

Does a Growth Mindset Intervention Reduce Perfectionism and Procrastination?

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Introduction

Growth Mindset vs Fixed Mindset:

- Individuals with a **growth mindset (GM)**...
 - View challenges and failures as opportunities to learn and grow.
- Individuals with a **fixed mindset**...
 - View challenges and failures as obstacles that can stop them from progressing and achieving their goals.

Negative Perfectionism:

- Involves an unhealthy drive towards achieving high standards, characterized by excessive¹...
 - Concerns
 - Anxiety
 - Harsh self-criticism
 - Avoidance of situations where mistakes can be made
- Leads to chronic stress².

Procrastination & Fear of Failure:

- Procrastination involves unnecessarily delaying task progress or completion².
- Extreme fear of failure is positively associated with both procrastination and negative perfectionism³.
- Procrastination due to fear of failure leads to avoidance of situations that may jeopardize one's ability to maintain a high standard¹.

Purpose of Current Study:

- Investigate the effectiveness of a growth mindset intervention for reducing negative perfectionism and procrastination due to fear of failure.

Methods

Participants:

- 31 MacEwan University students.

Conditions:

- Control** (n = 16)
- Growth Mindset Intervention** (n = 15)

Growth Mindset Intervention:

- Infographic
- Video
- Practice scenario
- Weekly reminder emails for 1 month

Part 1

- Students answered questions assessing
 - Stress⁴
 - Procrastination^{[5][6]}
 - Perfectionism^{[7][8]}
 - Growth mindset⁹
- The intervention group received a growth mindset intervention.

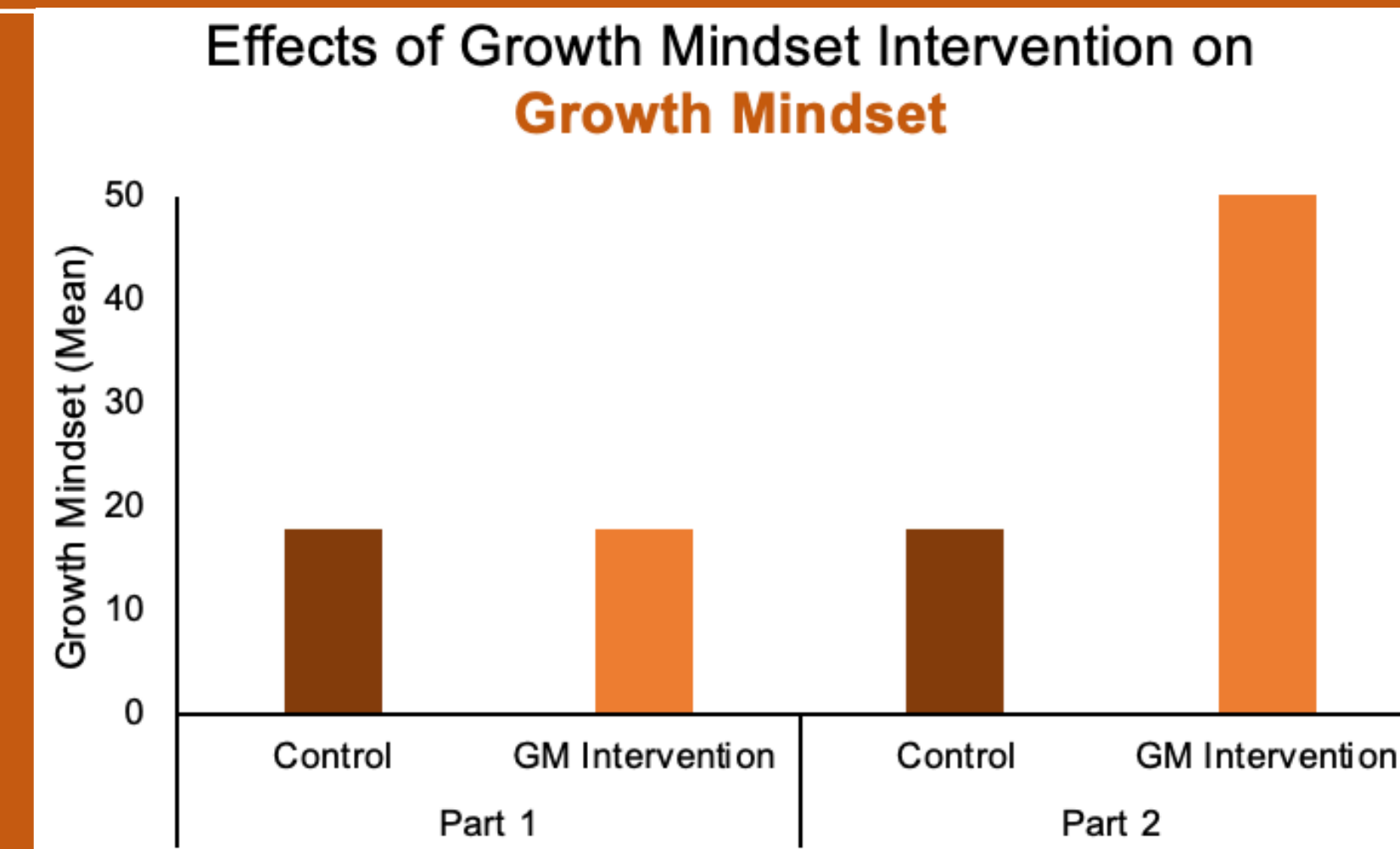
Part 2

- Occurred 4 weeks after completing Part 1.
- Students filled out the same questionnaires from Part 1.

Hypotheses

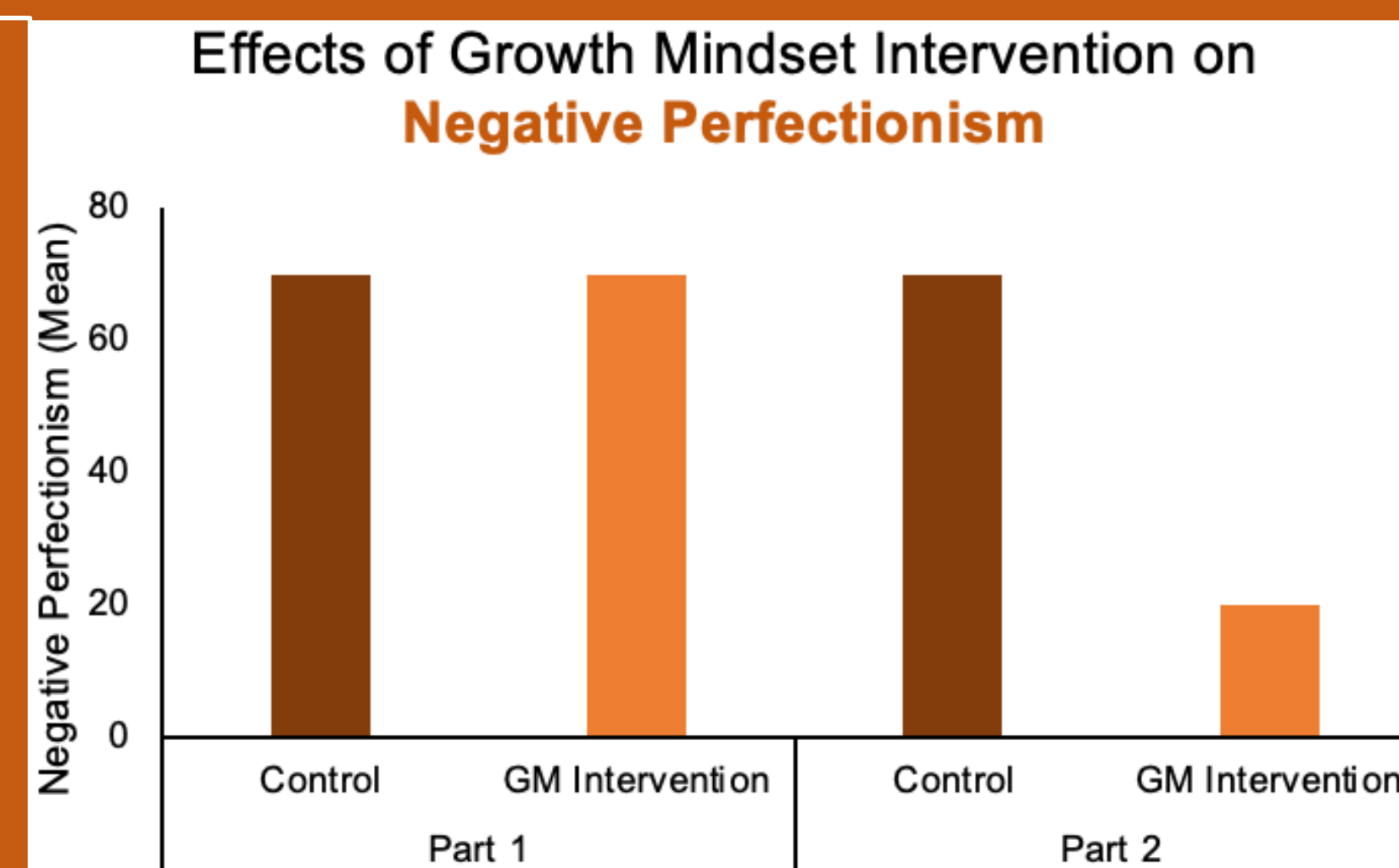
Hypothesis 1:

Students who receive the growth mindset intervention will report higher growth mindset than students who do not receive the growth mindset intervention.



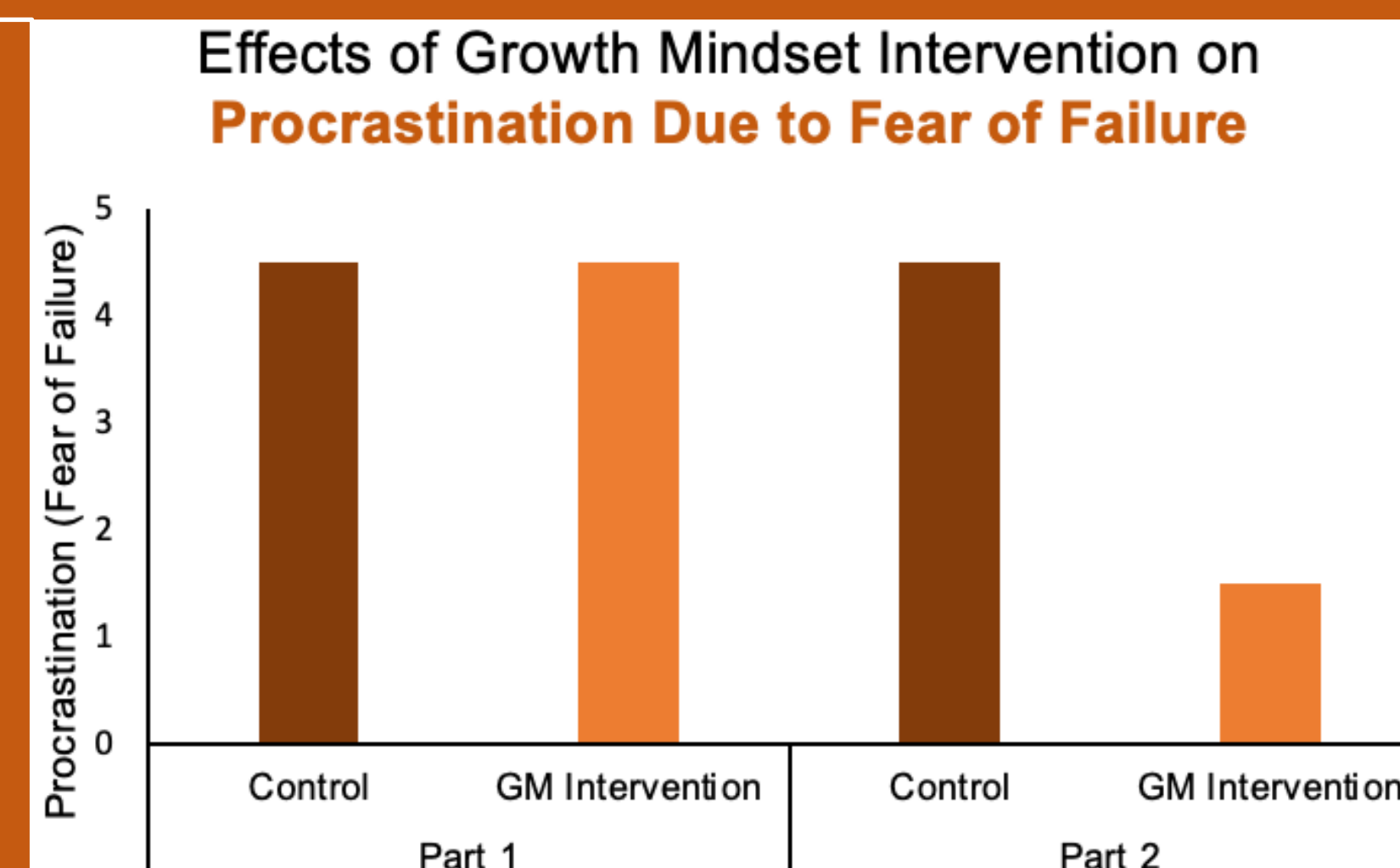
Hypothesis 2:

Students who receive the growth mindset intervention will report lower negative perfectionism than students who do not receive the growth mindset intervention.

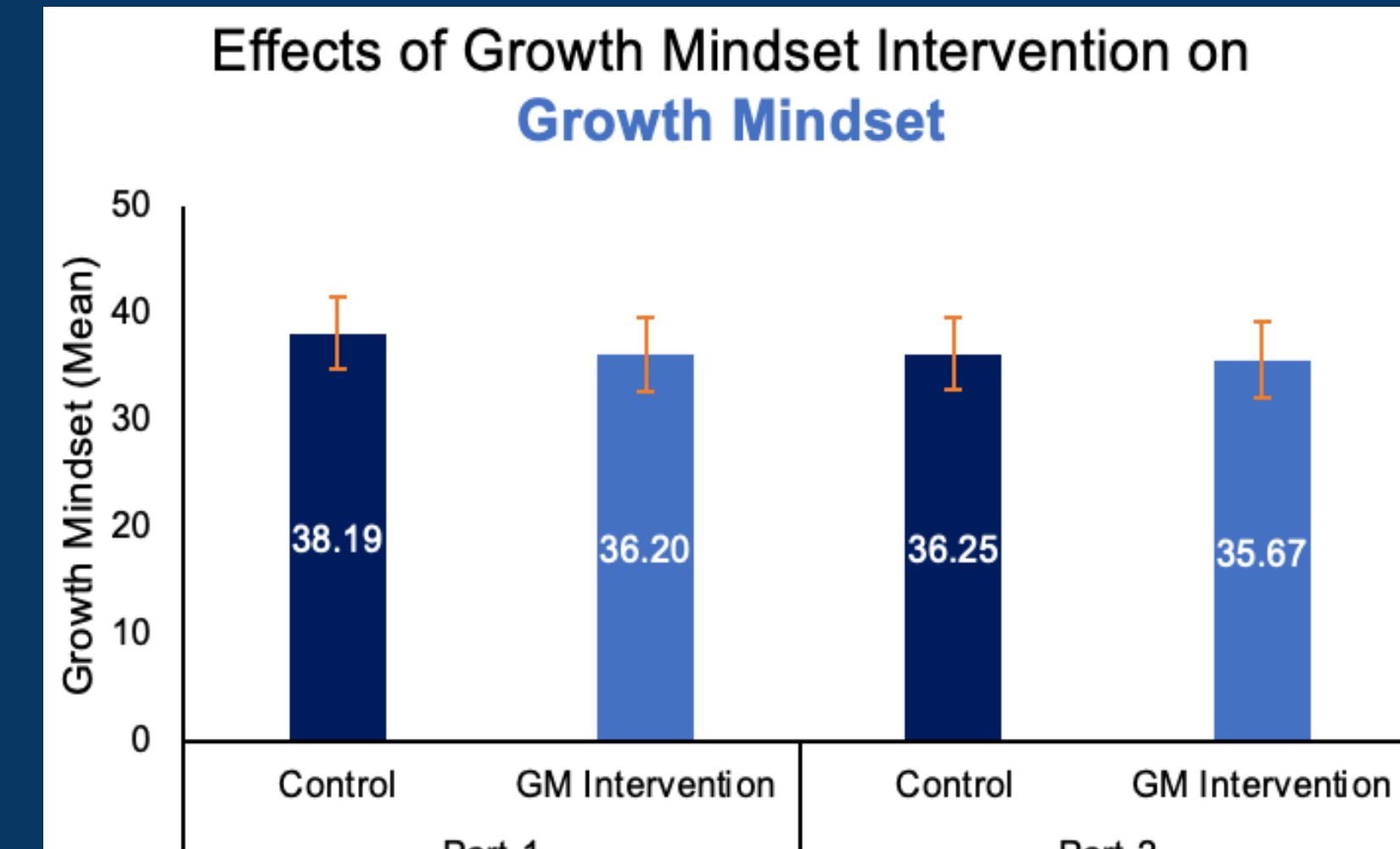


Hypothesis 3:

Students who receive the growth mindset intervention will report lower procrastination due to fear of failure than students who do not receive the growth mindset intervention.

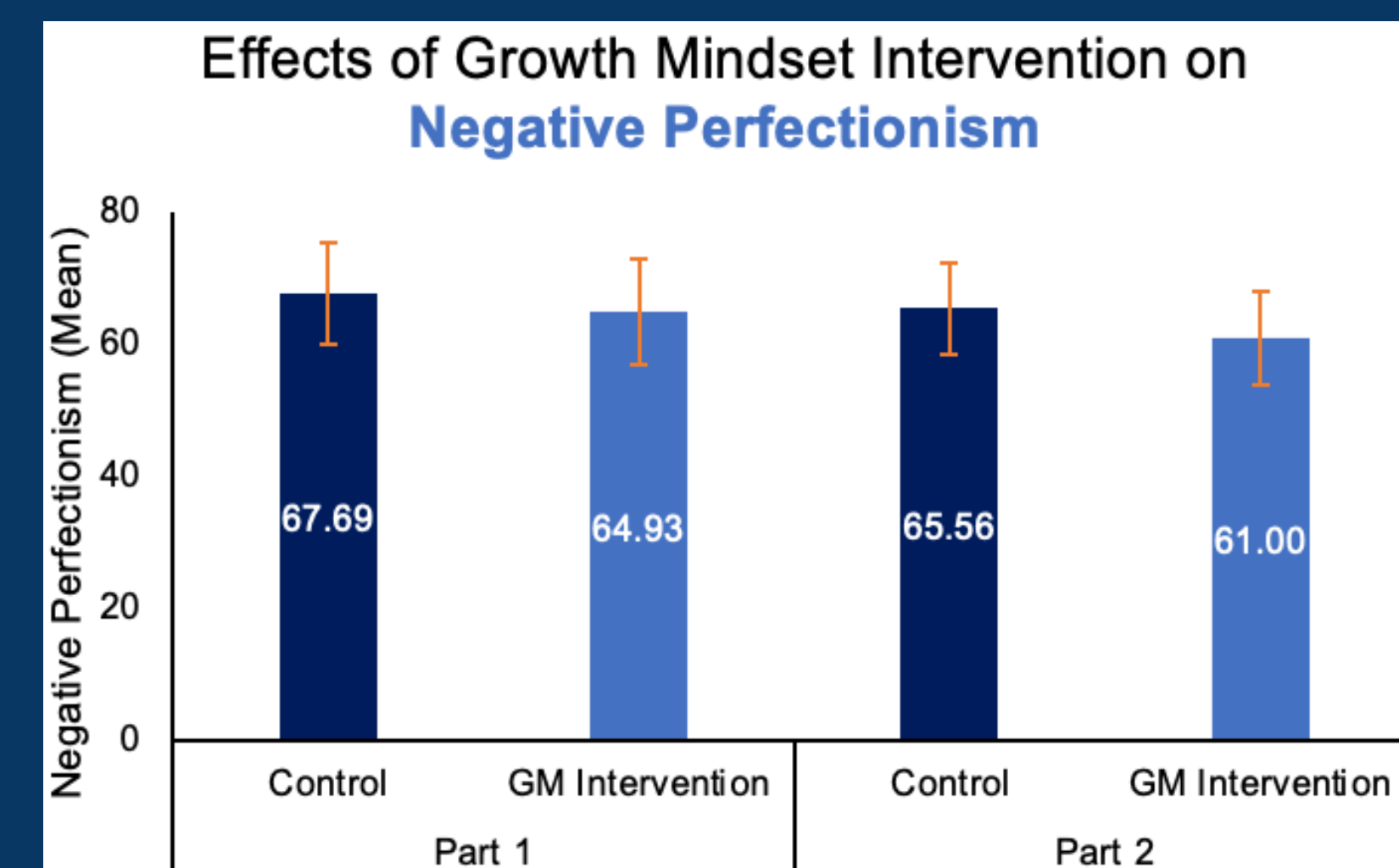


Growth Mindset Intervention Results



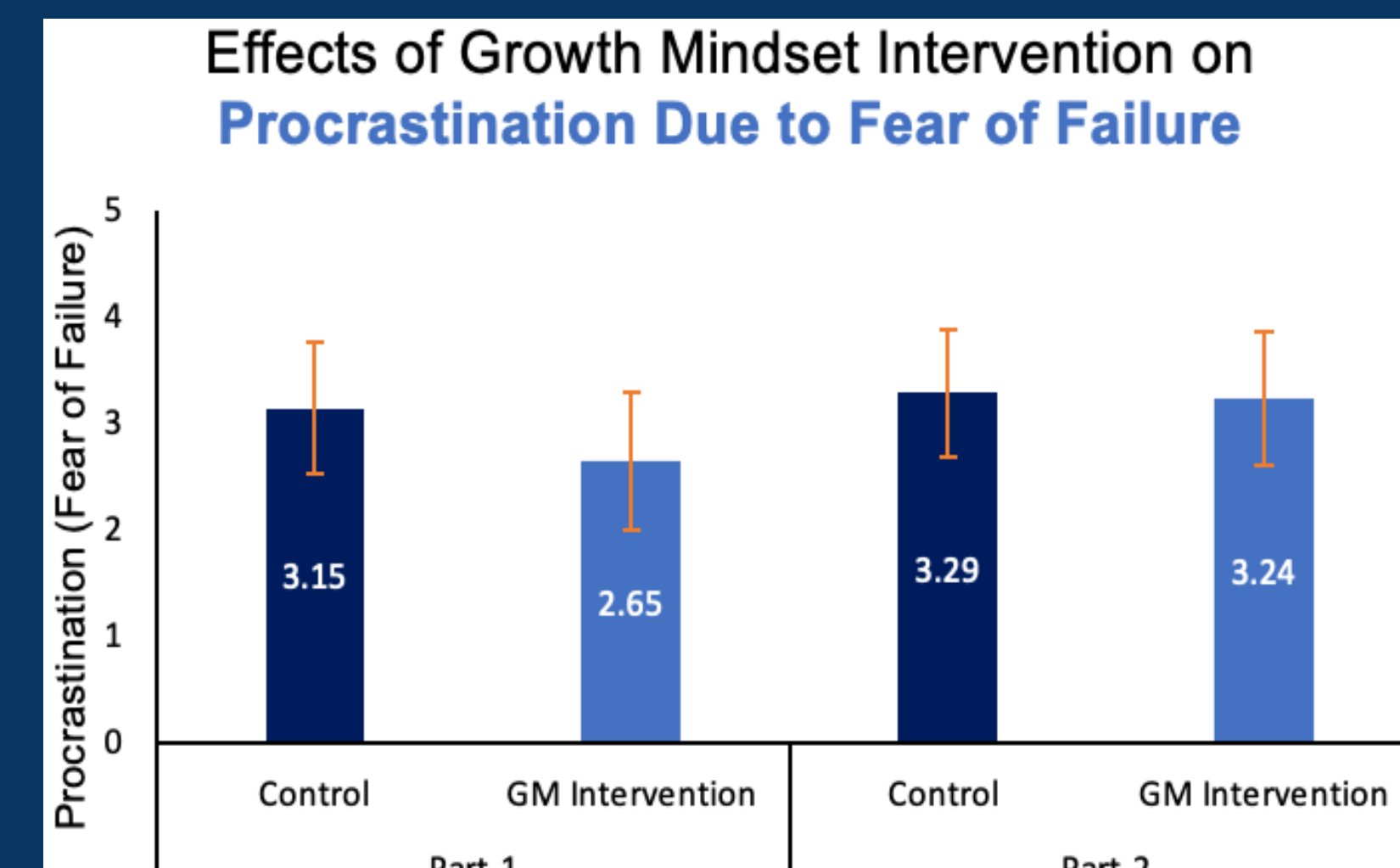
Result 1:

Students who received the growth mindset intervention in Part 1 ($M = 36.20$, $SD = 4.26$) did not report higher growth mindset in Part 2 ($M = 35.67$, $SD = 7.12$) and did not report higher growth mindset than students who did not receive the growth mindset intervention (Part 1: $M = 38.19$, $SD = 8.34$; Part 2: $M = 36.25$, $SD = 6.57$), $p = .559$.



Result 2:

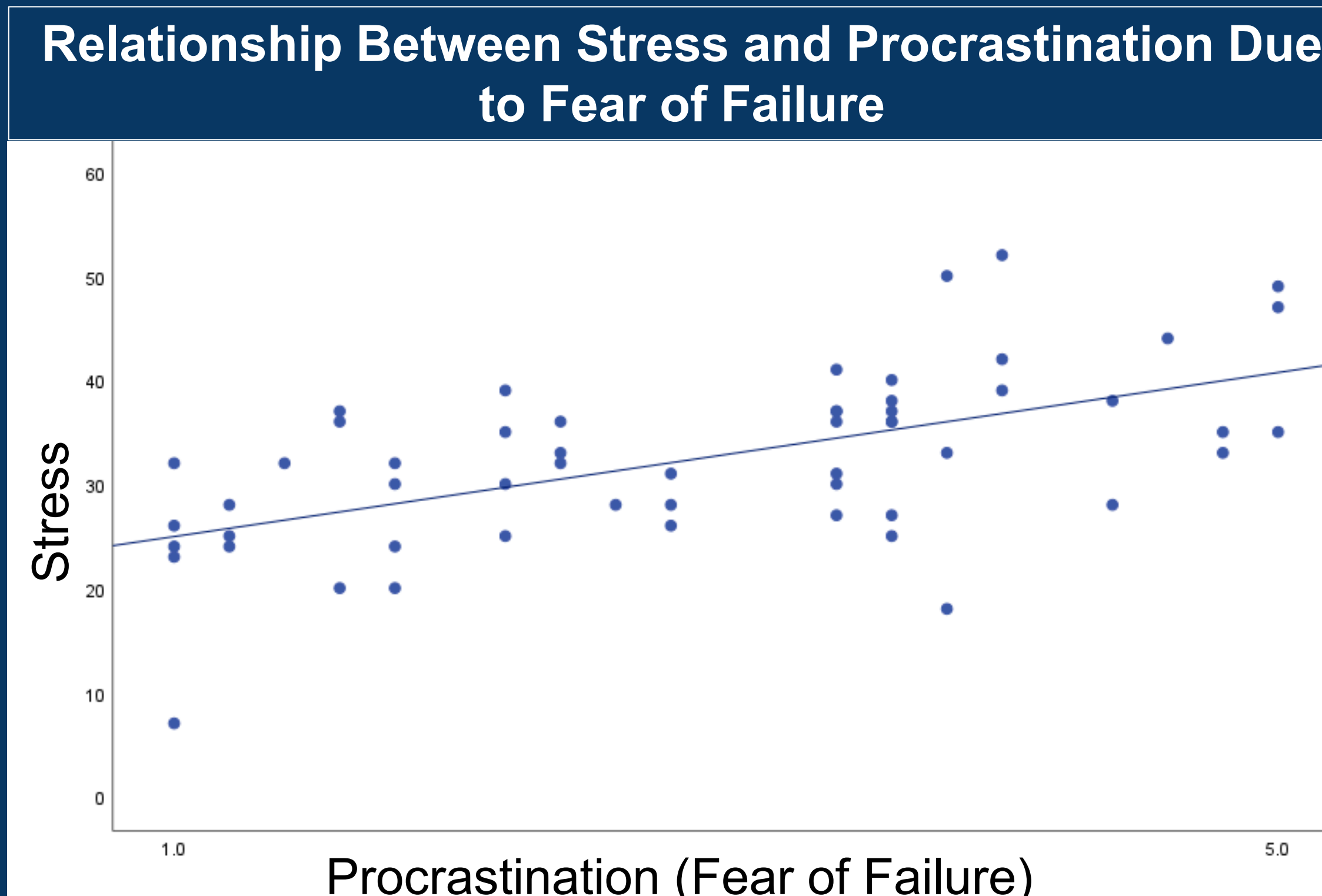
Students who received the growth mindset intervention in Part 1 ($M = 64.93$, $SD = 15.36$) did not report lower negative perfectionism in Part 2 ($M = 61.00$, $SD = 14.83$) and did not report lower negative perfectionism than students who did not receive the growth mindset intervention (Part 1: $M = 67.69$, $SD = 15.43$; Part 2: $M = 65.56$, $SD = 12.93$), $p = .465$.



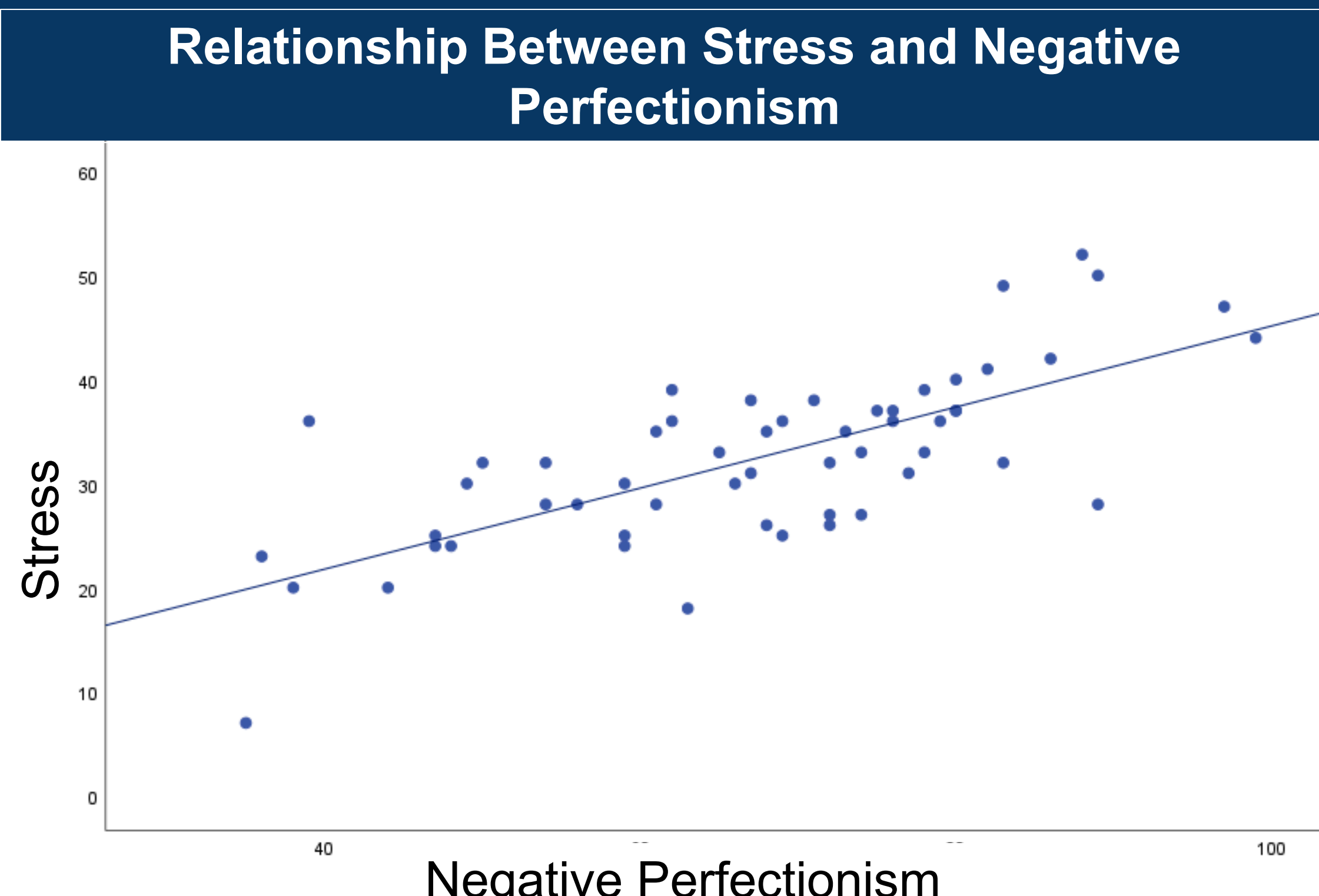
Result 3:

Students who received the growth mindset intervention in Part 1 ($M = 2.65$, $SD = 1.11$) did not report lower procrastination due to fear of failure in Part 2 ($M = 3.24$, $SD = 1.11$) and did not report lower procrastination due to fear of failure than students who did not receive the growth mindset intervention (Part 1: $M = 3.15$, $SD = 1.34$; Part 2: $M = 3.29$, $SD = 1.29$), $p = .491$.

Procrastination, Perfectionism, & Stress Results



Result 4: Students who reported higher stress also reported higher procrastination due to fear of failure, $r = .580$, $p < .001$.



Result 5: Students who reported higher stress also reported higher negative perfectionism, $r = .716$, $p < .001$.

Discussion

Results:

- The GM intervention in the current study failed to produce any significant changes in GM, negative perfectionism, and procrastination due to fear of failure in the GM intervention group.
- We found a moderate positive correlation between stress and procrastination due to fear of failure.
- We found a strong positive correlation between stress and negative perfectionism.

Limitations:

- Underpowered
- The GM measure that was used calculated an overall GM score, rather than a score for different subscales of GM (e.g., intelligence, sports, creativity, etc).

Conclusion:

- University students' stress is highly associated with negative perfectionism and procrastination due to fear of failure.
- These findings suggest that students may benefit from stress reduction methods that target perfectionism and fear of failure more specifically.

Future Directions:

- Further research is necessary to determine effective interventions to reduce negative perfectionism and procrastination due to fear of failure. Reducing these traits should help to reduce student stress.
- Future research on GM among university students may benefit from using a GM scale that measures an intelligence subscale of GM.

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Acknowledgements

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