
UNIVERSITY LECTURERS' SELF-EFFICACY AS A FACTOR OF THEIR PROFESSIONAL MOBILITY

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ABSTRACT

The article highlights the problem of higher school lecturers' professional self-efficacy as a factor of their professional mobility. The main approaches to the study of higher school lecturers' professional self-efficacy, as their inner conviction that they have necessary potential and professional competence for successful solution of professional tasks and provision of quality education, are considered. The essence and main characteristics of specialists' professional mobility, in general, and that of higher school lecturers, in particular, are outlined. The empirical study on higher school lecturers' professional self-efficacy and the professional mobility is described, the study result indicate insufficient self-efficacy characteristic for many respondents. The gender-age and organizational-professional characteristics of higher school lecturers' professional self-efficacy are characterized. The male lecturers had higher professional self-efficacy than female ones. The assumption about higher school lecturers' professional self-efficacy as an important factor in their professional mobility has been proved. The more effective university lecturers were, the more mobile they were, with men being more professionally mobile than women; lecturers felt less protected with age; educational managers felt more psychologically protected than lecturers. The socio-psychological conditions promoting higher school lecturers' professional self-efficacy during specially organized socio-psychological training at postgraduate education are highlighted.

Keywords: professional self-efficacy, higher school lecturers, professional mobility.

Problem statement. The quality of educational work of higher school lecturers in today's difficult conditions is largely determined by their *position* and *subjective activities* and opportunities for changing, which appears rapidly in the nowadays world and perceived by people, as well as lecturers' belief that they are able to be successful in their chosen work or, in other words, be more efficient in

general, and in their professional sphere, in particular.

Self-efficacy influence positively on an individual's socio-psychological adaptation (Jerusalem, 1999, p. 177-201), propensity for prosocial behaviour (Smith & Betz, 2000, 283-301), success in communication (Shepelieva, 2008), thinking, force and stability of motivation, affective states, etc., which help an individual to with-

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stand difficult situations and experience the individual's effectiveness in activities and functioning at whole (Bandura, 1995; 2000). Self-efficacy means an individual's belief in his or her own qualities to effectively accomplish certain activities and bear their responsibilities (Chen, Greene, & Crick, 1998; Markman, G., Baron, R., & Balkin, D. 2005) for the career development, professional behaviour (Obschonka, Hakkarainen et al., 2017; Uy, Chan, Sam, et al., 2015) or professional formation (Balakhtar, 2018). This suggests importance of lecturers' *self-efficacy* for their professional mobility, which, according to some researchers (Amirova, 2006; Bryzhak, 2016; Sushenceva, 2011), is an important quality of higher school lecturers, a certain triplex (Latin. triplex – "triple"), which combines: an individual's qualitative characteristics providing an internal mechanism of personal development through the formation of key and general professional competencies; lecturers' activities, determined by environment-changing events, resulted in self-realization in life and professional work; the process of human self-transformation, life problem solution and searches for successful functioning in the profession and life at all (Goriunova, 2016, p. 186). Self-efficacy is a systemic quality of a specialist as a personality, which includes knowledge, skills, abilities, personal qualities, value orientations, etc.

At the same time, the university practice testifies to the existence of significant psychological problems at lecturers concerning their self-education, professionalism improving, their "ability to make changes, to accept new, to apply systemic thinking, to understand the relationships and interdependence in social development" (Goncharenko, Nychkalo, 2000, p. 32). These problems are related, in particular, to the specifics of their educational work, to emotional burnout characteristic for many lecturers and professional personality disorders (Bondarchuk, 2013, p. 6-10; 2018, p. 12-16; Karamushka, 2016, 80-89; Bandura, 1995, p. 1-45; Kang, 2018, 134-151; Lisbona, Palaci, Salanova & Frese, 2018, p. 89-96). For this reason it is important to study the factors of lecturer's professional mobility, one of which is their self-efficacy. At the same time, higher school lecturers' self-efficacy as a factor of the professional mobility has not been studied yet.

The study theoretical and methodological foundations include the main theoretical approaches to self-

efficacy, in general, and self-efficacy at a workplace, in particular:

a) the *cognitive-behavioural approach* (Bandura, 1995; 2000; Sherer, 1982), based on the idea that a person can master the necessary behavioural reactions and demonstrate them whenever it is necessary; the sense of competence and efficiency;

b) the *personality-activity approach* (Boiarynceva, 1995), where self-efficacy is understood in the context of self-assessment of one's abilities to perform certain tasks or to establish relationships with other people;

c) the *subject-action approach*, according to which self-efficacy can be regarded as personal quality of an individual as an agent of his/her activities (Tatenko, 2017);

d) the *inter-actionist approach*, according to which self-efficacy is seen as an individual's confidence in their ability to participate actively in constructive social interactions (Smith & Betz, 2000 and others),

e) self-efficacy as *assessment* by an individual of their ability to perform any action under certain conditions (Harris, Moran K. & Moran S., 2004; Schein, 1983; Sherer, Maddux, Mercandante, ... & Rogers, 1982) etc.

The literature review on the studied problem and its generalization gives us grounds to consider higher school lecturers' professional self-efficacy as a social attitude, which is manifested in an individual's confidence in their potential and professional competence. This potential and professional competence is necessary for successful solutions of professional tasks and provision of quality education.

On the other hand, personal mobility is studied in general (Zaslavs'ka, 1991; Ivanchenko, 2005) and as professional mobility (Latusha, 2014), including educators' mobility (Topolov, 2011; Mushegov, 2016). The main determined characteristics of professional mobility are: the creative nature, active search for innovative technologies and innovative approaches, personal initiative, professional sociability, etc. (Baieva, 2013; Balakhtar K., 2019; Bondarchuk, 2018).

It should be noted that the studies on professional mobility are focused mainly on its essence, structure as an integral quality of a personality, on the one hand, and the process of transformation of self and the entourage (life and professional), as an individual's interaction with the world of professions, on the other one. Besides, higher school

lecturers need to be professionally mobile in the current social crisis. This is due to accelerated changes, dynamic uncertainty of society, so people should be changed quickly to express themselves in teaching, to achieve professional success.

The article **aims** is to present and analyse the empirical study on the characteristics of higher school lecturers' professional self-efficacy and its relation with their professional mobility.

The study methodology and organization. The following methods were used to determine the features of higher school lecturers' professional self-efficacy and its relation with the professional mobility: the Self-Efficacy Scale (Sherer, M., Maddux et al., modified by Boiarynceva (1995)); Tepper's Job Mobility Scale adapted by S. Maksymenko, O. Kokun, Ye. Topolov (2011).

The study involved 250 higher school lecturers from different regions of Ukraine, who were divided into groups according to: 1) *gender*: 84,7% women, 15,7% men; 2) *age*: up to 30 years (10,1%); 31-40 years (18,4%); 41-55 years (41.5%); over 55 years (30%); 3) *position*: 74,9% lecturers; 25,1% educational managers.

Statistical data processing and graphical presentation of the results was done with the statistical package SPSS (version 17.0).

Presentation of the main research material. At the first stage of our study, self-efficacy was determined by the Self-Efficacy Scale (1995) (table. 1).

As it is seen from Table 1, self-efficacy of many studied lecturers was insufficient. Thus, high and above-average self-efficacy was determined only at 4,9% i 21,1% of the respondents respectively.

The vast majority of the studied lecturers (52,0%) was characterized by average professional self-efficacy.

Of concern, there is the fact that every one in five

lecturers demonstrated below-average (13,9%) and low (8,1%) professional self-efficacy, which, in our opinion, indicated their insecurity, their poor opinions on their capabilities and skills. This, in turn, indicated insufficient perseverance to professional tasks, poor efforts to solve problems; while a confident teacher does not doubt his/her strength, able to think pedagogically, constantly improves their analytical, prognostic, projective, reflective, and other skills.

The obtained data are consistent with the data on educators' self-efficacy examined by O. Bondarchuk (2013), O. Mushegova (2016). This, in our opinion, indicates the stability of this phenomenon among lecturers, as well as the urgent need to develop self-efficacy, ability to think critically, establish contacts and interact, be sociable, creative individuals, be able to independently obtain information and analyze it (Balakhtar V., 2019), and not only to accumulate knowledge and skills but also to develop creative abilities, skills of interpersonal interactions, etc.

The performed variance analysis revealed the features of lecturers' professional self-efficacy depending on their gender, age and organizational and professional characteristics. Thus, differences in their professional self-efficacy depending on the gender and age of the respondents were revealed (Figure 1).

Figure 1 shows that male university lecturers' indicators on professional self-efficacy were higher than those of female, and the indicators became lower with age at all respondents regardless of their gender ($p < 0.01$). It is noteworthy that professional self-efficacy becomes higher in the case of role position changes (acquisition of a manager's status), and, consequently, the manager's efficiency and productivity of professional tasks rises (Figure 2).

In particular, as it is seen from Figure 2, the managers of higher education institutions had higher professional self-efficacy compared to lecturers, especially clearly this trend was manifested for women ($p < 0,01$).

Table 1.

Distribution of the studied lecturers by their professional self-efficacy

Professional self-efficacy	Number of the respondents, %
Low	8,1
Below-average	13,9
Average	52,0
Above-average	21,1
High	4,9

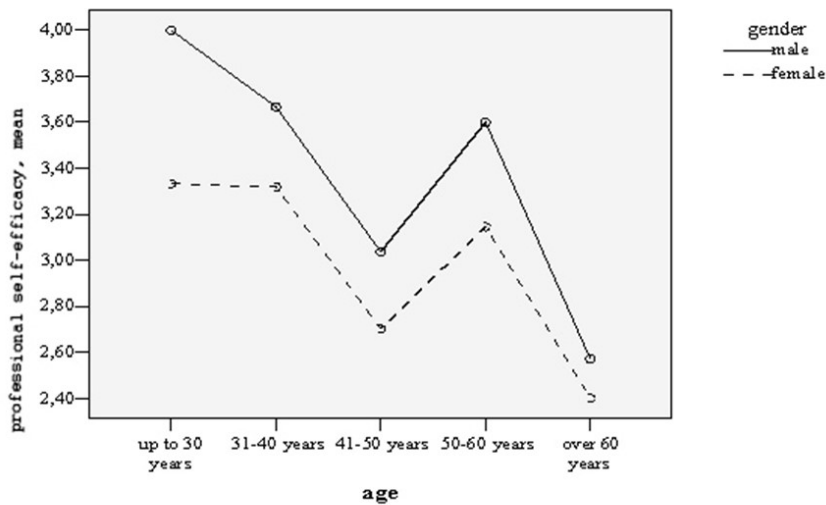


Figure 1. Lecturers' self-efficacy depending on their gender and age

Following the purpose of the study, the features of lecturers' professional mobility were determined. In particular, Tepper's Job Mobility Scale adapted by S. Maksymenko, O. Kokun, Ye. Topolov demonstrated that many lecturers showed insufficient professional mobility. It was below-average, which indicated their unwillingness to quickly and successfully master new techniques and methodologies, move away from traditional professional stereotypes, quickly restructure their work or made self-changes depending on a situation or a professional conditions, i.e. It is necessary to be flexible in the changing conditions of

nowadays.

There were statistically significant differences in lecturers' professional mobility depending on their gender: men were more professionally mobile than women ($p < 0.01$); lecturers felt less protected with age ($p < 0.01$); managers felt more psychologically protected than lecturers ($p < 0.01$) (Bondarchuk, 2018).

In additions, the variance analysis revealed statistically significant differences in lecturers' professional mobility depending on their professional self-efficacy

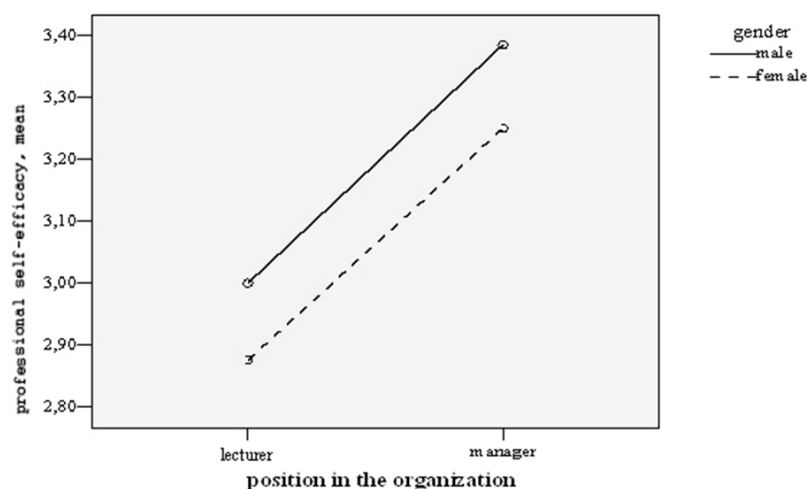


Figure 2. Employees' self-efficacy depending on their position in the organization

(Figure 3): the higher the respondents' professional self-efficacy, the higher their professional mobility ($p < 0,05$).

and developmental opportunities at learning. This, as our practical work demonstrates, has positive impact on self-

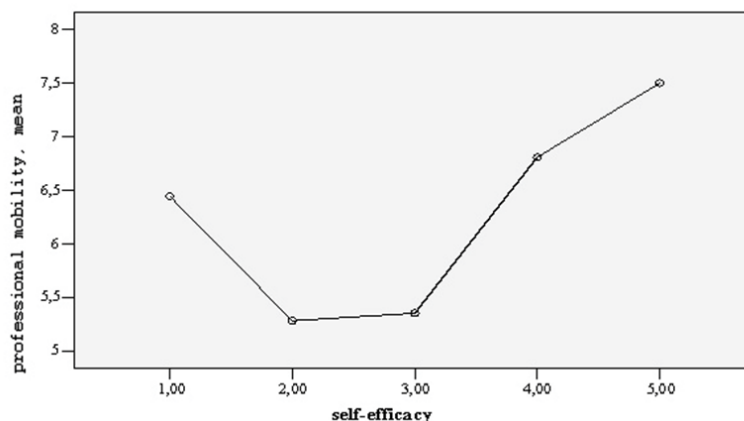


Figure 3. Lecturers' professional mobility depending on their self-efficacy

Accordingly, the socio-psychological training for lecturers, aimed at their self-efficacy development, should be specially organized, in particular, within the framework of postgraduate education.

It is necessary to take into account the socio-psychological conditions promoting lecturers' professional self-efficacy development (Bandura, 2000; Bondarchuk, 2013; Kang, 2018; Odanga, Raburu, & Alokals, 2018):

1) *direct experience*, which means organized joint activities helping lecturers to realize themselves as creative individuals, meet current social needs; creating a situation of success for them;

2) *indirect experience*, which includes observation of people with high social self-efficacy; the analysis of pedagogical professional situations including workers with high social efficiency;

3) *taking into account public opinion* – establishing the rules of interactions in the groups based on participants' equality in communication, emotional openness and trust in each other, acceptance of another person as a value;

4) *physical and emotional states*, or preparation of individual programs for self-efficacy development based on constant monitoring of personal and professional development of high school lecturers, their physical and emotional states; the development of their ability to self-regulation, etc.

Thus, it is important to provide positive feedback from students and lecturers concerning social self-efficacy

development, professional self-efficacy development and professionalism improvement.

An emphasis on the efficiency and productivity of earlier executed tasks, i.e. on successes and failures, observation over other lecturers, improvement of verbal capabilities, overcoming of such emotions as fear, excitement, anxiety help to rise self-efficacy of lecturers at their work, to form the feeling of their own competence, to expand their role repertoire of behavioural skills. It is important to remember that only calmness and confidence have a positive effect on a person's assessment of their abilities.

Thus, exerting a purposeful influence on the described factors, it is possible to influence specialists' self-efficacy and motivate them to work accordingly.

Conclusions. The performed empirical study confirmed our assumptions that professional self-efficacy and professional mobility are linked. Unfortunately, insufficient professional self-efficacy and insufficient professional mobility was identified at many lecturers. The gender-age peculiarities of professional self-efficacy were determined: women were characterized by lower professional self-efficacy than men, which can be explained by gender inequality still existing in Ukraine concerning women's career aspirations. It was found that managers had higher professional self-efficacy than lecturers, which could serve as an indirect confirmation of the importance of professional self-efficacy for professional success.

Insufficient professional self-efficacy and profes-

sional mobility of many higher school lecturers determines the need to develop these qualities during postgraduate education.

The prospects for further research are the theoretical justification, development and testing of programs developing lecturers' professional self-efficacy. It is interesting to study not only scientific- pedagogical specialists' professional self-efficacy and professional mobility but also those of socionomy specialists in general.

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САМОЭФФЕКТИВНОСТЬ ПРЕПОДАВАТЕЛЕЙ ВЫСШЕЙ ШКОЛЫ КАК ФАКТОР ИХ ПРОФЕССИОНАЛЬНОЙ МОБИЛЬНОСТИ

АННОТАЦИЯ

Проблема деловой самоэффективности преподавателей высшей школы как фактора их профессиональной мобильности. Освещены основные подходы к исследованию деловой самоэффективности преподавателей как их внутреннего убеждения в наличии необходимых потенциальных возможностей и уровня профессиональной компетентности для успешного решения задач профессиональной деятельности и осуществления качественного образовательного процесса. Определены сущность и основные характеристики профессиональной мобильности специалистов вообще и преподавателей высшей школы в частности.

Приведены результаты эмпирического исследования деловой самоэффективности преподавателей высшей школы и профессиональной мобильности, которые свидетельствуют об их недостаточном уровне для значительного количества испытуемых. В подавляющей части исследуемых педагогов обнаружен средний уровень деловой самоэффективности. Охарактеризованы гендерно-возрастные и организационно-профессиональные характеристики деловой самоэффективности преподавателей высшей школы. Констатируется, что педагоги мужского пола характеризуются

высокой деловой самоэффективностью сравнительно с женщинами, хотя с возрастом становятся меньше во всех исследуемых независимо от пола. По должности педагогических работников (приобретение статуса руководителя учебного заведения) деловая самоэффективность у руководителей высших учебных заведений сравнительно выше, нежели у педагогов, которые не занимают руководящих должностей, особенно четко такая тенденция проявляется у руководителей женского пола.

Доказано предположение о деловой самоэффективности преподавателей высшей школы как весомый фактор их профессиональной мобильности. Констатировано, что чем более самоэффективными являются преподаватели высшей школы, тем более мобильными они есть, причем мужчины более профессионально мобильные, чем женщины, а с возрастом педагоги чувствуют себя менее защищенными; руководители чувствуют себя более психологически защищенными, чем обыкновенные педагоги. Освещены социально-психологические условия содействия развитию деловой самоэффективности преподавателей высшей школы в процессе специально организованного социально-психологического обучения в условиях последилового образования.

Ключевые слова: деловая самоэффективность, преподаватели высших учебных заведений, профессиональная мобильность.

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САМОЕФЕКТИВНІСТЬ ВИКЛАДАЧІВ ВИЩОЇ ШКОЛИ ЯК ЧИННИК ЇХ ПРОФЕСІЙНОЇ МОБІЛЬНОСТІ

АНОТАЦІЯ

У статті висвітлено проблему ділової самоефективності викладачів вищої школи як чинника їх професійної мобільності. Висвітлено основні підходи до дослідження ділової самоефективності викладачів як їх внутрішнього переконання в наявності необхідних потенційних можливостей та рівня професійної компетентності для успішного розв'язання завдань професійної діяльності і здійснення якісного освітнього процесу. Окреслено сутність і основні характеристики професійної мобільності фахівців загалом і викладачів вищої школи зокрема.

Наведено результати емпіричного дослідження ділової самоефективності викладачів вищої школи і професійної мобільності, які свідчать про їх недостатній рівень для значної кількості досліджуваних. Натомість у переважній частині досліджуваних виявлено середній рівень ділової самоефективності. Охарактеризовано гендерно-вікові та організаційно-професійні характеристики ділової самоефективності викладачів вищої школи. Констатовано, що педагоги чоловічої статі характеризуються вищою діловою самоефективністю ніж жінки, хоча з віком стають меншими у всіх досліджуваних незалежно від статі. Щодо посади педагогічних працівників (набуття статусу керівника закладу освіти) ділова самоефективність у керівників закладів вищої освіти ділова самоефективність вище порівняно з працівниками, особливо чітко така тенденція виявляється у керівників жіночої статі.

Доведено припущення про ділову самоєфективність викладачів вищої школи як вагомий чинник їх професійної мобільності. Констатовано, що чим більш самоєфективними є викладачі вищої школи, тим більш мобільними вони є, причому чоловіки є більш професійно мобільними ніж жінки, а із зростанням віку педагоги почуваються менш захищеними; керівники почуваються більш психологічно захищеними ніж працівники. Висвітлено соціально-психологічні умови сприяння розвитку ділової самоєфективності викладачів вищої школи у процесі спеціально організованого соціально-психологічного навчання в умовах післядипломної освіти.

Ключові слова: ділова самоєфективність, викладачі закладів вищої освіти, професійна мобільність.

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