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THE ACADEMIC SELF-EFFICACY OF GENERAL PRACTITIONERS – FAMILY DOCTORS

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Abstract: Education, for many specialties, especially for doctors, is a continuing process. It becomes not only a reflection of socio-cultural norms, personal values, but also plays an important role in unlocking personal potential, creates a need for effective learning, self-education, self-development.

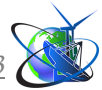
Self-efficacy means a sense of competence and efficiency, as well as the confidence to realize their own abilities and rebuild behavior that corresponds to a specific task or situation. People with a high level of self-efficacy are more interested in education and vocational training. Learning becomes a part of their lives and provides them with a major source of personal growth.

In the literature, many scholars have studied this issue by studying the educational effectiveness of students of different specialties, teachers, adults of different specialties, however, there is little work on the characteristics of health professionals.

Purpose of the article: To study the level of academic self-efficacy among doctors in the specialty "General Practice-Family Medicine". The study was attended by 51 trainee physicians in "General Practice - Family Medicine", who were trained in cycles of thematic improvement. The study of the peculiarities of academic self-efficacy of doctors was conducted using the questionnaire "Academic self-efficacy of adults".

The results of the study showed that most doctors are aware of the meaning of their training. When evaluating the results of the component "Confidence in one's own learning ability", no doctor had a high score. These results show that most students are not confident in their own learning ability, in the ability to improve professional skills, which provides an opportunity to conduct psychological training to strengthen faith in the possibility of learning at any age. Evaluation of the data of the scale "Motivational-targeted orientation in learning" showed that most doctors had an adequate ability to set goals for their own development and perseverance in achieving them. The study of the component "Prognostic-reflexive ability to learn" found that most physicians-students can make predictions in learning, analyze and evaluate internal and external opportunities for successful achievement of the educational goal. Assessment on the scale of personal responsibility for learning and development showed that most doctors are ready to take responsibility for learning outcomes and personal development. The overall rate of learning self-efficacy was high at 18%, mid-level 76% and low-level 6% of trainee physicians.

Conclusions: Thus, the results suggest that most general practitioners in family medicine have an average level of general self-efficacy (76%), feel the need to constantly review their competence, focusing on self-improvement and self-development, but are afraid of other assessments of these changes. This indicates a significant contingent of possible influence in order to increase the number of doctors with a high level of academic self-efficacy, which will improve



professional and personal self-realization, will promote competitiveness in today's labor market.

Key words: *adult academic self-efficacy, training of doctors, general practitioners – family doctors.*

Introduction.

The activity of doctors is connected with the constant process of obtaining new knowledge and professional competences. In today's world, the pace of updating knowledge, the spread of innovative technologies in all spheres of life, the expansion of the information space require doctors to be able to learn quickly and effectively, to improve their knowledge and competences, which should stimulate educational activity. Education, for many specialties, especially for doctors, has the character of a continuous process, becomes not only a reflection of socio-cultural norms, personal values, but also plays an important role in revealing personal potential, forms the need for effective training, self-education, self-development [1]. The ability to acquire knowledge independently allows you to be more confident in your decisions and have more advanced competencies. Therefore, the academic self-efficacy of the individual continues to be relevant.

The concept of self-efficacy was introduced by A. Bandura in 1977 as one of the main concepts of the social cognitive theory according to which the psychological functioning of a person can be described in terms of the continuous interaction of three groups of behavioral, cognitive and environmental factors [2]. Self-efficacy means a sense of one's own competence and efficiency, as well as the ability to realize one's abilities and to rebuild behavior that corresponds to a specific task or situation. People with a high level of self-efficacy are more interested in education and professional pursuits. For them, education becomes a part of life and provides them with the main source of personal growth [3].

In recent years, academic self-efficacy in Ukraine has been actively studied by T. O. Galtseva. with colleagues. Academic self-efficacy is considered by them as a construct of self-awareness of an individual, which characterizes an individual's internal readiness for active educational actions in relation to mastering new content of activities or self-improvement of acquired competencies (educational, professional) [1].

In the literature, many scientists have studied this issue by examining the academic self-efficacy of students of various specialties, teachers, adults of various specialties, however, there are few works on the characteristics of medical workers.

A high level of academic self-efficacy will be able to help doctors in professional and personal self-realization, will contribute to competitiveness in the modern labor market.

Researchers G. Mills and N. Reiss [4] note that a high level of self-efficacy and coping skills help adults to cope with professional stress. The impact of stress on a person depends on its intensity, duration, number of stressors, level of knowledge about behavior in a stressful situation and skills to overcome stress. According to scientists, people with well-developed coping skills tend to have a higher sense of self-efficacy than those who lacks coping skills and suffer from the negative effects of stressful situations. Taking into account the results of previous works, in which we showed that emotional burnout in doctors, begins to form at the stage before diploma



education. In addition, during practical professional activity, 50.0% of general practitioners-family doctors have manifestations of emotional burnout syndrome in the phase of exhaustion (16.7%) or its formation (33.3%) [5]. Therefore, in our opinion, it is interesting to investigate the level of academic self-efficacy among doctors.

The purpose of the article: to study the level of academic self-efficacy among doctors in the specialty "general practice-family medicine".

Main material.

51 trainee doctors in the specialty "General Practice - Family Medicine" who were trained in thematic improvement cycles at the Department of Family Medicine FPE and Propaedeutics of Internal Medicine of the Dnipro State Medical University took part in the study. The study of the characteristics of academic self-efficacy of doctors was carried out using the questionnaire "Adult academic self-efficacy" by T.O. Galtseva [6]. The use of this method made it possible to study the level of general academic self-efficacy of doctors and its components: value-meaningful attitude to academic activity (education), confidence in one's own educational ability, motivational and goal orientation in education, prognostic-reflective ability to learn, responsibility for learning and self-development. Statistical processing of the results was carried out using parametric and non-parametric methods of statistics.

The results of the study showed that the same number of 24 respondents had an average 47% and a high 47% level of awareness of the meaning of their studies. This means that the majority of trainee doctors who participated in the study do not have biased, erroneous judgments, negative stereotypes, which can become a psychological barrier in the development of the process of academic self-efficacy.

When evaluating the results of the "Confidence in one's own educational ability" component, the indicators were distributed in such a way that no trainee doctor had a high score. 33 doctors (65%) had an average level of this component, and 18 doctors (35%) had a low level. These results indicate that the majority of trainee doctors are not confident in their own learning ability, in the possibilities of improving their professional skills, which makes it possible to conduct psychological trainings to strengthen faith in the possibility of learning at any age.

The evaluation of the data of the scale "Motivational-aim orientation in education" showed that a larger percentage of doctors, 59% (30 respondents), have an average level of academic self-efficacy. Slightly less (33 doctors) 35% had a high level. The obtained results indicate that the majority of doctors had an adequate ability to set goals for their own development and persistence in achieving them, and a good level of purposefulness in learning and cognitive activity.

When studying the component "Prognostic-reflective ability to learn", it was found that almost half of 27 doctors (53%) have an average and 24 doctors (47%) have a high level of educational reflection, which is manifested in the ability to predict changes that may occur after training. and possible assessments of these changes by others. The obtained results indicate that the majority of trainee doctors can make predictions in training, analyze and evaluate internal and external opportunities for successfully achieving the educational goal.

The assessment on the scale "Personal responsibility for learning and



development", which makes it possible to reveal the level of responsibility of an adult for the results of learning and development, had similar results. 24 doctors (47%) had an average level of academic self-efficacy and 27 doctors (53%) had a high level.

The structure of components between high, average and low levels of academic self-efficacy is presented in Figure 1.

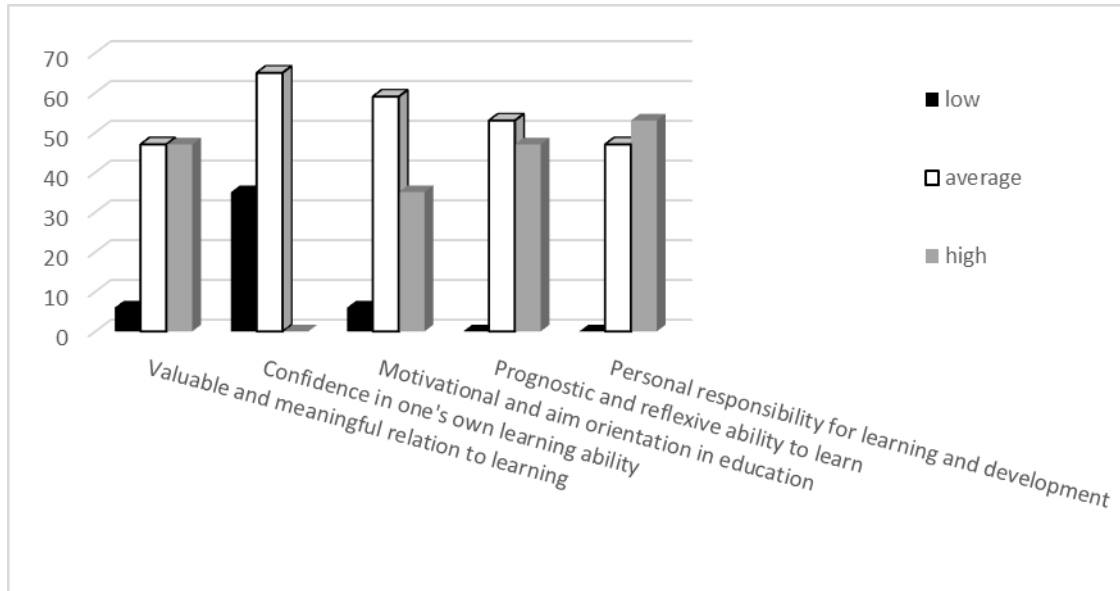


Fig. 1. Structure of levels of academic self-efficacy according to scales.

In general, the overall indicator of academic self-efficacy is high, which allows to characterize the doctor as a subject of his own development, for whom learning is a vital value, confident in his educational abilities and opportunities to improve professional skills, capable of setting self-development tasks, able to project his own educational trajectory and self-changes in as a result of training, had 18% of trainee doctors. (Fig. 2.)

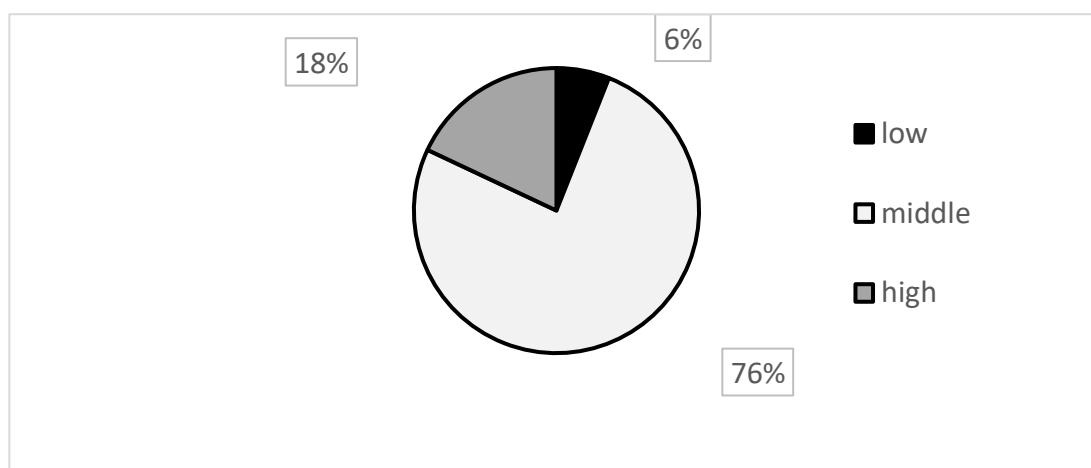


Fig. 2. Distribution of the general indicator of academic efficiency.

The majority of trainee doctors (76%) had an average academic self-efficacy indicator. Such people mainly understand the importance of training for their profession, can predict changes that may occur after training, but are afraid of the



evaluation of these changes by others, can provide self-regulation and self-management processes that affect volitional processes, can be activated in performing educational actions to achieve their changes .

The fact that only 3 trainee doctors (6%) had a low general indicator of academic self-efficacy, which characterizes an adult as a subject for whom learning is not a vital value, is involved in academic activities under the compulsion of emerging problems and has doubts, biased (wrong) judgments regarding the expediency of learning, is not confident in his own learning ability, has a low level of learning motivation and reflection, is not ready to predict (project) self-changes and take responsibility for his own development.

Conclusion. The results obtained in this way allow us to say that the majority of doctors in the specialty "General Practice-Family Medicine" have an average level of general self-efficacy (76%), feel the need to constantly review their competence, directing their activity to self-improvement and self-development, but are afraid of the evaluation of these changes by others. This indicates a significant contingent of possible influence in order to increase the number of doctors with a high level of academic self-efficacy, which will improve professional and personal self-realization, will contribute to competitiveness in the modern labor market.

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