

Self-Efficacy of Chin Refugee Children in Champhai District

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Abstract

The present study is an attempt to examine the self-efficacy of Chin refugee children residing in Champhai district. The study was conducted on 60 refugee children who were in the age group 12-14 years studying in Holy Cross School, Champhai. The findings of the study show that most of the refugee children had an average level of self-efficacy, this was followed some children having a low level, and there were only a few children who had high level of self-efficacy. Further, the results of the gender based comparison of self-efficacy reveals that girls had a higher level of self-efficacy against their boy counterparts. The findings of gender wise comparison across the five dimensions of self-efficacy reveal that the boys and girls did not differ significantly in educational, social and physical dimensions; whereas in the remaining two dimensions, i.e. emotional and linguistic dimensions, significant difference was found between both the genders.

Keywords: *Self-efficacy, wellbeing, motivation, refugee children*

Introduction

Self-efficacy is one of the important aspects of psychological wellbeing and it basically entails positive emotion and a sense of confidence in one's state of being. It does not imply an inherent quality or trait that an individual possesses nor one's actual capacity in accomplishing any given task. Rather it is a belief in one's ability to perform any task which may or may not bear the outcome one expects in the actual performance. A positive sense of self-efficacy reflects confidence in one's capacity to succeed in any given situations or fulfilling a task. Self-efficacy has

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different dimensions and each individual's level of self-efficacy may vary in different situations. In this sense, self-efficacy is not a general trait and is shaped by one's experiences, social persuasion, observing other's performances and physiological states under normal circumstances.

According to Bandura, self-efficacy is "...people's beliefs in their capabilities to produce desired effects by their own action" (as cited in Maddux 2009, p. 336). He further states that,

Self-efficacy beliefs and expectations refer to a person's perception that he or she has the skill and capacity to undertake a particular action or task. Self-efficacy beliefs are an integral component of social cognitive theory (1986), which provides a framework for analyzing human thought, motivation and action. (as cited in Bartimote-Aufflick et al. 2015, p. 1-2)

In other words, an individual's thought, motivation and action are determined by one's perception about their ability or inability to accomplish any given task. In this sense, an individual's success or failure is also greatly dependent on one's sense of self-efficacy. This is an indication that a positive sense of self-efficacy or belief in their own capabilities becomes really significant for an individual to become successful in life.

On the other hand, the lack of positive sense of self-efficacy can be detrimental for an individual's holistic personal growth and development. For instance, it has been denoted that, "...lack of self-efficacy can inhibit students' ability to perform tasks..." (Freudenberg et al. 2010, p. 480) and that eventually leads to "...less persistence and lower achievement" (Schunk 1982, p. 92) in an individual. In order to deal with any type of insecurity, a positive sense of self-efficacy to deal with the danger becomes really significant, and this is even more so in the case of refugee children.

The present study endeavours to examine the self-efficacy of the Chin refugee children in Mizoram. These refugee children who have migrated to Mizoram as a result of violence and conflict in their home country, i.e. Myanmar, are unable to return to their native country. After experiencing the tumultuous time while fleeing their homeland and adjusting to a new environment, it remains to be seen the level of self-efficacy. Since refugee children are a vulnerable group, understanding their psychological or mental stance becomes really significant, and uncovering their self-efficacy status is one of the ways to achieve that goal. By looking into their self-efficacy status, one will come to the understanding about how the refugee children cope with new challenges and personal insecurity posed by their refugeehood and how it impacts their psychological growth and development.

Theoretical Framework

Bandura has highlighted the four major determinants of self-efficacy for an individual along with a few other contributing factors; these are (as cited in Bijl & Shortridge-Baggett 2001, p. 4-7):

1. Mastery of Experiences

This is the strongest of the determinants because it relies on one's own experience. A successful past experience becomes an influencing factor for the upcoming performances. Based on his past success or failure, an individual tends to either have a positive or negative sense of self-efficacy.

2. Vicarious Experience

Seeing another person successfully completing a task can boost the confidence in another person observing the act. This happens when the individual identifies with the other person or sees the other person as a role model. Through observation, the individual passes a positive judgement about his own capabilities or his own sense of self-efficacy.

3. Verbal Persuasion

When an individual is provided with the right kind of suggestion, advice or instruction, the concerned individual will have confidence in his capabilities that enhances his sense of self-efficacy. In other words, positive feedback enhances self-confidence while negative one discourages the individual about his own capabilities.

4. Physiological Information

When engaging in tasks that require physical and emotional strength, if the presence of "tension, anxiety and depression", are "interpret[ed] fatigue, pain, hypoglycaemia as indicators of low physical efficacy" (Bijl & Shortridge-Baggett 2001, p. 5), it becomes negative factors. However, if the physical or emotional reactions are regarded as a sign of readiness, it can boost one's sense of self-efficacy.

5. Other Sources

Strecher et al. have listed certain personality traits or factors such as self-esteem, self-confidence and hardiness which they call locus of control (as cited Van der Bijl and Shortridge-Baggett 2001, p. 6). In other words, some people are endowed with a strong personality trait while others are not. One's personality trait is seen as one of the influencing factors of self-efficacy.

These become the important sources through which an individual forms a judgement about their capabilities as well as their sense of self-efficacy. The same

theoretical framework is used for the present study in analyzing the self-efficacy of the Chin refugee children.

Rationale of the Study

Refugee children are prone to certain mental issues including stress, anxiety, depression, maladjustment, frustration, loneliness, and complexity, among many. These negative emotional or psychological traits are often linked with a sense of low self-efficacy in individuals. The refugee children being vulnerable due to forced displacement and unfamiliar surroundings, their personal growth and development is likely to be hindered. In addition, a sudden change is likely to affect their sense of self-efficacy in different ways. The inability to communicate in the language of the host country with their neighbours and classmates, learning new subjects in school, inability to understand the medium of instruction in school, adapting to new culture, are all deeply felt by the refugee children. A sense of motivation, personal wellbeing and satisfaction are largely determined by one's level of self-efficacy at any given task. Similarly, one's performance, goal and success in life are also greatly influenced by one's sense of self-efficacy. Therefore, it becomes really significant to understand the mental stances of the refugee children by examining their sense of self-efficacy at various instances in order to provide the required assistance to the refugee children for improving their general sense of wellbeing.

Review of Literature

Al Issa (2024) reported that traumatic experiences were linked to self-efficacy among the Palestinian refugee children. In some cases, these negative experiences induced resilience against the general expectation as indicated by the findings of the study. It was concluded that since boys were exposed to more trauma, their resilience was likely to be higher than girls of the same age group. The study listed out certain factors that influenced self-efficacy among the refugee children including gender, size of the household and academic grades.

Chastwek et al. (2021) argued from their study that many of the behavioural problems in refugee children, who had arrived in Germany, are likely the outcome of teachers' negative perception towards them. Due to lack of professional competence on the part of the teachers, the refugee children are often subject to stereotyping and associated with certain psychological or behavioural issues. The study highlighted that the teachers' sense of self-efficacy or professional competence needs to be carefully examined. This is important for interpreting mental health or psychological assessments of refugee children including their sense of self-efficacy.

Alharbi (2018) conducted a study to find out the self-efficacy level of Syrian refugee children. The findings indicated that those refugee children residing outside

the refugee camps showed a higher level of self-efficacy in comparison to their fellow refugee children living outside the camp. It was also found that the self-efficacy level was moderate for those outside the camp. The findings of the study were attributed to the relatively better living conditions of the refugee children outside the camps at home, school and outside. It was also concluded that these refugee children had a negative view towards themselves when comparing themselves to the normal children.

Tip et al. (2020) affirmed the significance of self-efficacy in the context of the refugee children through their study. The basic premise for this conclusion is that rebuilding self-efficacy in refugee children as well as refugees is has an indirect positive outcome in the long run as in employment, language proficiency, cultural understanding, and social capital. This becomes an important determining factor that reduces the chance of developing anxiety and stress in the refugees. With this positive sense of self-efficacy, they are equipped to have a control over their physical and emotional states in their day to day life as refugees.

Hypotheses

1. There is no significant difference between boys and girls in terms of their self-efficacy.
2. There is no significant difference between boys and girls in the different dimensions of self-efficacy.

Objectives of the Study

1. To find out the level of self-efficacy of the Chin refugee children in Champhai district.
2. To find out the level of self-efficacy of Chin refugee children based on gender.
3. To find out the levels of self-efficacy of Chin refugee children across the different dimensions of self-efficacy.
4. To determine the difference between boys and girls with regards to their self-efficacy across the dimensions.

Methodology

The study uses the descriptive survey design. Hence, the primary data was collected from the refugee children using Self-Efficacy Scale constructed by the researcher. The data was analysed with the help of descriptive statistics such as mean, standard deviation and 't' test.

Sampling Technique

For the present study, random sampling technique was adopted for data collection. Out of 150 refugee students studying in Holy Cross School, 60 students aged between 12-14 years were randomly selected for the present study.

Findings of the Study

The major findings of the study are given in the following:

Objective 1: To find out the level of self-efficacy of the Chin refugee children in Champhai district

The first objective aims to find out the level of self-efficacy among Chin refugee children in Mizoram. For achieving the first objective of the study, self-efficacy tool having twenty nine statements developed by the researcher was used for data collection. The calculated scores are shown using percentages in the following table.

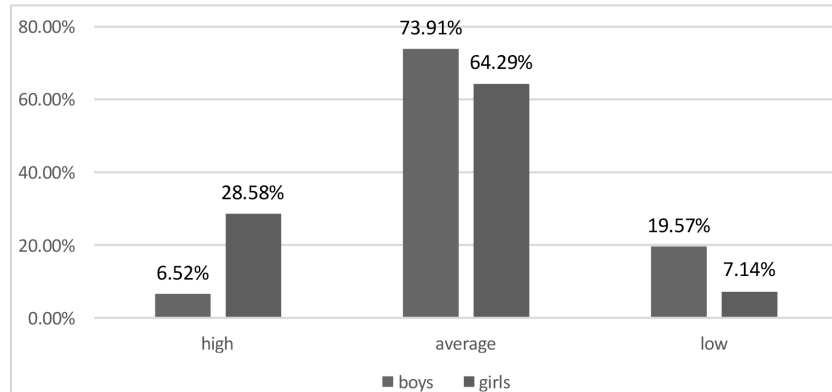
Table 1 Self-Efficacy of Chin refugee children in percentages

Level	No.(%) of Children	Mean	SD
High	8 (13.33%)	101.30	10.550
Average	42 (70%)		
Low	10 (16.67%)		

From the above Table 1, it can be seen that there are 42 (70%) children having an average level, followed by 10 (16.67%) children with a low level, and this was followed by 8 (13.33%) children with a high level of self-efficacy. It can also be observed that the mean value for self-efficacy is 101.30, and the standard deviation is 10.550 respectively.

Objective 2: To find out the level of self-efficacy of Chin refugee children based on gender

The second objective aims to investigate the level of self-efficacy of Chin refugee children based on gender.

Figure 1 Students' level in self-efficacy based on gender

Based on the above Figure 1, it can be seen that out of 46 boys, there were 34 (73.91%) boys having an average level in self-efficacy, followed by nine (19.57%) boys who had low level of self- efficacy and only 3 (6.52%) boys displayed high level of self-efficacy. On the other hand, out of 14 girls, there were 9 (64.29%) girls having an average level of self-efficacy, followed by 4 (28.57%) girls who had high level, and only 1 (7.14%) girl showed low level of self-efficacy.

Table 2 Gender difference in self-efficacy

The descriptive analysis of the data reveals Theresa difference between the boys and girls in terms of their self-efficacy, it remains to be seen whether the observed difference is statistically significant or not. Hence, using the t test, the data was analysed to find the statistical difference between both the genders. The results of the t test are given below:

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	99.43	9.467	-7.994	-2.601	58	.021	Significant
Girls	14	107.43	11.921					

As it can be observed from the Table 2, the mean value for boys is 99.43, and the standard deviation is 9.467, whereas, the mean value for girls is 107.43 and the standard deviation is 11.921. The 't' value is -2.601 and the p value is 0.21 which is lower than 0.05 which indicates that there is a significant difference in the self-efficacy of children based on their gender. Therefore, the null hypothesis H₀: There is no significant difference between boys and girls in their level of self-efficacy, is rejected. The comparison of the mean values for boys and girls indicate that girls displayed a better level of self-efficacy in comparison to their boy counterparts.

Objective 3: To explore the level of self-efficacy of Chin refugee children across dimensions

The third objective aims to find out the level of self-efficacy of the refugee children across dimensions. Self-efficacy has twenty nine (29) statements in total which are divided into five dimensions, namely: educational having five statements; social having eight statements; emotional having six statements; linguistics having four; and physical having six statements. The calculated scores for each dimension are shown using percentages in the following tables

Table 3 Students' levels of self-efficacy in different dimensions

Dimensions	High	Average	Low	Mean	SD
Educational	7 (11.67%)	47 (78.33%)	6 (10%)	16.55	2.90
Society	6 (10%)	49 (81.67%)	5 (8.33%)	26.65	5.05
Emotional	9 (15%)	47 (78.33%)	4 (6.67%)	20.85	3.517
Linguistic	5 (8.33%)	50 (83.33%)	5 (8.33%)	14.38	2.15
Physical	7 (11.67%)	48 (80%)	5 (8.33%)	22.63	2.72

As it can be seen from the Table 3, in the educational dimension, out of 60 children, there are 47 (78.33%) children having an average level, with 7 (11.67%) with a high level and 6 (10%) with a low level. The mean value is 16.55, and the standard deviation is 2.90 respectively in educational dimension.

In the society dimension, out of 60 children, there are 49 (81.67%) children having an average level, with 6 (10%) having a high level with 5 (8.33%) having a low level in society dimension. The mean value is 26.65, and the standard deviation is 5.05 respectively in society dimension.

The emotional dimension, there were 47 (78.33%) children having an average level, followed by 9 (15%) children having a high level, and this was followed by 4 (6.67%) children having a low level in emotional dimension. The mean value is 20.85, and the standard deviation is 3.517 respectively in this dimension.

In the linguistic dimension, it can be seen that there are 50 (83.33%) children having an average level, with 5 (8.33%) children each having high and low levels in linguistic dimension. The mean value is 14.38, and the standard deviation is 2.15 in linguistic dimension.

The physical dimension, it can be observed that there are 48 (80%) children having an average level, followed by 7 (11.67%) having a high level and there were 5 (8.33%) having a low level in physical dimension. The mean value is 22.63 and the standard deviation is 2.72 respectively. The above table reveals that most of the

children had average self-efficacy in all the dimensions, however, many students (10%) were found to have low self-efficacy in educational dimension compared to other dimensions. Further, compared to all dimensions, many children (15%) were found to have high self-efficacy in emotional dimension.

Objective 4: To determine the difference between boys and girls in their level of self-efficacy level based on the dimensions

The fourth objective aims to investigate the level of self-efficacy of the refugee children across the dimensions based on gender. The gender-wise scores of the students in self-efficacy across the dimensions are given in the following tables.

Students' level in educational dimension based on gender

The calculated scores of the students in educational dimension based on gender are given in the following tables.

Table 4 Comparison of students' level in educational dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	16.48	2.865	-.307	-.345	58	.731	N/S
Girls	14	16.79	3.093					

As per the Table 4, the mean value for boys is 16.48 and the standard deviation is 2.865; and for girls the mean value is 16.79 and the standard deviation is 3.093. The calculated 't' value is -.345 and the p value is 0.731 which is >0.05 , indicating that there is no significant difference in the educational dimension based on gender. Therefore, the null hypothesis H_0 : There no significant difference in educational dimension based on gender, is accepted.

Students' level in society dimension based on gender

The calculated scores of the students' self-efficacy in social dimension based on gender are given in the following tables.

Table 5 Comparison of students' level in society dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	26.30	5.236	-.481	-.960	58	.341	N/S
Girls	14	27.79	4.371					

Based on the above Table 5, the mean value for boys is 26.30 and the standard deviation is 5.236; and for girls the mean value is 27.79 and the standard deviation is

4.371 respectively. The calculated 't' value is -.960 and the p value is $0.341 > 0.05$ p value, and therefore the null hypothesis H0: There is no significant difference in the society dimension based on gender, is accepted.

Students' level in emotional dimension based on gender

The calculated scores of the students in home dimension based on gender are given in the following tables.

Table 6 Comparison of students' level in emotional dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	20.52	2.588	-2.407	-2.734	58	.008	Significant
Girls	14	22.93	3.731					

As per the Table 6, the mean value for boys is 20.52 and the standard deviation is 2.588; for girls the mean value is 22.93 and the standard deviation is 3.731 respectively. The calculated 't' value is -2.734 and the p value is 0.008 which is < 0.05 , indicating that there is a significant difference in the emotional dimension based on gender. Therefore the null hypothesis H0: There is no significant difference in the emotional dimension based on gender, is rejected. The alternate hypothesis, i.e., H1: There is a significant difference in the emotional dimension based on gender, is accepted. The comparison of the mean values between boys and girls shows that girls have a higher level in emotional dimension against their boy counterparts.

Students' level in linguistic dimension based on gender

The calculated scores of the students in linguistic dimension based on gender are given in the following tables.

Table 7 Comparison of students' level in linguistic dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	13.78	1.712	-2.575	-4.530	58	.000	Significant
Girls	14	16.36	2.307					

Analysis

As per the Table 7, the mean value for boys is 13.78 and the standard deviation is 1.712; for girls, the mean value is 16.36 and the standard deviation is 2.307 respectively. The calculated 't' value is -4.530 and the p value is $0.000 < 0.05$, indicating that there is a significant difference between boys and girls in linguistic dimension.

Therefore the null hypothesis i.e. H_0 : There is a significant difference in the linguistic dimension, is rejected. The alternate hypothesis, i.e. There is a significant difference in the linguistic dimension based on gender, is accepted. The comparison of the mean values between boys and girls shows that girls have a higher level than their boy counterparts in linguistic dimension.

Students' level in physical dimension based on gender

The calculated scores of the students in physical dimension based on gender are given in the following tables.

Table 8 Comparison of Students' level in physical dimension based on gender

Group	N	Mean	SD	MD	t-value	df	Sig. (2-tailed)	Sig. level
Boys	46	22.35	2.415	-1.224	-1.486	58	.143	N/S
Girls	14	23.57	3.502					

Analysis

From Table 8, it can be observed that the mean value for boys is 22.35 and the standard deviation is 2.415. For girls, the mean value is 23.57 and the standard deviation is 3.502. The calculated 't' value is -1.486 and the p value is 0.143 which is >0.05 , indicating that there is no significant difference between boys and girls in this dimension. Therefore, the null hypothesis H_0 : There is no significant difference in the physical dimension based on gender, is accepted.

Major Findings and Discussions

The major findings of the study are given under:

1. Majority of the refugee children (70%) had an average level, followed by children (16.67%) having a low level and there were a few (13.33%) children having a low level of self-efficacy.
2. Girls were found to have a higher level of self-efficacy than boys.
3. Most of the children had average self-efficacy in all the dimensions, however, many students (10%) were found to have low self-efficacy in educational dimension compared to other dimensions. Further, compared to all dimensions, many children (15%) were found to have high self-efficacy in emotional dimension.
4. Boys and girls did not differ significantly in educational, social and physical dimensions; whereas in the remaining two dimensions, i.e. emotional and

linguistic dimensions, significant difference was found between both the genders.

The findings of the present study indicate that the self-efficacy level of most of the Chin refugee children in Champhai district were average. As Bandura has noted, a successful experience (Kudo & Mori 2015, p. 15) and the absence of negative experiences such as bullying, criticism and failure in their relationship with others kept these refugee children resilient. It can also be attributed to verbal persuasion which is often cited to be a relevant source of self-efficacy (van Dinther et al., 2011, p. 105). In this sense, refugees in general have often received positive encouragement and support from the locals, teachers and friends in different situations. The general experience of refugees is characterised by positive social interactions and this explains their relatively normal level of self-efficacy. Although self-efficacy is subjective and varies from person to person, yet in the case of the Chin refugees or refugee children by “giving them a sense of security lead to social inclusion” (Altinay et al. 2023, p. 7). In other words, the sympathy received by the refugees at the hands of the locals has improved their sense of wellbeing, self-concept and hence has positively impacted their self-efficacy. The influence of gender on self-efficacy, not only in the case of refugees, is a highly subjective matter and may vary based on the contexts. For instance, the present tool aimed to find out the self-efficacy level using a tool having five dimensions. As the results of the finding indicate, the differences between boys and girls became more prominent in two of the dimensions, i.e. emotional and linguistic. This is in line with the previous studies that stated that “Females displayed higher language arts self-efficacy than males” (Huang 2013, p.1); and also, “Women being better on emotional intelligence score...deals with managing and expressing emotions...which is one of the major strengths for women (Khurana et al 2022, p. 70). This is an indication that there have been instances where female display better control over emotion as well as mastery in any given language. However, gender influence on self-efficacy is much more complex than it is generally assumed to be and therefore further studies may be required to understand this complex relationship.

Conclusion

The study examines the self-efficacy level of Chin refugee children in Champhai district. The major findings indicate that majority of the refugee displayed a relatively normal level of self-efficacy. In gender based comparison, girls were found to have a better self-efficacy in comparison to their boy counterparts. It can be concluded that the refugee children, despite their vulnerable status due to forced migration, are not necessarily susceptible to negative emotions. One's sense of self-efficacy is highly a personal matter and is shaped by one's unique experiences to a great extent. The

refugees, when dealt with positivity and trust, thereby providing them with a sense of security at societal levels, are likely to maintain a sense of personal wellbeing and positive self-efficacy.

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