



RESEARCH PAPER

**The Impact of Perceived Discrimination on Student's Self Efficacy:
Moderating Role of Religious Orientation among University Students**

¹Bibi Hajra*, ²Bibi Maimoona Noor and ³Narmeen Hanif

1. Lecturer, Department of psychology, University of Wah, Wah Cantt, Punjab, Pakistan
2. Student, Department of Psychology, University of Wah, Wah Cantt, Punjab, Pakistan
3. Lecturer, Department of social Sciences, Iqra University Islamabad, Pakistan

***Corresponding Author:** Bibi.hajra@uow.edu.pk

ABSTRACT

The present study explained the impact of perceived discrimination on student's self-efficacy and the moderating role of religious orientation. The sample of 350 was taken from different universities of Wah Cantt. Participants were 18 to 30 years old to measure the variables of three scales perceived discrimination which includes sub scales of daily discrimination and life-time discrimination, religious orientation which includes extrinsic religious orientation and intrinsic religious orientation and general self-efficacy questionnaire scales were being used. Alpha reliability coefficient of daily discrimination scale was .69 and life-time discrimination was .73 the reliability of intrinsic religious orientation was .56 and extrinsic religious orientation was .45 and general self-efficacy was .71. The finding of the thesis indicated that there is a significant positive relationship between daily discrimination and life-time discrimination. As well as findings showed that there is a significant negative relationship between life-time discrimination and general self-efficacy and there is a negative relationship between daily discrimination and general self-efficacy. The current research showed that there are no significant gender differences on life-time discrimination and daily discrimination. The findings of the study showed that intrinsic religious orientation acts as a moderator in relationship with daily discrimination and general self-efficacy.

KEYWORDS Daily and Life-Time Discrimination, General Self-Efficacy, Intrinsic and Extrinsic Religious Orientation, Perceived Discrimination

Introduction

As the world is growing day by day modernization can result in rapid changes in every aspect of human life. Similarly, students also face different kind of hurdles in their educational life. These obstacles affect their self-efficacy. Strong self-efficacy can cause students to perceive tasks as easier than they truly are, whereas low self-efficacy can direct to view work as more difficult than they actually are. This frequently leads to inadequate task planning and heightened stress level among students. In today's multicultural and diverse societies, individuals often encounter various forms of discrimination based on their race, ethnicity, gender, or other personal attributes. Perceived discrimination belongs to an individual's subjective perception of being treated unfairly or differently due to these characteristics. The experience of discrimination can have significant psychological and social implications, particularly among students who are striving to develop a sense of self-efficacy and succeed academically (Jang et al., 2010).

It has substantial evidence of the detrimental outcomes of perceived discrimination on various functions of student's lives, like as mental health, academic performance, and social integration. Students who experience discrimination may develop feelings of powerlessness, lower self-esteem, and reduced motivation, all of which can negatively impact their self-efficacy beliefs (Elizebth et al, 2009). However, it is essential to recognize that individual' responses to perceived discrimination can be influenced by various factors, including their religious orientation. Religious orientation refers to an individual's religious beliefs, values, and practices, and it can serve as a potential moderator in the relationship

between perceived discrimination and self-efficacy. Religious convictions and rituals frequently offer individuals a sense of purpose, bolstering support and increased resilience which can influence how they perceive and cope with experiences of discrimination.

It is indicated that religious orientation can perform as a preventive element, buffering the destructive consequences of discrimination on individuals' psychological well-being and academic outcomes. It may serve as a coping mechanism, offering individuals a sense of solace and fostering resilience in the face of adversity (Elizbeth et al, 2009). Therefore, understanding the moderating role of religious orientation in the link between perceived discrimination and student self-efficacy is crucial for developing interventions and support systems that can fruitfully address the negative consequences of discrimination. This research objective is to give a worthy addition to the existing dissertations by examining the relationship among perceived discrimination and student's self-efficacy while considering the potential moderating role of religious orientation. By investigating how religious beliefs, practices, and values interact with perceived discrimination, this research seeks to shed light on the complex dynamics that shape students' self-efficacy point of view in the context of diverse educational settings.

Perceived discrimination is one of the obstacles that students face. Perceived discrimination is the subjective interpretation of negative attitudes, judgments or unjust treatment towards an individual based on their distinctive attributes such as gender, race, ethnicity and social standing (Banks et al., 2006). It is stated that perceived discrimination effect student's self-efficacy. If student's, consider that they are being discriminated so that will decrease their productivity and it will affect their self-efficacy.

Religious orientation is the individual's attitude toward religion. In present research it is intended to examine the influence of religious orientation on student's self-efficacy. A study held by (Poramin et al., 2015), which showcase that there is a positive correlation between religious orientation and the student's self-efficacy. Intrinsic and extrinsic religious orientations both have significant impact on self-efficacy. It is assumed that perceived discrimination will negatively affect student's self-efficacy, that student who face perceived discrimination may experience increase or decrease in the level of self-efficacy and how they use religious orientation to deal with it. In current research it is intended to explore the influence of perceived discrimination on student's self-efficacy and the moderating role of religious orientation.

Perceived discrimination encompasses individual's subjective understanding of experiencing unfavorable attitudes, biases or unjust treatment based on factors such as gender, race, ethnicity and social status (Banks et al., 2006). Perceived discrimination has the major impact on self-efficacy of students. It is assumed that when people face perceived discrimination from others it does influence their psychological well-being which encompasses self-efficacy too. A study reported that psychological well-being is negatively correlated to perceived discrimination (Michael & T.Schmitt 2014). Perceived discrimination negatively effects psychological well-being.

Bandura described self-efficacy as "individual's assessment of their abilities to effectively plan and carry out specific actions necessary to achieve desired outcomes" (Bandura, 1982).

Religious orientation is the individual's attitude toward religion. Religious orientation comprises beliefs regarding the existence of a high power, moral guidelines based on religious teachings and the spiritual aspects of both individual and communal experiences (Allport & Ross 1967). Religious orientation refers to an individual's beliefs, attitudes, and practices in relation to religion. It encompasses various dimensions, including religious affiliation, personal beliefs, level of religious commitment, and engagement in religious rituals and practice

Literature Review

It is assumed that people when experience perceived discrimination that effects their self-efficacy then they use religious orientation to deal with it. A study was conducted on Muslim Afghan Refugees to investigate the role of perceived discrimination in linking with religious practices. Findings revealed that perceived discrimination was negatively related to religious practices and had a direct effect on well-being (Bender 2022).

A research was conducted on Assessment of perceived discrimination and self-efficacy among students of Manjo ethic background in schools and colleges to see relationship between perceived discrimination and self-efficacy by (Haile & Agegneu 2020). Results showed that perceived discrimination negatively effects the self-efficacy of students. (Haile & Agegneu 2020).

It is assumed that when people face perceived discrimination from others it does influence their psychological well-being which encompasses self-efficacy too. A study reported that psychological well-being is negatively correlated to perceived discrimination (Michael & T.Schmitt 2014). Perceived discrimination negatively effects psychological well-being.

A correlational study conducted by (Moghadam et al., 2015) to study the relationship between religious beliefs and self-efficacy in judo athlete. Results of the study indicated that there is a positive correlation between self-efficacy and religious beliefs.

Another study was conducted by Bekomson & Ntamu (2019) to find out if religious orientation has any influence on the student's self-efficacy. The findings of the study showed that the religious orientation significantly influence the student's self-efficacy. Intrinsic and extrinsic religious orientation both have significant impact on the self-efficacy of students.

A study conducted by Ghaffari & Ciftci (2010) to investigate the moderating effect of perceived discrimination and the association of self-efficacy with religious orientation in a sample of Muslim immigrants (N=174). Results suggested a significant difference between men and women in regards to the measures of religious orientation. Results also indicated a negative relationship between self-efficacy and perceived discrimination.

A study conducted by Terrance Wells (2016) to find out the relationship between perceived racial discrimination and self-efficacy. It was found that Gender did not influence the relationship between perceived racial discrimination and self-efficacy.

Perceived discrimination has a negative effect on self-efficacy. A study has been conducted by Ali (2020) to investigate Perceived Discrimination and its relation with Self-efficacy among undergraduate students (N=157). The results of the study indicated that perceived discrimination negatively effects the self-efficacy of students.

Perceived religious discrimination negatively effects the self-efficacy of migrants Muslim. The study of Every & Perry (2014) investigated the relationship between perceived discrimination and self-efficacy of Muslim Australians. Results indicated that the perceived religious discrimination was negatively corelated to self-efficacy.

A study conducted by Richman (2019) was aimed to explore perceived discrimination and its impact on physical and mental health. The results indicated that perceived discrimination has negative outcome on mental and physical health.

Perceived discrimination has an influence on self-worth, self-efficacy and academic competence of students. A study has been conducted by Quattrochi (2014) to investigate the relationship between perceived discrimination, self-worth, self-efficacy and academic competence among college students. Results indicated that when students experienced

perceived discrimination it lowers their self-worth and self-efficacy and due to low self-worth and low self-efficacy students lost the academic competence as well. The results suggested that perceived discrimination is negatively correlated with self-worth, self-efficacy and academic competence.

A study conducted by Shruti & Kamath (2023) to explore the impact of perceived discrimination on the basis of caste and economic class on self-efficacy. The participants were divided in to four groups (lower class, lower cast, upper class, upper cast). The findings of the study indicated that group whose members belong to lower economic class and lower caste had higher scores on Perceived Discrimination Scale (PDS) and their self-efficacy is also low while group whose members belong to upper economic class and upper caste had low scores on Perceived Discrimination Scale (PDS) and their self-efficacy is also high. These results indicated that perceived discrimination in terms of Caste and Economic Class impact the Self-Efficacy.

Material and Methods

The current study was quantitative which followed the correlational cross sectional research design which is that it is conducted at the same on different group of people. It was questionnaire-based research which included series of questions for the purpose of gathering information from respondent. So through physical survey self-report structured questionnaire were accessible to the student and the data was gathered from students of different age groups (18-30) on the basis of demographics. The sample of study consisted of (N=350) students of ADP/BA/BSC, BS and MA/MSC and MS. We have used purposive sampling technique for this research and their age range was 18-30. The sample was taken from University of Wah, Hitec University Taxila and Mashal Degree College Wah Cantt, University of Education, University of Engineering and Technology Taxila. For the present study our inclusion criteria was the university students of the ADP/BA/BSC, BS, MA/MSC and MS program were. Data collected from the University of Wah, Wah engineering college, University of engineering and technology, Iqra University. The age range of students was 18 to 30. In the current research 3 instruments were used to approach the construct of study. The demographic sheet includes the personal details (age, gender, education, name of educational institute and marital status). Perceived discrimination scale is originated by (Williams et al., 1997). It is a tool used to identify how often individuals believe they are faced unfair treatment based on various characteristics such as race, ethnicity, gender, age, religion, physical appearance and sexual orientation. This scale consists of 20 items which Examine discrimination in various aspects of life, including education and work settings. The scale is divided in to two subscales: the lifetime discrimination and the daily discrimination. The lifetime discrimination scale consists of 11 items and ask respondents to indicate how many times they have experienced unfair treatment throughout their lives. Higher scores on this scale indicate more frequent experiences of lifetime discrimination. The daily discrimination scale, with 9 items, captures respondent's experiences of unfair treatment in their day-to-day lives. Higher scores on this scale reflect more frequent experiences of daily discrimination. This scale is scored on 1 to 4 scale from where 1 represent often, 2 represent sometimes, 3 represent rarely, 4 represent never. To calculate final score, the items are reverse-coded and added together, so that higher scorer indicate more frequent experiences of discrimination. The scale demonstrates high reliability, with a score of 0.93 as reported by (Williams et al., 1997) in their study. General self-efficacy scale is a ten-item scale, developed by (Schwarzer& Jerusalem 1992). It measures an individual's reliance in their capability to handle difficult situations and overcome obstacles. Each item is scored on a 4-point scale from (Not at all true=1, Hardly true=2, moderately true=3, exactly true=4). The higher the score on this scale, the stronger the person's sense of self-efficacy. Reliability of scale is .76. (Schwarzer& Jerusalem 1992). Religious orientation scale-revised is developed by (Gorsuch & McPherson 1989). Assesses both the intrinsic and extrinsic religious orientation. ROSR consists of 14 items and it is scored on 5-point scale from (I strongly disagree= 1, I tend to disagree=2, I am not sure=3 I tend to agree=4, I

strongly agree=5). The scores for each scale are gathered by adding the responses of its items, resulting in a range of 8-40 for the intrinsic scale and 3-15 for extrinsic scale. The reliability of religious orientation scale-revised is .83. (Gorsuch & McPherson 1989). The current thesis was aimed to study the effect of perceived discrimination on student's self-efficacy and the moderating role of religious orientation. In research three different scales of generalized self-efficacy, perceived discrimination and religious orientation revised were used. A sample of 350 students were included to check the study variables. Participants belong to the universities around Wah Cantt and they were approach through purposive sampling. Inform consent was given to the participants. Demographic sheet was attached with informed consent in order to gain information about participant's demographics. The data was collected from university student's age ranging from 18 to 30 no matter either single or married. Participation of all students were voluntary and confidential. Participants were requested to respond each and every item and to choose only one option for each statement. After the completion of data collection all questionnaires was scrutinized for missing data. The participants were appreciated for their kind effort. For data analysis, SPSS (Statistical Package for the Social Sciences) was used. Participants were supplied with details about the study's objectives and given the opportunity to express their willingness to participate. They were guaranteed the confidentiality of their information, with the assurance that their identity and data would remain secure and exclusively utilized for research purposes. Participants were not forced for giving their responses in research. Informed consent was placed on first page of questionnaire so the participants may show their willingness to continue providing their various responses.

Results and Discussion

Table 1
Demographics characteristics of participants (N= 350)

Variables		F	%
Gender	Male	149	42.6
	Female	201	57.4
Age	18-21	135	38.6
	22-24	171	48.9
	25-27	33	9.4
	28-30	11	3.1
Marital Status	Single	324	92.6
	Married	26	7.4
Education	BS	324	92.6
	MS	26	7.4
Educational Institute	UOW	315	90.0
	WEC	14	4.0
	UET	19	5.4
	Iqra University	2	.6

f=Frequency %= Percentage UOW= University of Wah WEC= Wah Engineering College UET= University of Engineering Technology

Table 1 displays the frequency and corresponding percentages for Gender, Age, Marital Status, Education and Educational Institute. The sample as a whole included a larger proportion of females (201) compared to males (149). The data was segmented in to four age groups with the majority of participants falling with in the 22 to 24-year range. Upon examining marital status, it became evident that the majority of participants were single. Participants were further grouped based on their educational attainment, with a significant number holding a BS degree. Regarding the educational institution, a notable proportion of students were affiliated with the University of Wah.

Table 2
Descriptive statistics and Cronbach's Alpha for the scales of perceived Discrimination, Religious Orientation, and Self Efficacy (N=350)

Variables	K	A	M	SD	Range		Skewness	Kurtosis
					Actual	Potential		
LTD	11	.73	30.10	6.64	11-44	11-44	.03	-.59
DD	9	.69	29.13	5.29	18-36	9-36	-.14	-.71
IRO	8	.56	26.86	5.13	12-40	8-40	-.33	-.15
ERO	6	.45	19.56	4.34	6-30	6-30	.07	.09
GSE	10	.71	28.09	5.32	18-40	10-40	.37	-.69

LTD = life Time Discrimination, DD = Daily Discrimination, IRO = Intrinsic Religious Orientation, ERO = Extrinsic Religious Orientation, GSE = General Self-Efficacy K= Number of scale items, a= Cronbach's Alpha, SD= Standard Deviation, M= Mean

Table 2 shows the Mean, Standard Deviation, Cronbach's Alpha Reliability, Range, Skewness and Kurtosis for the scales. The reliability analysis showed that the scales are internally consisted and the alpha coefficient reliability of the scale ranges from .45 to .73. The reliability of life time discrimination is .73, daily discrimination is .69, intrinsic religious orientation is .56, extrinsic religious orientation is .45 and general self-efficacy is .71. The Skewness and Kurtosis values for all scales fall within an acceptable range.

Table 3
Correlation of the research variables

Variables	1	2	3	4	5
1 Life-time discrimination	-	.333**	.255**	.259**	-.324
2 Daily discrimination		-	-.298**	-.332**	-.427**
3 Intrinsic religious orientation			-	.382**	.299**
4 Extrinsic religious orientation				-	.428**
5 General self-efficacy					-

Note. ** $p < 0.01$

The table 3 indicates that correlations are statistically significant at $p < 0.01$. These values mean that the strongest correlation is between the study variables. Relationship between lifetime discrimination and daily discrimination is 3.33** which is highly significant at 0.01 that means 1% error lies between them. Relationship between lifetime discrimination and intrinsic religious orientation is .255** which is highly significant at 0.01 that means 1% of error lies between them. Relationship between lifetime discrimination and extrinsic religious orientation is .259** which is highly significant at 0.01 that means 1% of error lies between them. Relationship among intrinsic religious orientation and extrinsic religious orientation is .382** which is highly significant at 0.01 that means 1% error lies between them. The relationship of general self-efficacy with lifetime discrimination is -.324**, daily discrimination is -.427**intrinsic religious orientation is .299and extrinsic religious orientation is .428** which is highly significant at 0.01 that means 1% of error lies between them.

Table 4
Mean comparison of Gender

Variables	Female students (n=201)		Male students (n=149)		T	P	LL	UL
	M	SD	M	SD				
General Self-Efficacy	28.09	5.20	28.10	5.50	.011	.99	-1.12	1.14
Intrinsic Orientation	27.04	5.03	26.62	5.27	-.76	.44	-1.51	.67
Extrinsic Orientation	19.66	4.00	19.44	4.76	-.46	.64	-1.14	.70

Life-time Discrimination	30.26	6.82	29.89	6.40	-.52	.60	-1.78	1.03
Daily Discrimination	29.02	5.27	29.28	5.33	.44	.66	-.87	1.37

P is indirect significant level <.05

Table 4 revealed non-significance mean differences on self-efficacy. The mean of females is 28.09 and the mean of male is 28.10. Intrinsic orientation is non-significant mean difference with $t = -.76, p > .05$. The mean of females is 27.04 which are the greater than the mean of male is 26.62. Extrinsic orientation is non-significant mean difference with $t = -.46$. The mean of females is 19.66 and the mean of male is 19.44. Life time discrimination is non-significant mean difference with $t = -.52$. The mean of female is 30.26 which is greater than the mean of male 29.89.

Table 5

Moderating role of intrinsic religious orientation with daily discrimination.

Variable	Self-Efficacy		95% CI	
	β	P	LL	UL
Constant	61.51	.00	45.47	77.56
DD	-1.32	.00	-1.85	-.78
IRO	-.79	.00	-1.35	-.23
Int	.03	.00	.01	.05
R ²	.24			
F	36.90			
ΔR^2	.02			

$p < .05$, β =Beta value, CI=Class Interval, P=Significance level, LL= Lower Limit, UL=Upper Limit

Table 6 illustrates moderation sample for total sample in which intrinsic religious orientation act as moderator in the relationship between daily discrimination and self-efficacy. The interaction value (Beta=.03) is significant ($P = .00$) for the moderating relationship which indicates that the moderator has a strong influence on the link among the other two variables. The R² value of .24 explains 24% variance in the daily discrimination by intrinsic religious orientation.

Discussion

The contemporary research aimed to inquire the relationship between perceived discrimination which includes life- time discrimination, daily discrimination and general self-efficacy among university students. The study also investigated the moderating role of intrinsic religious orientation with relationship of daily discrimination and general self-efficacy.

The present study hypothesized that there is a significantly positive relationship between Lifetime discrimination and Daily discrimination. The findings of current study found the significant positive relationship between Lifetime discrimination and Daily discrimination table 3). The results are consisted with previous study (Gonzales, et al., 2019) indicated the positive relationship between lifetime discrimination and daily discrimination.

Secondly, it was hypothesized that there is a negative relationship between Life-time discrimination and general self-efficacy. The outcomes of current study found the significant negative relationship between Lifetime discrimination and general self-efficacy (Table 3). The pattern of result was consistent with the previous research as (Herek, et al., 1987) initiate the negative relationship between life-time discrimination and general self-efficacy.

It was hypothesized that there is a negative relationship among Daily discrimination and general self-efficacy. The outcomes of present study found profound negative relationship between Daily discrimination and general self-efficacy (Table 3). The results

are consisted with previous research (Wells, 2016) found negative relationship between daily discrimination and general self-efficacy.

The present study hypothesized that females show higher self-efficacy than males. The result of present study found that female shows lower self-efficacy than males (Table 4). The pattern of result is consistent with the previous research (Joseph Cimpian and Sarah Leslie 2015) found that at young age higher level of intelligence associate with males that's why there self-efficacy is higher than females.

The present study also hypothesized that intrinsic religious orientation of female is higher than male. The result of present study found that female show lower intrinsic religious orientation as compared to males (Table 4). The pattern of result is consisted with previous research as (Ntamu 2019) found that female has low intrinsic religious orientation than males.

It was also hypothesized that there will be non-significant gender differences on daily discrimination and life-time discrimination. The result found the non-significant gender differences on daily discrimination and life-time discrimination (Table 4). The pattern of result is consisted with previous research (Terrance Wells 2016) that there are no gender differences on daily discrimination and life-time discrimination.

The current study also hypothesized the moderating role of intrinsic religious orientation in the link with daily discrimination and general self-efficacy. The result of current study found that intrinsic religious orientation act as a statistically significant moderator in the relationship with daily discrimination and general self-efficacy (Table 5). The pattern of result is consisted with previous research (Stacy, et al., 2016) indicated that intrinsic religious orientation act as a moderator in the relationship with daily discrimination and general self-efficacy.

Conclusion

The objective of the thesis was to inspect the relationship between life-time discrimination, daily discrimination and general self-efficacy and the moderating role of intrinsic religious orientation with the relation of daily discrimination and general self-efficacy. It can be wind up from research that there is a positive association among life-time discrimination and daily discrimination which means that life-time discrimination and daily discrimination negatively correlates with each other. There is a negative link among life-time prejudice and general self-efficacy and there is a negative association between daily bias and general self-efficacy. Current study indicated that, there are no gender differences on daily discrimination and life-time discrimination. According to the results of the present study intrinsic religious orientation act as a statistically significant moderator in the association with daily discrimination and general self-efficacy.

References

- Allport, G. W., & Ross, J. M. (1967). Personal religious orientation and prejudice. *Journal of Personality and Social Psychology*, 5(4), 432–443
- Haile & Getachew (2020). Assessment of Perceived Discrimination and Self-esteem Among Students of Manjo Ethnic background in Schools and Colleges of Bonga Town, Haile & Getachew, *International Journal of Multicultural and Understanding*, 2020, 7, 590-604.
- Azadeh Ghaffari & Ayşe Çiftçi (2010). Religiosity and Self-Esteem of Muslim Immigrants to the United States: The Moderating Role of Perceived Discrimination. *The International Journal for the Psychology of Religion*, 20(1), 14-25. DOI: 10.1080/10508610903418038
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1982). *Self-efficacy mechanism in human agency*. American Psychologist.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.
- Barreto, M., Ryan, M. K., & Schmitt, M. T. (Eds.). (2008). *The glass ceiling in the 21st century: Understanding barriers to gender equality*. Washington, DC: American Psychological Association.
- Badea, C., Bender, M., & Korda, H. (2020). Threat to national identity continuity: When affirmation procedures increase the acceptance of Muslim immigrants. *International Journal of Intercultural Relations*, 78, 65–72.
- Bekomson & Ntamu (2019). Religious value orientation and self-efficacy among secondary school students in Cross River State, Nigeria. *Global Journal Of Educational Research*, 18(2), 81-89
- Bender, M., van Osch, Y., He, J., Güngör, D., & Eldja, A. (2022). The role of perceived discrimination in linking religious practices and well-being: A study among Muslim Afghan refugees in the Netherlands. *International Journal of Psychology*, 57(4), 445-455. DOI: 10.1002/ijop.12854.
- Castellanos, J., & Gloria, A. M. (2007). Academic invulnerability among undocumented Latino university students. *Hispanic Journal of Behavioral Sciences*, 29(2), 159-183.
- Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science*, 11(5), 399-402.
- Cohen, G. L., & Garcia, J. (2008). Identity, belonging, and achievement: A model, interventions, implications. *Current Directions in Psychological Science*, 17(6), 365-369.
- Corning, A. F. (2000). Assessing perceived social inequity: A relative deprivation framework. *Journal of Personality and Social Psychology*, 78, 463–477.
- Cotterill, S. T., & Sidanius, J. (2016). Social dominance theory. In *Advances in Experimental, Social Psychology* 53, 1-52).

- Crocker, J., Major, B., & Steele, C. (1998). Social stigma. In *The Handbook of Social Psychology* Oxford University Press.
- Every, D., & Perry (2014). Psychological study of perceived religious discrimination and its consequences for a Muslim population. *Religions*, 10(3), 144. DOI: 10.3390/rel10030144.
- Garstka, T. A., Schmitt, M. T., Branscombe, N. R., & Hummert, M. L. (2004). How young and older adults differ in their responses to perceived age discrimination. *Psychology and Aging*, 19, 326-335. DOI: 10.1037/0882-7974.19.2.326
- Menon, S., & Kamath, S. (2023). The Impact of the Combined Influence of Perceived Discrimination on the Basis of Caste and Economic Class on Self-Efficacy. *International Journal of Indian Psychology*, 11(2), 015-032. DOI: 10.25215/1102.002.20231102.
- Quattrochi, G. E. (2014). *The Relationship between perceived discrimination and hope for the future, global self-worth and academic competence, in a multi-racial/ethnic, low-income sample of school age children*, Purdue University
- Schmitt, M. T., Branscombe, N. R., Postmes, T., & Garcia, A. (2014). The consequences of perceived discrimination for psychological well-being: A meta-analytic review. *Psychological Bulletin*, 140(4), 921-948. DOI: 10.1037/a0035754.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33-47). Brooks/Cole Publishing.
- Van Osch, Y. M. J., & Breugelmans, S. M. (2012). Perceived intergroup difference as an organizing principle of intercultural attitudes and acculturation attitudes. *Journal of Cross-Cultural Psychology*, 43, 801-821.
- Xiaozhong Hu & Sanyin Cheng (2021). Religious orientation, religious involvement, and religious coping predicts university students' thinking styles. *British Journal of Religious Education*, 43(4), 421-433. DOI: 10.1080/01416200.2020.18679