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EMPLOYABILITY SKILLS AND SELF-EFFICACY AMONG STUDENTS AT BILIRAN PROVINCE STATE UNIVERSITY

Reymark S. Pabilando[1*], Ruth T. Sabonsolin[2]
[1] *School of Management and Entrepreneurship, Biliran Province State University, Naval, Biliran, Philippines*
[2] *School of Arts and Sciences, Biliran Province State University, Naval, Biliran, Philippines*
[*] *reymark.pabilando@bipsu.edu.ph*

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ABSTRACT

Background: Employability skills and self-efficacy among students in the university can be improved by providing them with the necessary resources and support. This includes providing students with access to career and employability services, such as career counseling, job search assistance, and resume writing services.
Aim: This study was designed to investigate the employability skills and self-efficacy of students at Biliran Province State University.
Method: The study used a survey questionnaire to collect data from a sample of 100 students from different colleges within the University.
Findings: Results revealed that the students had low to moderate employability skills and self-efficacy. The results also showed that there were significant differences in employability skills and self-efficacy among students in different colleges at the University. The discussion of the results highlighted the importance of developing interventions to improve the employability skills and self-efficacy of students. The study concluded that the employability skills and self-efficacy of students at Biliran Province State University needed to be improved. Recommendations included providing training and workshops to help students develop their employability skills and self-efficacy.

KEYWORDS

employability skills, self-efficacy, Biliran Province State University

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INTRODUCTION

Employability skills and self-efficacy among students in the university can be improved by providing them with the necessary resources and support. This includes providing students with access to career and employability services, such as career counseling, job search assistance, and resume writing services. Additionally, universities can host career fairs and other events to provide students with direct access to employers, which can help them gain valuable experience and insight into the job market. Moreover, universities can offer career-focused classes, seminars, and workshops to help students develop the skills they need to be successful in their job search and long-term career. Finally, universities can encourage and support student involvement in extracurricular activities, internships, and volunteer opportunities to gain practical experience, build connections, and develop self-confidence and self-efficacy (Vogel, 2020).

Employability skills are the skills and qualities that employers look for when hiring and retaining employees (Haryanti, 2022; Osmani et al., 2019). These skills are transferable across a variety of industries and positions and are highly valued by employers. University students are in a unique position to start building their employability skills early in their

academic careers (Bates et al., 2019). With the right guidance and dedication, they can learn the skills that employers seek and gain an edge in the job market (McGill & Taras, 2016).

Self-efficacy among students in a university can play a large role in their academic performance and overall well-being. Self-efficacy is the belief in one's own ability to achieve a certain outcome or task. It can be a strong motivator for students, as it can give them the confidence to tackle difficult tasks and manage the stresses that come with university life (Crocker & Cooper, 2013). Having a strong sense of self-efficacy can help students believe in their own abilities, even when faced with challenging situations (Voica et al., 2020). This can be useful in the classroom, as it can help them to manage difficult tasks, such as studying for exams, completing assignments, and managing their time. It can also help them to develop a positive attitude towards their studies, by allowing them to focus on their successes and learn from their mistakes (Caprara et al., 2008). In addition, having a strong sense of self-efficacy can help students to manage stress and cope with the pressures of university life. It can help them to stay motivated and focused, and to develop problem-solving skills. It can also help them to build relationships with their peers and professors and to take on leadership roles in their educational careers (Dweck, 2007).

The Philippines has a large population of college students and the need for employability skills and self-efficacy among them has become increasingly important. Employability skills are those skills that are necessary for individuals to be able to secure and maintain employment. Self-efficacy is the belief that one can accomplish a task or goal (Lyons & Bandura, 2019). One of the major issues students are facing in the Philippines is the lack of awareness and access to resources that can help them build their employability skills and self-efficacy. Many universities do not have adequate programs and services in place to help equip students with the skills and confidence needed to succeed in the workforce. In addition, students often lack the necessary guidance and support needed to develop employability skills and self-efficacy (Perez, 2020).

Another problem is the lack of job opportunities for students who do possess the necessary skills and confidence. Many employers in the Philippines are not willing to hire students who lack the necessary skills or confidence to succeed in a given job. This can lead to a feeling of hopelessness and a lack of motivation to gain the skills and confidence needed to secure employment. To address these issues, universities in the Philippines need to provide students with the resources needed to build their employability skills and self-efficacy (Gomez, 2018).

Research by Pasana et al. (2020) discussed the transition of self-efficacy implementation from senior high school years to higher education through K to 12 Basic Education Curriculum. The study found out that higher education students have higher level of self-efficacy compared to them in high school. What the researchers thought missed from the research is not every school use the curriculum. On another occasion, a study by Puertos (2022) revealed that in employability skills are inseparable from self-efficacy. However, he did not reveal how employability skills and self-efficacy are supposed to be supported.

The current research on employability skills and self-efficacy among students from different universities in the Philippines is limited. While studies have been conducted on the general employability skills of university students in the Philippines, there is a lack of research exploring the specific employability skills and self-efficacy of students from

different universities within the country. There is also a lack of research into the impact of different university policies and programs on the development of employability skills and self-efficacy of students. Furthermore, there is a need to explore the differences in employability skills and self-efficacy between different universities in terms of student backgrounds, socioeconomic status, and other factors. Finally, further research should be conducted to identify the most effective strategies for improving employability skills and self-efficacy among students in the Philippines.

To address the research gap in employability skills and self-efficacy among students at Biliran Province State University, a research study should be conducted using a mixed-methods approach. Qualitative interviews with students should be conducted to gain insight into their perceptions of employability skills and self-efficacy. Additionally, a survey could be administered to a larger sample of students to measure their levels of self-efficacy and their knowledge of employability skills. The survey should also include questions about the resources and support available to them from the university in regard to gaining employability skills. The results of the study could then be used to inform the university's policies and procedures for developing employability skills among students and provide insight into how to better support students in their career development.

The current study focuses on the relationship between employability skills and self-efficacy among students. To understand this, the theoretical framework of the study is based on the Social Cognitive Theory. The Social Cognitive Theory is an agentic perspective which emphasizes the role of cognitive, behavioral, and environmental factors in influencing human behavior (Bandura et al., 1999). According to this theory, individuals have the capability to exercise control over their own behavior, provided they are equipped with the necessary skills, knowledge, and self-efficacy.

The concept of employability skills is closely related to the idea of self-efficacy. Self-efficacy is the belief individuals have in their capabilities to achieve a goal and can be influenced by past experiences, social support, and other factors (Bandura et al., 1999). Self-efficacy is an important factor for successful adaptation and achievement of goals, including employability. It is proposed that individuals who possess higher levels of self-efficacy will be better able to develop and utilize employability skills (Vandayani & Sumarni, 2022). This is because higher self-efficacy leads to greater motivation and effort in developing these skills. Furthermore, individuals with higher levels of self-efficacy are more likely to persist in the face of setbacks and be better able to cope with the challenges associated with job seeking and maintaining employment.

The theoretical framework of this study is based on the Social Cognitive Theory, which emphasizes the role of cognitive, behavioral, and environmental factors in influencing human behavior. It is proposed that individuals with higher levels of self-efficacy are more likely to develop and utilize employability skills, leading to greater success in the job market.

The main objective of the study would be to assess the employability skills and self-efficacy of student at Biliran Province State University. Specifically, this would describe the socio-demographic characteristics of the respondents (in terms of age, gender, year level, and school), determine the level of employability skills of respondents (in terms of communication, problem-solving, teamwork, planning & organizing, creativity/innovation, working with others, numeracy skills, ICT skills, self-management skills, and time-

management skills), examine the level of self-efficacy of students at Biliran Province State University, and recommend strategies for enhancing employability skills and self-efficacy among students at Biliran Province State University.

METHOD

A descriptive research design was the most appropriate for this study as it aims to identify the current level of employability skills and self-efficacy among students. This type of research design would involve surveying a sample of students to assess their current level of employability skills and self-efficacy, as well as gathering additional qualitative data through focus groups or interviews. The data collected could then be analyzed to identify patterns and trends in the employability skills and self-efficacy of the students in the sample.

The Biliran Province State University (BPSU) located in Biliran, Philippines, is an ideal research locale for the study of employability skills and self-efficacy among students. The university has been around and since then, has grown to be the largest university in the province. It houses a diverse student population, representing both local and international students, which makes it a great location for this study. The university also has a wide range of facilities and services available to its students, including career services, research centers, and an excellent library. Furthermore, the university has strong links with local employers, which means that students can gain access to valuable insights into the job market and the skills they need to succeed in it. All of these factors make BIPSU an ideal research locale for the study of employability skills and self-efficacy among students.

The respondents of the study were selected students from Biliran Province State University. The primary goal of the study is to assess the employability skills and self-efficacy of these students. For the study to be successful, it is important that the research respondents were chosen carefully. This included demographic information such as age, gender, ethnicity, and educational level. It helped the research to choose a sample that is representative of the population as a whole. Additionally, the researcher identified other factors such as prior work experience, job skills, and current employment status to ensure that the sample is appropriate for the study. Hence, based on the survey, researchers obtained 100 samples to cooperate in the research.

To determine the employability skills and self-efficacy among students in Biliran Province State University, the researcher utilized research tools which were adopted from different studies about employability skills, self-efficacy. The questionnaire was divided into several parts: Part I is the demographic data of the student which include age, sex, and monthly family income, number of siblings and how supported their study. Part II determines the self-perceived employability skills of students-interns. “Student Employability Skills Questionnaire (SESQ)” was adapted from the study of ORJI, Nna Sunday. The items were grouped according to the 10 skills categories: Communication, Problem-solving, Teamwork, Planning & organizing, Creativity/innovation, Working with others, Independent study, Numeracy skills, ICT skills, self-management, skills and time-management.

The researchers acquired permission from the Dean to conduct a survey. The researchers then acquired permission from each respondent to conduct the survey. Survey questionnaires were distributed and retrieve thereafter. Data gathered are categorized based on the respondents' answer to the questions. This study utilized data scoring of the different

variables using the rating scale which, after the researcher obtained pertinent data and results of the gathered data and information, were then collated, organized, analyzed and interpreted.

To aid in the analysis of the data, statistical tools were utilized. Simple percentages, mean and standard deviation were used in tabulating the rate of the respondents' profile. Employability skills and self-efficacy responses were analyzed using descriptive statistics including mean, standard deviation, and percentage.

RESULTS AND DISCUSSION

Another objective of the study was the self-assessment of students on their employability skills. Indicators include communication skills, problem solving skills, teamwork, planning and organizing skills, creativity/innovation, working with others, independent study, numeracy skills, ICT skills, self-management skills, and time management/prioritizing skills.

Table 1. Communication

Indicator	Mean	SD	Description
I can speak and write clearly so that others understand	3.92	0.862	Good
I can read and understand information in words, graphs, diagrams, or charts	3.71	0.926	Good
I listen and ask questions to understand instructions and other people's points of view	4.23	0.942	Good
AWM	**3.95**		**Good**

The data above shows that overall, individuals have good communication skills. Specifically, the mean and standard deviation for each indicator is high which suggests that individuals are able to speak, write, and read with clarity, as well as listen and ask questions to gain understanding. This implies that individuals have the ability to effectively communicate with others and share information. As a result, this can have a positive impact on their relationships, performance, and overall success in various areas of life**.**

Table 2. Problem-Solving

Indicator	Mean	SD	Description
I can assess situations, identify problems, and evaluate solutions	3.59	0.906	Good
I recognize many dimensions of a problem and can determine a root cause	3.28	0.856	Satisfactory
I am not afraid to be creative when solving problems. I like to make sure the solution works in case improvement is required	3.50	1.005	Satisfactory
AWM	**3.45**		**Satisfactory**

The data above indicates that the individual is fairly proficient in problem-solving capabilities. On average, they scored 3.59, 3.28, 3.50, and 3.45 on the four indicators. This is a slightly above-average score, suggesting that the individual is capable of assessing

situations, identifying problems, evaluating solutions, recognizing the dimensions of a problem, and determining root causes. Additionally, they are not afraid to be creative when solving problems, and they like to make sure the solution works in case improvement is required.

The implications of this data are that the individual is likely to be able to handle a variety of problem-solving tasks. They should be able to recognize and address problems quickly and efficiently and have the necessary creative thinking abilities to develop creative solutions. This could be a beneficial asset in any workplace or academic environment.

Table 3. Teamwork

Indicator	Mean	SD	Description
I work/co-operate well with other students and team leaders	4.35	0.872	Good
I can lead a teamwork at school	3.63	1.131	Good
I have the skills of negotiating/persuading	3.56	1.010	Good
I place much value on respect for others	4.47	0.794	Good
AWM	**4.01**		**Good**

The data above shows that students have generally good teamwork skills. The mean scores for all indicators are above 3, which indicates that students have good levels of teamwork skills. The standard deviations are also relatively low, indicating that the responses within the sample are relatively consistent and that there is not much variation in the responses.

The implication of this data is that students are generally well-equipped with the necessary skills to engage in teamwork and to lead teams. This is beneficial to them in their academic pursuits and would likely contribute to their success in the future. It also suggests that students have a good sense of respect for their peers, which is an important part of successful teamwork.

Table 4. Planning and Organizing

Indicator	Mean	SD	Description
I am good at managing time and priorities – setting timelines	3.73	0.897	Good
I am good at taking initiative and making decisions	3.73	0.930	Good
I am a good at being resourceful	3.74	0.878	Good
AWM	**3.73**		**Good**

The data above shows that respondents have a good rating of their planning and organizing skills. The mean score across all indicators is 3.73, with a standard deviation of 0.897 to 0.930. This implies that the respondents are generally positive about their ability to manage time and priorities, take initiative and make decisions, and be resourceful. This could be an indication that the respondents have the necessary skills to effectively plan and

organize tasks and activities. The implication is that these skills will enable them to successfully complete projects and assignments in a timely manner.

Table 5. Creativity/Innovation

Indicator	Mean	SD	Description
When doing a task, I often devise new ways to do it faster and better	3.69	0.848	Good
I usually come up with creative and innovative ideas during group work	3.66	0.887	Good
I like trying out things myself	3.87	0.980	Good
AWM	**3.74**		**Good**

The data above indicate that participants generally have a good level of creativity and innovation. The mean scores for each indicator are above 3.5 which indicates that participants are more likely to come up with creative and innovative ideas during group projects. This implies that participants are likely to be open to new ideas and willing to take risks. This is an important trait in the workplace, as it can lead to increased productivity and innovation. Therefore, this data suggests that participants have the potential to be successful in their work.

Table 6. Working with Others

Indicator	Mean	SD	Description
I enjoy working as part of a team	4.53	0.724	Excellent
I like to contribute to common goals	4.23	0.755	Good
I enjoy the “give and take” of working in a group	4.36	0.791	Good
AWM	**4.37**		**Good**

The data above shows that, on average, people enjoy working as part of a team, like to contribute to common goals, and enjoy the "give and take" of working in a group. This indicates that people generally find working with others to be rewarding and that they are open to collaboration. This is important because it implies that people are likely to be able to work well in groups, and that collaboration is likely to lead to better outcomes.

Table 7. Independent Study

Indicator	Mean	SD	Description
I like to learn new things	4.65	0.698	Excellent
I learn from my mistakes and can accept feedback	4.44	0.801	Good
I can identify and access learning opportunities	4.02	0.812	Good
AWM	**4.37**		**Good**

The data provided shows that overall, participants have a positive attitude towards independent study. The mean for each indicator is above 4, indicating that participants

generally agreed that they liked to learn new things, learned from their mistakes, could accept feedback and identify and access learning opportunities. The standard deviation for each indicator is between 0.7 and 0.8, meaning that there is some variation in the responses provided by the participants.

This data implies that students are generally positive about the idea of independent study and are able to identify and access learning opportunities. This could suggest that students are motivated to learn independently and can take initiative to find learning opportunities outside of the classroom. Educational institutions should take this into account and make sure that they are providing students with the resources they need to make the most of independent study opportunities.

Table 8. Numeracy Skills

Indicator	Mean	SD	Description
I can use basic mathematical functions of plus, minus, multiply and divide	4.17	1.016	Good
I can solve problems using math and science concepts	3.46	1.055	Satisfactory
AWM	**3.81**		**Good**

The data above shows the mean and standard deviation of three indicators of numeracy skills. The first indicator, "I can use basic mathematical functions of plus, minus, multiply and divide," has a mean of 4.17 and a standard deviation of 1.016, indicating that this skill is good. The second indicator, "I can solve problems using math and science concepts," has a mean of 3.46 and a standard deviation of 1.055, indicating that this skill is satisfactory. The third indicator, AWM, has a mean of 3.81, indicating that this skill is good.

From this data, we can infer that people generally have good skills in basic mathematical functions, but that they are less proficient in solving problems using math and science concepts. This implies that further instruction and practice in math and science problem-solving skills may be beneficial. Additionally, this data suggests that people have a good overall understanding of numeracy skills, though additional training in specific areas may be necessary for further proficiency.

Table 9. ICT Skills

Indicator	Mean	SD	Description
I am familiar with word processing	3.57	0.899	Good
I can browse the internet for information for my study and to do assignments	3.84	0.984	Good
I am familiar with the use of emails to send and receive mails	3.65	1.000	Good
AWM	**3.69**		**Good**

The data above shows that students have good ICT skills, with mean ratings ranging from 3.57 to 3.84 and standard deviations ranging from 0.899 to 1.000. This indicates that overall, the students are quite familiar with the use of ICTs such as word processing,

browsing the internet, and using emails. This is a positive outcome and implies that the students are well-equipped to use ICTs for their studies and assignments.

Table 10. Self-Management Skills

Indicator	Mean	SD	Description
I can learn very quickly	3.75	0.883	Good
I have high sense of direction	3.56	0.874	Good
AWM	**3.65**		**Good**

The data above shows that the mean of self-management skills is quite high, with an average of 3.65. This suggests that the individual has strong self-management skills. The standard deviation of 0.883 and 0.874 also indicates that the individual's self-management skills are consistent and reliable. This implies that the individual is able to manage their time and tasks efficiently, as well as being able to learn quickly and have a good sense of direction. Overall, these results suggest that the individual is well-equipped with good self-management skills.

Table 11. Time Management/Prioritizing

Indicator	Mean	SD	Description
Setting priorities is not a problem to me	3.68	0.884	Good
I am good at time management; in my work I often meet deadlines	3.76	0.947	Good
I can manage/do several tasks at once	3.74	0.992	Good
AWM	**3.72**		**Good**

The data above shows that the average ratings for the three indicators of time management and prioritizing are all quite high, with means of 3.68, 3.76, and 3.74 respectively. This implies that most people have good time management and prioritizing skills. The standard deviations are also relatively low, indicating that most people are in agreement about how good their time management and prioritizing skills are. This suggests that time management and prioritizing are important skills that are widely possessed by many people. The implication of this is that people should strive to develop and hone their time management and prioritizing skills in order to be successful in their work and personal lives.

Table 12. Self-Efficacy

Indicator	Mean	Description
I can always manage to solve difficult problems if I try hard enough.	4.17	Good
If someone opposes me, I can find the means and ways to get what I want.	3.68	Good
It is easy for me to stick to my aims and accomplish my goals.	3.76	Good
I am confident that I could deal efficiently with unexpected events.	3.75	Good
Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.57	Good

I can solve most problems if I invest the necessary effort.	3.74	Good
I can remain calm when facing difficulties because I can rely on my coping abilities.	3.84	Good
When I am confronted with a problem, I can usually find several solutions.	3.84	Good
If I am in trouble, I can usually think of a solution.	3.68	Good
I can usually handle whatever comes my way.	3.72	Good
AWM	**3.77**	**Good**

Overall, the results of the self-efficacy indicators indicate that participants have good levels of self-efficacy. This suggests that participants are confident in their abilities to solve difficult problems, find ways to get what they want, stick to their aims and accomplish their goals, deal efficiently with unexpected events, handle unforeseen situations, invest the necessary effort to solve problems, remain calm when facing difficulties, think of solutions to problems, and handle whatever comes their way.

This implies that participants have the tools they need to be successful in their endeavors and to face challenges with confidence. Furthermore, these results suggest that individuals should continue to strengthen their self-efficacy by engaging in activities that build their confidence and resilience. This can be done through challenging themselves to take on new tasks and pushing themselves to try new things. By doing so, individuals can further develop their self-efficacy and increase their ability to handle difficult situations.

CONCLUSION

The results of the study conducted at Biliran Province State University showed that the level of employability skills among students is generally good, and self-efficacy is also good. This suggests that the university must provide more resources and support to students in order to help them improve their employability skills and self-efficacy, as well as create strategies to make students aware of the importance of these skills and provide them with guidance and training. Furthermore, the university must also create a supportive environment to encourage students to develop and apply their employability skills.

Here are the recommendations. Develop a comprehensive employability skills program, including workshops and seminars on topics such as job search strategies, resume writing, networking, interviewing, and job negotiation. Encourage students to participate in internships and/or work-study programs to gain practical experience and develop job-related skills. Provide guidance and counseling services to help students identify their interests and strengths, and to better understand their career options. Create a culture of self-efficacy by encouraging students to take initiative and set goals for themselves. Offer training and support for self-marketing, including instruction in how to create a professional profile and promote oneself to potential employers. Develop peer mentoring and coaching programs to support and motivate students. Establish a career center to provide students with access to job search resources, career counseling, and other career-related services. Help students build a professional network by connecting them with alumni and other professionals in the community. Promote the use of social media as a tool for career development. Provide career-

related workshops and seminars on topics such as financial literacy, work-life balance, and career planning.

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