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Self-efficacy development programme of future social services specialists: contents, procedures, testing online

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The article presents the author's training programme "The self-efficacy development of future social services specialists" online. The study defines the purpose, main tasks and scope of the training programme. The article described three training sessions ("Self-efficacy, its components and ways of development"; "Value attitude to self-efficacy and its development"; "Ability to show self-efficacy in professional activities"), which make up the structure of the training programme. We displayed the theoretical and practical-reflexive blocks of training sessions (first and second), and also we presented the maintenance and procedure of the organizational-activity game. "Ability to show self-efficacy in professional activities" as a basis for the development of self-efficacy and its manifestations in professional activity (third session), which together reveal the content of training sessions and contribute to the self-efficacy development of future social services specialists. The article determines the experimental and control group before and after the moulding experiment. There were not recorded, in the control group, statistically significant dynamics of levels, indicators, components. The G-criterion of signs revealed statistically significant differences in self-efficacy in the experimental group before and after the moulding experiment. A significant area of training is the development of confidence in future professionals of social services, their faith and their ability to professional self-realization in the social sphere (provision of social services to different categories of the population) by forming gnostic-reflexive, affective-value and behavioural-regulatory components of self-efficacy.

Keywords: social services specialists; self-efficacy; reflexivity; value attitude to self-efficacy; focus on success; training programme.

Introduction

The social policy implementation and population social protection ensuring require a high level of social services activity organization for the social services provision, project implementation "per statutory documents, civil law agreements", which define the list of social services, categories of persons to whom they are provided, with appropriate training of their employees, in compliance with state standards of social services, ethical, legal norms and principles of the provision of social services (On social services, 2020, p. 7).

The functioning of social services is "a necessary condition for the normal development of society (the solution of social problems ensures the harmonization of social relations and, above all, the relationship between man and society)" (Vozna, 2017). The content and functions of social work activity of social services condition as a tool for implementing the social policy of the state to provide social services to the population (Balakhtar, 2019), aimed at ensuring the social welfare of the country, meeting a wide range of social needs of different categories of the population, regardless of their characteristics (socio-economic class, age and gender, national or sexual

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minorities, political beliefs, etc.). The complexity of the tasks and functions of social services places high demands on the set of "special knowledge, skills and abilities, qualities, work experience and norms of behaviour that ensure the possibility of successful work" of their specialists (Goncharenko, 1997). "A fully educated and developed social worker must be competitive in today's labour market, be able to successfully solve social problems, based on the ability to communicate and cooperate with various categories of the population, strive to achieve holistic development of personality and activity, acquire competence, skills, professionalism" (Balakhtar, 2018, p. 94).

The problem of the self-efficacy developing of the future social services specialist is, first of all, "the problem of personal and social development of the specialist as a social action subject, able to navigate and solve professional problems in changing social conditions" (Balakhtar, 2019). Thus, it requires special attention to the self-efficacy development of future social service specialists to achieve self-realization, professional "acme" in future social sphere activities.

Analysis of recent research and publications

Analysis of scientific research and publications shows that the problem of personal self-efficacy has already been the subject of researchers' attention. Moreover, there were studied the self-efficacy of personality, its content, indicators, factors (Bandura, 2012; Bandura 2004). Maddux, 2012); people's belief in the ability to achieve a specific goal (Bandura, 1977); creative self-efficacy (Jaiswal, Dhar, 2015; Jaussi, 2014); self-efficacy as predictors of academic self-regulation, student achievement (Lee W., Lee M., Bong, 2014; Bouffard, Bouchard, Goulet, Denoncourt, & Couture, 2005; Schunk, Benedetto, 2015; Mastenbroek, Jaarsma, Scherpbier, 2014), its role in predicting learning, ability to innovate and risk (Salanova, Lorente, Martinez, 2012); connection of self-efficacy with collective efficiency in particular (Yaakobi E, Weisberg, 2018).

Maddux (2012) considered the individuals' self-efficacy as assessing their personal qualities, which is multiple and depends on the context of the situation (academic, physical, professional, etc.), and indicates the diversity of human faith in themselves. Besides, scientists consider self-efficacy as the main factor in the success of professionals in various fields, in particular: heads of educational organizations (Bondarchuk, 2013, 2015, 2015a, etc.), entrepreneurs (Kredentser, 2016, etc.), teachers (Mushegov, 2016; Barni, Danioni, Benevene, 2019), in the field of academic achievement (Anthony R. Artino, 2012), students (OECD, 2020), etc.

The researchers have studied the self-efficacy of future social services specialists in fragments, chiefly as the formation of the social services specialists' personality (Balakhtar, 2018, pp. 165-170 and others).

In general, scientists limited themselves to stating the role of self-efficacy as the success of the individual's self-efficacy. However, the self-efficacy development issue almost has not been considered.

That is why the urgency of the problem and its insufficient development allowed formulating **the purpose of the study**: to theoretically substantiate and test the

training programme "Development of self-efficacy of future social services specialists."

Presentation of the main material and research results

The training programme "The self-efficacy development of future social services specialists" allows solving a set of problems related to the development of self-efficacy of future social services specialists.

The purpose of the programme: to promote the future social services specialists' development of confidence (inner convictions), their faith and their ability to professional self-realization in the social sphere (provision of social services to various categories of the population) by developing their self-efficacy.

Objectives of the programme: 1) mastering by social service specialists of knowledge on issues of self-efficacy and ways of its development; 2) formation of a value attitude to the self-efficacy of social service specialists; 3) actualization of the focus on achieving success in educational and professional activities; beliefs about self-worth, ability to manage events; 4) promoting the ability to show self-efficacy in future professional activities.

General structure and scope of the programme

We designed the self-efficacy development programme for future social service specialists for three sessions with 60 hours / 2 ECTS credits in total. *The first session* focuses on deepening awareness of the self-efficacy essence, ways of its development and role in future professional activities; *the second* - considers the formation of a value attitude to self-efficacy and the development of a focus on success in educational and professional activities, the ability to manage events; and *the third* - provides the ability to self-efficacy in educational and professional activities, the development of the ability to be successful in the social services field.

Each session has its specifics and contains theoretical and practical components that allow getting information, learning new tools for self-efficacy and gaining experience in their use in future practice. A more detailed description of the programme is shown in the technological map, which, taking into account today's realities, is presented for Online usage.

Content of the training programme "The self-efficacy development of future social service specialists"

The general introduction to the programme of the self-efficacy development of future social service specialists includes greetings of training participants; informing about the work programme and procedures in ZOOM conference; and acquaintance with instructions to the application of digital services and ways of their connection.

The study of the expectations of the training participants is carried out using an online board (*Google Jamboard, Padlet*, etc.) and following the group discussion in ZOOM. Participants answer the following questions: "Why do I strive for self-efficacy"; "What would I like to master and use in my future professional activity in the social services field?"

The next stage is the development of interpersonal interaction and teamwork rules ("Brainstorming"), multimedia presentation: "What will our training be?", the announcement of the purpose and objectives of training, the immersion of participants in the problem (micro discussion of self-efficacy).

The first session of the training focuses on deepening the self-efficacy essence awareness, ways of its development and role in future professional activities. The structure of the first session – the workshop "Self-efficacy, its components and ways of its development" consists of an introduction (announcement of the purpose, tasks, explanation of features of the training work organization); and theoretical and practical-reflexive blocks. The theoretical block considers the knowledge activating of training participants on the concepts of "success" and "self-efficacy", determining their common and different characteristics using the programme "Mentimeter" (<https://www.menti.com/p2hpo6yre0>), showing the screen of the answers presentation programme. Participants also have an interactive lecture: "The role of self-efficacy and its components in the activities of future social services specialists", developed using literature sources (Balakhtar, 2018a; Bondarchuk, 2013; 2015; Borovynska, 2017, etc.) and author's works (Onoprienko-Kapustina, 2020, p.63-65, etc.). In covering the lecture materials process, the self-efficacy essence, its components and indicators are revealed, the presentation screen is demonstrated.

Practical-reflexive blocks contain the following actions focused on:

- The awareness level diagnostics of the self-efficacy development and role in the social services specialists' activities by working in 3 groups in session halls on the ZOOM platform using the Online board (Google Jamboard, Miro, Padlet etc.). The method of brainstorming requires the following: 1) to reveal the essence of the development of self-efficacy; 2) to analyse the components and indicators of self-efficacy; 3) to identify the reasons (Why should it be developed?) and the role of self-efficacy in the activities of the specialist);

- The self-efficacy development search for opportunities and conditions involves working in 3 groups in session halls on the ZOOM platform using an online board (Google Jamboard, Miro, etc.). Tasks and conditions of performance: 1) to reveal the core contradictions and problems in the self-efficacy development; 2) analyze the possibilities of the self-efficacy development; 3) determine the conditions for the self-efficacy development;

- The development of the program of expansion of opportunities and conditions of development of self-efficacy – programs of practical actions concerning the implementation of deepening of opportunities and conditions the self-efficacy development awareness projects are developed;

- The performing of the creative homework: "My self-efficacy: past, present and future", involving the analysis of their life situations and modelling the future life path.

The second session of the training program involves the value attitude formation to self-efficacy and its development. The second workshop includes an introduction to the second session of the training (announcement of goals, objectives, explanation of the peculiarities of the training work

organization), updating the experience of participation in the first session of the training: "What was the previous meeting useful for me for?". Demonstration and analysis of the results of homework: "My self-efficacy: past, present and future." *The theoretical block of the second session includes actions aimed at instructing and activating the group's knowledge about the value of self-efficacy in the activities of the specialist and its development (clear instructions are provided with a demonstration of the Mentimeter screen <https://www.menti.com/p2hpo6yre0>). The discussion followed after the finished exercise). The next aspect, in our opinion, that needs to be studied is the attitude of the future social services specialist to the development of self-efficacy. Participants are invited to complete the list of proposed sentences as soon as possible, which will determine the value attitude to the self-efficacy, value attitude to the self-efficacy development, value attitude to self-efficacy as the main factor in the success of social services. The teams present the work results on the general board of the ZOOM platform after the exercise.*

The practical-reflexive block of the second session contains actions aimed at diagnosing beliefs about self-worth, the ability to manage events in the social services field according to the method of R. Yanov-Bulman "Scale of basic beliefs" adapted by O. Kravtsova (Krasnoryadtseva, ... & Chuchalova, 2014, c.41-45). The demonstration of the method presentation screen.

It also diagnoses the focus on success in educational and professional activities in the social services field, which involves working in 2 groups in session halls on the ZOOM platform using an online board (Google Jamboard, Padlet, etc.). The use of the method of brainstorming allows determining the mutual and different in the formation of training goals in the speciality "Social Work" and "Social Pedagogy" (during theoretical training and in the process of gaining professional experience, an internship in social services). This task could be performed in two ways.

The method of active learning "Alphabet" was implemented in 2 groups in session halls on the ZOOM platform using an online board (Google Jamboard, Miro, Padlet etc.) and provided to reveal the meaning of the concept (value attitude to self-efficacy) through the appropriate letters of the alphabet, selecting words beginning with this letter and reveal the meaning of the concept under study.

We considered it expedient to study associative ideas about the value attitude to development and obstacles to success in professional activities; analysis of areas for professional growth (Exercise "16 associations", Balakhtar, 2015, p. 385). We invited participants to get 16 associations to the word "values to the development of self-efficacy." In the second column, we write words associations from the first column (16), combining them in pairs: the association to the first and second word, the association to the third and fourth word, then to the fifth and sixth, and so on. Thus, in the second column, we get eight associations. In the third column, we repeated the procedure, and we get four words. Continue until there is only one association left in the last, fifth column. The association formed in the last column should be depicted in the schematic form drawing on the online board: Google Jamboard, Miro and others. Presentation, discussion and comparison of drawings in the

ZOOM conference main room, selection of common elements, analysis of strengths and weaknesses and possible areas for the formation of values to the self-efficacy development in professional activities in the social services field.

The next action involved the ways development to form a value attitude to the self-efficacy development in the social services field by the following actions: 1) to form the principles of forming a value attitude to their success in professional activities; 2) to determine what is unacceptable to do in the process of forming a value attitude to the self-efficacy development in the social services field? 3) and "What to do (what rules to follow) in the formation of values of a social services specialist?" Presentation of the results. Work in 3 groups in session halls on the ZOOM platform using an online board (Google Jamboard, Miro, etc.).

Creative tasks provided the analysis of the parable "The Perfect Pot" and the analysis of typical mistakes, problems that arise on the way to success in educational and professional activities in the social services field.

The workshop of the third session "Ability to show self-efficacy in professional activities" consists of an introduction to the training session (announcement of goals, objectives, explanation of the organization of work in training, updating the experience of participating in the first session "What was the previous meeting useful for me for?"), demonstration and analysis of the homework results "What are the typical mistakes, problems of success in educational and professional activities?", and organizational and activity game "Self-efficacy of social services specialists", developed by analogy with the game "Hercules" (Panfilova, 2003).

The structure of the game includes an introductory word, acquaintance with the features of the game, the definition of goals, objectives, clear instructions for creating teams, micro discussions "Ability for self-efficacy", development of a team business card (team name, motto/slogan, team emblem, the goal of the team in the game on the principle of "here and now", individual and group work). The presentation of the results of the work is carried out in the general hall of ZOOM.

Group work focuses on developing the ability to: self-development, purposefulness, autonomy, environmental management; and provides information on the distribution of roles of 4 groups.

Groups are divided by the following abilities: 1) personal growth; 2) purposefulness; 3) autonomy; 4) environmental management. Tasks of each group:

- to identify the main contradictions and problems in the ability development; examine the legal and regulatory documents that regulate their relevance for future professional activities in the social services field, the clarity of their interpretation; identify scientific and conceptual problems of capacity development for specialists in the social services field;

- to analyse the real state of formation of the ability of social services specialists; formulate retrospective problems aimed at the appropriate ability developing;

- to analyse the tasks of social services for the development of these abilities of self-efficacy in specialists; identify barriers caused by bureaucracy, conservatism, stagnation, administrative and volitional methods of developing of social services specialists' self-efficacy indicators;

- with the help of illustrative and artistic means, images of symbols to draw or depict in any stage genre "problem field" of self-efficacy indicators in all three perspectives ("problem field", causes and problems in defining, developing and implementing self-efficacy indicators, barriers that prevent changing the situation).

Work in session halls on the ZOOM platform. Team speakers present the work results in the main room (2 minutes for each team).

The next stage of the game is to formulate goals and set benchmarks for practical action to the self-efficacy of future social services specialists' development. To facilitate the diagnostics, it is worth considering the answers to the questions: What ability indicators of self-efficacy development are implemented in social services, where have you practised? Are they being implemented at all? Who develops self-efficacy indicators and may influence the success and efficiency of professional activities in the social services field? Do the existing social services have sufficient opportunities and administrative tools to adjust the self-efficacy development of social services specialists?

Information generalization and analysis are carried out in the presentation form in the main hall of group work. Based on the analysis, each group should identify potential partners, interaction with whom will contribute to the self-efficacy development of social services specialists.

Next action: We asked participants to generate at least three ideas according to each problem (the ability development of personal growth; focus; autonomy; environmental management). Participants can use the most fascinating group ideas to formation of the ability development project to personal growth; purposefulness; autonomy; environmental management on the way to achieving self-efficacy in the professional activities of social services specialists. The work is carried out in groups; and the presentation is in the main hall, where they are able to publish the developed projects, discuss mutual intentions to the ability development to self-efficacy of future professionals in professional activities in the social services field.

The final stage of the game is a reflection on the results of the discussion. We invited participants to go to the online board (Google Jamboard, Miro, Padlet, etc.), which shows a suitcase, trash can, meat grinder. All the participants should determine what they receive in the group work and what they want to take with them, use in their activities – put in a suitcase. Those that turned out to be unnecessary, useless – send to the "trash can". Those that are necessary, not ready for use in their work, what needs to be thought out, refined, "twisted" – sent to a sheet with the image of a meat grinder. Besides, we offered participants to do *creative homework*: by using the acquired knowledge, skills and abilities, it is necessary to develop a memo "My plan for success in professional activities in the field of social services"; to develop the plan for one year, for five years, for ten years and to acquaint colleagues, future social services specialists.

The general final part of the training program contains the following components: reflective analysis: "Was the training program interesting for you?"; "Did your expectations come true?"; "What was most interesting for you in the self-efficacy development? What was useful?"; "What interactive techniques would you like to use in

further practical activities for the development of social services specialists?"; "What was not interesting in the training? Useless? Didn't you like it?"; "What are your advice to the head of social services ...".

We carried out approbation of the self-efficacy development programme for future social services specialists during 2018 – first half of 2020 based on Yuriy Fedkovych Chernivtsi National University students. The study involved 54 future social services specialists, 28 of them formed an experimental group (divided into two subgroups of 14 people in each for the training convenience, providing and receiving feedback from all participants in the optimal time frame) and 26 – control group.

In the experimental group, we carried out the self-efficacy development programme for future social services specialists implementation following: psychological conditions, principles, training methods and techniques, providing holistic and systematic work aimed at developing self-efficacy of experimental group members and its components.

In the control group, classes were conducted traditionally, according to the requirements of the educational-professional programme and the curriculum of professional training of future social services specialists, and only two sections were made before and after the formative experiment.

In the experimental and control groups, we performed the testing stage according to the M. Scherer and J. Maddox method (modified by A. Boyarintseva). Statistical processing of the results of testing the programme "The self-efficacy development of future social services specialists" was carried out using the software package SPSS, version 23.0 for Windows. The criterion χ^2 was used to compare the results between the experimental and control groups and the G-criterion of signs to assess the statistical significance of differences in the results separately in the experimental and control groups.

Analysis of the results of the author's programme proved its effectiveness in the context of the self-efficacy development of future social services specialists (Table 1).

control group, we fixed the expressed positive dynamics of the self-efficacy development levels and its components of readiness.

In the control group, statistically significant dynamics of levels, indicators, components were not recorded.

However, the G-criterion of signs revealed statistically significant differences in self-efficacy in the experimental group before and after the moulding experiment ($p < 0.01$). The final results indicate a significant increase in self-efficacy in the participants of the experimental group.

Instead, in the control group, the positive dynamics of indicators and levels of self-efficacy and its components are not recorded. According to the results of the first and second testing stage, minor differences were found (in particular, an increase in the number of respondents with a high level of self-efficacy from 7.7% to 11.5%), which generally do not affect the future social services specialists' self-efficacy levels.

Thus, it can be stated that when testing the programme of the moulding experiment, the number of future specialists with a high level of self-efficacy increased, and the number of respondents with a low level decreased. As a result, the respondents from the experimental group had a higher level of self-efficacy as the main factor in the quality of professional activity of future social services specialists, which will help them achieve professional "acme".

Conclusions

Thus, a significant area of training is the development of confidence in future professionals of social services, their faith and their ability to professional self-realization in the social sphere (provision of social services to different categories of the population) by forming gnostic-reflexive, affective-value and behavioural-regulatory components of self-efficacy. The proposed programme will promote: the acquisition of knowledge by social service professionals to increase their awareness of self-efficacy and ways of its development, the formation of values to self-efficacy and its ability development to self-efficacy in professional activities. Confidence in one's ability to be successful in the social services field can be achieved through constant personal growth, the desire to be focused, able to make independent decisions, manage the environment, solve complex professional problems in the process of providing social services.

Further prospects of the study are to develop a program of socio-psychological support and promote the self-efficacy development of a specialist in practical activities in the social services field.

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Table 1
Distribution of the experimental and control groups respondents by self-efficacy levels before and after the moulding experiment

Levels of self-efficacy development	Groups, the number of respondents in %			
	Before the moulding experiment (I testing stage)		After the moulding experiment (II testing stage)	
	Control group	Experimental group	Control group	Experimental group
low	38.5	42.9	38.5	7.7
average	53.8	53.6	50.0	65.4
high	7.7	3.5	11.5	26.9

* - differences are statistically significant at the level of $p < 0.05$

Table 1 shows that before the moulding experiment (I testing stage), there were no significant differences between the experimental and control groups in the self-efficacy development levels. After the moulding experiment (II testing stage) in the experimental group, in contrast to the

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