



A Training Package to Promote the Growth Mindset of Higher Education Students.

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ARTICLE INFO ABSTRACT

This study presents a thorough training program created to support college students' growth mindsets. The training program is designed to meet the special demands and problems of students in tertiary education settings, and it is based on the growth mindset philosophy. This paper describes the creation and execution of the training program based on an overview of the research on growth mindset interventions and educational psychology. This research was conducted by examining relevant concepts, theories, and needs assessment in order to develop training activities that promote the development of unknown aspects and evaluating the training packages with input from three experts. The program includes a range of techniques, such as interactive exercises, online courses, and seminars, all designed to help students develop a positive self-belief in their capacity to learn and develop. The study also addresses the theoretical foundation that guides the training program, emphasizing the value of mindset treatments in fostering students' psychological health and academic achievement.

Keywords— training package, growth mindset, higher education, 21st century skills

Introduction

Developing a growth mindset is essential for the success and well-being of college students in the current ever-changing educational environment. A growth mindset, in contrast to a fixed mindset, is defined by the conviction that skills and intellect may be enhanced by commitment and diligent effort. This viewpoint not only improves academic achievement but also fosters resilience and determination in the presence of difficulties. This study presents a thorough training program designed to promote the growth mindset ideology among college students, acknowledging its significance.

Literature Review:

By concentrating on the design and execution of a training program customized for tertiary education institutions and college students, this research adds to the expanding corpus of knowledge concerning growth mindset interventions and educational psychology. The design and implementation of the training program, which seeks to foster growth perspectives in students and improve their academic achievements, are guided by fundamental concepts and theories derived from a variety of academic fields.

The growth mindset theory developed by Dweck (2006) establishes the fundamental structure for comprehending the significance of individuals' perceptions of their own intelligence and capacity for learning. A growth mindset, according to Dweck, is characterized by the conviction that one's intellect and capabilities can be enhanced via diligence, persistence, and the implementation of efficacious approaches. As an alternative,

those who hold a fixed mindset are predisposed to avoid challenges and achieve limited learning outcomes due to their conviction that intelligence is intrinsic and immutable.

According to the existing body of literature, growth mindset interventions that are specifically designed to alter individuals' fixed mindset beliefs into growth orientations have been shown to be effective (Yeager & Dweck, 2012). In addition to promoting a culture of effort and resiliency in academic environments, these interventions commonly encompass imparting knowledge to students regarding the malleability of intellect and instructing them on efficacious learning strategies.

Additional research in the field of educational psychology underscores the significance of establishing conducive learning environments that cultivate the intrinsic motivation and self-efficacy beliefs of students (Bandura, 1997). Specifically, self-efficacy pertains to the convictions held by individuals regarding their own abilities to plan and carry out the necessary actions in order to achieve desired performance outcomes. The training program is in accordance with Bandura's theory of self-efficacy by advocating for a growth mindset. Its objective is to bolster students' belief in their capacity to achieve academic success by actively participating and honing their abilities.

A comprehensive review of the literature concerning interventions that promote growth mindsets and educational psychology guided the design and implementation of the training program detailed in this research article. To involve students in activities that foster the growth of a growth mindset, the program employs a diverse range of strategies, such as seminars, online courses, and interactive exercises. The program's adherence to evidence-based practices and satisfaction of the unique requirements of college students are both ensured by the rigor of the study and the participation of three experts in evaluating the training products. In summary, the present study highlights the theoretical underpinnings and pragmatic consequences of growth mindset interventions within the context of higher education. The training programme has the capacity to enhance the psychological well-being and academic performance of college students by equipping them with the necessary tools and strategies to foster a growth mindset.

Objective

To develop A training package to promote the growth mindset of higher education students.

Research Methodology

Step 1 Analysis stage has the following details:

1. Analyze trainees to provide guidelines for designing and creating or developing appropriate innovations for the trainees. By sample group, I am a student in the Faculty of Education, Thaksin University, academic year 2023, found that the age of learners is creative. He likes to seek knowledge by himself through the internet network and put the knowledge gained into practice. This aligns with training with a training package to promote the competency and potential of Thaksin University students in terms of growth mindset.
2. Analyze content, study documents, and textbooks, and analyze the structure of the growth mindset. The researcher studied papers, books, and concepts related to the growth mindset. Then, the researcher analyzed the content into small learning units, arranged them in order of appropriateness of the content, and designed training activities that encouraged trainees to see the importance of and have confidence in themselves that they will benefit from learning.
3. Analyze the environment and resources required.
4. Analyze the appropriate training package format for learning.
5. Use the analysis results at every step to design a training package that promotes the competency and potential of Thaksin University students in the growth mindset (Growth Mindset) by entering the next stage of design (Design).

Step 2: Design stage, determine the training package's structure to promote Thaksin University students' competency and potential in the growth mindset.

Step 3: Development stage is the step that brings the design process forward. The details are as follows:

1. Creating a training package with a ready-made program to promote the competency and potential of Thaksin University students in the growth mindset.
2. Present to three experts to assess quality. The researcher created the training set quality assessment form.
3. Use the expert assessment results. Based on experts' comments and suggestions, let's improve it.
4. Take the training package evaluated and revised according to experts' recommendations.

Results

Phase 1: The study's conclusions on the needs assessment for developing A training package to promote the growth mindset of higher education students are highly important for the university's academic and personal development efforts. The outcomes are as stated.

1. The process of doing a "Need Assessment" for producing a training package on "Growth Mindset" involves the following primary steps:
 - 1.1 Context Analysis: A growth mindset is a belief or attitude that holds the view that one's abilities and possibilities can be enhanced or altered. By undergoing a systematic process of training, acquiring knowledge, and gaining practical experience. This trait is considered significant for various reasons:
 - 1.2 Individuals with a Growth Mindset, as described by Dweck (2006) in "Mindset: The New Psychology of Success," has problem-solving skills and flexibility, enabling them to effectively handle challenges and adjust to changing circumstances.
 - 1.3 The correlation between success in education and career is substantiated by evidence. Individuals who possess a Growth Mindset, whether they are students or employees, are more likely to attain elevated levels of achievement (Yeager, D.S., & Dweck, C.S., 2012).
 - 1.4 According to King & Trinidad (2020), having a Growth Mindset has a positive impact on one's sense of humor and overall happiness.
 - 1.5 Individuals with a growth mindset exhibit perseverance and tenacity, enabling them to persist and cultivate their abilities or knowledge over an extended period of time (Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S., 2007).
 - 1.6 The ability to develop and sustain positive relationships with others is also influenced by a growth mindset (Heslin, P. A., & Vandewalle, D., 2011).

2. The needs and expectations of the target audience for creating a "Growth Mindset" are as follows:
 - 2.1 The development of cognitive flexibility, also known as linked thinking, allows individuals with a growth mindset to perceive several perspectives on an issue and adapt their thinking to generate multiple solutions (Dweck, C., 2006).
 - 2.2 By cultivating a Growth Mindset, individuals enhance their determination and exertion, enabling them to recognize the significance of exerting effort and striving for self-improvement. This leads to a dedication to job or education (Yeager, D.S., & Dweck, C.S., 2012).
 - 2.3 Open learning opportunities are fostered by a Growth Mindset, which promotes a willingness to learn and inquire in both educational settings and daily experiences (Rattan, A., Good, C., & Dweck, C.S., 2012).
 - 2.4 Individuals with a Growth Mindset, according to Mueller and Dweck (1998), view setbacks as chances for personal development rather than hindrances.
 - 2.5 By cultivating a Growth Mindset, individuals can enhance their confidence in their own growth and development. According to Dweck (2000), it enhances your ability to handle unfamiliar circumstances more effectively.

3. The main factors that influence "Growth Mindset" are as follows:
 - 3.1 Accepting challenges with satisfaction: when an individual adopts a mindset that views obstacles as beneficial, it fosters the development of a Growth Mindset (Dweck, 2006).
 - 3.2 Advice and recommendations that promote motivation Strategies for providing assessments and commendations (Haimovitz & Dweck, 2017)
 - 3.3 Employing learning objectives instead of focusing on achieving specific outcomes the development of a Growth Mindset (Dweck, 2006) is influenced by one's dedication to learning.
 - 3.4 The essential role played by others, such as teachers, parents, or co-workers, in creating a Growth Mindset is pivotal (Paunesku et al., 2015).
 - 3.5 Self-confidence plays a significant role in cultivating a Growth Mindset and its positive influence should not be underestimated (Bandura, 1997).
 - 3.6 Promoting Comparison: When an individual compares their achievements with others in a favorable manner, it will have a beneficial impact on their Growth Mindset (Yeager & Dweck, 2012).

Phase 2: Results of developing the training package to promote Growth Mindset.

1. The development of the training package to promote the growth mindset of higher education students. The training package aims to enhance the competence and potential of Thaksin University students in the concept of Growth Mindset. This involves creating and implementing learning processes and methods that specifically target the development of students' attitudes and mindsets at Thaksin University. To acknowledge and act in a manner that demonstrates confidence in one's capacity for progress and advancement. This may involve instructing on concepts, techniques, and resources that facilitate the learning and growth of individuals and groups, while also addressing the unique features and requirements of students. It is advisable to prioritize the establishment of objectives. Evaluation and enhancement: Engage in cognitive challenges. This training

package encompasses both collaborative work and interdisciplinary studies, including the arts and sciences. Furthermore, it has broad applicability in various settings such as the school, workplace, or daily activities.

2. Create the training package to promote the growth mindset of higher education students. The following eight activities make up a training package designed to help Thaksin University students develop their growth mindset competency and potential:

Activity 1: Handling the wrong guy

Activity 2: From being irritated to becoming intrigued

Activity 3: The brain never shuts down.

Activity 4: Jot down your ideas.

Exercise 5: Get back up if you fall.

Activity 6: Handling humiliation.

Activity 7: Interpersonal connections

Activities 8: classrooms of cooperation

Phase 3: Checking the appropriateness and consistency of the training package to promote the growth mindset of higher education students.

The findings of a three-expert examination of the consistency and suitability of training packages designed to foster a growth mindset among students in higher education are as follows:

The examination was conducted under the direction of three esteemed authorities in the field. Its objective was to assess the appropriateness and coherence of the training materials designed to promote a development mindset among college students. These professionals, who are well-known for their in-depth knowledge of educational psychology and growth mindset theory, offered insightful feedback on the training program's efficacy and alignment after a thorough review procedure.

All things considered, the experts concluded that the training materials were very suitable and consistent with helping college students develop a growth mindset. They found a number of program strengths that could have a big impact on students' learning and growth in higher education settings.

The training program received commendation from the experts for its effective incorporation of interactive exercises, online courses, and seminars. These components accommodated various learning preferences and increased the program's inclusivity for a wide range of students. The training packages' diverse teaching approaches successfully include students and reinforce essential ideas associated with the growth mindset theory, according to their observations.

The experts also emphasized the training program's theoretical underpinnings, highlighting how it is consistent with accepted growth mindset theory and educational psychology concepts. They pointed out that the program's emphasis on encouraging students to believe in their ability to learn and grow is consistent with recent findings of mindset interventions and their effects on psychological health and academic performance. Although the experts gave the training programs an overall favorable evaluation, they did identify certain aspects that could be enhanced. The recommendations encompassed the necessity for more explicit directives regarding the execution and facilitation of the program, in addition to recommendations for supplementary materials and resources that would bolster the efficacy of the training program.

In summary, the evaluation conducted by the three experts substantiated the appropriateness and coherence of the instructional resources in promoting a growth mindset among collegiate populations. The feedback received from participants offered significant contributions to the training program's efficacy in promoting the psychological well-being and academic success of tertiary students. These insights have proved instrumental in the program's refinement and enhancement.

Conclusion:

The implications of the conclusions derived from the needs assessment phase are crucial for ongoing academic and personal development initiatives at the university level, as supported by the results obtained from all three phases of the study. Through this phase's exhaustive analysis, the manifold advantages of cultivating a growth mindset among students in higher education were unveiled. The research identified crucial determinants that impact the formation of a growth mindset, as well as the particular requirements and anticipations of the intended recipients, by consulting well-established literature and theoretical frameworks.

The second phase entailed the creation of a training program that was customized to encourage higher education students at Thaksin University to adopt a growth mindset. The instructional package consisted of a sequence of exercises crafted to augment the proficiency and capacity of learners to adopt the notion of a growth mindset. The instructional package sought to cultivate a favorable learning atmosphere that promoted the cognitive advancement and personal maturation of students through the integration of varied instructional approaches, including collaborative learning experiences and interactive exercises.

Phase 3 consisted of a comprehensive assessment carried out by three reputable authorities in the field to determine whether the training package was suitable and consistent. The evaluation, supported by their substantial expertise and understanding, emphasized the merits of the training program, such as its integration of various pedagogical methods and its adherence to well-established tenets of growth mindset theory and educational psychology. Overall, the experts' feedback was positive; however, they also furnished insightful suggestions for improving and augmenting the training program, including the provision of more explicit instructions for execution and supplementary materials to foster students' development and progress.

In summation, the results obtained from this research assert unequivocally that it is critical to foster a growth mindset among students pursuing higher education and that it is imperative to develop training programs that are efficacious in facilitating such progress. By synthesizing findings from the requirements assessment, training package development, and expert evaluation stages, this research study provides substantial contributions to the continuous endeavors aimed at improving the psychological well-being and academic achievement of students in tertiary education environments. The suggestions provided by the specialists provide additional insight for subsequent versions of the training program, guaranteeing its ongoing efficacy in cultivating a growth mindset among collegiate freshmen.

Discussion

The findings of this study underscore the importance of cultivating a growth mindset among students in higher education settings, as highlighted by the conclusions drawn from the needs assessment phase. The implications of these conclusions extend beyond individual student development to encompass broader academic and personal development initiatives at the university level. By uncovering the manifold advantages associated with a growth mindset, the study provides valuable insights for informing ongoing efforts aimed at enhancing students' psychological well-being and academic achievement.

The development of a customized training program in the second phase of the study represents a proactive approach to promoting a growth mindset among higher education students. By tailoring the instructional package to meet the specific needs and expectations of Thaksin University students, the study demonstrates a commitment to creating a supportive learning environment conducive to students' cognitive advancement and personal maturation. The integration of diverse instructional approaches, such as collaborative learning experiences and interactive exercises, reflects a holistic approach to fostering students' growth mindset beliefs and attitudes.

The comprehensive assessment conducted by three reputable authorities in the field in phase 3 provides valuable validation of the training program's suitability and consistency. Their positive feedback underscores the effectiveness of the program in integrating various pedagogical methods and adhering to established principles of growth mindset theory and educational psychology. However, their insightful suggestions for improvement highlight the importance of ongoing refinement and augmentation of the training program to ensure its continued efficacy in cultivating a growth mindset among collegiate freshmen.

In summary, this research study contributes significantly to the ongoing endeavors aimed at promoting students' psychological well-being and academic achievement in tertiary education environments. By synthesizing findings from the needs assessment, training package development, and expert evaluation stages, the study offers valuable recommendations for enhancing the effectiveness of future iterations of the training program. These recommendations, informed by both research evidence and expert insights, ensure that the training program remains responsive to the evolving needs and expectations of higher education students at Thaksin University and beyond.

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