes both social and emotional components, it assists learners in being persistent, staying focused, and always attempting to participate in their studies in order to reach their long-term goals. Brooks and Seipel (2018). The current study demonstrates the significance of strengthening grit among student learners, since it is one of the most significant determinants of academic achievement.

Similarly the score of academic motivation also shows a significant mean difference ($t = -6.61$, $p < .01$). Individuals with higher the academic motivation showed higher study engagement than low academic motivated individuals. Academic motivation is generally conceptualized as a stimulating force that directs a student to learn, and to participate in

classroom activities, and persist in pursuing the demanding process of learning, such students will be having high student engagement also. Studies by Blank (1997) ; Dev (1997); Kushman (2000) supports the finds that high motivation in learning have consistently been linked to increased levels of student success and high student engagement consequently to reduced dropout rates.

Conclusion

Findings of the study may contribute in extending our understanding about the association between student's study engagement, psychological fitness, grit, academic motivation. Psychological fitness of a student is playing very important role in student's academic motivation, for the perseverance and consistency in their life's goals attainment and their engagement in the academic activities. In this model, it was found that psychological fitness, academic motivation and grit is not interacting each other but there exist a significant main effect, that they are independently influencing the study engagement and its dimensions like vigor, dedication and absorption. The study findings will help academicians, policy maker generally and students specifically to increase psychological fitness, grit (perseverance and consistency) and academic motivation which will boost study engagement. These factors were found to be prerequisite for academic success, attainment of life goals and successful life.

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