# Grit

ED 304: Ed Psych and Human Development

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## Grit, Resilience, Self-Efficacy, and Non-Cognitive Factors Influence Achievement

### Vocabulary

**Grit:** The combination of passion and perseverance over the long term. It is the ability to maintain effort and focus on goals, persisting in the face of challenges, setbacks, or failures.

**Resilience:** The capacity to bounce back, adapt, and recover from adversity, challenges, or stress.

**Growth Mindset:** The belief that abilities, talents, and intelligence can be developed and improved through dedication, effort, and learning. Individuals with a growth mindset embrace challenges, persist in the face of setbacks, and see failure as an opportunity for growth.

**Self-Efficacy:** An individual's belief in their ability to successfully perform specific tasks, achieve goals, or handle situations.

**Motivation:**The driving force that initiates, directs, and sustains behavior toward achieving a particular goal or fulfilling a need.

**Self Control:** The ability to regulate one's thoughts, emotions, impulses, and behaviors to achieve specific goals or meet certain standards. It's about managing impulses, delaying gratification, and making choices aligned with long-term objectives.

**Attention:**The cognitive process that allows individuals to selectively concentrate on specific aspects of their environment or mental processes while filtering out distractions.

### What are Grit and Resilience?

Grit is regarded as a key element of the path to true achievement. It is considered to be both an attribute as well as learned skills. To employ grit effectively for success, individuals must gain an understanding of its implications. **Grit**is the combination of passion and perseverance towards long term goals and in the face of difficulty. **Resilience**is often associated with this concept as it encompasses the ability to bounce back from adversity, difficulties, or stress. When individuals have a deep commitment to goals, and persist through the challenges and obstacles that come with pursuing those goals, they exhibit true grit and true resiliency. There are many factors that contribute to the grit and resilience of an individual. How they view and interact with the world, learned coping strategies, and availability of support are just a few that make a difference. In order for these elements to make a difference, individuals must adopt a growth mindset and practice enduring as they learn.

Angela Duckworth, a research psychologist, studied in depth how qualities such as grit and self-control help to determine student success. Her book, Grit: The power of passion and perseverance, tackles the concept of grit and its role in achieving success and is one of the most prominent pieces of literature on the subject. Duckworth emphasizes the significance of effort over talents and innate abilities in being successful. She argues that sustained effort and determination are key drivers of exceptional performance. As a crucial part of being “gritty”, the Growth Mindset is considered to have a significant connection to success as well. This mindset can also be an effective aspect of teaching students to have grit.

As a part of her research, Duckworth developed “The Grit Scale”. This questionnaire gauges an individual’s perception of how much grit they employ. Participants then receive a “Grit Score” that shows, on a scale of 0.0-5.0, how much perceived grit that individual has. Find out your Grit Score here.

Teachers play a significant role in the process of developing these skills in students. Some effective ways that grit can be taught and implemented in classrooms are: setting an example of grit and resilience, giving students the chance to practice these skills, providing social, emotional, and intellectual support as students learn in order to help them. One effective tactic that is used by many teachers is to share stories of having grit with students. This could range anywhere from reading books about it or sharing personal, relevant stories. Exposing students to positive examples of grit, real or fictional, is a productive way to teach it.

### What is Self-Efficacy?

Put simply, **self-efficacy** is an individual’s belief in their capability to successfully perform specific tasks, achieve goals, or handle various situations. The idea of self-efficacy was first introduced and developed by Albert Bandura, a psychologist best known for his Bobo Doll Experiment and his contributions to social learning theory and social cognitive theory.

This theory of self-efficacy specifically focuses on an individual’s perceptions and beliefs in their capability to perform. Understanding and having good self-efficacy becomes important in regard to motivation, performance, and behavior. Individuals with high self-efficacy are more likely to approach tasks with confidence, persistence, and a belief that their efforts can lead to success. Consequently, individuals, especially students, who have high levels of self efficacy are more likely to have success in all areas.

Self efficacy has become an important tool for teachers and students alike. In fact, its effects are so strong and widely recognized that countless studies have been done addressing this. Studies such as this meta-analysis by Multon, K. D., Brown, S. D., & Lent, R. W entitled Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. Research such as this proves the strong positive link between self-efficacy and academic outcomes.

Teachers should make an effort to encourage positive self-efficacy in their classrooms. Effective strategies for this include: creating opportunities for success, fostering a growth mindset, modeling self-efficacy, and offering support and encouragement for students.

### What are some other Non-Cognitive Factors of Achievement?

**Motivation**is the driving force behind our actions. There are two types of motivation: Intrinsic and extrinsic. Intrinsic motivation refers to the idea of doing things for self satisfaction. Those who are intrinsically motivated do things because they believe that it will be rewarding and fulfilling. Extrinsic motivation is about doing things for external rewards, recognition or even to avoid punishment. This type of motivation is often used in classrooms in the form of token economies, reward systems, or physical goals. The use of extrinsic motivators in the classroom can be an effective method for behavior and classroom management but should be used carefully and alongside the encouragement of intrinsic motivation.

**Self control and Discipline** are important aspects of working towards goals and achievement. In addition to external regulation, individuals should learn to exercise self control and discipline in order to progress toward goals. This is the ability to regulate one’s thoughts, emotions, impulses, and behaviors in order to achieve specific goals or meet certain standards.

**Attention**is the cognitive process that allows individuals to selectively concentrate on specific aspects of their environment or mental processes while ignoring others. Focusing mental resources on certain stimuli, thoughts, or tasks, while filtering tasks helps to minimize extraneous cognitive load theory and thus to maximize efficiency in learning and progression.

**Growth Mindset** is the belief that abilities, intelligence, and talents can be developed and improved through dedication, effort, and perseverance. This mindset was introduced by psychologist Carol Dweck, and has become an important part of teaching students to have grit, self-efficacy, and resilience. Teachers should make an effort to encourage this mindset in their students, with a special motivation to avoid instilling a fixed mindset, which assumes that abilities are innate and unchangeable.

### Sources

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