

Components and Indicators Framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools Under the Office of the Basic Education Commission

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Abstract

This research aims to explore the components and indicators framework of the growth mindset for enhancing learning management and examines establish the alignment of the model and its indicators with empirical data for teachers in Primary schools. The study is divided into two steps; the first step involved the development of indicators for the growth mindset to enhance teachers' learning management in Primary schools. This has involved a sample of nine experts in the field of the growth mindset using purposive sampling. The research instrument employed is a questionnaire with a 5-point rating scale consisting of 5 components and 21 indicators. The second step involved examining the components and indicators of the growth mindset for enhancing the learning management of teachers in Primary schools. The sample consisted of 433 teachers in Primary Schools by multi-stage random sampling. The research tool was a 70-item, 5-level closed-end rating scale questionnaire called the Growth Mindset Framework for teachers by collecting empirical data. The index of the discrimination indicators of 0.359 to 0.874 and the reliability of 0.979. The data analysis used descriptive statistics, Pearson correlation coefficients, and affirmative component analysis with Mplus 8.0. The results showed that A) There are 6 components and 21 indicators by synthesizing relevant papers and research. They have been assessed by 9 qualified experts suggesting that they are overall at the highest level. B) The results of the consistent examination of empirical data and models of components and indicators of the growth mindset for enhancing learning management among teachers in Primary schools were consistent. By using chi-square (χ^2) is equal to 33.927 at 41 degrees of freedom (df), the p-value is equal to 0.7753, the harmonization index (CFI) is 1.000, the TLI is 1.005, the average square quadratic index of estimated difference (RMSEA) is 0.000, the square root of the remaining squared mean in the form of a standard score (SRMR) is 0.036.

Keyword: growth mindset, learning management, teachers in the primary schools

1. Introduction

Currently, the development of growth mindset has gained increasing attention in terms of personnel development due to the rapid changes in the digital technology era and competition. It is crucial to create awareness among employees about the necessity of change and adaptation for the organization to survive and compete. The growth mindset has been considered to serve this issue.

The mindsets were divided into two types: Fixed Mindset and Growth Mindset. The fixed mindset is the belief that one's own qualities cannot be changed, leading to the feeling that one must constantly prove oneself to be intelligent and morally sound enough. People with this mindset tend to want to appear intelligent and often eliminate challenge. Individuals of this type believe that their intellect cannot grow or adapt due to their belief in natural destiny. They do not believe that hard work and practice can make a difference and see making mistakes as a part of some people's failures. The Growth Mindset is a belief that fundamental abilities can be developed through effort, even though we may differ in every aspect, including inherited traits, interests, and habits. Nonetheless, everyone can change and grow with effort and experience. Developing a growth mindset to enhance learning management for teachers in an organization is important to create motivation for teacher development.

The growth mindset is a psychological concept developed by Dweck (2006) from her early studies on the theory

of personal beliefs (Implicit Theories), which divided people's beliefs into two groups: 1) Incremental Theory is those who believe that human qualities or intelligence can be developed and 2) Entity Theory is those who believe that human qualities or intelligence are fixed and cannot be changed (Blackwell et al., 2007). This was then developed into the concept of mindset, which is now widely accepted that a growth mindset has an impact on whether or not people succeed and face various challenging changes. Mindset is often the reason for these challenges.

Dweck's model of implicit theories of intelligence consists of two self theories: entity and incremental. Pupils who hold an entity theory of intelligence believe that intelligence is fixed and cannot be improved through effort; they therefore are believed to focus on performance goals—i.e., their result in order to appear intelligent. On the other hand, people who hold an incremental theory of intelligence believe that intelligence is malleable and can be cultivated by applying effort; this is believed to lead them to focus on learning goals—i.e. seeking challenging tasks in order to develop their skills and knowledge, and reflecting on what they learned from that task, rather whether their score made them look clever (Dweck & Leggett, 1988). Those with a growth mindset believe that processes and efforts are important and can determine outcomes. They are most successful in learning and improvement. Many people have learned from their abilities, even though they faced difficulties and challenges. The growth mindset is about how one individual can achieve high-level results in accordance with (Heggart, 2015) findings, the concept of developing a growth mindset framework is equally applicable to the performance of teachers and staff as it is to that of students

Creating an understanding of the growth mindset framework, as well as instilling the belief that abilities can be developed, is crucial for parents, teachers, and school administrators to lead changes in behavior and environment both within and outside of school that foster the development of students' potential, beliefs, and teacher behavior. According to PISA, if teachers believe that students' abilities cannot be developed with effort, it will lead to teacher behavior that undermines and reinforces such beliefs in students. The education system should manage teaching based on the belief that all students can learn and succeed. This belief helps promote a growth mindset framework in students, such as organizing teaching and learning experiences that make students aware of their potential and understand that what they have learned from their past successful experiences is the foundation of their future learning. In other words, creating an understanding for students that learning is a step-by-step process. Therefore, teachers should design experiences and create a learning environment that allows students to learn step-by-step and be aware of their potential to help students learn and achieve their goals through teaching methods that are suitable for their full potential (OECD, 2021). To develop learners to have a growth mindset for success, teachers must have a growth mindset framework as well. This is because the teacher's growth mindset affects learning management behaviors, coaching behaviors, and affects the student's perception and learning experiences, resulting in the student's growth mindset (Patphol et al., 2021). There are good working processes such as effective planning, appropriate organizational management that aligns with the objectives and goals of the plan, efficient policy implementation, and effective evaluation. The educational institution will be able to develop towards success efficiently (Chansirisira, 2022). This is consistent with (Gerstein, 2014) that teachers, like the students they teach, can learn to develop a growth mindset. Additionally, effective learning management assessment guarantees that learning management is effective (Nuengchalerm, 2013). However, this must be thoroughly planned by school administrators, which is the clearest way to apply the growth mindset concept to teacher professional development.

2. Objectives

- 1) To study the components and indicators framework of Growth Mindset for Enhancing Learning Management of Teachers in the Primary School under the Office of the Basic Education Commission.
- 2) To examine the congruence of the components and indicators framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary School under the Office of the Basic Education Commission.

3. Scope of the Research

This research is aimed to study and develop a framework of Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission. The scope of the research is as follows:

3.1 Scope of Content

Components of a Growth Mindset for Enhancing Learning Management of Teachers in the Primary schools. The researcher synthesized the components of the program from documents and research related to the concepts of

(Dweck, 2006; Heggart, 2015; Dweck et al., 2014; Brock & Hundley, 2016; Dweck & Yeager, 2019; Hoskins, 2019; OECD, 2021; Wilson & Conyers, 2020; Elliott-Moskwa, 2022), and (Puvitayaphan, 2020) consisting of 6 components and 21 indicators.

3.2 Population, Sample Group, and Data Sources

Step 1: Study the components and indicators Framework of Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission as follows

- 1) Study the components and framework indicators of Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools.
- 2) Evaluate the suitability of the components and indicators framework of growth mindset to enhance learning management of teachers in the Primary schools. The contributor group is 9 experts who have experience in educational psychology, educational management and development, program development, and learning management. They selected by Purposive sampling based on the criteria for evaluating the suitability of the components and framework indicators of growth mindset to enhance learning management of elementary school teachers.

Step 2

Confirmatory Factor Analysis (CFA) of components and indicators framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools in accordance with empirical data.

- 1) Population: Primary school teachers attending the first semester of the academic year 2022 under the Office of Basic Education Commission is total 251,490 from a total of 27,040 schools.
- 2) Sample group: Primary school teachers attending the first semester of the academic year 2022 under the Office of Basic Education Commission is 433 selected by multi-stage random sampling process.

4. Research Framework

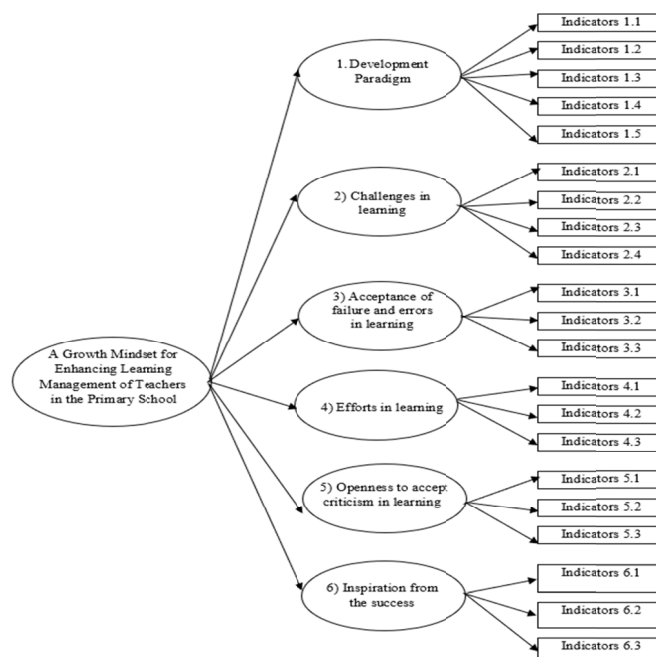


Figure 1. Research framework

5. Method

Conducted by using the Research and Development (R&D) methodology which was divided into 2 steps, as follows

Step 1: Study the Components and Indicators Framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission. This step

involved synthesizing data from research documents related to the Growth Mindset Framework to enhance the learning management of Primary school teachers and evaluating the suitability of the components to verify the coherence of the component model.

1) The contributor group was 9 experts who related to the Growth Mindset Framework by selected through purposive sampling.

2) Instruments was the Suitability Assessment of Components and Indicators Framework of the Growth Mindset to enhance the Learning Management of Primary School Teachers. The steps to create and find quality are as follows: 1) study researching academic documents, textbooks, academic articles, and related research among the Components and Indicators Framework of the Growth Mindset. 2) Study about creating interview tools and framing the content of the assessments form. 3) define the question points by covering the content. 4) create the assessments form. 5) 5 experts review content accuracy the assessments form. 6) Select questions that have a consistency between the questions and the purpose of the interview which is 0.50 or more. 7) Revised based on expert feedback and 8) Print the complete assessments form.

5.1 Data Collection

The researcher submitted a questionnaire assessing the Suitability Assessment of Components and Indicators Framework of the Growth Mindset to enhance the Learning Management of Primary School Teachers and a letter requesting cooperation in answering the questionnaire from the Faculty of Education, Mahasarakham University to the experts to clarify the objectives and related details.

5.2 Data Analysis

Descriptive statistical analysis: Content Analysis, Mean, Standard Deviation

Step 2 Examine the harmonization of Model the Components and Indicators Framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission.

1) The Research Population

The population was Primary School teachers for the first semester of the academic year 2022 under the Office of the Basic Education Commission with 251,490 students out of a total of 27,040 schools.

2) The Research Participant

The sample was Primary School teachers for the first semester of the academic year 2022 under the Office of the Basic Education Commission for Confirmatory Factor Analysis (CFA), which was obtained through multi-stage random sampling. By defining the sample size using the concept of Lindman 1980, it is proposed that the sample size must be at least 10–20 people per 21 variable. Therefore, at least 420 people are needed to make the model durable (Robustness) in hypothetical testing. The total of 433 sample.

3) Tools and Research Instrument Development

Growth Mindset Framework assessment for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission. The questionnaire was developed from research articles and related documents with the questionnaire being a 5-level rating scale of Likert scale.

The researcher used revised assessments by advisors. A total of 70 questions were examined with an IOC of 0.6 or higher, and the questionnaire was tried out with 50 non-sample primary school teachers to find confidence and classification authority, using Pearson's simple correlation coefficient to obtain a reliability of 0.979 and the discrimination from 0.359 to 0.874.

4) Data Collection

The researcher submitted the assessment form and a letter requesting cooperation in answering the assessment form from the Faculty of Education, Mahasarakham University to the school to clarify the objectives. And request permission to use the assessment to collect data for research purposes.

5) Data Analysis

Analyzed with descriptive statistics, mean, standard deviation, Pearson correlation coefficient. The variable level of the Growth Mindset Framework assessment for Enhancing Learning Management of Teachers in the Primary Schools, was an analysis of affirmative elements using a program to check the consistency of the Model with empirical data with Mplus program.

6. Results

The researcher has divided the analysis of the data into two parts according to the objectives as follows:

6.1 Components and Indicators Framework of Growth Mindset for Enhancing Learning Management of Teachers in the Primary School under the Office of the Basic Education Commission

1) Shows components and indicators of the growth mindset for enhancing learning management of teachers in the primary school under the office of the basic education commission present in Table 1.

Table 1. Shows components and indicators of the growth mindset for enhancing learning management of teachers in the primary school under the office of the basic education commission

Components (6 components)	Indicators (21 Indicators)
1. Development Paradigm	1) A self-belief that potential can be developed. 2) An understanding of the mindset, beliefs and perspectives towards oneself. 3) A shift in one’s perspective on growth thinking and positive attitudes. 4) A positive communication with oneself and learners. 5) A love of lifelong learning.
2. Challenges in Learning	1) Exposure to challenges. 2) Setting learning management goals. 3) Courage to face problems and obstacle. 4) Moving beyond comfort zones to thought growth areas.
3. Accepting failures and mistakes in learning	1) Accept and learn from mistakes. 2) Be brave in the face of failure. 3) Use the power of the word "yet " to manage learning.
4. Effort in learning	1) Dedication of time to learning management. 2) Cultivating the effort and potential of the brain can be developed. 3) Focusing on effort and process.
5. Openness to accepting criticism in learning	1) Being open to criticism and listening to other people’s opinions. 2) Providing feedback in learning management. 3) Providing constructive feedback in the learning management process.
6. Inspiration from the success	1) Being open to the achievements of others. 2) Finding other people’s achievements to inspire. 3) Empowering learners with the opportunity to succeed in learning.

2) The results of the level of the growth mindset for enhancing learning management of teachers in the primary school under the office of the basic education commission. Shows in Table 2.

Table 2. The mean, standard deviation, and appropriateness level of the growth mindset for enhancing learning management of teachers in the primary school under the office of the basic education commission

Factors	\bar{X}	S.D.	Appropriateness level
1. Development Paradigm (GM1)	4.87	0.34	Very high 34
2. Challenges in Learning (GM2)	4.78	0.48	Very high
3. Accepting failures and mistakes in learning (GM3)	4.93	0.27	Very high
4. Effort in learning (GM4)	4.93	0.27	Very high
5. Openness to accepting criticism in learning (GM5)	4.89	0.32	Very high
6. Inspiration from the success (GM6)	4.89	0.32	Very high
Total	4.88	0.33	Very high

Table 2 The overall of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools were observed at a Very high level. By considering each factors, the top three factors with the highest operating average are: Accepting failures and mistakes in learning ($\bar{X} = 4.93$), Effort in learning ($\bar{X} = 4.93$), Openness to accepting criticism in learning ($\bar{X} = 4.89$), Inspiration from the success ($\bar{X} = 4.89$), respectively. The factors with the lowest average of performance were the factors of Challenges in Learning ($\bar{X} = 4.78$).

6.2 Confirmatory Factor Analysis Results

Step 2 Examine the harmonization of Model the Components and Indicators Framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic

Education Commission.

1) Analyze the relationships between variables to see the internal correlation coefficients of variables of the components and indicators framework of the growth mindset for enhancing learning management of teachers in the primary schools.

Table 3. Correlation coefficient of variables in the growth mindset for enhance learning management of teachers in the primary school under the office of the basic education commission

	Paradigm of ever-evolving (GM1)	Learning management challenges (GM2)	Acknowledging failures and mistakes in learning management (GM3)	Efforts to manage learning (GM4)	Open-minde dness to criticism in learning management (GM5)	Inspiring others (GM6)
Development Paradigm (GM1)	1.000					
Challenges in Learning (GM2)	.772**	1.000				
Accepting failures and mistakes in learning (GM3)	.626**	.716**	1.000			
Effort in learning (GM4)	.597**	.557**	.525**	1.000		
Openness to accepting criticism in learning (GM5)	.770**	.752**	.650**	.528**	1.000	
Inspiration from the success (GM6)	.574**	.667**	.684**	.695**	.619**	1.000

Note. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) = .788; Bartlett's Test of Sphericity = 7606.073, p = .000

** Correlation is significant at the 0.01 level (2-tailed).

Table 3, it was found that there was a statistically significant correlation at the .01 level with a correlation coefficient between 0.525–1.000.

2) Analysis of the components and indicators framework of the growth mindset for enhancing learning management of teachers in the primary schools under the office of the basic education commission, as shown in Table 4.

Table 4. Second-order confirmatory factor analysis results of the overall indicators of the growth mindset for enhance learning management of teachers in the primary school, including all 6 components

Variable	Indicator	Factor loading	R ²	Error(e)
Development Paradigm (GM1)		.982(.033)	.964	.036
GM11	A self-belief that potential can be developed.	.610(.038)	.372	.628
GM12	An understanding of the mindset, beliefs and perspectives towards oneself.	.680(.045)	.463	.537
GM13	An understanding of the mindset, beliefs and perspectives towards oneself.	.762(.035)	.580	.420
GM14	A positive communication with oneself and learners	.278(.052)	.077	.923
GM15	A love of lifelong learning.	.677(.042)	.459	.541
Challenges in Learning (GM2)		.965(.025)	.964	.069
GM21	Exposure to challenges.	.297(.057)	.088	.912
GM22	Setting learning management goals.	.640(.038)	.410	.590
GM23	Courage to face problems and obstacle.	.271(.051)	.074	.926
GM24	Moving beyond comfort zones to thought growth areas.	.703(.035)	.495	.505
Accepting failures and mistakes in learning (GM3)		.988(.103)	.977	.023
GM31	Accept and learn from mistakes	.785(.087)	.616	.384
GM32	Be brave in the face of failure.	.320(.070)	.102	.898
GM33	Use the power of the word "yet " to manage learning.	.274(.054)	.075	.925
Effort in learning (GM4)		.978(.021)	.957	.925
GM41	Dedication of time to learning management.	.302(.049)	.091	.909
GM42	Cultivating the effort and potential of the brain can be developed.	.718(.034)	.515	.485
GM43	Focusing on effort and process.	.361(.050)	.130	.870
Openness to accepting criticism in learning (GM5)		.924(.035)	.854	.146
GM51	Being open to criticism and listening to other people's opinions.	.694(.035)	.482	.870
GM52	Providing feedback in learning management.	.689(.037)	.475	.518
GM53	Providing constructive feedback in the learning management process.	.255(.059)	.065	.525
Inspiration from the success (GM6)		.979(.032)	.959	.935
GM61	Being open to the achievements of others.	.271(.049)	.073	.927
GM62	Finding other people's achievements to inspire.	.689(.042)	.474	.526
GM63	Empowering learners with the opportunity to succeed in learning.	.298(.052)	.089	.911

Results: $\chi^2 = 33.927$, $df = 41$, $\chi^2/df = 0.827$, P-value = 0.7753, CFI = 1.000, TLI = 1.005, RMSEA = 0.000, SRMR = 0.036.

Weight values of the Components Framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools in all 6 components are between 0.924–0.988 and is statistically significant at .05 for all component. The first highest weight values as Acknowledging failures and mistakes in learning management. It is equal to 0.988. Next, Paradigm of ever-evolving is equal to 0.982. Then, Inspiring others. It is equal to 0.979. For Efforts to manage learning is equal to 0.978. Next, Learning management challenges, is equal to 0.965, Finally, Open-mindedness to criticism in learning management is equal to 0.924 as shown in Figure 2.

3) The Results of the second confirmatory factor analysis of the growth mindset for enhancing learning management of teachers in the primary schools under the office of the basic education commission. Showed in Figure 2.

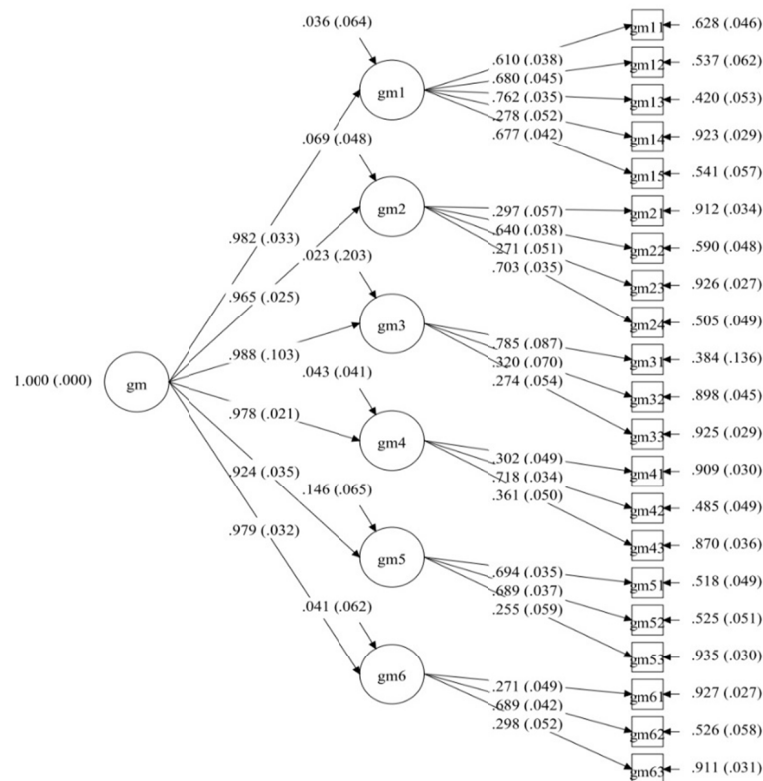


Figure 2. Results of the second confirmatory factor analysis of the growth mindset for enhancing learning management of teachers in the primary schools under the office of the basic education commission

Note. GM1: Development Paradigm; GM2: Challenges in Learning; GM3: Accepting failures and mistakes in Learning; GM4: Effort in learning; GM5: Openness to accepting criticism in Learning; GM6: Inspiration from the success.

$\chi^2 = 33.927$, P-value = 0.7753, CFI = 1.000, RMSEA = 0.000.

The results of the second confirmatory factor analysis on the growth mindset for Enhance Learning Management of Teachers in the Primary School under the Office of the Basic Education Commission consistent with the empirical data ($\chi^2 = 33.927$, P-value = 0.7753, CFI = 1.000, RMSEA = 0.000). The study showed that the Growth Mindset for Enhancing Learning Management consisted of 6 factors, in descending order of factors as follows: Accepting failures and mistakes in learning (GM3), Development Paradigm (GM1), Inspiration from the success (GM6), Effort in learning (GM4), Challenges in Learning (GM2), Openness to accepting criticism in learning (GM5), respectively.

7. Discussion

1) The study of Components and Indicators Framework of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission. It was found that the growth mindset is the belief that a person’s abilities or intelligence can develop over time, as opposed to a fixed mindset or the belief that an individual is born with a certain level of ability and intelligence that can hardly be changed by experience. Psychological studies have found that Growth mindset leads to behaviors that promote learning, including not avoiding challenges. Indefatigable to failure Appreciating effort Learning from criticism and looking for lessons and inspiration from the success of others is all the way to success both in education and in other areas of life. Instilling a growth mindset in students by teachers is therefore a challenge for education systems around the world. and information derived from synthesis from concepts. The research papers were summarized by the researcher. Similar issues were found and it can be summarized. as follows A person who believes in himself can learn and develop things with determination. Perseverance, dedication, study and hard work, as well as open hearings. Suggestions can enhance knowledge and skills in oneself. Those with a growing mindset will seek more difficult or more difficult tasks to provide exercises, quizzes to learn. Developing a growth mindset It has a huge impact on the performance of each person,

in which a person with a growing mindset will be able to change himself or others, who will be more committed, enjoy working, and search. Learn new things, have a positive outlook on lifestyle. Learning in everyday life and striving for self-development, developing one's potential to be continuously stepped up. The six components of this research include: 1) Development Paradigm 2) Challenges in Learning 3) Accepting failures and mistakes in learning 4) Effort in learning 5) Openness to accepting criticism in learning and 6) Inspiration from the success. Additionally, Nussbaum and Dweck suggested that implicit theories of intelligence affect how pupils cope in the face of failure (Nussbaum & Dweck, 2008). and asserts that it is not ability (cognitive skill) or belief in that ability (self-efficacy, a non-cognitive skill) that predicts resilience and perseverance in the face of challenge and failure; rather, it is an individual's belief about the nature of ability (Dweck, 2000). The passage discusses the concept of mindset as outlined by Carol Dweck in 2006 (Dweck, 2006). The two mindsets, growth and fixed, are composed of beliefs about one's own intelligence in relation to challenges, facing obstacles, perspectives on effort, criticism, and the success of others. Individuals with a growth mindset believe in the ability to change and develop their intellectual capabilities and have a love for challenging work. They persevere when faced with obstacles, recognize the importance of effort in fostering expertise, learn from criticism, and find lessons and inspiration in the success of others. This concept is consistent with the ideas of (Puvitayaphan, 2020), who discussed the components of the growth mindset: the belief that everyone can learn, the idea that everything is possible with effort, persistence, and resilience in the face of challenges, and a willingness to take risks and not fear mistakes or failure. This aligns with the OECD (2021) discussion of the components of a growth mindset, which promotes learning behavior and includes not avoiding challenges, not being afraid of failure, valuing effort, and learning from mistakes.

2) By examining the consistency of the Components Framework for the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission, which consists 6 components. It is consistent with all empirical data between of .924–.988. The weight values of each component are as follows: Component 1; Development Paradigm has a weight value of .982. Component 2; Challenges in Learning has a weight value of .965. Component 3; Accepting failures and mistakes in learning has a weight value of .988. Component 4; Effort in learning has a weight value of .978. Component 5; Openness to accepting criticism in learning has a weight value of .924. and Component 6; Inspiration from the success has a weight value of .979. The indicator elements in each area are relatively highly positively correlated. The results from Table 3, This model can be created to the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission, consistently (Esparza et al., 2014), Developing students to develop growth mindsets is part of the motivation to study more. This can be done by educating about how the brain works with learning and strategies for learning to create ideas. The belief that learning is associated with brain development, and that abilities and skills can change for the better. Mangels et al. (2006) and Dweck (2006) said that the intelligence affect success in learning. Learners who believe that intelligence is incremental theorists tend to focus on setting goals. To learn and think of failure as an opportunity to get a repercussion for improvement.

8. Recommendation

8.1 Recommendation Applied from the Research

1) According to the research, it was found that the composite model of the Growth Mindset for Enhancing Learning Management of Teachers in the Primary Schools under the Office of the Basic Education Commission. it is consistent with empirical data. Educational bodies at all relevant levels can adopt elements and indicators of a grow-up mindset to strengthen the learning management of primary school teachers. It can be used as a goal or find ways to develop a growth mindset to enhance the learning management of Primary school teachers.

2) According to the research, the growth mindset to enhance the learning management of Primary School teachers in all 6 components has a very high weight value. Instructors need to have a growth mindset first, as their growth mindset affects learning management behavior. Coaching behavior and impact on learners' perception and learning experience. As a characteristic of the growth mindset of learners as co-innovators for the goal of developing the country towards prosperity and sustainability in accordance with the spirit of the educational plan, all 6 elements should be developed simultaneously.

8.2 Recommendations for Future Research

1) Research should be conducted to study the current condition. It is necessary to use it as a tool to develop a growth mindset development program to enhance the learning management of Primary School teachers. Continue to be affiliated with the Office of the Basic Education Commission.

2) A growth mindset development program should be developed to Enhancing Learning Management of

Teachers in the Primary Schools under the Office of the Basic Education Commission, which will provide information to plan teacher development according to individual needs and abilities.

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