

Psychological Antecedents of Trust in Work-based Education in Bangkok

Tanaporn Phurinan¹ and Akaraphun Ratasuk^{2*}

Received: August 10, 2025 / Revised: September 13, 2025 / Accepted: September 15, 2025

Abstract

Trust is a critical determinant of successful collaboration and performance in multicultural Work-based Education (WBE) programs, yet limited research has examined its psychological antecedents in cross-cultural internship contexts. Drawing on Social Cognitive Theory (SCT), this study investigates how emotional intelligence (EQ), proactive personality, resilience, growth mindset, and empathy influence trust formation among interns in multicultural workplace environments. A cross-sectional survey was conducted with 429 university students enrolled in WBE programs in Thailand, all of whom had completed at least three months of internship experience. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine direct effects and the influence of control variables, including gender, age, academic year, GPAX, internship duration, and internship days per week. EQ ($\beta = 0.215$, $p < 0.001$), Growth mindset ($\beta = 0.216$, $p < 0.001$), and Empathy ($\beta = 0.339$, $p < 0.001$) showed significant positive relationships with trust, supporting H1, H4, and H5. Proactive personality ($\beta = 0.073$, $p = 0.064$) and resilience ($\beta = 0.056$, $p = 0.121$) were not significant predictors, leading to the rejection of H2 and H3. Among control variables, only gender exhibited a small but significant effect on trust ($\beta = -0.079$, $p = 0.049$). The findings underscore the pivotal role of interpersonal and cognitive-emotional attributes, particularly empathy, EQ, and growth mindset, in fostering trust in multicultural WBE settings. These results refine SCT's application to relational outcomes, demonstrating that attributes directly facilitating interpersonal connection are more influential for rapid trust formation than individual behavioral orientations or coping mechanisms, and offering practical implications for universities, organizations, and policymakers to design targeted interventions that strengthen trust-building competencies in future professionals.

Keywords: Emotional Intelligence, Growth Mindset, Empathy, Trust, Work-based Education

^{1,2}International College, Panyapiwat Institute of Management, Nonthaburi, Thailand

*E-mail: akaraphunrat@pim.ac.th

Introduction

The modern labor market demands more than just technical expertise (Benabed et al., 2022; Li, 2024; Rotatori et al., 2021; Weerasombat et al., 2022). As industries continue to evolve due to digital transformation and economic restructuring, graduates are increasingly required to possess a combination of professional and psychological competencies in order to succeed in real-world environments (Alomari, 2023; Diugowanets & Kurei, 2021; Shkurat & Uzbek, 2024; World Economic Forum, 2025). In Thailand, the Thailand 4.0 initiative promotes a value-based economy driven by innovation and human capital development (Li, 2024; Naruetharadhol et al., 2022). Within this national framework, Work-based Education (WBE) programs, particularly internships, have become essential for bridging the gap between academic learning and workplace readiness (Mitsea et al., 2021; Panyapiwat Institute of Management, 2025).

Internships in WBE settings offer students direct exposure to professional expectations while fostering the development of both technical and soft skills (Fergusson, 2022; Finley, 2023). Among the latter, trust stands out as a key relational factor that can significantly shape the quality of the internship experience (Alsayed, 2022; Bin Ibrahim, 2024; Chen & Sriphon, 2022). Trust between interns and their supervisors or colleagues plays a vital role in encouraging psychological safety, facilitating open feedback, supporting learning engagement, and enhancing an intern's integration within the workplace (Chen & Sriphon, 2022; Dirks & de Jong, 2022; Giannoccaro & Iftikhar, 2022).

Despite its recognized importance, trust has not been extensively studied within the context of WBE internships in emerging economies such as Thailand (Kattiyapornpong & Almeida, 2022; Scott & Guan, 2023). While many studies have focused on trust in long-term employment relationships, few have examined how interns build trust during short-term placements (Bin Ibrahim, 2024; Dirks & de Jong, 2022; Nyhan & Marlowe Jr, 1997). Since internships are often limited in duration and inherently transitional, identifying the psychological traits that help students form trusting relationships can help stakeholders create more meaningful and supportive learning environments.

This study focuses on five psychological traits: emotional intelligence, proactive personality, resilience, growth mindset, and empathy, and their influence on internship performance. Trust is examined as a mediating factor that may explain how these traits impact performance outcomes. The study is grounded in Social Cognitive Theory (SCT), which posits that human behavior is shaped by the interaction of personal characteristics, behavioral patterns, and environmental influences (Bandura, 1978, 1986, 1999; Bandura & Walters, 1977; Bandura & Wessels, 1997). Through this lens, traits such as emotional intelligence and empathy are seen as enabling mechanisms that help interns self-regulate, observe social cues, and develop self-efficacy, ultimately influencing their ability to build trust in workplace settings (Afifah et al., 2024; Ahad et al., 2021; Atta et al., 2024; Bandura & Wessels, 1997; Lee & Lim, 2023).

Existing literature supports the role of these traits in academic and workplace performance. For example, emotional intelligence enhances social awareness and communication (Afifah et al., 2024; Quílez-Robres et al., 2023; Ratasuk, 2023a), a growth mindset promotes continuous learning and adaptability (Macnamara & Burgoyne, 2023; Rogers et al., 2023), and empathy facilitates interpersonal understanding and cooperation (Guidi & Traversa, 2021; Nembhard et al., 2023; Weisz & Cikara, 2021). However, few studies have explored these variables together or investigated their relationship with trust in the context of university internships, particularly in non-Western cultural settings.

Research Objectives

1. Investigate how five psychological attributes influence internship performance, both directly and indirectly through the mediating role of trust.
2. Focus on university students who have completed at least three months of Work-based Education (WBE) internships in Bangkok.
3. Contribute to academic understanding by extending Social Cognitive Theory to relational outcomes in work-based learning, and offer practical insights for improving internship programs in universities, host organizations, and policy frameworks across Thailand.

Literature Review

This literature review examines key psychological factors influencing trust in work-based education programs. It highlights relevant theories and prior research to frame the study's focus on emotional intelligence, proactive personality, resilience, growth mindset, and empathy in building trust among interns.

Trust

Trust refers to an individual's confidence in the reliability, integrity, and fairness of colleagues, supervisors, and the broader organizational system (Braganza et al., 2021; Dirks & de Jong, 2022; Ratasuk, 2022; Schilke et al., 2021). It is commonly defined as a willingness to be vulnerable to another party based on positive expectations of their intentions and behaviors. In organizational and educational contexts, trust plays a foundational role in fostering open communication, collaboration, psychological safety, and team cohesion (Bin Ibrahim, 2024; Chen & Sriphon, 2022). Dirks and de Jong (2022) emphasize that trust is a dynamic construct with cognitive, emotional, and behavioral dimensions, shaped by perceptions of benevolence, reliability, and integrity. In internship settings, trust is particularly relevant due to the short-term nature of the experience and the need for interns to quickly build relationships with supervisors and peers (Bin Ibrahim, 2024; Lin & Chen, 2022; Ratasuk & Charoensukmongkol, 2019). When interns perceive trust in their learning environment, they are more likely to engage in knowledge sharing, seek feedback, and demonstrate initiative. As bin Ibrahim (2024) notes, trust enhances supervisor-employee interaction quality, contributing to both task performance and emotional engagement. Trust also provides a psychological foundation for navigating ambiguity and unfamiliar tasks, which are common in real-world work environments (Hao & Han, 2022). In this study, trust is examined as a mediating variable between psychological attributes, such as emotional intelligence, empathy, and growth mindset, and internship performance. Interns who experience trust in their work environment are expected to feel more supported, motivated, and willing to take interpersonal risks that foster learning. By focusing on trust as a relational outcome, this study contributes to the literature by clarifying how individual psychological traits influence the intern's ability to build meaningful professional relationships, particularly within the cultural and organizational context of Thai WBE programs.

Emotional Intelligence (EQ)

Emotional Intelligence (EQ) refers to an individual's capacity to perceive, understand, and regulate emotions in oneself and others to support effective interpersonal interactions and decision making (Afifah et al., 2024; Quílez-Robres et al., 2023; Ratasuk, 2023a). This

competency includes skills such as empathy, emotional awareness, self-regulation, and social adaptability, which are critical for navigating complex social environments. In academic and organizational research, EQ has been identified as a crucial determinant of various outcomes, including leadership effectiveness, teamwork, communication, and psychological well-being (Coronado-Maldonado & Benítez-Márquez, 2023; Görgens-Ekermans & Roux, 2021; Grobelny et al., 2021). High EQ individuals tend to manage stress more effectively and foster trustful, cooperative workplace relationships (Alsayed, 2022; Mishra & Dev, 2024; Prasse, 2021).

Empirical studies support EQ's impact on professional and academic success. For example, Baba et al. (2021) found that leaders' emotional intelligence significantly influenced transformational leadership among nursing staff during the COVID-19 pandemic. Likewise, Alzoubi and Aziz (2021) linked EQ to reduced burnout and higher engagement among university students, while Ahad et al. (2021) demonstrated a positive correlation between EQ and academic performance in vocational settings. These findings underscore EQ's broader significance in enhancing motivation, reducing stress, and improving interpersonal communication skills that are vital in internship environments.

This study applies EQ as a key psychological factor expected to influence trust formation between interns and workplace stakeholders. In the short term, the socially intensive setting of internships, particularly within culturally nuanced environments like Thailand, EQ supports interns in navigating unfamiliar social dynamics, interpreting feedback constructively, and building rapport with supervisors and colleagues. In line with Social Cognitive Theory, EQ contributes to the development of self-efficacy through emotional regulation and adaptive learning (Bandura & Wessels, 1997). Therefore, this study investigates how EQ fosters trust and promotes successful adjustment and performance within Work-based Education (WBE) programs in Thailand.

Proactive Personality

Proactive personality refers to a stable individual disposition characterized by the tendency to take initiative, anticipate and act on opportunities, and persist in efforts to bring about meaningful change (Bateman & Crant, 1993). Rather than passively responding to environmental conditions, individuals with a proactive personality actively shape their surroundings through self-directed behavior (Irwin et al., 2022; Lee et al., 2023). This trait has been widely studied in organizational psychology due to its strong links to innovation, leadership, and long-term career success. Proactive individuals tend to exhibit behaviors such as problem-solving, networking, and seeking feedback, all of which enhance their ability to integrate and contribute within workplace environments (Rutman, 2023; Seibert et al., 2001).

Recent research further emphasizes the relational benefits of proactivity. Proactive interns tend to earn supervisors' trust by consistently demonstrating initiative, reliability, and the ability to navigate workplace challenges (Irwin et al., 2022; Lin & Chen, 2022; Rutman, 2023). Trust has been identified as a key mediating mechanism linking proactive personality to improved job outcomes (Hao & Han, 2022; Lee & Lim, 2023). For example, Hao and Han (2022) found that trust in leaders significantly enhances the relationship between proactive personality and voice behavior, while Irwin et al. (2022) showed that trust facilitates access to feedback and developmental opportunities. These findings suggest that trust is not only an outcome of proactive behavior but also a channel through which proactivity leads to performance enhancement.

In this study, proactive personality is examined as a potential predictor of trust in internship settings. Given the short duration and high demands of WBE internships, interns who take initiative and engage proactively are expected to be perceived as dependable and motivated, thereby fostering rapid trust development. Understanding this dynamic provides valuable insight into how interns can strategically build professional relationships and how host organizations can support early trust-building. This perspective also contributes to the broader literature by linking proactive personality to trust within culturally specific, time-bound work-based education environments.

Resilience

Resilience is broadly defined as the ability to recover from adversity, adapt positively to stress, and maintain psychological well-being under pressure (Diab & Green, 2024; Manner-Beldeon et al., 2024; Pantaruk et al., 2025). It involves flexibility, perseverance, and emotional regulation that allow individuals to sustain functioning in high-pressure or uncertain environments. In academic and organizational research, resilience has been widely acknowledged as a protective factor that promotes mental health, coping capacity, and sustained task performance (Nair et al., 2023). These qualities are especially valuable in internship settings, where individuals are often faced with unfamiliar tasks and social dynamics within limited timeframes.

Resilient interns demonstrate consistent performance and adaptability, which strengthens their credibility and encourages others to perceive them as dependable (Dirks & de Jong, 2022). This reliability fosters trust, which in turn opens access to professional support, feedback, and developmental opportunities. Empirical findings by Giannoccaro and Iftikhar (2022) illustrate, through agent-based simulations, how trust enhances the adaptive capacity of resilient systems, which is a mechanism that can similarly apply to individual workplace behaviors. In this study, resilience is therefore explored not only as a direct psychological asset but also as a potential antecedent to trust-building in the internship environment.

By consistently demonstrating problem-solving ability and emotional control, resilient interns are more likely to gain the trust of supervisors and colleagues, which in turn reinforces engagement and enhances internship performance. This highlights the role of resilience in converting individual adaptability into relational strength. Within the cultural and organizational landscape of Thai WBE programs, understanding how resilience influences trust contributes important insights into how students succeed in transitional, high-expectation settings. This application advances the literature by positioning resilience as both a personal and relational asset in early career development.

Growth Mindset

Growth mindset refers to the belief that intelligence and abilities can be developed through sustained effort, learning, and perseverance (Macnamara & Burgoyne, 2023; Yeh et al., 2023). Individuals with a growth mindset tend to embrace challenges, view setbacks as learning opportunities, and actively seek feedback to improve. This mindset has been widely recognized in educational and organizational psychology for its role in promoting motivation, adaptability, and long-term achievement (Rogers et al., 2023; Zarrinabadi et al., 2022). For example, Nalipay et al. (2021) found that targeted growth mindset interventions significantly reduced test anxiety and improved academic engagement, primarily when focused on beliefs about learning and intelligence. Similarly, Billingsley et al. (2023) demonstrated that a growth mindset predicts

higher levels of grit and academic success, reinforcing its relevance for persistence and learning effectiveness.

In workplace settings, especially in early career training such as internships, a growth mindset supports openness to feedback, continuous skill development, and proactive engagement with new responsibilities. As Zarrinabadi et al. (2022) illustrated, the growth mindset also contributes to the formation of positive learning emotions and a strong self-concept, both critical for navigating unfamiliar professional environments. Interns who demonstrate a growth mindset are often perceived as teachable and dedicated, qualities that can foster trust in supervisor-intern relationships. This aligns with Social Cognitive Theory, which emphasizes that self-directed learning and personal beliefs, such as a growth mindset, reinforce self-efficacy and influence behavioral adaptation (Bandura, 1978; Bandura & Wessels, 1997).

In this study, growth mindset is examined as a psychological attribute that enhances trust-building and internship performance. Interns who consistently demonstrate effort, receptiveness to feedback, and persistence in the face of difficulty are more likely to gain supervisors' trust and perform effectively in WBE settings. This approach extends the application of growth mindset theory to relational dynamics in work-based education, particularly within the cultural and organizational context of internships in Thailand.

Empathy

Empathy refers to the ability to understand, share, and respond to the emotions of others compassionately and constructively (Guidi & Traversa, 2021; Nembhard et al., 2023; Ratasuk et al., 2025; Weisz & Cikara, 2021). It encompasses both cognitive and affective components and plays a crucial role in promoting team cohesion, emotional well-being, and effective interpersonal interactions (Bedir et al., 2023; Zivkovic, 2022). For example, Bedir et al. (2023) highlighted empathy's role in strengthening social support and mental health among university students, while Zivkovic (2022) emphasized its importance in leadership during organizational crises. In workplace contexts, empathy facilitates collaboration, enhances communication, and contributes to favorable conflict resolution (Bedir et al., 2023; Raza et al., 2023). From a service perspective, Raza et al. (2023) described empathy as the cognitive ability of employees to understand customer concerns, reinforcing its value in professional and interpersonal effectiveness.

In internship environments, empathy becomes especially critical as students transition into professional roles. It helps them decode unspoken social norms, respond appropriately to others' needs, and integrate more smoothly into workplace cultures. Bandura's Social Cognitive Theory (1978, 1986) provides a valuable framework for understanding how empathy operates in these contexts. Through observational learning and social interaction, empathetic interns acquire professional behaviors, build meaningful relationships, and engage in effective communication (Bandura & Wessels, 1997). Chong et al. (2021) further emphasized that empathy enhances adaptability and collaborative functioning in dynamic learning environments, reinforcing its relevance to internship success.

In this study, empathy is examined as a key psychological attribute that influences both trust-building and internship performance. Interns with high empathy are more likely to foster psychological safety, contribute to supportive team environments, and receive constructive feedback from supervisors. These relational advantages enable deeper learning, higher engagement, and stronger performance. By integrating empathy into the trust-performance

framework, this research adds to a growing body of evidence showing that emotional and interpersonal competencies are critical to successful outcomes in Work-Based Education programs.

Social Cognitive Theory (SCT)

Social Cognitive Theory (SCT), introduced by Bandura (1986), explains human behavior as the result of dynamic and reciprocal interactions between personal factors, behaviors, and environmental influences. Key constructs include self-efficacy, or belief in one's capabilities (Bandura, 1982), self-regulation, which involves goal-setting and self-monitoring (Bandura, 1991), and observational learning, where individuals learn by watching others (Bandura & Walters, 1977). These mechanisms are central to how people adapt, learn, and perform in real-world contexts.

SCT emphasizes reciprocal determinism, the idea that individuals shape and are shaped by their environment through continuous feedback loops (Bandura, 1978). In work-based learning, interns observe professional models, set personal goals, and adjust behavior based on feedback and support, reinforcing SCT's principles (Cook & Artino Jr, 2016; Gibson, 2004). The theory is widely applied to education, health, and organizational settings to examine behavioral change and learning outcomes (Brown et al., 2011; Lent et al., 1994).

In this study, SCT provides the foundation for understanding how psychological traits, such as emotional intelligence and growth mindset, influence internship performance through mechanisms like trust, learning behaviors, and motivation. By applying SCT in the WBE context in Thailand, the research highlights how personal agency, environmental cues, and social learning shape intern success in culturally diverse, real-world settings.

Hypothesis Development

This study is grounded in Social Cognitive Theory (SCT), which explains behavior as a result of dynamic interactions between personal factors, behavior, and the environment (Bandura, 1986). SCT highlights that individuals learn through observation, self-regulation, and the development of self-efficacy, which refers to beliefs about their ability to succeed in specific situations (Bandura & Wessels, 1997; Islam et al., 2023). In the context of Work-based Education (WBE), where interns must quickly adapt to professional environments, SCT provides a valuable lens to examine how internal psychological attributes influence performance and trust-building behaviors. This study focuses on five key personal factors: emotional intelligence, proactive personality, resilience, growth mindset, and empathy. Emotional intelligence enables interns to manage stress, regulate emotions, and communicate effectively, thereby enhancing workplace performance (Afifah et al., 2024; Liu et al., 2022). Proactive personality reflects personal agency, aligning with SCT's view of individuals as active participants who shape their environment through initiative and feedback seeking (Chong et al., 2021; Zhang et al., 2022). Resilience supports self-regulation by allowing interns to persist through challenges and maintain performance under pressure (Bandura, 1986; Nakhostin-Khayyat et al., 2024). A growth mindset, grounded in self-efficacy, fosters persistence and continuous learning in response to feedback and difficulty (Bandura, 1986; Tan et al., 2023). Finally, empathy enhances social learning and trust building by helping interns interpret social cues, collaborate effectively, and navigate workplace norms (Lee & Lim, 2023; Raza et al., 2023). These psychological traits are expected to influence internship performance directly and indirectly through the development of trust, offering a comprehensive understanding of intern success within SCT's reciprocal framework.

Emotional Intelligence and Trust

Emotional Intelligence (EQ) enhances interns' ability to regulate emotions, interpret social cues, and communicate effectively, all of which contribute to building trust in workplace relationships (Alsayed, 2022; Prasse, 2021). According to Social Cognitive Theory (SCT), such self-regulatory and interpersonal competencies foster social learning and reinforce self-efficacy in managing interactions. Research shows that emotionally intelligent individuals are more likely to earn supervisors' trust, which facilitates feedback, support, and ultimately, better performance (Lee & Lim, 2023; Mishra & Dev, 2024). In internship settings, this dynamic is critical, as trust accelerates adjustment and professional growth. Thus, the following hypothesis is proposed:

H1: Emotional Intelligence has a positive relationship with trust among interns in Work-based Education programs.

Proactive Personality and Trust

Proactive personality reflects a consistent tendency to take initiative, solve problems, and effect change, behaviors that align with Social Cognitive Theory (SCT)'s emphasis on personal agency and reciprocal interaction. Proactive interns actively seek feedback, demonstrate responsibility, and manage challenges, all of which signal dependability and foster trust with supervisors and colleagues (Irwin et al., 2022; Lin & Chen, 2022). Studies show that proactive personality is positively associated with trust in leadership, especially in structured environments (Hao & Han, 2022), and that trust mediates its relationship with job performance (Lee et al., 2023). These patterns support SCT's principle that individual traits influence and are reinforced by social environments. Therefore, the following hypothesis is proposed:

H2: Proactive Personality has a positive relationship with trust among interns in work-based education programs.

Resilience and Trust

Resilience, the capacity to manage challenges and maintain stability under pressure, aligns with SCT's concept of self-regulation and adaptive learning. Resilient interns consistently demonstrate reliability and perseverance, which enhances their credibility and fosters trust with supervisors and peers (Diab & Green, 2024; Manner-Beldeon et al., 2024; Pantaruk et al., 2025). Trust mediates the relationship between resilience and job performance, serving as a key pathway through which steady behavior translates into improved outcomes (Dirks & de Jong, 2022; Nair et al., 2023). This dynamic reflects SCT's feedback loop, where personal coping strategies elicit supportive social responses that reinforce trust. Therefore, the following hypothesis is proposed:

H3: Resilience has a positive relationship with trust among interns in Work-based Education programs.

Growth Mindset and Trust

A growth mindset, the belief that abilities can be developed through effort and feedback, aligns with SCT's emphasis on self-efficacy, outcome expectations, and reciprocal learning. Interns who hold this mindset are more likely to persist through challenges, embrace feedback, and demonstrate a willingness to learn, all of which signal reliability and openness to supervisors (Ahsan, 2025; Richardson et al., 2021). These behaviors foster trust, which serves as a key mediating factor linking growth mindset to job performance (Razai et al., 2023; Wang et al., 2021). Although the direct effects of growth mindset on performance may vary (Macnamara &

Burgoyne, 2023), its indirect impact through trust is substantial. In line with SCT, these adaptive behaviors elicit supportive responses from the environment, reinforcing trust-building processes. Therefore, the following hypothesis is proposed:

H4: Growth Mindset has a positive relationship with trust among interns in Work-based Education programs.

Empathy and Trust

Empathy, the capacity to understand and respond to others' emotions, supports trust building by promoting emotional connection, psychological safety, and supportive communication (Atta et al., 2024; Wu et al., 2022). Within the SCT framework, empathy represents a cognitive affective personal factor that influences social behaviors and environmental feedback. Empathetic interns are more likely to create meaningful workplace relationships, fostering mutual respect and trust with colleagues and supervisors (Atta et al., 2024; Lin & Wang, 2023; Schilling & Kauffeld, 2024). Trust serves as a key mediator between empathy and performance, as it enhances collaboration, communication, and openness to feedback (Yue et al., 2022). While empathy may not directly predict performance, it indirectly contributes by establishing a trust-based environment essential for growth. In line with SCT, these behaviors are reinforced through social interaction, making empathy a vital driver of trust. Therefore, the following hypothesis is proposed:

H5: Empathy has a positive relationship with trust among interns in Work-based Education programs.

Methodology

This section details the research design, sampling, data collection, and analytical methods used to investigate psychological attributes influencing trust in Thai internship teams.

Sample and Data Collection Procedure

This study employed an online survey method using Google Forms to collect data from university students who had completed at least three months of internship in Thailand under the Work-based Education (WBE) model. Participants were recruited from five large online communities, each with over 100,000 members actively engaged in internship opportunities. The questionnaire, administered in Thai, was designed to ensure clarity and accessibility for the target group. Participation was voluntary, and respondents were assured of anonymity and confidentiality. Respondents were further informed that their participation was entirely voluntary and that their responses would remain anonymous. Completed questionnaires were submitted digitally, and data collection was conducted from March to June 2025. To reduce potential bias and ensure consistent interpretation, the collected data were numerically transformed prior to analysis, as recommended by Podsakoff et al. (2024). This approach enabled the researcher to reach a broad, culturally diverse sample reflective of the WBE landscape in Thailand.

Measurement

Emotional Intelligence (EQ) was measured using the 16-item Wong and Law Emotional Intelligence Scale (WLEIS), which includes four dimensions: Self-emotional appraisal, others' emotional appraisal, use of emotion, and regulation of emotion (Wong & Law, 2002). Items were rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), with examples such as "I am aware of my emotions as I experience them."

Proactive personality was assessed using a 10-item scale developed by Bateman and Crant (1993). This scale captures individuals' tendencies to take initiative and enact change. Sample item: "I am constantly on the lookout for new ways to improve my work."

Resilience was measured using the Brief Resilience Scale (Ahmad et al., 2021), comprising six items that assess the ability to recover from stress. Participants responded on a five-point Likert scale. Example item: "I tend to bounce back quickly after hard times."

Growth mindset was evaluated using four items adapted from Dweck's mindset framework (Dweck, 2006). The items assess beliefs about the potential to develop abilities through effort. A sample statement is: "I believe I can always substantially improve my skills."

Empathy was measured through the Interpersonal Reactivity Index (IRI), focusing on the Perspective Taking and Empathic Concern subscales adapted for workplace contexts (Raimondi et al., 2023). These subscales capture cognitive and affective empathy relevant to team interaction.

Trust, the dependent variable, was measured using a seven-item scale adapted from Ratasuk (2024), which evaluates perceptions of integrity, reliability, and benevolence. Supervisors also assessed interns' trustworthiness using a parallel form of the instrument. All responses used a five-point Likert scale.

Data Analysis Method

Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to analyze the data, using SmartPLS version 4.0. PLS-SEM was chosen due to its suitability for complex models with multiple constructs, its robustness with smaller sample sizes, and its ability to handle non-normal data distributions (Hair et al., 2019; Ratasuk, 2023b). Preliminary tests confirmed that the data violated multivariate normality assumptions, further justifying the use of PLS-SEM. The analysis involved two stages: First, assessing the measurement model for reliability and validity; second, evaluating the structural model to test hypothesized relationships and control variables. Bootstrapping with 5,000 resamples was conducted to determine the significance of path coefficients.

Research Results

This section presents the findings of the study, beginning with an assessment of the measurement model's validity and reliability, followed by the evaluation of structural relationships among the key psychological attributes and trust. The results also include an analysis of control variables to understand their influence on trust within multicultural internship teams. Statistical evidence is provided to support the hypothesized relationships and the overall model fit. A total of 429 students participated in the survey, yielding an 85.8% response rate. The majority were female (69.5%), and most fell into the 19-20 year age range (56.6%), followed by those aged 22 or above (19.6%). Nearly half were second-year students (44.5%), with smaller proportions in the first, third, and fourth years. Academic performance was generally strong, with over one-third (37.1%) achieving a GPAX of 3.50-4.00, and a similar share (34.3%) scoring 3.00-3.49. Most internships lasted three months (70.9%), and the majority worked six days per week (61.3%), followed by five days (31.5%). These demographic patterns, as shown in Table 1, provide context for interpreting the relationships between individual characteristics and internship performance outcomes.

Table 1 Characteristics of Respondents

Characteristics	Categories	Descriptive Statistics	
		Frequency	Percentage (%)
Gender	Male	131	30.5%
	Female	298	69.5%
Age	18	43	10.0%
	19	128	29.8%
	20	115	26.8%
	21	59	13.8%
	22 or Above	84	19.6%
Academic Year	1st Year	85	19.8%
	2nd Year	191	44.5%
	3rd Year	76	17.7%
	4th Year	77	17.9%
GPAX	Less than 2.00	6	1.4%
	2.00 - 2.49	35	8.2%
	2.50 - 2.99	82	19.1%
	3.00 - 3.49	147	34.3%
	3.50 - 4.00	159	37.1%
Duration of Internship at the Organization (Months)	3 Months	304	70.9%
	6 Months	59	13.8%
	9 Months	48	11.2%
	12 Months or More	18	4.2%
Number of Internship Days per Week at the Organization	1 Day	8	1.9%
	2 Days	1	0.2%
	3 Days	2	0.5%
	4 Days	9	2.1%
	5 Days	135	31.5%
	6 Days	263	61.3%
	7 Days	11	2.6%

Source: Author's Calculation.

Convergent validity was evaluated through factor loadings, Composite Reliability (CR), and Average Variance Extracted (AVE), as shown in Table 2. All items demonstrated strong factor loadings above the recommended threshold of 0.70, confirming item reliability. Composite reliability values ranged between 0.902 and 0.936, exceeding the minimum acceptable level of 0.70, indicating excellent internal consistency. AVE values ranged from 0.626 to 0.708, surpassing the 0.50 benchmark, thus confirming that constructs explain a substantial portion of the variance in their indicators and establishing convergent validity. In addition, reliability was examined using Composite Reliability (CR) and Cronbach's Alpha (CA), ranging from 0.864 to 0.917, which were well above the 0.70 threshold (Fornell & Larcker, 1981; Hair et al., 2019; Zhu & Ratasuk, 2024), confirming strong internal consistency and reliability of the measurement scales shown in Table 2 (Fornell & Larcker, 1981; Hair et al., 2019; Yang & Ratasuk, 2024).

Table 2 Convergent Validity (Factor Loading, Composite Reliability (CR)), and Average Variance Extract (AVE)

Variables	Question Items	Factor Loading	Composite Reliability (CR)	Cronbach's Alpha (CA)	Average Variance Extract (AVE)
Emotional Intelligence (EQ)	EQ1: I can recognize and understand my own emotions while working.	0.766	0.909	0.88	0.626
	EQ2: I can control my emotions well in stressful situations.	0.807	-	-	-
	EQ3: I can understand the emotions of colleagues and supervisors.	0.769	-	-	-
	EQ4: I can adapt and manage my emotions appropriately to fit the situation.	0.839	-	-	-
	EQ5: I can maintain motivation at work even when facing challenges.	0.781	-	-	-
	EQ6: I adjust my emotional expressions to maintain good relationships with colleagues and supervisors.	0.783	-	-	-
Proactive Personality (PP)	PP1: I often seek opportunities for self-development during my internship.	0.811	0.902	0.902	0.648
	PP2: I usually take the initiative to solve problems without waiting for instructions.	0.809	-	-	-
	PP3: I try to find new ways to work more efficiently.	0.851	-	-	-
	PP4: I am determined to achieve my personal goals.	0.776	-	-	-
	PP5: I often encourage others to try more effective work methods.	0.774	-	-	-

Table 2 Convergent Validity (Factor loading, Composite Reliability (CR)), and Average Variance Extract (AVE) (Con.)

Variables	Question Items	Factor Loading	Composite Reliability (CR)	Cronbach's Alpha (CA)	Average Variance Extract (AVE)
Resilience (Re)	Re1: I can recover quickly from mistakes or setbacks.	0.816	0.93	0.91	0.69
	Re2: I can maintain a positive attitude in a stressful work environment.	0.856	-	-	-
	Re3: I can cope with and adapt well to changes in job responsibilities.	0.828	-	-	-
	Re4: I can manage the stress that comes with internship work.	0.842	-	-	-
	Re5: I can perform effectively even when facing challenges or obstacles.	0.845	-	-	-
	Re6: I view difficulties during my internship as learning and growth opportunities rather than obstacles.	0.798	-	-	-
Growth Mindset (GM)	GM1: I believe that success during an internship can be developed through effort and learning.	0.841	0.936	0.917	0.708
	GM2: I believe challenges during internships are growth opportunities.	0.867	-	-	-
	GM3: I am open to constructive feedback and use it to improve my skills.	0.83	-	-	-
	GM4: I see failure at work as a learning opportunity and a chance to improve.	0.845	-	-	-
	GM5: I continuously seek new knowledge and skills to enhance my internship performance.	0.85	-	-	-
	GM6: I actively seek feedback from supervisors and colleagues to improve and develop myself.	0.813	-	-	-
Empathy (Em)	Em1: I try to understand the perspectives and emotions of my colleagues.	0.839	0.915	0.885	0.684
	Em2: I adjust my communication style to suit the people I work with.	0.841	-	-	-
	Em3: I can sense the feelings and concerns of colleagues and supervisors.	0.815	-	-	-
	Em4: I strive to create a positive work environment.	0.805	-	-	-
	Em5: I am aware of and can effectively respond to the emotional needs of colleagues and clients.	0.835	-	-	-

Table 2 Convergent Validity (Factor loading, Composite Reliability (CR)), and Average Variance Extract (AVE) (Con.)

Variables	Question Items	Factor Loading	Composite Reliability (CR)	Cronbach's Alpha (CA)	Average Variance Extract (AVE)
Trust (Tr)	Tr1: I feel comfortable asking colleagues for help and support during the internship.	0.736	0.92	0.895	0.657
	Tr2: I believe my supervisor/mentor gives fair and honest feedback about the internship.	0.839	-	-	-
	Tr3: I believe my colleagues are well-intentioned and care about my interests.	0.841	-	-	-
	Tr4: I feel comfortable expressing opinions and concerns during the internship.	0.789	-	-	-
	Tr5: I believe my internship organization has a good work culture and ethics.	0.829	-	-	-
	Tr6: I believe my supervisor/mentor and colleagues value me and respect my opinions.	0.825	-	-	-

Source: Author's Calculation.

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio of Correlations (HTMT) (Henseler et al., 2015; Naing & Ratasuk, 2024), a robust criterion for assessing construct distinctiveness, as shown in Table 3. HTMT values below 0.90 indicate adequate discriminant validity, with values below 0.85 preferred. In this study, HTMT ratios ranged from 0.648 to 0.922. As illustrated in Table 3, most construct pairs were below the 0.90 threshold, except for Empathy and Growth Mindset, which slightly exceeded it at 0.922. Despite this marginal exceedance, all HTMT ratios were statistically significant ($p \leq 0.05$), indicating that the constructs remain sufficiently distinct for analysis, though Empathy and Growth Mindset share some conceptual overlap.

Table 3 HTMT Ratio

	EQ	PP	Re	GM	Em	Tr
EQ	-	-	-	-	-	-
PP	0.859***	-	-	-	-	-
Re	0.88**	0.882**	-	-	-	-
GM	0.855***	0.829***	0.869**	-	-	-

Table 3 HTMT Ratio (Con.)

	EQ	PP	Re	GM	Em	Tr
Em	0.888**	0.88**	0.882**	0.922	-	-
Tr	0.723***	0.648***	0.687***	0.729***	0.765***	-

Source: Author's Calculation. *** = $p \leq 0.001$, ** = $p \leq 0.01$, * = $p \leq 0.05$, EQ = Emotional Intelligence, PP = Proactive Personality, Re = Resilience, GM = Growth Mindset, Em = Empathy, Tr = Trust

Multicollinearity was evaluated by the Variance Inflation Factor (VIF). All VIF values ranged between 2.097 and 4.678, below the conservative cutoff of 5.0 (Hair et al., 2019; Lyu & Ratasuk, 2024; Ratasuk & Charoensukmongkol, 2019), indicating no multicollinearity concerns. This ensures that predictor constructs do not exhibit problematic linear dependencies that could bias path coefficient estimates. Jarque-Bera and Robust Jarque-Bera tests confirmed the non-normal distribution of all primary variables. While this violates assumptions of covariance-based SEM, it does not affect the validity of PLS-SEM results, which accommodate non-normal data. The model fit was evaluated using several indices. The Average Path Coefficient (APC) was 0.099 ($p = 0.009$), indicating statistically significant path strengths. The Average R-squared (ARS) was 0.587 ($p < 0.001$), and the Average Adjusted R-Squared (AARS) was 0.576 ($p < 0.001$), demonstrating strong explanatory power. Multicollinearity diagnostics showed an Average Block VIF (AVIF) of 2.492 and an Average Full Collinearity VIF (AFVIF) of 2.622, both within acceptable limits (<5 and ideally <3.3). The Tenenhaus Goodness of Fit (GoF) was 0.700, indicating excellent model quality. Simpson's Paradox Ratio (SPR) was 0.636, slightly below the ideal threshold of 0.7, suggesting some caution in interpreting aggregated effects. However, the R-squared Contribution Ratio (RSCR) was 0.985, and both the Statistical Suppression Ratio (SSR) and Nonlinear Bivariate Causality Direction Ratio (NLBCDR) were 0.909, confirming robustness against suppression and nonlinear causality issues.

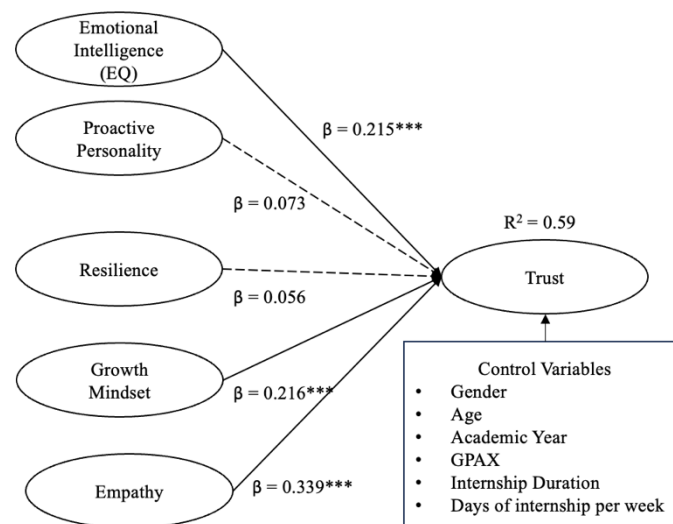
**Figure 1** Conceptual Model

Figure 1 presents the results of the regression analysis examining the effects of Emotional Intelligence (EQ), proactive personality, resilience, growth mindset, and empathy on trust among interns. The analysis revealed that emotional intelligence ($\beta = 0.215$, $p < 0.001$), growth mindset ($\beta = 0.216$, $p < 0.001$), and empathy ($\beta = 0.339$, $p < 0.001$) all had significant positive effects on trust. These findings indicate that higher levels of EQ, growth mindset, and empathy are associated with greater trust among interns in multicultural teams.

In contrast, proactive personality ($\beta = 0.073$, $p = 0.064$) and resilience ($\beta = 0.056$, $p = 0.121$) did not have statistically significant effects on trust, as their p-values exceeded the conventional threshold of 0.05. This suggests that, within this sample, proactive personality and resilience are not significant predictors of trust in the internship context.

Overall, the results highlight the importance of emotional intelligence, growth mindset, and empathy as key psychological attributes that foster trust in multicultural internship teams in Thailand.

Control Variables

The analysis of control variables revealed that gender was the only factor with a statistically significant effect on trust ($\beta = -0.079$, $p = 0.049$), suggesting a small but meaningful influence of gender differences on trust formation. In contrast, age ($\beta = -0.017$, $p = 0.363$), academic year ($\beta = 0.023$, $p = 0.319$), GPAX ($\beta = -0.006$, $p = 0.447$), internship duration ($\beta = -0.050$, $p = 0.150$), and number of internship days per week ($\beta = 0.018$, $p = 0.357$) were not statistically significant, as their p-values exceeded the conventional 0.05 threshold. These findings indicate that, aside from gender, the demographic and academic characteristics considered exerted minimal influence on trust in this internship context.

Discussion and Conclusion

This study investigated the influence of Emotional Intelligence (EQ), proactive personality, resilience, growth mindset, and empathy on trust formation among interns in multicultural Work-based Education (WBE) programs in Thailand. The results of the PLS-SEM estimations provided nuanced insights into these relationships, offering support for some hypothesized effects while challenging others.

Consistent with Hypothesis H1, Emotional Intelligence (EQ) demonstrated a significant positive relationship with trust ($\beta = 0.215$, $p < 0.001$). EQ enhances interns' capacity to regulate emotions, interpret social cues, and communicate effectively, skills that are critical for fostering trust in workplace relationships (Alsayed, 2022; Prasse, 2021). In line with Social Cognitive Theory (Bandura & Wessels, 1997), these self-regulatory and interpersonal competencies promote social learning and strengthen self-efficacy in managing interactions. Previous studies have shown that emotionally intelligent individuals are more likely to earn supervisors' trust, which facilitates constructive feedback, support, and improved performance (Lee et al., 2023; Mishra & Dev, 2024). Within multicultural WBE internships in Thailand, higher EQ enables interns to navigate cultural nuances, adapt communication styles, and build rapport, thereby accelerating adjustment and professional growth. This finding reinforces prior evidence highlighting EQ's role in promoting trust and effective collaboration in workplace contexts (Alsayed, 2022; Mishra & Dev, 2024).

In line with Hypothesis H4, Growth Mindset (GM) demonstrated a significant positive relationship with trust ($\beta = 0.216$, $p < 0.001$). A growth mindset, the belief that abilities can be developed through effort and feedback, aligns with Social Cognitive Theory's emphasis on

self-efficacy, outcome expectations, and reciprocal learning. Interns who hold this mindset are more likely to persist through challenges, embrace constructive feedback, and demonstrate a willingness to learn, signaling reliability and openness to supervisors (Ahsan, 2025; Richardson et al., 2021). These behaviors foster trust, which in turn plays a mediating role in linking growth mindset to job performance (Razai et al., 2023; Wang et al., 2021). Although the direct effects of growth mindset on performance may vary (Macnamara & Burgoyne, 2023), its indirect influence through trust appears substantial. In multicultural WBE settings, such adaptive behaviors elicit supportive responses from colleagues and supervisors, accelerating interns' integration and reinforcing trust-building processes.

In line with Hypothesis H5, Empathy (Em) emerged as the strongest predictor of trust, demonstrating a significant positive relationship ($\beta = 0.339$, $p < 0.001$). Empathy, the capacity to understand and respond to others' emotions, supports trust formation by fostering emotional connection, psychological safety, and supportive communication (Atta et al., 2024; Wu et al., 2022). Within the Social Cognitive Theory framework, empathy represents a cognitive-affective personal factor that shapes social behaviors and elicits positive environmental feedback. Empathetic interns are more likely to develop meaningful workplace relationships, cultivating mutual respect and trust with colleagues and supervisors (Atta et al., 2024; Lin & Wang, 2023; Schilling & Kauffeld, 2024). Trust, in turn, enhances collaboration, communication, and receptiveness to feedback, thereby indirectly contributing to performance outcomes (Yue et al., 2022). Although empathy may not directly predict performance, its role in establishing a trust-based environment is critical, particularly in multicultural WBE settings where relational harmony is highly valued. These findings underscore empathy's central role as a driver of trust and effective workplace relationships.

Contrary to Hypothesis H2, the analysis found no statistically significant relationship between Proactive Personality and trust ($\beta = 0.073$, $p = 0.064$), leading to the rejection of the hypothesis. Proactive personality reflects a consistent tendency to take initiative, solve problems, and effect change. These behaviors align with Social Cognitive Theory's emphasis on personal agency and reciprocal interaction. While prior studies have linked proactive personality to trust in leadership and positive workplace outcomes (Hao & Han, 2022; Irwin et al., 2022; Lin & Chen, 2022) and suggested that trust mediates its relationship with performance (Lee & Lim, 2023), such effects were not observed directly in this study's context. One possible explanation is that expressions of proactivity may be interpreted differently across cultures. In hierarchical or high-context environments, overt initiative from junior members may not always be perceived as trust-building. Alternatively, the influence of proactive personality on trust may operate indirectly, potentially through mediating variables not examined in this model.

Contrary to Hypothesis H3, Resilience did not show a statistically significant relationship with trust ($\beta = 0.056$, $p = 0.121$), resulting in the rejection of the hypothesis. Resilience, the capacity to manage challenges and maintain stability under pressure, aligns with Social Cognitive Theory's concept of self-regulation and adaptive learning. While prior studies indicate that resilient individuals demonstrate reliability and perseverance, thereby enhancing credibility and fostering trust (Diab & Green, 2024; Manner-Beldeon et al., 2024; Pantaruk et al., 2025), these effects were not evident in the current study's context. One possible explanation is that resilience is primarily an internal coping mechanism. Its influence on trust may be indirect, operating through behavioral manifestations that require more extended observation than the typical internship period allows. In short-term WBE settings, team members may not readily

perceive resilience unless it is expressed through visible actions, which other situational or interpersonal factors may also shape.

A comparison of these results indicates that interpersonal, relational, and cognitive-emotional attributes, namely Emotional Intelligence, Growth Mindset, and Empathy, exert a more direct and substantial influence on trust formation in multicultural WBE internship teams than individual behavioral orientations or coping mechanisms such as Proactive Personality and Resilience. This pattern suggests that, in short-term and socially intensive internship contexts, cultivating skills that facilitate mutual understanding, openness, and emotional connection is paramount for rapid trust development. The powerful effect of empathy underscores the role of emotional resonance and perspective-taking in bridging cultural differences and fostering high-quality, trust-based relationships.

Concerning control variables, only gender demonstrated a statistically significant, albeit small, effect on trust ($\beta = -0.079$, $p = 0.049$), potentially reflecting subtle gender-related dynamics in trust perceptions within multicultural teams. Other demographic and internship-specific factors (age, academic year, GPAX, internship duration, and days of internship per week) were not significant predictors. These findings reinforce the conclusion that core psychological attributes have a more decisive impact on trust formation than demographic characteristics or structural features of the internship experience.

Theoretical Contributions

This study advances theoretical understanding of trust formation in Work-based Education (WBE) programs within multicultural contexts by extending the application of Social Cognitive Theory (SCT). The findings demonstrate that specific personal factors, Emotional Intelligence, Growth Mindset, and Empathy, directly enhance trust by fostering interpersonal connection, openness, and mutual understanding in short-term, socially intensive professional settings. In line with SCT's principles of reciprocal determinism and self-efficacy, these attributes translate into observable behaviors that elicit trust from supervisors and peers, reinforcing positive social exchanges. The results also clarify that not all positive psychological attributes exert the same influence. While cognitive-emotional and relational factors have substantial direct effects, behavioral orientations (Proactive Personality) and internal coping mechanisms (Resilience) show limited direct impact. This distinction refines SCT's applicability to relational outcomes, highlighting the salience of attributes that facilitate immediate social integration in culturally diverse environments.

Empirically, the study provides context-specific evidence from an under-researched setting, Thailand, where little prior work has examined psychological antecedents of trust in internship contexts. By focusing on formative, short-term professional relationships, the research addresses a critical gap in the literature, offering insights into how universal relational capacities, such as empathy, emotional intelligence, and a growth mindset, transcend cultural variations in authority and communication norms. The non-significant results for proactive personality and resilience further contribute by identifying potential cultural or contextual moderators that limit their direct role in trust formation. Collectively, these findings enrich both theory and practice by deepening understanding of trust-building mechanisms in WBE programs and informing the development of culturally responsive internship models.

Practical Contributions

This study offers evidence-based guidance for stakeholders in Work-based Education (WBE) and international internship programs. For universities, the results indicate that Emotional Intelligence (EQ), Growth Mindset (GM), and Empathy (Em) exert the most potent positive effects on trust and performance. These findings suggest the integration of targeted training modules (such as workshops on emotional regulation, perspective-taking, adaptive learning, and intercultural communication) into curricula and career preparation programs to enhance students' interpersonal competencies.

In contrast, Proactive Personality (PP) and Resilience (Re) showed no significant direct effects in the structured, short-term internship context studied. However, these traits may be more influential in less structured or longer-term settings with greater autonomy or sustained challenges. Therefore, while EQ, Growth Mindset, and Empathy should receive priority in training, PP and Re should remain part of skill development initiatives to prepare students for diverse future work environments. For host organizations, the results support designing onboarding and mentorship programs that explicitly cultivate empathy and emotional intelligence, for example, through mentor-mentee pairing, feedback skills training for supervisors, and cross-cultural exchange activities. While Proactive Personality and Resilience may have limited short-term impact in structured internships, targeted assignments or projects could still encourage their expression. For students, the findings highlight the importance of actively developing relational and cognitive-emotional skills to strengthen workplace relationships. Even if some traits appear less impactful in structured internships, they remain valuable for long-term career adaptability. At the policy level, the results provide empirical support for initiatives that create trust-enabling environments in WBE programs, aligning with workforce readiness goals under Thailand 4.0, such as university-industry collaborations on intercultural and trust-building training.

Limitations and Future Research

While this study advances understanding of trust formation in multicultural Work-based Education (WBE) settings, several limitations warrant consideration. First, the cross-sectional design constrains causal inference between psychological attributes and trust. Longitudinal research would better capture the temporal dynamics and potential bidirectional influences of these relationships. Second, although multi-source data collection was employed to reduce common method bias, reliance on self-reported measures for psychological attributes may still introduce subjective bias. Future studies could incorporate behavioral observations or implicit measures to strengthen validity. Third, the sample was drawn exclusively from WBE programs in Thailand, which, despite including participants from multiple nationalities, may limit generalizability to other forms of work-based learning, industry sectors, or cultural contexts.

Future research could examine potential moderators such as cultural intelligence, leadership style (for instance, servant or transformational leadership), and organizational culture to determine how they shape the strength or direction of the observed relationships. Further exploration of the specific behavioral expressions of Emotional Intelligence, Growth Mindset, and Empathy that most effectively foster trust across cultural contexts would also be valuable. Additionally, given the non-significant results for Proactive Personality and Resilience, future work could investigate indirect pathways (such as mediation through communication quality, collaboration, or cultural adaptation) to uncover conditional effects and contextual boundaries of these constructs in trust formation.

Conclusion

This study advances understanding of the psychological foundations of trust in multicultural Work-based Education (WBE) settings by demonstrating the significant positive effects of Emotional Intelligence, Growth Mindset, and Empathy on trust formation, alongside more limited direct contributions from Proactive Personality and Resilience. Grounded in Social Cognitive Theory, the findings highlight that cognitive-emotional and relational attributes play a more immediate role in fostering trust than behavioral orientations or internal coping mechanisms, particularly in short-term, socially intensive professional contexts. By situating these relationships within the under-researched, cross-cultural environment of WBE programs in Thailand, the study contributes both theoretical clarity and practical guidance for preparing interns to integrate effectively into diverse workplace settings. These insights underscore the importance of cultivating psychological attributes that promote openness, understanding, and connection, thereby enhancing professional adjustment and performance in an increasingly globalized workforce.

References

- Afifah, M., Ningrum, A. S. B., Wahyuni, S., & Syaifulloh, B. (2024). Self-efficacy, anxiety, and emotional intelligence: Do they contribute to speaking performance? *Journal of Languages and Language Teaching*, 12(2), 793-806.
- Ahad, R., Mustafa, M. Z., Mohamad, S., Abdullah, N. H. S., & Nordin, M. N. (2021). Work attitude, organizational commitment and emotional intelligence of Malaysian vocational college teachers. *Journal of Technical Education and Training*, 13(1), 15-21. <https://doi.org/10.30880/jtet.2021.13.01.002>
- Ahmad, S., Islam, T., Sohal, A. S., Wolfram Cox, J., & Kaleem, A. (2021). Managing bullying in the workplace: A model of servant leadership, employee resilience and proactive personality. *Personnel Review*, 50(7-8), 1613-1631. <https://doi.org/10.1108/PR-06-2020-0470>
- Ahsan, M. J. (2025). Cultivating a culture of learning: The role of leadership in fostering lifelong development. *The Learning Organization*, 32(2), 282-306. <https://doi.org/10.1108/TLO-03-2024-0099>
- Alomari, M. Q. M. (2023). The impact of technological transformation on the realm of modern business Management. *Eximia*, 12, 626-642. <https://doi.org/10.47577/eximia.v12i1.410>
- Alsayed, A. (2022). Trust and communication satisfaction as mediators in the relationship between emotional intelligence and work-related outcomes: A conceptual framework. *International Journal of Contemporary Management and Information Technology*, 2(2), 1-14.
- Alzoubi, H. M., & Aziz, R. (2021). Does emotional intelligence contribute to quality of strategic decisions? The mediating role of open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(2), 130. <https://doi.org/10.3390/joitmc7020130>
- Atta, M. H. R., Hammad, H. A.-H., & Elzohairy, N. W. (2024). The role of empathy in the relationship between emotional support and caring behavior towards patients among intern nursing students. *BMC Nursing*, 23(1), 156-161.

- Baba, M. M., Makhdoomi, U. M., & Siddiqi, M. A. (2021). Emotional intelligence and transformational leadership among academic leaders in institutions of higher learning. *Global Business Review*, 22(4), 1070-1096.
- Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist*, 33(4), 344-358. <https://doi.org/10.1037/0003-066X.33.4.344>
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147. <https://doi.org/10.1037/0003-066X.37.2.122>
- Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ*, 1986(23-28), 2. <https://doi.org/10.2307/258004>
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior and human decision processes*, 50(2), 248-287. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Bandura, A. (1999). Social cognitive theory of personality. *Handbook of Personality*, 2(1), 154-196.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall Englewood Cliffs. https://www.asecib.ase.ro/mps/Bandura_SocialLearningTheory.pdf
- Bandura, A., & Wessels, S. (1997). *Self-efficacy*. Cambridge University Press. https://www.academia.edu/28274869/Albert_Bandura_Self_Efficacy_The_Exercise_of_Control_W_H_Freeman_and_Co_1997_pdf
- Bateman, T. S., & Crant, J. M. (1993). The proactive component of organizational behavior: A measure and correlates. *Journal of Organizational Behavior*, 14(2), 103-118. <https://doi.org/10.1002/job.4030140202>
- Bedir, D., Agduman, F., Bedir, F., & Erhan, S. E. (2023). The mediator role of communication skill in the relationship between empathy, team cohesion, and competition performance in curlers. *Frontiers in psychology*, 14, 1115402. <https://doi.org/10.3389/fpsyg.2023.1115402>
- Benabed, A., Miksik, O., Baldissera, A., & Gruenbichler, R. (2022). Small and medium-sized enterprises' status in the perspectives of internationalization, globalization and artificial intelligence. *IBIMA Business Review*, 2022, 1-15.
- Billingsley, J., Lipsey, N. P., Burnette, J. L., & Pollack, J. M. (2023). Growth mindsets: Defining, assessing, and exploring effects on motivation for entrepreneurs and non-entrepreneurs. *Current Psychology*, 42(11), 8855-8873. <https://doi.org/10.1007/s12144-021-02149-w>
- Bin Ibrahim, A. (2024). Trust in the workplace: A study of worker and department head dynamics. *International Journal of Education Technology*, 4(05), 7-12. <https://www.academicpublishers.org/journals/index.php/ijet/article/view/1300/1925>
- Braganza, A., Chen, W., Canhoto, A., & Sap, S. (2021). Productive employment and decent work: The impact of AI adoption on psychological contracts, job engagement and employee trust. *Journal of Business Research*, 131, 485-494. <https://doi.org/10.1016/j.jbusres.2020.08.018>
- Brown, S. D., Lent, R. W., Telander, K., & Tramayne, S. (2011). Social cognitive career theory, conscientiousness, and work performance: A meta-analytic path analysis. *Journal of Vocational Behavior*, 79(1), 81-90. <https://doi.org/10.1016/j.jvb.2010.11.009>
- Chen, J. K., & Sriphon, T. (2022). Authentic leadership, trust, and social exchange relationships under the influence of leader behavior. *Sustainability*, 14(10), 5883.

- Chong, S., Van Dyne, L., Kim, Y. J., & Oh, J. K. (2021). Drive and direction: Empathy with intended targets moderates the proactive personality–job performance relationship via work engagement. *Applied Psychology*, 70(2), 575-605.
- Cook, D. A., & Artino, A. R., Jr. (2016). Motivation to learn: An overview of contemporary theories. *Medical Education*, 50(10), 997-1014. <https://doi.org/10.1111/medu.13074>
- Coronado-Maldonado, I., & Benítez-Márquez, M.-D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. *Heliyon*, 9(10). e20356.
- Diab, A., & Green, E. (2024). Cultivating resilience and success: Support systems for novice teachers in diverse contexts. *Education Sciences*, 14(7), 711. <https://doi.org/10.3390/educsci14070711>
- Dirks, K. T., & de Jong, B. (2022). Trust within the workplace: A review of two waves of research and a glimpse of the third. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 247-276. <https://doi.org/10.1146/annurev-orgpsych-012420-083025>
- Diugowanets, O., & Kurei, O. (2021). *Business transformations trends in modern global economy*. <https://dspace.uzhnu.edu.ua/bitstreams/5c21d435-fbb0-4392-b6e0-061caf9d038a/download>
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Fergusson, L. (2022). Learning by... Knowledge and skills acquisition through work-based learning and research. *Journal of Work-Applied Management*, 14(2), 184-199.
- Finley, A. P. (2023). *The career-ready graduate: What employers say about the difference College Makes*. American Association of Colleges and Universities.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
- Giannoccaro, I., & Iftikhar, A. (2022). Mitigating ripple effect in supply networks: The effect of trust and topology on resilience. *International Journal of Production Research*, 60(4), 1178-1195. <https://doi.org/10.1080/00207543.2020.1853844>
- Gibson, S. K. (2004). Social learning (cognitive) theory and implications for human resource development. *Advances in Developing Human Resources*, 6(2), 193-210.
- Görgens-Ekermans, G., & Roux, C. (2021). Revisiting the emotional intelligence and transformational leadership debate: (How) does emotional intelligence matter to effective leadership? *SA Journal of Human Resource Management*, 19, 1279.
- Grobelny, J., Radke, P., & Paniotova-Maczka, D. (2021). Emotional intelligence and job performance: A meta-analysis. *International Journal of Work Organisation and Emotion*, 12(1), 1-47. <https://doi.org/10.1504/IJWOE.2021.115620>
- Guidi, C., & Traversa, C. (2021). Empathy in patient care: From ‘Clinical Empathy’ to ‘Empathic Concern’. *Medicine, Health Care and Philosophy*, 24, 573-585. <https://doi.org/10.1007/s11019-021-10033-4>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 3(1), 2-24.
- Hao, S., & Han, P. (2022). The moderating roles of trust and felt trust on the relationship between proactive personality and voice behaviour. *Management Decision*, 60(8), 2224-2237.

- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43, 115-135. <https://doi.org/10.1007/s11747-014-0403-8>
- Irwin, A., Perkins, J., Hillari, L. L., & Wischerath, D. (2022). Is the future of internships online? An examination of stakeholder attitudes towards online internships. *Higher Education, Skills and Work-Based Learning*, 12(4), 629-644. <https://doi.org/10.1108/HESWBL-05-2021-0102>
- Islam, K. F., Awal, A., Mazumder, H., Munni, U. R., Majumder, K., Afroz, K., Tabassum, M. N., & Hossain, M. M. (2023). Social cognitive theory-based health promotion in primary care practice: A scoping review. *Heliyon*, 9(4), e14889. <https://doi.org/10.1016/j.heliyon.2023.e14889>
- Kattiyapornpong, U., & Almeida, S. (2022). An examination of comparative perspectives on international internships. *Education+Training*, 64(1), 41-55.
- Lee, C. -C., Yeh, W. -C., Yu, Z., & Lin, X. -C. (2023). The relationships between leader emotional intelligence, transformational leadership, and transactional leadership and job performance: A mediator model of trust. *Heliyon*, 9(8). <https://doi.org/10.1016/j.heliyon.2023.e18007>
- Lee, S. H., & Lim, S. E. (2023). Enhancing teamwork in the hospitality industry: The importance of empathy. *International Journal of Hospitality Management*, 114, 103557. <https://doi.org/10.1016/j.ijhm.2023.103557>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122. <https://doi.org/10.1006/jvbe.1994.1027>
- Li, L. (2024). Reskilling and upskilling the future-ready workforce for industry 4.0 and beyond. *Information Systems Frontiers*, 26(5), 1697-1712.
- Lin, S.-H., & Chen, M.-Y. (2022). Feeling capable or being flexible? Personality, cognition, and behavior: A moderated mediation of trust-in-supervisor internship. *Current Psychology*, 41(8), 5088-5097. <https://doi.org/10.1007/s12144-020-00994-9>
- Lin, Y. L., & Wang, W. T. (2023). Analysis of the social interaction of perceived problem-based learning performance in internship courses. *Journal of Computer Assisted Learning*, 39(1), 194-209.
- Liu, J., Zeng, M., Wang, D., Zhang, Y., Shang, B., & Ma, X. (2022). Applying social cognitive theory in predicting physical activity among Chinese adolescents: A cross-sectional study with multigroup structural equation model. *Frontiers in Psychology*, 12, 695241.
- Lyu, J., & Ratasuk, A. (2024). Determinants of customer trust in rural e-commerce in Zhengzhou, China: A case study of Taobao Villages. *Panyapiwat Journal*, 16(2), 105-124.
- Macnamara, B. N., & Burgoyne, A. P. (2023). Do growth mindset interventions impact students' academic achievement? A systematic review and meta-analysis with recommendations for best practices. *Psychological Bulletin*, 149(3-4), 133. <https://doi.org/10.1037/bul0000352>
- Manner-Beldeon, F., Carvache-Franco, M., & Carvache-Franco, W. (2024). Community resilience and its influence on sustainable tourism development. *Tourism and Hospitality Management*, 30(2), 163-176. <https://doi.org/10.20867/thm.30.2.2>
- Mishra, P., & Dev, A. (2024). *Personality Enhancement-A Professional Perspective*. Academic Guru Publishing House.

- Mitsea, E., Drigas, A., & Mantas, P. (2021). Soft skills & metacognition as inclusion amplifiers in the 21st century. *International Journal of Online & Biomedical Engineering*, 17(4), 121-132. <https://doi.org/10.3991/ijoe.v17i04.20567>
- Naing, N. L., & Ratasuk, A. (2024). *Assessing the impact of SERVQUAL sub-dimensions on patients' revisit intentions: A study of private hospitals in Yangon, Myanmar*. In the 1st International Conference on Aviation, Tourism, and Service Business 2024 (pp. 78-95), Bangkok, Thailand.
- Nair, B., Otaki, F., Nair, A. F., & Ho, S. B. (2023). Medical students' perception of resilience and of an innovative curriculum-based resilience skills building course: A participant-focused qualitative analysis. *PLOS ONE*, 18(3), e0280417. <https://doi.org/10.1371/journal.pone.0280417>
- Nakhostin-Khayyat, M., Borjali, M., Zeinali, M., Fardi, D., & Montazeri, A. (2024). The relationship between self-regulation, cognitive flexibility, and resilience among students: A structural equation modeling. *BMC Psychology*, 12(1), 337. <https://doi.org/10.1186/s40359-024-01843-1>
- Nalipay, M. J. N., King, R. B., Mordeno, I. G., Chai, C. -S., & Jong, M. S. -Y. (2021). Teachers with a growth mindset are motivated and engaged: The relationships among mindsets, motivation, and engagement in teaching. *Social Psychology of Education*, 24, 1663-1684.
- Naruetharadhol, P., Srisathan, W. A., Gebsumbut, N., Wongthahan, P., & Ketkaew, C. (2022). Industry 4.0 for Thai SMEs: Implementing open innovation as innovation capability management. *International Journal of Technology*, 13(1), 48-57. <https://doi.org/10.14716/ijtech.v13i1.4746>
- Nembhard, I. M., David, G., Ezzeddine, I., Betts, D., & Radin, J. (2023). A systematic review of research on empathy in health care. *Health Services Research*, 58(2), 250-263. <https://doi.org/10.1111/1475-6773.14016>
- Nyhan, R. C., & Marlowe Jr, H. A. (1997). Development and psychometric properties of the organizational trust inventory. *Evaluation Review*, 21(5), 614-635. <https://journals.sagepub.com/doi/10.1177/0193841X9702100505>
- Pantaruk, S., Khuadthong, B., Imjai, N., & Aujirapongpan, S. (2025). Fostering future-ready professionals: The impact of soft skills and internships on hospitality employability in Thailand. *Social Sciences & Humanities Open*, 11, 101371. <https://doi.org/10.1016/j.ssaho.2025.101371>
- Panyapiwat Institute of Management. (2025). *Work-based Education (WBE) Model*. <https://www.pim.ac.th/work-based-education>
- Podsakoff, P. M., Podsakoff, N. P., Williams, L. J., Huang, C., & Yang, J. (2024). Common method bias: It's bad, it's complex, it's widespread, and it's not easy to fix. *Annual Review of Organizational Psychology and Organizational Behavior*, 11(1), 17-61. <https://doi.org/10.1146/annurev-orgpsych-110721-040030>
- Prasse, E. (2021). The trust-based classroom: An analysis of current trends in social and emotional learning and the development of a new trust-based approach to art education. <https://doi.org/10.13023/etd.2021.192>
- Quílez-Robres, A., Usán, P., Lozano-Blasco, R., & Salavera, C. (2023). Emotional intelligence and academic performance: A systematic review and meta-analysis. *Thinking Skills and Creativity*, 49, 101355.

- Raimondi, G., Balsamo, M., Ebisch, S. J., Continisio, M., Lester, D., Saggino, A., & Innamorati, M. (2023). Measuring empathy: A Meta-Analytic Factor Analysis with Structural Equation Models (MASEM) of the Interpersonal Reactivity Index (IRI). *Journal of Psychopathology and Behavioral Assessment*, 45(4), 952-963. <https://doi.org/10.1007/s10862-023-10098-w>
- Ratasuk, A. (2022). The role of cultural intelligence in the trust and turnover of frontline hotel employees in Thailand. *Sciences*, 22(2), 348-358.
- Ratasuk, A. (2023a). Roles of emotional intelligence in promoting the innovative work behavior of restaurant employees. *Thammasat Review*, 26(2), 44-73.
- Ratasuk, A. (2023b). The roles of local employment and environmental sustainability on business performance: The mediating role of brand Image in the modern trade business in rural areas in Thailand. *NIDA Development Journal*, 63(2), 34-63.
- Ratasuk, A. (2024). The structural equation model development of how mindfulness promotes employee creativity in the restaurant business. *Humanities, Arts and Social Sciences Studies*, 24(2), 326-340.
- Ratasuk, A., & Charoensukmongkol, P. (2019). The role of team trust and team conflict on innovative performance of multicultural teams in the restaurant. *Thammasat Review*, 22(2), 1-18. <https://sc01.tci-thaijo.org/index.php/tureview/article/view/205119>
- Ratasuk, A., Lin Naing, N., & tantaworranart, p. (2025). Enhancing patient trust in Yangon's private hospitals: Impact of service quality using SERVQUAL model on brand Image. *University of the Thai Chamber of Commerce Journal Humanities and Social Sciences*, 45(2), 1-14. <https://so06.tci-thaijo.org/index.php/utccjournalhs/article/view/278544>
- Raza, B., St-Onge, S., & Ali, M. (2023). Frontline employees' performance in the financial services industry: The significance of trust, empathy and consumer orientation. *International Journal of Bank Marketing*, 41(3), 527-549.
- Razai, M. S., Kooner, P., & Majeed, A. (2023). Strategies and interventions to improve healthcare professionals' well-being and reduce burnout. *Journal of Primary Care & Community Health*, 14, 21501319231178641. <https://doi.org/10.1177/21501319231178641>
- Richardson, D., Kinnear, B., Hauer, K. E., Turner, T. L., Warm, E. J., Hall, A. K., Ross, S., Thoma, B., Van Melle, E., & Collaborators, I. (2021). Growth mindset in competency-based medical education. *Medical Teacher*, 43(7), 751-757.
- Rogers, B. A., Christian, J. S., Jennings, R. E., & Lanaj, K. (2023). The growth mindset at work: Will employees help others to develop themselves? *Academy of Management Discoveries*, 9(1), 67-92. <https://doi.org/10.5465/amd.2021.0144>
- Rotatori, D., Lee, E. J., & Sleeva, S. (2021). The evolution of the workforce during the fourth industrial revolution. *Human Resource Development International*, 24(1), 92-103. <https://doi.org/10.1080/13678868.2020.1767453>
- Rutman, J. (2023). Exploring the role of internships in personal and professional development. <http://hdl.handle.net/10464/17544>
- Schilke, O., Reimann, M., & Cook, K. S. (2021). Trust in social relations. *Annual Review of Sociology*, 47(1), 239-259. <https://doi.org/10.1146/annurev-soc-082120-082850>
- Schilling, H., & Kauffeld, S. (2024). Building empathy and trust in online environments. In *The Digital and AI Coaches' Handbook* (pp. 154-165). Routledge. <https://doi.org/10.4324/9781003383741>

- Scott, T., & Guan, W. (2023). Challenges facing Thai Higher Education Institutions financial stability and perceived institutional education quality. *Power and Education*, 15(3), 326-340. <https://doi.org/10.1177/17577438221140014>
- Seibert, S. E., Kraimer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. *Personnel Psychology*, 54(4), 845-874. <https://doi.org/10.1111/j.1744-6570.2001.tb00234.x>
- Shkurat, M. Y., & Uzbek, G. R. (2024). Dynamics and modern transformational trends in business processes of multinational companies. *Actual Problems in Economics*, 1(271), 22-23. <https://doi.org/10.32752/1993-6788-2024-1-271-22-32>
- Tan, N., Shien, C., Ong, C., & Billett, S. (2023). Promoting student readiness for work-life through internships: Challenges and support. *Australian Journal of Adult Learning*, 63(3), 343-367. <https://files.eric.ed.gov/fulltext/EJ1409388.pdf>
- Wang, C., Cavanagh, A. J., Bauer, M., Reeves, P. M., Gill, J. C., Chen, X., Hanauer, D. I., & Graham, M. J. (2021). A framework of college student buy-in to evidence-based teaching practices in STEM: The roles of trust and growth mindset. *CBE—Life Sciences Education*, 20(4), ar54.
- Weerasombat, T., Pumipatyothin, P., & Napathorn, C. (2022). Understanding employability in changing labor market contexts: The case of an emerging market economy of Thailand. *Sustainability*, 14(16), 10436.
- Weisz, E., & Cikara, M. (2021). Strategic regulation of empathy. *Trends in Cognitive Sciences*, 25(3), 213-227.
- Wong, C.-S., & Law, K. S. (2002). Wong and Law's emotional intelligence scale. *The Leadership Quarterly*, 13(3), 243-274.
- World Economic Forum. (2025). *The future of jobs report 2025*. World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2025/digest>
- Wu, Q., Jin, Z., & Wang, P. (2022). The relationship between the physician-patient relationship, physician empathy, and patient trust. *Journal of General Internal Medicine*, 37(6), 1388-1393. <https://doi.org/10.1007/s11606-021-07008-9>
- Yang, X., & Ratasuk, A. (2024). Determinants of Gen Z customers'loyalty in the restaurant business in Dongguan City, China: A case study of Haidilao Hotpot restaurant. *Panyapiwat Journal*, 16(3), 29-44. <https://so05.tci-thaijo.org/index.php/pimjournal/article/view/272310>
- Yeh, Y.-C., Ting, Y.-S., & Chiang, J.-L. (2023). Influences of growth mindset, fixed mindset, grit, and self-determination on self-efficacy in game-based creativity learning. *Educational Technology & Society*, 26(1), 62-78. <https://www.jstor.org/stable/48707967>
- Yue, Z., Qin, Y., Li, Y., Wang, J., Nicholas, S., Maitland, E., & Liu, C. (2022). Empathy and burnout in medical staff: Mediating role of job satisfaction and job commitment. *BMC Public Health*, 22(1), 1033. <https://doi.org/10.1186/s12889-022-13405-4>
- Zarrinabadi, N., Rezazadeh, M., Karimi, M., & Lou, N. M. (2022). Why do growth mindsets make you feel better about learning and your selves? The mediating role of adaptability. *Innovation in Language Learning and Teaching*, 16(3), 249-264. <https://doi.org/10.1080/17501229.2021.1962888>

- Zhang, Z., Fang, H., Luan, Y., Chen, Q., & Peng, J. (2022). A meta-analysis of proactive personality and career success: The mediating effects of task performance and organizational citizenship behavior. *Frontiers in Psychology, 13*, 979412. <https://doi.org/10.3389/fpsyg.2022.979412>
- Zhu, Q., & Ratasuk, A. (2024). Impacts of key opinion consumers on customer purchase intention: A study of social commerce platforms in China. *Journal of ASEAN PLUS Studies, 5*(2), 55-74.
- Zivkovic, S. (2022). Empathy in leadership: how it enhances effectiveness. *Economic and Social Development: Book of Proceedings*, 454-467.