# Describing the Relationship of Growth and Fixed Mindsets to Student Leader's Leadership Styles

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***Abstract:*** *Students' mindset significantly relates to the leadership style of student leaders. This study determined the relationship between students' growth and fixed mindset to their inclined leadership style (authoritative, democratic, facilitative, and situational). The respondents were selected through cluster sampling and participated by 100 student leaders (Supreme Student Government) from the different Junior High Schools of DepEd Ozamiz City Division. The study utilized a descriptive-correlational research design. The study used Mindset Quiz Questionnaire adopted by Carol Dweck (2006) and Leadership Style Questionnaire crafted by Sharma and Singh (2013) as instruments to collect data. Mean, Standard Deviation, Paired Sample t-Test, and Pearson Correlation Coefficient were the statistical tools used. Findings revealed that; 1. student leaders have a very highly manifested growth mindset and are very highly inclined to a democratic style of leadership 2. there is a significant relationship between student leaders' manifested mindset and their inclined leadership style 3. There is a significant difference between a growth and a fixed mindset. The researcher crafted a developmental and training plan based on the results to foster a growth mindset and enhance student leaders' leadership skills. The study recommends that school heads formulate a leadership development plan and that teachers instill a growth mindset in everyday teaching to produce efficient and effective leaders.*

**Keywords— Mindset, growth mindset, fixed mindset, leadership styles, student leadership**

## 1. INTRODUCTION

### 1.1 Background of the Study

As people progress through adolescence, they slowly realize the importance of obtaining and demonstrating leadership. As learners develop through their secondary education, they are in a position where their minds mold and make sense of the world around them, enabling them to grow. The World Health Organization defines this ideal position as the 'youth' group ages 14-24 (WHO, 2019). The youth play an essential role as they embody the future of every nation, thus requiring them to be productive. To prepare the youth for the difference in their lives, one of the skills that they need to develop is their management and leadership skills. Young people need opportunities to take leadership roles to improve their leadership skills (Posner, 2021). Students involved in the different leadership opportunities were more likely to develop a sense of responsibility, meaning they learned the importance of participating in their community and helping others (Shehane, 2012). Additionally, leadership among young people should be explicitly reoriented with the training of ethical values, policies, social commitment, and appropriate mindset (Cáceres-Reche, 2021).

Studies show that up to 67% of the climate for creativity in an organization is directly attributed to the leaders. Student leadership allows students to participate in decision-making and discharge their responsibilities as active citizens (Oanda, 2016). Student Leadership Practice Inventory identified specific behaviors and actions of student leaders to become efficient and effective, one of which is how they challenge the process. They must know how to search for opportunities by seizing initiatives and looking for innovative ways to improve (Posner, 2021).

Developing student leaders who are dependable and reliable in their service does not only benefit the students but also their future employers and our society's future (Kiersch & Peters, 2017). Nevertheless, what type of student leaders are we creating in our school system? Can they persist and persevere in adversity? Can they overcome challenges or utilize their creativity to solve problems? Or do they possess the characteristics of a twenty-first-century learner? Unfortunately, the answer is negative; studies show that we are producing students who are good only in doing school with no authentic learning. (Boylan et. al., 2018)

Leadership styles contribute to the efficiency and effectiveness of leaders in an organization. Based on the literature, there were identified leadership styles in an organization that has enormous impacts on management, productivity, and performance. According to Daniel Goleman (2000), there are different leadership styles that exist in an organization, such as authoritative, facilitative or coaching, democratic or participative, and situational. The authoritative style of leadership means that members receive commands and are directed by leaders to perform specific tasks. A

democratic style of leadership means allowing members or followers to take part in the decision-making of the organization, which leads to higher commitment. The facilitative style of leadership is focused on the development of followers. Finally, the situational style of leadership provides assistance based on the situation the group is facing. (Goleman, 2000)

Previous research has identified reasons that lead to poor leadership management of student leaders. Studies show that students' leadership styles or practices and behaviors that involve building trust, sharing one vision, supporting creativity, highlighting development, and recognizing accomplishments, positively relate to the organization's performance in achieving goals (Gadirajurrett et al., 2018). Student leaders also wither under pressures and challenges due to the fear of failing. They also experience internal challenges, including a lack of self-confidence and resistance to responding to new ideas (Staff, 2020). Educators are also incorrectly directed to believe that concentrating and focusing more on academic skills increase academic achievement (Radmacher-Smith, 2018). Academic development as the focus of education is not integrally negative; as Peterson (2018) stated, "Many educators do not realize that approximately 75% of achievement is attributed to psycho-social skills (non-cognitive factors) while only 25% of innate intelligence (IQ) contributes to achievement". Currently, educators focus on academic-related skills; however, research revealed that non-cognitive skills, including student mindset, account for 75% of students' achievement (Peterson, 2018). Growing interest results from growth mindsets on leadership; this mindset is advantageous for student leaders (Craig, 2017).

Teachers overcome difficulties and challenges with grit by giving their best and maintaining the right mindset (Baraquia, 2020). The mentors are responsible for providing the youth with the hands-on learning experience and opportunities to learn and grow at school and with their peers. These activities allow students to practice their knowledge and better understand the concepts employed (Pierson, 2021). A study with over 600 teacher participants was conducted by the Education Week Research Center stating that 98% of teachers believe that incorporating a growth mindset improves student learning (Education Research Center, 2016). Thus, cultivating our student leader's growth mindset will lead them to eradicate the achievement gap molding them to become high-achieving students (Claro, 2014).

Scholars, psychologists, and educators turned to theories of intelligence, specifically from the implicit theory of intelligence coined by Dweck (2006) as one's mindset in providing clarity about how adolescents respond to pressures and challenges. Studies suggest that the differences in students' responses to adversities and setbacks may cause by their intrinsic views of intelligence (Blackwell et al., 2017). It also revealed that personal beliefs about intelligence could affect students' learning, resiliency, progress, achievement,

and levels of experienced anxiety (Dweck, 2014). Within this context, Dweck (2006) explains that people can have one of two mindsets in perceiving intelligence: a fixed or a growth mindset. Students associated with a growth mindset are inclined to have a higher degree of motivation and demonstrate significant degrees of learning improvement. They also view challenges as opportunities to develop and improve their potential. Contrary to growth mindset, students possessing fixed mindsets are interested more in learning than in getting the correct grade to prove their level of intelligence. They believe their intelligence is fixed and cannot markedly increase or decrease over time, even through determination (Northrop, 2014).

The Constitution and By-laws of the Supreme Student Government (SSG), through Department of Education (DepEd) Order No. 47, s. 2014 stipulated that SSG shall have the authority and must have the highest democratic representative of the student body. One of their main goals is to demonstrate the principles and ideals of the Department of Education (DepEd). They shall also help develop critical thinking, decision-making, and learning among the student body, which can be utilized for nation-building. With these roles and contributions, Supreme Student Government has a massive role in maintaining the welfare of the student body and are the forefront of the student's rights. Despite the different perspectives concerning leadership and leadership style in terms of leading institutions and organizations, the study shows that student leaders can perform efficiently and effectively when they receive constructive guidance when they are clarified with their roles, and are given the opportunity to develop their potential and skills. Understanding the leadership styles allows student leaders to adapt their approach to the group's situation. It also provides an understanding of the strengths and weaknesses of the leadership style they chose, leading to increased success.

Along with the different reports, findings, and research, the researcher decided to conduct a study that will determine the relationship between the student leader's type of mindset and the leadership style they are inclined to. The poor leadership management among student leaders urges the researcher to explore and determine the influence of growth and fixed mindset in student leaders' leadership and management practices in public schools.

### 1.2 Conceptual Framework of the Study

The study's main goal is to determine the significant difference between the two identified mindsets; growth and fixed (Implicit Theory of Intelligence). It also discovers the relationship between student leaders' growth and fixed mindsets to their inclined leadership styles (Authoritative, Democratic, Facilitative, and Situational). Figure 1 on the next page presents the schematic diagram of the study.

Figure 1

*The Schematic Diagram of the Study*
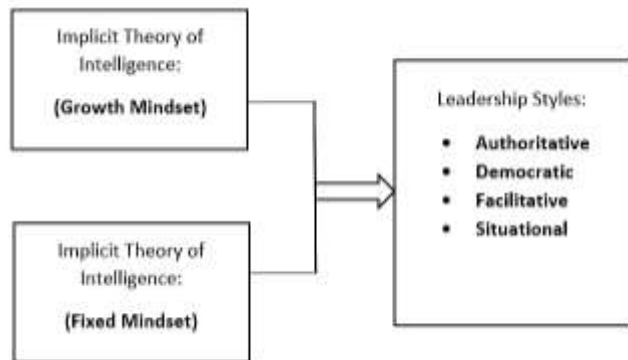


This study is anchored on the Implicit Theory of Intelligence (Dweck , 1988) and is known today as Mindset Theory (Dweck, 2006). This theory states that individuals hold one of two mindsets about intelligence growth and fixed mindset. The beliefs and knowledge structures that make up the incremental, also known as the growth mindset, and a fixed entity known today as the fixed mindset is known as implicit theories. Individuals need to be made aware of the type of mindset they have. They either perceive that intelligence levels cannot change, which is a fixed entity theory (fixed mindset), or that intelligence levels can change an incremental theory (growth mindset) (Costa, 2018).

Social cognitive theory (Bandura, 1977) and mindset theory (Dweck, 2006) suggest that mindsets have an impact on educators and learners at all levels. It is believed that mindset has a massive part in students' motivation to learn, which affects their academic performance and leadership management.

Student success is the product of an implicit or growth mindset; when students believe that intelligence can still progress and be developed (growth mindset), they tend to value effort, commitment, and motivation (Aronson, Fried & Good, 2002). Cultivating our student leader's growth mindset will lead them to eradicate the achievement gap molding them to become high-achieving students and making them practical and efficient leaders (Claro, 2014). It also reflects the leader's leadership practices and styles, which affect the organization's performance.

The study also ascends from DepEd Order No. 47, s. 2014, also known as "The Constitution and By-Laws of Supreme Student Pupil Government and Student Government in Elementary and Secondary Schools," and signed by the former DepEd Secretary, Br. Armin A. Luistro, FSC. The DepEd Order emphasizes that the SSG shall have the highest democratic power representing the student body which shall be unified and autonomous. This memorandum is founded on the principle of responsible servant leadership, unity, accountability, and efficiency in serving the student body.

### 1.3 Statement of the Problem

The study aims to determine the type of mindsets Junior High School student leaders possess and their relationship to the leadership style they are most inclined to. It discovers the central question: What is the relationship between growth and fixed mindsets to student leaders' leadership styles?

In examining the central question, specifically, the following sub-questions will be explored:

1. What type of mindset do student leaders possess?

2. What type of leadership style do student leaders are most inclined to?

3. Is there a significant relationship between student mindsets and leadership styles?

4. Is there a significant difference between the growth and fixed mindset of the student leaders?

5. Based on the findings, what leadership development and training plan can be developed?

### *Hypotheses*

The following hypotheses in this study were tested at a 0.05 level of significance.

1. There is no significant relationship between student leaders' mindset and their leadership styles.
2. There is no significant difference between the student leaders' growth and fixed mindsets.

### 1.4 Significance of the Study

The relevance of the study depends on the contribution of mindset to student leaders' leadership styles; this research can be a tool for crafting leadership development programs and plans specifically benefiting the following individuals and organizations.

*The Administrators.* This study and its outcome would serve as the basis for making and implementing innovative teaching aids and updated teaching strategies to help teachers supervise and assess. It will also enable students to achieve their full potential and develop their growth mindsets.

*The Teachers.* The result of this study could contribute to helping the teacher construct and develop new teaching strategies to help learners develop their growth mindset to achieve better performance and progress. Their guidance in

handling the student learners would give them hope that they can achieve more when they help develop a growth mindset.

*The Parents.* Developing the growth mindset of the learners will not only be the teachers' role but a considerable responsibility for the parents, for it also has a significant impact on how parents instill a growth mindset towards their children.

*The Students.* The result of this study allows student leaders to discover more of their potential and achieve more in life by helping their selves develop a growth mindset.

### 1.5 Definition of Terms

*Fixed mindset*. Students who believe intelligence and skills cannot be changed even through hard work.

*Growth mindset*. Students view difficulties and challenges as opportunities to grow and develop their leadership skills.

*Implicit Theory of Intelligence*. A belief that individuals hold a mindset that affects their perspectives, motivation, and ability to respond to challenges.

*Leadership*. It is the process of facilitating members and collective hard work to accomplish a shared objective or goal.

*Leadership styles.* The unique ability and processes of leaders to achieve success. It also describes the practices and behavior of leaders in managing the organization.

*Student Leadership*. It is the authority given to students with the highest democratic power representing the student body.

### 1. RESEARCH METHOD

This chapter includes the research design, environment, participants, and gathering procedure. It also contains the sampling techniques, instrument, statistical treatment, and ethical considerations used to gather the responses from the student leaders of the different junior high schools.

### 2.1 Research Design

This study used a quantitative method of research to discover the relationship between the mindsets and leadership styles of student leaders. The descriptive-correlational design was used in this study to explain the attitudes, phenomena, opinions, and behaviors or other known variables by gathering numerical data, which were examined and analyzed

through the use of statistically-based methods (Kapici & Akay, 2016). The descriptive-correlational design would be appropriate for this study to determine the relationship between mindsets (fixed and growth) to student leaders' leadership styles (authoritative, democratic, facilitative, and situational).

### 2.2 Research Environment

The study was conducted in the Department of Education, Division of Ozamiz City. It mainly includes seven (7) Junior High Schools; two (2) schools from District 1, three (3) from District 2, and two (2) from District 3. The districts are primarily composed of elementary and secondary schools. The researcher selected only the Junior High Schools under the category of medium schools (10-29 teachers), which conducts an election in choosing their School's Supreme Student Government (SSG). The selected schools were commonly located in remote areas where leadership programs still needed to be fully implemented.

### 2.3 Research Participants

The study participants were the Supreme Student Government or the student leaders of the different Junior High Schools from the Division of Ozamiz City. There were a total of 100 respondents who participated in this study. Thirty student leaders come from District 1, 41 of the participants come from District 2, and 30 from District 3.

The table below shows the different clusters or schools selected:

Table 1.
*Research Participants*

| District | School | Participant number | Total Number of Participants |
|---|---|---|---|
| District 1 | Sancho V. Capa Integrated School | Number 88-100 | 13 |
| | Cogon Integrated School | Number 42-57 | 16 |
| District 2 | Calabayan National High School | Number 11-24 | 14 |
| | Marcelino C. Regis Integrated School | Number 58-74 | 17 |
| | Sangay Integrated School | Number 1-10 | 10 |
| District 3 | Jacinto Nemeño Integrated School | Number 75-87 | 13 |
| | Labinay National High School | Number 25-41 | 17 |
| TOTAL PARTICIPANTS | | | 100 |

| Responses | Continuum | Interpretation |
|---|---|---|
| 4- Strongly Agree | 4.20-5.0 | Very Highly Manifested |
| 3- Agree | 3.40-4.19 | Highly Manifested |
| 2- Disagree | 2.60-3.39 | Moderately Manifested |
| 1-Strongly Disagree | 1.80-2.59 | Less manifested |

### 2.4 Sampling Technique

A sampling technique, specifically cluster sampling, was utilized in selecting the participating schools. The participants were selected based on the following criteria:

1. Students who were enrolled in Junior High Schools of DepEd Ozamiz City Division.
2. Students who are part of the Supreme Student Government.
3. Students who willingly gave their full consent to serve as respondents of the study.

Before the conduct of the study, the researcher ensured that all those mentioned criteria were met.

### 2.5 Research Instrument

The study utilized the following instruments:

1. Mindset Quiz Questionnaires (Appendix F - I). This questionnaire was adopted from Carol Dweck (2006). This questionnaire is a 4-point Likert scale comprising growth and fixed mindset indicators. It determines the mindset manifested by individuals. The instrument has 20 indicators with two constructs, including growth mindset (*items 1,2,4,7,8,9,10,11,14, and 20*) and fixed mindset (*items 3,5,6,12,13,15,16,17,18, and 19).* The standardized questionnaire was utilized and validated by people professionally working with psychology and individual differences research. The questionnaire also intends to mix the indicators for the items of growth and fixed mindset to avoid bias. Statistical analysis of the test was also conducted to ensure maximum accuracy and validity of the test scores.

In determining the student leaders' manifested mindset, the following scale was used:

2. Student's Leadership Styles Questionnaire (Appendix F - II). It is a 16-item questionnaire with four constructs, including Democratic Style (*items 1,8,11,13*), Authoritative Style (*items 4,6,12,14*), Facilitative style (*items 2,7,9,10*), and Situational style (*items 3,5,10,15*), adopted from Sharma and Singh (2013). This questionnaire is designed to determine the type of leadership style the student leaders are most inclined to. The questionnaire was also intended to combine the indicators for the different leadership styles to avoid bias. This was also a standardized questionnaire validated and utilized by leaders and managers to empower organizations by determining their leadership styles. Statistical analysis of the test was also conducted to ensure maximum accuracy and validity of the test scores.

In determining the leadership styles of student leaders, the following scale was used:

| Responses | Continuum | Interpretation |
|---|---|---|
| 4- Exactly like me | 4.20-5.0 | Very Highly Inclined |
| 3- Much like me | 3.40-4.19 | Highly Inclined |
| 2- A bit like me | 2.60-3.39 | Moderately Inclined |
| 1- Not me at all | 1.80-2.59 | Less Inclined |

### 2.6 Data Gathering Procedure

In gathering data, the researcher asked permission and approval from the Graduate Studies of St. Columban College and the School's Division Superintendent of Ozamiz City. After the approval, the researcher personally visited and asked permission from the School Heads of the selected Junior High Schools. Upon securing the required supporting documents, the researcher set the schedule of the conduct of the research, ensuring that there will be no affected classes.

In this study, standardized questionnaires were approved for utilization of this study. The participants or the student leaders of the participating schools gathered in one place for an orientation on the nature of the study. The data gathering was conducted on the school premises only. The researcher personally administered the survey to ensure depth of understanding and full cooperation. This also allowed the researcher to have easier access to the retrieval of data. The

gathered data were then tallied, treated, analyzed, and interpreted.

### 2.7 Statistical Treatment

The study used the following tools in analyzing the data gathered with the use of SSP (Statistical Package for the Social Sciences):

*Mean and standard deviation.* These tools were used in determining the student leaders' manifested mindset and the leadership style they are most inclined to.

*Pearson Correlation Coefficient.* This tool was used to determine the significant relationship between student leaders' type of mindset and their leadership styles.

*Paired Sample t-Test.* This tool explored the significant difference between the two identified types of mindsets, which are growth and fixed.

### 2.8 Ethical Considerations

The study will use collective information from Bhandari (2021) to observe ethical considerations in conducting research. The following parameters will be needed for the study:

*Informed consent.* The data will be collected once permission from the school's division superintendent and school head is obtained. The consent approval or communication forwarded to the participants and parents must also be ordered to have a formal agreement.

*Confidentiality.* The responses of the participants will be for research purposes only. The participant's personal information will be concealed and hidden. Data resources will be privately stored so that they cannot be accessed and linked to other data by anyone else.

*Anonymity.* Participants will be unidentified, and names will not be revealed. They will remain anonymous. Each participant will be represented by a specific number in the coding process, which will be known only to the researcher.

The ethical considerations must strictly be followed since we are dealing with minor participants (age below 18), and the collected data will reflect the schools' student leadership practices.

### 3. RESULTS AND DISCUSSION

This chapter presents the results and discussion, including the presentation, analysis, and interpretation of the responses gathered from the student leaders. The implication of the results on the teachers, administrators, and student leaders was also interpreted.

### 3.1 Student Leader's Manifested Mindset

Data in Table 2 revealed that, in general, the student leaders possess a growth mindset ($M=3.38$, $SD=0.27$), and it was very highly manifested. On the other hand, the fixed mindset was also moderately manifested ($M=2.25$, $SD=0.35$), as reflected.

Table 2

*Student Leader's Manifested Mindset*

| Type of Mindset | Mean | SD | Remarks |
|---|---|---|---|
| Growth Mindset | 3.48 | 0.27 | Very highly manifested |
| Fixed Mindset | 2.25 | 0.35 | Moderately manifested |
| Overall | 2.87 | 0.31 | |

*Scale: 3.25-4.00 (Very highly manifested); 2.50-3.24 (Highly manifested); 1.27-2.49 (Moderately manifested); 1.0-1.74 (Less manifested)*

The results suggest that student leaders believe skills, talents, abilities, and intelligence can still be developed through perseverance, grit, and persistence. It also shows that these leaders positively accept feedback and are interested in new opportunities. They, as a whole, believed that through hard work and trying new learning methods, they could improve and influence the organization's growth and development (Guido, 2016).

Student leaders possessing a growth mindset reveal a favorable implication for schools, teachers, and student leaders. Possessing a growth mindset enables learners and leaders to manage stress and become more resilient to difficult situations. Evidence shows that learners who generally manifest a growth mindset have lower levels of stress hormones. A growth mindset also enables leaders to handle change better, which then leads them to enhance their self-esteem and continuously seek out better feedback.

### 3.2 Student Leaders' Inclined Leadership Style

Data in Table 3 revealed that, in general, student leaders are very highly inclined to a democratic leadership style ($M=3.38$, $SD=0.44$).

The result implies that student leaders' leadership style highlights shared leadership which motivates and engages members to be involved in decision-making. This leadership style, according to Professor Gastil (1994), "distributes responsibilities among members, empowering the group and aiding them towards a common goal."

The data also showed that student leaders are also highly inclined to other leadership styles, including facilitative Style (*M=3.24, SD= 0.40*), situational Style (*M=2.87, SD= 0.42*), and authoritative Style (*M=2.78, SD= 0.50*),

The result emphasizes that student leaders can also adjust depending on the situation depicting situational style. They also prefer collaboration and partnership and empower creativity through feedback, showcasing a facilitative style. They may sometimes make strategies, plans, and decisions independently without consulting the team, which is an authoritative style (Sharma & Singh, 2013).

Table 3.

*Student Leader's Inclined Leadership Style*

| Type of Leadership Style | Mean | SD | Remarks |
|---|---|---|---|
| Authoritative | 2.78 | 0.50 | Highly inclined |
| Democratic | 3.38 | 0.44 | Very highly inclined |
| Facilitative | 3.24 | 0.40 | Highly inclined |
| Situational | 2.87 | 0.42 | Highly inclined |
| Overall | 3.07 | 0.44 | |

*Scale: 3.25-4.00 (Very highly inclined); 2.50-3.24 (Highly inclined); 1.75-2.49 (Moderately inclined); 1.0-1.74 (Less inclined)*

Student leaders who are more inclined to a democratic style of leadership involve the members being led actively. This is a favorable implication of influential leaders, for they encourage conversation and participation in decision-making, which implies that these leaders can contribute meaningfully to the school's progress. Democratic leaders ensure that every voice in the organization can be heard and opinions can be considered. As stipulated in DepEd Order No. 47, s. 2014, also known as The Constitution and By-Laws of Supreme Student Pupil Government and Student Government in Elementary and Secondary Schools, they should effectively embody the student body.

*3.3 Significant Relationship between Student Leaders' Mindset and Leadership Style*

Data in Table 4 revealed that a growth mindset and democratic leadership style are highly significant (*r= 0.36, p=0.00*).

Results in Table 4 imply that student leaders who manifest a growth mindset view challenges not as setbacks but as an opportunity to grow and develop their skills, influencing them to empower group members to achieve their tasks despite any difficulty (Peterson, 2018). Leaders build individual responsibility amongst members through a growth mindset and

motivate the team to achieve more. Through this perspective, leaders exert more effort and allow the team to participate fully.

As depicted in Table 4, growth mindset and authoritative style of leadership are highly significant (*r= 0.28, p=0.00*), which implies that student leaders who manifest a growth mindset may perform an authoritative style of leadership which is attractive to leaders who have a strong personal vision of what's needed to improve and are action-oriented (Sharma & Singh, 2013)

It was also showcased in Table 4 that a fixed mindset and authoritative leadership style are highly significant (*r=0.25, p=0.01*), implying that student leaders who see skills, intelligence, and talents as fixed and cannot be changed are inclined to the authoritative style of leadership. These leaders are most unlikely to win a total commitment from group members since they tend to lead to uninformed and shallow decisions (Du et al., 2020). These leaders mostly need to allow more space for members to develop their potential, for they are not open to suggestions and new opportunities for improvement. According to research, an authoritative type of leadership negatively impacts organizational outcomes. (Shen et al., 2019).

Table 4.

*Significant Relationship between Student Leaders' Mindset and Leadership Style*

| Variables | r | p-value | Remarks |
|---|---|---|---|
| Growth Mindset and Authoritative | 0.28 | 0.00 | Highly Significant |
| Growth Mindset and Democratic | 0.36 | 0.00 | Highly Significant |
| Growth Mindset and Facilitative | 0.16 | 0.10 | Not Significant |
| Growth Mindset and Situational | 0.21 | 0.04 | Significant |
| Fixed Mindset and Authoritative | 0.25 | 0.01 | Highly Significant |
| Fixed Mindset and Democratic | 0.06 | 0.54 | Not Significant |
| Fixed Mindset and Facilitative | 0.11 | 0.30 | Not Significant |
| Fixed Mindset and Situational | 0.07 | 0.47 | Not Significant |

*Note: $p<0.01$ (Highly Significant); $p<0.05$ (Significant); $p>0.05$ (Not Significant)*

A growth mindset has a highly significant relationship with an authoritative style of leadership and a democratic style of leadership. This is an implication that leaders who see challenges as an opportunity to develop their skills and talents (growth mindset) can be authoritative leaders who can lead the group with self-confidence, are trustworthy, and has control over their group. At the same

time, these leaders also never failed to involve the team in decision-making and encourage active participation, which are the evident characteristics of democratic leaders.

On the other hand, leaders who manifested fixed mindsets also reflected a highly significant relationship toward the authoritative style of leadership which implies that student leaders who see intelligence and skills as fixed and cannot be changed tend to lead the group with an authoritative style. These leaders give orders, and followers have to follow them because they fear the consequences of failing. Though they can be trusted and has the optimum control but the decision-making is centralized only to the leader and does not allow members to express themselves. Since teamwork does not exist in this type of leadership, the organization eventually develops internal conflict leading to poor management and performance (Davidmann, 2006).

### 3.4 Significant Difference between Growth Mindset and Fixed Mindset

Table 5 revealed that growth and fixed mindsets are highly significant (t=29.78, p=0.00). Research suggests that student leaders with a growth mindset tend to have a higher degree of motivation and view challenges as a chance to improve themselves, leading to a significant development in learning (Blackwell et al., 2007). In contrast, student leaders with fixed mindsets believed intelligence, skills, and talents could not be changed despite hard work and determination. They see failure as a confirmation that they need to be more intelligent and talented enough, which leads to a lower level of confidence and avoid or reject challenging tasks that provide opportunities to develop (Boylan et al., 2018).

Table 5.

*Significant Difference between Growth Mindset and Fixed Mindset.*

| Variables | Mean Scores | | Test Statistic | | Remarks |
|---|---|---|---|---|---|
| | Growth | Fixed | t value | p-value | |
| Differences in Student Mindsets | 3.48 | 2.25 | 29.78 | 0.00 | Highly Significant |

*Note: p<0.01 (Highly Significant); p<0.05 (Significant); p>0.05 (Not Significant)*

Since growth and fixed mindsets are significantly different, it implies that mentors must not only focus on developing the learners' cognitive abilities. Psycho-social skills (non-cognitive) must also be developed to produce high-achieving learners and leaders. Schools and administrators need to develop programs and training that can foster a growth mindset to produce operative and active student leaders.

## 4. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter provides a summary of findings on the relationship between growth and fixed mindsets in the different leadership styles. The researcher came up with conclusions and recommendations based on the results and findings of the study.

### 4.1 Summary of Findings

The study mainly determines the relationship between growth and fixed mindset to student leaders' leadership styles. The respondents of the survey included 100 student leaders selected through cluster sampling. The researcher utilized a descriptive-correlational research design. The study used Mindset Quiz Questionnaire adopted by Carol Dweck (2006) and Leadership Style Questionnaire crafted by Sharma and Singh (2013) as instruments to collect data. Mean, Standard Deviation, Paired Sample t-Test, and Pearson Correlation Coefficient were the statistical tools used.

The study assumed that there is a significant relationship between student leaders' type of mindset and their leadership styles. Based on the results and data analysis of the research, the hypotheses were rejected, which implies that the mindset of student leaders significantly relates to their leadership styles and also growth and fixed mindsets have significant differences.

The findings are summarized based on the identified problems of this study:

1. What type of mindset do student leaders possess?

The student leaders of Junior High School very highly manifested a growth mindset. Data in Table 2 revealed that, in general, the student leaders possess a growth mindset (*M=3.38, SD=0.27*), and it was very highly manifested. On the other hand, the fixed mindset was also moderately manifested (*M=2.25, SD=0.35*) by the student leaders, as reflected in the results.

2. What type of leadership style do student leaders are most inclined to?

Student leaders are mainly inclined to a democratic style of leadership in which. Table 3 depicted that, in general, student leaders are very highly inclined to a democratic leadership style (*M=3.38, SD= 0.44*). The data also showed that student leaders are also highly inclined to other leadership styles, including facilitative style (*M=3.24, SD= 0.40*), situational style (*M=2.87, SD= 0.42*), and authoritative style (*M=2.78, SD= 0.50*),

3. Is there a significant relationship between student mindsets and leadership styles?

There is a significant relationship between student leader's mindset and their leadership styles. As revealed by the data in Table 4, a growth mindset and democratic style of leadership are highly significant ($r= 0.36$, $p=0.00$). Table 4 also depicted that a growth mindset and an authoritative style of leadership are highly significant ($r= 0.28$, $p=0.00$). Lastly, data in Table 4 showcased that a fixed mindset and authoritative leadership style are also highly significant ($r=0.25$, $p=0.01$).

4. Is there a significant difference between the growth and fixed mindset of the student leaders?

There is a significant difference between the two mindsets (growth and fixed). As revealed by the data in Table 5, growth and fixed mindsets are highly significant ($t=29.78$, $p=0.00$).

5. Based on the findings, what leadership development and training plan can be developed?

From the findings, the researcher crafted a leadership development and training plan that fosters a growth mindset and enhances students' leadership skills.

### *Leadership Development and Training Plan (Teachers' Development)*

Leadership developmental programs enhance engagement and help create leaders that can effectively lead the organization. It can also create a positive work culture and help develop efficient strategies to promote effective leadership management (Cacioppe, 1998).

Promoting Growth Mindset in Everyday Teaching (Lesson Plan)

From the results, the researcher applied and adopted different teaching strategies from Guido (2016) that promote a growth mindset in everyday teaching.

1. Uses diverse teaching strategies.
2. Encourages learners to expand answers.
3. Introducing gamification strategy or game-based learning.
4. Teaching the value of overcoming challenges.
5. The setting of objectives or goals in everyday teaching.
6. Encourages group activities.
7. Assigning classroom tasks to students.
8. Avoid praising intelligence and output but instead, appreciate the process and encourage planning and trying.

Table 6.

*Leadership Developmental and Training Plan (Teacher's Development)*

| OBJECTIVES | ACTIVITY | RESOURCES | | | KEY RESULT AREA |
|---|---|---|---|---|---|
| | | HUMAN | MATERIAL | FINANCIAL | |
| **TEACHER'S DEVELOPMENT** | | | | | |
| To prepare for the opening of classes, by implementing new and effective strategies | Crafting of School Improvement Plan | School head, teachers, PTA, LGU students and leaders | | | |
| To build leadership competency and promotes collaboration | Faculty and Staff Team Building | School head and teachers, | | | |
| To introduce the idea of growth mindset and its effect to students | Seminar on Growth Mindset Awareness | Teachers and School Head | | | |
| To broaden their knowledge on growth mindset and to provide strategies for lesson integration | Training and seminar on Lesson Plan Making fostering Growth Mindset | Division, School head and teachers | | | |
| To discover and redefine their roles in developing student leaders | SSG Advisers and Advisors training | Advisers and School head | | | |
| To achieve alignment in the classroom activities and the Department's mission and vision | Training on strengthening DepEd activities enhancing leadership skills | Division, School head and teachers | | | |
| To determine areas for improvement | Feedbacking and Monitoring | School head and teachers | | | |
| To discover the strengths and weaknesses of programs and discover activities to retain or eliminate | Evaluation and Assessment | School head and teachers | | | |

### *Leadership Developmental and Training Plan (Student's Development)*

As stipulated in DepEd Memorandum No. 296, series of 2008, with its theme "Responding to the Needs of 21st Century Leadership Equipping Student-Leaders in Reaching Out to Peers", the National Leadership Training Program aims, in general, to develop or enhance the management and leadership knowledge, skills and attitudes of elected Supreme Student Government.

There are also recommended programs, projects, and activities for the Student Government specified in DepEd Memorandum No. 055, series of 2021, to help support the efficient operationalization of the Basic Education Learning Continuity Plan (BE-LCP).

The crafted leadership development and training plans for the students aim to focus on strengthening the ties between student leaders, the student body, teachers, and school administrators. It can be utilized to strategically enhance the leadership skills of student leaders and help develop the growth mindsets of students. Based on the different DepEd memorandums mentioned, student leaders must undergo training and become involved in the different DepEd activities to mold them to become efficient and effective leaders representing the student body.

Table 7.

*Leadership Developmental and Training Plan (Student's Development)*

| OBJECTIVES | ACTIVITY | RESOURCES | | | KEY RESULT AREA |
|---|---|---|---|---|---|
| | | HUMAN | MATERIAL | FINANCIAL | |
| STUDENT'S DEVELOPMENT | | | | | |
| To exercise and train students for their right to suffrage | Election of Officers | SSG Adviser and students | | | |
| To know their team better and to foster collaboration among team members | Student Leadership training and Team building | SSG Adviser, Advisers and School Heads | | | |
| To provide an avenue for students to showcase the talents they possess or develop skills they wanted to possess | Organizational clubs | School Heads, Advisers and students | | | |
| To achieve alignment in the organization's activities and the Department's mission and vision | Training on strengthening DepEd Activities enhancing leadership skills | School head, SSG adviser and teachers | | | |
| To determine areas for improvement | Feedbacking and Monitoring | School head, SSG adviser and teachers | | | |
| To discover the strengths and weaknesses of programs and discover activities to retain or eliminate | Evaluation and Assessment | School head, SSG adviser and teachers | | | |

### 4.2 Conclusion

Student leaders possessed a growth mindset. The manifested mindset has a significant relationship with the leadership styles of student leaders. When leaders perceive that their goals can be achieved through hard work and effort (growth mindset), they tend to influence their team to be determined and motivate the members to develop the skills and characteristics of democratic leaders. They are also visionary and goal-oriented, which depicts an authoritative leadership style. On the other hand, students who perceive skills, talents, and intelligence cannot be changed (fixed mindset) tend to be authoritative leaders who believe that decision-making should solely come from the leaders, thus depriving the opportunity for members to develop. Developing programs for student leaders to enhance their leadership skills suited to their unique leadership style is essential to produce efficient and effective leaders representing the student body.

### 4.3 Recommendations

The following recommendations of the study were constructed founded on the conclusions:

1. School heads may create or include leadership training and development programs in the SIP (School Improvement Plan).

2. School heads may also conduct teacher training or seminars on fostering a growth mindset in everyday teaching and crafting lesson plans.
3. Teachers may also instill a growth mindset in their teaching strategies and approaches.
4. Schools can also strengthen DepEd activities that promote honing of leadership skills and encourage the development of a growth mindset.
5. Administrators can also conduct training on crafting coursebooks for the Development of a Growth Mindset in Leadership Management.

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