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Relationship of Growth Mindset of Secondary School Heads with their Job Behavior of Multan District, Punjab

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Abstract: *The study focuses on the relationship of growth mindset with secondary school job behavior of district Multan. The key objective of the study was to examine the association between a growth mindset and the job behavior of school heads. A survey research design was used. A sample of 142 principals out of 221 school heads of secondary schools was taken through stratified random sampling. The questionnaire was used to collect data from the school heads. Content Validity Index (CVI) and Cronbach alpha were used to estimate the content validity and reliability, respectively. Pearson product correlation and regression analysis were used. The study concluded that a positive correlation was found between a growth mindset and secondary school job behavior. In other words, the job behavior of school heads would be better if they worked with a growth mindset.*

Key Words: Growth Mindset, Job Behavior, School Heads

Introduction

The role of secondary education plays a vital role in the economy of the country. The primary duty of secondary school heads is to create a supportive environment where teachers can educate their pupils more effectively, and students can concentrate on their academics. To foster a supportive environment, the heads must deal with a number of challenges. Secondary education is a good place for creativity. A supportive environment where the students feel free can also bring creativity to the students (Andleeb et al., 2022; Arooj et al., 2021; Kamran et al., 2017; Kamran et al., 2021a; Kamran et al., 2021b; Kamran et al., 2022). The school leader's approach to these issues and challenges depends on how they are handled (Victor & Emetarom, 2017).

Yeager and Dweck (2012) state that there are numerous variables that influence the educational environment and can either positively or negatively affect the learning process. One of the most crucial elements that directly affects how well instructors and students perform is the mindset of educational leaders. The term "mindset" is a concept that makes us conscious of our surroundings and our own self. Our thinking affects how we feel and think. Everything we think and feel is a direct result of our thinking. Our thoughts and emotions have an impact on both our behavior and attitude. Keating and Heslin (2015) believe that a school's leadership is crucial to its success or failure. Each school leader has a unique perspective and way of thinking, which directly affects the school's success. To accomplish the goals, a creative and optimistic mindset is essential. Kartini et al. (2020) assert that administrators' attitudes have a significant impact on employees' performance. The heads of schools have a crucial role in both academic management and administrative operations.

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The growth mindset is a topic on which various academics and psychologists have different viewpoints. The beliefs and attitudes of an individual that shape his or her job are related to a growth mindset, claim Justus et al. (2020). Personal talents, skills, and attributes are employed based on mentality. If someone wants to, they can develop a growth mindset by working hard, overcoming obstacles, and practicing. It also touches on knowledge and skills. A person's thinking is improved, as well as his or her maturity if they gain knowledge and acquire new abilities. Some people feel that acquiring knowledge and developing abilities can help one's intelligence, while others hold the opinion that intelligence at its most basic level cannot be improved in any way.

According to Dweck (2006), obtaining new knowledge can help people become smarter and more capable. Leaders who believe in the fixed mind theory—according to which intelligence is innate and cannot be developed—are unable to demonstrate their skills or raise the bar on their work. The study on mentality theory has some gaps. First of all, students are the main subject of the research. The research has concentrated on the perspective of those currently enrolled in school, even though a wide spectrum of pupils—from elementary school children to college graduates—have been included. Additionally, the bulk of studies have used classrooms as their research settings. The growth attitude of secondary school leaders is not supported by any factual data. To the best of the researcher's knowledge, no prior studies have been discovered to empirically explore the connection between secondary school heads' growth mindset and work behavior in the setting of Pakistan, particularly in Punjab. Therefore, the current study aimed to investigate the relationship between the growth mindset of secondary school heads and their job behavior in the Multan district, Punjab. The following objectives were made to achieve:

1. To examine the relationship of growth mindset with the job behavior of secondary heads of district Multan.
2. To find out the impact of different dimensions of growth mindset on the job behavior of secondary school heads

Literature Review

Growth Mindset

The fixed mindset and the growth mindset are two different sorts of mindsets, according to Dweck's (2006) theory. A fixed mindset is the conviction that a person's abilities and intelligence are immutable. Those who believe in this first school of thought think that intellect is an inherent trait that cannot be changed or improved upon in any way. In contrast, proponents of the growth mindset, the second type of mindset, argue that intelligence may be improved through effort. A person's capacities and intelligence develop as they acquire knowledge and skills.

Heslin and Keating (2017) assert that having a growth mindset is crucial for school administrators so they may successfully handle the problems of the present. If a principal has a growth mindset, they may effectively direct their instructors' energies and abilities. In order to be able to teach effectively when they enter the classroom, principals might also encourage their teachers to advance their professional abilities. Before entering the classroom, motivated professionals construct lesson plans to achieve the learning objectives. The performance of the instructors directly affects the academic success of the students, and the principals' positive and supportive actions have an impact on the academic success of the teachers.

According to Dweck (2006), a person's beliefs determine his thinking. It is a conviction that a person has that they can pick up new abilities and use cutting-edge techniques. He goes on to say that someone with a growth mindset thinks that by putting up constant effort, they may improve their abilities, skills, and intelligence. In the same way, a person might improve performance and yield positive outcomes. However, many who have a fixed mindset think that intelligence and talents are inborn traits and cannot be changed. Because of this, those with fixed mindsets don't work to improve their aptitudes and capabilities. This prevents them from improving upon their previous performance.

Job Behavior

According to Piccolo and Colquitt (2006), the phrase "work behavior" refers to people who have a specific work and carry out their duties in accordance with the demands of that employment. According to Befort

and Hattrup (2003), a school principal plays a significant role in the institution. As a manager, leader, or administrator, a school principal's behavior at work is considered to be of greater importance because it has a significant impact on the conduct and performance of teachers and pupils. The atmosphere of the school as a whole depends on his behavior. The work behavior components that may have positive or negative effects on the school environment and overall performance are listed by Piccolo and Colquitt (2006).

Bafadal et al. (2020) claim that the majority of principals exhibit normal behavior. Some principals rarely exhibit novelty, but the majority carry out their duties in a normal manner, such as reviewing, monitoring, planning, overseeing, and organizing. They typically give instructions to their employees on what to do and what not to do. They oversee the work of other staff members such as clerks, laboratory attendants, laboratory assistants, librarians, and class four employees, among other things, as well as the school budget, the division of teachers' workload, teacher- and class-specific timetables, monitoring of teachers' and students' attendance, and teacher and student monitoring. All of these tasks are crucial to complete; however, due to modern obstacles in science and technology, the primary job demand has changed. Principals, your obligations are more difficult than ever because of these factors. It is anticipated that they will take part in training programs and hone their abilities so they can successfully tackle obstacles.

Theoretical Framework

Implicit theory is one of the intelligence theories that, according to Dweck and Leggett (1988), is focused on people's belief systems. People's beliefs have led to the division of this theory into two primary categories: mindset and fixed mindset. A growth mindset demonstrates the adaptability of beliefs, whereas a fixed mindset demonstrates rigidity. Howell (2016) claims that implicit theory is important for achieving educational goals. Investigating the implicit theory of intelligence can help determine the roles of teachers as educators, principals as managers, and students as learners. The principal role, which is more significant than anything else, is affected by a number of elements, including the learning environment, school climate, and students' motivation in their studies. Due to these factors, students may do well on exams and earn high ratings, and occasionally, their performance is subpar for a variety of reasons.

Conceptual Framework

The conceptual framework developed by Wilson et al. (2010) is a component of the research effort. It reveals a researcher's perspective on his own research and his preferred method of doing the study. The framework for your research project could be the result of your own ideas. This conceptual framework is the result of pertinent earlier studies, which gave the researcher direction in creating the theoretical foundation for the current study.



Hypotheses of the Study

- H₀₁:** There is no significant relationship between growth mindset and job behavior of secondary school heads
- H₀₂:** There is no impact of different dimensions of growth mindset on the job behavior of secondary school heads.

Methodology

As per the nature of the study, the researcher adopted a positivist research philosophy. According to Saunders et al. (2015), the positivist research ethos is founded on actual knowledge. It places a strong emphasis on reason, methodical understanding, and practice. For this purpose, the survey research design



was used. The most typical method for gathering primary data in quantitative research, according to Parveen et al. (2016), is survey research. In order to gather the data for a survey type of research, a questionnaire is typically created. There are 221 school heads (118 male and 03 female) working in the district of Multan, Punjab. A sample of 142 school heads was taken out of 221 principals by using Yamane's (1967) formula. Data was gathered by the researcher using a questionnaire. The questionnaire was made up of a series of questions divided into various sections. The survey was divided into three sections and used a five-point Likert scale. The first segment included information about the demographic characteristics of secondary school principals, including gender and locality. Growth mindset questions were included in the questionnaire's second section, while questions about the school principal's job behavior were included in its third section. The content validity index can be measured in a number of methods, including through expert judgment penalties, but the researcher will utilize the content validity index (CVI). A measure's content validity index (CVI) is determined by the measure's representativeness, whereas Cronbach's Alpha was used to measure the reliability of the questionnaire. Table 3.1 shows the sample size, CVI score, and Cronbach's Alpha value.

Table 1

Sample size, CVI, and Cronbach's alpha score

N	e	n
221	.05	$\frac{221}{1+221(.05+.05)} = 142$
	Sample (n) = $\frac{N}{1+N(e2)}$	
Scale	No. of item	CVI (including Min & Max value)
Growth Mindset		.70–1.0
Job behavior		.60–.90
Scale	No. of item	Cronbach's Alpha
Growth Mindset		.893
Job behavior		.838

Data Analysis

Table 2

Presenting the relationship between growth mindset and job behavior of school heads

Research variable	Growth mindset	Job Behavior
Growth Mindset	1	.703**

**Correlation is sig at .05

Pearson correlation was applied to examine the relationship between the growth mindset and job behavior of school heads, as revealed in Table 2. The table depicts that a positive correlation was found between the two variables ($r=.703^{**}$). Moreover, the result infer that a significant relationship was found between the growth mindset and job behavior of school heads ($p=.000<.05$).

Table 3

Presenting correlation matrix between growth mindset and different dimensions of Job behavior of school heads

Variables	Int	Att	Chlg	Grt	Adv	LFM	JB
Int	1						
Att	.723**	1					
Chlg	.816**	.827**	1				
Grt	.595**	.879**	.854**	1			
Adv	.475**	.654**	.685**	.558**	1		
LFM	.782**	.763**	.875**	.874**	.678**	1	
JB	.760**	.879**	.581**	.720**	.897**	.986**	1

Int=Intelligence, Att=Attitude, Chlg=Challenge, Grt=Grit, Adv=Adversity, LFM=Learning From Mistake, JB=Job Behavior

Pearson correlation was applied to examine the relationship between different dimensions of growth mindset and job behavior of school heads, as revealed in Table 3. The table depicts that a positive correlation was found between intelligence and job behavior ($r=.760^{**}$), attitude and job behavior ($r=.879^{**}$), accept challenges and job behavior ($r=.581^{**}$), grit and job behavior ($r=.720^{**}$), adversity and job behavior ($r=.897^{**}$), Learning from mistakes and job behavior ($r=.986^{**}$).

Table 4

Presenting the effect of different dimensions of growth mindset (GM) on job behavior (JB) of school heads

Model	R	R ²	Adjusted R ²	F	Beta	Sig	DW	VIF	Tolerance
Intelligence					.233			.323	3.678
Attitude					.178			.441	3.546
Challenges					.104			.578	2.568
Grit	.780 ^a	.694	.690	33.91	.218	.000	2.71	.657	3.678
Adversity					.158			.345	3.234
Learning from Mistakes					.124			.453	2.678

a. Predictor: (Constant) Learning from Mistakes, Challenges, Adversity, Grit, Attitude, Intelligence

b. Dependent variable: job Behavior

Multiple regression was applied to examine the impact of different dimensions of growth mindset on the job behavior of school heads, as revealed in Table 4. The table revealed that (value of $R^2=.694$, which infers that 69% variation occurred in the outcome variable (JB) due to independent variables (Learning from Mistakes, Challenges, Adversity, Grit, Attitude, and Intelligence). Value of $F=33.91$ with $p=.000$, which infers that there is an impact of different dimensions of growth mindset on the job behavior of school heads. Moreover, the last two columns of the above table showed that all the values of VIF and tolerance fall in the acceptable range, so there is no multicollinearity issue.

Discussion

The result of the study depicts that there is a positive correlation between a growth mindset and the job behavior of secondary school heads. The study's findings are in line with the study of Brower (2021), who discovered that a growth mindset greatly affects school administrators' behavior. Principals' growth mindsets are reflected in their actions at work. Similar findings were obtained by Guidera (2014), who concluded that a school leader with a growth mindset is more likely to inspire and motivate teachers to achieve a sense of empowerment. According to Silbaugh's (2016) research, school leaders who embrace the growth mindset see learning as good and think they are capable of learning more with increased effort. They also believe that anyone can learn and grow if they put in the effort and practice. People with a growth mindset are only completely engaged and experience psychological advantages when they are pushing their boundaries, developing new skills, and taking advantage of growth chances. Growth-minded school leaders value learning itself because it helps them reach new heights. A growth mindset orientation is a way of thinking that places an emphasis on how intellect develops, how to learn, how to embrace difficulties, how to work hard to become proficient, and how to learn from constructive criticism.

Conclusion and Recommendations

The study concluded that a growth mindset encourages good conduct among school administrators. The principals of the schools in the chosen district were of the opinion that a collaborative culture is vital for achieving organizational goals and that strong interpersonal relationships and good communication are essential components. Resources are offered to teachers by administrators who have a growth attitude. The principal of the school adopts a growth mindset, believing that motivating and facilitating teachers is necessary to improve the quality of the teaching-learning process. In addition, the work behavior of school administrators is influenced by their mindset. The belief of school administrators was that growth mindset adoption at work was essential for success. The behavior of school administrators must reflect a growth attitude. They believed that a collaborative environment where everyone has an equal chance to develop,



learn, and contribute is essential for the success of a school. The study suggested that school administrators emphasize the growth mindset. To do this, the principal collaborates with the staff to create a supportive environment and includes the teachers in the decision-making process. The study suggests that principals can accept accountability for the results of hardship and hold themselves responsible for improving things. When they don't succeed in getting particular results, they might not complain or point fingers. This would encourage teachers to adopt better workplace behavior.

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