Does Growth Mindset escalate Organizational Citizenship Behavior and Goal Achievement? A mediating role of Work Engagement and a moderating role of Transformational Leadership

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ABSTRACT--This study aims to understand the impact of Growth Mindset on Goal Achievement and Organizational Citizenship Behavior with a mediating role of work engagement and the moderating role of transformational leadership. 278 knowledge workers participated in the study by filling the self-administrated questionnaire from Pakistan. Data analysis was done through partial least square structural equation modeling (PLS-SEM) technique. The results find a positive impact of growth mindset on Goal achievement and Organizational Citizenship Behavior and the significant mediating effect of work engagement. The study also highlights the potent role of transformational leadership as a moderator and proposes that in the absence of Transformational Leadership, growth mindset alone is not sufficient enough. The study advances the literature on growth mindset which may help the managers to understand the mindset of their employees for improving individual and organizational achievement. It also helps the managers and supervisors to understand their role as a leader in cultivating and promoting the growth mindset of their employees. Avenues for future research are also suggested.

Keywords-- Growth mindset, Transformational leadership, Work Engagement, Organizational citizenship behavior, Knowledge workers.

I. INTRODUCTION

Our actions can be triggered by our intensions, stimulus or inherent values (Tanneberg, Peters, & Rueckert, 2019; Woolley & Fishbach, 2018). In other words, our actions are reflections of our beliefs and perceptions of what we can or cannot do. Primarily, what an individual can achieve is the result of the mindset (Sisk, Burgoyne, Sun, Butler, & Macnamara, 2018). Mindsets theories suggest the role of perception concerning human attributes, such as intelligence and talents. They suggest that people can either have a growth mindset, where they believe that talents, attributes, and intelligence are malleable (Mann, 2018). Hernandez (2019) also suggests that when the entire organization welcomes a growth mindset, the impact is phenomenal in terms of their growth. Not only the employees of the organizations feel more empowered, engaged and committed, they also receive greater

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support for innovation and collaboration. This, in turn, results in higher engagement towards tasks(Claro, Paunesku, & Dweck, 2016; Keating & Heslin, 2015). When employees are engaged, they recognize their task as something to which they want to dedicate not just time but also effort. They regard that their work adds meanings to their life and a result they are absorbed in their work with full concentration (Keating & Heslin, 2015). Their zeal, vigor, and dedication are at a completely different level when it comes to work engagement. This attitude reflects, not only in their performance related tasks but also in such tasks that are not directly related to work but contributes to the overall efficacy and efficiency of the organizations.

Research also suggests that an incremental mindset not only affects work but also motivates employees to go beyond their line of duty and engage in organizational citizenship behaviors (Özduran & Tanova, 2017). Organizational citizenship behavior (OCB) is defined as activities in which an employee is engaged which are not part of his or her core task but leads to the overall effectiveness and efficiency of the team and the organization. Empirical studies have suggested many antecedents to Organizational Citizenship Behavior like role of supervisor and manager (Burrough, McDonnell, McDonnell, & Lloyd, 2015), workplace ostracism (Wu, Liu, Kwan, & Lee, 2016), servant leadership (Newman, Schwarz, Cooper, & Sendjaya, 2017), work engagement (Ariani, 2013; Demerouti, Bakker, & Gevers, 2015) to name a few. In this regard, Burnette et al. (2019) suggest that a growth mindset can increase the flexibility of the employee. This, in turn, may allow employees to reach and attain his goals. Also, studies have shown that having a growth mindset results in the development of ability and intelligence and boost performance (Cutumisu, 2019).

The question arises that how organizations can further facilitate the impact of growth mindset on work engagement, organizational citizenship behavior, and goal achievement. Today, the organizations are changing at a fast pace, and the previous theories about managing and leading employees are no longer invoked. This is an era of transformational leadership and the right leader can have a phenomenal impact on employees (Deichmann & Stam, 2015). Mittal (2015) highlights in the study that leaders of today should not focus on building a skill set. Instead, their focus should be on developing the mindset of their team. Empirical studies have shown that transformational leadership is positively related to employees' work engagement(Breevaart et al., 2014; Tuckey, Bakker, & Dollard, 2012). Lee (2018) reports that transformational leadership not only affects work engagement but also directly affects task satisfaction and organizational citizenship behavior, which are components of organizational effectiveness. This idea was also supported by Hwang and Lee (2015).

While the contributions made by previous researchers concerning growth mindset, several gaps still need to be filled (Caniëls, Semeijn, & Renders, 2018; Dougherty, 2013). As such, the role of the growth mindset needs to be applicative rather than subjective and this arena needs to be investigated further (Duckworth & Duckworth, 2016). Though Sisk et al. (2018) have found the impact of the growth mindset on achievement, it is of little practical importance. According to that study, there was a significant yet weak relationship between growth mindset and goal achievement and further investigation is required by incorporating more explanatory and moderating variables to tighten the mindset theories in the literature. Based on the above mentioned, this study aims to fulfill the gaps by examining the impact of mindset on the goal achievement and organizational citizenship behavior with a mediating role of work engagement. It also seeks to investigate the role of transformational leadership as a moderator in this relationship.

II.   LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Mindset refers to the self-conceptions that individuals use to understand themselves and guide their behaviors (Dweck, Walton, & Cohen, 2014). Usually an individual can have either a fixed mindset or a growth mindset and this can make all the difference. Individuals with a fixed mindset believe that intelligence is static and that it cannot be developed. whereas, individuals with growth mindset are of the opinion that everything can be achieved through dedication and hard work (Molden & Dweck, 2000). A growth mindset plays with and tolerates and learns from failures and risks. It is motivated to take up challenges that ensure an individual's development. This fact is also cited as a formidable reason by many as to why people with average intelligence tend to perform better (Kray & Haselhuhn, 2007). This theory challenges the common notion that intelligent people are born smart. It credits smartness to effort. Hallett and Hoffman (2014) comment that growth mindset has become a buzzword in today's organizations but many have restricted growth mindset with a few behaviors. It is highlighted that growth mindset is not just about being open to criticism and having a positive outlook. Nor it is restricted to praising efforts. It is argued that most of the individuals have a mixed mindset where we often fall into the trap of fixed mindset when we are faced with critics or failures.

Growth Mindset and Work Engagement

Work engagement refers to an employee's relationship with his or her work. The initial work in this context was done by Kahn (1990) who described engagement in terms of the behaviors that people bring in with them when they come to their work. These behaviors were a by-product of a state of mind that is often characterized as being "physically connected" (vigor), "cognitively keen-eyed" (dedication) and "emotionally involved" (absorption). Further work was done with the introduction of the concept of burnout factor by Maslach and Leiter (2008). Their work highlighted the fact that engagement and burnout are, in fact, the two ends of the same rope and are opposites of each other. However, the views presented in that study were countered and it was suggested that work engagement and burnout should be viewed as two independent factors rather than opposing variables (González-Romá, Schaufeli, Bakker, & Lloret, 2006). Keating and Heslin (2015) highlighted the fact the employee with growth mindset reflect higher engagement to their work. Their zeal, vigor, and dedication are at a completely different level when it comes to work engagement. Visser (2013) has stressed the fact that work engagement can be complemented by inducing growth mindset. The study has taken growth mindset a step forward by suggesting that a person's ability to change the mindset of someone else had a positive relationship with their perception of having the ability to change themselves. The study also brought forward the fact that work engagement was related to self performance but did not played any mediating role between growth mindset and performance. A person's ability to control their thoughts and abilities leads to a positive impact on their work engagement (Hirschfeld, Jordan, Thomas, & Feild, 2008).Researchers have also discussed two criteria of measuring work engagement- firstly, the actual task performed and secondly, the amount of investment done by an individual psychologically in his work (Christian, Garza, & Slaughter, 2011). Hence, it is hypothesized as

H1: Growth Mindset has a positive impact on Work Engagement

Growth Mindset and Goal Achievement

Studies have highlighted the fact that specific goals lead to an improvement in performance than those goals which are easy or generic. However, the role of an individual is important. If individuals accept the goals and reflect attributes to attain it, there is a positive relationship between goals and performance (Locke & Latham, 2013). There is a clear difference in the way mindset results in goal orientation. People with growth mindset are more concerned about learning goals. Also, they display a firmer belief in the power of efforts. Much matters as to what an individual believes. A belief that intelligence is not fixed-rather malleable has resulted in an upward surge in the achievement of goals. A similar view was also endorsed by Yeager et al. (2014). Grant and Dweck (2003) brought forward the fact that people with growth mindsets are more accustomed to developing learning goals. They believed that failures can be overcome by attributing more efforts towards the task. On the other hand, people with a fixed mindset are more accustomed to performance goals. However, a recent study conducted displayed a differential point of view concerning the relationship between mindset and goal achievement. It showed that there is virtually no relationship between mindset and goal achievement (Bahník & Vranka, 2017; Burnette, O'boyle, VanEpps, Pollack, & Finkel, 2013). In light of the above diverse points of view, it is imperative to investigate the relationship between growth mindset and goal achievement. It is, hypothesized as

H2: Growth Mindset has a positive impact on Goal Achievement

Growth Mindset and Organizational Citizenship Behavior

There are many roles that employees often adopt which do not directly relate to their jobs but play a leading role in the overall benefit of the team and increase of efficiency in the organization. Such roles are part of Organizational Citizenship Behavior (OCB) (Bergeron, Shipp, Rosen, & Furst, 2013). Research has highlighted three primary personality characteristics of altruism, courtesy and conscientiousness to be closely related with OCB (Bolino, Klotz, Turnley, & Harvey, 2013). Given the importance of the consequences of OCB, researchers have always been interested in the predecessors and antecedents of OCB. A growth mindset often resulted in establishing a high-quality exchange relationship with the manager which in turn results in Organizational Citizenship Behavior (Li, Liang, & Crant, 2010). OCB and Growth Mindset have a common focus; both result in overall organizational effectiveness. Individuals with growth mindset believe in the power of effort as previously discussed. Therefore, we can expect a positive relationship between growth mindset and organizational citizenship behavior.

H3: Growth Mindset has a positive impact on Organizational Citizenship Behavior

Work Engagement and Goal Achievement

Employees who are engaged are bursting with energy. Their high level of involvement in their jobs leads them to continually keep an eye on their goals and leads to higher levels of achievement (Bakker, 2011). Salanova, Schaufeli, Martínez, and Bresó (2010) in their work have proposed that an employee who is happy and connected to a job shows distinct characteristics. There is significantly less withdrawal behavior like turnover and absenteeism are less likely to burnout and show superior performance and productivity. A study was done to understand employee's role in their work engagement revealed that the employees were more immersed in their

work announced better and higher achievement of their tasks and goals (Breevaart et al., 2014). Engaged people work well because they are proactive and take charge of their actions (Bakker, 2011). Previous researches have shown a strong positive relationship between the two constructs and we are expecting the same in our study. Thus, it can be hypothesized as

H4: Work Engagement has a positive impact on Goal Achievement

H5: Work Engagement mediates between Growth Mindset and Goal Achievement

Work Engagement and Organizational Citizenship Behavior

The work done by Patrícia L Costa, Passos, and Bakker (2015) has shown that engaged workers are more inclined to help their colleagues. At the team level, teamwork engagement has been found to associate with team performance positively. Engaged employees display a higher level of enthusiasm and immersion towards their work and hence are more inclined to OCB. This view has also been supported in the literature (Ariani, 2013; Rurkkhum & Bartlett, 2012; Sulea et al., 2012). As evident from previous researches, there is a strong, positive relationship between the two constructs and we are expecting the same in our study. As a result, it can be hypothesized as

H6: Work Engagement has a positive impact on Organizational Citizenship Behavior

H7: Work Engagement mediates between Growth Mindset and Organizational Citizenship Behavior

Growth Mindset, Transformational Leadership and Work Engagement

Transformational leadership is often defined as a charismatic leadership style where leaders help their team to identify the need to change, create a vision and work along with their teams to achieve that change (Braun, Peus, Weisweiler, & Frey, 2013). Literature has identified four components of transformational leadership- Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation. Researchers have always been interested in the role of leaders in work engagement. Studies have focused on the impact of transformational leadership on growth mindset.(add support) An employee with a growth mindset is constantly looking for avenues to better his or her performance and the transformational leadership helps in doing so. A transformational leader can often help employees to perform and achieve beyond their own expectations (Caniëls et al., 2018). Haider, Asad, and Fatima (2017) have highlighted the fact that when managers and leaders interact positively and lead employees, they show a higher tendency to not only engage in their work but also in their abilities. It can be said that employees with growth mindset are likely to show higher work engagement in the presence of a transformational leader. Hence, this interaction can be hypothesized as

H8: Transformational Leadership moderates the relationship between Growth Mindset and Work Engagement.

III. RESEARCH MODEL

The model in Figure 1 shows the conceptual framework of this study. Growth Mindset (GM), which is the independent variable, has a positive impact on Goal Achievement (H2) and Organizational Citizenship Behavior (H3). Additionally, Growth Mindset also has a positive impact on Work Engagement (H1), which is the mediator in this study. Work Engagement, have a positive impact on Goal Achievement (H4) and Organizational Citizenship Behavior (H6) and. It also mediates the relationship of Growth Mindset with Goal Achievement and

Organizational Citizenship Behavior (H5 and H7). Transformational Leadership is the moderator in the relationship between Growth Mindset and Work Engagement (H8).
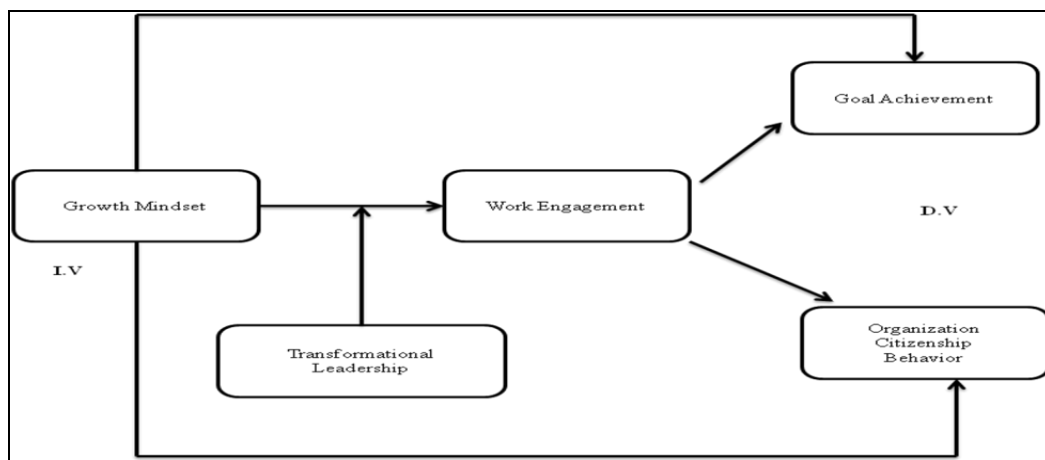

Figure 1 : Conceptual Framework

IV.   METHODOLOGY

This study requires testing of the hypothesis therefore, a quantitative approach is more suited (Nardi, 2018). Also, previous researches conducted on similar topics i.e., mindset, work engagement, and transformational leadership have been conducted quantitatively (Caniëls et al., 2018; Keating & Heslin, 2015). This cross-sectional study was conducted in Karachi, Pakistan and took into account the responses of knowledge workers in the service sector, using the survey method. 350 self-administrated questionnaire were distributed after the approval of concern authority. After one week a request reminder was sent to those who did not submit the questionnaires. Finally the 281 questionnaire were received in which 3 questionnaire were discarded due to bias and non-filled responses. The final response rate was 72% and therefore, the actual sample size comprised of 278 respondents were analyzed using using Smart PLS software (Ringle, Wende, & Becker, 2015).

Measurement of the Variables

An overview of the various scales to measure the different constructs is as below:

Growth Mindset

Evaluation of Growth Mindset (GM), was done by asking the respondents to give their rating on a three-item scale adopted from Dweck's Implicit Theory of Intelligence (Dweck, 2008), with scales ranging from 1 (strongly disagree) to 5 (strongly agree). The scales have also been previously used to measure the mindset of college-going students (Claro et al., 2016) and even in adults (Thompson et al., 2013). An example of a question asked in the scale is "*Your intelligence is something about you that you can't change very much*."

Work Engagement

Work engagement was measured by using nine item scale adopted from the Schaufeli, Salanova, González-Romá, and Bakker (2002). This is the shortened version of the Utrecht Work Engagement Scale (UWES). The 5-

point scale ranging from 1(never) to 5 (always) has been used in previous studies (Patrícia Lopes Costa, Passos, & Bakker, 2016; Sulaiman & Zahoni, 2016). The 9 items are divided into three main aspects of work engagement. They are vigor, dedication, and absorption. Three items from each aspect were tested. Examples of the items include "*At my job, I feel strong and vigorous*" and "*I feel happy when I am working intensely.*"

Goal Achievement

Goal Achievement was measured using the scale given by Elliot and Murayama (2008). The scale is rated on a 5-point basis ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). It included 3 items, and this scale has been previously used by Phan (2013). An example of a question asked in this scale is "*I am striving to do well as compared to other employees.*"

Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) was measured by using the OCB scale from Podsakoff, MacKenzie, Moorman, and Fetter (1990). The items are rated on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The original scale consisted of 24 items. The present study has used a 9-item scale for measuring this construct which has also being adopted previously (Chandalia & Desai, 2019; Ferdus & Kabir, 2018; Reizer, Oren, & Hornik, 2019). Examples of the questions asked in this scale include "*I help others who have heavy work load*" and "*I attend functions that are not required, but help the company image*."

Transformational Leadership

Avolio, Bass, and Jung (1999) Multifactor Leadership Questionnaire (MLQ) was used to measure the Transformational Leadership (TL). Participants were asked to rate the extent to which their supervisor or manager is involved in a series of behaviors related to varying aspects of TL. In particular, the factors are intellectual simulation, inspirational motivation, individualized consideration, and idealized Influence. All the items were rated on a 5- point scale, ranging from 1 (not at all) to 5 (frequently, if not always). The scale has been used to measure the different dimensions of TL (Arthur, Bastardoz, & Eklund, 2017; Fischer, 2016; Ng & Rivera, 2018). Examples of the questions asked in this scale are "*He/she help others find meaning in their work*" and "*He/she help others develop themselves.*"

V.   PROFILE ANALYSIS

A review of the profiles given in Table 1 below highlights the fact that the majority of the respondents were male (52.5%). Age group highlights the fact that the majority of the respondents fell in the age group of 20 to 35 years (57.6%).

Table 1: Profile Analysis

Categories		Percent
Gender	Male	52.5%
	Female	47.5%
Age	Under 20	19.4%

20-35	57.6%
36-50	21.2%
Above 50	1.8%

VI.   RESULTS

Once the required data was collected with the help of close-ended questionnaires, coding and organization of data was carried out. The results derived are presented in two parts (Chin, 1998). The first part focuses on the reliability and validity of the scales because It is imperative to check the validity of the measurement models before one begins to analyze the hypothesis (Bollen & Busse, 2001). The second part concentrates on the assessment of the structural model.

Factor Loadings, Composite Reliability and Convergent Validity

The validity of the measurement model refers to the fact that whether the markers of a variable measure what they are due to measuring whereas reliability provides internal consistency of scale. Measurement model takes into account loadings, composite reliability and convergent validity and discriminant validity. Outer Loadings measures if all the items are significantly loaded on their respective constructs and should be 0.7 or higher, with a range of 0.6 to 0.7 being acceptable. Table 2 provides the Outer Loadings of all the 28 constructs used in the study. Other than OCB 3, OCB 4, OCB9, and WEA 1 all the indicators have a loading of 0.70 and above. All the 28 variables have a loading of over 0.5 which is acceptable.

Composite reliability is also calculated that shows the internal stability and uniformity of each construct and assesses the overall reliability of all the markers of the same construct. Hair, Anderson, Tatham, and William (1998) have proposed the composite reliability value of 0.7 to be acceptable. Table 2 highlights that the composite reliability of all the constructs used in this study is above 0.7. For average variance extracted (AVE) ,Fornell and Larcker (1981) suggest 0.5 as acceptable for AVE. Table 2 shows the AVE values for all the constructs used in this study are in the acceptable range.

Table 2: Factor loadings, composite reliability, and convergent validity

Construct	Item	Loadings	Composite Reliability	AVE
Growth Mindset	GM1	0.745	0.890	0.732
	GM2	0.912		
	GM3	0.898		
Work Engagement	WEA1	0.665	0.917	0.650
	WEA2	0.868		
	WEA3	0.793		
	WEB1	0.785		

	WEB2	0.925		
	WEB3	0.849		
	WEC1	0.862		
	WEC2	0.905		
	WEC3	0.895		
Goal Achievement	GA1	0.895	0.920	0.793
	GA2	0.942		
	GA3	0.831		
Organizational Citizenship Behavior	OCB1	0.864	0.910	0.532
	OCB2	0.737		
	OCB3	0.621		
	OCB4	0.578		
	OCB5	0.806		
	OCB6	0.8		
	OCB7	0.769		
	OCB8	0.703		
	OCB9	0.636		
Transformational Leadership	TL1	0.735	0.874	0.635
	TL2	0.776		
	TL3	0.868		
	TL4	0.803		

Discriminant Validity, observes how easily two dissimilar constructs can be differentiated. It is measured through cross loading and Fornell-Larcker Test. Appendix 1 shows the cross-loadings of all the constructs that are part of this study and the results are satisfactory since the items are loaded highest on their own construct only. Another measure of Discriminant validity is the Fornell-Larcker Criterion. Ab Hamid, Sami, and Sidek (2017) explains that this method compares the square root of the average variance extracted (AVE) with the correlation of constructs. A construct should always better explain the variation of its markers than the markers of other constructs. As a result, the square root of each construct's AVE should have a higher value than those with other constructs. Table 3 shows the result of this measure for this study and are acceptable.

Table 3: Fornell- Larcker Criterion

	GA	GM	TL	OCB	WEA	WEB	WEC
GA	0.890						
GM	0.224	0.855					
TL	0.228	0.649	0.797				
OCB	0.661	0.340	0.538	0.729			
WEA	0.261	0.640	0.717	0.538	0.893		
WEB	0.161	0.495	0.791	0.369	0.704	0.855	

| WEC | 0.100 | 0.516 | 0.855 | 0.435 | 0.611 | 0.794 | 0.888 |

Testing the Direct and Indirect Relationships

Table 4 and Figure 2 depict the relationships between the independent variable (GM), the dependent variables (GA and OCB) and the mediating variable (WE).

Table 4: Relation between Independent, Dependent and Mediating Variables

Hypothesis	Relationship	OS	SD	T-values	P-values	Decision	Literature Support
H1	GM→WE	0.635	0.046	13.788	0.000	**Supported**	Visser (2013)
H2	GM→GA	0.145	0.049	2.946	0.161	Not Supported	Bahník & Vranka, (2017).
H3	GM→OCB	0.062	0.083	0.745	0.457	Not Supported	Bolino et al., (2013)
H4	WE→GA	0.763	0.032	23.894	0.000	**Supported**	Sulea et al., (2012)
H5	GM→WE→GA	0.484	0.042	11.597	0.006	**Supported**	Salanova, Schaufeli, Martínez, and Bresó (2010)
H6	WE→OCB	0.487	0.065	7.431	0.000	**Supported**	Ariani, (2013).
H7	GM→WE→OCB	0.309	0.052	5.892	0.000	**Supported**	Bakker, (2011)

Based on the above table, we find that growth mindset has a positive impact on work engagement (H1) (0.000, p> 0.05). However, it does not have a positive impact on goal achievement (H2) (0.161, p>0.05) and organizational citizenship behavior (H3) (0.457, p>0.05). Work engagement has a positive impact on goal achievement (H4) (0.000, p<0.05) and it mediates the relationship between growth mindset and goal achievement (H5) (0.006, p>0.05). Similarly, work engagement positively impacts organizational citizenship behavior (H6) (0.000, p<0.05) and mediates the relationship between growth mindset and organizational citizenship behavior (0.000, p<0.05). It is can also be deduced from the above that there exists an indirect relationship between the independent and dependent variables through the mediator i.e. Work Engagement. Such a relation is known as the total mediation effect as the relationship between independent and dependent variables is dependent on the mediator.
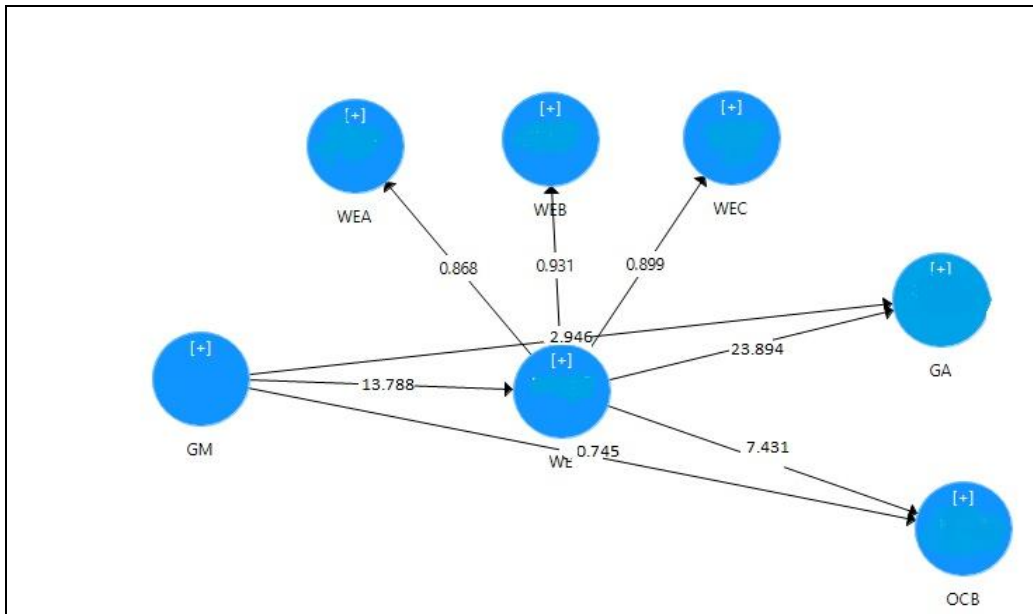
Figure 2: Independent, Dependent and Mediating Variables

VII.   IMPACT OF MODERATING VARIABLE

Table 5 and Figure 3 show the interaction between Growth Mindset, Work Engagement and Transformational Leadership. Transformational Leadership is the moderating variable here. Based on the data, it is evident that the hypothesis Transformational Leadership acts as a moderator in the relation of Growth Mindset with Work Engagement is supported. The Slope Analysis of the same can be seen in Figure 4.

Table 5: Impact of Moderating Variable

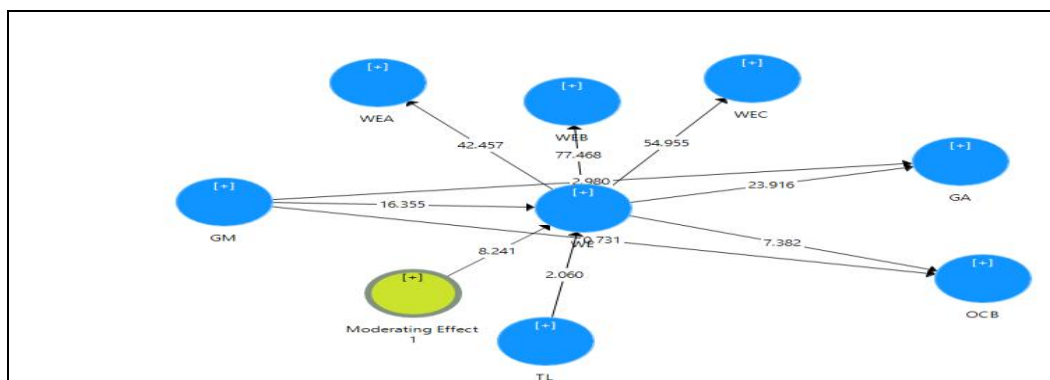| Hypothesis	Relationship	OS	SD	T-values	P-values	Decision	Literature Support
H8	Moderating Effect of TL on WE	0.311	0.038	8.241	0.000	**Supported**	Caniëls et al., (2018)

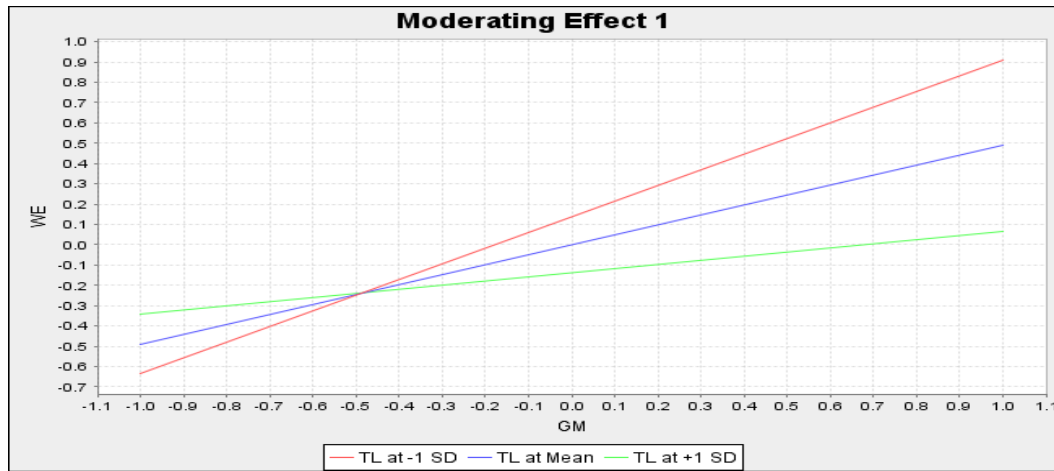**Figure 3:** The Impact of Moderating Variable

Figure 4: Slope Analysis

Figure 4 bring forwards the fact that the role of transformational leadership is crucial in this relationship. Without its moderating effect, growth mindset will not be able to impact work engagement with the same magnitude as evident in this relationship.

VIII.   DISCUSSION

This study aimed at studying the effect of Growth Mindset on Organizational Citizenship Behaviors and Goal Achievement with the mediating role of Work Engagement. Additionally, it examines the interaction effect of Transformational Leadership of Growth Mindset on Work engagement on the interaction between growth mindset, organizational citizenship behavior, and goal achievement. A person with a Growth Mindset (GM) is assumed to reflect different attributes as compared to a person with a fixed mindset. When it comes to work-life, an individual with a growth mindset reflect greater engagement with work. This assumption of the study was supported during the analysis and the relationship between a growth mindset, and work engagement was positive and significant. This finding is in line with previous literature. Heslin and Keating (2017) in the study highlighted that work engagement mainly is the result of people's mindsets-that is whether they can change their personal attributes or not. Visser (2013), in his study, has highlighted the fact that a person's ability to be engaged to his or her work is positively related with his or her ability to change the mindset. Other researchers have also supported this opinion (Hochanadel & Finamore, 2015).

Unlike work engagement, where there seemed to be a general consensus amongst the researchers that a higher growth mindset leads to high work engagement, the relationship between growth mindset and goal achievement, split the researchers into groups. On the one hand, researchers believed that growth mindset leads to better and higher goal achievement (Dweck, 2008; Yeager et al., 2014). However, a different set of opinion was given by (Bahník & Vranka, 2017). Their research highlighted that there was virtually no relationship between the two. This opinion can also be seen in the contributions made by Burnette et al. (2019). The results of our findings are more in line with those of Bahník and Vranka (2017) and Burnette et al. (2019). Our findings also propose that a growth mindset does not impact goal achievement. This means that it's not necessary that an

individual who believes that one's capabilities are changeable also reflect a higher percentage of goal achievement. Similar to goal achievement, the results of our analysis also did not show a significant relationship between organizational citizenship behavior and growth mindset. This is not in line with the literature, as researchers have proposed previously that higher growth mindset leads to higher organizational citizenship behavior. One plausible reason for this difference is that organizational citizenship behavior is also in turn, impacted by different personalities (Indarti et al., 2017; Ramdhani, Ancok, & Adrianson, 2017). The effect of personality was not a part of this study and might have led to the variation in the results from literature.

On the other hand, the analysis reflected that Work Engagement has a significant and positive relationship with both- goal achievement and organizational citizenship behavior. The positive relationship between work engagement and organizational citizenship behavior of this study are in agreement with the literature and similar results have previously been proposed (Ariani, 2013; Rurkkhum & Bartlett, 2012; Sulea et al., 2012). A study was done to understand employee's role in their work engagement revealed that the employees were more immersed in their work revealed better and higher achievement of their tasks and goals (Breevaart et al., 2014). This also brings forward the fact that the role of work engagement as a mediator is crucial in the interaction between growth mindset, goal achievement, and organizational citizenship behavior. Growth mindset may not directly impact goal achievement and organizational citizenship behavior, but it does have an indirect impact on the two through work engagement. The role of transformational leadership is much talked about in the literature. Studies have highlighted the role of transformational leadership on growth mindset. An employee with a growth mindset is constantly looking for options to better his or her performance and the transformational leadership can act as a catalyst in doing so. A transformational leader can often help employees to perform and achieve beyond their own expectations (Caniëls et al., 2018). Haider et al. (2017) have highlighted the fact that when managers and leaders interact positively and lead employees, the employees show a higher tendency to not only engage in their work but also in their abilities. The findings of our research are in line with the literature. It also highlights the fact that alone growth mindset may not be as potent for an individual's achievement and behavior. However, when transformational leadership is added to the mix, the results of a growth mindset increase by many folds.

IX.   MANAGERIAL IMPLICATIONS AND RECOMMENDATIONS

This research can act as a valuable source of information to the practitioners who are involved in creating employee motivation and development programs. The importance of growth mindset and its impact on work engagement can help managers to understand their employees better and develop interventions necessary to instill a growth mindset amongst the employees (Burnette et al., 2019). This research also highlights the role of leaders in the entire interaction. Managers and leaders can get valuable insights from this research to understand their role in the growth mindset of the employees- a fact that is also supported in the literature (Braun et al., 2013). Additionally this research will also help individuals to understand the impact of having a growth mindset on their performance and associations with the work. Growth Mindset not only helps in the achievement of goals but may also lead to higher motivational levels (Aditomo, 2015), development of grit (Duckworth & Duckworth, 2016) , persistence (Hochanadel & Finamore, 2015). Furthermore, organizations yearn for engaged employees and consider them as an asset for the workplace. This research is an attempt to provide some answers

to the organizations about how thinking, perceptions, and beliefs of employees reflect in their association with their tasks (Dane, 2018).

X.   LIMITATIONS AND FUTURE AVENUE

The study has contributed to the overall depth of the literature available with respect to the growth mindset. However, there have been a few limitations. The current study was limited to only information workers in multiple sectors of Pakistan. As taking the whole population will not be approachable to the researcher due to the limited time frame; therefore, a sample of 278 employees within Karachi organizations was taken. A significant limitation in this study was the emergence of Halo Error (Speklé & Widener, 2017) if the responses from the participant would be based on judgments rather than facts. The analysis of the linkage among the variables may have been purported to be fake as a result of the general positive response. Another important limitation was the perception of the respondents, which is of significant concern. As the current research was cross-sectional and was limited to four months only, hence it was not possible to cover all aspects related to the area. Therefore, longitudinal research on the same area is suggested. Additionally, the relationship between GM and OCB further needs to be investigated. A plausible reason that this study does not reflect a significant relationship between the two could be the absence of personality factors (Indarti et al., 2017; Ramdhani et al., 2017). The addition of the personality factors may bring out more robust results. Results may vary if the sample size and locations are increased.

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