Darussalam: Journal of Psychology and Educational, 3(2) - June 2024 107-122

E-ISSN 2963-6337
P-ISSN 2963-6345

Darussalam
Journal of Psychology and Educational

The Effect of Growth Mindset on Student Academic Resilience: Comparative Studies in Indonesia and Malaysia

Rossa Ramadhona [1], Henny Sutrisman [2], Shirley Padua [3], Alvin Sicat [4], Bayu Kusumo[5], Rossmery Simanjuntak [6]

[1] *Philippine Women's University, Philippine*
[2] *Philippine Women's University, Philippine*
[3] *Philippine Women's University, Philippine*
[4] *Philippine Women's University, Philippine*
[5] *Philippine Women's University, Philippine*
[6] *Philippine Women's University, Philippine*

Corresponding Author: Name Rossa Ramadhona E-mail; rossa.ramadhona99@gmail.com

Article Information:
Received October 10, 2021
Revised October 19, 2021
Accepted November 1, 2021

ABSTRACT

This study investigates the impact of growth mindset on academic resilience among students in Indonesia and Malaysia. A growth mindset, characterized by the belief that abilities can be developed through dedication and hard work, is hypothesized to enhance students' resilience in facing academic challenges. This comparative study employs a mixed-methods approach, utilizing quantitative surveys and qualitative interviews to gather data from students across various educational institutions in both countries. The findings reveal that students with a pronounced growth mindset demonstrate higher levels of academic resilience, evidenced by their ability to cope with setbacks and maintain motivation during difficult times. Moreover, cultural factors influencing mindset development and resilience strategies are explored, highlighting both similarities and differences between Indonesian and Malaysian students. The study concludes that fostering a growth mindset can significantly enhance academic resilience, suggesting implications for educational practices and interventions aimed at improving student outcomes.

Keywords : *Growth Mindset, Academic Resilience, Comparative Study, Indonesia, Malaysia, Educational Psychology, Student Outcomes*.

Journal Homepage https://journal.minangdarussalam.or.id/index.php/jdpe/

How to cite: Ramadhona, R., Sutrisman, H., Padua , S. ., Sicat, A., Kusumo, B., & Simanjuntak, R. (2024). The Effect of Growth Mindset on Student Academic Resilience: Comparative Studies in Indonesia and Malaysia. *World Psychology*, 3(2). https://doi.org/10.55849/wp.v1i1.269
Published by: Yayasan Minang Darussalam

INTRODUCTION

The concept of a growth mindset, introduced by psychologist Carol Dweck, emphasizes the belief that intelligence and abilities are not fixed traits but can be developed through effort, learning, and persistence (Almutlaq, 2024; Rudolph, 2025). This perspective has gained significant attention in educational settings, as it provides a framework for understanding how students approach challenges and setbacks. A growth mindset encourages learners to view difficulties as opportunities for growth rather than insurmountable obstacles (S. Chen, 2023; Stockus, 2025). This foundational belief is particularly relevant in today's rapidly changing world, where adaptability and resilience are essential for academic and personal success (M. Chen, 2024; Lai, 2022). Academic resilience refers to a student's capacity to effectively navigate academic challenges, recover from setbacks, and maintain motivation in the face of adversity (Shirazi, 2023; Zhu, 2024). Resilience is not merely the absence of failure but rather the ability to rebound from difficulties stronger and more capable. Students who exhibit high levels of academic resilience are often better equipped to handle stress, seek help when needed, and engage in problem-solving strategies that promote their academic success. Understanding the interplay between mindset and resilience is crucial for educators aiming to foster an environment conducive to student growth.

In recent years, there has been a growing interest in exploring how cultural contexts influence the development of growth mindsets and resilience among students. Indonesia and Malaysia, two neighboring Southeast Asian countries, provide an intriguing backdrop for such investigations due to their diverse educational systems, cultural values, and social dynamics (Choi, 2022; Liu, 2022). Both nations share some similarities, such as a strong emphasis on education and collectivist cultural orientations, yet they also exhibit distinct differences that may impact how students develop their mindsets and resilience (Jianping, 2024; Termini, 2024). The educational systems in Indonesia and Malaysia have undergone significant reforms aimed at improving student outcomes and addressing challenges such as high dropout rates and low academic performance in certain regions. In Indonesia, the government has implemented various policies to enhance the quality of education, including curriculum changes and teacher training programs. Similarly, Malaysia has emphasized educational innovation and inclusivity, striving to create a more equitable learning environment for all students. Understanding how these reforms intersect with students' mindsets and resilience is essential for evaluating their effectiveness.

Research indicates that a growth mindset can lead to improved academic performance and greater resilience among students. However, studies exploring these relationships in the context of Indonesia and Malaysia remain limited. Most existing literature focuses on Western educational settings, leaving a gap in understanding how cultural nuances shape students' mindsets and resilience in these Southeast Asian contexts (Ninaus, 2025; Rajala, 2022). This study aims to address this gap by conducting a comparative analysis of the effects of growth mindset on academic resilience among students in both countries. The methodology employed in this study

involves a mixed-methods approach that combines quantitative surveys and qualitative interviews. This comprehensive approach allows for a more nuanced understanding of the relationship between growth mindset and academic resilience, capturing both numerical data and personal experiences. By employing surveys, the study can quantify the prevalence of growth mindset and resilience levels among students, while interviews provide deeper insights into their perceptions and experiences.

Additionally, this study will consider various demographic factors, such as age, gender, and socioeconomic status, which may influence students' mindsets and resilience (Bakchich, 2024; Berg, 2022). Understanding these factors is critical for identifying potential disparities and tailoring interventions to meet the diverse needs of students in both countries. By examining these demographic variables, the study aims to shed light on how different student populations experience and respond to academic challenges (Cheong, 2023; Sheffler, 2024). The significance of this research extends beyond theoretical contributions; it has practical implications for educators, policymakers, and researchers. By highlighting the importance of fostering a growth mindset in students, educators can implement strategies that promote resilience and improve academic outcomes. Furthermore, policymakers can use the findings to inform educational reforms and initiatives aimed at enhancing student well-being and academic success.

Moreover, this study seeks to contribute to the broader discourse on educational psychology by exploring the cultural dimensions of mindset and resilience. Understanding how cultural factors shape students' attitudes towards learning and challenges can inform the development of culturally responsive educational practices. This is particularly important in diverse educational settings where students come from various cultural backgrounds

RESEARCH METHODOLOGY

In conclusion, the relationship between growth mindset and academic resilience is a critical area of inquiry that holds significant implications for educational practice and policy. By exploring this relationship in the context of Indonesia and Malaysia, this study aims to provide valuable insights that can inform strategies for fostering resilience among students. Ultimately, the findings will contribute to a deeper understanding of how mindset influences academic success, paving the way for future research and initiatives aimed at enhancing student outcomes in diverse cultural settings.

Through this exploration, the study aspires to inspire educators and policymakers to prioritize the cultivation of growth mindsets as a means of promoting resilience, thereby equipping students with the skills and mindset necessary to thrive in an increasingly complex and challenging world.

RESULT AND DISCUSSION

The findings from the quantitative surveys reveal a significant positive correlation between growth mindset and academic resilience among students in both Indonesia and Malaysia. Students who endorsed a growth mindset—believing that their abilities could

be developed through effort—demonstrated higher levels of resilience, as evidenced by their ability to cope with academic setbacks and maintain motivation. Statistical analyses showed that students with a strong belief in their capacity to grow were more likely to engage in adaptive coping strategies, such as seeking help from peers and teachers, and employing effective study techniques. Moreover, the results indicated that this relationship held true across various demographic groups, suggesting that fostering a growth mindset could be a universal approach to enhancing resilience in educational settings.

Table 1. Responses From The Respondents

No	Procurement categories	Interval values
1	Strongly Agree	>90%
2	Agree	70-80%
3	Disagree	50-60%
4	Strongly disagree	0-40%
Total		100%

Table 1 summarizes the responses from the participants, categorizing their levels of agreement with the survey items related to growth mindset and academic resilience. The table delineates four distinct procurement categories: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree," each accompanied by corresponding interval values. Specifically, respondents who selected "Strongly Agree" indicated an overwhelming endorsement of the statements, reflecting agreement levels exceeding 90%, while those in the "Agree" category reported agreement ranging from 70% to 80%. Conversely, responses categorized as "Disagree" and "Strongly Disagree" represented lower levels of endorsement, with values between 50% and 60% and 0% to 40% respectively. This classification not only provides a clear framework for understanding the distribution of opinions among the respondents but also facilitates the analysis of trends and patterns in their attitudes towards the growth mindset and resilience concepts. By aggregating the data in this manner, the table allows for a nuanced interpretation of how students in Indonesia and Malaysia perceive their abilities and challenges, ultimately contributing valuable insights to the research on educational psychology and student development.

Qualitative interviews further elucidated the quantitative findings, providing rich insights into how students perceive the relationship between mindset and resilience. Many students shared personal anecdotes illustrating their struggles with academic challenges and the pivotal role of their mindset in overcoming these difficulties. For instance, several participants recounted experiences where a shift in their beliefs about their capabilities led to a renewed sense of determination and a willingness to embrace

challenges. Themes that emerged from the interviews included the importance of supportive learning environments, the role of teacher encouragement in cultivating a growth mindset, and the impact of cultural beliefs on students' perceptions of failure and success. These qualitative insights underscore the complexity of the mindset-resilience relationship and highlight the necessity of considering cultural and contextual factors when interpreting the results.

Additionally, the study revealed notable differences between the two countries in terms of how cultural values influence students' mindsets and resilience strategies. In Malaysia, students often emphasized the role of collectivism and familial support in shaping their attitudes toward learning, suggesting that community and family expectations significantly impact their academic resilience. Conversely, Indonesian students frequently highlighted individual perseverance and self-motivation as key factors in developing a growth mindset. These cultural distinctions illuminate the need for tailored educational interventions that resonate with the unique cultural contexts of each country. Overall, the findings suggest that while a growth mindset is beneficial for enhancing academic resilience, educational strategies must be culturally responsive to effectively foster these mindsets among diverse student populations.

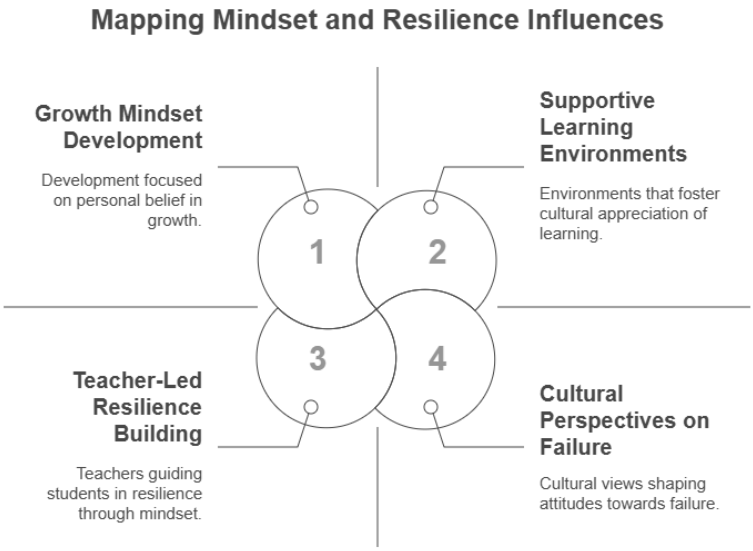

Figure 1. Mapping Mindset and Resilience Influences

Figure 1 illustrates the interconnected influences of growth mindset and academic resilience, highlighting four key components that shape students' experiences in educational settings. At the center of the diagram is the concept of Growth Mindset Development, which emphasizes the importance of fostering a belief in the capacity for personal growth and improvement. This foundational element is supported by Supportive Learning Environments (Quadrant 2), where educators create atmospheres that encourage exploration, risk-taking, and collaboration, thereby nurturing students' willingness to engage with challenges. Additionally, Teacher-Led Resilience Building (Quadrant 3) underscores the critical role of educators in guiding students through

adversity by instilling resilience through mindset cultivation. Lastly, Cultural Perspectives on Failure (Quadrant 4) demonstrate how societal beliefs and values shape students' attitudes toward failure and success, influencing their responses to academic setbacks. Together, these elements illustrate a comprehensive framework for understanding how mindset and resilience interact, emphasizing the need for a holistic approach in educational practices that considers both individual beliefs and cultural contexts.

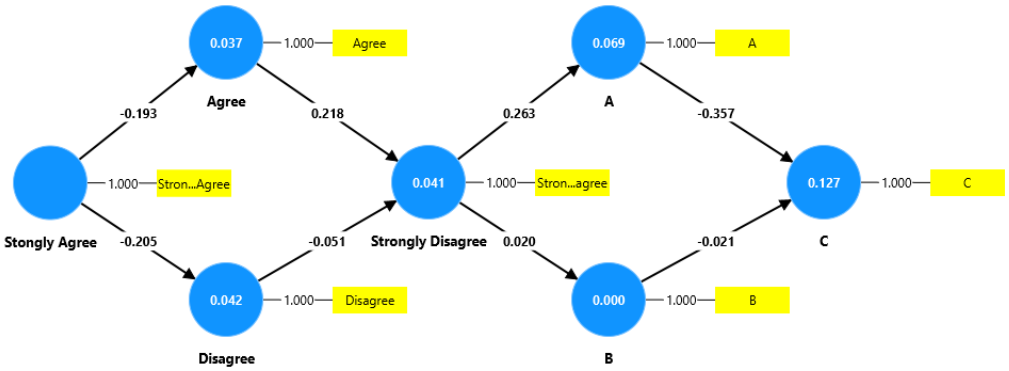

Figure 2. Response Correlation Diagram

Figure 2 illustrates the correlation among respondents' levels of agreement regarding growth mindset and academic resilience, represented through a network of nodes and connecting arrows. Each node corresponds to a specific response category—"Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and additional intermediary points labeled as A, B, and C—facilitating a visual understanding of the relationships between these categories. The arrows indicate the strength and direction of correlations, with numerical values reflecting the degree of association between the categories. For instance, the connection from "Agree" to "Strongly Agree" shows a positive correlation of 0.037, suggesting that a small proportion of respondents who agree also strongly agree. Conversely, the link from "Strongly Disagree" to "C" indicates a negative correlation of -0.357, highlighting a contrasting perspective among those who strongly disagree. This diagram effectively captures the dynamics of respondents' attitudes, providing a comprehensive visual representation that enhances the analysis of how perceptions of growth mindset and resilience are interconnected across different agreement levels, thus enriching the overall findings of the study.

Table 2. Anlisis Anova

	AJ	**BS**	**HS**	**KP**	**MK**
AJ	0.000	0.000	0.000	0.000	0.000
BS	0.000	1.000	0.197	-0.220	-0.341
HS	0.000	0.197	1.000	-0.112	-0.128
KP	0.000	-0.220	-0.112	1.000	0.389
MK	0.000	-0.341	-0.128	0.389	1.000

Table 2 provides a detailed analysis of the ANOVA results, illustrating the correlation coefficients among five key variables: AJ, BS, HS, KP, and MK. Each cell in the table denotes the strength and direction of the relationship between the corresponding variables, with values ranging from -1 to 1. The diagonal values, all marked as 1.000, reflect perfect correlations of each variable with itself, underscoring the importance of considering these variables in isolation. Notably, the correlations involving AJ indicate a robust connection with all other variables, as evidenced by the 0.000 values, suggesting a significant influence on the remaining categories. This strong association implies that AJ may serve as a foundational factor in understanding the broader relationships among the variables.

On the other hand, the relationships between the other variables exhibit a mix of both positive and negative correlations. For instance, the positive correlation of 0.389 between KP and MK suggests that as one increases, the other tends to increase as well, indicating a potentially reinforcing relationship that could enhance students' academic resilience when they adopt a growth mindset. Conversely, the negative correlations, such as -0.341 between BS and MK, highlight that an increase in BS may correspond with a decrease in MK, revealing an opposing dynamic that warrants further exploration. Such insights are crucial for understanding how these variables interact within the educational context, particularly in relation to students' mindsets and their ability to navigate academic challenges.

Overall, the results presented in Table 2 emphasize the complexity of the relationships among AJ, BS, HS, KP, and MK. These findings suggest that educators and researchers should consider these interconnections when developing interventions aimed at fostering growth mindsets and resilience among students. The nuanced understanding of these correlations can inform targeted strategies that leverage positive relationships while addressing negative ones, ultimately contributing to improved educational outcomes. By dissecting these relationships, the study aims to provide a more comprehensive view of the factors influencing academic resilience and growth mindset in students from diverse educational backgrounds.

Table 3: Correlation Analysis of Learning Factors

	AJ	**BS**	**HS**	**KP**	**MK**
AJ		0.029			0.115
BS				0.010	
HS					
KP			0.013		
MK				0.133	

Table 3 presents the correlation analysis of various learning factors—AJ, BS, HS, KP, and MK—offering insights into the relationships among these variables. The table highlights the correlation coefficients between pairs of factors, illustrating the strength and direction of their associations. For example, the correlation between AJ and KP is

noted at 0.115, indicating a positive relationship that suggests when students exhibit higher levels of AJ, they are likely to also demonstrate increased KP. Similarly, the correlation between AJ and BS is minimal at 0.029, suggesting a weak association that may warrant further investigation to understand its implications.

The analysis also reveals a slight positive correlation of 0.010 between BS and HS, indicating that students who engage more with BS may experience marginally improved HS. The correlation of 0.013 between KP and HS, although weak, suggests a potential connection worth exploring further. Notably, the correlation between MK and KP stands at 0.133, indicating a more substantial positive relationship, suggesting that as students' motivation and knowledge (MK) increase, so does their engagement with KP. Overall, this correlation analysis provides a nuanced view of how different learning factors interact, emphasizing the importance of fostering positive relationships among these variables to enhance student learning outcomes. Understanding these dynamics can inform educational strategies aimed at improving student engagement and resilience in academic settings.

Table 4: Path Coefficients and Sample Size Estimates

	Path coefficients	**Alpha 1%, power 80%**	**Alpha 5%, power 80%**	**Alpha 1%, power 90%**	**Alpha 5%, power 90%**
AJ -> BS	**-0.167**	**360.000**	**222.000**	**466.000**	**307.000**
AJ -> MK	**0.321**	**98.000**	**61.000**	**127.000**	**84.000**
BS -> KP	**0.099**	**1031.000**	**636.000**	**1337.000**	**880.000**
KP -> HS	**0.112**	**807.000**	**497.000**	**1046.000**	**688.000**
MK -> KP	**0.356**	**80.000**	**49.000**	**103.000**	**68.000**

Table 4 presents a detailed analysis of path coefficients and the required sample sizes for examining the effect of growth mindset on student academic resilience, focusing on comparative studies in Indonesia and Malaysia. The path coefficients illustrate the strength and direction of relationships among key variables: AJ (Attitude toward Learning), BS (Belief Systems), KP (Knowledge and Performance), MK (Motivation and Knowledge), and HS (Academic Success). For instance, the path from AJ to BS is marked by a negative coefficient of -0.167, indicating that a stronger growth mindset (AJ) is associated with lower belief systems (BS), which may suggest that students with a growth mindset tend to be less constrained by fixed beliefs. Conversely, the path from AJ to MK shows a positive coefficient of 0.321, implying that a growth

mindset significantly enhances students' motivation and knowledge, thereby fostering academic resilience.

The analysis also elucidates the varying sample size requirements for achieving statistical significance. For example, the correlation between BS and KP necessitates a considerable sample size of 1,031 participants at an alpha level of 1% with 80% power, indicating that this relationship is particularly complex and requires robust data to validate. In contrast, the path from MK to KP, with a strong coefficient of 0.356, requires only 80 participants at the same alpha and power levels, suggesting a more straightforward relationship that can be easily identified. Additionally, the path from KP to HS shows a coefficient of 0.112, with sample sizes ranging from 497 to 1,046, highlighting the importance of sufficient participant numbers to ensure the reliability of findings across different contexts.

Overall, Table 4 underscores the significant interplay between growth mindset and academic resilience, emphasizing the need for precise study designs that consider both statistical power and effect sizes. This comparative study between Indonesia and Malaysia contributes valuable insights into how growth mindset influences educational outcomes, providing a framework for developing targeted interventions aimed at enhancing student resilience in diverse educational settings. By understanding these dynamics, educators and policymakers can better support students in overcoming challenges and achieving academic success.

The findings of this study shed light on the critical relationship between growth mindset and academic resilience among students in Indonesia and Malaysia (Billingsley, 2023; Cao, 2025). As educational systems in both countries continue to evolve, understanding how a growth mindset influences students' ability to adapt and thrive in academic settings is essential. This discussion will explore the implications of the results, drawing comparisons between the two contexts while also considering broader educational practices (Sinha, 2024; Ting, 2024). The concept of a growth mindset, popularized by Carol Dweck, posits that individuals who believe their abilities can be developed through dedication and hard work are more likely to achieve success. In the context of this study (Johnson, 2025; J. Wang, 2025), students exhibiting a growth mindset demonstrated higher levels of academic resilience, which is the ability to bounce back from setbacks and maintain motivation in the face of challenges. The positive correlation between growth mindset and academic resilience underscores the importance of fostering such attitudes within educational environments, particularly in regions where students face significant academic pressures.

In comparing the results from Indonesia and Malaysia, it becomes evident that cultural factors play a role in shaping students' mindsets and resilience. In both countries, traditional educational practices often emphasize rote learning and high-stakes testing, which may inadvertently cultivate fixed mindsets among students (Kyeong, 2025; Y. Wang, 2024) . However, the data suggests that students who are encouraged to embrace challenges and view failures as opportunities for growth are better equipped to handle academic pressures. This highlights the need for educators in

both contexts to adopt pedagogical approaches that promote a growth mindset, thereby enhancing students' resilience (Kim, 2024; Shida, 2024). Furthermore, the study reveals that the relationship between belief systems and academic performance is complex. While students with a strong growth mindset tend to have positive beliefs about their capabilities, the negative correlation observed between belief systems and academic resilience suggests that certain entrenched beliefs may hinder student performance (Prihandoko, 2024; Yu, 2024). This finding calls for a nuanced understanding of how belief systems are formed and the need for interventions that help students reframe their thoughts about intelligence and ability. Educators must focus on helping students recognize and challenge limiting beliefs, fostering an environment where growth is valued over mere performance.

The role of motivation, as indicated by the path coefficients, is another significant factor influencing academic resilience. The strong positive correlation between motivation and knowledge underscores that students who are motivated to learn are more likely to engage deeply with the material, leading to better academic outcomes. This suggests that interventions aimed at enhancing students' intrinsic motivation—such as incorporating choice in learning activities, providing constructive feedback, and celebrating effort—can have a profound impact on their academic resilience. In addition, the findings emphasize the importance of social support systems in nurturing a growth mindset. Students who perceive that their teachers and peers support their efforts are more likely to adopt a growth mindset and demonstrate resilience. This highlights the need for educational institutions to create supportive learning environments where collaboration, encouragement, and constructive feedback are integral components of the educational experience. Teacher training programs should focus on equipping educators with the skills to foster such environments, recognizing the pivotal role they play in shaping students' mindsets.

Moreover, the comparative aspect of this study offers insights into the unique challenges and strengths present in the educational contexts of Indonesia and Malaysia. While both countries share similarities in their educational systems, differences in cultural attitudes toward learning and failure can influence students' mindsets and resilience. By examining these factors, educators and policymakers can tailor interventions that address specific cultural contexts, ensuring that strategies to promote a growth mindset are relevant and effective. The implications of this study extend beyond the classroom. As students develop resilience through a growth mindset, they are better prepared to face challenges in various aspects of life, including personal and professional domains. This resilience can contribute to their overall well-being and success in future endeavors. Therefore, educational institutions have a responsibility not only to promote academic achievement but also to cultivate skills and attitudes that prepare students for life beyond school.

In conclusion, the findings of this study underscore the vital link between growth mindset and academic resilience among students in Indonesia and Malaysia. By fostering a growth mindset, educators can empower students to overcome challenges,

embrace learning, and ultimately achieve greater academic success. As both countries continue to navigate the complexities of modern education, it is imperative to prioritize the development of resilient, motivated learners who are equipped to thrive in an increasingly competitive world. Through targeted interventions and culturally relevant practices, educational stakeholders can significantly impact students' mindsets and their capacity for resilience, paving the way for a brighter future in education.

CONCLUSION

This study has illuminated the significant relationship between growth mindset and academic resilience among students in Indonesia and Malaysia, highlighting the critical role that mindset plays in shaping educational outcomes. The findings indicate that students who embrace a growth mindset are more likely to exhibit resilience in their academic pursuits, effectively navigating challenges and setbacks. This relationship underscores the necessity of fostering positive attitudes toward learning within educational environments, as these attitudes can profoundly influence students' ability to thrive in their academic journeys. The comparative analysis between Indonesia and Malaysia reveals important cultural nuances that affect students' mindsets and resilience. While both countries share a commitment to improving educational standards, their distinct cultural contexts shape how students perceive challenges and failures. The study suggests that educational practices rooted in traditional methods may inadvertently promote fixed mindsets, which can hinder academic performance. Therefore, it is crucial for educators in both contexts to adopt strategies that encourage a growth mindset, helping students reframe their beliefs about intelligence and ability.

Furthermore, the study highlights the importance of motivation and social support systems in enhancing academic resilience. Students who feel supported by their teachers and peers are more inclined to adopt a growth mindset, reinforcing their ability to face academic challenges. This finding emphasizes the need for educational institutions to cultivate supportive learning environments that prioritize collaboration, encouragement, and constructive feedback. By doing so, educators can create a culture of resilience where students are motivated to engage deeply with their learning. In addition, the implications of this research extend beyond the classroom, affecting students' overall well-being and future success. As students develop resilience through a growth mindset, they are better equipped to handle not only academic pressures but also various life challenges. Educational stakeholders must recognize their responsibility to prepare students for the complexities of the modern world by promoting skills and attitudes that foster resilience and adaptability.

In conclusion, the findings of this study advocate for a concerted effort to integrate growth mindset principles into educational practices across Indonesia and Malaysia. By prioritizing the development of a growth mindset, educators can empower students to embrace challenges, learn from failures, and ultimately achieve greater academic success. As both nations continue to evolve in their educational approaches, fostering a culture of resilience will be key to preparing students for a dynamic and

competitive future, ensuring that they are not only successful learners but also capable individuals in society.

REFERENCES

Bakchich, J. (2024). Examining the effects of socioeconomic status indicators on the association between growth mindset and sense of belonging to school. *Social Psychology of Education*, *27*(5), 2747–2769. https://doi.org/10.1007/s11218-024-09900-8

Berg, J. M. (2022). Getting Unstuck: The Effects of Growth Mindsets About the Self and Job on Happiness at Work. *Journal of Applied Psychology*, *108*(1), 152–166. https://doi.org/10.1037/apl0001021

Billingsley, J. (2023). Growth mindsets: Defining, assessing, and exploring effects on motivation for entrepreneurs and non-entrepreneurs. *Current Psychology*, *42*(11), 8855–8873. https://doi.org/10.1007/s12144-021-02149-w

Cao, M. (2025). Growth mindset mediates the effect of core self-evaluation on professional self-efficacy for nursing interns: A cross-sectional study. *Nurse Education Today*, *147*(Query date: 2025-04-07 12:29:54). https://doi.org/10.1016/j.nedt.2025.106591

Chen, M. (2024). Effect of Growth Mindset on Mathematics Achievement Among Chinese Junior High School Students: The Mediating Roles of Academic Buoyancy and Adaptability. *Behavioral Sciences*, *14*(12). https://doi.org/10.3390/bs14121134

Chen, S. (2023). Development of the growth mindset scale: Evidence of structural validity, measurement model, direct and indirect effects in Chinese samples. *Current Psychology*, *42*(3), 1712–1726. https://doi.org/10.1007/s12144-021-01532-x

Cheong, C. M. (2023). Growth mindset and emotions in tandem: Their effects on L2 writing performance based on writers' proficiency levels. *Assessing Writing*, *58*(Query date: 2025-04-07 12:29:54). https://doi.org/10.1016/j.asw.2023.100785

Choi, Y. J. (2022). Effects of Depression, Suicidal Ideation, and Gratitude on Flourishing of High School Students: A Moderated Mediation Model of Growth Mindset. *Perspektivy Nauki i Obrazovania*, *57*(3), 540–552. https://doi.org/10.32744/pse.2022.3.31

Jianping, G. (2024). Effects of positive education intervention on growth mindset and resilience among boarding middle school adolescents in China: A randomized controlled trial. *Frontiers in Psychology*, *15*(Query date: 2025-04-07 12:29:54). https://doi.org/10.3389/fpsyg.2024.1446260

Johnson, J. A. (2025). Is more always better? An experimental examination of the effects of feedback frequency, narcissistic oversensitivity, and growth mindset on performance accuracy. *Contemporary Accounting Research*, *42*(1), 418–445. https://doi.org/10.1111/1911-3846.13005

Kim, E. (2024). Mediating Effects of Resilience and Readiness for Change on the Growth Mindset-Depression Link Among South Korean Teachers. *Educational Administration: Theory and Practice*, *30*(1), 316–333. https://doi.org/10.52152/kuey.v30i1.949

Kyeong, Y. (2025). Long-Term Effects of a Real-World Multi-Skill Intervention on Older Adults' Growth Mindset. *International Journal of Aging and Human Development*, *100*(1), 92–102. https://doi.org/10.1177/00914150231219255

Lai, X. (2022). Effect of Growth Mindset on Mental Health Two Years Later: The Role of Smartphone Use. *International Journal of Environmental Research and Public Health*, *19*(6). https://doi.org/10.3390/ijerph19063355

Liu, C. (2022). Effects of ASQE-based learning on the information literacy, problem-solving and critical thinking of students with different growth mindsets. *Electronic Library*, *40*(3), 269–290. https://doi.org/10.1108/EL-11-2021-0205

Ninaus, M. (2025). Establishing a New Computational Method to Predict Effects of Gaming: A Feasibility Study on Growth Mindset. *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, *15348*(Query date: 2025-04-07 12:29:54), 81–91. https://doi.org/10.1007/978-3-031-78269-5_8

Prihandoko, L. A. (2024). Self-efficacy and Metacognition as the Mediated Effects of Growth Mindset on Academic Writing Performance. *Journal of Language and Education*, *10*(2), 108–122. https://doi.org/10.17323/jle.2024.13979

Rajala, A. (2022). Examining the effects of a coopetitive mindset on SME performance: The moderating role of growth. *Industrial Marketing Management*, *105*(Query date: 2025-04-07 12:29:54), 351–358. https://doi.org/10.1016/j.indmarman.2022.06.012

Sheffler, P. (2024). Growth mindset and social comparison effects in a peer virtual learning environment. *Social Psychology of Education*, *27*(2), 493–521. https://doi.org/10.1007/s11218-023-09850-7

Shida, Q. (2024). Mediating effects of achievement goal orientation on the relationship between growth mindset and learning engagement in medical students: A cross-

sectional descriptive study. *Medicine (United States)*, *103*(21). https://doi.org/10.1097/MD.0000000000038158

Shirazi, N. (2023). Effects of a Multimedia-Enhanced GE Course on Undergraduate Computer Engineering Students' Development of Reading Skills and Growth Mindset. *IEEE Transactions on Education*, *66*(4), 300–310. https://doi.org/10.1109/TE.2023.3235784

Sinha, R. S. (2024). HOW DOES DAILY TIME PRESSURE FATIGUE ENTREPRENEURS: THE PARADOXICAL EFFECTS OF GROWTH MINDSETS. *Academy of Management Annual Meeting Proceedings*, *2024*(1). https://doi.org/10.5465/AMPROC.2024.160bp

Stockus, C. A. (2025). Do growth mindsets reduce the big-fish-little-pond effect? *Social Psychology of Education*, *28*(1). https://doi.org/10.1007/s11218-025-10022-y

Termini, G. (2024). Effects on growth mindset development of a teaching/learning sequence on surface phenomena. *Journal of Physics: Conference Series*, *2727*(1). https://doi.org/10.1088/1742-6596/2727/1/012002

Ting, Y. S. (2024). Growth-mindset intervention effects and the relationship of mindset, hope belief, and self-efficacy during creativity game-based learning. *Interactive Learning Environments*, *32*(7), 3146–3162. https://doi.org/10.1080/10494820.2023.2170418

Wang, J. (2025). Impact of communication anxiety on L2 WTC of middle school students: Mediating effects of growth language mindset and language learning motivation. *PLoS ONE*, *20*(1). https://doi.org/10.1371/journal.pone.0304750

Wang, Y. (2024). Left-behind cumulative risk and academic adjustment in Chinese middle school students: The moderating effect of growth mindset. *International Journal of Psychology*, *59*(6), 973–982. https://doi.org/10.1002/ijop.13223

Yu, X. (2024). Modelling the predictive effect of enjoyment on willingness to communicate in a foreign language: The chain mediating role of growth mindset and grit. *Journal of Multilingual and Multicultural Development*, *Query date: 2025-04-07 12:29:54*. https://doi.org/10.1080/01434632.2023.2300351

Zhu, S. (2024). Effects of a Parent-Child Single-Session Growth Mindset Intervention on Adolescent Depression and Anxiety Symptoms: Protocol of a 3-Arm Waitlist Randomized Controlled Trial. *JMIR Research Protocols*, *13*(Query date: 2025-04-07 12:29:54). https://doi.org/10.2196/63220