

중국 대학생의 학업소진이 학업자기효능감에 미치는 영향: 학습몰입의 매개효과와 성장 마인드셋의 조절된 매개효과

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Effect of academic burnout on academic self-efficacy of Chinese college students: Mediating effect of study engagement and moderated mediation effect of growth mindset

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요약 본 연구는 중국 대학생을 대상으로 학업소진이 학습몰입을 경유하여 학업자기효능감에 미치는 영향에서 성장 마인드셋의 조절된 매개효과를 검증하는 데 연구의 목적이 있다. 자료는 중국의 한 전문대학교에서 유의표집한 대학생 547명을 대상으로 설문조사를 통하여 수집하였다. 수집한 자료는 SPSS PC+ Win ver. 25.0과 SPSS PROCESS macro ver. 4.2를 활용하여 분석하였다. 적용된 통계방법은 빈도분석, 신뢰도분석, 상관분석 및 조절된 매개효과분석이었다. 연구의 결론은 첫째, 학업소진은 성장 마인드셋, 학습몰입 및 학업자기효능감과 유의미한 부적 상관관계를 보였다. 반면 성장 마인드셋, 학습몰입과 학업자기효능감은 서로 유의미한 정적인 상관관계를 보였다. 둘째, 학업소진이 학습몰입을 경유하여 학업자기효능감에 미치는 영향에서 성장 마인드셋의 조절된 매개효과가 검증되었다. 이러한 결과를 토대로 본 연구는 대학생들의 학업소진이 학업자기효능감을 감소시키는 상황에서 학습몰입과 성장 마인드셋을 적용하여 학업자기효능감을 보호하는 방안을 제시하였다.

주제어 학업소진, 학습몰입, 성장 마인드셋, 학업자기효능감, 대학생, 조절된 매개효과

Abstract This study aims to verify the moderated mediating effect of a growth mindset on the effect of academic burnout on academic self-efficacy through study engagement among Chinese college students. Data were collected through a survey targeting 547 college students who were purposively sampled at a junior college in China. The collected data was analyzed using SPSS PC+ Win ver. 25.0 and SPSS PROCESS macro ver. 4.2. The applied statistical methods were frequency analysis, reliability analysis, correlation analysis, and moderated mediation effect analysis. The study showed that academic burnout had a significant negative correlation with growth mindset, study engagement, and academic self-efficacy. On the other hand, growth mindset, study engagement, and academic self-efficacy showed a significant positive correlation. Second, the moderated mediating effect of a growth mindset was verified in the effect of academic burnout on academic self-efficacy through study engagement. Based on these results, this study proposed a method to protect academic self-efficacy by applying study engagement and growth mindset in situations where academic burnout among college students reduces academic self-efficacy.

Key Words Academic burnout, Study engagement, Growth mindset, Academic self-efficacy, College student, Moderated mediation effect

1. Introduction

College students' sense of efficacy in academics is a significant variable. Academic self-efficacy is closely related to academic achievement by increasing the use of efficient cognitive strategies and reaching high-performance levels [1]. However, as the academic self-efficacy of college students is gradually decreasing, research is needed to identify the causes and measures for this.

One of the causes of low academic self-efficacy is academic burnout. Recently, exhaustion due to academic stress or excessive academic demands, cynical attitude toward academic tasks, and feelings of incompetence are high [2]. This academic burnout is a direct cause of lower academic self-efficacy.

In situations where academic burnout hurts academic self-efficacy, efforts are needed to protect academic self-efficacy. Enhancing study engagement has been shown to have a positive effect on academic self-efficacy, so research on ways to utilize study engagement is necessary. In particular, according to previous research, academic burnout hurts study engagement [3], and study engagement has been reported to have a significant positive effect on academic self-efficacy [4], and study engagement has been reported to hurt academic self-efficacy. It was found to play a role in protecting academic self-efficacy while mediating in the relationship between burnout and academic self-efficacy. Research is needed to determine whether study engagement mediates in the relationship between academic burnout and academic self-efficacy among college students and to explore ways to utilize it.

Meanwhile, a growth mindset is referred to as the psychology of success and is known to be a variable that affects study engagement. If a person has a high growth mindset, they have a strong will to learn, are positive, can overcome difficult tasks, have high academic achievement, and can control stress well [5]. In addition, it was reported that people with a high

growth mindset have different preferences for task difficulty and views on challenges and obstacles than people with a low growth mindset. Therefore, it is predicted that high and low-growth mindset will have different effects on study engagement and academic self-efficacy, thereby playing a moderating role of a growth mindset. Therefore, it is necessary to determine whether a growth mindset protects study engagement by buffering the relationship between academic burnout and study engagement and whether it protects the impact of academic burnout on academic self-efficacy through study engagement.

Therefore, this study aims to provide basic data to promote academic self-efficacy by confirming the impact of academic burnout on academic self-efficacy through study engagement among college students.

2. Theoretical background

2.1 Academic burnout and academic self-efficacy

Academic burnout is defined as psychological symptoms such as student exhaustion, cynical attitude toward academic tasks, and feelings of incompetence that appear due to ongoing academic stress or excessive academic demands [2]. Academic burnout among college students can be seen as characterized by a loss of meaning in academics due to apathy toward academics [6]. If academic burnout continues for a long time, academic stress intensifies and has a negative effect on academic efficiency and academic achievement [7].

Meanwhile, academic self-efficacy is a judgment about a learner's ability to organize and execute the actions necessary to perform tasks in an academic situation [8]. Students with high academic self-efficacy use a variety of methods to increase academic achievement and improve mental health, and perceive difficult tasks as challenges to be conquered rather than threats to be avoided [9].

Academic burnout has been studied to lower academic self-efficacy. It was reported that academic burnout and academic self-efficacy have a significant negative correlation [10]. It was reported that self-efficacy was most closely related to the academic burnout of general female high school students [11]. In other words, it was verified that in addition to heavy academic demands, academic self-efficacy, and academic failure tolerance, which are relatively stable internal characteristics of an individual, are important external factors affecting academic burnout. Therefore, in order to protect academic self-efficacy, which plays an important role in academic achievement, from academic burnout, research is needed on the various pathways through which academic burnout affects academic self-efficacy.

2.2 Mediating effect of study engagement

When applied to learning situations, engagement is defined as a state in which a learner is deeply immersed in a specific activity and absorbs or focuses on it [12]. Study engagement is defined as a state of being completely absorbed in the learning process [12]. This study engagement provides enjoyment, interest, and internal rewards during the learning process and is a major factor in increasing learning performance [13].

Meanwhile, academic burnout has been reported to have a negative impact on study engagement. In a study targeting 650 college students, it was reported that academic burnout, which is a negative emotional state toward academics, was negatively related to study engagement [3]. In studies targeting high school students, when they experience academic burnout, they feel negative emotions about their academic situation, have skeptical attitudes toward academics, and have low self-confidence, which hinders their study engagement.

On the other hand, study engagement was found to have a positive effect on the dependent variable, academic self-efficacy. Because adult learners in a state of

engagement are clear about their learning goals, they are quick to judge whether they are achieving their learning goals and the feedback effect appears quickly [4]. In this way, academic burnout affects study engagement, and study engagement also affects academic self-efficacy, so it is believed that study engagement mediates in the relationship between academic burnout and academic self-efficacy. Therefore, there is a need to verify whether study engagement mediates this among Chinese college students.

2.3 Moderating effect of growth mindset

Mindset refers to beliefs about one's intelligence or abilities [14], and is divided into a growth mindset and a fixed mindset. A growth mindset is closely related to a successful life with the belief that human intelligence (IQ) can be changed through learning and effort [15]. On the other hand, people with a fixed mindset believe that their abilities cannot be changed, so they view challenges as an evaluation of their abilities and focus on 'appearing competent', so they pursue familiar challenges and tend to avoid challenges that may result in failure [16].

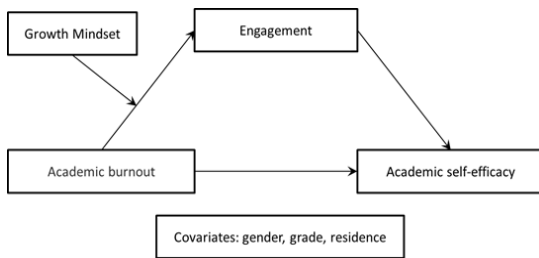
It has been reported that the impact of a growth mindset on study engagement and academic self-efficacy varies depending on the high or low level of a growth mindset. Compared to students without a low growth mindset, students with a high growth mindset have a greater awareness of goal orientation, beliefs about effort, determinants of learning, preference for task difficulty, reactions to criticism from others, attribution methods for failure, achievement standards, learning strategies, and challenges and obstacles. There were clear differences in aspects such as views on others and their views on success [17]. Additionally, people with a high growth mindset have a strong will to learn, are positive, can overcome difficult tasks, have high academic achievement, and can control stress well [5]. These results suggest that a growth mindset plays a moderating role. Therefore, in this study, it is

necessary to confirm whether a growth mindset moderates the relationship between academic burnout and study engagement and whether it moderates the path through which academic burnout affects academic self-efficacy through study engagement.

3. Methods

3.1 Research model

To confirm whether a growth mindset moderates the impact of academic burnout on academic self-efficacy through engagement, model number 7 of the SPSS PROCESS macro proposed by Hayes [18] was applied, and the research model is shown in Figure. 1 It was attempted to control college students' gender, grade, and residence, which affect the mediating and dependent variables.



[Fig. 1] Research model

3.2 Participants and data collection

The Guangdong region in China was purposively selected as the study area, and the subjects of the study were college students. The purposive sampling method was applied to the sampling of the survey subjects. Data was collected through an online survey from August to October, 2023. Excluding insincere responses, the total number of subjects used in the final analysis was 547. Those surveyed were 20.5% male and 79.5% female. By grade, 34.0% were first graders, 33.6% were second graders, and 32.4% were third graders. The place of residence was 24.5% in large cities, 34.7% in small and medium-sized cities, and

40.8% in rural areas. The major was stomatology at 46.8% and oral medicine technology specialty at 53.2%.

3.3 Research tools

3.3.1 Academic burnout

The academic burnout in this study used the scale compiled by Wu and Dai [19]. This scale is designed to measure continuous learning such as “I can devote myself to study energetically.” and “Recently feel a very empty heart, do not know what to do,” and consists of a total of 16 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating higher academic burnout. In this study, the reliability of this scale, Cronbach’s α , was suitable at .852.

3.3.2 Growth mindset

The growth mindset in this study used the scale developed by Dweck [14] and adapted by Lee et al. [19]. This scale is designed to measure the beliefs about changes in intelligence and personality such as “intelligence (IQ) is innate and cannot be changed (inverted items).” and “People have different personalities, but everyone can change their personality.”, and consists of a total of 8 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating a higher growth mindset. In this study, the reliability of this scale, Cronbach’s α , was suitable at .719.

3.3.3 Study engagement

The study engagement in this study used the Evaluation Table of Learning Engagement of higher vocational College students revised and compiled by Lin [20]. This scale is designed to measure emotional engagement, self-regulation, cognitive strategy, and behavioral engagement such as “You like what you are studying.” and “You are satisfied with the courses offered by the major,” and consists of a total of 18 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating higher

study engagement. In this study, the reliability of this scale, Cronbach's α , was high at .955.

3.3.4 Academic self-efficacy

The academic self-efficacy in this study used The Academic Self-Efficacy Questionnaire revised and compiled by Liang [21]. This scale is designed to measure academic self-efficacy such as "I think I can solve the problems in my study" and "I think I can grasp what the teacher teaches in class in time," and consists of a total of 18 questions. The measurement was done on a 5-point Likert scale, with higher scores indicating higher academic self-efficacy. In this study, the reliability of this scale, Cronbach's α , was suitable at .871.

3.4 Data analysis

The data was analyzed using SPSS PC+ Win. Ver. 25.0 and SPSS PROCESS macro Ver. 4.2. Frequency analysis was performed, and Cronbach's α was calculated to determine reliability. Pearson's bivariate correlation analysis was conducted to identify the correlation between major variables, and model 7 of the SPSS PROCESS macro was performed to analyze the moderated mediating effect. For the verification of the moderated mediating effect, the bootstrap method was used, the confidence level was 95%, and the number of samples was set to 5,000. Independent and moderating variables were mean-centered.

4. Results

4.1 Correlation between main variables

The results of Pearson correlation analysis are shown in Table 1. Academic burnout showed a significant negative correlation with growth mindset, study engagement, and academic self-efficacy. On the other hand, growth mindset, study engagement, and academic self-efficacy showed a significant positive correlation with each other. Among the correlations, study engagement and academic self-efficacy showed

the highest correlation ($r=.550$, $p<.01$). The overall correlation coefficient was between .134 and .550, so it was determined that there was no multicollinearity problem.

As a result of calculating the average of the main variables through descriptive statistics, all averages were higher than 3 points, and among them, study engagement was the highest at $M=3.2925$.

〈Table 1〉 Correlation between main variables

	1	2	3	4
1. Academic burnout	1			
2. Growth mindset	-.149**	1		
3. Engagement	-.326**	.136**	1	
4. Academic self-efficacy	-.493**	.134**	.550**	1
M	3.1016	3.0775	3.2925	3.1296
SD	0.47943	0.44381	0.51245	0.37464

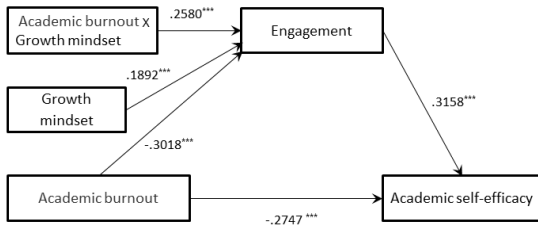
** $p<.01$

4.2 Moderated mediation effect of growth mindset

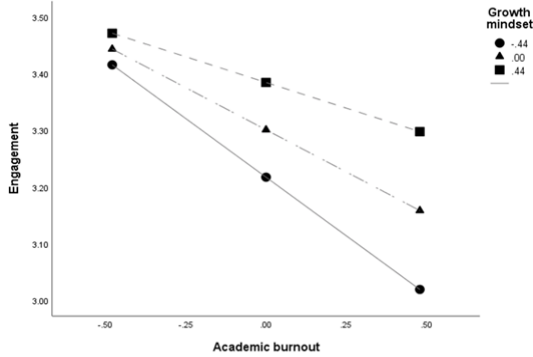
To determine whether a growth mindset moderates the mediating effect of study engagement on the impact of academic burnout on academic self-efficacy, the PROCESS macro model number 7 Hayes [18] was applied and analyzed. The analysis results are shown in Figure 2, Figure 3, Table 2, and Table 3.

Academic burnout had a significant negative effect on study engagement ($B=-.3018$, $p<.001$) and a significant positive effect on academic self-efficacy ($B=-.2747$, $p<.001$). Study engagement had a significant positive effect on academic self-efficacy ($B=.3158$, $p<.001$).

The interaction term between academic burnout and growth mindset had a significant positive effect on study engagement ($B=.2580$, $p<.001$), and the increase in R^2 due to the interaction ($\Delta R^2=.0438$, $p<.001$) It was also significant that growth mindset moderated the relationship between academic burnout and study engagement.



[Fig. 2] Statistical model of Moderated mediation effect



[Fig. 3] Moderating effect of growth mindset

Since a growth mindset was proven to have a moderating effect on the relationship between academic burnout and study engagement, the conditional effect of academic burnout was analyzed. The conditional effect of academic burnout in the three conditions of growth mindset (M, M±SD) is when the level of a growth mindset is M-SD (B=-.4163, p<.001) and when the level of a growth mindset is M (B=-.3018, p<.001) and when M+SD (B=-.1873, p<.001) were both significant.

The Johnson-Neyman method, a lighting analysis, was applied to verify in which specific areas the conditional effect of academic burnout according to the value of the control variable, growth mindset, was significant. As a result, the conditional effect of academic burnout was significant in areas where the growth mindset value was lower than .7125, and 93.2% of the survey subjects fell into this area. Additionally, it was not significant in areas where the value of a growth mindset was higher than .7125, and in this area, 6.8%

<Table 2> Moderating effect of growth mindset

		Mediating variable Model (DV: Engagement)			Dependent variable model (DV: Academic self-efficacy)		
		Co-effect	SE	t value	Co-effect	SE	t value
Constant		3.2885	.1171	28.0807***	2.1358	.1100	19.4228***
IV	Academic burnout	-.3018	.0435	-6.9315***	-.2747	.0275	-10.0037***
Moderator	Growth mindset	.1892	.0485	3.9011***			
Interaction item	Academic burnout × Growth mindset	.2580	.0489	5.2726***			
Highest order test		R ² change			.0438		
		F			27.7999***		
Mediator	Engagement				.3158	.0255	12.4009***
Covariates	Gender	-.0088	.0503	-.1749	-.0456	.0307	-1.4867
	Grade	-.0234	.0248	-.9440	-.0015	.0151	-.0973
	Residence	.0344	.0257	1.3389	.0180	.0156	1.1479
Model summary	R ²	.1628					
	F	17.5049***					

Conditional effects of the academic burnout at values of growth mindset

Growth mindset	Effect(B)	SE	t value	LLCI	ULCI
-.4438(M-SD)	-.4163	.0454	-9.1773***	-.5055	-.3272
.0000(M)	-.3018	.0435	-6.9315***	-.3874	-.2163
.4438(M+SD)	-.1873	.0517	-3.6201***	-.2890	-.0857

Moderator value defining Johnson-Neyman significance region

Growth mindset	% below	% above
.7125	93.2358	6.7642

Conditional effect of the academic burnout at values of growth mindset

Growth mindset	Effect(B)	SE	t value	LLCI	ULCI
-2.0775	-.8379	.1038	-8.0691***	-1.0418	-.6339
:					
.5225	-.1670	.0540	-3.0935**	-.2731	-.0610
.7125	-.1180	.0601	-1.9664	-.2360	.0000
.7225	-.1154	.0604	-1.9101	-.2341	.0033
:					
1.9225	.1942	.0604	1.7664	-.0218	.4102

*p<.05, **p<.01, ***p<.001

of the survey subjects were affected.

A graph showing the moderating effect of a growth

(Table 3) Results of direct effect and conditional indirect effect analysis

Direct effect (Academic burnout → Academic self-efficacy)					
Effect	SE	t value	p	BootLLCI	BootULCI
-2747	.0275	-10.0037	.0000	-.3286	-.2207
Conditional indirect effect (Academic burnout → Engagement → Academic self-efficacy)					
Growth mindset	Effect	BootSE	BootLLCI	BootULCI	
-.4438(M-SD)	-.1315	.0301	-.1942	-.0761	
.0000(M)	-.0953	.0232	-.1443	-.0525	
.4438(M+SD)	-.0592	.0251	-.1096	-.0107	
Index of moderated mediation					
Growth mindset	Index	BootSe	BootLLCI	BootULCI	
	.0815	.0340	.0167	.1518	

*LLCI = lower bootstrap value within 95% confidence interval
**ULCI=Upper Bootstrap value with 95% confidence interval

mindset on the impact of academic burnout on study engagement is shown in Figure 3. As academic burnout increases, study engagement decreases, and the decline was steeper when the growth mindset was M-SD than when M+SD.

The direct effect and conditional indirect effect were analyzed in the path from academic burnout to academic self-efficacy, and the results are shown in Table 3. The direct effect between academic burnout and academic self-efficacy is $B=-.2747$, with 0 included between the lower bound of the bootstrap (BootLLCI) and the upper bound (BootULCI) ($-.3286$ to $-.2207$) within the 95% confidence interval. Therefore, the direct effect was significant.

The conditional indirect effect was significant because 0 was not included between the lower bound of the bootstrap (BootLLCI) and the upper bound (BootULCI) within the 95% confidence interval when the growth mindset was M-SD, M, and M+SD. In other words, the moderated mediating effect of a growth mindset was verified in the path from academic burnout to academic self-efficacy through study engagement. The adjusted mediation index was .08156, which was significant as 0 was included between the lower bound of the bootstrap (BootLLCI) and the upper

bound (BootULCI) of the bootstrap within the 95% confidence interval (.0167 to .1518).

5. Discussion and conclusion

The discussion focusing on the results of the study is as follows.

First, academic burnout showed a significant negative correlation with growth mindset, study engagement, and academic self-efficacy. On the other hand, growth mindset, study engagement, and academic self-efficacy showed a significant positive correlation with each other. These results are in line with research results showing that academic burnout has a negative relationship with self-efficacy [3]. On the other hand, the results of this study were consistent with research results showing that a growth mindset had a positive relationship with study engagement [22]. As academic burnout increases, academic self-efficacy decreases and has a negative impact on academic achievement, so it is necessary to utilize a growth mindset and study engagement to prevent academic burnout from occurring.

Second, the moderated mediating effect of a growth mindset was verified in the impact of academic burnout on academic self-efficacy through study engagement. A growth mindset played a role in buffering the relationship between academic burnout and study engagement and further played a role in buffering the negative impact of academic burnout on academic self-efficacy through study engagement. Therefore, when academic burnout reduces academic self-efficacy, one alternative is to promote a growth mindset to protect efficacy. Therefore, policy efforts are needed to ensure that universities operate programs to promote a growth mindset and contribute to promoting academic self-efficacy.

The limitations of the study and suggestions for further research are as follows. First, when selecting universities for this study, the researcher intentionally

sampled one university. Since this may result in sampling error, it is necessary to reduce sampling error by randomly sampling at least three universities.

Second, in this study, a growth mindset played a buffering role when academic burnout reduced academic self-efficacy, so follow-up research is needed to run a growth mindset program targeting students with high academic burnout and verify its effectiveness.

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