Goal Setting and Perseverance

Nataria Yulianie
University of Muhammadiyah Malang
rieke_w@hotmail.com

Abstrack. The goal setting is something that someone want to achieve and there is an effort to attain. Goal is important for human life, because of goal can reach something that is really important and have a meaning, and it can enhance well being. Goal give someone clarify what we really want in this life and it has to be spesific. To be success, many kind of obstacle and failure are heading before us and someone need to be focus and fight and also need a power to get there. Perseverance is one of the caracther strenght that someone has. It means that perseverance is something persist in someone mind, it can give a power and also ability to focus on what they are attain. This article is about how is perseverance become important in college student to reach a goal. Research method is by gave a respondents some a questionaire which is using an 12 Grit Instrument which occur how is grit in student for long-term goals with 37 sample of postgraduate student. The result are break into 4 (four) factor (using factor analysis), they are stable grit, inconsistency grit, focus grit, and persistent grit. Perseverance can give an important strenght, specially for postgraduate student to fullfil a long term goal which is graduate from the college and even there is an obstacle and face the failure during the learning, they can stick and has a grit to attain the goal.

Keyword: Goal setting, Perseverance, Well Being, Grit, Analysis Factor

Introduction

The human exsistence is try to find a happines, meaningfull to enhance a well being. Well being it means that human felt happy, feel that his life already satisfy, because what he try to reach in this life accomplish and also he learn by process in every obstacles that been head off. Learning process means he was able how to deal with every problem, every failure and he can learn from it, so he will not fell out on the second time.

To reach a well being that someone wishes its not just like one twist, every effort need to be fight for life. And also need a good plan as well to reach a goal as a final destination. The goal setting can become a guide for someone to be a footstep and also goal setting to clarify what they really want in this life and it has to be spesific. To be succesfull, someone need to be focus and also need a power to get there. Perseverance is one of the caracther strenght that someone has. It means that perseverance is something persist in someone mind, it can give a power and also ability to focus on what they are attain. Continuing study specially in college or Postgraduate required a good plan and persist in a way which is not just to get better title but also by learning process which make someone well educated.

Theoritical Framework

Goal Setting

Goal setting is something that you are trying to do or achieve (Meriam, 2015). A goal is something that we want enough that we make an effort to reach it (Bandbridge, 2014). And setting is the act of a person or thing that sets (Anonim 1, 2016). So we may say that the goal setting is something that someone want to achieve and there is an effort to attain.

Goal theory argued that human subjective wellbeing cannot be explained purely in term of either objective external conditions or stable internal traits, but its depend on the human ability to reflect, to choose a direction in life, specially direct oneself toward certains path or goal (Schmuck and Sheldon (2001) in Hefferon and Boniwell, 2011). It meaningless if someone doesnt have a goal in their life, because with goal, they have a guide to reach what they want and can enhance a wellbeing.

Locke, et.al (1980) said that the goal setting is most likely to improve task performance when the goals are spesific and callenging, and the person have ability to do the task and also giving a feedback is needed to provide to show progress in relation to the goal.

People make a goal list for several reasons (Hefferon & Boniwell, 2011): 1. Goals gives us a sense of purpose, a reason for being. ; 2. Goals is an actual progression towards the goal and people are not just reach a goal specifically in the end but they want to enjoy every step of it (the journey not the destination). ; 3. Goals add a good structure and meaning to our daily life, helping us learn to manage our time, thus we can enhance our self esteem and self efficacy.

There are two things in goal theory: 1. Stay focus on the process to reach the goal, it means how good is someone face the process. Positive keyakinan can lead someone to attain a goal better. ; 2. Focus in the content and the quality of someone life to reach a goal, which is on "what" and how" to get there.

Hefferon and Boniwell (2011) conclude there are 3 things to reach a goal: 1. What goal are pursued ? for example, personal growth or money?; 2. Why goal are pursued?, why a goal need to be reach? Is it because someone really want it or is it must? ; 3. How congruent one's activities are with one's values? It means that someone try to balance between value that he/she have with the activities that he/she do.

Goal support performance in four mechanisms (Beauchamp, 2009): 1. Goals guide actions by directing attention and effort toward relevant information and activities and effort toward relevant information and activities and averting attention and effort away from irrelevancies. This mechanism improves performance because time and effort are not wasted on extraneous activities. ; 2. Goals serve energizing function, with higher goal serve an energizing function, with higher goals leading to increased effort. So people ted to increase effort in order to meet the needs of goals.; 3. Goals improve persistence over time or, when time constraints are in place, goals increase intensity of effort. This aspect of goal-setting aids in overcoming obstacles during goal pursuit.; 4. Finally, goals support goal pursuit by facilitating the use of task knowledge and strategies at various levels.

Locke, et.al (1980) review of both laboratory and field studies on the effect of setting goals when performing a task found that, spesific challenging goals lead to higher performance than easy goals, "do your best" goals or no goals. This is one of the most robust and replicable findings in the psychological literature with 90% of the studies showing positive.

Perseverance

Perseverance is the intentional continuation or reapplication of effort toward a goal despite a temptation to quit (Pury, 2009). Perseverance is something that can make someone persistent with what they do, even they have to face failure and try to despite it by keep on they work.

The journey of life is not as smooth they way as expected, the obstacles need to be face it. Perseverance is needed to build inside our self. We have a strenght to realize that we have ability to face any failure and we can persist on it. We must embed ourself that if we persist on something, so it can help us to handle any kind of situation which need to be solved. Motivation is also needed to build a perseverance and it will be actualize in daily life.

As we can look back from the individual development stage, there is one stage that someone to exceed. It is what Erickson (1994) called as Indutry versus inferiority (6 years until 11 years). On this stage, children has to enter the primary school which is they have to competed among the social peer group. Erickson called "s*ense of industry*" which is childrens has a certain ability. He learn about something, he able to make things and make them well and even perfectly. He now learn to win recognition by producing things. He develops perseverance and adjust himself to the inorganic laws of the tool world and can become an eager and absorbed unit of a productive stituation. This is a crusial step, because if they not able to exceed this stage, it will cause disability, the well known sense of inferiority.

There were what we called character. It is attaced to the person and have a power or a strength , which is *character strength*. Hefferon and Boniwell (2011) set out several criteria inclusion criteria, some but not all of which are listed below: 1. It must be present in a range of the individual's behaviours, thoughts, feelings, and actions, generalizabel accross situasios and imes.; 2. It must contribute to fullfilment of the

good life for self and other;3. It must be morally valued in its own right, irrespective of the beneficial outcomes it can lead to.

Perseverance it is one of the caracter strength which a person have (courage), and it can build a strength to face any obstacle which can come any time. The person who have a good persistent it will give a self control and can bring a postive energy in every step he make.

Markman, et al. (2005) conclude that perseverance is a individual tendency to persist and in the face of adversuty. There are two types of perseverance: 1. Perceived control over adversity. Perceived control over adversity influences one's course of action, effort, length of perseverance and resilience specifically in contexts of obstacles, hardship, or failures.; 2. Perceived responsibility of or accountability for the outcome of adversity It means that how the person perceived his responsible to face of adversity. It also captures the extent to which individuals hold themselves accountable for improving their situation. Taking responsibility is important because when performance is deemed inferior due to lack of effort (rather than ability), a causal antecedent is set in motion whereby deploying additional effort enhances future performance.

Perseverance in Individual Differences

Mostly, perseverance in individual differences direcly relevant to Dweck's social cognitive approach, that when faced a task, an individual can hold performance goal and learning goals. Performance goals motivate behaviour to get a reward. Learning goals motivate behaviour to increase their skill. Research indicates that learning goals will lead to greater perseverance in the face of failure than performance goals, but if the individual is confident in his or her abilities, performance goals will lead to greater perseverance than learning goals (Pury, 2009)

Petterson and Seligman (2004), also argued that perseverance are related to ability, people with high ability shoud be more wiiling than other people to persist on faced on tasks. Motivational differences among the individu also high relevant to perseverance, people with high motivational orientations toward control are likely to be more persistent , specially in the face of failue than others.

People will response diffrently in order to face the setback, the obstacles, while they doing some tasks. (Markman, et al., 2005). It can seen by how high the perseverance they have. And also related on how hard they try to cope with any repeated faillures and persist on it.

Perseverance and Grit

Duckworth, et.al (2007) define grit as perseverance and passion for long-term goals. Grit entails working strenuously toward callenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. Grit is a combination of passion and persistence. Demonstrating grit could involve (Duckworth, 2016): Finishing what you begin; Staying committed to your goals; Working hard even after experiencing failure or when you feel like quitting; Sticking with a project or activity for more than a few weeks

Perseverance and Goal Setting

Perseverance is needed to reach a goal. Pury (2009), Perseverance is the intentional continuation or reapplication of effort toward a goal despite a temptation to quit. A good perseverance can be intrinsically motivated by the person.

Goal setting is known that can goals affect performance are by: directing attention, mobilizing effort, increasing persistence and motivating, strategy development. Goal setting is most likely to improve task performance when: the goals are specific and sufficiently challenging, the subjects have sufficient ability (and ability differences are controlled); feedback, is provided to show progress in relation to the goal, rewards such as money are given for goal attainment; the experimenter or manager issupportive; and the assigned goals are actually accepted by the individual.

Research Method

Now days, as we know that the desire for continuing study to the college or high more level like Postgraduate showed a high increase recently. Being undergraduate isn't enough for parents or the student

it self to compete in the workplace. The globalization forced employee with a mature tougth and have a good education qualification is still needed.

To be success, a person need to having a good plan, so it can help him to learning process in the college, and can pursuit his goal by graduating a school. It is what Siderisis and Rodafinos (2001) found that goal importance is the causal agent in directing all elements necessary to achieve high levels of study behaviour. A maturity emotion is also needed to study in a high education level, and perseverance is one element which can give stregth to focus on something persistently and have a motivation to achiev a goal.

The research try to find how big the perseverance and goal related specially in Postgraduate students in Malang and how is perseverance become important in college student to reach a goal. Sample using 37 postgraduate students (include 14 male and 23 female), and using a questionare with an 12 Grit Instrument from Duckworth, et.al (2007) which occur how is grit in student for long-term goals.

Result and Discussion

This research using factor analysis (EFA), and will be decribed in detail:

Normality Testing

Normality testing are using to test wether the data already meet the assumsion for normality. From the table 1 (one) we can see that the significancy 0,581 is more than 0,05, so we can say that minimal value for the normality testing are normal.

Tabel. 1. Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,38519981
Most Extreme Differences	Absolute	,128
	Positive	,128
	Negative	-,068
Kolmogorov-Smirnov Z		,777
Asymp. Sig. (2-tailed)		**,581**

a. Test distribution is Normal.
b. Calculated from data.

Data Validity

By seeing the Matrix Component, we can see that all items X1 until X2 has a big loading which is more than 0,50 (Table 6), start from 0,476 until 0,695. The item with loading value factor 0.476 change periodictly because the score is under 0.50, so we can tolerate and we may analyse more with rotation technic. And it can prove that 12 items are valid.

Data Reliability

From the realiability test bu using computerized, the result showed that the coefficient data, the composit score which Grit low scale is 0.24 (Tabel 2).

Tabel 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,242	12

On this research, by using 37 respondent and the coefficient reliability each variable are moved from score 0.595 until 0.798 (Table 4), and we can say its good. We may also say that the intercorelation from ecah

items by using analysis items result are good as well, even though the we are using only 12 items Grit Scale from Duckworth (2007).

The Step of EFA Analysis

The next step is to test wether we do need factor analysis by using *Kaiser Meyer Olkin (KMO) Measureof Sampling Adequacy* dan *Bartlett Test of Sphericity*. The result of 12 items questionaire, we have *(KMO) Measure of SamplingAdequacy* score 0,702 (> 0,5) and *Bartlett Test of Sphericity* 0,000 (<0,05), so we do need using analysis factor (Tabel 3).

Tabel 3. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**,702**
Bartlett's Test of Sphericity	Approx. Chi-Square	133,581
	Df	66
	Sig.	,000

Other testing using with *anti-image matrices correlation* by seeing *measure sampling adequacy* (MSA) score. From the test on 12 items, all is passed because has MSA score > 0,5 (Tabel 4).

Tabel 4. MSA test

Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
.595 [a]	.798 [a]	.787 [a]	.669 [a]	.647 [a]	.790 [a]
Item 7	**Item 8**	**Item 9**	**Item 10**	**Item 11**	**Item 12**
.769 [a]	.628 [a]	.795 [a]	.609 [a]	.728 [a]	.754 [a]

Data SPSS Ver 22

The Determining Factor Amount

The next step is try to determining factor amount which is has a minimum *eigenvalue score (* varians score which is explain on every factor). Based extraxtion score into 4 factor form *eigenvalue* score more than 1 (one) varian percentation which is 67,61% on first factor which have *eigenvalue* score 3,866 which is also can explain the whole item varians are 32,21%, the second factor have e*igenvalue* score 2,009 which is explain the whole item varians are 16,74%, the third factor have *eigenvalue* score 1,210 which is explain the whole varians are 10,08%, the last factor have *eigenvalue* score 1,028which is explain the whole varians are 8,56% (Tabel 5).

Tabel 5 . Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,866	32,217	32,217	3,866	32,217	32,217
2	2,009	16,741	48,957	2,009	16,741	48,957
3	1,210	10,083	59,041	1,210	10,083	59,041
4	1,028	8,569	67,610	1,028	8,569	67,610
5	,762	6,351	73,961			
6	,754	6,283	80,244			
7	,647	5,389	85,633			
8	,478	3,986	89,619			
9	,405	3,372	92,991			
10	,378	3,147	96,138			
11	,267	2,228	98,366			
12	,196	1,634	100,000			

Extraction Method: Principal Component Analysis.

The Distribution All Variables into the 4 (four) Factor

The next step is try to distributed the each 12 items statement into 4 (four) factor based on the loading factor by using *the component matrix* (Tabel 6). As we can see on the *component matrix table,* that the whole items are solid to be part on factor 1 (*component* 1), and the amount for how many factor are form into 4 (four) factor. To be part on the each factor, we need to use the rotation factor.

Tabel 6. Component Matrix
Component Matrix[a]

	Component			
	1	2	3	4
*Conquer setbacks	**,548**	-,310	,355	-,461
* New ideas distract	**,565**	,264	-,327	,072
*Interest change periodic	**,476**	-,514	,303	-,238
*Setbacks don't discourage	**,577**	,112	,036	,602
*Obsessed & lost interest	**,535**	,608	,311	-,161
*Hard worker	**,509**	-,470	-,300	,001
*Often change goal	**,553**	,516	-,171	-,062
*Difficult to maintain	**,576**	,306	,604	,217
*Finish whatever begin	**,695**	-,199	,258	,332
*Achieved goal a year	**,650**	-,351	-,093	,395
*Interested new pursuit short term	**,523**	,673	-,073	-,117
*Dilligent	**,570**	,023	-,472	-,188

Extraction Method: Principal Component Analysis.
a. 4 components extracted.

Rotation Factor

Rotation factor are needed to generate more factors which is not intercorelated. The result from the rotation factor it can be shown from tabel *rotatedcomponent matrix* (Tabel 7). On tabel *rotated component matrix*, four / *component* are already fulfill by all variable which is divide into Factor 1 consist of 4 variable, Faktor 2 consist 2 variable, Faktor 3 consist 2 variable, and Factor 4 consist of 2 variable.

Tabel 7. Rotated Component Factor

Rotated Component Matrix[a]

	Component			
	1	2	3	4
*Conquer setbacks	,297	-,101	,281	**,746**
* New ideas distract	,201	**,668**	,089	,082
*Interest change periodic	-,055	-,754	-,208	,153
*Setbacks don't discourage	-,139	-,253	-,035	**-,790**
*Obsessed & lost interest	-,191	,457	**,678**	,270
*Hard worker	**,630**	,197	-,227	,288
*Often change goal	-,046	**,705**	,285	,155
*Difficult to maintain	,190	,154	**,880**	,062
*Finish whatever begin	**,672**	,143	,468	,086
*Achieved goal a year	**,798**	,242	,122	,005
*Interested new pursuit short term	-,806	,126	-,015	-,283
*Dilligent	,257	**,605**	-,175	,346

Extraction Method: Principal Component Analysis.
  Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 7 iterations.

New factor has been establish

After being using matrix rotated component factor, the next step is named as new factor (Tabel 8):

Factor 1 named as stable grit; Factor 2 named as inconsistency grit; Factor 3 named as focus grit; Factor 4 named as persistent grit.

Tabel 8. New factor has been establish

Factor named	Eigen Values	Statement Items	Factor Loading
Stable Grit	3,866	Hard worker	.630
		Finish whatever begin	.672
		Achieved goal in a year	.798
Inconsistency Grit	2,009	New idea distract	.668
		Often change goal	.705
		Dilligent	.605
Focus Grit	1,210	Obsessed and lost interest	.678
		Difficult to maintain	.880
Persistent Grit	1,028	Conquer setback	.746
		Setback don't discourage	-.790

Disscussion Factor

Stable Grit Factor

Based on analysis factor there are 3 items statement on stable grit factor: (item 6) hard worker; (item 9) finish whatever begin; (item 10) achieved goal in a year. The distribution respondent responses percentage which is agree and strongly agree are 71,96 % (Tabel 9).

With the percentage score 71,96%, it can describe that respondent has a mindset that they have good perseverance to reach a goal.

Tabel 9. Grit factor

ITEM	RESPONDENT RESPONSES					
	SA/A	%	S/D/SD	%	TOTAL	%
Hard worker	28	75,7 %	9	24,3	37	100 %
Finish whatever begin	32	86,2 &	5	13,8 %	37	100 %
Achieved goal in a year	20	54 %	17	46 %	37	100 %
TOTAL AVERAGE	26,66	71,96 %	10,33	28,03 %		

SA	: Strongly Agree	S	: Sometimes	SD	: Strongly Disagree
A	: Agree	D	: Disagree		

Inconsistensy Grit Factor

Based on analysis factor there are 3 items statement on inconsistensy grit factor: (item 2) new idea distract; (item 7) often change goal; (item 12) dilligent. The distribution respondent responses percentage which is agree and strongly agree are 27,90 % (Tabel 9).

With the percentage score 27,90%, it can describe that even though respondents distract for new idea and inconsistency as well, but it still may said that they still a dilligent. It is related what Pury (2009) said that people will persist what they do toward a goal despite a temptation to quit.

Tabel 10. Inconsistensy Grit Factor

ITEM	RESPONDENT RESPONSES					
	SA/A	%	S/D/SD	%	TOTAL	%
New idea distract	16	43,2 %	21	56,8 %	37	100 %
Often change goal	12	32,4 %	25	66,7 %	37	100 %
Dilligent	3	8,1 %	34	91,9 %	37	
TOTAL AVERAGE	10,33	27,90 %	26,66	71,8 %		

Focus Grit Factor

Based on analysis factor there are 2 items statement on focus grit factor: (item 5) Obsessed and lost interest; (item 8) difficult to maintain. The distribution respondent responses percentage which is agree and strongly agree are 50 % (Tabel 11).

With the percentage score 50%, it can describe that even people face the obstacle in order to attain a goal, they still persistent, so it can show the balance between it.

Tabe 11. Focus Grit Factor

ITEM	RESPONDENT RESPONSES					
	SA/A	%	S/D/SD	%	TOTAL	%
Obsessed and lost interest	17	45,9 %	20	54,1 %	37	100 %
Difficult to maintain	20	54,1 %	17	45,9 %	37	100 %
TOTAL AVERAGE	18,5	50 %	18,5	50 %		

Persistent Grit

Based on analysis factor there are 2 items statement on focus grit factor: (item 1) conquer setbacks; (item 4) setbacks don't discourage. The distribution respondent responses percentage which is agree and strongly agree are 39,2 % (Tabel 12).With the percentage score 39,2% , respondents believe in a face of setbacks will not influence them to reach a goal and they have persistent, focus and able to handle the failure even its hard.

Tabel 12. Persistent Grit

ITEM	RESPONDENTS RESPONSES					
	SA/A	%	S/D/SD	%	TOTAL	%
Conquer setback	27	73 %	10	27 %	37	100 %
Setbacks don't discourage	2	5,4 %	35	94,6 %	37	100 %
TOTAL AVERAGE	14,5	39,2 %	22,5	60,8 %		

Summary

Perseverance is needed to reach a goal, specially for long term goal for a student who are study in postgraduate program, even in a face for obstacles and repeated failure. A student ussualy distract by new idea, new interest, while they are studied, but they try to focus and persist on it. And by doing learning process they believe that they can make a good effort to reach what they want. It is confirmed what Pury (2009) said that research indicates that learning goals will lead to greater perseverance in the face of failure than performance goals. A greater perseverance it can show they way a person perceived a vision in the face of future.

Doernyei (2000) conclude that to focus on the temporal dimension is particularly important for the understanding of student motivation because in prolonged learning activities such as mastering a school, can maintain the motivational impetus for a considerable period (often several years) against a number of distracting influences.

A goal setting its also needed for a student to attain goal. Goal give student clarify what they really want in this life and it has to be spesific. A challenge and spesific goal can give the person ability to do the task and also giving a feedback is needed to provide to show progress in relation to the goal. Locke, et.al (1980).

Refferences

Anonim 1 (2016), diunduh pada http://dictionary.reference.com/browse/setting

Anne S. Beauchamp (2009), *University of Kansas,* dalam buku Newton, M. The encyclopedia of positive psychology/edited by Shane J.

Bandbrige (2014), diunduh pada http://giftedkids.about.com/od/glossary/g/Goal.htm

Cynthia L. S. Pury (2009), *Clemson University,* dalam buku Newton, M. Theencyclopedia of positive psychology/edited by Shane J.

Dornyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, *70*(4), 519-538.

Duckworth (2016), diunduh di internet pada tanggal 04 Januari 2016, pada https://characterlab.org/resources/grit

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9,* 1087-1101.

Erikson, E. H. (1994). *Identity: Youth and crisis* (No. 7). WW Norton & Company.

Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications.* McGraw-Hill Education (UK).

Hollenbeck, J. R., & Brief, A. P. (1987). The effects of individual differences and goal origin on goal setting and performance. *Organizational Behavior and Human Decision Processes*, *40*(3), 392-414.

Laursen, E. K. (2015). The Power of Grit, Perseverance, and Tenacity. *Reclaiming Children and Youth*, *23*(4), 19.

Locke, Shaw, Saari,and Latham, Classic Chapter Goal Theory and Task Performance, 1969-1980

Markman, G. D., Baron, R. A., & Balkin, D. B. (2005). Are perseverance and self-efficacy costless? Assessing entrepreneurs' regretful thinking. *Journal of Organizational Behavior*, *26*(1), 1-19.

Meriam (2015), diunduh pada http://www.merriam-webster.com/dictionary/goal

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.

Sideridis, G. D., & Kaissidis-Rodafinos, A. (2001). Goal importance within planned behavior theory as' the predictor of study behavior in college. *British Journal of Educational Psychology*, *71*, 595.