Growth Mindset Practices and Academic Resilience of the Junior High School Students in Philippine School Doha, S.Y. 2022-2023

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Abstract

As students are faced with academic challenges, students must learn to establish growth mindset practices which instill academic resilience. This study focuses on the growth mindset practices and academic resilience of the Junior High School students in Philippine School Doha, S.Y. 2022-2023. In this study, a self-made questionnaire was utilized and validated by experts. It uses quantitative-correlational research design. There were 226 respondents chosen using a systematic random sampling technique, where the researchers used an interval of 4; every 4 students, one was chosen to answer the survey. It discusses the respondents' perceptions regarding mindsets, and it identifies the most commonly used practices. The survey questionnaire also determines the academic resilience of the respondents using 15 statements derived from the ARS-30 Scale developed by Cassidy (2016). Results showed that the respondents display a fixed mindset as the highest scoring statement 'I believe that there are people who just learn faster than most and learn slower than most.' has a weighted mean of 3.56, and that the most commonly used growth mindset practice of the respondents is celebrating their achievements as the highest scoring statement is 'When I get a good score on my work, I feel proud of myself.' which has a weighted mean of 3.67. In addition, the respondents show academic resilience by striving for improvement when faced with criticism, as the statement received the highest weighted mean of 3.48. Furthermore, the computed r-value (0.421) proves that there is a significant relationship between the growth mindset practices and the academic resilience. Therefore, it is duly recommended that the respondents continue to develop growth mindset practices like being proud of their own achievements and efforts as this will help them face academic setbacks with courage and resilience.

Keywords: Academic Resilience; Growth Mindset Practices; Perceptions Regarding Mindsets; Junior High School Students

1. Introduction

When students face personal failures, they either feel unmotivated to continue learning or become determined to improve. The terms "fixed mentality" and "growth mindset" were created by Carol Dweck, an American psychologist known for her studies on mindsets, when she noticed the typical responses of pupils to failure. Brains and talent are just the beginning for those with growth mindsets; according to Dweck's (2015) statement, they "think that their most basic abilities may be developed via devotion and hard work." She emphasized that having this mindset fosters determination and resilience which are both instrumental in learning new things and in accomplishing great tasks. Having a growth mindset also proves to be beneficial for students.

To illustrate, children who learn that they can become smarter do better in their academics because they understand that improvement and failure are important parts of the learning process (Mindset Kit, n.d.). They also believe that with effort, they can develop their abilities. A study named "Effect of

Growth Mindset on School Engagement and Psychological Well-Being of Chinese Primary and Middle School Students: The Mediating Role of Resilience" conducted by Zeng et al. (2016) also revealed that Chinese students from primary and middle schools who showed a higher level of development of growth mindsets had better psychological well-being and school engagement.

Displaying a growth mindset also plays a key role in motivating students despite obstacles that hinder students from learning. For example, there are many students who experience academic burnout; the web blog "What is Academic Burnout?" by University of the People (n.d.) defined academic burnout as the negative emotional, physical, and mental reaction of students to prolonged periods of studying. Consequently, students become exhausted, frustrated, and unmotivated to perform well in school which occurs when students continuously study the same material for several weeks, months, or even years. Despite this, it was proven that people who exhibit a growth mindset manage frustration and stress in an adaptive manner.

According to Schroder (2021), people who have growth mindsets are able to overcome failures compared to those who have fixed mindsets. Another study named "An Entity Theory of Intelligence Predicts Higher Cortisol Levels When High School Grades Are Declining" conducted by Lee et al. (2018) investigated how the mindsets of students transitioning to high school influenced their stress levels, which were measured by collecting saliva samples as they contain cortisol, the primary stress hormone. The group of researchers discovered that students who showed growth mindsets have lower stress levels. Compared to students who did not have growth mindsets, the cortisol hormone is less active even after the students experienced an academic stressor the day before. In the study "The Role of Implicit Theories in Mental Health Symptoms, Emotion Regulation, and Hypothetical Treatment Choices in College Students" conducted last 2014, Schroder et al. also studied how a growth mindset can be linked to symptoms of mental illness such as anxiety and depression. The results of the aforementioned study uncovered that university students with a growth mindset were less likely to show signs of mental illness.

Moreover, in an article entitled "Do students with a growth mindset get better grades?" written by InnerDrive (2019), students who develop a growth mindset view setbacks as more opportunities to learn. Based on the findings of the previously mentioned studies, it is apparent that having a growth mindset can reduce the amount of stress, the possibility of academic burnout, and the onset of anxiety and depression a student is likely to experience when he or she faces difficulties in his or her academics.

In practicing how to exhibit a growth mindset, it is also crucial to note the various factors that contribute to the development of one's mindset. Some of these factors include one's personality, one's surroundings, and one's family and friends (Durden, n.d.). Personality, which refers to unique qualities that make up a person's character, is closely linked to the formation of a person's mindset because his or her mindset can directly affect the way he or she acts or thinks. The environment where a person grows up in and the people whom a person forms intimate relationships with are vital in forming his or her mindset as well. To illustrate, someone who grows up with overbearing parents may find it harder to learn how to live independently (Norton, 2020); someone who works in a place that has a high level of noise pollution may become too anxious or agitated (Lindberg, 2021). For students, the friends they form bonds with and the families they have also act as reasons why students differ in showing mindsets.

This study also aims to delve into the relationship between one's growth mindset practices and one's academic resilience. As defined by IGI Global (n.d.), academic resilience is defined as the "ability to effectively deal with challenges, stress, or pressure ultimately leading to overall success in the academic environment". In other words, students who are academically resilient consistently perform well and stay motivated in spite of stressors that pose the risk of underperforming (Alva, 1991). Academic resilience also fosters school engagement, which is defined by The Glossary of Education Reform as the curiosity and passion that students show while learning a topic, which is also connected to how motivated they are to make progress in their learning. The researchers believe that students who are academically resilient are more likely to show commitment to their studies, and that these students, when faced with stressful challenges, are more focused on developing effective strategies on how to solve their problems using the resources available, and instead of viewing these problems as complete hindrances, they view them as stepping stones for further enhancing their self-improvement. This is proven by the study led by Romano et al. (2021), where the researchers disclosed that academically resilient students participated more in school activities, performed better in school, and built a positive environment with their teachers compared to students who were classified as 'low-resilience'. The study also divulged information on how academically resilient students actively put in effort to resolve stressful situations (problem-focused coping) and to mitigate negative emotional responses that are linked to stress (emotion-focused coping);

this shows that instead of easily giving up or actively avoiding challenges like students with fixed mindsets do, these students who display academic resilience have the resolve to face challenges head-on and learn from said challenges, which is similar to what students with growth mindsets do.

As for the indicators of the study, the indicators are based upon Carol Dweck and Ellen Legget's' Implicit Theory of Intelligence (1998) or Mindset Theory (MT). This theory explains how people view intelligence; those who believe intelligence is a fixed trait (eg. "She is a naturally born guitarist") have an entity or a fixed mindset. On the other hand, those who believe intelligence is malleable and can therefore be developed (eg. "She plays her guitar every day for improvement") have an incremental or a growth mindset. This theory served as the basis for this study as the researchers focused on determining whether the Junior High School students have practiced exhibiting a growth mindset or not. This framework also provided an insight as to how growth mindset practices could be related to academic resilience, as the framework pointed out that one's type of mindset can influence one's willingness to learn new concepts, regardless of difficulty.

Research Questions

The objective of the study was to determine growth mindset practices and academic resilience of the Junior High School Students in Philippine School Doha, S.Y. 2022-2023. Specifically, it sought to answer to the following questions:

1. What are the most used growth mindset practices of the respondents?
2. What is the level of the academic resilience of the respondents?
3. Is there a significant relationship between the growth mindset practices and the academic resilience of the respondents?

Null Hypothesis

H0: There is no significant relationship between the growth mindset practices and the academic resilience of the Junior High School students in Philippine School Doha, S.Y. 2022-2023.

2. Method

The study utilized the descriptive-correlational design of research. As defined by Quaranta (2017), a descriptive-correlational research design describes the relationships that occur between and among the included variables. It is a systematic investigation that studies the direction, degree, magnitude, and strength of the associations that concern the changes of one or more variables and the changes of another variable. This type of research approach is the most compatible to come across the research objective which is to collect the required data for the purpose of summarizing, evaluating and recommending implications in the context of growth mindset practices and academic resilience amongst the Junior High School Students of Philippine School Doha enrolled in the school year 2022-2023. In addition, a quantitative method was used wherein the data collection strategy was gathered through survey questionnaires using Google Forms. The respondents were chosen using the systematic sampling method, and the weighted mean and Pearson product moment correlation coefficient were used in analyzing the data gathered.

3. Results

The findings are presented below:

Table 1. The Respondents' Perceptions Regarding Mindsets

Statements	WM	VI	Rank
1. I think that my intelligence is something that is fixed and cannot be changed.	2.15	Rarely	10
2. I consider mistakes to be teaching experiences.	3.45	Always	3
3. I can learn new things, but I cannot change my basic intelligence.	2.73	Sometimes	8
4. I believe that there are people who just learn faster than most and learn slower than most.	3.56	Always	1
5. I put more effort into a task when it's challenging, compared to tasks that are relatively easier to do.	3.02	Sometimes	7
6. I welcome new challenges to expand my knowledge.	3.15	Sometimes	6
7. I acknowledge my weaknesses and focus on improving them.	3.27	Always	5
8. I believe almost everyone who is good at something has practiced it a lot, regardless of their natural abilities.	3.47	Always	2
9. I believe that intelligence is earned through experiences rather than being born with it.	3.44	Always	4
10. I don't bother with tasks that are not in my skill set (eg. I am more artistically inclined, so I believe I won't be good at playing sports).	2.49	Rarely	9
Overall Weighted Mean	**3.07**	**Sometimes**	

Legend:
WM - Weighted Mean; VI- Verbal Interpretation
1 - 1.75 Never
1.76 - 2.50 Rarely
2.51 - 3.25 Sometimes
3.26 - 4.00 Always

Table 1 shows the perceptions regarding the mindsets of the respondents. The statement 'I believe that there are people who just learn faster than most and learn slower than most' got the highest weighted mean of 3.56, which is verbally interpreted as always. It is followed by the statement 'I believe almost everyone who is good at something practiced it a lot, regardless of their natural abilities.' which got a weighted mean of 3.47, and verbally interpreted as always. The statement 'I consider mistakes to be teaching experiences.' got the third highest weighted mean of 3.45, and is verbally interpreted as always. Next to it is the statement ' I believe that intelligence is earned through experiences rather than being born with it. ' which got a weighted mean of 3.44, and is verbally interpreted as always. It is followed by the statement 'I acknowledge my weaknesses and focus on improving them.' which has a weighted mean of 3.27, and verbally interpreted as always. Right after that, the statement 'I welcome new challenges to expand my knowledge.' got a weighted mean of 3.15, which is verbally interpreted as sometimes. Then, the statement 'I put more effort into a task when it's challenging, compared to tasks that are relatively easier to do.' got a weighted mean of 3.02, which is verbally interpreted as sometimes. It is followed by the statement 'I can learn new things, but I cannot change my basic intelligence.' which got a weighted mean of 2.73, which is verbally interpreted as sometimes. In addition, the statement 'I don't bother with tasks that are not in my skill set (eg. I am more artistically inclined, so I believe I won't be good at playing sports).' got a weighted mean of 2.49 which is verbally interpreted as rarely. The statement 'I think that my intelligence is something that is fixed and cannot be changed.' got a weighted mean of 2.15, which is verbally interpreted as rarely the statement.

The overall weighted mean of Table 4, which discusses what are the perceptions of the respondents regarding mindsets, is 3.07, and is verbally interpreted as sometimes. The statement 'I believe that there are people who just learn faster than most and learn slower than most.' has the highest weighted mean which suggests that the respondents showed a fixed mindset, the belief that one's talents are fixed at birth. The researchers infer that this is possibly due to a multitude of factors (eg. peers, family) as these factors

can affect the development of someone's ability to understand new concepts.

This is in line with Meacham (2014)'s revelation that people with fixed mindsets are more likely to learn slowly as they take more time to comprehend new and unfamiliar concepts and lessons. This finding shows that the respondents need to develop a growth mindset as this will enable them to sharpen and improve their cognitive skills.

Table 2. The Most Used Growth Mindset Practices of the Respondents

Statements	WM	VI	Rank
1. I don't let negative feedback from others and from myself crush my spirit.	2.96	Sometimes	5
2. I imagine how happy I would feel once I have accomplished my tasks.	3.49	Always	2
3. I consider my words carefully so that others will feel encouraged.	3.35	Always	3
4. I am willing to take on difficult tasks.	2.99	Sometimes	4
5. When I get a good score on my work, I feel proud of myself.	3.67	Always	1
6. When I get a low score on my work, I immediately think there's no hope for me.	2.60	Sometimes	8
7. I want to know if I can do things correctly. Otherwise, I will not do it.	2.87	Sometimes	7
8. During classes, I am excited to learn new information.	2.87	Sometimes	7
Overall Weighted Mean	**3.1**	**Sometimes**	

Legend:
WM - Weighted Mean; VI- Verbal Interpretation
1 - 1.75 Never
1.76 - 2.50 Rarely
2.51 - 3.25 Sometimes
3.26 - 4.00 Always

Table 2 shows the growth mindset practices of the respondents. The statement 'When I get a good score on my work, I feel proud of myself.' got the highest weighted mean of 3.67, which is verbally interpreted as always. It is followed by the statement 'I consider my words carefully so that others will feel encouraged.' got a weighted mean of 3.35, which is also verbally interpreted as always. Next to it is the statement 'I imagine how happy I would feel once I have accomplished my tasks.' which has a weighted mean of 3.49, and is verbally interpreted as always. The statement 'I am willing to take on difficult tasks.' got a weighted mean of 2.99, which is verbally interpreted as sometimes. After that, the statement 'I don't let negative feedback from others and from myself crush my spirit.' got the weighted mean of 2.96, which is verbally interpreted as sometimes. Then, both statements 'I want to know if I can do things correctly. Otherwise, I will not do it.' and 'During classes, I am excited to learn new information.' has a weighted mean of 2.87, which can be verbally interpreted as sometimes. It is followed by the statement 'When I get a low score on my work, I immediately think there's no hope for me.' with a weighted mean of 2.60, which is verbally interpreted as sometimes.

The overall weighted mean of Table 5, which discusses the growth mindset practices of the respondents is 3.1 and is verbally interpreted as sometimes. The statement 'When I get a good score on my work, I feel proud of myself.' has the highest weighted mean which indicates the most commonly used growth mindset practices of the respondents is to celebrate their successes and achievements.

This is supported by the article "Celebrating Achievement" written by the Mind Tools Content Team (n.d.) where as employees feel more encouraged when their hard work is recognized, the same can be seen in the respondents as they celebrate the efforts they put into their school works. The related

literature also discusses that employees feel more valued and more confident, and this experience may be similar to when students motivate themselves by feeling proud of their progress and improvement.

Table 3. The Level of Academic Resilience of the Respondents

Statements	WM	VI	Rank
1. I will use the feedback to improve my work.	3.48	Always	1
2. I will try to think of new solutions.	3.44	Always	3
3. I will use the situation to motivate myself.	3.21	Sometimes	7
4. I will look forward to showing that I can improve my grades.	3.47	Always	2
5. I will do my best to stop thinking negative thoughts.	3.16	Sometimes	9
6. I will try to think more about my strengths and weaknesses to help me work better.	3.39	Always	5
7. I will seek encouragement from my family and friends.	3.09	Sometimes	10
8. I will start to monitor and evaluate my achievements and effort.	3.38	Always	6
9. I will try different ways to study.	3.19	Sometimes	8
10. I will use my past successes to help motivate myself.	3.42	Always	4
11. I will begin to think my chances of success at university were poor.	2.47	Rarely	13
12. I will stop myself from panicking.	2.89	Sometimes	11
13. I will feel like everything was ruined and was going wrong.	2.54	Sometimes	12
14. I will begin to think my chances of getting the job I want are poor.	2.33	Rarely	14
15. I will feel hopeless and there is a slight chance I will give up on my academics.	2.17	Rarely	15
Overall Weighted Mean	**3.04**	**Sometimes**	

Legend:
WM - Weighted Mean; VI- Verbal Interpretation
1 - 1.75 Never
1.76 - 2.50 Rarely
2.51 - 3.25 Sometimes
3.26 - 4.00 Always

Table 3 shows the academic resilience of the respondents. The statement 'I will use the feedback to improve my work.' got the highest weighted mean of 3.48, which is verbally interpreted as always. It is followed by the statement *'I will look forward to showing that I can improve my grades.*' got a weighted mean of 3.47, which is verbally interpreted as always. Next to it is the statement 'I will try to think of new solutions.' which got a weighted mean of 3.44, and is verbally interpreted as always. The statement 'I will use my past successes to help motivate myself.' got a weighted mean of 3.42, which is verbally interpreted as always. After that, the statement 'I will try to think more about my strengths and weaknesses to help me work better.' got the weighted mean of 3.39, which is verbally interpreted as always. The next statement is 'I *will start to monitor and evaluate my achievements and effort.'* which has a weighted mean of 3.38, which can be verbally interpreted as always. The statement 'I will use the situation to motivate myself.' got a weighted mean of 3.21. It is followed by the statement 'I will try different ways to study.' with a weighted mean of 3.19. Next, is the statement 'I will do my best to stop thinking negative thoughts.' has a weighted mean of 3.16. Then, the statement 'I will seek encouragement from my family and friends.' got a weighted

mean of 3.09. It is followed by the statement 'I will stop myself from panicking.' that has a weighted mean of 2.89. Next is the statement 'I will feel like everything was ruined and was going wrong.' that got a weighted mean of 2.54. On the other hand, the following statements are verbally interpreted as rarely acted by the respondents. The statement 'I will begin to think my chances of success at university were poor.' got a weighted mean of 2.47; the statement 'I will begin to think *my chances of getting the job I want are poor.'* got a weighted mean of 2.33; and lastly, the statement 'I will feel hopeless and there is a slight chance I *will give up on my academics.'* got a weighted mean of 2.17.

The overall weighted mean of Table 6, which discusses the academic resilience of the respondents is 3.04 and is verbally interpreted as sometimes. The statement 'I will use the feedback to improve my work.' has the highest weighted mean which indicates that in response to receiving constructive criticism concerning a project, the respondents display academically resilient behaviors that strive to improve their performance.

This is in agreement with Miller (2019)'s statement about self-efficacy (a term closely related to academic resilience) that displaying high self-efficacy allows the students to put more effort into their schoolworks, especially when it comes to working on areas to improve on after receiving feedback. It is seen in the results gathered that the respondents show behaviors that indicate self-efficacy where they target improvement by actively working hard, they demonstrate academic resilience.

Table 4. The Environmental Adaptation of the Respondents

Determinants of inactive class participation	Computed r-value	Interpretation
Growth mindset practices and academic resilience	0.421	Low positive correlation

Legend:
0.00-0.30 Negligible Correlation
0.30-0.50 Low (negative) Correlation
0.50-0.70 Moderate positive (negative) Correlation
0.70-0.90 High (negative) Correlation
0.90-1.00 Very High Positive Correlation

Table 4 shows the relationship between the growth mindset practices and academic resilience of the respondents. Using the Pearson correlation coefficient formula, the computed r-value of 0.421 falls under low positive correlation.

Null Hypothesis

The Null Hypothesis, 'There is no significant relationship between the growth mindset practices and the academic resilience of the Junior High School students in Philippine School Doha, S.Y. 2022-2023', is rejected for the computed r-value of 0.421 falls under a low positive correlation. This signified that the respondents show academic resilience, however it is rarely observed due to the aforementioned result.

4. Discussion

The results revealed that there is a relationship between the growth mindset practices and the academic resilience of the respondents, albeit rarely displayed. In identifying the respondents' perceptions regarding mindsets, the respondents showed a fixed mindset (the belief that one's talents cannot be improved upon) as shown by the findings of Part II. This is based on the statement with the highest weighted mean which got 3.56 or 'Always' - the aforementioned result is in line with Meacham (2017)'s assertion

that people with a fixed mindset learn at a slower pace since they are not as eager to absorb new information. The researchers concluded that to be able to strengthen students' capacity to comprehend new concepts, they must show a growth mindset. Though the respondents showed a fixed mindset, the researchers observed that the respondents also displayed beliefs that align with a growth mindset. The respondents' most used growth mindset (the belief that they can improve their skills and talents) practice was to celebrate their successes, as the corresponding statement got the highest weighted mean with a value of 3.67 or 'Always'. Based on the blog "Celebrating Achievement", the researchers concluded that the students feel more inspired and more valued to work even harder when they are recognized for their efforts, as the same phenomenon can be seen in the workplace with employees. Then, the respondents also showed academic resilience (the ability to bounce back despite academic setbacks) as the results disclosed that when the respondents are faced with constructive criticism regarding a project, they are most likely to use the criticism as room for improvement, with the statement scoring the highest mean (3.48 or 'Always'). The respondents showed self-efficacy and academic resilience because they want to put more effort into their work which can be seen on how they want to use the feedback as a way for them to improve (Miller, 2019). Therefore, the researchers conclude that having the ability to accept constructive criticism without feeling disheartened is a strong indicator of having the academic resilience to face academic challenges. In computing for the relationship between the two variables, the null hypothesis was rejected because the computed r-value (0.421) falls under a low positive correlation, therefore the relationship between the growth mindset practices and the academic resilience are only rarely observed among the Junior High School students in Philippine School Doha.

Displaying a growth mindset amid academic challenges is one of the priorities that students must establish early on into their studies. By believing in their own efforts to improve even after failures and mistakes, students change their line of thinking from "I wasn't born to do this" to "I will work hard enough so I can accomplish this task" - this mindset boosts confidence and willingness in students to actively take challenges and seek opportunities. These behaviors can build academic resilience in students. This study explored and determined the relationship between the growth mindset practices and the academic resilience of the Junior High School students in Philippine School Doha S.Y. 2022-2023. Specifically, this study sought to determine the demographic profile of the respondents in terms of age; sex; and grade level. The study also found answers to what were the most used growth mindset practices of the respondents. It also determined the academic resilience of the respondents. Lastly, it determined the relationship between the growth mindset practices and the academic resilience of the participants involved in the study.

The researchers therefore provide the following recommendations to concerned groups after collecting and analyzing the data: first, the Junior High School Students should develop growth mindset practices as these will enable them to nurture their resilience towards academic challenges. As they enter the stage where they start to prepare for college and other serious life-changing opportunities, they must learn to believe they can strengthen their skills further and they must learn to adapt to any setbacks they may encounter in their studies. PSD Teachers should continue to improve how they instill growth mindset practices and academic resilience into the students, for example, they can use teaching strategies like encouraging students to become determined to answer increasingly difficult worksheets and ask students to list down the goals they want to achieve and the plans they will create in achieving said goals in their classes. Parents should teach their children to actively seek out unfamiliar experiences and take more risks as they grow older, as these habits will build more self-confidence within their children, specifically, their children will grow to always improve their skills and to have belief in their capabilities, as related literature and studies show that parents must shape their home environments to be a place that has various stimulating activities that encourage their children to learn. PSD Administration, specifically the Office of Student Affairs is encouraged to play a role in guiding students to try out new opportunities, discover skills, and seek improvement. The Guidance Office can also help students face feelings of self-doubt during times of failure and transform those negative feelings into the students' new source of motivation to enhance their academic achievement. Lastly, future researchers can use this study as a reference in later research concerning growth mindset practices and academic resilience in students. As growth mindsets and academic resilience are both relatively new concepts that need to be further examined in the field of research, the researchers recommend developing a research instrument that can further assess the growth mindset practices and the academic resilience of the students with clearer and more definite findings. Future researchers who are interested in these concepts should also study how the students' ranking in class can potentially affect how they display growth mindset practices and how they show academic resilience.

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