

الجامعة
البريطانية في
دبي



The
British University
in Dubai

**The Impact of an Educational Training Program on the
Self-Efficacy of Teachers and Leadership Staff in a Private
School in Dubai**

أثر برنامج تدريبي على الكفاءة الذاتية للمعلمين والطاقم القيادي في مدرسة
خاصة بدبي

by

AYESHA RASHED AL FALASI

**Dissertation submitted in partial fulfilment
of the requirements for the degree of
MASTER OF EDUCATION
at**

The British University in Dubai

October 2023

Declaration

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the contents of this dissertation for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.



Signature of the student

Copyright and Information to Users

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and as an open source and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

Abstract

This research study aims to examine the effect of a two-month educational training program on the self-efficacy of authority staff and educators in a private school in Dubai. Self-efficacy, a critical mental idea, impacts teachers' and leadership staff presentations in a learning climate. The New General Self-Efficacy Scale, is utilized in a quantitative strategy to dissect the effect of the preparation program on an example of 100 members, including 55 educators and 45 individuals from the leadership staff. The discoveries propose a significant contrast in self-viability expansion between these two gatherings, with initiative people exhibiting more elevated levels of self-efficacy following the program. These discoveries highlight the significance of proof-based preparation mediations in upgrading self-efficacy and give bits of knowledge into the elements among educators and leadership staff in Dubai's private school. The examination questions for this study plan to exhaustively comprehend the effect of the preparation program on self-efficacy improvement. RQ1 investigates the impacts of the preparation program on instructor self-viability, while RQ2 researches its effect on authority staff self-efficacy. At long last, RQ3 investigates possible varieties of what the preparation program means for self-efficacy improvement among teachers and leadership staff. By responding to these inquiries, this concentration significantly adds to the field of instructive preparation and its impact on self-efficacy levels among experts in private school settings. It also offers helpful guidance for working on informative procedures and authority in Dubai's particular instructive environment. The result shows that leadership staff have higher self-efficacy in attending the educational training program.

Keywords: self-efficacy, new general self-efficacy scale, educational training program

خلاصة

تهدف هذه الدراسة البحثية إلى معرفة أثر البرنامج التدريبي التربوي لمدة شهرين على الكفاءة الذاتية لدى طاقم القيادة والمعلمين في إحدى المدارس الخاصة بدبي. الكفاءة الذاتية هي فكرة عقلية، تؤثر على ما يقدمه المعلمون والقيادة في مناخ التعليم. تم استخدام مقياس الكفاءة الذاتية العامة الجديد في استراتيجية الكفاءة لتشريح تأثير البرنامج الإعدادي على قدر 100 مشارك، من بينهم 55 معلمًا و45 فردًا من طاقم القيادة. تقترح الاكتشافات تباينًا كبيرًا في توسيع القدرة على البقاء الذاتي بين هتين المجموعتين، حيث يُظهر الأشخاص المبادرون مستويات أعلى من الكفاءة الذاتية بعد البرنامج. تسلط هذه الاكتشافات الضوء على أهمية وسائل الإعداد المبنية على رفع مستوى الكفاءة الذاتية وإعطاء القليل من المعرفة للعناصر بين الهيئة الادارية والتعليمية في المدارس الخاصة في دبي. تهدف أسئلة المقياس لهذه الدراسة إلى فهم شامل لتأثير البرنامج الإعدادي على تحسين الكفاءة الذاتية. يهدف سؤال البحث الاول في آثار برنامج الإعداد على الكفاءة الذاتية للمعلم، في حين يهدف سؤال البحث الثاني في تأثيره على الكفاءة الذاتية لطاقم القيادة. أخيرًا، يهدف سؤال البحث الثالث في الأنواع المحتملة لما يعنيه برنامج الإعداد لتحسين الكفاءة الذاتية بين الهيئة القيادية والتعليمية من خلال الاجابة على هذه الاسئلة، فإن هذا التركيز يخدم بشكل كبير مجال الإعداد التربوي وتأثيره على مستويات الكفاءة الذاتية بين الخبراء في المدارس الخاصة. كما يقدم أيضًا إرشادات مفيدة للعمل على الإجراءات الإعلامية والسلطة في البيئة التعليمية الخاصة بدبي. وأظهرت النتائج أن موظفي القياديين لديهم كفاءة ذاتية أعلى في حضور البرنامج التدريبي التربوي.

الكلمات الدالة: الكفاءة الذاتية ، مقياس الكفاءة الذاتية العامة الجديد، البرنامج التدريبي التربوي

Acknowledgements

The journey through this research and my entire Masters' journey, was all made possible by the support from my family members, my supervisor, and my university. I acknowledge the constant and endless motivation from my father, mother, and my dearest sister. Without all your support and motivations through this phase of my academic life, this would have not materialized.

I render my genuine appreciation to my supervisor Professor Eman Gaad for the valuable, extensive, and fast feedback as well as guidance throughout this research. Additionally, I express my gratitude to the university for the help and accommodation in allowing me complete the research on its campus.

Table of Contents

Chapter 1:	Introduction	1
1.1	Overview of the Chapter.....	1
1.2	Background and Motivation to the Study.....	3
1.3	Aim and objective.....	4
1.4	Statement of the problem.....	4
1.5	Research questions	5
1.6	Rational.....	6
1.7	Significance	6
1.8	Structure of the Dissertation	8
Chapter 2:	Literature Review	9
2.1	Overview of the chapter	9
2.2	Conceptual framework	9
2.2.1	Self-efficacy	9
2.2.2	Leadership	11
2.2.3	Teacher self-efficacy	11
2.3	Theoretical framework	12
2.3.1	Theory of Self-efficacy.....	12
2.3.2	Collective Teacher Efficacy	13
2.3.3	Social Cognitive Theory (SCT).....	14

2.3.4	Review of Related Literature.....	15
2.3.5	Summary of Related Literature	21
2.3.6	Education in Dubai	22
Chapter 3:	Methodology.....	23
3.1	Overview of the Chapter.....	23
	Research Approach	23
3.2	Data Collection Plan.....	24
3.3	Instruments	26
3.4	Data Analysis Plan.....	27
3.5	Experimental study	28
3.6	Study Scope and Delimitation	28
3.6.1	Scope of the Study.....	28
3.6.2	Delimitation.....	29
3.7	Ethical Consideration	30
3.8	Trustworthiness	32
3.8.1	Consistency of quantitative data.....	32
Chapter 4:	Analysis.....	33
4.1	Analysis of Quantitative data	33
4.2	Overview of the participants.....	33
4.3	Missing values Survey Items.....	34
4.4	Reliability Analysis	35

4.5	Inter-Item correlation results	36
4.6	Frequency Analysis	39
4.7	Research Question 1	40
4.8	Research Question 2	42
4.9	Research Question 3	43
Chapter 5:	Discussion	47
5.1	Overview of the chapter	47
5.2	Summary of the study.....	47
5.3	Analysis of Findings.....	48
5.3.1	Research Question 1: Impact of the Training Program on Teachers' Self-Efficacy	48
5.3.2	Research Question 2: Impact of the Training Program on Leadership Staff's Self-Efficacy	48
5.3.3	Research Question 3: Differences Between Teachers and Leadership Staff in the Impact of Training.....	49
5.4	Limitation	50
5.5	Recommendations for future research	51
5.5.1	Implications for educational training.....	51
5.5.2	Recommendations	52
	References	54
	Appendices appendix 1: Sample of consent form of school principal.....	58

Appendix 2: Sample of consent form of participants.....	59
Appendix 3: The New General Self-Efficacy Scale.....	61
Appendix 4: Consent form of school principal	65
Appendix 5: Teacher	67
Appendix 6: Leadership	71

List of Tables

Table 1: Checking for Missing Values in Survey Items	35
Table 2: Reliability Result - Cronbach's Alpha	36
Table 3: Inter-Item Correlation Results	37
Table 4: Full Inter-Item Correlation Results	37
Table 5: Frequency for the 5-point Likert scale responses from all the participants	39
Table 6: Self-Efficacy Results for the Teachers.....	41
Table 7: Self-Efficacy Results for the Leaders	42
Table 8: ANOVA Results estimating a difference between the teachers and the leaders.....	43

List of Figures

Figure 1: Category of Participant 34

Figure 2: Self-Efficacy Average Scores between the teachers (red) and the leadership staff
(blue) 46

Chapter 1: Introduction

1.1 Overview of the Chapter

Over the years, researchers have shown evidence that the accomplishment of any educational organization depends on the teacher's experiences. Adding to this, for evaluating the teacher's self-efficiency there are some variables that need to be taken into account. One of the variables is the teacher training program to train qualified teachers. Moreover, there is a high positive correlation between teacher's emotions of preparedness and successful teaching (Aypay, 2009). Also, professional development training increases teachers' qualifications and is considered significant for developing the teacher's progress in their understanding, views, and instructional performance (Thurm and Barzel, 2020). Additionally, 80% of teachers are involved in a particular form of educational training every year. Usually, fewer than one-third of educational training activities contain valued components such as mentoring, peer reflection, or training, even though some research studies have revealed that these actions optimistically relate to teacher job satisfaction. Numerous studies have recognized significant difficulties in efficient educational training, such as time restraints, price, struggles with work timetables, and an absence of motivation. These challenges highlight the importance of focusing on the value and availability of educational training programs to improve and encourage teacher development and fulfillment (Renbarger and DAVIS, 2019).

Furthermore, school leadership is effective in teacher's beliefs, feelings, and performance. Additionally, school leadership plays a huge part in the teacher's job satisfaction and self-efficacy. However, there is a lack of research articles that agree with the idea of how leadership staff moves the school environment to achieve preferred teacher results. Nevertheless, instructional leadership helps school settings with successful teacher association

and shared respect, and that is encouraging to expand self-efficacy and job satisfaction (Liu et al., 2021). Recently researchers have shown an increase in investigating teacher's self-efficacy viewpoints affect their classroom teaching, which contain the quality of teaching and modern instruction technique (Ruble et al., 2011). Likewise, self-efficacy has a significant impact on teachers' efficacy, job satisfaction, and ease in their responsibilities. Teachers with excessive self-efficacy set advanced opportunities for their students, show more positive reinforcement, receptiveness, and encouragement, and develop an encouraging learning setting. This will improve their commitment and satisfaction levels. Self-efficacy is essential for teachers to be successful in their teaching as it affects their performance both internally and externally in the classroom, mainly in the training of educational tools. Studies have revealed a connection between skill use and teacher self-efficacy. Also, self-efficacy is linked with students' academic performance, making it a significant component in their ability improvement and general accomplishment (Baroudi et al., 2022). Research conducted by the method of self-efficacy theory has frequently shown that individuals with extreme levels of self-efficacy learn to specify challenging aims for themselves and use significant effort to achieve those aims (Bhati and Sethy, 2022). A teacher's self-efficacy, established in Bandura's social cognitive theory, relates to a teacher's confidence in their skill to form and apply actions that deliver needed outcomes. This point of view is important in the field of education as it affects teachers' instructional practices, motivation, and performance. Moreover, enhanced self-efficacy directs better effort, perseverance, and flexibility between teachers (Cruz et al., 2020). Psychological factors, such as job satisfaction, a positive approach, and affection for their career, are also measured as significant for the development of self-efficacy perspectives. These self-efficacy perspectives impact numerous cognitive processes, including task

performance, emotional procedures such as risk-taking and effort, stress management, and internal stimulus. Teachers who keep self-efficacy across these areas are more likely to choose and be involved in responsibilities, which in turn optimistically influences their job satisfaction (Kasalak and Dagyar, 2020).

The hypothesis for this research study is that if teachers and leadership staff are exposed to educational training, it will have an effect on their self-efficacy. Furthermore, the hypothesis suggests that teachers and leadership staff contribute to successful training programs that improve their knowledge, capabilities, and self-confidence. Also, the hypothesis indicates an association between exposure to successful educational training programs and the developing difference between leadership staff and teachers in enhancing their self-efficacy.

1.2 Background and Motivation to the Study

The dissertation's proposed topic is "The impact of an educational training program on the self-efficacy of teachers and leadership staff in a private school in Dubai." The introduction part provides an outline of the subject and contains numerous parts. The motivation for the research study is clarified, significant elemental to study the effects of the educational training program in the same school situation. The statement of the problem summarizes the detailed concern that focused on and the gaps in information that the research aims to fill. The study questions that will guide the study are also attainable. The significance of the study is mentioned, as it presents to addresses the results of the educational training program and offers ideas for future training improvement. Lastly, the chapter summarizes the main parts of the dissertation, giving an impression of the structure and association of the research. According to Chen et al. (2001), research has shown that individuals with extreme self-efficacy are more likely to obtain opportunities for development and growth. They are

motivated to set stimulating aims for themselves and are self-confident in their capability to attain them. This self-motivated performance contributes to their general occupation implementation to benefits they modify to alter job stresses more efficiently.

1.3 Aim and Objective

The current research study proposes to examine the effect of a two-month educational training program on the education skills of teachers and leadership staff. The research acknowledges the significance of preparing teachers and leadership staff with successful approaches and procedures to improve their instructional exercises. By concentrating on the successful methods inside the training program, the study objects to classify and apply evidence-based methods that have exposed optimistic results in teacher efficacy and leadership staff.

1.4 Statement of the Problem

Current research studies on school developments have often confirmed the struggles related to adjusting teachers' training. In an effort to promote a more significant understanding of the details of educational change, researchers have reviewed the idea of teacher adjustment and started to highlight the importance of teacher training within the school setting as an essential component of school development. Moreover, by recognizing the critical part of teacher learning in the general procedure of improving schools, researchers have shown the difficulties and subtleties complicated by encouraging optimistic changes within educational backgrounds (Geijsel et al., 2009). Also, scholars in the fields of educational psychology have extensively known the effect of previous training on teacher effectiveness. Adding to this, teacher efficacy means a teacher's confidence in their ability to successfully establish and apply the essential actions to achieve specific teaching jobs. This focuses on the importance of

presenting teachers with appropriate training and motivation to improve their self-confidence and efficacy in the classroom (Pelton, 2014).

Research studies in the United Arab Emirates have focused on investigating self-efficacy and job satisfaction among teachers. However, there is a significant research gap in the association between educational training programs and self-efficacy, especially in teachers and leadership staff. Moreover, this research part is essential on the issues and instruments over which training programs influence self-efficacy in these expert roles. By investigating more in-depth into this subject, researchers can achieve a valued understanding of the success of training programs in improving self-efficacy and classify the particular mechanisms that contribute to its improvement. Furthermore, gaining a full understanding of this association has important effects on inspiring teachers and leadership staff, successful educational practices, and eventually developing educational results and the general work setting in the private school in Dubai.

1.5 Research Questions

RQ1: What is the impact of training on the development of self-efficacy skills among teacher?

RQ2: What is the impact of training on the development of self-efficacy skills among leadership staff?

RQ3: is there a difference between teachers and leadership staff in the impact of training on the development of self-efficacy?

The research questions are pointed out into three main questions. The first question aims to examine the impact of educational training on the self-efficacy of teachers. The second question focuses on the effect of educational training on the self-efficacy of leadership staff.

The third question explores the difference in self-efficacy between leadership staff and teachers of educational training. This method allows for a complete examination of the subject, as numerous viewpoints and understandings from both teachers and leadership staff. The results will provide a greater understanding of the impacts that affect self-efficacy in the setting of educational training and notify upcoming training programs and provision organizations for educationalists.

1.6 Rational

The rationale for evaluating a recently presented training in a private school in Dubai within the area of educational psychology is based on the acknowledgment of its meaning and possible effect on numerous educational results. Adding to this, educational psychologists recognize the need to evaluate the efficiency and efficacy of these training programs in order to inform educational practices and to develop student learning knowledge. Moreover, the research study will be valued for upcoming studies and research articles on the connection between self-efficacy and training based on teachers and leadership staff in Dubai in private schools. This research study will support the school principal to improve future training for teachers and leadership staff. The research study will guide the current and future research articles to help their research in-depth on other schools in Dubai implying the same training.

1.7 Significance

The research on the impact of educational training on the self-efficacy of teachers and leadership staff in Dubai is presently limited, this will create a significant chance for additional investigation. Adding to this, conducting this research grasps various advantages for teachers and leadership staff inside the educational organization. Furthermore, the school principal can gain valuable concepts about the efficiency of the current training program. By

gaining a full understanding of how these programs impact the self-efficacy of teachers and leadership staff, the school principal can make more **knowledgeable** conclusions when preparing and applying upcoming training. This data can guide the development that aims for professional improvement that addresses detailed areas of development and improves general leadership staff and teachers' self-efficacy.

Besides, this research study can benefit school counselors who play a significant role in supporting the well-being and professional development of teachers and leadership staff. They can use the research results to develop the psychological effect of the training on teachers and leadership staff. Adding to this, gaining an understanding of this training that influences self-efficacy can guide school counselors to plan interventions and support systems to help with any psychological problems. This can provide the conception of an optimistic and helpful school setting that encourages professional development and improves general well-being.

Likewise, investigating a research study on the impact of educational training on self-efficacy in private schools in Dubai will provide to the extensive field of educational psychology. By enhancing the database, upcoming researchers will have a basis upon which to form additional studies in related perspectives. Furthermore, this research study can update and form upcoming practices, guidelines, and approaches designed to enhance the professional growth and efficiency of teachers and leadership staff not only in Dubai but also in other educational situations.

In conclusion, examining the impact of educational training on the self-efficacy of teachers and leadership staff in private schools in Dubai suggests many perspectives. It offers valued understanding for school principals, leadership staff, teachers, and school counselors.

This can lead to enhanced educational training programs, professional growth, and the well-being of staff.

1.8 Structure of the Dissertation

The dissertation is categorized into numerous parts. First, it includes the literature review that contains the conceptual, theoretical framework, and related literature reviews. Second, the methodology section outlines the research design, statistics-gathering strategy, and analysis methods. It describes the tools that have been used in the research study scope, and ethical concerns, and examines consistency. Third, the result section examines the quantitative approach of the study. The conclusion part summarizes the significant results, suggests recommendations founded on the findings, and limitations, and proposes aspects for future research. The references part offers a complete list of all cited research studies, guaranteeing proper acknowledgment. Finally, the appendices include additional materials such as research tools, teachers and leadership staff questionnaires, and ethical approval documentation. This assembly confirms an organized and clear appearance of the research study, helping the reader with the study's development and easing a detailed understanding of the subject and its implications.

Chapter 2: Literature Review

2.1 Overview of the Chapter

Within this detailed part of the literature review, the main focus of this part is examining the conceptual, theoretical framework, the review of related literature, and education in Dubai. These essential components help to ease a complete understanding of the research topic. Moreover, by researching the conceptual framework, the purpose is to determine a theoretical structure that will help as the foundation for the research study on the impact of the new training program on teachers and leadership staff in a private school in Dubai. Adding to this, the framework will provide an outline for understanding the numerous components and variables of self-efficacy inside the educational setting. Also, a detailed examination of the theoretical framework will assist in obtaining the complicated subtleties and mechanisms of essential self-efficacy development. Furthermore, by building upon the current information and including related empirical evidence, the review of related literature will further improve the understanding of the topic, and present valued concepts and viewpoints on the meaning and possible results of the new training program. In general, this complete investigation of the conceptual, theoretical framework, and review of related literature will help as a strong basis for the research study, allowing to reveal expressive results and make knowledgeable conclusions concerning the impact of the training on the self-efficacy of teachers and leadership staff in a private school in Dubai.

2.2 Conceptual Framework

2.2.1 Self-Efficacy

Self-efficacy examines the confidence of an individual's abilities to successfully apply their motivation, cognitive capabilities, and problem-solving to achieve the collections and

tests offered by a specific condition. It includes the self-confidence one has in their ability to absorb and overcome the stresses and prospects placed upon them in numerous situations. This inner confidence in one's competencies plays an important part in determining an individual's engagements, selections, and perseverance in the face of problems or delays. Eventually, self-efficacy helps as a main factor in an individual's implementation, achievements, and general well-being (Chen et al., 2001).

Moreover, self-efficacy is the belief in an individual's ability to meet situational stresses, impacts numerous cognitive and emotional procedures, and works as a motivator. Adding to this, previous experiences of achievement or failure form self-efficacy, with positive results improving it and frequent failures weakening it. Furthermore, vicarious knowledge where persons perceive and model effective behavior, pays to self-efficacy and skill development. Social encouragement plays a part, as individuals who are more vulnerable to effect apply better work to accomplish their objectives. Additionally, physiological influences affect self-efficacy, with persons with extreme self-efficacy observing physiological stimulation as improving rather than delaying performance. These features jointly shape an individual's self-efficacy, inspiring reasoning, emotional skills, and inspiration (Azizli et al., 2015).

Furthermore, self-efficacy is a cognitive procedure influenced by the environment and social issues, where persons obtain the latest behaviors that influence their skills to progress in upcoming results. Adding to this, improving self-efficacy can lead to enhanced results and improved excellence in life (Farley, 2020). Also, self-efficacy theories are formed by individuals' straight knowledge, as well as indirect knowledge developed through perceiving social models. Verbal decisions from people in the setting and an individual's emotional

willingness also contribute to the growth of self-efficacy beliefs. These beliefs play a significant role in manipulating numerous affective, motivational, decision-making processes, and cognitive within persons. They influence how individuals feel, think, and inspire themselves, as well as inspiration the selections and movements they make in dissimilar circumstances (Kasalak and Dagyar, 2020).

2.2.2 Leadership

Throughout the earlier five years, many studies have focused on different leadership styles, which include transformational leadership, instructional leadership, distributed leadership, and teacher leadership. These research studies have given a valuable understanding to recognize the school procedures and results. Moreover, there could be continuing discussions about the efficacy of each leadership method, and there has been a rising agreement since the 1990s that instructional leadership remains a significant part of leadership. Furthermore, it is generally known as an essential element for successful teaching characteristics and student education in schools. However, transformational leadership is recognized for inspiring teachers to improve their competencies and contribute to the development of teaching and education. Additionally, the dissimilar approaches of these dual leadership methods may have different influences on the structural features of schools and teachers (Karacabey et al., 2022).

2.2.3 Teacher Self-Efficacy

The concept of self-efficacy, resulting from social cognitive theory, includes the impression of human support and was established by Bandura. It suggests an individual's confidence in their ability to accomplish desired outcomes. Self-efficacy concludes the amount to which an individual continues in the face of difficulties. In the setting of education, teacher

self-efficacy can be defined as the decision of a teacher's abilities to bring about required results in terms of student learning and engagement, even amongst inspiring or indifferent students. This study implements a complex method for teacher self-efficacy, which contains efficacy in teaching, classroom organization, and student engagement. Efficacy in teaching connects to the teacher's confidence in their skill to apply different teaching approaches. Classroom organization efficacy relates to the teacher's confidence in their capability to preserve instruction in the classroom, while student engagement efficacy attentions to the teacher's confidence in their capability to inspire and involve students in effective learning. This complex concept of teacher self-efficacy has been extensively shown and used in educational studies (Liu et al., 2021).

2.3 Theoretical Framework

2.3.1 Theory of Self-Efficacy

Self-efficacy, a theory presented by Bandura, proposes the individual's confidence in their ability to successfully reach a behavior for better results. Bandura's Social Cognitive Theory emphasizes that self-efficacy findings impact individuals' engagement in handling behaviors and their decisions in the face of difficulties. Those with high self-efficacy are more likely to use effort and persist, following in advanced probabilities of achievement, while individuals with low self-efficacy are disposed to showing up early and experiencing dissatisfaction. Moreover, Bandura identified four bases of data that provide self-efficacy judgments. The first basis is enactive ability, which includes the earlier presentation in similar responsibilities and offers a significant response for self-efficacy. The second basis is indirect experiences, where individuals notice others' implementations and consequences in the mission at hand. The third basis is effective communication, which includes opinions and

reinforcement from others concerning one's capabilities and presentation. The last basis is the effect of brief physical or psychological conditions, such as exhaustion or temper, which can influence production (Poluektova et al., 2023). Furthermore, Bandura suggested that the requirement of training, encouragement, and opportunities for teacher development plays a significant role in assisting teachers in obtaining knowledge, which in chance improves their self-efficacy (Baroudi et al., 2022). Self-efficacy theory highlights the importance of bringing individual responsiveness in academic situations to encourage aim setting, plan educational plans, and control present instruction and learning approaches. By taking into account individuals' self-efficacy views, educators can modify their methods of teaching and create an atmosphere that raises self-assurance, inspiration, and success in academic activities (Bhati and Sethy, 2022).

2.3.2 Collective Teacher Efficacy

Bandura states that collective teacher efficacy means shared views between a group about their ability to effectively blend and handle the essential actions to accomplish precise talent levels. In more straightforward terms, it summarizes a group's belief in their capability to efficiently arrange the steps required to complete a task and plays a key part in specifying an organization's significance. In the educational context, this representation of cooperative efficacy is referred to as collective teacher efficacy, described as teachers' shared perception that their collective actions can simply affect students. This description indicates that groups of teachers having high levels of collective efficacy show more significant strength in overpowering educational challenges they meet while guiding students (Calik et al., 2012).

2.3.3 Social Cognitive Theory (SCT)

Albert Bandura's Social Cognitive Theory (SCT) has appeared as one of the excessive purposeful theories in the field of psychology, finding purposes in various parts such as healthcare, rehabilitation, education, the law organization, workforce, athletics, and exercise. Moreover, Social Cognitive Theory (SCT) gives a complete outline for getting an excessive idea of human behavior by emphasizing the mutual connections between performance, individual factors that comprise cognition, and situation, which are identified as triadic reciprocal causation. Furthermore, the essential of Social Cognitive Theory lies in the idea of self-efficacy, which suggests an individual's views on their abilities to achieve precise performances. Bandura suggests that self-efficacy is a significant factor in task-oriented performance and plays an important role in affecting an individual's motivation, flexibility, and accomplishment. In the dominion of physical activity, involving games, workouts, and therapy, SCT has been extensively used to observe the causes and results of self-efficacy beliefs. Adding to this, by understanding the influences that impact self-efficacy and behavior, Social Cognitive Theory offers valued understandings for aiming interventions, supporting engagement in physical activity, improving workout adherence, and psychotherapy results. The combined nature of Social Cognitive Theory, covering cognitive procedures, observational education, and the social situation, provides its wide-ranging relevance and endures to guide research and practice in numerous fields, developing a greater understanding of human behavior and development and encouraging change (Beauchamp et al., 2019). Social Cognitive Theory (SCT) is often applied by scholars to observe and comprehend the difficult relations between personal influences, performance, and the situation in the search of easing an individual's accomplishment of adaptive education results. This theory offers a complete

fundamental framework where self-efficacy views function in combination with recognized aims, development prospects, and supposed environmental issues to control human inspiration, performance, and well-being. According to Social Cognitive Theory, self-efficacy views are one of several factors affecting creativity, feelings, and performance. Moreover, SCT recognizes the importance of values-based known aims as extra foundations of self-motivation and rules for endorsing beneficial behaviors. By adding these issues, SCT suggests a valued lens for understanding the complicated interaction amongst individual activity, environmental effects, and goal-directed performances in the growth of self-adjusting knowledge and best results for individuals (Govindaraju, 2021).

2.3.4 Review of Related Literature

After attaining comprehension of theories of self-efficacy and social cognitive theory, related studies from the literature will be revealed considering self-efficacy and educational training between leadership staff and teachers.

A study focuses on the efficacy of an English teacher training program in an elementary school in Indonesia. Moreover, the participants were fifty-five English teachers in the training program. The research was a quantitative research study through a questionnaire that contained five parts. The study results showed that the English language training program was very successful in terms of general efficacy and in developing the teacher's confidence and motivation. Adding to this, the findings found that while it was effective in successful teachers' confidence and motivation, it fell small in successful their essential English information, which is necessary for efficient English teaching. Furthermore, teachers spoke the essentials for the initial presence of simple English information and highlighted the significance of longer-term training for improved outcomes. These outcomes focus on the

continuing need for extra English teacher training programs in the area, with attention on complete training programs that address fundamental features mandatory by teachers and highlight training sessions. The analysis specifies that there are significant encounters in improving the general quality of teachers in Rokan Hulu District regarding their English skills and efficacy in the classroom (Herlina, 2011).

Research was conducted to measure the effect of instructional and distributed leadership on teachers' job satisfaction, and self-efficacy. Adding to this, it also focuses on the indirect effects related to encouraging school culture and teacher teamwork with leadership. The article used the 2013 Teaching and Learning International survey to measure self-efficacy and job satisfaction. The outcome suggested an association between distributed leadership and teacher's job satisfaction and self-efficacy. Furthermore, instructional leadership supports the indirect effects such as school culture and teacher teamwork with leadership. While this research is systematically progressive and founded on a study theoretical basis, there were many limits to consider. Firstly, the study on regular Distributed Leadership (DL) concluded the lens of combined management, overseeing the self-motivated and communicating features of leadership exercise as prejudiced by the connections among leaders, groups, and the situational setting. This weakness begins appropriate to the emphasis of the research not exclusively on distributed leadership and the incomplete cross-sectional information present from the 2013 TALIS dataset. Investigating the active nature of distributed leadership would be a valuable direction for future research. Furthermore, the idea of instructional leadership, which is complete, could not be fully taken in this research and permits additional study in upcoming studies. Focusing on these limits would provide full support for leadership in educational settings (Liu et al., 2021). Adding to this, this meta-analysis investigated the

connection between teacher self-efficacy and teacher job satisfaction using statistics from the Teaching and Learning International Survey (TALIS) through three examination sequences TALIS 2008, 2013, and 2018. The survey sample size of 426,515 teachers comes from 50 countries. Furthermore, the study discovered evidence of a positive connection between teacher self-efficacy and job satisfaction. However, specific details concerning result size and mediators were not offered, the general results propose that when teachers have an advanced sense of self-efficacy, they lean to knowledge for better job satisfaction. These outcomes highlight the significance of the progress of teacher self-efficacy to encourage job satisfaction in educational situations. Furthermore, a significant weakness of this study is that the statistics used resulted from different study's findings, which means that the outcomes cannot provide a complete explanation of fundamental results. Also, the presence of cross-sectional analyses in the meta-analysis presents the option of technique bias. The statistics used in the study were taken only from the TALIS dataset and narrowed to the contributing countries, possibly rejecting valued individual-level information that could have been applied to the current research. This weakness increases concerns about the universality and strength of the results. To overcome these limits, upcoming research should reflect joining varied data sources and long-term study designs to begin stronger fundamental associations and improve the effectiveness of the consequences (Kasalak and Dagyar, 2020). This can be described by the findings that there is a positive association between self-efficacy and job satisfaction using the Teaching and Learning International survey.

Quantitative research in Germany of 39 mathematics teachers was evaluated through a quasi-experimental design to measure the efficacy of an educational half-year developmental program. Moreover, the experimental group was beginner teachers using technology for math

teaching. On the other hand, the control group was the opposite. The result of the study was that educational programs had a strong effect on mathematics teacher's technology-related led to an improvement in the frequency of technology usage throughout the program.

Nevertheless, there was an absence of impact in the experiential on self-efficacy and epistemological views. Adding to this, the study recommends that future educational programs focus more on self-efficacy to endorse teachers' confidence in the use of technology successfully. Furthermore, individual training was lacking in the present training program which is significant for reinforcing self-efficacy. Additionally, measuring different approaches such as micro-teaching or approximations of practice might be studied as a few resource-intensive methods to offer teachers valued proficiency knowledge. In general, the results suggest planning successful educational training programs that improve teachers' skills to combine technology into their math teaching (Thurm and Barzel, 2020). Likewise, a research study in the United States investigated the connection between job satisfaction, self-efficacy, the influence of having a mentor, and difficulties in educational training among fresher teachers. To measure the connection Teaching and Learning International Survey was used. By using numerous regression examinations, the results exposed an optimistic connection between self-efficacy and job satisfaction with the attendance of a mentor. In particular, more self-efficacy and the attendance of a mentor were associated with improved job satisfaction between teachers with fewer than five years of education experience. Equally, struggles in educational training were found to negatively job satisfaction for this collection of teachers. These results offer a valuable understanding of the association among significant variables affecting teacher job satisfaction and holding, endorsing current theories and outlines

(Renbarger and DAVIS, 2019). This can be identified by the outcome, there is an optimistic relationship between educational training and self-efficacy.

A longitudinal research study was conducted between 127 elementary coding teachers on viewing the changes around education coding and computational thinking (CT) while participating in continuous professional development programs. Beginner elementary coding teachers showed significant development in their self-efficacy for teaching orders, procedures, and loops. Nevertheless, they were less self-confident in their data of variables, functions, and conditionals. Moreover, when it came to computational thinking, teachers established self-confidence in their skills to classify patterns, think algorithmically, identify logic, and evaluate results. However, they presented less improvement in their understanding of decay and concept. These results show that the specific parts where beginner coding teachers are knowledgeable, developing, inspiring, and professional development (Rich et al., 2021). Eleven research articles investigate the efficacy of teacher professional development programs (OPD), and eight quantitative, and three mixed-method studies provide suggestions for the optimistic influence of professional development (OPD) on teachers. The systematic literature review recognized numerous design components to the progress of teachers' satisfied data, pedagogical content knowledge (PCK), views about education, self-efficacy, and educational practices. Furthermore, the main design components involved concentrating on learner encouragement, improving pedagogical content knowledge (PCK), indorsing commitment and flexibility, supplying to individual beginner changes and knowledge styles, including skillful learning accomplishments, positive consideration, and highlighting the significance and request of information and abilities. Nevertheless, the positive results, the systematic literature reviews additionally pointed to an important problem of procedural limitations in numerous

existing publications connected to teachers' professional development programs (OPD). However, the results of this systematic literature review highlight the significance of detailed design components that provide the efficacy of professional development programs (OPD), significant to expressive knowledge skills for teachers (Bragg et al., 2021). This can be clarified by the conclusion that there is a positive correlation between professional development programs (OPD) and self-efficacy.

A quantitative research approach study aims to contribute to the increasing global information on the effect of school leadership on teacher knowledge. Moreover, it observed the relationship between principals' transformational and instructional leadership styles and teachers' insights of expert learning, as the mediating outcomes of teachers' cooperative efficacy and belief. The researchers used a cross-sectional survey approach to gather information from 1,200 teachers in Turkey. Adding to this, structural equation modeling (SEM) with the bootstrapping method is used to examine the relationships among the variables. The outcomes exposed that all instructional and transformational leadership styles of principals considerably prejudiced teacher professional knowledge, with teacher belief and cooperative teacher efficacy performing as mediators. Additionally, the research study endorsed the outcomes from the current worldwide literature, highlighting the connection between principal leadership and teacher professional growth and training (Karacabey et al., 2022).

2.3.5 Summary of Related Literature

The literature review explains significant perceptions of the issues of educational training and the impact of self-efficacy on teachers and leadership staff. Moreover, successful and directed professional development programs have been recognized as significant in helping teachers improve, leading to the development of instructional performance and job fulfillment. Furthermore, self-efficacy plays an important part in shaping teachers' efficacy and commitment levels, with excessive self-efficacy being connected with set stimulating aims and continuing in the face of problems. The literature also focuses on the effect of cultural settings and individual changes on self-efficacy views. In general, the review delivers valued trends and designs that provide a good understanding of how to improve teacher well-being and efficacy through successful training and self-efficacy.

Numerous studies, including those by Herlina (2011), Rich et al. (2021), Kasalak and Dagyar (2020), Al-Sowygh (2013), and Liu et al. (2021), have recognized related effects of self-efficacy between teachers and leadership staff. Furthermore, adding up this present literature, the current study proposes to investigate more into the influence of self-efficacy that connects to educational training. Moreover, by studying a wider variety of studies, the research obtains to address the gaps in the literature and attain its research purposes. Additionally, the conclusions will be associated with current literature to confirm or disprove the experimental results. Over this inclusive examination, the present research means to deliver valued visions into the difficult association between self-efficacy and educational training for teachers and leadership staff.

2.3.6 Education in Dubai

Dubai, the most densely inhabited of the seven emirates within the United Arab Emirates (UAE), had a population of 3.4 million in 2020, giving the UAE's total population of 9.9 million (Dubai Statistics Center, 2021, p.2). In United Arab Emirates, education is importance in the government of Dubai. Adding to this, education show an extreme acceptance for the spread population (Alkutich, 2015). Moreover, these statistics are represented by an effective most foreign national, considering over 90% of Dubai's population. The education organizations in Dubai reflect this variety, with multiple school procedures catering to mixed nationalities and cultures, also increased by the existence of privately managed schools with mixed business prototypes (Bray and Ventura, 2022). The Dubai education guideline has set the purpose of improving the quality of its education strategy to line up with global ideals. The commitment to school leadership in Dubai has been distributed, guiding the structure of the Knowledge and Human Development Authority (KHDA) in 2007 through Law No. (30) of 2006. Adding to this, the the Knowledge and Human Development Authority (KHDA) works as an independent general authority with legal, economic, and organizational autonomy. Its direct function is to provide the quality of private schools and it has the authority to show assessments of these schools (AlKutich and Abukari, 2018).

Chapter 3: Methodology

3.1 Overview of the Chapter

The methodology part of this research paper includes several sections: the viewpoint of methodology, research approach, data collection plan, instruments, data analysis plan, experimental study, study scope, delimitation, and ethical considerations. Adding to this, the main concentration of the methodology is to explain the research quantitative approach. Then is to investigate the statistics collection plan, offering a specified explanation of the method applied, the setting, the focus participation, the selected sample, and the experimental study. Moreover, the part of the instrument includes the validation procedure, the kind of instruments used, and the application strategy. Furthermore, the statistics analysis plan summarizes how the collected information is examined, understood, and reviewed. Also, the scope of the research study explained, significantly what the research covers and discovers. Additionally, the ethical considerations clarify how participants were chosen for gathering data, highlighting the significance of following ethical rules throughout the research procedure.

Research Approach

The viewpoint of methodology for the present research subject, "The impact of an educational training program on the self-efficacy of teachers and leadership staff in a private school in Dubai," varies on the research purposes. Moreover, the three purposes are to examine the effect of self-efficacy of the new training on teachers, and leadership staff, and the differences between teachers' and leadership staff's self-efficacy. Therefore, the research perspective and sample selected for this study is the practical model, and the research methodology implements a quantitative research method.

Moreover, the quantitative method was chosen to find applied answers that work successfully, rather than exclusively concentrating on one experience, as realized in the social cognitive theory and self-efficacy theory. Furthermore, it includes the use of quantitative information, trusting on equally numerical statistics collections. The present research study involves numerical statistics to observe the numerical association between the variables. Adding to this, the educational training operates as the independent variable, as it is a non-changeable training offered by the school's principal. Also, the dependent variables in this research study are the self-efficacy levels of teachers and leadership staff. Therefore, it is crucial to investigate the association between the variables consuming quantitative statistics.

3.2 Data Collection Plan

Data collection is gathering information from dissimilar bases to resolve a research difficulty or study responses to precise research problems. Moreover, there are two kinds of information: primary, and secondary data. This dissertation will use primary data, which includes going into the field and gathering information. After that, the sections indicate the data-gathering plan and process of the present research study.

The data collection process includes choosing a sample from the population to investigate and research. Moreover, this procedure was recognized as sampling, which plays a crucial role in confirming that the sample selected precisely signifies the entire population. The sampling process comprises three key stages. The first key is identifying the sample framework, which is the list of all possible participants in the population. The second key is defining the suitable sample scope desirable to achieve dependable and significant consequences. The last key is using numerous sampling methods to choose the sample from the sampling framework. Adding to this, these stages are significant to confirm that the

gathered information is descriptive of the population and can be used to draw important findings and understandings for the research study.

The research study emphasizes collecting statistics from teachers and leadership staff at a private school in Dubai. Moreover, the participants are mixed males and females were chosen from this sampling framework, and essential be 30 years or older. Furthermore, the researcher goals to have about 100 participants for the questionnaire in the research study. Adding to this, the entire estimated number of the complete population of teachers and leadership staff from the private school in Dubai is about 100 participants. Furthermore, the questionnaires conventional 100 replies, which the researcher also investigated. The choice to have a comparatively large amount for the questionnaires is to confirm the consistency and strength of the statistics gathered. By consuming a considerable amount of participants, the research study proposes to find a more complete understanding of the knowledge and viewpoints of teachers and leadership staff in the private school, therefore improving the general worth and reliability of the research results.

Furthermore, non-probability sampling methods were selected due to the suitability of involving the participants. Adding to this, though non-probability sample methods bring an advanced risk of sampling prejudice, they were thought appropriate for this research study. Especially, the non-probability sample method used in this research is voluntary response sampling. Moreover, the participants were given the questionnaires either by hand or as a soft copy by email, and their participant was selected by their voluntary answers.

Additionally, it's significant to recognize that non-probability sample approaches might not deliver a completely descriptive sample of the whole population, but they were chosen in this research study suitable to the usefulness and suitability of working with a smaller amount

of participants. Researchers should be alert to the possible limits and prejudices related to such sampling methods when understanding the study's results.

3.3 Instruments

This part will review the procedure of developing, establishing, and using the quantitative statistics tools in the research study.

In the present research, earlier established and shown tools for quantitative data gathering were adapted to suit the existing sample, and after confirmation, they experienced authentication consent from the research board. Moreover, the research study applied the New General Self-Efficacy Scale, a well-established instrument for evaluating individuals' confidence in their skills to the new educational training. Adding to this, the questionnaire with eight questions modified from the scale was active to measure individual's self-efficacy levels. Furthermore, by including authenticated instruments and the creation of essential changes, the research purpose is to precisely assess the self-efficacy of the individuals within the study's detailed setting.

In 2001, the New General Self-Efficacy Scale was established by occupational psychologist Gilad Chen and his team. The scale is a consistent 8-item evaluation that procedures individuals' views of points in their ability to achieve their aims even in the appearance of obstacles. Adding to this, the participants rate their understanding with eight statements functioning a 5-point rating measure (1= strongly disagree; 3 = neither agree nor disagree; 5 = strongly agree). Furthermore, these statements contain expressions like "Even when things are tough, I can perform quite well." By being around the scores of each participant, researchers can determine a self-efficacy score, offering a valued understanding of individuals' apparent capability to overcome challenges and accomplish their objectives (Chen

et al., 2001). Moreover, in this questionnaire of the New General Self-Efficacy Scale participants are presented with clear explanations of the significant psychological thoughts: general self-efficacy and self-esteem. Additionally, they are well-informed that general self-efficacy relates to their common estimation of their ability to achieve clearly in a widespread change of achievement situations. Basically, it examines their self-confidence in their capability to be effective through many responsibilities and different situations. On the other hand, self-esteem proposes the general emotional assessment of their individual worth, value, or self-significance, near how they intelligence about themselves as individuals. Also, by stating these ideas for the participants, the researchers drive to ensure a common understanding of these significant psychological ideas during the research study.

3.4 Data Analysis Plan

After gathering the statistics, an examination will have to be applied from the quantitative data of the New General Self-Efficacy Scale to evaluate the individuals' confidence in their skills to the new educational training. Adding to this, the descriptive data will be measured using a statistical analysis program to get this relative. Moreover, the Statistical Package for the Social Sciences (SPSS) will operate as a tool to assist in examining the quantitative data. The statistical analysis will be helpful in discovering if there is a relative and how important the variables are to investigate if the new training affects the self-efficacy of teachers and leadership staff. Also, it will measure the different effects of self-efficacy between teachers and leadership staff. Furthermore, descriptive statistical analysis will also be investigated, involving the incidences and means to control a pattern within the statistics.

3.5 Experimental Study

Experimental and quasi-experimental research study strategies purpose to examine if there occurs a cause-and-effect association among independent variables, which are the features applying effect, and dependent variables, which are the aspects being disturbed. Adding to this, the independent variable is the manipulating factor, while the dependent variable is the one subject to its effect (Loewen and Plonsky, 2017). Furthermore, in this research study, it uses an experimental research design. This design is suitable to investigate the relationship between self-efficacy and educational training programs among leadership staff and teachers. By applying experimental design, the researcher aims to carefully assess if the training program has a significant development in self-efficacy, therefore contributing to a greater understanding of the educational program's efficiency in improving the self-confidence and skills of the leadership staff and teacher in the educational setting of a private school in Dubai.

3.6 Study Scope and Delimitation

3.6.1 Scope of the Study

Increasing the understanding of the effect of self-efficacy embraces a possibility for enhancing the educational sector's future education training programs. Moreover, this understanding not only provides direct needs but also places the basis for a healthy educational organization, allowing an application of successful methods and approaches that promote optimistic well-being between teachers and leadership staff. Also, this research study helps to increase current information and bring proof by investigating the self-efficacy of these experts in the setting of educational training programs. Furthermore, knowing the stresses throughout such training initiatives, the study transmits the possibility to increase awareness in education

organizations, and the self-efficacy of teachers and leadership staff. Adding to this, it suggests valued understandings for these organizations to better understand the details of self-efficacy throughout educational training programs.

The current research study included a population of 100 participants, containing a combination of teachers and leadership staff who had participated in an educational training program at a private school in Dubai. Moreover, the respondents who keenly contributed to the research were about 80% of the population, with an entire 100 participants. Therefore, the last sample scope appropriate for investigation was 100 participants (N=100). Furthermore, data gathering for this research study happened through the final weeks of May and the early phases of June in the year 2023. The ethical endorsement procedure for this research study held a time of one month, safeguarding authorizations from both the university and the private school in Dubai.

3.6.2 *Delimitation*

This part of the delimitation will conclude the research limitation concerning its scope in its same size and tools, clarifying the purposes for applying them and overpowering the boundaries.

The sample size was 100 participants, including teachers and leadership staff who joined the educational training program from a private school in Dubai. Moreover, this limitation arises from the particular perspective of the research study, intending for a deep examination of this specific target group. The tool applied, containing the New General Self-Efficacy Scale, was chosen appropriate to their significance to the research aims and the need to capture participants' viewpoints widely. Furthermore, while these limitations are recognized, they were eased by concentrating on depth rather than extensiveness and by using

difficult statistics-gathering approaches. It's significant to note that the research study's results are detailed in this limited setting and may not be approximately generalizable to other situations or populations.

3.7 Ethical Consideration

Ethical consideration is a significant part of every research study to ensure the well-being and rights of participants. Moreover, the idea has increased global importance as researchers identify its essential role in leading accountable research. On the other hand, early psychological researchers frequently lacked ethical considerations, and following awareness of human rights and ethical problems ran to more stress on ethical considerations. However, the current research study is not exclusive, contending with ethical considerations like possible risks, data and sample consistency, and bias avoidance. These ethical considerations are essential in protecting the participants, supporting data value, and maintaining the reliability of research study results.

The researcher took thorough stages to self-assured ethical approval from two different entities: The British University in Dubai and a private school inside a similar setting. Moreover, both of these places are compulsory separate essentials to safeguard the research study's ethical truthfulness. Starting with the private university, which includes the Educational Psychology program covering this research study, the researcher obtained the early approval. Adding to this, the university's evaluation absorbed a brief review of the research study, with specific consideration to ensuring that possible risks related to the study are low.

Then, the researcher followed ethical authorization from the private school in Dubai where the research was conducted (*see appendix 4*). Furthermore, to content the ethical

group's principles, the researcher offered a set of certain documents, including a complete research study summary and particulars concerning the tools active in the research study. This thorough method of obtaining ethical approvals from both the university, school and the research site proves the researcher's assurance to accompany the study with appropriate ethical thoroughness and misunderstanding.

With the tools confirmed and ethical considerations addressed, the research study was composed for application. Adding to this, the researcher confirmed the appropriateness of all questionnaires and voluntary contributions, preventing any unnecessary stress on the participants. The study's aim, objectives, and questionnaire procedure were obviously connected, with the first question openly pursuing participants' voluntary arrangement to participate. Moreover, participants' declining contributions were eliminated, regardless of their responses. To minimize bias, the questionnaire of the New General Self-Efficacy Scale was created by the Likert scale answers extended from "strongly agree" to "strongly disagree." Additionally, throughout the investigation the researcher consistently all answer points. In the discussion, the research established complete endorsement from the private university, the Dean, teachers, and leadership staff. This approval eased open discussion and positive response on the association between self-efficacy and the influence of the new educational training, thus improving the strength and power of the research study's results.

While the present research study does not integrally include possible harm or harmful effects, the research subject's description is concentrated on self-efficacy, and the educational training program may mean that some participants are now facing stress or pressure due to the educational training program. Adding to this, to ease any possible stress, the consent form in the questions offers a strong clarification of the research study's purposes and aims,

guaranteeing that participants are informed about the question's content. Furthermore, participants have specified the choice to participate or extract from the research study at any point, allowing them assistance over their participation. Moreover, a significant ethical feature, privacy, was thoroughly supported in the research study. To safeguard participants, preserve confidentiality, and ease ethical possibilities, the research study was led anonymously, with no state of participants' names, therefore upholding an extraordinary standard of research ethics.

3.8 Trustworthiness

3.8.1 *Consistency of Quantitative Data*

The quantitative data achieved in the study established consistency through reliable answers, a fact underlined by the associations experiential among variables throughout the examination. As for the validity of the statistics, the tools successfully measured the intended concepts, especially containing participants' self-efficacy. As earlier stated, both instruments showed content and convergent validity, as they showed importance regarding the New General Self-Efficacy Scale, authenticating their arrangement with this recognized measure. Moreover, the data gathering procedure contained a mixture of online approaches and paper-based ones, easing improved contact between the participants and researcher, which in turn added to data consistency.

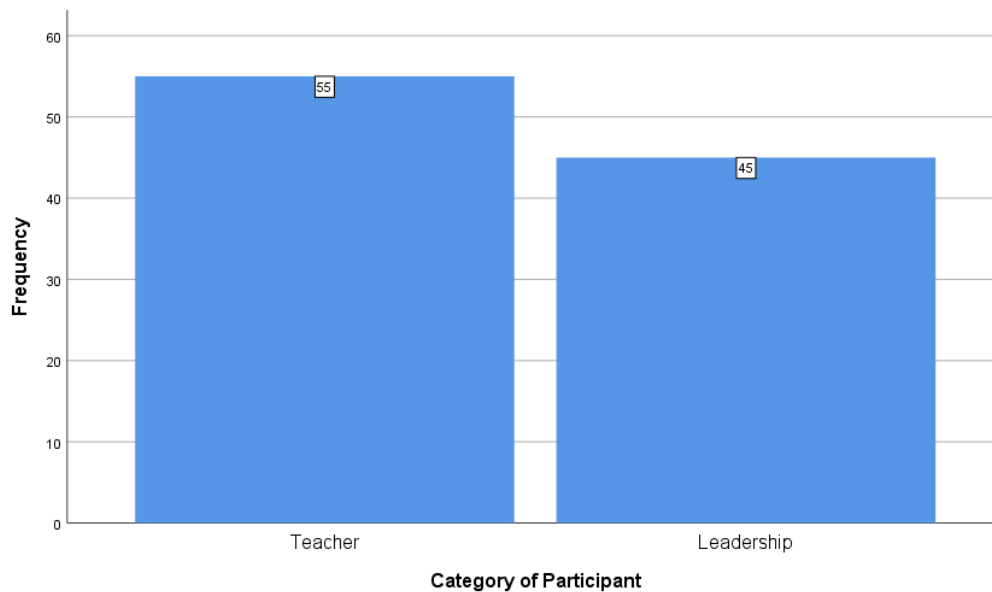
Chapter 4: Analysis

4.1 Analysis of Quantitative data

As earlier stated, the questionnaire directed to teachers and leadership staff included eight different questions originating from the New General Self-Efficacy Scale. Adding to this, the researcher continued to investigate the questionnaire statistics in arrangement with the research study question, using numerous analytical approaches, particularly containing descriptive analysis, results clarification, and association investigation.

4.2 Overview of the Participants

There were 100 participants for this study's survey, among them were 55 teachers and the remaining 45 were from leadership positions. Therefore, the study sample had more teachers than it had participants from leadership roles. Figure 1, below is a graphical representation of the two categories of the participants using a bar graph.

Figure 1*Category of Participant*

4.3 Missing Values Survey Items

The survey had a total of eight manifest variables, all of which were aimed at measuring the self-efficacy skills (a latent variable). All the questions in the survey were fully answered by the respondents, as such there were no missing values within the sample data.

Table 1, below presents the frequency for the valid responses and the missing values out of the total responses from the 100 respondents of this study. The valid column in Table 1 registered a total of 100 valid responses for each of the eight survey items. The column for the missing values registered zero entries for all the eight survey questions, indicating that the sample data was clean and void of any missing values.

Table 1*Checking for Missing Values in Survey Items*

Survey Item	Valid (N)	Missing (N)
Will be able to achieve most of the goals that I set for myself.	100	0
When facing difficult tasks, I am certain that I will accomplish them.	100	0
In general, I think that I can obtain outcomes that are important to me.	100	0
I believe I can succeed at most any endeavor to which I set my mind.	100	0
I will be able to successfully overcome many challenges.	100	0
I am confident that I can perform effectively on many different tasks.	100	0
Compared to other people, I can do most tasks very well.	100	0
Even when things are tough, I can perform quite well.	100	0

4.4 Reliability Analysis

The responses for the survey items showed to be internally consistent as shown by the Cronbach's Alpha ($N = 8$, $\alpha = 0.870$). When the items were standardized, the Cronbach's Alpha reported was 0.872 which is good for consistency and reliability. These responses can

then be considered as reliable for this study. The results from the reliability analysis are presented using Table 2 below.

Table 2

Reliability Result - Cronbach's Alpha

Cronbach's Alpha	Cronbach's Alpha	N of Items
Based on Standardized Items		
0.870	0.872	8

4.5 Inter-Item Correlation Results

When assessing the reliability of the survey items, the inter-item correlation was also estimated for the eight survey items. Table 3 below presents the inter-item correlation summary showing the mean, minimum, maximum, and the range of the correlation results. The mean correlation between a pair of the survey items was .459, with the minimum and maximum being .316 and .665 respectively. The range for the correlational values was .350. These summary are as a result of the correlations between each pair for all the eight survey items for this sample data.

Table 3*Inter-Item Correlation Results*

	Mean	Minimum	Maximum	Range	N of Items
Inter-Item Correlations	0.459	0.316	0.665	0.350	8

Table 4*Full Inter-Item Correlation Results*

Survey Items	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Q1. Will be able to achieve most of the goals that I set for myself.	1.000	0.587	0.403	0.391	0.347	0.541	0.581	0.443
Q2. When facing difficult tasks, I am certain that I will accomplish them.	0.587	1.000	0.508	0.448	0.334	0.538	0.496	0.435
Q3. In general, I think that I can obtain outcomes that are important to me.	0.403	0.508	1.000	0.665	0.441	0.451	0.499	0.355

Q4. I believe I can succeed at most any endeavor to which I set my mind.	0.391	0.448	0.665	1.000	0.445	0.511	0.474	0.326
Q5. I will be able to successfully overcome many challenges.	0.347	0.334	0.441	0.445	1.000	0.469	0.316	0.460
Q6. I am confident that I can perform effectively on many different tasks.	0.541	0.538	0.451	0.511	0.469	1.000	0.530	0.426
Q7. Compared to other people, I can do most tasks very well.	0.581	0.496	0.499	0.474	0.316	0.530	1.000	0.429
Q8. Even when things are tough, I can perform quite well.	0.443	0.435	0.355	0.326	0.460	0.426	0.429	1.000

Table 4 above presents the full correlation result for the eight survey items. For example, the inter-item correlation between the first survey questions and each of the remaining seven survey items were .587, .403, .391, .347, .541, .581, and .443 respectively. The highest correlation value was .665 between the third and fourth survey items. The lowest correlation value was .316 between the fifth and the seventh survey item.

4.6 Frequency Analysis

The frequency for all the responses as provided by the respondents is presented in Table 5 below. None of the participants “strongly disagreed” with any of the eight survey items. Generally, a large proportion of the participants either agreed or disagreed with the statements provided in the eight survey items.

Table 5

Frequency for the 5-Point Likert Scale Responses from all the Participants

Survey Items	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Q1. Will be able to achieve most of the goals that I set for myself.	34	42	24	0	0
Q2. When facing difficult tasks, I am certain that I will accomplish them.	40	27	26	7	0
Q3. In general, I think that I can obtain outcomes that are important to me.	30	47	14	9	0
Q4. I believe I can succeed at most any endeavor to which I set my mind.	32	35	18	15	0

Q5. I will be able to	29	43	16	12	0
successfully overcome many					
challenges.					
Q6. I am confident that I	32	39	13	16	0
can perform effectively on					
many different tasks.					
Q7. Compared to other	25	44	18	13	0
people, I can do most tasks					
very well.					
Q8. Even when things are	32	48	13	7	0
tough, I can perform quite					
well.					

4.7 Research Question 1

RQ1: Impact of Training on Self-Efficacy Skills among Teachers

The average responses from the teachers on the eight survey questions on the self-efficacy skills ranged from 3.42 – 3.75; which is relatively moderate as to whether the training had an impact on their self-efficacy skills (see Table 6).

Table 6*Self-Efficacy Results for the Teachers*

Survey Item	N	Minimum	Maximum	Mean	Std. Deviation
Will be able to achieve most of the goals that I set for myself.	55	3	5	3.73	0.592
When facing difficult tasks, I am certain that I will accomplish them.	55	2	5	3.55	0.919
In general, I think that I can obtain outcomes that are important to me.	55	2	5	3.65	0.886
I believe I can succeed at most any endeavor to which I set my mind.	55	2	5	3.42	1.013
I will be able to successfully overcome many challenges.	55	2	5	3.60	0.993
I am confident that I can perform effectively on many different tasks.	55	2	5	3.44	1.102
Compared to other people, I can do most tasks very well.	55	2	5	3.47	0.959
Even when things are tough, I can perform quite well.	55	2	5	3.75	0.886

4.8 Research Question 2

RQ2: Impact of Training on Self-Efficacy Skills among Leadership Staff

The average response for the eight survey items for among those in leadership positions ranged from 4.22 to 4.56, indicating that the participants strongly agreed that they had the skills self-efficacy skills as a result of the training (see Table 7).

Table 7

Self-Efficacy Results for the Leaders

Survey Item	N	Minimum	Maximum	Mean	Std. Deviation
Will be able to achieve most of the goals that I set for myself.	45	3	5	4.56	0.693
When facing difficult tasks, I am certain that I will accomplish them.	45	2	5	4.56	0.725
In general, I think that I can obtain outcomes that are important to me.	45	2	5	4.38	0.747
I believe I can succeed at most any endeavor to which I set my mind.	45	2	5	4.36	0.830
I will be able to successfully overcome many challenges.	45	2	5	4.24	0.802
I am confident that I can perform effectively on many different tasks.	45	3	5	4.40	0.654

Compared to other people, I can do most tasks very well.	45	2	5	4.22	0.795
Even when things are tough, I can perform quite well.	45	3	5	4.42	0.657

4.9 Research Question 3

RQ3: Difference Impact of Training on Self-Efficacy Skills between Teachers and Leadership

The analysis showed that there was a difference between the impact of training on the development of self-efficacy skills among the teachers and the participants from leadership roles. For all the survey items, the ANOVA results measuring the difference between the two groups was significant with a p-value of less than .05, as can be seen in Table 8 below.

Additionally, based on the results from the RQ1 and RQ2, the impact was largely and more positive on the self-efficacy skill development in the leaders than on the teachers.

Table 8

ANOVA Results Estimating a Difference Between the Teachers and the Leaders

		Sum of Squares	df	Mean Square	F	Sig.
Will be able to achieve most of the goals that I set for myself.	Between Groups	16.980	1	16.980	41.580	0.000
	Within Groups	40.020	98	0.408		
	Total	57.000	99			

When facing difficult tasks, I am certain that I will accomplish them.	Between Groups	25.253	1	25.253	35.998	0.000
	Within Groups	68.747	98	0.702		
	Total	94.000	99			
In general, I think that I can obtain outcomes that are important to me.	Between Groups	12.946	1	12.946	18.932	0.000
	Within Groups	67.014	98	0.684		
	Total	79.960	99			
I believe I can succeed at most any endeavor to which I set my mind.	Between Groups	21.747	1	21.747	24.870	0.000
	Within Groups	85.693	98	0.874		
	Total	107.440	99			
I will be able to successfully overcome many challenges.	Between Groups	10.279	1	10.279	12.358	0.001
	Within Groups	81.511	98	0.832		
	Total	91.790	99			
I am confident that I can perform effectively on many different tasks.	Between Groups	22.983	1	22.983	26.709	0.000
	Within Groups	84.327	98	0.860		

	Total	107.310	99			
Compared to other	Between Groups	13.903	1	13.903	17.584	0.000
people, I can do most						
tasks very well.	Within Groups	77.487	98	0.791		
	Total	91.390	99			
Even when things are	Between Groups	11.336	1	11.336	18.089	0.000
tough, I can perform						
quite well.	Within Groups	61.414	98	0.627		
	Total	72.750	99			

Additionally, based on the results from the RQ1 and RQ2, the impact was largely and more positive on the self-efficacy skill development in the leadership staff than on the teachers. The teachers registered a lower impact on the development of the self-efficacy skills compared to their counterparts in the leadership positions who had a relatively higher score for the eight survey questions suggesting that the positive impact of the training on self-efficacy was much greater in the leaders compared to the teachers.

Figure 2

Self-Efficacy Average Scores between the Teachers (red) and the Leadership Staff (blue)

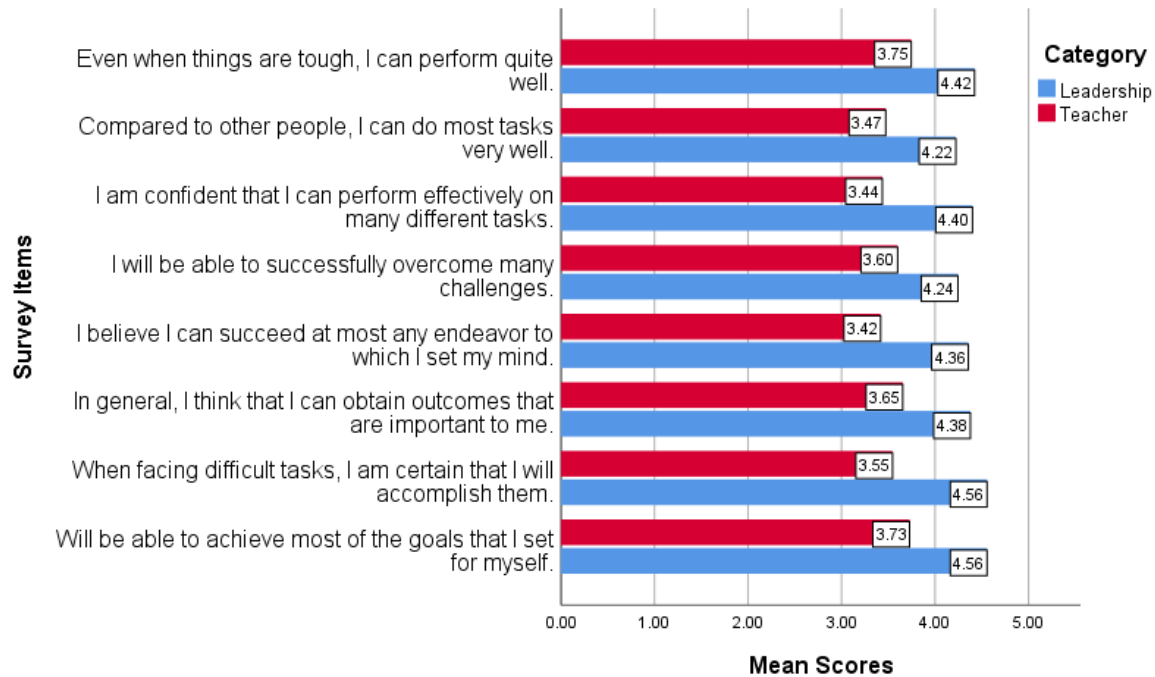


Figure 2 above compares the self-efficacy scores for between the teachers and the leadership staff, for the eight survey items. With the leaders indicated in blue, it is clear the impact was greater for the leadership staff than the teachers shown in red.

Chapter 5: Discussion

5.1 Overview of the Chapter

This part reviews the discoveries and how they connect with the examination questions, reasons, points, and targets. We likewise assess the review's shortcomings and make key determinations. We additionally make proposals for future exploration headings in the discipline. This part talks about the review's importance in the field of instructive preparation and expert self-viability in non-public school settings, quite in Dubai's special instructive environment

5.2 Summary of the Study

The study aims to examine how a teacher training program affects teachers' and leadership staff's self-efficacy views in a private school in Dubai. The study was carried out entirely within a private school in Dubai. As indicated by the review's discoveries, members' self-efficacy changed after they finished the instructive preparation program. Information was acquired utilizing the New General Self-Efficacy Scale, which comprises eight inquiries and is investigated quantitatively. The results was given to 100 individuals, and the information was investigated utilizing graphic insights like recurrence dissemination, mean, standard deviation, rate examination, and a one-way ANOVA test.

The research study evaluated the effect of the preparation program on teachers and leadership staff's self-efficacy, addressing three fundamental inquiries to sum up the essential discoveries: What is the impact of training on the development of self-efficacy skills among teachers? What is the impact of training on the development of self-efficacy skills among leadership staff? Is there a difference between teachers and leadership staff in the impact of training on the development of self-efficacy? The ANOVA test was utilized to look at the

information in the quantitative strategy, which uncovered that the preparation program impacted the self-efficacy of leadership staff more than teachers.

5.3 Analysis of Findings

5.3.1 *Research Question 1: Impact of the Training Program on Teachers' Self-Efficacy*

The main examination point investigated what the teachers preparing program meant for leadership staff self-efficacy. The discoveries showed that the preparation program well affected teacher's self-efficacy, as reflected by an ascent in their self-efficacy scores. In any case, the increment was not quite as articulated as that found in the authority group, suggesting that while teachers profited from the preparation, the additions in self-efficacy were smaller.

This finding is predictable, with past examinations underscoring the pertinence of expert turn of events and preparing to expand teacher's self-efficacy (Tschannen-Moran and Hoy, 2001). Self-efficacy is a multi-faceted build impacted by various qualities like past encounters, inspiration, and individual convictions (Hoy, 2004). Individual contrasts in self-efficacy upgrades among teachers might be made sense of by these singular factors.

5.3.2 *Research Question 2: Impact of the Training Program on Leadership Staff's Self-Efficacy*

The subsequent review question examined the preparation program's effect on the self-efficacy of leadership staff. Following the finish of the preparation program, the information showed a significant ascent in the self-efficacy levels of the leadership staff. This finding suggests that the preparation usefully affected this gathering's self-efficacy.

The expanded self-efficacy among leadership staff is particularly critical, as these people often assume pivotal parts in characterizing the school's way of life and encouraging

the two educators and understudies. Self-efficacy among the initiative group can prompt more fruitful administration rehearses and expanded local area support for the school overall.

This finding is predictable, with past examinations underscoring the significant job that school heads play in advancing a solid school climate and supporting educator improvement. Compelling administration can work on instructive results by expanding staff individuals' self-efficacy.

5.3.3 Research Question 3: Differences Between Teachers and Leadership Staff in the Impact of Training

The third exploration question endeavored to find differences in what the preparation program meant for improving self-efficacy among teachers and leadership staff. The discoveries showed that leadership staff saw a more noteworthy increase in self-efficacy than teachers. A few causes could prompt this divergence. First, initiative staff habitually have more extensive obligations and higher dynamic power inside the school, which might make them more open to self-efficacy preparation. Second, to motivate and direct others, pioneers should have areas of strength for having adequacy convictions, and their ongoing influential positions might have upgraded the impact of the preparation on their self-efficacy.

Overall, the data indicate that the latter group's self-efficacy gains were more pronounced while both teachers and leadership staff benefited from the training program. This emphasizes the significance of specialized training and professional development activities that consider various staff members' varied roles and demands within educational institutions.

5.4 Limitation

The research study has faced numerous limitations that were identified to improve the complete understanding of the research study's scope and implications. One of the greatest noticeable limitations was the single private school in Dubai which is preventing the generalizability of the outcomes to larger educational settings. Adding to this, the chosen private school may have different features, organizational assemblies, and cultural shades that cannot be illustrative of other schools in the United Arab Emirates. Narrowing the focus to only one school in Dubai limits the ability to make extensive conclusions on the impact of educational training programs in different schools in Dubai or the United Arab Emirates.

Furthermore, the research study's sample size is narrowed to the selected school, and though efforts were made to guarantee a varied representation of leadership staff and teachers, it may not completely summarize the diversity of knowledge and points of view presented in the educational settings. Moreover, the absenteeism of a relative analysis with control groups that did not obtain the educational training program added the limits of the research study's capability to conclusively feature experimental changes in self-efficacy to the educational program.

Also, the research study's main focus was on the short-term effects after the educational training program which did not cover the long-term sustainability of any development in self-efficacy. Self-efficacy is an active concept that may change over time. However, the study focuses on the latent changes far from the long-term self-efficacy of the participants.

5.5 Recommendations for Future Research

The present dissertation investigates the impact of an educational training program on the self-efficacy of teachers and leadership staff in a private school in Dubai. Adding to this, future research studies that focus on professional development on the self-efficacy of teachers and leadership staff are highly recommended to focus on gender differences and how many years they have been in the school. Furthermore, the research will be more beneficial through different schools to compare their effect in several schools in Dubai. Also, different methodologies can be applied in future research to target more participants in different schools.

5.5.1 *Implications for Educational Training*

The research study outcomes have huge consequences for the plan and execution of instructive preparation programs in Dubai's private schools and different settings. It is clear that these projects, but with changing levels of effect, decidedly influence the self-efficacy of the teachers and leadership staff. In this manner, instructive establishments should consider putting resources into proof-based preparing mediations custom-made to the particular requirements of these two gatherings.

Educator-preparing projects should be customized to address their particular difficulties and concerns, zeroing in on viable techniques for homeroom executives, academic systems, and understudy commitment. These projects underscore the significance of intelligent practice, which can further upgrade educators' trust in their capacity to develop understudy learning results.

Preparing for leadership staff should accentuate the significance of cultivating the self-efficacy of subordinates as well as improving their initiative abilities. Powerful developers can gradually expand the school's influence by advancing a culture of strengthening and backing.

5.5.2 Recommendations

While this research study reveals insight into what instructive preparation programs mean for self-efficacy inside the setting of a tuition-based school in Dubai, a few roads for additional exploration are recommended:

Gender and Experience: Future examinations should investigate how orientation and experience might impact the adequacy of preparing programs in upgrading self-efficacy among teachers and leadership staff. Examining the effect of these factors on preparing results could give important bits of knowledge. Adding to this, examining different genders such as female and male self-efficacy can have different viewpoints.

Different Educational programs: To summarize the discoveries, this can be researched to see the differences between two educational programs from the same school on teachers to evaluate the self-efficacy of teachers of different programs.

Increase the Research Scope: To increase the findings of the research study, for further research they should consider expanding the scope to more than one private school in Dubai to investigate the same effect of similar educational training programs across the other emirates of the United Arab Emirates. Adding to this, it will provide a full understanding of self-efficacy and the different points of view the the local setting.

Sample Size and Exploration Techniques: Extending the example size and utilizing elective examination strategies, like subjective meetings or longitudinal investigations, could offer further knowledge into the connections between preparing and self-efficacy.

Student Accomplishment: Examining the association between staff self-efficacy and understudy accomplishment could give important experiences into how initiative and teacher improvement generally impact school execution.

School Culture and Climate: Future exploration can investigate what school culture and climate mean for staff self-efficacy. Understanding how these logical variables impact self-efficacy convictions is pivotal for establishing a steady learning climate.

This research study highlights the significance of proof-based preparing mediations in Dubai's private school environment. It features the positive effect of these projects on the self-efficacy of the teachers and leadership staff, with initiative staff encountering more prominent enhancements. These discoveries offer important knowledge for instructive foundations and policymakers trying to improve administration and instructive practices inside the one-of-a-kind setting of Dubai's private schools. Further exploration in this field will improve expert advancement programs and the more extensive school system in the locale.

References

- AlKutich, M. and Abukari, A., 2018. Examining the benefit of school inspection on teaching and learning: a case study of Dubai private schools. *Journal of Education and Practice*, 9(5).
- Alkutich, M., 2015. Examining the Impact of School Inspection on Teaching and Learning; Dubai Private Schools as a Case Study (Doctoral dissertation, The British University in Dubai (BUiD)).
- Aypay, A., 2009. Teachers' Evaluation of Their Pre-Service Teacher Training. *Educational Sciences: Theory and Practice*, 9(3), pp.1113-1123.
- Azizli, N., Atkinson, B.E., Baughman, H.M. and Giammarco, E.A., 2015. Relationships between general self-efficacy, planning for the future, and life satisfaction. *Personality and Individual Differences*, 82, pp.58-60.
- Baroudi, S., Hojeij, Z., Meda, L. and Lottin, J., 2022. Examining elementary preservice teachers' self-efficacy and satisfaction in online teaching during virtual field experience. *Cogent Education*, 9(1), p.2133497.
- Beauchamp, M.R., Crawford, K.L. and Jackson, B., 2019. Social cognitive theory and physical activity: Mechanisms of behavior change, critique, and legacy. *Psychology of Sport and Exercise*, 42, pp.110-117.
- Bhati, K. and Sethy, T., 2022. Self-efficacy: Theory to educational practice. *International Journal of Indian Psychology*, 10(1).
- Bragg, L.A., Walsh, C. and Heyeres, M., 2021. Successful design and delivery of online professional development for teachers: A systematic review of the literature. *Computers & Education*, 166, p.104158.

- Bray, M. and Ventura, A., 2022. Multiple systems, multiple shadows: Diversity of supplementary tutoring received by private-school students in Dubai. *International Journal of Educational Development*, 92, p.102624.
- Calik, T., Sezgin, F., Kavgaci, H. and Cagatay Kilinc, A., 2012. Examination of Relationships between Instructional Leadership of School Principals and Self-Efficacy of Teachers and Collective Teacher Efficacy. *Educational Sciences: Theory and Practice*, 12(4), pp.2498-2504.
- Chen, G., Gully, S.M. and Eden, D., 2001. Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), pp.62-83.
- Cruz, R.A., Manchanda, S., Firestone, A.R. and Rodl, J.E., 2020. An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education*, 43(3), pp.197-214.
- Dubai Statistics Center. (2021). *Population Bulletin Emirate of Dubai*, p. 2. Dubai.
- Farley, H., 2020. Promoting self-efficacy in patients with chronic disease beyond traditional education: A literature review. *Nursing open*, 7(1), pp.30-41.
- Geijssel, F.P., Slegers, P.J., Stoel, R.D. and Krüger, M.L., 2009. The effect of teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools. *The elementary school journal*, 109(4), pp.406-427.
- Govindaraju, V., 2021. A review of social cognitive theory from the perspective of interpersonal communication. *Multicultural Education*, 7(12), pp.1-5.
- Herlina, W., 2011. The effectiveness of Indonesian English teachers training programs in improving confidence and motivation. *International Journal of Instruction*, 4(1).

- Hoy, A. W. (2004). Self-efficacy in college teaching. *Essays on teaching excellence: Toward the best in the academy*, 15(7), 8-11. Vanderbilt Center for Teaching: Self-Efficacy in College Teaching.
- Karacabey, M.F., Bellibaş, M.Ş. and Adams, D., 2022. Principal leadership and teacher professional learning in Turkish schools: Examining the mediating effects of collective teacher efficacy and teacher trust. *Educational studies*, 48(2), pp.253-272.
- Kasalak, G. and Dagyar, M., 2020. The relationship between teacher self-efficacy and teacher job satisfaction: A meta-analysis of the teaching and learning international survey (TALIS). *Educational Sciences: Theory and Practice*, 20(3), pp.16-33.
- Liu, Y., Bellibaş, M.Ş. and Gümüş, S., 2021. The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), pp.430-453.
- Loewen, S. and Plonsky, L., 2017. *An A–Z of applied linguistics research methods*. Bloomsbury Publishing.
- Pelton, J.A., 2014. Assessing graduate teacher training programs: can a teaching seminar reduce anxiety and increase confidence? *Teaching Sociology*, 42(1), pp.40-49.
- Poluektova, O., Kappas, A. and Smith, C.A., 2023. Using Bandura's Self-Efficacy Theory to Explain Individual Differences in the Appraisal of Problem-Focused Coping Potential. *Emotion Review*, p.17540739231164367.
- Renbarger, R. and DAVIS, B., 2019. Mentors, self-efficacy, or professional development: Which mediate job satisfaction for new teachers? A regression examination. *Journal of Teacher Education and Educators*, 8(1), pp.21-34.

- Rich, P.J., Mason, S.L. and O'Leary, J., 2021. Measuring the effect of continuous professional development on elementary teachers' self-efficacy to teach coding and computational thinking. *Computers & Education*, 168, p.104196.
- Ruble, L.A., Usher, E.L. and McGrew, J.H., 2011. Preliminary investigation of the sources of self-efficacy among teachers of students with autism. Focus on autism and other developmental disabilities, 26(2), pp.67-74.
- Thurm, D. and Barzel, B., 2020. Effects of a professional development program for teaching mathematics with technology on teachers' beliefs, self-efficacy and practices. *ZDM*, pp.1-12.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, 17(7), 783-805. PII: S0742-051X(01)00036-1.

Appendices

Appendix 1: Sample of consent form of school principal



Questions and Contact Numbers

If you have questions or concerns about this research, you may contact Ayesha Al Falasi, the Researcher for this research study on telephone number: +971 50 8880011.

Signatures

I have fully explained to the Principal of Dubai Modern Education School the purpose of this research study and described above and the risks and benefits of the school's participation in the research study. I have asked if the Principal has any questions and I have answered them to the best of my ability.

Signature of Researcher

Date

I have read/been read the information presented above and understand the purpose of the research study. I have had the opportunity to ask questions, and questions that I have asked have been answered to my satisfaction. I understand that my schools' and teachers/ leadership staff are participation is voluntary.

Signature of Principal

Date

Appendix 2: Sample of consent form of participants



Consent form

Background/ Purpose

I am Ayesha Al ~~Ealasi~~ from The British University in Dubai, and social worker and wellbeing champion in Dubai Modern Education School. For my dissertation in Master of Education in Psychology, I am conducting interviews and questionnaire with teachers and leadership staff at Dubai Modern Education School to get better understand the impact of the new introduce training to improve teaching. By taking part in these interviews, the teachers and leadership staff shall give us a perspective on the self-efficacy impact of the new training. Participating on this research is completely voluntary. Participant will sign a consent form for participation on this research.

Risks and Discomforts

The risks of participating on this research study are minimal. Participant can leave and discard their answers at any time. Teachers and leadership staff will gain the full understanding that their decision of taking part on this research study will not affect badly the new training or their school standing.

Benefits

This research will help the school to gain information about the perspective of the teachers and leadership staff of the current training.

Alternatives

The alternative to allowing us to recruit and talk to participant from your school is to not allow us to do so. The decision to not participate will not affect your standing or any other aspect of school functions.

Confidentiality

The privacy of the participants will be protected where there are no names will be included in any of the research interview or questionnaire. All copies of the interviews will be protected by the university. The names of the participants will not be used in any of the research or published articles that result from this research.

Rights of Refusal and Withdrawal

The participants have the right to refuse to participate in this study. If the participant changes their mind about participating at any time they have right to withdraw.

Questions and Contact Numbers

If you have questions or concerns about this research, you may contact Ayesha Al ~~Ealasi~~, the Researcher for this research study on telephone number: +971 50 8880011.



- ☒ I agree to participate voluntarily in this research study.
- ☒ I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer.
- ☒ I understand I have the right to withdraw permission to use data from my interview or questionnaire within two weeks' after the interview.
- ☒ The researcher explained the purpose and nature of the study to me in writing and I have had the opportunity to ask questions about the study.
- ☒ I understand that there will be no direct benefits for me from this research.
- ☒ I understand that all the data will be treated confidentially.
- ☒ I understand that in any report on the results of this research my identity will remain anonymous.
- ☒ I understand that it will be used for the researcher dissertation and presentation.

Signature of participant:

I agree to participant in this study.

Date: _____

Signature of researcher:

Date: _____

Appendix 3: The New General Self-Efficacy Scale

New General Self-Efficacy Scale

Instructions: Please circle your answer below.

1. I will be able to achieve most of the goals that I set for myself.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

2. When facing difficult tasks, I am certain that I will accomplish them.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

3. In general, I think that I can obtain outcomes that are important to me.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

4. I believe I can succeed at most any endeavor to which I set my mind.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

5. I will be able to successfully overcome many challenges.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

6. I am confident that I can perform effectively on many different tasks.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

7. Compared to other people, I can do most tasks very well.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

8. Even when things are tough, I can perform quite well.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree

☐ Strongly agree

Sources: Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83.

Appendix 4: Consent form of school principal

الجامعة
البريطانية في
دبي



The
British University
in Dubai

Consent form

Background/ Purpose

I am Ayesha Al Falasi from The British University in Dubai, and social worker and wellbeing champion in Dubai Modern Education School. For my dissertation in Master of Education in Psychology, I am conducting interviews and questionnaire with teachers and leadership staff at Dubai Modern Education School to get better understand the impact of the new introduce training to improve teaching. By taking part in these interviews, the teachers and leadership staff shall give us a perspective on the self-efficacy impact of the new training. Participating on this research is completely voluntary. Participant will sign a consent form for participation on this research.

Procedures

I am asking for your permission to use random sampling process on teachers and leadership staff to invite them to participate in this research study.

Risks and Discomforts

The risks of participating on this research study are minimal. Participant can leave and discard their answers at any time. Teachers and leadership staff will gain the full understanding that their decision of taking part on this research study will not affect badly the new training or their school standing.

Benefits

This research will help the school to gain information about the perspective of the teachers and leadership staff of the current training.

Alternatives

The alternative to allowing us to recruit and talk to participant from your school is to not allow us to do so. The decision to not participate will not affect your standing or any other aspect of school functions.

Compensation

The school will not be compensated.

Confidentiality

The privacy of the participants will be protected where there are no names will be included in any of the research interview or questionnaire. All copies of the interviews will be protected by the university. The names of the participants will not be used in any of the research or published articles that result from this research.

Rights of Refusal and Withdrawal

The participants have the right to refuse to participate in this study. If the participant changes their mind about participating at any time they have right to withdraw.

الجامعة
البريطانية في
دبي



The
British University
in Dubai

Questions and Contact Numbers

If you have questions or concerns about this research, you may contact Ayesha Al Falasi, the Researcher for this research study on telephone number: +971 50 8880011.

Signatures

I have fully explained to the Principal of Dubai Modern Education School the purpose of this research study and described above and the risks and benefits of the school's participation in the research study. I have asked if the Principal has any questions and I have answered them to the best of my ability.

Signature of Researcher

Date

I have read/been read the information presented above and understand the purpose of the research study. I have had the opportunity to ask questions, and questions that I have asked have been answered to my satisfaction. I understand that my schools' and teachers/ leadership staff are participation is voluntary.

Signature of Principal

Date



Appendix 5: Teacher

الجامعة
البريطانية في
دبي



The
British University
in Dubai

(p 2)

Consent form

Background/ Purpose

I am Ayesha Al Falasi from The British University in Dubai, and social worker and wellbeing champion in Dubai Modern Education School. For my dissertation in Master of Education in Psychology, I am conducting interviews and questionnaire with teachers and leadership staff at Dubai Modern Education School to get better understand the impact of the new introduce training to improve teaching. By taking part in these interviews, the teachers and leadership staff shall give us a perspective on the self-efficacy impact of the new training. Participating on this research is completely voluntary. Participant will sign a consent form for participation on this research.

Risks and Discomforts

The risks of participating on this research study are minimal. Participant can leave and discard their answers at any time. Teachers and leadership staff will gain the full understanding that their decision of taking part on this research study will not affect badly the new training or their school standing.

Benefits

This research will help the school to gain information about the perspective of the teachers and leadership staff of the current training.

Alternatives

The alternative to allowing us to recruit and talk to participant from your school is to not allow us to do so. The decision to not participate will not affect your standing or any other aspect of school functions.

Confidentiality

The privacy of the participants will be protected where there are no names will be included in any of the research interview or questionnaire. All copies of the interviews will be protected by the university. The names of the participants will not be used in any of the research or published articles that result from this research.

Rights of Refusal and Withdrawal

The participants have the right to refuse to participate in this study. If the participant changes their mind about participating at any time they have right to withdraw.

Questions and Contact Numbers

If you have questions or concerns about this research, you may contact Ayesha Al Falasi, the Researcher for this research study on telephone number: +971 50 8880011.

الجامعة
البريطانية في
دبي



The
British University
in Dubai

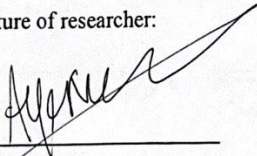
- ☒ I agree to participate voluntarily in this research study.
- ☒ I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer.
- ☒ I understand I have the right to withdraw permission to use data from my interview or questionnaire within two weeks' after the interview.
- ☒ The researcher explained the purpose and nature of the study to me in writing and I have had the opportunity to ask questions about the study.
- ☒ I understand that there will be no direct benefits for me from this research.
- ☒ I understand that all the data will be treated confidentially.
- ☒ I understand that in any report on the results of this research my identity will remain anonymous.
- ☒ I understand that it will be used for the researcher dissertation and presentation.

Signature of participant:
I agree to participant in this study.



Date: 26/6/2023

Signature of researcher:



Date: 28/6/2023

New General Self-Efficacy Scale

Instructions: Please circle your answer below.

1. I will be able to achieve most of the goals that I set for myself.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☒ Agree
 - ☐ Strongly agree
2. When facing difficult tasks, I am certain that I will accomplish them.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☒ Strongly agree
3. In general, I think that I can obtain outcomes that are important to me.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☒ Agree
 - ☐ Strongly agree
4. I believe I can succeed at most any endeavor to which I set my mind.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☒ Strongly agree
5. I will be able to successfully overcome many challenges.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☒ Agree
 - ☐ Strongly agree
6. I am confident that I can perform effectively on many different tasks.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☒ Strongly agree

Sources: Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83.

7. Compared to other people, I can do most tasks very well.

☐ Strongly disagree

☐ Disagree

☐ Neither agree nor disagree

☒ Agree

☐ Strongly agree

8. Even when things are tough, I can perform quite well.

☐ Strongly disagree

☐ Disagree

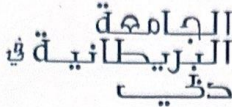
☐ Neither agree nor disagree

☐ Agree

☒ Strongly agree

Appendix 6: Leadership

(P. ٦)



الجامعة
البريطانية في
دبي



The
British University
in Dubai

Consent form

Background/ Purpose

I am Ayesha Al Falasi from The British University in Dubai, and social worker and wellbeing champion in Dubai Modern Education School. For my dissertation in Master of Education in Psychology, I am conducting interviews and questionnaire with teachers and leadership staff at Dubai Modern Education School to get better understand the impact of the new introduce training to improve teaching. By taking part in these interviews, the teachers and leadership staff shall give us a perspective on the self-efficacy impact of the new training. Participating on this research is completely voluntary. Participant will sign a consent form for participation on this research.

Risks and Discomforts

The risks of participating on this research study are minimal. Participant can leave and discard their answers at any time. Teachers and leadership staff will gain the full understanding that their decision of taking part on this research study will not affect badly the new training or their school standing.

Benefits

This research will help the school to gain information about the perspective of the teachers and leadership staff of the current training.

Alternatives

The alternative to allowing us to recruit and talk to participant from your school is to not allow us to do so. The decision to not participate will not affect your standing or any other aspect of school functions.

Confidentiality

The privacy of the participants will be protected where there are no names will be included in any of the research interview or questionnaire. All copies of the interviews will be protected by the university. The names of the participants will not be used in any of the research or published articles that result from this research.

Rights of Refusal and Withdrawal

The participants have the right to refuse to participate in this study. If the participant changes their mind about participating at any time they have right to withdraw.

Questions and Contact Numbers

If you have questions or concerns about this research, you may contact Ayesha Al Falasi, the Researcher for this research study on telephone number: +971 50 8880011.

الجامعة
البريطانية في
دبي



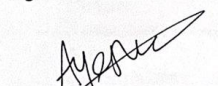
The
British University
in Dubai

- ☒ I agree to participate voluntarily in this research study.
- ☒ I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer.
- ☒ I understand I have the right to withdraw permission to use data from my interview or questionnaire within two weeks' after the interview.
- ☒ The researcher explained the purpose and nature of the study to me in writing and I have had the opportunity to ask questions about the study.
- ☒ I understand that there will be no direct benefits for me from this research.
- ☒ I understand that all the data will be treated confidentially.
- ☒ I understand that in any report on the results of this research my identity will remain anonymous.
- ☒ I understand that it will be used for the researcher dissertation and presentation.

Signature of participant:
I agree to participant in this study.


Date: 7/06/2023

Signature of researcher:


Date: 8/06/2023

New General Self-Efficacy Scale

Instructions: Please circle your answer below.

1. I will be able to achieve most of the goals that I set for myself.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☒ Strongly agree

2. When facing difficult tasks, I am certain that I will accomplish them.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☐ Agree
 - ☒ Strongly agree

3. In general, I think that I can obtain outcomes that are important to me.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☒ Agree
 - ☐ Strongly agree

4. I believe I can succeed at most any endeavor to which I set my mind.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☒ Neither agree nor disagree
 - ☐ Agree
 - ☐ Strongly agree

5. I will be able to successfully overcome many challenges.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☒ Agree
 - ☐ Strongly agree

6. I am confident that I can perform effectively on many different tasks.
 - ☐ Strongly disagree
 - ☐ Disagree
 - ☐ Neither agree nor disagree
 - ☒ Agree
 - ☐ Strongly agree

Sources: Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83.

7. Compared to other people, I can do most tasks very well.

- ☐ Strongly disagree
- ☐ Disagree
- ☒ Neither agree nor disagree
- ☒ Agree
- ☐ Strongly agree

8. Even when things are tough, I can perform quite well.

- ☐ Strongly disagree
- ☐ Disagree
- ☒ Neither agree nor disagree
- ☒ Agree
- ☐ Strongly agree

Sources: Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83.