

## **Stereotype Threat to Teacher Academic Performance in Huaulu, North Seram Island: The Role of Self-Efficacy and Ethnic Identity**

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### **ABSTRACT**

Understanding the positives and negatives of teachers' academic performance is an important step in improving academic success in these minority groups. Teachers are faced with a challenge stemming from the experience of ethnic groups, and customary law, in supporting their academic performance. Quantitative design is used through the distribution of questionnaires and direct observation to test whether the threat of stereotypes affects the academic performance of teachers in Huaulu and whether there is a direct influence of ethnic identity and self-efficacy on teacher academic performance. This analysis uses multiple regression and ANOVA to test the sampling method. The results showed that the threat of stereotypes affects teachers in Huaulu and there is a direct influence of the effect of ethnic identity and self-efficacy on teachers' academic performance. Originality in this study as far as the authors are aware, is the first study to dismantle the threat of teacher stereotypes in the hinterlands of the Huaulu ethnicity, little is known as to whether ethnic identity and teacher efficacy affect academic performance against the threat.

Keywords: Self-efficacy, ethnic identity, huaulu, threat

### **ABSTRAK**

Memahami positif dan negatifnya kinerja akademik guru merupakan langkah penting dalam meningkatkan keberhasilan akademik pada kelompok minoritas. Guru dihadapkan pada tantangan yang berasal dari pengalaman kelompok etnis, dan hukum adat, dalam mendukung prestasi akademik mereka. Desain kuantitatif digunakan melalui distribusi kuesioner dan pengamatan langsung untuk menguji apakah ancaman stereotip mempengaruhi kinerja akademik guru di Huaulu dan apakah ada pengaruh langsung identitas etnis dan efikasi diri pada kinerja akademik guru. Analisis ini menggunakan multiple regression dan ANOVA untuk menguji metode sampling. Hasil penelitian menunjukkan bahwa ancaman stereotip mempengaruhi guru di Huaulu dan ada pengaruh langsung dari pengaruh identitas etnis dan efikasi diri terhadap kinerja akademik guru. Orisinalitas dalam penelitian ini sejauh yang penulis ketahui, adalah studi pertama yang membongkar ancaman stereotip guru di pedalaman etnis Huaulu, sedikit yang diketahui apakah identitas etnis dan efikasi diri guru mempengaruhi kinerja akademik terhadap ancaman tersebut.

Kata kunci: Efikasi diri, identitas etnis, huaulu, ancaman

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## **INTRODUCTION**

Huaulu is one of the oldest ethnic groups on northern Seram island. Geographically, Huaulu ethnicity, North Seram Island is included in the foremost, underdeveloped, and outermost areas of Indonesia. Remote and isolated conditions lead to a lack of interaction outside of ethnicity and the high life of customary law for this minority population. Available evidence suggests that many huaulu people live in poor conditions in the north of Seram island. When compared with non-Huaulu residents, Huaulu faces greater threats, segregation, poor education, poor housing conditions, and poor health. (National Development Planning Agency, 2014)

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In 2021, the Directorate General of Higher Education, Research, and Technology (Ditjen Dikti) issued a strategy to minimize learning loss by preparing a Distance Learning (PJJ) car, namely an internet access car and a vaccination car around the 3T area. In the presentation of the national education strategy, Indonesia must emphasize the mastery of innovation, networks, and technology. (Abidin, 2016) Teachers in Huaulu are faced with the challenge of developing academic competence rather than the entrenched situation of ethnic identity in addition to the geographical situation of Huaulu. The purpose of this study is to examine various factors related to teacher academic performance. In this study, Huaulu on North Seram Island became the focus, then discussed the educational context in Huaulu.

## **RESEARCH METHOD**

### **Participant**

To test the threat of stereotypes on the academic performance of Huaulu teachers and see how self-efficacy and ethnic identity are related, 37 teachers as respondents were targeted consisting of elementary school, junior high school, and high school teachers. This is in line with previous studies that show that size of up to 30-500 at 5% confidence is sufficient for quantitative experimental study research. (Thomson, 2004)

Researchers visited the school between June and July 2022 through the Huaulu ethnicity scattered in the mountains and transmigration areas. Researchers coordinate directly through the King of Huaulu State who then engages in communication in the school. Researchers asked for the King of Huaulu State which included the ethnic identity and separate settlements of Huaulu, mountains, and transmigration, as well as access to schools of huaulu ethnic residents. After that, the researcher set a date and time to meet and gather the teachers in Huaulu.

### **Procedure dan material**

The research begins with teachers reading instructions before finalizing their academic performance measures as follows: "Be sure to fill in with the "√" sign in your ethnic identity column. This is very important because there has never been any identification of Huaulu ethnicity in the past. To measure teacher academic performance, researchers used identification items from the Indonesian government regarding guidelines for assessing teacher academic performance. (Minister of National Education No. 16/2007). Academic performance measurement gives a Likert score of 0 to 2. A score of 0 indicates the indicator is not implemented, a Score of 1 indicates the indicator is partially implemented, Score of 2 indicates the indicator is fully implemented. The value of measuring teacher performance obtained is then recapitulated in the form of teacher performance appraisal results, then converted into a value scale according to the regulation of the State Minister of State Apparatus Empowerment and Bureaucratic Reform No. 16/2009 with the following formula:

$$\text{PKG Score (scale 100)} = (\text{PKG Score}) / (\text{PKG High Score}) \times 100$$

After completing the identity ethnic item, respondents completed the question/variable control scale of the stereotypical threat and self-efficacy, and each of them will be discussed next. The control variables were selected based on previous studies that showed a correlation between academically focused variables, and past education in the context of threat stereotypes. (Spencer, S.J., Logel, C. and Davies, 2016) As well as academic self-perception based on skin color. (McGarry, 2011) In this study, the scale was used to measure the teacher's experience with stereotypical threats in the academic field. Examples of items "I am afraid that my ability to work well" is influenced by ethnicity (Huaulu), "I am afraid

that if I perform poorly is because I serve the Huaulu ethnicity" whose participants answer on a scale ranging from 1 (strongly disagree) – 5 (strongly agree).

As modifications, "I will describe myself as a Huaulu ethnicity" and "I identify with other Huaulu ethnicities", are used to assess the identification of Huaulu and averaged together (Reysen, S., Slobodnikova, A. and Katzarska-Miller, 2016) The general self-efficacy scale was developed by (Schwarzer, R. and Jerusalem, 1995) to measure academic self-efficacy. Teachers assess their approval by statements on a Likert scale of 1 to 4. One example of a statement item is "I can always solve a problem if I try well" This question is adapted from previous research (Schwarzer, R. and Jerusalem, 1995)

This analysis uses multiple regression and ANOVA to test the sampling method. The ANOVA test was used to test the differences in sampling methods between teachers of the same ethnicity and not.

## **RESULT AND DISCUSSION**

### **Education of Huaulu in North Seram Island**

The indigenous tribes of Seram Island are descendants of the alifuru (early humans) tribe who inhabited mountainous areas. (Jansen, E, 1948; Matulesy, A, M, 1988; Mause, 1987; Sachse, P, J, 2002) The alifuru tribe consists of various sub-tribes whose lives are in groups and scattered throughout the sinister island. The Huaulu ethnicity belongs to one of the oldest ethnicities inhabiting the northern seram island (Panjaitan, Erwin dan Topatimasang, 1993; Valeri, 1988) in addition to the Alune, Wemale, Nuanea, Alifuru, Bati, Tobelo, Jailolo, Ternate, Tidore, Bacan, Taliabu, Sanana, Obi, Kei, and other immigrant ethnicities. In terms, ethnicity is a group of human beings bound by a cultural consciousness and identity. (Fathoni, 2005) The characteristic of huaulu ethnicity is that men use "nahatari" or beaver cloth, which is a red cloth tied to the head. Seram Island or referred to as Nusa Ina (Mother Island), is located in a mountainous geography or inland area that is still far from the touch of development, so their lives are completely neglected from public services, including ethnic huaulu.

Statistical data shows that the number of people living on North Seram Island is around 16,305 million people. Meanwhile, the ethnic number of huaulu is estimated to be only 273 people divided into 148 men and 125 women. When in percentage terms, only 1.7% of the ethnic huaulu inhabit the northern spooky island. There is very little literature study on this ethnicity including information and life characteristics of its people. In terms of education, the number of schools in this country is very minimal, which is 3 (three) schools. Huaulu's children are underachieving and less adapted to their surroundings, most failing to recognize social backgrounds, retarded in reading ability, and poor use of technology. As a result, Huaulu students find it difficult to compete and develop outside their environment and return to their original life of hunting and farming following in the footsteps of their ancestors.

Another thing plus the number of ethnic huaulu who are teachers in the school is very minimal. Most of them are also from other ethnicities. This raises a huge gap in the success of education in this country. Overall, a report by Indonesia's ministry of education and culture, shows that the magnitude of concerns about geographical differences and the concentration of poor ethnic populations is very high in the eastern region, namely that the educational outcomes on the island of Seram are as very poor and far from average. As an important background, researchers also consider the academic performance of teachers outside of ethnicity in other contexts.

### **Effects of stereotype threat on teacher academic performance**

Negative beliefs in certain groups can lead to a decrease in academic performance especially when people of the group are afraid to confirm those negative beliefs. (Steele, C.M. and Aronson, 1995) This threat affects not only the already affected groups but also individuals who are aware of and identify a particular group. (Aronson, J., Lustina, M.J., Good, C., Keough, K., Steele, C.M. and Brown, 1999) Even citing a literature marketing study, reveals the effectiveness of using cross-ethnic spokespersons in improving services in certain demographic groups. (Forehand, M.R. and Deshpandé, 2001) It can be adopted as a reference for cross-ethnic services including in terms advancing the education of multiethnic minorities. Few studies have revealed a link between ethnicity and the academic performance of teachers in minority education. Current research is in the domain of ethnicity and academic performance but through a new theoretical lens mainly looks at the corner of minority societies. By doing this, researchers contribute to a literary current that shows that the academic performance of teachers of huaulu and non-huaulu ethnicity depends on their ethnic background, their efficacy, and the threats around them. This interactive effect has substantive implications for improving the self-efficacy of ethnic teachers, the threat of stereotypes, and seeing ethnic minority identity more closely. The threat of stereotypes is relevant because teachers are at the forefront of direct interaction in carrying out their academic obligations. The human component in evaluation is mainly from professional service. (Macintosh, 2009) Given that sometimes ethnic stereotypes are likely to have a negative impact in at least some cases. Therefore, the research aims to provide theoretical and empirical insights into this field of education that has not been widely studied.

### **Stereotype threat and identity ethnic**

Different ethnic groups have different experiences and needs. The beliefs carried by previous individuals in turn form the characteristic identity carried in the workplace. Stereotypes are knowledge that contains a set of beliefs and expectations about social groups based on demographic characteristics. (Jussim, L., Coleman, L.M., and Lerch, 1987) Stereotypes play an important role in making judgments regarding people's social interactions. (Kunda, Z. and Spencer, 2003) Social psychology is related to the role of ethnic/racial stereotypes in judgment and behavior. (Cuddy, A.J.C., Fiske, S.T. and Glick, 2000; Dovidio, J., Kawakami, K., Johnson, C., Johnson, B. and Howard, 1997; Fiske, S.T., Cuddy, A.J.C., Glick, P. and Xu, 2002; Hewstone, M., Rubin, M. and Willis, 2002; Landy, 2008)

This literature focuses on describing the personality traits and behavior of individuals based on social groups (race/ethnicity). However, the limitation of this research is in the context of services, namely how ethnic stereotypes affect services). In some studies, the negative effect on services is that cultural gaps reduce service satisfaction.(Barker, S. and Hartel, 2004; Kulik, C. and Holbrook, 2000) In this line of research, we suppose that the threat of stereotypes will be influenced by ethnic identity and self-efficacy through the academic performance of teachers.

### **Self-efficacy and teacher academic performance.**

The achievement of an academic career is a positive psychological regarding work, which is the result of accumulated work experience of a person. (Seibert, S.E. and Kraimer, 2001) Individual success is an individual's ability to manage his career according to characteristics and proven to have an impact on the organization. (Joo, B.K. and Park, 2010)

Many studies such as examining the success of teachers' careers in exploring cultures in groups and competitiveness strategies with individual variables of self-efficacy and goal orientation one of which is

that self-efficacy has a positive impact on the subjective success of teachers. (Emil Lucian Crisan, 2022) The paper proposes an investigation into the success of a teacher's academic performance in one of the ethnic minorities of the northern spooky island, among many other ethnicities on the spooky island. This is a quantitative analysis of how the teacher's self-efficacy related to his work and the ethnic identity of his environment works and sees threats that can affect the teacher's academic performance. Incorporating ethnic identity is a major advance of the study, especially considering the ethnic context in which these forces shaped the evolution of the education system in the minority areas of northern Seram island.

## Result

Based on table 1, out of a total of 37 surveys distributed to participants, 100% were all collected. Twenty-two men and fifteen women completed the survey. Their level of education is an average of 90% of undergraduate graduates, 10% of diploma finishes. In the discussion, all participants randomly selected 1 of 2 conditions based on ethnic identity; Huaulu (n=20) and Non-huaulu (n=17). According to the method, teachers are grouped on one of the conditions: ethnic similarity or not to test the influence of independent variables (stereotype threats, teacher self-efficacy, and ethnic identity) on bound variables (teacher academic performance). Then the ANOVA analysis ensured that there were no significant differences between the sampling methods. Furthermore, all research questions are discussed separately between teachers of the same ethnicity and not.

**Tabel 1. Demographic respondent**

Category	N	(%)
<b>Gender</b>		
Male	22	59.5
Female	15	40.5
Total	37	
<b>Education Level</b>		
Graduates	33	90
Diplomas	4	10
Total	37	
<b>Ethnicity</b>		
Huaulu	20	54
Non-huaulu	17	46
Total	37	

## Stereotypical Threats To The Academic Performance Of Huaulu Vs Non-Huaulu Ethnic Teachers

Part 1, there is no correlation between stereotype threat condition and teacher academic performance for Huaulu ethnic teachers. The non-significance of the correlation appears to be -0.11 ( $r=0.102$ ). To test whether the effect of stereotype threat affects teacher's academic performance, the researcher conducted an ANOVA test with teacher's academic performance as the dependent variable. The ANOVA results showed that there was no significant difference between the stereotype threat conditions in terms of the academic performance of ethnic teachers,  $F(3.46)$ ,  $p=0.05$ .

Section 2 examines the correlation between stereotype threat conditions and academic performance for non-ethnic teachers. A significant correlation was obtained between the threat of stereotypes and teacher's academic performance through the ANOVA test. The results showed that the condition of stereotype threat in terms of the academic performance of non-ethnic Huaulu teachers was 12.72 ( $r=0.69$ ),  $F(3.04)$   $p=0.021$ . Respondents of non-huaulu teachers under the threat of stereotypes have significance compared to ethnic huaulu teachers, this is possible, non-huaulu teachers have a more worrying stereotype threat.

### **Influence Of Ethnic Identity And Self-Efficacy On Teacher Academic Performance Compared To Huaulu And Non-Huaulu Ethnic Teachers Under The Threat Of Stereotypes**

Part.3, To check whether there is a major effect of stereotype threats on the academic performance of huaulu ethnic teachers that are influenced by ethnic identity and teacher self-efficacy. In the multiple regression model, moderation is carried out hierarchically which is carried out on the variables of teacher academic performance (namely the academic performance of the teacher as a predictor and identity ethnicity as a moderator in the first regression and the teacher's academic performance as a predictor and self-efficacy as a moderator on the other side). There is an influence on the academic performance of teachers with ethnic identity as a moderator in achieving academic performance of 4.544. In this regard, the threat of stereotypes can provide important information about how to encourage and change the behavior of non-Huaulu ethnic teachers. Teachers need to adapt to the conditions in which life experiences and characteristics take root. In general, studies make important contributions to education by showing how the threat of stereotypes contributes to teachers' academic performance and how teachers deal with entrenched ethnic identities while paying attention to self-efficacy on the other hand.

### **Discussion**

This study is divided into main questions. First, to examine whether there is a stereotype threat that has an impact on the academic performance of teachers in Huaulu, North Seram Island. The second is to examine whether the identified stereotype threats tend to be influenced by teacher self-efficacy and ethnic identity in ethnic and non-ethnic teachers. By using the ANOVA test, it was found that there were significant differences between the respondents/teachers, namely ethnic Huaulu and non-ethnic Huaulu teachers in terms of academic achievement. Therefore, the data were analyzed separately. For ethnic teachers, there is no significant relationship between stereotype threat and teacher academic performance. It also has a direct effect on the ethnic identity and self-efficacy of teachers in their academic performance.

There is a significant correlation between stereotype threat and teacher academic performance on non-ethnic teachers. There is a direct effect of stereotype threat on academic performance, especially on non-Huaulu ethnic teachers, where non-Huaulu ethnic teachers have worse stereotype threat than Huaulu ethnic teachers. There is also a direct effect of ethnic identity and self-efficacy on the academic performance of ethnic and non-ethnic teachers. The main effect of stereotype threat on teacher's academic performance is not influenced by academic self-efficacy for both huaulu and non-ethnic teachers. But there is a marginal significance of ethnic identity as the most potential moderator of this relationship. In the research of Randolph-Seng (2021) showed that social identification and academic self-efficacy had a significant influence on academic performance in the roma, Slovak ethnic sample. This is a follow-up study that researchers are trying to raise in the identification of ethnicities in rural minorities. In research manipulations such as this has been used successfully and successfully. (Spencer, S.J., Steele, C.M. and Quinn, 1999; Steele, C.M. and Aronson, 1995) However, this study did not reproduce the same manipulation effect in respondents. Perhaps the previously created stereotype threat manipulation methods were less effective when carried out in this study. Probably, it is the number of samples that contributes to the low level of manipulation. For future research, researchers need to test different methods of identifying effective utilization of the manipulations carried out. Another limitation of this study is the relatively low reliability of the identity ethnic scale as in previous studies (Randolph-Seng, 2021) did not assess in the same way as this study. Overall, this study is the first to show that the threat of

stereotypes is indeed detrimental to the performance of academics of the non-huaulu teacher sample and it is hoped that the local government and the whole of Indonesia will benefit from this research.

## CONCLUSION

This study discusses the threat of stereotypes that affect teachers and there is a direct influence of the influence of ethnic identity as a moderator on the academic performance of teachers both huaulu and non-huaulu teachers. Overall, the researcher accepted the research hypothesis based on the findings and results in the field. Studies confirm that stereotype threat affects non-ethnic teachers. There is an influence on the academic performance of teachers with ethnic identity as a moderator in achieving academic performance. In this regard, the threat of stereotypes can provide important information about how to encourage and change the behavior of non-Huaulu ethnic teachers. Teachers need to adapt to the conditions in which life experiences and characteristics take root. In general, studies make important contributions to education by showing how the threat of stereotypes contributes to teachers' academic performance and how teachers deal with entrenched ethnic identities while paying attention to self-efficacy on the other hand. However, the validity of the research results needs to be a concern because the number of respondents is small. The scanty sample is a reminder of teacher participation in stereotyping threats in the spooky northern state of Huaulu. Furthermore, further research needs to be done by expanding the coverage of ethnicity to multi-ethnicity and eliminating the threat of stereotypes against teachers in the interior of ethnic minorities.

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