

Development of a “Power of Yet” Educational Package for Underachieving Gifted Students

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ABSTRACT

The aim of this study was to develop a “Power of Yet” educational package for underachieving gifted students. This qualitative study employed thematic analysis using a deductive (theory-driven) approach and Attride-Stirling’s technique. Accordingly, based on research literature related to growth mindset, Dweck’s theory of intelligence beliefs, and the concept of the “Power of Yet,” 35 sources—including books, articles, master’s theses, and doctoral dissertations—published between 2016 and 2025 were selected through purposive sampling based on the criterion of theoretical saturation. These sources were retrieved from reputable national and international databases, and themes relevant to the field were extracted. Thematic analysis was conducted manually using a systematic coding procedure. The analysis identified 22 basic themes, 12 organizing themes, and five global themes: learning challenges, acceptance of errors and mistakes, insight and attitudes toward the self, determination and enthusiasm for success, and resilience and risk-taking. Subsequently, based on the resulting conceptual framework, an eight-session “Power of Yet” educational package was developed. To assess the content validity and credibility of the educational package, the Content Validity Ratio (CVR) was calculated based on the evaluations of six experts. A CVR of 1.00 was obtained, indicating an acceptable level of content validity and complete agreement among the evaluators. The findings showed that the “Power of Yet” educational package incorporates the components of learning goal setting, acceptance of failure as an opportunity, use of “yet” as verbal feedback, self-determination, modeling successful individuals, persistence and flexibility in the face of obstacles, and risk-taking for personal growth and change. Based on these findings, it can be concluded that this educational package is appropriate for enhancing the “Power of Yet” among underachieving gifted students.

Keywords: educational package development, thematic analysis, Power of Yet, underachieving gifted students

1. Introduction

Giftedness is generally associated with advanced cognitive abilities, accelerated learning potential, high levels of reasoning, and the capacity to perform beyond age- or grade-level expectations. Nevertheless, high intellectual potential does not necessarily translate into consistently high academic performance. A considerable subgroup of gifted students demonstrates a persistent discrepancy between their identified ability and their actual educational attainment, a phenomenon commonly conceptualized as gifted underachievement. This discrepancy may emerge through declining grades, incomplete assignments, disengagement from learning, avoidance of challenging tasks, low academic motivation, inconsistent effort, or withdrawal from achievement-oriented environments. Recent qualitative evidence indicates that underachieving gifted students often experience a complex combination of motivational, emotional, interpersonal, and educational difficulties rather than a simple lack of ability or effort (Uğurlu & Taşçılar, 2026). Similarly, parental narratives suggest that gifted underachievement may develop gradually through interactions among individual characteristics, family expectations, school experiences, motivational difficulties, and inadequate educational fit, emphasizing the multidimensional nature of the phenomenon (Desmet et al., 2025). Accordingly, understanding and addressing gifted underachievement requires attention not only to cognitive potential but also to the psychological processes through which students interpret ability, challenge, effort, failure, and personal development.

Academic functioning among gifted students is influenced by a broad constellation of cognitive and self-regulatory mechanisms. Recent evidence has highlighted the contribution of executive functions to academic achievement in gifted children, demonstrating that superior intellectual ability alone does not guarantee effective educational performance when planning, inhibition, working memory, cognitive flexibility, and other executive processes are insufficiently mobilized in academic contexts (Caprì et al., 2026). Underachievement may therefore arise when students possess substantial cognitive resources but do not effectively regulate their behavior, sustain effort, organize learning activities, or respond adaptively to academic demands. Other behavioral and lifestyle factors may also differentiate gifted students who achieve at levels consistent with their potential from those who underachieve. For

example, research examining physical activity among achieving and underachieving gifted students has further demonstrated that gifted achievement is embedded within broader patterns of behavioral engagement and adaptation rather than being attributable solely to intellectual capacity (Prieto-Ayuso et al., 2026). These findings support a multidimensional approach to intervention in which cognitive ability is viewed as one component within a larger system involving self-regulation, motivation, beliefs, behavioral persistence, and contextual support.

Among the psychological constructs proposed to explain differences in students' responses to academic demands, beliefs about the malleability of intelligence and ability have received considerable attention. Dweck's mindset framework distinguishes between a fixed mindset, in which intellectual and personal abilities are regarded as largely stable and unchangeable, and a growth mindset, in which abilities are understood as capacities that can be developed through effort, effective strategies, feedback, practice, and support (Dweck, 2016). These beliefs are theoretically important because they influence the meaning students assign to difficulty. From a fixed-mindset perspective, difficulty can function as evidence of insufficient ability, whereas from a growth-mindset perspective, difficulty can be interpreted as information about what has not yet been mastered and as an opportunity for further learning. The broader development of mindset theory has increasingly emphasized that such beliefs should not be reduced to simplistic messages about effort; rather, they operate within social, motivational, developmental, and educational contexts that shape how individuals interpret challenges, opportunities, and feedback (Dweck & Yeager, 2019).

The relevance of mindset beliefs is particularly pronounced for gifted students. Students who are repeatedly praised for being intelligent or naturally talented may become especially vulnerable to interpreting academic struggle as a threat to their identity. When prior success has been achieved with relatively little effort, the appearance of difficult material may produce uncertainty about competence and increase avoidance of tasks that could expose limitations. This pattern is potentially important in gifted underachievement because students may protect their self-concept by reducing effort, procrastinating, abandoning difficult tasks, or attributing poor outcomes to external circumstances. By contrast, a growth-oriented understanding of ability may help gifted students reinterpret academic challenge as compatible with giftedness rather than as evidence against it. Empirical research with underachieving

gifted students has supported the potential value of this approach. Taghinejad et al. found that a growth mindset intervention could improve academic resilience among underachieving gifted students, underscoring the usefulness of changing beliefs about ability in this population (Taghinejad et al., 2018). In another Iranian study, a cognitive-behavioral intervention targeting gifted secondary school students was associated with improvements in academic emotions and academic motivation, further indicating that gifted students' educational outcomes can be modified through structured psychological intervention (Jamshidian et al., 2021).

The importance of growth mindset extends beyond beliefs about intelligence themselves because mindset is closely intertwined with motivational and self-regulatory processes. Recent evidence indicates that self-regulation, motivation, and self-efficacy may act as important mechanisms connecting emotional experiences with growth-oriented beliefs. In particular, Cai et al. demonstrated parallel mediating roles of self-regulation, motivation, and self-efficacy in the relationship between shame and growth mindset, suggesting that the adaptive significance of growth-oriented beliefs is embedded within a broader system of self-directed psychological functioning (Cai et al., 2026). This perspective is highly relevant to gifted underachievement because these students may simultaneously struggle with negative self-evaluation, inconsistent motivation, diminished confidence in difficult academic situations, and ineffective regulation of learning behavior. An intervention focused on growth-oriented beliefs may therefore be strengthened when it explicitly incorporates goal setting, self-regulation, perceived competence, adaptive self-talk, and persistence rather than presenting growth mindset only as an abstract belief.

Growth mindset also appears to be associated with broader psychological adjustment. A meta-analysis of Chinese samples reported a meaningful relationship between growth mindset and mental health, suggesting that beliefs about the malleability of personal characteristics may be connected to emotional well-being and adaptive psychological functioning (Yang et al., 2024). Similarly, research on psychological resilience has shown that growth mindset can operate as an explanatory mechanism through which supportive or achievement-related environments contribute to resilience (Zhang & Li, 2025). These findings are relevant to underachieving gifted students because persistent discrepancies between ability and performance can generate frustration, shame, disappointment, self-

criticism, and disengagement. A psychological framework that helps students interpret temporary difficulty as modifiable rather than definitive may support both academic functioning and adaptive emotional responses. From this standpoint, growth mindset interventions may be especially useful when they target how students respond cognitively and behaviorally to setbacks rather than merely encouraging positive thinking.

One of the most practical expressions of growth mindset theory is the concept of the "Power of Yet." The term captures a subtle but psychologically consequential shift in language: replacing absolute statements such as "I cannot do this" with developmental statements such as "I cannot do this yet." The addition of "yet" introduces temporality, possibility, and developmental openness into self-evaluation. Rather than defining current performance as evidence of permanent incapacity, "yet" frames the present state as incomplete and potentially changeable. Murphy and Gash emphasized the importance of "I can't yet" as a constructivist and growth-mindset formulation that supports the reinterpretation of difficulty as part of an ongoing learning process (Murphy & Gash, 2020). Likewise, Von Bergen and Bressler described the "Power of Yet" as a practical strategy for promoting persistence, optimism, learning, and behavioral change by shifting individuals away from fixed conclusions about their present limitations (Von Bergen & Bressler, 2021). Thus, the "Power of Yet" can be considered a linguistically accessible application of growth mindset principles that may be particularly appropriate for adolescents because it converts a broad psychological theory into a concrete cognitive and verbal tool.

The psychological significance of "yet" extends beyond vocabulary. It represents a change in attribution, future orientation, and perceived controllability. When students describe a skill as something they have "not yet" mastered, failure can be reinterpreted as provisional rather than permanent. This reframing may facilitate persistence, openness to feedback, strategy modification, and continued engagement. It may also reduce the tendency to equate immediate performance with stable intellectual worth. Such processes are especially relevant for gifted students who may have formed identities around being capable, fast, or effortlessly successful. For these students, "yet" can provide a language through which effort and temporary failure become compatible with a positive sense of ability. The concept may therefore operate through several interconnected components, including adaptive goal setting, acceptance of mistakes, self-determination, resilience,

flexible thinking, risk-taking, and the willingness to learn from others.

Recent developmental research provides additional support for focusing on beliefs about ability from an early age. Muradoglu et al. demonstrated that children's early beliefs about ability possess a meaningful structure and motivational significance, indicating that beliefs concerning whether ability can change are not merely abstract cognitive judgments but are related to motivation and engagement (Muradoglu et al., 2025). These findings strengthen the rationale for educational programs that explicitly address how young people understand competence, effort, and development. Moreover, social models can shape these beliefs. Gladstone et al. showed that the mindset communicated by role models can influence their motivational impact on young girls, suggesting that learners respond not only to successful models themselves but also to the beliefs those models convey about ability and interest (Gladstone et al., 2024). This evidence is directly relevant to intervention design because modeling successful individuals may be most beneficial when success is represented as the product of learning, persistence, strategy use, and development rather than as the expression of effortless talent.

Growth-oriented functioning is also related to sustained motivational characteristics such as passion and grit. Sigmundsson and Haga found that individuals with high levels of growth mindset differed from those with low growth mindset in passion and grit, reinforcing the idea that growth-oriented beliefs are associated with persistent engagement and perseverance toward personally meaningful goals (Sigmundsson & Haga, 2024). For underachieving gifted students, this relationship is particularly important because one of the central difficulties is often not the absence of intellectual capacity but the inability or unwillingness to sustain effort when tasks become repetitive, difficult, uncertain, or inconsistent with prior expectations of effortless success. Accordingly, an educational package inspired by the "Power of Yet" should address persistence and enthusiasm directly, teaching students not only to believe that improvement is possible but also to continue goal-directed behavior when progress is slow.

Self-determination and autonomous motivation are likewise central to the underachievement problem. Gifted adolescents may disengage when educational goals are experienced as externally imposed or when school tasks fail to satisfy needs for autonomy, competence, and meaningful involvement. Recent intervention research with gifted male

adolescents has demonstrated that targeted approaches can promote engagement and motivation while reducing perceived underachievement, highlighting the value of individualized and motivationally sensitive intervention strategies (Sypré et al., 2025). Such findings imply that educational programs for gifted underachievers should avoid overly prescriptive messages and instead help students develop ownership of their learning goals, recognize their capacity to make effective choices, and connect effort with personally meaningful outcomes. Within a "Power of Yet" framework, self-determination can support the transition from externally pressured achievement to internally endorsed learning and development.

The existing intervention literature nevertheless shows that gifted underachievement remains difficult to address consistently. A recent systematic review of interventions for gifted underachieving students indicated that multiple types of educational and psychological intervention have been attempted, while also highlighting variability in intervention content, methodological quality, and outcomes (Peña-San José et al., 2025). This heterogeneity suggests that no single technique adequately captures the complexity of underachievement. Effective intervention may require an integrated package addressing beliefs about ability, reactions to failure, learning management, motivation, self-concept, persistence, and adaptive risk-taking. Importantly, the need for structured intervention is not limited to international research. Radmanesh et al. developed and validated a growth mindset educational package based on Dweck's theory of intelligence beliefs and demonstrated its effectiveness in improving academic hardiness and reducing academic procrastination among female students (Radmanesh et al., 2022). This study illustrates the feasibility of translating growth mindset theory into a structured educational protocol and supports further culturally grounded development of intervention packages targeting more specific student populations.

Despite these advances, the "Power of Yet" as a distinct intervention framework remains comparatively underdeveloped, particularly in relation to gifted underachievement. Existing research has often examined growth mindset broadly, while fewer studies have systematically specified the constituent themes and teachable components through which the "Power of Yet" can be transformed into a coherent educational package. The need for such specification is important because an effective intervention should not be based merely on a motivational slogan. Rather, it should be theoretically organized,

empirically grounded, and translated into concrete educational objectives and techniques. The literature discussed above suggests several candidate domains, including reframing challenges as opportunities, accepting mistakes and failure as natural components of learning, replacing fixed self-judgments with developmental self-talk, strengthening self-determination, learning from successful models, maintaining perseverance, increasing flexibility in response to obstacles, and taking reasonable academic risks.

A further rationale for developing such a package concerns the experiential characteristics of gifted underachievers themselves. Qualitative evidence indicates that these students may encounter frustration arising from mismatches between their capacities, school demands, expectations, and motivational needs (Uğurlu & Taşçılar, 2026). Family narratives similarly reveal that underachievement is frequently perceived as unfolding through multiple interacting influences rather than a single precipitating factor (Desmet et al., 2025). Such complexity makes it necessary to construct interventions that are sufficiently comprehensive to address cognitive, motivational, affective, and behavioral dimensions simultaneously. A “Power of Yet” package can potentially provide such integration by connecting beliefs about developability with concrete responses to learning challenges, mistakes, discouragement, social comparison, and uncertainty.

The focus on resilience and adaptive risk-taking is especially important for gifted students whose prior achievement histories may have encouraged avoidance of situations in which success is not guaranteed. Educational growth requires the willingness to attempt difficult tasks, tolerate temporary incompetence, receive corrective feedback, and persist without immediate reinforcement. A growth-oriented interpretation of ability may facilitate this willingness by weakening the assumption that unsuccessful performance exposes a fixed lack of talent. Research connecting growth mindset with psychological resilience supports this interpretation (Zhang & Li, 2025), while evidence linking higher growth mindset with stronger passion and grit further suggests that such beliefs may support sustained action in challenging circumstances (Sigmundsson & Haga, 2024). Therefore, resilience and risk-taking are not peripheral additions to a “Power of Yet” intervention but central behavioral manifestations of the developmental orientation that “yet” is intended to foster.

The inclusion of self-perception and positive but realistic attitudes toward the self is similarly necessary. For gifted

underachievers, negative academic experiences may produce global self-judgments despite high cognitive potential. Conversely, indiscriminate praise of intelligence can also be counterproductive if it reinforces a fixed identity that must be protected from failure. Growth mindset theory instead supports a developmental self-concept in which current performance is informative but not definitive (Dweck, 2016; Dweck & Yeager, 2019). The “Power of Yet” can operationalize this perspective by encouraging students to distinguish between present mastery and future capacity. In combination with self-regulation, self-efficacy, and autonomous motivation, such reframing may help students maintain engagement when outcomes do not immediately confirm their expectations (Cai et al., 2026).

Taken together, the current literature provides a strong theoretical and empirical rationale for designing a structured “Power of Yet” educational intervention specifically for underachieving gifted students. Research has established the complexity of gifted underachievement (Desmet et al., 2025; Uğurlu & Taşçılar, 2026), demonstrated the relevance of executive, motivational, and behavioral mechanisms to gifted achievement (Caprì et al., 2026; Prieto-Ayuso et al., 2026), supported the psychological importance of growth-oriented beliefs (Dweck, 2016; Dweck & Yeager, 2019; Yang et al., 2024), documented associations with resilience, passion, grit, self-regulation, motivation, and self-efficacy (Cai et al., 2026; Sigmundsson & Haga, 2024; Zhang & Li, 2025), and demonstrated the potential effectiveness of mindset-related interventions among both general and gifted student populations (Jamshidian et al., 2021; Radmanesh et al., 2022; Sypré et al., 2025; Taghinejad et al., 2018). Furthermore, research on ability beliefs and role models indicates that developmental beliefs can shape motivation and can be transmitted through educational and interpersonal contexts (Gladstone et al., 2024; Muradoglu et al., 2025), while conceptual work on the “Power of Yet” has provided a practical mechanism for transforming fixed conclusions into developmental possibilities (Murphy & Gash, 2020; Von Bergen & Bressler, 2021). However, the systematic development and content validation of a comprehensive “Power of Yet” package tailored specifically to underachieving gifted students remains insufficiently addressed, despite the growing recognition that this population benefits from theoretically coherent, motivationally sensitive, and developmentally appropriate interventions (Peña-San José et al., 2025).

Therefore, the aim of the present study was to develop and content-validate a theoretically grounded “Power of

Yet” educational package for underachieving gifted students.

2. Methods and Materials

Given that, at the time this study was conducted, no Persian-language article addressing psychological interventions based on the “Power of Yet” had been identified or published, the methodological procedures related to this area are described in detail. This study employed a qualitative research design using thematic analysis based on a deductive and literature-driven approach. Attride-Stirling’s (2001) thematic analysis method was used. To identify the components of the “Power of Yet” educational package, a systematic search was conducted in reputable national databases (Magiran, Noormags, and Elmnet) and international databases (Google Scholar, ScienceDirect, Springer, and Taylor & Francis) using the keywords “Power of Yet,” “growth mindset,” “gifted underachievement,” and their Persian equivalents. All relevant books, articles, master’s theses, and doctoral dissertations concerning growth mindset, Dweck’s theory of intelligence beliefs, and the “Power of Yet” concept during adolescence were collected. The literature review continued until theoretical saturation was achieved. Theoretical saturation was considered to have occurred when examination of three consecutive sources yielded no new codes or concepts beyond those previously identified. Saturation was reached after the analysis of 35 relevant sources. The reviewed literature covered the period from 2016 to 2025. The inclusion criteria were as follows: primary sources rather than secondary sources, publications falling within the specified time period, and the presence of at least one of the core concepts of the “Power of Yet,” growth mindset, or underachievement among gifted students. The exclusion criteria included the absence of a reputable publisher, secondary sources, and texts derived from student theses.

Data were collected through guiding questions and an in-depth examination of the selected texts. The selected sources were read line by line, subjected to content analysis, and coded. The results, together with the extracted concepts, were then presented to the academic supervisor and advisor. At this stage, the semantic coherence of the data was examined, and clear distinctions among the identified concepts were established. Data analysis was conducted concurrently with data collection through an iterative

process of moving back and forth between the data and the analysis, a procedure that constitutes an essential aspect of credibility and dependability in qualitative research.

To ensure the credibility and dependability of the findings, the criteria proposed by Noble and Smith (2015), including utility, contextual completeness, researcher positioning, reporting method, and researcher triangulation, were observed. Utility referred to the potential usefulness of the findings for counselors, teachers, and families of underachieving gifted students. Contextual completeness was achieved by examining the various dimensions of the phenomenon. Researcher positioning was addressed by maintaining awareness of potential biases and involving an additional expert in the analytical process. The reporting criterion was met through the presentation of appropriate tables and diagrams. Researcher triangulation was achieved through the involvement of the researcher, the academic supervisor, and a qualitative research specialist in the coding process. The stages of thematic analysis based on Attride-Stirling’s (2001) approach consisted of five steps: coding the content with a focus on the theoretical concepts of the “Power of Yet”; identifying and refining preliminary themes; constructing the thematic network by organizing basic, organizing, and global themes; describing and exploring the thematic network through an in-depth analysis of the texts; and summarizing the thematic network in a final table.

Following theme extraction, the six-stage method proposed by Yousefi and Golparvar (2023) was used to develop the “Power of Yet” educational package. In the first stage, the main and subsidiary concepts derived from the thematic analysis that were considered teachable to underachieving gifted students were reviewed and listed. In the second stage, strategies with the greatest potential to strengthen the components of the “Power of Yet” were selected. In the third stage, the appropriateness of the strategies in relation to the extracted concepts was confirmed by the research team, consisting of the researcher, the academic supervisor, and an educational psychology specialist. In the fourth stage, the number of sessions, the time allocated to each topic, and the prioritization of educational content were determined. In the fifth stage, the package content was prepared according to standard guidelines, including behavioral definitions, objectives, strategies, and techniques for each session, under the supervision of the academic supervisor and advisor. In the

sixth stage, the content validity of the package was assessed using inter-rater agreement through the Content Validity Ratio (CVR). The package and an evaluation form were provided to six experts, all of whom held doctoral degrees in educational psychology or counseling. The experts were asked to evaluate each component of the package using a three-point scale: “essential,” “useful but not essential,” and “not necessary.” According to Lawshe’s table, the minimum acceptable CVR for six experts was 0.99.

Table 1

Results of the Deductive, Literature- and Theory-Driven Thematic Analysis of the “Power of Yet”

Intermediate Organizing Theme	Organizing Theme	Basic Themes	Examples and Manifestations
Learning challenges	Goal setting and learning management	Setting realistic goals; continuous planning for learning; focusing goals on learning; optimal use of time	Goal setting is a key element in strengthening a growth mindset. Goals should be realistic and compatible with the learner’s circumstances and opportunities.
Learning challenges	Challenges as opportunities for growth	Viewing challenges as opportunities for growth; need for learning; need for competence development; utilizing opportunities	Within a growth mindset, challenges are viewed as unique opportunities for learning and provide motivation to engage in effective action.
Learning challenges	Progress along the path of intellectual growth	Continuous and lifelong learning; avoidance of negative self-evaluation	The philosophy of a high-quality life is grounded in lifelong learning. Within a growth mindset, learning is not restricted by age, and negative self-evaluation based on poor performance should be avoided.
Learning challenges	Courage and persistence in confronting obstacles	Courageous confrontation with obstacles and limitations; courageous persistence	Courage in confronting learning obstacles and persistence in the face of difficulties are essential capacities associated with a growth mindset.
Acceptance of errors and mistakes (failures)	Acceptance of errors and failure	Recognizing errors and failure as natural; need to learn from errors and failures	Errors and failures are natural aspects of a goal-directed life. Accepting them rather than denying them strengthens the perceived need to acquire new skills.
Acceptance of errors and mistakes (failures)	Errors and failures as opportunities	Errors as opportunities for learning; failures as opportunities for learning	Every error and failure represents an opportunity for learning and for preventing its recurrence in the future.
Acceptance of errors and mistakes (failures)	Optimal use of verbal feedback (“yet”)	Self-talk emphasizing “yet”; affirmative statements	Using the word “yet” helps maintain motivation to continue striving; for example, “I have not reached that goal yet” rather than “I cannot do it.”
Acceptance of errors and mistakes (failures)	Courage and persistence in the face of failure	Courageous acceptance of failure and errors; courageous persistence	Courageously acknowledging a lack of skill is the first step toward change. Persisting in the face of discouragement and continuing to exert effort are essential.
Insight and attitudes toward the self	Positive attitude toward the self	Avoidance of maladaptive perfectionism; a growth-oriented self; active learner	Avoiding maladaptive perfectionism and believing in one’s capacity for change provide a motivational force for engaging in difficult and demanding behaviors. Viewing oneself as a lifelong learner facilitates gradual achievement.
Insight and attitudes toward the self	Self-determination	Autonomy; competence; connectedness and relationships	Emphasizing personal volition in setting and pursuing goals, experiencing an internal sense of competence, and recognizing social support are components of self-determination within a growth mindset.
Insight and attitudes toward the self	Growth-oriented view of capacities	Cognitive capacities; decision-making; effective behavior; problem-solving	Effort can alter intellectual and cognitive capacities. Effective behavior is achieved through decision-making and goal setting rather than being determined solely by innate characteristics.
Determination and enthusiasm for success	Desire for success	Searching for pathways to success; pursuing ways of attaining goals; motivation for success	Successful individuals continuously explore alternative pathways. Exploratory behavior enhances intrinsic motivation.
Determination and enthusiasm for success	Enthusiasm for self-empowerment	Desire for empowerment; enthusiasm for overcoming obstacles; desire to develop a competent self-concept	An internal drive toward empowerment through learning new skills is essential for success. Aspiring to develop a competent self-concept strengthens intrinsic motivation.
Resilience and risk-taking	Openness to others’ success	Acceptance of others’ success; positive feedback; following others’ achievements	Accepting the success of others as a motivational model promotes greater effort and constructive feedback.

3. Findings and Results

As shown in Table 1, content analysis of the literature related to the “Power of Yet” demonstrated that the concept comprises five principal dimensions: (1) learning challenges, (2) acceptance of errors and mistakes (failures), (3) insight and attitudes toward the self, (4) determination and enthusiasm for success, and (5) resilience and risk-taking.

Resilience and risk-taking	Modeling successful individuals	Identifying successful individuals; interacting with them; understanding the reasons for their success; drawing inspiration from them	Drawing inspiration from the success of others plays an important role in achieving further success.
Resilience and risk-taking	Persistence in the face of obstacles	Persistence in pursuit of goals; identifying the nature of obstacles; perseverance	Obstacles can promote awareness and facilitate the development of new capacities. Persistence and perseverance until the desired outcome is achieved are essential.
Resilience and risk-taking	Flexibility in the face of obstacles	Effective adaptation to obstacles; flexibility during difficulties; avoidance of a fixed mindset	The first step toward flexibility is adapting to and accepting obstacles. Individuals should avoid the belief that obstacles inevitably lead to failure.
Resilience and risk-taking	Risk-taking for growth and learning	Acceptance of risks associated with change and learning; openness toward risks; preparedness for confrontation	A realistic perspective on the risks associated with growth and learning enhances preparedness to confront potential challenges constructively.

In the second phase of the study, the six-stage method proposed by Yousefi and Golparvar (2023) was employed to develop the “Power of Yet” educational package, as described below. In the first stage, the main and subsidiary concepts extracted from the thematic analysis of texts related to the “Power of Yet” and growth mindset that were considered teachable to underachieving gifted students were repeatedly reviewed, and all potentially relevant intervention strategies were listed. At this stage, five sub-concepts were selected as the principal educational domains: learning challenges, acceptance of errors and mistakes, insight and attitudes toward the self, determination and enthusiasm for success, and resilience and risk-taking. In the second stage, from among the strategies identified in the previous stage, those with the greatest potential to strengthen the components of the “Power of Yet” were selected. These strategies included training students to confront learning challenges, accept errors as part of the growth process, reconstruct their attitudes toward the self, strengthen determination and enthusiasm for success, and enhance resilience in the context of academic risk-taking. In the third stage, the appropriateness and consistency of these strategies with the concepts extracted from the literature on the “Power

of Yet” among underachieving gifted students were examined and confirmed by the research team, consisting of the researcher, the academic supervisor, and an educational psychology specialist. In the fourth stage, the number of educational sessions, the time required for each topic, and the prioritization of educational content were determined by the research team. Accordingly, the five principal themes were allocated to the sessions in the following sequence: insight and attitudes toward the self, learning challenges, acceptance of errors and mistakes, determination and enthusiasm for success, and resilience and risk-taking. Session 1 also included administration of the pretest, while Session 8 included administration of the posttest and a final review. In the fifth stage, the content of the “Power of Yet” educational package was prepared in accordance with standard guidelines for developing educational packages, including behavioral definitions for each session, specification of objectives, and determination of the strategies and techniques to be used in each session. This process was conducted under the direct supervision of the academic supervisor and advisor. A summary of the procedures through Stage 5 is presented in Table 2.

Table 2

Summary of the “Power of Yet” Educational Package

Session	Content
1	Administration of the pretest; introductions; presentation of objectives and rules; introduction to the “Power of Yet” and growth mindset; training in developing a positive attitude toward the self, self-determination, and a growth-oriented view of personal capacities
2	Review of homework assignments; training in goal setting and learning management; learning challenges as opportunities for growth
3	Continued training on learning challenges: progressing along the path of intellectual growth; courage and persistence in the face of obstacles
4	Training in the acceptance of errors and mistakes; errors and failures as opportunities
5	Continued training in the acceptance of errors: optimal use of verbal feedback through the word “yet”; courage in the face of failure
6	Training in determination and enthusiasm for success: desire for success; enthusiasm for self-empowerment
7	Continued training in determination and enthusiasm: openness to the success of others; modeling successful individuals
8	Training in resilience and risk-taking; review and consolidation of the material; administration of the posttest

For content validation, the educational package, together with an evaluation form, was provided to six experts, all of

whom held doctoral degrees in educational psychology or counseling. The experts evaluated each component of the

package using a three-point scale consisting of “essential,” “useful but not essential,” and “not necessary.” According to Lawshe’s table, the minimum acceptable CVR for six experts was 0.99. All five principal themes and all 22 basic themes were rated as essential by all six experts. Consequently, a CVR of 1.00 was obtained, indicating complete agreement among the evaluators.

4. Discussion

The present study aimed to develop and content-validate a “Power of Yet” educational package for underachieving gifted students through deductive, theory-driven thematic analysis. The findings resulted in the identification of 22 basic themes, 12 organizing themes, and five overarching dimensions: learning challenges, acceptance of errors and mistakes or failures, insight and attitudes toward the self, determination and enthusiasm for success, and resilience and risk-taking. Based on these themes, an eight-session educational package was developed. Content validation by six specialists in educational psychology and counseling yielded a Content Validity Ratio (CVR) of 1.00 for all identified components, indicating complete agreement among the evaluators regarding the essential nature of the package content. Overall, the findings suggest that the “Power of Yet” is not limited to the use of a particular word or motivational statement but represents a broader psychological and educational framework involving adaptive beliefs about learning, constructive responses to failure, developmental self-perceptions, goal-directed motivation, persistence, flexibility, and willingness to take appropriate academic risks.

The first major finding concerned **learning challenges**, which included goal setting and learning management, viewing challenges as opportunities for growth, continuing along the path of intellectual development, and demonstrating courage and persistence when confronted with obstacles. This finding is consistent with the central proposition of growth mindset theory that challenging tasks should be interpreted as opportunities for improvement rather than as evidence of inadequate ability. Dweck argued that individuals with a growth mindset are more likely to regard effort, difficulty, and challenge as necessary elements of learning because they believe that abilities can develop over time (Dweck, 2016). Dweck and Yeager similarly emphasized that mindset beliefs influence how individuals interpret demanding situations and whether they remain engaged when progress is difficult (Dweck & Yeager, 2019).

From this perspective, the emphasis of the present educational package on realistic learning goals and active engagement with challenging tasks is theoretically consistent with the mechanisms through which growth-oriented beliefs are expected to influence academic functioning.

This dimension may be especially important for underachieving gifted students. Gifted students who have experienced repeated academic success with relatively little effort may have fewer opportunities to develop adaptive strategies for coping with difficulty. When they eventually encounter demanding academic situations, challenge may be interpreted as a threat to their identity as intelligent or talented rather than as a normal component of advanced learning. Qualitative research on underachieving gifted students has indicated that disengagement, motivational difficulties, problematic school experiences, and mismatches between ability and educational demands may contribute to persistent underachievement (Uğurlu & Taşçılar, 2026). Parental reports likewise indicate that gifted underachievement is often shaped by complex interactions among school experiences, motivation, personal characteristics, and contextual factors (Desmet et al., 2025). Accordingly, teaching students to redefine challenge as an opportunity for growth may reduce avoidance and strengthen adaptive engagement with difficult learning experiences.

The importance of learning management in the present findings can also be interpreted in relation to executive and self-regulatory processes. Gifted ability alone does not guarantee high academic performance if students have difficulties organizing tasks, regulating effort, planning, or sustaining goal-directed behavior. Recent research has shown that executive functions make a meaningful contribution to academic achievement among gifted children, thereby demonstrating that effective performance depends partly on the capacity to regulate cognitive and behavioral resources (Caprì et al., 2026). Similarly, Cai et al. highlighted the roles of self-regulation, motivation, and self-efficacy in relation to growth mindset, suggesting that beliefs about development operate in conjunction with students’ capacity to manage their own behavior and academic efforts (Cai et al., 2026). Therefore, the goal-setting and learning-management components identified in the present study appear to provide a practical bridge between mindset beliefs and the behavioral processes required for improved academic functioning.

The second major dimension identified in this study was **acceptance of errors and mistakes**, including acceptance of failure as a normal experience, perceiving errors as opportunities for learning, using the verbal cue “yet,” and demonstrating courage and persistence after failure. This dimension closely reflects the conceptual foundation of the “Power of Yet.” Murphy and Gash explained that adding “yet” to statements of inability transforms a fixed conclusion into an open developmental proposition; “I cannot do this” becomes “I cannot do this yet,” thereby maintaining the possibility of future mastery (Murphy & Gash, 2020). Similarly, Von Bergen and Bressler argued that the “Power of Yet” can help individuals reframe limitations as temporary conditions rather than permanent deficiencies (Von Bergen & Bressler, 2021). The present findings extend this logic by showing that effective use of “yet” should be embedded within a broader set of competencies, including acceptance of mistakes, learning from failure, and persistent effort following setbacks.

This result is particularly relevant because fixed interpretations of failure may be especially damaging to gifted students. If giftedness is understood as evidence that successful performance should occur quickly and effortlessly, failure can challenge students’ self-concept and provoke avoidance, disengagement, or self-protective behavior. A growth-oriented framework instead changes the meaning attributed to mistakes by treating them as diagnostic information about what remains to be learned. This interpretation is consistent with mindset theory, which proposes that beliefs about the malleability of intelligence shape reactions to setbacks (Dweck & Yeager, 2019). It also aligns with the findings of Taghinejad et al., who reported that a growth mindset intervention improved academic resilience among underachieving gifted students (Taghinejad et al., 2018). Academic resilience requires precisely the capacity emphasized in the current package: continuing to engage after setbacks instead of viewing them as definitive evidence of inability.

The third overarching theme was **insight and attitudes toward the self**, comprising a positive attitude toward oneself, self-determination, and a growth-oriented perspective on personal capacities. This finding suggests that the “Power of Yet” requires more than modifying students’ views of specific academic tasks; it also involves changing how they understand themselves as learners. A developmentally oriented self-concept allows students to view present limitations without transforming them into global judgments about personal worth or permanent

competence. This distinction is central to Dweck’s theoretical framework, in which growth mindset involves interpreting abilities as developable rather than fixed traits (Dweck, 2016). For underachieving gifted students, such a perspective may be particularly important because discrepancies between intellectual potential and actual achievement can foster negative self-evaluation, confusion about competence, or defensive avoidance.

The inclusion of self-determination in the package is also supported by previous research. Underachievement is not simply a matter of skill deficits; it can involve diminished autonomous motivation and weakened engagement. Sypré et al. demonstrated that interventions targeting gifted male adolescents could promote motivation and engagement while reducing perceived underachievement, emphasizing the importance of addressing motivational processes directly (Sypré et al., 2025). Similarly, Jamshidian et al. showed that a structured cognitive-behavioral intervention improved academic emotions and academic motivation among gifted upper secondary school students (Jamshidian et al., 2021). These findings are compatible with the present package’s focus on personal choice, perceived competence, and ownership of learning goals. When gifted students perceive themselves as active agents capable of directing their development, they may be more willing to invest sustained effort in academic tasks.

The finding concerning a growth-oriented view of capacities can also be explained through research on early beliefs about ability. Muradoglu et al. showed that beliefs about ability have motivational significance from relatively early developmental periods, indicating that these beliefs form meaningful psychological structures that influence engagement and achievement-related behavior (Muradoglu et al., 2025). Thus, explicitly teaching students that cognitive capacities can improve through strategies, learning, and effort may challenge rigid self-conceptions that contribute to underachievement. Radmanesh et al. also demonstrated that a growth mindset educational package based on Dweck’s theory was effective in increasing academic hardiness and reducing academic procrastination (Radmanesh et al., 2022). This supports the present finding that changing beliefs about personal capacity should be translated into structured educational activities rather than left at the level of abstract encouragement.

The fourth dimension identified was **determination and enthusiasm for success**, including the desire to identify pathways toward success and enthusiasm for self-empowerment. This finding highlights the motivational

character of the “Power of Yet.” Believing that improvement is possible is unlikely to produce meaningful change unless it is accompanied by a willingness to pursue goals and continue investing effort. Sigmundsson and Haga found that individuals with higher growth mindset differed from those with lower growth mindset in levels of passion and grit (Sigmundsson & Haga, 2024). Their findings support the idea that growth-oriented beliefs are associated with sustained motivational energy and perseverance. In the present package, this relationship is represented through activities intended to encourage students to search for alternative pathways, persist toward goals, and actively develop their competencies.

The emphasis on self-empowerment is also consistent with the relationship between mindset and self-efficacy. Cai et al. identified self-efficacy, motivation, and self-regulation as important psychological processes associated with growth mindset (Cai et al., 2026). Students who believe that ability can change may be more likely to invest effort when they also perceive themselves as capable of influencing outcomes. In gifted underachievement, this sense of agency may be weakened when repeated disengagement or failure produces a discrepancy between students’ known potential and their actual performance. Therefore, combining mindset principles with exercises focused on competence, motivation, and purposeful action may be more effective than simply telling students to “try harder.”

The fifth major dimension was **resilience and risk-taking**, including openness to others’ success, modeling successful individuals, persistence and flexibility in response to obstacles, and risk-taking for development and learning. This finding expands the “Power of Yet” beyond individual cognition by incorporating social learning and adaptive behavioral responses to uncertainty. The role of models is supported by research demonstrating that the beliefs expressed by role models can influence their motivational impact. Gladstone et al. found that role models’ growth versus fixed mindsets about ability and interest affected their motivational significance for young girls (Gladstone et al., 2024). Thus, modeling is likely to be most effective when successful individuals are presented not as inherently gifted people who succeed effortlessly, but as individuals whose accomplishments involve learning, persistence, strategy modification, and development.

The resilience component is likewise supported by prior evidence. Zhang and Li reported that growth mindset played a mediating role in the relationship between a supportive achievement-related environment and psychological

resilience (Zhang & Li, 2025). Yang et al.’s meta-analysis further showed that growth mindset is meaningfully associated with mental health, suggesting that a developmental orientation may contribute to more adaptive psychological functioning beyond academic achievement alone (Yang et al., 2024). These findings help explain why resilience emerged as a central component of the package: students who interpret difficulties as temporary and modifiable may be more psychologically prepared to persist through academic setbacks without becoming overwhelmed by them.

Risk-taking is also particularly relevant to gifted underachievement. Students who strongly identify with being highly capable may avoid tasks in which success is uncertain because failure could threaten this identity. However, meaningful learning frequently requires entering situations in which mistakes are possible. The “Power of Yet” can reduce the perceived psychological cost of such risks by framing unsuccessful performance as incomplete learning rather than proof of incompetence. This interpretation is consistent with the broader intervention literature indicating that gifted underachievement requires approaches targeting engagement, motivation, adaptation, and responses to academic challenges rather than achievement scores alone (Peña-San José et al., 2025). It is also compatible with evidence suggesting differences between achieving and underachieving gifted students in broader behavioral patterns, including physical activity and engagement-related characteristics (Prieto-Ayuso et al., 2026).

The complete expert agreement obtained for the content validity of the educational package further supports the conceptual coherence of the identified components. A CVR of 1.00 for all five major themes and 22 basic themes indicates that specialists regarded each component as essential to the intervention. Although expert agreement does not establish intervention effectiveness, it provides initial evidence that the structure and content of the package adequately represent the intended construct. This result is consistent with previous efforts to develop structured growth mindset interventions, such as the package developed by Radmanesh et al. based on Dweck’s intelligence-beliefs theory (Radmanesh et al., 2022). At the same time, the present package offers a more specific emphasis on the “Power of Yet” and adapts this conceptual framework to the distinctive needs of underachieving gifted students.

5. Conclusion

Taken together, the findings suggest that the “Power of Yet” is best conceptualized as a multidimensional educational framework rather than a single verbal technique. Its effectiveness is theoretically dependent on the integration of cognitive reframing, learning management, acceptance of mistakes, self-determination, goal-directed motivation, social modeling, persistence, flexibility, and adaptive risk-taking. This interpretation is consistent with contemporary understandings of gifted underachievement as a multifactorial phenomenon requiring interventions that address both individual and contextual dimensions (Desmet et al., 2025; Uğurlu & Taşçılar, 2026). It also corresponds with the systematic review conducted by Peña-San José et al., which highlighted the diversity of intervention approaches used with underachieving gifted students and the need for theoretically coherent programs adapted to their specific characteristics (Peña-San José et al., 2025). By integrating these elements into an eight-session protocol, the present study provides a structured foundation for subsequent empirical evaluation of the package.

Several limitations should be considered when interpreting the findings. First, the study focused on the development and content validation of the educational package and did not evaluate its effectiveness through an experimental or quasi-experimental design. Therefore, no conclusions can yet be drawn regarding whether participation in the intervention improves academic achievement, motivation, resilience, self-regulation, or other outcomes among underachieving gifted students. Second, the thematic analysis was based on a purposively selected body of literature and was restricted to sources published within a specified period, which may have resulted in the exclusion of potentially relevant earlier theoretical or empirical contributions. Third, although researcher triangulation and systematic thematic procedures were employed, qualitative coding inevitably involves interpretive judgments. Finally, content validity was assessed by six experts; although complete agreement was obtained, a larger and more diverse expert panel could have provided a broader range of perspectives regarding the cultural and educational applicability of the package.

Future studies should evaluate the effectiveness of the developed “Power of Yet” educational package using randomized controlled trials or well-designed quasi-experimental studies involving underachieving gifted students. Pretest, posttest, and long-term follow-up

assessments are recommended to determine whether intervention effects are sustained over time. Researchers may examine outcomes such as academic achievement, academic resilience, procrastination, self-efficacy, self-regulation, achievement motivation, academic engagement, perfectionism, fear of failure, and psychological well-being. Future studies should also investigate mediating and moderating mechanisms to determine how and for whom the intervention is most effective. Comparisons with other interventions, such as independent learning, cognitive-behavioral training, motivational interviewing, or conventional growth mindset programs, could clarify the specific added value of the “Power of Yet” framework. Replication across different age groups, educational levels, genders, cultural contexts, and categories of giftedness would further strengthen the generalizability of the findings.

School psychologists, counselors, teachers, and gifted-education specialists can use the developed package as a structured framework for helping underachieving gifted students reinterpret academic difficulties and engage more adaptively with learning. Particular emphasis should be placed on teaching students to set realistic learning goals, perceive challenges as opportunities, normalize mistakes, use “yet”-based self-talk, develop a growth-oriented self-concept, and maintain persistence when immediate success is not achieved. Teachers and parents should also avoid communicating messages that equate giftedness with effortless performance and instead reinforce strategy use, sustained effort, learning from feedback, and adaptive responses to failure. Schools may integrate selected elements of the package into gifted education, counseling services, academic support programs, and teacher-training initiatives so that growth-oriented language and practices become part of the broader educational environment surrounding underachieving gifted students.

Authors’ Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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Declaration of Interest

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Ethics Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

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