

Impact of Principals' Growth Mindset on the Performance and Motivation of Subject Specialists

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Keywords	Abstract
Growth Mindset, Performance, Motivation, Subject Specialists.	<p><i>The current research paper is focused on the impact of principals' growth mindset on the performance and motivation of subject specialists of district Dera Ismail Khan, Khyber Pakhtunkhwa. Survey research design was used. A sample of 234 subject specialists was selected out of 566 through the stratified sampling method. Gender provided the base for stratification. The researcher used the 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. The study concluded that the principals' growth mindset has a significant impact on the performance and motivation of subject specialists. The study recommended that the government may conduct workshops regarding the developing growth mindset of principals so they can effectively work in their schools.</i></p>

INTRODUCTION

Dweck (2006) asserts that a variety of elements, both good and negative in their effects on the learning process, influence the educational environment. One of the most crucial elements that directly affects how well instructors and students perform is the mindset of the educational leaders. A mindset is an awareness of both our internal and external surroundings. 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 the 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), school principals have a significant influence in persuading teachers to put their all into creating a positive learning environment and shaping students' behaviour in a respectable manner. In order 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, principals have positions in the schools, and therefore their mindset plays a significant role in the teachers' motivation and their job performance. Most of the studies that have been conducted regarding the teachers' mindset are associated with students' academic achievement, but there are no such empirical studies that have been done in which subject specialists were taken as a sample and principals' mindsets were linked with the performance and motivation of subject specialists. The present research paper has the key aim of examining the impact of principals' growth mindset on the performance and motivation of subject specialists of district Dera Ismail Khan, Khyber Pakhtunkhwa. The current study was significant in this perspective and tried to fill the literature gap.

Objectives of the Study

1. To find out the relationship of principals' growth mindset with the performance and motivation of subject specialists.
2. To examine the impact of principals' growth mindset on the performance of subject specialists.
3. To find out the impact of principals' growth mindset on the motivation of subject specialists.

LITERATURE REVIEW

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 behaviour and personality. 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. The former type of mindset refers to those beliefs that suggest intelligence, mental qualities, and human capacities can all be developed via hard work, knowledge, and learning new skills; the latter type of mindset refers to those beliefs that suggest mental qualities and human capacities are inherited and unchangeable.

Certain individuals have a growth mindset, while others have a fixed mindset. There may be benefits or drawbacks to these two mentalities. However, the majority of people have a fixed and developmental attitude together. Their beliefs are slightly concerned with 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 in order 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. In order for teachers to teach effectively in the classroom when they arrive, principals should also support their professional development. In order to achieve the goals of the class, driven, experienced teachers develop the lesson plan in advance 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 in order to oversee all academic initiatives inside the school (Burnette et al., 2023).

Growth Mindset and Teachers' Performance: Growth mindset plays a significant role in the over performance of teachers. Principals with growth mindsets 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 a conducive environment in the school. In contrast, principals with fixed mindsets put their own decisions on teachers, which developed a lack of trust and ultimately negatively impacted the teachers' performance (Silbaugh, 2016).

Conceptual Model

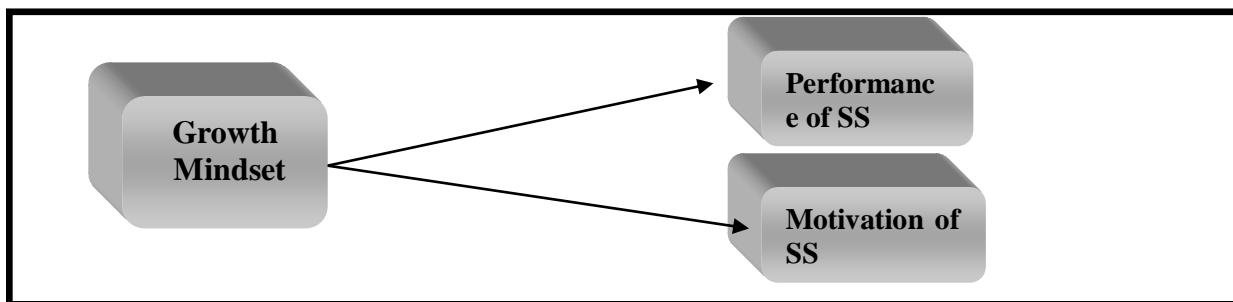


Figure 1: Conceptual Model

Hypotheses

Following hypotheses were generated on the basis of literature

- H_{a1}: Principal growth mindset has a significant relationship with the performance and motivation of subject specialists.
- H_{a2}: Principal growth mindset has a significant impact on the performance of subject specialists.
- H_{a3}: Principal growth mindset has a significant impact on the motivation of subject specialists.

RESEARCH METHODOLOGY

Positivism research philosophy was employed. Thereby, researcher used quantitative method and Survey research design. A sample of 234 subject specialists was selected out of 566 through stratified sampling method. Gender provided the base for stratification. Researcher used Growth Mindset Scale (GMS) developed by Campbell (2019), Teachers' Motivation Scale (TMS) developed by Sajid et al. (2018) and Teachers' Performance Scale (TPS) developed by Limon and Nartgun (2020) for data collection. Content validity of the instrument was completed by using Content Validity Index (CVI) whereas Cronbach's Alpha was used to assess the reliability of the research tool. Pearson Product Correlation and linear regression was used to test the hypotheses.

Table 1: Sampling, CVI and Cronbach's Alpha Value

Sampling	Validity			Reliability
Sample (n) = $\frac{N}{1+N(e^2)} = \frac{566}{1+566(.05*.05)} = 234$	Scale	No. of Items	CVI Score	
	GMS	24	.60-1.0	.764
	TPS	18	.70-.90	.870
	TMS	18	.60-.90	.845

RESULTS

Table 2: Relationship of Principals' Growth Mindset and Performance of Subject Specialists

Research Variable	Statistics	Growth Mindset	Performance
Growth Mindset	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
	Sample (n)	234	261

Pearson Product correlation was applied to draw the result of principals' growth mindset and performance of subject specialists in table 2. The result illustrates that there is a positive correlation between principals' growth mindset and the performance of subject specialists ($r=.691$). The value of $p=.000 < .05$, which depicts that principals' growth mindset has a significant relationship with the performance of subject specialists. Thus, H_01 is rejected.

Table 3: Relationship of Principals' Growth Mindset and Motivation of Subject Specialists

Research Variable	Statistics	Growth Mindset	Motivation
Growth Mindset	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.001
	Sample (n)	234	261

Pearson Product correlation was applied to draw the result of principals' growth mindset and motivation of subject specialists in table 3. The result illustrates that there is a positive

correlation between principals' growth mindset and motivation of subject specialists ($r=.529$). The value of $p=.001<.05$, which depicts that principals' growth mindset has a significant relationship with the motivation of subject specialists. Thus, H_02 is rejected.

Table 4: Model Summary of Principals' Growth Mindset and Performance of Subject Specialists

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

a. Predictor: (Constant); Growth Mindset, b. Dependent variable: Performance

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

Table 5: Model Summary of Principals' Growth Mindset and Motivation of Subject Specialists

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

a. Predictor: (Constant); Growth Mindset, b. Dependent variable: Motivation

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

DISCUSSION

The key objective of the study is to investigate the impact of principals' growth mindset on the performance and motivation of subject specialists. The result depicts that the principals' growth mindset has a significant impact on the performance and motivation of the subject specialists. The results of the study are in line with Justus et al. (2023) and Kilag (2023). They found that the principal's mindset positively influences the teachers' performance and motivation.

CONCLUSION

The study concluded that principals with growth mindsets enhance the teachers' performance and motivate them towards work. Principals with growth mindsets provide opportunities for teachers to improve their skills. Principals who are working 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 where teachers make mistakes.

Implication and Recommendations of the Study

The current study has theoretical and practical implications. The current study followed the Carol Dweck theory of mindset. The study confirmed that a principal's growth mindset can change the behavior and positively impact the teachers' motivation and performance. Moreover, one of the practical implications is that the Department of Elementary and Secondary Education may focus and polish their heads of schools with growth mindsets and train them accordingly. The study recommended that the government may conduct workshops regarding the developing growth mindset of principals so they can effectively work in their schools. The current study is conducted in the district of Dera Ismail Khan. Future researchers may conduct similar studies in other districts of Khyber Pakhtunkhwa. Moreover, the study was conducted at the higher secondary level. Future researchers may replicate this study at the tertiary level.

Conflict of Interests: At this movement, now, we hereby declare that there are no competing interests that exist.

Author's Contribution: All authors contributed equally in data collection, data analysis and paper writing.

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