

Fostering Employee Performance through a Growth Mindset: Co-worker Support and Campus Environment as Mediating Mechanisms

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Abstract

This study investigates the effect of a growth mindset on employee performance, with coworker support and perceptions of the campus environment functioning as mediating variables among employees at two maritime polytechnics in Indonesia. The study aims to identify both the direct influence of growth mindset on performance and the mediating pathways conveyed by social support from colleagues and perceptions of the institutional environment. A quantitative survey using a structured questionnaire was conducted, and data were analyzed via Partial Least Squares-based structural equation modeling (PLS-SEM). Findings indicate that a growth mindset exerts a positive direct effect on employee performance and enhances both coworker support and perceptions of the campus environment; these two mediators significantly transmit the effect of growth mindset on performance, with the mediating role of the campus environment being more pronounced. In conclusion, fostering a growth-oriented mindset together with strengthening interpersonal relations among staff and improving institutional conditions constitutes an effective strategy to enhance employee performance in vocational institutions.

Keywords: Co-Worker Support, Growth Mindset, Employee Performance, Campus Environment, Poltekpel Sumbar, PIP Semarang.

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INTRODUCTION

. Employee performance is the primary foundation for achieving organizational outputs that are effective and efficient, since institutional accomplishments rely on the quality of individuals' task execution (Qalati et al., 2022). Strong performance also determines the attainment of an institution's Key Performance Indicators (KPI) and the credibility of services provided (Siraj & Hagen, 2023). In the context of vocational higher education, the performance of academic and non-academic staff directly affects the quality of educational services, operational safety, and stakeholder satisfaction (Tyler et al., 2024). Therefore, improving employee performance is a strategic priority in human resource planning and management (Saputra et al., 2024). Large-scale workplace surveys likewise emphasize the importance of focusing on capability development and employee engagement to sustain organizational performance (Ravhudzulo & Eresia-eke, 2024).

Employee performance is shaped by internal factors (e.g., ability, motivation, mindset) and external factors (e.g., social support, facilities, organizational climate) (Lopez-Cabarcos et al., 2022). Internally, mindset drives an orientation toward effort, learning from failure, and resilience when facing difficult tasks, thereby influencing individual work outputs (Wingen et al., 2024). Externally, coworker support provides instrumental and emotional assistance that reduces work obstacles and accelerates task completion (Darke et al., 2024). A conducive institutional (campus) environment creates conditions that enable individuals to realize their full potential (Rahmi & Rassanjani, 2025). The interaction between these internal and external factors forms the pattern of employee performance within educational organizations.

Recent studies indicate that a growth mindset plays a significant role in supporting

individual performance by enhancing innovation, persistence, and the use of personal resources (Krskova & Breyer, 2023). For example, empirical research has found a positive relationship between employees' growth mindset and innovative behavior, which in turn improves organizational performance contributions (Al-ayed, 2024). Intervention studies also report that growth-mindset development programs enhance effort regulation and participants' self-efficacy, yielding improved work outcomes (Taveras et al., 2025). In educational settings, teachers and educational staff who hold a growth mindset show improvements in instructional performance and professional adaptation (Zilka et al., 2023). These findings consistently position growth mindset as a psychological construct that supports performance improvement.

Prior research also highlights the important role of co-worker support in sustaining employee performance through mechanisms such as increased job satisfaction, reduced work-family conflict, and enhanced affective commitment (Lo et al., 2024). Empirical studies find that instrumental and emotional support from colleagues strengthens individuals' capacity to cope with job pressures, thereby preserving task performance (Sainio et al., 2022). Moreover, co-worker support has been shown to mediate the relationship between management practices and organizational outcomes, making peer support critical at multiple organizational levels (Kludacz-alessandri et al., 2025). Especially during crisis or transition periods, peer support has been demonstrated to increase organizational resilience and maintain consistent work output (Kechen, Li, & Hernan, 2024). Thus, the social environment among colleagues is a valuable resource for maintaining and enhancing performance.

Empirical evidence on the influence of the institutional (campus/workplace) environment shows that physical conditions, policies, and organizational climate substantially affect individual work performance (Indergård & Hansen, 2025). Studies of academic staff and institutional employees report that a safe work environment, adequate facilities, and a collaborative culture are positively correlated with productivity and work commitment (Loo et al., 2024). Cross-institutional research further indicates that improvements in work environment quality lead to better task achievement and increased achievement motivation (Lukito et al., 2025). Mediation mechanisms through organizational commitment and goal attainment capacity frequently appear in these findings (Kandemir, 2025). Consequently, improvement of institutional environment aspects is an effective strategy for systematically elevating employee performance.

Although prior studies have established the separate roles of growth mindset, co-worker support, and institutional environment, few investigations have modeled these three factors simultaneously as mediating mechanisms for employee performance within vocational education institutions (Ba et al., 2025). This gap is important because maritime polytechnic contexts have specific operational characteristics and regulations that may moderate these effects (Dewan et al., 2024). Accordingly, this study addresses the gap by testing the influence of growth mindset on employee performance with co-worker support and campus environment treated as dual mediators in a sample of employees from Politeknik Pelayaran Sumatera Barat and Politeknik Ilmu Pelayaran Semarang (Habibi et al., 2025). The novelty of this research lies in the dual-mediation modeling within the vocational maritime institution context and the use of PLS-SEM to simultaneously examine direct and indirect effects (Nguyen et al., 2022). The results are expected to provide practical implications for the development of mindset training programs, campus environment policies, and peer-support strategies to enhance institutional performance.

The general objective of this study is to analyze the effect of growth mindset on employee performance with co-worker support and campus environment as mediators, specifically among employees of maritime polytechnics in Indonesia. To address this objective, the study tests the following hypotheses:

Hypothesis 1 (H1): Growth mindset has a positive effect on employee performance.

Hypothesis 2 (H2): Co-worker support has a positive effect on employee performance.

Hypothesis 3 (H3): Campus environment has a positive effect on employee performance.

Hypothesis 4 (H4): Growth mindset has a positive effect on co-worker support.

Hypothesis 5 (H5): Growth mindset has a positive effect on campus environment.

Hypothesis 6 (H6): Growth mindset positively affects employee performance via co-worker support as mediator.

Hypothesis 7 (H7): Growth mindset positively affects employee performance via campus environment as mediator.

Literature Review

Growth Mindset

Growth mindset is defined as the belief that abilities, intelligence, and skills can be developed through effort, effective learning strategies, and experience; it emphasizes developmental processes rather than innate endowments (Wahyuni et al., 2023). The concept is rooted in implicit-beliefs theory, which posits that attributions about ability influence goal orientation and responses to failure (Scherer & Campos, 2022). In organizational contexts, growth mindset functions as a psychological resource that promotes perseverance, openness to feedback, and readiness to innovate (Sousa & Clark, 2025). Theoretical foundations supporting this view include the framework developed by Carol Dweck and reinforcement from Social Cognitive Theory, which emphasizes self-efficacy and observational learning as articulated by Albert Bandura (Bui et al., 2023). Therefore, growth mindset is a key concept in efforts to enhance individual capability and improve performance in organizations.

Employee Performance

Employee performance is the measure of task accomplishment, work behavior, and individual contribution to organizational goals, expressed through standards, targets, or Key Performance Indicators (KPI) (Mahboub et al., 2023). Performance inherently comprises task performance (fulfillment of core duties), contextual performance (extra-role behaviors), and adaptive performance (capacity to adapt to change) (Elten & Kolk, 2025). Theoretically, performance is grounded in Goal-Setting Theory, which explains how clear and challenging goals enhance work effort, and Expectancy Theory, which describes the expectancy–effort–outcome relationship in motivation; these perspectives are associated with scholars such as Edwin Locke and Victor Vroom (Williamson et al., 2024). In human resource management practice, performance measurement integrates quantitative and qualitative aspects to ensure alignment between individual behavior and institutional objectives (Arseneault & Gagnon, 2024). Hence, employee performance is viewed as the outcome of interactions among ability, motivation, and supportive work conditions.

Co-worker Support

Co-worker support refers to perceptions of the availability of instrumental, informational, and emotional assistance from peers that help individuals perform tasks and cope with job stress (Sijbom et al., 2025). This form of support operates as a job resource that reduces the impact of job demands, enhances well-being, and facilitates goal attainment (Gynning et al., 2025). Conceptually, the construct is grounded in Social Support Theory, which emphasizes the buffering function against stress, and is extended within the Job Demands–Resources (JD-R) framework, where support serves as both motivational and protective resource; key contributions to the JD-R perspective include the work of Arnold Bakker (Dlima et al., 2025). Co-worker support is realized through collaboration, information exchange, and practical assistance that accelerates problem solving and improves team performance (Lee et al., 2024). Thus, co-worker support is an important external variable that strengthens individuals' capacity to deliver consistent performance.

Campus Environment

Campus environment is defined as the collection of physical conditions, policies, managerial practices, and socio-cultural climate on campus that shape staff work experiences and institutional operational effectiveness (Kuzmina & Searle, 2024). The campus environment affects access to resources, sense of safety, opportunities for collaboration, and behavioral norms that determine how employees perform their professional roles (Iddrisu, 2023). This concept can be analyzed through Organizational Climate Theory, which emphasizes collective perceptions of policy and practice, and through Ecological Systems Theory, which highlights how individuals operate within interacting environmental systems as described by Urie Bronfenbrenner (Lenhoff et al., 2022). The campus environment influences performance via pathways such as increased job satisfaction, organizational commitment, and facilitation of operational tasks (J. Li et al., 2025). Therefore, improvements to physical infrastructure, policies, and campus culture are considered strategic for enhancing productivity and service quality.

3. Research Methods

This study employs a causal-comparative quantitative design with path analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) (Hair & Alamer, 2022). The aim of the analysis is to test the effect of growth mindset on employee performance and the mediating roles of

co-worker support and campus environment in transmitting the influence of the exogenous variable to the endogenous outcome.

The research instrument was a questionnaire using a five-point Likert scale (1 = Strongly disagree to 5 = Strongly agree) (Marar et al., 2023). The questionnaire comprised four latent constructs: Growth Mindset (GM) (4 indicators), Employee Performance (EP) (4 indicators), Co-worker Support (CS) (4 indicators), and Campus Environment (CE) (4 indicators), totaling 16 items. Items were developed based on literature review and relevant theories for each variable and were tailored to the context of employees at the aforementioned maritime polytechnics. The questionnaire matrix is presented in Table 1.

Table 1.
Research Questionnaire

No.	Variable	Indicator	Code
1	Growth Mindset (X) (Huang, 2025)	I believe an individual's work ability can improve through consistent effort.	GM1
		I view failure as an opportunity to learn and improve performance.	GM2
		With practice and experience, I can enhance my professional skills.	GM3
		Negative feedback helps me grow and improve my abilities.	GM4
2	Employee Performance (Y) (Haryanto et al., 2022)	I successfully complete my assigned tasks on time and in accordance with standards.	EP1
		The quality of my work output is consistent and reliable.	EP2
		I frequently take initiative that enhances team/organizational effectiveness.	EP3
		I maintain work discipline (attendance, punctuality, and accountability).	EP4
3	Co-worker Support (M1) (Kmieciak, 2026)	My colleagues are willing to provide practical assistance when I face work difficulties.	CS1
		I receive emotional support from colleagues when work is stressful.	CS2
		Colleagues provide information/feedback that helps complete tasks.	CS3
		I can request advice or feedback from colleagues without awkwardness.	CS4
4	Campus Environment (M2) (Berhanu & Sewagegn, 2024)	Campus facilities and infrastructure support my task performance and professional development.	CE1
		The campus provides access to academic/administrative services that facilitate my work.	CE2
		I feel the campus environment is safe and conducive to working.	CE3
		The campus culture and climate (interpersonal relations, collaboration) support my performance.	CE4

Source: Research Pilot Instrument (2026)

The study population comprised employees of Politeknik Pelayaran Sumatera Barat and Politeknik Ilmu Pelayaran Semarang in 2026. The population totalled 385 employees and was selected using total sampling (Cash et al., 2022). An instrument pilot test employed 85 respondents drawn from the total population to assess content validity, initial reliability, and to refine items. The remaining 300 employees served as the main sample for the study.

Data were collected via a structured questionnaire survey administered online (Google Forms) during the period determined by the researchers (Kunselman, 2024). Respondents were furnished with a statement of the study's purpose, assurances of confidentiality, and informed-consent procedures (Singh & Sagar, 2021). Data collection continued until the target sample size (n = 300) was reached, after which responses were imported into SmartPLS 3 for analysis.

RESULT AND DISCUSSION

Instrument pilot testing used 85 respondents who were not included in the main sample. For $n = 85$ ($df = n - 2$) the Product-Moment critical r at $\alpha = 0.05$ is 0.2133. The validity criterion applied was that an item's Pearson correlation coefficient ($r_{\text{calculated}}$) must be greater than or equal to the critical r ($r_{\text{calculated}} \geq r_{\text{critical}}$) at $\alpha = 0.05$; items meeting this criterion were deemed valid. The reliability criterion was Cronbach's Alpha ≥ 0.70 , indicating that questionnaire items are reliable. Validity and reliability tests were conducted using SPSS 24.0. Results of these tests are presented in Table 2.

Table 2.
Validity & Reliability Test Results for the Research Instrument

No	Variable	Indicator	r-value	Remark	Cronbach's Alpha	Remark
1	Growth Mindset (GM)	GM1	0.787	Valid	0.948	Reliable
		GM2	0.680	Valid	0.950	Reliable
		GM3	0.698	Valid	0.950	Reliable
		GM4	0.470	Valid	0.955	Reliable
2	Employee Performance (EP)	EP1	0.814	Valid	0.948	Reliable
		EP2	0.824	Valid	0.948	Reliable
		EP3	0.815	Valid	0.947	Reliable
		EP4	0.683	Valid	0.950	Reliable
3	Co-worker Support (CE)	CS1	0.780	Valid	0.948	Reliable
		CS2	0.816	Valid	0.947	Reliable
		CS3	0.710	Valid	0.949	Reliable
		CS4	0.863	Valid	0.947	Reliable
4	Campus Environment (CE)	CE1	0.576	Valid	0.952	Reliable
		CE2	0.681	Valid	0.950	Reliable
		CE3	0.823	Valid	0.947	Reliable
		CE4	0.750	Valid	0.949	Reliable

Source: SPSS analysis results (2026)

As shown in Table 2, all items across the four constructs have r-values greater than the critical r (0.2133) and are therefore valid. Cronbach's Alpha coefficients for the constructs range from 0.947 to 0.955, indicating excellent internal consistency and well above the conventional cut-off. Therefore, the instrument can be considered valid and reliable for subsequent PLS-SEM analysis. Then, respondent demographics are presented by gender, age, education level, employment status, and tenure. Frequency distributions and percentages for each category are shown in Table 3.

Table 3.
Respondents Demography

Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Male	196	65.33
	Female	104	34.67
Age	< 25 years old	7	2.33
	25 – 45 years old	220	73.33
	> 45 Years old	73	24.34
Educational Level	D-III	59	19.67
	D-IV / S1	152	50.67
	S2	80	26.66
	S3	9	3
Status	PNS	137	45.67
	PPPK	136	45.33
	CPNS	7	2.33
	PPNPN	20	6.67
Work Experience	< 5 years	140	46.67
	5 – 10 years	70	23.33
	> 10 years	90	30

TOTAL	300	100
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Source: Respondent Data 2026

The sample was dominated by males (65.33%) and mostly aged 25–45 years (73.33%). The largest educational group held D-IV/S1 qualifications (50.67%). Employment status composition was mainly civil servants (PNS, 45.67%) and contract employees (PPPK, 45.33%), indicating a representative mix of permanent and contractual staff in vocational institutions. A varied distribution of tenure suggests a range of work experience levels, allowing the study to reflect employees with differing professional backgrounds.

Prior to testing the structural model, the PLS algorithm was run and outer loadings were inspected. Outer loadings indicate how strongly each indicator reflects its latent construct and thus provide an initial check on indicator reliability and convergent validity. In practice, indicators with higher loadings are taken to measure the intended construct well, loadings are expected to meet common thresholds (generally 0.50–0.70) (Ringle et al., 2023). The outer loading values are reported in Table 4.

Table 4.
Outer Loading Result

Indicator	Campus Environment (M2)	Co-worker Support (M1)	Employee Performance (Y)	Growth Mindset (X)
CE1	0.730			
CE2	0.830			
CE3	0.826			
CE4	0.623			
CS1		0.806		
CS2		0.819		
CS3		0.862		
CS4		0.724		
EP1			0.762	
EP2			0.833	
EP3			0.844	
EP4			0.798	
GM1				0.773
GM2				0.775
GM3				0.790
GM4				0.764

Source: PLS Algorithm Result

Outer loading assessment (Table 4) indicates that all indicator loadings exceed common thresholds of 0.50–0.70, with most indicators > 0.70, demonstrating good indicator reliability and initial evidence of convergent validity. Consequently, no indicators required elimination at the outer-loading stage, and analysis proceeded to Average Variance Extracted (AVE), composite reliability, and structural model testing. Composite reliability and AVE values are reported in Table 5.

Table 5.
Reliability & Validity Result

Variable	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Campus Environment (M2)	0.751	0.786	0.841	0.573
Co-worker Support (M1)	0.818	0.830	0.879	0.647
Employee Performance (Y)	0.825	0.828	0.884	0.656
Growth Mindset (X)	0.785	0.802	0.858	0.602

Source: PLS Algorithm Result

Table 5 shows that all constructs exhibit satisfactory internal consistency with Cronbach's Alpha ranging from 0.751 to 0.825, rho_A from 0.786 to 0.830, and Composite Reliability from

0.841 to 0.884. AVE values for each construct exceed the 0.50 threshold (0.573–0.656), indicating convergent validity. In addition, Common Method Bias (CMB) was assessed via collinearity diagnostics (VIF); VIF < 5 suggests that CMB is unlikely (Islam, 2023), so this findings are likely driven by method effects.

Table 6.
Collinearity Statistics (VIF)

Indicator	VIF CE	VIF CS	VIF EP	VIF GM
CE1	1.439			
CE2	1.851			
CE3	1.528			
CE4	1.351			
CS1		1.694		
CS2		1.771		
CS3		2.053		
CS4		1.525		
EP1			1.522	
EP2			1.818	
EP3			2.079	
EP4			1.807	
GM1				1.721
GM2				1.866
GM3				1.746
GM4				1.291

Source: PLS Algorithm Result

Table 6 reports indicator VIFs in the range 1.291–2.079, well below the critical value of 5. This indicates no problematic multicollinearity among indicators and supports the conclusion that CMB is unlikely. Thus, collinearity test results support continuation to structural model analysis and hypothesis testing without additional CMB corrections. An inner-model analysis was then conducted by inspecting R-Square (R^2) to evaluate explanatory power and model performance; R^2 values are shown in Table 7.

Table 7.
R-Square Result

	R Square	R Square Adjusted
Campus Environment (M2)	0.511	0.510
Co-worker Support (M1)	0.506	0.505
Employee Performance (Y)	0.790	0.788

Source: PLS Algorithm Result

According to Table 7, the model explains 51.1% of the variance in Campus Environment and 50.6% of the variance in Co-worker Support, indicating moderate explanatory power for both mediators. Employee Performance exhibits a very high R^2 of 0.790 (adjusted R^2 = 0.788), which means the exogenous variables, including Growth Mindset and the mediators, collectively account for the majority of variance in employee performance. The small difference between R^2 and adjusted R^2 suggests no substantial overfitting, so the structural model demonstrates strong predictive validity and is suitable for path and mediation analyses. Furthermore, the F-Square values are presented in Table 8.

Table 8.
F-Square Result

Variable	Campus Environment (M2)	Co-worker Support (M1)	Employee Performance (Y)	Growth Mindset (X)
Campus Environment (M2)			0.324	
Co-worker Support (M1)			0.031	
Employee Performance (Y)				

Growth Mindset (X)	1.047	1.025	0.238
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Source: PLS Algorithm Result

Using Cohen's f^2 benchmarks (small ≈ 0.02 ; medium ≈ 0.15 ; large ≈ 0.35) (Guenther et al., 2023), Table 8 shows that Growth Mindset has a very large effect on Campus Environment ($f^2 = 1.047$) and Co-worker Support ($f^2 = 1.025$), both well above the large threshold. The effect of Campus Environment on Employee Performance is medium-to-large ($f^2 = 0.324$), indicating a substantive contribution to performance variance. Co-worker Support has a small effect on Employee Performance ($f^2 = 0.031$), whereas the direct effect of Growth Mindset on Employee Performance is moderate ($f^2 = 0.238$). Then, the predictive relevance (Q^2) can be seen in Table 9.

Table 9.

Construct Cross-validated Redundancy	
	$Q^2 (=1-SSE/SSO)$
Campus Environment (M2)	0.276
Co-worker Support (M1)	0.318
Employee Performance (Y)	0.504
Growth Mindset (X)	

Source: Blindfolding Result

Table 9 shows that all endogenous constructs have $Q^2 > 0$, indicating predictive relevance according to Stone-Geisser criteria. Interpreting Q^2 (≈ 0.02 small; ≈ 0.15 medium; ≈ 0.35 large) (Muhammad et al., 2021), Employee Performance demonstrates large predictive relevance, while Co-worker Support and Campus Environment show medium-to-large relevance. Therefore, the structural model has adequate predictive capability for the endogenous variables and is appropriate for path analysis and predictive applications. The recommended next step is to assess discriminant validity prior to evaluating the structural model and testing hypotheses. The results of Fornell-Larcker is displayed in Table 10.

Table 10.

Fornell-Larcker Result

Variable	Campus Environment (M2)	Co-worker Support (M1)	Employee Performance (Y)	Growth Mindset (X)
Campus Environment (M2)	0.810			
Co-worker Support (M1)		0.804		
Employee Performance (Y)			0.776	
Growth Mindset (X)				0.757

Source: PLS Algorithm Result

Fornell-Larcker results indicate satisfactory discriminant validity: each construct's AVE square root (diagonal) exceeds its correlations with other constructs. The path model represents the hypothesized structure and provides statistical evidence supporting the proposed theoretical relationships. Figure 1 presents the research path model.

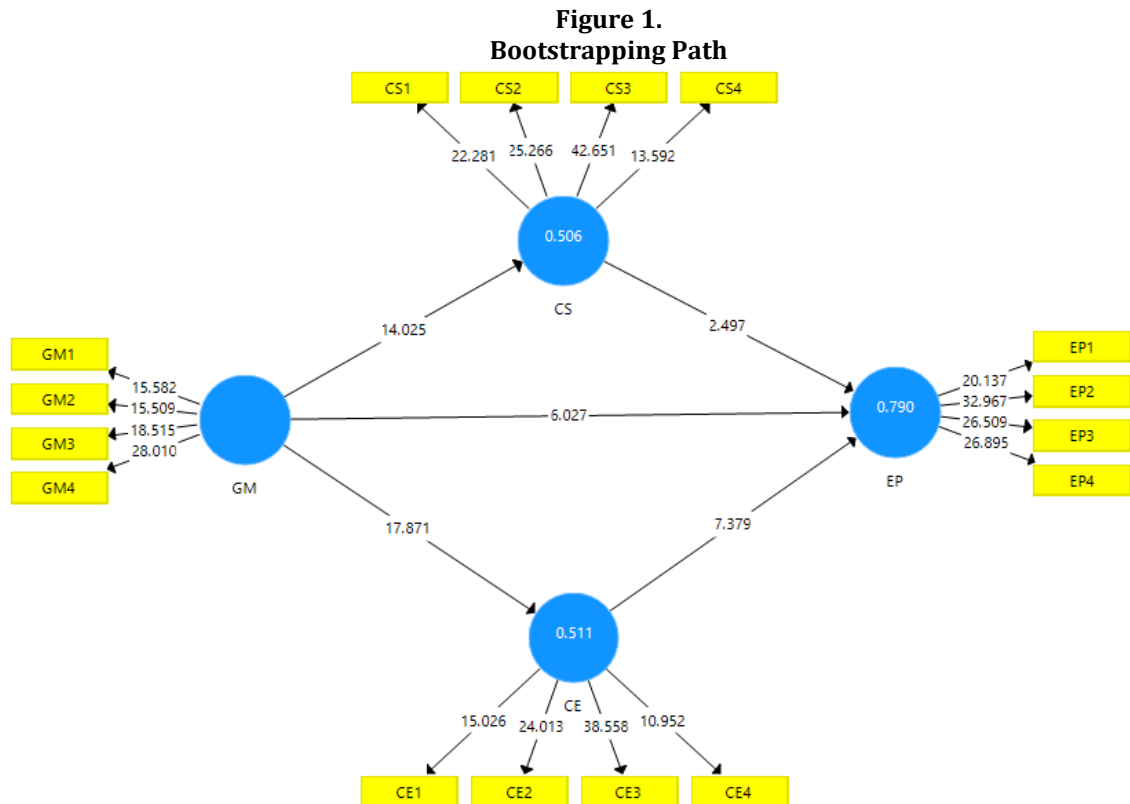


Figure 1 (bootstrapping t-values) indicates positive and significant effects for GM → CE ($t \approx 17.871$) and GM → CS ($t \approx 14.025$), and a smaller but still positive direct effect for GM → EP ($t \approx 6.027$). From mediators to outcome, CE → EP contributes more strongly ($t \approx 7.379$) than CS → EP ($t \approx 2.497$). R^2 values indicate good predictive ability: CS = 0.506; CE = 0.511; EP = 0.790. Overall, the path map supports the hypothesis that growth mindset enhances employee performance both directly and indirectly, with campus environment acting as a relatively stronger mediator than co-worker support. To determine statistical significance of these relationships, t-statistics or p-values from the bootstrap must be examined. Table 11 presents the hypothesis testing results.

Table 11.

Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Total Effects					
X – Y	0.336	0.345	0.056	6.027	0.000
M1 – Y	0.149	0.146	0.060	2.497	0.013
M2 – Y	0.483	0.476	0.066	7.379	0.000
X – M1	0.711	0.717	0.051	14.025	0.000
X – M2	0.715	0.723	0.040	17.871	0.000
Specific Effects					
X – M1 – Y	0.106	0.105	0.043	2.440	0.015
X – M2 – Y	0.346	0.344	0.050	6.919	0.000

Source: Bootstrapping Result

Bootstrap results show all hypothesized paths are statistically significant at $\alpha = 0.05$. Direct effects: Growth Mindset (X) → Employee Performance (Y) is significant ($t = 6.027$; $p = 0.000$); Co-worker Support (M1) → Y ($t = 2.497$; $p = 0.013$); Campus Environment (M2) → Y ($t = 7.379$; $p = 0.000$); X → M1 ($t = 14.025$; $p = 0.000$); and X → M2 ($t = 17.871$; $p = 0.000$). Specific indirect-effect tests indicate significant mediation through M1 (X → M1 → Y: $t = 2.440$; $p = 0.015$) and through M2 (X → M2 → Y: $t = 6.919$; $p = 0.000$). Collectively, these findings support the proposed theoretical model and indicate that campus environment is a stronger mediator than co-worker support in transmitting growth-mindset effects to employee performance.

5. Conclusion and Suggestion

This study concludes that growth mindset positively affects employee performance both directly and indirectly via co-worker support and campus environment in the sample of employees from the aforementioned maritime polytechnics. Practically, the findings imply the need to implement growth-mindset development programs, strengthen a collaborative peer culture, and improve campus facilities, policies, and procedures to create a more conducive work environment for performance improvement. Managerial recommendations include integrating mindset training into human-resource development programs, reinforcing peer-support mechanisms, and investing in facilities and feedback systems that support performance. For future research, replication with longitudinal designs and multisite samples is recommended, as well as exploration of additional moderators and mediators, mixed-methods approaches, and the use of more objective performance measures to enhance generalizability and deepen understanding of the mechanisms identified.

DISCUSSION

Hypothesis 1 is supported: the path coefficient $X \rightarrow Y$ is positive ($O = 0.336$) and bootstrapping is significant ($t = 6.027$; $p = 0.000$), indicating a direct effect of growth mindset on improved performance. This result aligns with empirical studies showing that beliefs in malleable ability increase persistence, learning orientation, and problem solving, thereby enhancing work outputs (Lam & Zhou, 2025). Theoretically, the finding is consistent with implicit-beliefs frameworks that posit growth orientation fosters productive behavioral adaptation (Scherer & Campos, 2022). It also supports the propositions of Carol Dweck on the role of growth mindset in performance enhancement through sustained learning and effort (Cao et al., 2025). Thus, the evidence suggests that mindset development interventions can potentially improve organizational performance (Calvete et al., 2022).

Hypothesis 2 is also supported: the path $M1 \rightarrow Y$ is positive ($O = 0.149$) and significant ($t = 2.497$; $p = 0.013$), though the effect size is smaller than that of other mediators. This indicates that instrumental and emotional colleague support tangibly aids task completion and helps maintain consistent employee performance (Collett et al., 2025). This finding corresponds with job-resources literature within the Job Demands–Resources (JD-R) framework, which positions social support as a resource that moderates job demands and enhances motivation (Wang et al., 2023). It therefore reinforces empirical contributions from Arnold Bakker regarding co-worker support as a job resource (Demerouti, 2025). In sum, although the effect is moderate, peer support remains an important factor in performance enhancement models (Czuba et al., 2023).

Hypothesis 3 is accepted based on a large and significant coefficient for $M2 \rightarrow Y$ ($O = 0.483$; $t = 7.379$; $p = 0.000$), indicating a substantial contribution of campus environment to performance variance. This suggests that facilities, policies, collaborative climate, and institutional safety directly increase employees' capacity to perform effectively (Hendri, 2025). The result aligns with organizational-climate research on contextual influences on work behavior and productivity (Gilardi & Lazazzara, 2025). The finding also supports ecological perspectives (Urie Bronfenbrenner) that consider institutional environment a key determinant of individual outcomes (Li & Chen, 2025). Practically, the result underscores the importance of investing in campus environment improvements to boost organizational performance (Jackman et al., 2022).

Hypothesis 4 is supported: $X \rightarrow M1$ shows a high and significant coefficient ($O = 0.711$; $t = 14.025$; $p = 0.000$), indicating that individuals with a growth mindset are more likely to build and receive supportive relationships with colleagues. Theoretically, a development orientation promotes prosocial behavior, openness to feedback, and collaborative initiative that strengthen workplace support networks. This finding corresponds with social-learning perspectives articulated by Albert Bandura, which explain how beliefs and observational learning foster collaborative behavior. Hence, growth mindset influences not only intrapersonal factors but also social dynamics that support team performance.

Hypothesis 5 is accepted: $X \rightarrow M2$ shows a large, significant coefficient ($O = 0.715$; $t = 17.871$; $p = 0.000$), indicating that a growth orientation is strongly associated with perceptions and the formation of more conducive work environments (Akhtar et al., 2025). Conceptually, individuals oriented toward development tend to contribute to improvement-focused work cultures, promote collaborative practices, and encourage innovations that enhance institutional quality (Khan et al., 2024). This is consistent with goal-setting and motivation theories attributed to Edwin Locke and Victor Vroom concerning how goal pursuit can change work practices and conditions (Meyvanali et

al., 2025). Therefore, mindset interventions may have broad implications for organizational climate improvement (Malibari et al., 2025).

Hypothesis 6 (mediation via M1) is supported: the indirect effect $X \rightarrow M1 \rightarrow Y$ is significant (indirect = 0.106; $t = 2.440$; $p = 0.015$), indicating that part of the growth-mindset effect on performance is channeled through enhanced co-worker support (Alami et al., 2023). This result clarifies a mechanism by which growth orientation alters social behaviors and support networks that subsequently improve task performance (Gonda et al., 2024). The finding enriches mediation literature linking individual psychological attributes to work outcomes through interpersonal resources and relates to research on psychological safety and team learning (Tanuwijaya et al., 2025). Practically, it suggests integrating mindset development with efforts to strengthen peer support (Kauffeld et al., 2025).

Hypothesis 7 (mediation via M2) is also supported: the indirect effect $X \rightarrow M2 \rightarrow Y$ is substantial and highly significant (indirect = 0.346; $t = 6.919$; $p = 0.000$), indicating that much of the growth-mindset influence on performance is transmitted through improved perceptions and quality of the campus environment (Bagga et al., 2023). This implies that individual development orientation not only boosts personal capabilities but can drive contextual changes that amplify performance outcomes (Kechen & Roxas, 2024). The result resonates with organizational-culture research on how collective values mediate relationships between individual characteristics and organizational results (Huynh & Nguyen, 2025). Practically, combining mindset development with institutional reforms is proposed as an effective strategy for comprehensive performance enhancement (Bogale & Debela, 2024).

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