

Research Article

The Influence of Growth Mindset on Elementary School Students' Subjective Well-Being: The Mediating Role of Academic Self-Efficacy and the Moderating Role of Perceived Teacher Support

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Abstract: Elementary school students' subjective well-being has been reported to be declining, raising concerns about their long-term psychological and academic development. Despite growing interest in growth mindset and its benefits, few studies have simultaneously examined academic self-efficacy as a mediator and perceived teacher support as a moderator within a single integrated model for elementary school students. This study aims to examine the role of growth mindset in predicting subjective well-being, with academic self-efficacy as a mediating variable and perceived teacher support as a moderating variable. A quantitative approach with a cross-sectional design was employed. Data were collected from 240 elementary school students in West Java, Indonesia, selected through purposive sampling. A self-report questionnaire comprising 38 items across four constructs was administered using a four-point Likert scale. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4, applying bootstrapping with 5,000 resamples to assess mediation and moderation effects. The results show that growth mindset significantly and positively predicts subjective well-being ($\beta = 0.361$, $p < 0.001$). Academic self-efficacy partially mediates this relationship (indirect effect = 0.094, 95% CI [0.038, 0.165]), accounting for approximately 26% of the total effect. Perceived teacher support significantly moderates the relationship between growth mindset and academic self-efficacy ($\beta = 0.110$, $p = .026$). In conclusion, subjective well-being in elementary school students is shaped by the interplay of growth mindset, self-efficacy, and teacher support. This study contributes a comprehensive moderated mediation model that bridges individual cognitive beliefs with contextual classroom factors, providing practical guidance for educators and policymakers to design targeted interventions that strengthen students' psychological well-being.

Keywords: academic self-efficacy, elementary school students, growth mindset, perceived teacher support, subjective well-being.

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INTRODUCTION

The educational paradigm in the twenty-first century has shifted from emphasizing academic achievement alone to fostering psychological competencies that enable students to adapt to increasingly complex learning challenges. Among the psychological constructs that have received considerable attention in educational research is growth mindset, which refers to the belief that abilities can be developed through effort, effective learning strategies, and continuous experience. Previous studies have consistently demonstrated that students with a growth mindset tend to exhibit higher learning motivation, greater perseverance, stronger self-regulation, and better academic achievement than those who perceive intelligence and ability as fixed traits (Cai et al., 2024; Zhao et al., 2023). These findings suggest that a growth mindset contributes not only to academic success but also to students' psychological development.

Despite these benefits, improvements in students' growth mindset have not necessarily been accompanied by better psychological well-being. A recent large-scale survey of elementary school students reported a decline in students' subjective well-being over the past few years (Peng et al., 2025). This trend is particularly concerning because lower levels of subjective well-being have been associated with academic adjustment difficulties, reduced engagement in learning, and an increased risk of psychological problems later in life (Cai et al., 2025). These findings indicate that educational success should not be evaluated solely through academic performance but also through students' ability to maintain positive psychological well-being throughout their learning experiences.

Previous research has shown that a growth mindset contributes to students' subjective well-being by encouraging them to perceive challenges as opportunities for learning and to maintain more positive emotional responses when facing failure (Zhao et al., 2023). This relationship is unlikely to be purely direct, as it is influenced by multiple psychological mechanisms and contextual factors within the learning environment. Understanding these mechanisms is therefore essential to explain how a growth mindset contributes to students' subjective well-being more comprehensively. One psychological mechanism that may explain this relationship is academic self-efficacy, defined as students' beliefs in their capability to accomplish academic tasks successfully.

Students with a growth mindset are more likely to believe that their abilities can improve through effort, thereby strengthening their confidence in dealing with academic challenges. This confidence encourages persistence, promotes the use of effective learning strategies, and ultimately enhances subjective well-being. Previous studies have also identified academic self-efficacy as an important mechanism linking growth mindset to various academic and psychological outcomes (Zhao et al., 2023). This relationship is also shaped by the learning environment, particularly perceived teacher support. Constructive feedback and a supportive classroom environment can strengthen students' confidence in their academic abilities. Previous studies have shown that teaching practices that encourage students' development reinforce the implementation of a growth mindset during learning (Yu et al., 2022), whereas teachers who emphasize effort and improvement communicate that success can be achieved through continuous learning (Kroeper et al., 2022). These findings suggest that perceived teacher support may strengthen the influence of growth mindset on academic self-efficacy. Research examining growth mindset, academic self-efficacy, teacher support, and subjective well-being has expanded considerably in recent years. Nevertheless, most existing studies have investigated these relationships separately.

Some have focused on the mediating role of academic self-efficacy, whereas others have examined teacher support only as a contextual factor (Ma et al., 2023; Zhao et al., 2023). Empirical evidence integrating academic self-efficacy as a mediator and perceived teacher support as a moderator within a single conceptual model among elementary school students remains limited. This gap indicates that the psychological and contextual mechanisms through which growth mindset influences subjective well-being have not yet been fully understood. This study addresses this gap by proposing a moderated mediation model that integrates growth mindset, academic self-efficacy, perceived teacher support, and subjective well-being within a single conceptual framework. This model is expected to provide a more comprehensive understanding of the psychological and contextual mechanisms underlying elementary school students' psychological well-being.

Elementary school represents a critical developmental period during which students establish academic beliefs and psychological well-being that influence their subsequent educational experiences (Cai et al., 2024). Interventions designed to foster a growth mindset have also been reported to produce limited effects when they are not supported by a positive learning environment, particularly through teacher support (Cai et al., 2025). Therefore, understanding the interplay among growth mindset, academic self-efficacy, and perceived teacher support is essential for designing learning strategies that effectively promote students' subjective well-being.

The findings of this study are expected to extend current knowledge regarding the psychological and contextual mechanisms underlying elementary school students' subjective well-being. They are also expected to provide practical implications for teachers and educational policymakers in designing instructional practices that foster growth mindset, strengthen academic self-efficacy, and enhance teacher support in the classroom. Nevertheless, this study has several limitations. Its cross-sectional design does not permit causal inferences, and the use of self-report instruments may introduce social desirability bias. This study aims to examine the influence of growth mindset on elementary school students' subjective well-being by investigating the mediating role of academic self-efficacy and the moderating role of perceived teacher support. Specifically, this study seeks to determine how growth mindset influences subjective well-being, how academic self-efficacy explains this relationship, and how perceived teacher support strengthens this mechanism. Based on these objectives, the following hypotheses are proposed:

H1: A growth mindset has a positive influence on the subjective well-being of elementary school students.

H2: Academic self-efficacy mediates the relationship between a growth mindset and the subjective well-being of elementary school students.

H3: Perceived teacher support moderates the influence of a growth mindset on the academic self-efficacy of elementary school students.

H4: Academic self-efficacy mediates the relationship between growth mindset and subjective well-being of elementary school students.

H5: Perceived teacher support moderates the influence of growth mindset on academic self-efficacy, so that the influence is stronger in students with high perceptions of teacher support compared to low ones.

THEORETICAL FRAMEWORK

Growth Mindset

Growth mindset refers to the belief that intelligence and abilities can be developed through effort, effective learning strategies, and continuous guidance, in contrast to a fixed mindset, which assumes that such abilities are innate and largely unchangeable (Dweck, 2006). Grounded in Mindset Theory, this perspective posits that individuals with a growth mindset are more likely to interpret challenges and failures as opportunities for learning and personal development rather than as indicators of limited ability. Consequently, they tend to demonstrate greater resilience, persistence, and more adaptive emotional responses when facing academic difficulties. Conversely, individuals with a fixed mindset are more likely to perceive failure as evidence of inadequate ability, increasing their vulnerability to helplessness and negative emotional outcomes. Recent empirical evidence further supports this theoretical perspective by demonstrating that students' mindset profiles remain dynamic throughout elementary school and are significantly associated with changes in academic achievement over time (Qi et al., 2024). In addition, the effectiveness of a growth mindset is influenced by the educational environment, as teachers' beliefs and instructional practices play an essential role in translating students' growth-oriented beliefs into meaningful learning behaviors (Yu et al., 2022).

Academic Self-Efficacy

Academic self-efficacy refers to students' beliefs in their capability to successfully organize and perform academic tasks required to achieve desired learning outcomes. This construct is grounded in Social Cognitive Theory, which posits that self-efficacy develops through four primary sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states (Zimmerman, 2000). These sources operate through triadic reciprocal causality, whereby personal beliefs, behaviors, and environmental influences continuously interact to shape students' confidence in their academic abilities. Within this framework, students with a growth mindset are more likely to develop stronger academic self-efficacy because they interpret challenges as opportunities for improvement and transform successful learning experiences into enduring confidence. Recent empirical evidence supports this theoretical perspective by demonstrating that academic self-efficacy mediates the relationship between growth mindset and positive psychological outcomes, including meaning in life (Zhao et al., 2023b), while supportive learning environments foster higher levels of self-efficacy by strengthening students' autonomy and confidence in learning (Ma et al., 2023).

Perceived Teacher Support

Perceived teacher support refers to students' perceptions of the extent to which their teachers provide academic, emotional, and instructional support throughout the learning process (Jia et al., 2009). This construct is grounded in Growth-Situation Theory, which argues that the benefits of a growth mindset depend not only on students' internal beliefs but also on contextual conditions that facilitate the translation of those beliefs into adaptive learning behaviors (Yeager et al., 2019). Within this perspective, teacher support functions as a critical contextual resource by providing constructive feedback, encouragement, and learning opportunities that reinforce students' confidence and persistence when facing academic challenges. Higher levels of perceived teacher support are therefore expected to amplify the positive influence of a growth mindset on students' academic self-efficacy, whereas insufficient support may weaken this relationship. Recent empirical evidence

supports this theoretical proposition by demonstrating that teacher support strengthens the relationship between growth mindset and students' academic achievement, while teachers' behaviors that emphasize effort, improvement, and continuous learning effectively communicate growth mindset values and foster a supportive classroom climate (Kroeper et al., 2022).

Subjective Well-Being

Subjective well-being refers to individuals' cognitive evaluations and affective experiences of their lives, encompassing life satisfaction as well as the presence of positive and negative emotions (Diener et al., 2015). This construct is grounded in Cognitive Behavioral Theory, which posits that individuals' cognitive beliefs and interpretations of experiences shape their emotional responses and overall psychological well-being (Beck, 1979). Within this perspective, adaptive beliefs, including a growth mindset and strong academic self-efficacy, promote more positive cognitive appraisals that enhance subjective well-being. This theoretical explanation is further supported by Self-Determination Theory (SDT), which proposes that the fulfillment of the basic psychological needs for autonomy, competence, and relatedness fosters optimal psychological functioning and life satisfaction (Deci & Ryan, 2000). Recent empirical evidence reinforces the relevance of this construct by reporting a decline in elementary school students' subjective well-being, highlighting the need to investigate psychological and contextual mechanisms, including growth mindset, academic self-efficacy, and perceived teacher support, that may promote students' well-being (Peng et al., 2025; Cai et al., 2025).

METHODS

Research Design

A quantitative research design was adopted to test theory-driven hypotheses using a deductive approach and to collect quantitative data for examining the direct, mediating, and moderating effects among the study variables through statistical analysis (Hayes, 2013). This design is consistent with previous studies investigating the relationships among growth mindset, academic self-efficacy, teacher support, and subjective well-being in student populations (Peng et al., 2025).

Sample

The sample consisted of 240 elementary school students recruited from schools in West Java, Indonesia, using purposive sampling. This sampling technique was employed because the study targeted students with direct experience of teacher–student interactions who were able to provide meaningful responses regarding growth mindset, academic self-efficacy, and perceived teacher support. The minimum sample size was determined using the ten-times rule in Partial Least Squares Structural Equation Modeling (PLS-SEM), which recommends at least ten observations for each structural path in the model. Based on the complexity of the proposed structural model, a minimum of 150 participants was required; therefore, the final sample of 240 students exceeded this threshold (Hair et al., 2019). The sample included 124 male students (51.7%) and 116 female students (48.3%). Participants were drawn from two grade levels: Grade 4 ($n = 104$, 43.3%) and Grade 5 ($n = 136$, 56.7%). Most participants were between 10 and 12 years of age ($n = 236$, 98.3%), while only a small proportion were 9 years old ($n = 2$, 0.8%) or 13 years old ($n = 1$, 0.4%), reflecting the typical age range of upper elementary school students. Data were collected in a standardized classroom setting under

the supervision of the researchers. Prior to data collection, informed consent was obtained from the participating schools in accordance with the study's ethical procedures.

Data Collection

Data were collected using a self-report questionnaire consisting of 38 items measuring four latent constructs. Responses were rated on a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree), without a neutral midpoint, to minimize central tendency bias (Hair et al., 2019). A self-report questionnaire was selected because it provides a standardized and efficient approach for assessing psychological constructs in large groups of elementary school students, while ensuring consistency with the measurement approaches adopted in previous studies. The Growth Mindset scale consisted of eight items adapted from Wilson (2016) and measured four dimensions: attitude, challenge, grit, and adversity. The Subjective Well-Being scale included seven items adapted from Serrão et al. (2024) and Rautanen et al. (2021), assessing joy of learning, school connectedness, and academic efficacy. The Academic Self-Efficacy scale comprised eight items adapted from Zhong et al. (2023), measuring mastery goals, performance goals, and self-efficacy beliefs. The Perceived Teacher Support scale consisted of 15 items adapted from Serrão et al. (2024) and Rautanen et al. (2021), assessing perceived teacher support, learning engagement, and teacher-related social support.

Data Analysis

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4, following a two-stage analytical procedure (Hair et al., 2019). The first stage involved evaluating the measurement model to assess indicator reliability through outer loadings (≥ 0.50), convergent validity using the Average Variance Extracted ($AVE \geq 0.50$) and Composite Reliability ($CR \geq 0.70$), and discriminant validity using the Fornell–Larcker criterion and the Heterotrait–Monotrait ratio ($HTMT < 0.90$). Skewness and kurtosis were also examined to evaluate the distributional characteristics of each construct. The second stage involved evaluating the structural model using the bootstrapping procedure with 5,000 resamples to estimate the significance of the direct, indirect, and moderating effects. The coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2) were assessed to evaluate the model's explanatory and predictive power. The moderating effect of perceived teacher support was examined using the product indicator approach, whereas the moderated mediation effect was evaluated by estimating the conditional indirect effect of growth mindset on subjective well-being through academic self-efficacy across different levels of perceived teacher support.

RESULT

Descriptive statistics were first examined to provide an overview of the distribution of the study variables before proceeding with the evaluation of the measurement and structural models. Table 1 summarizes the minimum and maximum scores, mean values, and standard deviations for each construct. The stages of presenting the research results can be seen in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Construct	N	Min	Max	Mean	SD
Growth Mindset	240	24	32	3.592	0.224
Subjective Well-Being	240	20	28	3.482	0.274
Academic Self-Efficacy	240	24	32	3.564	0.238

Perceived Teacher Support	240	45	60	3.528	0.231
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Table 1 presents the descriptive statistics for the four study constructs. Growth Mindset recorded the highest mean score ($M = 3.592$, $SD = 0.224$), followed by Academic Self-Efficacy ($M = 3.564$, $SD = 0.238$), Perceived Teacher Support ($M = 3.528$, $SD = 0.231$), and Subjective Well-Being ($M = 3.482$, $SD = 0.274$). The mean scores indicate relatively high responses across all constructs, while the standard deviation values demonstrate limited variability among participants' responses. These descriptive findings provide an initial overview of the distribution of the study variables prior to evaluating the measurement and structural models.

Moderated Mediation Analysis

The moderated mediation analysis was performed in two sequential stages following the procedure proposed by Zhonglin and Baojuan (2014). The initial stage involved testing a simple mediation model, which was subsequently extended to a moderated mediation model. The significance of the direct and indirect effects was estimated using the non-parametric percentile bootstrap procedure with 5,000 resamples to generate 95% confidence intervals. All study variables were standardized prior to conducting the mediation and moderated mediation analyses to improve the interpretability and comparability of the estimated effects (Zhonglin, 2017).

Mediating Role of Academic Self-Efficacy

The mediation analysis indicated that growth mindset significantly and positively predicted both subjective well-being ($c = 0.361$, $p < 0.001$) and academic self-efficacy ($a = 0.232$, $p < 0.001$). When growth mindset and academic self-efficacy were simultaneously entered as predictors of subjective well-being, both variables remained statistically significant. Growth mindset continued to exert a positive direct effect on subjective well-being ($c' = 0.267$, $p < 0.001$), while academic self-efficacy also demonstrated a significant positive effect ($b = 0.406$, $p < 0.001$). The estimated indirect effect (ab) was 0.094 (BootSE = 0.033), with a 95% bootstrap confidence interval ranging from 0.038 to 0.165, which did not include zero. These findings indicate that academic self-efficacy partially mediates the relationship between growth mindset and subjective well-being. The indirect effect accounted for approximately 26% of the total effect ($0.094/0.361$), suggesting that academic self-efficacy explains a substantial proportion of the influence of growth mindset on students' subjective well-being.

Measurement Model Assessment

The measurement model was assessed through a three-stage evaluation procedure. The first stage examined indicator reliability using outer loadings. The second stage evaluated construct reliability and convergent validity based on Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). The final stage assessed discriminant validity using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT).

Table 2. Summary of Construct Reliability and Validity

Construct	Loading Range	Cronbach α	rho_A	Composite Reliability	AVE	VAVE	HTMT Highest
Growth Mindset	0.337–0.540	0.442	0.471	0.651	0.204	0.452	0.918
Subjective Well-Being	0.346–0.579	0.520	0.557	0.704	0.244	0.494	0.927

Academic Self-Efficacy	0.485–0.629	0.569	0.598	0.736	0.292	0.540	0.890
Perceived Teacher Support	0.312–0.565	0.737	0.752	0.801	0.218	0.467	0.888

The loading range represents the minimum and maximum outer loading values for each construct. Internal consistency reliability was evaluated using Cronbach's Alpha, rho_A, and Composite Reliability (CR). Convergent validity was assessed through the Average Variance Extracted (AVE), whereas discriminant validity was examined using the square root of the AVE and the highest Heterotrait Monotrait Ratio (HTMT) value. The assessment criteria were adopted from Hair et al. (2019). The results demonstrate acceptable levels of construct reliability across all latent variables. Composite Reliability (rho_c) exceeded the recommended minimum threshold of 0.60 for all constructs, including Growth Mindset (rho_c = 0.651), Subjective Well-Being (rho_c = 0.736), Academic Self-Efficacy (rho_c = 0.704), and Perceived Teacher Support (rho_c = 0.801), indicating satisfactory internal consistency (Hair et al., 2019). Cronbach's Alpha values ranged from 0.442 for Growth Mindset to 0.737 for Perceived Teacher Support.

Although the values for Growth Mindset and Academic Self-Efficacy were below the commonly recommended threshold of 0.70, they remain acceptable considering the exploratory nature of the study and the relatively limited number of indicators representing each construct (Nunnally, 1978). The AVE values ranged from 0.204 to 0.292, which are below the recommended benchmark of 0.50 (Fornell & Larcker, 1981), suggesting that convergent validity was not fully established. Despite this limitation, Hair et al. (2019) argue that AVE values below 0.50 may still be considered acceptable when Composite Reliability exceeds 0.60. Since all constructs in the present study satisfy this criterion, the measurement model remains acceptable for subsequent structural analysis.

The HTMT results show that most pairs of constructs remained below the recommended threshold of 0.90 (Henseler et al., 2015), supporting adequate discriminant validity. Two construct pairs, however, exceeded this criterion, namely Growth Mindset and Academic Self-Efficacy (HTMT = 0.918) as well as Academic Self-Efficacy and Perceived Teacher Support (HTMT = 0.927). These relatively high HTMT values indicate a degree of conceptual similarity among the constructs, which is theoretically reasonable because growth mindset, academic self-efficacy, and perceived teacher support represent closely related motivational constructs within educational psychology (Dweck, 2006). This issue should therefore be interpreted as a limitation of the measurement model and highlights the need for future research to strengthen discriminant validity by developing more conceptually distinct measurement indicators.

Table 3. Indirect Effect Mediation Analysis

Indirect Path	β	Mean	SD	T-stat	p-value
H4: GM $\rightarrow$ ASE $\rightarrow$ SWB (Mediation)	0.094	0.099	0.033	2.832	0.005*

Table 4 presents the results of the moderation analysis. The interaction between Perceived Teacher Support and Growth Mindset significantly predicted Academic Self-Efficacy ($\beta = 0.110$, $T = 2.230$, $p = .026$), thereby providing support for Hypothesis 5 (H5). The positive interaction effect demonstrates that Perceived Teacher Support strengthens the positive

relationship between Growth Mindset and Academic Self-Efficacy. Students who perceive higher levels of teacher support exhibit a stronger association between their growth mindset and beliefs in their academic capabilities. This finding underscores the importance of the social-contextual environment in enhancing the influence of internal motivational resources on students' academic self-efficacy.

Table 4. Interaction Effect - Moderation Analysis

Interaction Path	β	Mean	SD	T-stat	p-value
H5: PTS $\times$ GM $\rightarrow$ Academic Self-Efficacy (Moderator)	0.110	0.097	0.049	2.230	0.026*

Table 4 presents the results of the moderation analysis. The interaction between Perceived Teacher Support and Growth Mindset significantly predicted Academic Self-Efficacy ($\beta = 0.110$, $T = 2.230$, $p = .026$), thereby providing support for Hypothesis 5 (H5). The positive interaction effect demonstrates that Perceived Teacher Support strengthens the positive relationship between Growth Mindset and Academic Self-Efficacy. Students who perceive higher levels of teacher support exhibit a stronger association between their growth mindset and beliefs in their academic capabilities. This finding underscores the importance of the social-contextual environment in enhancing the influence of internal motivational resources on students' academic self-efficacy.

Table 5. Coefficient of Determination (R^2) and Predictive Relevance (Q^2)

Construct	R^2 (Coefficient of Determination)	Q^2 (Predictive Relevance)
Academic Self-Efficacy	0.426	0.374
Subjective Well-Being	0.344	0.276

Table 5 presents the coefficients of determination (R^2) and predictive relevance (Q^2) for the endogenous constructs. Academic Self-Efficacy achieved an R^2 value of 0.426, indicating that the proposed model explains approximately 42.6% of the variance in academic self-efficacy, representing a moderate to substantial level of explanatory power (Hair et al., 2019). Subjective Well-Being produced an R^2 value of 0.344, demonstrating that the model accounts for 34.4% of the variance in students' subjective well-being, which reflects a moderate level of explanatory capability in behavioral research (Cohen, 1986). The predictive relevance assessment further supported the model's predictive performance, with Q^2 values of 0.374 for Academic Self-Efficacy and 0.276 for Subjective Well-Being. Both Q^2 values exceeded zero, confirming that the proposed model possesses satisfactory out-of-sample predictive relevance (Geisser, 1973).

DISCUSSION

The findings indicate that growth mindset is an important psychological resource associated with primary school students' subjective well-being, while academic self-efficacy provides an explanatory mechanism and perceived teacher support represents an important contextual condition. Rather than functioning independently, these factors suggest that students' well-being develops through the interaction between how they perceive their capacity for growth, how capable they feel in managing academic demands, and how supportive they perceive their teachers to be. This integrated perspective provides a more comprehensive explanation of student well-being than approaches that examine growth mindset, self-efficacy, or teacher support separately. The finding concerning growth mindset is consistent with previous research showing that growth-oriented beliefs are associated with more

adaptive psychological functioning. (Cai et al. 2024) found that students with stronger growth mindset profiles demonstrated better psychological adjustment, while (Zhao et al. 2023) reported that growth-oriented students were more likely to interpret academic difficulties as opportunities for development. The present study extends this literature by emphasizing subjective well-being as an important psychological outcome. For elementary school students, this relationship may be particularly relevant because beliefs about academic ability are still developing. Viewing ability as malleable may help children respond to difficulties with greater optimism and reduce the tendency to interpret failure as a reflection of fixed personal limitations.

The role of academic self-efficacy provides a further explanation for this relationship. Previous research has identified self-efficacy as a mechanism connecting adaptive motivational beliefs with positive psychological outcomes (Zhao et al., 2023; Ma et al., 2023). From a social cognitive perspective, growth-oriented beliefs may encourage students to persist in challenging situations, while successful experiences and continued engagement can strengthen their perceptions of academic capability (Zimmerman, 2000). Academic self-efficacy may therefore represent an important psychological pathway through which beliefs about personal development become associated with more positive school experiences. The moderating role of perceived teacher support highlights the importance of the educational context. (Yeager et al. 2019) emphasized that growth mindset is more likely to produce adaptive outcomes when supported by an appropriate social environment. Similarly, (Kroeper et al. 2022) demonstrated that teacher behaviors can communicate growth-oriented values and foster a supportive learning climate. The present findings suggest that teachers can help translate students' growth-oriented beliefs into stronger efficacy beliefs through encouragement, constructive feedback, and supportive responses to mistakes. Growth mindset should therefore not be treated as an isolated individual characteristic but as a psychological resource that is shaped by classroom conditions.

These findings suggest that elementary education should combine growth-oriented learning practices with strategies that strengthen academic self-efficacy and supportive teacher-student relationships. Nevertheless, the cross-sectional design limits causal interpretation, self-report measures may introduce response bias, and the purposive sample from West Java limits generalizability. The measurement results also indicate the need for further refinement of construct distinctiveness. Future research should therefore employ longitudinal or experimental designs, incorporate multiple sources of data, and replicate the model across diverse educational and cultural contexts.

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