

## Review Form 1.7

Journal Name:	<b>Asian Journal of Education and Social Studies</b>
Manuscript Number:	<b>Original Manuscript_AJESS_117810</b>
Title of the Manuscript:	<b>STUDENTS' GROWTH MINDSET: POTENTIAL ASSET IN FOSTERING EDUCATIONAL EQUITY.</b>
Type of the Article	

### **General guideline for Peer Review process:**

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<https://www.journalajess.com/index.php/AJESS/editorial-policy> )

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**PART 1: Review Comments**

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p><b>Compulsory</b> REVISION comments</p> <p><b>1. Is the manuscript important for scientific community?</b> (Please write few sentences on this manuscript)</p> <p><b>2. Is the title of the article suitable?</b> (If not please suggest an alternative title)</p> <p><b>3. Is the abstract of the article comprehensive?</b></p> <p><b>4. Are subsections and structure of the manuscript appropriate?</b></p> <p><b>5. Do you think the manuscript is scientifically correct?</b></p> <p><b>6. Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form.</b></p> <p><b><u>(Apart from above mentioned 6 points, reviewers are free to provide additional suggestions/comments)</u></b></p>	<p><b>1.</b> Educational Equity: The manuscript addresses the role of mindset in fostering educational equity, a crucial goal in modern economies. Growth Mindset: It emphasizes the benefits of a growth mindset in overcoming educational inequalities, especially for disadvantaged groups. Mindset Interventions: The text highlights various interventions that can promote a growth mindset and potentially improve educational outcomes. Broader Context: It considers the broader context of teaching and learning environments, which contribute to educational inequity</p> <p><b>2.</b> The article discusses the role of a growth mindset in promoting educational equity, which is directly indicated in the title. The title suggests that a student's growth mindset can be a valuable tool in achieving educational equity, which aligns with the key points discussed in the article. Therefore, the title is suitable and accurately represents the article's content.</p> <p><b>3.</b> Based on the abstract does not detail the specific research <b>methods, results, or conclusions</b> of the study, which are typically included in a comprehensive abstract. Therefore, while it outlines the key topics, it may not be considered fully comprehensive without those additional details.</p> <p><b>4.</b> The content does suggest a comprehensive exploration of the topic, including an abstract, introduction, various theories, research evidence, and considerations for interventions.</p> <p><b>5.</b> The text references numerous studies that have investigated the effects of growth mindset interventions on motivation, achievement, and brain activity. It mentions specific findings, such as those by Blackwell et al. (2007) and Good et al. (2003), which demonstrate the positive impact of growth mindset on students' math performance and reading scores.</p> <p><b>6.</b> The document does mention several studies, including those by Blackwell et al. (2007), Good et al. (2003), Burnette et al. (2022), and Yeager et al. (2019), suggesting that it cites a mix of both older and more recent research. A manuscript typically should cite a sufficient number of references to provide a comprehensive overview of the existing literature on the topic. Here are some key references mentioned: Dweck, C. S. &amp; Yeager, D. S. (2019): Discusses mindsets from two eras and their implications for resilience and education. Blackwell, L. S., Trzesniewski, K. H., &amp; Dweck, C. S. (2007): Explores implicit theories of intelligence and their prediction of achievement across an adolescent transition<sup>1</sup>. Yeager, D. S., et al. (2019): Reports on a national experiment revealing where a growth mindset improves achievement. But not cited in the manuscript very well.</p>	
<p><b>Minor</b> REVISION comments</p> <p><b>1. Is language/English quality of the article suitable for scholarly communications?</b></p>	<p>The language and English quality of this manuscript are suitable for scholarly communications. The text demonstrates a formal and academic tone, utilizes technical terms relevant to the field of educational psychology, and presents arguments in a structured manner. It includes an abstract, introduction, and sections discussing various theories and research findings, typical components of scholarly articles. However, without evaluating the entire article, it's not possible to fully assess its suitability for scholarly communications.</p>	
<p><b>Optional/General</b> comments</p>		

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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

**Reviewer Details:**

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