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COMMUNICATION COMPETENCE AND STRESS RESISTANCE OF TEACHERS: CORRELATION ANALYSIS

Under conditions of increasing professional workload and emotional pressure, pedagogical activity requires teachers to demonstrate a high level of stress resistance and communicative competence. The purpose of this study is to identify the impact of teachers' communicative competence and stress resistance, with particular attention to the interrelationships among emotional, social, and communicative factors, using psychological and correlational analysis.

The study involved 353 teachers from educational institutions in the city of Almaty and the Almaty region. Standardized and modified psychodiagnostic instruments were employed, including the Tromsø Social Intelligence Scale (TSIS), N. Hall's Emotional Intelligence Test, the Communicative Social Competence (CSC) assessment, and the methodology for diagnosing motivational orientations in interpersonal communication (I.D. Ladanov, V.A. Urazaeva). Statistical data processing was conducted using Pearson's correlation analysis in IBM SPSS Statistics v.23.

The results revealed statistically significant correlations between teachers' emotional and social intelligence, communicative competence, and motivational orientation in interpersonal interaction. The strongest correlations were found between emotional intelligence and empathy ($r = 0.589$), as well as between communicative competence and interpersonal motivational orientation ($r = 0.407$), confirming their influence on teachers' stress resistance. The findings contribute to pedagogical psychology by elucidating the interconnections between emotional, communicative, and social competence factors in the formation of teachers' stress resistance and by offering new insights into the psychological mechanisms of professional adaptation.

The practical significance of the study lies in the potential application of the results in the development of preventive and corrective developmental programs for teachers aimed at enhancing emotional maturity, communicative flexibility, and stress resistance, which is particularly relevant in the context of ongoing educational system modernization.

Keywords: communication competence, emotional and social intelligence, stress resistance, teachers, psychological stability, professional stress.

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Мұғалімдердің коммуникациялық құзыреттілігі мен стресске тұрақтылығы: корреляциялық талдау

Кәсіби жүктеменің және эмоциялық қысымның артуы жағдайында педагогикалық іс-әрекет мұғалімдерден жоғары деңгейдегі стресске тұрақтылық пен коммуникациялық құзыреттілікті талап етеді. Осы зерттеудің мақсаты – эмоциялық, әлеуметтік мен коммуникациялық факторлар арасындағы өзара байланыстарға көңіл аударып, мұғалімдердің коммуникациялық құзыреттілігі мен стресске тұрақтылығына әсерін психологиялық және корреляциялық талдау арқылы анықтау.

Зерттеуге Алматы және Алматы облысының білім беру мекемелерінен 353 мұғалім қатысты. Сонымен бірге зерттеу барысында стандартталған, модификацияланған психологиялық әдістер қолданылды, соның ішінде Tromsø әлеуметтік интеллект шкаласы (TSIS), Н. Холлдың эмоциялық

интеллект тесті, коммуникациялық әлеуметтік құзыреттілікті бағалау әдістемесі (CSC) және тұлғаралық коммуникациядағы мотивациялық бағдарларды диагностикалау әдістемесі (И.Д. Ладанов, В.А. Уразаева), ал статистикалық өңдеу Pearson корреляциялық талдауы арқылы IBM SPSS Statistics v23 бағдарламасында жүргізілді.

Нәтижелер мұғалімдердің эмоциялық және әлеуметтік интеллектісі, коммуникациялық құзыреттілігі, сонымен бірге тұлғаралық мотивацияға бағдарлану арасында статистикалық маңызды корреляцияларды көрсетті, ең күшті корреляциялар эмоциялық интеллект пен эмпатия арасында ($r = 0,589$) және коммуникациялық құзыреттілік пен тұлғаралық мотивациялық бағдар арасында ($r = 0,407$) анықталды, бұл олардың стресске тұрақтылығына әсерін растайды. Бұл зерттеу педагогикалық психологияға үлес қосып, эмоциялық интеллект, коммуникациялық және әлеуметтік құзыреттілік факторлар мұғалімдердің стресске тұрақтылығын қалыптастыруға өзара байланыстарын ашып көрсетеді, әрі кәсіби бейімделудің психологиялық механизмдері туралы жаңа түсініктер ұсынады.

Практикалық маңызы – алынған нәтижелерді мұғалімдерге арналаған алдын алу, түзету-дамыту бағдарламаларын даярлауда қолдану мүмкіндігінде, олардың эмоциялық жетілуін, коммуникациялық икемділігін және стресске тұрақтылығын арттыруға бағытталған, бұл білім беру жүіесін жаңғырту жағдайында өзекті.

Түйін сөздер: коммуникациялық құзыреттілік, эмоциялық және әлеуметтік интеллект, стресске тұрақтылығы, мұғалімдер, психологиялық тұрақтылық, кәсіби күйзеліс.

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Коммуникационная компетентность и стрессоустойчивость педагогов: корреляционный анализ

В условиях возрастания профессиональной нагрузки и эмоционального давления педагогическая деятельность требует от учителей высокого уровня стрессоустойчивости и коммуникативной компетентности. Целью данного исследования является выявление влияния коммуникативной компетентности и стрессоустойчивости учителей с акцентом на взаимосвязь эмоциональных, социальных и коммуникативных факторов на основе психологического и корреляционного анализа.

В исследовании приняли участие 353 учителя образовательных организаций города Алматы и Алматинской области. В процессе исследования были использованы стандартизированные и модифицированные психодиагностические методики, включая шкалу социального интеллекта Tromsø (TSIS), тест эмоционального интеллекта Н. Холла, методику оценки коммуникативной социальной компетентности (CSC), а также методику диагностики мотивационных ориентаций в межличностной коммуникации (И.Д. Ладанов, В.А. Уразаева). Статистическая обработка данных проводилась с использованием корреляционного анализа Пирсона в программе IBM SPSS Statistics v.23.

Результаты исследования выявили статистически значимые корреляционные связи между эмоциональным и социальным интеллектом, коммуникативной компетентностью, а также мотивационной направленностью в межличностном взаимодействии. Наиболее выраженные корреляции были обнаружены между эмоциональным интеллектом и эмпатией ($r = 0,589$), а также между коммуникативной компетентностью и мотивационной ориентацией в межличностной коммуникации ($r = 0,407$), что подтверждает их влияние на стрессоустойчивость учителей. Полученные данные вносят вклад в педагогическую психологию, раскрывая взаимосвязи эмоциональных, коммуникативных и социальных факторов в формировании стрессоустойчивости педагогов и расширяя представления о психологических механизмах профессиональной адаптации.

Практическая значимость исследования заключается в возможности использования полученных результатов при разработке профилактических и коррекционно-развивающих программ для учителей, направленных на развитие эмоциональной зрелости, коммуникативной гибкости и стрессоустойчивости, что особенно актуально в условиях модернизации системы образования.

Ключевые слова: коммуникативная компетентность, эмоциональный и социальный интеллект, стрессоустойчивость, преподаватели, психологическая стабильность, профессиональный стресс.

Introduction

The modern educational environment is characterized by high dynamism, increasing professional workload and increasing demands from the administration, students and their parents. Under these conditions, the teaching profession has become one of the most stressful. Chronic emotional stress, conflict situations and lack of psychological support can negatively affect not only the professional effectiveness of teachers, but also their psycho-emotional well-being.

One of the main resources that increase stress tolerance is communication competence. The ability to effectively interact with various participants in the educational process, manage emotions during communication, competently resolve conflicts and build a constructive dialogue significantly affects the level of stress tolerance of the teacher. Despite the obvious interrelation of these concepts, in Russian pedagogical science this problem requires deeper theoretical and practical understanding, as well as structural analysis.

The research is based on a methodological model of the structure of stress tolerance, presented in the works of Yu.N. Guryanov (2001), according to which stress tolerance is considered as an integrative personal education, including emotional, cognitive, motivational, communicative and regulatory components. This model reflects the systemic nature of stress tolerance and allows us to analyze it as a result of the interaction of various psychological resources of the individual (Guryanov, 2001).

Based on this conceptual framework, the following general hypothesis was formulated in this study: we assume that the study of teachers' stress tolerance requires an integrative approach, the components of which are emotional intelligence, social intelligence, motivational orientations in interpersonal communication and communicative social competence, which have a significant impact on the level of professional stress tolerance, which confirms the existence of a direct significant correlation between indicators of emotional and social intelligence, interpersonal motivational orientations in communication and communicative competence, which together form a single psychological resource that determines the level of stress tolerance of the teacher."

These hypotheses form the basis for understanding how personal and professional competencies interact and influence teachers' stress management and their overall psycho-emotional well-being.

Literature review

In this study, the terms stress resistance and resilience are distinguished to clarify their conceptual meaning.

Stress resistance refers to the ability of a teacher to maintain emotional balance, constructive behavior, and professional effectiveness under conditions of perceived professional stress.

Resilience, in contrast, refers to the capacity to recover and adapt after experiencing stressful events, reflecting longer-term adaptation processes. Perceived stress is understood as the subjective appraisal of professional demands as exceeding individual coping resources (Likhodedova, 2020).

In contemporary psychological and pedagogical research, stress resistance is conceptualized as a multidimensional personality trait that ensures adaptation through cognitive, emotional, motivational, and behavioral domains (Likhodedova, 2020: 69–72; Farkhutdinova, 2020: 966–976). The cognitive component reflects the ability to interpret stressful situations rationally and maintain cognitive control. The emotional component is associated with emotional regulation, self-control, and anxiety reduction. The behavioral component manifests in the use of constructive coping strategies and the rational organization of professional activity in stressful situations.

Perceived stress in teachers can be operationalized through self-report instruments (e.g., Perceived Stress Scale) or indirectly via indicators such as emotional exhaustion, adaptive coping behaviors, and physiological markers (Likhodedova, 2020).

Given that stress resistance depends not only on personal traits but also on the effective use of professional resources, recent research emphasizes the role of *emotional intelligence and communicative competence* in supporting teachers' adaptive functioning under stress. Teachers who can regulate their emotions, interpret interpersonal signals accurately, and engage in constructive communication are better able to maintain professional effectiveness and emotional balance in challenging situations.

According to Zhang S. and Luo Y. (2023), teacher stress resistance is a multidimensional construct integrating emotional regulation, cognitive control, and adaptive behavioral strategies. Their review highlights that communicative competence mediates the relationship between emotional intelligence and stress resistance, supporting the hypothesis that effective communication skills contribute both directly and indirectly to teachers' capacity to cope with professional stress (Zhang, 2023).

The communicative competence of a teacher is defined as a combination of knowledge, skills, and personal qualities that ensure effective interaction with students, colleagues, and parents. It includes speech and behavioral skills, as well as the ability to empathize, regulate emotions, and constructively resolve conflicts (Korneenko, 2021: 66-71). The aim of the present study is to examine the structural relationships between communicative competence, emotional intelligence, and stress resistance among teachers within a cross-sectional empirical design.

The main elements of communicative competence:

- Empathy in teaching: Martín de HijasLarrea et al., *Teaching with Ears Wide Open: The Value of Empathic Listening* (2025) – argues the importance of empathic listening for building trust in the classroom (Martín de Hijas-Larrea, 2025).

- Active Listening: Tustonja et al., *Active Listening – A Model of Empathetic Communication in the Helping Professions* (2024) – explores active listening as an empathetic communication model that includes both verbal and non-verbal elements (Tustonja, 2024: 42-47).

- Verbal and non-verbal skills: General reviews of interpersonal communication emphasize the role of speech, intonation, gestures, facial expressions, and eye contact in successful communication (Suroso, 2024: 682-691).

These elements create the psychological basis for emotional regulation, constructive interaction, and adaptive behavior in stressful pedagogical contexts. Communicative competence is not only a prerequisite for effective professional activity, but also a factor in the teacher's stress resistance (i.e., the ability to maintain emotional balance and professional effectiveness under stress), contributing to the timely resolution of stressful situations and the formation of a psychologically comfortable educational environment (Vjyunova, 2018: 38-42).

The reviewed literature confirms that communicative competence, encompassing empathy, active listening, and verbal/non-verbal skills, constitutes a critical professional resource for teachers. A high

level of CC contributes to adaptive overcoming of difficulties, constructive interaction in the classroom and maintaining emotional balance in conditions of professional stress. However, the effectiveness of a CC may also depend on factors such as workload and organizational support.

Effective communication allows teachers to clearly interpret student behavior, predict potential conflicts in the future, and respond constructively, thereby maintaining emotional stability in the classroom (Vjyunova, 2018: 38-42). Teachers who demonstrate a high level of communicative competence are more likely to use seeking social support, engaging in constructive dialogue, and rethinking difficult situations to reduce the negative impact of occupational stress (Kruzjlina, 2019).

In addition, emotional intelligence as part of communicative competence (in particular, empathy and self-regulation) increases teachers' stress resistance, as it allows individuals to better understand their own feelings and the feelings of others, reducing emotional tension in interpersonal connections (Maharaj, 2022).

Recent empirical findings by García-Martínez et al. (2021) confirm that emotional intelligence plays a protective role against academic and professional stress. Their study of pre-service teachers revealed a significant negative correlation between emotional intelligence and perceived stress levels, suggesting that the ability to regulate emotions effectively supports stress resistance and professional well-being. These results reinforce the assumption that emotional intelligence should be developed as a key psychological resource within teacher education (García-Martínez, 2021).

Communicative competence acts not only as a means of professional communication, but also as a resource for overcoming stress, as confirmed by modern psychological and pedagogical research.

Psychological research shows that teachers' susceptibility to stress is largely determined by their individual characteristics. The most important factors are the level of anxiety, type of temperament, characteristics of self-regulation and motivation, as well as tolerance to uncertainty (Table 1).

Table 1 – Individual Factors of Teachers

Anxiety and emotional instability	Teachers with a high level of personal and situational anxiety often experience tension in professional activities, especially in conflict or non-standard situations. Emotional instability can lead to emotional exhaustion and professional burnout.
Temperament type and stress resistance	The type of temperament significantly affects the style of response to stress. Choleric and melancholic individuals often show sharp emotional reactions and are prone to exhaustion, while sanguine and phlegmatic individuals have greater ability for self-control and adaptation, which supports stress resistance.

Continuation of the table

The level of self-regulation and coping strategies	A high level of conscious self-regulation (the ability to control emotions, behavior, and attention) is associated with a lower tendency to stress. Teachers who can use adaptive strategies (re-evaluation, seeking support, problem solving) demonstrate greater stress resistance in challenging situations.
Motivational sphere	The presence of motivation (internal or external), professional meaning and value orientations for pedagogical activity also affects the tendency to stress. Teachers with a pronounced intrinsic motivation are more resistant to disappointments and conflicts.

Note – Compiled by the author based on sources (Vjyunova, 2018: 38-42; Ryabova, 2019: 738-741; Kutbiddinova, 2016: 87-89)

Thus, teachers' personality traits are an important psychological factor influencing how they perceive and cope with stress. These factors must be considered when developing programs for psychological and pedagogical support and professional resilience.

Individual psychological characteristics, such as anxiety, temperament, self-regulation, and motivation, significantly influence teachers' resilience to stress. Considering these characteristics is important when developing interventions or support programs, as they can enhance or weaken the impact of communicative competence and emotional intelligence on the effects of stress.

Emotional intelligence (EI) is defined as the ability to recognize, understand, and regulate one's own emotions and the emotions of others. For teachers, emotional intelligence plays a crucial role in professional communication and serves as an important psychological resource for maintaining professional health.

In this study, emotional intelligence is conceptualized as a mediating variable linking communicative competence and stress resistance (the ability to maintain emotional balance and professional effectiveness under stress). The development of empathy and emotional self-regulation enhances teachers' ability to use communicative skills effectively, thereby reducing emotional tension in interpersonal interactions and supporting adaptive coping with professional stress.

Empathy, as a core component of emotional intelligence, allows teachers to better understand students' emotional states and contributes to the creation of a supportive and psychologically safe educational environment. Research demonstrates that teachers with higher levels of empathy cope more effectively with conflict situations and exhibit greater emotional responsiveness in pedagogical interaction (Shingaev, 2023: 55-65; Shepeleva, 2023: 39-45).

Emotional intelligence acts as a key psychological mechanism that mediates the effects of communicative competence on stress resistance. Empathy

and self-regulation enable teachers to manage interpersonal tension and reduce perceived stress, supporting professional well-being. Nonetheless, EI alone may not suffice in high-pressure or unsupportive organizational contexts.

Emotional intelligence also contributes to the prevention of burnout and the maintenance of psychological well-being by facilitating effective emotional regulation under conditions of sustained stress (Guseva, 2021: 319-323).

Zhao (2025) found that emotional intelligence and stress resistance are strongly associated through the mediating role of cognitive flexibility, which allows teachers to adapt to changing classroom demands and manage stress more effectively. The study demonstrated that teachers with higher cognitive flexibility exhibit more adaptive emotional regulation and greater professional stress resistance, emphasizing the importance of integrating cognitive and emotional training in teacher education (Zhao, 2025). Emotional intelligence allows teachers to regulate emotions, cope with conflict, and maintain professional well-being (García-Martínez, 2021; Zhao, 2025).

These findings highlight EI as a mediating mechanism between communicative competence and stress resistance in the present study.

The selected body of literature was chosen based on its relevance to the core constructs of the proposed model. Studies by Likhodedova and Farkhutdinova provide the conceptual foundation for understanding stress resistance as a multidimensional construct. Research by Zhang and Luo (2023) and García-Martínez et al. (2021) substantiates the role of emotional intelligence as a psychological mechanism linking communication and stress resistance. Works on communicative competence (Korneenko, Vjyunova) justify its inclusion as a key professional resource in pedagogical activity. Together, these studies form an integrated theoretical basis for the present research.

The development of emotional intelligence in teachers is a necessary condition for effective com-

munication, creating a positive educational environment and maintaining professional health.

Thus, the development of effective communication skills is an important mechanism for overcoming stressful situations in pedagogical practice. Educators who use cognitive, emotional, behavioral and social strategies are able not only to cope with stress, but also to create a positive educational environment.



Figure 1 – Theoretical model of the relationships between communicative competence, emotional intelligence, personality factors, and stress resistance in teachers

The reviewed literature was selected for its direct relevance to the core constructs of the proposed model. Foundational studies by Likhodedova (2020) and Farkhutdinova (2020) conceptualize stress resistance as a multidimensional construct. Research by Zhang and Luo (2023), García-Martínez et al. (2021), and Zhao (2025) highlights the role of emotional intelligence – particularly its mediating function between communicative competence and stress resistance, and the contribution of cognitive flexibility in strengthening adaptive coping. Key works on communicative competence and its components, including empathy, active listening, and verbal/non-verbal skills (Korneenko, 2021; Vjyunova, 2018; Martín de HijasLarrea, 2025; Tustonja, 2024; Suroso, 2024), justify its inclusion as a professional resource. If we look at additional studies, the influence of individual psychological characteristics such as anxiety, temperament, self-regulation and motivation on stress resistance and coping strategies is shown (Ryabova, 2019; Kutbiddinova, 2016; Maharaj, 2022; ShingaeV, 2023; Shepeleva, 2023; Guseva, 2021; Kruzhillina, 2019). From the above studies, we can form a unified theoretical basis for studying the interaction of communicative competence, emotional intelligence, and individual psy-

chological characteristics to influence teachers' stress tolerance.

To interpret the results obtained, despite the stress of teachers and the growing interest in related psychological resources, it is necessary to take into account a number of limitations that modern literature defines. Most studies rely on self-report instruments, often with cross-sectional analyses and small sample sizes, which limits the generalizability of the results and hinders valid causal inferences. Moreover, research examining interventions aimed at developing communicative competence and emotional intelligence in teachers remains scarce, limiting evidence for their effectiveness in enhancing stress resistance.

Empirical studies indicate that emotional intelligence and emotional competence are generally associated with lower perceived stress and reduced burnout symptoms among teachers. For instance, research shows that teachers with higher emotional intelligence report greater use of adaptive coping strategies and more effective emotional regulation, supporting professional well-being (García-Martínez et al., 2021; Zhao, 2025). Similarly, communicative competence – including skills such as empathy, active listening, and constructive dialogue – is linked to better stress management and more positive classroom interactions (Martín de Hijas-Larrea, 2025; Tustonja, 2024; Korneenko, 2021; Vjyunova, 2018).

However, the literature also reveals mixed or negative findings. Some studies indicate that high emotional intelligence does not always buffer against stress if external organizational support is lacking (Rey et al., 2016). Likewise, communicative competence alone may not prevent burnout in contexts of extreme workload or persistent administrative pressure (Yuan et al., 2025). Furthermore, resilience – conceptualized as the capacity to recover and adapt – may have varying effects depending on demographic factors such as gender, years of experience, or school context (Daniilidou et al., 2025). Based on these results, we conclude that stress tolerance is a multifactorial phenomenon that can be influenced by individual, social, and organizational factors.

Accordingly, methodological issues also need to be taken into account. Many studies use different operational definitions of emotional intelligence, stress resistance, and vitality, which, accordingly, rely on cross-reporting rather than lognitude and experimental developments. That is, there is limited evidence-based effective data that we can rely on to increase teachers' stress tolerance through the targeted development of communicative competence

or emotional intelligence. But also experimental or longitudinal studies are important because we need to establish a causal relationship as well as to identify best practices.

In conclusion, we come to the conclusion that although communicative competence and emotional intelligence are negative resources that support teachers stress tolerance, their effectiveness depends on hateful characteristics and contextual factors. Understanding these theoretical constructs provides a foundation for identifying the specific stressors teachers face in their daily professional activities and the strategies they employ to cope with them.

Collectively, the evidence supports the inclusion of communicative competence, emotional intelligence, and individual psychological characteristics as core constructs in models of teacher stress resistance. At the same time, limitations such as methodological heterogeneity, small sample sizes, and scarce interventional studies highlight the need for further empirical research to validate causal pathways and effective training approaches.

The following section presents typical stress factors encountered by teachers (Table 2) and corresponding behavioral strategies to manage stress effectively (Table 3).

Table 2 – Leading stress factors

Professional overload and lack of time	The duties of the teacher include not only teaching the Nana and evaluating students assignments, but also participation in administrative events. In the above studies, it was found that the working time of teachers per week can reach 55-65 hours. These lead to chronic fatigue and emotional burnout, respectively.
Conflicts between students and parents	Conflicts between teachers students and parents can also be stressful because teachers are powerless in such a situation.
Lack of support from the administration	Lack of administrative support and recognition for teacher work can increase feelings of isolation and reduce job satisfaction. This is especially relevant in the context of the introduction of new educational standards and reforms.
Working with children with special educational needs	Teachers working with children with mental retardation face additional difficulties that require special knowledge and skills, which can increase the level of stress.

Note – Compiled by the author based on sources (Likhodedova, 2020: 69-72; Shingaev, 2023: 55-65; Guseva, 2021: 319-323).

Table 3 – Behavioral strategies to manage stress

Cognitive-behavioral methods	Teachers use strategies to change the way they perceive stressful situations, such as rethinking the problem and focusing on solving the it. This strategies help reduce anxiety levels and improve work efficiency.
Development of emotional intelligence	The ability to recognize and control your own emotions, as well as understand the emotions of others, helps teachers to effectively interact with students and colleagues, reduces stress levels.
Physical activity and relaxation techniques	Exercise, yoga, and meditation can help reduce physiological stress and improve the overall well-being of teachers.
Social support and professional communication	Sharing experience with colleagues and participating in professional communities allows teachers to feel supported and find effective solutions to emerging problems.

Note – Compiled by the author based on sources (Martín de Hijas-Larrea, 2025; Shingaev, 2023: 55-65; Hristidis, 2021: 137-143; Jennings, 2009: 491-525)

Most of the studies reviewed rely primarily on self-reports, cross-sectional designs, and relatively small sample sizes, limiting the generalizability of their findings. Furthermore, experimental or longitudinal studies examining interventions aimed at developing communicative competence and emotional

intelligence are few, and evidence of their effectiveness in enhancing teacher resilience remains limited.

The current study aims to address these gaps by examining the structural relationships between communicative competence, emotional intelligence, and resilience within an integrated approach, while

explicitly acknowledging these methodological limitations.

Based on the literature reviewed, a theoretical model is proposed in which communicative competence serves as a key personal resource, influencing teachers' resilience to stress both directly and indirectly. Emotional intelligence has been conceptualized as a mediated variable based on how communication skills facilitate emotional regulation and adaptation to professional stress.

In addition, individual psychological characteristics such as anxiety, temperament, and self-regulation are considered as constraining variables that can strengthen or weaken these relationships. In our study, stress tolerance is mediated by occupational stress, emotional regulation, and adaptive

behavior adopted to form the basis of empirical research.

Materials and methods

The purpose of this study was an empirical analysis of the level of communicative competence and stress tolerance of teachers, as well as to identify the relationships between these indicators. The study was of an ascertaining nature and aimed at identifying the current state of the participants.

The study involved 353 teachers, including 264 women and 89 men, whose ages ranged from 21 to 62 years. All respondents had higher education. The average teaching experience was 15 years, ranging from 1 to 35 years (table 4).

Table 4 – Characteristics of respondents by main indicators (people)

№	Indicator	Total	Women	Men
1	Number of participants	353	264	89
2	Age	21-62 years old	21-62 years old	21-62 years old
3	Education	Higher	Higher	Higher
4	Placeofwork			
	- city	102	76	26
	- region	251	188	63
5	Informationaboutthefamily			
	- fullfamily	215	162	53
	- incompletefamily	138	102	36

The following standardized techniques were used to evaluate the studied characteristics:

1. Hall's Emotional Intelligence Test to assess emotional competence as an emotional component of stress tolerance;

2. Tromsø Social Intelligence Scale (TSIS) for measuring social intelligence as a cognitive component of stress tolerance;

3. Methodology for assessing communicative and social competence (CSC) to determine the communicative component of stress tolerance and communicative competence;

4. Methodology for the diagnosis of motivational attitudes in interpersonal communication (I.D. Ladanov, V.A. Urazaeva) – to assess the motivational component of stress tolerance.

The data was collected using questionnaires, surveys, and testing, which were conducted online via Google Forms. This provided standardized conditions for all participants: identical instructions, a

single question format, and a fixed time for completing tests (45-60 minutes).

Data processing and analysis included qualitative and quantitative methods: statistical processing using the IBM SPSS Statistics 23 program, calculation of the Cronbach's coefficient to assess the reliability and validity of methods adapted to the Kazakh language, as well as correlation analysis to identify the relationship between the studied indicators.

Results and discussion

As part of the study, a psychometric assessment of methods adapted into Kazakh was carried out to measure the components of teachers' stress tolerance. The assessment included an analysis of the validity, reliability, and internal consistency of the scales using the IBM SPSS Statistics program and the calculation of the Cronbach's coefficient.

1. Tromsø Social Intelligence Scale (TSIS)

The Tromsø Social Intelligence Scale (TSIS), developed by D. Silver, M. Martinussen, and T. Dahl, has been adapted into Kazakh. All 353 respondents were included in the analysis, the data was considered valid (N = 353; 100%), and there were no excluded answers.

Table 5 – Validity and reliability of TSIS

Indicator	N	%	α Cronbach's	Number of scales
Valid data	353	100,0	0,996	4
Exclude ddata	0	0,0	-	-

The Cronbach's coefficient α of 0.996 indicates an extremely high level of internal consistency of the scale. All four sub-components demonstrate high uniformity, confirming the structural integrity of the scale and its suitability for measuring the cognitive component of stress tolerance.

2. Methodology of assessment of communicative and social competence (CSC)

All the respondents' answers were valid (N = 353; 100%), no excluded data was recorded.

Table 6 – Validity and reliability of CSC

Indicator	N	%	α Cronbach's	Number of scales
Valid data	353	100,0	0,887	9
Exclude ddata	0	0,0	-	-

The Cronbach's alpha of 0.887 indicates a high level of reliability and allows using the methodology to assess the communicative component of teachers' stress tolerance.

3. Hall's Emotional Intelligence Test

All the data of the respondents are valid (N = 353; 100%).

Table 7 – Validity and reliability of Hall's Emotional Intelligence Test

Indicator	N	%	α Cronbach's	Number of scales
Valid data	353	100,0	0,836	6
Excluded data	0	0,0	-	-

The Cronbach's coefficient α of 0.836 demonstrates satisfactory internal consistency, which confirms the suitability of the technique for measuring the emotional component of stress tolerance.

4. Methodology of diagnostics of motivational attitudes in interpersonal communication (I.D. Ladanov, V.A. Urazaeva)

All the respondents' answers are valid (N = 353; 100%).

Table 8 – Validity and reliability of the methodology for diagnosing motivational attitudes in interpersonal communication (I.D. Ladanov, V.A. Urazaeva)

Indicator	N	%	α Cronbach's	Number of scales
Valid data	353	100,0	0,981	3
Excluded data	0	0,0	-	-

The high Cronbach's coefficient confirms the reliability of the methodology and its suitability for assessing the motivational component of stress tolerance.

The conducted psychometric assessment of all four methods showed a high level of validity and reliability of the adapted tools. All scales demonstrated the complete validity of the data, and there were no excluded or missing answers. The values of the α Cronbach coefficients ranged from 0.836 to 0.996, which corresponds to the criteria of high internal consistency.

The results confirm the possibility of using adapted methods for a comprehensive assessment of the components of teachers' stress tolerance: cognitive, emotional, communicative and motivational. The high reliability and structural integrity of the scales ensure the reliability of the subsequent quantitative analysis of the interrelationships between the components of communicative competence and stress tolerance.

Correlation analysis revealed statistically significant relationships between emotional intelligence, components of social intelligence, communicative competence, and the personal attitudes of educators (Table 9).

The strongest relationship was observed between emotional intelligence and the empathic component of social intelligence ($r = 0.589$), indicating a direct association between the ability to recognize emotions and empathic skills. Emotional intelligence was also correlated with emotion manage-

ment ($r = 0.467$) and social knowledge ($r = 0.396$), forming a unified functional network with the components of social intelligence.

Communicative competence demonstrated significant correlations with emotional intelligence ($r = 0.473$), empathy ($r = 0.432$), and personal attitudes ($r = 0.359$), confirming its role as a mediating construct between personality traits and behavioral characteristics.

An additional correlation between interpersonal interaction attitudes (as measured by Ladanov’s method) and emotional intelligence ($r = 0.407$)

highlights the importance of the affective-motivational sphere in the development of stress-resilient behavior.

The results obtained in this study confirm strong interrelationships between emotional intelligence, components of social intelligence, communicative competence, and the personal attitudes of educators. The most significant correlation was found between emotional intelligence and empathy ($r = 0.589$), demonstrating the critical role of a teacher’s capacity for emotional empathy as a resource for stress resilience.

Table 9 – Network representation of correlations between EE, TSIS, CSC, and Ladanov indicators

EIHoll		0,59	0,47	0,40		
TSIS Empathy	0,59				0,47	0,43
TSIS Emotion Management	0,47					
TSIS Social Knowledge	0,40					
CSC		0,47				0,36
Ladanov’s Interpersonal Behavior Scale		0,43			0,36	
	EL Holl	TSIS Empathy	TSIS Emotion Management	TSIS Social Knowledge	CSC	Ladanov’s Interpersonal Behavior Scale

Note:
Correlations with a value of $p < 0.01$ were selected;
The red color indicates a positive correlation;
The blue color indicates a weak correlation.

Similar findings have been reported in several international and domestic studies. For instance, research by Jennings and Greenberg emphasizes that teachers’ emotional and social competence contributes to the formation of a “preventive buffer” against professional burnout and stress in educational settings (Jennings, 2009: 491-525). They argue that a high level of emotional intelligence enables educators not only to regulate their own emotions but also to build positive relationships with students.

“In the context of analyzing the factors of professional burnout, our data are confirmed in the works of P. Jennings and M. Greenberg. According to their findings, socio-emotional competence is a key resource for the prevention of distress in the educational environment. It has been established that teachers with a developed ability to regulate their

own emotions and understand social contexts create a healthier atmosphere in the classroom, which, in turn, reduces their level of emotional exhaustion (Jennings & Greenberg, 2009).”

The observed association between emotional intelligence and the components of social perception, management, and knowledge (TSIS) suggests the existence of an integrated emotional-social resource in educators, consistent with the theory of social intelligence and emotional maturity as factors that strengthen professional resilience (Gazieva, 2014: 59-67).

Communicative competence, as demonstrated by the study, is closely associated with both emotional intelligence and the personal attitudes of educators. Of particular interest is the correlation between emotional intelligence and personal attitudes,

as measured by the Ladanov–Urazaeva method ($r = 0.407$). This supports the notion that teachers' resilient behavior under stress is shaped not only through cognitive regulation but also via affective-motivational mechanisms (Latyshev, 2020: 644–646).

Thus, based on the results, it can be concluded that an educator's communicative competence, combined with emotional maturity and social skills, constitutes a key psychological resource for ensuring professional stress resilience. These findings are consistent with existing literature and highlight the importance of targeted development of these competencies within teacher training and professional support programs.

Conclusion

Our study examined the relationship between communicative competence and stress tolerance, focusing on emotional, social, and communicative factors. Using the correlational approach and standardized psychodiagnostic tools, the study was aimed at revealing the psychological mechanisms that underlie the ability of teachers to maintain professional efficiency under emotional and professional stress. The results obtained from a sample of 353 teachers showed a statistically significant relationship between emotional intelligence, social intelligence, communicative competence, and motivational orientation in interpersonal interaction. The strongest correlations were found between emotional intelligence and empathy, as well as communicative competence and interpersonal motivational orientation, which confirms their significant contribution to teachers' stress tolerance. These results empirically confirm the hypothesis that emotional, social, and communicative competence represent an integrated

psychological resource that enhances teachers' ability to cope with professional stress.

This study contributes to educational psychology by clarifying the structural relationships between emotional intelligence, communicative competence, and stress resilience. The results extend existing theoretical understandings of professional adaptation by demonstrating that stress resilience is not an isolated trait, but rather the result of the coordinated work of emotional regulation, empathic abilities, and communicative flexibility in interpersonal contexts.

From a practical perspective, the results highlight the relevance of integrating emotional intelligence and communication skills development into preventive and remedial professional development programs for teachers. Such programs can promote emotional maturity, adaptive interpersonal behavior, and resilience to professional stress, which is particularly important in the context of modernizing education systems and increasing professional demands.

The study also has a number of limitations. The use of cross-sectional and self-report methods limits the causal interpretation of the results. Future research should use longitudinal and experimental approaches to evaluate the effectiveness of targeted interventions aimed at strengthening teachers' emotional, social, and communicative competencies as key resources for stress resilience and to further explore causal mechanisms.

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