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Demographic Variation in Growth Mindset, Organizational Climate, Social Adjustment and Professional Development among High School Teachers

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Abstract:

Teachers' growth mindset and professional experiences may vary across personal and school-related characteristics. This study examined demographic patterns in growth mindset, perceived organizational climate, social adjustment and professional development among 700 high school teachers in Virudhunagar District, Tamil Nadu. A normative survey design and simple random sampling were reported in the source thesis. The sample included teachers from Government, Government-Aided and Private schools, rural and urban localities, and Tamil- and English-medium settings. Descriptive statistics and group-comparison tests were used in the thesis. The reported results indicated a statistically significant difference in growth mindset by medium of instruction, with English-medium teachers scoring higher than Tamil-medium teachers. Organizational climate and social adjustment differed significantly by school management and medium of instruction. Professional development differed significantly by age group, with a reported difference between teachers below 30 years and those aged 31–40 years. Most other demographic comparisons were not statistically significant. The findings suggest that selected school-context characteristics and age may be associated with differences in teachers' professional experiences. Full test statistics and post-hoc comparisons must be inserted from the original analysis output before journal submission.

Keywords: high school teachers; growth mindset; organizational climate; social adjustment; professional development; demographic differences

Introduction

Teachers work in varied institutional settings and bring different professional experiences, qualifications and personal backgrounds to their roles. These characteristics may be associated with how teachers perceive their school environment, manage professional relationships, engage in continuing development and understand their capacity to improve. Growth mindset theory proposes that abilities can be developed

through learning and effective effort (Dweck & Leggett, 1988; Dweck & Yeager, 2019). In teaching, such beliefs are relevant to professional adaptation and the adoption of new pedagogical practices.

Organizational climate captures teachers' perceptions of leadership, communication, trust, collegiality, autonomy, support and resources. Social adjustment concerns the quality of teachers' interactions within the school community. Professional development reflects continued learning and the enhancement of instructional and professional competencies. These variables may be shaped by school management arrangements, medium of instruction, locality, school type, age and teaching experience.

The purpose of this study was not to assume that demographic categories determine teachers' beliefs or capabilities, but to examine whether the measured variables differed across the categories included in the source investigation. Such evidence may help identify areas where school-level support and professional learning opportunities deserve closer attention.

Objectives

The study examined differences in (a) growth mindset, (b) organizational climate, (c) social adjustment and (d) professional development across selected demographic and school-related variables among high school teachers.

Method

Design and sample

The study used a quantitative normative survey design. The sample comprised 700 high school teachers from Government, Government-Aided and Private high schools in Virudhunagar District, Tamil Nadu. The thesis reports simple random sampling. The sample distribution included 341 male and 359 female teachers; 349 rural and 351 urban teachers; 403 Tamil-medium and 297 English-medium teachers; and 319 Government, 137 Government-Aided and 244 Private school teachers.

Measures

Four instruments were used: the eight-item Growth Mindset Scale attributed to Sigmundsson and Haga (2024); the 38-item Organizational Climate Scale attributed to Khurshid and Zahur (2012); the investigator-developed 37-item Social Adjustment Scale; and the Professional Development Scale attributed to Yodida Bhutia (2014). The scale has internal consistency/reliability coefficients of .83, .81, .91 and .93, respectively.

Analysis

Means and standard deviations were used to describe scores. The thesis reports independent-samples t tests for two-category variables and one-way ANOVA for variables with three or more categories. The significance level was .05. 4. Results

Overall scores

Variable	N	Mean	SD
Growth mindset	700	23.37	2.903
Organizational climate	700	117.92	18.340
Social adjustment	700	109.90	16.409

Professional development	700	101.51	18.986

Significant demographic patterns

Outcome variable	Grouping variable	Reported result
Growth mindset	Medium of instruction	English-medium teachers scored higher (M = 23.63) than Tamil-medium teachers (M = 23.18); difference reported as significant.
Organizational climate	School management	Government-Aided teachers had the highest mean (M = 121.41), Government teachers the lowest (M = 116.57); difference reported as significant.
Organizational climate	Medium of instruction	English-medium teachers scored higher (M = 119.63) than Tamil-medium teachers (M = 116.66); difference reported as significant.
Social adjustment	School management	Government-Aided teachers had the highest mean (M = 112.82), Government teachers the lowest (M = 108.05); difference reported as significant.
Social adjustment	Medium of instruction	English-medium teachers scored higher (M = 111.61) than Tamil-medium teachers (M = 108.65); difference reported as significant.
Professional development	Age group	A significant difference was reported between teachers below 30 years and those aged 31–40 years; means were 97.23 and 103.11, respectively.

Most other demographic comparisons were not statistically significant. For growth mindset, mean scores varied descriptively across age, subject specialization, management and other categories, but only the medium-of-instruction comparison was identified as significant. For organizational climate and social adjustment, school management and medium of instruction were the significant factors identified in the thesis narrative. For professional development, the reported significant age-group contrast was between the below-30 and 31–40-year categories.

Discussion

The medium-of-instruction differences observed for growth mindset, organizational climate and social adjustment warrant careful interpretation. They may reflect differences in school context, resource access,

teacher assignment patterns, institutional support or other unmeasured factors. The data do not establish that the language of instruction itself produces these differences. Further research should examine school-level conditions and relevant confounding variables before drawing policy conclusions.

The reported management-related differences in organizational climate and social adjustment suggest that teachers' perceptions and interpersonal experiences may vary across institutional settings. Government-Aided teachers recorded the highest descriptive means in both outcomes, while Government teachers recorded the lowest. These descriptive contrasts should be interpreted alongside the full ANOVA results and post-hoc comparisons; mean rankings alone do not establish statistically significant pairwise differences.

The age-related professional development result indicates a reported difference between the youngest group and the 31–40-year group. One possible explanation is that teachers at different career stages have different access to, needs for or patterns of engagement in professional learning. However, the cross-sectional design cannot distinguish age effects from career-stage, experience or cohort effects.

Implications

School leaders should review whether professional learning, mentoring, communication and collegial support are equitably accessible across school management types and language-medium settings. Professional development planning may benefit from career-stage-sensitive opportunities, particularly structured induction and mentoring for early-career teachers. These implications should be treated as areas for institutional review rather than as interventions proven by this study.

Conclusion

The study identified selected demographic and school-context differences in teachers' growth mindset, organizational climate, social adjustment and professional development. Medium of instruction was associated with reported differences in three outcomes, school management with two outcomes, and age group with professional development. These findings provide a basis for more detailed, multilevel investigation of the institutional and career-related conditions associated with teachers' professional experiences

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