

A STUDY ON ACADEMIC STRESS AND GROWTH MINDSET AMONG GRADUATE AND POST GRADUATE Students Of Social Work – An Indo African Study

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Abstract: After studying the behaviour of thousands of children, Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Growth mindset is one of the most talked about phrases in education, and something that teachers up and down the country are trying to develop in their students. Academic stress is defined as the body's response to academic related demands that exceed adaptive capabilities of students. Post Graduate and Undergraduate Social Work Students of two institutions one in India and One in Zambia comprised the population of the study. Simple Random Sampling method was used to collect the data. Questionnaire method was followed to collect the data from the students. Most of the respondents perceive a moderate level of stress with regard to the dimensions inadequate facilities, fear of failure, Interpersonal relationships with teachers, Personal inadequacy, and Overall academic stress. With regard to Growth mindset most of the respondents have a Growth mindset. Academic Stress is having a negative significant relationship with Growth mindset.

1. INTRODUCTION

Over 30 years ago, Carol Dweck and her colleagues became interested in students' attitudes about failure. They noticed that some students rebounded while other students seemed devastated by even the smallest setbacks. After studying the behaviour of thousands of children, Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore they put in extra time and effort, and that leads to higher achievement.

Growth Mindset and Academic Stress

Growth mindset is one of the most talked about phrases in education, and something that teachers up and down the country are trying to develop in their students. Research has linked growth mindset to a wide range of positive outcomes, such as improving grades in struggling students and enhancing resilience.

The Link Between Growth Mindset and Reducing Stress

All students need a little stress in their life, as it can be useful in boosting their motivation and cognitive abilities, hence assisting them in achieving their goals. However, too much stress has a negative impact on student well-being, by upsetting the balance of cortisol (the stress hormone) in the body and suppressing the immune system.

2. REVIEW OF LITERATURE

Students' academic success is influenced not only by their cognitive abilities and content knowledge, but also by non-cognitive factors, such as their beliefs, attitudes, and values. One influential non-cognitive factor is students' beliefs about the degree to which intelligence is a stable trait, termed "mindset" (Dweck, 1999). Students who believe that intelligence is a stable, unchangeable trait are described as holding a "fixed mindset" and are likely to interpret struggle or failure as an indication that they are not intellectually capable of succeeding (Dweck, 1999). Thus, students with a fixed mindset tend to avoid challenges, quit when they encounter challenge, and ultimately achieve less academic success (Dweck, 1999; Smiley, Buttitta, Chung, Dubon, & Chang, 2016). Conversely, students who believe that intelligence is a changeable trait that they can improve with effort and guidance are described as holding a "growth mindset." These students are more likely to take on challenging tasks and persist through challenges by trying new strategies or increasing effort, ultimately achieving greater academic success (Dweck, 1999; Smiley et al., 2016). Students' mindsets are influential because they affect a variety of other non-cognitive factors, such as the types of goals students set (Dweck & Leggett, 1988; Hoyert & O'Dell, 2008), how students attribute their successes and struggles (Dweck, 1999; Smiley et al., 2016), and how they cope with challenges they encounter (Heine et al., 2001). Given the far-reaching influence of mindsets, it is important to understand how and why students' mind-sets develop and change over time. Students' mindsets themselves are malleable and appear to change over time.

3. METHODS AND MATERIALS

Rationale of the Study

Academic stress is defined as the body's response to academic related demands that exceed adaptive capabilities of students. It is estimated that 10–30% of students experience some degree of academic stress during their academic career. Indeed, academic stress among students enrolled in highly academic standards universities has a major impact. Empirical studies have revealed that growth mindset has positive effects on student motivation and academic performance. Recent research has also shown that mindset is related to student outcomes and behaviours including academic achievement, engagement, and willingness to attempt new challenges. An individual with a growth mindset works hard and improves without an incentive reward in mind as the outcome. The conceptualization of growth mindset is similar to that of intrinsic motivation. A learner with a growth mindset tends to self-regulate their own learning and has the propensity to cope with academic tasks. Hence, encouraging a growth mindset can improve the academic performance of college students and middle school math students.

Significance of the study

Two Higher education Institutions offering Under graduation and Post Graduation Programme in Social Work were chosen for the study, one in India and one in Zambia. The Post Graduate students of Social Work go through a rigorous Programme module that requires them to apply their theoretical knowledge in their field work practicum. They also do a research project as part of their programme requisites in their area of specialisation. The Public interface that is required to ace their field placements, communication skill required to document and present their experiences and the emotional intelligence needed to balance the theoretical rigour and practical experiences amount to enormous levels of stress among these students. The expectations of the job market and the scope for suitable placements to be competed with fellow budding social workers from the neighbouring colleges, that have mushroomed recently, as against the availability of Job Placement opportunities in the Job Market have all contributed to increasing levels of stress in the minds of the young budding social workers. It is in this context that Growth Mind becomes pivotal in coping with not only the academic challenges but also the stresses and demands of everyday living. Fixed mindset could complicate the already stressful minds and hinder the budding social workers from aspiring to reach the horizon against odds and make them to conveniently regress in their endeavours and consequently loose out in their pursuit of excellence.

The rationale for including a sample of social work students from an African country being that in the last decade there has been an increase in the number of students from Africa who come down to India to Pursue their Higher Education, which signifies the fact that they perceive value in the education system apart from finding a sync in the culture of India. This study attempts to find out the academic stress from a growth mindset point of view as perceived by a section of students from Africa and see correlation if any with their Indian Counterparts. This could help compliment the interventions for both the students from Africa as well as India and probably bring about better coping skills amongst them and also enable us to cater to the Psycho-social requirements of other country students in the future. Suggestive interventions would be compiled in the form of suggestive continuing professional development programmes for the students and handed over to the respective institutions for implementation and follow-up.

4. OBJECTIVES OF THE STUDY

1. To study the socio-demographic profile of the respondents'
2. To assess the academic stress of the respondents
3. To analyze the mind-set of the respondents
4. To suggest suitable measures to reduce the academic stress among students

Conceptual Definition

Fixed Mindset: the mindset is the mindset in which people have a belief that your ability and intelligence are fixed traits. It is a student's beliefs that a talent alone creates success without effort and interprets mistakes as a sign that a person lack talent.

Growth Mindset: a belief that learning, abilities, talents, and intelligence can develop or improve by time, practice, and effort. Having a growth mindset is essential to lifelong success.

Mindset: the people way of thinking and the assemblage of people's opinions, idea, beliefs and knowledge.

Academic Stress: Academic stress is defined as the body's response to academic-related demands that exceed adaptive capabilities of students.

5. RESEARCH HYPOTHESES

1. There is a significant relationship between the Age of the Respondents and their perceived levels of Academic Stress and Growth Mindset
2. There is a significant difference between the country where the Respondents pursue their course and their perceived levels of Academic Stress and Growth Mindset.
3. There is a significant difference among the domicile of the Respondents and their perceived levels of Academic Stress and Growth Mindset.
4. There is a significant difference among the College of the Respondents and their perceived levels of Academic Stress and Growth Mindset.
5. There is a significant relationship between Academic Stress and Growth Mindset of the respondents.

Research Design

Descriptive research design was adopted for the study.

Sampling Design

Post Graduate and Undergraduate Social Work Students of two institutions one in India and One in Zambia comprised the population of the study. Simple Random Sampling method was used to collect the data. Sampling Frame was obtained and the sample drawn using lottery method. Universe comprised of Bishop Heber College, Department of Social Work (PG students of Social Work : n = 60) and St. Eugene University DMI, Zambia, Department of Social Work (UG Students of Social Work : n = 50), except that the undergraduate students have been sampled lesser in number and only from Zambia. The sample size for the study is 110. Student participation in the study was completely voluntary and informed consent was obtained from them assuring them of confidentiality of the data. There was no consequence for either participation or withdrawal.

Tools of Data Collection

Questionnaire method was followed to collect the data from the students. The details of the research and its intended purpose would be informed to the research participants and their consent obtained.

Scale for Assessing Academic Stress: The scale for assessing academic stress (SAAS) was used to assess students' perceived stress. SAAS is a 30-item self-report tool with "Yes" or "No" answers. Each item was given 1 point for "Yes", with a total score of 30, where 30 indicates maximum stress perceived and 0 lowest or no stress. All dimensions of possible human manifestation of stress were covered by the SAAS tool, including cognitive, affective, social/interpersonal, physical and emotional aspects. Besides simplicity of use of the SAAS, it was found to have high test-retest and split-half reliability, adequate internal consistency and ability to draw normally distributed data on academic stress.

The Dweck Mind set Instrument: The Dweck Mind set Instrument is a frequently used self-completion questionnaire to test whether a student holds a fixed or a growth mindset (Dweck, 2008). This questionnaire consists of 16 items and respondents answer the questions with either strongly agree, agree, mostly agree, mostly disagree, disagree and strongly

disagree. The questionnaire claims to measure the construct of the mindset of a person validly and reliably (Dweck's Growth Mindset, n.d.). Even though the Dweck Mindset Instrument is an often-used self-completion questionnaire no exact numbers were found about the reliability and validity of this questionnaire.

6. DATA ANALYSIS AND INTERPRETATION

Table No – 1: Distribution of Respondents by their Socio-Demographic Characteristics

S. No	Variable	Frequency	Percentage
1	Social Work Aspirant		
	PG MSW	76	69.1
	UG BSW	34	30.9
2	Pursuing Social Work in		
	India	60	54.5
	Zambia	50	45.5
3	Name of the College you are Studying in		
	XXXX	58	52.7
	YYYY	2	1.8
	ZZZZ	50	45.5
4	Year of Study		
	I Year	41	37.3
	II Year	38	34.5
	III Year	15	13.6
	IV Year	16	14.5
5	Gender		
	Male	37	33.6
	Female	73	66.4
6	Domicile		
	Rural	31	28.2
	Urban	61	55.5
	Semi-Urban	18	16.4

From the above table it is evident that majority of the respondents are female PG students, from Urban India, belonging to XXXX College. Most of them are I year students of Social Work.

Table No – 2: Distribution of Respondents by their perceived Satisfaction with their college experience

S. No	Variable	Frequency	Percentage
1	People look up to me.		
	Yes	90	81.8
	No	2	1.8

S. No	Variable	Frequency	Percentage
	I Don't Know	18	16.4
2	I like learning.		
	Yes	108	98.2
	No	1	.9
	I Don't Know	1	.9
3	I have acquired skills that will be of use to me.		
	Yes	105	95.5
	No	2	1.8
	I Don't Know	3	2.7
4	The work I do is good preparation for my future.		
	Yes	99	90.0
	No	3	2.7
	I Don't Know	8	7.3
5	I am given a chance to do work that really interests me.		
	Yes	100	90.9
	No	8	7.3
	I Don't Know	2	1.8
6	I really like to attend classes each day.		
	Yes	90	81.8
	No	16	14.5
	I Don't Know	4	3.6
7	I really get involved in my course work.		
	Yes	103	93.6
	No	4	3.6
	I Don't Know	3	2.7
8	I find that learning is a lot of fun.		
	Yes	97	88.2
	No	6	5.5
	I Don't Know	7	6.4
9	I am treated with respect.		
	Yes	97	88.2
	No	8	7.3
	I Don't Know	5	4.5
10	People care what I think.		
	Yes	67	60.9
	No	11	10.0
	I Don't Know	32	29.1

S. No	Variable	Frequency	Percentage
11	I find it easy to get to know other people		
	Yes	90	81.8
	No	8	7.3
	I Don't Know	12	10.9
12	Mixing with other people helps me to understand myself.		
	Yes	103	93.6
	No	3	2.7
	I Don't Know	4	3.6
13	People think highly of me.		
	Yes	62	56.4
	No	9	8.2
	I Don't Know	39	35.5

From the above table it is evident that majority of the respondents are satisfied with their college experience till date.

Table No – 3 : Distribution of Respondents by their perceived adjustment to College Life

S. No	Variable	Frequency	Percentage
01	I believe that I am well-adjusted to life at College.		
	Yes	103	93.6
	No	2	1.8
	I Don't Know	5	4.5
02	I believe that I will graduate from this College.		
	Yes	107	97.3
	No	1	.9
	I Don't Know	2	1.8
03	I have had a positive experience so far with the College.		
	Yes	100	90.9
	No	7	6.4
	I Don't Know	3	2.7
04	College is what I expected it to be – Respond		
	Yes	107	97.3
	No	1	.9
	I Don't Know	2	1.8
05	Professors help me do my best.		
	Yes	101	91.8

S. No	Variable	Frequency	Percentage
	No	7	6.4
	I Don't Know	2	1.8
06	Other students accept me as I am.		
	Yes	102	92.7
	No	3	2.7
	I Don't Know	5	4.5
07	I get along well with other students in my class.		
	Yes	103	93.6
	I Don't Know	7	6.4
08	Other students value my opinions when working in groups.		
	Yes	98	89.1
	No	4	3.6
	I Don't Know	8	7.3
09	I enjoy working on projects with classmates.		
	Yes	102	92.7
	No	3	2.7
	I Don't Know	5	4.5

From the above table it is evident that a vast majority of the respondents are well adjusted to their college life.

Table No – 4 : Distribution of Respondents by their Perceived Levels of Academic Stress

S. No	Variables	Frequency	Percentage
01	Inadequate Facilities		
	Low	31	28.2
	Moderate	48	43.6
	High	31	28.2
02	Fear of Failure		
	Low	27	24.5
	Moderate	51	46.4
	High	32	29.1
03	Interpersonal Relationship with Teachers		
	Low	34	30.9
	Moderate	46	41.8
	High	30	27.3
04	Personal Inadequacy		
	Low	27	24.5
	Moderate	50	45.5
	High	33	30.0

S. No	Variables	Frequency	Percentage
05	Teacher Pupil Relationship		
	Low	41	37.3
	Moderate	38	34.5
	High	31	28.2
06	Academic Stress Total		
	Low	29	26.4
	Moderate	53	48.2
	High	28	25.5

From the above table it is evident that most of the respondents perceive a moderate level of stress with regard to the dimensions : Inadequate facilities, fear of failure, Interpersonal relationships with teachers, Personal inadequacy, and Overall academic stress. Most of the respondents perceive a low level of stress with regard to Teacher-Pupil relationship. This shows that there is stress involved from the point of view of students initiating rapport with the teachers using their interpersonal relationship skills and not so much so when it is Teacher – Pupil relationship, which is leaning more to a academic learning environment.

Table No – 5 : Distribution of Respondents by their Perceived Levels of Growth Mindset

S. No	Variables	Frequency	Percentage
01	Ability Mindset Fixed		
	Low	31	28.2
	Moderate	49	44.5
	High	30	27.3
02	Ability Mindset Growth		
	Low	37	33.6
	Moderate	35	31.8
	High	38	34.5

From the above table it is evident that with regard to Fixed mind-set most of the respondents have fixed Mind-set, and with regard to Growth mindset most of the respondents have a Growth mindset. So overall Growth mindset seems to be more widely prevalent and dominant than fixed mindset.

Table No – 6 : Difference between the Respondents’ country from where they are pursuing their Social Work Programme from and their Perceived Academic Stress

S. No	Variable	Mean	Standard Deviation	df	‘t’ Value Significance
01	Inadequate Study Facilities				
	India	8.1833	6.90736	108	1.515
	Zambia	6.3800	5.57286		P>0.05
02	Fear of Failure				
	India	7.8000	7.14926	108	.079
	Zambia	7.7000	6.15530		P>0.05
03	Interpersonal difficulties with teachers				
	India	8.1667	8.17223	108	2.444

S. No	Variable	Mean	Standard Deviation	df	't' Value Significance
	Zambia	4.9600	5.51791		P<0.05
04	Personal Inadequacy				
	India	10.5500	7.85984	108	2.633
	Zambia	6.9200	6.59882		P<0.05
05	Pupil Relationship / Teaching Methods				
	India	3.6667	2.84436	108	2.265
	Zambia	2.5600	2.27820		P<0.05
06	Academic Stress Total				
	India	38.3667	29.74181	108	1.914
	Zambia	28.5200	24.20933		P<0.05

From the above table it is seen that there is a significant difference between the Respondents' country from where they are pursuing their Social Work Programme from and their Perceived Academic Stress Overall and with regard to the sub dimensions Interpersonal difficulties with teachers, Personal Inadequacy, and Pupil Relationship / Teaching Methods. Further from the mean scores it is evident that students from India perceive higher levels of Academic Stress than students from Zambia.

Table No – 7 : Difference between the Graduation pursued by the Respondents and their Perceived Academic Stress

S. No	Variable	Mean	Standard Deviation	df	't' Value Significance
01	Inadequate Study Facilities				
	PG MSW	8.1842	6.65074	108	2.226
	UG BSW	5.5294	5.34413		P<0.05
02	Fear of Failure				
	PG MSW	8.1711	7.28174	108	1.116
	UG BSW	6.8235	5.08397		P>0.05
03	Interpersonal difficulties with teachers				
	PG MSW	8.1974	7.84860	108	4.225
	UG BSW	3.3824	4.07516		P<0.05
04	Personal Inadequacy				
	PG MSW	10.3289	8.04054	108	3.711
	UG BSW	5.7059	4.88367		P<0.05
05	Pupil Relationship / Teaching Methods				
	PG MSW	3.5789	2.86712	108	2.984
	UG BSW	2.2353	1.79323		P<0.05
06	Academic Stress Total				
	PG MSW	38.4605	29.76998	108	3.130
	UG BSW	23.6765	19.02904		P<0.05

It is seen from the above table that there is a significant difference between the Graduation pursued by the respondents and their Perceived levels of Academic Stress and its sub

dimensions. Further from the mean scores it is seen that those who are doing their Masters programme in Social Work perceive higher levels of Academic Stress than those doing their Under-graduation programme in social work.

Table No – 8 : Difference among the Respondents from varied Domicile and their perceived levels of Academic Stress

S. No	Variables	Mean	Standard Deviation	Sum of Squares	Mean Squares	df	'f' Value Significance
01	Inadequate Study Facilities						
	Between Groups	G1=7.4194	6.58673	21.301	2	10.650	.259
	Within Groups	G2=7.6230	6.62863	4404.154	107	41.160	P>0.05
		G3=6.3889	5.23718				
02	Fear of Failure						
	Between Groups	G1=8.6774	7.79481	106.189	2	53.094	1.192
	Within Groups	G2=7.9016	6.35795	4766.184	107	44.544	P>0.05
		G3=5.6667	5.52002				
03	Interpersonal difficulties with teachers						
	Between Groups	G1=6.4516	6.84027	217.214	2	108.607	2.115
	Within Groups	G2=7.7049	7.98821	5495.477	107	51.360	P>0.05
		G3=3.7778	3.93410				
04	Personal Inadequacy						
	Between Groups	G1=10.1613	8.66063	68.879	2	34.439	.607
	Within Groups	G2=8.3770	7.52366	6069.021	107	56.720	P>0.05
		G3=8.5000	4.98527				
05	Teacher Pupil Relationship / Teaching Methods						
	Between Groups	G1=3.2258	3.35370	8.109	2	4.054	.573
	Within Groups	G2=3.3115	2.40514	756.946	107	7.074	P>0.05
		G3=2.5556	2.06433				
06	Academic Stress Total						
	Between Groups	G1=35.9355	31.22706	1076.452	2	538.226	.698
	Within Groups	G2=34.9180	28.03587	82476.239	107	770.806	P>0.05
		G3=26.8889	18.88320				

G1= Rural, G2= Urban, G3=Semi-Urban

From the above table it is seen that there is no significant difference between the domicile of the respondents and their Perceived levels of Academic Stress and its dimensions.

Table No – 9 : Difference among the Respondents from varied Colleges and their perceived levels of Academic Stress

S. No	Variables	Mean	Standard Deviation	Sum of Squares	Mean Squares	df	'f' Value Significance
01	Inadequate Study Facilities						
	Between Groups	G1=7.9310	6.88212	199.450	2	99.725	2.525
	Within Groups	G2=15.5000	2.12132	4226.004	107	39.495	P>0.05
		G3=6.3800	5.57286				
02	Fear of Failure						
	Between Groups	G1=7.5000	7.06672	156.873	2	78.436	1.780
	Within Groups	G2=16.5000	3.53553	4715.500	107	44.070	P>0.05
		G3=7.7000	6.15530				
03	Interpersonal difficulties with teachers						
	Between Groups	G1=7.8793	8.13500	424.116	2	212.058	4.290
	Within Groups	G2=16.5000	4.94975	5288.575	107	49.426	P<0.05
		G3=4.9600	5.51791				
04	Personal Inadequacy						
	Between Groups	G1=10.2414	7.80758	525.099	2	262.550	5.005
	Within Groups	G2=19.5000	2.12132	5612.801	107	52.456	P<0.05
		G3=6.9200	6.59882				
05	Teacher Pupil Relationship / Teaching Methods						
	Between Groups	G1=3.5690	2.84150	50.010	2	25.005	3.742
	Within Groups	G2=6.5000	.70711	715.044	107	6.683	P<0.05
		G3=2.5600	2.27820				
06	Academic Stress Total						
	Between Groups	G1=37.1207	29.45355	5345.556	2	2672.778	3.657
	Within Groups	G2=74.5000	6.36396	78207.135	107	730.908	P<0.05

S. No	Variables	Mean	Standard Deviation	Sum of Squares	Mean Squares	df	'f' Value Significance
		G3=28.5200	24.20933				

G1=XXXX, G2=YYYY, G3=ZZZZ

From the above table it is seen that those who pursue their Social Work programme from XXXX College perceive Higher levels of Academic stress than those from other colleges with regard to their overall Academic Stress, Interpersonal difficulties with teachers, Personal Inadequacy, and Teacher Pupil Relationship / Teaching Methods.

Table No -10: Karl-Pearson's Co-efficient of Correlation between the major variables of the study

S. No	Variable	Academic Stress	Ability Mindset Growth	Self Efficacy	Resilience
01	Academic Stress	1.000			
02	Ability Mindset Growth	-.237*	1.000		

*Significant at 0.05 level, **Significant at 0.01 level

It is seen that Academic Stress is having a negative significant relationship with Growth mindset. This clearly shows that students who experience academic Stress have lesser levels of Growth mindset in them.

7. MAJOR FINDINGS OF THE STUDY

Findings related to Socio-Demographic Variables: Majority of the respondents are female PG students, from Urban India, belonging to XXXX College. Most of them are I year students of Social Work. Majority of the respondents are satisfied with their college experience till date. Vast majority of the respondents are well adjusted to their college life. Most of the respondents perceive a moderate level of stress with regard to the dimensions inadequate facilities, fear of failure, Interpersonal relationships with teachers, Personal inadequacy, and Overall academic stress. Most of the respondents perceive a low level of stress with regard to Teacher-Pupil relationship. With regard to Fixed mind-set most of the respondents have fixed Mind-set, and with regard to Growth mindset most of the respondents have a Growth mindset. So overall Growth mindset seems to be more widely prevalent and dominant than fixed mindset.

Hypothesis Related Findings: There is a significant negative relationship between the age of the respondents and their perceived levels of Interpersonal difficulties with teachers and overall Academic Stress. Further it is also seen that there is a very high significant negative relationship between the age of the respondents and their perceived levels of Personal Inadequacy, and Academic Stress - Teacher Pupil Relationship / Teaching Methods. It is seen that Academic Stress is having a negative significant relationship with Growth mindset. This clearly shows that students who experience academic Stress have lesser levels of Growth mindset in them.

Implications for Social Work Intervention

The findings of the study clearly show that Academic Stress is having a negative significant relationship with Growth mindset. There is much at stake with the current emphasis on significantly increasing the number of students who persist to complete certificates and degrees. Ample evidence suggests that faculty can play a key role in student success by influencing a growth mindset.

Based on the findings in this study, college educators from a variety of disciplines and possessing a variety of years of teaching experience interested in increasing their knowledge about mindset and in learning effective strategies to influence more growth mindset attitudes and behaviours in the classroom could be pooled in. They could be helped to learn about mindset, its impact on academic achievement, and how educators can contribute to creating a growth mindset culture on community college campuses. To accomplish this objective, the researcher could develop a comprehensive, hands-on training with specific application to the students in the college setting. This professional development training for college educators is envisioned to be divided into 12 modules, each lasting for 90 minutes. The modules can be taught in order over the course of 3 full days of training, or they can be taught in different combinations depending on the needs and timeframe of participants. To maximize learning and application, it is recommended to teach two modules per week for a 6-week class. It is quite possible to adapt the modules to be taught online in order to increase access. The goals for this professional development training are: (a) to increase the number of faculty and staff from all disciplines who understand the role of growth mindset in student success, both in relation to their own mindset and that of students, and (b) to develop faculty competency in research-based mindset strategies that lead to students' deeper learning, increased academic persistence, and higher rates of UG / PG college completion.

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