



GROWTH MINDSET IN ENGLISH LANGUAGE LEARNING OF COLLEGE STUDENTS

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Abstract:

This study investigated the growth mindset of college students in English language learning and the challenges they encounter in an online setting. Using a researcher-made questionnaire about the growth mindset of college students in English language learning and the challenges they encounter in an online setting, data from the 60 respondents in the study coming from the different colleges or departments of the Notre Dame of Midsayap College were analyzed quantitatively. Findings indicated that students have a high growth mindset and that factors such as motivation, criticism, environment, and effort had played a major role in their English language learning. Major challenges of students in an online setting include finding difficulty in accessing online materials due to poor internet connection, experiencing headaches and body pains due to prolonged exposure to gadgets, and getting bored easily when class time is too lengthy. The least challenges encountered by students in an online setting yet also hampered their learning are lacking gadgets such as a cellphone and laptops, feeling disconnected from the instructor, and excessive workloads. Furthermore, there is no significant difference in a growth mindset in terms of sex and college or department. However, it was found out that College of Nursing (CN) got the highest mean when it comes to their growth mindset. Meanwhile, College of Information Technology, and Engineering (CITE) got the

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lowest mean. Moreover, there is a significant relationship between the growth mindset of English language learning and the challenges they encountered in an online setting.

Keywords: growth mindset, online challenges, and English language learning

1. Introduction

I am never afraid of failing or committing mistakes, for these lead to learning and improvement—thinking of a person who has a growth mindset. The growth mindset describes the belief that individual potential may always be developed. This mindset is more suited to the goal of maximizing one's own potential through hard work. People with growth mindsets believe that perseverance, not intrinsic ability, is the key to success (Spatz & Goldhorn, 2021).

In various nations, as a result of the COVID health crisis, educators and students in numerous countries have been left with anxious thoughts, and online courses in this setting were formed on short notice. With such variation in online teaching, many questions about its effectiveness and impact on teachers and students inevitably arose. These challenges have an impact on the student's growth mindset. This had been supported by Henry (2013) who had noted a growing 'authenticity gap' between what English students do in the classroom setting and what they do online. Thus, identifying the factors influencing students' growth mindsets in online English language learning is critical to providing successful pedagogy during the pandemic.

In the Philippines, education has always been at the heart of human capital development. However, despite improvements, the Philippine educational system continues to struggle. McKinsey (2015) stated that the factors that influence learning outcomes are the home environment, school resources and leadership, teachers and teaching, student behaviors, and student mindset.

In a local context, at Notre Dame of Midsayap College, it has been observed that students' growth mindset in learning English has been put to test especially when the school adapted online learning as the mode of instructional delivery for almost 3 years now.

Despite the increased interest in the topic, the research is still inadequate. For instance, different subject domains are represented differently, and language learning research is relatively few. Leis et al. (2018) emphasized that although there has been a lot of research on mindsets in other fields, there has not been much on the subject of Second Language Acquisition (SLA). Early studies in communication studies link the concept of mindset to individual differences or learner attitudes about their own abilities to learn languages, as well as beliefs about the roles of talents and efforts (Mercer & Ryan, 2010; Ryan & Mercer, 2012). In addition, the majority of the studies on this topic are done prior to the pandemic. Hence, it is worth looking into students' growth mindsets in learning the English language to see where they have a fixed attitude and how to foster a growth-oriented language mindset for future development. This is currently a dilemma that

prompted the researchers to conduct this study in order to assess the growth mindset the college students and the challenges they confront in an online learning setting.

2. Literature Review

Yeager et al. (2012) stated that perseverance is necessary for success in school and in life since challenges are everywhere. They review studies that show how students' beliefs affect their resilience in the face of academic and social problems. They found that students who believe (or are taught) that intellectual ability may be enhanced rather than fixed have superior achievement. Other research has found that students who have a progressive view get notably better scores or perform better academically (Romero et al., 2014). This has been supported by Wilang (2021) who stated that in language acquisition, mindset can predict cognitive and affective outcomes.

Zeng et al. (2016) discovered that a growth mindset has a favorable impact on the mental wellness and academic involvement of Chinese students. A growth mindset can be considered a forerunner to resilience, psychological well-being, and school involvement when taken together, according to the research. This appears to imply that the growth mindset, resilience, and psychological well-being all have separate effects on school engagement. However, none of the previous investigations has truly shown that resilience has a moderating impact.

3. Materials and Methods

The researcher-made questionnaire was used as the main data-gathering instrument of this study. The items of the questionnaire were taken from the readings of related literatures. The questionnaire underwent a series of checking. It was thoroughly reviewed by the adviser and the reader to ensure validity, clarity of instruction, the correctness of grammatical construction, and the fitness of content.

To further validate the items in the questionnaire, it was presented to three different validators. The researchers conducted the pilot-testing on 20 third-year college students of the College of Education, Notre Dame of Midsayap College. In the same manner, the data collected on the pre-testing of the instrument underwent reliability testing using Coefficient Alpha yielding a reliability result of 0.84 which is highly reliable.

This study utilized descriptive-causal comparative and correlational design. It is descriptive because it described the growth mindset of students in Notre Dame of Midsayap College and the challenges they encountered in learning. Moreover, it is also causal-comparative because it is determined to compare the growth mindset of students when grouped into sex and college. Lastly, it is also correlational as it aimed to describe the relationship between the growth mindset and the challenges, they encountered in English language learning online.

The respondents of this study were selected using the convenience sampling technique. This study was conducted at Notre Dame of Midsayap College. There was a total of 10 respondents from each of the colleges, namely: College of Arts and Sciences

(CAS), College of Business and Accountancy (CBA), College of Criminal Justice Education (CCJE), College of Education (CEd), College of Information Technology and Engineering (CITE), and College of Nursing (CN) enrolled in the second semester, school year 2021-2022.

4. Results and Discussions

4.1 Profile of the Respondents

Table 1 presents the profile of the respondents characterized in terms of sex and college or department.

Table 1: Profile of the Respondents

Profile of the Respondents	Frequency	Percentage (%)
Sex		
Male	24	40.0
Female	36	60.0
Total	60	100.0
College/Department		
CAS	10	16.7
CBA	10	16.7
CCJE	10	16.7
CEd	10	16.7
CITE	10	16.7
CN	10	16.7
Total	60	100.0

The majority of the respondents are female. Also, there is an equal number of respondents which is 10 in the six different colleges or departments, namely: College of Arts and Sciences, College of Business and Accountancy, College of Criminal Justice Education, College of Education, College of Information Technology and Engineering, and College of Nursing.

4.2 Growth Mindset in English Language Learning of College Students

Table 2 presents data about the Growth Mindset in English Language Learning of College Students.

Table 2: Growth Mindset in English Language Learning of College Students

Item	Mean	SD	Description
I am motivated to learn English language because:			
1. Someday it will be of great help in my career.	4.50	1.06	Strongly Agree (SA)
2. I wanted to expand my knowledge of the language.	4.47	0.99	Strongly Agree (SA)
3. It helps me understand English books, magazines, and newspapers.	4.35	0.93	Strongly Agree (SA)
Overall	4.44	1.00	Strongly Agree (SA)
Receiving criticisms regarding my usage of English language:			
1. Builds up my desire to study and learn more	4.30	0.87	Strongly Agree (SA)
2. Helps me grow, improve, and develop.	4.40	0.89	Strongly Agree (SA)
3. Allows me to discover new learning.	4.40	0.89	Strongly Agree (SA)
Overall	4.37	0.88	Strongly Agree (SA)
The environment I am in pushes me to learn English language more, especially when:			
1. My classmates are good at English language usage.	4.07	0.80	Agree (A)
2. Teachers use the English language to communicate in class.	4.15	0.86	Agree (A)
3. I try to converse with foreigners online.	3.53	1.02	Agree (A)
Overall	3.92	0.89	Agree (A)
In learning English language, we exert more effort even if:			
1. The topics get harder to understand.	4.18	0.73	Agree (A)
2. The tasks given are challenging.	4.18	0.83	Agree (A)
3. We show low competence in the language.	3.85	0.95	Agree (A)
Overall	4.07	0.84	Agree (A)
Overall Mean	4.20		Strongly Agree (SA)
Overall Standard Deviation		0.88	

a. On Motivation

The respondents strongly agreed in item 1, *I am motivated to learn English language because someday it will be of great help in my career*. This means that their motivation in learning English language for a reason that it will be a great help in their future career is very high. This implies that learning English language has become in the mindset of everyone believing that being an English conversant will lead them to better opportunities abroad and will land them advantageous offers and jobs. This is supported by a study of Pandey and Pandey (2014), English has become a world language of the corporate world in the international commercial arena, regardless of geographical, social, political, or religious distinctions. More than technical understanding, the need for good communication has been recognized and embraced in today's corporate environment. As a result, many people are now driven to study English in order to advance in their employment.

In item 3, *I am motivated to learn English language because it helps me understand English books, magazines, and newspapers*, respondents have strongly agreed that their motivation in learning English language is still high in a reason that they want to expand or widen their knowledge of the language through this got the lowest mean out of the three items under motivation. This means that aside from learning the language for future purposes, students are highly motivated also develop their English language competency to understand different forms of text that they are reading. This implies that

by reading these different forms of texts, they are getting better and they feel that in this way they are improving and becoming competent in the usage of the language. This is in congruence with the study by Violetta-Irene (2015), that in a language classroom, literature allows students to remark on and rationalize their own actions. A language session can be made lively and motivating by incorporating a literary work. It can also help with grammatical translation.

b. On Criticism

The respondents strongly agreed with item 5 which also got the highest mean, *receiving criticisms regarding my usage of English language helps me grow, improve and develop*. They have also strongly agreed in item 6, *receiving criticism allows me to discover new learning*. This means that receiving criticisms especially constructive criticisms have never been an issue in the growth mindset of college students; rather, this has been a key factor for them to know which part they need to improve and develop. This result is in congruence with the study of Fong et al. (2018), while receiving critical feedback during learning circumstances might be an indicator of failure, receiving constructive feedback can help a learner develop from that failure. Therefore, when faced with constructive criticism, the feeling of failure, which is frequently associated with unpleasant feelings, poor self-efficacy, and anxiety, is replaced with a sense of hope and recognition of the potential for more learning and goal advancement. In other words, when feedback is viewed as providing a road to progress, failure can be framed favorably.

Meanwhile, in item 4, *receiving criticisms regarding my usage of English language builds up my desire to study and learn more*. Though this item got the lowest mean under criticism as a factor, respondents have also strongly agreed that receiving criticisms in regards to their usage of English language has built up their desire to study and learn more. This implies that receiving criticisms is one way for them to acknowledge their weaknesses and develop them for many reasons specifically to be better and to be competent enough. This result is supported by a study conducted by Nishanthi (2018), who emphasized that in today's global environment, the importance of English cannot be dismissed or neglected because English is the most widely spoken worldwide language. Only individuals with a strong grasp of the English language are hired. English has become increasingly important in a variety of fields, including medical, engineering, and education, because of advances in technology. English is an essential language for achieving a variety of professional goals. This knowledge motivates a person to study and learn English more.

c. On Environment

The respondents agreed in item 8 which got the highest mean, *the environment I am in pushes me to learn English language more, especially when teachers use the English language to communicate in class*. This means that students are driven to learn the language because they wanted to understand their teacher. This implies that teachers who use English language in class drive the students to learn more and practice them to be conversant with the language. This result is supported by a study conducted by Bohdanska (2012),

if teachers have adequate classroom management, they will be able to develop effective rules that will assist them to regulate the classroom, and students will be permanently under the teacher's authority. This means that teachers who maintain control in the classroom are capable of capturing their students' attention in order to succeed in the teaching and learning process.

In item 9, *the environment I am in pushes me to learn English language more, especially when I try to converse with foreigners*, which got the lowest mean. However, despite having the lowest mean under the environment as a factor, students have agreed that talking to foreigners pushes them to learn more of the language. This implies that talking to foreigners virtually has been a great help in improving students' usage of the English language. This result is in congruence with the study conducted by Eguchi (2014), language learners who used video conferencing technology developed more English language output when conversing with partners from different cultures than when conversing with students from the same culture because conversing with people from different cultures provides an information gap that encourages language production.

d. On Effort

The items that got the highest mean under effort as a factor in the growth mindset of college student are item 10, *in learning English language, we exert more effort even if the topics get harder to understand*, and item 11, *in learning English language, we exert more effort even if the tasks given are challenging*. This means that students have agreed that they exert more effort if they face harder topics and if they are challenged with the tasks given. This implies that students want and need challenges and difficult tasks given by their teachers for them to be able to exert more effort in learning English language. This also implies that students need to give more effort to achieve competence in the language. This is supported by a study conducted by Salsabilla (2021), learning and speaking English is extremely tough for students, especially if they are not native speakers. The tone, language, pronunciation, and structure of English, as well as listening to English speakers, make it tough for students. As a result, a solution is required to ensure that students may readily learn English. Similarly, according to Dincer (2017), because of its complexity, spoken English is difficult to grasp. Therefore, language learners must devote substantial time and effort to competence.

Meanwhile, under effort, the item that got the lowest mean is item 12, *in learning English language, we exert more effort even if we show low competence in the language*. This means that students agreed that even if they know that they show low competence in the language, they still exert more effort to learn. This implies that showing low competence in the language has never been a hindrance to developing and improving your language skills because everything can be learned and honed as long as one has the determination to exert more effort. This also infers that despite the low competence that students are showing in the English language learning if they have an attitude towards their learning, then their skills can massively develop and improve. This is in congruence with the study conducted by Montero et al. (2014), in which a learner's linguistic talents are largely

determined by the attitude with which he or she receives information, whether it is to target language or target culture.

4.3 Summary of Growth Mindset in English Language Learning of College Students

Table 3 presents the summary of the Growth Mindset in English Language Learning of College Students in terms of motivation, criticism, environment, and effort.

Table 3: Summary of Growth Mindset in English Language Learning of College Students in terms of Motivation, Criticism, Environment, and Effort

Item	Mean	SD	Description	Remarks
Motivation	4.44	1.00	Strongly Agree	Very High
Criticism	4.37	0.88	Strongly Agree	Very High
Environment	3.92	0.89	Agree	High
Effort	4.07	0.84	Agree	High
Overall Mean	4.20		Strongly Agree	Very High
Overall Standard Deviation		0.90		

Out of the four factors, motivation got the highest mean. This means that students strongly agreed that motivation has been a great factor in the growth mindset of college students. This implies that motivation played a big role in the growth mindset of students that helped them learn English language. This also implies that students need the motivation to keep going and to keep track of their direction towards learning English language. Furthermore, the finding infers that as long as a student has motivation whether it is intrinsic or extrinsic, it is a powerful force that leads to success, achievement and learning. This finding is in congruence with the study conducted by Hodis et al. (2011) expressed students with high academic motivation were more probably to be academically successful. The motivation was a significant cause of performance disparity and was deemed a probable predictor of how a student would perform academically. In addition, a study conducted by Clickenbeard (2012) stated that students who were intrinsically motivated to learn were intrigued by the procedure and concentrated on the work itself rather than the outcome, whereas extrinsically motivated students were more concerned with the end result (e.g., grades, prizes) than the task-completion process.

The second factor that obtained the second-highest mean is criticism. The finding means that receiving and hearing criticisms have never been an issue; rather a great factor that boosted students' growth mindset towards learning English language despite the comments given to them. It implies that receiving criticisms from others regarding their usage of the English language has been welcomed and acknowledged by the respondents. Moreover, it implies that respondents themselves believed criticisms are part of their journey as they continuously grow, improve, and develop their English language skills. To further, these criticisms helped the respondents' desire to discover and learn new knowledge of the language. This finding is supported by the research conducted by McClendon et al., (2017), which revealed that precise and timely feedback is also essential for goal setting because students must be able to correctly repeat a task

at hand to progress and ace a skill. In other words, the feedback must be particular and directed for the learner to know exactly how to proceed.

Effort as a factor got the second-lowest mean. The finding of the study shows that, although effort as a factor of growth mindset in English language learning has the second-lowest lowest mean, still the said factor managed to be interpreted as agree. This means that in learning, the effort has a significant role in the growth mindset of the students. This implies that no matter how hard and challenging activities and tasks are, as long as one has an effort to cope with the difficulties in learning, most probably one will learn and develop. This finding supported the study of Masters (2013) that the relationship between effort and success is clearer when learning is measured in terms of individual progress. Students' self-confidence is grown not by doing easy activities, but by being able to observe their development, appreciating how the quality of their work has improved and completing tough tasks that were previously beyond them.

On the other hand, the factor that got the lowest mean is the environment. Despite getting the lowest mean, students still agreed that this has also played a crucial role in the growth mindset of college students in learning English language. This means that their environment really affects them to learn English language more. This implies that instead of getting threatened or being afraid to learn English, the environment that they are in pushes them to learn the language. It also implies that despite the people around being so good and very competitive in the usage of English language, whether they are teachers, classmates, friends and the like, these boost students' growth mindset that despite those, they still can cope with them and learn more of the language. This finding is in line with the study of Jacovidis (2020) said that students see the environment through the lens of their views and perspectives. Students' perceptions are formed through their experiences and the messages they receive from others around them, such as parents, instructors, mentors, professionals, and classmates. Students' intelligence beliefs might lead them to see day-to-day classroom situations as either threatening and indicative of a lack of ability (fixed mindset) or thrilling and indicative of development potential (growth mindset).

Overall, the total mean of the growth mindset of the students in English language learning is interpreted as 'Agree'. This means that the growth mindset of the respondents is high. This implies that the four factors which are motivation, criticism, environment, and effort helped the students to improve and develop their learning and usage of the English language in their growth mindset. This claim is in congruence with the study conducted by Sudnawa et al. (2019), that individuals with a growth mindset feel that their intelligence and talent can be developed through learning. They believe that with hard work and coaching, they can improve their skills. As a result, their purpose is to study and improve their competencies. They enjoy difficult jobs, persevere in the face of adversity, view efforts as a path to mastery, learn from mistakes and feedback, and are motivated by others' success. Students' emotions, learning behaviors, and academic outcomes may all be influenced by their mindset.

4.4 Challenges Experienced by the College Students in Learning English Language in an Online Setting

Table 4 presents the challenges experienced by college students in learning English language in an online setting.

Table 4: Challenges Encountered by the Students in Learning English Language in an Online Setting

Item	Mean	SD	Description
As a student, learning the English language is challenging, because:			
1. I lack equipment like a smartphone and laptop to participate in my class.	3.18	1.37	Moderately Agree
2. I find it hard to access online materials from home due to poor internet connection.	3.95	1.11	Agree
3. I find difficulty in adjusting to the new system or setup.	3.65	1.04	Agree
4. I am mentally challenged due to pandemics and family problems.	3.73	1.12	Agree
5. I feel disconnected from my teacher.	3.40	1.17	Agree
6. I have excessive workloads.	3.45	1.24	Agree
7. I get bored easily when class time is too lengthy.	3.80	1.16	Agree
8. I experience headaches and body pain due to prolonged exposure to gadgets like cellphones and laptops.	3.92	1.17	Agree
9. I feel emotionally disconnected or isolated during classes.	3.45	1.17	Agree
10. I find it difficult to express my ideas and thoughts.	3.73	1.13	Agree
Overall	3.63	1.17	Agree

The data reveal that item number 2, *I find it hard to access online materials from home due to poor internet connection*, got the highest mean. This means that respondents agreed that they are experiencing slow or poor internet connection in their homes. The finding implies that students with poor internet connections in homes cannot access online learning materials which leads to a lack of motivation to study. This is supported by various studies in the Philippines that have revealed some conflicting feelings about internet connectivity. A research conducted by Casillano (2019) revealed that only a small percentage of students have internet access, making it difficult for them to reach the e-learning platform.

Item number 8, *I experience headache and body pain due to the prolonged exposure to gadgets like cellphones and laptops*, got the second highest mean. This means that students agreed that prolonged exposure to gadgets like cellphones and laptops causes them to feel headaches and back pains. This implies that the respondents have been very much exposed to screen time since the pandemic came and much more when schools have adapted online learning. According to the findings of the study conducted by Pandya (2021), screen time has increased dramatically during COVID-19. Similarly, according to the findings of a study conducted by Hashish et al. (2020), it discovered a high prevalence of headaches (65.72%) and a high screen exposure time among the students tested (52.69 percent). Greater exposure to screen time is associated with increased headache and migraine reporting among students.

Item number 7, *I get bored easily when class time is too lengthy*, garnered the third highest mean interpreted as 'Agree'. This means that a long class period causes students to feel bored. This implies that the attention span of the learners in an online setting is short which leads to a decrease in the motivation of the student in learning. This finding is congruence with the study conducted by Dumancic (2019), that in terms of the physiological component, when a person feels an emotion, they can observe a variety of bodily processes. For example, when someone is bored, their arousal level is low. Furthermore, the cognitive component is concerned with the thoughts that emerge as a consequence of emotional responses. When a person is bored, their thinking process begins to reflect that negative emotional state (e.g. thinking about the slow passage of time).

Meanwhile, item number 1, *I lack equipment like a smartphone and laptop to participate in my class*, got the lowest mean. This means that students moderately agreed that a lack of equipment like a smartphone and laptop is a challenge in an online setting. This implies that lacking equipment has been a minor problem for students since most of them have smartphones and other gadgets like laptops and tablets. This finding is in congruence with the study conducted by (Essel et al., 2018) that students the study owned various types and brands of mobile phones, particularly smartphones. This is conceivable because the mobile phone market has grown in popularity, and consumer pricing has become quite competitive.

This is followed by item number 5, *I feel disconnected from my teacher*, which got the second lowest mean labelled as 'Agree'. This means that respondents have somewhat experienced difficulty in contacting their teachers. This implies that the students felt disconnected from their teachers in the use of online platforms in class. Our findings are consistent with those of Boling et al. (2012), who found that the majority of their participants believed that online courses individualized learning and limited interaction with others. Students said that they felt detached from their professors, the course material, and their peers. Another study that supports this claim is the study conducted by Alawamleh (2020), that students still prefer classroom classes over online classes due to many issues, one of them is a decrease in communication levels between students and their instructors caused by online classes.

The item that has the third lowest mean is item number 6, *I have excessive workloads*. This means that respondents somehow considered excessive workloads as a challenge in English language learning in an online setting. This implies that such a challenge hamper them from learning the English language that due to their excessive loads would result in feeling stress. This finding is in congruence with the study conducted by Corrales et al. (2020), one of the factors that cause student stress is overall workload. Moreover, such a claim is supported by the study of Beena & Sony (2022), that student workload is a multi-dimensional phenomenon that includes cognitive, emotional, and temporal demands, as well as effort, performance, and frustration.

4.5 Difference in the Growth Mindset of the Respondents in Terms of Sex

Table 5 presents the significant difference in the growth mindset of the respondents in terms of their sex.

Table 5: The Significant Difference in the Growth Mindset of the Respondents in Terms of Their Sex

Sex	N	Mean	SD	P-value	Indication	Decision
Male	24	4.35	0.30	0.17	Not Significant	Accept
Female	36	4.10	0.85			

Based on the result of the study, revealed that there is no significant difference in the growth mindset of the students in terms of their sex. This means that male is not over a female when it comes to growth mindset and vice-versa. This is in support of the study by Sudnawa et al. (2019) where there are no observed differences in mentality among Thai students based on gender.

4.6 Difference in the Growth Mindset of the Respondents in Terms of College or Department

Table 6 presents the significant difference in the growth mindset of the respondents in terms of College or Department.

Table 6: The Significant Difference in the Growth Mindset of the Respondents in Terms of Their College or Department

College	N	Mean	SD	P-value	Indication	Decision
CAS	10	4.31	.42	0.402	Not Significant	Accept
CBA	10	4.33	.49			
CCJE	10	4.13	.28			
CED	10	4.23	.26			
CITE	10	3.79	1.47			
CN	10	4.49	.34			

The result of the study showed that there is no significant difference in growth mindset between the different students from colleges or departments of Notre Dame of Midsayap College. This means that all colleges have the same growth mindset in English language learning. No previous research had directly looked into the difference in the growth mindset in learning English language between colleges or departments in schools. However, this result is in opposition to a research conducted by Altunel (2019), that there is one aspect of learners that differs greatly: their mindset.

4.7 Relationship between the Growth Mindset in English Language Learning and Challenges Experienced by the College Students in Online Setting

Table 7 presents the significant relationship between the respondents' growth mindset and the challenges experienced by college students in an online setting.

Table 7: The Significant Relationship between the Respondents' Growth Mindset and the Challenges Experienced by the College Students in Online Setting

Variables	N	Correlation Coefficient	p-value	r-value	Indication	Decision
Challenges	60	0.4715	0.0027	0.381	Significant	Reject

The finding of the study revealed that there is a significant relationship between the respondents' growth mindset and the challenges they experienced. Reject the H02 or null hypothesis. This only shows that the challenges experienced by the respondents affect their growth mindset and vice-versa. No previous research had directly looked into the significant relationship between the growth mindset in learning English language and the challenges they encountered in learning English language in an online setting. This finding infers that the higher the difficulty the respondents are experiencing, the higher the growth mindset they are needing to rise from adversities. This implies that a growth mindset helps the students overcome challenges that the online learning setting has brought. This is backed up by a research conducted by Liu et al. (2014), that the greater a person's development mindset is, the more value they place on problems, and the more time and effort they put into continuously improving their situations. Also, according to Zimmerman (2013), situations will contribute more generally to our understanding of the processes by which adolescents overcome adversity and develop into healthy adults despite risk exposure. To further, the finding of the study implies that students are resilient enough to face the challenges imposed by online learning settings and that they have now adjusted to these changes. This result is in congruence with the resilience theory that every individual has the capacity to cope with and maintain well-being in the face of adversity.

5. Recommendations

Based on the findings of the study, the following are recommended:

5.1 For a possible course of action

- 1) Notre Dame of Midsayap College should put up more internet spaces or areas in the school for the students and make sure that it will always be available for their research works and for their online classes.
- 2) The teachers are highly recommended to motivate, give constructive criticism, and offer more challenging tasks for students to exert more effort.

5.2 For further study

- 1) Future researchers should employ qualitative research design to further know their reasons for how they stay positive amidst challenges and the reasons behind their positivity.
- 2) Future researchers should also study the relationship between the academic achievement of college students and their growth mindset.

6. Conclusion

Based on the findings, it can be concluded that the growth mindset of the respondents in English language learning is very high. Furthermore, challenges such as finding difficulties accessing online materials, experiencing headaches and neck pains, and students' boredom in class have been prevalent issues in an online class setting. However, even if these have been problems in their learning, it has been concluded that a growth mindset and resilience helped them rise from these adversities.

Acknowledgements

The researchers would like to acknowledge the panel members who have contributed a lot to the making of this paper, namely: Ms Jolai R. Garcia-Bolaños, LPT, Mr. Sergio Mahinay, and Mr. Jan Lincoln Rivas, MAEd – PE. To the Dean of the College of Education, thank you very much, Ma'am, for the support and for pushing us to publish our paper. To Sir Romeo, Jr. V. Bordios, LPT, MAST – Bio, we are grateful for your pieces of advice and for letting us stay in the Regina Yearbook office.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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