

Thai Teachers' Growth Mindset as Related to Thai Students' Achievements

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Abstract : The purpose of this research is to study the influence of a growth mindset, as defined by Prof. Dweck, in Thai teachers and Thai students' achievements and success. The participants of the study were teachers of schools in Office of the Basic Education Commission in Bangkok. The teachers were recruited from high achievement schools and low achievement schools (based on average National Standard Test Score). Participants were divided into two groups: 85 teachers in 3 high achievement schools and 213 teachers in 6 low achievement schools. They were asked to complete the Carol Dweck's Implicit Theories Scale - (Adults) 8 items. Data were analyzed including the use of mean, standard deviation and t-test to test hypothesis. The finding of this study revealed that teachers who were in the high achievement schools have higher scores in Carol Dweck's Implicit Theories Scale ($\bar{x} = 35.5$, $SE = .58$) than teachers who were in the low achievement schools ($\bar{x} = 33.9$, $SE = .35$) at .05 level. The difference is statistically significant ($t(296) = 2.44$, $p = .015$) with the effect size of 0.31. In conclusion, teachers' growth mindset from high achievement schools have higher scores than teachers' growth mindset from low achievement schools, and this is statistically significant. From the study, it can be concluded that growth mindset development for teachers has a tendency to increase students' achievements. For these reasons, it is necessary to implement such training and development in our education system in larger scale, and even nationwide policies.

Keywords : fixed mindset, growth mindset, students' achievement, teachers' growth mindset

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