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RESEARCH

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The Sense of Self-efficacy among Academic Teachers at a Military University and their Self-esteem

Poczucie własnej skuteczności nauczycieli akademickich uczelni wojskowej a ich samoocena

Introduction

The sense of self-efficacy as a belief in achieving the assumed goal is an extremely important element of all human activity. It is not easy to predict the outcomes of the actions taken, especially in the case of such professions as teacher or university teacher. Work with students depends on many factors on both sides and it is difficult to clearly determine its level of effectiveness objectively. However, the teaching results and the subjective feelings of teachers allow building a sense of self-efficacy while reinforcing their self-esteem, which will be a complementary element to the considerations undertaken. An attempt was also made to examine the relationship between the sense of self-efficacy and the self-esteem of academic teachers at a military university.

According to Bandura's (1977) socio-cognitive theory, a higher sense of self-efficacy positively affects motivation to act and increases the achieved results. The expectations governing human behavior primarily concern three aspects:

the situation, the outcome of action and self-efficacy. Therefore, apart from the consequences of one's actions, the sense of self-efficacy refers to the control of one's personal activity while expressing a certain outline of competences allowing the implementation of planned activities (Bandura, 1997).

The sense of self-efficacy determines the decisions and goals one sets for oneself. It turned out that the time devoted to the task, strong will and persistence in pursuing one's goal, even in the face of difficulties, depend directly on the sense of self-efficacy that usually adopts a generalizing or specific character (Łukasik, 2013).

Wood and Bandura (1989) also point out the close relationship between self-efficacy and behavior, cognition and the environment, expressing a sense of self-efficacy as a belief in one's own ability to stimulate cognitive resources, motivate and mobilize those courses of action that are able to meet specific situational requirements. It is therefore believed that an individual has all the predispositions to cope with anticipated difficulties (Gist, Mitchel, 1992).

The expectation of one's own efficacy is related to its range and therefore relates to the difficulty of the task and its level of generality, which gives a picture of such belief's stability, as well as its strength that manifests itself in resistance to emerging failures. Sometimes a random failure may weaken or cross out the chances of achieving one's expected goal, while in a difficult situation the individual may not take any action because they won't be sure that they would manage in these circumstances (Bandura, 2007).

As Locke and Latham (1990) rightly point out, stronger belief in one's own effectiveness makes people set higher expectations, striving ambitiously to pursue the goal. They intensify their commitment even in the event of significant difficulties or failures. Their strong sense of competence leads to greater perseverance, while a low level of self-efficacy is usually associated with helplessness and anxiety (Schwarzer & Fuchs, 1996).

Interesting insights are also provided by studies showing the impact of self-efficacy on numerous areas of human functioning such as motivation, flexibility, accomplishments, perseverance in performing tasks, the amount of effort and the choices made (Bandura, 1997; Pajares, 1996; Schunk, 1989). Similar relationships can also be seen in self-esteem, which seems to correlate with a sense of self-efficacy in many areas.

Another aspect of the professional functioning of academic teachers touched upon in this study concerns their self-evaluation. As the literature on

the subject indicates, this is an important element of one's image of oneself, which is often understood as an attitude towards oneself, one's traits and capabilities (Kozielecki, 1981; Szewczuk, 1985).

There are many factors that shape one's self-esteem. The most frequently mentioned include: one's own actions, self-observation, listening to opinions about oneself and comparing oneself with others (Migdał, 2003). The key role here is played by the ability to critically appraise one's behavior and self-awareness, allowing the identification of one's „self” on an individual level (Niebrzydowski, 1989).

One of the classifications self-assessment is its division into partial (detailed) and global (general) self-assessment, which is created based on generalized partial self-assessments (Wiechnik, Drwal, 1989), and these in turn relate to one's individual characteristics and occur in situations where a person makes a self-assessment in different areas and independently (Kulas 1986). Therefore, detailed self-assessments usually belong to specific situations and generally refer to specific areas of activity, which means that they may change frequently, while overall self-assessment remains relatively constant, at least for a certain period of life, as a permanently grounded element of one's personality (Kirenko, Sarzyńska, 2010).

Also noteworthy is the breakdown of self-esteem into positive and negative one as an essence of the discrepancy between the actual self-image (the real self) and its idealized version (the ideal self). Positive self-esteem is demonstrated by those who accept themselves, but who are approaching the ideal model, subjectively speaking. It can, therefore, lead to complacency and lack of self-criticism, and thus the inability to notice the need to work on oneself (Reykowski, 1970; Kulas. 1986). On the other hand, negative self-esteem is marked by a clear discrepancy between the image of the 'real' self and the 'ideal' one, causing constant dissatisfaction and a sense of inefficacy (Kirenko, Zubrzycka-Maciąg, 2011), which is often caused by adopting models that are too ideal and excessive requirements for oneself (Tyszkowa, 1972).

So, just like in the case of a sense of self-efficacy, high self-esteem gives a sense of confidence prompting one to take on more difficult tasks and vice versa. According to Zubrzycka-Maciąg (2013), the individual level of self-esteem determines personality development and the effectiveness, and thus also the effectiveness of actions significantly affecting the nature of one's functioning.

Referring to the concept of expectations and the notion of perceived self-efficacy formulated by Bandura (1977, 1997), in order to examine the level of self-efficacy among academic teachers, the Polish adaptation (1998) of the Generalized Self-Esteem Scale by Schwarzer and Jerusalem (1992) was used, which treats the subject of the research as a personality trait determining specific behavior (Juczyński, 1998), while Rosenberg's Self-Esteem Scale in Polish version was used to measure the level of overall self-evaluation (Dzwonkowska, Lahowicz-Tabaczek, Łaguna 2008).

Research methodological assumptions

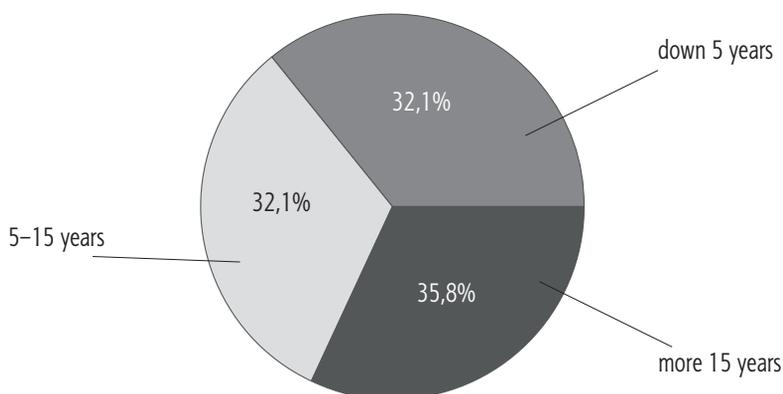
The analyzed subject of the study was included in two categories: a sense of self-efficacy and individual self-assessment, while the aim of research was to show both phenomena along with verifying their possible correlation with regard to academic teachers of a military university on the example of the War Studies University in Warsaw. Collecting empirical material was done with the use standardized tools: The Generalized Self-Efficacy Scale (GSES) and the Rosenberg Self-Esteem Scale (SES) in the Polish version, which are intended for diagnostic testing of adolescents and adults.

Moreover, the relationship between the above variables and independent variables was verified, i.e. the type of position one holds, the nature of employment, seniority at the university, the social background and place of residence, thus showing a full profile of the issue taken against the background of socio-professional conditions.

The study was conducted at the beginning of 2019 by means of a diagnostic survey, using a survey technique among 81 academic teachers from selected faculties of the War Studies University. Elements of descriptive and correlation statistics were used to verify and make a detailed analysis of the empirical material collected.

In terms of the nature of employment, the research sample was broken down into two almost equal parts, of which slightly larger was the civilian teaching staff (51%) and slightly smaller the military (49%). Whereas research and teaching staff (77%) prevailed over teaching staff (23%).

The breakdown of respondents according to seniority at university is illustrated below (Fig. 1).

Chart 1. Seniority at university (percentage distribution)

Source: Author's own work.

Slightly over 1/3 of respondents were teaching staff with the greatest professional experience (35.8%). The remaining group of respondents was made up in equal parts of lecturers with average and shortest seniority in higher education (32.1% each).

When it comes to social origin, the largest percentage of respondents belonged to people from intellectual families (56.8%); more than a quarter were respondents of worker origin (27.2%), while only 16% of respondents admitted to peasant origin.

Over 3/4 of respondents (75.3%) live in province capitals or cities with poviats rights. Fewer than one in five respondents (17.3%) lives in a town which is the seat of a commune poviats or commune, and only 7.4% of respondents live in the countryside.

Analysis of own research results

In accordance with the adopted research concept, in order to properly analyze the sense of self-efficacy and self-evaluation among academic teachers in military universities, a questionnaire was used, containing appropriate scales: GSES – designed to measure the perceived sense of self-efficacy and SES – which allows measuring the overall level of self-esteem, which is treated as a relatively constant feature, not a temporary state. The main part of the

questionnaire includes 20 questions (10 on each scale) and a score sheet. The tool built in this way contains individual components for both categories studied, which are presented on a four-level scale determining to what extent the person surveyed finds the statements of the questionnaire relatable. Point values corresponding to the General Self-Efficacy Scale (GSES) are as follows: 4 – yes, 3 – rather yes, 2 – rather not, 1 – no, while for Rosenberg’s Self-Esteem Scale (SES): 4 – I strongly agree, 3 – I agree, 2 – I disagree, 1 – I strongly disagree, considering the reversal of the scale values depending on the question. The sum of results on individual scales, reflecting the adopted research categories, results in overall final results.

The results of empirical research indicate an above-average sense of self-efficacy of the surveyed academic teachers of a military university (3.18), situating them among persons characterized by at least relative optimism, and at the same time sufficient confidence in their own strengths and capabilities, allowing them to pursue their goals successfully. The overall self-evaluation made by the respondents (3.20) was similar, which indicates a relative similarity in the assessment of their own effectiveness and their general characteristics and abilities.

Table 1. The surveyed categories of academic evaluation at a military university (average values)

Evaluation categories of people surveyed	B	SD	Evaluation hierarchy
Sense of self-efficacy	31.80	4.36	3.18
Overall self-esteem level	31.98	6.58	3.20

Source: Author’s own work.

Comparing the results acquired with the sten scores for the GSES scale, it should be stated that they do not go beyond the accepted range, clearly indicating the high - seventh sten score of the relevant normative range. The results acquired on the SES scale are similar, which occupy an above-average position for the validation sample specified in the appropriate range, thus giving an objective reference point.

Sense of self-efficacy

According to the statistical results obtained, the sense of self-efficacy as a personality trait among the academic teachers surveyed is characterized by a mean value of $M = 31.80$; median 31.00; standard deviation $SD=4.36$, as well as minimum 19 and maximum 40.

The level of this characteristic was calculated using the standard deviation method. The mean value is: mean – $M=31.80$ plus/minus one standard deviation – $SD=4.36$; high value: mean plus above one or more standard deviations; low value: mean minus below one or more standard deviations. Hence, the high level of self-efficacy is above 36 points; the average level is between 28 and 36 points, and the low level is below 28 points.

As shown in the calculations (Table 2), over 2/3 of the teachers surveyed (68%) represent an average level of self-efficacy. Nearly one in five (18%) has a high level, and only one in seven (14%) has a low level of this trait.

Table 2. Overall level of self-efficacy of people surveyed

Overall level of self-efficacy	N – number of data	%
Low (below 28 points)	11	14
Average (28-36 points)	55	68
High (over 36 points)	15	18
Total	81	100

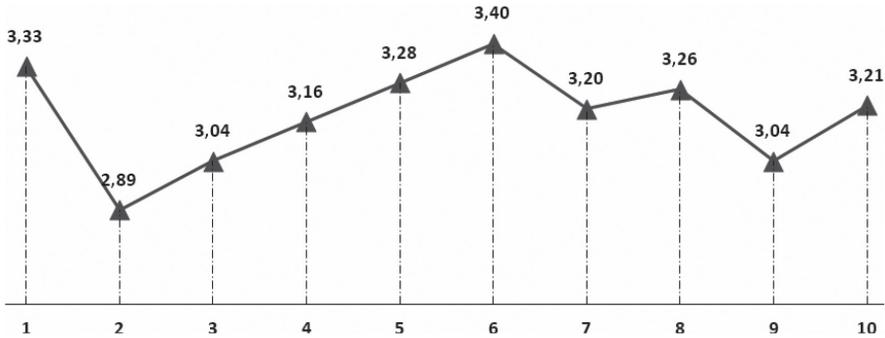
Source: Author's own work.

While analyzing the relationship between the overall sense of self-efficacy and socio-occupational factors, no statistically significant correlation level was revealed. The factor closest to the 5% error limit was one's place of residence ($\chi^2=43.31$; $df=34$; $p=0.13$; $V=0.52$). Other factors showed significantly higher values of statistical error, clearly indicating the lack of any relationship between the variables analyzed.

Considering the components of the sense of self-efficacy in detail, the highest percentage of respondents thinking that if they put in enough effort, they are able to solve most of their problems, is noteworthy. Over half of the respondents (54.3%) declared their relative agreement with this thesis, and another 43.2% agreed with it strongly. Only 2.4% of respondents were of the opposite opinion. An almost equally high result was obtained for the belief that

difficult problems can always be solved, provided that the necessary effort is made to solve them. Nearly every second teacher surveyed (51.8%) supported this statement, while a slightly smaller percentage (42.0%) shared it strongly. Only one in seventeen respondents expressed a different opinion (6.2%).

Chart 2. Components of overall self-efficacy according to the GSES scale (average values)



1 – I am always able to solve difficult problems, if only I try hard enough 2 – If someone opposes me, I have ways to achieve what I want, 3 – It's easy for me to stick to my goals and achieve them, 4 – I believe that I could handle unexpected events effectively, 5 – With my ingenuity, I can handle unexpected situations, 6 – I can solve most problems if I put enough effort into it, 7 – I can stay calm when faced with difficulties, because I can rely on my coping skills, 8 – Whenever struggling with a problem, I usually find several solutions, 9 – Whenever I'm in an awkward situation, I usually know what to do, 10 – No matter what happens to me, I can handle it.

Source: Author's own work.

On the other hand, the lowest average score was recorded for the ability to achieve one's goals despite opposition from others. Almost 2/3 of the teachers surveyed (63.0%) confirmed this thesis with some uncertainty, while almost 1/4 of them (23.4%) more or less strongly rejected the view. Only 13.6% of respondents explicitly admitted to having the ability to pursue their own goals regardless of societal resistance. A fairly low result was also obtained for the claim that it is easy to stick to one's goals and achieve them. The same percentage of respondents (63.0%) supported this sentence with some caution, and only one in five (21.0%) were strongly in favor. 16.0% of respondents expressed the opposite view. A similar breakdown has also appeared when it comes to the conviction that one usually knows what to do in embarrassing situations. In this case, 60.5% of respondents declared relative approval, while almost every fourth respondent (24.7%) voiced a clear approval. Only 14.8% of respondents thought otherwise.

It, therefore, turns out that among the individual components of the generalized sense of self-efficacy of the academic teachers surveyed, it is difficult to find those that would have a clearly low score. The vast majority of them testify at least above-average and sometimes even a high sense of self-efficacy of the respondents. They are, therefore, aware that with the right commitment they can overcome most of the problems on the path to their chosen goal. However, a significant proportion of respondents fear opposition from others, knowing that a full sense of one's own efficacy requires individual and sometimes comprehensive social support. Despite these fears, the vast majority of respondents positively assess their ability to act in the context of achieving their goals and dealing with adversities.

Overall self-esteem level

Similarly, to the previously analyzed category, the overall self-esteem level as a constant feature expressing the attitude towards oneself, was calculated using the method of standard deviations, determining the following: mean value $M=31.98$; median 34; standard deviation $SD=6.58$, as well as a minimum of 10 and a maximum of 40.

As illustrated by the study results (Table 3), nearly 3/4 of respondents (72%) self-assess at an average level in general, and almost one in five (18%) - at a low level. The remaining 10% of the teachers surveyed represent a definitely high level of self-esteem.

Table 3. Overall self-esteem level of people surveyed

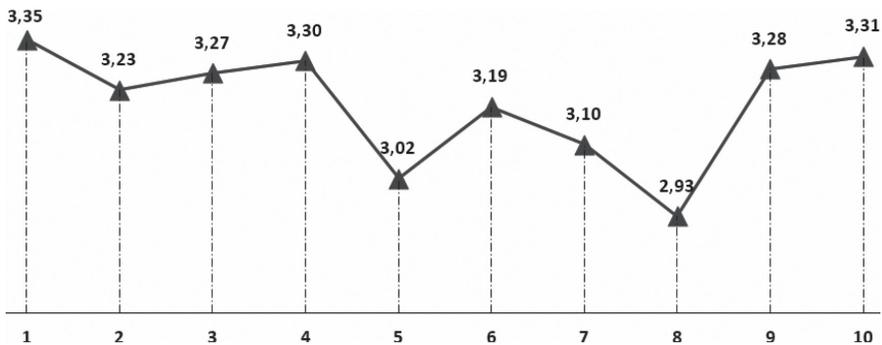
Overall self-esteem level	N – number of data	%
Low (below 26 points)	15	18
Average (26-38 points)	58	72
High (over 38 points)	8	10
Total	81	100

Source: Author's own work.

There were no statistically significant correlations between the overall level of self-esteem and socio-professional factors, such as: the type of position one holds, the nature of employment, seniority at the university, one's social origin, and place of residence.

A detailed analysis of the overall level of self-esteem among the academic teachers surveyed shows that the highest average grade was given to a sense of one's value being comparable to others. The vast majority of respondents (83.9%) clearly shared this belief, completely identifying with it, while less than every sixth (16.0%) rejected such a possibility. A very similar situation was observed for one's sense of uselessness, where a slightly lower percentage of respondents (82.7%) expressed strong opposition. Only 17.3% of respondents approved. Also, in the case of admitting to the ability to act like most people, the vast majority of respondents (91.4%) shared this stance, with 8.6% being of the opposite opinion.

Chart 3. Overall self-assessment components according to the SES scale (average values)



1 – I feel that I am as valuable as others, 2 – I feel that I have many advantages, 3 – I am nevertheless inclined to think that I am useless, 4 – I can do many things like most people, 5 – I feel that there are not many things I can be proud of, 6 – I present a positive attitude towards myself, 7 – In general, I am satisfied with myself, 8 – I would like to have more respect for myself, 9 – I sometimes feel completely useless, 10 – I sometimes think I'm useless.

Source: Author's own work.

The lowest-rated component of this category turned out to be the need for greater self-respect. Over 1/3 of the teachers surveyed (40.7%) did not see such a need, and more than one in four (28.4%) was completely convinced of this. Nearly 1/4 of respondents (25.9%) expressed their approval in this regard, with only 4.9% strongly sharing the view. A similar attitude was noted as regards the sense of there being few things one can be proud of. Nearly 3/4 of respondents (71.6%) disagreed with this statement, while more than 1/4 of them (28.4%) expressed their agreement. A slightly higher average value was

noted for overall self-satisfaction. In this case, as many as 81.5% of the teachers surveyed confirmed this view, while only 18.5% of respondents disagreed.

Thus, it can be seen that the overall self-esteem of academic teachers in a military university reaches a level comparable with a sense of self-efficacy. Apart from a high rate of support for views about one's own usefulness, one may also further-reaching optimism. Respondents usually often admit that their individual potential does not diverge much from the capabilities of others. Similarly, it is not uncommon for them to see their own merits or accept themselves in general. Such an attitude certainly favors the demanding and responsible professional role of an academic teacher at a military university, also in the context of personal scientific development.

Relationships between analyzed variables

In order to determine whether there is a relationship between the sense of self-efficacy and self-assessment among the academic teachers surveyed, a correlation analysis was performed using the Pearson correlation coefficient.

The analyzes show that there is a statistically significant relationship between the overall results obtained for the sense of self-efficacy and self-esteem among the academic teachers surveyed ($r=0.29$; $p<0.01$). Therefore, it should be assumed that respondents with an average level of self-efficacy also show an average level of self-esteem more often than others. Furthermore, clear relationships were revealed between the components of the self-efficacy category and the individual aspects of the self-evaluation scale (Table 4).

The overall result of the surveyed group of academic teachers in the category of self-efficacy correlates at a statistically significant level with such components of self-esteem as: awareness of one's own advantages ($r=0.3$; $p<0.01$), overall self-satisfaction ($r=0.28$; $p<0.05$), or a sense of one's own uselessness ($r=0.28$; $p<0.05$). Thus, it turns out that respondents with an average level of self-efficacy, show awareness of their own advantages and a high level of self-acceptance more often than others. Similarly, the same respondents are also characterized by a sense of their undoubted utility, both generally and professionally. The overall self-esteem result of the people surveyed also showed statistically significant correlation with some components of self-efficacy. These are primarily: the ability to stick to the set direction and achieve the assumed goals ($r=0.33$; $p<0.01$), the ability to overcome the resistance of

others regarding one's own plans ($r=0.27$; $p<0.05$), and relying on one's skills regardless of the arising difficulties ($r=0.26$; $p<0.05$). Therefore, respondents with an average level of self-esteem are able to pursue their goals more often than others, even in adverse circumstances, thanks to faith in their own strength and capabilities.

Table 4. Pearson correlation coefficient values describing the relationship between the results obtained in the surveyed group of people using the GSES and SES scales (significance level: $p<0.05$; $*p<0.01$)

Self-assessment components according to the SES scale	Components of self-efficacy according to the GSES scale							
	Overall score	1	2	3	4	5	6	7
Overall score	0.29*	–	0.27	0.33*	–	–	0.23	0.26
1	0.27	0.24	–	0.28	0.22	0.29	0.28	0.23
2	0.3*	0.25	0.3*	0.33*	0.29	0.24	–	0.23
3	0.28	–	0.31*	0.34*	0.25	0.25	–	0.31*
4	0.24	–	–	–	–	–	0.3*	–
6	0.25	–	0.28	0.27	–	–	–	0.26
7	0.28	–	0.26	0.28	–	–	0.23	0.25
8	–	–	–	–	–	–	–	0.23

Source: Author's own work.

Statistically significant relationships were also observed between the detailed aspects of self-efficacy and self-evaluation components. It can be pointed out here that there is a relationship between the awareness of one's own merits and the ability to stick to set goals ($r=0.33$; $p<0.01$), even in the face of opposition from others ($r=0.3$; $p<0.01$). Therefore, it seems quite natural that respondents who see their advantages more often than others can stick to their own goals and achieve them, despite human opposition. Also, respondents with a sense of their own usefulness can achieve their goals more often than others ($r=0.34$; $p<0.01$), regardless of the favor of others ($r=0.31$; $p<0.01$). This ability also goes hand in hand with presenting a positive attitude towards each other ($r=0.28$; $p<0.05$). It turns out that the surveyed teachers with the ability to successfully pursue their goals declare a rather positive attitude towards themselves more often than other respondents.

The acquired data (Table 4) also indicate significant correlations between the belief in one's comparable resourcefulness and the ability to solve most problems thanks to increased effort ($r=0.3$; $p<0.01$) and between a lack of a sense of self-usefulness, composure and resourcefulness against emerging difficulties ($r=0.31$; $p<0.01$). Thus, respondents who believe that they can do many things like other people, more often than others declare that with the right commitment they can solve most of their problems, while those demonstrating a belief in their own usefulness, more often than others remain at peace in the face of difficulties because they rely on their coping skills. It should also be noted that there is a clear relationship between ingenuity and resourcefulness in unexpected situations and self-esteem on par with others ($r=0.29$; $p<0.05$). So, it turns out that the academic teachers surveyed who, due to their creativity, are able to cope even in surprising situations more often than other respondents, consider themselves as valuable people as much as others.

The prevalence of statistically significant correlations between the sense of self-efficacy and self-esteem among the teachers surveyed, both in general and in detail, leads to the thesis about the interdependence between these phenomena. Their mutual relationship primarily has a reinforcing but also complementary function. Research results suggest an increase in the sense of self-efficacy results in an increase in self-esteem, and vice versa. Despite the fact that the most common relationships mainly include the low correlation, it is characterized by clear dependencies with small statistical errors.

Completion

The issues of self-efficacy and self-esteem together with their interdependencies are certainly among the extremely important aspects of the professional functioning of academic teachers. Empirical research conducted among the teaching staff of the War Studies University provides completely new insights and conclusions in this regard. It turned out that the vast majority of respondents assessed the perception of their own efficacy in relation to self-esteem at a similar level. It is, therefore, not surprising that the above-average overall result in the self-efficacy category, which reaches quite high results in its individual aspects. The prevailing belief of the respondents states that achieving the assumed goals is possible in most cases, even in the face of problems and

adversities piling up, primarily due to one's own commitment and hard work. A similar level was also acquired for the self-assessment category, which was reflected in its individual components. The teachers surveyed relatively often admitted to having various advantages, showing a rather positive attitude towards themselves. One of the many positive accents in this area was the strong recognition of one's value compared to others and a sense of respect for oneself and one's achievements. Such a comparable profile of the respondents was also confirmed in the analysis results on the relationship between the categories studied. Finding significant correlations in the overall dimension has already signaled a fairly interdependent approach to both areas of study, and the emerging relationships between their components were characterized by mostly low correlations, yet indicating clear relationships in mutual relations. It should, therefore, be noted that respondents highly assessing determinants of self-efficacy usually made similar choices among the factors that make up their self-esteem. This observation confirms the thesis assumed at the beginning, saying that self-efficacy and self-esteem complement each other, giving a visible effect of bilateral reinforcement.

Abstract: Efficacy is a trait required in almost every profession today, and its sense is a dimension that affects the evaluation of work. In education, effectiveness is also expected, especially from academic teachers whose role often goes beyond the formal framework. Therefore, the issues of one's own efficiency in relation to self-esteem seem to be of particular interest, as an attempt to show possible dependencies in this regard, all the more so since previous studies not always revealed such a connection. Therefore, the main research problem takes the form of the following question: Do relationships exist between self-esteem and a sense of one's own efficiency among the academic teachers surveyed, and if so, what are they? Carrying out empirical research among the teaching staff of a military university, I decided to diagnose a specific military environment in this matter, which can be a real reference to similar analyzes carried out at other universities. I formulated my conclusions based on the results of research carried out using the diagnostic survey method at the War Studies University in Warsaw using standardized measuring tools and elements of descriptive and correlation statistics.

Keywords: sense of self-efficacy, self-esteem, academic teacher, military university

Streszczenie: Skuteczność to cecha wymagana dzisiaj niemal w każdym zawodzie, a jej poczucie stanowi pewien wymiar rzutujący na ocenę pracy. W edukacji także oczekuje się skuteczności, szczególnie od nauczycieli akademickich, których rola często wykracza poza formalne ramy. Szczególnie interesująca wydaje się być wobec tego problematyka poczucia własnej skuteczności w odniesieniu do samooceny, jako próba ukazania ewentualnych zależności w tym zakresie tym bardziej, że w dotychczasowych badaniach nie zawsze można było odnaleźć takie połączenie. Główny problem badawczy przyjmuje zatem postać następującego pytania: Czy istnieją, a jeżeli tak, to jakie są zależności pomiędzy samooceną a poczuciem własnej skuteczności badanych nauczycieli akademickich? Realizując badania empiryczne wśród kadry dydaktycznej uczelni wojskowej postanowiłem zdiagnozować specyficzne środowisko wojskowe w tej kwestii, co może stanowić realne odniesienie do podobnych analiz prowadzonych na innych uczelniach. Swoje wnioski sformułowałem na podstawie wyników badań zrealizowanych metodą sondażu diagnostycznego w Akademii Sztuki Wojennej w Warszawie przy zastosowaniu wystandaryzowanych narzędzi pomiarowych oraz elementów statystyki opisowej i korelacyjnej.

Słowa kluczowe: poczucie własnej skuteczności, samoocena, nauczyciel akademicki, uczelnia wojskowa

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