



HAL
open science

The effect of entrepreneurial mindset, work environment on employees' work performance

Abun Dami Damianus, Gladys Jean Q. Basilio, Julian Fredolin, Theogenia Magallanes

► To cite this version:

Abun Dami Damianus, Gladys Jean Q. Basilio, Julian Fredolin, Theogenia Magallanes. The effect of entrepreneurial mindset, work environment on employees' work performance. *International Journal of Research in Business and Social Science* (2147- 4478), 2022, The effect of entrepreneurial mindset, work environment on employees' work performance, 11 (4), pp.77-94. 10.20525/ijrbs.v11i4.1839 . hal-03688842

HAL Id: hal-03688842

<https://hal.science/hal-03688842v1>

Submitted on 6 Jun 2022

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.



Distributed under a Creative Commons Attribution 4.0 International License



The effect of entrepreneurial mindset, work environment on employees' work performance



Damianus Abun ^{(a)*} Gladys Jean Q. Basilio ^(b) Julian P. Fredolin ^(c)

Theogenia Magallanes ^(d)

^(a) Ph.D., Professor, School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines

^(b) PhD, Vice President for Academic Affairs, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines

^(c) Ph.D., Professor, School of Business and Accountancy, Divine Word College of Laoag, Ilocos Norte, Philippines

^(d) Ed.D., President, Saint Benedict College of Northern Luzon, Vigan City, Ilocos Sur, Philippines

ARTICLE INFO

Article history:

Received 11 April 2022

Received in rev. form 29 May 2022

Accepted 03 June 2022

Keywords:

Entrepreneurial mindset, work environment, individual work performance, counterproductive behavior

JEL Classification:

O15, L22, L26

ABSTRACT

The study aims to examine the effect of the entrepreneurial mindset and work environment on the individual work performance. To deepen the understanding of the concepts and establish the theories of the study, literature was reviewed. The study used a descriptive assessment and correlation research design. Total enumeration sampling was taken as the sampling design of the study. Therefore, the population of the study was all employees of Divine Word College of Laoag, a total of 169 employees. Questionnaires were used to gather the data and to determine the correlation, the ANOVA was used. The results indicate that entrepreneurial mindset and work environment and individual work performance are high and the result of the correlation found that both, entrepreneurial mindset and work environment are significantly correlated to the individual work performance.

© 2022 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Introduction

The success of an organization depends on its human resources and not purely on financial capital. Therefore, the key to success is depending on how the human resources department recruits the employee. The focus is to get the best candidate who can contribute to the success of the company. The company often relies on educational attainment and educational background, experience, and interview as the basis for acceptance. Reality tells us that not all those who meet the requirement for employment on paper and pass the interview perform as expected and sometimes it turns out otherwise. It suggests that those pieces of papers and interviews cannot predict employees' future performance.

Employees' performance can be affected by many factors such as knowledge, skills, experience, values, work environment, and job satisfaction. Most companies' training targets knowledge and skills enhancement and seldom pays attention to enhancing work values, work environment, and job satisfaction. One of the areas that have been neglected by the management is the entrepreneurial values of the employees. The entrepreneurial value that this paper is referring to is entrepreneurial mindset/spirit. The current researcher believes that having an entrepreneurial mindset/spirit can motivate employees to perform better compared to those who have no entrepreneurial mindset. Based on the researcher's observation, the management has been neglecting developing an entrepreneurial mindset through training to promote an entrepreneurial culture and mindset. Entrepreneurial culture or entrepreneurial environment provides a place where entrepreneurial mindset/spirit can be enhanced/developed. According to Brownson (2014), to know a

* Corresponding author. ORCID ID: 0000-0002-9693-1541

© 2022 by the authors. Hosting by SSBFNET. Peer review under responsibility of Center for Strategic Studies in Business and Finance.

<https://doi.org/10.20525/ijrbs.v11i4.1839>

difference between employees and organizations in terms of performance can be traced to the existence of the entrepreneurial culture or entrepreneurial environment of an organization. Organizations that recognize creativity and originality tend to perform better than those that do not.

Studies concerning the influence of entrepreneurial mindset on performance are relatively few. The subject is considered underexplored. However, there have been some studies conducted concerning the effect of an entrepreneurial mindset on the behaviour or work performance of employees such as Agyapong, et.al (2021) and Utami and Oetomo (2020). Agyapong, et.al (2021) explored the relationship between entrepreneurial behaviour, entrepreneurial mindset, and performance. Their study found that an entrepreneurial mindset affects the entrepreneurial behaviour which drives performance. Utami and Oetomo (2020) investigated the effect of the seven entrepreneurial spirits on entrepreneurial behaviour and the study found that seven spirits do exist and influence entrepreneurial behaviour. Considering the studies related to this topic are still few, thus the current study pursues a similar path by investigating the effect of an entrepreneurial mindset on the performance as mediated by work the environment. The work environment can be a barrier or boosting factor where the entrepreneurial mindset is promoted or developed.

The purpose and the output of this study are to recommend to the management to include in their training and development program entrepreneurial mindset enhancement and entrepreneurial work environment enhancement. Though knowledge and skills enhancement training is still considered important, however, without an entrepreneurial mindset and entrepreneurial environment, knowledge, and skills may not be translated into performance. The study also aims to determine the influence of an entrepreneurial mindset on the individual work performance of the employees as mediated by the work environment. It specifically seeks to answer the following questions:

- i. What is the entrepreneurial mindset of employees in terms of:
 - a. Personality
 - b. Skills
- ii. What is the work environment of the Divine Word College of Laoag in terms of
 - a. Bureaucratic environment
 - b. Humanistic environment
 - c. entrepreneurial work environment
- iii. What is the individual work performance of employees in terms of
 - a. task performance
 - b. contextual performance
 - c. counterproductive work behavior
- iv. Is there a relationship between an entrepreneurial mindset and individual work performance?
- v. Is there a relationship between work environment and Individual work performance?

This study is divided into several parts. The first part is the introduction or rationale of the study which explains the background and the purpose of the study. The second part is the literature review which investigates the existing literature and studies that discuss the current topic and therefore establishes the theories of the study. The third part is the research methodology which presents the research design, population, locale of the study, data gathering procedures, research instruments, and statistical treatment of data. The fourth is data presentation and analysis which presents the data gathered through research questionnaires and followed by interpretation or analysis. The fifth is the result and discussion that discusses further the implication of the study and its conclusion.

Literature Review

Theoretical and Conceptual Background

The nature of the literature review is to review the existing literature including books, research findings, and articles concerning the current topic to understand the topic and establish the theories to be investigated, and then the conceptual framework is designed. The literature review will be arranged thematically according to the main variables investigated in the current study.

The Concept of Entrepreneurial Mindset

Before one defines entrepreneurial mindset, he/she needs to understand or define the related terms such as enterprise, entrepreneurship, entrepreneur, and entrepreneurial, and only then does one understand the meaning of entrepreneurial mindset. This is important because these terms are related and by understanding these terms, one can fully grasp the meaning of an entrepreneurial mindset. To understand these terms, one cannot avoid finding the meaning through dictionaries and the authorities who have investigated these topics. Online Merriam-Webster Dictionary defines “enterprise” as “a project or activity that involves many people and that is often difficult”, or “business organization” or “the ability or desire to do dangerous or difficult things to solve problems in new ways”. Cambridge Dictionary defines enterprise as “an organization, especially a business, or a difficult and important plan, especially one that will earn money” or “an eagerness to do something new and smart, despite any risks”. Based on this definition, this paper defines enterprise as “an activity of a business organization to pursue an important plan which involves challenges and risks”. Related to this term is entrepreneurship which is defined differently by different dictionaries. The term seems elastic because it is defined elastically. Oxford Learner’s Dictionary defined it as “the

activity of making money by starting or running businesses, especially when this involves taking financial risks". This definition refers to entrepreneurship as the activity of running a business despite the financial risk. While Cambridge Dictionary defines it as a "skill in starting new businesses, especially when this involves seeing new opportunities". This definition refers to entrepreneurship as the capability to see new opportunities and start a new business. These two definitions are spelled differently but they are referring to the same concept of entrepreneurship as the capability to see new opportunities and taking the risk to run or start a new business. This definition is related to the definition offered by Professor Howard Stevenson, a professor of Harvard business school as cited by Eisenmann (2021) who defined entrepreneurship as "the pursuit of opportunity beyond resources controlled". If the word entrepreneurship refers to the capability of pursuing an opportunity and taking the risk to start a business, then entrepreneur refers to the "one who organizes, manages, and assumes the risks of a business or enterprise" (Merriam-Webster, n.d). This definition is similar to what Blasingame (2012) defines as "the one who attempts to create a new product, service or solution while accepting the responsibility for the result" This definition again emphasizes that an entrepreneur is a person who sees the opportunity of business and taking the risk to create a product or service. He is the one who assumes the result whether it will be a success or failure. From the word entrepreneur comes the word entrepreneurial which is according to Merriam-Webster Dictionary is "relating to characteristics of, or suited to an entrepreneur" or Collins Dictionary defines it as "having the qualities that are needed to succeed as an entrepreneur".

After reading all those definitions, one has an idea of what an entrepreneurial mindset is and what its characteristics are. The entrepreneurial mindset has nothing to do with the capacity to run a business or a business owner but it refers to the mindsets of an entrepreneur. Reading the available literature shows that the entrepreneurial mindset is rather a new topic of investigation. There is not much-established literature that discusses extensively entrepreneurial mindsets. As the definition of entrepreneurship is elastic which is defined differently by different dictionaries and authors, the same case with the definition of an entrepreneurial mindset. However, before we define the entrepreneurial mindset, we need to understand the concept or definition of mindset because by understanding the concept of mindset, we can understand the entrepreneurial mindset. Mindset is defined by Merriam-Webster (n.d) as "a mental attitude or inclination". While Thum (2012) as cited by Sharma, et.al (2019) views mindset as the "sum of your knowledge, including beliefs and thoughts about the world and yourself in it". These two definitions refer to mindset as a cognitive attitude or belief/values. It is a state of mind or beliefs/values that influence entrepreneurial behavior and outcomes (Sharma, et.al, 2019). Since it is a state of mind, Dweck (2006) recognizes mindsets to be fixed or growth. A fixed mindset refers to the belief that your attributes or qualities are inherently fixed or unchanging. In other words, our intelligence, and our talents cannot be developed or cannot grow. While a growth mindset is otherwise that your attributes or qualities are only the beginning point to start with because it will continue to develop. According to Dweck (2006) as cited by Castrillon, (2021) success can be influenced by how we think about our abilities and talents. In line with the concept of the mindset of Dweck (2006), Kuratko, et.al (2020) define an entrepreneurial mindset as how an entrepreneur thinks, behaves, and feels in entrepreneurship. This definition specifies three dimensions of entrepreneurial mindsets which are the entrepreneurial cognitive dimension, entrepreneurial conative dimension, and entrepreneurial affective dimension. However, the definition from Worcester Polytechnic Institute (n.d), refers to "a way of thinking, design thinking, and development of innovative solutions to problems". It is a state of mind that predisposes human conduct toward entrepreneurial activities and outcomes. The entrepreneurial mindset as a state of mind is reflected in the definition that is offered by (Reed and Stoltz, 2011). The state of mind changes the status of the person to become an entrepreneur because such a mind enables the individual to see new opportunities. This concept contains a cognitive and conative or behavioral dimension of the entrepreneurial mindset presented by Kuratko, et.al (2020). However, the definition of McGrath and MacMillan (2000, p. 15) captures the conative and affective dimension of the entrepreneurial mindset as they define it as the "ability to rapidly sense, act, and mobilize, even under highly uncertain conditions". Such definition suggests that entrepreneurs are vigilant to new opportunities and take action immediately even under uncertainties. If the definition of McGrath and MacMillan (2000, p. 15) does not include the cognitive aspect, however, Ireland, et.al (2001, p. 968) include it as they defined it as "a way of thinking" which enables a person to take advantage out of uncertainty. Similar to this definition of Dhliwayo & Van Vuuren (2007, p. 124) who define an entrepreneurial mindset as a "way of thinking and acting about business". This definition was stated earlier by Ireland, Hitt, & Sirmon (2001, p. 968). In addition to these definitions is the definition of Shepherd, Patzelt, & Haynie (2010, p. 62) who define an entrepreneurial mindset as the "ability and willingness of individuals to rapidly sense, act, and mobilize in response to a judgmental decision under uncertainty about a possible opportunity for gain". This definition is similar to the definition of McGrath and MacMillan (2000, p. 15). This is also similar to the definition of McMullen & Kier (2016, p. 664) that an entrepreneurial mindset is "the ability to identify and exploit opportunities without regard to the resources currently under their control". Without elaborating too much on these definitions, one can conclude that there is no common agreement on the definition of entrepreneurial mindset which leads to the confusion of what particular dimension to be measured whether the cognitive dimension (state of mind/a way of thinking) or conative dimension or behavioral aspect or affective dimension (feelings). Some researchers conceptualized the entrepreneurial mind in terms of cognitive dimension such as Haynie, Shepherd, Mosakowski, & Earley, (2010), Mathisen & Arnulf, (2013), and McGrath & MacMillan, (2000), while others viewed the entrepreneurial mindset in terms of a personal trait such as Ashourizadeh, Chavoushi, & Schött, (2014), Davis, Hall, & Mayer, (2015) and Dhliwayo & Van Vuuren, (2007). Based on these different definitions, we can summarize these different definitions into one definition that this paper is using. Abun, et.al (this volume) define an entrepreneurial mindset as a way of thinking that is oriented toward seeing opportunities and finding solutions despite uncertainties. This refers to the growth mindset of Dweck (2006) which permits the individual to see opportunities, find and implement solutions and overcome obstacles (Constable, 2021). This concept captures two dimensions which is the cognitive and conative dimension of the entrepreneurial

mindset it also captures two dominant orientations as pointed out by Lynch and Corbett (2021) which are oriented toward finding solutions and executing those solutions.

As a result of those different definitions is difficult of finding common characteristics of an entrepreneurial mindset. Different researchers and organizations have identified different entrepreneurial mindset characteristics such as self-confidence, diligence, strong desire, innovation, leadership, motives, permanence, resilience, and self-control (Shaver, et.al, 2019). While Davis, et.al (2015) identified seven characteristics of an entrepreneurial mindset and they are independence, limited structure, non-conformity, risk acceptance, action orientation, passion, and need to achieve. Further Gallup (n.d) identified 10 entrepreneurial profiles and these are confidence, delegator, determination, disruptor, independence, knowledge, profitability, relationship, risk, and selling. Davis, et.al (2015) classified entrepreneurial mindsets into two categories namely personality and skills. Under personality dimensions, there are 8 characteristics and these are self-confidence, optimism, openness, proactivity, non-conformity, passion, and need for achievement. While under skills dimension is persistence, preference for low structure, future focus, ideational fluency, flexibility, originality, and elaboration. These dimensions have been reviewed and considered to be valid and reliable. The dimensions presented by Davis, et al (2015) more or less encompass the dimensions presented by other researchers which are in line with the definition of this paper.

Given the many dimensions of an entrepreneurial mindset, however, the dimensions to be investigated are only those that are aligned with the definition of entrepreneurial mindset adopted in this paper which is "a way of thinking that is oriented toward seeing opportunities and finding solutions despite uncertainties". Since the respondents of this paper are the employees or faculty of the Divine Word Colleges, then this paper adopts the dimensions presented by Davis, et.al (2015). Davis, et.al (2015) had classified entrepreneurial mindset into two categories which are personality and skills. It is categorized as personality because these characteristics belong to a type of personality which are individual differences in characteristics and patterns of thinking, feeling, and behaving (American Psychological Association, n.d). Under personality, scales are independence, preference for limited structure, nonconformity, risk acceptance, action – orientation, passion, and need for achievement. While skill scales include future focus, idea generation, execution, self-confidence, optimism, persistence, and interpersonal sensitivity.

Entrepreneurial Mindset Matters

Answering the question of why the entrepreneurial mind matters led me to the declaration of April 21 as World Creativity and Innovation Day by the United Nations (United Nations, (2021). Such declaration brings us to the concern of the world which is creativity. The concern of creativity is much more important within the current pandemic. The impact of the pandemic on the economy is devastating and countries and individuals are struggling to find ways how to survive economically. Within this situation, the United Nations marks 2021 as The International Year of the Creative Economy for Sustainable Development (United Nations, 2021). The UNCTAD Secretary-General even said, "The creative industries are critical to the Sustainable Development Agenda" (United Nations, 2021). Creativity requires a change of ways of doing things and problem-solving and therefore industries or organizations are called to create an entrepreneurial climate in which creativity culture is developed and group and individual creativity is cultivated. This must be the companies' strategy to take advantage of the imaginative abilities of their employees (Carrier, 2002). The company must allow the employees to propose ideas or ways of doing a thing, instead of just following the orders.

The creativity problem reflects the importance of an entrepreneurial mindset. The entrepreneurial mindset is referring to the growth mindset which allows the individual to see opportunities, provide solutions, overcome obstacles and develop strategies to implement (Constable, 2021). Creativity, innovations, and the capability to think out of the box are very much needed by many corporations to grow and succeed and survive in the competitive environment. Studies have found that brand development (Wongpreedee, et.al, 2015) and entrepreneurial intention are correlated to entrepreneurial mindset (Jitaong, et.al 2021). These studies indicated that social development is determined by an entrepreneurial mindset. It is necessary then to cultivate such a mindset to develop society. Failure to develop a mindset can jeopardize society's development and business. This is pointed out by the study by Neneh (2012). His study found that a low level of entrepreneurial mindset in South Africa contributes to the high failure rate of SMEs in South Africa and the same study also pointed out the difference in business performance between those who have a high entrepreneurial mindset and a low entrepreneurial mindset. It was found that those who have a high entrepreneurial mindset perform better in terms of risk-taking propensity, and creativity. Hnatek (2015) pointed out the role of entrepreneurial mindset/ thinking in the success of the family business. It is along with this finding, that Schoeniger, et.al (2021) called for educators, organizational leaders, policymakers, and community stakeholders to recognize the entrepreneurial mindset as a teachable framework of thinking. They agree that having an entrepreneurial mindset will improve individual and collective ability to adapt and contribute something to make the institutions or organizations, communities, and societies developed and better. Thus, it is important to instill an entrepreneurial mindset in all people (Mitchell, 2007). Instilling an entrepreneurial mindset can be done through education. It has been argued that the possible outcome of entrepreneurial education is an entrepreneurial mindset (Jung and Lee, 2020). Along with such an argument, Handayati, et.al (2020) in their studies found the important role of entrepreneurial education for students to develop an entrepreneurial mindset and entrepreneurial intention. The study confirms the correlation between entrepreneurial education and an entrepreneurial mindset.

Individual Work Performance: Multidimensional Constructs

Organizations' success always depends on the employees' performance to achieve their goals and because of its dependence on employees' performance, the organizations have been grappling to define what performance is and what contributes to employees' performance. Researchers have been trying to clarify performance concepts (Campbell, 1990). There has been little effort in trying

to understand the concept which prompted Campbell (1990, p. 704) to call it "a virtual desert". However, since 15 years ago, the interest has been growing to clarify and define the performance concept. Since then all authors agree that performance is not just defined by the action alone but is also defined by the outcome of the performance ((Campbell, 1990; Campbell, McCloy, Oppler, & Sager, 1993; Kanfer, 1990; Roe, 1999). Performance is not defined by action or behavioral aspects because not all actions lead toward an outcome. Only actions that lead to the attainment of the organizational objectives are considered performance. This is in line with what Campbell, et.al (1993) said that performance is only referring to the behaviors that are required by the organization to perform as emanated from their duties and responsibilities. Thus, performance is the outcome of the required behavior and it has been argued that the outcome is dependent upon many organizational factors such as attitude toward work (Abun, et.al, 2021), organizational citizenship behavior, and work environment (Abun, et.al, 2021).

Based on the concept of performance, we can define individual work performance. It is "employee behaviors that are relevant to the goals of the organization" (Campbell, 1990). Most studies have treated work performance as an outcome that is dependent upon the independent variables as we have pointed out above. The discussion on the work performance dimension varies among different researchers. Generally, all agree that individual work performance is a multidimensional construct (Abun, et.al, 2021, Sonnentag & Frese, 2001, Koopmans, et.al, 2014) which means that it is not a single construct but there are different dimensions to be measured. There are different opinions related to the dimensions to be measured. Koopmans, et.al (2014), and Abun, et.al (2021), identified three dimensions to be measured which are task, contextual performance, and counterproductive behavior, while Sonnentag and Frese (2001) identified two dimensions which are task and contextual performance. Koopmans, et.al (2017) as cited from Campbell (1990) defined task performance as "the proficiency with which individuals perform the core substantive or technical tasks central to his or her job". From this definition, task performance refers to task proficiency which may be related to technical skills or competencies possessed by the individual to perform his/her task (Abun, et.al, 2021). According to Sonnentag and Frese (2001), task proficiency is multidimensional which includes job-specific task proficiency, non-job-specific task proficiency, written and oral communication proficiency, supervisory proficiency (in case of supervisory position), and management or administration proficiency such as planning, organizing, leading and controlling. In terms of contextual performance, Borman and Motowidlo (1993) as cited by Koopmans, et.al (2017) define it as "behaviors that support the organizational, social and psychological environment in which the technical core must function". This definition refers to contextual performance as behaviors that are supportive of the work, particularly behaviors that help the smooth functioning of the organization. Proactive behavior helps the organization to be efficient and effective in its operation. These behaviors are not required and are not emanated from the main prescribed duties and responsibilities of the job. Thus, contextual performance is often referring to organizational citizenship behavior such as altruism, conscientiousness, civic virtue, courtesy, and sportsmanship (Organ, 1988), helping coworkers, protecting the organization, (George & Brief, 1992), and prosocial organizational behavior (Brief & Motowidlo, 1986), pro-active behaviors include personal initiative (Frese, Fay, Hilburger, Leng, behavior97). While counterproductive behavior is defined by Rotundo and Sackett (2002) as "behavior that harms the well-being of the organization". The harmful behaviors are commonly caused by bad treatment from employers. It has been found that individuals who have been treated unfairly are willing to get even by revenge (Jones, 2009) such as putting less effort into the work, sabotaging work equipment, or work achievement. Besides revenge, another motivation behind counterproductive behavior is self-gain. Some employees are driven by self-interest or selfishness. Selfishness motivates someone to gain benefits by sacrificing other employees (Jonason, Lyons, et al., 2015; Jonason, Wee, et al., 2014).

Work Environment

The work environment is any situation, condition, circumstance, or atmosphere that affects the workplace and the employees. The definition is multidimensional and encompasses a broad range of job characteristics that include the physical, social, and psychological of the workplace that affects the employees and the work. Such definition refers to a psychosocial work environment which means that the work environment is involving the psychological and social dimensions of work. Therefore work environment is not only referring to physical settings such as heating, lighting, office setups, safe and healthy workplace, noise, furniture, color, and air quality, as pointed out by Sarode and Shirsath (2012) but it also to other work environments factors such as structures (management and operating practices), the job itself such as workload and task complexity, organizational culture, local labor market conditions, work-home relationships, (Briner, 2000), recognition and control, interactions between and among work environment, job content, conditions, and workers' capacities, needs, technological changes, working time arrangements (ILO/WHO, 1984). All those that are mentioned are classified under the social dimension of the work environment (ILO/WHO, 1984). However, the work environment is not limited to the social dimension only, it also includes psychological work environment such as work stress, work relationship which include a relationship with the superiors, and co-employees (Sudarmayanti, 2011). Many studies have found a correlation between physical, psychosocial, and psychological work environment and work commitment (Oludeyi, 2015), employee performance (Olanipekun, n.d, Al-Omari & Okasheh, 2017, Kamarulzaman, et.al, 2011), employee satisfaction (Raziq & Maulabakhsh, 2015, Agbozo, et.al, 2017, Kurniawaty, et.al, 2019, ILO/WHO, 1984), turnover intention, and work stress (Nanda, et.al, 2019), work engagement (Abun, et al, 2021) and health (ILO/WHO, 1984).

As pointed out by those studies, it is clear that work performance is a dependent variable which means it is influenced by the work environment. The work environment is an important predictor of individual work performance. Thus, it is the job of the management to satisfy the needs of employees by providing a good work environment. Efficiency, effectiveness, productivity, work commitment, and work engagement are products of a good working environment. Some studies have identified the following psychosocial factors

that contribute to a good working environment such as working hours, job safety, job security, the relationship among employees, esteem needs of employees, and the influence of top management on the employees (Raziq & Maulabakhsh, 2015), bureaucratic, humanistic and entrepreneurial work environment (Abun, et.al, 2021) and other related factors that have been identified by different studies above. Those recent studies that we have identified are evidence that the old theory of Frederick Taylor that salary, production technique, and physical work environment are not the only predictor of productivity or job performance as a whole (Walden, 2004). Solving work performance is not about money or pay but the management needs to have a comprehensive view and approach to different factors that contribute to a good work environment. The work environment dimensions that we adopt in this study are the work environment dimensions identified by the study of Abun, et.al (2021) such as bureaucratic, humanistic, and entrepreneurial work environments. On one hand, the bureaucratic environment is referring to the operating system of the organization which is marked by formal structures (hierarchy and specialization), administrative procedures and processes (compliance to rules and procedures, obedience to the policies), personnel system (recruitment, promotion, security of tenure) (Dahlström & Lapuente 2017; Gualmini 2008). On the other hand, a humanistic environment is marked by mutual trust and mutual respect (Mehrnia, et.al, 2020). While entrepreneurial work environment refers to a work environment that allows the entrepreneurial values to flourish such as risk-taking, creativity, innovativeness, and embracing the idea of learning (Chada, 2013). This is supported by the study of Lans, et.al (2008) that entrepreneurial learning is influenced by the work environment.

Conceptual Framework

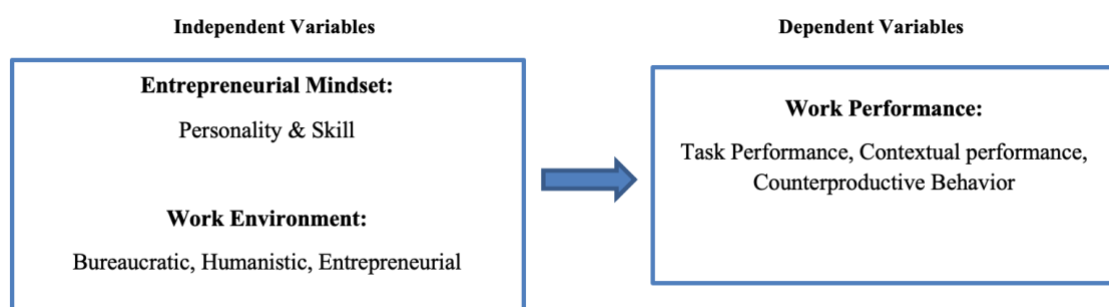


Figure 1: The conceptual framework reflects the correlation between the entrepreneurial mindset and work performance as mediated by the work environment; *Source: Davis (2015), Abun, et.al (2021) and Koopmans, et.al (2012).*

Hypothesis

An entrepreneurial mindset motivates and guides people to work and it affects their commitment and performance. However, the work environment needs to be conducive. Thus, the current study hypothesizes that an entrepreneurial mindset correlates to individual work performance as mediated by the work environment.

Assumption and Scope and Delimitation of the Study

The study assumes that the entrepreneurial mindset affects work performance as long as the work environment is conducive for the entrepreneurial mindset to operate. It also assumes that entrepreneurial mindset, work performance, and work environment can be measured. The current study is limited to the Divine Word College of Laoag and it focuses only on the entrepreneurial mindset, work performance, and work environment of the employees of the college. The population is also limited to the employees of the college.

Research and Methodology

The current research is following a specific method of investigation or research methodology. Wilkinson, (2000), and Leedy, (1974) opined that research methodology is an established process for conducting the inquiry. It applies certain methods to determine, select, and analyze the data related to the concerned topic, Therefore, the current study applies certain methods of investigation such as research design, data gathering instruments method, the population of the study, the locale of the study, data gathering procedures, and the statistical treatment of data.

Research Design of the study

The research design of the study is the descriptive assessment and descriptive correlational research design. Ariola (2006) argued that a descriptive correlation study is intended to describe the relationship among variables without seeking to establish a causal connection. While descriptive research is simply to describe a population, a situation, or a phenomenon. It is also used to describe profiles, frequency distribution, describe characteristics of people, situations, or phenomena. In short, it answers the question of what, when, how, where, and not why question (McCombes, 2020).

The locale of the Study

The locale of the study was Divine Word College of Laoag This college is located in Laoag City, the capital of Ilocos Norte.

Population

The respondents of the study are the employees of the college. Since the number of employees is limited, therefore, the total enumeration sampling was used and thus all faculty and employees from the college were taken as respondents to the study.

Data Gathering instruments

The study adopted validated questionnaires by Koopmans, et.al (2012) on work performance, Abun, et.al (2021) on the work environment, and Davis, et.al (2015) on entrepreneurial mindset profile (EMP).

Data Gathering Procedures

To preserve the integrity of scientific research, the data were gathered after the approval of the Presidents of the college. The researcher sent a letter to the president and after the letter was approved, the questionnaires were distributed by the researcher's representative. Then the researcher's representative from the college collected the data and submitted it to the researcher for tabulation.

Ethical Procedures

The study was carried out after the research ethics committee examined and approved the content of the paper if it does not violate ethical standards and if it does not cause harm to human life and the environment.

Statistical Treatment of Data

To analyze the data, descriptive and inferential statistic was used. The weighted mean was used to determine the level of employees' self-efficacy, work of employees, and work environment and the Pearson r was used to measure the correlation between employees' entrepreneurial mindset, work performance, and work environment. The following ranges of values with their descriptive interpretation will be used:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
4.21-5.00	strongly agree/ Very High
3.41-4.20	Agree / High
2.61-3.40	somewhat agree/ Moderate
1.81-2.60	Disagree/Low
1.00-1.80	Strongly disagree/Very Low

Analysis and Findings

This part presents the data that was gathered through research questionnaires based on the research problems of the study. The presentation of data follows the statement of the problems.

Problem 1: What is the entrepreneurial mindset of employees in terms of Personality and Skills

Table 1: Personality

Personality	Weighted Mean	Descriptive Interpretation
1. I am uncomfortable when expected to follow others' rules.	3.26	Somewhat/ Agree/Moderate
2. I find it boring to work on clearly structured tasks	3.56	Agree/High
3. I like to work things on my way	4.16	Agree/High
4. I am willing to take a certain amount of risk to achieve real success	3.68	Agree/High
5. I tend to make decisions quickly	3.88	Agree/High
6. I am passionate about the work that I do	3.92	Agree/High
7. I want to be the best at what I do	3.91	Agree/High
Composite Mean	3.76	Agree/High

Source: Davis (2015)

Based on the data that appeared on the table, it shows that as a whole, the entrepreneurial mindset of the employees in terms of personality mindset obtained a composite mean of 3.76 which is interpreted as "agree/high". This composite mean indicates that the personality mindset of employees is not very high and it is not also very low, low, or moderate but it is high. This result suggests that as whole employees agree that they are not comfortable following rules, find it boring to work on the structured task, and want to work things their way. They also agree that they are passionate about what they do and want to be the best at what they do and want to make a decision quickly. To achieve their objective, they are willing to take a certain amount of risk.

The result above indicates that as a whole the employees have a high personality mindset. Davis (2015) identified several characteristics of a personality mindset which include autonomy or independence, limited structure, and they do not want to follow rules in performing their job (nonconformity), risk acceptance, action – orientation, passion, and need for achievement. Studies have found that autonomy or independence enhances work motivation, reduces mental strain, and consequently leads to better job performance (Muecke & Iseke, 2019). Khoshnaw and Alavi (2020) also pointed out a similar finding which pointed out that job autonomy or independence affects job performance, job satisfaction, motivation, job engagement, and commitment. Autonomy demands fewer rules and structures which allow employees flexibility to pursue their objectives.

Table 2: Skills

Skills	Weighted Mean	Descriptive Interpretation
1. I am focused on the long-term	4.00	Agree/High
2. Sometimes the ideas just bubble out of me	3.76	Agree/High
3. I have a reputation for being able to take an idea and make it work	3.88	Agree/High
4. I am a self-confident person	4.10	Agree/High
5. Even when things aren't going well, I look on the bright side	3.92	Agree/High
6. I do not give up easily	4.04	Agree/High
7. I am sensitive to other's feelings	3.82	Agree/High
Composite Mean	3.93	Agree/High

Source: Davis (2015).

As shown the data on the table reveals that as a whole entrepreneurial mindset of employees in terms of skills gained a composite mean of 3.93 which is interpreted as "agree/high". This composite mean indicates that the entrepreneurial mindset of employees in terms of skills is not very high and it is also not very low, low, or moderate but it is high. Even when the items are taken singly, all items are rated within the same mean range level with the interpretation of "agree/high". Employees agree that they have high self-confidence and are highly focused on the long-term goal, look always on the bright side when things are not going well, and do not easily give up to achieve their goals. Further, they also agree that sometimes ideas just bubble up and admitted that they are sensitive toward others' feelings.

These results suggest that as a whole the entrepreneurial mindset of employees in terms of skills mindset is considered high. Davis (2015) identified several characteristics of an entrepreneurial mindset in terms of skills mindset which include future focus, idea generation, execution, self-confidence, optimism, persistence, and interpersonal sensitivity. Anggiani (2017) found in her study that hard skills and softs skills are significant predictors of employee performance.

Hosseini, et al (2020) have studied the effect of entrepreneurial skills on job performance and the study confirms the finding of Anggiani (2017). It found that entrepreneurial skills are a significant predictor of the job performance of employees and managers.

Table 3: Summary Table: Entrepreneurial Mindset

Entrepreneurial Mindset	Weighted Mean	Descriptive Interpretation
Personality	3.76	Agree/High
Skill	3.93	Agree/High
Overall Mean	3.84	Agree/High

As seen in the summary table, the data manifests that overall, the entrepreneurial mindset of employees is not very high and it is not also very low, low, or moderate but it is high. The result suggests that the employees have a high personality and skills mindset. It indicates that employees have a high need for autonomy or independence. They prefer limited structures and rules. As a whole, they agree that they are passionate about what they are doing and prefer action because they want to achieve their goals. Many studies have been done in terms of the influence of an entrepreneurial mindset on the performance of employees. Take several studies that have investigated the effect of an entrepreneurial mindset on job performance. For Example, Asenge, et al (2018), Jemal (2020), Sutanto, et al (2021), and Adokiye, et al (2017). The result of these studies indicates the same findings in which entrepreneurial mindset affects individual performance and organizational success.

Problem 2: What is the work environment of the Divine Word College of Laoag in terms of Bureaucratic environment, Humanistic environment, Entrepreneurial work environment?

Table 4: Bureaucratic Environment

Bureaucratic Environment	Weighted Mean	Descriptive Interpretation
1. Employees are always doing the same job and the same way every day.	3.70	Agree/High
2. All employees must follow the established rules and procedures.	4.16	Agree/High
3. There is little action taken until a supervisor or the higher approves a decision.	3.77	Agree/High
4. Even small matters have to be referred to someone higher up for the final answer.	3.88	Agree/High
5. In general, a person who wants to make his/her own decisions would be quickly discouraged	3.74	Agree/High
6. Employees are working under close monitoring of their supervisor.	3.78	Agree/High
7. One cannot do his/her job in his/her way but he/she has to follow the rules and procedures	4.02	Agree/High
8. Communications, decisions, and proceedings are put in writing for future references	3.86	Agree/High
9. Employees are afraid of violating the rules because it means punishment	3.82	Agree/High
10. Employees are expected to respect the change of command.	4.14	Agree/High
Composite Mean	3.88	Agree/High

Source: Abun, et al (2021)

As indicated by the data on the table, it appears that as a whole, the work environment of the Divine Word College of Laoag in terms of bureaucratic environment gained a composite mean of 3.88 which means "agree/high". The composite mean suggests that the bureaucratic work environment is not very high and it is also not very low, low, or moderate but it is high. Even if the indicators are taken separately, all are evaluated with the same mean range level with the interpretation of "agree/high" such as doing the same job and the same way every day (routine), following rules and procedures (conformity), not doing something until it is approved by the higher-ups (centralization or no decision power), working under close monitoring (no individual freedom), documenting everything for future reference (no flexibility, rigidity), being afraid of violating rules (doing something to avoid punishment), and obedience. The results point out that the employees agree that they have a high degree of conformity, routine, obedience, and no individual freedom, no flexibility, power in decision making, centralization, and fear of punishment. These are the nature of bureaucratic management. Olukorede and Olayiwola (2008), and Idrus (2015) studied the effect of a bureaucratic environment on employees' performance and the study found that bureaucracy affects negatively the employees' interest in the job, organizational commitment, and job performance.

Table 5: Humanistic Environment

Humanistic Environment	Weighted Mean	Descriptive Interpretation
1. The management considers the ideas of employees when making decisions.	3.60	Agree/High
2. The management always tries their best to serve the needs of employees.	3.82	Agree/High
3. The management listens to the employees when the employees counter problems in their work.	3.62	Agree/High
4. The management respect and treat the employees as human beings with dignity.	3.68	Agree/High
5. The management recognizes the good effort of the employees to help the institution.	3.85	Agree/High
6. There is open communication between employees and management.	3.81	Agree/High
7. When making decisions, the management always considers the effect of the decision on the employees.	3.62	Agree/High
8. The management prioritizes the employees' condition first before the work	3.70	Agree/High
Composite Mean	3.71	Agree/High

Source: Abun, et al (2021)

Reading the data on the table displays that as a whole, the work environment of Divine Word College of Laoag in terms of humanistic environment garnered a composite mean of 3.71 which is understood as "agree/high". This composite mean indicates that the humanistic environment of the institution is not very high and it is not also very low, low, or moderate but it is high. Even if the indicators are taken separately, all are rated within the same mean range level with the interpretation of "agree/high" such as considering the ideas of employees when making a decision, serving the needs of employees, listening to employees when employees encounter problems at work, respecting and treating employees as a human person with dignity, recognizing employees' effort in helping the organization, open communication between employees and management, considering the effect of decisions on the employees, and prioritizing employees' condition first before work. Centering on human persons and their needs is the main characteristic of humanistic management. It is the employees first before their work. Treating employees as human persons and serving their needs is the priority of humanistic management. Studies have been conducted on the effect of humanistic management on performance. For example, Daley (1986), Secapramana, and Nugroho (2017) have found a positive effect of humanistic management on industrial relations, productivity, and performance or organizational success and quality of life of organizational members.

Table 6: Entrepreneurial Environment

Entrepreneurial Environment	Weighted Mean	Descriptive Interpretation
1. Employees are encouraged to take the risk	3.72	Agree/High
2. Employees are rewarded for developing innovative solutions	3.72	Agree/High
3. The college has a strong commitment to innovation	3.92	Agree/High
4. Employees who develop creative solutions to problems are recognized	3.70	Agree/High
5. This institution is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	4.04	Agree/High
6. Employees are free to perform their work in their way to achieve the result.	3.54	Agree/High
7. The institution is result-oriented and not process-oriented.	3.81	Agree/High
Composite Mean	3.78	Agree/High

Source: Abun, et al (2021)

As indicated by the data on the table, it manifests that the work environment of Divine Word College of Laoag in terms of entrepreneurial environment obtained a composite mean of 3.78 which is interpreted as "agree/high". It means that the entrepreneurial environment of the institution is not very high and it is also not very low, low, or moderate but it is high. Even if the items are taken separately, all items or indicators are evaluated within the same level of mean range with the interpretation of "agree/high" such as encouraging the employees to take risks, rewarding for developing innovative solutions, and a strong commitment to innovations, recognizing employees who develop creative solutions to problems, willing to stick their necks and take risks, freedom to perform their work on their way, and result-oriented. The results suggest that as a whole work environment in terms of entrepreneurial work environment is considered high. Such an environment is important for organizational performance and job satisfaction. Studies have been done measuring the effect of an entrepreneurial environment on performance and commitment (Soomro & Shah, 2019, Blumentritt, et al. 2005). Ahmetoglu, et al. (2018) suggest that a work environment that supports and encourages entrepreneurial behavior drives organizational innovation and growth and their study found entrepreneurial culture influences entrepreneurial personality and innovation output.

Table 7: Summary Table: Work Environment

Work Environment	Weighted Mean	Descriptive Interpretation
Bureaucratic Environment	3.88	Agree/High
Humanistic Environment	3.71	Agree/High
Entrepreneurial Environment	3.78	Agree/High
Overall Mean	3.79	Agree/High

As shown, the data on the summary table, reveals that overall, the work environment obtained an overall mean rating of 3.79 which is considered "agree/high". This is supported by different work environment variables which all are rated within the same level mean range. This finding suggests that the three kinds of work environment variables are existing in the Divine Word College of Laoag and are considered high. But looking into the separate mean rating shows that the bureaucratic environment is more dominant than the humanistic and entrepreneurial environment. Studies have found that the work environment affects employee performance (Hafeez, et al.2015), job satisfaction (Raziq & Maulabakhsh, 2014), productivity (Awan, 2015), and organizational performance (Bulti & Gopal, 2021).

Problem 3: What is the individual work performance of the employees in terms of Task performance, Contextual performance; and Counterproductive performance?

Table 8: Task Performance

Task Performance	Weighted Mean	Descriptive Interpretation
1. I manage to plan my work so that it was done on time	3.77	Agree/High
2. My planning was optimal	4.04	Agree/High
3. I kept in mind the results that I have to achieve in my work	3.96	Agree/High
4. I was able to separate main issues from side issues at work	3.84	Agree/High
5. I knew how to set the right priorities 1 2 3 4 5	4.10	Agree/High
6. I was able to perform my work well with minimal time and effort	3.94	Agree/High
Composite Mean	3.94	Agree/High

Source: Koopmans, et al (2012)

The data on the table indicates that as a whole, the individual work performance of employees in terms of task performance gained a composite mean of 3.94 which is interpreted as "agree/high". This composite mean recommends that employees' work performance in terms of task performance is not very high and it is not also very low, low, or moderate but it is high. Even if the indicators are taken singly, all are rated within the same level of mean range with the interpretation of "agree/high" such as managing to plan their

work so that it can be done on time because the plan is optimal, keeping in their mind the result that they are going to achieve, the ability to separate main issues from side issues at work, knowing how to set the right priorities and the ability to perform their work within minimal time and effort. Whiting, et al (2008) have found that having a good/high task performance (knowledge and skills) affects the employees' performance on the job.

Table 9: Contextual Performance

Contextual Performance.	Weighted Mean	Descriptive Interpretation
1. I took on extra responsibilities	3.94	Agree/High
2. I started a new task myself when my old ones were finished	3.80	Agree/High
3. I took on a challenging work task, when available	3.92	Agree/High
4. I worked at keeping my job knowledge up-to-date	3.98	Agree/High
5. I worked at keeping my job skills up-to-date	4.04	Agree/High
6. I came up with creative solutions to new problems	3.94	Agree/High
7. I kept looking for new challenges in my job	3.81	Agree/High
8. I did more than was expected of me	4.18	Agree/High
9. I actively participated in work meetings	4.08	Agree/High
10. I actively look for ways to improve my performance at work	3.50	Agree/High
11. I grasped opportunities when they presented themselves	3.98	Agree/High
12. I knew how to solve difficult situations and setbacks quickly	3.96	Agree/High
Composite Mean	3.92	Agree/High

Source: Koopmans, et al (2012)

As seen in the table, the data demonstrates that as a whole, the individual work performance of employees in terms of contextual performance obtained a composite mean of **3.92** which is understood as **“agree/high”**. This rating suggests that the contextual performance of employees is not very high and it is also not very low, low, or moderate but it is high. Even if the indicators are taken singly, they all are rated within the same level of mean range with the interpretation of "agree/high" such as taking on extra responsibilities, taking on a challenging work task when available, keeping their job knowledge and skills up-to-date, coming up with creative solutions on new problems, looking for new challenges in the job, doing more than expected, participating in work meetings, looking for ways to improve performance, taking the opportunities when they are presented and knowing to solve the difficult situation quickly. The contextual performance or organizational citizenship behavior affects not only organizational and employees' performance (Triani, et al. 2020, Padsakoff & Mackenzie, 2009) but it affects also the career advancement of the employees as pointed out by the study by Scotter, et al (2000)

Table 10: Counterproductive Behavior

Counterproductive Behavior	Weighted Mean	Descriptive Interpretation
1. I complained about unimportant matters at work	3.26	Somewhat agree/Moderate
2. I made problems greater than they were at work	3.32	Somewhat agree/Moderate
3. I focused on the negative aspects of a work situation, instead of the positive aspects	3.24	Somewhat agree/Moderate
4. I spoke with colleagues about the negative aspects of my work	3.16	Somewhat agree/Moderate
5. I spoke with people from outside the organization about the negative aspects of my work	2.89	Somewhat agree/Moderate
6. I did less than was expected of me	3.38	Somewhat agree/Moderate
7. I managed to get off from a work task easily	3.28	Somewhat agree/Moderate
8. I sometimes did nothing, while I should have been working	3.25	Somewhat agree/Moderate
Composite Mean	3.22	Somewhat agree/Moderate

Source: Koopmans, et al (2012)

As indicated by the data on the table, it shows that as a whole, the individual work performance of employees in terms of counterproductive behavior obtained a composite mean of 3.22 which means "somewhat agree/moderate". It suggests that counterproductive behavior of employees is not very high and high and it is also not very low, low but it is moderate. It indicates that there is a counterproductive behavior to a moderate extent. Even if the items are taken singly, all indicators are rated within the same level of mean rating with the interpretation of "somewhat agree/moderate" such as complaining about unimportant matters,

exaggerating problems, focusing on the negative aspect instead of the positive aspect of the work, speaking to the outsiders about the negative aspect of the works, doing less than what is expected, getting off the work easily, and doing nothing while they should have been working.

Studies have shown that counterproductive behavior does not produce any good results for the employee and the organization. The study by Bagyo (2018) found that counterproductive behavior affects employees' performance and performance. The decrease in employees' performance affects organizational performance as a whole (Bagyo, 2018).

Table 11: Summary Table: Individual Work Performance

Individual Work Performance		
Task Performance	3.94	Agree/High
Contextual Performance	3.92	Agree/High
Counterproductive Behavior	3.22	Somewhat agree/Moderate
Overall Mean	3.69	Agree/High

The data on the summary table reveals that overall the individual work performance of employees of Divine Word College of Laoag is still considered high. If the variables are taken singly, then it shows that task performance and contextual performance obtained a composite mean of 3.94 and 3.92 respectively which are considered high. While counterproductive behavior obtained a composite mean of 3.22 which is considered moderate. These results suggest that although employees perform well in their tasks and their behavior toward the institution, it cannot be denied that employees are also performing some destructive behavior to a certain degree.

Problem 4. Is there a relationship between an entrepreneurial mindset and employees' work performance? Entrepreneurial mindset and work performance

Table 12(a): Model Summary; Entrepreneurial mindset and work performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	.458	.455	.31838
2	.736 ^b	.541	.536	.29379

a. Predictors: (Constant), personality mindset

b. Predictors: (Constant), personality mindset, skills mindset

Table 12 (b): Anova

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.398	1	14.398	142.038	.000 ^b
	Residual	17.030	168	.101		
	Total	31.428	169			
2	Regression	17.014	2	8.507	98.556	.000 ^c
	Residual	14.414	167	.086		
	Total	31.428	169			

a. Dependent Variable: overall work performance

b. Predictors: (Constant), personality mindset

c. Predictors: (Constant), personality mindset, skills mindset

Table 12(c): Coefficients

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.166	.214		5.447	.000
	personality mindset	.672	.056	.677	11.918	.000
2	(Constant)	.326	.250		1.305	.194
	personality mindset	.535	.058	.539	9.279	.000
	skills mindset	.345	.063	.320	5.505	.000

a. Dependent Variable: overall work performance

Table 12(d): Collinearity Statistics

Excluded Variables ^a						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	skills mindset	.320 ^b	5.505	.000	.392	.814

a. Dependent Variable: overall work performance
b. Predictors in the Model: (Constant), personality mindset

The correlation table reveals that the employees' mindsets of personality mindset and skills mindset taken together significantly predicted the employees' work performance, $F(2,167) = 98.56, p < .01$ with .74 overlap between the two predictors (personality mindset and skills mindset) and employees' work performance. In particular, personality mindset $B = .535, p < .01$, and skills mindset $B = .345, p < .01$, .326 quantified the Y-intercept for the regression equation. Hence, the employees' personality mindset and skills mindset taken together could predict the employees' work performance. However, when the employees' mindset and skills mindset were taken singly, it was only personality mindset that could predict the employees' work performance.

Problem 5. Is there a relationship between the work environment and employees' work performance?

Table 13(a): Model Summary for Work environment and employees' work performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.536	.534	.29453
2	.752 ^b	.566	.560	.28590
3	.761 ^c	.579	.572	.28224

a. Predictors: (Constant), entrepreneurial work environment
b. Predictors: (Constant), entrepreneurial work environment, bureaucratic work environment
c. Predictors: (Constant), entrepreneurial work environment, bureaucratic work environment, humanistic work environment

Table 13(b): ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.854	1	16.854	194.283	.000 ^b
	Residual	14.574	168	.087		
	Total	31.428	169			
2	Regression	17.777	2	8.889	108.743	.000 ^c
	Residual	13.651	167	.082		
	Total	31.428	169			
3	Regression	18.205	3	6.068	76.179	.000 ^d
	Residual	13.223	166	.080		
	Total	31.428	169			

a. Dependent Variable: overall work performance
b. Predictors: (Constant), entrepreneurial work environment
c. Predictors: (Constant), entrepreneurial work environment, bureaucratic work environment
d. Predictors: (Constant), entrepreneurial work environment, bureaucratic work environment, humanistic work environment

Table 13(c): Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.295	.174		7.437	.000
	entrepreneurial environment	work .636	.046	.732	13.939	.000
2	(Constant)	.644	.257		2.508	.013
	entrepreneurial environment	work .587	.047	.676	12.600	.000
	bureaucratic work environment	.215	.064	.180	3.361	.001
3	(Constant)	.290	.296		.978	.330
	entrepreneurial environment	work .506	.058	.582	8.735	.000
	bureaucratic work environment	.223	.063	.187	3.533	.001
	humanistic work environment	.169	.073	.148	2.316	.022

a. Dependent Variable: overall work performance

Table 13(d): Collinearity Statistics

Excluded Variables ^a						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	bureaucratic work environment	.180 ^b	3.361	.001	.252	.903
	humanistic work environment	.135 ^b	2.046	.042	.156	.620
2	humanistic work environment	.148 ^c	2.316	.022	.177	.617

a. Dependent Variable: overall work performance
b. Predictors in the Model: (Constant), entrepreneurial work environment
c. Predictors in the Model: (Constant), entrepreneurial work environment, bureaucratic work environment

The correlation table demonstrates that the employees' work environment (bureaucratic work environment, humanistic environment, and entrepreneurial environment) taken together significantly predicted the employees' work performance, $F(3, 166) = 76.18$ $p < .01$ with .761 overlap between the three predictors (bureaucratic work environment, humanistic environment, and entrepreneurial environment) and employees' work performance. Particularly, bureaucratic work environment $B = .223$ $p < .01$ and entrepreneurial work environment $B = .506$ $p < .01$, .290 quantified the Y-intercept for the regression equation.

Therefore, the employees' work environment (bureaucratic work environment, humanistic environment, and entrepreneurial environment) taken together could predict the employees' work performance. However, when the employees' work environment along with bureaucratic work environment, humanistic environment, and entrepreneurial environment were taken singly, it was only the entrepreneurial work environment and bureaucratic work environment which could predict the employees' work performance.

Conclusions

The study aims to determine the level of an entrepreneurial mindset, work environment, and their effect on individual work performance. The result reveals that the entrepreneurial mindset and work environment are considered high and it demonstrates that entrepreneurial mindset and work environment significantly affects the individual work performance of employees. These results suggest that entrepreneurial mindset and work environment are predictors of employees' performance. In terms of an entrepreneurial mindset, particular attention must be given to personality mindsets such as independence, preference for limited structure, nonconformity, risk acceptance, action – orientation, passion, and need for achievement (Davis, 2015). These are the personality characteristics that influence work performance. While in terms of the work environment, particular attention must be directed toward the entrepreneurial and bureaucratic environment because these are the variables that have a significant influence on work performance. The result of the study confirms the findings of other previous studies along with similar concerns. For example, Jemal (2020), and Ngek (2015) studied the effect of an entrepreneurial mindset on performance and found that an entrepreneurial mindset is significantly correlated to performance. The same case with the effect of the work environment on individual work performance. Studies have also shown that the workplace environment is a contributing factor to employees' work performance. Al-Omari and Okashah (2019), and Hafeez, et al (2019) found that the work environment contributes to the employees' work performance.

The result of the current study enriches the discussion on the role of the entrepreneurial mind and work environment, not only on the individual employees' performance but also on the organizational performance as a whole. The management must establish a working environment that promotes independence, autonomy, creativity, and nonconformity. Within such an environment, employees can pursue their passion to accomplish their goals and fulfill their needs for achievement. Though the employees have the entrepreneurial spirit but the work environment does not provide a venue for such spirit to be actualized, and the entrepreneurial spirit will not produce any positive performance. Therefore, a limited structure is needed and allows employees to determine what and how they are going to do and how to do it to accomplish their objective in line with the organizational objective.

Based on the statement of the problem of the study, therefore, the study concludes that the entrepreneurial mindset and work environment of the Divine Word College of Laoag's employees are considered high, and individual work performance is also high. The Analysis of Variance suggests that there is a significant correlation between entrepreneurial mindset and individual work performance and there is a significant correlation between work environment and individual work performance. Therefore, the hypothesis of the study is accepted.

Acknowledgement

Author Contributions: Conceptualization, Methodology, Data Collection, Formal Analysis, Writing—Original Draft Preparation, Writing—Review And Editing: Equal Contributions by authors. All authors have read and agreed to the published the final version of the manuscript.

Institutional Review Board Statement: Ethical review and approval were obtained for this study.

Data Availability Statement: The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy.

Conflicts of Interest: The authors declare no conflict of interest.

References

- Abun, D., Magallanes, T., Acidera, E.B., Encarnacion, M.J. Domingcil, C.U. (2021). *Work Environment and work Engagement of Employees of the Catholic Colleges in the Ilocos Region, Philippines*. *Technium Social Sciences Journal*, 19, 439-464. [RePEc:tec:journal:v:19:y:2021:i:1:p:439-464](https://doi.org/10.21203/rs.3.rs-1111111/v1)
- Abun, D., Basilio, G. J. Q., Magallanes, T. Encarnacion, M. J. & Sallong, M. (2021). *Examining the Link Between Organizational Citizenship Behavior and Work Performance of Employees in the Private Schools, Mediated by Workplace Environment*. *International Journal of Research in Business and Social Science*, 10(4), 85-98. <https://doi.org/10.20525/ijrbs.v10i4.1229>
- Abun, D., Ubasa, A. L. A., Magallanes, T., Encarnacion, M. J. & Ranay, F. B., (2021). *Attitude Toward the Work and Its Influence on the Individual Work Performance of Employees: Basis for Attitude Management*. *Technium Social Sciences Journal*, 18, 378-394.
- Adokiye, J., Alagah, A.D. & Onuoha, B.C. (2017). *Entrepreneurial Mindset and Organizational Success in SMEs In Rivers State*. *International Journal of Advanced Research and Publications*, 1(5).
- Agbozo, G.K., Owusu, I.S., Hoedoafia, M.A., & Atakorah, Y.B. (2017). *The Effect of Work Environment on Job Satisfaction: Evidence from the Banking Sector in Ghana*. *Journal of Human Resource Management*, 5(1), 12-18. <https://doi.org/10.11648/j.jhrm.20170501.12>
- Agyapong, A., Maaledidong, P.D. and Mensah, H.K. (2021). *Performance outcome of entrepreneurial behavior of SMEs in a developing economy: the role of international mindset*. *Journal of Strategy and Management*, 14 (2), 227-245. <https://doi.org/10.1108/JSMA-07-2020-0173>.
- Ahmetoglu, G. Akhtar, R., Tsivrikos, D. & Chamorro-Premuzic, T. (2018). *The Entrepreneurial Organization: The Effect of Organizational Culture on Innovation Output*. *Consulting Psychology Journal: Practice and Research*, 20(4), 318-338. <https://doi.org/10.1037/cpb0000121>
- Al-Omari, K. & Okasheh, H. (2017). *The Influence of Work Environment on Job Performance: A Case Study of Engineering Company in Jordan*. *International Journal of Applied Engineering Research*, 12(24), 15544-15550.
- American Psychological Association (n.d). *Personality*. Retrieved from <https://www.apa.org>.
- Anggiani, S. (2017). *Skill Influence on Employee Performance (Empirical Study of Frontlines Three Star Hotel in Jakarta)*. *International Journal of Management and Applied Science*, 3(12).
- Ariola, M.M. (2006). *Principles and Methods of Research*. Manila: National Bookstore
- Asenge, E.L., Diaka, H.S. & Soom, A.T. (2018). *Entrepreneurial Mindset and Performance of Small and Medium Scale Enterprises in Markudi Metropolis, Benue State-Nigeria*. *International Journal of Innovation*, 6(2). <https://doi.org/10.5585/iji.v6i2.223>
- Ashourizadeh, S., Chavoushi, Z.H., & Schøtt, T. (2014). *People's confidence in innovation: a component of the entrepreneurial mindset, embedded in gender and culture, affecting entrepreneurial intention*. *International Journal of Entrepreneurship and Small Business*, 23(1/2), 235. <https://doi.org/10.1504/IJESB.2014.065310>
- Awan, A.G. (2015). *Impact of working environment on employee's productivity: A case study of Banks and Insurance Companies in Pakistan*. *European Journal of Business and Management*. 7(1).
- Bagyo, Y. (2018). *The Effect of Counterproductive Work Behavior (CWB) And Organizational Citizenship Behavior (OCB) on Employee Performance with Employee Engagement as Intervening Variable*. *Journal of Business and Management*, 20(2), 83-89. <https://doi.org/10.9790/487X-2002048389>
- Blasingame, J. (2012). *What is the definition of an Entrepreneur?* Forbes. Retrieved from <https://www.forbes.com/sites/jimblasingame/2012/10/04/definition-of-an-entrepreneur/?sh=40ea8ddf339e>
- Blumentritt, T., Jill K., & Lisa K. G. (2005). *Building an Inclusive Entrepreneurial Culture: Effects of Employee Involvement on Venture Performance and Innovation*. *The International Journal of Entrepreneurship and Innovation*, 6(2), 77-84. <https://doi.org/10.5367/0000000053966894>
- Borman W.C, Motowidlo, S.J. (1993). *Expanding the criterion domain to include elements of contextual performance*. In *Personnel Selection in Organizations*. Edited by: Schmitt N, Borman W.C. (1993). Francisco, CA: Jossey Bass, 71-98.
- Brief, A. P., & Motowidlo, S. J. (1986). *Prosocial organizational behavior*. *Academy of Management Review*, 11, 710-725. <https://doi.org/10.2307/258391>
- Brownson, C.D. (2014). *Do Constituents of Entrepreneurial Culture Differ in Individuals?* *International Journal of Small Business and Entrepreneurship Research*, 2(2), 22-27.
- Briner, R. B. (2000) *Relationships between work environments, psychological environments and psychological well-being: an in-depth review*. *Occup. Med.* 50 (5), 299-303. Retrieved from <http://ocmed.oxfordjournals.org/content/50/5/299.full.pdf>
- Bulti, S.M. & Gopal, M (2021). *Effect of Work Environment on Organizational Performance: A Comparative Study on Arjo Dedessa and Finchaa Sugar Factory*. *International Journal of Industrial Engineering & Production Research* 32(4), 1-14. <https://doi.org/10.22068/ijiepr.32.4.1>
- Campbell, J. P. (1990). *Modeling the performance prediction problem in industrial and organizational psychology*. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 1, pp. 687-732). Palo Alto: Consulting Psychologists Press
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). *A theory of performance*. In E. Schmitt, W. C. Borman, & Associates (Eds.), *Personnel selection in organizations* (pp. 35-70). San Francisco: Jossey-Bass.

- Carrier, C. (2002). *Employee Creativity and Suggestion Programs: An Empirical Study*. *Creativity and Innovation Management*, 7(2), 62-72.
- Castrillon, C. (2021). *Why A Growth Mindset is Essential for Career Success*. Forbes. Retrieved from <https://www.forbes.com/sites/carolinecastrillon/2019/07/09/why-a-growth-mindset-is-essential-for-career-success/?sh=46ffd31928b5>
- Chada, R. (2013). *Company Culture: How to Keep your Entrepreneurial Edge*. Inc. Retrieved from <https://www.inc.com>
- Constable, A. (2021). *Why Do the Characteristics of the Entrepreneurial Mindset Matter?* Forbes. Retrieved from <https://www.forbes.com/sites/forbescoachescouncil/2021/04/22/why-the-characteristics-of-the-entrepreneurial-mindset-matter/?sh=3eb4d8e4f77a>
- Dahlström, C., and V. Lapuente. 2017. *Organizing the Leviathan: How the Relationship between Politicians and Bureaucrats Shapes Good Government*. Cambridge: Cambridge University Press.
- Daley, D. M. (1986). *Humanistic Management and Organizational Success: The Effect of Job and Work Environment Characteristics on Organizational Effectiveness, Public Responsiveness, and Job Satisfaction*. *Public Personnel Management*, 15(2), 131-142. <https://doi.org/10.1177/009102608601500204>
- Davis, M.H., Hall, J.A., Mayer, P.S. (2015). *Developing a new measure of entrepreneurial mindset; reliability, validity, and implications for practitioners*. *Consulting Psychology Journal: Practice and Research*, 68(1), <https://doi.org/10.1037/cpb0000045>
- Davis, M.H., Hall, J.A., & Mayer, P.S. (2015). *Measuring the Entrepreneurial Mindset: The Development of the Entrepreneurial Mindset Profile (EMP)*. <https://doi.org/10.1037/cpb0000045>. Retrieved from <https://www.emindsetprofile.com/wp-content/uploads/2015/10/EMP-White-Paper-Measuring-the-Entrepreneurial-Mindset.pdf>
- Dhliwayo, S., & Van Vuuren, J. (2007). *Strategic entrepreneurial thinking is imperative*. *Acta Commercial*, 123-134. Retrieved from http://www.sabinet.co.za/abstracts/acom/acom_v7_a10.html
- Dweck, C.S (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books.
- Eisenmann, T. (2021). *Entrepreneurship: A Working Definition*. Harvard Business Review. Retrieved from <https://hbr.org/2013/01/what-is-entrepreneurship>
- Frese, M., Fay, D., Hilburger, T., Leng, K., & Tag, A. (1997). *The concept of personal initiative: Operationalization, reliability, and validity in two German samples*. *Journal of Occupational and Organizational Psychology*, 70, 139–161. <https://doi.org/10.1111/j.2044-8325.1997.tb00639.x>
- Gallup (n.d). *Gallup Entrepreneurial Profile*. Retrieved from <https://www.gallupstrengthscenter.com/EP10/en-US/About>
- George, J. M., & Brief, A. P. (1992). *Feeling good-doing good: A conceptual analysis of the mood at work–organizational spontaneity relationship*. *Psychological Bulletin*, 112, 310–329.
- Gualmini, E. (2008) *Restructuring Weberian Bureaucracy: Comparing Managerial Reforms in Europe and the United States*. *Public Administration* 86 (1): 75–94. <https://doi.org/10.1111/j.1467-9299.2007.00691.x>
- Hafeez, I., Yingjun, Z., Hafeez, S. & Cheema, K.R. (2019). *Impact of workplace environment on employee performance: mediating role of employee health*. *Business Management and Education* 17(2):173-193. <https://doi.org/10.3846/bme.2019.10379>
- Handayati, P., Wulandari, D., Soetjipto, B.E., Wibowo, A., Narmaditya, B.S. (2020). *Does entrepreneurship education promote vocational students' entrepreneurial mindset? Helyon*, 6(11), e05426
- Haynie, J.M., Shepherd, D., Mosakowski, E., & Earley, P.C. (2010). *A situated metacognitive model of the entrepreneurial mindset*. *Journal of Business Venturing*, 25(2), 217-229. <https://doi.org/10.1016/j.jbusvent.2008.10.001>
- Hnátek, M. (2015). *Entrepreneurial thinking is a key factor in family business success*. *Procedia - Social and Behavioral Sciences* 181, 342 – 348. <https://doi.org/10.1016/j.sbspro.2015.04.896>
- Hosseini, E., Tajpour, M. & Lashkarbooluki, M. (2020). *The impact of entrepreneurial skills on a manager's job performance*. *International Journal of Human Capital Urban Management*, 5(4): 361-372. <https://doi.org/10.22034/IJHCUM.2020.04.08>
- Idrus, A. (2015). *The Role of Bureaucratic Leadership, Organizational Culture, and Organizational Commitment on Organizational Performance (Study on the Local Government Task Force/ SKPD's Financial Administration Officials in Jayapura City Government)*. *European Journal of Business and Management*, 7(19).
- ILO/WHO (1984). *Psychosocial Factors at Work: Recognition and Control*. Occupational Safety and Health Series, 56. Geneva: International Labor Organization.
- Ireland, R.D., Hitt, M.A., & Sirmon, D.G. (2003). *A model of strategic entrepreneurship: The construct and its dimensions*. *Journal of Management*, 29(6), 963-989. [https://doi.org/10.1016/S0149-2063\(03\)00086-2](https://doi.org/10.1016/S0149-2063(03)00086-2)
- Jemal, S. (2020). *Effect of Entrepreneurial Mindset and Entrepreneurial Competence on the Performance of Small and Medium Enterprises, Evidence from Literature Review*. *International Journal of Management & Entrepreneurship Research*, 2(7). <https://doi.org/10.51594/ijmer.v2i7.197>
- Jitaong, W., Murad, M., Bajun, F., Tufail, M.S., Mirza, F. & Rafiq, M. (2021). *Impact of Entrepreneurial Education, Mindset and Creativity on Entrepreneurial Intention: Mediating Role of Entrepreneurial Self-Efficacy*. *Frontiers in Psychology*, 12, 724440. <https://doi.org/10.3389/fpsyg.2021.724440>
- Jonason, P.K. & Lyons, M. (2015). *Dark Triad, Tramps, and Thieves*. *Journal of Individual Differences*, 36(4), 215-220. <https://doi.org/10.1027/1614-0001/a000177>

- Jones, D.A. (2009). *Getting even with one's supervisor and one's organization: relationships among types of injustice, desires for revenge, and counterproductive work behaviors*. *Journal of Organizational Behavior*, 30 (4), 525-542. <https://doi.org/10.1002/job.563>
- Jonason, P. K., Wee, S.L. Norman P., & Jackson, C.(2014). *Occupational Niches and the Dark Triad Traits*. *Personality and Individual Differences*, 69, 119-123. Available at: https://ink.library.smu.edu.sg/soss_research/1537.
- Jung, E. & Lee, Y. (2020). *College Students' Entrepreneurial Mindset: Educational Experiences Override Gender and Major*. *Sustainability*, 12, 8272. <https://doi.org/10.3390/su12198272>
- Kamarulzaman, N., Saleh, A.A., Hashim, S.Z., & Abdul-Ghani, A.A. (2011). *An Overview of the Influence of Physical Office Environments Towards Employees*. *Procedia Engineering*, 20, 262-268. <https://doi.org/10.1016/j.proeng.2011.11.164>
- Kanfer, R. (1990). *Motivation theory and industrial and organizational psychology*. In M. D. Dunnette & L. M. Hough (Eds.). *Handbook of industrial and organizational psychology* (2nd edition., 1, 75–170). Palo Alto, CA: Consulting Psychologists Press
- Khoshnaw, S. & Alavi, H. (2020). *Examining the Interrelation Between Job Autonomy and Job Performance: A Critical Literature Review*. *Multidisciplinary Aspects of Production Engineering* 3(1):606-616. <https://doi.org/10.2478/mape-2020-0051>
- Koopmans, L., Coffeng, J.K., Bernaards, C.M., Boot, C.R.L., Hildebrandt, V.H., de vet H.C.W. & van der Beek,A.J. (2014). *Responsiveness of Individual Work Performance Questionnaires*. *BMC Public Health*, 14(513). <https://doi.org/10.1186/1471-2458-14-513>
- Kuratko, D.F., Fisher, G. & Audretsch, D.B. (2020). *Unraveling the entrepreneurial mindset*. *Small Bus Econ*. <https://doi.org/10.1007/s11187-020-00372-6>. Retrieved from <https://link.springer.com/article/10.1007/s11187-020-00372-6s>
- Kurniawaty, K. Ramly, M., & Ramlawati, R. (2019). *The effect of work environment, stress, and job satisfaction on employee turnover intention*. *Management Science Letters* 9(6):877-886. <https://doi.org/10.5267/j.msl.2019.3.001>
- Lans, T., Blemans, H., & Versteegen, J. (2008). *The Influence of the Work Environment on Entrepreneurial Learning of Small-business Owners*. *Management Learning*, 39(5), 597–613. <https://doi.org/10.1177/1350507608098117>
- Leedy, P.D. (1974). *Practical research: planning and design*. New York: Macmillan
- Lynch, M.P. & Corbett, A.C. (2021) *Entrepreneurial mindset shift and the role of cycles of learning*. *Journal of Small Business Management*. 59 (5). <https://doi.org/10.1080/00472778.2021.1924381>
- Mathisen, J.E., & Arnulf, J.K. (2013). *Competing mindsets in entrepreneurship: The cost of doubt*. *International Journal of Management Education*, 11(3), 132-141. <https://doi.org/10.1016>
- McCombes, S. (2020). *Descriptive Research*. Scibr. Retrieved from <https://www.scribbr.com/methodology/descriptive-research/>
- McGrath, R.G., & MacMillan, I.C. (2000). *The entrepreneurial mindset*. Boston: Harvard Business School Press
- McMullen, J.S., & Kier, A.S. (2016). *Trapped by the entrepreneurial mindset: Opportunity seeking and escalation of commitment in the Mount Everest disaster*. *Journal of Business Venturing*, 31(6), 663-686. <https://doi.org/10.1016/j.jbusvent.2016.09.003>
- Mitchell, G.R. (2007). *Instill the Entrepreneurial Mindset*. *Research-Technology Management*, 50 (6), 11-13. <https://doi.org/10.1080/08956308.2007.11657467>
- Muecke, S. & Iseke, A. (2019). *How Does Job Autonomy Influence Job Performance? A Meta-Analytic Test of Theoretical Mechanisms*. *Academy of Management Proceedings*, 2019 (1). <https://doi.org/10.5465/AMBPP.2019.145>
- Nanda, A., Soelton, M., Luiza,S. & Saratian, E.T.P (2019). *The Effect of Psychological Work Environment and Work Loads on Turnover Interest, Work Stress as an Intervening Variable*. *Advances in Economics, Business and Management Research*, 120, 225-230. <https://doi.org/10.2991/aebmr.k.200205.040>
- Neneh, N.B. (2012). *An Exploratory Study on Entrepreneurial Mindset in The Small and Medium Enterprises (SME) Sector: A South African Perspective on Fostering Small and Medium Enterprise Success*. *African Journal of Business Management*, 6(9), 3364-3372. <https://doi.org/10.5897/AJBM10.1631>
- Ngek, N.B. (2015). *Entrepreneurial self-efficacy (ESE) and small business performance: the mediating effect of entrepreneurial mindset and openness to experience*. *Problems and Perspectives in Management*, 13(4).
- Nika Mehrnia, Maryam Sadeghipour & A. Hamid Zafarmand (2020). *Principles of "Humanistic Environment" in Dental Education: Design, Validation, and Standardization of a Questionnaire*. *Research Square*. <https://doi.org/doi.org/10.21203/rs.3.rs-19401/v1> Retrieved from <https://assets.researchsquare.com/>
- Olanipekun, L.O. (n.d). *Work Environment and Its Implication on Employee Performance*. Retrieved from <https://www.academia.edu/23870146/>
- Oludeyi, O.S. (2015). *A Review of Literature on Work Environment and Work Commitment: Implication for Future Research in Citadels of Learning*. *Journal of Human Resource Management*, 5(11).
- Olukorede, W.E.& Olawiyola, J.J. (2008). *The Effect of Bureaucracy and Its Implication for Adhocracy in the Workplace: A Study of Lagos State University*. *International Journal of Development and Management Review*, 3(1).
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington.
- Padsakoff, P.M. & Mackenzie, S.B. (2009). *Impact of Organizational Citizenship Behavior on Organizational Performance: A Review and Suggestion for Future Research*. *Human Performance*, 10(2). https://doi.org/10.1207/s15327043hup1002_5
- Raziq, A. & Maulabakhsh, R. (2014). *Impact of Working Environment on Job Satisfaction*. *Procedia Economics and Finance*, 23, 717 – 725. [https://doi.org/10.1016/S2212-5671\(15\)00524-9](https://doi.org/10.1016/S2212-5671(15)00524-9)

- Reed, J., & Stoltz, P. G. (2011). *Put your mindset to work*. Penguin UK, London
- Roe, R. A. (1999). *Work performance: A multiple regulation perspective*. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (14, 231–335). Chichester: Wiley
- Rotundo, M., Sackett P. R. (2002). *The relative importance of task, citizenship, and counterproductive performance to global ratings of performance: a policy-capturing approach*. *J Appl Psychol.* 2002, 87 (1): 66-80. <https://doi.org/10.1037/0021-9010.87.1.66>
- Sarode, A.P. & Shirsath, M. (2012). *The Factors Affecting Employee Work Environment & Its Relation with Employee Productivity*. *International Journal of Science and Research (IJSR)*, 3(11).
- Schoeniger, G., Herndon, R., Houle, N. & Weber, J. (2021). *The Entrepreneurial Mindset Imperative*. The Entrepreneurial Learning Initiative, Inc. Retrieved from <https://elimindset.com/wp-content/uploads/2021/03/The-Entrepreneurial-Mindset-Imperative.pdf>
- Sedarmayanti (2011). *Management Sumber Daya Manusia, Reformasi Birokrasi dan Manajemen Pegawai Negeri* (Cetakan kelima). Bandung: PT Refika Aditama.
- Secapramana, V. H. & Nugroho, E. (2017). *Quality of Work-Life Program as A Humanistic Perspective on HRM*. *Advances in Intelligent Systems Research*, 131. <https://doi.org/10.2991/icoi-17.2017.6>
- Sharma, S., Bhardwaj, S. & Gujral, H.K. (2019). *Entrepreneurial Mindset for Success: An Interview-Based Learning in Delhi NCR*. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(32).
- Shaver, K.G., Wegelin, J. & Commarmond, I. (2019). *Assessing Entrepreneurial Mindset: Results for A New Measure*. *Discourse and Communication for Sustainable Education*, 10 (2),13-21. <https://doi.org/10.2478/dcse-2019-0014>
- Sonnentag, S. & Frese, M. (2001). *Performance Concept and Performance Theory*. In Book: *Psychological Management of Individual Performance*. Retrieved from https://www.researchgate.net/publication/291062476_Performance_Concepts_and_Performance_Theory/figures.
- Sutanto, E.M., Lau, E. & Azra, A. (2021). *Entrepreneurial Mindset, Orientation, and Performance of University Students in Indonesia*. *Journal of Economics, Business, and Accountancy Ventura*, 24(1), 78-94. <http://dx.doi.org/10.14414/jebav.v24i1.2541>
- Soomro, B.A. and Shah, N. (2019). *Determining the impact of entrepreneurial orientation and organizational culture on job satisfaction, organizational commitment, and employee performance*. *South Asian Journal of Business Studies*, Vol. 8 No. 3, pp. 266-282. <https://doi.org/10.1108/SAJBS-12-2018-0142>
- Thum, M. (2012). *The right mindset: Change your mindsets in 6 Steps!*. Retrieved from [HTTPS:// www.myrkothum.com/mindset/](https://www.myrkothum.com/mindset/)
- Triani, F., Halin, H. & Wadud, M. (2020). *Effect of Organizational Citizenship Behavior on Employee Performance at PT Surya Dermato Medica Palembang*. *International Journal of Community Service & Engagement*, 1(1).
- United Nations (2021). *Celebrating the Creative Economy in 2021*. Retrieved from <https://www.un.org/en/observances/creativity-and-innovation-day>
- Utami, C.W. & Oetomo, J.A. (2020). *The Study of Mindset and Behavior of Businessmen on the Theory of Seven Spirits of Entrepreneurship*. *Review of Management and Entrepreneurship*, 3(1). <https://doi.org/10.37715/rme.v3i1.1203>
- Van Scotter, J. R., Motowidlo, S.J., & Cross, T.C. (2000). *Effects of task performance and contextual performance on systemic rewards*. *Journal of Applied Psychology* 85(4):526-35. <https://doi.org/10.1037/0021-9010.85.4.526>
- Walden, R. (2004). *Work Environment*. In *Encyclopedia of Applied Psychology*. Retrieved from <https://www.sciencedirect.com/topics/social-sciences/work-environment>
- Whiting, S.W., Podsakoff, P. & Pierce, J. (2008). *Effects of Task Performance, Helping, Voice, and Organizational Loyalty on Performance Appraisal Ratings*. *Journal of Applied Psychology* 93(1):125-39. <https://doi.org/10.1037/0021-9010.93.1.125>
- Wongpreedee, K., Kiratisin, A. & Virutamasen, P. (2015). *Entrepreneurial Mindsets for Innovative Brand Development: Case Studies in Jewellery Education*. *Procedia - Social and Behavioral Sciences* 195, 2236 – 224. <https://doi.org/10.1016/j.sbspro.2015.06.308>
- Worcester Polytechnic Institute (n.d). *Entrepreneurial Mindset Resource Guide*. Retrieved from <https://libguides.wpi.edu/entrepreneurialmindset>

Publisher's Note: SSBFNET stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



© 2022 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

International Journal of Research in Business and Social Science (2147-4478) by SSBFNET is licensed under a Creative Commons Attribution 4.0 International License