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## Title

### ***Mood states and academic performance in the objective structured clinical examination. The mediating effect of self-efficacy***

## Abstract

Background: The role of self-efficacy on academic outcomes in clinical simulation evaluations is well-known. However, no previous studies have reported the mediating effect of self-efficacy in the link between mood state and academic performance in the Objective Structured Clinical Examination (OSCE). Objectives: This study explores the following aims: i) to determine the effects of mood states on academic performance; ii) to assess the effect of mood states on self-efficacy; and iii) to analyze whether self-efficacy mediates the relationship between mood state and academic performance in the OSCE. Design: This quantitative and cross-sectional study received Institutional Review Board approval. Settings: A private university in Santiago, Chile. Participants: A convenience sample of 117 nursing students from fourth and sixth semester. Methods: Data were collected using two questionnaires (the short version of the Profile of Mood State, and the General Self-Efficacy Scale), and the objective structured clinical examination in adult medical-surgical nursing and pediatric nursing courses. Results: Mood state has a significant effect on self-efficacy  $\beta = -0.068$   $p = .001$ . There was, however, no significant relationship between mood and academic performance ( $\beta = -0.004$   $p = .114$ ). Similarly, Sobel's test indicated a non-significant mediation effect for self-efficacy-0.000544; 95 %; CI (-0.00256, 0.00148)  $p = .597$ . Conclusions: The results of this study improve the understanding of students' self-efficacy and academic performance. Further investigation regarding the use of the self-efficacy construct as a mediating variable in different high-stakes evaluations and in students with varying training levels is needed. © 2024 Elsevier Ltd

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