



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	<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. Survey research design was used. A sample of 234 subject specialists was selected out of 566 through stratified sampling method. 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. Linear regression was used to test the hypotheses. The study concluded that Principals growth mindset has significant impact on the performance and motivation of subject specialists. The study recommended that government may conduct workshop regarding the developing growth mindset of principals so they can effectively work in their schools.</i>

1. 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 affect 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 (2015) 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 have better performance than an individual with a fixed mindset, believing that intelligence was 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 (Guidera, 2014). 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 position in the schools and therefore their mindset play significant role in the teachers' motivation and their job performance. Most of the studies have been conducted regarding the teacher's mindset associated with students' academic achievement, but no such empirical studies have been done in which subject specialists were taken as a sample and principals' mindset was linked with the performance and motivation of subject specialists. The present research paper has key aim to examine the impact of principals' growth mindset on the performance and motivation of Subject Specialists (SS) of district Dera Ismail Khan (DIK) Khyber Pakhtunkhwa. The current study was significant in this perspective and tried to fill the literature gap.

1.1. Objectives of the Study

1. To examine the impact of principals growth mindset on performance of SS.
2. To find out the impact of principals growth mindset on motivation of SS.

2. LITERATURE REVIEW

i. 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 development 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).

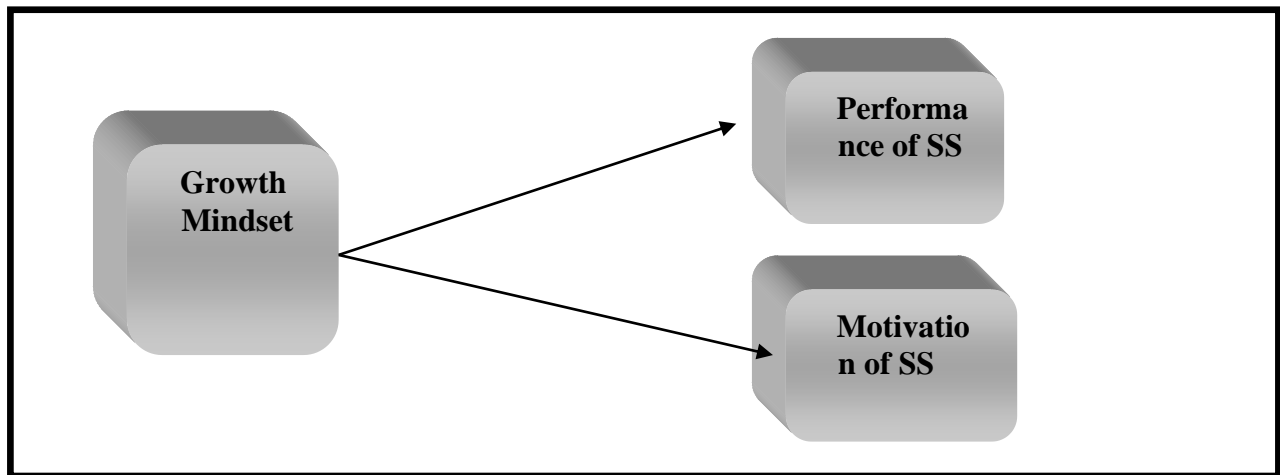
ii. Growth Mindset and Motivation

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).

iii. Growth Mindset and Teachers Performance

Growth mindset plays significant role in the over performance of teachers. Principals with growth mindset provide opportunities for teachers to enhance their capabilities for the sake of school success. He works with teachers in development of academic plan and creates conducive environment in the school. In contrast, principals with fixed mindset put his or her own decision on teachers which developed lack of trust and ultimately negatively impact on the teachers' performance (Silbaugh, 2016).

2.1. Conceptual Model



2.2. Hypotheses

Following Hypotheses were generated on the basis of literature

H₀₁: Principal Growth Mindset has no significant impact on performance of Subject Specialists.

H₀₂: Principal Growth Mindset has no significant impact on motivation of Subject Specialists.

3. RESEARCH METHODOLOGY

Under the Positivist research philosophy, researcher used quantitative method and Survey research design. A sample of 234 subject specialists was selected out of 566 through stratified sampling method. 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. Linear regression was used to test the hypotheses.

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

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

Table 1 shows that CVI scores are closer to 1.0, therefore it is safe to assume that all the three scales used in the study have content validity. The Cronbach's Alpha values for all the three scales are higher than 0.7 which shows higher reliability of the scales. Therefore, the data collected through these scales have higher validity and reliability.

4. RESULTS AND DISCUSSION

The data collected through standardized scales were analyzed using linear regression. Alpha was set at 0.05 for all tests. The following tables present the results of the tests for the two hypotheses of the study.

Table 2: Showing Model Summary of Principals growth mindset and Performance of Subject Specialists

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

a. Predictor: (Constant); Growth Mindset

b. Dependent variable: Performance

Table 2 demonstrates the model summary of Principals' growth mindset and Performance of Subject Specialists. The result shows that 59% change in outcome variable (performance of SS) is predicted by growth mindset (R² = .591). The result illustrates that principals' growth mindset has significant impact on the performance of SS (p < .05).

Table 3: Showing Model Summary of Principals growth mindset and motivation of Subject Specialists

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

a. Predictor: (Constant); Growth Mindset

b. Dependent variable: Motivation

Table 3 demonstrates the model summary of Principals' growth mindset and motivation of Subject Specialists. The result shows that 43% changed in outcome variable (motivation of SS) is due to predictor variable of growth mindset ($R^2 = .431$). The result illustrates that principals' growth mindset has significant impact on the performance of SS ($p < .05$).

4.1. Discussion

The key objective of the study was to investigate the impact of principals' growth mindset on the performance and motivation subject specialists. The result depicts that principals' growth mindset has 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 principals' mindset positively influences the teacher's performance and motivation.

5. CONCLUSION

The study concluded that principal's growth mind set is positively associated with the performance and motivation of teachers. Principals with positive growth mindset can lead to better performance and motivate the teachers, while Principals with negative growth mindset can demotivate the teachers and will lead to decreased performance by the teachers.

5.1. Recommendation

The study recommends that government may conduct workshop regarding the developing growth mindset of principals so, they can effectively work in their schools. The current study is conducted in district Dera Isamil Khan. Future researcher may conduct similar study in another district of Khyber Pakhtunkhwa. Moreover, the study was conducted in higher secondary level. Future researcher may replicate this study at tertiary level.

5.2. Implication of the Study

The current study has theoretical and practical implication. The current study followed the Carl Dweck theory of mindset. The study confirmed that principal's growth mindset can change the behavior and positively impact the teachers' motivation and performance. Moreover, one of the practical implications is that department of Elementary and secondary education may focus and polish their head of the schools with growth mindset and train them accordingly.

Author's Contribution

All authors contributed equally in data collection, data analysis and paper writing

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