

## GROWTH MINDSET OF TEACHERS: AN ANALYSIS

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### Abstract:

Teachers who are mindful automatically "put a growth mindset into action" and serve as examples for their students. The concept of having a "growth mindset" refers to the view that mastery can be attained by perseverance and hard work and that intelligence can be developed. Students that adopt a growth mindset put study and personal development above peer pressure or "appearing smart."

This paper aims to determine the level of growth mindset based on gender, educational qualifications and geographical location. Tool by total health was employed to collect data online from 146 teachers. Major Finding of the study showed that none of the respondents shows a strong growth mindset, Nobody is acting with a rigid mentality indicative of a strong fixed mindset. Majority of respondents shows growth mindset with few fixed ideas and around 15 percent respondents have fixed mindset with few growth ideas.

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### Introduction:

Every time the teachers practice mindfulness, mindful instructors naturally "put a growth mindset into action" and serve as role models for their students. The development of relationships between students and teachers as well as a stronger sense of relatedness and belonging in the classroom have both been demonstrated to benefit from mindfulness. Mindfulness is one of the 21st-century skills required by all today.

In order to support educators and young students in coping with the many challenges of achieving deeper levels of learning, need many skills which include problem solving ability, adaptability, creativity, collaboration and communication, mindful actions by teachers and students will help to foster calmness in the face of adversity, as well as improved levels of emotional wellness.( Lauria,2018)

The term "growth mindset" describes the idea that mastery is achieved by hard working dedication and that intelligence is alterable . Students that have a growth mindset prioritize learning and self-improvement over competing with others or "appearing smart." They view mistakes committed by them as chances to get better improvement . In addition to accepting obstacles, those who have a growth mindset see them as inspiring and motivating.(Green and Martin)

Green and Martin in their blog pointed out that the educators who saw the seeds of thoughtful actions to engage students, consider their efforts, values their achievements, praises wherever necessary and motivate them, point out the mistakes for their self improvement , motivates the students to do their best and help them to achieve what the best they can . all these actions have a profound impact on institutional climate and wellbeing of students.

“Social emotional learning are skills and processes through which children and adults acquire, and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (Brackett, et.al, 2019 as cited by Lucido, (2022) ). Emotions positively impacts learning. Mindfulness helps learners wellbeing and emotional balance thereby growth mind. This intern helps in achievement and success.

### **Literature review :**

A report from Business Insider India reveals that Indian students are increasingly faced with mental health issues mainly due to competition, parental pressure, fear of failure etc . the constant pressure to score higher makes the students into depression . ( Business India Insider , Oct 2, 2019 ) The practise of mindfulness is growing in popularity and acceptance in society at large as a way to improve the wellness of both students and teachers.(Black, Milam, & Sussman, 2009; Greenberg & Harris, 2012; Mendelson et al., 2010). According to Albrecht (2012)Teachers need to embody and practice mindfulness in their own lives before they can feel comfortable and effectively teach it in the classroom,(Albrecht et al 2012) Albrecht conducted a literature review and found that Teachers who practice mindfulness have been proven to experience lower levels of stress, better self-esteem, and assistance with behavior management techniques. Some educators discovered that by developing a comprehensive understanding of the curriculum, they could teach children important ideas without feeling overwhelmed by the syllabus they have to cover.

Three fundamental changes in perspectives and behaviors are illustrated by a mixed-methods analysis of transformative learning by Brendell and Cornett during the guided meditation and Mindful training to professors .in the year 2019: deepening appreciation for the subject matter and communion with students; supporting a true sense of community across academic silos; and advocating for a more mindful university culture.

Roser(2012 found out that mindfulness training (MT) programmes for teachers promoted teacher professional development (PD) targeted at improving teaching in public schools by encouraging mindfulness and its application to stress management and the social-emotional demands of teaching

Kluk (2017). Students showed improved focus, concentration, and general calmness, when the teachers started giving lessons based on the training they received on Mindfulness.

Zeeb, Ostertag, & Renkl., (2020). Growth mindset is the belief one has that the skills and abilities possessed by them can be altered and enhanced . The sheer belief in one's abilities will help the person to work hard and achieve success. Therefore, Growth mindset should be encouraged in educational settings

Kroeper: Fried & Murphy, (2022) in their research pointed out that when a teacher perceive that the student is incapable of doing it , will affect the morale of student may lead to demotivation where as if a teacher motivates the students and shows belief in his abilities those students show more capable in doing things.

Growth mindset interventions in classroom cultures provide students (and teachers) with a shared and fruitful way to understand challenges, setbacks, and learning inside and outside the classroom, ultimately benefiting their longer-term academic trajectories..Murphy et al (2021)

Dweck believes that fixed mindset conditioning can contribute to gender inequalities.

In her research, she found that parents and teachers alike often gave more process praise to boys than to girls, thereby reinforcing a growth mindset among the boys, but a fixed mindset among the girls. Studies by Dweck and others indicate that a growth mindset has a positive effect on motivation and academic performance.

Additional benefits of a growth mindset include:

- Reduced burnout
- Fewer psychological problems, such as depression and anxiety
- Fewer behavioral problems

Both Growth Mind and Mindfulness help the students balance their emotions, solve their problems and motivate them to learn better .

#### **Objectives:**

- To determine the level of growth mindset
- To determine level of growth mindset based on:
  - Gender
  - Educational Qualification
  - Geographical Location

#### **Research Methodology :**

The researchers have adapted a questionnaire provided by <https://totalhealth.cat.com/content/dam/totalhealth/a-z/growth-mindset/Growth-Mindset-Questionnaire.pdf> for this research Study. The tool consists of 20 statements in a 5 point scale (Strongly Disagree, Disagree ,Neutral ,Agree Strongly, Agree) tool was used to determine the level of Growth mindset among teachers

80 - 100 Strong Growth Mindset.

60 - 79 Growth Mindset with some fixed ideas.

40 - 59 Fixed Mindset with some growth ideas.

20 - 39 Strong Fixed Mindset

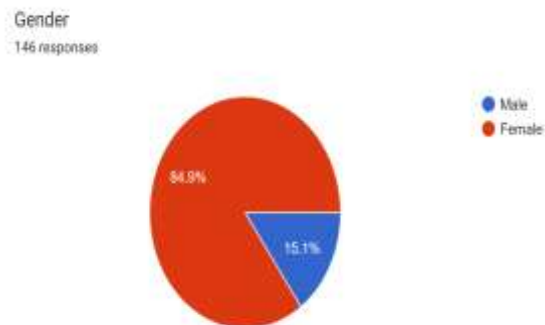
Data was collected from teachers online with the help of g-form.

#### **Limitations of the study:**

The tool used for this study was not a validated assessment tool. This research finding can only be used for educational purposes

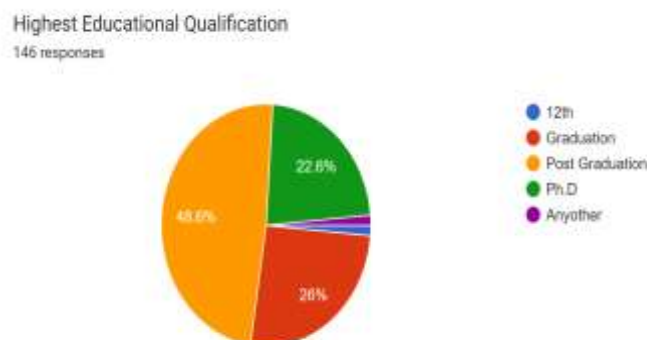
#### **Data Analysis and Findings :**

##### **1. Demographic Profile of the Respondents (Gender)**



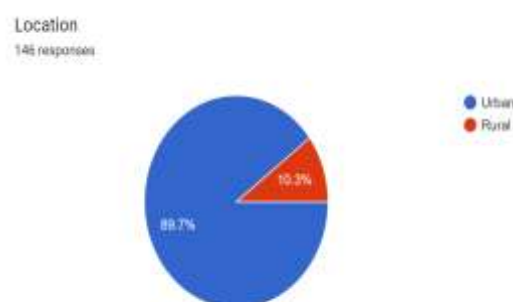
The respondents 84% constituted Female and around 15% was male. This may be because in females are more in teaching profession than males

### 2. Demographic Profile of the Respondents (Educational Qualification)



The respondents educational background shows that around 48% are post graduate and 26% are graduates and 22% are Phd . The study will help to determine whether education play any role in the level of growth mind set of people.

### 3. Demographic Profile of the Respondents (Geographical Location)



In this study the majority of respondents belonged to urban areas.

## Research Findings- Gender Implications

### 1. Determining the level of Growth set among Teachers

Level	Female	Male	Total
<b>80-100</b> Strong Growth Mindset.	Nil	Nil	NIL
<b>60-79</b> Growth Mindset with some fixed ideas.	<b>109</b>	<b>16</b>	<b>125</b>
<b>40-59</b> Fixed Mindset with some growth ideas	<b>15</b>	<b>06</b>	<b>21</b>
<b>20-39</b> Strong Fixed Mindset	Nil	NIL	NIL
	<b>124</b>	<b>22</b>	<b>146</b>

- Total respondents: 146
- Level of Growth mindset
  - 80-100- NIL
  - 60-79 – 125- 85%
  - 40-59 – 21- 15 %
  - 20-39- NIL 85 % of respondents fall in this level “60-79 – Growth Mindset with Some fixe
  - d Ideas” whereas 15% respondents show level of Mindset as “40-59 – Fixed Mindset with some Growth Ideas”
- Out of 146 responses none of them showed strong fixed mindset and strong growth Mindset

### 2. Determining the level of Female Growth Mindset

- Total respondents: 124
- Level of Growth mindset
  - 80-100- NIL
  - 60-79 – 109- 88%
  - 40-59 – 15- 12 %
  - 20-39- NIL
- 88 % of female respondents fall in this level “60-79 – Growth Mindset with ‘Some fixed Ideas” whereas 12% respondents shows level of Mindset as “40-59 – Fixed Mindset with some Growth Ideas”
- Out of 124 responses none of them showed strong fixed mindset and strong growth Mindset

### 3. Determining the level of Male Growth Mind Set

- Total respondents: 22

Level of Growth mindset

80-100- NIL

60-79 – 16-73%

40-59 – 6- 27 %

20-39- NIL

73 % of male respondents fall in this level “60-79 – Growth Mindset with ‘Some fixed Ideas” whereas 27% respondents shows level of Mindset as “40-59 – Fixed Mindset with some Growth Ideas”

- Out of 22 responses none of them showed strong fixed mindset and strong growth Mindset

### 4. Determining the level of Growth Mindset based on Educational Qualification

Level	PhD	Post-Graduation	Graduation	12th	Any other	Total Respondents
<b>80-100</b> Strong Growth Mindset.	NIL	NIL	NIL	NIL	NIL	NIL
<b>60-79</b> Growth Mindset with some fixed ideas.	28	63	34	01	01	127
<b>40-59</b> Fixed Mindset with some growth ideas	05	08	04	01	01	19
<b>20-39</b> Strong Fixed Mindset	NIL	NIL	NIL	NIL	NIL	NIL
						146

More than 80% of graduates and PhD teachers and 94% of post graduates, show they have a Growth Mindset with Some Fixed Ideas.

### 5. Determining the level of Growth Mindset based on Geographical Location

Level	Urban	Rural	Total
<b>80-100</b> Strong Growth Mindset.	Nil	Nil	NIL
<b>60-79</b> Growth Mindset with some fixed ideas.	114	11	125

<b>40-59</b> Fixed Mindset with some growth ideas	<b>17</b>	<b>04</b>	<b>21</b>
<b>20-39</b> Strong Fixed Mindset	<b>Nil</b>	<b>NIL</b>	<b>NIL</b>
<b>total</b>	<b>131</b>	<b>15</b>	<b>146</b>

87% of Urban and 73% rural respondents have Growth mindset with few fixed ideas whereas 13 % urban and 27% rural respondents have fixed mindset with few growth Ideas

#### Major Finding of the Study:

- None of the respondents shows a strong growth mindset
- Nobody is acting with a rigid mentality indicative of a strong fixed mindset.
- Majority of respondents shows growth mindset with few fixed ideas
- Around 15 percent respondents have fixed mindset with few growth ideas

#### 6. Suggestions and Interpretation:

- Encouraging a growth mindset in teachers helps break down negative stereotypes, which is especially important in encouraging students in learning
- Advancement in organization depends on its teachers and students' growth mindset.
- Fostering a growth mindset and promoting the idea that self-development, tenacity and learning build talent among student and teachers
- By listening to their inner growth mindset, individuals can change

#### 7. Teaching the competencies of SEL through a growth mindset:

- **Self-awareness and self-management** — Teachers can promote small group talks that let students discuss their strengths and identify areas they want to improve in order to address self-awareness through a growth mindset. When promoting self-awareness, the secret is to emphasize progress in order to instill a growth mentality.
- **Self-management skills** — Teaching students coping mechanisms like relaxation techniques can help students develop self-control and adulthood. Teachers can help students understand that it's normal to struggle and feel anxious by using a growth mindset strategy. They can also show them how self-management techniques can help them feel less distressed.
- **Social awareness** – A growth mindset can help one be more socially conscious. Journaling exercises are a good method to develop this skill. Students can be urged, for instance, to reflect in a journal about a time when they misjudged someone and how they might assess the circumstance differently the next time.
- **Relationship skills** – Through the use of a growth mindset and genuine encouragement of pupils when

they have successfully collaborated with others, relationship skills can be taught. Many instructors instruct their pupils on how to cultivate interpersonal skills by exercising teamwork and cooperative problem-solving.

- **Responsible decision-making** – Assist pupils in understanding the effects of their actions, both positive and negative. This may entail assisting them in coming to the understanding that it is possible to always learn from one's errors and make wiser choices in the future.

#### Conclusion:

According to Jackie Gerstein, school administration must carefully prepare for teachers to adopt a growth mindset in order for them to benefit from it as much as their students do. Modeling is the most straightforward method to incorporate a growth mindset into teacher professional development.

However, by viewing the process as a growth mindset, that is, by making it formative rather than summative and inviting the teacher to participate in the process, the feedback can be more meaningful and applicable to the teacher's daily practice. Teacher performance management processes can frequently be quite awkward and distressing experiences.

We must extend grace and space to educators if we want them to take chances and attempt new things. We have to use this expression to recognize the power of positive intentions and respecting where each person is at in a given moment.

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