

THE RELATIONSHIP BETWEEN GROWTH MINDSET AND SELF-EFFICACY OF NURSES AT HOSPITAL 'X' IN BANDUNG DURING THE COVID-19 PANDEMIC

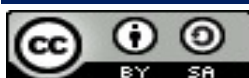
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ABSTRACT

The COVID-19 pandemic has placed extraordinary demands on nurses, increasing their workload and emotional pressure, particularly at Hospital "X" in Bandung. Nurses faced overwhelming challenges requiring clinical skills and strong psychological resilience, including self-efficacy and a growth mindset. However, research exploring the relationship between these two psychological constructs among healthcare professionals remains limited. This study aims to examine the relationship between growth mindset and self-efficacy among nurses during the COVID-19 pandemic. A non-experimental quantitative approach was employed using a correlational method, with data collected via online questionnaires distributed to 233 nurses. Measurement tools included the Generalized Self-Efficacy Scale (GSES) and a Mindset Assessment adapted from Dweck's instrument. The data were analyzed using Pearson correlation through SPSS. The results revealed a significant but weak positive correlation ($r = 0.284$; $p < 0.01$) between growth mindset and self-efficacy among nurses. These findings suggest that although belief in the ability to grow (growth mindset) supports confidence in task performance (self-efficacy), the relationship is not strong, indicating that other factors may also influence self-efficacy. The study implies that interventions to strengthen both mindset and self-efficacy could enhance nurses' resilience and performance, particularly during health crises or highly stressful working conditions.

KEYWORDS

growth mindset, self-efficacy, nurse



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INTRODUCTION

Nurses as medical personnel are at the forefront of the health sector. The role of nurses is very important in providing health services for the community. Especially when the world was hit by the Coronavirus Disease 2019 (COVID-19) pandemic, a virus that was first discovered in December 2019 in Wuhan, China, and then spread throughout almost the entire world. Until now (the end of 2022),

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the COVID-19 pandemic has not ended, and the spread of this virus continues with new variants, so the ability of existing vaccines to overcome diseases caused by this virus is still unconvincing. The number of infected people and those who died is increasing day by day (Lu, Stratton, & Tang, 2020; Sohrabi et al., 2020). The more people are exposed to the COVID-19 virus, the more people need medical services in hospitals. This makes nurses, as health workers, have a greater workload due to the increasing number of hospital patients.

The COVID-19 pandemic in Indonesia has resulted in a very heavy increase in the burden on the health service system in the country, including health workers. The most visible risk is the safety aspect of health workers who are at the forefront because they have the opportunity to be exposed to COVID-19 and risk threatening their life safety.

In the midst of the COVID-19 pandemic outbreak, nurses are required to provide nursing care by providing their best services to minimize morbidity and mortality rates (Jannah, 2021). On the 2020 World Health Day campaign, the World Health Organization (WHO) stated the importance of nurses in caring for coronavirus patients. But in reality, at a sharp increase in the number of COVID-19 patients, nurses are overwhelmed and do not have enough training for disaster preparedness, so nurses may feel unsure of being able to provide the necessary assistance.

When the number of COVID-19 patients increases rapidly, many patients simultaneously require medical services, while health facilities, both places for treatment and medical aid, are very limited due to increasing demand or needs. More medical personnel, especially nurses, are needed, while there is not enough time and effort to serve all patients. In this situation, confidence in one's abilities or *self-efficacy* can make nurses make the best effort to help patients. *Self-efficacy increases motivation and positive emotions in a person*, even in their limitations. A person with high self-efficacy can do something with difficulty by trying their best, even though he does not master the task very well. On the other hand, a person with low *self-efficacy* will not be able to do something well because he is not confident in their abilities, even though the task is easy.

The influence of *self-efficacy* on a person's performance also resembles the impact of a person's mindset. Dweck said that *mindset* is a person's beliefs (*self-beliefs*) that are stretched on a continuum scale. On one side, there is a growth mindset. The other side is a fixed mindset. The assumption that the qualities possessed by individuals are standard or fixed is termed a fixed mindset. In contrast, a growth mindset is described as the belief that a person's basic qualities are things that can be developed through effort. Nurses with a growth mindset are predicted to be able to continue to try and persist in carrying out their duties and functions as medical personnel, even though they face situations that cannot be understood, such as the symptoms experienced by COVID-19 patients. While nurses who believe that skills and abilities are innate and cannot change will make minimal effort to provide care for Covid-19 patients, because they believe that their efforts cannot develop their ability to overcome difficulties in handling Covid-19 patients, this describes a person with a *fixed mindset*.

Self-efficacy and mindset are beliefs that a person believes in, ultimately influencing *their behavior and efforts*. *Mindset* is broader, while *self-efficacy* is more specific. *Self-efficacy* in one area or certain fields can be different from *self-efficacy* in other areas or areas of a person's life. Bandura (1977) explained that *self-*

efficacy refers to a person's belief about their ability to complete tasks in specific situations successfully. In the later stages, when skills improve, this belief can be applied or generalized to other situations that require similar skill levels. Suppose self-efficacy in some specific situations can be applied to different situations. In that case, there is a possibility of forming a person's view of various situations faced, in this case, creating a mindset. Palazzolo (2016) revealed that *self-efficacy* and mindset theory are considered to be closely related, but there is still little research to show empirical evidence to support this. Until now, there is still little research on the relationship between *self-efficacy* and *growth mindset*, especially for workers, although there have been previous studies on students or learners (Rhew, Piro, Goolkasian, & Cosentino, 2017; Buenconseil & Datu, 2020; Wangwongwiroj & Yasri, 2021). Based on the explanation presented regarding *growth mindset* and *self-efficacy*, the researcher is interested in looking at the relationship between *growth mindset* and *self-efficacy* in nurses at Hospital "X", Bandung.

Frame of Thought

Healthcare workers face a high risk of experiencing increased stress and they have to deal with it (Lai Ma, Wang, Cai, Hu, Wei, Wu, Du, Chen, Li, Tan, Kang, Yao, Huang, Wang, Wang, Liu, Hu, 2020). Many health workers have to isolate themselves from their families and close people even if they do not experience Covid-19, this is a difficult decision and can cause a significant psychological burden on them (Kang, Li, Hu, Chen, Yang, Wang, Hu, Lai, Ma, Chen, Guan, Wang, Ma, Liu, 2020; Tsamakis, Triantafyllis, Tsiptsios, Spartalis, Mueller, Tsamakis, Chaidou, Spandidos, Fotis, Economou, Rizos, 2020). A person needs self-confidence to face difficult situations. Self-confidence in their ability to complete tasks successfully is known as *self-efficacy* (Bandura, 1977).

A person with high self-efficacy believes that individuals can deal with events and situations effectively. High *self-efficacy* reduces fear of failure, increases aspiration, improves problem-solving skills, and analytical thinking skills. According to Bandura (in Prestiana & Purbandini, 2012), people with high self-efficacy will have higher enthusiasm in carrying out a certain task than those with low *self-efficacy*. Low *self-efficacy* will impact individuals, namely damaging motivation, lowering aspirations, impairing cognitive abilities, and indirectly affecting physical health. It can cause a person to be inappropriate in determining attitudes, such as decision-making, and how to do work in a good way (Kusnadi, 2014). This is because a person feels unsure of himself to be able to do his job well (Kusnadi, 2014).

The existence of *high self-efficacy* in nurses can help to improve the treatment results that are to be achieved by trying to complete difficult tasks or overcome challenging situations (Suhamdani et al., 2020). *High self-efficacy will make a person more interested and pay attention to the task. If faced with a difficult situation, they will have confidence that they will be able to control the situation. So with high self-efficacy, a person can bring out the best in himself* (Merolla, 2017).

In contrast, nurses with low self-efficacy impact their actions with patients. They feel hesitant and anxious about handling patients (Xiong et al., 2020). They easily give up on treatment and immediately hand over the patient's treatment to

another nurse, for example, when the patient being treated suddenly has a seizure or other unexpected symptoms.

Mindset is a set of beliefs that direct how a person responds to something or interprets a situation and underlies a person's attitude towards the ability to succeed in various fields (Wangwongwiroj & Yasri, 2021). This determines how a person views potential, intelligence, talents, challenges, and opportunities as a process that must be pursued with perseverance, hard work, and effort to achieve goals. Dweck (2017) explains that mindset theory focuses on people's diverse responses to challenges and explains the rational reasons why some people become discouraged after failure or why they back down when they experience obstacles.

Belief in intelligence, talent, or skills is generally divided into two types: *growth mindset* and *fixed mindset*. *A person who believes that skills and abilities are innate, given, and cannot be changed is a person with a fixed mindset*. In other words, they believe skills and abilities cannot be developed from birth until any time, and will be at the same level. This is what happens when facing challenges: they see it as a sign that they are not intelligent, or incapable, unskilled, or not talented. They immediately shy away and do not try to face difficulties because they feel the problem is not for them (Blackwell, 2017).

On the other hand, people with *a growth mindset* believe that skills and intelligence can be developed with persistent hard work. In other words, they believe that skills and intelligence can be improved. Such people see challenges as positive opportunities to improve their abilities.

The COVID-19 pandemic significantly strained healthcare systems worldwide, increasing the workload and emotional burden on frontline medical personnel, especially nurses. At Hospital "X" in Bandung, nurses faced overwhelming patient numbers, inadequate resources, and unprecedented clinical challenges. These pressures demanded psychological resilience, yet many nurses struggled with uncertainty, stress, and self-doubt in their ability to provide optimal care during the crisis. Self-efficacy and mindset, which influence how individuals respond to challenges, emerged as critical psychological constructs requiring investigation in this context.

Despite theoretical suggestions that growth mindset and self-efficacy should be positively correlated, enhancing persistence and adaptability, empirical studies remained scarce, particularly among healthcare workers. The pandemic offered a unique, high-stress setting to examine the relationship between nurses' belief in personal development (growth mindset) and their confidence in task performance (self-efficacy), highlighting gaps between theory and real-world application.

Given the ongoing risk of pandemics and nurses' central role in public health responses, understanding the psychological factors that support nurses' effectiveness is urgent. Research that clarifies the interaction between growth mindset and self-efficacy can inform interventions to bolster nurses' resilience, motivation, and performance under crisis conditions, ultimately improving healthcare delivery during emergencies.

Bandura's self-efficacy theory (1977, 2000) emphasized the role of belief in one's capabilities to achieve success, especially under challenging conditions. High self-efficacy has been linked to better problem-solving, greater persistence, and improved emotional regulation, essential for healthcare workers under stress.

Dweck's (2017) growth mindset theory argued that individuals who believe abilities can be developed are more likely to persevere through difficulties and

embrace learning opportunities. In the academic field, Zander et al. (2018) found a positive relationship between growth mindset and self-efficacy among students, suggesting mutual reinforcement between believing in personal development and confidence in skill mastery.

Buenconsejo & Datu (2020) revealed complex interactions between fixed/growth mindsets and career development self-efficacy, highlighting that even individuals with fixed mindsets might show high self-efficacy in specialized areas. This finding suggests that domain-specific self-efficacy and general mindset beliefs may not always align neatly, particularly in professional environments like healthcare.

While previous studies have explored growth mindset and self-efficacy separately or among students, little research has examined their relationship among professional nurses during a health crisis. Most existing studies also neglect the nuanced differences between domain-specific self-efficacy and broader mindset beliefs, a gap this study aims to address by focusing on nurses' experiences during the COVID-19 pandemic.

This study is novel in its focus on the correlation between growth mindset and self-efficacy, specifically among nurses in a high-stress, real-world context—the COVID-19 pandemic. The research offers new insights into how growth beliefs and task confidence interact under extreme professional pressures by applying validated psychological instruments to a healthcare population and interpreting the weak correlation.

This study aims to investigate the relationship between growth mindset and self-efficacy among nurses at Hospital "X" in Bandung during the COVID-19 pandemic, using quantitative correlational methods to understand whether believing in the potential for development influences nurses' confidence in managing challenging clinical tasks.

The study's findings can guide the design of psychological support programs and training interventions that strengthen nurses' resilience by fostering growth mindsets and enhancing self-efficacy. Additionally, understanding the relationship between these constructs can contribute to broader strategies for workforce development and mental health support in healthcare settings facing ongoing or future crises.

RESEARCH METHOD

This study is a non-experimental quantitative research using a correlational method to examine the relationship between growth mindset and self-efficacy among nurses at Hospital "X" in Bandung. The correlational method measures the strength and direction of the relationship between two variables (Graziano & Raulin, 2014). Data was collected through an online survey distributed via Google Forms, with prior approval from the hospital. Only nurses who gave informed consent participated. Two main instruments were utilized: the Generalized Self-Efficacy Scale (GSES) developed by Schwarzer and Jerusalem (1995), consisting of 10 items with item validity ranging from 0.598 to 0.809 and reliability ($\alpha = 0.914$); and the Mindset Assessment composed of 8 items adapted from Dweck's original instrument, with item validity ranging from 0.289 to 0.567 and reliability

of 0.817. Demographic data such as age, gender, marital status, and years of service were also collected to characterize the respondent profile.

The study population included all nurses in both inpatient and outpatient units at Hospital "X." Data analysis was conducted using Pearson correlation analysis with the assistance of SPSS software. The study proposed two hypotheses: H0 (no positive relationship between growth mindset and self-efficacy among the nurses) and H1 (positive relationship between growth mindset and self-efficacy among the nurses). The chosen method and instruments aimed to rigorously explore whether a growth mindset is associated with higher levels of self-efficacy among healthcare professionals facing the ongoing challenges posed by the COVID-19 pandemic.

RESULT AND DISCUSSION

Overview of Respondent Characteristics

In this study, 233 respondents were willing to complete the research measuring instruments online. From the results, the characteristics of the respondents were obtained as follows: as many as 69.5% were female, more than the male respondents, who were only 30.5%. Based on educational backgrounds, respondents with a nursing S1 education background of 50.6% are almost balanced with the number of respondents with a nursing D3 education background, which is 49.4%. The majority of respondents, 80.7%, are married, while 15.9% are single, and 3.4% are separated/divorced. More details of the respondents' characteristics can be seen in the following table 1.

Table 1. Respondent Demographic Data

<i>Characteristic</i>	<i>F</i>	<i>%</i>
<u>Gender</u>		
Man	71	30,5
Woman	162	69,5
<u>Education</u>		
D3	115	49,4
S1	118	50,6
<u>Marital Status</u>		
Single	37	15,9
Marry	188	80,7
Separation (divorce)	8	3,4
<u>Long Career as a Nurse</u>		
0-5 years	45	19,3
6-10 years	81	34,8
11-15 years	49	21,0
16-20 years	19	8,2
21-25 years old	19	8,2
25 years <	20	8,6
<u>Position/Title</u>		
Nurse Practitioner	204	87,6
Administrator/Head/Staff	29	12,4

Table 2 shows the average growth mindset and self-efficacy and presents skewness and kurtosis values.

Table 2. Descriptive Statistics of Growth Mindset and Self-Efficacy

Category	Mean	Std. Deviation
Growth Mindset	28,54	3,96
Self efficacy	29,80	5,10

The average growth mindset of the respondents was 28.54 and SD=3.96, while the average self-efficacy was 29.80 and SD=5.10.

Table 3. Correlation Statistical Test

		GrowthMS	Self Efficacy
GrowthMS	Pearson	1	.284**
	Correlation		
	Sig. (1-tailed)		0,000
N		233	233

Based on the Pearson's Product Moment correlation test results, significance = 0.000 and $r=0.284$ were obtained. The significance value of 0 shows a relationship between growth mindset and self-efficacy in nurses, with strength that can be seen from the value of $r=0.284$. The results of this study show that the H_0 hypothesis is rejected, meaning that there is a significant and positive relationship between *growth mindset* and nurse *self-efficacy*. Referring to the interpretation of the correlation coefficient according to Sarwono (2019), the value of the coefficient 0.00-0.25 shows a very weak correlation; 0.25-0.50 indicates a sufficient correlation; 0.50-0.75 shows a strong correlation; 0.75-0.99 shows a very strong correlation. This means that empirical results were obtained in this study that the relationship between *growth mindset* and nurse *self-efficacy* can be categorized as a sufficient correlation.

Discussion

The study results show that *Growth Mindset* and *Self-efficacy* in nurses at Hospital 'X' Bandung correlate with sufficient closeness, or, according to Mukaka (2012), is categorized as a weak correlation. This means that a nurse who believes that her intelligence, talents, skills, and abilities can be developed with effort and hard work will experience an increase in Self-efficacy in carrying out their duties successfully. However, although the two are correlated, it is not necessarily the case that when a nurse has self-confidence in carrying out her duties (Self-efficacy), she will provide help to the patient, also have the belief that his intelligence, talents, skills, and abilities can be developed (*Growth Mindset*) with hard work and a certain effort.

The poor correlation between Growth Mindset and Self-efficacy in this study is different from the findings of Zander et al. (2018), which concluded a close relationship between Growth Mindset and Self-efficacy among students.

With a weak correlation, it can be interpreted that the nurse may have *Self-efficacy* who are high in specific tasks, such as preparing medicines, installing infusions on patients, working on administrative demands of a nurse in recording her patient's medical records, because the situation she faces is very specific and is a daily situation that is familiar to nurses. However, it is not necessarily that nurses believe their efforts and hard work can bring change to improve their intelligence, talent, skills, and abilities. This is found in other studies that tested relationships between mindset and mastery experiences, one of the sources of self-efficacy, *where the result is a weak relationship*, namely $r=0.3$. In the study, Wangwongwiroj & Yasri (2021) explained that when a person is faced with different challenges but requires similar skills, they will be able to handle them better than in previous experiences, as a result of the development of their skills and abilities. They will gain a *Growth Mindset*, making them more tolerant of unintentional mistakes and obstacles to achieving their goals, as long as they go through the process. This result can also be interpreted that with a person experiencing a certain challenge, a person, in this case a nurse, has a chance of being exposed to more difficulties and obstacles and then learning to overcome them. Those who believe that efforts will lead to improved abilities and skills will be more flexible and open to receiving feedback for improvement.

From other studies, Blackwell (2017) shows that a growth mindset is a more adaptive characteristic than a person who believes that their intelligence, talents, skills, and abilities are innate (*Fixed Mindset*). But Buenconsejo & Datu (2020) found that a fixed mindset strongly correlates with beliefs, career exploration, and talent development. This means that a person will focus more on the area he thinks is his field and ultimately Increase engagement In the chosen field. This seems to help explain the findings of this study and why the correlation between growth mindset and self-efficacy is not very strong. Because someone who has chosen her career as a nurse illustrates that she has confidence in doing her duties as a nurse. This is so that not only people who have a growth mindset will be sure to overcome obstacles and deal with difficulties, but even those with a fixed mindset will feel that way.

Nurses with *Fixed Mindset* Considering that caring, accompanying the sick, is his innate nature, which in the end makes him confident that he can overcome difficulties or challenges in his scope of work because they have those abilities or skills from the beginning, even when facing the Covid-19 pandemic which is quite different from the previous days. Nurses with a *Fixed Mindset* also have the opportunity to have high self-efficacy regarding the scope of work.

CONCLUSION

Based on the discussion above, there are interesting things that are found that although theoretically the two variable concepts studied in this study are *beliefs* or beliefs that will affect how a person responds to situations and ultimately affect behavior, the results of empirical research in the field may be obtained results that are different from theoretical or hypothetical assumptions. The conclusion obtained

in this study is that there is a weak relationship between *growth mindset* and *self-efficacy* in nurses at Hospital 'X' Bandung.

Suggestions are submitted for nurses at Hospital 'X' to continue to improve *self-efficacy*, especially in the field of work, by participating in training, workshops, seminars, or asking for feedback from more experienced colleagues. Increased knowledge can equip you with increased skills and abilities. However, high *self-efficacy* can make nurses more tolerant of difficulties, obstacles, and stressful situations.

Researchers can further develop research using instruments that are more in accordance with the respondents' conditions so that the responses given can be appropriate. It is also recommended that instruments be developed to measure mindset with higher validity and reliability. Further research that is interested in mindset can also see how the relationship *between Growth Mindset and Fixed Mindset affects other factors that can affect Self-efficacy, such as Self-efficacy*.

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