



Mindset, Academic Motivation, and Academic Success among BSN Students in a Higher Educational Institution in Caloocan City

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ABSTRACT

Background: Mindsets are essential to the cognitive formation of an individual as mindsets can have a profound effect on a learner's motivation, learning and academic success. The study was mainly guided by Dweck's Mindset Theory which proposed that mindset has two attributes namely: Growth Mindset, and Fixed Mindset.

Objective: The study aimed to identify the degree of mindset, level of academic motivation and academic success among BSN students in a higher educational institution in Caloocan City

Designs: The study utilized descriptive-correlational design. It was conducted in a higher educational Institution in Caloocan City, Philippines. Probability stratified random sampling was used in selecting research respondents for this study. The sample size was 100 respondents and covered the 1st year to 4th year nursing students in a higher educational institution in Caloocan City, Philippines. Online questionnaire was utilized using the Dweck Mindset Instrument (DMI), Academic Motivation Scale (AMS), and the Academic Success Inventory Scale for College Students (ASICS). Alongside with the questionnaire, informed consent was also provided to the respondents. Furthermore, ethical principles of respect and trust, autonomy, confidentiality, and beneficence were strictly followed all throughout the study.

Results: Based on the data gathered, the degree of mindset of BSN students was Fixed Mindset with a grand mean of 3.93. The respondent's level of academic motivation resulted to extrinsic motivation with a general weighted mean of 3.32. On the other hand, the students exhibit academic success in the institution with a grand mean of 3.02 which interpreted as successful. The following variables computed value has shown that the degree of mindset has resulted that. There is no significant relationship with the level of academic motivation by the respondents with a p-value of 0.46. While the relationship between degree of mindset and level of academic success has resulted that there is a significant relationship with a p-value of 0.46 between the respondent's degree of mindset and level of academic success. Furthermore, the level of academic motivation and the level of academic success has resulted that there is a significant relationship between the level of motivation and level of academic success with an equal to 0.00 p-value.

Conclusion: Mindset and academic motivation are two factors influencing academic success. The respondents have shown a "fixed mindset" and "extrinsic motivation" which are vital and have a significant relationship to their "successful" academic success in university. Therefore, prioritizing and providing the necessary interventions for students to develop a good and growing mindset and motivation are needed to ensure their continuous achievement in academic life.

Keywords: Mindset, Academic Motivation, Academic Success, BSN students

Introduction

According to psychology, a student's mindset - or implicit notion of intelligence—has an impact on how well they perform academically (Kaijanaho & Tirronen, 2018). Mindsets are the habits of the mind believed to be formed and developed through the past experiences of an individual. These are a set of deeply held beliefs that one creates to understand one's individuality as well as how the world works, making the development of mindsets crucial in the formation of an individual (Buchanan & Kern, 2017). Dweck (2006) further grouped mindsets into two: fixed mindset or the entity theory of intelligence and growth mindset which is known as the incremental theory of intelligence. As claimed by Hodis, Meyer, McClure, Weir, & Walkey (2011), a student's level of learning motivation was thought to be a probable predictor of how they would perform academically. Students who had a high level of motivation were most likely to succeed academically, but students who had a low level of motivation most probably will not succeed academically. Past research indicates that intelligence is not the only factor affecting academic performance of students but non-cognitive elements as well, which enables an individual to differentiate and energize their behavior towards academic achievement (Kumar and Tankha, 2020). In line with this, the researchers aim to study and to identify the degree of mindset, level of academic motivation, and academic success among BSN students in a higher educational institution in Caloocan City. The relationship and differences of mindset and academic motivation in relation to academic success and the learner's sex, age, and year level are also determined.

Physical Education is one of the subjects that students are expected to take in college. However, student mindset and motivation are often a stumbling block for learning as students usually feel discouraged, believing that they will never be good and there is no point in trying (Knilt, 2020). Similarly, Jeffreys (2015) stated that undergraduate nursing students encounter a variety of obstacles during the course of their education. These difficulties could be the result of the interplay between different layers of context, including the internal context, the context of the family, the context of the school, and the context of society, economy, and policy, which can directly specifically affect the students' intrinsic and extrinsic motivation towards their academic success (Perna & Thomas, 2006).

It is believed that a larger sample size would verify this, as persistence does not necessarily mean academic success. The early retention of the participants may reflect an increase in early academic success and/or a greater belief that they can overcome academic challenges. Previous researchers have identified several dimensions of motives which are vital for a student's academic functioning, yet these factors have not been studied other than high school level and thus remained understudied in tertiary level (Hudig, 2020). Furthermore, there is no known literature that has focused on investigating the relationship between mindset and academic success in health professional students (Calo et al., 2022).

Results and findings of this study may be highly beneficial to the field of education, practice, policy, and research. Information gathered in the study could render great contributions in making policies for the practice of education. The findings of this study could also be used in assisting students to know the importance and influences of mindset and academic motivation on their academic success. Understanding the impact of the two factors could also fill the gaps in terms of relationship between the mindset and academic motivation on academic success. Lastly, the results and findings of this study could become highly significant and beneficial for future researchers to further test and validate information with a wider scope

Methods

Research Design

The study was guided by descriptive-correlational research design to determine the relationship between degree of mindset, level of academic motivation, and academic success among BSN students in a higher educational institution in Caloocan City.

Study Site

The researchers' chosen research locale is a private non-sectarian institution in Caloocan City that offers basic education and different courses in college. It was the first to offer the first four-year course in nursing in the Philippines. The institution possesses all eligibility requirements to be included in the research.

Sample and Sampling Design

The study utilized a probability, stratified random sampling in order to identify the research respondents of this study. The researchers included first to fourth year BSN students currently enrolled in the institution and calculated the sample size in accordance with their strata and total population. The total number of BSN students from first year to fourth year in the research locale is 458. The population of the first years is 170, second years with 126, third years with 92, and fourth years with 70.

Following the stratified random sampling, the sample size per year level was computed using the formula of $\frac{\text{sample size}}{\text{population size}} \times \text{stratum size}$. The minimum sample size for each year level from first to fourth year respondents are the following: 1st year = 37, 2nd year = 28, third year = 20, and fourth year = 15. The total sample size was 100.

Research Instrumentation

The researchers used one set of questionnaires using google forms. The questionnaire was divided into four parts: the first part is the demographic profile of the respondents. The second part is the Dweck Mindset Instrument, third is the Academic Motivation Scale by Deci, et al., (1985) and the last part is the Academic Success Inventory scale by Orcanli, et al., (2021).

The first part includes questions that obtain the demographic profile of the respondents in terms of the following categories: age, sex, and year level.

The second part is Dweck's Mindset Instrument (DMI) created by Dr. Carol Dweck in 2000. It was used to measure what type of mindset a student possesses. This instrument consists of 16 items. Respondents were instructed to answer the questions according to their level of agreement or disagreement using a six-point Likert Scale (1 = Strongly Agree to 6 = Strongly Disagree). The scores from the growth mindset items are "reversed" which means strongly disagreeing with a fixed mindset item equates to strongly agreeing to a growth mindset item. The fixed item statements on the questionnaire consist of statement numbers 1, 2, 4, 6, 9, 10, 12, and 14. These statements focus on both intelligence and talent being factors that are fixed and unchanging. The incremental item statements on the questionnaire consist of item numbers 3, 5, 7, 8, 11, 13, 15, and 16. The DMI has reported good to excellent reliability and validity in several studies. Dweck, Chiu, & Hong (1995) indicated strong internal consistency and reported Cronbach's alpha to range from $\alpha=.80$ to $.82$.

The third part includes the Academic Motivation Scale by Deci and Ryan (1985). This was used to assess the medical students' motivation towards school Javaeed, A., et al., (2019). The seven subscales consist of three intrinsic motivation subscales, three extrinsic motivation subscales, and one amotivation subscale. Fairchild, Horst, Finney, & Barron (2005) evaluated the questionnaire and reported that the AMS has met validity criteria for measuring intrinsic motivation, extrinsic motivation, and amotivation. Each subscale has four items which respondents have to answer on a four-point Likert Scale (1 = does

not correspond at all to 4 = corresponds exactly). A higher score on a subscale indicates a stronger endorsement of that particular motivation (Fairchild et al., 2005). The scores of each subscale (extrinsic, intrinsic, and amotivation) were calculated by averaging the scores of all items within a category (Fairchild et al., 2005). The researchers used a 6 -point Likert scale to easily identify what motivation the respondents have. The scores of each subscale (extrinsic, intrinsic, and amotivation) were calculated by averaging the scores of all items within a category (Fairchild et al., 2005). The intrinsic motivation items on the questionnaire are item numbers 2, 4, 6, 9, 11, 13, 16, 18, 20, 23, 25, and 27. The extrinsic motivation consists of items 1, 3, 7, 8, 10, 14, 15, 17, 21, 22, 24, and 28. Lastly, the amotivation items on the questionnaire are 5, 12, 19, and 26.

The fourth part is the Academic Success Inventory Scale for College Students invented by Prevatt, et al., (2011). This was used to assess university students' academic success in a healthier way to avoid students from failing a subject. This scale also determines the strengths and weaknesses of students to prevent failing, if so, it will help the students to have good interventions. The ASICS scale consists of ten subscales and 50 questions. The ten subscales are: 1. General Academic Skills, 2. Internal Motivation/Confidence, 3. Perceived Instructor Efficacy, 4. Concentration, 5. External Motivation/Future, 6. Socializing, 7. Career Decidedness, 8. Lack of Anxiety, 9. Personal Adjustment, and 10. External Motivation/Current. The researchers used the six-point Likert Scale (1 = Strongly Agree to 6 = Strongly Disagree). The ASICS were reportedly offered to other variables to assess the validity of this scale.

Procedure for Data Collection

The researchers utilized three different questionnaires adapted from existing studies which are the: (a) Dweck Mindset Instrument, (b) Academic Motivation Scale, (c) Academic Success Inventory Scale for College Students. The following questionnaires were validated by three experts and were subjected to pilot testing. The questionnaire was divided into four parts: the demographic profile of the respondents which includes their sex, age, and year level; the Dweck Mindset Instrument consists of 16 questions; the Academic Motivation Scale consisting of 28 questions; and the Academic Success Inventory for College Students which consists of 50 questions. The second, third, and fourth part of the questionnaire used the 6-point and 4-point Likert scale where narrative descriptions are also added for the respondents. The researchers then submitted their application to the MCU Ethics Review Board. Upon securing the approval of the MCU Ethics Review Board, the researchers submitted a letter of inquiry to the research locale. Once granted the permission, the researchers communicated with the key person to discuss the data collection process in their respective department. The researchers then conducted the pilot study outside the study site to test the validity and reliability of the tool which yielded a Cronbach alpha of ≥ 0.9 , the researchers then proceeded to data collection done through the utilization of Google Form that comprises informed consent at the beginning followed by the four-parts questionnaire. After gathering the data, the researchers then kept them in a safe software document storage where only the investigators can access. The data gathered was only used for the sole purpose of this research. After completing the study, the researchers then disposed of all data gathered safely.

Data Analysis

The data collected to determine the degree of mindset, level of academic motivation, and level of academic success were tallied and computed. It was treated using different statistical tool for presentation of data. It includes descriptive statistics, frequency statistics, t-test, analysis of one variance (ANOVA), and Pearson's R. The following statistical tools were also used to determine the significant relationship and differences of the following variables with a 0.05 level of significance.

Ethical Considerations

This study highlighted the importance of following moral principles when conducting the survey and analyzing the data. Some ethics must be followed for this research. Hence, the researchers must articulate and embed the principles of ethical research throughout the conduct of the study, this is to ensure the respect and trust that the participants deserve. Therefore, the principle that the researcher considered was respect for persons and beneficence. The participants' participation is entirely voluntary and their data was kept confidential. The researchers did not do harm and also maximized the possible benefits and minimized the possible harms during the conduct of the study. The researchers treated the participants in an ethical manner, not only by respecting their decisions and protecting them from harm but also by making efforts to secure their well-being (OHRP, 2018). Additionally, the researchers explained to them the benefits they can gain from the study.

Results

Table 1 Summary of Degree of Mindset of the Respondents

| | Standard Deviation (SD) | Mean |
|----------------|-------------------------|------|
| Fixed Mindset | 0.27 | 3.57 |
| Growth Mindset | 0.40 | 4.57 |
| Grand Mean | 0.58 | 3.93 |

In general, the degree of the mindset of the respondents has a standard deviation of 0.58, a mean of 3.93, a descriptive interpretation of "Disagree", and a mindset degree of "Fixed Mindset". This reveals that the respondents in general have a mindset degree of a fixed mindset.

Table 2 Summary of Level of Academic Motivation of the Respondents

| | Standard Deviation (SD) | Mean |
|----------------------|-------------------------|------|
| Intrinsic Motivation | 0.25 | 3.08 |
| Extrinsic Motivation | 0.37 | 3.32 |
| Amotivation | 0.20 | 3.30 |
| Grand Mean | 0.45 | 3.22 |

In general, the level of academic motivation of the respondents has a standard deviation of 0.45, a mean of 3.22, and a descriptive interpretation of "Corresponds Moderately". This reveals that the respondents are motivated in pursuing their academic goals to achieve their goals in life.

Table 4 Summary of Level of Academic Success of the Respondents

| Indicators | Mean | Descriptive Interpretation | Degree of Success |
|-------------------------------|-------------|----------------------------|-------------------------|
| General Academic Skills | 2.28 | Moderately Agree | Moderately Successful |
| Confidence | 2.75 | Agree | Successful |
| Perceived Instructor Efficacy | 3.50 | Disagree | Unsuccessful |
| Concentration | 3.61 | Disagree | Unsuccessful |
| External Motivation (Future) | 1.78 | Strongly Agree | Very Successful |
| Socializing | 2.96 | Agree | Successful |
| Career Decidedness | 2.54 | Moderately Agree | Moderately Successful |
| Lack of Anxiety | 4.64 | Moderately Disagree | Moderately Successful |
| Personal Adjustment | 3.66 | Disagree | Unsuccessful |
| External Motivation (Current) | 2.50 | Moderately Disagree | Moderately Unsuccessful |
| Grand Mean | 3.02 | Agree | Successful |

Legend: 1.00-1.82: Very Successful; 1.83-2.65: Moderately Successful; 2.66-3.48: Successful; 3.49-4.31: Unsuccessful; 4.32-5.14: Moderately Unsuccessful; 5.15-6.00: Very Unsuccessful

For the level of academic success of the respondents, the tabular results above show that External Motivation (Future) has the lowest mean of 3.178 with a descriptive interpretation of "Strongly". Meanwhile, Lack of Anxiety has the highest mean of 4.64 with a descriptive interpretation "Moderately Disagree". This shows that achieving their career goals in the future is the main source of motivation of the respondents.

Table 5.1. Significant Difference in the Degree of Mindset of the Respondents When Grouped According to the Participants' Demographic Profile

| Profile Variables | p-value | Decision (Null Hypothesis) | Interpretation |
|---------------------------|---------|----------------------------|-----------------|
| Age Profile | 0.96 | Accepted | Not Significant |
| Sex Profile | 0.30 | Accepted | Not Significant |
| Year Level Profile | 0.87 | Accepted | Not Significant |

**Significant at a 5% significance level*

As shown in the table above, the computed p-values for the age profile is equivalent to 0.96, the sex profile with 0.30, and the year level of respondents with 0.87 which are higher than the alpha or significance level of 0.05. This means that, statistically, the null hypothesis is accepted and there is no significant difference in the degree of mindset of the respondents when grouped according to their age, sex, and year level profile.

Table 5.2. Significant Difference in the Level of Motivation of the Respondents When Grouped According to the Participants' Demographic Profile

| Profile Variables | p-value | Decision (Null Hypothesis) | Interpretation |
|---------------------------|---------|----------------------------|-----------------|
| Age Profile | 0.14 | Accepted | Not Significant |
| Sex Profile | 0.41 | Accepted | Not Significant |
| Year Level Profile | 0.07 | Accepted | Not Significant |

**Significant at a 5% significance level*

In the table 5.2 above, it shows the computed p-values for the age profile equivalent to 0.14, the sex profile with 0.41, and the year level profile with 0.07 which are higher than the alpha or significance level of 0.05. Statistically, this means that there is no significant difference in the level of academic motivation of students when grouped according to their age, sex, and year level thus, the null hypothesis is accepted.

Table 5.3. Significant Difference in the Level of Academic Success of the Respondents When Grouped According to the Participants' Demographic Profile

| Profile Variables | p-value | Decision (Null Hypothesis) | Interpretation |
|--------------------|---------|----------------------------|-----------------|
| Age Profile | 0.47 | Accepted | Not Significant |
| Sex Profile | 0.12 | Accepted | Not Significant |
| Year Level Profile | 0.61 | Accepted | Not Significant |

**Significant at a 5% significance level*

The table above shows the computed p-values for the age profile equivalent to 0.47, sex profile with 0.12, and year level profile with 0.61 which are higher than the alpha or significance level of 0.05. These signifies that, statistically, the null hypothesis is accepted and there is no significant difference in the level of academic success of the respondents when grouped according to age, sex, and year level profile.

Table 6. Significant Relationship Among Degree of Mindset, Level of Academic Motivation, and Level of Academic Success of the Participants

| Variables | Degree of Mindset | of Level of Academic Motivation | Level of Academic Success | Interpretation |
|------------------------------|-------------------|---------------------------------|---------------------------|-----------------|
| Degree of Mindset | 1.00 | - | - | - |
| Level of Academic Motivation | 0.46 | 1.00 | - | Not Significant |
| Level of Academic Success | 0.05 | 0.00 | 1.00 | Significant |

**Significant at a 5% significance level*

The table above shows that the computed p-value for the relationship between the degree of mindset and the level of academic motivation is equivalent to 0.46, which is higher than the alpha or significance level of 0.05. This means that, statistically, the null hypothesis is accepted and there is no significant relationship between the degree of mindset and the level of academic motivation of the respondents. However, the computed p-value for the relationship between degree of mindset and level of academic success is equivalent to 0.05 which is equal to the alpha or significance value thus, the null hypothesis is rejected and there is a significant relationship between the respondent's degree of mindset and level of academic success. Similarly, the relationship between level of academic motivation and the level of academic success is equal to 0.00 p-value which is lower than the alpha or significance level of 0.05. This means that, statistically, the null hypothesis is rejected and there is a significant relationship between the level of academic motivation and the level of academic success of the respondents.

Information Educational Communication is proposed to better assist nursing students in having a focused mindset and strengthening the academic motivation thus improving their academic performance.



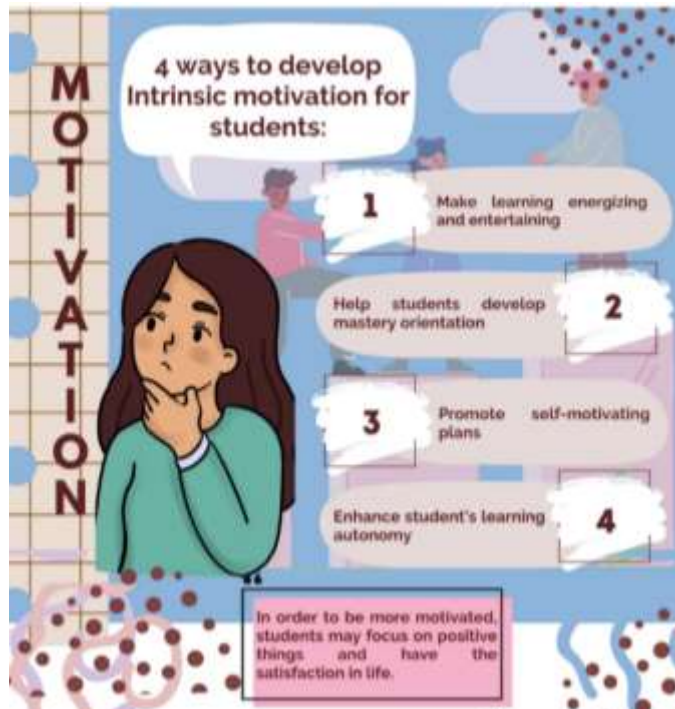


Figure 1

IEC Material

The infographics above shows the cultivation of a growth mindset and intrinsic motivation to achieve academic success. Since the results of this study yielded fixed mindset and extrinsic motivation, the infographic focused on giving the audience ways on how to counteract this type of mindset and motivation. The upper part of the infographics shows the brief description and differences of fixed and growth mindset as well as extrinsic and intrinsic motivation. As shown on the first six rectangular-oval shape boxes, advice on how to develop a growth mindset in contrast to the result of fixed mindset was given. The middle part which was inside of an oval shape was a motivational statement for a student to have a growth mindset. The second part of the infographics or the lower part includes the ways on how to cultivate an intrinsic motivation. Lastly, the small rectangle at the bottom of the infographics was also a motivational statement on how students can be motivated in one thing to have satisfaction in life and also to achieve academic success.

Discussion

Researchers were prompted by Dweck's notion in 2005 wherein Dweck stated that mindsets are important to the brain formation of an individual as mindsets can have a profound effect on a learner's motivation, learning, and school achievement. Thus, researchers sought to discern if mindset and academic motivation does affect the academic success of BSN students of a higher educational institution in Caloocan City. The respondents were classified into two types of mindsets according to Dweck's Mindset Theory. These mindsets are Growth Mindset and Fixed Mindset. On the other hand, the learning motivation of respondents were classified as Intrinsic Motivation, Extrinsic Motivation, and Amotivation according to Deci & Ryan's Self-Determination Theory in 1985 and revised in 2000, however academic success can also be determined which was the highest computed mean of the 10 subscales.

As mentioned above, Dweck's Mindset Theory was the guiding theory in this study. Dweck's Mindset Theory stated that a person's mindset can be categorized into Growth and Fixed. The theory guided the study by elaborating on how mindset and academic motivation can affect the cognitive formation of a student including academic success, learning motivation, and such. Moreover, Deci & Ryan's Self-Determination Theory proposed in 1985 and revised in 2000, also guided this study. The Self-Determination Theory explained that a person may be motivated either intrinsically, extrinsically, or amotivated which is defined as not being motivated at all. The theory helped define the variables of motivation which served as an independent variable of the study. Moreover, the theory also presented the Self-Determination Continuum which further presented the role of mindset and cognitive formation in the motivation of a person.

A review of related literature and studies concerning mindset, motivation, academic achievement, and their relationship with one another supported the study. Researchers used this review to further strengthen Dweck's notion that mindset affects cognitive formation, a few studies and literature were also found that opposed Dweck's notion which further provided points for research. Furthermore, studies and literature also presented relationships between mindset and learning motivation, and mindset and academic achievement, which helped the researchers in determining how the data should be presented and what conclusions should be drawn from the data.

The researchers used a descriptive correlational design which aimed to determine the effect of mindset and academic motivation on the academic success of BSN students. The questionnaires were taken from previous studies used by past researcher and were distributed to 100 randomly selected respondents. The questionnaires were divided into four parts. The first part of the questionnaire was the demographic profile of the respondents, second was the Dweck Mindset Instrument, aimed to identify what type of mindset the respondent possesses. The third part of the questionnaire is comprised of the Academic Motivation Scale, which was used to determine which type of learning motivation the respondent possesses. The last part was Academic Success Inventory Scale for College Students, which helped the researchers to determine the strengths and weaknesses of students from failing. For Validation of the tool, a pilot test was conducted outside the institution where the researchers conducted the data gathering. The conducted pilot test covered BSN student from different institution within metro manila. It consists of 10 respondents modified into 3 fourth year BSN students, 3 third year BSN students, 2 from the second year and 2 from the first year. Afterwards the researchers computed the Cronbach's Coefficient Alpha for reliability of the tool which resulted to: Dweck Mindset Instrument got 0.812, Academic Motivation Scale was 0.831 and lastly 0.968 for Academic Success Inventory Scale for College Students. After the computation of Cronbach's Coefficient Alpha, the next step was the data gathering procedure which held in a higher educational institution in Caloocan, City. The researcher utilized the google forms when the questionnaire has been distributed to the respondents. Furthermore, three tools that were utilized mentioned above were validated by two psychometrician and one statistician.

The data gathered was analyzed and interpreted to answer the following research questions and to test the following hypotheses. For the demographic profile of the respondents, a frequency and percentage distribution were computed. The demographic profile of the respondents are as follows: age, sex, and year level. Furthermore, descriptive statistics such as percentage, mean, and standard deviation were also used in the study. Data are summarized using descriptive statistics using the terms mean and standard deviation. According to their age, sex, degree of mindset, level of academic motivation, and level of academic success, these variables define the respondent's extent of Mindsets, Academic drive, and Academic achievement among BSN students. Moreover, to determine the relationship between degree of mindset, level of academic motivation and level of academic success the researchers used Pearson Product-Moment correlation or Pearson's r . Another statistical tool used in the study was Analysis of One Variance (ANOVA), it was used to determine if there are statistically significant differences according to the respondents' demographic profile between the degree of mindsets, level of academic motivation and level of academic success.

In addition, ethical considerations have been observed all throughout the study. Autonomy, confidentiality, and beneficence were all observed. This is done to lessen and prevent any potential harm to the respondents while maximizing the advantages gained for the study. The respondents were also asked to engage voluntarily to verify their willingness to participate and not forcing the respondents. Additionally, the researchers treated the data properly and information provided to us with care and confidentiality. As a result, the respondent's involvement in the study will remain confidential throughout and be used exclusively for the study.

The data gathered for this study has provided great findings that may help understand the mindset, academic motivation, and academic success among BSN students in a higher educational institution in Caloocan City. The results have shown that mindset and academic motivation affects academic success of BSN students. Providing deep understanding towards to the areas need for improvement including with what the respondent's mindset, motivation that can affect the academic success of the individual. It showed that the students' needs more focus and motivation or change their study habits especially that the result of the study was fixed mindset that individuals have.

Conclusion

After computing and analyzing the data gathered, the following are the conclusions derived from this research:

1. The overall degree of mindset of the respondents is Fixed Mindset which has a standard deviation of 0.58, a mean of 3.93, and a descriptive interpretation of "Disagree".
2. The "Fixed Mindset" is the overall degree of mindset regardless of year level among the respondents.
3. The overall level of academic motivation of the respondents is "Extrinsic Motivation" with the highest mean of 3.32 and a descriptive interpretation of "Corresponds Exactly".
4. When grouped according to sex profile, both female and male respondents have an "Extrinsic Motivation" as their level of academic motivation.
5. The academic success of all the respondents has a grand mean of 3.02 and a description of successful which denotes that students agree that they exhibit academic success in university.
6. There is no significant difference in the degree of mindset of the respondents when grouped according to their age, sex, and year level profile.
7. There is no significant difference in the level of academic motivation of students when grouped according to their age, sex, and year level profile.
8. There is no significant difference in the level of academic success of students when grouped according to their age, sex, and year level profile.
9. There is no significant relationship between the degree of mindset and the level of academic motivation of the respondents.
10. There is a significant relationship between the respondents' degree of mindset and level of academic success (computed p -value= 0.05).

11. There is a significant relationship between the level of academic motivation and the level of academic success of the respondents (computed p-value= 0.00).
12. The best IEC material that can be derived from this research and serve as a health education method is an infographic.

Therefore, the degree of mindset and level of academic motivation impacts a student's academic success. These two factors must be given high importance and prioritization when dealing with a student's education as developing a good and growing mindset and motivation will eventually lead to a path of success not only during their time in university but in later life. In addition, BSN students are expected to have a continuously developing mindset and motivation to ensure that their knowledge and skills will be adequate to giving patient care once they are in service.

The respondents "fixed mindset" and "extrinsic motivation" must be assessed thoroughly and addressed accordingly as these two types fall on the side wherein development could be stagnant due to beliefs that knowledge and skills can no longer be changed and that one should act only upon external factors such as getting reward or solely due to the act of completing the work itself. Although the respondents reported a successful academic success, it is good to undertake interventions to attempt and push themselves in having a developing belief that may lead them to a better outcome.

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