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Analysis of Students' Growth Mindset: A Case Study in Child Protection and Welfare Bureau Gujranwala

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ARTICLE INFO	Abstract
Keywords: Growth mindset; institutional education; student development Corresponding Author: Sahrish Nayab PhD Scholar, Department of Education, Superior University, Lahore, Pakistan Email: sahrishnayab@gmail.com	The relationship between a growth mindset and education remains a subject of ongoing discussion. Some claim that education promotes a growth mindset. Others call this relationship into doubt. A growth mindset refers to the belief that one's intelligence can be developed through effort and learning. The current study endeavored to analyze the growth mindset of students at the Child Protection and Welfare Bureau (CP&WB) School in Gujranwala with the following objectives: i) to identify the level of growth mindset among students at the Child Protection and Welfare Bureau in Gujranwala, ii) to analyze the effect of students' duration of stay at the institution on the development of a growth mindset among students of the Child Protection and Welfare Bureau in Gujranwala. Adopting a positivist approach, the research utilizes a structured Likert-scale questionnaire administered to 105 students. Statistical analysis, including both descriptive and inferential tests, reveals that the majority of students exhibit a growth mindset. Longer institutional stay durations are positively correlated with increased confidence in personal abilities, which influences their belief in developing intelligence. The findings underscore the importance of educational interventions in fostering positive mindsets, resilience, and motivation among children in institutional care.

INTRODUCTION

Mindset is an inherently flexible term that can be influenced and controlled based on personal preferences (Charles et al., 2023). A growth mindset is the concept that skills can be enhanced through hard work and determination, enabling students to excel in their academic pursuits (Lou, Chaffee, & Noels, 2022).

The Child Protection and Welfare Bureau (CP&WB) institute in Gujranwala plays an important role in protecting children who are at risk of vulnerability, neglect, and abuse. This institute provides a nurturing environment that empowers these children to grow and acquire life skills. The current research examines CP&WB students' beliefs regarding their mindsets. It is important to understand the prevalent mindset among students before developing strategies that promote resilience, education, and well-being (Jones, Jones, & Del Campo, 2021; Smith et al., 2018; Sparks et al., 2021).

Children enrolled in CP&WB institutions often contend with social bias and discrimination due to their backgrounds. This frequently leads to low self-confidence. Moreover, these factors can lead to a fixed mindset and make them less willing to participate in new activities (Monteiro et al., 2022). The impact of trauma stemming from physical, emotional, or sexual abuse often compounds pre-existing issues related to self-esteem (Alberici et al., 2018; Spinazzola, van der Kolk, & Ford, 2018).

Additionally, family instability, like parental divorce or the death of a parent, further causes feelings of insecurity and instability among these children. Furthermore, limited resources stemming from poverty significantly restrict their access to opportunities. Rejection, fear of failure, difficulty in managing emotions, and interacting with others, all of these factors hinder these children's growth mindset and well-being (Faris et al., 2016; Spinazzola, van der Kolk, & Ford, 2018; Takacs & Kassai, 2019). However, Paunesku et al. (2015) observed that in a supportive environment, children demonstrate growth potential and develop coping strategies.

Thus, the purpose of this research was to provide an analysis of the growth mindsets among students at the CP&WB School in Gujranwala. The researchers aimed to reduce educational disparities and foster an atmosphere where a growth mindset, resilience, and well-being can be developed. By understanding the unique challenges faced by these children, this study sought to design targeted interventions that promote a growth mindset and pave the way for their holistic development within the educational system. The CP&WB's commitment to protection extends beyond physical safety, encompassing the psychological and educational well-being of every child under its care.

Research Objectives

This study aims to:

- (a) Identify the level of growth mindset among students at the Child Protection and Welfare Bureau in Gujranwala; and
- (b) Analyze the effect of students' duration of stay at the institution on the development of a growth mindset among students of the Child Protection and Welfare Bureau in Gujranwala

Research Questions

To address the above objectives, the study is guided by the following research questions and hypotheses:

- 1) What is the level of the growth mindset among students attending the CP&WB School in Gujranwala?
- 2) How does the duration of students' stay in the institution influence their growth mindset at CP&WB in Gujranwala?

Hypothesis

Based on above questions, the study posits the following hypothesis:

H₀: There is no significant correlation between students' institutional stay duration and their level of growth mindset.

LITERATURE REVIEW

Individuals' abilities, their responses to challenges, and how they structure themselves are influenced by their beliefs (Yeager & Dweck, 2020). These beliefs are further linked with two self-theories. A theory linked with performance goals is called entity theory, and another is connected with mastery goals, known as incremental theory (Dweck & Leggett, 1988). Dweck's well-known mindset theory, which draws upon various psychological frameworks, proposes that intelligence is not inherent; rather, it can be improved through hard work and practice.

Dweck's (2006) mindset theory differentiates between two core beliefs about human intellect: one is a fixed mindset, which holds that intelligence is unchangeable; the second is a growth mindset, where intelligence is believed to improve through effort. Individual mindsets play a crucial role in achieving goals. Specifically, a growth mindset encourages individuals to embrace challenges and dedicate themselves to mastery goals, prioritizing continuous learning and skill development (Burnette et al., 2013; Yeager et al., 2019).

Over the last decade, the concept of a growth mindset has attracted considerable interest, especially in the educational field. A growth mindset emphasizes effort rather than natural ability, boosting motivation and persistence (Burke & Williams, 2012). Growth mindset beliefs suggest that effort and hard work help students overcome challenges and achieve their goals. However, recent studies have questioned whether having a growth mindset truly helps with academic achievement (Yeager & Dweck, 2020).

Students with a growth mindset believe that failure is an opportunity for personal development, not a barrier. They improve their learning and reduce their risk of dropping out through efforts and hard work (Ganimian, 2020; Kapasi & Pei, 2022; Macnamara & Burgoyne, 2022; Urdan & Kaplan, 2020). Students with this growth mindset approach show resilience and demonstrate improved performance in their studies (Campbell & Green, 2022; Chaikovska et al., 2023).

Stress related to failure affects educational success. It can be addressed through interventions that focus on developing a growth mindset and help students enhance their academic results (Broderick & Lyn, 2022; Li & Bates, 2019). Research shows that students with a growth mindset generally achieve better results in academics. Furthermore, growth mindset interventions can affect students' emotional, mental, and behavioral functioning and become the reason to enhance students' academic success (Pawitra & Anggoro, 2021; Takacs & Kassai, 2019; Weare, 2019).

It is essential to incorporate interventions related to a growth mindset during childhood and adolescence, as it significantly contributes to achieving long-term academic success (van Ruitenbeek, Zijlstra, & Hülshager, 2024; Yeager et al., 2019).

Studies have demonstrated that having a growth mindset greatly influences how students view learning, encouraging a positive outlook when facing challenges (Krataytong & Saleemad, 2023; Outes-Leon, Sánchez, & Vakis, 2020; Verberg et al., 2022).

Evidence from studies shows that growth mindset interventions promote students' performance. However, many factors such as parental expectations, a challenging environment, and social influences often hinder students' intrinsic motivation to learn. These factors increase stress and low self-esteem in students and become the reason for their low performance (Chitrakar & Nisanth, 2023; Gürlen, Cihan, & Doğan, 2019; Kaymak & Horzum, 2022).

METHODS

The philosophical underpinning used in this work is positivism, as it emphasizes measurable and objective methods for analyzing social phenomena (Pathak & Thapaliya, 2022). Positivism has certain postulates as follows: The causal relations are the focus of study, the

diffusion of knowledge is conducted with the help of scientific methods, and there is recognition of the existence of a real world that is studied through observation (Brown, 2018).

The researcher employed a quantitative methodology to examine students' mindsets at the Child Protection and Welfare Bureau in Gujranwala. The positivist paradigm relies on numerical data, statistical analysis, and the generalization of findings. Therefore, a structured Likert-scale questionnaire was used (Johnson & Bhattacharyya, 2019). This methodical, quantifiable, and replicable approach aligns with the principle of positivism, emphasizing objectivity, empirical evidence, and scientific rigor. Concepts such as neutrality, observation, and systematic investigation were employed to study students' mindsets in a planned and structured manner, aiming to contribute to knowledge in this field (Karupiah, 2022).

The research employed a descriptive research design. The primary data collection tool was a questionnaire developed to assess the level of growth mindset among students. In addition to descriptive analysis, inferential analysis was also conducted to examine statistical relationships and group differences.

Participants

The researcher first took into consideration all of the students at CP&WB Gujranwala to identify the proper demographic for data gathering. All the enrolled (105) students were taken as ample.

Measures

A structured Likert-scale questionnaire was used as the primary data collection instrument. The questionnaire consisted of eight items measuring growth mindset. To ensure reliability, a pilot test was conducted with sixteen students from CP&WB Gujranwala. The Cronbach's Alpha for the scale was found to be 0.839, indicating a strong level of internal consistency. This implies that the items reliably measured the intended construct.

Procedure

Data collection was conducted in person, with researchers administering the questionnaires directly to participants. This hands-on technique helped ensure clarity, accuracy, and a high response rate.

DATA ANALYSIS

Statistical analyses were carried out in this research study using SPSS to explore the data. Descriptive statistics, such as frequencies and percentages, were employed to outline the demographic features of the sample. Cronbach's Alpha was calculated to assess the internal consistency of the scale, resulting in a reliability coefficient of 0.839. For inferential statistics, independent samples t-tests were used to compare differences in growth mindset based on the students' length of stay at the institution. Additionally, a Pearson's correlation analysis was conducted to investigate the association between students' institutional stay duration and their level of growth mindset.

Table 1

Case processing summary

		N	%
Cases	Valid	16	100.0
	Excluded	0	.0
	Total	16	100.0

Table 1 describes the number of students for reliability was 16.

Table 2
Reliability statistics

Cronbach's Alpha	N of Items
0.839	8

Table 2 describes that numbers of items were 8 and result of Cronbach's Alpha is 0.839. Items in scale exhibit a moderate to strong level of internal consistency. This implies that the items are reliably measuring the same construct.

Table 3
Demographic variables of Students

Variables	Frequency	Percent
<i>Student's Age</i>		
7year-10year	40	38%
11year-14year	51	87%
15year-above	14	13%
<i>Students' Class</i>		
one-two	89	85%
three-four	13	12%
five-above	3	3%
<i>Students' Stay Duration</i>		
Less than six months	36	34%
Six months & more than six months	69	66%

Table 3 data indicates that 87% of students fall within the 11-14 year age range, the largest group (n=51), while 13% are aged 15 and above, the smallest group (n=14). Most students are between 11 and 14 years old. In terms of grade levels, 85% of students are in grades one and two (n=89), the highest proportion, while only 3% are in grades five and above (n=3). The majority of students are in lower grades. Regarding stay duration, 66% of students have been at the institution for six months or more, while 34% have stayed for less than six months. This shows that most students have a stay duration of six months or longer.

Table 4
Students level of Growth Mindset

Growth Mindset	Never	Sometimes	Always	M	S.D
I believe that I can get smarter by hard work.	16	33	56	2.38	0.738
I think I can learn new things.	14	29	62	2.457	0.72
I believe I can learn from my mistakes.	19	16	70	2.458	0.78
I think trying hard helps me get smarter.	15	29	61	2.438	0.73
I believe that I can get better at things with practice.	23	13	69	2.438	0.83
I think I can improve my intelligence.	31	9	65	2.323	0.9
I believe that I can learn and get better at things I'm not good at.	20	17	68	2.457	0.79
I think if I keep trying, I can grow my intelligent.	23	14	68	2.428	0.83

Note: M=Mean, S.D=Standard Deviation

Table 4, describes that the majority of students expressed high level of growth mindset. 70% students chose response “Always” for the statement “I believe I can learn from my mistakes” (M=2.46, SD=0.78). Similarly, 62% students chose “Always” for the statement “I think I can learn new things and become smarter” (M=2.46, SD=0.72). A high Number of Students 68% also selected “Always” for the statement “I believe that I can learn and get better at things I’m not good at” (M=2.45, SD=0.79). Only few students selected the response “Never” for I think I can improve my intelligence (M= 2.323, SD=0.9) indicating that some students may uncertain about their potential for intellectual growth. Overall, the findings reveal that students at CP&WB mostly exhibit a high growth mindset level that affirm their belief in self-improvement, persistence, and the malleability of intelligence.

Table 5

Independent Sample t-Test Comparing Students’ Growth Mindset Scores and Students’ Institutional Stay Duration

Variable	Duration of Stay	N	M	SD	t(103)	p	95%CI
Growth Mindset	Less than six months	36	14.97	3.40	-11.11	<.001	[-7.96,-5.55]
	Six months and more	69	21.72	2.70			

Significant

Note. Equal variances assumed (Levene’s $F=2.818$, $*p=.096$).

Table 5 shows that an independent sample t-test was conducted to examine the effect of students’ institutional stay duration on their growth mindset. Results indicated a significant difference in growth mindset score between students who stayed less than six months (M=14.97, SD=3.4) reported significantly lower levels of growth mindset scores than those who stayed six months and more (M=21.72, SD=2.7). The difference between the groups was significant with a t-statistic (103)= -11.11 and a p-value of < 0.001. Students with longer stay demonstrated significantly higher growth mindset scores. Levene’s Test for Equality of Variance was not significant ($F=2.828$, $p=.096$), so equal variances were assumed. The mean difference of -6.75 (CI=-7.96,- 5.55) was found between two groups, further highlighting that students’ institutional stay duration is significantly associated with a higher level of growth mindset among students.

Table 6

Correlations between Students’ Growth Mindset and Students’ Institutional Stay Duration

	Stay Duration	Growth Mindset
Stay Duration	1	.738**
Growth Mindset	.738**	1

****.** *Correlation is significant at the 0.01 level (2-tailed).*

Table 6 shows a significant positive correlation between students' stay duration and growth mindset $r = 0.783 (p < 0.01)$. These findings indicate that the null hypothesis

“There is no significant correlation between students’ institutional stay duration and their level of growth mindset” was rejected. Longer stay duration is associated with a higher growth mindsets level, confirming a statistically significant relationship between stay duration and mindset growth.

DISCUSSION

This research aimed to offer insights into the different aspects of the growth mindsets among students at the CP&WB School in Gujranwala. The majority of the students of the CP&WB School in Gujranwala demonstrated a high level of growth mindset, believing that intelligence can be improved through effort. These results align with Dweck (2006), who highlights the importance of investigating mindset beliefs to understand students’ perception of their abilities and intellect, which in turn, influences their learning approaches.

In this current study, independent Samples t-test and correlation analysis were used. This approach is consistent with the research conducted by Yeager and Dweck (2012) and supports the findings of significant differences in mindset means. Mindset interventions and a positive environment promote students' learning. These results are aligned with Claro, Paunesku, and Dweck's (2016) findings.

Current study findings indicate that the length of time that students spend within the institution influences their growth mindset. These results are consistent with Claro, Paunesku, and Dweck (2016), highlighting the role of institutions in shaping students’ mindsets. The findings show that most students possessed a high level of a growth mindset and believe they can improve their intelligence through effort. Prior research also indicates that a higher level of growth mindset in students enhances their engagement and academic interest (Canning & Limeri, 2023; Smith, 2018). Students who possess a high level of a growth mindset employ better strategies for success (Mutluer & Altun, 2023). Furthermore, Larson (2023) asserts that these students persist through challenges and demonstrate resilience despite various difficulties. Moreover, the results emphasize the role of students’ institutional stay duration in shaping their development of a growth mindset. Haimovitz and Dweck (2017) provided a longitudinal study that showed longer exposure to growth mindset interventions positively impacts students' beliefs about intelligence over time. Similarly, Smith et al. (2018) found that long engagement with growth mindset interventions increases motivation and resilience. Burnette et al. (2013) emphasize that institutional environments promote a growth mindset. It is important for intellectual development. As persistent exposure reinforces students’ growth-oriented behaviors. This demonstrates the direct link between institutional long stay duration and the development of students’ growth mindset.

CONCLUSION

The study concluded that the majority of students at CP&WB Gujranwala exhibited a high level of growth mindset, and most of them believe that intelligence can be improved with effort. Furthermore, the findings confirmed that students’ growth mindsets are significantly impacted by the length of their institutional stay. Students with longer stay duration scored higher on the growth mindset scale. Furthermore, extended time in the environment enhanced students ‘confidence and strengthened their belief in their own abilities.

Recommendation

The following recommendations are proposed in light of the study’s findings and conclusions:

- Examine the long-term impacts of extended stay programs on the formation of a growth mindset, with a focus on the long-term implications that transcend beyond the short-term, is recommended.

- Future research should explore the role that teachers play in shaping the development of students' mindsets over time.
- It is recommended to conduct a comparative analysis of mindset development across gender groups, exploring subtle variations in belief systems and highlighting gender specific intervention strategies.
- Further, a deeper qualitative exploration, focusing on the personal narratives and lived experiences of children, is recommended. Such insights can help in the design of more personalized and effective growth mindset interventions tailored to the individual needs of CP& WB students.

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