



Relationship of Principals' Growth Mindset on the Performance and Motivation of Secondary School Teachers

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Abstract:

The current research paper focuses on the relationship between principals' growth mindset on the performance and motivation of secondary school teachers. A survey research design was used. The objective of the study was to examine the relationship between principals' growth mindset on secondary school teachers' performance and motivation. Principals were not included in the study as a sample which was one of the limitations of the study. A sample of 234 SSTs was selected out of 566 through a stratified sampling method. Gender provided the base for stratification. Researcher used the Growth Mindset Scale (GMS), Teachers' Motivation Scale (TMS), and Teachers' Performance Scale (TPS) for data collection. Content validity of the instrument was completed by using the Content Validity Index (CVI) whereas Cronbach's Alpha was used to assess the reliability of the research tool. Pearson Product Correlation and linear regression were used to test the hypotheses. The study concluded that Principals' growth mindset has a significant impact on the performance and motivation of SSTs. The study recommended that the government conduct workshops regarding the developing growth mindset of principals so they can effectively work in their schools. The study has a theoretical implication that principals' work with a growth mindset played a vital role in boosting teachers' motivation and their performance. This study contributes theoretical and practical knowledge to support the inclusion of mindset theory.

Key Words: Principals, Growth Mindset, Performance, Motivation, Secondary School Teachers.



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Introduction

Dweck (2006) asserts that a variety of elements, both good and negative in their effects on the learning process, influence the educational environment. Educational leaders' mindset is one of the most important factors that directly impact the performance of teachers and pupils. A mindset is a consciousness of our internal and external environment. Our mentality influences our emotions and thinking. Our attitude determines what we feel and what we think. Our thoughts and feelings also influence our actions and attitudes. Mlakar (2019) believes that a school's success or failure is mostly dependent on its head of school. Each head of school has a unique perspective and style of thinking that directly affects the school's performance. A creative and optimistic mindset is essential to achieving objectives. Gollwitzer and Keller (2016) assert that administrators' attitudes have a significant influence on staff members' work output. The heads of schools play a crucial role in both managerial and administrative tasks in addition to academic ones.

Fessehatsion (2017) suggests that school administrators and leaders might cultivate a more positive mindset by embracing these four fundamental ideas. Teaching practice is the most important of these four elements. Teaching practice, which involves overcoming obstacles and issues in the classroom, greatly aids in the development of attitude. A school head who actively participates in the teaching and learning process is well aware of the challenges that both instructors and pupils must overcome. Dweck explored that when people changed their thoughts, they became more motivated and capable of achieving their goals. More specifically, an individual with a development mentality and believing that intelligence could be enhanced has better performance than an individual with a fixed mindset, believing that intelligence is unchangeable (Dweck, 2015). According to Guidera (2014), the school principals have had a significant influence in persuading teachers to put their all into creating a positive learning environment and shaping students' behavior respectfully. To guarantee an efficient learning process, he further exhorts school administrators to maintain the school's learning culture. The growth mentality of school administrators helps teachers advance their careers and take on more responsibility. He purposefully works with the teachers of his subordinates to maintain peace both among the personnel and the pupils. In Pakistan, principal has a position in the schools, and therefore their mindset plays a significant role in the teacher's motivation and job performance. Most studies have been conducted regarding the teacher's mindset associated with students' academic achievement, but there are no such empirical studies have been done in which SSTs were taken as a sample and principals' mindsets linked with the performance and motivation of SSTs. The present research paper has the key aim to examine the impact of principals' growth mindset on the performance and motivation of SSTs of district Dera Ismail Khan (DIK) Khyber Pakhtunkhwa. The current study was significant in this perspective and tried to fill the literature gap. The present study has the following research objectives:

1. To find out the relationship of principal's growth mindset with performance and motivation of SSTs.
2. To examine the influence of mindset of school heads on the motivation and teachers' performance.

Review of Literature

Principal's Growth Mindset

According to Yeager and Dweck (2012), the term "mindset" refers to a person's established set of attitudes or character traits. Every individual has a mindset that shapes their behavior and personality (Sajid *et al.*, 2018). According to Brower (2021), mindsets are the various beliefs that people have about their intelligence and personal attributes, which in turn influence how they behave and think. Dweck (2006) distinguished between two types of mindsets: growth mindset and fixed mindset. While the latter type of mindset refers to beliefs that human capacities, mental qualities, and intelligence are inherited and unalterable, the former type of mindset refers to beliefs that these attributes can all be developed through knowledge, hard work, and learning new skills. Certain individuals have a growth mindset, while others have a fixed mindset. There may be benefits or drawbacks to these two mentalities. However, most people have a fixed and development attitude together. Their beliefs are slightly concerned with a growth mindset in some situations, but they are more concerned with fixed thinking in others (Wardana *et al.*, 2020).

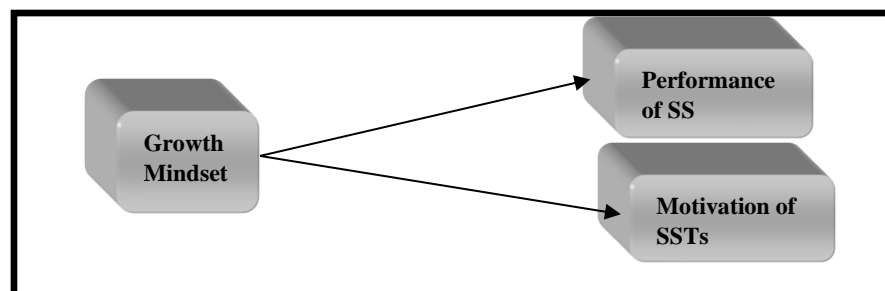
Growth Mindset and Motivation

According to Bedford (2017) school principals should stay up to date on the latest skills and motivational strategies to make the best use of teachers' abilities. When compared to teachers who lack motivation, motivated and inspired teachers consistently perform better. Mlakar (2019) stated that having a growth mindset is crucial for principals and other school administrators to be able to handle problems and meet daily challenges. Educators that possess a growth mentality can effectively guide their teachers to focus their efforts and abilities. For teachers to teach effectively in the classroom when they arrive, principals should also support their professional development. To achieve the goals of the class, driven, experienced teachers develop the lesson plan of teaching. Student accomplishments are closely linked to teacher effectiveness, and principals' supportive and cooperative conduct has an impact on teachers' effectiveness. Consequently, it was strongly stressed that principals needed to have a growth mentality to oversee all academic initiatives inside the school (Burnette *et al.*, 2023).

Growth Mindset and Teacher Performance

A growth mindset plays a significant role in the over performance of teachers. Principals with a growth mindset provide opportunities for teachers to enhance their capabilities for the sake of school success. He works with teachers in the development of academic plans and creates conducive environment in the school. In contrast, principals with fixed mindset make their own decision on teachers which develops lack of trust and ultimately negatively impacts the teachers' performance (Silbaugh, 2016).

Figure 1
Conceptual Model



Based on Review of existing studies, the study proposed the following hypotheses:

- H₁:** The *Principal Growth Mindset has no significant relationship with the Performance and motivation of SSTs.*
- H₂:** *Principal Growth Mindset has no significant impact on the Performance of SSTs.*
- H₃:** *The Principal Growth Mindset has no significant impact on the motivation of SSTs.*

Material and Methods

Positivism research philosophy was employed. Thereby, the researchers used quantitative methods and Survey research design. A sample of 234 SSTs was selected out of 566 through a stratified sampling method. Gender provided the base for stratification.

The researcher used Growth Mindset Scale (GMS) developed by Campbell (2019), the Teachers' Motivation Scale (TMS) developed by Sajid *et al.* (2018), and the Teachers' Performance Scale (TPS) developed by Limon and Nartgun (2020) for data collection. Content validity of the instrument was completed by using the Content Validity Index (CVI) whereas Cronbach's Alpha was used to assess the reliability of the research tool. Pearson Product Correlation and linear regression were used to test the hypotheses.

Table 1
Sampling, CVI and Cronbach's Alpha Value

Sampling		Validity			Reliability
Sample	(n)	Scale	No. of items	CVI Score	
$\frac{566}{1+566(.05*.05)} = 234$		GMS	24	.60-1.0	.764
		TPS	18	.70-.90	.870
		TMS	18	.60-.90	.845

Result and Findings

Table 2
Showing the Relationship between Principals' Growth Mindset and Performance

IV	n	r	p-value
<i>Growth Mindset</i>	Pearson Correlation	.691**	.000

Pearson Product Correlation was applied to draw the result of principals' growth mindset and performance SSTs in table 2. The result illustrates that there is a positive correlation between principals' growth mindset and the performance of SSTs ($r=.691$). The value of $p=.000<.05$) depicts that principals' growth mindset has a significant relationship with the performance of SSTs. Thus, H_{01} is rejected.

Table 3
Showing the Relationship between Principals' Growth Mindset and motivation of SSTs

IV	n	r	p-value
<i>Growth Mindset</i>	Pearson Correlation	.529**	.000

Pearson Product Correlation was applied to draw the result of principals' growth mindset and motivation of SSTs in table 3. The result illustrates that there is a positive correlation between principals' growth mindset and motivation of SSTs ($r=.529$). The value of $p=.001<.05$) depicts that principals' growth mindset has a significant relationship with the motivation of SSTs. Thus, H_{02} is rejected.

Table 4
Showing Model Summary of Principals' growth mindset and Performance of SSTs

Model	R	R ²	Adjusted R ²	β	Sig.	Durbin Watson
1	.691 ^a	.591	.590	.431	.000	2.31

- Predictor: (Constant); Growth Mindset
- Dependent variable: Performance

Table 4 demonstrates the model summary of principals' growth mindset and Performance of SSTs. The result shows that 59% changed in outcome variable due to predictor growth mindset ($R^2=.591$). The result illustrates that the principal's growth mindset has a significant impact on the performance of SSTs ($p=.000<.05$)

Table 5
Showing Model Summary of Principals' growth mindset and motivation of SSTs

Model	R	R ²	Adjusted R ²	β	Sig.	Durbin Watson
1	.529 ^a	.433	.431	.221	.001	2.49

- Predictor: (Constant); Growth Mindset
- Dependent variable: Motivation

Table 5 demonstrates the model summary of principals' growth mindset and motivation of SSTs. The result shows that 43% changed in outcome variable (motivation of SS) due to predictor growth mindset ($R^2=.431$). The result illustrates that the principal's growth mindset has a significant impact on the performance of SSTs ($p=.001<.05$)

Discussion and Conclusion

The key objective of the study is to investigate the impact of principals' growth mindset on the performance and motivation of SSTs. The result shows that the principal's growth mindset has a significant impact on the performance and motivation of the SSTs. The results of the study are in line with Justus, Arghode and Barker (2023); and Kilag (2023). They found that the principal's mindset positively influences the teacher's performance and motivation. The principal growth mindset enhances the motivation level which ultimately increases teachers' performance. Khan and Hussain (2023) stated that teachers show poor performance under principals who have fixed mindsets. They found that the growth mindset of school principals has a positive impact on the motivation of performance of teachers. The study concluded that principals with a growth mindset enhance the teacher's performance and motivate them toward work. Principals with a growth mindset provide opportunities for teachers to improve their skills. Principals who work with a growth mindset are a symbol of motivation for teachers because principals working with such minds appreciate teachers for their good work and provide coaching when teachers make mistakes.

Recommendations of the Study

1. The study recommended that the government conduct workshops regarding the developing growth mindset of principals so they can effectively work in their schools.
2. The principal may foster a growth mindset in a school by implementing strategies such as fostering self-efficacy, using reinforcement wisely, and creating a positive and supportive environment in the school.

Limitations of the Study

A growth mindset may oversimplify the barriers which teachers face such as lack of resources, overcrowded classes, and academic support. Teachers might feel blamed for not trying hard enough when external factors hinder progress

Implications of the Study

This study contributes theoretical and practical knowledge to support the inclusion of mindset theory.

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Declaration of Interest

The authors declare that there are no competing interests or personal relationships that could have appeared to influence the work reported in this paper.

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