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Assessment of stress resilience and occupational personality characteristics of teachers

D.D. Shakimova¹, Zh.K. Aubakirova¹, A.K. Zhumykbaeva^{1,2},
Kehinde C. Lawrence¹, A.S. Nuradinov¹

¹ L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

² "Center for Pedagogical Measurements" AEO "NIS," Astana, Kazakhstan

(E-mail: shakimova.dariyash@mail.ru, janat-anar@mail.ru, akmaral_kazbek@mail.ru, Lawrence.kclement@gmail.com)

Abstract. This article intends to consider issues of assessing teachers' stress resilience and occupational personality characteristics. Research experiments on stress and problems of resistance to it have been extensively studied by foreign researchers, starting with G.Selye. Currently, interest in studying stress and resistance to it, including the stress resilience of teachers, is growing in national research studies. Teachers often face stress in their daily activities, and the ability to stand against it is one of the main factors of their effectiveness. In Kazakhstan, the SHL test - OPQ professional personality survey is used to determine the success of employees, including teachers, in working with various information. This survey is a product of SHL published in 1984. Developed by a team of psychologists, researched, and improved in accordance with modern requirements, this questionnaire is the most widely used personality questionnaire in the world. The results of the Occupational Personality Questionnaire for selecting applicants out of the teachers for the post of School Principal served as a source for the research. After the Questionnaire results were analyzed, it aimed to determine the function of psychological patterns of stress resilience. Teachers' stress resilience depended on personal qualities specified in the "Self-management" section of the Questionnaire. In the article's conclusion paragraph, professional, personal, and competence-based differences of 500 teachers surveyed according to 19 psychological criteria were proven. The section "Self-management" of the Occupational Personality Questionnaire was the foundation to conclude that people's emotions and the peculiarities of their emotions can be considered indicators of stress resilience in their daily lives and activities.

Keywords: stress, stress resilience, occupational personality characteristics of teachers, Occupational Personality Questionnaire, psychological criteria.

Introduction

Today, people often experience stressful situations in a fluctuating, fast-changing, uncertain, and complex world. The pedagogical community faces these changes as well.

Teachers have different sources of stress (Dewe, 1986) [1, p. 366]. As education content renews by economic, political, and cultural changes in the world, teachers also increase their professional skills over time. These changes lead teachers to some negative emotions such as anxiety and stress.

Scientists usually describe stress as a non-specific reaction of the human body to the demands placed on or alarming cases in the surroundings (Rosenham & Seligman, 1989; Selye, 1974). [2, p. 250] and explain that stress is the process by which we perceive and cope with environmental threats and challenges (Mayers, 2005) [3, 44]. Meanwhile, an opposite term, resilience, exists to oppose all previously mentioned. Resilience can be defined as the ability of a person, group, or community to go through risk situations, overcome them, but not forget them and, rather, use them as sources of life strengthening and learning (Assis, Pesce, & Avanci, 2006). [4, p]. Relying on this statement, we stated and examined the study question: Can stress resilience be a criterion for professional development and career boost?

Stress resilience has something to do with efficiency. Pestonjee (1999) and Franken et al. (1992) believe that work-related stress is inevitable, and workers vary in their ability to tolerate it well with stress [5, p. 368]. Stress resilience is defined as the ability to endure stress, strain, and pain without serious harm (Chan, 2002) [6.] Therefore, if we consider stress resilience as a teacher's ability to demonstrate effectiveness in meeting challenges, then we predict that it can influence a teacher's professional development. Stress resilience is vital for school principals, in particular, to understand the reasons for regular issues among teachers, make appropriate decisions, adapt rapidly to shifts, and manage processes effectively.

Kazakhstan is implementing a large-scale state program for modern school principal talent development - "Talent pool of School principals: opportunities and development strategies". This is initiated as a matter of necessity to train school leaders in line with current requirements as stated further - "The leadership potential of modern or future school leaders is important as an integral part of a good school management in the situation where premeditated processes and regular patterns do not work and changes take place consistently." (Beycientlu & Aslan, 2010; Schleicher, 2018). [7, p].

The structure of the talent development project named "1000 Leaders of Education Changes," carried out with direct support of the Ministry of Education of the Republic of Kazakhstan, comprises selection, training, internship, external evaluation, and post-appointment support.

One of the peculiarities of this course is the introduction of psychological testing, which allows to determine the personality and profitability of future leaders. In this regard, the OPQ32 (Occupational Personality Questionnaire TM), which uses the methodology of the internationally renowned Talentis and SHL companies, was the main component of the evaluation. In particular, at the initial phase of the pedagogue's talent pool training, the Occupational Personality Questionnaire was used to shortlist the candidates for participation in the project. As a result of the Occupational Personality Questionnaire, the shortlisted candidates will have the opportunity

to participate in the next phase of the professional development course composed of three levels (basic, advanced, and professional). The external evaluation of the course includes three different diagnostic tools: testing at the basic level; writing a reflective report at the advanced level, submission of a portfolio at the professional level. Thus, the most successful candidates will reach the last phase.

The purpose of the study is to determine the function of psychological patterns of stress resilience based on the analysis of the results of the SHL's Occupational Personality Questionnaire diagnostic tools used for selecting candidates for the talent pool. In our article, the results of this Occupational Personality Questionnaire were the main source for the study.

The main purpose of conducting the SHL's Occupational Personality Questionnaire is to select candidates for school leaders who meet modern requirements in the Kazakhstani context, in other words, to select specialists with professional and personal qualities.

With this in view, 2063 candidates took part in the SHL test to participate in the project "Talent pool of School principals", and only about 500 succeeded. The next step was to establish a republican talent pool amongst the selected candidates, based on the outcomes of their further development of professional and personal qualities after training, internships, and interviews. In this regard, the Center of Excellence of Nazarbayev Intellectual Schools organized the professional development course. One of the expected outcomes of the course is the acquisition of professional skills in self-development, school management and personnel management based on modern social and psychological methods of personnel policy in secondary schools of the Republic of Kazakhstan [8].

The Occupational Personality Questionnaire was applied to diagnose candidates' personal characteristics in accordance with these expected outcomes [9]. OPQ is a set of psychometric tools consisting of various psychodiagnostic tests and methods. According to the results of a psychometric survey, it is possible to determine candidates' professional and personal competencies and future opportunities (potential). The characteristics of an individual are measured using a scale, each of which indicates a personal description. Analysis of statistical data allows to compare individual scores on each scale with the average results of respondents of the relevant group.

Methodology

Due to the mentioned above, we believe that it is reasonable to provide some information on the Occupational Personality Questionnaire, its structure, the professional and personal criteria it identifies. This Questionnaire was constantly improved and adapted to use in many countries since 1984. Therefore we hold it true to briefly review the scales of the Occupational Personality Questionnaire and present candidates' results:

1. Occupational Personality Questionnaire

The Occupational Personality Questionnaire diagnoses personnel's personal characteristics determining the level of demonstrating their professional aptitude, effective methods in fulfilling their duties. According to this section, 2063 (72.7%) respondents gained high scores on the agreement scale, that is, these respondents are resistant to innovations and changes.

- high-level emotional control – 253 respondents (8.9%)
- high level of resilience and low level of anxiety – 43 respondents (1.5%)
- high optimism level – 455 (16.0%) respondents
- high-aptitude of perspective thinking – 111 (3.9%) respondents

2. Testing of verbal message analysis

A participant should make a logical analysis of different types of verbal arguments. The participant reads a short text in each task and determines whether the presented statements are true or false (Figure 1).

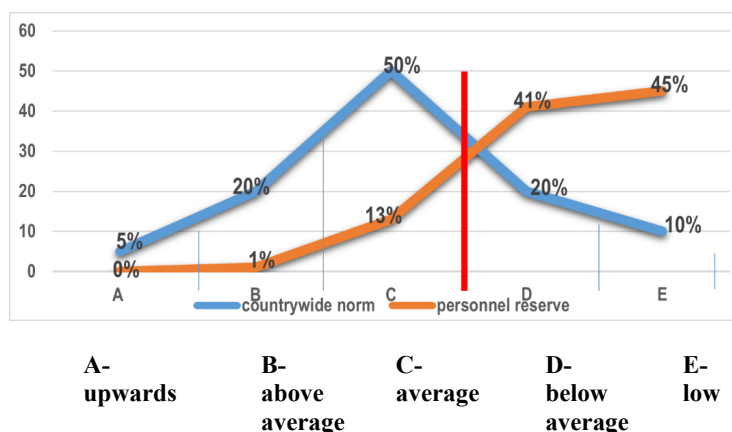


Figure 1. Results of analysis of verbal message

The participant should perform a quantitative analysis of graphs, tables, and drawings provided for a certain time. Calculators and scratch papers are allowed. The participant should choose a possible answer amongst suggested options (Multiple Choice) (Figure 2).

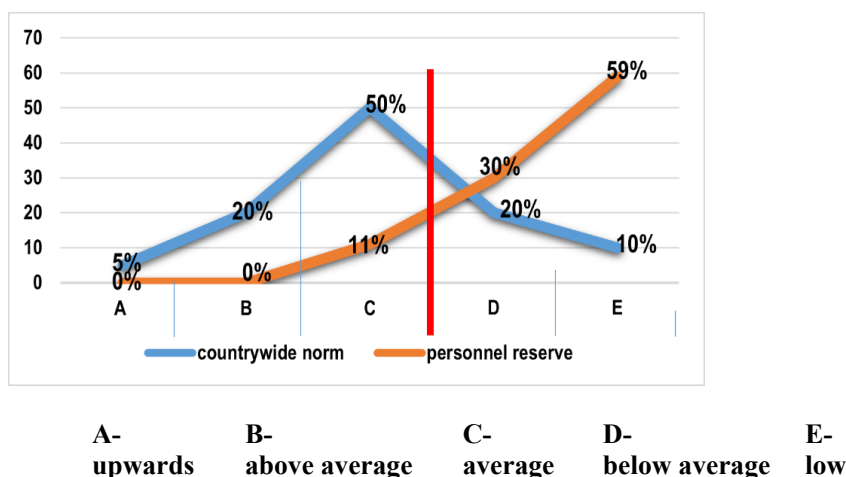


Figure 2. Results of the quantitative analysis

Description of a group of participants and research design

About 500 candidates out of 2063 succeeded in the initial selection test. As shown in figures 1-2, candidates' skills in verbal and quantitative analysis, professional competencies, and psychological aspects were evaluated during the Questionnaire. The shortlisted teachers participated in a three-phased qualification course for further development of Occupational Personality competencies. In other words, success in the SHL complex testing allowed candidates to move to the next phases of the courses that promote career growth (Table 1).

Table 1

Assessment within the framework of the professional development courses [9]

Assessment within the course of the educational program

The purpose of the assessment: to determine whether they have behavioral characteristics, motivation, effectiveness in various roles, and leadership competencies in accordance with the framework of basic management competencies.

| Course levels / Evaluation | Base level Testing | Advanced level Reflective report | Professional level Portfolio |
|---|---|---|--|
| General information about the assessment procedure | Assesses the level of knowledge and understanding according to the curriculum. Test tasks - 30 Estimated Pass Rate - 70% | It assesses the level of mastery of the program, the skills of applying ideas in practice, and reflection. Number of portfolio sections - 3 (1700 words) Expected pass rate - 70% | Evaluates the level of mastery of the program, application of ideas in practice, reflection on introduced changes. Number of portfolio sections - 3 (2500 words) Estimated Pass Rate - 80% |
| Criterion 1. Knowing and understanding the key ideas presented in the program | <ul style="list-style-type: none"> Trends in school education A value-oriented approach to teaching and learning Occupational health Teacher's professional interaction at school | Personnel policy and modern trends in school management | Develop a school development program project |
| Criterion 2. Application of ideas in practice | | Planning the methodological work of the school based on the data of professional development monitoring of teachers | Implementation of the school development program |
| Criterion 3. Reflection on the introduction of new methods for school development | | Implementation of digital technologies in the educational process | Final report on the process of development and implementation of the school development program project |

Stages of reflective accounting and portfolio evaluation:

- Checking the uniqueness of the work in the **anti-plagiarism** system
- Checking the compliance of the work **with the criteria**
- **Moderation** of "unsatisfactory" graded works and assessment materials
- A panel decision of experts and a written justification for each **"unsatisfactory"** work

208 candidates reached the last phase according to the results of external evaluation. What have influenced the candidates to reach the final phase of the courses following the assessment results? Analytic induction was used to analyze the collected data. Following the purpose of the research, the results of the 208 candidates who successfully underwent all phases were compared to the results of teachers who failed. The aim of this comparison is to demonstrate occupational personality and competency-based differences between the two groups as part of applying statistical methods and criteria. While demonstrating these differences, the results were verified by the criterion of Mann-Whitney (U), bearing in mind that an ordinal scale was used in the Questionnaire according to statistical requirements. The criterion of Mann-Whitney (U) demonstrates the reliability of the revealed differences based on the statistical criterion of the results of the test scales. The Occupational Personality Questionnaire scales concluded

that there is no difference between the test scales compared under the null hypothesis (H0). In case the null hypothesis is not proved in terms of the Mann-Whitney (U) statistical criterion, the Alternative (H1) hypothesis is accepted. That is, it showed a statistically proven difference between the test scales. Statistical hypotheses were verified under the SPSS 23 statistical package.

Discussion of research results

Concerning the Mann-Whitney (U) statistical criterion the statistical values of the following 19 scales were identified: decision-making and commencement of actions; teamwork; adherence to principles and values; interpretation and communication of information; application of professional knowledge and technologies; analysis; learning and researching; creativeness and innovativeness; strategy development and concept generation; achievement of professional goals; entrepreneurial and commercial thinking; anxiety; commitment; competitive ability; motivation; care; traditionality; innovation; observation of rules. Statistical values of the Occupational Personality Questionnaire scales of Mann-Whitney Criteria defined by SPSS 23 (Table 2).

Table 2

Statistical values of the Occupational Personality Questionnaire scales of Mann-Whitney Criteria defined by SPSS 23

| № | Null hypothesis | criterion | meaning | solution |
|----|---|---|---------|--------------------------------|
| 1. | Decision making and starting actions are the same between two groups. | Mann-Whitney Criteria for Independent variables | 033 | Null hypotheses was not proved |
| 2. | Teamwork is the same for both groups. | Mann-Whitney Criteria for Independent variables | 006 | Null hypotheses was not proved |
| 3. | Adherence to principles and values is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 4. | Interpretation and communication of information is the same for both groups. | Mann-Whitney Criteria for Independent variables | 004 | Null hypotheses was not proved |
| 5. | Application of professional knowledge and technologies is the same for both groups. | Mann-Whitney Criteria for Independent variables | 007 | Null hypotheses was not proved |
| 6. | The analysis is the same for both groups. | Mann-Whitney Criteria for Independent variables | 050 | Null hypotheses was not proved |
| 7. | Learning and researching is the same for both groups. | Mann-Whitney Criteria for Independent variables | 002 | Null hypotheses was not proved |

| | | | | |
|-----|--|---|-----|--------------------------------|
| 8. | Creativeness and innovativeness are the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 9. | Strategy development and concept generation is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 10. | Achievement of professional goals is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 11. | Entrepreneurial and commercial thinking is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 12. | Anxiety is the same for both groups. | Mann-Whitney Criteria for Independent variables | 006 | Null hypotheses was not proved |
| 13. | Commitment is the same for both groups. | Mann-Whitney Criteria for Independent variables | 049 | Null hypotheses was not proved |
| 14. | Competitive ability is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 15. | The motivation is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 16. | Care is the same for both groups. | Mann-Whitney Criteria for Independent variables | 048 | Null hypotheses was not proved |
| 17. | Traditionality is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 18. | The innovation is the same for both groups. | Mann-Whitney Criteria for Independent variables | 000 | Null hypotheses was not proved |
| 19. | Observation of rules are the same for both groups. | Mann-Whitney Criteria for Independent variables | 001 | Null hypotheses was not proved |

Results of testing the hypothesis

The null hypothesis was not proved during the statistical testing of the hypothesis for all 19 scales/variables of both groups (selected and not selected), i.e., the alternative hypothesis was verified.

The Occupational Personality Questionnaire is based on determining a typical or priority behavioral style of a person. Therefore, when explaining the results of the SHL, it is necessary to take into account the general structure and the sections of the profile, as well as the characteristics of the scales in the Occupational Personality Questionnaire. The profile consists of three main parts: human resource management – ability to relate with people, task management – compliance with thinking styles, and self-management - the ability to control feelings and emotions (Table 3).

Table 3

Assessment within the professional development course

| Human resource management | Tasks Management | Self management |
|---------------------------|------------------------|-----------------|
| influence | analysis | emotions |
| communicability | creativity and changes | dynamism |
| empathy | organization | |

* The section of human resource management (relations with people) describes person's ability of communicate with other people in solving problems in the process. This part of the profile contains such personal qualities as assertiveness, communicability and empathy.

* The task management (thinking style) section describes how a person solves various problems and shows changes in behavior and preferences depending on the content. This section of the profile includes the ability to analyze and plan.

* Self-management (feelings and emotions) is characterized by a person's behavioral characteristics and reaction to difficult situations. This section of the profile often contains personal qualities that reflect emotional aspects such as self-regulation, anxiety, self-control, and optimism associated with personal qualities [10].

In order to understand these scales of the Questionnaire sections, there are some internal domains. For instance, the domain of empathy in "Human resource management" includes simplicity, democracy, and care.

As a result of the Questionnaire, the personal profiles of teachers identified as follows:

- Among three domains of the "Human resource management" section (influence, communicability, empathy), there was a difference between two groups on the "Care" scale belonging to the empathy domain. More precisely, it is the Mann-Whitney Criterion for Independent Variables - 048.

- It was found that there are differences between the two groups in the scales of traditionality, innovation, and observation of rules in the "Analysis" domain – one of the three domains (analysis, creativity and changes, organization) of the "Task Management" section. That is, according to the traditionality and innovativeness scale, the Mann-Whitney Criterion for Independent Variables – 000, and the scale of observation of rules – 001.

- It was found that there are differences between the two groups in the scales of Anxiety of the "Emotion" domain and Commitment, Competitive ability, Motivation and Decisionmaking scales of the "Dynamism" domain of the "Self-management" section. It means that according to the Anxiety scale, the Mann-Whitney criteria for Independent Variables is 006, and the scale of Competitive Ability and Motivation – 000 and the scale of Commitment – 049.

This analysis verified statistically that there is no difference between the variables of the "Human resource management" section except for the "Care" scale. Whereas two scales of the "Self-management" section and four scales of the "Task Management" section revealed differences between variables statistically.

The most essential for this study was the outcome of the "Self-management" section, namely, Feelings and Emotions, because this section is closely linked with stress resilience indicators. These indicators are listed below (Table 4).

Table 4**Evaluation within the professional development courses Differences in indicators of the "Self-management" criteria of Occupational Personality Questionnaire**

| null hypothesis | criterion | meaning | solution |
|---|---|---------|--------------------------------|
| Anxiety is the same for both groups. | Mann-Whitney Criteria for Independent Variables | 006 | Null hypothesis was not proved |
| Commitment is the same for both groups. | Mann-Whitney Criteria for Independent Variables | 049 | Null hypothesis was not proved |
| Competitiveness is the same in both groups. | Mann-Whitney Criteria for Independent Variables | 000 | Null hypothesis was not proved |
| The motivation is the same in both groups. | Mann-Whitney Criteria for Independent Variables | 000 | Null hypothesis was not proved |
| Care is the same for both groups. | Mann-Whitney Criteria for Independent Variables | 048 | Null hypothesis was not proved |

Results of research

The results of the study revealed differences between the groups, which were compared on the statistical level according to many criteria of the Occupational Personality Questionnaire. These results indicate that the selected candidates' professional competence and personal characteristics are at a high level. Considering the results of the Occupational Personality Questionnaire comprehensively, we see it reasonable to settle upon the peculiarities of the scales of the "Self-management" section. This is because the criteria of self-management are closely linked to both high level of professional competence and human personality. It can be said that stress resilience is an accurate indicator of stability and work effectiveness, the ability to confront different situations and challenges that occur in a person's life and working process. Therefore, the role of this indicator ("Self-management") is very important, preventing the decrease in the effectiveness of human activity under various stress conditions. These personal qualities of the selected candidates can be the basis for such conclusions.

Conclusion

- The Occupational Personality Questionnaire can serve as a diagnostic tool that complies with psychometric requirements for selecting candidates for school principals' talent pool.
- The Occupational Personality Questionnaire can serve as a diagnostic tool that integrates candidates' personal and psychological features, professional competencies, and potential.
- Teachers' occupational personality and competency-based differences examined under the 19 psychological criteria of the Occupational Personality Questionnaire have been proven statistically.
- People's emotions and the peculiarities of the dynamics of their emotions in the section "Self-management" of the Occupational Personality Questionnaire can be considered an indicator of stress resilience in their daily lives and activities.

- The scale of the Occupational Personality Questionnaire that determines stress resilience can be a factor that contributes to a person's professional development.
- A person's ability of self-management and self-control in different emotional situations can indicate a person's effectiveness.

Authors` Contributions

Shakimova D.D. – preparation of a theoretical review, interpretation and description of the research results, conducting a survey and collecting factual material, drafting the text of the article;

Kehinde K.L. – translating articles into English, conducting a survey and collecting factual material, statistical processing of survey results;

Zhummykbaeva A.K. – conducting a survey and collecting factual material, describing the study results, and preparing a list of references.

Aubakirova Zh.K. – idea of the concept, conducting a survey and collecting factual material, serious revision of the content, final approval of the provisions of the agreement.

Nuradinov A.S. – research; collection, analysis and interpretation of the data obtained; final conclusions.

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**Д.Д. Шакимова¹, Ж.К. Аубакирова¹, А.К.Жумыкбаева^{1,2}, Kehinde C. Lawrence¹,
А.С. Нурадинов¹**

¹*Л.Н. Гумилев атындағы Еуразиялық ұлттық университеті, Астана, Қазақстан*

²*«НЗМ» ДББҰ «Педагогикалық өлшеулер орталығы», Астана, Қазақстан*

(E-mail: shakimova.dariyash@mail.ru, janat-anar@mail.ru,

akmaral_kazbek@mail.ru, Lawrence.kclement@gmail.com, almat2007@mail.ru)

Педагогтердің стресске төзімділігін және кәсіби-тұлғалық ерекшеліктерін бағалау

Андатпа. Мақала педагогтердің стресске төзімділігін және кәсіби-тұлғалық ерекшеліктерін бағалау туралы мәселелерді қарастыруға арналады. Стресс және оған қарсы тұра алу мәселелері туралы ғылыми тәжірибелер Г.Сельеден бастап шетелдік ғалымдар тарапынан көп зерттелген. Қазіргі таңда отандық ғылымда да стресс және оған төзімділікті, соның ішінде педагогтердің стресске төзімділігін зерттеуге деген қызығушылық артып келеді. Педагогтер күнделікті іс-әрекетінде стресс жағдайларына жиі кездеседі және стресске қарсы тұра алу олардың қызметінің табыстылығының негізгі факторларының бірі болып табылады. Қазақстанда қызметкерлердің, соның ішінде педагогтердің де түрлі ақпараттармен жұмыс істеудегі табыстылығын анықтауға арналған SHL тест - ОРҚ кәсіби тұлғалық сауалнамасы қолданылады. Бұл сауалнама 1984 жылы жарияланған SHL өнімі. Психологтер командасымен әзірленген, зерттелген, заман талабына сай жетілдірілген бұл сауалнама әлемде кеңінен қолданылатын тұлғалық сауалнама болып табылады. Біздің зерттеу барысында республика педагогтерінің ішінен мектеп басшылығына үміткерлерді іріктеуге арналған ОРҚ кәсіби-тұлғалық сауалнамасының нәтижелері дереккөз ретінде пайдаланылды. Сауалнама нәтижесіне талдау жасалып, тұлғаның стресске төзімділігі критерийінің психологиялық заңдылықтарының қызметін айқындау көзделді. Педагогтердің стресске төзімділігі сауалнаманың «өзін-өзі басқару» бөлімінде көрсетілген тұлғаның жеке қасиеттерімен байланысты екені анықталды. Мақаланың қорытындысында ОРҚ кәсіби тұлғалық сауалнамасының 19 психологиялық критерийі бойынша сынақтан өткен 500 педагогтің кәсіби, тұлғалық және құзыреттілік айырмашылықтары статистикалық деңгейде дәлелденді. ОРҚ кәсіби тұлғалық сауалнамасының «өзін-өзі басқару» бөлімі адамның эмоциясының, оның динамикасының ерекшеліктерін оның күнделікті өмірдегі, қызмет барысындағы стресске төзімділік көрсеткіші ретінде қарастыруға болады деген тұжырым жасауға негіз болды.

Түйін сөздер: стресс, стреске төзімділік, педагогтертің кәсіби-тұлғалық ерекшеліктері, ОРQ кәсіби-тұлғалық сауалнамасы, психологиялық критерийлер

**Д.Д. Шакимова¹, Ж.К. Аубакирова¹, А.К.Жумыкбаева^{1,2}, Kehinde C. Lawrence¹,
А.С. Нурадинов¹**

¹*Евразийский национальный университет им. Л.Н. Гумилева, Астана, Казахстан*

²*«Центр педагогических измерений» АОО «НИИШ», Астана, Казахстан*

(E-mail: shakimova.dariyash@mail.ru, janat-anar@mail.ru,

akmaral_kazbek@mail.ru, Lawrence.kclement@gmail.com, almat2007@mail.ru)

Оценивание стрессоустойчивости и профессионально-личностных характеристик педагогов

Абстракт. Статья посвящена рассмотрению вопросов стрессоустойчивости и оценки профессионально-личностных качеств учителей. Исследования проблем стресса и стрессоустойчивости начались с Г.Селье и широко изучались западными учеными. На данный момент и в сфере отечественной науки повышается интерес к изучению стресса, стрессоустойчивости, в том числе устойчивости к стрессу педагогов. Педагогичасто сталкиваются со стрессовыми ситуациями в своей повседневной деятельности, и умение противостоять стрессу является одним из основных факторов успеха их деятельности. В Казахстане применяется SHL тест- ОРQ профессиональный личностный опросник работников, в том числе педагогов для определения успешности в работе с различной информацией. Этот опросник является продуктом SHL, опубликованным в 1984 году. Разработанный и исследованный командой психологов, доработанный в соответствии с современными требованиями этот опросник является одним из наиболее используемых личностных опросников в мире. В ходе исследования в качестве источника использовались результаты профессионально-личностного опроса ОРQ для отбора кандидатов на руководящие должности школы из числа учителей республики. Результаты опроса были проанализированы, и его целью было определить функцию психологических закономерностей критерия устойчивости личности к стрессу. Установлено, что стрессоустойчивость учителей связана с личностными качествами человека, указанными в разделе опросника «управление собой». В заключении статьи на статистическом уровне доказаны профессиональные, личностные и компетентностные различия 500 учителей, протестированных по 19 психологическим критериям профессионального личностного опроса ОРQ. Раздел «самоуправление» профессионального личностного опросника ОРQ послужил основанием для вывода о том, что особенности эмоций и динамизма человека можно рассматривать как показатель стрессоустойчивости в повседневной жизни и работе.

Ключевые слова: стресс, стрессоустойчивость, профессионально-личностные характеристики педагогов, профессионально-личностный опросник ОРQ, психологические критерии.

Авторлар туралы мәлімет

Шакимова Д.Д. – Л.Н.Гумилев атындағы Еуразия ұлттық университетінің 2-курс докторанты, А.Янушкевич көш., 6, Астана, Қазақстан.

Аубакирова Ж.Қ. – психология ғылымдарының кандидаты, Л.Н.Гумилев атындағы Еуразия ұлттық университеті, психология кафедрасының қауымдастырылған профессоры, А.Янушкевич көш., 6, Астана, Қазақстан.

Жумыкбаева А.К. – доктор Phd, «НЗМ» ДББҰ «Педагогикалық өлшеулер орталығының» «Педагогтерді бағалау және аттестаттау» бөлімінің бастығы, Хусейн бен Талал көш., 21/1, Астана, Қазақстан.

Kehinde K.L. – доктор Phd., Вальтер Сисулу университетінің білім бөлімі, Баттеруорт кампусы, Оңтүстік Африка.

Нурадinov А.С. – психология ғылымдарының кандидаты, Л.Н.Гумилев атындағы Еуразия ұлттық университеті, психология кафедрасының доценті, А.Янушкевич көш., 6, Астана, Қазақстан.

Сведения об авторах

Шакимова Д.Д. – докторант 2 курса, Евразийский национальный университет им. Гумилева, ул. А. Янушкевича, 6, Астана, Казахстан.

Аубакирова Ж.К. – кандидат психологических наук, ассоциированный профессор кафедры психологии, Евразийский национальный университет им. Л.Н. Гумилева, ул. А. Янушкевича, 6, Астана, Казахстан.

Жумыкбаева А.К. – PhD, начальник отдела «Оценивание и аттестация педагогов» «Центра педагогических измерений» АОО «НИШ», ул.Хусейн бен Талала, 21/1, Астана, Казахстан.

Кехинде К.Л. – PhD, Департамент образования Университета Уолтера Сисулу, кампус Баттерворт, Южная Африка.

Нурадinov А.С. – кандидат психологических наук, доцент кафедры психологии, Евразийский национальный университет имени Л. Н. Гумилева, ул. А. Янушкевича, 6, г. Астана, Казахстан.

Information about authors

Shakimova D.D. – L.N. 2nd year doctoral student of the Eurasian National University named after Gumilev, Str. Yanushkevich, 6, Astana, Kazakhstan.

Aubakirova Zh.K. – Candidate of Psychology, Associate Professor of the department of Psychology, L.N. Gumilyov Eurasian National University, Str. Yanushkevich, 6, Astana, Kazakhstan.

Zhumykbaeva A.K. – Dr. Phd, head of the "Evaluation and Certification of Teachers" Department of the "Center for Pedagogical Measurements", Str. Huseyin ben Talal 21/1, Astana, Kazakhstan.

Kehinde C. Lawrence – PhD, Department of education at Walter Sisulu University, Butterworth Campus, South Africa.

Nuradinov A.S. – Candidate of Psychology, Associate Professor of the department of Psychology, L.N. Gumilyov Eurasian National University, Str. Yanushkevich, 6, Astana, Kazakhstan.