

# **The Relationship Between Mindset and Academic Resilience of Student Teachers**

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## **Abstract**

The main purpose of this study is to investigate the relationship between student teachers' mindset and academic resilience. A total of 776 student teachers participated in this study. Firstly, the findings indicated that most of the student teachers in this study had fixed mindset with some growth ideas. Regarding mindset, the results indicated that there was no significant gender difference in growth mindset and fixed mindset. The findings stated that there was a significant age difference of growth mindset, while there were significant differences of growth mindset by education level. Regarding academic resilience, the results indicated that female student teachers were higher than male student teachers in the perseverance subscale, the reflecting and adaptive help-seeking subscale, and academic resilience (total). Furthermore, the findings stated that there were significant age differences of all subscales of academic resilience, whereas there were significant differences of academic resilience (total) and its all subscales among the education levels and the levels of mindset. Moreover, the results indicated that student teachers' growth mindset was positively correlated with the perseverance subscale, the reflecting and adaptive help-seeking subscale, and academic resilience (total), and was negatively correlated with the negative affect and emotional response subscale. However, student teachers' fixed mindset was negatively correlated with the perseverance subscale and the reflecting and adaptive help-seeking subscale, and was positively correlated with the negative affect and emotional response subscale. Furthermore, student teachers' growth mindset was the positive predictor of academic resilience.

**Keywords:** Mindset, Academic Resilience, Student Teachers

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