

## عنوان مقاله:

Teachers 'Mindset and Its effect on Their Understanding of Students' Behavior, Learning, and Achievement in Classroom

## محل انتشار:

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## خلاصه مقاله:

The present study investigated the relationship among teachers 'mindsets and their perceptions of students' behavior, learning, and achievement, their interpretations of students 'behavior, and their strategies to increase students' motivation through a qualitative approach and a descriptive phenomenological design. The target population of this study includes all female primary school teachers in District ۱ of Yazd city. Initially, ۱۸ teachers volunteered to participate in the study, according to the call. Then, they completed mindset questionnaire and after evaluating the answers and determining teachers' mindset, ۵ teachers were purposefully selected for a more profound and more extensive study. The data were collected using Dweck's Mindset Questionnaire (۲۰۰۰) and Semi-structured interviews. Content analysis was used to analyze the data and the results showed that the relationship between teachers 'mindsets and their perceptions of students' behavior, learning, and progress could be traced through the categories such as fixed mindset's teacher, growth mindset's teacher, and six factors including stereotypes, performance interpretation, evaluation, instruction, motivation, and responsibility. In general, it can be said that teachers 'mindset affect the way, they interpret students' behavior, learning, and success, it is influential on teachers' instructions, evaluations, and responsibilities in the teaching process as well as the type of activities that they use to increase students' motivation. Furthermore, the results showed that teachers' mindsets are intertwined with cultural assumptions; and teachers can be made aware of cultural challenges by increasing their level of knowledge and modifications of their mindsets.

## کلمات کلیدی:

fixed mindset, growth mindset, teacher's perception

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