

How College Courses Require “Grit”?

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Introduction

The term “Grit” was coined by a researcher named Angela Duckworth, which means “Perseverance and passion for the long term and meaningful goals”. It is the capability to stick to something you feel passionate about and persist when you face difficulties. This special type of passion is not about strong feelings or obsession. It is about having commitment and direction. The talent may not be anything more than unachieved potential without “Grit”. Her study on grit proposes that scholars who have grit are more expected to be successful in college than those who do not. In this research essay, we will analyze her research findings from the perspective of how college courses require “Grit”. The thesis statement of this research essay is: “Grit backed by college courses has a significantly positive impact on the long-term career achievement of a college graduate” (Duckworth, 2016).

Body

This essay revolves around the ideas proposed by Angela Duckworth (a psychologist at the University of Pennsylvania) in her book “Grit: The Power of Passion and Perseverance”. She looks so obsessed with finding the answers to the question: Who is successful and why? She conducts comprehensive research involving elite military training graduates, national spelling bee champions, and best business salespersons to examine what the leading determinants of their achievement were. She wondered if it was a talent or an effort. Our society would have us believe that it would be a talent. We have the propensity to marvel at natural talent and ignore the significance of efforts. Surveys show that we praise a person who puts in the effort, but we do not, in reality, consider it can contest with natural talent. We often discount our own capabilities when going up against persons who have upper IQ or look extra naturally talented. However, the author has established the following to be true in learning after learning: “Where talent counts once, effort counts twice”. She clarifies this using a guileless formula: Talent multiplied by effort is equal to skill, while skill multiplied by effort is equal to achievement. When someone puts effort at any primary level talent he gets skill, when someone puts effort to skill he get the achievement.

Academic work for the majority of college students is not inherently pleasurable, even for highly motivated students. Studying college courses or going to a specific class can feel hectic, specifically when more enjoyable options are available in the market. However, choosing some short-term pleasure by college students can affect their long-term goals. But the college teachers are recommending strategies to build self-control which are succinctly the wrong ones. The college courses should be backed by the “Grit” idea of Duckworth. The “Grit” idea suggests that college

courses should be supported by emotional learning curricula not exclusively on how to disrupt feelings or overwhelm worrying but also on how to encourage suitable ones. Along with college courses, when it comes to fostering success, focusing on feelings like pride, compassion, and gratitude offers something of a doubttable shot. Courses with “grit” backing can comfort the means to determination toward long-term objectives and also strengthen social relationships, which ultimately raises the educational attainment itself. Additionally, job markets look for college graduates with grit because attending a college can be very challenging. The graduate student is not tested in terms of learning or mastering new subjects but how you face [personal challenges](#) and new obstacles.

It shows that “Grit: the sustained application of effort towards a long-term goal” is the major determinant of the lifetime achievement of a college graduate. For some it is an uncomfortable reality, people like to realize the natural talent and use it as an excuse as to why they would never attain what those persons can and do not even worry to try at the start. But for others, it can be liberating to know that they are not doomed to weakness due to a lack of talent. If they put in the effort, they can accomplish unlimited goals. Fa sure there are some limitations. For instance, everyone cannot make an NBA player because we are not all six foot nine. However, you could become one of the best players in the local basketball league by remembering that talent counts once, but effort counts twice. Courses backed by “Grit” can boost the optimistic behaviour that one day we can become more than we think we can, and we can accomplish great targets regardless of not finding in the talent pools. But being “Gritty” is tough; struggling with endless temptations to quit or experiencing failure is really difficult to deal with. But the author says that we all have the ability to grow our “Grit” if we direct our emphasis on four specific habits: 1) Develop a fascination, 2) Daily improvement, 3) Tell yourself of the superior purpose, and 4) Embrace a growth mindset.

Conclusion

The crux and/or conclusion of this research essay is that learning to stick to something is a life skill that we can all develop by recalling that “Grit” matters more than talent and that we all have the ability to develop our “Grit”. Also, we can improve our self-confidence to start taking action regardless of how untalented we think we are. To sum up, in order to offer the thesis statement of this research essay, colleges should support the course backed by “Grit”. College talent multiplied by effort is equal to college skill, while college skill multiplied by effort is equal to the lifetime achievement of a college graduate. When someone puts effort into any primary-level talent, like a college student, he gets skill; when someone puts effort into skill, he gets achievement.

References

Duckworth, A. and Duckworth, A., 2016. *Grit: The power of passion and perseverance* (Vol. 234). New York, NY: Scribner.