

**RESEARCH PAPER****Impact of Growth Mind-Set on University Students' Psychological Well-Being****<sup>1</sup>Shaukat Ali\*, <sup>2</sup>Dr. Naila Zarar and <sup>3</sup>Dr. Ghazal Khalid Siddiqui**

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**\*Corresponding Author**      mehar.shaukatali74@gmail.com**ABSTRACT**

This study was a Quantitative endeavor which was done to investigate the impact of Growth Mind-set on university students' Psychological Well-Being. A number of studies have argued that there are evidences of the positive effect of the growth mindset on the students' performance in academics. The growth mindset causes the motivation in students regarding their studies and performance. The literature shows the grey area related to the topic understudy within Pakistani context. This was the reason behind this study to be conducted. The population of this study includes the university students based in Punjab Province of Pakistan. The sample for the study comprised on 320 BS Education students studying in four universities who have been selected conveniently. The students' Growth Mind-Set has been measured with the help of a Close-ended Questionnaire comprising 20 whereas the students' Psychological Well-Being has been measured with the help of a scale comprising eight items. The results revealed a significantly high impact of Growth Mind-set on students' Psychological Well-Being. It has been recommended that the teachers should deploy such techniques of teaching which promotes the growth mindset in the students so that they could be well-being as it has been shown by the researches that a positive relationship has been found between the psychological well-being and the students' academic achievement.

**Keywords:**      Growth Mind-Set, Psychological Well-Being, University Students**Introduction**

The real education is not confined to the schools or educational institutions at all. This is not concerned only with the success in the academics. Rather, the real education aims the individual's adjustment to the society along with the success in the academic career (Liu-Sun, 2018). It also aims for the individual happiness and success in the professional life. The character building is also one of its aims without which the education cannot be succeeded. Over all, the education will be fruitful and effective if the individuals are psychologically well-being. Otherwise, all of the resources will go in vain (Kim & Park, 2021).

Education trains the individual for being well in their life. This is taught to them through the curriculum and other educational activities. They are trained for the character strength and optimism. They are also trained to maintain the positive relations with the other human beings. All this training and education prepare the individuals for their well-being (Yeager & Dweck, 2020). There are number of pros that have been found in the literature that the education benefits the individuals in a way that they become optimized regarding the life matters (Sheffler & Cheung, 2019). They also combat and cope with the depression which aid them to remain psychologically well-being. The education also lets the individuals be creative in their lives. They also remain contented and satisfied in their life (Deshpande, & Guglielmo, 2019).

It has been shown by the researches that a positive relationship has been found between the psychological well-being and the students' academic achievement. The psychological well-being also effects the students' physical health. It has been found that if the students are psychologically well-being, their performance in school also gets better (Burnette et al., 2020).

### **Literature Review**

It is said that making the students believe that they can do the assigned task easily. Teach them to take risks and accept the challenges. This will make them become the individuals with the growth mindset (Brougham & Kashubeck-West, 2017). This will also affect their well-being and the academic performance as well. It is argued that the students can control their own mind with the help of growth mindset that they will get succeed as the growth mindset enables them believe in their abilities (Dweck, 2016).

A number of studies have argued that there are evidences of the positive effect of the growth mindset on the students' performance in academics. The growth mindset causes the motivation in students regarding their studies and performance (Liu-Sun, 2018). Whereas the fixed mindset students are seen less motivated and perform less than the former one. It is also brought into light that the students' mindset can be changed by teaching them with the adequate teaching strategies (Sheffler & Cheung, 2019). Even the students' fixed mindset can be transformed into the growth mindset. The students with the growth mindset also perform better than the students with the fixed mindset as their focus is not on looking brainy, rather they go for the challenges and accept them (Elliot & Murayama, 2008). Their focus is on accepting and accomplishing the challenges. Similarly, the students with the growth mindset don't get afraid of taking risks, they are urged to get out of their comfort zone while not being afraid of the probability of the failure (Batool et al., 2022). However, the students with the fixed mindset get conscious of the mistakes and the failure which doesn't permits them to get out of their comfort zone (Burnette et al., 2020).

It is said that making the students believe that they can do the assigned task easily. Teach them to take risks and accept the challenges. This will make them become the individuals with the growth mindset (Brougham & Kashubeck-West, 2017). This will also affect their well-being and the academic performance as well. It is argued that the students can control their own mind with the help of growth mindset that they will get succeed as the growth mindset enables them believe in their abilities (Dweck, 2016). This is not limited to the children or students. Rather, if this type of mindset is developed in the adults, they will less likely to indulge in harmful workplace-politics. Rather, they would focus on their abilities, accept the challenges, work hard to accomplish the given tasks and raise their performance to the maximum extent (Yeager & Dweck, 2020).

It is also argued that making the individuals believing on their abilities also enables remain psychologically healthy and fit. However, the differences between these two modes of thought have an impact on much more than just academic performance (Andersen & Nielsen, 2016). Having faith in people's capacity for change can help ease political conflict, promote workplace creativity, and thwart teen depression. She provides examples of how the idea that we are not limited by who we are and that we may develop our own abilities could be helpful to kids who struggle with low self-esteem (Schmidt et al., 2016). People who have a growth mentality are less prone to perpetuate unfavorable stereotypes, such as the idea that people of a certain gender or ethnicity are naturally better at a certain skill. This idea also holds true for adults in the political and professional spheres (Burnette et al., 2020).

It is argued that the mindsets can be changed as they are not innate. However, the adequate teaching and use of strategies are required to change the mindset (Dweck, 2013).

For example, if any individual has a fixed mindset, the teacher can change the students' mindset with the help of the adequate teaching strategies (Shelton & Owens, 2020). Although it can be difficult for the most of the teachers to develop the growth mindset in their students but it's not impossible. Yes, there could be a transmission of the mixed signals, however, a teacher can make the growth mindset signals stronger than the later one by focusing on the aim (Dweck, 2000).

The students' minds can be headed towards becoming the growth minds while posing them such a series of tasks that keep on getting difficult by each upcoming level (Claro et al., 2016). This can help becoming the problem solvers on their own while getting out of their comfort zone instead of looking again and again towards the teacher for the solution to a problem. She also talked about how professors frequently use leading questions to manipulate their students' thinking, keeping them from being persistent and solving the issue on their own (Korinek, 2020).

They endeavor to create an environment that really supports a growth mindset, educators can employ a variety of strategies. Liu Sun starts out by talking about a technique that prioritizes the production of senses above procedures (King, 2019). The more emphasize is suggested regarding the students' problem solving along with the conceptual understanding. One further approach to help students build a development attitude is to maintain the curriculum's rigor even in the face of their mistakes and failures (Batool et al., 2022).

It is argued that the teachers should make the students accept the chances of failures. The students should be taught to work for the success and to cope with the probable failure. In fact, the teachers should neither provide the answers to the questions, not pose the easy questions/ tasks (Schmidt et al., 2015). Rather, they should give the difficult tasks to the students along with the motivation to accomplishment. Similarly, the checked answer script/ task should be returned to the students with the adequate feedback and the students should be required to ponder on their failures and even on the compromised performance (Rattan et al., 2015). This will lead the students to think critically and also improve their performance. On the other hand, this will cause them use their metacognitive skills of thinking and they will learn how to learn. This is not it, they will also learn with the use of logic instead of waiting for the teacher to teach them regarding the solution to a problem (De Kraker-Pauw et al., 2017). This concept of learning is not confined to any single subject. Rather it can be used for the variety of the subjects. This method involves asking students regular questions such as "what resources do you have available to help you solve the problem" and "what does it look, feel, and sound like to persist in solving a problem" as they work on a problem. On addition to discussing some of the methods for solving problems that the students have demonstrated, the teacher has to note every answer on a chart (Truax, 2017).

This will be helpful for the students to solve the diverse problems not only related to their academics, but also real life problems. It is possible for students to establish a development mentality even further by unlearning the idea that adversity is inherently negative (Schleider et al., 2016). Deshpande & Guglielmo also talk about the grading policy's revision and resubmission. Offering students the chance to improve their grade by having them finish an exam or a similar assignment with alternative questions is one method to put this idea into reality (Romero et al., 2014).

Dweck suggests that one way to do this is to simply jot down your observations on the students in your class. You may utilize a development mindset to disprove any notion that you are grouping children based on their aptitude or past achievement. These might include suggestions on how to motivate the learner or assist in their accomplishment (Blackwell et al., 2007). It is imperative that instructors view their own pedagogical talents through a developmental lens. When they first begin teaching, novice teachers who think

they have it all figured out occasionally become discouraged when they realize how much more they still need to learn. Finding mentors and partners early in the process is vital, and it's important to realize that teachers may grow throughout the course of a lifetime. Educators who embrace a growth mentality improve their own ability to instruct as well as the students' achievement (Andersen & Nielsen, 2016). The literature shows the grey area related to the topic understudy within Pakistani context. This was the reason behind this study to be conducted.

### Hypothesis

The hypothesis for the study was as under:

Ho: There is no significant impact of Growth Mind-Set on the university students' Psychological Well-Being.

### Material and Methods

This study was a Quantitative endeavor which was done to investigate the impact of Growth Mind-set on university students' Psychological Well-Being. The population of this study includes the university students based in Punjab Province of Pakistan. The sample for the study comprised on 320 BS Education students studying in four universities who have been selected conveniently. The students' Growth Mind-Set has been measured with the help of a Close-ended Questionnaire adopted from Dweck's (2006) comprising 20 items bearing .76 reliability (Five-point Likert's rating scale) whereas the students' Psychological Well-Being has been measured with the help of a five-point Likert's rating scale comprising eight items bearing .96 reliability that have been adapted from (Diener et al., 2010). The scale has been validated by taking the experts' opinion and it's pilot-testing.

### Results and Discussion

The Descriptive analysis and Pearson's  $r$  along with the Regression analysis was applied.

**Table 1**  
**Descriptive Statistics of Students' Growth Mind-Set with their Psychological Well-Being**

	<b>M</b>	<b>SD</b>	<b>Skewness</b>	<b>Kurtosis</b>
Growth Mind-Set	76.86	13.06	-1.40	2.63
Psychological Well-Being	30.01	6.29	-1.26	2.09

N = 320

Table 1 shows that the Mean score of the "Growth Mind-Set"  $M= 76.86$  and  $SD=13.06$ ,  $Skewness= -1.40$ ,  $Kurtosis= 2.63$  and Mean score for the "Psychological Well-Being"  $M= 30.01$  and  $SD= 6.29$ ,  $Skewness= -1.26$ ,  $Kurtosis= 2.09$ . The results further reveals the normal distribution of data within  $\pm 2$  Skewness and Kurtosis.

**Table 2**  
**Correlation of Students' Growth Mind-Set with their Psychological Well-Being**

	Growth Mind-Set	Psychological Well-Being
Growth Mind-Set	1	.787
Psychological Well-Being		1

Note:  $N=320$ ;  $p < 0.05$

Table 2 shows that there is a statistically significant positive and high relationship between the university students' Growth Mind-Set and their Well-Being as  $r =.787$  along with  $p < .05$ .

**Table 3**  
**Regression Analysis Model Summary**

R	R Square	Adjusted R Square	df	F	Sig
.787	.619	.618	1	516.31	.000

Table 3 confirms the fitness of the model as  $F= 516.31$  along with the  $p<0.05$  and 61% variance in the university students' Growth Mind-Set regarding variation in their Psychological Well-Being.

**Table 4**  
**Coefficient Regression Analysis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.93	1.30		.72	.000
Psychological Well-Being	.37	.01	.78	22.72	.000

A statistically significant positive and high impact of the university students' Growth Mind-Set has been found on their Psychological Well-Being as the Beta value  $\beta^=-.78$  with the  $p<0.05$  ( $p=.000$ ).

## Conclusion

This study was a Quantitative endeavor which was done to investigate the impact of Growth Mind-set on university students' Psychological Well-Being. The population of this study includes the university students based in Punjab Province of Pakistan. The sample for the study comprised on 320 BS Education students studying in four universities who have been selected conveniently. The students' Growth Mind-Set has been measured with the help of a Close-ended Questionnaire adopted from Dweck's (2006) comprising 20 items whereas the students' Psychological Well-Being has been measured with the help of a scale comprising eight items that have been adapted from (Diener et al., 2010). The results revealed a significantly positive and high impact of Growth Mind-set on students' Psychological Well-Being.

## Recommendations

It has been recommended that the teachers should deploy such techniques of teaching which promotes the growth mindset in the students so that they could be well-being as it has been shown by the researches that a positive relationship has been found between the psychological well-being and the students' academic achievement. The psychological well-being also effects the students' physical health. It has been found that if the students are psychologically well-being, their performance in school also gets better (Burnette et al., 2020).

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