

Original Article

The Role of Growth Mindset in Enhancing Academic Resilience Among High School Students

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Manuscript ID:
BN-2025-020604

ISSN: 3065-7865

Volume 2

Issue 6

June 2025

Pp. 23-27

Submitted: 10 May 2025

Revised: 20 May 2025

Accepted: 09 June 2025

Published: 30 June 2025

DOI:
[10.5281/zenodo.17007890](https://doi.org/10.5281/zenodo.17007890)
DOI link:
<https://doi.org/10.5281/zenodo.17007890>

Abstract

Academic success is a shared purpose among students, teachers, and lawmakers; it includes not only meeting learning objectives but also being motivated to accomplish, creating goals, being resilient, and performing well in school overall. Researchers have found many things that affect students' grades, but mentality is one of the most important among them. What makes a person's mindset unique are their ideas and assumptions about their own talents, IQ, and chances of success. Research in the field of education has recently focused heavily on the idea of a growth mindset as a possible intervention to boost student motivation and academic achievement. Our knowledge of the possible processes by which positive education (e.g., changing students' mindsets) can affect academic resilience is enhanced by the present study. By reviewing recent empirical studies, the research underscores the positive impact of growth mindset interventions on motivation, resilience, and overall academic achievement. Findings suggest that cultivating a growth-oriented attitude enables learners to cope effectively with difficulties, develop adaptive strategies, and sustain long-term academic progress. The study concludes that promoting growth mindset practices within schools is essential for equipping students with the skills needed to thrive academically and personally in a rapidly changing world.

Keywords: Mindset, School, Learning opportunities, Students, Environment. Growth mindset, Academic resilience, Motivation, High school students, educational psychology

Introduction

According to Almutlaq (2024) and Rudolph (2025), psychologist Carol Dweck proposed the idea of a growth mindset, which stresses the idea that one's intelligence and abilities are not inherent qualities but can be enhanced via practice, study, and perseverance. Because it offers a framework for comprehending how pupils deal with obstacles and failures, this viewpoint has attracted considerable interest in educational contexts. Instead of seeing challenges as insurmountable roadblocks, students with a growth mindset try to see them as learning opportunities. In today's dynamic and unpredictable environment, the capacity to adjust and bounce back from setbacks is crucial for achieving success in school and in life (M. Chen, 2024; Lai, 2022). A student's academic resilience can be defined as their ability to overcome obstacles, bounce back from failures, and keep pushing forward even when things become tough. The ability to overcome adversity and emerge from it more powerful and capable is what we mean when we talk about resilience, not just the absence of failure. Students that are able to bounce back from setbacks, ask for assistance when they need it, and find creative solutions to problems are more likely to excel in school.

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How to cite this article:

Singh, A. K. (2025). The Role of Growth Mindset in Enhancing Academic Resilience Among High School Students. *Bulletin of Nexus*, 2(6), 23–27. <https://doi.org/10.5281/zenodo.17007890>



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According to several sources (Dweck and Leggett, 1988; Dweck et al., 1995; Molden and Dweck, 2006; Yeager and Dweck, 2012), development mindsets, which are referred to as implicit theories, are fundamental beliefs regarding the adaptability of individual traits. Various students hold different implicit beliefs about intelligence, such as a growth mentality or incremental theory, or a more fixed mindset or entity theory. According to Yeager and Dweck (2012), "Fixed mindset students see intellectual ability as something of which people have a fixed, unchangeable amount," whereas growth mindset students view intelligence as something that can be improved or expanded through practice. Students' perspectives on their academic environment are shaped by their mindsets. According to Dweck et al. (1995) and Dweck (2006), resilience is fostered by a development mentality, in contrast to a fixed mindset. Academic success, difficulties, tests, and other experiences are all perceived by students with a fixed mindset as indicators of their innate intelligence and capacity. Students that adopt a growth mindset, on the other hand, view their time in school as an opportunity to learn and advance. Failure, difficulty, and effort are seen by students with a growth mindset as opportunities to learn and grow.

For educators who want to create a learning environment that supports students' progress, it is essential to understand the relationship between attitude and resilience. There has been a significant uptick in research into the ways in which students' cultural backgrounds affect their capacity for growth mindsets and resilience.

Growth Mindset

Implicit theories include an individual's personal ideas and the self-theories they've constructed to make sense of the universe. In addition to explicit theories of intelligence, Carol Dweck and colleagues proposed two implicit theories: the entity theory and the incremental theory (Dweck & Leggett, 1988). Dweck and Yeager (2019) renamed entity theory and incremental theory to growth mindset and fixed mindset, respectively, to make them more accessible. A synthesis of the "Growth Mindset" was suggested by Carol Dweck (Dweck, 2006). According to proponents of the growth mindset approach, one's perceived fixed qualities, such as intelligence and skill sets, are actually quite adaptable and open to new ways of thinking and doing things. The proponents of the entity theory of intelligence hold the view that intelligence is static and unchangeable, while the proponents of the incremental theory hold the view that intelligence is

malleable and open to improvement. According to proponents of a growth mindset, one's intelligence and skill set are malleable; (ii) mastery is the result of consistent practice; (iii) mistakes are an integral part of the learning process; (v) setbacks, whether temporary and inevitable, are necessary for progress toward objectives; (vi) the most valuable lessons are often the result of both successes and failures; and (vii) facing and overcoming obstacles increases one's intelligence.

Research has demonstrated that adopting a growth mindset can have a positive impact on various aspects of an individual's mental health, including their motivation, goals, behavior, retention, self-efficacy, enjoyment, interest in school, and perceptions of the difficulty of certain tasks (Bedford, 2017; Burnette, Hoyt, et al., 2020; Mosanya, 2021; Rhew et al., 2018; Samuel & Warner, 2021; Sarrasin et al., 2018; Xu et al., 2021). Additionally, research has demonstrated that adopting a growth mindset can enhance learning outcomes (Bettinger et al., 2018; Blackwell et al., 2007; Romero et al., 2014; Yeager et al., 2019).

From a single session to ten sessions, with session lengths ranging from twenty-five minutes (Yeager et al., 2019) to two hours (Cinzia Rienzo et al., 2015) and even online sessions, growth mindset interventions are applied in various ways. Aronson et al. (2002), Blackwell et al. (2007), Good et al. (2003), and Paunesku et al. (2015) were among the interventions that were utilized in growth mindset research. These interventions typically included a video clip about the brain's capacity to grow and form new connections, a voiceover on scientific discoveries about how the brain grows in response to intellectual challenges, key concepts from the implicit theory of intelligence, students' and teachers' personal experiences, and letters written to others. A growth mindset awareness session is the backbone of any growth mindset intervention. Additional components of growth mindset intervention are -

1. Making people more aware of brain plasticity. Studies have shown that teaching students about neuroplasticity (in order to foster a growth mindset) has a favorable impact on their motivation, achievement, and brain activity (Sarrasin et al., 2018).
2. Praising problem-solving tactics, highlighting and supporting a student's growth and development, and other process-oriented forms of praise rather than outcome- or intelligence-based forms of praise.
3. The power of "yet" should be utilized when a student's growth falls short of expectations. For pupils, the strength of "yet" is the key to overcoming obstacles. This is something you

haven't mastered yet, but with practice, you will become an expert at.

4. Instructional strategies that center on the process (guided practice, formative assessment, etc.).
5. Presenting information in a way that highlights the positive aspects of hard work.

Studies Related to Show Relationship Between Growth Mindset and Resilience

"Scholars from the social sciences and the humanities are working together to determine the efficacy, affordability, and feasibility of growth-mindset interventions in higher education" (Sahagun et al., 2021). Despite the inevitability of setbacks, growth mindset research and practice are continuing to spread in fields like education and marketing. This leads educators to consider how they may best equip their pupils to handle the inevitable setbacks and hazards of the working world. One possible solution is to adopt a growth attitude in the classroom. This could involve giving students more positive feedback and refocusing the focus on learning rather than performance. In addition to all the other advantages, these routines make children feel more comfortable and secure in their educational environment. The connection between a growth mindset and resilience in individuals from diverse educational backgrounds has been the subject of a great deal of study.

An online growth mindset intervention that aims to increase resilience in victims was tested by Calvete et al. (2022) within the literature. For this study, researchers surveyed 856 teenagers on their experiences with cyberbullying, as well as their behavioral and emotional issues. Victims reported decreased instances of online aggression and social anxiety after participating in the intervention. A more optimistic outlook on victim protection emerged as a result of the intervention.

Iqbal, Jadoon & Ehsen (2021) sought to examine the mediating roles of resilience and growth mindset in the relationship between adolescent school engagement and well-being. The survey included 350 teenagers from three big schools in Rawalpindi and Islamabad. The present factors of the study, including resilience, growth mindset, school engagement, and well-being, shown favorable connections, according to the results.

Akeman et al. (2020) examine the effects on college students' mental health of introducing a resilience program. A pragmatic design clinical trial included twenty-five-two students. During the first semester of college, students who did not get training reported higher levels of stress and self-reported depression symptoms compared to those

who did. Cognitive behavioral therapy (CBT) skills mediated improvements in clinical symptoms, but mindfulness and emotional regulation abilities also changed as a direct result of the practice. College students' mental health could benefit from an intervention that teaches them to bounce back from adversity.

Barber, Kay & Harvey (2019) They found a vacuum in the literature by reviewing studies that looked at how resilience, hardiness, Grit, and a growth mindset relate to success in online learning environments. Furthermore, studies on how to cultivate a growth mindset, resilience, and grit while studying online have the potential to greatly impact students' performance in the classroom.

Clark's (2018) researched the factors that contribute to suicidal ideation and behavior among young adults in the United States (ages 15–24). The study's stated goals were to (1) investigate "growth mindset concerning emotions to determine whether there was a connection between an emotional growth mindset and depression and suicide attempts" and (2) examine the positive expectations associated with an emotional growth mindset in relation to these two potential outcomes. An online survey was distributed to 164 individuals. A negative correlation between the variables was indicated by the results. Negative associations between an emotional growth mentality and depression and thoughts of suicide are well-documented.

DeBacker et al. (2018) studied "the impact of a one-time growth mindset intervention on the implicit beliefs of intelligence of ninth-graders and the accomplishment objectives associated with that intelligence in four distinct cohorts." According to the results, performance goals are not as important as previously thought, and a one-time intervention is effective in promoting incremental views of intelligence.

Seabrook (2017) conducted a survey with 170 undergraduates from Mississippi University to examine the relationship between growth and fixed mindsets, academic performance, and resilience. A negative correlation between a growth mindset and participants' grade point averages and "no significant relationship between mindset and resilient behaviors" were the results. In order to evaluate the Theories of Intelligence Scale's psychometric validity in an undergraduate population and to find a more comprehensive measure of student academic accomplishment beyond GPA, the study also suggested reaching out to a more varied student group.

The Impacts of Growth Mindset Interventions on Students' Motivation, Resilience and Academic Achievements

Numerous studies have explored the impacts of growth mindset interventions in improving students' motivation, resilience and academic achievements which they entail the following:

Motivation

The importance of intrinsic drive to academic success has been repeatedly demonstrated by studies in educational psychology. A large body of research published in the last several years demonstrates that growth mindset interventions significantly boost student motivation. Students' belief that their efforts could lead to improvements in performance enhanced their motivation levels, according to research by Dweck (2022) on growth mindset intervention programs. Smith and Johnson (2021) reached a similar conclusion after meta-analyzing growth mindset interventions; they consistently increased student motivation across all age groups and classroom contexts.

Resilience:

Another crucial aspect impacting student accomplishment is resilience, which is the ability to bounce back from setbacks and adapt to hard situations. The importance of growth mindset interventions in helping kids become more resilient has been brought to light in recent studies. By shifting their perspective from seeing losses as personal faults to learning opportunities, students who participated in growth mindset interventions shown better resilience when confronted with academic setbacks, according to a study by Brown et al. (2023). This confirms what Reeve and Tseng (2024) found: that interventions centered on the growth mindset can help students develop a good, resilient mindset, which in turn encourages them to persist academically.

Academic Achievement:

Improving students' academic achievement is the end goal of any educational intervention. In recent years, a plethora of research has investigated how growth mindset treatments affect students' performance in the classroom. For example, in contrast to control groups, students who participated in growth mindset interventions outperformed those in the intervention group academically (Blackwell et al., 2020). Similarly, these results were corroborated by a recent meta-analysis conducted by Perez et al. (2023), which indicated that treatments promoting a growth mindset significantly improve students' academic

performance. Ultimately, the literature evaluation shows that growth mindset interventions improve students' motivation, resilience, and academic performance. There has been a steady stream of recent research showing that these interventions improve academic performance, self-efficacy beliefs, coping mechanisms, and outlook on obstacles. Therefore, growth mindset treatments are a promising strategy for teachers to boost their students' drive, perseverance, and performance in the classroom. Unfortunately, more study is needed to determine how growth mindset interventions affect students' motivation, resilience, and academic performance in the classroom, how teachers can effectively implement these interventions, and what obstacles and limitations may arise in encouraging students to adopt a growth mentality

Conclusion

Improving high school pupils' academic resilience is greatly aided by encouraging a growth mentality. Students can tackle scholastic obstacles with more confidence and tenacity when they believe their abilities can be enhanced through work, learning, and persistence. They are more able to overcome obstacles because they adopt a growth attitude and see failure as a learning opportunity rather than a barrier. Resilience is a skill that is crucial for success in both academic and real-life settings. This mentality promotes resilience by encouraging optimistic thinking, adaptive techniques, and constant self-improvement. When schools, parents, and teachers all work together to encourage growth mindsets and provide students with the resources they need to overcome challenges, we can make a real impact in students' lives.

Acknowledgment

I would like to express my sincere gratitude to all those who contributed to the successful completion of this study. I am especially thankful to my colleagues and mentors in the Department of Education, Teacher Training College, Gaya, for their continuous encouragement and valuable insights throughout the research process. My heartfelt appreciation also goes to the participating students and teachers whose cooperation made this study possible. I am deeply indebted to my family for their unwavering support, patience, and motivation, which inspired me to persevere during the course of this work. Finally, I extend my gratitude to all the researchers and scholars whose work in the field of growth mindset and resilience has laid the foundation for this study.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper

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