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**ПСИХОЛОГИЯ**

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Section 1  
**PSYCHOLOGY**

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## CULTURAL ADAPTATION AND FACTOR STRUCTURE OF THE KAZAKH VERSION OF THE BRIEF COPE

The present study is devoted to the translation and adaptation of the Brief COPE questionnaire, as well as to the evaluation of its psychometric properties. The aim of the study is the cultural and linguistic adaptation of the Brief COPE questionnaire and the analysis of its factor structure in a Kazakh-speaking sample from the Republic of Kazakhstan. The study involved 495 respondents aged 16–67 years. The questionnaire was administered in a dispositional format and was intended to assess relatively stable ways of coping with stress.

Exploratory factor analysis was conducted to examine the structure of the instrument. The suitability of the data for factor analysis was confirmed by a high Kaiser–Meyer–Olkin measure ( $KMO = 0,878$ ) and a statistically significant Bartlett’s test of sphericity ( $\chi^2 = 6793,286$ ;  $df = 378$ ;  $p < 0,001$ ). The analysis revealed a seven-factor structure of the Kazakh version of the Brief COPE. The identified factors reflect the main functional domains of coping with stress and together explain 54.7% of the total variance.

The final model included 25 items; three items from the original version were excluded due to high uniqueness and the presence of cross-loadings. Content analysis of the factors demonstrated their psychological interpretability and consistency with the conceptual framework of the original instrument. Internal consistency coefficients were at an acceptable level and ranged from  $\alpha = 0,611–0,809$ . Study limitations include characteristics of the sample structure and the dispositional format of the questionnaire, which may limit the generalizability of the results and their interpretation in the context of situational coping.

The scientific value of the study lies in expanding empirical evidence on the structure and applicability of the Brief COPE and in contributing to the development of culturally sensitive psychodiagnostic tools for coping strategies in Kazakhstan. The practical significance of the study consists in the possibility of using the adapted version of the questionnaire in scientific research, educational practice, and applied psychological work.

Overall, the results indicate that the Kazakh version of the Brief COPE can be used as a psychometrically acceptable and substantively interpretable instrument for assessing dispositional coping strategies.

**Keywords:** coping, Brief COPE, cultural adaptation, exploratory factor analysis, Kazakhstan.

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### **Brief COPE сауалнамасының қазақша нұсқасын мәдени бейімдеу және факторлық құрылымы**

Зерттеу Brief COPE сауалнамасын аударуға және бейімдеуге, сондай-ақ оның психометриялық көрсеткіштерін бағалауға арналған. Зерттеудің мақсаты – Brief COPE сауалнамасын мәдени-лингвистикалық бейімдеу және оның Қазақстан Республикасының қазақ тілді іріктемесіндегі факторлық құрылымын талдау. Зерттеуге 16–67 жас аралығындағы 495 респондент қатысты. Сауалнама диспозициялық форматта қолданылды және стресспен күресудің тұрақты әдістерін бағалауға бағытталған.

Әдістеменің құрылымын зерттеу үшін эксплораторлық факторлық талдау жүргізілді. Деректердің факторлық талдауға жарамдылығы Кайзер–Мейер–Олкин көрсеткішінің жоғары мәнімен ( $KMO = 0,878$ ) және Бартлеттің статистикалық маңызды сфералық өлшемшартымен расталды ( $\chi^2 = 6793,286$ ;  $df = 378$ ;  $p < 0,001$ ). Талдау нәтижелері бойынша Brief COPE қазақ тіліндегі нұсқасының жеті факторлық құрылымы анықталды. Бөлінген факторлар стресспен күресудің негізгі функционалды әдістерін көрсетеді және жалпы дисперсияның 54,7%-ын түсіндіреді.

Қорытынды модельге 25 тармақ кірді; түпнұсқа нұсқасының үш тармағы жоғары бірегейлігі мен көденең жүктемелердің болуына байланысты алып тасталынды. Факторлардың мағыналы талдауы олардың психологиялық интерпретациясын және түпнұсқа құралдың тұжырымдамалық логикасына сәйкестігін көрсетті. Факторлардың ішкі келісім көрсеткіштері қолайлы деңгейде болды және  $\alpha = 0,611–0,809$  аралығында өзгеріп отырды. Зерттеудің шектеулеріне іріктеме құрылымының ерекшеліктері және сауалнаманың диспозициялық форматы жатады, бұл алынған нәтижелердің жалпылануын және оларды ахуалдық копинг контекстінде түсіндіруді шектеуі мүмкін.

Зерттеудің ғылыми құндылығы Brief COPE сауалнамасының құрылымы мен қолданылу мүмкіндігі туралы эмпирикалық деректерді кеңейтуімен және Қазақстандағы копинг-стратегияларды мәдени тұрғыдан сезімтал психодиагностиканы дамытуға қосқан үлесімен айқындалады. Жұмыстың практикалық маңыздылығы бейімделген сауалнама нұсқасын ғылыми зерттеулерде, білім беру тәжірибесінде және қолданбалы психологиялық жұмыста пайдалану мүмкіндігімен айқындалады.

Тұтастай алғанда, алынған нәтижелер Brief COPE қазақ тіліндегі нұсқасы қазақ тіліндегі іріктемелердегі диспозициялық копинг-стратегияларды бағалау үшін психометриялық тұрғыдан қолайлы және мазмұнды түсіндірілетін құрал ретінде пайдаланылуы мүмкін екенін көрсетеді.

**Түйін сөздер:** копинг, Brief COPE, мәдени бейімделу, эксплораторлық факторлық талдау, Қазақстан.

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### Культурная адаптация и факторная структура казахской версии опросника Brief COPE

Исследование посвящено переводу и адаптации опросника Brief COPE, а также оценке его психометрических показателей. Целью является культурно-лингвистическая адаптация опросника Brief COPE и анализ его факторной структуры на казахоязычной выборке Республики Казахстан. В исследовании приняли участие 495 респондентов в возрасте 16–67 лет. Опросник применялся в диспозиционном формате и был направлен на оценку устойчивых способов совладания со стрессом.

Для изучения структуры методики был проведён эксплораторный факторный анализ. Пригодность данных для факторного анализа была подтверждена высоким значением показателя Кайзера–Мейера–Олкина ( $KMO = 0,878$ ) и статистически значимым критерием сферичности Бартлетта ( $\chi^2 = 6793,286$ ;  $df = 378$ ;  $p < 0,001$ ). По результатам анализа была выявлена семи-факторная структура казахской версии Brief COPE. Выделенные факторы отражают основные функциональные способы совладания со стрессом и в совокупности объясняют 54,7 % общей дисперсии.

В итоговую модель вошли 25 пунктов; три пункта оригинальной версии были исключены вследствие высокой уникальности и наличия перекрёстных нагрузок. Содержательный анализ факторов показал их психологическую интерпретируемость и соответствие концептуальной логике оригинального инструмента. Показатели внутренней согласованности факторов находились на приемлемом уровне и варьировали от  $\alpha = 0,611–0,809$ . К ограничениям исследования относятся особенности структуры выборки и диспозиционный формат опросника, что может ограничивать обобщаемость полученных результатов и их интерпретацию в контексте ситуативного копинга.

Научная ценность исследования заключается в расширении эмпирических данных о структуре и применимости Brief COPE и вкладе в развитие культурно чувствительной психодиагностики копинг-стратегий в Казахстане. Практическая значимость работы состоит в возможности

использования адаптированной версии опросника в научных исследованиях, образовательной практике и прикладной психологической работе.

В целом, полученные результаты показывают, что казахская версия Brief COPE может использоваться как психометрически приемлемый и содержательно интерпретируемый инструмент для оценки диспозиционных копинг-стратегий.

**Ключевые слова:** копинг, Brief COPE, культурная адаптация, эксплораторный факторный анализ, Казахстан.

## Introduction

In Kazakhstan, as in many countries worldwide, exposure to stressors affecting both mental and physical health has substantially increased due to accelerating social, economic, and professional changes. Chronic stressors, situations of uncertainty, and heightened adaptive demands are widely recognized as significant risk factors for psychological distress and reduced quality of life. In this context, the study of psychological mechanisms that enable individuals to cope with adverse conditions and maintain functional adaptation becomes particularly important.

One of the key mechanisms examined in psychological research is coping with stress. Coping is understood as a set of cognitive and behavioral processes through which individuals manage internal and external demands arising from stressful situations; the nature and use of these processes are context-dependent and may change over time (Folkman, 2011). Depending on the theoretical perspective, coping may be conceptualized either as a relatively stable dispositional characteristic or as a situational, dynamically changing response to a specific stressor.

At present, a variety of instruments are used to assess coping strategies. Among the most widely applied measures are the COPE Inventory, the Ways of Coping Questionnaire, and the Coping Inventory for Stressful Situations. The Brief COPE was later developed as a shortened form of the original COPE Inventory, intended to provide a more concise and time-efficient assessment of coping strategies (Carver, 1997). Since its introduction, COPE-based measures have occupied a central position in empirical coping research. A large-scale meta-analytic review of 2,000 empirical studies published between 1998 and 2010 showed that COPE-based instruments accounted for approximately one fifth of all reported uses of coping measures, underscoring their prominence in the field (Kato, 2013). With regard to the Brief COPE specifically, a systematic review of studies published between 1997 and 2021 demonstrated its extensive use across a broad range

of populations, research settings, and cultural contexts, with cumulative samples exceeding 45,000 participants (Solberg et al., 2021). The scale has also been translated and applied in numerous linguistic and cultural settings, supporting its applicability in cross-cultural research. More recent review-based analyses continue to confirm the widespread international use and ongoing relevance of the Brief COPE in contemporary coping research (Rodrigues et al., 2022).

An analysis of recent peer-reviewed psychological research conducted in Kazakhstan indicates that coping processes are most often examined in the context of stress, emotional burnout, and adaptation among specific applied populations, such as students, healthcare professionals, and social workers (Prilutskaya et al., 2020; Duanaeva et al., 2023; Kulsharipova et al., 2023; Abdakimova & Grossul, 2024; Uteulova et al., 2024; Issenova et al., 2025). Despite this increasing empirical attention, the existing body of research reveals a limited diversity of measurement approaches. Most studies rely on Russian-language versions of established coping measures, including the Ways of Coping Questionnaire developed by Lazarus and Folkman, the Coping Strategy Indicator developed by Amirkhan, and the Strategic Approach to Coping Scale developed by Hobfoll, typically referring to previously developed Russian adaptations without reporting cultural-linguistic adaptation procedures or psychometric validation conducted specifically on Kazakhstani samples (Kulsharipova et al., 2023; Abdakimova & Grossul, 2024). English-language studies conducted on Kazakhstani samples or on culturally comparable populations, such as international students from Central Asian or post-Soviet contexts, similarly incorporate coping within broader models of stress, resilience, or adaptation, yet provide no information regarding local adaptation of the measurement tools employed (Prilutskaya et al., 2020; Duanaeva et al., 2023; Issenova et al., 2025). Notably, within the available body of peer-reviewed psychological research conducted in Kazakhstan, no studies have explicitly focused on the development, adaptation, or validation of coping instruments in the Kazakh

language. This observation is particularly salient given that contemporary psychological research conceptualizes coping as a dynamic and context-dependent phenomenon, sensitive to cultural, social, and situational conditions (Kuo, 2011). Taken together, these observations point to a clear methodological gap between the expanding empirical literature on coping in Kazakhstan and the absence of culturally and linguistically adapted measurement tools for Kazakh-speaking populations.

#### *Aim of the Study*

The aim of the present study is to conduct a cultural and linguistic adaptation and to evaluate the psychometric properties of the Brief COPE in a sample of the population of Kazakhstan.

#### *Objectives of the Study*

To achieve this aim, the study pursued the following objectives:

1. To review international evidence on the use and psychometric evaluation of the Brief COPE, including findings from systematic reviews and cross-cultural adaptation studies.
2. To translate and culturally adapt the Brief COPE into the Kazakh language, taking into account linguistic and sociocultural characteristics of the target population.
3. To examine the factor structure and assess the reliability of the Kazakh-language Brief COPE, and to compare the obtained results with findings reported in international studies.

#### *Research Questions*

1. What is the factor structure of the Kazakh version of the Brief COPE in a sample of the population of Kazakhstan?
2. What are the substantive characteristics and psychological interpretation of the identified coping factors?
3. What are the indicators of internal consistency and the descriptive characteristics of the identified factors of the Kazakh-language Brief COPE?

### **Literature review**

Research on coping as a psychological construct has been characterized by pronounced methodological and structural variability since its inception. In a meta-analytic review of the most widely used coping measures, Kato (2013) demonstrated that variability in factor-analytic outcomes represents a normative feature of this class of instruments rather than an exception. The author emphasized that identified structures are strongly contingent on the theoretical foundations of the measure, sample character-

istics, research context, and the analytical strategies employed. These conclusions provide an essential methodological framework for examining abbreviated coping instruments, including the Brief COPE.

The Brief COPE was introduced by C. S. Carver as a shortened version of the original COPE inventory, designed to reduce respondent burden while preserving coverage of a broad range of coping strategies (Carver, 1997). In the original publication, the Brief COPE was presented as a pragmatic instrument consisting of 14 two-item subscales (28 items), facilitating its use in clinical, field-based, and longitudinal research settings. Carver explicitly highlighted the applied orientation of the instrument and noted its flexibility, indicating that it could be administered in either a situational or a dispositional format through modifications of instructions and verb tense. Importantly, no formally specified or universally applicable factor model was proposed. The internal structure was examined using exploratory factor analysis within a specific sample, without claims regarding invariance or generalizability of the resulting configuration (Carver, 1997).

Early methodological discussions further underscored that the abbreviated format of the Brief COPE and the use of two-item subscales impose inherent limitations on the interpretation of factor-analytic results. Pais Ribeiro and Rodrigues (2004) argued that the Brief COPE should be conceptualized primarily as a descriptive instrument for assessing repertoires of coping strategies rather than as a scale intended to capture a stable latent structure. A similar position was articulated by Kapsou et al. (2010), who emphasized the sensitivity of factor-analytic outcomes to analytical procedures, sample composition, and decisions regarding the aggregation of coping strategies. Within this framework, the Brief COPE is best understood as a set of relatively autonomous indicators of coping that may be used modularly, depending on specific research objectives.

The most comprehensive synthesis of evidence concerning the factor-analytic properties of the Brief COPE was provided by Solberg et al. (2021). Their systematic review included 85 English-language peer-reviewed studies published between 1997 and 2021. The authors reported a wide range of factor-analytic outcomes, with solutions varying substantially across studies and no single configuration demonstrating consistent replication in independent samples. The review also documented marked heterogeneity in analytical approaches, including principal component analysis, exploratory

factor analysis, and confirmatory factor analysis, while only a limited number of studies directly examined the original 14-subscale configuration. Solberg et al. concluded that structural heterogeneity constitutes a robust and enduring characteristic of the Brief COPE literature rather than a consequence of isolated methodological shortcomings.

Converging conclusions were presented in the review by Rodrigues et al. (2022), which combined an overview of existing empirical findings with bifactor modeling. The authors showed that attempts to reproduce the original configuration using confirmatory factor analysis frequently resulted in unsatisfactory model fit, whereas exploratory approaches yielded diverse empirical representations. These findings were interpreted as reflecting a mismatch between the conceptual logic of the Brief COPE and the assumptions underlying strict latent variable modeling, rather than as evidence of inadequate construct validity.

Empirical psychometric studies further indicate that factor-analytic representations of the Brief COPE are highly sensitive to analytical decisions. Research by Müller and Spitz (2003) and Baumstarck et al. (2017) demonstrated that variations in factor extraction methods, rotation techniques, and criteria for factor retention lead to divergent empirical outcomes. Brasileiro et al. (2016) additionally highlighted that reliance on two-item subscales is associated with unstable factor loadings and constrained indices of internal consistency, particularly in cross-cultural research contexts.

Cross-cultural adaptations of the Brief COPE consistently reveal context-dependent empirical patterns. European studies, including Greek, French, Italian, and Spanish adaptations, report heterogeneous factor-analytic outcomes that reflect local coping practices, social norms, and analytical conventions (Kapsou et al., 2010; Müller & Spitz, 2003; Baumstarck et al., 2017; Fernández-Martín et al., 2022). Similar findings have been reported in Latin American contexts, where studies conducted in Brazil, Chile, Colombia, and Peru demonstrate modified empirical groupings of coping strategies and underscore the role of cultural context in shaping analytic representations (Brasileiro et al., 2016; García et al., 2018; García-Mejía et al., 2025; Zeldita-Huaman et al., 2024).

Research conducted in Asian and Middle Eastern countries likewise points to substantial variability in empirical representations of the Brief COPE. Adaptations developed in China, Vietnam, Indonesia, Sri Lanka, Saudi Arabia, and Iran yield

heterogeneous factor-analytic results that depend on cultural context, population characteristics, stressor specificity, and analytical decisions, rather than indicating a stable and invariant latent structure (Su et al., 2015; Alosaimi et al., 2015; Matsumoto et al., 2020; Huda et al., 2022; Ashktorab et al., 2017; Weeratunga et al., 2022). At the same time, a limited number of studies have retained the original 14-subscale configuration of the Brief COPE for analytical or interpretative purposes. Notably, this approach has been reported in the Saudi Arabian adaptation and in selected Spanish-speaking samples, where the original subscales were applied without substantial structural aggregation (Alosaimi et al., 2015; Fernández-Martín et al., 2022). Importantly, these cases represent context-specific applications of the instrument rather than evidence of a consistently replicable or invariant factor structure across cultures.

The literature also includes studies employing the Brief COPE in a situational format to assess coping strategies in response to specific stressors. In such research, the instrument is applied without the expectation of reproducing a fixed factor structure, and resulting analytic representations are interpreted in relation to the targeted stressor. A formalized example of this approach is the Italian situational version of the Brief COPE (Bongelli et al., 2022). Comparable approaches have been adopted in studies of students, healthcare professionals, and caregivers exposed to context-specific stressors (Pels et al., 2023; Steindorsdottir et al., 2024; Cheng et al., 2025).

Within the post-Soviet research context, empirical studies have predominantly focused on the original COPE inventory. In particular, research conducted by Russian authors has addressed the adaptation and psychometric evaluation of shortened versions of the original COPE questionnaire rather than the cultural adaptation of the Brief COPE as an independent instrument. Existing adaptations of the Brief COPE in the region remain limited in scope and are primarily based on adolescent samples (Marakshina et al., 2023). Ukrainian versions of the Brief COPE likewise report pronounced structural variability and emphasize the necessity of local validation of the instrument (Kovalenko, 2018; Yablonska et al., 2023).

Overall, studies on the adaptation of the Brief COPE characterize this questionnaire as a widely used instrument for the assessment of coping strategies that does not possess an invariant factor structure, while at the same time demonstrating high

practical applicability and flexibility for adaptation to the aims of specific studies. Systematic reviews, methodological analyses, and empirical research consistently show that factor-analytic solutions for the Brief COPE are sensitive to cultural context, sample characteristics, stressor specificity, and the analytical approaches employed. The empirically identified features of Brief COPE adaptations establish the methodological context for the development and evaluation of new cultural versions of the instrument and provide a rationale for the use of exploratory approaches when examining its structure in new sociocultural settings.

## Materials and methods

### *Permission to use the methodology, questionnaire format, and translation procedure*

The cultural and linguistic adaptation of the Brief COPE questionnaire was conducted in accordance with the publicly available terms stated by the author of the original instrument, Charles S. Carver. According to information provided on the author's official academic webpage, the translation, adaptation, and use of the COPE and Brief COPE questionnaires are permitted for scientific and educational purposes without the need for a separate license, provided that authorship is properly acknowledged and the instrument is used for non-commercial purposes (Carver, n.d.). The present study adhered to these conditions. The translation and cultural adaptation procedure was carried out in accordance with international standards for cross-cultural adaptation of psychometric instruments (International Test Commission, 2017).

The Brief COPE questionnaire was translated and adapted by the authors for use in a dispositional format, that is, without anchoring responses to a specific stressful situation. This format is intended to assess typical, relatively stable coping strategies that individuals tend to use across difficult life circumstances in general rather than in response to a single stressful episode. The choice of the dispositional format is consistent with the conceptual position of the author of the instrument and is widely applied in international research focused on examining individual differences in coping strategies (Carver, 1997; Carver, n.d.). This approach is further supported by systematic reviews documenting the use of Brief COPE across diverse cultural and research contexts (Solberg et al., 2021; Ravinthiran et al., 2025). In line with the dispositional format, minor clarifications were introduced into the instructions and item wording to eliminate references to a spe-

cific stressor, while fully preserving the content structure and psychological meaning of the original items.

The translation and cultural adaptation of the Brief COPE questionnaire were performed in several stages. At the first stage, independent forward translations of the original English version into Kazakh were carried out by a professional philologist and a psychologist, both fluent in English and Kazakh. Following comparison and discussion of the two translations, a reconciled Kazakh version was developed. At the next stage, a back-translation into English was conducted by an independent psychologist who had not participated in the previous stages and had no access to the original version. The back-translation was used as an auxiliary procedure to check for major discrepancies and was compared with the original instrument; no substantial differences in meaning were identified.

The adapted Kazakh version of the Brief COPE is available from the authors upon reasonable request for research and educational purposes.

### *Assessment of content and construct validity*

An expert evaluation was conducted to assess the content and construct validity of the Kazakh version of the Brief COPE. The expert panel consisted of five psychologists with combined experience in research and professional practice in the field of psychodiagnostics. The experts evaluated the correspondence of the translated items to the theoretical content of the original coping strategies, the clarity of item wording, and potential difficulties in interpretation for Kazakh-speaking respondents. Based on the expert discussion, minor revisions were introduced to eliminate ambiguities and refine wording while maintaining conceptual equivalence with the original version. After these revisions, the final version was considered suitable for empirical investigation.

### *Preparation of the online version and data collection procedure*

Following the completion of the translation and expert evaluation stages, an online version of the Brief COPE questionnaire was prepared for data collection. The online format was selected to expand sample coverage, standardize the data collection procedure, and increase accessibility for participants. The online version fully reproduced the content of the items in the finalized Kazakh version and was accompanied by standardized instructions oriented toward dispositional assessment of coping strategies. Technical settings of the online survey prevented repeated submissions and did not allow missing responses.

Empirical data were collected between November 10 and December 20, 2025.

#### *Sample size*

Sample size determination was guided by methodological recommendations for exploratory factor analysis. According to the literature, an acceptable ratio of participants to analyzed items ranges from 5:1 to 10:1, with a more conservative approach recommending at least 10 observations per item to ensure stability of factor solutions (Costello & Osborne, 2005). The Brief COPE questionnaire consists of 28 items; therefore, based on the criterion of at least 10 observations per item, the minimum required sample size for the present study was 280 respondents.

#### *Inclusion and exclusion criteria*

Inclusion criteria were age 16 years or older and sufficient proficiency in the Kazakh language to independently complete the questionnaire. The selection of the age threshold of 16 years was justified, on the one hand, by evidence from international studies supporting the use of Brief COPE in adolescent and young adult samples, as reflected in systematic reviews of its application in these populations (Solberg et al., 2021; Ravinthiran et al., 2025), and, on the other hand, by the legislation of the Republic of Kazakhstan, which allows individuals aged 16 years and older to independently provide informed consent for participation in non-invasive assessments and receipt of psychological assistance without mandatory consent from legal representatives (Law of the Republic of Kazakhstan “On Public Health and the Health Care System,” Article 78). In addition, inclusion of respondents aged 16 years and older substantially expands the applied potential of the adapted instrument. This developmental period is particularly important for the formation and consolidation of coping strategies, making the questionnaire relevant for use in preventive, educational, and practice-oriented psychological interventions targeting adolescents and young adults. From a methodological perspective, inclusion of this age group also contributes to greater variability in coping responses and the formation of a more heterogeneous sample, which enhances the stability and interpretability of factor solutions in exploratory factor analysis.

Exclusion criteria included age under 16 years and insufficient proficiency in the Kazakh language that could interfere with comprehension of the questionnaire instructions and items.

#### *Statistical analysis methods*

The study employed a nonexperimental cross-sectional design aimed at the primary cultural and

psychometric examination of the Brief COPE in a Kazakh-speaking sample. Exploratory factor analysis was used to examine the structure of the Kazakh version of the Brief COPE questionnaire. Exploratory factor analysis was conducted based on a Pearson correlation matrix. This approach was selected due to the characteristics of the instrument and its documented cultural sensitivity. Evidence from international research indicates that the factor structure of the Brief COPE is not invariant and may vary depending on cultural context, sample characteristics, and administration format. Accordingly, exploratory factor analysis allowed identification of the empirical structure of coping strategies in the Kazakh-speaking sample without imposing a pre-defined model.

Factor loadings of 0.40 or higher were considered substantively meaningful and served as the primary criterion for item retention and factor interpretation. Loadings in the range of 0.30–0.39 were examined at an exploratory stage to identify potential cross-loadings and to inform decisions regarding item exclusion.

In addition to factor analysis, descriptive statistics were calculated for individual items and composite scores, including means and standard deviations. Internal consistency of the extracted factors was assessed using Cronbach’s alpha coefficient. Statistical analyses were conducted using SPSS (version 22.0) and JASP (version 0.17.2).

## **Results and discussion**

### *Demographics of the sample*

A total of 509 respondents took part in the study. Following data cleaning and the removal of cases with missing values on key demographic variables, the analysis was based on 495 participants for whom valid information on gender and age was available, as summarized in Table 1.

**Table 1** – Demographic characteristics of the sample by gender and age

Indicator	Female	Male	Total
n	385	110	495
%	77,8	22,2	100
Age, M	32,66	29,73	32,00
Age, SD	11,80	12,10	11,91
Age range	16–67	16–63	16–67

In the final sample used for the calculation of psychometric indicators, women constituted the majority of respondents (77,8%), while men accounted for 22,2%. As the study was conducted within the framework of a primary cultural and linguistic adaptation of the instrument and focused on examining its applicability and factor structure, the research team considered the use of this sample to be appropriate. At the same time, given the imbalance in gender and age distribution and the absence of research objectives related to demographic comparisons, analyses by gender and age were not performed in the present study and may represent a focus for future research.

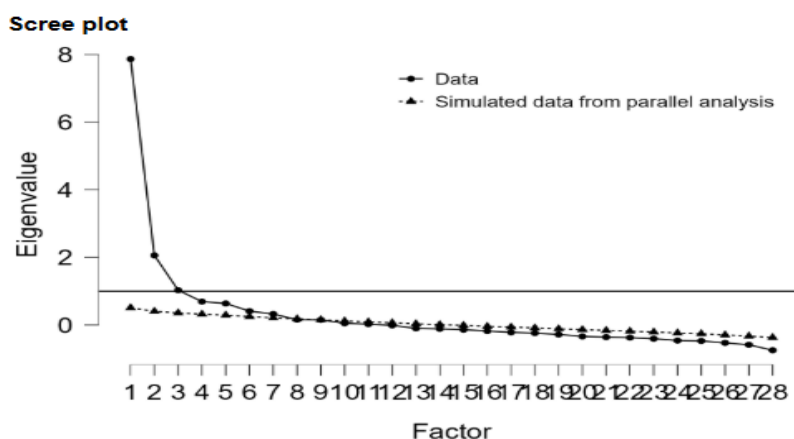
#### *Assessment of Data Suitability for Factor Analysis*

Prior to factor extraction, the suitability of the data for exploratory factor analysis was assessed. The Kaiser–Meyer–Olkin measure of sampling adequacy was 0.878, indicating a high level of shared

variance among the items. Bartlett’s test of sphericity was statistically significant ( $\chi^2 = 6793.286$ ,  $df = 378$ ,  $p < .001$ ), suggesting that the correlation matrix differed from an identity matrix and was suitable for factor analysis.

#### *Analysis of the Scree Plot and Explained Variance*

Inspection of the scree plot (Figure 1) revealed a clear break after the seventh factor, followed by a gradual flattening of the curve, indicating a reduced contribution of subsequent factors. This pattern was consistent with the results of parallel analysis, in which the eigenvalues of the first seven factors derived from the empirical data exceeded the corresponding eigenvalues obtained from randomly generated datasets, whereas this was not observed for the remaining factors. Taken together, these results supported the retention of a seven-factor solution for the structure of the instrument.



**Figure 1** – Scree plot and results of parallel analysis

The resulting factor structure explained 54,7% of the total variance. This level of explained variance is considered acceptable for multidimensional psychological constructs, particularly for instruments designed to assess coping strategies, which are inherently heterogeneous and context-dependent. As noted by the author of the instrument, the Brief COPE was not developed to represent a rigid or compact latent structure, as coping reflects a set of functionally distinct responses employed depending on situational and contextual demands (Carver, 1997). Review and analytical studies further demon-

strate substantial variability in the factor structures of the Brief COPE across different samples and cultural contexts, with moderate levels of explained variance being typical for exploratory models of this instrument (Rodrigues et al., 2022).

Items 1 and 13 of the original Brief COPE version did not load on any factor and were characterized by high uniqueness indices (0,777 and 0,671, respectively), indicating limited contribution to the common factor structure. Accordingly, their exclusion from the exploratory factor model was considered methodologically justified.

**Table 2** – Exploratory Factor Loadings for the Brief COPE (Kazakh Version)

Item (Original Brief COPE numbering)	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Item 10	0,728						
Item 23	0,684						
Item 15	0,675						
Item 9	0,657						
Item 5	0,486						
Item21	0,454						
Item18		0,885					
Item17		0,622					
Item 28		0,509					
Item 12		0,459					
Item 2			0,675				
Item7			0,660				
Item14			0,409				
Item25				0,462			
Item24				0,813			
Item26				0,399			
Item20				0,396			
Item16					0,647		
Item 6					0,588		
Item 8					0,479		
Item 19					0,409		
Item 27						0,821	
Item22						0,816	
Item 11							0,941
Item4							0,777

*Note.* The table presents factor loadings from the exploratory factor analysis (EFA) with oblique rotation. Only factor loadings  $\geq 0.30$  are reported. Item numbering corresponds to the original version of the Brief COPE.

Item 3 of the original version demonstrated nearly identical cross-loadings on Factor 3 (0,404) and Factor 5 (0,398), without a clearly dominant loading on either factor, and was therefore excluded from the final factor solution.

Item 25 of the original Brief COPE version showed factor loadings on Factor 3 (0,311) and Factor 4 (0,462). Given the dominant loading on Factor 4 and the substantive consistency of the item with the thematic content of this factor, the item was assigned to Factor 4. This approach preserves interpretability and conceptual coherence of the factor structure

The final factor structure of the Kazakh version of the Brief COPE is presented below. Item wordings are provided in the Kazakh language, while factor labels are given in both English and Kazakh. In naming the factors, we aimed to preserve as closely as possible the conceptual logic and terminological continuity of the original Brief COPE scales.

**Factor 1. Social Support and Venting** (6 items; 10.8% of variance).

This factor included items from the original emotional support, instrumental support, and venting scales. It reflects coping strategies centered on seeking emotional and practical support from oth-

ers, along with the expression of emotions as a means of emotional release. The co-occurrence of these strategies points to their functional proximity and is consistent with the original author's view of venting as a form of active emotional responding.

**Factor 2. Emotional Processing and Humor** (4 items; 7,9% of variance).

This factor comprised items corresponding to the positive reframing and humor scales of the original Brief COPE. These strategies involve cognitive and emotional processing of stressful experiences by altering subjective interpretations and using humor to alleviate emotional tension.

**Factor 3. Active Coping and Planning** (3 items; 7,6% of variance).

This factor included items from the active coping and planning scales. It represents deliberate behavioral and cognitive efforts aimed at directly addressing the stressor and developing concrete courses of action. Within the original Brief COPE framework, planning is conceptualized as an integral component of action-oriented active coping.

**Factor 4. Acceptance and Internal Cognitive Processing** (4 items; 7,4% of variance).

This factor brought together items related to acknowledging the stressful situation, reflective consideration of what is happening, and self-directed attribution. It captures an internal mode of coping in which individuals come to terms with stressful experiences through reflection and self-evaluation rather than through direct action. In contrast to behaviorally focused coping strategies, this factor primarily reflects intrapsychic processes and is not oriented toward immediate attempts to change the situation.

**Factor 5. Self-Distracton and Behavioral Disengagement** (4 items; 7,2% of variance).

This factor included items from the self-distracton, behavioral disengagement, and denial scales. These strategies are characterized by attentional shifting, reduced involvement, and withdrawal from active attempts to cope with the stressor. The factor label follows the behavioral logic of the original Brief COPE scales. Similar combinations of avoidance-related strategies have been reported in other national adaptations, supporting the context-dependent nature of these coping responses.

**Factor 6. Religion** (2 items; 7,0% of variance).

This factor consisted of items from the religion scale and demonstrated a high degree of conceptual homogeneity. Its label directly corresponds to the original Brief COPE terminology.

**Factor 7. Substance Use** (2 items; 6,8% of variance).

This factor included items reflecting the use of alcohol or other psychoactive substances as a coping strategy. The original scale terminology was retained when naming this factor.

Below, the internal consistency estimates for the factors of the Kazakh version of the Brief COPE are presented (see Table 3).

**Table 3** – Internal Consistency of the Factors of the Kazakh Version of the Brief COPE

Factor	Number of items	Cronbach's $\alpha$	95% CI
F1	6	0,809	0,781 – 0,837
F2	4	0,760	0,720 – 0,800
F3	3	0,679	0,623 – 0,736
F4	4	0,756	0,718 – 0,793
F5	4	0,611	0,550 – 0,671
F6	2	0,752	0,701 – 0,803
F7	2	0,676	0,561 – 0,792

*Note.* Cronbach's alpha coefficients are reported for each factor of the Kazakh version of the Brief COPE. Confidence intervals were calculated at the 95% level.

Cronbach's alpha coefficients ranged from moderate to high, indicating generally acceptable reliability of the extracted factors. Higher alpha values were observed for factors comprising a larger number of items and more conceptually homogeneous coping strategies, particularly for the factor reflecting social support and emotional release.

Lower alpha coefficients were found for factors that included fewer items or combined more heterogeneous coping strategies, which is consistent with the characteristics of brief coping measures and has been reported in previous research using the Brief COPE. Accordingly, reliability indices for some factors should be interpreted in light of scale length, conceptual heterogeneity, and the exploratory nature of the factor solution.

Table 4 presents descriptive statistics for the factors of the Kazakh version of the Brief COPE, including means and standard deviations. These values are reported for descriptive purposes only and are not intended for comparative interpretation.

**Table 4** – Descriptive Statistics for the Factors of the Kazakh Version of the Brief COPE

Factor	N	Minimum	Maximum	Mean	SD
F1	495	1,00	4,00	2,44	0,75
F2	495	1,00	4,00	2,94	0,77
F3	495	1,00	4,00	3,094	0,80
F4	495	1,00	4,00	2,56	0,84
F5	495	1,00	4,00	2,346	0,69
F6	495	1,00	4,00	2,746	1,02
F7	495	1,00	4,00	1,24	0,56

The presented statistics reflect score distributions within the current sample and may serve as reference values for future studies employing the Kazakh version of the instrument in specific populations and research contexts.

#### *Comparison of the Kazakh Version with the Original and National Adaptations*

Systematic reviews of studies using the Brief COPE demonstrate a wide range of factor solutions, particularly in translated versions of the instrument, where the number of factors varies from several broad domains to models closely approximating the original 14-scale structure. Against this background, the seven-factor solution obtained in the present study falls within the typical range of empirical structures reported in the international literature, although it is not the most frequently reproduced variant (Solberg et al., 2021; Rodrigues et al., 2022).

The exclusion of items reflecting the coping strategy of self-distraction, as well as the inclusion of the coping strategy of self-blame within a factor related to acceptance and internal cognitive processing, is consistent with findings from other adaptations of the Brief COPE. In these studies, such strategies often demonstrate high uniqueness, weak or unstable factor loadings, or are incorporated into broader higher-order factors. Similar variability has also been reported for denial strategies, which in a number of studies fail to form a stable, independent factor and instead exhibit cross-loadings. Taken together, these patterns highlight the contextual sensitivity of these coping strategies and the absence of their universal structural stability.

The assignment of a single item reflecting the coping strategy of planning to the factor associated with acceptance and internal cognitive processing is consistent with the conceptual logic of the Brief COPE, in which planning may be conceptualized

not only as a component of active problem-focused coping but also as a form of cognitive appraisal, reflection, and adjustment to the situation. Cross-loadings of planning-related items have likewise been reported in other national adaptations of the instrument, supporting the methodological appropriateness of this decision within an exploratory factor-analytic framework.

Overall, the findings of the present study support the view of the Brief COPE as a flexible instrument that allows for empirically grounded modifications of its factor structure while preserving the core functional domains of coping.

*Several limitations* of the present study should be acknowledged. Although the sample size was sufficient for conducting exploratory factor analysis, it remains moderate, which limits the broader generalizability of the findings. In addition, the sample was characterized by a predominance of female participants, which should be taken into account when interpreting the identified factor structure. The analysis was restricted to basic sociodemographic characteristics, namely gender and age, while other potentially relevant factors, such as socioeconomic status, educational level, occupational background, or the nature of experienced stressors, were not examined.

The Kazakh version of the Brief COPE presented in this study **represents a stage of cultural and linguistic adaptation** of the dispositional version of an internationally recognized and validated instrument. The present study provides an initial empirical examination of its factor structure. Accordingly, future research may focus on further refinement and extension of the psychometric evidence in more heterogeneous samples, as well as on applying the measure in situational contexts, where coping strategies are assessed in relation to specific stressors or life circumstances.

## Conclusion

The present study was aimed at the cultural and linguistic adaptation of the Brief COPE questionnaire and the examination of its factor structure in a Kazakh-speaking sample. The obtained findings address the stated research questions and clarify the applicability of the adapted version of the instrument within this sociocultural context.

Exploratory factor analysis revealed a seven-factor structure of the Kazakh version of the Brief COPE. Although this structure does not replicate the original 14-subscale model, it captures the main functional domains of coping with stress and is consistent with international evidence demonstrating structural variability of the Brief COPE depending on cultural context, administration format, and sample characteristics.

The identified factors demonstrated clear psychological interpretability and remained aligned with the conceptual logic of the original instrument. The integration of individual coping strategies into broader factors reflects their functional proximity

and context-specific patterns of use, supporting the flexible and culturally sensitive nature of coping as a psychological construct.

Internal consistency estimates indicated acceptable reliability levels for the extracted factors. Descriptive statistics characterized the distribution and relative prominence of coping strategies in the studied sample and may be considered as preliminary reference values for future research.

The findings indicate that the Kazakh version of the Brief COPE may be used as a compact, conceptually interpretable, and functionally oriented tool for assessing coping repertoires in Kazakh-speaking populations. At the same time, the study demonstrates that even widely used international instruments require empirical examination of their factor structure when applied in new linguistic and sociocultural settings. In this respect, the present work contributes not only to the adaptation of a specific questionnaire but also to the development of a psychometrically grounded culture of psychological assessment in the national research and applied context.

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## PSYCHOLOGICAL ABILITIES AS A PREDICTOR OF PERSONAL AND PROFESSIONAL SELF-DEVELOPMENT OF FUTURE EDUCATIONAL PSYCHOLOGISTS

The article examines psychological abilities as predictors of personal and professional self-development of future educational psychologists in the context of the transformation of modern education. The relevance of the study is determined by the increasing demands placed on psychological activity, subjectivity, and internal resources of helping professionals. The aim of the research is to provide theoretical justification and experimental verification of the assumption that psychological abilities serve as a significant foundation for the personal and professional self-development of future educational psychologists. The scientific significance of the study lies in clarifying the content of the concept of "psychological ability" and substantiating its component structure as an integrative construct that includes personally and professionally significant qualities. The practical significance is associated with the possibility of applying the obtained results in educational settings, in the professional training of educational psychologists, and in the development of programs aimed at enhancing students' self-development and psychological activity.

The methodological basis of the research includes a theoretical analysis of philosophical, psychological, and pedagogical sources, as well as an empirical study conducted using V. Andreev's "Assessment of Self-Development Ability" methodology. The experiment involved 361 students (future educational psychologists and students of other academic programs). Data were processed using descriptive statistics and Student's t-test for independent samples. The results showed that the mean level of self-development ability among future educational psychologists corresponds to a below-average level ( $M_1 = 39.74$ ), while among students of other academic programs it corresponds to an average level ( $M_2 = 40.12$ ). No statistically significant differences between the groups were found ( $p > 0.05$ ). It was established that in both groups the distribution of self-development ability levels was predominantly concentrated within the average range. The study contributes to the development of an integrative approach to the analysis of abilities, combining cognitive, social, and life resources of personality. The practical value of the findings lies in their potential application in designing educational programs focused on fostering students' self-development and psychological activity, as well as in professional rehabilitation and further comparative research in related fields.

**Keywords:** skills, intelligence, professional qualities, ability, self-development, psychological ability, personal qualities.

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### Болашақ педагог-психологтардың тұлғалық-кәсіби өзін-өзі дамытуының предикторы ретіндегі психологиялық қабілеттер

Мақалада қазіргі білім беру жүйесінің трансформациясы жағдайында болашақ педагог-психологтардың тұлғалық-кәсіби өзін-өзі дамытуының предикторы ретінде психологиялық қабілеттер мәселесі қарастырылады. Зерттеудің өзектілігі көмектесуші мамандық өкілдеріне қойылатын психологиялық белсенділікке, субъектілікке және ішкі ресурстарға қатысты

артуымен негізделеді. Зерттеудің мақсаты – психологиялық қабілеттердің болашақ педагог-психологтардың тұлғалық-кәсіби өзін-өзі дамытуының маңызды негізі ретінде көрінетінін теориялық тұрғыдан негіздеу және эксперименттік жолмен тексеру. Зерттеудің ғылыми маңыздылығы «психологиялық қабілет» ұғымының мазмұнын нақтылаумен және оның тұлғалық әрі кәсіби маңызды сапаларды біріктіретін интегративті құрылым ретіндегі компоненттік құрылымын негіздеумен айқындалады. Практикалық маңыздылығы алынған нәтижелерді білім беру ортасында, педагог-психологтерді кәсіби даярлау үдерісінде, сондай-ақ студенттердің өзін-өзі дамытуы мен психологиялық белсенділігін дамыту бағдарламаларын әзірлеуде қолдану мүмкіндігімен байланысты.

Зерттеудің әдіснамалық негізін философиялық, психологиялық және педагогикалық дереккөздерді теориялық талдау, сондай-ақ В.И. Андреевтің «Өзін-өзі дамыту қабілетін бағалау» әдіс-төмесін қолдану арқылы жүргізілген эмпирикалық зерттеу құрады. Экспериментке 361 студент (болашақ педагог-психологтар және басқа білім беру бағдарламаларында оқитын студенттер) қатысты. Деректерді өңдеуде сипаттамалық статистика әдістері және тәуелсіз іріктемелерге арналған Стьюденттің *t*-критерийі қолданылды. Зерттеу нәтижелері болашақ педагог-психологтардағы өзін-өзі дамыту қабілетінің орташа көрсеткіші орташадан төмен деңгейге сәйкес келетінін ( $M_1 = 39,74$ ), ал басқа білім беру бағдарламалары студенттерінде орташа деңгейге сәйкес екенін ( $M_2 = 40,12$ ) көрсетті. Топтар арасындағы айырмашылық статистикалық тұрғыдан мәнді емес ( $p > 0,05$ ). Екі топта да өзін-өзі дамыту қабілеті деңгейлерінің үлестірімі негізінен орташа көрсеткіштер шегінде шоғырланғаны анықталды. Зерттеу нәтижелері қабілеттерді талдаудың когнитивтік, әлеуметтік және өмірлік ресурстарды біріктіретін интегративті тәсілін дамытуға үлес қосады. Қорытындылар білім беру бағдарламаларын жобалауда, студенттердің психологиялық белсенділігін және өзін-өзі дамытуын қолдауға бағытталған модельдерді әзірлеуде, сондай-ақ кәсіби реабилитация және салыстырмалы зерттеулерде қолданылуы мүмкін.

**Түйін сөздер:** дағдылар, интеллект, кәсіби сапалар, қабілеттер, өзін-өзі дамыту, психологиялық қабілеттер, тұлғалық сапалар.

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### Психологические способности как предиктор личностно-профессионального саморазвития будущих педагогов-психологов

В статье рассматривается проблема психологических способностей как предиктора личностно-профессионального саморазвития будущих педагогов-психологов в условиях трансформации современного образования. Актуальность исследования определяется возрастианием требований к психологической активности, субъектности и внутренним ресурсам специалиста помогающих профессий. Цель исследования заключается в теоретическом обосновании и экспериментальной проверке предположения о том, что психологические способности выступают значимым основанием личностно-профессионального саморазвития будущих педагогов-психологов. Научная значимость исследования состоит в уточнении содержания понятия «психологическая способность» и в обосновании ее компонентной структуры как интегративного образования, включающего личностно и профессионально значимые качества. Практическая значимость связана с возможностью использования полученных результатов в образовательной среде, в профессиональной подготовке педагогов-психологов, а также при разработке программ развития саморазвития и психологической активности студентов.

Методологическую основу исследования составили теоретический анализ философских, психологических и педагогических источников, а также эмпирическое исследование с использованием методики В.И. Андреева «Оценка способности к саморазвитию». В эксперименте приняли участие 361 студент (будущие педагоги-психологи и обучающиеся других образовательных программ). Для обработки данных применялись методы описательной статистики и *t*-критерий Стьюдента для независимых выборок. Результаты исследования показали, что средний показатель способности к саморазвитию у будущих педагогов-психологов соответствует уровню ниже среднего ( $M_1 = 39,74$ ), тогда как у студентов других образовательных программ – среднему уровню ( $M_2 = 40,12$ ). Статистически значимых различий между группами выявлено не было ( $p > 0,05$ ). Установлено, что распределение уровней способности к саморазвитию в обеих группах концентрируется преимущественно в диапазоне средних значений. Работа вносит вклад в развитие интегративного подхода к анализу способностей, объединяющего когнитивные, со-

циальные и жизненные ресурсы личности. Практическое значение результатов состоит в возможности их применения при проектировании образовательных программ, ориентированных на развитие саморазвития и психологической активности студентов, а также в профессиональной реабилитации и дальнейшем сравнительном анализе в смежных исследованиях.

**Ключевые слова:** навыки, интеллект, профессиональные качества, способности, саморазвитие, психологические способности, личностные качества.

## Introduction

To substantiate the proposition that psychological ability serves as a predictor of personal and professional self-development in future educational psychologists, it is necessary to trace the scientific evolution of the concept of ability, clarifying its forms and distinctive features within the history of scholarship.

The study of ability has deep intellectual roots; the very notion of “ability” has long been present in everyday discourse as well as in philosophical and scholarly traditions. Although the investigation of ability in world philosophy, pedagogy, and psychology has followed a lengthy historical trajectory, traditional definitions have most often characterized ability as a condition of success in activity, as emphasized by S. L. Rubinsteyn (1960). Consequently, in order to reveal the substantive meaning of psychological ability, it is first essential to explicate the genuine conceptual content of the term “ability.”

As with any scholarly issue, the study of ability presupposes reliance on both global scientific achievements and national particularities, including cultural values and historical context. In Kazakhstan, the historical foundations of the problem of ability have developed at the integrated intersection of philosophical, philological, psychological, and pedagogical traditions. Within this framework, contemporary conceptualizations of ability have been elaborated in the spheres of national education and upbringing.

In accordance with the general logic of our study, the works of A. Kunanbayev, particularly *The Book of Words* (*Kara Sozder*), are of special relevance, as they consider ability in connection with moral cultivation and self-improvement. In his reflections, the author emphasizes honest labor, the pursuit of knowledge, perseverance as an inner human potential, responsibility, and ethical qualities as fundamental conditions for the development of ability.

An equally distinctive and conceptually balanced perspective on self-development and human ability within psychological and pedagogical

thought is found in the works of the existentialist thinker Sh. Kudaiberdiuly. In the content of his poetry and philosophical reflections, competence and education are presented not merely as instrumental attainments, but as values that lead the individual toward justice, moral integrity, and ethical conduct. In his writings, the thinker articulated the idea that a person cannot be radically transformed through external influence alone; rather, genuine development occurs gradually, through the individual’s own striving, abilities, and inner motivation, grounded in honest labor. He uniquely emphasized, for his time, the necessity of focusing on the inner spiritual world of the individual and underscored the relationship between spiritual development and the cultivation of ability. Translated into the conceptual language of contemporary psychology, his position suggests that self-knowledge and self-reflection constitute essential mechanisms enabling the further development of ability. These ideas provide an important philosophical foundation for our study of the personal and professional self-development of future educational psychologists.

The foundations and developmental factors of ability were systematically examined by Kazakh thinkers through diverse creative and philosophical forms. In this regard, the philosopher and educator A. Baitursynuly emphasized the decisive role of the native language in the development of ability. In his works, language is interpreted as the core of cognitive and thinking processes. He regarded the mother tongue as both a prerequisite for the formation of thought and the foundation for the development of any ability. At the same time, education was evaluated as a principal mechanism for fostering creativity and intellectual activity. Such a position allows ability to be conceptualized within a cultural–cognitive framework.

In the history of pedagogy and psychology, the works of Zh. Aimauytov (2023) are significant for substantiating the interrelation between ability and creativity. His book *Psychology* (1926) is recognized as the first systematic psychological study written in the Kazakh language. Aimauytov associated ability with the individual’s creative activ-

ity and emphasized its development through art, literature, and educational influence. Moreover, he adhered to a biosocial principle of development, interpreting ability as the unity of innate potential and the individual's conscious effort. This perspective provides grounds for considering ability not as a static trait, but as a dynamic structure.

In the works of A. Temirbekov, particular emphasis is placed on the necessity of considering national-psychological characteristics within the educational process. He raised the issue of adapting teaching methods to the cultural and psychological specificities of a national audience, underscoring that the educational environment functions as a factor influencing the development of intellectual and creative abilities. In addition, attention to individual differences is regarded as a necessary condition for the effective cultivation of ability (Temirbekov, 1953).

One of the first scholars in Kazakhstani psychology to systematically investigate cognitive and emotional processes was M. Mukanov. He identified motivation as a central factor in the development of ability and viewed personal activity as a prerequisite for the realization of ability (Mukanov, 1960). His works also highlight the influence of the national cultural environment and traditions on the formation of personality traits.

In general, the treatment of ability as an independent category within psychological science began in the nineteenth century. Early scientific approaches sought to define ability through quantitative and qualitative indicators of intelligence. During this period, the study of individual differences contributed to the establishment of the scientific and methodological foundations of ability research. Subsequent theoretical developments demonstrated that ability cannot be confined solely to intellectual parameters, but rather constitutes a multidimensional structure encompassing personal and social dimensions as well.

### Literature review

In the history of psychology, one of the first researchers to systematically examine ability as the foundation of individual achievement in the nineteenth century was F. Galton. He interpreted ability as an innate individual characteristic and sought to measure individual differences empirically. By applying psychometric methods, Galton laid the sci-

entific groundwork for describing ability through quantitative indicators.

In Soviet psychology, ability was primarily interpreted within activity-based and social frameworks. L. Vygotsky conceptualized ability as a dynamic structure formed in the course of social interaction, demonstrating that its development occurs within the "zone of proximal development" (Vygotsky, 2024). A. Leontiev defined ability as an internal psychological condition ensuring the successful performance of activity and substantiated that its formation is directly connected with the process of activity itself (Leontiev, 1975).

B. Teplov provided a classical definition of ability, characterizing it as an individual psychological characteristic. He argued that: (1) ability reflects individual differences among people; (2) not all individual differences qualify as abilities, but only those properties that influence the success of specific activities; and (3) ability should not be equated with knowledge, skills, or competencies (Teplov, 2002).

In the second half of the twentieth century, the study of ability acquired a multidimensional character. Howard Gardner proposed the theory of multiple intelligences, distinguishing interpersonal, intrapersonal, kinesthetic, and other forms of ability (Gardner, 2011). Daniel Goleman advanced the concept of emotional intelligence, highlighting the role of social and emotional abilities in professional success (Goleman, 2023). Robert J. Sternberg, in his triarchic theory of intelligence, identified analytical, creative, and practical components (Sternberg, 1988).

V. Shadrikov associated ability with the subject's goal-directed activity and introduced the concept of "professional ability." He conceptualized ability as a property of a functional system and substantiated its relationship with the effectiveness of professional performance (Shadrikov, 2010).

An analysis of these theoretical approaches demonstrates the close interrelation between the concepts of "ability" and "intelligence." While intelligence is most often described as a system of cognitive abilities, the concept of ability is employed in a broader sense, encompassing activity-based, personal, and social components.

To clarify the scientific and historical premises of the concept of "ability," as well as to identify similarities and differences among its psychological definitions and underlying factors, table 1 is presented.

**Table 1** – Definitions of Ability in Psychology

Year	Author	Definition
1869	F. Galton	Ability is an innate characteristic that determines individual achievements.
1905	A. Binet	Ability is the capacity to solve tasks that can be measured.
1930s	J. Piaget	Ability is an indicator of achievement within stages of cognitive development beginning in early childhood.
1930	L. S. Vygotsky	Ability is a dynamic structure that develops through interaction with culture within the social environment.
1950s	A. N. Leontiev	Ability is an internal condition of the individual that ensures the successful performance of activity.
1960	M. M. Mukanov	Ability is a manifestation of intellectual potential that can be identified and developed from an early age.
1961	B. M. Teplov	Ability is defined in three aspects: (1) ability is an individual psychological characteristic that distinguishes one person from another; (2) ability does not include all individual psychological differences, but only those related to the successful performance of one or several activities; (3) ability is not limited to acquired knowledge, skills, or competencies.
1970	H. J. Eysenck	Ability links intelligence, personality traits, and aptitude for professional activity as individual differences.
1988	H. Gardner	Ability is represented through different types of intelligence.
2010	V. D. Shadrikov	Ability is a property of a functional system that ensures the realization of specific mental functions.

Over time, the study of ability has increasingly acquired a multidimensional character, and the range of conceptual approaches explaining it has expanded. In contemporary national psychology and pedagogy, although the number of works that examine the abilities of future professionals as a distinct subject of research remains limited, systematic scholarly efforts in this direction are evident. Within these studies, such adjacent categories as “potential,” “creativity,” and “creative activity” are frequently analyzed in close connection with the concept of ability.

For example, in her pedagogical research, B. Turgynbayeva examined, from both theoretical and practical perspectives, the potential underlying the professional creativity of future teachers (Turgynbayeva, 2012). As a prerequisite of ability, creativity was substantiated by K. Nagymzhanova through the methodological principles of subject-oriented psychology, particularly in the context of forming creativity among future teachers within an innovative university educational environment (Nagymzhanova, 2010).

A. Danikeeva characterizes the professional potential of a future teacher as “a complex structure of professional development consisting in the unity of internal psychological resources and external practical activity” (Danikeeva, 2022).

O. Abilmazhinova specifies the concept of “creative abilities” within the framework of the credit-based educational system, examining it in interrelation with the categories of personality development, activity, creativity, and ability (Abilmazhinova, 2022). These authors substantiate the psychological and pedagogical conditions that ensure the professional and personal development of future specialists within the higher education context.

Thus, domestic research demonstrates a clear emphasis on revealing the internal psychological mechanisms of ability through the categories of potential, creativity, and creative activity. However, studies aimed at a systematic analysis of the substantive meaning of “ability” as an independent category remain limited.

An analysis of the international scholarly literature demonstrates the multidimensional nature of the concept of ability. Abilities are typically characterized through several principal dimensions:

- cognitive (intelligence, memory, attention, thinking processes);
- emotional (stress tolerance, self-regulation, empathy);
- social (communication skills, interaction, cooperation);
- professional (goal setting, behavioral regulation, decision-making, effectiveness of activity);

– cultural (linguistic environment, traditions, national specificities).

Moreover, contemporary foreign research increasingly examines abilities in relation to systems of specific skills, placing particular emphasis on their functional role in life and professional activity.

In contemporary foreign psychological research, cognitive ability is frequently regarded as a principal indicator of an individual's overall functional effectiveness and, in a number of studies, is associated with the concept of "work capacity." This perspective highlights the role of cognitive abilities as determinants of performance outcomes in learning, professional activity, and everyday functioning. At the same time, current scientific discourse emphasizes that the success of activity cannot be reduced solely to cognitive resources. It is also determined by the individual's internal capacities, motivational orientation, and psychological activity. From this standpoint, psychological abilities should be considered an integrative factor that complements and extends cognitive abilities, thereby providing a broader framework for understanding human effectiveness.

In an experimental study conducted by D. Klindt, M. Devine, and J. Denison, it was empirically demonstrated that the development of social intelligence depends on the level of cognitive skills and cognitive abilities (Klindt et al., 2017). This finding indicates that social abilities do not emerge autonomously, but are formed on a cognitive foundation.

The role of abilities in determining quality of life has also been examined in studies encompassing different stages of the lifespan. In the works of T. Schirinzi, M. Canevelli, A. Suppa, M. Bologna, and L. Marsili, the lifelong dynamics of abilities are analyzed, substantiating that not only cognitive but also kinesthetic abilities function as significant determinants of quality of life (Schirinzi et al., 2020). The authors demonstrate that a high level of motor activity is associated with a slowing of neurodegenerative processes and note that, in cases of cognitive decline, the development of motor abilities may serve as a compensatory mechanism.

The formation and development of moral abilities were explored in longitudinal studies conducted by A. Thalmayer, G. Saucier, S. Srivastava, J. Flournoy, and S. Costello. The findings indicate that moral skills and abilities are closely connected with lifelong processes of cultural and moral socialization. These abilities are not static in nature but are understood as dynamic structures that evolve through life experience and social relationships

(Thalmayer et al., 2019).

The development of social and emotional abilities through practice and social experience has been demonstrated in studies by E. Blanke, A. Rauers, and M. Riediger (Blanke et al., 2016). The authors provide evidence that skills grounded in cognitive and emotional empathy exert a direct influence on socio-psychological adaptation. Furthermore, these abilities are shown to change and develop throughout the lifespan under the influence of the social environment.

Contemporary research increasingly prioritizes the analysis of the complex interrelations among different types of abilities rather than examining them in isolation. A number of empirical studies have demonstrated that the development of kinesthetic, cognitive, and social abilities occurs not only during childhood or adolescence, but across the entire life cycle, in conditions of interdependence and mutual influence (Janacsek et al., 2012; Lukács, 2015). These findings substantiate the necessity of conceptualizing abilities as a holistic, dynamic, and multidimensional system.

Thus, it can be observed that the majority of studies on the problem of ability have focused predominantly on cognitive abilities. Cognitive abilities and other forms of ability have been interpreted within various theoretical frameworks across different stages of scientific development, resulting in a growing number of theories and conceptual models. At the same time, new types, forms, and functional characteristics of abilities continue to be identified.

However, specialized investigations specifically devoted to the concept of psychological ability remain limited. Ongoing social transformations, the increasing complexity of communication systems, and the heightened demands placed upon learning and professional activity indicate that the development of psychological abilities is becoming a primary requirement for individuals. These abilities are closely associated with the mobilization of internal resources, motivational orientation, and psychological activity.

The analysis of the literature demonstrates that psychological ability is considered, in terms of its substantive content, in interrelation with other types of ability and retains its relevance across all stages of the lifespan. On this basis, we assume that psychological ability possesses a stable predictive value for the professional and personal self-development of future educational psychologists. In this study, the theoretical propositions of V. Andreev, who substantiated that the development of personally

and professionally significant qualities is realized through the capacity for self-development, were adopted as an essential methodological foundation. Accordingly, the capacity for self-development is treated as a defining parameter and a predictive condition within the research framework.

The individual’s internal psychological capacities, which are relevant in any type of activity – including learning processes, communication, and all stages of life – are characterized as psychological abilities. In contemporary literature, these abilities are also associated with the concept of “soft skills.” Soft skills encompass a set of personally and professionally significant qualities and actions – such as flexibility, competence, decision-making ability, communication, and cooperation – grounded in cognitive and social abilities.

The systematic study of psychological abilities as an independent scientific category began to inten-

sify in the first decade of the twenty-first century. In current conceptualizations, psychological abilities that ensure success in educational activity, professional practice, and social life are explained through the individual’s psychological activity. From this perspective, the professional and personal self-development of future teachers is determined by their psychological activity, which is regarded as a specific psychological ability. This position is supported by research conducted by M. Linden and colleagues, in which an individual’s internal potential is characterized by the capacity for active engagement within a given social environment (Linden, 2018).

Overall, the literature review indicates that the structure of psychological ability represents an interconnected system of abilities integrating numerous life-relevant skills. These structural components are systematized in Table 2.

**Table 2** – Component Structure of Psychological Ability (according to M. Linden)

<b>Cognitive and Activity-Related Abilities</b>	<b>Social Abilities</b>	<b>Life Abilities</b>
<ul style="list-style-type: none"> <li>– adherence to rules</li> <li>– task planning</li> <li>– breaking tasks into stages</li> <li>– flexibility in response to change</li> <li>– adaptability</li> <li>– competence</li> <li>– ability to apply knowledge in practice</li> <li>– decision-making</li> <li>– expressing opinions</li> <li>– proactivity</li> <li>– activity</li> <li>– patience</li> <li>– perseverance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>– resilience</li> <li>– ability to establish connections with others</li> <li>– ability to engage in conversation with any individual</li> <li>– group interaction skills</li> <li>– ability to build dyadic relationships</li> <li>– demonstration of closeness and warmth, etc.</li> </ul>	<ul style="list-style-type: none"> <li>– vitality in life</li> <li>– mobility</li> <li>– independence</li> <li>– ability to give meaning to one’s life</li> <li>– awareness of life purpose</li> <li>– possession of psychological capital</li> <li>– richness of internal resources, etc.</li> </ul>

The analysis of the literature has demonstrated that the content of psychological abilities is defined through a diverse range of traits and qualities. These characteristics vary depending on age-related features as well as the individual’s mental and physical health status; accordingly, both the structure and the forms of manifestation of psychological ability acquire different configurations. At the same time, the findings of the review allow psychological ability to be conceptualized as a comprehensive characteristic associated with the individual’s display of psychological activity in life situations, activity processes, and social interactions.

From this perspective, psychological activity functions as a determining factor in organizing the professional and personal self-development of fu-

ture educational psychologists. The capacity to actualize psychological abilities is therefore regarded as a condition possessing predictive significance for their professional and personal self-development.

In the following section of the study, the levels of psychological abilities related to the professional and personal self-development of future educational psychologists are identified through empirical methods, and the obtained data are analyzed.

**Materials and methods**

The mean age of the participants was 21.35 years, with a standard deviation of 2.63 years. The experimental study was conducted in an online format, and students from higher education institutions

in Astana, Almaty, Semey, Oskemen, Pavlodar, Kyzylorda, and Kokshetau voluntarily took part in the research.

Initially, 399 students participated in all series of the study and submitted their response forms within the required timeframe. However, the responses of 38 participants were excluded from data processing due to incomplete answers and failure to meet the study requirements, including the absence of clearly specified information regarding their major or identifying details (field of study, coded name). As a result, the final sample consisted of 361 students.

In accordance with the objectives of the study, the sample distribution across academic years was not uniform: the majority of participants were first- and second-year students, whereas third- and fourth-year students were insufficiently represented. For this reason, no separate quantitative or qualitative analysis was conducted for senior-year students. In addition, students enrolled in educational programs other than Pedagogy and Psychology represented diverse fields of study, and in some cases their majors were indicated only by code. Consequently, they were combined into a consolidated category labeled “students of other educational programs.”

The socio-demographic characteristics of the study participants are presented in Table 3.

**Table 3** – Socio-Demographic Characteristics of Student Participants (N = 399)

Variables	Mean – M	Standard Deviation – SD
Age	21.347	2.625
<b>Social Variables</b>	<b>Number – N</b>	<b>%</b>
Invalid responses	38	9.523
Complete responses	361	100
Male	54	14.958
Female	307	85.042
“Pedagogy and Psychology” Educational Program*	168	46.537
Students of other majors	193	53.463

Note: \* Educational program; \*\* In subsequent analyses, only participants who provided complete responses and took part in the experiment are considered as 100%.

The final sample consisted of two comparable groups:

- students enrolled in the “Pedagogy and Psychology” educational program – 168 individuals;
- students enrolled in other educational programs – 193 individuals.

The sample size was considered statistically sufficient to detect a medium effect. During the experiment, the levels of capacity for self-development among students in both groups were compared.

As the methodological foundation of the study, V. Andreev’s “Assessment of Capacity for Self-Development” instrument was employed (Andreev, 2006). The instrument consists of 21 statements, each evaluated on a three-point scale.

According to the total sum of the collected scores, nine levels of capacity for self-development were identified. For each sample group, mean values and standard deviations were calculated, and a level-based analysis was conducted. The following score ranges were used to interpret the levels of capacity for self-development:

Level 1 – very low (21–28 points),

Level 2 – low (29–32 points),

Level 3 – below average (33–36 points),

Level 4 – moderately below average (37–40 points),

Level 5 – average (41–44 points),

Level 6 – moderately above average (45–48 points),

Level 7 – above average (49–52 points),

Level 8 – high (53–56 points),

Level 9 – very high (57–63 points).

In processing the obtained quantitative data, descriptive statistics (mean and standard deviation) were applied, and for comparative analysis an independent-samples Student’s t-test was used. This approach made it possible to statistically assess differences in levels of capacity for self-development between the two groups.

## Results and discussion

The purpose of the study was to empirically examine whether differences exist in the quantitative and qualitative indicators of levels of capacity for self-development between future educational psychologists and students enrolled in other educational programs.

According to the results of the assessment of capacity for self-development, participants in both sample groups were distributed unevenly across all levels of the scale. Specifically, within the group of future educational psychologists, the levels were identified as follows: very low – 12 individuals; low – 18; below average – 25; moderately below average – 28; average – 35; moderately above average – 20; above average – 15; high – 10; and very high – 5 individuals.

In the group of students enrolled in other educational programs, the distribution was as follows: very low – 15 individuals; low – 20; below average – 30; moderately below average – 35; average – 41; moderately above average – 24; above average – 18; high – 5; and very high – 5 individuals.

The obtained data indicate that in both groups the majority of participants were concentrated at the average and moderately below average levels of capacity for self-development. At the same time, the proportion of individuals at the low and below average levels was also relatively high, suggesting that future professionals possess a potential for self-de-

velopment; however, its systematic realization appears insufficient. The number of participants demonstrating high and very high levels was relatively small in both sample groups.

The percentage distribution of levels of capacity for self-development in the two groups is presented in Table 4. An analysis of the percentage indicators makes it possible to clarify the direction of quantitative differences and to identify similarities and distinctions in the level structures between the groups. These data provide the empirical basis for subsequent statistical comparative analysis (independent-samples t-test) and serve as a foundation for testing the research hypothesis.

**Table 4** – Percentage Distribution of Participants According to Levels of Capacity for Self-Development (%)

Levels of Capacity for Self-Development	Pedagogy and Psychology (n = 168)	%	Other Educational Programs (n = 193)	%
Very low	12	7.1	15	7.8
Low	18	10.7	20	10.4
Below average	25	14.9	30	15.5
Moderately below average	28	16.7	35	18.1
Average	35	20.8	41	21.2
Moderately above average	20	11.9	24	12.4
Above average	15	8.9	18	9.3
High	10	6.0	5	2.6
Very high	5	3.0	5	2.6

Note: Percentages were calculated relative to the respective sample size (n). The levels are presented in accordance with the scales of V. I. Andreev's "Assessment of Capacity for Self-Development" instrument.

To compare the mean levels of capacity for self-development between the two sample groups, an independent-samples Student's t-test was applied. The results of the statistical analysis revealed no statistically significant differences in indicators of capacity for self-development between future educational psychologists and students enrolled in other educational programs ( $p > 0.05$ ).

This finding indicates that, overall, the levels of capacity for self-development in the examined groups are homogeneous and that professional orientation (Pedagogy and Psychology versus other fields) is not, in itself, a determinant of this ability. The data suggest that capacity for self-development is more closely associated with personal characteristics and psychological activity than with professional specialization.

The absence of statistically significant differences between the groups confirms that professional

orientation alone does not function as a decisive factor in determining the level of capacity for self-development.

Theoretical approaches that interpret ability from activity-based and personality-centered perspectives (L. Vygotsky, A. Leontiev, B. Teplov) relate ability primarily to the individual's internal psychological resources, activity, and developmental conditions rather than to professional direction. From this standpoint, the obtained results support the view that ability constitutes a more fundamental personal structure that precedes and underlies professional orientation.

V. Andreev's interpretation of the capacity for self-development as being associated with conscious activity, reflection, and internal motivational orientation is consistent with these findings. If the capacity for self-development is not systematically

and purposefully cultivated within the process of professional education, it appears to remain at a comparable level both among future educational psychologists and among students in other fields of study.

Moreover, the predominance of average and moderately below average levels of capacity for self-development in both groups indicates that the current higher education environment provides insufficient psychological support and developmental programs aimed at fostering personal and professional self-development. This result substantiates the need to consider self-development not as a spontaneous process, but as a specifically organized psychological and pedagogical task.

The quantitative indicators based on the generalized mean scores of the two groups in the assessment of capacity for self-development are presented in Table 5.

**Table 5** – Generalized Mean Indicators of Capacity for Self-Development in Future Educational Psychologists (Group 1) and Students of Other Educational Programs (Group 2)

Sample Groups	M	SD
Future Educational Psychologists (n = 168)	39.74	4.15
Other Educational Programs (n = 193)	40.12	3.77

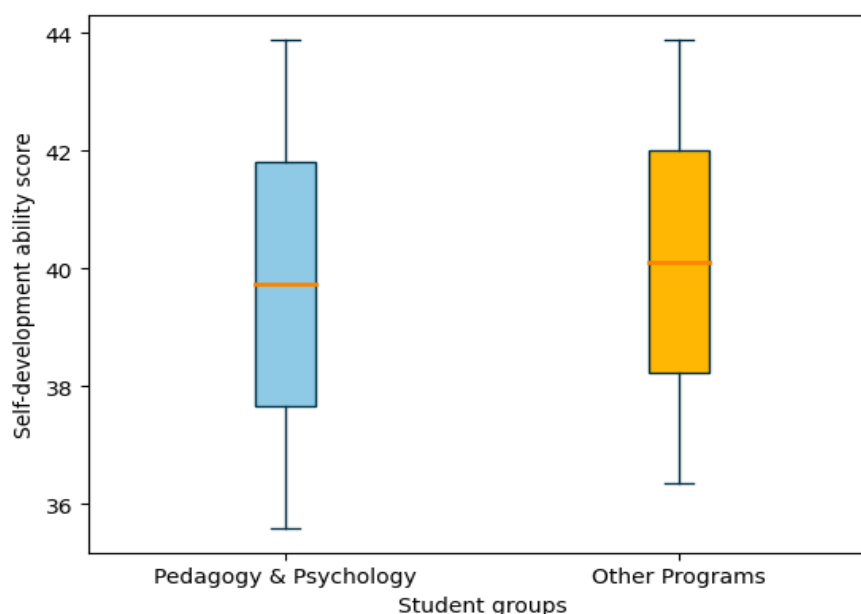
Note: M – mean; SD – standard deviation.

In accordance with the research objective, the statistical null hypothesis ( $H_0$ ) was formulated as follows: there is no statistically significant difference between the generalized mean scores of capacity for self-development among future educational psychologists and students enrolled in other educational programs.

The results of descriptive statistics indicated that the mean scores of capacity for self-development in both groups were situated between the moderately below average and average levels: in the group of future educational psychologists,  $M_1 = 39.74$  points, whereas in the group of students from other educational programs,  $M_2 = 40.12$  points.

To examine the difference between the mean values, an independent-samples Student's t-test was applied. The statistical analysis yielded a calculated value of  $t = 0.67$ , with a significance level of  $p = 0.67$ . Since the obtained t-value was lower than the critical value ( $t_{crit} = 1.96$ ;  $\alpha = 0.05$ ), the null hypothesis was accepted.

The diagram presents a comparative illustration of the mean values (M) and standard deviations (SD) of capacity for self-development among future educational psychologists and students enrolled in other educational programs. The difference in the height of the bars is minimal, indicating the absence of a pronounced level-based divergence between the groups.



**Figure 1** – Mean self-development ability scores by group

The substantial overlap of the error bars (SD) visually confirms the lack of statistical reliability in the difference between the mean values. In other words, the variability within each group is relatively similar, and the between-group difference does not exceed the internal variability.

Thus, no statistically significant difference was identified between the generalized mean indicators of capacity for self-development in future educational psychologists and students of other educational programs ( $p > 0.05$ ). This result suggests that the levels of capacity for self-development in the two groups are comparable and that professional orientation does not exert a direct influence on this indicator.

The findings indicate that capacity for self-development is not directly dependent on professional specialization; rather, it is grounded in the individual's psychological activity, motivational structure, and internal resources. This conclusion is consistent with V. Andreev's theory, which explains self-development through conscious activity and internal determination of the личности. Accordingly, to ensure the professional and personal development of future educational psychologists, it becomes necessary to purposefully cultivate the capacity for self-development within specially organized psychological and pedagogical conditions.

## Conclusion

The conducted theoretical analysis and experimental study demonstrated that the professional and personal self-development of future educational psychologists is directly associated with psychological abilities. The examination of the problem of ability was grounded in the integration of Kazakhstani philosophy, pedagogy, and psychology, which historically established national culture, language, education, diligence, and the value of self-improvement as significant prerequisites for the development of ability.

Contemporary scientific literature indicates that the concept of ability is being reinterpreted under

conditions of globalization and digital transformation, through the interrelation of cognitive, social, emotional, and life-related aspects. The consideration of ability within biological, social, and biosocial frameworks makes it possible to characterize it both as a prerequisite for different types of intelligence and as a psychological resource that ensures quality of life.

The scientific novelty of the study lies in substantiating, for the first time, the structure of psychological ability as an integration of cognitive, social, and life abilities, with a systematic identification of personally and professionally significant qualities within this structure. This approach makes it possible to conceptualize psychological ability not as a mere set of isolated skills, but as a comprehensive psychological construct that ensures the professional and personal self-development of the individual.

The results of the experimental study showed that the mean level of capacity for self-development among future educational psychologists corresponds to a moderately below average level ( $M_1 = 39.74$ ), whereas among students enrolled in other educational programs it corresponds to an average level ( $M_2 = 40.12$ ). However, the difference between the two groups was not statistically significant ( $p > 0.05$ ), which indicates that professional orientation does not function as an independent determinant of the level of capacity for self-development.

These findings suggest that the professional and personal self-development of future educational psychologists depends primarily on their psychological activity, internal resources, and purposefully organized developmental conditions. The conclusions of the study may serve as a methodological basis for applications in education, professional training, and professional rehabilitation, as well as for conducting comparative and critical analyses.

The present research provides a foundation for further empirical and applied investigations aimed at examining psychological abilities as predictors of professional self-development.

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## THE RELATIONSHIP BETWEEN COGNITIVE SCHEMAS OF APPEARANCE, SELF-ESTEEM AND SELF-EFFICACY IN UNIVERSITY TEACHERS

In the context of increasing digitalization and growing demands placed on university teachers, psychological factors affecting their professional well-being are gaining a significant role. One such factor is teacher's attitude toward their own appearance, which is formed by cognitive schemas that determine the importance of appearance and the degree of concern about it. The aim of the study was to examine the relationships between cognitive schemas about appearance, self-esteem, and self-efficacy in university teachers.

Forty-eight university teachers from five universities in Almaty participated in the study. The Appearance Schema Inventory (ASI-R), the Rosenberg Self-Esteem Scale (RSES), and the General Self-Efficacy Scale (GSES) were used for assessment. Statistical analysis included descriptive analysis, Pearson correlation analysis, and subgroup analysis based on years of teaching experience. The results revealed statistically significant positive correlations between all studied variables: appearance schemas and self-esteem ( $r = 0.638$ ;  $p < .001$ ), appearance schemas and self-efficacy ( $r = 0.632$ ;  $p < .001$ ), and self-esteem and self-efficacy ( $r = 0.789$ ;  $p < .001$ ). Additionally, all three indicators tended to increase with increasing teaching experience.

These findings demonstrate the importance of personality and psychological factors in teachers' professional adaptation and highlight the need to implement support programs aimed at developing positive self-perception and strengthening psychological resources.

**Keywords:** cognitive schemas of appearance, self-esteem, self-efficacy, university teachers, psychodiagnostics, professional well-being.

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### Университет оқытушыларының сыртқы келбетінің, өзін-өзі бағалауының және өзіне деген сенімділігінің когнитивті схемалары арасындағы байланыс

Цифрландырудың артуы және жоғары білім беру оқытушыларына қойылатын талаптардың артуы жағдайында олардың кәсіби әл-ауқатына әсер ететін психологиялық факторлар маңызды рөл атқаруда. Осындай факторлардың бірі – оқытушының өзінің сыртқы келбетіне деген көзқарасы, ол сыртқы келбеттің маңыздылығын және оған қатысты алаңдаушылық дәрежесін анықтайтын когнитивті схемалармен қалыптасады. Зерттеудің мақсаты университет оқытушыларының сыртқы келбет, өзін-өзі бағалау және өзіне деген сенімділік туралы когнитивті схемалар арасындағы байланысты зерттеу болды.

Зерттеуге Алматыдағы бес университеттен қырық сегіз оқытушы қатысты. Бағалау үшін сыртқы келбет схемасының инвентаризациясы (ASI-R), Розенбергтің өзін-өзі бағалау шкаласы (RSES) және Жалпы өзін-өзі бағалау шкаласы (GSES) пайдаланылды. Статистикалық талдау сипаттамалық талдауды, Пирсон корреляциялық талдауын және еңбек өтілі бойынша кіші топтық талдауды қамтыды. Нәтижелер зерттелген барлық айнымалылар арасында статистикалық тұрғыдан маңызды оң корреляцияларды анықтады: сыртқы келбет схемалары мен өзін-өзі бағалау ( $r = 0,638$ ;  $p < .001$ ), сыртқы келбет схемалары мен өзін-өзі бағалау ( $r = 0,632$ ;  $p < .001$ )

өзін-өзі бағалау мен өзін-өзі бағалау ( $r = 0,789$ ;  $p < .001$ ). Сонымен қатар үш көрсеткіштің де оқыту тәжірибесінің артуымен артуына бейім болды.

Бұл нәтижелер мұғалімдердің кәсіби бейімделуіндегі жеке тұлға мен психологиялық факторлардың маңыздылығын және өзін-өзі оң қабылдауды дамыту мен психологиялық ресурстарды нығайтуға бағытталған қолдау бағдарламаларын енгізу қажеттілігін көрсетеді.

**Түйін сөздер:** сыртқы келбеттің, өзін-өзі бағалаудың, өзін-өзі бағалаудың, университет мұғалімдерінің, психодиагностиканың, кәсіби әл-ауқаттың когнитивті схемалары.

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### **Взаимосвязь когнитивных схем внешности, самооценки и самоэффективности у преподавателей высших учебных заведений**

В условиях растущей цифровизации и повышения требований к преподавателям высших учебных заведений значительную роль приобретают психологические факторы, влияющие на профессиональное благополучие специалистов. Одним из таких факторов является отношение преподавателя к собственной внешности, формируемое в виде когнитивных схем, определяющих важность внешнего облика и степень озабоченности им. Целью исследования стало изучение взаимосвязей между когнитивными схемами внешности, самооценкой и самоэффективностью у преподавателей вузов.

В исследовании приняли участие 48 преподавателей из пяти университетов г. Алматы. Для диагностики использовались опросник когнитивных схем внешности ASI-R, шкала самооценки Розенберга (RSES) и шкала общей самоэффективности (GSES). Статистическая обработка включала описательный анализ, корреляционный анализ Пирсона и подгрупповый анализ по стажу работы.

Результаты показали статистически значимые положительные корреляции между всеми исследуемыми переменными: схемами внешности и самооценкой ( $r = 0.638$ ;  $p < .001$ ), схемами внешности и самоэффективностью ( $r = 0.632$ ;  $p < .001$ ), самооценкой и самоэффективностью ( $r = 0.789$ ;  $p < .001$ ). Дополнительно установлено, что все три показателя имеют тенденцию к увеличению с ростом педагогического стажа.

Полученные данные демонстрируют важность личностно-психологических факторов в профессиональной адаптации преподавателей и подчеркивают необходимость внедрения программ поддержки, направленных на развитие позитивного самовосприятия и укрепление психологических ресурсов.

**Ключевые слова:** когнитивные схемы внешности, самооценка, самоэффективность, преподаватели вузов, психодиагностика, профессиональное благополучие.

## **Introduction**

In the contemporary educational environment, the role of university teachers has expanded significantly. The traditional function of knowledge transmission is now complemented by important aspects such as leadership, mentoring, emotional support, and participation in public and digital forms of education. These changes have increased demands not only on teachers' professional competencies but also on their personal characteristics, including self-perception, psychological resilience, and the ability to adapt to the growing public visibility of the profession.

One of the significant psychological components of professional activity is teacher's attitude toward

their own appearance. Contemporary research emphasizes that the perception of physical appearance is associated not only with body image but also with a system of cognitive schemas that include beliefs about the importance of appearance, responses to social attention, the degree to which appearance is integrated into self-esteem, and the level of concern about it (Cash, 2004).

At the present stage, this component has gained particular relevance for university teachers. Faculty members are frequently in the public eye, delivering lectures, interacting with students and colleagues, and participating in online events and conferences, which increases the impact of appearance-related perceptions on their professional well-being. Physical appearance becomes an integral part of social

interaction, influencing confidence, professional authority, and emotional state.

Self-esteem, as a stable attitude toward oneself, is a key component of psychological well-being among educational professionals. It determines how teachers perceive their professional achievements, capabilities, and personal significance. A high level of self-esteem contributes to internal stability, confidence in professional interactions, reduced anxiety, and more constructive responses to feedback (Rosenberg, 1979; Judge & Bono, 2001).

Closely related to self-esteem is self-efficacy, which can be defined as the belief in one's ability to effectively cope with challenges and perform successfully in professional situations (Bandura, 1997). For university teachers, self-efficacy reflects confidence in their ability to manage the learning process, overcome difficulties, influence students, and achieve instructional goals.

Despite considerable scholarly interest in teachers' professional well-being, the interrelationship between cognitive appearance schemas, self-esteem, and self-efficacy among university teachers remains insufficiently explored.

The relevance of this study is determined by the fact that university teachers represent one of the most publicly visible professional groups, for whom self-perception and psychological resources have a direct impact on the quality of professional performance, emotional well-being, and stress resilience. The present study examines how cognitive appearance schemas are related to teachers' self-esteem and self-efficacy. Understanding these relationships will contribute to a deeper understanding of the mechanisms underlying professional well-being and may help identify risk groups and inform directions for psychological support among higher education professionals.

The aim of the study is to examine the relationships between cognitive appearance schemas, self-esteem, and self-efficacy among university teachers.

Research objectives:

1. To analyze the levels of cognitive appearance schemas, self-esteem, and self-efficacy among university teachers.
2. To identify the relationships between cognitive appearance schemas, self-esteem, and self-efficacy.
3. To examine differences in these indicators depending on years of professional experience.
4. To determine potential psychological factors that contribute to enhancing the professional well-being of university teachers.

Research hypotheses:

H<sub>1</sub>. There is a positive relationship between cognitive appearance schemas and the level of self-esteem among university teachers.

H<sub>2</sub>. Cognitive appearance schemas are positively associated with the level of self-efficacy among university teachers.

H<sub>3</sub>. Self-esteem is positively correlated with self-efficacy.

H<sub>4</sub>. The levels of cognitive appearance schemas, self-esteem, and self-efficacy may differ depending on years of teaching experience.

## Literature review

To begin with, it is important to consider cognitive appearance schemas within the broader framework of self-perception. The concept of cognitive appearance schemas was developed by researcher T. Cash (2004) within the cognitive-behavioral model of body image. Appearance schemas represent stable cognitive structures consisting of beliefs that determine the importance attributed to physical appearance and the extent to which appearance influences the formation of self-esteem. These schemas reflect how individuals interpret information related to their own appearance, respond to social situations, and evaluate their body and physical characteristics.

According to this model, appearance schemas include two key components. The first is appearance-related concern, which reflects the intensity of preoccupation with one's physical appearance, sensitivity to external evaluation, and the tendency to interpret social situations through the lens of appearance. The second component is appearance investment in self-esteem, which indicates the extent to which physical appearance constitutes a significant part of one's self-worth, influencing confidence and emotional well-being.

Research indicates that cognitive appearance schemas tend to be more strongly expressed among individuals in public professions, including university teachers (Pruzinsky & Cash, 2002). Public speaking, teaching in large classrooms, and the need to present oneself in professional settings increase the importance of the appearance-related component of self-perception.

In addition, self-esteem plays a crucial role as a regulator of professional behavior. It is defined as a global emotional and cognitive evaluation of oneself (Rosenberg, 1979) and encompasses beliefs about one's personal value, ability to influence the

surrounding environment, and capacity to cope with life challenges. For university teachers, self-esteem is particularly important, as it influences professional well-being, the perception of teaching-related challenges, and the quality of interaction with students (Judge & Bono, 2001).

The key functions of self-esteem in teachers' professional activity include several important factors:

- regulation of emotional states,
- maintenance of stability in stressful situations,
- enhancement of confidence in pedagogical communication,
- development of constructive responses to feedback,
- strengthening of professional identity.

Research indicates that low self-esteem among teachers is often associated with increased anxiety, emotional burnout, and reduced quality of pedagogical interaction (Skaalvik & Skaalvik, 2010). In contrast, high self-esteem serves as a protective factor contributing to professional well-being.

In the context of teachers' psychological resources, particular attention should be given to self-efficacy. This concept, introduced by A. Bandura (Bandura, 1997), refers to an individual's belief in their ability to perform specific actions required to achieve desired outcomes. Among university teachers, self-efficacy manifests as confidence in their ability to organize the instructional process, manage classroom situations, motivate students, and successfully address pedagogical challenges.

High levels of self-efficacy are associated with:

- greater resilience to stress,
- more effective emotional self-regulation,
- more successful performance of teaching-related tasks,
- reduced risk of emotional burnout (Tschannen-Moran & Hoy, 2001).

The scientific literature indicates that self-efficacy is closely related to self-esteem; however, it represents a distinct construct that reflects individuals' perceptions of their capabilities in specific domains of functioning rather than their overall sense of self-worth (Judge, Erez, Bono, & Thoresen, 2002).

Finally, when examining the relationship between cognitive appearance schemas, self-esteem, and self-efficacy, it becomes evident that, despite extensive research on each of these constructs individually, studies investigating the interrelationship among all three variables simultaneously remain relatively limited. Nevertheless, existing research provides insight into the potential mechanisms un-

derlying their interaction.

#### 1. Appearance schemas and self-esteem.

Individuals for whom physical appearance constitutes a significant component of self-perception are more likely to incorporate appearance-related factors into the structure of their self-esteem. Research indicates that heightened appearance-related concern predicts greater fluctuations in self-esteem and increased dependence on external evaluations (Cash & Smolak, 2011).

#### 2. Appearance schemas and self-efficacy.

More positive perceptions of one's appearance contribute to greater confidence during public speaking, reduce anxiety, and facilitate active engagement in professional tasks. In contrast, negative appearance schemas may reduce confidence in social and professional contexts (Menzel & Levine, 2011).

#### 3. Self-esteem and self-efficacy.

High self-esteem contributes to strengthening individuals' belief in their own capabilities. Stable positive correlations between these constructs have been consistently reported (Judge & Bono, 2001), which can be explained by shared underlying mechanisms related to positive self-evaluation and confidence in one's ability to succeed.

Thus, theoretical evidence suggests that among university teachers, cognitive appearance schemas may be closely associated with both self-esteem and self-efficacy. However, comprehensive empirical studies examining these relationships within a Kazakhstani sample remain lacking, which highlights the relevance and scientific significance of the present study.

### Materials and methods

The study involved 48 teachers from five higher education institutions in Almaty. The participants varied in terms of gender, academic position, years of teaching experience, and disciplinary background. The inclusion criteria were current employment at a university, at least one year of teaching experience, and voluntary participation in the study. Exclusion criteria included incomplete questionnaires, as well as graduate students and university staff without teaching responsibilities.

The psychodiagnostic instruments were selected to examine the relationships between cognitive appearance schemas, self-esteem, and self-efficacy among university teachers.

The Appearance Schemas Inventory-Revised (ASI-R) (Cash, 2004) was used to assess cognitive

appearance schemas. This instrument measures two key dimensions: Self-Evaluative Salience, which reflects concern about physical appearance and its emotional significance, and Motivational Salience, which indicates the extent to which appearance is integrated into the structure of self-esteem. The ASI-R is a validated instrument and has been widely used in research on self-perception, public visibility, and professional populations.

In addition, the Rosenberg Self-Esteem Scale (RSES) was employed to assess global self-esteem. This scale measures individuals' overall self-evaluation, reflecting general self-satisfaction and confidence in one's personal value.

The General Self-Efficacy Scale (GSES) was used to assess perceived self-efficacy. This instrument measures individuals' subjective confidence in their ability to cope effectively with a broad range of life and professional challenges.

**Research procedure.** The study was conducted online using the Google Forms platform. Participants were provided with information regarding the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Participants completed the questionnaires in a sequential order, including a socio-demographic questionnaire, followed by ASI-R, RSES, and GSES. On average, completion of the questionnaire took approximately 12-15 minutes.

**Statistical processing methods.** The following statistical methods were employed in this study: descriptive statistics (mean [M] and standard deviation [SD] for scale variables; frequency [n] and percentage [%] for categorical variables), Pearson correlation analysis, and subgroup comparisons based on years of teaching experience. The use of Pearson's correlation coefficient was appropriate given the scale-level measurement and the normal distribution of the primary variables. To characterize the sample and assess its representativeness, an analysis of participants' socio-demographic characteristics was conducted. The data presented in Table 1 illustrate the distribution of respondents by gender, age, academic position, years of teaching experience, and involvement in online teaching. These factors represent important contextual variables for interpreting the study findings.

The majority of the study participants were female (75%), male respondents accounted for 25% of the sample. The participants' age ranged from 22 to 50 years and above. Nearly half of the sample consisted of lecturers (45.8%). Professors represented the smallest group (12.5%). The most represented

category in terms of teaching experience was participants with 11-20 years of experience (35.4%), while the smallest proportion included teachers with less than 5 years of experience (16.7%). A substantial proportion of respondents reported involvement in online teaching (89.6%), reflecting the characteristics of the contemporary educational environment.

**Table 1** – Socio-demographic characteristics of the participants (N = 48)

Variable	Category	n	%
Gender	Female	36	75%
	Male	12	25%
Year	22-30 years old	9	18.8%
	31-40 years old	12	25%
	41-50 years old	15	31.3%
	Over 50 years	12	25%
Position	Lecturer	22	45.8%
	Senior Lecturer	11	22.9%
	Associate Professor	9	18.8%
	Professor	6	12.5%
Teaching experience	< 5 years	8	16.7%
	5-10 years	13	27.1%
	11-20 years	17	35.4%
	> 20 years	10	20.8%
Participation in online teaching	Yes	43	89.6%
	No	5	10.4%

## Results and discussion

For all quantitative variables obtained using the three instruments (ASI-R, RSES, and GSES), means and standard deviations were calculated. At the initial stage of the analysis, descriptive statistics were computed to assess the overall levels of cognitive appearance schemas, self-esteem, and self-efficacy in the sample. This approach made it possible to determine the average levels of the measured indicators and the variability of the data prior to conducting correlation analysis. The results are presented in Table 2.

The mean score for cognitive appearance schemas was  $M = 60.7$  ( $SD = 16.64$ ), indicating a relatively high level of appearance-related significance within the structure of teachers' self-perception. The mean self-esteem score was  $M = 19.0$  ( $SD = 6.3$ ),

corresponding to a moderate level according to the Rosenberg Self-Esteem Scale, suggesting generally normative self-evaluation among participants. The mean score for general self-efficacy was  $M = 30.5$  ( $SD = 6.89$ ), reflecting a moderate level of perceived confidence in one's professional capabilities.

**Table 2** – Mean values of cognitive appearance schemas, self-esteem, and self-efficacy ( $N = 48$ )

Scale	M	SD
ASI-R (Appearance schemas)	60,70	16,64
RSES (Self-esteem)	19,0	6,3

**Correlation Analysis.** To test hypotheses  $H_1$ - $H_3$ , Pearson correlation analysis was conducted, yielding the following results:

- a significant positive relationship between cognitive appearance schemas and self-esteem ( $r = 0.638$ ;  $p < 0.001$ ),
- a significant positive relationship between cognitive appearance schemas and self-efficacy ( $r = 0.632$ ;  $p < 0.001$ ),
- a significant positive relationship between self-esteem and self-efficacy ( $r = 0.789$ ;  $p < 0.001$ ).

To systematize the obtained correlation coefficients and provide a clear representation of the strength of the relationships between the studied variables, a correlation matrix was constructed. Table 3 presents the Pearson correlation coefficients between cognitive appearance schemas, self-esteem, and self-efficacy.

**Table 3** – Correlations among the main variables

Indicators	ASI-R	RSES	GSES
ASI-R	–	0.638***	0.632***
RSES	0.638***	–	0.789***
GSES	0.632***	0.789***	–

\*\*\* $p < .001$

Specifically, a moderate positive correlation was found between cognitive appearance schemas and self-esteem ( $r = .638$ ,  $p < .001$ ), indicating that higher appearance-related salience within the self-concept is associated with higher levels of self-esteem. A positive correlation was also observed between cognitive appearance schemas and self-efficacy ( $r =$

$.632$ ,  $p < .001$ ), suggesting that greater attention to appearance may be associated with increased confidence in one's professional capabilities. In addition, a strong positive correlation was identified between self-esteem and self-efficacy ( $r = .789$ ,  $p < .001$ ), reflecting the interrelated nature of these personal psychological resources.

The results of the analysis examining differences based on years of teaching experience are presented in Table 4. To further test hypothesis  $H_4$ , additional analyses were conducted to examine differences in cognitive appearance schemas, self-esteem, and self-efficacy across groups with varying levels of teaching experience. Comparison of mean values allows for the identification of potential trends in these psychological characteristics as professional experience increases.

**Table 4** – Mean values of the study variables by years of teaching experience

Teaching experience	ASI-R (M)	RSES (M)	GSES (M)
< 5 years	49.67	16.4	27
5-10 years	57.38	18.69	30.77
11-20 years	62.71	21.29	30.59
> 20 years	72	25	38.4

Among teachers with less than five years of teaching experience, the mean self-esteem score was 16.4, whereas in the group with more than 20 years of experience, it reached 25, reflecting a tendency for self-esteem to increase with professional development. A similar pattern was observed for self-efficacy, with mean scores of 27.0 and 38.4, respectively.

At the same time, cognitive appearance schemas demonstrated an increasing trend with greater teaching experience. Specifically, the mean score was 49.67 among teachers with less than five years of experience and 72.0 among those with more than 20 years of experience. This pattern may indicate a gradual shift toward greater integration of appearance-related perceptions within the broader structure of professional self-perception, potentially reflecting increased self-awareness and professional identity development.

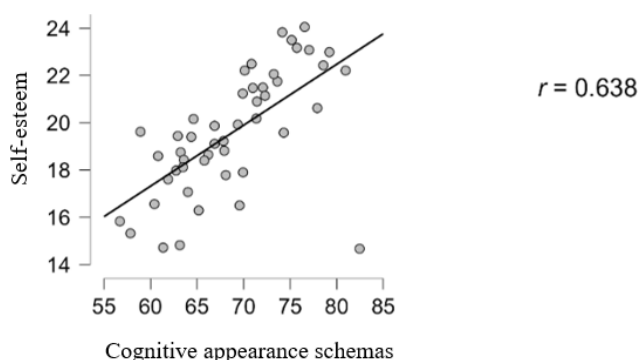
To visually illustrate the identified relationship, a scatterplot was constructed showing the correlation between cognitive appearance schemas and

self-esteem. This graphical representation allows for the assessment of the direction and strength of the relationship between the variables.

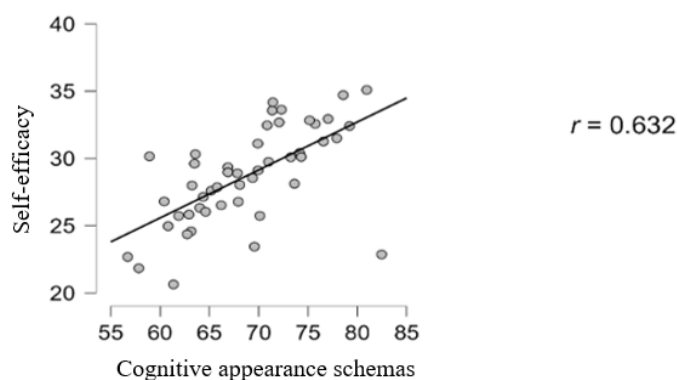
The scatterplot clearly demonstrates an upward trend line, graphically confirming the positive relationship between the variables. Most data points are concentrated within the range of moderate values. The identified positive correlation ( $r = 0.638$ ) indicates that teachers who attribute greater importance to their physical appearance and integrate appearance into their self-evaluative framework tend

to demonstrate higher levels of global self-esteem. This finding is consistent with Cash's (2004) research, which suggests that positive appearance schemas contribute to stronger self-esteem and greater emotional stability.

Similarly, a visualization of the relationship between cognitive appearance schemas and teachers' self-efficacy was constructed. This graphical representation allows for further examination of the distribution of the variables and confirms the linear nature of the relationship.



**Figure 1** – Correlation between cognitive appearance schemas and teachers' self-esteem



**Figure 2** – Correlation between cognitive appearance schemas and teachers' self-efficacy

The distribution of data points reflects a stable positive relationship, with a moderate dispersion of values, further supporting the statistical significance of the observed correlation. The correlation coefficient ( $r = 0.632$ ) confirms that more positive appearance-related cognitive schemas are associated with higher levels of confidence in professional teaching abilities. Among university teachers, this may

manifest as reduced anxiety during public speaking, greater openness in professional communication, and increased confidence in classroom interactions.

To further assess the strength of the relationship between self-esteem and self-efficacy, an additional scatterplot was constructed, providing a graphical representation that supports the results of the correlation analysis.

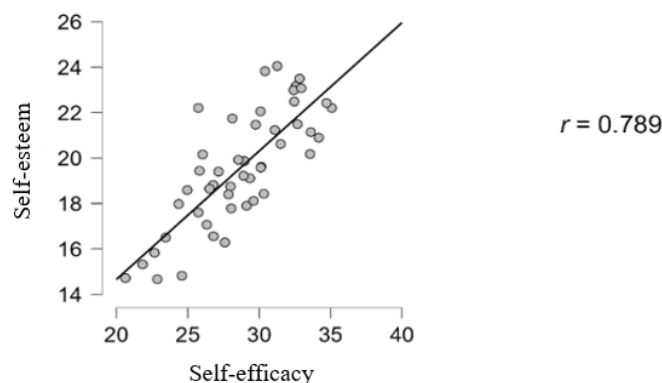


Figure 3 – Correlation between self-esteem and teachers’ self-efficacy

The trend line demonstrates a pronounced upward direction, corresponding to the positive correlation between self-esteem and self-efficacy. The strongest correlation ( $r = 0.789$ ) indicates that a positive general evaluation of oneself is closely associated with confidence in professional capabilities. This finding is consistent with the conclusions of Bandura (1997) and Judge & Bono (2001).

Table 5 – Average values of ASI-R, RSES and GSES depending on teaching experience

Teaching experience	ASI-R (M)	RSES (M)	GSES (M)
1-5 years	18.5	26.8	66.2
6-10 years	19.3	27.5	67.1
11-20 years	20.7	29.1	70.4
More than 20 years	21.6	30.3	72.0

The data show that the indicators of all three variables increase with increasing teaching experience: teachers with little experience demonstrate lower levels of self-esteem and self-efficacy; the highest rates are observed in the group with experience > 20 years.

This is consistent with a variety of studies showing that professional experience contributes to a sense of competence, stability, and confidence in public situations.

The results of the study show that cognitive patterns of appearance are closely related to both self-esteem and self-effectiveness of teachers. These data are consistent with modern research that emphasizes that the perception of one’s own appear-

ance is an important part of the self-perception of professionals, especially in public professions.

### Conclusion

The aim of this study was to examine the relationships between appearance cognitive schemas, self-esteem, and self-efficacy among university teachers. Based on the analysis of data obtained from a sample of 48 university instructors, statistically significant positive relationships were identified between all examined variables.

The observed correlations allow the following scientific conclusions to be drawn:

1. Appearance cognitive schemas are positively associated with teachers’ self-esteem.

Teachers for whom physical appearance represents a significant component of self-perception tend to demonstrate higher levels of global self-esteem. Appearance schemas function as a psychological regulator of emotional self-attitude, influencing confidence and overall self-acceptance.

2. Appearance schemas are positively associated with self-efficacy.

Positive appearance schemas, reflecting confidence and acceptance of one’s physical self, are correlated with stronger beliefs in one’s ability to act effectively in professional contexts. This finding is particularly relevant for university teachers as members of a public professional group.

3. Self-esteem is strongly associated with self-efficacy.

The strong positive correlation ( $r = 0.789$ ) confirms that global self-worth and confidence in one’s professional capabilities form a mutually reinforcing system of personal psychological resources.

4. All three variables demonstrate a tendency to increase with greater teaching experience. More experienced teachers exhibit more stable and positive self-perception, greater confidence in their professional abilities, and higher acceptance of their own appearance.

Thus, hypotheses H1-H3 received empirical support, while hypothesis H4 was partially confirmed at the level of observed trends. The findings suggest that appearance cognitive schemas may be considered a significant component of teachers' self-perception structure, influencing the development of personal psychological resources essential for professional functioning.

Overall, the results highlight the importance of cognitive and personal factors in teachers' professional well-being. Attitudes toward one's own appearance appear to be not a superficial characteristic but a deeply psychological component influencing self-evaluative and regulatory mechanisms in pedagogical activity.

*Practical recommendations.* Based on the findings, several directions can be identified to enhance teachers' psychological well-being:

1. Psychological training aimed at developing positive self-perception, with a focus on the formation of adaptive appearance schemas, acceptance of one's own image, and reduction of excessive appearance-related self-focus.

2. Self-esteem enhancement programs, including training designed to strengthen stable self-worth, address irrational negative beliefs, and develop positive self-support strategies.

3. Self-efficacy enhancement training, including the development of confident classroom behavior, training in self-regulation techniques during public speaking, and strengthening teachers' sense of control over professional situations.

4. Psychoeducational initiatives in universities, such as lectures and training sessions on the role of cognitive schemas, self-perception, professional stress, and emotional resilience.

5. Individual counseling for teachers, particularly during the adaptation stage (0–5 years of experience), when levels of self-esteem and self-efficacy

tend to be lowest.

*Study limitations.* The small sample size ( $N = 48$ ) limits the generalizability of the findings. The non-random sampling method may introduce sampling bias. The exclusive use of self-report measures may affect the subjectivity of responses. The absence of statistical testing for differences based on teaching experience means that the results should be interpreted as indicative trends rather than definitive conclusions. Additionally, the cross-sectional design does not allow for causal inferences. These limitations should be addressed in future research.

*Future research directions* include recommendations aimed at expanding the scope of investigation and obtaining more robust and generalizable results. These include increasing the sample size and involving university teachers from different regions of Kazakhstan; incorporating additional psychological variables such as emotional resilience, professional burnout, and perfectionism; comparing teachers engaged in face-to-face and online instruction; and applying experimental designs as well as structural equation modeling (SEM).

The quantitative analysis demonstrated that cognitive appearance schemas explain a significant portion of the variance in self-esteem and self-efficacy, as reflected in the identified moderate correlation coefficients. This finding highlights their psychological significance within the structure of teachers' professional self-perception.

Overall, the results of the study confirm the key role of personal cognitive factors in shaping the professional well-being of university teachers. Understanding the relationships between appearance schemas, self-esteem, and self-efficacy provides deeper insight into the mechanisms of professional resilience and helps identify directions for psychological support. A comprehensive examination of these characteristics contributes significantly to the development of scientific knowledge on the determinants of professional well-being and highlights the need for systematic efforts to strengthen teachers' psychological resources in contemporary educational environments.

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## RESEARCH OF STUDENTS' EMOTIONAL STABILITY IN EDUCATION IN A DIGITAL ENVIRONMENT

The digitalization of the educational environment has significantly transformed the nature of students' learning activities, increasing the demands placed on their independence, self-organization, and ability to cope with informational and emotional loads. Under these conditions, emotional stability becomes particularly important as a psychological resource that ensures students' successful adaptation to digital forms of education. The purpose of this study is to identify the characteristics of students' emotional stability within a digital educational environment and to analyze the relationship between students' personality traits and their ability to adapt to digital learning while maintaining psychological well-being. The methodological basis of the research consists of psychodiagnostic methods that allow a comprehensive assessment of students' personal and adaptive resources. The empirical study employed the Five-Factor Personality Questionnaire by R. McCrae and P. Costa (Big Five), aimed at identifying key personality traits, as well as the Connor–Davidson Resilience Scale (CD-RISC), which makes it possible to assess the level of stress resistance, self-regulation, and adaptive capacities of an individual.

The results of the study show that most students demonstrate a moderate level of emotional and psychological stability. It was found that personality characteristics such as conscientiousness and openness to experience are positively associated with psychological resilience, whereas a high level of neuroticism is accompanied by a decrease in adaptive resources. Correlation analysis confirmed a statistically significant relationship between students' personality traits and their ability to effectively adapt to the conditions of digital learning. The scientific value of the study lies in clarifying the role of emotional stability as a psychological factor of students' successful adaptation to the digital educational environment and in identifying personality determinants that influence the effectiveness of learning activities in the context of educational digitalization. The practical significance of the work lies in the possibility of using the obtained results to develop psychological support programs for students aimed at enhancing self-regulation skills, stress resistance, and emotional adaptation within the digital educational environment.

**Keywords:** emotional stability, digital educational environment, students, technostress, self-regulation, academic success, distance learning.

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## Цифрлық ортадағы білім беруде студенттердің эмоционалдық тұрақтылығын зерттеу

Білім беру ортасының цифрлануы студенттердің оқу қызметінің сипатын едәуір өзгертті, олардың дербестігіне, өзін-өзі ұйымдастыруына және ақпараттық әрі эмоционалдық жүктемелерді еңсеру қабілетіне қойылатын талаптарды күшейтті. Осындай жағдайда студенттердің цифрлық білім беру форматтарына табысты бейімделуін қамтамасыз ететін психологиялық ресурс ретінде эмоционалдық тұрақтылықтың маңызы арта түседі. Зерттеудің мақсаты – цифрлық білім беру ортасы жағдайында студенттердің эмоционалдық тұрақтылығының ерекшеліктерін анықтау және білім алушылардың тұлғалық сипаттамалары мен олардың цифрлық оқытуға бейімделу, психологиялық әл-ауқатын сақтау қабілеттері арасындағы өзара байланысты талдау. Зерттеудің әдіснамалық негізін студенттердің тұлғалық және бейімделу ресурстарын кешенді бағалауға мүмкіндік беретін психодиагностикалық әдістер құрады. Эмпирикалық зерттеуде Р. МакКрае мен П. Костаның «Тұлғаның бес факторлы сауалнамасы» (Big Five) қолданылды, ол тұлғаның негізгі сипаттамаларын анықтауға бағытталған. Сонымен қатар Коннор–Дэвидсонның «Психологиялық

«Психологиялық тұрақтылық шкаласы» (CD-RISC) пайдаланылды, бұл әдістеме тұлғаның стресс төзімділігі, өзін-өзі реттеу және бейімделу мүмкіндіктерін бағалауға мүмкіндік береді.

Зерттеу нәтижелері студенттердің көпшілігі эмоционалдық тұрақтылық пен психологиялық тұрақтылықтың орташа деңгейін көрсететінін анықтады. Сонымен қатар саналылық (жауапкершілік) пен тәжірибеге ашықтық сияқты тұлғалық қасиеттер психологиялық тұрақтылық деңгейімен оң байланыста екені, ал нейротизмнің жоғары деңгейі бейімделу ресурстарының төмендеуімен қатар жүретіні анықталды. Корреляциялық талдау студенттердің тұлғалық ерекшеліктері мен олардың цифрлық оқыту жағдайына тиімді бейімделу қабілеті арасында статистикалық мәнді байланыс бар екенін көрсетті. Зерттеудің ғылыми құндылығы – эмоционалдық тұрақтылықтың студенттердің цифрлық білім беру ортасына табысты бейімделуінің маңызды психологиялық факторы ретіндегі рөлін нақтылауда және білім беру қызметінің тиімділігіне әсер ететін тұлғалық детерминанттарды айқындауда көрінеді. Жұмыстың практикалық маңыздылығы алынған нәтижелерді студенттерге психологиялық қолдау көрсету бағдарламаларын әзірлеуде, атап айтқанда өзін-өзі реттеу, стресс төзімділігі және цифрлық білім беру ортасына эмоционалдық бейімделу дағдыларын дамытуға бағытталған бағдарламаларды жасау барысында қолдану мүмкіндігімен анықталады.

**Түйін сөздер:** эмоционалды тұрақтылық, цифрлық білім беру ортасы, студенттер, техностресс, өзін-өзі реттеу, академиялық жетістік, қашықтықтан оқыту.

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### Исследование эмоциональной устойчивости студентов в образовании в цифровой среде

Цифровизация образовательной среды существенно трансформировала характер учебной деятельности студентов, усилив требования к их самостоятельности, самоорганизации и способности справляться с информационной и эмоциональной нагрузкой. В этих условиях особую значимость приобретает эмоциональная устойчивость как психологический ресурс, обеспечивающий успешную адаптацию обучающихся к цифровым форматам образования. Целью исследования является выявление особенностей эмоциональной устойчивости студентов в условиях цифровой образовательной среды, а также анализ взаимосвязи личностных характеристик обучающихся с их способностью адаптироваться к цифровому обучению и поддерживать психологическое благополучие. Методологическую основу исследования составили психодиагностические методы, позволяющие комплексно оценить личностные и адаптационные ресурсы студентов. В эмпирическом исследовании использованы «Пятифакторный опросник личности» Р. МакКре и П. Косты (Big Five), направленный на выявление ключевых личностных характеристик, а также «Шкала психологической устойчивости» Коннора–Дэвидсона (CD-RISC), позволяющая оценить уровень стрессоустойчивости, саморегуляции и адаптивных возможностей личности.

Результаты исследования показали, что большинство студентов демонстрируют средний уровень эмоциональной устойчивости и психологической стабильности. Установлено, что такие личностные характеристики, как сознательность и открытость опыту, положительно связаны с уровнем психологической устойчивости, тогда как высокий уровень нейротизма сопровождается снижением адаптационных ресурсов. Корреляционный анализ подтвердил статистически значимую связь между личностными особенностями студентов и их способностью эффективно адаптироваться к условиям цифрового обучения. Научная ценность исследования заключается в уточнении роли эмоциональной устойчивости как психологического фактора успешной адаптации студентов к цифровой образовательной среде и в выявлении личностных детерминант, влияющих на эффективность учебной деятельности в условиях цифровизации образования. Практическая значимость работы состоит в возможности использования полученных результатов для разработки программ психологической поддержки студентов, направленных на развитие навыков саморегуляции, стрессоустойчивости и эмоциональной адаптации в цифровой образовательной среде.

**Ключевые слова:** эмоциональная устойчивость, цифровая образовательная среда, студенты, техностресс, саморегуляция, академическая успешность, дистанционное обучение.

## Introduction

The modern educational landscape has undergone radical changes based on the large-scale integration of digital technologies, including distance learning, online courses and educational platforms. This process, reinforced by recent global events, has transformed from technical excellence into a new reality for millions of students. Previous studies (Smirnov, 2019; Ivanova, 2021) has convincingly demonstrated the impact of digitalization on the cognitive and social aspects of the educational process. In the context of this digital transformation, there is a significant gap in the study of students' psycho-emotional well-being. In particular, there is a lack of empirical research aimed at analyzing students' emotional stability as an important factor in academic success and maintaining mental health with the active use of digital educational resources. The relevance of the scientific article is obvious both in theoretical and applied terms:

- theoretical significance: in the context of accelerated digitalization of education, there is a need to clarify theoretical ideas about "emotional stability". This is due to the emergence of stresses inherent only in the digital environment: information overload, technostress, social isolation and the need for independent regulation of emotions in the absence of direct control.

- practical significance: the study allows you to create scientifically based tools and methodological manuals for teachers to provide psychological support to students.

We choose the dynamics of educational activities in Higher School, carried out through the digital environment, as the object of research of a scientific article.

To conduct the research, we selected the methods of R. McCrae P. Costa's "five-factor personality questionnaire" and Connor-Davidson's "psychological resilience scale".

Identifying specific characteristics, describing the structure and substantiating the relationship of students' emotional stability with their learning outcomes and the success of adaptation in a digital educational environment is the main goal of the scientific article

That is why the following goals were set in this study: 1) review of theoretical developments on the problem of emotional stability in domestic and foreign psychology. 2) creation of a comprehensive set of tools to assess the level of emotional stability of students in the context of digital education and

identify their characteristic emotional states. 3) implementation of empirical verification of the interdependence of students' emotional stability, subjective assessment of their educational achievements and susceptibility to digital learning conditions. 4) formulate scientifically based recommendations for creating favorable psychological and pedagogical conditions for the development and maintenance of emotional stability of students in the conditions of a digital educational environment.

The main hypothesis: emotional stability of students is an important predictor of their successful adaptation and academic performance in a digital educational environment, and a low level of stability is associated with the risk of developing technostress and a decrease in motivation to learn.

The scientific article is based on the following positions: systemic position – the student and the digital educational environment are considered as a unit that affects each other; subjective-action position – the emphasis is on the active role of the student in the educational process and his interaction with digital tools. competence principle – attention is paid to the development of the skills and competencies necessary for successful learning in a digital environment.

The article proposed by the authors: theoretical significance – the concepts of the structure and determinants of emotional stability of the personality in the context of intensive digitalization were clarified; practical significance – diagnostic tools were developed and specific measures were proposed for psychological and pedagogical support of students in the digital environment.

## Literature review

As part of the accelerated digitalization of the educational process, the ability of students to maintain emotional balance is important for achieving academic success, successfully adapting to new conditions, and maintaining psychological health. Modern scientific research suggests that the digital environment, regardless of its educational prospects, at the same time creates an increase in emotional challenges, which creates the need for students to develop skills of self-control, stress resistance and confident mastery of digital technologies.

### *1. Theoretical prerequisites for emotional stability*

Within the framework of a foreign psychological paradigm, emotional stability is interpreted as the ability of a person to maintain functional activ-

ity in stressful situations, based on cognitive and behavioral strategies (Lazarus & Folkman, 1984). Masten (2001) points out that sustainability is not an immanent quality, but the result of the dynamic interaction of individual resources and environmental factors. Domestic researchers interpret emotional stability as an integrative characteristic of a person, which determines the success of his work in conditions of psycho-emotional tension (Bodrov, 2006). Leontiev (2011) formulates its connection with the formation of personal meaning and the development of self-regulation mechanisms, which becomes especially relevant in the context of a digital educational environment that requires the student to independently organize educational activities.

### *2. The impact of the digital educational environment on the emotional state of students*

The actualization of distance and blended education models has led to an increase in the role of emotional resilience. The digital environment is characterized by the emergence of specific stressors, such as information overload, restriction of interpersonal interaction, and the need for a high level of self-organization (Hodges et al., 2020). A comparative analysis of foreign empirical data shows a correlation between the high level of emotional stability of students and the increase in their participation in online learning, as well as improved academic performance (Zhang et al., 2020; Zhao et al., 2021). Domestic studies also confirm this pattern, pointing to emotional stability as a predictor of successful assimilation of digital educational programs and a factor in reducing the risk of burnout (Soldatova & Novosiova, 2018; Surkova, 2021). Thus, the consensus within different scientific paradigms is that the digital environment places high demands on the emotional self-regulation of students, and sustainability acts as an important element of adaptation.

### *3. Emotional stability as a predictor of academic success*

A meta-analysis of Foreign Studies shows that emotional stability is closely related to academic motivation, satisfaction with the learning process, and the level of student participation (Martin & Marsh, 2006). In the context of digital education, this connection is strengthened: students with high emotional resilience demonstrate better adaptation to new learning formats, high self-efficacy and the ability to deal with uncertainty (Broadbent & Poon, 2015).

Similar trends are observed in Russian studies, where emotional stability is associated with success in educational activities, developed self-regulation

and a decrease in the level of anxiety (Morosanova, 2014; Klimov, 2010).

Comparison of data from different countries shows that, despite the variability of methodological approaches, the conclusions are unanimous: emotional stability acts as a universal factor determining the effectiveness of training, especially in the digital environment.

### *4. Effective ways to develop emotional stability of students*

To achieve the emotional stability of students, foreign researchers offer programs based on mindfulness practices, cognitive behavioral strategies and training in self-regulation skills (Shapiro et al., 2008). Domestic authors, in turn, pay attention to the development of emotional intelligence, reflexive skills and the creation of a supportive educational environment (Lucin, 2025; Medvedeva, 2010). Data analysis confirms that maximum efficiency is achieved through the use of comprehensive programs that combine digital tools, psychological support and the development of self-regulation skills.

## **Materials and methods**

For the empirical part of the scientific article, R. McCrae selected P. Costa's "five-factor personality questionnaire" and Connor-Davidson's "psychological resilience scale".

To understand the results of the survey, an analysis of direct data (primary factors) and generalized indicators (key factors) is carried out. Each key factor is accompanied by an indication of the corresponding personality trait of the "Big Five": the right indicates a trait in which high scores are the norm, and the left indicates a trait characterized by low scores.

The value of the main factor is determined by the total value of the points of the primary factors. The score range for each major factor varies from 15 to 75. To make it easier to explain, these points are conditionally divided into three groups: high (51-75 points), medium (41-50 points) and low (15-40 points).

To study the emotional stability of the personality, we focused on a methodology that has a high theoretical and practical value. At the heart of our choice is the five-factor model of personality (neuroticism, extraversion, openness to experience, goodwill, consciousness) proposed by R. McCrae and P. Costa. We pay special attention to neuroticism, which serves as the main indicator of emotional stability. High performance on this scale indi-

cates an increase in emotional reactivity, a tendency to anxiety and stress, which is especially important in a modern digital educational environment with high cognitive load and intense information flow.

In addition, such personal characteristics as awareness and openness to experience make it possible to assess the level of self-organization of students, their readiness to master digital technologies and adaptation to online learning formats. Extraversion and goodwill, in turn, reveal the peculiarities of social communication and interaction in the virtual educational space.

The methodology of R. McCrae and P. Costa is one of the most authoritative and validated tools in the field of personal diagnostics, widely used in international research. Its use provides high reliability of the data obtained and allows us to compare our results with the results of other scientific works devoted to the problems of emotional stability and digital education.

Consequently, the use of the "five-factor personality questionnaire" by R. McCrae and P. Costa is methodologically justified and fully meets the goals of studying the emotional stability of students in a digital educational environment.

Along with the "five-factor personality questionnaire" by R. McCrae and P. Costa, the Connor-Davidson "psychological stability scale" (CD-RISC) methodology was involved to conduct a comprehensive assessment of students' emotional stability in the context of a digital educational environment. This scale is designed to quantify the level of psychological stability, defined as the ability of a person to effectively adapt in stressful situations, maintain emotional homeostasis and recover after negative influences. The CD-RISC scale tests endurance components such as self-regulation, perseverance, self-efficacy, cognitive flexibility, and resistance to uncertainty. These parameters acquire particular relevance in the context of digital learning, characterized by high information density, dynamics of formats and requirements for the independent organization of educational activities. The Connor-Davidson methodology is one of the most authoritative and psychometrically based tools for assessing psychological resilience, demonstrating high rates of reliability and suitability in various cultural and educational contexts. The use of this scale allows quantifying the adaptive resources of students and identifying individual differences in their ability to cope with the emotional and cognitive loads of the digital educational environment. Thus, the integration of the CD-RISC scale with the

five-factor model of personality provides a multifaceted analysis of students' emotional resilience, combining individual dispositions and relevant adaptive resources in the context of digital education.

Within the framework of the study dedicated to the emotional stability of students in a digital educational environment, psychodiagnostic methods were used as follows. The first, The "Five-Factor personality survey" (Big Five), made it possible to assess the fundamental personality characteristics of students. Particular attention was paid to neuroticism as an indicator of emotional stability, as well as other factors (extraversion, openness to experience, goodwill, consciousness) that indicate the ability to self-regulate, adapt and effectively interact in the digital space. The second method, the Connor-Davidson psychological resilience scale (CD-RISC), aims to measure students' ability to resist stress, maintain emotional balance, and recover in situations of strain and uncertainty typical of the digital learning format. The joint use of these tools provided a comprehensive analysis of emotional stability, which made it possible to consider it both in terms of stable personality traits and in terms of dynamic resources for adaptation to the digital educational environment.

These methods were carried out for students of 1-2 courses. 80 students took part in the survey. The answers of the respondents were studied and presented in the results and discussion section of the article.

## Results and discussion

A quantitative analysis of the results obtained using the "five-factor personality questionnaire" by R. McCrae and P. Costa and the Connor-Davidson psychological stability scale (CD-RISC) made it possible to characterize the features of the emotional stability of students in a digital educational environment.

*Null hypothesis ( $H_0$ ):* In a digital educational environment, there is no statistically significant relationship between the emotional resilience of students and their academic achievement, adaptation to digital learning conditions, and the level of psychological resilience. Personality traits (neuroticism, awareness, openness to experience, extraversion, goodwill) do not significantly affect the effectiveness of students' adaptation in the digital environment.

*Alternative hypothesis ( $H_1$ ):* The emotional stability of students in a digital educational environ-

ment is an important psychological determinant of their academic success and successful adaptation to digital learning conditions. Students with a high level of neuroticism will have lower indicators of psychological stability and adaptability, while students with a high level of openness to consciousness and experience will more effectively adapt to the requirements of the digital educational environment. It is assumed that the relationships between these personality traits and psychological stability are statistically significant.

**Table 1** – The average value of indicators of personal characteristics and psychological stability of students (N=80)

Indicator	M	SD
Neuroticism	24,8	6,3
Extraversion	27,4	6,1
Openness to experience	29,9	5,7
Awareness	31,6	5,4
Goodwill	32,1	4,9
Psychological stability	68,7	12,5

According to the five-factor personality survey, the mean values on the neuroticism scale were  $M = 24.8$ ;  $SD = 6.3$ , which corresponds to the average level of emotional instability. The majority of students (about 62%) showed average rates of neuroticism, and 21% of respondents reported high values in the digital learning format, indicating a tendency to emotional tension and stress reactions. Low values of neuroticism 17% of students - noticed.

The average value on the scale of consciousness was  $M = 31.6$ ;  $SD = 5.4$ , which indicates a fairly high level of self-regulation and organization. 58% of respondents – high indicators of consciousness were recorded, which indicates the ability to effectively plan educational activities and adapt to the requirements of the digital educational environment.

The average indicators on the scale of openness to practice were  $M = 29.9$ ;  $SD = 5.7$ , 55% of students showed an average level, and 27% showed a high level of openness, which indicates a positive attitude to the use of digital technologies and readiness to master new forms of training.

The values on the scales of extraversion ( $M = 27.4$ ;  $SD = 6.1$ ) and goodwill ( $M = 32.1$ ;  $SD = 4.9$ ) were mainly in the middle range, indicating the average severity of the social orientation of communication activity and interaction in the online educational environment.

The results obtained on the Connor–Davidson psychological stability scale (CD-RISC) showed that the average level of psychological stability of students is  $M = 68.7$ ;  $SD = 12.5$ . Most of the study participants (64%) were classified as a medium tolerance group, 23% showed a high level characterized by the ability to cope with difficulties and stressful situations, and 13% of students showed a low level of psychological resilience, which indicates that the digital educational environment has an increased vulnerability to stress.

In general, quantitative results show that the emotional stability of students in digital education is determined by the combination of a moderate level of neuroticism and a medium–high level of psychological stability with the important role of self-regulation and adaptive personal resources.

A quantitative analysis of the data obtained using the «five-factor personality questionnaire» by R. McCrae and P. Costa and the Connor-Davidson «psychological stability scale» (CD-RISC) revealed the features of the individual structure and level of psychological stability of students in the context of a digital educational environment.

According to the results of the «five-factor personality survey», it was found that the average values on the neuroticism scale correspond to the average, which indicates the presence of emotional tension and sensitivity to stress in a part of students, but without pronounced emotional adaptation. The indicators of extraversion and goodwill were also within the range of averages, reflecting a sufficient level of readiness for social participation and interaction in the digital educational space. The scale of openness to experience was characterized by moderately high values, which indicates a positive attitude of students to new learning formats and digital technologies. The most obvious indicators were recorded on the scale of consciousness, which indicates the formation of skills of self-regulation, responsibility and focus in educational activities.

Analysis of the results on the CD-RISC scale showed that in general, the level of psychological stability of students is above average and above average. Most of the respondents demonstrated the ability to adapt in a changing educational environment, maintain internal control and recover from stressful situations associated with digital learning.

To determine the relationship between personal qualities and psychological stability, a correlation analysis was carried out using the Pearson coefficient. The results obtained are presented in Table 2.

**Table 2** – Correlation relationships between indicators of the Five-Factor Model Of Personality and psychological stability (N=80)

Indicator	CD-RISC
Neuroticism	-0.52
Extraversion	0.18
Openness to experience	0.38
Awareness	0.46
Goodwill	0.21

Note: \* $p < 0.01$

A significant negative correlation between neuroticism and psychological stability ( $r = -0.52$ ,  $p < 0.01$ ) has been found, indicating that increased emotional instability is accompanied by a decrease in the ability to work stress-resistant in a digital educational environment.

At the same time, a positive correlation of psychological stability with awareness ( $r = 0.46$ ,  $p < 0.01$ ) and openness to experience ( $r = 0.38$ ,  $p < 0.01$ ) was found. This suggests that students with a high level of self-regulation, responsibility and readiness for the new demonstrate a pronounced psychological stability during digital learning.

The connections with extraversion and goodwill were of a normal nature and did not reach a high level of statistical significance, which makes it possible to consider these factors as post-emotional stability.

Based on the results of the study, it can be scientifically substantiated that the alternative hypothesis (H.) was justified, and the null hypothesis (h.) was refuted.

The correlation analysis revealed a statistically significant negative correlation ( $p < 0.01$ ) between neuroticism and psychological stability (CD-RISC). This indicates that as the level of emotional instability increases, the adaptive resources of students in the digital educational environment decrease. This result refutes the “lack of connection” predicted in the null hypothesis.

The presence of a statistically significant positive correlation ( $p < 0.01$ ) between consciousness indicators and the CD-RISC scale proves that students with high levels of self-regulation, organization and responsibility are more stress-resistant and adaptive in digital learning situations. This fully coincides with the assumptions expressed in the alternative hypothesis.

The normal positive correlation ( $p < 0.05$ ) between openness to experience and psychological resilience has shown that flexibility and cognitive openness to new formats contribute to adaptation to the digital environment, which also supports the H ++ hypothesis.

The fact that the links between indicators of extraversion and goodwill and emotional stability do not reach statistical significance showed that these qualities play an indirect role, not a leading one. This result was also foreseen in an alternative hypothesis.

In conclusion, the obtained empirical data prove that the emotional stability of students is an important psychological prerequisite for successful adaptation and academic success in a digital educational environment. Therefore, the alternative hypothesis of the study (H<sub>1</sub>) was confirmed, and the null hypothesis (h.) was rejected.

## Conclusion

Based on the results of the conducted research, it was established that in the context of digital education the emotional state of students is determined by a combination of personal characteristics and adaptive psychological resources. The analysis of the data obtained using the Five-Factor Personality Questionnaire by R. McCrae and P. Costa together with the Connor–Davidson Psychological Resilience Scale (CD-RISC) demonstrated that the surveyed students generally show an average level of neuroticism and a medium–high level of psychological resilience. These indicators suggest that most students are able to maintain emotional balance in the digital educational environment, although a certain proportion remains vulnerable to emotional tension and stress reactions associated with digital learning conditions.

The study revealed that self-regulation and personal organization play a significant role in the process of adaptation to online learning formats. Indicators related to consciousness (conscientiousness) demonstrated a statistically significant positive relationship with psychological resilience, which indicates that students who possess developed skills of planning, responsibility and goal-orientation cope more successfully with the requirements of digital education. At the same time, neuroticism showed a negative correlation with psychological stability, confirming that emotional instability increases the risk of stress reactions, reduces adaptive capacity and may negatively influence students' academic performance.

The results also demonstrated that openness to experience contributes to students' readiness to perceive and effectively use digital educational technologies. Individuals characterized by cognitive flexibility and interest in new experiences demonstrate a higher level of adaptation to the digital learning environment. Extraversion and goodwill, although not directly determining emotional resilience, contribute to maintaining interpersonal interaction and social support in the online educational space, which indirectly supports students' psychological well-being.

Thus, the obtained empirical data confirm that emotional stability functions as an important psychological determinant of successful adaptation to digital education. Students with developed mechanisms of self-regulation and lower levels of neuroticism demonstrate higher resilience to academic stress, greater engagement in digital learning and better psychological well-being.

From a practical perspective, the findings of the study emphasize the necessity of systematically in-

tegrating psychological support mechanisms into digital educational environments. The development of programs aimed at strengthening emotional resilience, self-regulation skills and stress-management strategies can significantly increase students' adaptive capacity and academic effectiveness. In this regard, the implementation of psychological training programs, the development of emotional intelligence, and the creation of supportive educational environments are particularly relevant for higher education institutions operating in conditions of rapid digitalization.

In summary, emotional stability represents a key psychological resource that ensures students' successful functioning in a digital educational environment. Its development not only contributes to improving academic outcomes but also supports the preservation of psychological well-being and resilience in conditions of increasing informational and emotional load characteristic of modern digital education.

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## ЭТНОСАРАЛЫҚ ШИЕЛЕНІС ЖАҒДАЙЫНДА СЕНІМНІҢ МЕДИАТОРЛЫҚ РӨЛІ

Қазақстанның көпэтносты қоғамында сенім мен этникалық төзімділік этносаралық қатынастардың тұрақтылығының маңызды шарттары болып табылады. Дағдарыс кезеңдерінде этникалық фактордың рөлі артып, ол бір жағынан этникалық бірегейлікті күшейтуге, екінші жағынан этноцентризм қаупінің туындауына да алып келуі мүмкін. Сондықтан сенімнің медиатор ретіндегі рөлін зерттеу айрықша өзекті етеді.

Зерттеудің мақсаты – сенімнің әртүрлі этноұлттық ұстанымдар (патриоттық, ұлттық, бейтарап және негативистік) мен этникалық төзімділік арасындағы өзара байланыстағы рөлін анықтау. Болжам бойынша, сенім теріс ұстанымдардың тікелей әсерін әлсіретіп, оң әсерлерді күшейтеді және этносаралық шиеленістің ушығуына жол бермейді.

Зерттеудің ғылыми маңыздылығы толеранттылықтың қалыптасуындағы психологиялық механизмдерді нақтылауында, ал практикалық маңыздылығы – этносаралық қақтығыстардың алдын алу және әлеуметтік бірлікті нығайту үшін алынған нәтижелерді қолдану мүмкіндігінде.

Әдіснама негізіне генерализденген сенім шкаласы (Е.А. Власенконың бейімделуі), этноұлттық ұстанымдар сауалнамасы (О.Е. Хухлаев және әріптестері) және «Төзімділік индексі» (Г.У. Солдатов және әріптестерінің әдістемесі, О.А. Гулевич және т.б. бейімдеуі) алынды. Зерттеуге Алматы қаласының 208 тұрғыны қатысты. Мәліметтерді талдау IBM SPSS Statistics 27 бағдарламасында А. Науес әзірлеген PROCESS пакеті арқылы жүргізілді (4-модель, 5000 іріктемелі бутстрэппинг).

Нәтижелер көрсеткендей, сенімнің патриоттық ұстанымдар үшін толық медиатор, бейтарап және негативистік ұстанымдар үшін ішінара медиатор болып шықты, ал ұлттық ұстанымдар этникалық толеранттылықпен тікелей және оң байланысты екенін көрсетті. Мұндай профиль қазақстандық контекстімен түсіндіріледі: мұнда ұлттық ұстанымдар азаматтық бірегейлік пен мәдениетке деген мақтанш ретінде, ал негативизм этносаясаттан алшақтық ретінде қарастырылады.

Зерттеудің құндылығы – сенімнің этносаралық интеграция ресурсы ретіндегі әмбебап рөлін айқындау. Алынған нәтижелердің практикалық маңызы – оларды этносаралық келісім мен әлеуметтік бірлікті нығайту стратегияларын әзірлеуде қолдану мүмкіндігі.

**Түйін сөздер:** сенім, этникалық төзімділік, этноұлттық ұстанымдар, медиаторлық талдау, көп этносты қоғам.

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### The mediating role of trust in the context of interethnic tension

In Kazakhstan's multiethnic society, trust and ethnic tolerance are key conditions for the stability of interethnic relations. The growing role of ethnicity in times of crisis can lead both to an increase in ethnic identity and to risks of ethnocentrism, which makes the study of trust as a mediator particularly relevant.

The aim of the study was to identify the role of generalized trust in the relationship between different types of ethnonational attitudes – patriotic, nationalist, neutral, and negativist – and ethnic tolerance. It was assumed that trust reduces the direct impact of negative attitudes and enhances positive effects, preventing the escalation of interethnic tensions.

The scientific significance of the study lies in clarifying the psychological mechanisms underlying the formation of tolerance, while its practical significance lies in the possibility of using the findings to

The methodology included the General Trust Scale (adapted by E.A. Vlasenko), the questionnaire of ethnonational attitudes (O.E. Khukhlaev et al.), and the "Tolerance Index" (G.U. Soldatova et al., adapted by O.A. Gulevich et al.). The study involved 208 residents of Almaty. Data analysis was performed in IBM SPSS Statistics 27 using PROCESS by A. Hayes (Model 4, bootstrap with 5000 samples).

The results showed that trust acts as a full mediator for patriotic attitudes, a partial mediator for neutral and negativist attitudes, while nationalist attitudes were directly and positively associated with tolerance. This pattern can be explained by the Kazakhstani context, where nationalism is interpreted as civic identity and pride in culture, and negativism as distancing from ethnopolicization.

The value of the study lies in identifying the universal role of trust as a resource of interethnic integration. The practical significance of the findings is their applicability in the development of strategies to strengthen interethnic harmony and social cohesion.

**Keywords:** trust, ethnic tolerance, ethnonational attitudes, mediation analysis, multiethnic society.

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### Медиаторная роль доверия в условиях межэтнической напряжённости

В полиэтничном обществе Казахстана доверие и этническая толерантность выступают важными условиями стабильности межэтнических отношений. Усиление роли этничности в периоды кризисов может приводить как к росту этнической идентичности, так и к рискам этноцентризма, что делает изучение доверия как медиатора особенно актуальным.

Цель исследования заключалась в выявлении роли генерализованного доверия во взаимосвязи различных этнонациональных установок – патриотических, националистических, нейтральных и негативистских – с этнической толерантностью. Предполагалось, что доверие снижает прямое влияние негативных установок и усиливает позитивные эффекты, препятствуя росту межэтнической напряжённости.

Научная значимость работы состоит в уточнении психологических механизмов формирования толерантности, практическая – в возможности использовать результаты для профилактики межэтнических конфликтов и укрепления социальной сплочённости.

Методология включала шкалу генерализованного доверия (адаптация Е.А. Власенко), опросник этнонациональных установок (О.Е. Хухлаев и соавт.) и «Индекс толерантности» (Г.У. Солдатова и соавт. в адаптации О.А. Гулевич и др.). В исследовании приняли участие 208 жителей Алматы. Анализ проведён в IBM SPSS Statistics 27 с использованием PROCESS by A. Hayes (модель 4, бутстрэппинг 5000 выборок).

Результаты показали, что доверие выступает полным медиатором для патриотических установок, частичным – для нейтральных и негативистских, тогда как националистические установки напрямую положительно связаны с толерантностью. Такой профиль объясняется казахстанским контекстом, где национализм трактуется как гражданская идентичность, а негативизм – как дистанцированность от этнополитики.

Ценность исследования состоит в выявлении универсальной роли доверия как ресурса межэтнической интеграции. Практическое значение результатов заключается в их применимости при разработке стратегий укрепления межэтнического согласия и социальной сплочённости.

**Ключевые слова:** доверие, этническая толерантность, этнонациональные установки, медиаторный анализ, полиэтничное общество.

### Кіріспе

Көпэтносты мемлекеттерде әлеуметтік-экономикалық дағдарыстар мен саяси шиеленістер кезеңінде этникалық фактордың ролі занды түрде артады, бұл жалпы әлеуметтік шиеленістің этносаралық шиеленіске айналуымен қатар жүреді (Солдатова, 1998). «Этникалық ренессанс» құбылысы негізінен жағымды сипатқа ие,

себебі ол этномәдени әртүрлілік пен этникалық тәжірибе құндылығының өзектілігімен байланысты. Алайда этникалық фактордың өсуі этноцентризмнің күшеюіне ықпал етеді, бұл «өз» және «бөгде» арасындағы айырмашылықтарды күшейтіп, айқындап, этносаралық шиеленістің артуына себеп болады (Шлягина & Ениколопов, 2011). Сонымен қатар Н.А. Алпеисова этносаралық шиеленіс ұғымының бастапқыда жағымсыз

немесе бағалаушы мағынаға ие емес екенін және оны этносаралық қатынастарды төзімділік пен толеранттылық негізінде құрудың шарты ретінде қарастыруға болатынын атап өтеді (Алпеисова, 2010).

Толеранттылық ұстанымдарын қалыптастыру адамның түрлі этникалық топтар өкілдерімен келісім мен сенімді қарым-қатынасты қолдауға бағытталған мінез-құлық мотивациясын қалыптастырумен тығыз байланысты (Асмолов және т.б., 2001). Бұл контексте сенім мен этноұлттық ұстанымдар өзгешелікке деген қатынас формасы және белгісіздік жағдайында алдын ала болжау механизмі ретінде көрінеді. Осындай алдын ала болжау негізінде «өзгеге» деген белгілі бір қатынас қалыптасады, ол этносаралық өзара әрекеттесудегі күтулерді анықтайды. Бұл жағдайда толеранттылық өзгеге деген ерекше қатынасқа сүйенеді, ол қорқыныштың болмауына негізделеді, ал сенім этносаралық толеранттылықты қалыптастырудың негізгі шарттарының бірі (Скрипкина, 2002).

Қазіргі зерттеулер этносаралық қатынастарды үйлестіруде топаралық сенімнің маңызды рөл атқаратынын, әлеуметтік интеграцияның маңызды шарты екенін, «әлеуметтік желім» рөлін атқаратынын және өзара әрекеттесу мен ынтымақтастықты қамтамасыз ететін просоциалды делдал екенін растайды (Татарко және т.б., 2019; Dinesen & Sønderkov, 2018).

J.F. Helliwell & S. Wang (2010) сенімді тұрақсыз этносоциалды өзара әрекеттесулерді жеңудің психологиялық ресурсы ретінде қарастырады. А.Н. Татарко (2021) басқа этникалық топтар өкілдеріне деген сенім тұлғаның көпмәдениетті ортаға интеграциясында маңызды рөл атқаратынын және этникалық әртүрлілікке жағымды қатынастың жетіспеушілігін өтей алатынын, себебі ол «өнімді қоғамдық қатынастардың катализаторы» ретінде әрекет ететінін атап өтеді.

С.Д. Гуриева (2021) сенім әлеуметтік өзара әрекеттесудің сапасы мен тиімділігін анықтайтынын және этносаралық өзара әрекеттесудің табысты болуындағы негізгі шарт екенін, ортақ мүдделер мен әлеуметтік қауіпсіздікті қалыптастыруға ықпал ететінін көрсетеді. Осыған ұқсас көзқарасты шетелдік зерттеушілер де ұстанады: Soobin Choi және Moosung Lee (2021) полиэтникалық қоғамдағы сенім әртүрлі шыққан адамдар мен топтар арасындағы байланыстырушы буын ретінде әрекет етіп, интеграция мен әлеуметтік бірлікті қамтамасыз етеді.

Осыған байланысты этносаралық шиеленіс жағдайында медиатор ретінде сенімді зерттеу қазіргі әлеуметтік психологияның өзекті міндеттерінің бірі болып табылады.

Мақалада этносаралық шиеленіс этникалық толеранттылықтың төмендеуі және жағымсыз этноұлттық ұстанымдардың күшеюі арқылы көрінетін латентті конструкт ретінде қарастырылады. Негізгі зерттеу сұрағы – жалпыланған сенім осы өзара байланыстарда медиатор ретінде әрекет ете ме, яғни этноұлттық ұстанымдар мен толеранттылықтың этносаралық шиеленіс көріністеріне қалай бейімделетінін түсіндіретін механизм бола ма. Болжам бойынша, «адамдарға жалпы» деген сенім жағымсыз ұстанымдар мен төзімділіктің жетіспеушілігінің тікелей әсерін төмендетеді, шиеленіс потенциалын өңдейтін және оның ашық этносаралық қақтығысқа айналуына жол бермейтін «делдал» рөлін атқарады.

Осы зерттеуде талдаудың орталық объектісі ретінде сенім қарастырылады – этносаралық шиеленіс жағдайында этноұлттық ұстанымдар мен этникалық төзімділік арасындағы өзара байланысты жанама түрде реттейтін психологиялық фактор.

Зерттеудің мақсаты – жалпыланған сенімнің медиатор ретіндегі рөлін анықтау, ол арқылы әртүрлі типтегі этноұлттық ұстанымдар этникалық төзімділік деңгейіне әсер етеді.

Зерттеудің келесі сұрақтары қойылды:

1. Жалпыланған сенім әртүрлі типтегі этноұлттық ұстанымдар (патриоттық, ұлтшылдық, бейтарап және негативистік) мен этникалық толеранттылық арасындағы өзара байланыста маңызды медиатор ретінде әрекет ете ме?

2. Сенім арқылы этноұлттық ұстанымдардың этникалық толеранттылыққа жанама әсерінің күші мен бағыты ұстаным типіне байланысты қаншалықты ерекшеленеді?

3. Этносаралық шиеленіс жағдайында этноұлттық ұстанымдардың этникалық толеранттылыққа тікелей және жанама әсерлерінің арақатынасы қандай?

### Әдебиеттерге шолу

Зерттеудің негізгі тұжырымдамасы – сенім болғандықтан, оның әртүрлі тәсілдер арқылы қалай түсіндірілетінін нақтылау маңызды.

Сенім құбылысы әр түрлі авторлармен күту, орнату, көзқарас, күй, сезім, әлеуметтік алмасу және ақпарат беру процесі ретінде анықталады (Альборова және басқалар, 2023). Ол сондай-

-ақ жеке және топтық қасиет, әлеуметтік және топтық көңіл-күй ретінде қарастырылады. Сенім – бұл әлеуметтік топ пен оның жекелеген өкілдерінің қарым-қатынасындағы тәуекелдерді реттеу мен азайтудың өзіндік тетігі. Этносаралық контекстегі сенім қоғамдық өмірдің маңызды элементі ретінде әрекет етеді (Почебут және басқалар, 2018).

P. Dinesen өзінің мета-талдауында авторларымен (2020) сенімнің төрт тұжырымдамалық және эмпирикалық әр түрлі формаларын қарастырады: (1) бейтаныс адамдарға деген сенім немесе қазіргі қоғамдардың негізгі ресурсы ретінде қарастырылатын жалпыланған әлеуметтік сенім; (2) сыртқы топқа (out-group trust), яғни басқалардың өкілдеріне деген сенім (3) ішкі топқа (in-group trust), мысалы, оның этникалық тобына немесе отандастарына деген сенім, бұл сыртқы топқа деген сенімге айна тәрізді қарама-қарсы емес; (4) көршілерге деген сенім (trust in neighbors) кеңістіктік жақындыққа негізделген және әсіресе көпұлтты қауымдастықтар үшін маңызды.

Сенім қоғамдастық ішіндегі мәселелерді бірлесіп шешуге және ынтымақтастыққа дайындықты қамтамасыз ететін ұжымдық ресурс ретінде әрекет етеді. Сенімнің жоғары деңгейі ұжымдық шешімдерді табуды жеңілдетеді, ал сенімсіздік көбінесе жағымсыз стереотиптермен, қауіп-қатер сезімімен немесе топаралық қатынастармен байланысты. Сенімсіздік көбінесе теріс стереотиптерден, басқа топтардың қауіп-қатер сезімдерінен немесе топтар арасындағы қақтығыстардан туындайды. Топтар арасындағы байланыстар басқа қақтығыстарға қарсы дұшпандық пен төзбеушілік деңгейін төмендетуі мүмкін (Dinesen et al., 2020).

Көптеген зерттеулер топаралық байланыстар мен толеранттылық арасындағы оң байланысты растайды (Pettigrew et al., 2011). Алайда, Г. Олпорттың (1954) классикалық гипотезасында оң әсер тек «оңтайлы жағдайларда» – топтардың тең мәртебесі мен ортақ мақсатқа жету үшін бірлескен әрекет болған жағдайда ғана мүмкін екені көрсетілген. Сонымен қатар толеранттылық пен сенім әрдайым өзара байланысты емес, себебі сенім әлеуметтік қатынастардың неғұрлым терең деңгейі ретінде қарастырылуы мүмкін. Мысалы, біреуге толерантты болуға болады, бірақ бұл адамның сенімге лайық екеніне күмәндануға болады (Uslaner et al., 2015).

Толеранттылық әлеуметтік өлшемде тиімді коммуникацияның негізі ретінде көрінеді. Эт-

носаралық қатынастарда ол келісімге және кез келген этникалық және діни айырмашылықтарға қарамастан халық өкілдерімен байланыс орнатуға дайындыққа негізделген өзара әрекеттесу ретінде көрінеді. Көпэтносты қоғамда этносаралық толеранттылықты сақтау үшін этникалық бірегейліктің оң дамуы қажет, оған өз этникалық тобына да, басқа этникалық топтарға да жағымды қатынас, бөгде этникалық ортаға жауласу болмауы, сондай-ақ мәдени айырмашылықтарды жағымды немесе бейтарап қабылдау кіреді (Дробижева & Рыжова, 2010).

Эмпирикалық деректер этносаралық өзара әрекеттесудің болмауы алдын ала пікірлерді күшейтетінін көрсетеді (Thomsen et al., 2021; Lundasen, 2023). Басқаларды «өз» немесе «бөгде» ретінде қабылдау тәрбиеден (Uslaner et al., 2015), сондай-ақ айырмашылықтарға назар аударуды күшейте алатын саяси дискурстан тәуелді. Мысалы, Швециядағы зерттеулер саяси пікірталастардың әсерінен топаралық байланыстарды қабылдаудағы поляризацияның артқанын көрсетті (Munobwa et al., 2021).

Байланыстар көпэтносты және бірэтносты өңір тұрғындары үшін әртүрлі мағынаға ие: біріншіден, олар күнделікті өмірдің табиғи бөлігі ретінде көрінеді, екіншіден – ерекше жағдай ретінде қалуы мүмкін (Laurence et al., 2018). Сенім көбінесе этносаралық өзара әрекеттесу тәжірибесіне негізделеді. Сенімді қалыптастыру үшін ең болмағанда минималды жағымды тәжірибе қажет, ал теріс тәжірибе сенім деңгейінің төмен болуымен тұрақты түрде байланысты (Thomsen et al., 2021; Achbari et al., 2021).

Егер топаралық байланыс тәжірибесі теріс болып қабылданса, ол барлық сыртқы этникалық топтарға жалпылануы мүмкін (Fuochi et al., 2020). Зерттеулер асимметрияны көрсетеді: теріс тәжірибеге көбірек мән беріледі және ол төмен сенім жағдайында басқалардың мінез-құлқының неғұрлым шынайы көрінісі ретінде қабылданады. Бұдан бөлек, егер адамдар басқаларға сенуге болмайды деп әрекет етсе, олар керісінше дәлел алуға сирек мүмкіндік алады, себебі сенім білдіретін мінез-құлықтан бас тартады.

Сонымен қатар көптеген қазіргі зерттеулер жағымды этносаралық байланыстар «басқаларға» деген сенімді арттырып, неғұрлым ашық этноұлттық ұстанымдарды қалыптастыруға ықпал ететінін растайды. Мәселен, Pettigrew және Tropp (2011) 500-ден астам іріктемеге негізделген мета-талдауында жағымды топаралық байланыс алдын ала пікірлердің төмендеуімен және

сенімнің артуымен тұрақты түрде байланысты екенін көрсетті. Christ, Schmid & Wagner (2014) зерттеуінде этникалық топтар өкілдері арасындағы жағымды байланыстар топаралық сенімді тіпті қауымдастық деңгейінде де арттыратыны, жеке тәжірибеден тыс таралатыны анықталды. Nedelisky&Nussbaum (2021) жағымды өзара әрекеттесу басқа этникалық топтар өкілдерімен ынтымақтастыққа ашықтық пен дайындық ұстанымдарын қалыптастыратынын атап өтеді. Керісінше, теріс тәжірибе сенімсіздік, алдын ала пікір және қашқақтау ұстанымдарының орнығуына әкеледі.

Осылайша, сенім этноұлттық ұстанымдардың этносаралық толеранттылық деңгейіне әсерін жанама түрде реттейтін негізгі психологиялық механизм ретінде әрекет етеді. Жағымды топаралық байланыс тәжірибесі сенімнің артуына және ашық ұстанымдардың қалыптасуына ықпал етеді, ал теріс тәжірибе керісінше – алдын ала пікірлер мен сенімсіздікті күшейтеді. Бұл процестердің асимметриялы сипатын ескере отырып, сенімнің медиаторлық ролін зерттеу этносаралық шиеленістің қалыптасу механизмдерін тереңірек түсінуге мүмкіндік береді. Сонымен қатар, Қазақстан контекстінде мұндай зерттеулер бұрын жүргізілмеген, бұл ұсынылған тақырыптың өзектілігін айқындайды.

### Материалдар мен әдістер

Зерттеу мақсатында топаралық қабылдау мен өзара әрекеттесудің әртүрлі аспектілерін бағалауға арналған үш психодиагностикалық әдістемеден тұратын кешен қолданылды. Мұндай тәсіл сенімді этноұлттық ұстанымдар мен толеранттылық деңгейін диагностикалау арқылы өлшеуге мүмкіндік беріп, этносаралық қатынастардың психологиялық детерминанттары туралы тұтас түсінік алуға жағдай жасады.

Жалпыланған сенім деңгейі (Т) Т. Ямагишидің (1994) түпнұсқасындағы және Е.А. Власенконың (2022) бейімделуіндегі General Trust Scale көмегімен өлшенді. Бұл құрал респонденттердің басқа этникалық топтардың өкілдерін сенімге лайық деп қабылдауға және оларды «өз адамдары» категориясына қосуға дайындығын бағалауға мүмкіндік береді.

Этноұлттық ұстанымдарды диагностикалау үшін О.Е. Хухлаева, И.М. Кузнецова және Н.В. Ткаченко (2014) әзірлеген шкала қолданылды, ол төрт түрлі ұстаным түрін анықтауға мүмкіндік береді: патриоттық (РА), ұлтшыл-

дық (NA), бейтарап (NtEA) және негативистік (NgEA).

Этникалық әртүрлілікке жеке толеранттылық көріністері (ЕТ) Г.У. Солдатова және авторлар әзірлеген, О.А. Гулевич, Е.Р. Агадуллина және О.Е. Хухлаева (2011) бейімдеген «Толеранттылық индексі» экспресс-сауалнамасы арқылы анықталды.

Қосымша түрде әлеуметтік-демографиялық деректер жиналды (жынысы, жасы, білімі, діни және этникалық тиістілігі), олар нәтижелерді социомәдени контексте түсіндіру үшін қажет болды.

Зерттеуге Алматы қаласында тұратын 208 респондент қатысты. Қатысушылардың орташа жасы 21,1 жасты құрады. Білім деңгейі бойынша қатысушылардың 57,2% жоғары білім алған, 32,2% – аяқталмаған жоғары біліммен, 5,3% – ғылыми дәрежесі бар, 1% – орта арнаулы оқу орындарының түлектері, ал 4,3% – орта біліммен шектелген. Діни тиістілігі бойынша 78,8% ислам дінін ұстанатындарын көрсетті, 11,1% өзін дінсіз ретінде сипаттаған, 7,2% – православие дінін ұстанады, ал қалған респонденттер басқа конфессияларға жатады.

Этникалық құрамы бойынша зерттеуге қатысушылардың 76,4% – қазақтар, 5,3% – орыстар, 4,8% – өзбектер, 5,8% – метистер, 2,4% – ұйғырлар, 1,9% – кәрістер және 3,4% басқа этностардың өкілдері болып табылады.

Жиналған деректер IBM SPSS Statistics бағдарламасының 27-нұсқасы арқылы өңделді. Зерттеу шеңберінде қойылған гипотезаларды тексеру үшін Andrew F. Hayes әзірлеген PROCESS макропакеті қолданылды (5.0-нұсқа, 4-модель), ол медиаторлық талдау жүргізуге арналған.

Медиаторлық талдау (Hayes, 2022) – бұл статистикалық әдіс, ол үшінші айнымалының (медиатордың) тәуелсіз айнымалы (X) мен тәуелді айнымалы (Y) арасындағы байланысты жанама түрде жүзеге асыратынын анықтауға мүмкіндік береді. Осы зерттеуде медиатор ролінде сенім қарастырылды, ал тәуелсіз айнымалылар ретінде әртүрлі типтегі этноұлттық ұстанымдар, тәуелді айнымалы ретінде – этникалық толеранттылық алынған. Мұндай тәсіл этноұлттық ұстанымдардың толеранттылыққа әсерінің тікелей болуын немесе сенім арқылы жанама түрде жүзеге асуын анықтауға, сондай-ақ жанама әсердің бағыты мен күшін бағалауға мүмкіндік береді.

Жанама әсерлер бутстрэппинг әдісімен, 5000 іріктеме арқылы, 95% сенімділік интервалдарын

есептеу негізінде бағаланды. Статистикалық маңыздылық деңгейі  $p < 0,05$  ретінде қабылданды.

### Нәтижелер және талқылау

Этносаралық шиеленістің аспектілерін анықтау үшін этноұлттық ұстанымдардың сенім арқылы этникалық төзімділік деңгейіне қалай әсер ететінін талдау маңызды. Осы мақсатта зерттеуде медиаторлық талдау қолданылды, ол көрсетілген байланыстардың тікелей және жанама әсерлерін анықтауға мүмкіндік береді. Медиаторлық талдау нәтижелері 1 және 2-кестелерде ұсынылған.

Талдау нәтижесінде патриоттық ұстанымдар (РА) сенім деңгейімен (Т) айтарлықтай оң байланыста екені анықталды, бұл а жолының коэффициентімен дәлелденеді ( $B = 0,3343$ ;  $p = 0,0015$ ). Өз кезегінде, сенім этникалық то-

леранттылыққа (ЕТ) айқын оң әсер етті, b жолы бойынша ( $B = 0,3639$ ;  $p < 0,001$ ). Патриоттық ұстанымдар мен этникалық толеранттылық арасындағы тікелей байланыс (с') статистикалық тұрғыда мәнді болмады ( $B = 0,1571$ ;  $p = 0,1828$ ), бұл сенімді есепке алғанда, патриотизмнің толеранттылыққа әсері жойылатынын көрсетеді. Сонымен қатар жанама әсер (ab) 0,1216-ға тең болды және ол статистикалық тұрғыда мәнді болып шықты: бутстрэп сенімділік интервалы (0,0264; 0,2329) нөлдік мәнді қамтымайды. Бұл сенімнің медиатор ретінде толық рөл атқаратынын, яғни патриоттық ұстанымдар мен этникалық толеранттылық арасындағы байланысты толық жанама жолмен жүзеге асыратынын білдіреді. Басқаша айтқанда, патриоттық ұстанымдар өздігінен төзімділікті тікелей арттырмайды, бірақ сенім деңгейін жоғарылату арқылы этникалық толеранттылықтың артуына ықпал етеді.

1-кесте – Медиаторлық талдаудың регрессиялық модельдерінің жиынтық кестесі

Модель	А жолы (X→M)	В жолы (M→Y)	С' жолы (X→Y)
РА → Т → ЕТ	0.3343 ( $p = 0.0015$ )	0.3639 ( $p < 0.001$ )	0.1571 ( $p = 0.1828$ )
NtEA → Т → ЕТ	0.3680 ( $p = 0.0003$ )	0.3435 ( $p < 0.001$ )	0.2549 ( $p = 0.0260$ )
NA → Т → ЕТ	0.0236 ( $p = 0.8053$ )	0.3829 ( $p < 0.001$ )	0.2770 ( $p = 0.0069$ )
NgEA → Т → ЕТ	0.4388 ( $p = 0.0001$ )	0.2964 ( $p < 0.001$ )	0.5516 ( $p < 0.001$ )

Ескерту: NA – ұлтшылдық көзқарастар; РА – патриоттық көзқарастар; NtEA – бейтарап этноұлттық көзқарастар; NgEA – негативистік этноұлттық көзқарастар; Т – сенім (доверие); ЕТ – этникалық төзімділік (этническая толерантность).

2-кесте – Жанама әсерлердің жиынтық кестесі

Модель	Жанама әсер ab	95% сенімділік интервал (bootstrap)
РА → Т → ЕТ	0.1216	(0.0264; 0.2329)
NtEA → Т → ЕТ	0.1264	(0.0251; 0.2648)
NA → Т → ЕТ	0.0090	(-0.0851; 0.1156)
NgEA → Т → ЕТ	0.1300	(0.0324; 0.2466)

Нейтрал этноұлттық ұстанымдар (NtEA) сенім деңгейіне (Т) елеулі оң әсер етеді, а жолы бойынша ( $B = 0,3680$ ;  $p = 0,0003$ ). Сенім өз кезегінде этникалық толеранттылықпен (ЕТ) де елеулі және оң байланыста, b жолы бойынша ( $B = 0,3435$ ;  $p < 0,001$ ). NtEA-ның этникалық то-

леранттылыққа тікелей әсері (с') статистикалық тұрғыдан маңызды болып шықты ( $B = 0,2549$ ;  $p = 0,0260$ ), дегенмен медиаторлық әсерге қарағанда әлсіздеу. Жанама әсер (ab) 0,1264-ке тең болды және статистикалық тұрғыдан маңызды деп танылды: bootstrap арқылы алынған сенім-

ділік интервалы (0,0251; 0,2648) нөлді қамтымайды. Сенім нейтрал этноұлттық ұстанымдар мен этникалық толеранттылық арасындағы байланысты ішінара опосредует. Бұл NtEA-ның толеранттылық деңгейін тікелей де, жанама түрде – сенімнің артуы арқылы да арттыратынын көрсетеді. Осы модельде тікелей және жанама әсердің үйлесімі байқалады, бұл өзара байланыстың неғұрлым тұрақты және көпдеңгейлі құрылымын білдіреді.

Медиаторлық талдау деректері сенімнің – патриоттық және бейгарап сияқты позитивті ұстанымдар арқылы этникалық төзімділікті арттыратын негізгі механизм екенін көрсетеді.

Ұлтшылдық ұстанымдардың (NA) сенім деңгейіне (T) әсері статистикалық тұрғыда маңызды болмады, а жолы ( $B = 0.0236$ ;  $p = 0.8053$ ), бұл ұлтшылдықтың көрініс табу деңгейі мен сенім арасында байланыс жоқ екенін білдіреді. Сонымен қатар сенім этникалық төзімділік деңгейін (ET) елеулі түрде арттырады, b жолы ( $B = 0.3829$ ;  $p < 0.001$ ), бұл оның төзімділік ұстанымдарын қолдаудағы маңызды рөлін дәлелдейді. Ұлтшылдық ұстанымдардан этникалық төзімділікке бағытталған тікелей әсер (c') статистикалық тұрғыда маңызды және оң болды ( $B = 0.2770$ ;  $p = 0.0069$ ), яғни медиатор бақылғанда да тікелей әсер сақталады. Жанама әсер (ab) статистикалық тұрғыда маңызды болмады (0.0090, 95% bootstrap сенімділік аралығы –0.0851; 0.1156), себебі аралық нөлді қамтиды. Демек, сенім ұлтшылдық ұстанымдар мен этникалық төзімділік арасындағы байланысты делдалдамайды. Бұл жағдайда этникалық төзімділік тікелей түрде ұлтшылдық ұстанымдардың деңгейімен анықталады, ал сенім дербес, бірақ тәуелсіз рөл атқарады.

Негативистік этноұлттық ұстанымдар (NgEA) сенім деңгейін (T) маңызды әрі оң болжайды, а жолы ( $B = 0,4388$ ;  $p = 0,0001$ ). Өз кезегінде, сенім этникалық төзімділікке (ET) айқын және статистикалық маңызды әсер етеді, b жолы ( $B = 0,2964$ ;  $p < 0,001$ ). NgEA-дан этникалық төзімділікке тікелей әсер (c') де маңызды болып шықты ( $B = 0,5516$ ;  $p < 0,001$ ), бұл күшті тікелей әсердің бар екенін көрсетеді. Жанама әсер (ab) 0,1300 құрады және статистикалық маңызды болды: bootstrap сенімділік аралығы (0,0324; 0,2466) нөлді қамтымайды. Сенім негативистік ұстанымдар мен этникалық төзімділік арасындағы байланысты жартылай делдалдайды. Сонымен бірге төзімділіктің өзгеруіне негізгі үлес NgEA-ның тікелей әсерінен келеді, ал сенім ар-

қылы өтетін медиаторлық жол модельдің жалпы болжамдық күшін арттырады. Тікелей және жанама әсерлердің мұндай үйлесімі негативистік ұстанымдардың этникалық төзімділік деңгейіне тұрақты әрі кешенді ықпалын көрсетеді.

Алынған нәтижелер ұлттық (NA) және негативистік (NgEA) этноұлттық ұстанымдардың этникалық төзімділікпен оң байланысты екенін білдіреді. Бұл классикалық ұлтшылдық пен негативизмнің сенім мен төзімділікті бұзатын факторлар ретінде қарастырылатынына қарамастан, полиэтникалық Қазақстан қоғамының жағдайында мұндай нәтижелер өз түсінігін табады.

Біріншіден, осы контекстте ұлтшылдық ксенофобия немесе этноцентризм ретінде емес, этникалық бірегейлікті нығайту, өз мәдениетіне мақтаныш сезімін білдіру және этникалық тиістілікті түсіну ретінде қабылдануы мүмкін. Мұндай «азаматтық» немесе «инклюзивті» ұлтшылдық басқа этностарға қарсы тұрмайды, керісінше, бірлесіп өмір сүруге деген оң көзқарасты қалыптастырады және этнокультурлық әртүрліліктің құндылығын айқындайды. Сондықтан ұлтшылдық ұстанымдарының төзімділікпен тікелей оң байланысы дәл осы феноменді көрсете алады.

Екіншіден, Қазақстанның ерекше контекстінде негативистік ұстанымдар (NgEA) басқа мағынаға ие болуы мүмкін. Олар міндетті түрде басқа этностарға қарсы тұруды білдірмей, этнополитикалық мәселелерге күмәнмен қарау немесе ара қашықтықты білдіруі ықтимал. Мұндай көзқарас этностар арасындағы кернеуді азайтуы мүмкін, себебі назар этникалық тиістіліктен жалпы азаматтық бірегейлік пен күнделікті әлеуметтік тәжірибелерге ауысады. Нәтижесінде, этноұлттық саладағы негативизм парадоксалды түрде сенімнің өсуімен және оның арқасында этникалық төзімділіктің артуымен қатар жүруі мүмкін.

Үшіншіден, Қазақстан аумағында әртүрлі ұлт өкілдерінің бірге өмір сүруінің тарихи контексті этникалық әртүрлілік қалыпты нормаға айналған жағдайды туғызды. Ұрпақтар бойы түрлі этностардың көршілік қарым-қатынасы, тіпті айқын этноұлттық ұстанымдар (ұлтшылдық немесе негативизм болса да) болғанымен, этникалық төзімділіктің жалпы деңгейінің жоғары болып қалуына ықпал етті.

Сонымен қатар алынған нәтижелердің ерекшелігі сенім мен этникалық төзімділіктің жалпыланған көрсеткіштеріне негізделуінде болуы мүмкін. Бұл этностар арасындағы айырмашы-

лықтарға емес, этнокультурлық әртүрлілікті қабылдаудың әмбебап механизмдеріне назар аударуды қамтамасыз етеді. Сондықтан да, осы контексте ұлтшылдық пен негативизм төзімділіктің жоғары деңгейімен байланысты болды: олар этникалық ерекшелікті емес, өзіндік сананы нығайту мен әлеуметтік интеграцияның элементтері ретінде қызмет етеді, этностар арасындағы қақтығыстың көзі ретінде емес.

Біздің деректер сенім мен ұлттық өзіндік танымның этностар арасындағы төзімділікті қалыптастырудағы қазіргі заманғы зерттеулер нәтижелерімен үйлеседі. Putnam-ның зерттеуі бойынша, жалпыланған сенім – жеке ұстанымдарды демократиялық институттардың тұрақтылығы мен инклюзивті практикаларға байланыстыратын маңызды әлеуметтік капитал болып табылады; әртүрлілік қысқа мерзімде сенімді төмендетуі мүмкін, бірақ ұзақ мерзімде ынтымақтастық пен төзімділіктің жаңа формаларын қалыптастырады (Putnam, 2007). Ал Pehrson және әріптестерінің жұмысы ұлттық өзіндік таным мен алдын-ала пікірлер арасындағы байланысты контекстке тәуелді екенін көрсетті: азаматтық идентификация арқылы анықталған ұлтшылдық ксенофобияны күшейтпей, мультикультурализм мен этникалық әртүрлілікті қабылдауды қолдауы мүмкін (Pehrson et al., 2009). Барлығын ескере отырып, полиэтникалық Қазақстан жағдайында ұлтшылдық және тіпті негативистік ұстанымдар төзімділіктің төмендеуіне әкелмейтінін түсіндіруге болады, себебі олар жалпыланған сенімге негізделеді және этноцентрлік ерекшеліктен гөрі азаматтық өзіндік анықтаманың формалары ретінде қабылданады.

Қазіргі заманғы зерттеулер этникалық әртүрлілік жағдайында жалпыланған сенімнің этникалық төзімділікті қалыптастырудағы негізгі рөлін растайды. Мысалы, Borgonovi (2022) жұмысы этникалық көптүрліліктің макро деңгейде сенім деңгейін төмендетуі мүмкін екенін көрсетті, алайда бұл әсер топтарға байланысты әртүрлі: азшылықтар үшін көптүрлілік көбіне этностар арасындағы өзара әрекеттестік пен сенім практикасының дамуының қайнар көзі болады. Xia және әріптестері (2021) зерттеуінде жалпыланған сенім радикалды және ұлтшылдық ұстанымдарды төмендететін делдал ретінде әрекет ететіні анықталды: адамдарға деген жалпылама сенім жоғары болған сайын мигранттарға төзімсіздік пен этноцентрлік бағыттардың көрінісі азаяды.

Осылайша, сенім – әртүрлі этноұстанымдардың этникалық төзімділік деңгейіне әсерін бағыттайтын әмбебап әлеуметтік-психологиялық механизм ретінде қызмет етеді. Полиэтникалық Қазақстан жағдайында дәл жалпыланған сенім ұлтшылдық немесе негативизм сияқты ықтимал қақтығыс тудыруы мүмкін ұстанымдарды әлеуметтік бірлік пен интеграция ресурстарына айналдыруға мүмкіндік береді.

## Қорытынды

Жүргізілген медиаторлық талдау сенімнің этникалық төзімділіктің қалыптасуына әсер ететін негізгі әлеуметтік-психологиялық механизм екенін растады. Патриоттық ұстанымдар (РА) үшін сенім толық медиатор ретінде қызмет етті: төзімділікке тікелей әсер статистикалық маңызды болмады, ал жанама әсер маңызды болды. Бұл патриотизмнің қарастырылып отырған контекстте этникалық төзімділікті тек сенім арқылы арттыратынын білдіреді.

Нейтралды этноұлттық ұстанымдар (NtEA) моделінде ішінара медиация анықталды: тікелей және жанама әсерлер маңызды болды. Бұл нейтралды этноұстанымдардың этникалық төзімділікті тікелей және сенім арқылы жанама түрде арттыратынын көрсетеді. Аталған нәтиже өзара байланыстың кешенді құрылымын растап, сенімнің жалпы оң әсерді күшейтетінін дәлелдейді.

Ұлтшылдық ұстанымдарға (NA) тән басқа байланыс профилі анықталды: сенімнің медиаторлық әсері болмағанымен, этникалық төзімділікке тікелей және маңызды оң әсер байқалды. Бұл нәтиже азаматтық ұлтшылдықтың ерекшелігін көрсетуі мүмкін, мұнда этникалық өзіндік таным мен ұлттық қатыстылық сезімі әлеуметтік интеграцияның ресурстары ретінде қабылданып, төзімділік ұстанымдарына қайшы келмейді.

Негативистік этноұлттық ұстанымдар (NgEA) моделінде этникалық төзімділікке тікелей оң маңызды әсермен қатар, сенім арқылы жанама әсер де анықталды. Яғни, сенім негативистік ұстанымдардың әсерін ішінара делдалдық етіп, олардың жалпы күшін арттырады. Бұл полиэтникалық қоғам жағдайында негативизмнің этнополитикалық мобилизациядан алыстау ретінде көрінуімен, ал этностар арасындағы жауыздықпен тікелей байланыспауымен түсіндірілуі мүмкін.

Жалпы алғанда, алынған мәліметтер сенімнің этноұлттық ұстанымдар мен этникалық төзімділік арасындағы өзара байланысты анықтайтын әмбебап медиатор екенін көрсетеді. Қазақстан контекстінің ерекшелігі ретінде ұлтшылдық пен негативизм сияқты ұстанымдардың төзімділіктің төмендеуіне емес, керісінше оның жоғарылауына ықпал етуі айқындалады. Мұның себебі операциянализация ерекшеліктерімен (жалпыланған сенім мен төзімділіктің өлшенуі, этноселективті көрсеткіштер емес) және түрлі этностардың көп ұрпақ бойғы бірге өмір сүруінің әлеуметтік-мәдени шарттарымен байланысты болуы мүмкін.

Алынған нәтижелер болашақ зерттеулерге бірнеше бағыт ашады. Біріншіден, сенім мен этникалық төзімділікті операциянализациялау кеңейтіліп, жалпыланған көрсеткіштермен қатар этноселективті формалары да енгізілуі қажет.

Бұл өз этникалық тобына және «басқаларға» деген ұстанымдар арасындағы ықтимал айырмашылықтарды анықтауға мүмкіндік береді. Екіншіден, Қазақстанның әртүрлі аймақтарында және басқа полиэтникалық қоғамдарда салыстырмалы зерттеулер жүргізу перспективалық бағыт болып табылады, бұл сенім мен этноұстанымдардың рөлін әсер ететін контекстуалдық факторларды анықтауға көмектеседі. Үшіншіден, ұзақ мерзімді (лонгитюдті) мәліметтерді пайдалана отырып талдауды тереңдету этноұстанымдар мен сенімнің әлеуметтік-саяси өзгерістер жағдайындағы төзімділікке әсерінің динамикасын бақылауға мүмкіндік береді. Соңында, модельге топтар арасындағы қауіп сезімі, азаматтық өзіндік таным деңгейі және институционалдық сенім сияқты қосымша айнымалыларды енгізу этникалық төзімділіктің қалыптасу механизмдерін нақтылауға септігін тигізеді.

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Сахыбаева Айгул Темирғалиевна: мақаланың бастапқы нұсқасын жазу, ресми талдау, деректерді өңдеу.  
 Аймағанбетова Ольга Хабижановна: нәтижелерді тексеру, мәтінді редакциялау және толықтыру.  
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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 аудара отырып, 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; Shingae, 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	%	$\alpha$ Cronbach's	Number of scales
Valid data	353	100,0	0,996	4
Exclude ddata	0	0,0	-	-

The Cronbach's coefficient  $\alpha$  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	%	$\alpha$ 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	%	$\alpha$ Cronbach's	Number of scales
Valid data	353	100,0	0,836	6
Excluded data	0	0,0	-	-

The Cronbach's coefficient  $\alpha$  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	%	$\alpha$ 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  $\alpha$  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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2-бөлім  
**ӘЛЕУМЕТТАНУ**

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Section 2  
**SOCIOLOGY**

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Раздел 2  
**СОЦИОЛОГИЯ**

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## GENDER ASYMMETRY AND SOCIAL VULNERABILITY OF NEET WOMEN: A SYSTEMATIC ANALYSIS OVER 10 YEARS USING WEB OF SCIENCE DATABASE (2016–2025)

The phenomenon of NEET youth (Not in Education, Employment, or Training) represents a significant challenge in contemporary socio-economic policy. A pronounced gender asymmetry characterises this group, with women facing a substantially higher risk of exclusion from educational and employment opportunities due to structural, institutional, and socio-cultural barriers. This article aims to systematise the determinants and principal drivers of vulnerability among NEET women through an analysis of recent scholarly literature and to identify primary directions for developing gender-responsive employment policies. The study adopts an intersectional analytical perspective, conceptualising NEET women's vulnerability as the result of intersecting gender, age, socio-economic, and cultural inequalities. Methodologically, the research employs a systematic review of academic publications following PRISMA protocol guidelines. The final sample comprises 69 articles from the Web of Science (Core Collection) database, published between 2016 and 2025. The analysis identifies three interconnected clusters of vulnerability factors affecting NEET women: (1) demographic and familial factors, such as early motherhood and a disproportionate burden of unpaid care work; (2) psychosocial factors, including stigmatisation and diminished self-esteem; and (3) economic and educational factors, such as the gender pay gap and skill mismatches in the labour market. The findings indicate that conventional, universal employment interventions are insufficiently effective for this demographic. The scholarly contribution of this research is the development of a comprehensive analytical framework for examining female vulnerability within NEET status, thereby expanding theoretical understanding of gender-differentiated youth exclusion. The practical significance lies in substantiating the need for a shift toward gender-responsive employment policy, including the development of robust childcare infrastructure, mechanisms for flexible educational and occupational reintegration, and comprehensive social support measures.

**Keywords:** NEET youth, women, gender inequality, social exclusion, labour market, sociology of professions.

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### NEET санатындағы әйелдердің гендерлік асимметриясы және әлеуметтік осалдығы: Web Of Science деректер қорына 10 жылдық жүйелі талдау (2016–2025)

NEET жастар феномені (білім алмайтын, жұмыс істемейтін немесе кәсіби даярлықтан өтпейтін жастар) қазіргі әлеуметтік-экономикалық саясаттағы маңызды мәселелердің бірі. Бұл топқа тән айқын гендерлік асимметрия байқалады: құрылымдық, институционалдық және әлеуметтік-мәдени кедергілерге байланысты әйелдер білім алу және жұмысқа орналасу мүмкіндіктерінен айырылу тәуекеліне анағұрлым көбірек ұшырайды. Мақаланың мақсаты – соңғы ғылыми әдебиеттерге талдау жасау арқылы NEET санатындағы әйелдердің осалдық факторлары мен негізгі қозғаушы күштерін жүйелеу және гендерлік жауапты жұмыспен қамту саясатын әзірлеудің басым бағыттарын анықтау. Зерттеу NEET санатындағы әйелдердің

ерекшелігі, әлеуметтік-экономикалық және мәдени теңсіздіктердің тоғысуы ретінде тұжырымдай отырып, интерсекциялық аналитикалық перспективаны қолданады. Әдіснамалық тұрғыдан зерттеу PRISMA хаттамасының нұсқауларын сақтай отырып, академиялық жарияланымдарға жүйелі шолуды қамтиды. Қорытынды таңдама 2016-2025 жылдар аралығында Web of Science (Core Collection) деректер қорында жарияланған 69 мақаладан тұрады. Талдау NEET санатындағы әйелдерге әсер ететін осалдық факторларының өзара байланысты үш кластерін анықтады: (1) ерте ана болу және төленбейтін күтім жұмысының шамадан тыс жүктемесі сияқты демографиялық және отбасылық факторлар; (2) стигматизация және өзін-өзі бағалаудың төмендеуін қоса алғандағы психоәлеуметтік факторлар; (3) еңбек нарығындағы гендерлік жалақы алшақтығы және біліктілік сәйкессіздігі сияқты экономикалық және білім беру факторлары. Зерттеу нәтижелері әмбебап жұмыспен қамту шараларының бұл демографиялық топ үшін тиімділігі төмен екенін көрсетеді. Бұл зерттеудің ғылыми жаңалығы NEET мәртебесіндегі әйелдердің осалдығын зерттеудің кешенді аналитикалық негізін әзірлеу болып табылады, бұл жастардың гендерлік сараланған шеттетілуін теориялық тұрғыдан түсінуді кеңейтеді. Практикалық маңыздылығы бала күтімі инфрақұрылымын нығайтуды, білім беру және кәсіби реинтеграцияның икемді тетіктерін әзірлеуді және кешенді әлеуметтік қолдау шараларын қарастыратын гендерлік жауапты жұмыспен қамту саясатына көшу қажеттілігін негіздеуде жатыр.

**Түйін сөздер:** NEET жастар, әйелдер, гендерлік теңсіздік, әлеуметтік шеттетілу, еңбек нарығы, кәсіптер социологиясы.

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### **Гендерная асимметрия и социальная уязвимость женщин категории NEET: систематический анализ данных Web Of Science за 10 лет (2016–2025)**

Феномен NEET-молодежи (не обучающиеся, не работающие и не повышающие квалификацию) представляет собой серьезный вызов для современной социально-экономической политики. Данная группа характеризуется выраженной гендерной асимметрией: женщины подвержены значительно более высокому риску исключения из образовательных и профессиональных возможностей вследствие структурных, институциональных и социокультурных барьеров. Целью настоящей статьи является систематизация детерминант и основных факторов уязвимости женщин в статусе NEET на основе анализа современной научной литературы, а также определение приоритетных направлений разработки гендерно-чувствительной политики занятости. В исследовании принята интерсекциональная аналитическая перспектива, концептуализирующая уязвимость женщин NEET как результат пересечения гендерного, возрастного, социально-экономического и культурного неравенства. Методологически исследование основано на систематическом обзоре академических публикаций в соответствии с протоколом PRISMA. Итоговая выборка включает 69 статей из базы данных Web of Science (Core Collection), опубликованных в период с 2016 по 2025 год. Анализ позволил выделить три взаимосвязанных кластера факторов уязвимости, затрагивающих женщин NEET: (1) демографические и семейные факторы, такие как раннее материнство и непропорциональная нагрузка неоплачиваемого домашнего труда; (2) психосоциальные факторы, включая стигматизацию и снижение самооценки; (3) экономические и образовательные факторы, такие как гендерный разрыв в оплате труда и несоответствие навыков требованиям рынка труда. Результаты исследования показывают, что стандартные, универсальные меры вмешательства в сфере занятости недостаточно эффективны для данной демографической группы. Научная значимость исследования заключается в разработке комплексной аналитической базы для изучения женской уязвимости в статусе NEET, что расширяет теоретическое понимание гендерно-дифференцированного исключения молодежи. Практическая значимость заключается в обосновании необходимости перехода к гендерно-чувствительной политике занятости, включающей развитие надежной инфраструктуры по уходу за детьми, механизмы гибкой образовательной и профессиональной реинтеграции, а также комплексные меры социальной поддержки.

**Ключевые слова:** NEET молодежь, женщины, гендерное неравенство, социальное исключение, рынок труда, социология профессий.

## Introduction

Contemporary socio-economic transformations in both developed and developing economies are characterized by increasing employment instability, labor market segmentation, and growing institutional uncertainty. These processes most profoundly affect youth as a socially sensitive group in the transitional phase toward adulthood and economic independence. In academic discourse, one of the key indicators of social exclusion and the risk of youth marginalization is the NEET (Not in Education, Employment, or Training) category, which encompasses young people not engaged in formal education, paid employment, or vocational training. Within the framework of social work, this status is conceptualized not merely as economic inactivity, but as a marker of accumulated social deprivation, diminished access to resources, and constrained social mobility.

The analysis of gender asymmetry within the NEET category is of particular significance. International empirical studies provide evidence of a structural predominance of women in this group, indicating the reproduction of gender-based forms of social vulnerability (Azzopardi et al., 2019). While male entry into the NEET status more frequently correlates with human capital deficits, skills mismatch in the labor market, or cyclical unemployment, the female trajectory into the NEET category is largely determined by institutional and socio-cultural mechanisms of inequality. Primary among these are early marriage, early motherhood, a disproportionate distribution of unpaid care and domestic work, limited access to childcare services, and the pressure exerted by patriarchal family systems (Lüküslü & Çelik, 2022).

In the context of Kazakhstan and Central Asian countries, the issue of NEET women acquires a conceptual dimension driven by the concurrent processes of modernization and the persistence of traditional gender norms. Women find themselves in a situation of “dual normative pressure”: on the one hand, there is an increasing demand for human capital accumulation and labor market competitiveness; on the other hand, the social expectation of prioritizing reproductive and familial roles remains prevalent. Such ambivalence creates a zone of heightened risk for social vulnerability and restricted economic autonomy.

The objective of this study is to systematize and analytically synthesize the factors of social vulnerability among NEET women based on publications indexed in the Web of Science (WoS) database for

the period 2016-2025. The scientific significance of this research lies in the comprehensive synthesis of fragmented empirical findings and the development of a structured model of vulnerability factors, whereas its practical significance pertains to the potential application of these findings in designing social and labor support programs. This approach facilitates a shift from reducing the problem to mere economic indicators toward a comprehensive analysis of the psychosocial, institutional, and structural determinants of social exclusion. To achieve the stated objective, the following research tasks are addressed: (1) analyzing the dynamics and geography of publication activity concerning the issue of NEET women; (2) conducting thematic clustering of vulnerability factors (family-reproductive, institutional, structural-economic, medical, and psychosocial); and (3) assessing the impact of global crises, including the COVID-19 pandemic, on the exacerbation of the gender gap within the NEET category. The methodological framework of the study is grounded in the principles of evidence-based practice, systematicity, and transparency in data selection. The utilization of the PRISMA protocol ensures the reproducibility of the analytical procedure and enhances the validity of the generalized conclusions.

## Literature review

This review is situated at the intersection of several research domains, enabling the identification of dominant theoretical frameworks: the exploration of individual risk factors contributing to youth alienation, and the assessment of institutional variables shaping the demographic characteristics of the NEET population across various geopolitical contexts.

The bulk of empirical research on the NEET phenomenon focuses on identifying the structural and socio-demographic determinants that heighten the probability of youth social exclusion. Within the risk-oriented framework, particular attention is paid to the initial conditions of socialization and the unequal distribution of social capital. Consistent risk factors include low parental educational attainment, limited familial cultural and economic capital, migrant or immigrant status, and residing in single-parent or socially unstable households (Pemberton, 2008). In the terminology of social work, these characteristics are conceptualized not as individual deficits, but as manifestations of structural inequality and the intergenerational transmission of vulnerability. The classical interpretation of the NEET phenomenon relies on human capital theory (Beck-

er, 1964), according to which youth disengagement from education and employment is viewed as a consequence of insufficient investment in skill development, or as a result of a skills mismatch in the labor market. Within this logic, the NEET status is primarily interpreted as a derivative of individual competency deficits or the institutional inefficiency of the educational system.

However, contemporary empirical studies indexed in the Web of Science database (Wang, 2025; Kesikoglu et al., 2025) demonstrate the limitations of reducing the problem to the human capital model, particularly concerning women. The data indicate that attaining higher education does not guarantee young women sustainable integration into the labor market. This challenges the universality of the assumption regarding a linear relationship between educational attainment and the probability of employment. Specifically, a study by Wang (2025), based on Chinese data, reveals a pronounced gender asymmetry in the returns on educational investments: for women, a significant reduction in the risk of entering the NEET category is primarily associated with graduating from prestigious universities, whereas for men, holding a secondary vocational degree serves as a sufficient factor for successful labor market integration. This finding points to the existence of a structural stratification of opportunities and the gender-differentiated “profitability” of human capital.

In contemporary research, a central position is occupied by the concept of the “motherhood penalty,” alongside the analysis of the disproportionate distribution of unpaid care and domestic work. Within the framework of gender-responsive social policy, this phenomenon is viewed as an institutionally entrenched mechanism for the reproduction of inequality. Research by van Vugt et al. (2025), conducted using data from European Union countries, demonstrates a statistically significant correlation between the availability of Early Childhood Education and Care (ECEC) institutions and the likelihood of mothers transitioning into NEET status. In contexts of limited accessibility or high costs of preschool services, women are forced to temporarily or permanently exit the labor market, forming the category of so-called “inactive NEETs.” Lüküslü and Çelik (2021) introduce the concept of the “legitimization of inactivity” into academic discourse, allowing for a reconceptualization of the NEET status within the context of culturally conditioned norms of the gender order. Using Turkey as a case study, the authors demonstrate that for young wom-

en, a period of economic and educational inactivity can be interpreted as a socially acceptable phase of “preparation for marriage” and participation in the so-called marriage market. Consequently, the NEET status acquires normative validity and loses its characterization as a social deviation. Conversely, for men, analogous inactivity is more frequently viewed as a sign of deviance, failure, or an inability to fulfill the “breadwinner” role. Such an asymmetry in evaluation endows the exact same status with divergent social meanings depending on gender.

The comparative analysis (Table 2) demonstrates that, despite the universality of the NEET category, the configuration of vulnerability factors is regionally specific and determined by a combination of institutional architecture, gender order, and social policy models: (1) in EU countries, the vulnerability of NEET women is primarily mediated by a deficit in care infrastructure and psychosocial risks, indicating the need to expand ECEC services and mental health support programs; (2) in Central and East Asian countries, socio-cultural mechanisms regulating female employment normatively and institutional restrictions on mobility play a key role; (3) in Latin America, the factor of early motherhood is amplified by the impact of institutional instability and violence, forming a cumulative vulnerability; (4) in post-Soviet countries, the impact of macroeconomic transformations and the erosion of the state childcare system remains significant, reproducing gender segregation in employment. Thus, gender asymmetry within the NEET structure is not universally determined by a single factor, but is formed through the interaction of macroeconomic, institutional, and cultural contexts. For social work practice, this necessitates the development of context-sensitive and gender-responsive interventions that account for the specificities of regional social policies and models of familial responsibility.

Particular attention in this review is given to publications from 2022-2025 that address the consequences of the pandemic. The term «Lockdown Generation» has become established in international literature (Zudina, 2024). Studies prove that the pandemic exacerbated gender asymmetry: the closure of schools and kindergartens led to a massive exodus of young women from the employment sphere. Meanwhile, during the crisis, men more frequently remained in the «unemployed NEET» category (actively seeking work), whereas women transitioned into the «inactive NEET» category (having dropped out of the labor force), making their future reintegration significantly more challenging (Yolvermez, 2025).

**Table 1** – Comparative analysis of vulnerability factors by region

Region / Analytical cluster	Dominant structural and institutional factors	Key sources
European Union	High cost and/or limited availability of early childhood education and care (ECEC); the «motherhood penalty»; mental health risks; structural and cyclical youth unemployment.	van Vugt et al. (2025); Tanton et al. (2021)
Central and East Asia	Patriarchal gender norms; cultural legitimization of female inactivity; institutional barriers to labor market access; restrictions related to the household registration system ( <i>hukou</i> ) and internal migration.	Wang (2025); Lüküslü (2021)
Latin America	Early parenthood; institutional instability and fragmented social protection; gender-based violence; high share of informal employment.	Liu et al. (2023); Orozco (2024)
Post-Soviet Space	Macroeconomic shocks and labor market instability; degradation of preschool care infrastructure; gender-based occupational segregation; limited availability of flexible employment.	Zudina (2024)

Contemporary sociological thought (Zuccotti & O'Reilly, 2019; Tapan et al., 2025) insists on the necessity of intersectional analysis. For women, the NEET status is frequently complicated by ethnicity or migration status. For example, young migrant women in Europe face a «triple barrier»: a lack of social networks, language barriers, and discrimination based on gender/religion (Zanfrini & Giuliani, 2023). Studies focusing on Syrian refugee women (Tapan et al., 2025) note the phenomenon of «brain waste» (talent waste), where highly educated women fall into the NEET trap due to the inability to validate their qualifications in a new country. The literature review reveals that the female NEET experience is the outcome of a complex intertwining of macro-structural crises, meso-level familial obligations, and micro-level psychological attitudes. This corroborates the hypothesis that addressing this issue requires a multimodal approach extending beyond the mere provision of vocational skills training.

### Materials and methods

This study adheres to the general principles of a systematic literature review. More precisely, this research can be conceptualized as a “systematic review of literature.” It adopts a broader perspective, incorporating studies with various research designs, including narrative, descriptive, and statistical approaches. The methodological framework of this paper is structured in accordance with the principles of systematic analysis and the qualitative synthesis of secondary data. To ensure the objectivity and reproducibility of the results, the study utilizes the PRISMA (Preferred Reporting Items for Systematic

Reviews and Meta-Analyses) protocol (Tricco et al., 2018), which serves as the gold standard for review articles in high-impact journals indexed in Web of Science and Scopus.

The empirical foundation of this research comprises publications indexed in the Web of Science Core Collection (WoS) scientometric database. The selection of this platform is justified by its selective indexing policy, which is grounded in stringent peer-review criteria, international citation metrics, and editorial transparency. Utilizing WoS ensures the representativeness of the academic discourse and a high degree of reliability for the included sources.

**Search Strategy.** The search strategy was formulated using Boolean operators to enhance the precision and relevance of the sample: TS = (NEET AND women). The search was conducted within the “Topic” field, which encompasses article titles, abstracts, and author keywords. This approach facilitated the capture of publications wherein the issue of NEET women is conceptually central rather than peripheral.

**Inclusion Criteria.** The selection of publications was based on the following criteria:

1. **Timeframe:** 2016-2025. The selection of this ten-year period is driven by the necessity to analyze recent transformations in the youth labor market, including the impact of economic digitalization (the Fourth Industrial Revolution) and the COVID-19 pandemic as a global structural shock.

2. **Document Type:** Exclusively original research articles. Review articles, conference proceedings, editorial materials, and letters were excluded to ensure the empirical depth of the analysis.

3. **Publication Language:** English and Russian, representing the primary languages of international

and post-Soviet academic communication in the field under study.

4. Subject Area: Sociology, labor economics, social psychology, public health, and related disciplines that analyze the social determinants of vulnerability.

The publication selection process underwent four formalized stages:

1. Identification: The initial automated search yielded 114 potentially relevant records.

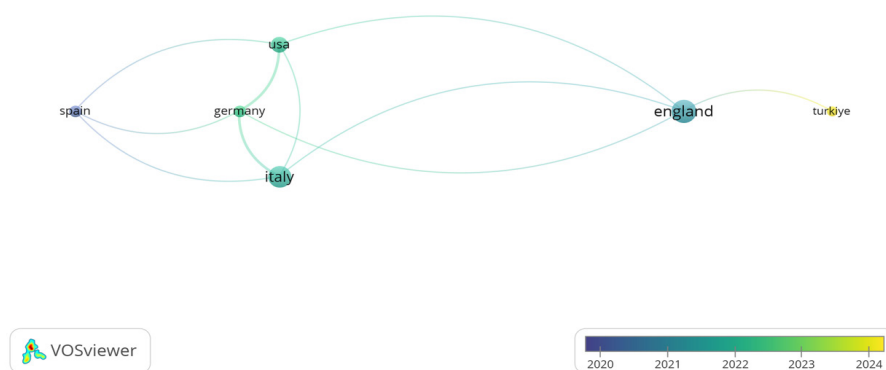
2. Screening: At this stage, the authors screened titles and abstracts for alignment with the study's focus (gender asymmetry in the NEET population). Papers mentioning the term NEET only tangentially or focusing exclusively on male samples were ex-

cluded. A total of 28 papers were removed during this phase.

3. Eligibility: A full-text review of the remaining 86 articles was conducted. Studies with a highly specialized clinical or biomedical focus lacking an analysis of socio-economic and institutional factors (e.g., genetic studies devoid of social context) were subject to exclusion.

4. Inclusion: The final analytical corpus comprised 69 articles, establishing the empirical foundation for thematic coding, cluster analysis of vulnerability factors, and subsequent substantive synthesis.

## Results and discussion



**Figure 1** – Dynamics of publication activity by country

Figure 1, which illustrates the annual number of Web of Science publications for the query “NEET women” over the period 2016-2025, allows for the identification of three key phases in the evolution of research interest.

1. Phase of Inertial Analysis (2016-2018) During this period, the topic of female inactivity remained on the periphery of sociological discourse. The annual number of articles did not exceed 5-7 units. Content analysis of the works from this stage (e.g., Andrade & Järvinen, 2017) reveals that researchers approached the NEET category as gender-neutral. The primary emphasis was placed on the general risks of “risk behavior” and the socio-economic status of parents, without accounting for the specific barriers encountered distinctly by women.

2. Phase of Conceptual Transition (2019-2020) The graph in Figure 1 indicates a moderate growth in publications. This stage is characterized by the emergence of studies criticizing the universal-

ity of the NEET concept. Articles from this period (Zuccotti & O’Reilly, 2019) began to integrate an intersectional approach, arguing that for women, ethnicity and family structure serve as more potent predictors of exclusion than for their male peers. A publication in *The Lancet* (2019) acted as a catalyst, linking the NEET status with global reproductive health metrics.

3. Phase of the “Pandemic Surge” and the New Paradigm (2021-2025) The most significant vertical spike in publication activity indicates a radical shift in the academic agenda. An analysis of Figure 1 shows that over 60% of the entire sample was published post-2021. This is a direct consequence of the pandemic, which exposed the fragility of female employment. Studies by Zudina (2024) and Yolvermez (2025) corroborate that, amidst the crisis, young women were pushed out of the labor market into the “inactive NEET” category due to the shutdown of social infrastructure.



This distinction fundamentally differentiates the female trajectory from the male trajectory, in which NEET status is more frequently problematized as a deviation from the “breadwinner” gender role and is perceived as a social risk.

#### *Spatial Interpretation of the Network Map*

An important analytical parameter of the co-word map is both the density of connections within clusters and the distance between nodes, which reflects the degree of conceptual integration among topics in academic discourse. Figure 2 demonstrates a significant distance between the “Education” cluster and the “Employment” cluster.

From a bibliometric perspective, this finding indicates a weak correlation between the two research trajectories: educational determinants and labour market integration of NEET women are primarily examined within parallel rather than integrated theoretical frameworks. Human capital theory posits that education should serve as a linear predictor of employment. However, the observed semantic distance reveals an empirical gap between the accumulation of educational capital and the actual opportunities to translate it into economic autonomy. For women, this gap is especially pronounced and can be interpreted as a manifestation of:

- Structural discrimination in the labour market;
- Gender-based occupational segregation;
- Institutional barriers (motherhood, caregiving burden);

- The devaluation of women’s educational capital.

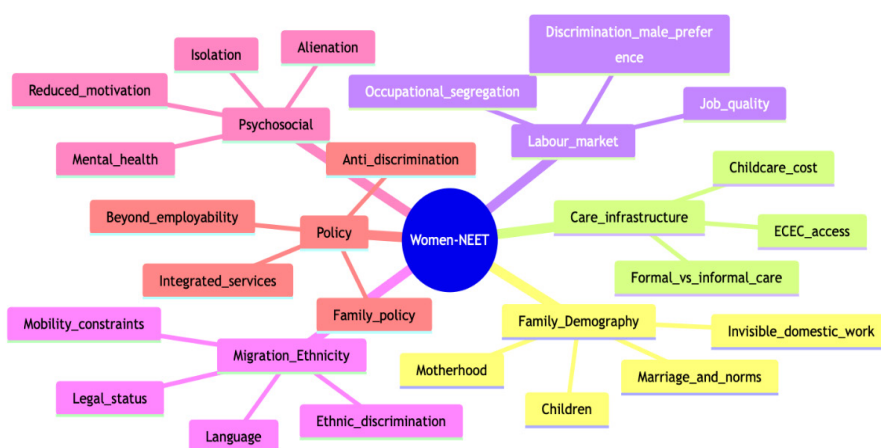
Therefore, the spatial isolation of these clusters reflects not only academic fragmentation but also a tangible structural misalignment between education and employment in female trajectories of transition to adulthood.

*The Cluster of Psychological Well-being.* The visualisation also identified a relatively autonomous cluster associated with the categories “mental health”, “depression”, “well-being”, and “psychological distress”. Its separation from the central economic nodes (“employment”, “labour market”, “income”) indicates that the psychosocial consequences of NEET status are often analysed in academic discourse independently of economic and institutional factors.

From a social work perspective, this fragmentation is problematic because:

- Psycho-emotional risks emerge as a consequence of structural inactivity;
- Economic dependence exacerbates anxiety and depressive symptoms;
- The lack of cross-sectoral interventions impedes sustainable reintegration.

In summary, the distance between clusters reflects a disciplinary divide between labour economics and psychology, while in social practice, these dimensions constitute an interconnected system of cumulative vulnerability.



**Figure 3** – Analysis of vulnerability factors among NEET women

The network analysis indicates that contemporary research discourse has shifted from focusing solely on economic indicators to analysing gendered life trajectories. The “broken elevator” visualisation

offers empirical evidence that conventional upskilling programs are likely to remain ineffective for women unless socio-cultural barriers between education and employment are addressed (Figure 3).

A systematic content analysis of a selected corpus of 69 academic publications enabled the identification of key mechanisms shaping vulnerability among young NEET women. To provide a comprehensive understanding of the phenomenon, the 10 most-cited and representative studies from the Web

of Science database were selected to form the theoretical core of the systematisation.

Table 2 presents a matrix of the primary determinants of social exclusion, grounded exclusively in empirical data derived from the representative sample.

**Table 2** – Matrix of determinants of NEET status among women

No.	Authors, Year	Region / Focus	Dominant Determinants	Key Mechanism of Social Exclusion
1	Azzopardi et al., 2019	Global / adolescent health	Gender inequality; early marriage; limited access to employment.	Cumulative burden of disease and demographic factors restricting economic autonomy.
2	Bäckman & Nilsson, 2016	Sweden / long-term effects	Early labor market detachment.	«Scarring effect»-the entrenchment of the social exclusion trajectory.
3	Zuccotti & O'Reilly, 2019	UK / intersectionality	Parental social status; ethnicity; gender.	Intergenerational transmission of inequality; differentiated impact of parental unemployment.
4	Contini et al., 2019	Italy / longitudinal analysis	Motherhood (older females).	Transition to economic inactivity rather than unemployed status.
5	Redding et al., 2017	Spain / gender-based violence	Adolescent motherhood; structural inequality.	Association of NEET with early motherhood status and the risk of IPV (Intimate Partner Violence).
6	Rodriguez-Modroño, 2019	Spain / structural inequality	Migrant background; household type.	Gender-ethnic segmentation of the youth labor market.
7	Haj-Yahya et al., 2018	Israel / socio-cultural norms	Patriarchal pressure; conflict between tradition and modernization.	Normative restriction of educational and occupational self-realization.
8	Sveinsdottir et al., 2018	Norway / risk of disability	Psychological distress; bullying; relationship problems.	Early work disability due to psychosocial maladaptation.
9	Klug et al., 2019	Germany / vulnerability trajectories	Low educational attainment; migrant background; motherhood.	Formation of a «closed» inactive NEET trajectory.
10	Salvà-Mut et al., 2016	Spain / school dropout	Low qualification (ISCED 0-1); economic crisis.	Gender-differentiated effect of educational dropout.

Analysis of the core publications reveals that trajectories into NEET status are distinctly gender-differentiated. Female and male models of inactivity differ significantly in both underlying causes and institutional consequences. A longitudinal study by Contini et al. (2019), based on Italian data, demonstrates a fundamental divergence in life trajectories. For young men, NEET status predominantly aligns with the classical model of unemployment, representing a temporary phase of active job searching within a volatile labour market. In contrast, among older female youth, particularly those with children, a transition into economic inactivity rather than registered unemployment is more characteristic.

In social work terminology, this represents a shift in status from “job seeker” to “labour force

dropout.” Women are effectively reallocated to the sphere of unpaid care and domestic work, which institutionally entrenches economic dependence and limits opportunities for subsequent reintegration. Consequently, motherhood functions not only as an individual choice but also as a structural mechanism of exclusion that transforms short-term vulnerability into a persistent trajectory of inactivity.

A distinct analytical dimension concerns socio-cultural barriers. In societies with pronounced patriarchal norms, the high proportion of NEET women results from normative pressure, which may be interpreted as a form of “gender struggle” (Haj-Yahya et al., 2018). Young women must reconcile their educational and career aspirations with the expectations of families and reference groups. In

this context, the renunciation of occupational self-realisation serves as an adaptation strategy to the prevailing gender order.

This issue is not limited to traditional societies. Research by Klug et al. (2019) demonstrates that even in institutionally developed European countries such as Germany, childbirth significantly increases the likelihood that women will exit employment and enter a persistent inactive NEET trajectory. This evidence suggests that structural barriers—including labour market segmentation, insufficient employment flexibility, and unequal distribution of caregiving—persist even under conditions of formal gender equality. Collectively, these findings support the view that the female NEET trajectory is more often associated with institutionally and culturally mediated reallocation of roles, rather than a human capital deficit, thereby reproducing gender asymmetry in access to economic autonomy.

The findings of this study necessitate a critical reevaluation of conventional methods for addressing youth unemployment. For decades, policymakers and public administrators have relied heavily on Becker's (1964) seminal human capital theory. The prevailing assumption was that the most effective strategy to extract an individual from the NEET status was simply to equip them with new skills or enrol them in retraining programs. However, data from the Web of Science indicate that this linear approach is largely ineffective when applied to young women.

A degree alone does not guarantee social mobility for women. A paradox emerges: a young woman may possess a high level of education, yet external institutional barriers effectively neutralise its value. The primary underlying cause is not a deficit of knowledge or competencies among women, but rather the pronounced conflict between employment and motherhood. The “motherhood penalty,” extensively discussed by contemporary scholars (van Vugt et al., 2025; Contini et al., 2019), transforms previously active female job seekers into economically inactive homemakers.

This situation is severely exacerbated by macroeconomic crises, a dynamic most vividly illustrated during the COVID-19 pandemic. It is no coincidence that the term “Lockdown Generation” has entered the academic lexicon. Following the closure of schools and childcare facilities, the entire burden of domestic and caregiving responsibilities fell disproportionately on women. This generates an effect of “cumulative disadvantage”: the longer a woman remains out of the workforce due to familial obliga-

tions, the more rapidly her professional skills erode, concurrently increasing the risk of prolonged depression and psychological isolation (Sveinsdottir et al., 2018).

Although most articles in the database focus on experiences in Europe or the Middle East, these findings are highly relevant to Kazakhstan and the broader Central Asian region. The mechanism of the “legitimisation of inactivity” (Lüküslü & Çelik, 2022; Haj-Yahya et al., 2018) is particularly applicable in this context. In this region, young women often navigate an environment of double standards: while the state and economy expect civic engagement and professionalism, family and society continue to regard the role of a non-working *kelin* (daughter-in-law) or mother as not only normative but also prestigious. As a result, a large, hidden cohort of NEET women emerges. Although their socio-economic situation may appear stable, in the event of divorce or economic shocks, they are left highly vulnerable to poverty, lacking both professional experience and a financial safety net.

Moreover, NEET status should not be analysed in isolation. The application of an intersectional approach is essential (Zuccotti & O'Reilly, 2019). A woman's ability to navigate unemployment is strongly influenced by her socio-economic background, including migration from rural to urban areas, parental income level, and the breadth of her social networks. Universal support programs are likely to be insufficient in such complex contexts.

## Conclusion

The analysis demonstrates that the status of women in the NEET category cannot be interpreted as individual occupational failure or motivational deficit. Instead, it serves as an indicator of structural gender asymmetry and institutionally reproduced social vulnerability within the labour market. A systematic review of Web of Science publications from 2016-2025 concludes that the female trajectory of social vulnerability is shaped by three interconnected clusters of factors: a deficit in caregiving infrastructure (such as limited availability of early childhood education and nurseries), normative pressure from traditional gender paradigms, and institutional inflexibility in educational and labor systems, which impedes the reconciliation of parenthood and employment.

Whereas for young men the NEET status more frequently correlates with macroeconomic shocks, cyclical unemployment, and employment crises, the

primary mechanism of vulnerability for women is their displacement into the sphere of unpaid reproductive and care work. Consequently, a persistent trajectory of economic inactivity is formed, accompanied by a decline in social capital and limited opportunities for reintegration.

Drawing on a synthesis of international experience, the following strategic trajectories are proposed:

**Institutional strengthening of care infrastructure.** The priority area for funding should be expanding the availability of nurseries and preschool institutions. Investments in the early childhood development system serve not only as a social measure of family support but also as a critical mechanism for expanding women's economic autonomy and preventing long-term inactivity.

**Development of flexible employment models.** Regulatory and economic support is essential for employers implementing flexible work arrangements (such as part-time employment, remote work, and adaptive schedules). Such a policy lowers barriers to reconciling parenthood with professional activity and facilitates sustainable reintegration for mothers.

Targeted cross-sectoral support for vulnerable groups. For women experiencing cumulative vulnerability (single mothers, internal migrants, young women lacking familial support), a comprehensive accompaniment model is required. This must include: employment assistance, psychological support and stigma reduction, legal counselling regarding rights and access to social services, and the development of social adaptation skills.

In summary, overcoming gender asymmetry within the NEET structure requires a paradigm shift from narrow economic interventions to systemic social policies aimed at dismantling institutional barriers and fostering the development of young women's capabilities. Only under these conditions can long-term marginalisation and the intergenerational reproduction of vulnerability be prevented.

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## STRATEGIES TO IMPROVE EMPLOYEE PERFORMANCE IN THE POST-COVID-19 PERIOD: LESSONS FROM HIGHER EDUCATION INSTITUTIONS IN ZIMBABWE

It is essential to have integrated approaches to building employees' post-pandemic resilience, performance, and coping in the workplace. This study aims to explore the strategies that can be adopted to improve the employees' performance in the higher education institutions of Zimbabwe, post-COVID-19 period. The study was conducted to determine the effective human resource management practices that can be used to tackle issues such as lack of resources, digitalization, and the adaptability of the workforce in the academic environment that is currently undergoing a lot of changes. A qualitative phenomenological research approach was employed and 18 managers from three higher education institutions were purposefully selected to participate in semi-structured interviews. The data were analyzed thematically to determine the keyways to improve the employee performance in the post pandemic period. The study found four key strategies: (1) Digital skill training and performance coaching, (2) Wellness and mental health programs, (3) Policy Adjustments and Flexibility, and (4) Communication and Engagement Enhancement. These strategies collectively increase the employees' resilience, performance, and the overall institutional performance in the post-COVID era. The study recommends a holistic, evidence-based HR interventions tailored to Zimbabwe's socio-economic constraints. It is therefore important that institutions focus on the long term on skills, mental health, workplace flexibility and communication to sustain employee output. The study provides a novel view by incorporating digital transformation, well-being, and policy changes into a single model for increasing the effectiveness of employees.

**Keywords:** Employee Performance, Higher Education Institutions, Human Resource Strategies, Post-COVID-19, Zimbabwe.

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### COVID-19-дан кейінгі кезеңде қызметкерлердің тиімділігін арттыру стратегиялары: Зимбабве жоғары оқу орындарының тәжірибесі

Қызметкерлердің постпандемиялық орнықтылығын, олардың нәтижелілігін және жұмыс орнындағы стресс факторларымен күресу қабілетін қалыптастыру үшін кешенді тәсілдерді қолдану қажет. Бұл зерттеудің мақсаты – COVID-19-дан кейінгі кезеңде Зимбабвенің жоғары оқу орындары қызметкерлерінің тиімділігін арттыруға бағытталған стратегияларды зерделеу. Зерттеу қарқынды өзгерістерге ұшырап отырған академиялық ортада ресурстардың жетіспеушілігі, цифрландыру және кадрлардың бейімделгіштігі сияқты мәселелерді шешуге мүмкіндік беретін адами ресурстарды басқарудың тиімді тәжірибелерін айқындауға бағытталды. Зерттеуде сапалық феноменологиялық тәсіл қолданылды; үш жоғары оқу орнынан 18 менеджер мақсатты іріктеу арқылы таңдалып, жартылай құрылымданған сұхбаттарға қатысты. Жиналған деректер постпандемиялық кезеңде қызметкерлердің тиімділігін арттырудың негізгі бағыттарын анықтау мақсатында тақырыптық талдау әдісімен өңделді. Нәтижесінде төрт негізгі стратегия анықталды: (1) цифрлық дағдыларды дамыту және нәтижелілікті арттыруға бағытталған коучинг; (2) әл-ауқат пен психикалық денсаулықты қолдау бағдарламалары; (3) ұйымдық саясатты түзету және икемділікті арттыру; (4) коммуникацияны күшейту және қызметкерлердің қатысу белсенділігін арттыру. Аталған стратегияларды кешенді түрде жүзеге асыру қызметкерлердің орнықтылығын, олардың нәтижелілігін және жалпы институционалдық тиімділікті пост-COVID-19 кезеңінде арттыруға ықпал етеді. Зерттеу Зимбабвенің әлеуметтік-экономикалық шектеулеріне бейімделген, дәлелдерге негізделген кешенді HR-интервенцияларды енгізуді ұсынады. Ұзақ мерзімді перспективада мекемелер қызметкерлердің өнімділігін тұрақты

психикалық денсаулықты қолдауға, жұмыс үдерістерінің икемділігіне және тиімді коммуникацияға назар аударуы тиіс. Зерттеудің жаңалығы – цифрлық трансформацияны, қызметкерлердің әл-ауқатын және ұйымдық саясаттағы өзгерістерді қызметкерлердің тиімділігін арттырудың бірыңғай моделіне біріктіруінде.

**Түйін сөздер:** қызметкерлердің тиімділігі, жоғары оқу орындары, адами ресурстарды басқару стратегиялары, пост-COVID-19, Зимбабве.

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### **Стратегии повышения эффективности сотрудников в пост-COVID-19 период: опыт высших учебных заведений Зимбабве**

Необходимо применять интегрированные подходы к формированию постпандемической устойчивости сотрудников, их результативности и способности к совладанию с рабочими стрессорами. Цель данного исследования – изучить стратегии, которые могут быть использованы для повышения эффективности сотрудников высших учебных заведений Зимбабве в пост-COVID-19 период. Исследование было направлено на выявление эффективных практик управления человеческими ресурсами, позволяющих решать такие проблемы, как нехватка ресурсов, цифровизация и адаптивность персонала в академической среде, находящейся в состоянии интенсивных изменений. Применён качественный феноменологический исследовательский подход; 18 менеджеров из трёх высших учебных заведений были целенаправленно отобраны для участия в полуструктурированных интервью. Полученные данные были подвергнуты тематическому анализу с целью определения ключевых направлений повышения эффективности сотрудников в постпандемический период. В результате были выделены четыре основные стратегии: (1) развитие цифровых навыков и коучинг по повышению результативности; (2) программы поддержки благополучия и психического здоровья; (3) корректировка организационной политики и повышение гибкости; (4) усиление коммуникации и вовлечённости сотрудников. Совокупная реализация данных стратегий способствует повышению устойчивости персонала, его результативности и общей институциональной эффективности в пост-COVID-19 эпоху. Исследование рекомендует внедрение комплексных, основанных на доказательной базе HR-интервенций, адаптированных к социально-экономическим ограничениям Зимбабве. В долгосрочной перспективе учреждениям важно сосредоточиться на развитии навыков, поддержке психического здоровья, гибкости рабочих процессов и эффективной коммуникации для поддержания устойчивого уровня продуктивности сотрудников. Новизна исследования заключается в интеграции цифровой трансформации, благополучия персонала и изменений организационной политики в единую модель повышения эффективности сотрудников.

**Ключевые слова:** эффективность сотрудников, высшие учебные заведения, стратегии управления человеческими ресурсами, пост-COVID-19, Зимбабве.

## **Introduction**

The COVID-19 pandemic has caused unprecedented disruption in workplaces all over the world and therefore, public institutions of higher learning were not an exception. These institutions in Zimbabwe faced several challenges in the context of continuing with the academic work and protecting the employees (Fujita et al., 2021). As a result, changes in the workplace culture including telework, change in work schedule, and alterations in job description were implemented. The COVID-19 pandemic has affected all aspects of life including social, economic and institutional life and this pandemic has

affected Higher Education institutions (Kaur & Gurnani, 2021). This has necessitated academic and administrative staff to change to new forms of work such as online learning, virtual meetings and altered business processes (Krishna et al., 2021). This sudden change has also implied that there is the need to look at how the performance of employees has been transformed in the post COVID-19 period, which is the central theme of this study.

Performance of employees is a critical factor in achieving the objectives of any organization and in the higher learning institution, both academic performance and administrative efficiency are of considerable importance (Hayashi et al., 2021). After

the pandemic, the concept of performance has not only been confined to accomplishment of tasks and attainment of organizational outcomes, but also includes bounce back, innovation, and emotional intelligence (Lim et al., 2020). The pandemic has, therefore, reminded the staff in the Higher Education institutions the need for flexible work arrangements, strong leadership and supportive environment (Skulmowski & Standl, 2021). Thus, performance of the employees in terms of effectiveness, viability, and job satisfaction became an important issue since the institutions struggled to achieve their academic and administrative goals under the conditions of reduced funding and increased demands.

The COVID-19 pandemic brought about several changes to the workplace culture and thus affected the productivity, motivation, and effectiveness of workers in the higher learning institutions in Zimbabwe. Employees have faced issues such as technical difficulties, depression, and the new normal of working from home (Salju et al., 2023; Wang et al., 2021). As institutions move to the next level after COVID-19 there is the need for sound strategies to enhance and sustain employee performance. However, the existing literature lacks a contextualization of the strategies within the socio-economic environment of Zimbabwe, which is characterized by resource constraints and systemic issues (Chimene et al., 2021). Therefore, it is still not clear how the institutions can strike a balance between the resource issues, cultural issues, and workforce issues in order to develop sustainable solutions. This research is therefore designed to investigate how higher education institutions in Harare can enhance employee performance as a way of adding to both the academic literature and practical management practices.

#### *Purpose of the study*

The purpose of this research is to investigate approaches that can be taken to enhance employee performance in higher education institutions in Zimbabwe, after the COVID-19 pandemic. Focusing on these institutions and the general challenges of limited resources and socio-economic issues, the study will attempt to establish the best human resource practices that can boost employee motivation, resilience and performance (Chimene et al., 2021; Hanu & Khumalo, 2023). The research will focus on organizational policies, employee adaptability and post pandemic recovery and thus will be useful in developing sustainable performance management practices that can aid in the success of institutions and their global competitiveness in the environment of rapid change (Judi & Kurniawan, 2024).

## **Literature review**

### *Theoretical framework*

The study is based on Herzberg's Two-Factor Theory and the Resource-Based View (RBV). Herzberg's theory looks at the motivational factors of recognition, career development, and achievement, as well as the hygiene factors of workplace safety, job security, and equitable policies to boost employee satisfaction and performance (Herzberg, 1968). These factors are particularly important after the COVID-19 pandemic, and institutions must pay attention to employee well-being and engagement to recover from the pandemic's effects (Rena and Mbukanma, 2023; Salju et al., 2023). The RBV strengthens this by explaining the strategic use of organizational resources like technological infrastructure, employee training, and leadership development to secure improved and sustained performance (Barney, 1991). This perspective is particularly important in resource scarce environments such as Zimbabwe where the institutions have to harness the existing strengths to create their competitive advantage (Chimene et al., 2021).

These theories provide an elaborate model that explains both intrinsic and extrinsic motivators and the role of institutional resources in enhancing employee productivity. Thus, the study deploys both theory and practice in addressing the dual issue of employee needs and resource management to enhance sustainable performance in Zimbabwe's higher education sector (Wang et al., 2021).

### *Impact of COVID-19 on employee performance*

Both employees and organisations experience some form of crisis at some point in time that deploys organisational and personal resources while also interrupting the normal course of work (Rena, 2023; Hanu & Khumalo, 2023). The COVID-19 pandemic outbreak brought many uncertainties to the management/ supervisors and employees in the workplace. The COVID-19 outbreak has affected the education sector in Zimbabwe, resulting in the closure of schools and disruption of learning processes nationwide (Mbunge et al., 2020). Popa et al (2022) found that the psychological effects of the COVID-19 pandemic on employees include fear of death of close friends and colleagues, job loss and uncertainty about the future as well as changes in work environment that decreased employees' motivation and performance.

Mohammed, Ibrahim, and Kawugana (2021) examined the effects of COVID-19 on employee performance at certain universities in Bauchi State and

discovered that the pandemic had a negative effect on the motivation and performance of employees, as well as their well-being. The pandemic especially affected the 50-64 years old employees (Mohammed et al., 2021). In some cases these employees were laid off and sent home and the young and inexperienced employees had to be left behind to do the job. So, the motivation and the performance of the young and inexperienced employees suffered (Rena and Mbukanma, 2023).

The COVID-19 pandemic has normalised working from home for millions of employees worldwide. Many employees and businesses had to switch to remote work for the first time with no prior experience because of the pandemic (Rena and Mbukanma, 2023; Kwieciński, 2023; Langry and Rena, 2023). Early Eurofound estimates indicated that because of the pandemic, about 50% of employees worked from home (to some extent), up from 12% before the outbreak (Stofkova & Seemann, 2021). Many employees and organizations have adapted to the work-from-home model even after the pandemic. Like any organizational change, both the advantages and disadvantages of working from home are present (Rena and Mbukanma, 2023). This flexible work environment is generally perceived as a cultural shift that requires time to develop policies and rules to support work performance and balance (Toscano & Zappalà, 2020). The COVID-19 pandemic has forced most firms to adopt this model while equipping most of its employees with the skills for remote work (Molino et al., 2020; Langry and Rena, 2023). As already stated, both advantages and disadvantages of remote work have been found in the literature (Vander Elst, Verhoogen, & Godderis, 2020).

#### *Post-COVID-19 HR Strategies to Enhance Employee Performance in Higher Education*

After the COVID-19 pandemic, the human resource departments in the higher education institutions have employed new strategies to build up the organization's capacity for resilience, performance, and meeting new challenges in the workplace (Rena and Mbukanma, 2023). These include flexibility, skill development, mental health support, and communication, to ensure that the new normal in the educational sector is sustainable (Atiku & Ganiyu, 2022; Sokolic, 2022). This has included the implementation of a flexible work policy which allows employees to choose between working from the office, from home or a combination of both, to reduce burnout and increase engagement. Atiku and Ganiyu (2022) state that such policies increase job

satisfaction and productivity, especially among academic staff who must balance between research and teaching because they get to choose when they want to work. Similarly, Sokolic (2022) report that higher education institutions that adopted flexible work arrangements had positive performance outcomes because employees were better at juggling work and personal life.

Training and digital skill development have also been identified as specific strategies that add value. The shift to online learning, which was forced by the pandemic, required institutions to invest in their employees' technological skills (Rena, 2023). Afrianty et al. (2022) establish that training in the use of digital platforms improves the quality of teaching and engagement in the virtual classroom. It also covers related areas such as management of development and lifelong learning that contribute to institutional resilience and work performance (Rena, 2023; Urbanek et al., 2023). The attention has also been paid to the mental health of the employees as the pandemic has brought many psychological challenges to the workplace. Organisations that have put in place facilities and services such as counselling, stress management workshops and wellbeing days have seen employee morale and engagement improve (Kelloway et al., 2023). Shipman et al. (2023) states that mental health support boosts motivation and commitment, which leads to high productivity at work. Communication and feedback are very important in aligning the employees with the organization's objectives. Shipman et al. (2023) established that the organizations that provided the employees with the regular feedback cycles and open communication had high trust and clarity, which in turn was associated with improved performance. Positive feedback is a part of the organization's commitment to growth; it makes the employees feel valued and motivated to work (Judi & Kurniawan, 2024).

#### **Materials and methods**

As explained by Williams (2021), phenomenology is the study of the meaning of the experiences of individuals, hence the most appropriate paradigm for identifying HR strategies that can be used to enhance employee performance post COVID-19. The design therefore allowed the researchers to understand the perception of the participants in detail to come up with useful conclusions regarding institutional responses.

A convenience sampling strategy was used to identify the higher education institutions that partic-

ipated in the study. This method was chosen because it was a convenient way of identifying institutions with employees who were available and willing to participate within the given time frame. Eighteen participants, who are Human Resource Managers and Deans of Students, were purposively selected from three higher education institutions, with six participants from each institution. Purposive sampling, as noted by Andrade (2021), is a technique used by researchers to select participants deliberately with the aim of having a sample that is representative of the population in terms of the study objectives. Semi-structured interviews were held with the participants and with the consent of the participants, the sessions were recorded and transcribed in full (McGrath, Palmgren, & Liljedahl, 2019). Thematic analysis was used to identify patterns and themes in the data.

Ethical considerations were not forgotten. Confidentiality was kept throughout the study and permission was obtained from the participants and institutional authorities. According to Naidoo (2019) “the focal point of ethics in research is to protect the respondents from harm and safeguard their dignity, anonymity, and confidentiality”. The analysis of the study was shared with the participants to build confidence and transparency. The limitation of this study is that it only focused on respondents who held managerial positions in few institutions which were conveniently selected, and this may limit the generalization of the findings.

## Results and discussions

From the thematic analysis, one main theme was identified: Empowering Employee Skills Development, which is supported by four key strategies: Digital skill training and performance coaching, Wellness and mental health programs, Policy adjustments and flexibility, and Communication and engagement enhancement. These strategies are important for employee performance before and after COVID-19. They focus on training and development initiatives to fill the skill gap and enhance digital competence. Wellness and mental health are prioritized in wellness programs. Policy adjustments and flexibility emphasize adaptable work environments, while enhanced communication fosters trust and alignment with institutional goals. Analysis of how these strategies aid long-term employee performance and institutional resilience in the post COVID-19 era is provided in this section.

### *Digital skill training and performance coaching*

This strategy is aimed at closing skill gaps and enhancing digital competencies to enhance employee performance post COVID-19. Key interventions include investing in digital tools, reintroducing and refining the online performance management system with supportive training and implementing performance coaching to build adaptability. Training on digital tools improves greatly the performance of teaching and technical proficiency, while other skill development initiatives build resilience and sustain engagement in a dynamic work environment. This is confirmed by the following participant:

*We reinstated and enhanced the online performance management system, providing training to ensure effective use. Performance coaching was introduced to shift perceptions of performance management from periodic reviews to continuous engagement (Interviewee 10, 2024).*

This result is also in accordance with Bahmani-OSKooee and Feinberg (2022) who state that retraining and enhancing performance management systems are vital in the post-pandemic recovery phase. The focus on the reintroduction and improvement of online performance management systems, backed by training and performance coaching, is in line with Urbanek et al. (2023) who stated that continuous engagement improves the employee performance in the long run. The development of digital infrastructure and the education of employees to use these tools properly makes the performance systems strong and flexible in the event of organizational changes (Afrianty et al., 2022). The integration of digital literacy initiatives also supports Urbanek et al. (2023)’s claim that technical competency enhances creativity and strength. The skill acquisition and mental health management also echo Salju et al. (2023) suggesting that effective programs should encompass both the professional and emotional aspects of employees’ development.

### *Wellness and Mental Health Programs*

This sub-theme explains the HR strategies that help in supporting the mental and emotional well-being of employees in the post COVID-19 period. Wellbeing initiatives such as wellness events and the employee assistance programs for staff and their dependents were also mentioned by participants as being involved in helping with managing the mental health issues and building up resilience. Other measures also included debriefing sessions and mental health resources to assist the employees in their transition to the physical workplaces. These well-being

efforts are holistic and, therefore, complementary to the training efforts and conducive to overall performance. Positive strategies to mental health have therefore aided in making the transition to traditional work environments more seamless, thus enhancing resilience, well-being, and productivity in the changing workplace. This was also echoed by a participant who gave:

*The strategies we employed to improve performance post COVID 19 included; training and development interventions for all the staff, wellness events and the launch of Employee Assistance Programs to support both the staff and their families. We also have support programs like debriefing sessions and mental health resources (Interviewee 4, 2024).*

These findings are similar to those of Atiku and Ganiyu (2022) who state that employee assistance programs are very useful in improving organizational performance because they help in solving the problems of mental health. In a manner like Urbanek et al. (2023) stress that a holistic approach to mental health strengthens resilience and well-being and is consistent with training initiatives. Participants noted significant institutional investments in mental health resources, a commitment that supports Mohammed et al. (2021) assertion of organizational responsibility in promoting employee welfare. Skill development and mental health interventions are also integrated as Atiku and Ganiyu (2022) recommended holistic approaches to managing professional and emotional needs in the context of changing workplaces. Furthermore, the focus on debriefing sessions is in line with Bahmani-OSKooee and Feinberg's (2022) claim that such measures are necessary for helping employees transition back to physical workplaces. Also, Kelloway et al. (2023) point out that sustained mental health strategies are essential for smoother workforce adaptation and enhanced productivity in post-pandemic workplace dynamics. These integrated wellness programs show that a holistic approach to enhancing employee resilience and performance is important.

#### ***Policy Adjustments and Flexibility***

This strategy includes the adoption of hybrid work models as an important HR strategy in the post COVID 19 period to give the employees the option of working from home and coming to the office. Participants stated that the phased reintegration and retraining measures enabled a safe return to the workplace with minimal disruption to productivity and wellbeing. These institutions have recognized the need to change and have developed working

from home policies to formalise flexible work and ensure that workers have what they need to do their job. These changes in the policies of the organization are in line with the changes in the work environment, in order to meet the needs of the employees and achieve the organizational goals. By integrating flexibility and resource support these policy changes have improved the resilience and productivity of the workforce and have reinforced the balance between employee well-being and organizational performance during and after the pandemic. This perspective is also supported by a participant who stated:

*We have also implemented hybrid work models as one of our strategies and this has enabled staff to work from home. For instance, we have developed a work from home policy to ensure that the employees have what they need to work. (Interviewee 12, 2024).*

This study finds consistency with Bahmani-OSKooee and Feinberg (2022) in that the implementation of the hybrid work models improves employee well-being and productivity due to flexibility. Phased reintegration and retraining are also supported by Kwieciński (2023) who maintain that sticking to strategies of transitioning to the workplace is most useful in achieving the goals of employees and organization. Mathews et al. (2022) also establishes that the use of the hybrid model depicts organizational learning, which has a positive influence on employee satisfaction and performance during the recovery period. The development of working-from-home policies is in line with the idea of Stofkova and Seemann (2021), who state that rules are important for the management of flexible work arrangements. In addition, the provision of resources is related to Toropova et al. (2021) who discovered that remote work becomes more effective with appropriate tools and equipment. Atoko (2021) also argues that changes in policies should be made in relation to changes in the work environment in order to arrive at a balance between the organization's goal of building resilience and enhancing productivity in the post pandemic world.

#### ***Communication and Engagement Enhancement***

This strategy is an explanation of how the communications and engagement personnel should prepare for the post COVID 19 normal. Employees were prepared to tackle the challenges of the pandemic through mandatory training on tools like Moodle and MS Teams, online seminars and tailored awareness programs. A COVID 19 task team set up and guided by experts in Health Sciences cre-

ated a structured support system to facilitate collaboration, skill development and resilience. Monthly operational planning and strategy meetings as part of the structured communication strategies were also seen as important in setting targets, monitoring progress and ensuring coherence with the organizational objectives. These initiatives also enhanced accountability, improved interactivity between the staff and management, and created a collaborative culture that would foster the necessary change and growth in the shifting academic environment. One participant stated:

*A great deal of focus was placed on training especially on Moodle and MS Teams. Support mechanisms were also given to the academics on COVID 19 and its implications. A professor from Health Sciences was the head of the COVID 19 task team that was led by staff members. Moreover, I and my team attended a monthly Operational Planning and Strategy meeting where we set targets for the month (Interviewee 8, 2024).*

This outcome is also in line with the findings of Rana and Singh (2022) who state that training in digital platforms like Moodle and MS Teams enhances communication and productivity in academic institutions. The mandatory training and awareness programs described here are a form of structured digital skill development for fostering resilience in the crisis, as Bahmani-OSKooee and Feinberg (2022) also highlighted. Moreover, the formation of the COVID 19 task team is an example of a collaborative approach which is also supported by Atiku and Ganiyu (2022) in the sense that such initiatives which are led by experts help in solving the issues that are specific to the sector. In addition, Toropova et al. (2021) maintain that systematic communication strategies, including monthly progress meetings, are necessary for coherence with institutional objectives, while Kelloway et al. (2023) and Afrianty et al. (2022) stress that frequent feedback and interaction enhance accountability, trust, and engagement in transition.

## Conclusion

This study examines the measures that universities in Harare, Zimbabwe, have put in place to enhance employee performance after the COVID-19 pandemic. The findings show that the enhancement of performance needs multiply approaches that include skills training, wellness support, policy modifications, and communication enhancement. Skill and digital competency gaps were addressed

through training and development initiatives that promoted adaptability and resilience. It also identified that wellness programs, including mental health resources and Employee Assistance Programs, are vital for addressing the emotional well-being of employees in addition to their professional responsibilities.

Policy changes including hybrid work models and resource allocation showed that the institution is flexible and responsive to the changing needs of the employee, boosts productivity and increases job satisfaction. Improved communication strategies were also because of digital training and structured meetings to enhance collaboration, accountability and engagement in order to achieve institutional objectives. These interventions show that holistic and evidence-based approaches are crucial for lasting performance in constrained environments. The study contributes to academic literature and provides practical advice on managing workforce dynamics during the post-pandemic period. However, the findings indicate that more resources should be allocated to employee support and the use of available resources to maintain resilience, innovation and productivity in Zimbabwe's higher education sector.

## Recommendations

Based on the findings of the study, the following recommendations can be proposed as to how to enhance employee performance in higher education institutions in Harare, Zimbabwe during the post COVID 19 recovery period. In the first place, institutions should make sure that continuous skill development is encouraged through targeted training programs that address the emerging technological needs and digital competencies. This ensures that the employees can meet the changing needs of the job by having performance coaching and ongoing professional development as part of the institutional policies. Thirdly, wellness and mental health initiatives should be expanded to include regular debriefing sessions, comprehensive Employee Assistance Programs, and easy access to mental health services for employees and their dependents. These institutions should make sure that they promote the well-being culture and these programs should be part of their long-term plans. Fourthly, the flexible work policies such as the hybrid model and work from home should be formalized and frequently discussed to meet the needs of the employees and the goals of the organization. These institutions should also ensure that necessary resources and clear guidelines are available for supporting these policies. Lastly,

communication and engagement efforts should be enhanced through structured feedback mechanisms, regular progress meetings, and training on collaborative platforms like Moodle and MS Teams. This is because, formation of specialized task teams to address organizational challenges and fostering an

inclusive decision-making environment is most effective in building trust, accountability and alignment to goals. These recommendations are intended to help maintain the level of employee performance, well-being, and innovation to support institutional resilience and long-term success.

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## VARIOUS ASPECTS OF THE NEED FOR PROFESSIONAL DEVELOPMENT OF TEACHERS IN KAZAKHSTAN

The article discusses various aspects of professional development of teachers in the Republic of Kazakhstan in the context of modernisation of the education sector. Particular attention is paid to factors influencing teachers' demand for professional development, including changes in educational standards, introduction of digital technologies, updating of teaching content and requirements for teachers' professional competencies. The aim of the study is to identify priority areas and factors that determine teachers' needs for professional development in the context of updated educational content, with professional development (PD) being seen as a key mechanism in Kazakhstan's school reform agenda. At the same time, there is a lack of research at the local level on specific areas in which teachers seek to strengthen their professional competencies. This study analyses the self-assessed professional development needs of teachers in general education schools and examines their variability depending on gender, age, teaching experience, qualification level and language of instruction, which is of scientific and practical importance. The research methodology used data from the international TALIS-2018 study, including responses from Kazakhstani teachers (N = 6566). Methods of contingency table analysis, comparison of mean values, factor analysis and rating analysis of identified factors were applied.

The results of the study highlight the need to take into account the balanced and practice-oriented needs of teachers when organizing their professional development, as well as the importance of considering socio-demographic differences – gender, age, experience, level of education and language characteristics – when planning professional development programs. This is because effectively meeting diverse needs and developing human capital requires a differentiated approach. The results can be used in the development and improvement of professional development programs for teaching staff.

**Keywords:** teachers, professional development, need for PD, teacher education, socio-demographic factors, TALIS.

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### Қазақстандық мұғалімдердің кәсіби даму қажеттіліктерінің түрлі аспектілері

Мақалада Қазақстан Республикасында мұғалімдердің білім беру саласын жаңғырту жағдайында кәсіби дамуының түрлі аспектілері қарастырылады. Білім беру стандарттарының өзгеруін, цифрлық технологияларды енгізу, оқытудың және мұғалімнің кәсіби күзіреттілік талаптарын қосқандағы мұғалімдердің кәсіби білігін арттыру сұраныстарын құруға әсер ететін факторларға ерекше назар аударылады. Зерттеудің мақсаты білім берудің жаңартылған мазмұны жағдайында мұғалімдердің білігін көтеру сұраныстарын анықтайтын басымдықты бағыттар мен факторларды айқындау мен Қазақстанда жүргізіліп жатқан мектеп реформасының күн тәртібіндегі шешуші тетік болып табылатын мұғалімдердің кәсіби дамуы (PD) болып отыр. Дегенмен мұғалімдер күшейткісі келетін нақты салалар туралы жергілікті ауқымда жасалған зерттеулер аз. Бұл зерттеуде орта білім беретін мектептердегі мұғалімдердің өзін-өзі есептейтін PD қажеттіліктерін зерделейді және олардың жынысына, жасына, тәжірибесіне, біліктілік деңгейіне және оқыту тіліне байланысты қалай өзгеретінін зерттеу ғылыми-тәжірибелік маңызға ие. Зерттеу әдістемесі ретінде TALIS-2018 халықаралық сауалнамасының қазақстандық

пайдаланып, байланыс кестелеріне талдау жасалып, орташа мәндердің салыстыруы, факторлық талдау және анықталған факторлардың рейтингтік талдаулар қолданылды.

Зерттеу нәтижесі мұғалімдердің кәсіби дамуын ұйымдастыруға теңестірілген және тәжірибеге бағытталған қажеттіліктерін ескереді, оларға мұғалімдердің кәсіби дамуын жоспарлау кезінде жынысы, жасы, еңбек өтілі, білім деңгейі және тілдік ерекшеліктері сияқты әлеуметтік-демографиялық айырмашылықтарды ескеру қажет, өйткені бұл әртүрлі мұқтаждықтарды қанағаттандыру мен адами капиталды тиімді дамыту үшін сараланған тәсілді талап етеді. Зерттеу нәтижелері педагогикалық мамандардың кәсіби білігін көтерудегі бағдарламаларды әзірлеу мен жетілдіруде қолданылуы мүмкін.

**Түйін сөздер:** мұғалімдер, кәсіби даму, кәсіби дамуға қажеттіліктері, мұғалімдерді даярлау, әлеуметтік-демографиялық факторлар, TALIS.

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### Различные аспекты потребности учителей Казахстана в профессиональном развитии

В статье рассматриваются различные аспекты профессионального развития учителей Республики Казахстан в условиях модернизации сферы образования. Особое внимание уделяется факторам, влияющим на формирование запросов педагогов к повышению квалификации, включая изменения образовательных стандартов, внедрение цифровых технологий, обновление содержания обучения и требования к профессиональным компетенциям учителя. Цель исследования заключается в выявлении приоритетных направлений и факторов, определяющих потребности учителей в повышении квалификации в условиях обновленного содержания образования, при этом профессиональное развитие учителей (PD) рассматривается как ключевой механизм повестки проводимой в Казахстане школьной реформы. Вместе с тем на локальном уровне отмечается недостаток исследований, посвященных конкретным областям, в которых учителя стремятся усилить свои профессиональные компетенции. В данном исследовании анализируются самооценочные потребности в профессиональном развитии учителей общеобразовательных школ, а также изучается их вариативность в зависимости от пола, возраста, педагогического стажа, уровня квалификации и языка обучения, что имеет научно-практическую значимость. В качестве методологии исследования использованы данные международного исследования TALIS-2018, включающие ответы казахстанских учителей (N = 6566). Применялись методы анализа таблиц сопряженности, сравнение средних значений, факторный анализ и рейтинговый анализ выявленных факторов.

Результаты исследования подчеркивают необходимость учета сбалансированных и практико-ориентированных потребностей учителей при организации их профессионального развития. Таким образом, при планировании программ профессионального развития необходимо учитывать социо-демографические различия, такие как пол, возраст, стаж, уровень образования и язык преподавания, так как это требует дифференцированного подхода для удовлетворения разнообразных потребностей и эффективного развития человеческого капитала. Это обусловлено тем, что эффективное удовлетворение разнообразных потребностей и развитие человеческого капитала требуют дифференцированного подхода. Полученные результаты могут быть использованы при разработке и совершенствовании программ повышения квалификации педагогических кадров.

**Ключевые слова:** учителя, профессиональное развитие, потребность в профессиональном развитии, подготовка учителей, социально-демографические факторы, TALIS.

### Introduction

The development of mankind goes hand in hand with the development of knowledge. The first thing that comes to mind when it comes to education is schools, which are the center of knowledge. And

the heart of the school is – teachers. There is a lot of research that describes how teachers improve the academic and social achievement of children and adolescents (Jiang, 2022, Kiuru, 2022). The OECD's 2005 "Teachers Matter" Report on School Teachers states that teacher training, recruitment

and professional development are key to the social and economic development of any country (OECD Publishing, 2005).

After the collapse of the Soviet Union, each Central Asian country has developed its education system in different ways. During the years of independence, the education systems of these countries have undergone significant changes (Silova, 2020). In view of the new socio-cultural and economic realities, Kazakhstan carried out three major educational reforms in 2000, 2010 and 2018 years (Ibrayeva, 2021). Improving specialists in accordance with global requirements was a necessary step for the further development of Kazakhstan. For that in 2018 the “Nazarbayev Intellectual Schools” network was opened in all regions of the country. Primary, middle and high school is designed to develop, research, monitor, analyze, test and implement modern models of educational programs (Bridges, 2014).

All the changes in education have had a profound effect on teachers. Teachers need to be constantly evolving in order to keep up with these innovations. The government has developed a basic state position to increase the capacity of teachers, and has implemented several reforms in this area, such as «Teacher status» (Law of the Republic of Kazakhstan «On the Status of a Teacher», 2020) and «the increase of the amount of the stipend for pedagogical specialties» and in addition, every year the passing score for admission to pedagogical specialties rises, so over the past few years the minimum score for admission has changed from 50 to 75 points (Nurymbetov, 2022). It is not enough for school teachers to know their subject well and teach it to students. Nowadays, in addition to teaching the subject, teacher has to carry out educational and psychological work with students (Veen, 2001). It is necessary to share additional information and organize special events for students at classroom to gain a deeper understanding of the subject (OECD Publishing, 2019).

For the most part, applicable changes place an additional burden on teachers. The main aspect of the concept of teacher interest is that there is an interest not only in the content of the subject, but also in the field of didactics and education. In terms of subject interest, we understand the interest in subjects such as biology, mathematics, geography. This subject cover not only what is taught in the curriculum, but also aspects of a broad topic. Didactic interest is the teacher’s interest in teaching methods, didactic literature and how to better prepare teaching content. Educational interest is an interest in aspects of edu-

cation or issues in the teaching profession. This may include, for example, discussions about education or parenting goals, values, and social competencies, as well as how to deal with inclusive students or difficult situations in the classroom (Schiefele, 2013). Teachers will not be able to accomplish all of these tasks if they are not provided with an enabling environment for ongoing and continuing professional development.

Professional development of a teacher as an activity that “develops the skills, knowledge, experience and other characteristics of a person as a teacher” (OECD, 2009). Professional development of teachers contributes to the implementation of reforms in the field of education, the establishment of close ties between students, schools and local government agencies, the education of people with disabilities (Jovanova-Mitkovska, 2010). According to Darling-Hammond and others, the professional development of teachers does not end with graduation, on the contrary, professional development is a continuous process that begins with the teacher’s enrollment in school (Darling-Hammond, 2017). Professional development of teachers is a multifaceted process, which requires a preliminary study of the needs of teachers in professional development in the context of various factors. By studying teachers as a subject of research, they can be grouped under certain socio-demographic categories, which, as a result, will give more positive results of professional development programs (Thoonen, 2011., Vanblaere, 2016). In recognizing teachers as the basis for decision-making regarding professional development, the responsible structures should take the basis for the design, modification and development of professional development programs, Knowles and others said (Thoonen, 2011). Since the goal of all professional educational programs for teachers is to develop the educational process at school, thereby increasing the level of education in general. But not all activities taken give the expected results, which leads to the need for in-depth study of professional development programs (Postholm, 2018).

### Literature review

Novice teachers or teachers with few years of work experience can be characterized as a separate group that needs to carry out professional development. Young teachers need help in adapting to the specialty, which is expressed in an orientation program in teaching or mentoring with more experienced colleagues. Adaptation to the new envi-

ronment and professional communication among colleagues make the process of establishing new personnel in schools difficult (Biryukova, 2019). As suggested by Biryukova and others professional development programs for young teachers, it should be developed separately from the general program and should include assistance from senior colleagues or a mentoring program (Biryukova, 2019., Chernobay, 2020., Little, 2012).

The professional development of teachers cannot be assessed by the volume of organized activities or the number of participants or the results of students, this complex multifaceted concept must include different parameters, both organization and assessment (Odabaşı, 2011). Scholars believe that this procedure should take place over a long period of time, it is necessary to approach the solution of emotional, social and intellectual problems collectively, in parallel to explore the effectiveness of the event and teachers as a subject of research, contextualization of practice in the classroom and school environment (Little, 1993., Wilson, 1999). The professional development of teachers has been researched for many years and by many authors, but the most effective professional development program has not yet been achieved. For example, acceptance and satisfaction with the PD program, increased motivation and knowledge, practice learned in the classroom and student outcomes determine the effectiveness of the program (Lipowsky, 2010., Lipowsky, 2015). The effectiveness of professional training of teachers can be added by optimizing educational activities and differentiating participants based on the results of socio-demographic analysis of teachers. Battey and Kafai insist that professional development programs should include research in a social and political context (Battey, 2007). The primary survey results were obtained by TALIS experts, then we analyzed the professional development program according to some socio-demographic categories in order to get a clearer picture of the need for effective work. This paper aims to map the self-perceived professional development needs of Kazakhstani teachers (N = 6566) from the TALIS-2018 survey and identify the areas of greatest demand. It then examines how the magnitude and structure of those needs differ by teachers' gender, age, teaching experience, education level, and language of communication using predictive table tests, mean comparisons, and exploratory factor analysis.

#### *Brief review of PD in Kazakhstan*

The Law on «Teacher Status», adopted in Kazakhstan, provides for the participation of each

teacher in professional development courses at least in every five years (Law of the Republic of Kazakhstan «On the Status of a Teacher», 2020). According to OECD reports Chernobay and Tashibayeva say that 98% of teachers participated in professional development programs at least once in the last 12 months (Chernobay, 2020., OECD, 2019). The recent results also show that the PD among the school teachers are widespread. «Orleu» center for professional development has reported that in 2022 there are 74206 teachers had PD courses, a year later 86348 teachers had finished courses (JSC «National Center for Advanced Training «Orleu», 2022., 2023). The study of the student assessment system, the study of the general school curriculum, the improvement of knowledge in the main subject and the improvement of teaching methods are the areas that are most focused on the professional development of teachers in Kazakhstan (Chernobay, 2020). In addition, the most common professional development programs for teachers in Kazakhstan are: exchange of experience with colleagues or coaching, participation in additional seminars / courses, participation in professional associations, reading professional literature, participation in conferences and visiting other educational institutions (Chernobay, 2020). Most of teachers (86%) agree that above written development programs positively impact them, while average in OECD countries is 82% (OECD, 2019).

#### *Use of TALIS-2018 results*

This article presents some of the results of the Teaching and Learning International Survey (TALIS). In 2018, this study was conducted for the third time, it involved teachers and school principals, where, through a sociological survey, they expressed their opinion and position on various educational issues. The periodic conduct of this study contributes to a better understanding of the situation and the corresponding development of educational policies in different countries participating in this project. The TALIS project is carried out by the Organization for Economic Co-operation and Development (OECD) in collaboration with over 40 other countries participating in this survey. The survey questionnaires aim to collect information based on the responses of school principals and teachers on issues such as the vocational education they received and further professional education; their beliefs and teaching practices; review of teachers' work. The survey also includes feedback and recognition about educators' work, school leadership, management and work planning (OECD, 2019). The organizers note that the TALIS study aims to reflect the pic-

ture of various educational practices in all countries participating in this project, since both countries in general and individual specialists in particular may differ in their approaches to the educational process. Participation in this survey was completely voluntary, each potential survey participant could refuse to participate at any time, the data was processed in a generalized form, without identifying the school and personal data of the respondents. Thus, the study focuses on the experiences of educators in order to understand and describe as accurately as possible their work and attitudes. The project experts admit that since this is an international survey, it is possible that some of the questions do not fit very well into the national context of each country. Therefore, not only comparative international analysis is of interest, but also the analysis of data for each specific country separately. This article presents the results of the analysis of some issues in Kazakhstan.

#### *The importance of considering the main language of communication*

It is of interest to study whether there are differences in the needs of teachers for professional development in the context of various socio-demographic characteristics. Kazakhstan is the most multicultural country in the region of Central Asia, this aspect is due to various historical events, the dominant part of which occurred during the tsarist Russia and Soviet Union [30]. Let us outline just a few of them: penetration of Russian and foreign capital, settlement of favorable areas for agriculture, the evacuation of the population of the European part of the USSR during World War II, the creation of camps for repressed citizens and their families, the development of virgin lands in the post-war period and the construction of important industrial facilities of all-Union significance, for which citizens from all republics of the Soviet Union came together (Kozina, 2007). As a result, more than 130 ethnic groups live in modern Kazakhstan, despite significant external migration from the country after the collapse of the USSR. So, according to official statistics, 67% of Kazakhs, 21% of Russians and 12% of citizens of other nationalities are Kazakhstanis (Shabdenova, 2015). Thus, the state language is Kazakh, but along with it, Russian is widely used, which is spoken regardless of ethnicity. It should be noted here that the government is making attempts to develop trilingualism, so that citizens master three languages: Kazakh, Russian and English, but so far, the first two prevail. In post-Soviet countries, it is necessary to take into account the factor of Russian-speaking and local-speaking groups of teachers (Baiteliyeva, 2015). Thus, in

addition to gender, age groups and other characteristics, it is of interest to study research data in the context of the main language of communication of teachers (Kazakh and Russian).

#### **Materials and methods**

It seems important to understand how the professional development of teachers is going on and in what areas the professional development of teachers is required. For this, the TALIS project experts asked questions 19 to 28 in the survey questionnaire, covering various aspects of the indicated direction. The survey questionnaire is available at the link on the OECD website (OECD, 2018).

As mentioned above, in the realities of Kazakhstan, it is important to take into account the language of communication as one of the main factors. Certain results of the TALIS study were analyzed in the context of various socio-demographic characteristics available in databases, in particular: gender, age groups, main language of communication, educational level and work experience as a teacher. For this, the analysis of contingency tables, comparison of means, factor analysis and ranking of the obtained factors into percentile groups were applied.

At the same time, the analysis presented in this article has data limitations, which is expressed in a limited set of variables, in the context of which it is possible to analyze the data, for example, this is the absence in the available database of variables reflecting the type of settlement, material and economic status of teachers, type of schools.

#### **Sampling**

In Kazakhstan, 6566 teachers from all regions of the country took part in the survey. Socio-demographic characteristics of the respondents indicate that the survey covered various groups of teachers by gender (76.5% of women and 23.5% of men), age groups (8% under 25; 12% – 25-29 years old; 27% – 30-39 years old; 25% – 40-49 years old; 23% – 50-59 years old; 4% – 60 years old and older). At the same time, the sample represents teachers in the context of the main language of communication and teaching (54% Kazakh and 46% Russian), also in the context of work experience as a teacher (11% – up to 3 years, 23% – from 3 to 10 years, 31% – from 10 to 20 years and 34% – 20 years and more). The average years of experience as a teacher is 14.4 years (Mean), the standard deviation is 11.0 (Std. dev.), The minimum period of teaching is several months, the maximum is 60 years. The most common (Mode) work experience as a teacher is 10

years, the median value is also 10 years. The survey covered teachers with different levels of education according to the classification of levels of education based on the International Standard Classification of Education (ISCED): 5% – it is levels 3, 4 and 5; 87% – level 6 and 8% – levels 7 and 8.

## Results and discussion

When applying for a job, newly arrived employees undergo orientation training or induction training, which is also part of professional development. Such events are either organized as formal structured programs or informally organized as separate events. In general, they are intended to support the introduction of new teachers into the teaching profession or to support already experienced teachers who are just starting out in a new school. For this, the respondents were asked question 20: “When you began work at this school, were the following provisions part of your induction?”. The question arises as to how such activities are implemented in Kazakhstani schools, the results of the answers indicate that the dominant part of teachers attended face-to-face introductory courses or seminars (91%). Also 91% indicated that they had planned meetings with the director or experienced teachers. In most cases (88%), new teachers are supervised by school prin-

cipals or more experienced teachers. At the same time, most often (92%) cooperation is established with other new teachers or (79%) team training with experienced teachers [10]. At the time of the survey, 62% and 48% of online courses and online activities passed, respectively, the pandemic and subsequent quarantines of 2020 changed this state of affairs, now all 100% of teachers visit and conduct their activities online. Only about 29% of teachers noted a decrease in the teaching load as part of introductory activities to the profession.

To determine the need for professional development, teachers were asked the question: “For each of the areas listed below, please indicate the extent to which you currently need professional development” in the survey questionnaire, this is question #27 in the survey questionnaire. The survey participants were asked to mark the level of need for each of the fourteen areas of professional development, that is, where training is more or less required. The results of the answers are presented in Table 1, the data are ranked in descending order of answers according to the highest level of need. The data show that for the majority of Kazakhstani teachers (66%-67%) the highest level of need is observed in the areas of “Information communication technology skills for teaching” and “Student assessment practices”.

**Table 1** – The need for professional development (self-assessment of teachers), N = 6566

	No need at present	Low level of need	Moderate level of need	High level of need
ICT skills for teaching	16%	18%	40%	26%
Student assessment practices	16%	17%	42%	25%
Knowledge of the curriculum	24%	17%	37%	22%
Pedagogical competencies in teaching my subject field(s)	18%	19%	44%	19%
Student behaviors and classroom management	23%	21%	37%	19%
Teaching cross-curricular skills	15%	19%	47%	19%
Knowledge and understanding of my subject field(s)	21%	17%	43%	18%
Teacher-parent co-operation	20%	20%	42%	18%
Analysis and use of student assessments	16%	20%	48%	16%
Approaches to individualized learning	18%	20%	47%	15%
Teaching in a multicultural or multilingual setting	25%	24%	37%	14%
Teaching students with special needs	29%	20%	38%	13%
Communicating with people from diff cultures or countries	23%	26%	39%	12%
School management and administration	31%	25%	34%	10%

The analysis of the contingency tables showed that there are statistically significant differences ( $p < 0.05$ ) in the need for training in the direction of “Information communication technology skills for teaching” in the context of gender, age groups, level of education and the main language of communication. In this area, the need is higher among female representatives than among male representatives, and the need is higher among teachers over the age of 30 than among teachers under the age of 30, also the need is higher among teachers with the level of secondary and higher education who do not have a master’s degree or higher (level 3-6). Significant differences are observed in the context of the main language of communication: 84% of teachers who filled out the questionnaire in the Kazakh language noted the need (37% high and 47% medium) for professional development in the above-mentioned direction, among teachers who filled out the questionnaire in Russian, there are 46 % (13% high and 33% medium). In the context of the teaching experience, there are no significant differences.

In post-Soviet countries, it is necessary to take into account the factor of Russian-speaking and local-speaking groups of teachers as mentioned by (Baiteliyeva, 2015), there was considered separately as different groups of teachers, since the difference in needs in this area varies almost twice depending on the language of instruction. In TALIS reports and other studies, this important factor is sometimes not noted and a generalized approach is taken to study this issue.

Analysis of the “Student assessment practices” direction in terms of gender, age groups, level of education and working experience and the language of communication also showed statistically significant differences ( $p < 0.05$ ). The need for professional development is more often observed among male teachers than among female teachers, among younger teachers (under 40), among teachers with a secondary specialized education (level 3-5), and

also among teachers whose main language of communication is Kazakh. It is noteworthy that the need for “Student assessment practices” is higher among teachers with 20 years of experience and more than among less experienced teachers. It can be assumed that the reforms in education have led to certain changes in the curriculum, as a result, some experienced teachers with long work experience do not quite understand how to assess students, respectively, they are more in need of professional development in the assessment of students.

Based on the areas indicated in Table 1, an additive index of professional development is built. On average, teachers noted 8 areas in which they have a need for an average or high level of professional development, noted in Table 1. Overall, 7% of teachers did not mark any areas in which they need professional development and 15% noted about needs in all areas of professional development, noted in table 1.

Analysis of the average index of professional development showed that there are differences ( $p < 0.05$ ) in the context of gender, age groups, work experience, level of education and the main language of communication (Table 2). Men indicated more areas than women in which there is a need for training. Also, the older the age group, the fewer directions for training were noted. But at the same time, the longer work experience as a teacher, the more directions for professional development were noted. Teachers without a higher education level (Level 3,4,5) indicated more areas for professional development than teachers with a higher education level. Teachers, whose main language is Kazakh, noted, on average, significantly more areas in which there is a need for professional development (Table 2). The need for professional development of teachers in a detailed context for some socio-demographic indicators forces them to do periodic analyzes and research in order to achieve effective development programs.

**Table 2** – Compare Means of Index of professional development

		Mean*	Std. Deviation	Minimum	Maximum	N
Total		8,2	4,7	0	14	6566
Gender	Female	8,1	4,7	0	14	5023
	Male	8,6	4,5	0	14	1543

Continuation of the table

		Mean*	Std. Deviation	Minimum	Maximum	N
Age groups	Under 25	9,1	4,4	0	14	500
	25-29	8,7	4,4	0	14	815
	30-39	9,0	4,4	0	14	1764
	40-49	8,2	4,6	0	14	1650
	50-59	7,3	4,8	0	14	1542
	60 and above	5,2	4,8	0	14	292
Experience	Less than 3 years	7,2	4,8	0	14	749
	3 to 10 years	7,6	4,7	0	14	1516
	11 to 19 years	8,2	4,6	0	14	2020
	More than 20 years	8,9	4,5	0	14	2242
Education level	Level 3,4,5	9,0	4,6	0	14	352
	Level 6	8,1	4,7	0	14	5687
	Level 7	8,0	4,6	0	14	521
Language	Kazakh (Kazakhstan)	10,5	3,5	0	14	3540
	Russian (Kazakhstan)	5,4	4,4	0	14	3026

\*Significance level < 0,001

In order to reduce the dimension of the variables in question 27, and thereby understand what factors are behind the proposed categories of professional development presented in Table 1, a factor analysis was made. To do this, the variables were previously recoded into dichotomous variables, where 1 – meant the selected answer options “Moderate level of need” or “High level of need”, that is, this area requires professional development for teachers.

As a result of factor analysis, two factors were formed, the data are presented in the table below. The **first factor** combined variables that demonstrate the need for professional, educational areas of development, such as pedagogical competencies,

student assessment, and the like. The **second factor** combined variables reflecting the need for special skills for learning and communication with specific social groups, representing students with special needs and learners, from different cultures and countries (Table 3).

For each of the formed factors and for each participant in the survey, a special factor value was calculated. These variables can be used to establish relationships for factor values. The most common method for this is dividing the factor values into four groups of percentiles, demonstrating the degree of manifestation of each of the factors in the context of the analyzed characteristics.

**Table 3** – Results of factor analysis

Rotated Component Matrix <sup>a</sup>		
	Component	
	1	2
Knowledge of the curriculum	,820	
Pedagogical competencies in teaching my subject field(s)	,806	
Knowledge and understanding of my subject field(s)	,791	
Student assessment practices	,776	
Student behaviours and classroom management	,746	
Analysis and use of student assessments	,740	

Continuation of the table

Rotated Component Matrix <sup>a</sup>		
	Component	
	1	2
Teacher-parent co-operation	,704	
ICT skills for teaching	,690	
Approaches to individualised learning	,653	
Teaching cross-curricular skills	,558	
Teaching in a multicultural or multilingual setting		,798
Teaching students with special needs		,697
Communicating with people from different cultures or countries		,694
School management and administration		
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

In order to understand among which specific social groups the need for the indicated directions of development is widespread, as noted above, the division of factor values into four groups of percentiles was applied, demonstrating the degree of manifestation of each of the factors in the context of socio-demographic characteristics.

The need for the development of pedagogical competencies (the first factor) is more widespread

among representatives of the male gender, among teachers under the age of 40, among teachers with work experience of 10 years or more. Also, the need for the development of pedagogical competencies (the first factor) is more common among teachers with a secondary specialized education (Level 3,4,5) and among teachers who filled out the questionnaire in the Kazakh language (Table 4). Differences are significant at the  $p < 0.001$  level.

**Table 4** – The need for the development of teachers’ pedagogical competencies (the first factor) in the context of socio-demographic characteristics

		No need at present	Low level of need	Moderate level of need	High level of need
Total		25%	25%	25%	26%
Gender	Female	26%	25%	23%	26%
	Male	21%	25%	30%	24%
Age groups	Under 25	18%	26%	33%	23%
	25-29	21%	29%	29%	22%
	30-39	19%	25%	29%	28%
	40-49	25%	26%	23%	27%
	50-59	32%	22%	19%	27%
	60 and above	50%	22%	13%	15%
Experience	Less than 3 years	31%	29%	19%	22%
	3 to 10 years	29%	26%	21%	24%
	11 to 19 years	25%	25%	24%	26%
	More than 20 years	21%	23%	29%	27%

Continuation of the table

		No need at present	Low level of need	Moderate level of need	High level of need
Education level	Level 3,4,5	20%	20%	32%	28%
	Level 6	25%	25%	24%	26%
	Level 7,8	25%	34%	22%	19%
Language ID	Kazakh (Kazakhstan)	7%	19%	35%	39%
	Russian (Kazakhstan)	46%	32%	12%	10%

\*Significance level < 0,001

Analysis of the need for the development of special competencies of teachers (the second factor) showed that the need for them is more widespread among male teachers, among teachers under the age of 50, among teachers with 10 years of experience

or more, among teachers with a master's degree and above (Level 7, 8) and among teachers whose main language of communication is Kazakh (Table 5). The indicated differences are statistically significant at the  $p < 0.001$  level.

**Table 5** – The need for the development of special competencies of teachers (second factor) in the context of socio-demographic characteristics

		No need at present	Low level of need	Moderate level of need	High level of need
Total		25%	25%	25%	25%
Gender	Female	25%	25%	26%	24%
	Male	25%	23%	23%	29%
Age groups	Under 25	21%	21%	24%	34%
	25-29	20%	24%	26%	30%
	30-39	20%	25%	27%	29%
	40-49	24%	25%	28%	24%
	50-59	32%	28%	22%	18%
	60 and above	47%	24%	14%	15%
Experience	Less than 3 years	33%	23%	22%	22%
	3 to 10 years	26%	28%	24%	21%
	11 to 19 years	24%	25%	26%	25%
	More than 20 years	22%	24%	26%	29%
Education level	Level 3,4,5	26%	20%	24%	30%
	Level 6	26%	25%	25%	24%
	Level 7,8	20%	24%	27%	29%
Language ID	Kazakh (Kazakhstan)	19%	24%	26%	31%
	Russian (Kazakhstan)	32%	26%	24%	18%

\*Significance level < 0,001

In order to understand what barriers, according to teachers, prevent for their professional development, the question #28 was asked: “How strongly do you agree or disagree that the following present barriers to your participation in professional development?” The results of the responses are presented in Table 6, in descending order of the “Strongly disagree” responses. According to the data obtained, the most common barrier to professional development of teachers is lack of time, since teachers are loaded with busy work schedules and family responsibilities, as evidenced by the statements “I do not have time because of family responsibilities”

and “Professional development conflicts with my work schedule”.

It was assumed that there are differences in the gender by the most common problems, but the analysis of contingency tables did not reveal such differences ( $p > 0.05$ ), thus the most common barriers indicated above are typical for both men and women. Despite the statistical significance ( $p < 0.05$ ), analysis in the context of other features did not show significant trends, i.e. lack of time is a major barrier for many teachers, regardless of gender, age group, length of service, education or language of instruction.

**Table 6** – Opinions of teachers about barriers to professional development

	Strongly disagree	Disagree	Agree	Strongly agree
I do not have the pre-requisites	44%	40%	12%	4%
There are no incentives for participation in prof. developm.	27%	56%	13%	4%
There is no relevant professional development offered	19%	61%	16%	4%
There is a lack of employer support	17%	50%	27%	6%
Professional development is too expensive	16%	48%	30%	6%
I do not have time because of family responsibilities	14%	46%	32%	8%
Professional development conflicts with my work schedule	13%	48%	30%	9%

For many types of analysis, attention is drawn to the fact that more experienced teachers with more than 10 years of experience as a teacher are more interested in professional development, which can be explained by the achievement of conscious competence, that is, most of them are aware of insufficient knowledge in some areas, accordingly identified the need for professional development. There is also a spread of a low need for professional development among teachers aged 60 years and more, which can be explained by pre or retirement age, professional burnout and, accordingly, a low need for professional development among a certain part of teachers of this age category. But at the same time, this situation is not typical for all teachers aged 60 years and more, another part of them indicated the need for various areas of professional development.

## Conclusion

The TALIS project experts note the importance of taking into account the socio-demographic characteristics of teachers and school principals, since these characteristics, as well as the dynamics of the

workforce, are decisive factors to consider when examining the best policy for attracting and selecting candidates for teacher education and leadership training.

As done analysis has shown, it is necessary to take into account socio-demographic characteristics when developing programs for professional development for teachers, since there are differences in the context of gender, age groups, work experience, level of education and the main language of communication. The analysis also showed differences within each social group, which confirms the need for a differentiated approach in planning and implementing events for the professional development of teachers. This approach will allow taking into account the needs of various social groups and at the same time optimizing resources for organizing courses for professional development of teachers.

It should be noted that professional development of teachers is an integral component of the development of human capital in general. This is also noted by the experts of the TALIS project in their report: “the urgent task of the educational systems of countries today is to ensure that students acquire

the skills and competencies they need to succeed in modern society”. Professional development covers all stages of teacher training, from elementary education to on-the-job learning opportunities.

Therefore, continuous professional development is practiced, understood as an activity in the form of professional training on the job, going beyond primary education and introductory programs.

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## EMPOWERMENT OF WOMEN IN THE CONTEXT OF MIGRATION IN KAZAKHSTAN: A FINAL MONITORING STUDY

Today, women constitute a significant part of migration processes and at the same time face a complex set of social, economic, and gender-related risks associated with adaptation to the host society. The purpose of the study is to transform attitudes toward women in migration, their problems, and their opportunities for adaptation in the host country. The scientific significance of the research lies in the comprehensive analysis of the current problems related to the situation of migrant women in the Turkestan region and in identifying manifestations of gender discrimination in migration contexts. The practical significance of the study is determined by the possibility of applying the obtained results to improve migration policy and migration legislation taking into account the gender factor. The methodological basis of the research is a comprehensive sociological approach combining theoretical and empirical methods. The empirical part of the study included a survey of migrant women and an expert survey of representatives of state institutions, law enforcement agencies, media, and public organizations. The monitoring study was conducted in two stages and involved 60 migrant women and 42 experts.

The results of the study showed that migrant women represent one of the most vulnerable social groups. The majority of respondents reported experiencing various forms of domestic violence, including psychological pressure, threats, and physical abuse. Expert analysis also revealed the presence of discrimination in employment, limited access to social services, and pressure from the surrounding social environment. The value of the conducted research lies in identifying socio-psychological and institutional factors influencing the situation of migrant women, as well as in expanding the scientific understanding of the gender dimension of migration processes. The obtained results contribute to the development of gender sociology and demographic studies of migration. The practical significance of the research consists in developing recommendations aimed at strengthening the protection of migrant women's rights, developing a system of crisis centers and social support services, increasing awareness of migrants' rights, and improving government programs for the prevention of violence and discrimination in the migration environment.

**Keywords:** migrant women, women rights in migration, domestic violence, gender stereotypes, labour migration, abusive relationships, host and origin countries.

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### Қазақстандағы көші-қон жағдайында әйелдердің құқықтары мен мүмкіндіктерін кеңейту: қорытынды мониторингтік зерттеу

Бүгінгі таңда әйелдер көші-қон үдерістерінің маңызды бөлігіне айналып отыр және сонымен қатар қабылдаушы қоғамға бейімделумен байланысты әлеуметтік, экономикалық және гендерлік тәуекелдердің кешенімен бетпе-бет келеді. Зерттеудің мақсаты – көші-қон жағдайындағы әйелдерге, олардың мәселелеріне және қабылдаушы елдегі бейімделу мүмкіндіктеріне деген көзқарасты өзгерту. Зерттеудің ғылыми маңыздылығы Түркістан облысындағы әйелдер-мигранттардың жағдайына қатысты өзекті мәселелерді кешенді талдауда және көші-қон жағдайында гендерлік кемсітушіліктің көріністерін анықтауда көрінеді. Жұмыстың практикалық маңыздылығы алынған нәтижелерді гендерлік факторды ескере отырып көші-қон саясаты мен көші-қон заңнамасын жетілдіру мақсатында қолдану мүмкіндігімен айқындалады.

лық негізін теориялық және эмпирикалық әдістерді ұштастыратын кешенді социологиялық тәсіл құрайды. Зерттеудің эмпирикалық бөлігі әйелдер-мигранттар арасында жүргізілген сауалнама мен мемлекеттік органдар, құқық қорғау құрылымдары, бұқаралық ақпарат құралдары және қоғамдық ұйымдар өкілдері арасында жүргізілген сараптамалық сауалнаманы қамтыды. Мониторингтік зерттеу екі кезеңде жүргізіліп, оған 60 әйел-мигрант және 42 сарапшы қатысты.

Зерттеу нәтижелері әйелдер-мигранттардың ең осал әлеуметтік топтардың бірі екенін көрсетті. Респонденттердің басым бөлігі тұрмыстық зорлық-зомбылықтың әртүрлі түрлеріне, соның ішінде психологиялық қысымға, қорқытуға және физикалық зорлыққа ұшырайтынын көрсетті. Сараптамалық талдау сонымен қатар еңбек саласында кемсітушілік бар екенін, әлеуметтік қызметтерге қолжетімділіктің шектеулі екенін және әлеуметтік ортаның қысымын анықтады. Жүргізілген зерттеудің құндылығы әйелдер-мигранттардың жағдайына әсер ететін әлеуметтік-психологиялық және институционалдық факторларды анықтауда, сондай-ақ көші-қон үдерістерінің гендерлік өлшемін ғылыми тұрғыдан терең түсінуді кеңейтуде көрінеді. Алынған нәтижелер гендерлік әлеуметтану мен көші-қон демографиясы саласындағы зерттеулердің дамуына үлес қосады. Зерттеудің практикалық маңызы әйелдер-мигранттардың құқықтарын қорғауды күшейту, дағдарыс орталықтары мен әлеуметтік қолдау қызметтерінің жүйесін дамыту, мигранттардың құқықтары туралы ақпараттандыру деңгейін арттыру және көші-қон ортасында зорлық-зомбылық пен кемсітушіліктің алдын алуға бағытталған мемлекеттік бағдарламаларды жетілдіру бойынша ұсыныстар әзірлеуде көрінеді.

**Түйін сөздер:** мигрант әйелдер, мигрант әйелдердің құқықтары, тұрмыстық зорлық-зомбылық, гендерлік стереотиптер, еңбек көші-қоны, абыюзивті қатынастар, қабылдаушы ел, шыққан ел.

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### **Расширение прав и возможностей женщин в условиях миграции в Казахстане: итоговое мониторинговое исследование**

Сегодня женщины становятся значимой частью миграционных процессов и одновременно сталкиваются с комплексом социальных, экономических и гендерных рисков, связанных с адаптацией в принимающем обществе. Цель исследования – изменить отношение к женщинам в миграции, их проблемам и возможностям адаптации в принимающей стране. Научная значимость исследования заключается в комплексном анализе актуальных проблем положения женщин-мигранток в Туркестанской области и выявлении проявлений гендерной дискриминации в условиях миграции. Практическая значимость работы определяется возможностью использования полученных результатов для совершенствования миграционной политики и законодательства с учетом гендерного фактора. Методологической основой исследования выступил комплексный социологический подход, сочетающий теоретические и эмпирические методы. Эмпирическая часть включала анкетный опрос женщин-мигранток и экспертный опрос представителей государственных органов, правоохранительных структур, СМИ и общественных организаций. Мониторинговое исследование проводилось в два этапа и охватило 60 женщин-мигранток и 42 эксперта.

Результаты исследования показали, что женщины-мигрантки являются одной из наиболее уязвимых социальных групп. Большая часть респонденток сталкивается с различными формами бытового насилия, включая психологическое давление, угрозы и физическое насилие. Экспертный анализ также выявил наличие дискриминации в сфере занятости, ограниченный доступ к социальным услугам и давление со стороны социального окружения. Ценность проведенного исследования заключается в выявлении социально-психологических и институциональных факторов, влияющих на положение женщин-мигранток, а также в расширении научного понимания гендерного измерения миграционных процессов. Полученные результаты вносят вклад в развитие гендерной социологии и демографических исследований миграции. Практическое значение исследования состоит в разработке рекомендаций по усилению защиты прав женщин-мигранток, развитию системы кризисных центров и социальных служб поддержки, повышению информированности о правах мигрантов и совершенствованию государственных программ профилактики насилия и дискриминации в миграционной среде.

**Ключевые слова:** женщины-мигрантки, права женщин-мигранток, бытовое насилие, гендерные стереотипы, трудовая миграция, абыюзивные отношения, страна принимающая, страна происхождения.

## Introduction

An analysis of current statistical data on international labor migration, including female labor migration, reveals crucial mobility impact on the economies and societies of countries of origin, as well as on the migrant women themselves. In its training manual, “The Gender Agenda in Migration: Linking Labor Migration and Development in a Gender-Based Context,” UN Women Entity for Gender Equality and the Empowerment of Women in Central Asia (Kazakhstan) notes that “gender determines the reasons for migration, influences on the decision about who will migrate, the social networks migrants form during their migration to another country, their experience of integration and entering the labor market in the destination country, and their ongoing relationships with the countries of origin.” (The Gender Agenda in Migration, 2015) Furthermore, the 2009 UN Human Development Report, “Overcoming Barriers: Human Mobility and Development,” stated that “ensuring women’s equal opportunities, rights, and guarantees should be a goal of migration policy reform in both developed and developing countries” (Overcoming Barriers: Human Mobility and Development, 2009).

The objective of the monitoring sociological study was to transform negative beliefs, values, attitudes, behaviors, norms, and practices at the community level in relation to women affected by migration.

In accordance with this objective, the following research objectives were formulated:

1. To conduct self-assessment and analysis of the social status and prospects of migrant women.
2. To analysis of manifestations of domestic violence against migrant women.
3. To provide expert assessment of public perceptions of domestic violence against migrant women.
4. To assess, from an expert perspective, changes in knowledge, attitudes, and behavior in support of gender equality and respect for the rights of migrant women.

The purpose of this article is to provide a comprehensive analysis of the main factors that drive discrimination against women in migration contexts and to formulate evidence-based recommendations for adjustment of gender-sensitive migration policies.

The practical significance of the study lies in the fact that the theoretical and practical results will significantly expand our understanding of female

migration and the gender context of migration. The findings offer insights not only into power relations within families but also into gender-related factors operating at the meso- and macro-levels of migrant-receiving states.

## Literature review

This systematic review of existing literature focuses on current issues of women migrant empowerment at the international level and also examines the challenges faced by women migrants in the Republic of Kazakhstan as migrant-receiving country.

The international review begins with the work of Brazilian and American researchers who focused on examining quantitative indicators of women migrant empowerment (Costa et al., 2023). According to the researchers, the degree of women’s empowerment is determined by gender relations in society, making it highly culturally and contextually specific. The key dimensions of women’s empowerment, according to them, include economic, sociocultural, educational, and health care. These indicators of women’s empowerment represent progress in monitoring gender issues and development.

Researchers Tasneef Nav; Kripa Shanker Jaiswal, in a review of the field of financial inclusion and women’s empowerment, identifies a conceptual framework consisting of three main clusters: 1) empowerment through financial inclusion; 2) institutional mechanisms such as self-help groups; 3) policy-driven goals, including gender equality and the Sustainable Development Goals (SDGs) developed in 2015 by the UN General Assembly (Tasneef et al., 2025). As the authors note, financial inclusion contributes to women’s economic empowerment by providing them with the means to save, invest, and obtain credit. Women are more likely to invest in their families’ health and education when they have more control over finances, which improves their overall socioeconomic status. However, the authors emphasize that the scope and effectiveness of financial inclusion in women’s empowering vary across national and cultural contexts and are influenced by various factors, such as social norms, policy frameworks, and the availability of supportive infrastructure.

Australian researchers note that adult women’s knowledge of reproductive health, particularly from socially vulnerable groups, including migrant women, remains lower than expected due to various Personal, cultural, and social factors (Hansen et al., 2025). They believe that the development of educational and awareness-raising activities on health

issues is crucial for improving women's knowledge about reproductive health worldwide.

Of particular scholarly interest is the work of Umam K. & Waskito M.A. (2022), who analyze women's empowerment in Islam. The Islamic model of women's empowerment, according to scholars, represents a holistic approach to empowering women, encompassing four key dimensions: religious, social, political, and economic. This new approach to women's roles includes economic empowerment from an Islamic perspective, which means efforts to enable women to maintain, manage, use, and develop property for the benefit of themselves, their families, and society, in order to fully realize their potential in society.

According to Bachan A. (2018), the feminization of labor migration is a key development of the 21st century. Although female migrants are often insufficiently addressed in migration policy frameworks, they have become powerful agents of change and key figures influencing the socioeconomic development of their countries of origin. Moreover, the migration experience and subsequent return of women to their countries of origin lead to positive and sustainable social and economic changes of both household and national levels. However, Bachan argues that such outcomes largely depend on the active role of governments in supporting and protecting female migrants throughout all stages of migration cycle – prior to departure, during migration, and upon return – while simultaneously creating conditions that facilitate voluntary reintegration into their home countries.

Researcher Bello-Bravo J. (2015) believes that female migration can indirectly contribute to poverty reduction by increasing productivity, education, and the health of women and their families, which is a key factor in reducing inequality and family poverty. As the author notes, migration has both positive and negative aspects. Positive aspects include the opportunities associated with marriage or remarriage for single, divorced, or widowed women. Negative aspects include the fact that migration can also disempower women due to isolation and dependence in the destination country.

Similarly, Ceballos F. (2024) conceptualizes migration as an adaptive strategy that can help improve living conditions, strengthen resilience, and mitigate women's vulnerability. Empowerment is a multidimensional phenomenon; therefore, the links between empowerment and migration may vary depending on different aspects of empowerment and migration patterns.

According to Nahid, M.S. & Rinti, T.R. (2024), the concept of change in women's empowerment lies in the ability to exercise choice, expressed in three interrelated dimensions that constitute choice: 1) resources, which determine the circumstances where choices are made; 2) agency that underlies the decision-making process; and 3) achievements, represented the outcomes of choices. Within these dimensions, the phenomenon of migrant women's empowerment can be characterized by the perception that migrant women are inherently disenfranchised. However, through their participation in economic activity, particularly through employment opportunities, they can initiate transformational change.

Exploring new economic strategies and trends, researchers Lodhi R.N. & Parveen Z. (2025) identify key issues related to migrant women's empowerment: labor migration, gender discrimination, marriage-based migration, cultural norms, socioeconomic mobility, and structural barriers, which are the main factors determining women's agency in migration contexts.

Russian researchers Peskova D.R. & Abreu Bastos O.P. (2014), noting that female labor migration is a multifaceted modern phenomenon that remains poorly understood, highlight the social and psychological consequences of migration. The authors cite the following as key factors: forced separation from family, depression and breakdowns, and difficulties reintegrating in the home country (the donor country).

Jurayeva I. (2025), exploring the empowerment of migrant women, noted that negative factors such as the undervaluation of women's work and potential prevent them from fully realizing their potential. Many women experience psychological or physical trauma in their work and family lives. The author proposed effective measures to protect women's rights and legal guarantees, as well as to improve legal literacy.

Florinskaya Yu.F. (2022) in their study highlights the concept of "working in the shadow sector," which is a forced measure for female migrants, as many reside illegally in low-paying jobs in the host country. Consequently, statistical estimates of women's participation in the labor market are "shifted" upward from official figures.

A group of Russian researchers (Osadchaya et al., 2021) propose areas for further development of scientific knowledge on female migration: the adaptation of female migrants in host societies and their readaptation in countries of origin; their integration

strategies, individual practices, and identities; comparative studies of women's status in countries of origin and host societies, social health, social well-being, and social sentiment; and the impact of the feminization of migration on integration processes in the Eurasian space.

In the context of studying the role of female migrants, researchers Ledeneva V.Yu. and Mishchuk S.N. (2023) highlight the relevant area of influence of gender stereotypes in society on the different population groups migration. Moreover, the authors note that migrant women are more likely than men to experience rights violations if they are involved in unlawful economic practices with employers.

Researcher Demintseva E.B. (2023) uses the concept of "transnational motherhood," where mothers are forced to leave their children in their country of origin to work in the host country, or live in different countries with their dependent children and maintain emotional, economic, and communicative ties across geographic borders.

A review of articles by Kazakhstani authors focuses on the effectiveness of state migration policy, as well as the creation of economic, social, and psychological conditions for migrant women's adaptation to the social environment of the host country.

According to Moldakhmetova Zh., to reduce the social vulnerability of migrants. (2025) and strengthening social stability, it is necessary to expand state and NGO projects on the social dimension, informing migrants about their rights and responsibilities, creating accessible channels for filing complaints, involving non-governmental organizations and trade unions in protecting workers' rights, and developing language and adaptation programs.

Another group of Kazakhstani researchers emphasizes the need to develop active migration forecasts and realistic scenarios for the future socio-economic development of each state, taking into account migration factors (Kappassova G. et al., 2024).

The following group of researchers (Khamzin et al., 2023) defines the initial task in solving the problems of migrants as increasing the migration attractiveness of settlements and cities in receiving territories through the development of infrastructure and services, and providing state support to migrants for their initial adaptation.

According to Bodaukhan K. (2020), the practical resolution of challenges arising during the resettlement process requires the establishment of specialized center (service) within local executive authorities. The main functions of such cen-

tres should include: monitoring migrants and their families for their resettlement and normal housing conditions; provision of social infrastructure (kindergartens, schools, medical services); assistance in solving employment problems; assistance in social and labor adaptation; raising public awareness of state support measures.

Bolatov A. (2024) together with a group of researchers formulate the current social problems of migrants that need to be addressed by psychologists, government services, and civil society: 1) language and cultural barriers; 2) mental health issues; 3) discrimination and social exclusion; 4) limited access to healthcare; 5) infectious diseases and health risks; 6) nutritional issues; 7) trauma and past experiences.

Aman R.'s article explores the experiences of female migrant entrepreneurs, where their unique experiences manifest in the complementarity of participants, while the goal of achieving a perceived joint value proposition acts as a unifying tool between elements of the entrepreneurial ecosystem (Aman et al., 2021).

Overall, an international and country-specific meta-analysis of existing publications on the research topic defines the issue of women migrant empowerment as a multidimensional social phenomenon that needs to be measured in the context of political, social, economic, and psychological processes.

## Materials and methods

The research project's methodology was based on the following algorithm: 1) a survey of migrant women; 2) an expert survey of government and law enforcement officials, media representatives, and community leaders. The methodological basis of the study is a comprehensive, combined approach, incorporating theoretical and empirical methods. The theoretical part of the study includes a developed concept based on systemic and comparative approaches, modern concepts of social development, and incorporates the principles of objectivity, logic, consistency, and scientific validity of the results.

The selection of experts for the comprehensive study was based on the following criteria:

1) the expert's level of competence in the given subject matter. Indicators include the level and profile of education, work profile, relevant work experience, the level of problems solved, and the number and quality of previous expert assessments.

2) the degree of objectivity and impartiality of the expert in analyzing and evaluating phenomena

in the given subject matter. Dates of the second final stage: November 2024 – January 2025.

Algorithm of the comprehensive sociological research in monitoring mode:

1. Survey of migrant women (stages 1 and 2): 30 respondents (August 2024), 30 respondents (January 2025). Total: 60 respondents.

2. Expert survey of government and law enforcement officials, media representatives, and community leaders (stages 1 and 2): 23 respondents (August 2024), 19 respondents (January 2025). Total: 42 experts.

Object of study: the impact of migration on the rights and opportunities of migrant women.

Subject of study: the specific manifestations of domestic violence among migrant women.

Characteristics of the overall sample:

Survey of migrant women – “snowball” method.

Expert survey – quota, structured sampling.

Analysis of the socio-demographic characteristics of respondents in the final 2nd survey:

Female migrants:

Ethnic distribution of respondents in the 2nd survey:

1. Kazakh (Kandas) – 33.3%
2. Uzbek – 53.3%
3. Other nationalities (Tajik) – 6.7%.

Educational level of respondents in the 2nd survey:

1. Secondary education – 66.7%
2. Incomplete secondary education – 10.0%
3. Secondary vocational education – 3.3%
4. No education – 20.0%.

The educational level of respondents in the second survey differs significantly from the first: over 66% of respondents to the final round of the survey have a secondary education, while 20.0% have none.

Age range of respondents for the 2nd survey:

1. 18-25 years old – 10.0%
2. 26-35 years old – 20.0%
3. 36-45 years old – 43.3%
4. 46-55 years old – 23.3%
5. 56 years and older – 3.3%.

Socio-professional group membership (social status) of respondents in the 2nd survey:

1. Housewives – 50.0%
2. Blue-collar workers – 36.7%
3. Female retail workers – 6.7%
4. Temporary workers (self-employed) – 6.7%

The representation of socio-professional groups of respondents in the survey also underwent significant changes: in the second survey, 50.0% were housewives, 36.7% were blue-collar workers in var-

ious industries, and 6.7% were female retail workers and 6.7% were self-employed.

Countries of origin of respondents in the 2nd survey:

1. Uzbekistan – 80.0%
2. Kyrgyz Republic – 10.0%
3. Tajikistan – 10.0%.

Marital status of respondents in the second survey:

1. Married, legally married to a citizen of the Republic of Kazakhstan – 3.3%
2. Married, legally married to a citizen of another country – 3.3%
3. Single – 10.0%
4. Religiously married – 60.0%
5. Divorced – 13.3%
6. Living separately from their husband (guest marriage) – 10.0%.

According to the results of the second survey, more than half of respondents (60.0%) are in a religious marriage. A significant portion of the remaining women are either divorced, living de facto separately from their husbands, or are in sham marriages. Survey experts:

Social and professional group membership of respondents in 2 surveys:

1. District police departments – 52.6% (10 experts)
2. District family support centers – 15.8% (3 experts)
3. District education departments – 21.1% (4 experts)
4. Regional health department, regional hospital – 10.5% (2 experts).

Social status of experts in 2 surveys:

1. Deputy head – 5.3%
2. Head of department, regional hospital – 5.3%
3. Chief specialist – 15.8%
4. Senior police lieutenant – 15.8%
5. Psychologist – 10.5%
6. Specialist – 10.5%
7. Methodologist – 5.3%
8. Social worker – 15.8%
9. District police inspector – 5.3%. The representation of socio-professional groups of experts in the second survey was significantly expanded, including employees of district police departments (52.6%), as well as district health support centers (15.8%), district education departments (21.1%), the Regional Health Department, and the Regional Hospital (10.5%).

Experience of the experts in the second survey:

1. 1-6 years – 36.8% (7 respondents)

2. 7-8 years – 31.6% (6 respondents)
3. 10-11 years – 15.8% (3 respondents)
4. Over 20 years – 15.8% (3 respondents).

Overall, the comprehensive monitoring study, which included questionnaires from female migrants and expert questionnaires from specialists in the field of migration policy, was divided into the following thematic blocks:

The questionnaire for female migrants included:

- 1) social status and conditions before migration;
- 2) changes in status during migration;
- 3) status in the host country.

The expert questionnaire included:

1) the impact of labor migration on changes in family and marital patterns;

2) an assessment of the level of domestic violence in migrant families;

3) the development of migration models for regional development, taking into account the gender socio-demographic structure of migration.

## Results and discussion

Gender, as one of the ways in which social stratification occurs in traditional societies of the post-Soviet space, manifests itself primarily in the socioeconomic, psychological, and physical marginalization of women, leading to illegal migration. The main reason women decide to migrate – whether alone or with their husbands or other family members – is the need to earn a living wage and provide financial support for their families. Migration is often seen as the only way to improve a family's standard of living, leading to an increase in the participation of not only men but also women in migration flows. A comprehensive monitoring study allows us to analyze and assess socioeconomic and cultural trends, including gender stereotypes, in key social institutions such as family, marriage, the marital system in the context of illegal migration, and the status of migrant

women in the host country. Migrant women, especially those without secure immigration status and those with strict skill requirements in the labor markets of host countries, are particularly vulnerable to domestic violence. Migrant men respond with violence not only to the stress of relocation and lack of permanent employment, but also to the changing social norms and gender roles that occur in such situations. All of these factors are the main triggers for violence perpetrated by spouses, parents-in-law, and relatives.

While 20.0% of migrant women report no domestic violence, 70.0% of respondents responded positively. Moreover, domestic violence is committed not only against women but also against children. 3.3% report violence against relatives in the woman's family. 6.7% of respondents were undecided, clearly demonstrating fear of their spouse and family. Stigmatization and stereotyping began in the country of origin and continued in the host country, as migrant communities experience a certain lack of communication and interaction. Respondents report various forms of domestic violence: over 46% report psychological violence, expressed through humiliation of a woman's dignity and personality, insults, and attacks. Twenty-six percent of respondents report threats of violence as an extreme form of physical violence. Twenty-three percent of migrant women report beatings as a common form of physical violence. Only 3.3% of respondents reported no domestic violence.

Monitoring of two surveys shows an increase in violence in migrant families from "two or more incidents" from 43.3% to 60.0%. Rates of systematic domestic violence and one-time violence decreased slightly, respectively, from 23.3% to 16.7% and from 26.7% to 13.3%, but remain significant. Overall, 8.4% of respondents report no domestic violence. A certain proportion of respondents are divorced or in formal, guest marriages, which is consistent with these figures.

**Table 1** – Monitoring of Respondents' Actions in Response to Domestic Violence

№	Answer options	I stage	II stage	Monitoring
1	Yes	0.0	3.3	1.6
2	No, I'm afraid of my husband and his relatives	16.7	33.3	25.0
3	No, because I don't trust law enforcement	0.0	10.0	5.0
4	I haven't reported it because I don't know the procedure	26.7	0.0	13.4
5	I called the police on 102	6.7	0.0	3.4

Continuation of the table

№	Answer options	I stage	II stage	Monitoring
6	I spoke verbally with the local police officer	6,7	0,0	3,4
7	No, because of the death threats I've received	3,3	20,0	11,7
8	No, I don't believe the police will help me.	23,3	13,3	18,3
9	No. We can resolve this issue ourselves.	36,7	23,3	30,0

As Table 1 shows, filing written complaints with law enforcement agencies is considered unacceptable in migrant families. Only 3.3% (essentially one woman) filed a written complaint against abusive parents. However, there is an increase in fear and anxiety about persecution from spouses and their relatives.

An analysis of respondents' responses to the second survey revealed that the primary abusers in migrant families are primarily:

1. Spouse – 56.7%
2. Husband's relatives – 16.7%
3. Spouse's parents – 10.0%
4. All together – 10.0%
5. No violence – 10.0%.

As modern researchers note, women, unlike men, are relegated to the background due to their unique gender-based vulnerabilities that impact their safety, such as economic and labor inequality, and gender discrimination. It's worth noting the growing trend of divorce, sham marriages with host-country citizens, and separation, which was uncommon in traditional societies until the first decade of the 21st century. An increasing number of women, especially respondents to the second survey, are in religious marriages, which creates objective risks for women and children. Parties to such unions have no legal obligations to each other, which can lead to men neglecting their responsibilities.

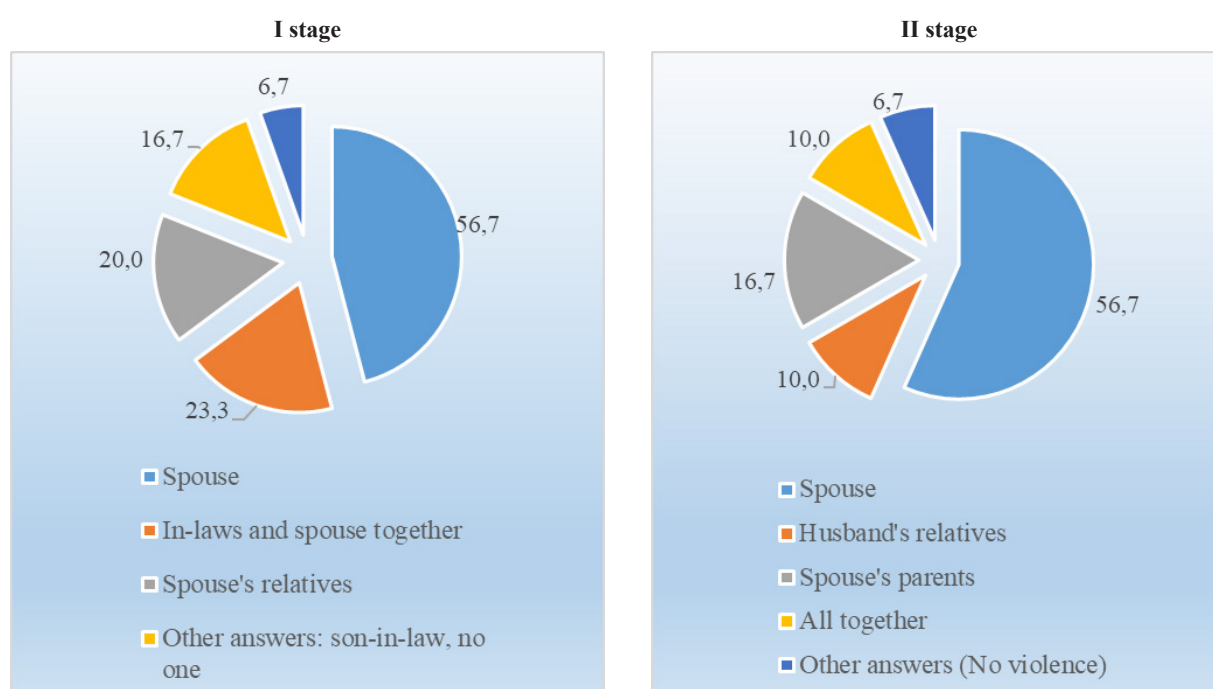


Figure 1 – Monitoring of the rating indicators of the main migrant families abusers

In response to the question “How has migration influenced changes in your family relationships?”, respondents to the second survey identified one dominant response: “Yes, very strongly,”

with a range of dominant indicators. Furthermore, for the “Yes, very strongly” response, almost all indicators, ranging from 53.3% to 66.7%, were identified.

**Table 2** – Monitoring the Migration Impact on the Family Relationships Transformation in Migrant Families

№	Answer options	Yes, very much		
		I stage	II stage	Monitoring
1	Family relationships	20.0	66.7	43.4
2	Attitude toward marriage	16.7	53.3	35.0
3	Desired number of children	6.7	60.0	33.4
4	Attitude toward you	10.0	53.3	31.7

More than 66% of respondents in the second survey noted changes in family relationships and the desired number of children (60%). On a psychological level,

women noted a transformation in their spouse’s attitude toward marriage and their personal attitude toward their spouse, sometimes even leading to indifference.

**Table 3** – Monitoring expert opinions on the main areas of discrimination against migrant women

№	Answer options	Yes, definitely		Partly		No	
		I stage	II stage	I stage	II stage	I stage	II stage
1	In the workplace – employer attitudes toward migrant women	13.0	42.1	34.8	31.6	43.5	21.1
2	Access to services: healthcare, employment, education, host country language training	39.1	26.3	43.5	52.6	17.4	15.8
3	Risk of pressure from law enforcement	17.4	15.8	21.7	21.1	56.5	52.6
4	Risk of pressure from local residents (neighbors, acquaintances)	17.4	21.1	47.8	42.1	34.8	31.6

According to the experts in the second survey, the main areas of discrimination against migrant women are:

1. Workplace – 42.1% (definitely)
2. Access to services: healthcare, employment, education, and language training in the host country – 52.6% (partial)
3. Risk of pressure from local residents (neighbors, acquaintances) – 42.1% (partial).

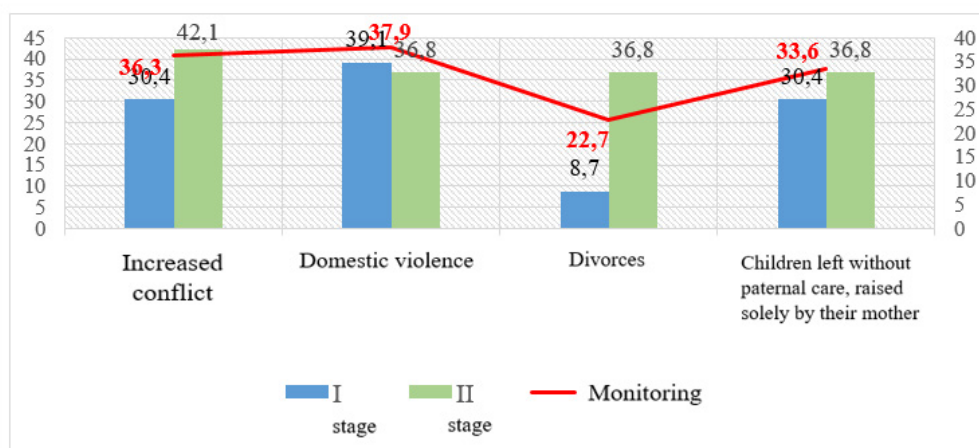
Experts note the “partial” presence of the following deviant behaviors in migrant families:

1. Domestic violence – 57.9%

2. Increased conflict – 47.4%

3. Divorce – 42.1%

4. Children left without paternal care, raised solely by their mother – 42.1%. Although the second survey significantly increased the number of responses, including “yes, definitely” and “partially,” compared to the first, experts still tend to “partially” acknowledge the presence of the aforementioned manifestations of discrimination and deviance in migrant families. This is directly related to the families’ social status, employment status, and successful adaptation in the host country.



**Figure 2** – Monitoring expert analysis of the presence of deviant manifestations in migrant families

More than 57% of experts in the second survey believe that the emergence of new forms of marriage that arose with migration – temporary/guest marriages; sham marriages for migration; early marriages; polygamy; and interethnic marriages-partially impact society as a whole. This figure remains high since the first survey (52.2%). Experts are confident that migration processes, not only within the region and country, but also globally, are influencing traditional marriages, disrupting stereotypical attitudes. However, migrants typically prefer to migrate not alone, but with families of blood relatives, so the influence of tradition is supported by the social en-

vironment. 31.6% of experts believe that marital relations are definitely changing with migration. Only 10.5% responded negatively.

It should be noted that a greater number of migrant women require temporary shelters, assistance and understanding from law enforcement agencies regarding gender discrimination, as well as legal assistance from authorities and political parties. Awareness of rights and access to crisis centers and safe shelters for migrant women has dropped sharply, with more than half of respondents in the second survey (56.7%) unaware of the availability of such resources and laws.

**Table 4** – Monitoring of priority types of assistance to migrant women who are victims of abusive relationships

№	Answer options	I stage	II stage	Monitoring
1	Consultations with public organizations (psychological, legal, and social assistance)	70.0	53.3	61.7
2	Access to crisis centers for safe housing and protection	60.0	86.7	73.4
3	Law enforcement protection	40.0	70.0	55.0
4	Information on jobs available to migrant women	33.3	56.7	45.0
5	Medical assistance	46.7	56.7	51.7
6	Return to the homeland	23.3	13.3	18.3

As Table 4 shows, respondents prioritize the following types of assistance for women victims of domestic violence: access to crisis centers (73.4%), consultations with public organizations (psychological, legal, and social assistance) (61.7%), protection from law enforcement agencies (55.0%), timely medical

care (51.7%), information about job opportunities (45.0%), and assistance in returning home (18.3%).

The expert survey's monitoring ranks the key measures taken by government agencies and law enforcement agencies to prevent domestic violence against migrant women:

**Table 5** – Ranking of Key Measures to Prevent Domestic Violence Against Migrant Women (Monitoring)

№	Answer options	I stage	II stage	Monitoring
1	Introduce a registry and visits to migrant families	13.0	36.8	39.9
2	Inform about the rights of migrants, and in particular, the rights of migrant women	8.7	26.3	17.5
3	Providing temporary housing/shelter for migrant women in cases of domestic violence	13.0	10.5	11.8
4	Taking legal measures against domestic violence	17.4	26.3	21.9
5	Informing families about their rights and employment opportunities	13.0	15.8	14.4
6	Informing about crisis centers in the city/region for the rehabilitation of women	13.0	21.1	17.1
7	All of the above	78.3	47.4	62.9

Overall, according to experts (Table 5) from the monitoring study, the main measures to prevent domestic violence against migrant women include the implementation of state programs and initiatives on gender statistics for migrant women, awareness-raising through social media and public institutions, legal action against abusers, and the creation of city/

regional crisis centers not only within NGOs but also within clinics and law enforcement agencies.

The monitoring study experts generally note that information about discrimination against migrant women, including cases and statistics on domestic violence in this environment, is obtained primarily from the following sources:

**Table 6** – Monitoring expert analysis of current sources of information on migrant women subjected to domestic violence

№	Answer options	I stage	II stage	Monitoring
1	Self-Appeal	47.8	0.0	23.9
2	Women's NGOs	26.1	10.5	18.3
3	Media, Social Networks	39.1	31.6	35.4
4	Law Enforcement Agencies	43.5	57.9	50.7
5	Public Opinion	13.0	0.0	6.5
6	Other Answers (all listed above)	8.7	0.0	4.4

According to the survey experts (Table 6), the primary sources of information on migrant women who have experienced domestic violence are law enforcement agencies (50.7%), which must constantly monitor the places and living conditions of

migrant families. The media and social media play a significant role, through which public and government agencies should not only mobilize public opinion but also provide women with a "pathway" for action in emergency situations. Along with the

media and social media, the experts emphasize the role of women's non-governmental organizations in raising awareness of this issue at the state and public levels, as well as in shaping migrant women's understanding of their situation, self-esteem, and

concrete plans for the future, including finding permanent employment.

The monitoring study experts were informed of the following additional changes in national legislation on women's rights and children's safety:

**Table 7** – Informing experts on additional changes in national legislation on women's rights and children's safety (monitoring)

№	Answer options	I stage	II stage	Monitoring
1	Intentional infliction of minor bodily harm and battery have been criminalized. Penalties for intentional infliction of moderate and serious bodily harm have been increased.	65.2	47.4	56.3
2	Transition from a declaratory to a detective nature of offense registration.	43.5	15.8	29.7
3	Criminal liability has been introduced for incitement to, and assistance in, suicide, as well as for promoting suicide.	52,2	15,8	34,0
4	Administrative liability for bullying (cyberbullying) of minors has been introduced for the first time.	47.8	26.3	37.1
5	Reconciliation procedures have been tightened.	21.7	26.3	24.0
6	Administrative liability for offenses in the domestic sphere has been increased.	52.2	26.3	39.3
7	Other answers: An expanded amendment to the Law of the Republic of Kazakhstan dated April 15, 2024, No. 72-VIII on the protection of the rights of women and children is needed.	8.7	0.0	4.4
8	I don't know	0.0	31.6	15.8

As Table 7 shows, over 56% of the experts in the monitoring study overall believe the following measures are necessary:

1. Tightening penalties for intentional infliction of minor, moderate, and serious bodily harm;

2. Strengthening administrative penalties for offenses in the family and domestic sphere (39.3%);

3. Strengthening administrative penalties for bullying (cyberbullying) of minors in migrant families (37.1%);

4. Introducing criminal penalties for incitement to, assistance in, and promotion of suicide (34.0%);

5. Officially transition from a declarative to a detective approach to registering offenses by law enforcement agencies (29.7%)

6. Tighten the procedure for reconciliation of parties in court (24.0%)

7. Taking into account the above, an expanded amendment to the Law of the Republic of Kazakhstan dated April 15, 2024, No. 72-VIII on the protection of the rights of women and children is necessary (4.4%).

According to experts, strengthening and tightening measures against domestic violence will not only create a responsible attitude among families, but also ensure monitoring by government and law enforcement agencies, civil society representatives, and the social environment of migrant women and employers.

### Conclusion

The institution of the family is undergoing significant changes under the influence of migration. These changes are triggered by new forms of marital and family relations, including distant (sometimes sham) marriages, families with guest wives, and the strengthening of religious marriage practices. Pragmatic tendencies are emerging among men, who, without being officially married, are virtually free of responsibility for their wives and children. Furthermore, it should be understood that women find it difficult to leave abusive relationships due to the nature of the rela-

tionship and subordination within the family and kinship hierarchy.

A notable trend is emerging among unmarried, divorced, or cohabiting women who choose not to formalize their relationships, as their partners are unable to ensure the financial well-being of families with children. This phenomenon, reflecting a form of “forced” female independence, is atypical for traditional communities in Kazakhstan, Uzbekistan, and Tajikistan, yet it is increasingly observed among migrant populations.

Women in migrant families who approach government agencies, public bodies, women’s NGOs, and centers often struggle to navigate the maze of public services, the judicial system, and interactions with the police. Therefore, systemic support services are needed to urgently resolve or assist women who have experienced discrimination in family relationships and employment.

Women migrant workers are doubly vulnerable: as women and as individuals involved in migration. Due to their generally low or even complete lack of skills, women migrants are primarily forced to work in the informal sector, retail, and as service workers.

Women migrants, especially those without secure immigration status, and those with strict skill requirements in the labor markets of host countries, are particularly vulnerable to domestic violence.

According to the survey’s experts, the primary sources of information on migrant women who have

experienced domestic violence are law enforcement agencies (50.7%), which should constantly monitor the location and living conditions of migrant families.

The comprehensive monitoring study as a whole made it possible to form the main directions of changes in migration policy, taking into account the gender component.: 1) implementation of a state program to combat discrimination and violence against migrant women; 2) organization of special language courses for migrants, as well as vocational training courses. Promising areas include the development of migration models for the development of regions, taking into account the gender demographic structure of migration, as well as the consideration of the gender component in border control.

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## **ҚАРТ АДАМДАРДЫҢ ӨМІР САПАСЫНА БЕЛСЕНДІ ҰЗАҚ ӨМІР СҮРУ КОНЦЕПЦИЯСЫНЫҢ ӘСЕРІ (АЛМАТЫ ҚАЛАСЫ МЫСАЛЫНДА): САПАЛЫҚ ЗЕРТТЕУ**

Халықтың қартаюы қоғамның әлеуметтік-экономикалық дамуына елеулі әсер ететін жаһандық демографиялық үрдіс болып табылады. Зерттеудің мақсаты – «белсенді ұзақ өмір сүру тұжырымдамасының» қарт адамдардың өмір сапасына әсерін анықтау. Қарт адамдардың белсенді қартаюына және өмір сапасына әсер ететін факторларды түсіну денсаулық сақтау және әлеуметтік қамтамасыз ету салаларында тиімді стратегиялар мен жобаларды әзірлеу үшін маңызды.

Зерттеуге Алматы қаласындағы «Белсенді ұзақ өмір» орталығының қызметтерін пайдаланатын қарт адамдар қатысты. Зерттеудің эмпирикалық бөлігі тереңдетілген сұхбат әдісі арқылы жүзеге асырылды. Сұхбатқа жасы 58–75 аралығындағы 10 респондент қатысты. Алынған деректер кодталып, сапалық деректерді талдауға арналған арнайы MAXQDA бағдарламасының көмегімен өңделді.

Зерттеу нәтижелері қарт адамдардың өмір сапасына әсер ететін негізгі факторларды анықтауға мүмкіндік берді: экономикалық жағдайлар, физикалық және психикалық денсаулықтың күйі, сондай-ақ әлеуметтік байланыстар деңгейі. Деректерді талдау нәтижесінде респонденттердің негізгі табыс көзі зейнетақы және балалар тарапынан көрсетілетін қаржылық қолдау екені анықталды. Зейнетке шыққаннан кейін жиі кездесетін мәселелердің қатарында денсаулықтың нашарлауы, қаржылық шектеулер, жалғыздық сезімі және әлеуметтік байланыстардың әлсіреуі атап өтілді. Зерттеу нәтижелері ауылдық жерлердің ерекшеліктеріне бейімделген осындай орталықтарды ашу қажеттілігін де көрсетті. Зерттеудің практикалық маңызы алынған нәтижелерді қарт адамдардың белсенді әрі сапалы ұзақ өмір сүруіне бағытталған әлеуметтік бағдарламалар мен жобаларды әзірлеуде қолдану мүмкіндігімен байланысты. Зерттеу нәтижелері белсенді ұзақ өмір сүру саясатының қаржылық, білім беру, ұйымдастырушылық және ақпараттық құралдарын жетілдіруге, сондай-ақ қарт адамдардың өмір сапасы мен әлеуметтік белсенділігін арттыруға бағытталған ұсынымдар әзірлеуге мүмкіндік береді.

**Түйін сөздер:** қарт адамдар, халықтың қартаюы, өмір сапасы, белсенді ұзақ өмір сүру, әлеуметтік саясат.

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## **The Influence of the Concept of Active Longevity on the Quality of life of the Older adults (the case of Almaty): Qualitative Research**

Population ageing is a global demographic trend that significantly influences the socio-economic development of society. The purpose of this study is to identify the impact of the “Active Longevity Concept” on the quality of life of older adults. Understanding the factors that influence active ageing and the quality of life of older adults is essential for developing effective strategies and projects in the field of healthcare and social welfare.

The study involved older adults receiving services from the “Active Longevity” Center in Almaty. The empirical part of the research was conducted using the in-depth interview method. A total of 10 respondents aged 58–75 participated in the interviews. The obtained data were coded and processed using the specialized MAXQDA software for qualitative data analysis.

The results of the study identified the main factors affecting the quality of life of older adults: economic conditions, physical and mental health status, and the level of social connections. Data analysis

children. Among the most common problems after retirement are health deterioration, financial constraints, feelings of loneliness, and weakening social ties. The results of the study also indicate the need to establish similar centers adapted to rural areas. The practical significance of the study lies in the possibility of using the obtained results in the development of social programs and projects aimed at creating conditions for active and high-quality ageing. The findings may contribute to improving the financial, educational, organizational, and informational instruments of state policy on active longevity and to developing recommendations for increasing the activity and quality of life of older adults.

**Keywords:** older adults, population ageing, quality of life, active longevity, social policy.

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### **Влияние концепции активного долголетия на качество жизни пожилых людей (на примере г. Алматы): качественное исследование**

Старение населения представляет собой глобальную демографическую тенденцию, оказывающую существенное влияние на социально-экономическое развитие общества. Цель исследования – выявить влияние «концепции активного долголетия» на качество жизни пожилых людей. Понимание факторов, влияющих на активное старение и качество жизни пожилых людей, имеет важное значение для разработки эффективных стратегий и проектов в сфере здравоохранения и социального обеспечения.

В исследовании приняли участие пожилые люди, получающие услуги Центра «Активное долголетие» г. Алматы. Эмпирическая часть исследования была реализована с использованием метода глубинного интервью. В интервью приняли участие 10 респондентов в возрасте от 58 до 75 лет. Полученные данные были закодированы и обработаны с использованием специализированной программы MAXQDA.

По результатам исследования были выявлены основные факторы, влияющие на качество жизни пожилых людей: экономические условия, состояние физического и психического здоровья, а также уровень социальных связей. Анализ данных показал, что основным источником дохода пожилых людей является пенсия и финансовая поддержка со стороны детей. Среди наиболее распространённых проблем, возникающих после выхода на пенсию, респонденты отмечают ухудшение состояния здоровья, финансовые ограничения, чувство одиночества и ослабление социальных контактов. Результаты исследования также показали необходимость создания подобных центров, адаптированных к условиям сельской местности. Практическая значимость статьи заключается в возможности использования полученных результатов при разработке социальных программ и проектов, направленных на формирование условий для активного и качественного долголетия пожилых людей. Результаты исследования могут способствовать совершенствованию инструментов государственной политики активного долголетия (финансовых, образовательных, организационных и информационных), а также разработке рекомендаций по повышению активности и качества жизни людей старшего возраста.

**Ключевые слова:** пожилые люди, старение населения, качество жизни, активное долголетие, социальная политика.

## **Кіріспе**

Егде жастағы адамдар үлесінің ұлғаюы ХХІ ғасырдың маңызды мәселелердің бірі. Қарттар мәселесін қарастырғанда «өмір сапасы» термині кеңінен танылуда және адамның қартаюу кезінде өзгерген өмір сүру жағдайларына бейімделу қажеттілігіне байланысты гуманистік, әлеуметтік саясатты қалыптастыруда және оның мәселелерін шешуде қолданылады. 55 (әйелдер) және 60 (ерлер) жастан асқан халыққа жататын егде жастағы азаматтардың өмір сүру сапасын қамтамасыз ету БҰҰ-ның бірінші кезектегі бірқатар

құжаттарында қарастырылған жаһандық міндеттердің бірі.

Қарт адамдардың үлесінің өсуі көптеген Еуропа елдерінде байқалады. Дүниежүзілік денсаулық сақтау ұйымы (ДДҰ) демографиялық революцияға сілтеме жасап, 2025 жылға қарай 60 жастан асқан әлем халқының саны 1,2 миллиардқа жетеді, ал 2050 жылға қарай қарт адамдар саны екі миллиардқа жетеді деп болжайды (WHO, 2002). Қарт адамдар үлесінің өсуіне байланысты, ДДҰ «Белсенді қартаюу» (2002) туралы тұжырымдаманы алға тартып, және оны «қартайған шақта өмір сүру сапасын жақсарту үшін

денсаулық, әлеуметтік белсенді өмір сүру және қауіпсіздік мүмкіндіктерін оңтайландыру процесі» ретінде сипаттайды. «Белсенді» сөзі физикалық белсенділікті немесе әрі қарай қызметін, еңбегін жалғастыруды ғана емес, сонымен қатар, қарт адамдардың түрлі салаларға – экономикалық, әлеуметтік, мәдени, рухани, азаматтық және т.б. қатысуын білдіреді. Белсенді қартаюдың негізгі мақсаты қарт адамдардың ешкімге тәуелді болмауын, физикалық және психикалық денсаулықтарын, әлеуметтік интеграция мен өмір сүру сапасын арттыру. Адамдардың дені сау болып қартаюына, қартаю кезеңінде белсенді және мағыналы өмір сүруіне мүмкіндік беру үшін қарт адамдарға көпсалалы күтім жасаудың маңыздылығы зор. Белсенді ұзақ өмір сүру азаматтардың белсенділігін сақтауға, өмір сүру ұзақтығын арттыратын потенциалын дамыту мен жүзеге асыруға мотивация беретін өмір сапасымен тікелей байланысты. ДДҰ өмір сүру сапасы ұғымына келесідей сипаттама береді: «Егде жастағы адамдарға күтім жасаудың маңызды міндеттерінің бірі өмірдің ең жоғары сапасына қол жеткізу. Бұл жан-жақты физикалық денсаулықты, психологиялық жағдайды, әлеуметтік қатынастарды, жеке сенімдерді және қоршаған ортаның негізгі сипаттамаларына деген көзқарасты білдіретін кең ауқымды термин» (WHOQOL Group, 1995).

Жоғарыда аталған мәселелер зерттеу тақырыбының өзектілігін сипаттайды және оны бірнеше факторлармен негіздеуге болады. Біріншіден, әлемде көптеген елдерде қарт адамдардың үлесінің артуы. Бұл өз кезегінде олардың өмір сүру сапасы мен денсаулық жағдайын жақсартуға бағытталған бағдарламалардың тиімді және нәтижелі жұмыс жасау қажеттілігін тудырады. Екіншіден, әлеуметтік-экономикалық факторлар: қарт адамдардың өмір сүру сапасын жақсаруына және әлеуметтік белсенділігінің артуына олардың экономикалық тәуелсіз болу жолдарын қарастыруды қажет етеді. Үшіншіден, қарт адамдарға заманауи медициналық және әлеуметтік қызметтердің әсері. Осындай қызметтер тек қарт адамдардың өмір сүру жасын ұзартуға бағытталмай, олардың сапалы өмір сүруі мен өмір сүру деңгейін жақсартуды қамтамасыз етуді көздейді. Төртіншіден, белсенді өмір сүру концепциясының ендірілуі мен тиімді жұмыс істеу принциптерін бағалау мақсатында түрлі ғылыми зерттеулер жүргізу қажеттілігі артты. Жоғарыда аталған факторлар тақырыптың өзектілігін күшейтті.

Соңғы жылдары елімізде қарттар мәселесіне мемлекет тарапынан ерекше көңіл бөлінуде. Қарттардың өзін-өзі дамытуы және қоғамға енуіне жағдай жасау үшін мемлекет тарапынан «Аға буын азаматтардың жағдайын жақсарту жөніндегі «Белсенді ұзақ өмір» 2025 жылға дейінгі ұлттық жоспар» қабылданды. Бұл концепция аясында қарт адамдардың тұлғалық дамуына, денсаулығын жақсартуға, әлеуметтік және қоғамдық белсенділігін арттыру үшін Қазақстанның бірқатар қалаларында «Белсенді өмір сүру орталықтары» жұмыс жасауда (ҚР Еңбек және әлеуметтік қорғау министрлігінің бұйрығы, 2021). Қарттардың өмір сапасын жақсарту үшін белсенді өмір сүру бағдарламасын жүзеге асыру қоғамдағы әртүрлі салалардың пәнаралық өзара байланыста кешенді зерттеуді қажет етеді. Бұндай бағдарламаларды дамыту және жетілдіру еліміздің азаматтарының жасына қарамастан «сапалы қартаюға», толыққанды, жайлы өмір сүруіне жол ашады. Мақалада қарт адамдардың белсенді өмір сүруге әсері тәжірибесі мен еліміздегі белсенді өмір сүру концепциясының жүзеге асырылуы талданады.

### Әдебиеттерге шолу

Белсенді қартаю адамдардың қоғамдық ортадағы өзінің өмірлік жағдайына қанағаттануымен, құндылықтар жүйесімен, мақсаттары мен күтулерімен тікелей байланысты. «Өмір сапасы тұлғаның қалыпты өмір» сүруіне ықпал ететін жеке қанағаттанушылық деңгейі, өзін-өзі бағалау, қаржылық жағдай, жалпы денсаулық, эмоционалды көңіл күйі сияқты физикалық және психикалық факторлармен анықталады. Өмір сапасы түсінігі субъективті және жекелік деп бағалауға негізделеді. Қарт адамдардың өмір сапасын анықтайтын көрсеткіштер ретінде мінез-құлықтық, психологиялық, экологиялық, экономикалық, медициналық факторларды айтуға болады. Олардың өмір сапасын бағалауда тәуелсіз болу, өз-өзін қамтамасыз ету, шешім қабылдай алу, аурудың болмауы, сезу қабілеттерін сақтау, басқаларға пайдалы болу т.б. сияқты аспектілер маңыздылыққа ие. Ең алдымен, қарт адамдардың өмір сапасына қатысты зерттеулерді қарастырайық.

W. Rejeski, L. Mihalko қарт адамдардың физикалық белсенділігі мен өмір сапасы арасындағы өзара байланысты қарастыра отырып, денсаулық олардың өмірінің физикалық, психикалық және әлеуметтік әл-ауқаты сияқты әр-

түрлі аспектілерінде маңызды рөл атқаратынын көрсеткен. Тұрақты түрде жасалынатын физикалық жаттығулар қарт адамдардың бұлшық ет күші мен икемділігін арттыруға, денсаулықтарының жақсаруына әсер етіп ғана қоймай, олардағы күйзеліс пен мазасыздықты азайтуға, психоэмоционалды жағдайына жағымды әсер етеді. Спорттық үйірмелерге, қызығушылықтары бойынша әртүрлі секцияларға қатысу қарттардың физикалық белсенділіктерімен бірге әлеуметтік байланыстар орнатуына, әлеуметтік шеттелудің алдын алуға, өздерін қажетті тұлға ретінде сезінуге мүмкіндік береді. Бұл аспектілер олардың жалпы әл-ауқаттарының жақсаруына, өмірлерінің сапалы болуына ықпал етеді. Сонымен бірге W. Rejeski, L. Mihalko қарт адамдардың жеке қажеттіліктері мен мүмкіндіктерін ескере отырып, олардың физикалық белсенділік деңгейін арттыратын арнайы бағдарламалар жасау қажеттілігін ұсынады (Rejeski et al., 2001).

Қытайдағы қартаю парадоксын зерттей келе, J. Li және т.б. зерттеулерінде жасы ұлғайған сайын денсаулықтарының физикалық және әлеуметтік нашарлауына қарамастан қарт адамдардың жастарға қарағанда, өмірге қанағаттануы мен бақытты болу деңгейі жоғары болғандығын көрсеткен. Бақытты болу деңгейіне физикалық денсаулық, әлеуметтік қолдау, қаржылық тұрақтылық және отбасылық жағдай факторлармен қатар, үлкенді сыйлау сияқты мәдени және әлеуметтік аспектілер де әсер ететінін атап өткен (Li et al., 2022). Зерттеу қартаю парадоксын растайды және қарттардың өмір сапасын жақсартуда медициналық қызмет көрсету, әлеуметтік қорғау жүйесі, қаржылық тұрақтылықпен сипатталатын кешенді стратегиялар қолдану тиімділігін көрсетеді.

Сонымен қатар тек дені сау қарт адамдар емес, денсаулығында ақауы бар қарт адамдардың өмір сапасы мен белсенді қартаю мәселесін де қарастырған зерттеушілер бар. Мысалы, Crocker және оның әріптестері түрлі созылмалы ауруларға ұшыраған қарт адамдардың өмір сапасы олардың денсаулықтары жақсы қарт адамдардан қаншалықты айырмашылығы бар екенін бағалау үшін жүйелі шолу және мета-талдау жасайды. Авторлар өмір сапасының физикалық және психологиялық айырмашылықтардағы компоненттерін анықтады. Зерттеу нәтижелері созылмалы аурулардан зардап шегетін қарт адамдардың өмір сапасына ерекше назар аударудың маңыздылығын көрсетеді. Бұндай санаттағы қарт адамдарда арнайы кешенді бағдарла-

малардың көмегімен әл-ауқатын жақсартуды қажет етеді және денсаулығында ақауы бар қарт адамдардың өмір сүру сапасын қолдау мен жақсартуға бағытталған тиімді стратегияларды әзірлеу және енгізу қажеттілігін атап өтеді (Crocker et al., 2019).

Бәрімізге белгілі көптеген озық елдерде медицина саласындағы жоғары жетістіктер адамдардың орташа өмір сүру жасының артуына әкелді. Нәтижесінде көп елдерде қарт адамдардың үлесі артты. Сол себепті олардың қаншалықты сапалы және белсенді ұзақ өмір сүріп жатқандарына қатысты зерттеулерді қажет етеді. Қарт адамдардың белсенді ұзақ өмір сүрін қарастырайық. Мысалы, Marzo және т.б. зерттеушілер қарт адамдардың белсенді ұзақ өмір сүру мен өмір сүру сапасының детерминанттарын зерттеді. Талдау жұмысын жүргізу барысында қарт адамдардың белсенді қартаю мен өмір сапасына әсер ететін маңызды факторлар анықталды: әлеуметтік-демографиялық көрсеткіштер (жасы, жынысы, отбасылық жағдайы, білім деңгейі, табысы, жұмыспен қамтылуы), физикалық денсаулығы (созылмалы аурулар, физикалық белсенділігі және т.б.), психикалық денсаулығы (жалғыздық, оқшалануы, депрессия, күйзеліс және т.б.), әлеуметтік байланыстар (жақын адамдарының әлеуметтік қолдауы, қоғамдық өмірге белсенді араласуы). Талдау нәтижелері қарт адамдардың белсенді ұзақ өмір сүру мен өмір сапасы әлеуметтік-демографиялық көрсеткіштер, физикалық және психикалық денсаулық, әлеуметтік байланыстар сияқты өзара тығыз байланысты факторлар кешенімен анықталатынын көрсетеді (Marzo et al., 2023). Ramos және т.б. қарт адамдардың белсенді ұзақ өмір сүру мен өмір сапасын сақтай отырып, өмір сүру ұзақтығын арттырудың маңыздылығын қарастыра келе, қарт адамдардың функционалдық қабілеттерін сақтауы олардың жоғары өмір сүру сапасын қамтамасыз етеді деп есептейді (Ramos et al., 2023).

Ayala және т.б. зерттеушілер Испания, Швеция және Португалиядағы қарт адамдардың белсенді ұзақ өмір сүруіне талдау жасайды. Осы елдер арасындағы өмір сапасындағы айырмашылықтар мен оларға әсер ететін факторларды зерттеді. Зерттеу нәтижесінде, қарт адамдардың өмір сапасында айтарлықтай айырмашылықтар анықталды. Мысалы, Швециядағы ең жоғары және Португалияда ең нашар көрсеткіштері байқалды. Белсенді ұзақ өмір сүру мен сау қартаю барлық үш елдегі өмір сапасымен оң байланыс-

ты болды. Негізгі айырмашылықтарды түсіндіретін факторлар анықталды: әлеуметтік-экономикалық, білім деңгейі, физикалық белсенділік (Ayala et al., 2021).

Қарт адамдардың белсенділігі мен өмір сапасын зерделейтін зерттеулер, қартаюдың көп факторлы процесс екендігін көрсетті. Бұл процесі түсіну қарттардың қазіргі қоғамдағы өмір сапасына, олардың белсенді болуына әсер ететін факторларды талдай отырып, белсенді ұзақ өмір сүру стратегияларын жасауға мүмкіндік береді. Осы саладағы зерттеулерді жалғастыру – әлемдік деңгейде жүзеге асырылып жатқан белсенді өмір сүру концепциясын жетілдірудің жаңа механизмдері мен әдістерін ашу үшін өзекті.

### Материалдар мен әдістер

«Қарт адамдардың өмір сапасын арттырудағы белсенді ұзақ өмір сүрудің рөлі» тақырыбында 2023 жылдың желтоқсан айы мен 2024 қаңтар айы аралығында зерттеу жүргізілді. Зерттеу нысаны – Алматы қаласының «Белсенді ұзақ өмір сүру орталығының» қатысушылары. Зерттеу әдісі: тереңдетілген сұқбат. Сұқбатқа қатысушылар snow-ball әдісі көмегімен кездейсоқ іріктеліп алынды. Зерттеуге қатысушылар саны – 10.

*Демографиялық мәліметтер.* Зерттеуге 62-76 жас аралығындағы респонденттер қатысты. Қатысушылардың 100% әйел адамдарды құрады (1- кесте).

Сұқбатқа қатысуға келісім берген респонденттермен сұқбатты өткізудің уақыты мен күні алдын-ала келісіп, жоспарланып отырды. Әрбір блоктағы сұрақтар келесі қойылатын сұрақтың логикалық жалғасы болып отырды. Сұқбат сұрақтары алдын-ала құрастырылған гайд бойынша жүргізілгенімен, жауап берушімен әңгімелесу барысында респонденттің қалауымен тақырыпты ашатын қосымша сұрақтар да қойылды. Респондент сұраққа толық жауап бере алмаған жағдайда, сұқбат гайдының логикасын бұзбайтындай, сол сауалдар қайта қойылып, толыққанды жауаптар алынды. Осылайша, зерттеу сұрақтарына максималды жауап алуға мүмкіндік жасап, респонденттің шынайы, еркін жауап беруі бақыланып отырды. Сұрақтар зерттеудің негізгі мазмұнын ашуға бағытталған және респонденттің жеке басын, жасын, жынысын кемсітетен сұрақтар жоқ. Зерттеу бағдарламасы мен сұқбат сұрақтарын әл-Фараби атындағы Қазақ

Ұлттық Университетінің Этикалық Комитеті (IRB-A776) мақұлдады.

Сұқбат барысында алынған мәліметтер транскрипталып, кодталды. Мәліметтерді өңдеу үшін бірнеше кодтар қолданылды. 1. Әлеуметтік-экономикалық жағдайы; 2. Бос уақытты өткізу формалары; 3. Физикалық белсенділіктері мен денсаулық жағдайлары; 4. Белсенді ұзақ өмір сүру мен өмір сапасын түсіну; 5. Мемлекеттік және институционалды қолдау. Кодтау арқылы жиналған мәліметтер MAXQDA 11 сапалық зерттеулерге бағдарланған бағдарламада өңделді.

**1-кесте** – Респонденттердің әлеуметтік-демографиялық сипаттамасы

Жынысы	Сипаттамасы	Респонденттер саны
әйел/ер адам	әйел	10
жасы	62-69	6
	70-75	4
Білім деңгейі	орта арнаулы	2
	жоғары	8
Бала саны	1	2
	2	5
	3	2
	4	1

### Нәтижелер және талқылау

Елімізде қарттар мәселесі, олардың өмір сүру сапасы мен белсенді өмір сүруі ерекше назар аударылатын мәселелер қатарында. Себебі, қарт адамдарға қатысты қоғамда қалыптасқан стереотиптен арылып, бүгінгі күні оларды ешкімге тәуелсіз, қоғамның белсенді және құрметті мүшесі ретінде қарастыру азаматтық қоғамның басты міндеттерінің бірі. Қарттардың сапалы өмір сүруі үшін олардың экономикалық тұрғыдан тәуелсіз болулары маңызды болып табылады. Біз білетіндей, қарт адамдардың көп бөлігінің табыс көзі – зейнетақы. Осыған сәйкес, зерттеуге қатысқан егде жастағы адамдарға «Қазіргі таңда жұмыс жасайсыз ба? Зейнетақыңыздан басқа кіріс көзі бар ма?» деген сауал қойылды. Бұл сұрақты қоюымыздың басты себебі, қарт адамдарға тән негізгі табыс көзі зейнетақыдан бөлек қосымша табыс көзі бар/ жоғын

анықтау. Мәліметтерді талдау барысында, зейнетақы және балаларынан қаржылай көмек егде жастағы адамдардың негізгі табыс көзі екендігі анықталды.

*..жоқ, жұмыс жасамаймын. Ешқандай кіріс көзі жоқ. Тек қана зейнетақы және қызым көмектеседі (R1, 62 жас).*

*..жоқ, ешқандай жұмыс жасамаймын. Тек, зейнетақы ғана аламын. Балаларым анда-санда бір жаққа жүретін кезде көмектесіп тұрады. Басқа ешқандай көмек алмаймын (R2, 74 жас).*

*..жоқ, жұмыс жасамаймын. Зейнетке шыққанымша шамамен 10 жыл болды. Соның ішінде 7 жыл жұмыс істедім. Кейінгі 2-3 жыл үйдемін (R4, 76 жас).*

*..жұмыс жасамаймын, еңбек сіңірген зейнеткермін. Екі балам көмектеседі. Балаларым ай сайын ақшалай жіберіп тұрады. Зейнетақымен күн көру қазіргі кезде өте қиын (R3, 67 жас).*

*..жоқ, біз күйеуіміз екеуіміз де жұмыс істемейміз. Бірақ, мен зейнеткерлікке шыққаннан кейін 8 жыл қызмет еттім. Пандемия кезінде жұмыстан кетуге мәжбүр болдым. Балалардан көмек болады. Басқа көмек қайдан? Зейнетақымыз екеуімізге жетіп жатыр. Тұрғылықты жердің аудан әкімшілігіне барып өтініш жазып 25% пен жеңілдікпен екі рет емдеу-сауықтыру орталықтарынан ем алдық. 2-ші топ мүгедектігім болғандықтан, 7 АЕК жәрдемақы алып отырамын. Қалған уақытта балалар өздері ұйымдастырып, көмектеседі (R5, 71 жас).*

Зерттеуге қатысқан қарт адамдардың ішінде өздерінің өмірлерін жұмысқа арнағандар және де әлі қызмет етуін жалғастыратындар кездесті. Жұмыс жасау оларға экономикалық жағынан да, жеке жетістіктері, өзін-өзі бағалауы жағынан да лайықты өмір сүруге, қоғамның белсенді және қажет мүшесі ретінде сезінуге мүмкіндік береді. Нәтижесінде, қартайған шақта да адамдар қайта әлеуметтену процесінен өтіп, бұрынғы құндылықтары трансформацияға ұшырап, қоғаммен қарым-қатынас жасау арқылы өзінің әлеуметтік мәртебесін бекітеді.

*..мен зейнеткерлікке шыққаннан бері орыс ұлтына қазақ тілінен жеке сабақ беремін. Қолданатын әдістемем жеңіл әрі оңай. Бұрын Ішкі істер министрлігінде, содан кейін ЖОО-да мемлекеттік тілден сабақ бердім. Студенттер жақсы қабылдайтын (R6, 76 жас).*

*Зейнетке шыққанға дейін де, шыққаннан кейін де сол жұмысты істедім. Сол кездегі тапсырыс берген клиенттерім әлі де хабарласып, шақырады. Барып, жұмыс жасаймын. Былай да*

*менің жұмысымды көрген адамдар шақырады (R2, 74 жас).*

Отбасы қарт адамдарға, әсіресе қаржылай тәуелді және мұқтаж қарт адамдарға көмек көрсету мен қолдаудың маңызды көзі болып табылады. Отбасы және әлеуметтік байланыстар қарт адамдардың күтімін, экономикалық қолдауын, ынталандыруын және эмоционалды қолдауын қамтамасыз етеді (Hernandis, 2005). Зерттеуге қатысқан қарт адамдардың жауаптарынан да отбасының маңыздылығын байқауға болады.

«Өмір сүру сапасы» ұғымы әрбір адамның түсінігінде әртүрлі қабылданып, бағаланады. Көп жағдайда бұл ұғымды адамдардың «әлеуметтік жағдаймен қанағаттану» және «өзін бақытты сезіне алу» ұғымдарымен байланыстыруға болады. Әлеуметтік қолдау егде жастағы адамның субъективті және объективті әл-ауқатының қажетті шарты болып табылады. Осы ұғымның қарт адамдар арасында қалай өлшенетінін түсіну үшін оларға «Қазіргі таңда өмір сүру деңгейіңізге және қазіргі әлеуметтік жағдайыңызға қанағаттанасыз ба?»- сауалы қойылды. Респонденттердің жауабынан зейнетке шыққаннан кейін жұмыс істемейтін зейнеткерлер өздерінің әлеуметтік жағдайларымен қанағаттанбайтынын және зейнетақы мөлшері тек базалық қажеттіліктеріне жететінін көрсетті.

*..зейнетақыны өсірсе. Себебі, зейнеткерлікке шыққаннан кейін біз қыдыруымыз, ел аралауымыз керек.... Бірақ, біздің зейнетақымен ондай қыдыру, саяхаттауға қолжетімсіз (R7, 69 жас).*

*..жоқ, қанағаттанбаймын. Шын мәнінде ойлап қарасаңыз, зейнетақыға күн көру өте қиын. Маған балаларым көмек береді. Ал, балалары жоқ зейнеткерлер немесе ешкім көмектеспейтін зейнеткерлер бар. Оларға қиын. Мемлекет осыған көңіл бөліп, зейнетақыны көбейтсе, тең медициналық көмек т.б берсе. (R3, 67 жас).*

*..жұмыс істеп жүргенде барлығына дерлік болмаса да базалық қажеттіліктерімізге жеткізетінбіз. Қазір қиын. Ақшаны үнемдейміз, бюджетті қатты есептеп отырамын. Мысалы, екі аптаға бірден етімізді, азық-түлігімізді сатып аламыз, коммуналдық төлемдерді төлеп аламыз. Қалған екі аптада «экономика режимі» деген болады (R8, 68 жас).*

Сонымен қатар, зерттеуге қатысқан респонденттер арасында өз әлеуметтік жағдайларына, мемлекеттік әлеуметтік қолдау жүйесіне көңілдері толатындар, қанағаттанатындар да кездесті. Демек, қарт адамдарға тек қаржылай мәсе-

ле өмір сапасын анықтайтын басты көрсеткіш емес, сонымен бірге, өзін-өзі дамыту, жаңа орта мен сүйікті іспен айналысуда өмір сапасының көрсеткіштері ретінде екенін байқауға болады.

*Мемлекеттің қарттарды әлеуметтік қолдап, көңіл бөліп «белсенді өмір сүру орталықтарын» ашқанына ризамын. Бұл орталықта би, денешынықтыру, есте сақтау қабілетін дамыту, ағылшын тілі, шахмат, түрлі ойындар бар. Қарт адамға жалғыз тұру оңай емес. Біздер үнемі көңіл-күйімізгі, денсаулағымызға байланысты серуенге шыға бермейміз. Ал бұл орталыққа тіркеліп, үйірмелерге жазылғаннан кейін көңіл-күйің болмай, өзіңді жайсыз сезініп тұрсаң да келгеннен кейін бәрін ұмытып кетесің. Өзіңнің қарт екеніңді ұмытасың (R9, 65 жас).*

*..біз зейнеткерлер өмір сүргіміз келеді. Мемлекеттің ашып берген орталығына келгелі қайта өмірге келгендейміз. Бізге өмір сүру өте қызықты. Себебі, біз бос емеспіз. Бір-бірімізбен араласамыз. Билейміз, жаттығамыз. Бізге өте жақсы (R10, 75 жас).*

*..егер балаларыңыз дұрыс болса, зейнетке шыққан кейін өмір керемет. Баласы жақсы ата-аналар ешқашан қартаймайды. Демалысқа емдеу-сауықтыру орталықтарына барып демаламын. Жастарға жақсылап жұмыс жасап, балаларыңды дұрыстап тәрбиелеңдер. Кейін сендерге ауыздарын ашып отырмасын,- деп айтамын. Балалардың іргетасын дұрыс қалау керек. Балаға жас кезіне дұрыс бағыт берсе, бәрі жақсы болады. Мен өміріме ризамын. Үкіметте көп жағдай жасап жатыр (E8, 68 жас).*

Зерттеу нәтижесі көрсеткендей, қарттардың өз жағдайына, өміріне, мемлекеттің жүргізіп жатқан әлеуметтік саясатына қанағаттануы жеке ұстанымдары, өмірге деген оптимистік көзқарасы, кез-келген қиындықтарда позитивті көңіл-күйде болуы, өмірге деген ризашылығымен байланысты болуы мүмкін. Сондай-ақ, физикалық денсаулық, қаржылық қамтылу, жоғары белсенділік және отбасындағы сыйласымдылық пен әлеуметтік тығыз байланыстың болуы қарттардың өз өміріне деген қанағаттануында маңызды рөл атқаратыны анықталды.

Адамдардың қартаюуы табиғи процесс болғандықтан, зейнет жасына жетіп зейнеткер болу адамның белгілі бір өмір кезеңінің аяқталып, алдыңғысынан ерекшеленетін жаңа өмір кезеңінің басталуы ретінде қарастырса болады. Жастық және әлеуметтік өзгерістер, әлеуметтік байланыстан қол үзу, қаржылық шектелу сияқты зейнетке шығумен туындайтын мәселелер күйзеліс

жағдайына да алып келуі мүмкін. Сондықтан да осы кезеңде оларда кездескен қиындықтар мен мәселелерді анықтау мемлекеттік әлеуметтік қолдау жүйесін жетілдіруге көмектеседі. Осы мақсатта сұхбатқа қатысушыларға «Сізде зейнеткерлікке шыққаннан кейін туындаған, мазалаған мәселелер туралы айтып өтсеңіз?» – деген сауал қойылды. Өмір сапасы биологиялық және физиологиялық факторлардан тұратын, жоғары деңгейдегі денсаулық көрсеткішті білдіреді. Респонденттердің жауаптарын талдай келе, денсаулық қарт адамдардың басты мәселесі екенін көрсетті. Қарт адамдардың денсаулықтарына байланысты туындаған мәселелерді олардың келесі жауаптарынан көруге болады:

*...мәселе, тек денсаулыққа байланысты. Бұрынғы қызметте болған адамдармен хабарласып тұрамын. Өзім жұмыс жасаған ауданның зейнеткерлер кеңесімен байланыстамын. Баспада бас редактор болып жұмыс жасағанмын. Олар да хабарласып тұрады (R5, 71 жас).*

*..бәрі адамның өзіне байланысты. Күйеуім жұмыстан кеткеннен кейін тұйықталып, өзімен-өзі болып кетті. Бұл өте маңызды. Мен үйде ауырып қалған жағдайда, дереу таң атпай скандинавиялық жүрумен айналысуға тырысамын. Үйге келгенше ауырғанымды ұмытып кетемін (R2, 74 жас).*

*..зейнетке шыққаннан кейін денсаулықпен алысып, көп көңіл бөлесің (R9, 65 жас).*

Сонымен қатар қарт адамдар өмір сапасының кепілі ретінде жұмысын жалғастыру және әлеуметтік байланыстардың болуы сияқты факторларды атап өтіп, позитивті көзқараста қабылдады.

*... Мен өзім еңбек етіп, көпшілікпен жұмыс істегеннен кейін ондай мәселелер болған жоқ. Керісінше, зейнеткерлікке шыққаннан кейін кітап оқуға мүмкіндіктерім болды. Менде зейнеткерлікке шыққаннан кейін де зейнетақымен өмір сүрсе болады екен деген ойлар болды (R3, 67 жас).*

*..айтарлықтай мәселе болған жоқ. Әлі де жұмысымды жасап жүрмін. Ой мазалайтындай бос уақытым жоқ (R2, 74 жас).*

*..ондай жағдайға уақыт жоқ. Отбасымызбен, достарымызбен табиғатқа, тауға шығып демаламыз. Жылына екі рет шет елге шығып демаламын. Маған ұнайды. Ерте бастан қамданып, билеттерімізді аламыз. Маған зейнетке шыққаннан кейін өмір сүру қызық бола бастады. Себебі қайда барамын десемде уақытым көп (R8, 68 жас).*

*..бұрын бала деп жүгірдік. Жан-жаққа қарауға мұрша болмайды. Зейнеткерлікке шыққаннан кейін қайта уақытың көбейген сияқты. Өзіңнің бұрыннан жасай алмай жүрген жұмыстарыңды жасауға уақытың бар. Тек ерінбей, күнделікті алдыңа мақсат қоюың керек. Мақсат қоймасаң, күнделікті өмірдің агуымен жүресің (R4, 66 жас)*

Қарт адамдар зейнеткерлікке шыққаннан кейін көп жағдайда көптеген мәселелерге тап болады. Ол жалғыздық пен мұнды болу сезімдерді бастан кешіруі мүмкін. Қоғамнан оқшаулану, жалғыздық сезімдері депрессияға әкелетін факторлар ретінде қарастыруға болады. Демек, қарт адамдардың арасында жиі кездесетін басты мәселелердің бірі – психологиялық мәселелер болып саналады деп тұжырымдауға негіз бар.

*..жалғыздық. Балаларыммен бірге тұрғанда, немерелеріммен жүретінмін. Кейін олар бөлек шыққаннан кейін жалғыз қалдым. Барып тұрамын. Бірақ, бірге тұрғандай болмайды. Зейнетке шыққаннан кейін менде мақсат болмай қалды. Өзімді жоғалтып алдым. Дегенмен, өзімді қолға алып рухани кітаптарды оқып, рухани практикалар жасап ойым өзгертуге талпынып жатырмын (R10, 75 жас).*

*..шынымды айтсам мені жалғыздық мазалайды. Өзім жалғыз тұрғандықтан, екінші жыл болды осы орталыққа келіп жүрмін (R7, 69 жас).*

*..мен зейнетке шыққанда жолдасым тірі болды, мен өзімді жақсы сезіндім. Ол кісі қайтыс болғаннан кейін күйзеліске түстім (R3, 67 жас)*

*..мен зейнетке шыққаннан кейін жолдасым қайтыс болды. Сол кезде біраз қиналдым (R4, 66 жас).*

J. Kowe мен R. Kahn зерттеулерінде де жұбайының болмауы немесе жұбайы, отбасы, әлеуметтік топтар тараптан қолдаудың болмауы қарт адамдардың ауру мен өлім деңгейінің жоғарылауы әкелетінін көрсеткен (Rowe, Kahn 1987). Медициналық зерттеулер көрсеткендей, жалғыздық және оқшаулану физикалық денсаулыққа кері әсер етіп, мезгілсіз өлім қаупін арттырады. Сол себепті, қарт адамдарға эмоционалды қолдау көрсететін орталықтағы таныстарының рөлін атап өту маңызды.

2020 жылы жүргізілген әлеуметтанулық зерттеулерде, Қазақстандағы қарт адамдарды әлеуметтік қолдауға негізделген бағдарламалар туралы білу деңгейі сұралған. Қатысқан респонденттердің 49,2%-ы білмеймін және жауап бе-

руге қиналатынын көрсетсе, 34,4%-ы ешқандай жеке бағдарлама және қолдау жүйесі жоқ екендігін айтқан. Яғни, респонденттердің 83,6%-ы мемлекеттік бағдарламалар мен әлеуметтік қолдау жүйесі туралы хабардар емес екендігін байқатты (Оценка социально-экономического положения и потребностей пожилых людей в Казахстане, 2020). Бұл жағдай қарттарға арналған «белсенді ұзақ өмір сүру орталықтарының» аймақтық деңгейде дамытуды және ақпараттандыру жүйесін қолға алу қажеттілігін көрсетеді. Соған орай, біз зерттеуімізде, сұхбатқа қатысушыларға «Қоғам, мемлекет тарапынан қарт адамдардың жағдайын жақсарту үшін қандай іс-шаралар, шешімдер жасау керек деп ойлайсыз?» деген сұрақ қойылды. Сұхбатқа қатысушы зейнеткерлердің басым бөлігі зейнетақының аздығын, зейнетақы мөлшерінің көтеруін көрсетіп, зейнеткерлікке шыққаннан кейінде жұмыспен қамтылу жолдарын мемлекет тарапынан қарастыруды, өмірлерінің сапалы болуы үшін әлеуметтік-экономикалық жағдайларының жоғары болуы маңызды екендігін атап өтті. Медициналық қызметтерді жақсарту, тегін дәрі-дәрмекпен қамтамасыз ету, қоғамдық көліктерде тегін жүру, сауықтыру орталықтарына жолдамалармен қамтамасыз ету, әлеуметтік дүкендер ашу, әртүрлі қызмет бойынша жеңілдіктерді қарастыру сияқты қарттарды мемлекет тарапынан қолдауды қажет ететін түрлі жеңілдік шараларын көрсетті. Сонымен бірге қала және ауыл қарттарының өмір сапасының әртүрлілігі сұрауға қатысқан қарт адамдарды мазалайтыны байқалды. Еліміздегі қарттардың әлеуметтік, физикалық белсенділігін арттыруға, өмір сапасын жоғарылатуға бағытталған «белсенді өмір сүру орталықтарының» ауылдық жерлерден де ашу қажеттігі мемлекеттің болашақта жүзеге асыруы қажет іс-шаралардың бірі деп түйіндеуге болады.

*..осындай орталықтар көбірек болса зейнеткерлерге жақсы болады. Көшеде қойылған жаттығу алаңдарын қыс айларында қолдана алмайсың. Себебі темірден жасалған, суық болады. Соны жабық жерлерде де ашса дұрыс болар еді. Орталықтың ішінде бассейн ашып, жүзідү үйрететін қызметтер қосылса (R2, 74 жас).*

*..жеңілдіктер, қоғамда зейнеткерлерге арналған іс-шараларды көбірек болса деп ойлаймын. Қалалық жерлерде осындай орталықтар бар, ал ауылдық жерлерде мұндай орталықтар мүлдем жоқ. Ауылдық жерлерде де ашылса, се-*

бебі олар отбасымен ғана шектеліп қалған сияқты. Уақыттарын өздеріне арнамайды, тиімді пайдалана алмайды (R3, 67 жас).

Ең бастысы зейнетақыны көтерсе, тегін медициналық көмектер көрсетілсе, әлеуметтік дүкендер ашылса, зейнеткерлерге көбірек көңіл бөлінсе жақсы болар еді. Біз өз уақытымызда еңбек еттік, енді қалған өмірімізде мемлекет бізге көңіл бөледі деп ойлаймын. Барлық зейнеткерлерге тегін жолдамалар берілсе олардың физикалық денсаулығы жақсарар еді. Олардың өмірін жақсартуды мемлекет тарапынан қолға алу қажет (R3, 67 жас)

..қазір 75 жасан кейін қоғамдық көліктерде жол жүру ақылары тегін, соны зейнеткерлікке шыққан соң тегін қылғандары дұрыс деп ойлаймын. Ондай жасқа жетіп, жолаушы боп жүретіндер аз. Коммуналды қызметке жеңілдіктер, төлемдер бар. Бірақ, ол өте аз. Тіпті байқалмайды да. Соларды көбейтсе, жақсы болар еді (R2, 74 жас).

Ауылдық жерлерде осындай орталықтар жоқ. Соны ескерсе... (R3, 67 жас).

Зейнетақыны көбейту, жұмыспен қамтуды қолға алу керек. Зейнетке шыққан адамдарға жұмыс бар. Жұмыс істесе және кішкене зейнетақысы көп болса олар ешқашан шағым айтпаса еді (R1, 62 жас).

Бос уақыт қарт адамдардың белсенді ұзақ өмір сүру мен өмір сапасына әсер ететін маңызды факторлардың бірі және әрі қарай өмір сүруге ынталандыратын басты ресурс. Бос уақытты дұрыс өткізу және пайдалану қарт адамдардың белсенді өмір сүрулеріне ықпалы зор. Себебі, қарт адамдарда бос уақыт көп болғандықтан, бос уақытты пайдалы өткізу осы жас тобында ерекше маңызға ие. Осыған байланысты, бос уақыттарын қаншалықты тиімді өткізетінін білу мақсатында қарт адамдарға «Сізге бос уақытыңызда немен айналысқан ұнайды?» сауалы қойылды. Сұқбатқа қатысқан барлық дерлік қарт адамдар бос уақытты тиімді өткізу олардың белсенді ұзақ өмір сүруіне әсер ететін басты көрсеткіштің бірі деп бағалады. Бұл қарт адамдарға көптеген артықшылықтар береді. Мысалы, интеллектуалды потенциалын дамыту, психологиялық және физикалық денсаулығын нығайту, депрессия мен жалғыздық деңгейін төмендету және т.б. Зерттеуге қатысқан қарт адамдардың бос уақытты тиімді өткізетіндері, әсіресе спортпен шұғылдануы олардың белсенді ұзақ өмір сүрулері мен өмір сапасын жақсартуда маңызды факторлардың бірі екені анықталды. Себебі, бос

уақытты белгілі бір жағдайларда жақсарту және жеке немесе топтық деңгейде өткізу оларға үлкен пайда әкеліп, белсенді өсір сүрулеріне әсер етеді (Rodríguez & Marroquín, 2005).

... тапсырыспен моншақтан сумка жасаймын, тоқыма тоқимын. Оны сатамын (R8, 68 жас).

..маған осы жерде ағылшын тілі ұнайды. Осы жерден ағылшын тілін үйреніп, шет елдегі балама өзім барып қайттым. Пайдасы бар. Сол сияқты психология сабағы бар. Есте сақтау қабілетін дамыту үшін көптеген жаттығулар береді (R8, 68 жас).

...мен спортпен жиі айналысамын. Күнделікті жаяу жүремін. Йогамен шұғылданамын. Айкунеге де барамын. Үйде де шұғылдана беремін. Сондықтан, бізге әр-түрлі үйірмелерді көбейткен дұрыс деп ойлаймын. ... Кейде күйзеліске түскен кезде тоқымамен шұғылданамын (R5, 71 жас).

..тоқымамен айналысамын, кешке серуендеймін. Достарыммен кездесемін (R4, 66 жас).

..қолым бос болса мен дене шынықтырумен айналысамын. Тауға баруға, көбірек жаяу жүруге тырысамын (R8, 68 жас).

..қазір көбіне кітап оқимын. Үйде өмір бойы жинаған өзіміздің кітапханамыз бар. Сол кітаптарды оқимын (R7, 69 жас).

Мәліметтерді талдау негізінде зейнеткерлікке шығу демалыспен, өздерінің сүйікті іспен айналысуға, өздеріне көңіл бөлуге арналған кезең деп бағалауға болады.

Жоғарыдағы сұрақты жалғасы ретінде, өздерін белсенді адам санатына жатқызуды бағалау мақсатында «Сіз өзіңізді белсенді адамдар қатарына жатқызасыз ба? Белсенді өмір сүру үшін қандай істермен шұғылдану керек деп ойлайсыз?» сұрақ қойылды. Зерттеуге қатысқан респонденттердің көп бөлігі өздерін белсенді адамдар қатарына жатқызды. Белсенді өмір сүру үшін үнемі қозғалыста болудың, спортпен шұғылданудың маңыздылығын көрсетті.

..мен өзімді өте белсенді адаммын деп ойлаймын. Ең бірінші спортпен шұғылдану керек (R3, 67 жас).

..өзімді салыстырмалы түрде алғанда белсендімін деп айта аламын. Кейбіреулер үйінде қозғалмай жатады. Жүргісі келмейтіндер бар. Біз жолдасым екеуіміз жаяу жүргенді жақсы көреміз. 1-2 сағат саябаққа барып жүреміз. Жолдасым да осы орталыққа келеді. Скандинавиялық жүріске, сурет салуға келеді (R8, 68 жас).

..белсенді болу үшін, үнемі позитивті болу керек. Өзімді белсендімін деп санаймын. Сол үшін маған көбінесе 70 жас бермейді. Себебі, мен үнемі қозғалыстамын (R5, 71 жас).

..иә, жатқызамын. Мен өзімнің ойымша белсенді өмір сүріп жатқан сияқтымын. Себебі күніне бес мың қадам жүруге тырысамын. Кейде сегіз мың қадамға жетеді. Бір минут бос уақытым жоқ. Үйде тамақ та дайындаймын. Келген қонақтарды күтіп алуға да әлі шамам жетеді (R1, 62 жас).

..әрине белсендімін. Біріншіден оптимист, екіншіден, қандай жағдайда болмасын, қозғалыста болу керек. Жүгіресің ба, жаяу жүресің ба, жүзуге барасың ба маңызды емес, отырмау керек. Елдермен араласып, сөйлесу қажет. Тек отбасыңмен ғана емес, қоршаған ортамен міндетті түрде араласу керек. Ол саған қызығушылықтар алып келеді (R5, 71 жас).

..иә, мен өзімді белсенді адаммын деп есептеймін. Көп ұйықтамау, тұрғың келмесе де өзіңді қинап тұрғызу керек (R10, 75 жас).

Қарт адамдардың әлеуметтік белсенділігі мен өзін-өзі дамыту жұмыстарын ұйымдастыру және оған жағдай жасау, оларды әртүрлі қоғамдық іс-шараларға тарту үлкен маңызға ие. Соған сәйкес, қарт адамдардан «Белсенді ұзақ өмір сүру» орталығы ұсынылатын қызметтердің тиімділігін, ұйымдастыру мен жүзеге асыруын білу мақсатында «Белсенді ұзақ өмір сүру орталығында қандай қызмет түрлері көрсетіледі? Көрсетіліп жатқан қызмет түрлері мен оның сапасына және қызметкерлер еңбегіне көзқарасыңыз?» деген сұрақ қойылды. Сұхбатқа қатысушылардың жауаптарын талдау нәтижесінде, Алматы қаласындағы «Белсенді ұзақ өмір сүру» орталығында қарт адамдардың физикалық және мәдени қажеттіліктерін қанағаттандыруға жағдайлар жасалатынын байқауға болады. Мысалы, орталық қатысушыларының көп бөлігі физикалық белсенділікпен (скандинавиялық жүру, йога, би және т.б. спорт секциялары) және шығармашылықпен (сурет салу, тоқу және т.б.) айналысатындарын атап өтті.

..өте жақсы. Көңіліміз толады. Аптасына бір рет дәрігерлер келіп тексереді. Шашымызды, тырнағымызды жөндейтін мастерлер де келеді. Оған да жазыламыз. Мерекелерде әртүрлі іс-шаралар өтіп жатады. Маған барлығы ұнайды (R2, 74 жас).

..скандинавиялық серуен, айкуненің екі сезонна қатыстым, йога ұнады (R3, 67 жас).

..заманауи биге барып жүрмін. Латын биіне, смартфон, компьютер, сурет салу, фото-видео монтаж, қазақ тілі, ағылшын тілі үйірмелеріне қатыстым. Қызметкерлерге өте ризамын. Сондай сыпайы (R2, 74 жас)

..сурет салуға бардым. Сурет салудың барлық техникасын үйретті. Маған ұнады. Айқунеге бардым. Үзбей барып тұратын мүмкіндік болса, барар едім. Бізде бір үйірмеге үш ай ғана бара аламыз. Смартфон үйрету курсы өте жақсы. Замауи және ұлттық би үйірмесіне, сонымен қатар скандинавиялық жүріске ерекше ниетпен келемін (R4, 66 жас)

..скандинавиялық серуен, Айқунеге қатыстым, йога, кескіндеме, психология курстарына бардым. Қазір смартфон үйрету курсына барып жүрмін, ұнайды. Тренерлер жақсы, түсінікті тілмен түсіндіреді. Түсінбеген жерлерімді толығымен қайта түсіндіріп береді (R1, 62 жас).

Қарт адамдардың спортпен шұғылдануы олардың физикалық және психикалық денсаулықтарының жақсаруына әкелетіні (мысалы, өмір сүру ұзақтығын артуы, аурулардың алдын алу мен мазасыздық пен депрессияның азаюы) белгілі. Қарт адамдар орталықтың ұсынылатын қызметтеріне оң баға берді. Алған қызмет түрлері олардың өмірлерінің өзгеруіне әсерін білу үшін респонденттерге «Орталық қызметін пайдалану барысында өз өміріңізде қандай өзгерістер байқадыңыз?» деген сұрақ қойылды. Қарт адамдардың нарративті сұқбаты, орталықтың қызметтерін пайдалану барысында олардың физикалық белсенділіктері артып, жаңа таныстар тауып, психикалық денсаулықтарына нәтижелі ықпал еткенін көрсетті.

..адамдармен көбірек араласа бастадым. Мен мысалы, әрлеу жұмыстарын жасағанда жалғыз өзім жасаймын. Қабырғаға қарап, көп адамдармен сөйлеспеймін. Қазір өзім қатарлы адамдармен әңгімелескен, келіп-кеткеннің өзі мереке (R3, 67 жас).

..денсаулығыма байланысты өзгерістер, жақсы пайдасы болды. Жәй ғана жүрмей өзім сияқты зейнеткерлерді үгіттедім. Әсіресе, қазақ зейнеткерлеріне көп үгіт-насихат айттым. Себебі, ұлтымыздың өмір сүру деңгейінің өскенін қаладым деп айтсам болады және көп адамдармен араластым, көпшілікпен сөйлесіп араласу маған жеңілдіктер берді. Уақытымды тиімді өткіземін (R5, 71 жас).

..биге қатысқаннан кейін арықтап, жасара бастадым. Сол себепті осы орталыққа келіп жүргеніме қуанамын (R1, 62 жас).

*Жылдам қозғалатын, жеңіл жүретін болдым. Жетпіс төрттегі адамға кейде жылдам, қатты басып жүруге де күй болмайды. Осы орталыққа келгелі бері денсаулығым жақсарды (R2, 74 жас).*

*.. жақсы өзгерістер болды. Бұрын жұмыс жасап жүргенде спортқа уақытым болған жоқ. Спортпен айналыспайтынмын. Кейде ақылы йогаға баратынмын. Қазір орталыққа келгелі түрлі үйірмелерге бардым, көрдім. Өзіме жаңалық аштым. Психологиядан көп нәрсе білдім. Есте сақтау қабілетін дамыту туралы ақпарат алдым. Телефонды қолданудың көптеген қызметтерін білмейтін едім, қазір смартфон үйрету курсына барып, соны үйреніп жүрмін. Шахматты да осында үйрендім. Бұл орталықтың пайдасы өте көп. Көп адамдармен таныстым. Көптеген ақпарат алдым (R4, 66 жас).*

Әлеуметтік байланыстар қарым-қатынасты дамытып, физикалық денсаулықты арттыруға әсері зор. «Белсенді ұзақ өмір сүру» концепциясы қарт адамдардың еңбек әлеуетін, денсаулық жағдайын жақсарту, өздерінің жеке табыс көздерін арттыру, өз-өздерін дамыту арқылы олардың өмір сүру сапасын арттыруға мүмкіндік береді. Концепцияның жүзеге асырылуын бағалау қарт адамдарға қатысты әлеуметтік саясатты жетілдірумен бірге «барлық жастағылардың» белсенді өмір сүру саясатын қалыптастыруда маңызды рөл атқарады.

### **Қорытынды**

Шетелдік зерттеушілердің еңбектерін талдау барысында, өмір сапасы ұғымының көп қырлылығы көрінді. Өмір сүру сапасы ұғымы бірнеше категориялар арқылы сипатталады: «денсаулық», «экономикалық жағдайлар», «кәсіп», «әлеуметтік байланыстар». Егде жастағы адамдардың өмір сүру сапасын жақсарту үшін алдымен олардың қажеттіліктерін анықтап, соның негізінде алдын-алу шараларын жоспарлауға мүмкіндік береді. Сондықтан, белсенді ұзақ өмір сүрі концепциясының жұмыс істеп принциптері қарт адамдардың өмір сапасына әсерін бағалау мақсатында эмпирикалық зерттеу жүргізілді. Жүргізілген зерттеуде еліміздегі қарттардың сапалы белсенді өмір сүруіне әсер ететін факторларға талдау жасалынды. Талдау нәтижесі бойынша қарт адамдардың өмір сүру сапасына әсер ететін келесідей басты факторлар айқындалды: 1) экономикалық; 2) физикалық белсенділік; 3) психикалық денсаулық; 4) әлеу-

меттік байланыстар. Нақтылап айтар болсақ, қарт адамдардың сапалы өмірмен қамтамасыз ету теңгерілген зейнетақы жүйесі, дамыған инфрақұрылым, қолайлы жұмыспен қамту, әлеуметтік қолдау, медициналық қызметтерге қолжетімділік, экономикалық әл-ауқат, физикалық және қоғамдық белсенділікке қатысты іс-шаралар жүйесін арттыру белсенді қартаюдың басты көрсеткіштері ретінде қарастырылды.

Мәліметтерді талдау барысында, зерттеуге қатысқан қарт адамдардың көп бөлігінің негізгі табыс көзі зейнетақы және балалары тарапынан көрсетілетін қаржылай көмек түрі екендігі айқын көрінді. Сол себепті, қарт адамдардың өмір сүру деңгейі мен сапасын арттыруға бағытталған қаржылық, әлеуметтік-экономикалық жағдайды жақсартуға, бір кәсіппен айналысуға бағытталған іс-шаралар кешенін әзірлеу мен жетілдіру қажет. Сонымен қатар, қарт адамдар зейнеткерлік демалысқа шыққаннан кейінгі басты мәселелер қатарына: денсаулық, әлеуметтік байланыстардың әлсіреуі мен жалғыздық мәселелері жатады. «Белсенді ұзақ өмір сүру» орталығының қызметтеріне жүгіну арқылы қарт адамдар осындай мәселелердің шешімін тапты.

Қарт адамдардың қоғамға енуі мен белсенді болуына, жаңа байланыстар орнатуға мүмкіндік беретін арнайы бағдарламалар мен жаңа бастамалардың болуы маңызды. Елімізде қарт адамдарды әлеуметтік қолдау және қорғау мақсатында жүзеге асырылып жатқан мемлекеттік бағдарламалар олардың өмір сапасын жақсартуға, медициналық, әлеуметтік сапалы қызмет көрсетуге, оқытуға, жұмыспен қамтуға, белсенді өмір сүруіне жағдай жасауға бағытталады. Сондай жобалардың қатарындағы «Белсенді ұзақ өмір сүру» орталықтарының жұмыстарын бағалай келе, орталықтың келесідей ұтымды тұстарын айтуға болады:

1. Қарт адамдарға арналған әртүрлі шығармашылық, мәдени-демалыс іс-шараларды өткізілуі;
2. Физикалық белсенділікпен айналысуға жағдай жасалуы;
3. Егде жастағы адамдардың білімдерін және жаңа техникалық құралдарды пайдалану дағдыларын дамыту мақсатындағы біліктілігін арттыру және қайта оқытуға арналған арнайы бағдарламалардың жүзеге асуы.

Зерттеу нәтижелерін талдау барысында, осындай орталықтардың тек қалалық жерлерде емес, сонымен қатар, ауылдық елді мекендерде

де ашылу қажеттілігі анықталды. Себебі ауылдық жерлердегі қарт адамдардың белсенді өмір сүруі мен өмір сапасы тек мәдени-дәстүрлі іс-әрекеттермен (қарт адамдар немерелерін тәрбиелеуге үлес қосады, үй шаруашылығына көмек көрсетеді) шектеледі. Осыларды ескере отырып, ауылдық жерлерде қарт адамдардың бос уақыттарын өткізетін және өздерін дамытуға бағытталған қызмет түрлерін ұсынатын орталықтарды ашуды қарастыру мемлекеттік жауапты органдардың атқаруы қажет іс-шаралары қатарынан болатыны сөзсіз.

Зерттелініп отырған тақырып жыл өткен сайын мемлекет үшін маңызды мәселелерінің қатарынан табылуы мүмкін. Себебі демографиялық өзгерістерге сәйкес «барлық жастағы

азаматтардың» дені сау қоғамын қалыптастыру мен әрбір азаматтың физикалық, әлеуметтік белсенділігін арттыру мемлекеттің әлеуметтік-экономикалық дамуы үшін аса қажет. «Белсенді өмір сүру концепциясын» жүзеге асыру мен жетілдіру мемлекет тарапынан қабылданатын шешімдерге негізделіп, жобаға қатысушылардың ұсыныстарын ескере отырып, үкіметтік емес ұйымдармен серіктестікте іске асатын болса, сәтті жобалар қатарынан болатыны сөзсіз. Бұл зерттеу белсенді ұзақ өмір сүру концепциясының қарт адамдардың өмір сүру сапасын әсерін түсінуге, қарт адамдардың еліміздің қоғамдық-мәдени өміріндегі, жас ұрпақты тәрбиелеу және ұрпақаралық қатынастарды нығайтуда маңызды үлес қосады.

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**Авторлардың үлесі**

*Сарсенова Асель Бериковна: мақаланың бастапқы нұсқасын жазу, әдістеме, жобаны басқару, көрнекі материалдар дайындау, мәтінді редакциялау және толықтыру.*

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## ASSESSING THE ACCESSIBILITY OF HIGHER EDUCATION: INDEX INDICATORS OF RURAL YOUTH

Ensuring equal access to higher education for rural youth is one of the main objectives of the development policy and the regional policy of Kazakhstan. This study aims to assess the accessibility of higher education for rural school graduates by using a set of index indicators that reflect national trends in university admissions and quota use. The study has both scientific and practical relevance, as it offers a quantitative and comparable basis for assessing the continuing inequalities that exist despite ongoing national reforms. Methodologically, the study uses secondary statistical data from the Bureau of National Statistics and the Ministry of Science and Higher Education for the period from 2020 to 2025. Three indices were calculated: the rural higher education access index, the rural quota utilisation index and the composite rural accessibility index. Indicators measure overall access, dependence on government quota systems and aggregate affordability using sound weighting approaches. The results show a significant decrease in general access to higher education with little recovery. Moreover, reliance on the rural youth quota has increased as the quality of education index rose from 27.8% to 31.9%, indicating that rural youth are increasingly dependent on state support for access to higher education. An additional analysis of the education level of the rural population reveals the intergenerational gap and the concentration of low levels of education among older rural people, which limits mobility between generations. The study presents a proven system for measuring educational inequality in rural areas. The study broadens the empirical basis for policy evaluation and highlights the need for reforms in rural school education, digital readiness and admission policies taking into account regional differences. In practice, the results can help policymakers to improve quota systems, expand training programmes and better allocate opportunities for higher education across regions.

**Keywords:** access to higher education, rural youth, index indicators, educational inequality, rural quota.

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### Жоғары білімнің қолжетімділігін бағалау: ауыл жастарының индекстік көрсеткіштері

Жоғары білімге тең қолжетімділікті қамтамасыз ету Қазақстанның өңірлік даму саясаты мен адами капиталды нығайту стратегиясындағы басым бағыттардың бірі. Осы зерттеудің мақсаты ауылдық мектеп түлектерінің жоғары білімге қолжетімділігін бағалау, ол ұлттық деңгейдегі университетке қабылдау үрдістерін және квота жүйесінің қолданылуын көрсететін индекстік көрсеткіштер жиынтығы арқылы жүзеге асырылады. Зерттеу ғылыми әрі қолданбалы тұрғыдан маңызды, себебі ол жүргізіліп жатқан ұлттық реформаларға қарамастан сақталып отырған білім беру теңсіздігін бағалауға мүмкіндік беретін сандық және салыстырмалы талдау негізін ұсынады. Әдіснамалық тұрғыда зерттеу 2020-2025 жылдар аралығындағы Ұлттық статистика бюросы мен Қазақстан Республикасының Ғылым және жоғары білім министрлігінің екіншілік

деректеріне сүйенеді. Үш негізгі индекс есептелді: ауылдық жерлердегі жоғары білімге қолжетімділік индексі, ауылдық квота қолдану индексі және ауылдық қолжетімділіктің композиттік индексі. Бұл көрсеткіштер жалпы қолжетімділікті, мемлекеттік квота жүйесіне тәуелділікті және жиынтық қолжетімділікті, сондай-ақ теориялық негізделген өлшемдеу тәсілдерін ескере отырып бағалайды. Нәтижелер жоғары білімге жалпы қолжетімділіктің айтарлықтай төмендегенін және тек шағын деңгейде қалпына келгенін көрсетеді. Бұдан бөлек, ауылдық жастардың квотаға тәуелділігі артқан: ауылдық квотаны пайдалану индексі 27,8%-дан 31,9%-ға өсті, бұл ауылдық түлектердің жоғары білім алуға мемлекеттік қолдауға барған сайын көбірек сүйенетінін аңғартады. Ауылдық тұрғындардың білім деңгейін қосымша талдау ұрпақтар арасындағы алшақтықты және төмен білімділік деңгейінің негізінен егде жастағы ауыл тұрғындары арасында шоғырланғанын анықтады, бұл әлеуметтік-экономикалық ұрпақаралық мобильділікті шектейді. Зерттеу ауылдық білім беру теңсіздігін өлшеуге арналған тексерілген әдіснамалық жүйені ұсынады. Эмпирикалық тұрғыдан зерттеу білім беру саясатын бағалау үшін деректер базасын кеңейтеді және ауыл мектептеріндегі сапаны арттыру, цифрлық дайындықты күшейту және өңірлік айырмашылықтарды ескеретін қабылдау саясатын жетілдіру қажеттілігін айқындайды. Қолданбалы деңгейде алынған нәтижелер квота жүйесін жетілдіруге, дайындық бағдарламаларын кеңейтуге және жоғары білім алу мүмкіндіктерін өңірлер бойынша неғұрлым тиімді бөлуге мүмкіндік береді.

**Түйін сөздер:** жоғары білімге қолжетімділік, ауыл жастары, индекстік көрсеткіштер, білім беру теңсіздігі, ауылдық квота.

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#### **Оценка доступности высшего образования: индексные показатели сельской молодежи**

Обеспечение равного доступа к высшему образованию для сельской молодежи является одной из основных задач политики развития и региональной политики Казахстана. Целью данного исследования является оценка доступности высшего образования для выпускников сельских школ, что достигается путем использования набора индексных показателей, отражающих национальные тенденции в поступлении в университеты, использовании квот. Исследование имеет как научную, так и практическую значимость, так как предлагает количественную и сопоставимую основу для оценки сохраняющегося неравенства, существующего, несмотря на проводимые национальные реформы. Методологически в исследовании используются вторичные статистические данные Бюро национальной статистики и Министерства науки и высшего образования за период с 2020 по 2025 год. Были рассчитаны три индекса: индекс доступа к высшему образованию в сельской местности, индекс использования квот в сельской местности и композитный индекс доступности в сельской местности. Показатели измеряют общий доступ, зависимость от систем государственных квот и совокупную доступность, используя обоснованные подходы к взвешиванию. Результаты демонстрируют значительное снижение общей доступности высшего образования с небольшим восстановлением. Более того, возросла зависимость от квоты для сельской молодежи, ведь индекс качества образования (RQI) увеличился с 27,8% до 31,9%, что свидетельствует о том, что сельская молодежь все больше зависит от государственной поддержки в доступе к высшему образованию. Дополнительный анализ уровня образования сельского населения выявляет разрыв между поколениями и концентрацию низкого уровня образования среди пожилых сельских жителей, что ограничивает мобильность между поколениями. В исследовании представлена проверенная система для измерения образовательного неравенства в сельской местности. Исследование расширяет эмпирическую базу для оценки политики и подчёркивает необходимость реформ в сфере сельского школьного образования, цифровой готовности и политики приёма в вузы с учётом региональных различий. На практике полученные результаты могут помочь политикам усовершенствовать системы квот, расширить подготовительные программы и более эффективно распределять возможности получения высшего образования по регионам.

**Ключевые слова:** доступность высшего образования, сельская молодежь, индексные показатели, образовательное неравенство, сельская квота.

## Introduction

The issue of equitable access to higher education has become a key topic in discussions on social justice, regional development and human capital formation. In Kazakhstan, almost 40% of the population lives in rural areas (Government of the Republic of Kazakhstan, 2024). Differences in educational opportunities between rural and urban youth continue to affect social mobility and labour market integration (World Bank, 2023). Despite national reforms aimed at increasing participation, such as quotas for rural residents and targeted grants, data show that graduates of rural universities still make up a small proportion of graduates of higher education institutions compared to urban ones (Government of the Republic of Kazakhstan, 2024). Studies consistently show that unequal conditions, such as school infrastructure, quality of teaching, socio-economic problems and limited access to preparatory resources, hinder the education of rural youth (Trahar, 2020; Prakhov, 2025). Such problems create long-term structural barriers that support unequal access to higher education opportunities. Bourdieu's (1986) idea of cultural capital explains that differences in educational attainment are deeply rooted in broader social frameworks and institutional structures. In Kazakhstan, the lack of clear quantitative tools to measure access to higher education for rural graduates limits the ability to assess policies on the basis of convincing data. Given the strategic goals of Kazakhstan, such as reducing regional inequality and increasing human capital productivity to ensure balanced social development, the need for reliable, comparable and dynamic indicators is particularly important (Nurbayev, 2021). This study will fill in the gaps by analysing five-year indicators of access to education for rural youth. The results will be used in national policy debates and broader sociological discussions on educational inequalities in post-Soviet and developing countries.

*The object of research* is the process of access to higher education of rural youth in Kazakhstan within the broader system of educational transitions from secondary to higher education. The study focuses on quantitative indicators of access to higher education for rural school leavers, estimated by means of index-based statistical measurements derived from official national data.

*The aim of the study* is to assess the accessibility of higher education for rural youth in Kazakhstan. The objective of the study will be achieved by calculating and explaining indices based on national

statistics. The objective is also linked to the thesis that accessibility varies significantly across regions, indicating structural inequalities in education. To achieve this goal, the study aims at:

- collect and systematize official statistical data on graduates of rural universities and their enrolment in higher education institutions in different regions of Kazakhstan during the last five years.
- calculate accessibility indices using existing national statistics;
- compare regional differences in index values to identify regions with the highest and lowest availability.

Based on previous studies and raw data of national statistics, the study proposes the following hypothesis:

H<sub>1</sub>: Access to higher education for rural youth in Kazakhstan is uneven across regions, and the index shows significant territorial differences that persist despite government efforts to support rural graduates.

H<sub>2</sub>: Rural quota helps to reduce but does not completely eliminate the access gap.

The study is further based on several combined approaches that provide a clear picture of access to higher education for rural youth. First, it uses a sociological approach to educational inequality that highlights territorial and social differences as important factors influencing educational trajectories. The approach helps to consider statistical indicators in the context of broader conditions affecting access to higher education. Secondly, the study includes a structural-demographic analysis to examine the characteristics and educational path of rural youth and the approach helps to understand how population structure and regional demographic profiles relate to access to higher education. Third, the study uses the concept of human capital, which assumes that inequalities of educational opportunity affect a country's individual growth and economic progress in the long term. Finally, a comparative regional approach is used to identify the differences between regions, allowing for a detailed assessment of the differences in access to education in different areas of Kazakhstan. Taken together, these approaches provide a solid basis for the analysis of statistical indicators from national databases. The importance of this study lies in its ability to provide a sound assessment of access to higher education for rural youth using official national data. Applying sequential index measurements to existing datasets, the study provides a reliable method of comparing availability across regions and over time without creating

new methods. The results support evidence-based assessment of policies, including how government measures such as rural quotas work in practice. The study also improves understanding of educational inequality by highlighting territorial gaps and identifying factors that limit the educational mobility of rural populations. In addition, the calculated indicators serve as a diagnostic tool to identify the most vulnerable regions where barriers to higher education are most significant. Through this work, the study creates a more solid empirical basis for decision-making at the national level and enriches the academic discussion on educational inequality between rural and urban areas in Kazakhstan and similar situations.

### Literature review

Studies show that despite the global growth of higher education, rural youth still face difficulties in academic training, university selection and entry outcomes (Chankseliani et al., 2020). In systems with centralized university admissions, such as Kazakhstan, inequality becomes more evident, because standardized national exams do not address existing shortcomings in school education and social conditions.

#### *Rural-urban inequality and academic readiness.*

Growing evidence suggests that rural schools in Kazakhstan tend to have fewer resources, a weaker digital infrastructure and lower quality of education than urban schools. Utemissova (2020) notes that even despite recent efforts to modernize, rural schools still face difficulties in developing functional literacy. Significant gaps in reading and cognitive skills can be seen already in primary school, and academic gaps accumulate over time, putting rural graduates at a disadvantage when entering university. Studies on the adaptation of rural youth show that educational unpreparedness is closely linked to socio-economic vulnerability. Grabelnykh (2023) emphasize that rural students entering universities face material, informational and psychological difficulties, with adaptation to the academic and urban environment being the most difficult stage. The results are consistent with previous studies showing that young people from rural families have fewer cultural and information resources when choosing an educational path (Shnarbekova, 2017). Kemelbayeva (2020) shows a long-term decline in educational returns during the post-Soviet period and argues that structural inequalities in school quality have created unequal pathways to higher education.

The author also shows that stricter reception standards without improving the quality of education in rural areas increase the gap between well-trained urban entrants and rural school graduates (Kemelbayeva, 2020; Chankseliani 2020). The policy states equal treatment for all students, these systems ignore inequality in initial educational conditions. Rural students often score lower on standardized tests and tend to choose less prestigious or selective programs.

#### *Economic, social and political dimensions of inequality*

In Kazakhstan, it is shown that the economic conditions of the regions have a significant influence on the quality of education and the level of enrolment in higher education. Karabayev et al. (2023) show that regions with higher economic performance and higher level of innovation have more developed educational infrastructure, while economically weak regions have less perspective, and these differences directly affect the chances of rural youth to enter universities. More targeted studies conducted in selected regions confirm these findings. Zhanbyrbayeva et al. (2023) reveal a significant gap between rural and urban school graduates in the Almaty region. Their results show that material resources, the level of digitalization and local funding have a significant impact on educational opportunities. Their analysis of the regions shows that the disadvantages in education in rural areas have a geographical structure and are constantly reproduced in regional economic structures. Digitalization has also become a significant factor of inequality. Bakirbekova et al. (2025) found that rural students are less likely to use digital tools and learn than their urban counterparts, limiting their participation in online training courses, digital tutoring, and blended learning. As digital platforms are increasingly used in higher education, this inequality reduces the competitiveness of rural students even before they apply.

#### *Educational choice, cultural capital and aspirations*

Based on Bourdier's (1986) idea of cultural capital, explains that access to higher education is determined not only by financial constraints, but also by cultural and information inequalities. Shnarbekova (2017) shows that educational practices and decision-making processes in rural families differ from urban ones. Limited knowledge of university programs, less awareness of financial assistance and limited access to preparatory courses narrow the range of options considered by rural students. Rural youth often tend to favour less selective or nearby

educational institutions (Chankseliani 2020). Financial considerations often motivate rural students to prefer programs that minimize the cost of moving or guarantee immediate employment, even if such a choice limits long-term opportunities. Also, experts from Balmagambetova (2020), Kemelbayeva's (2020) stress that inequality in access to education has a long-term impact on the development of the labor market and human capital. Jonbekova (2023) considers how university graduates contribute to national development and innovation. Access to strong institutions of higher education is necessary for social mobility and the training of skilled workers, and unequal access reinforces wider regional inequalities in human capital. Analysis of graduate data conducted by Kemelbayeva's (2020) also shows that the quality of programs has a significant impact on outcomes as rural youth enter quality or elite universities, inequalities in access to education have a long-term impact on earnings, job stability and career prospects.

*Index approaches to measuring access to higher education for rural youth*

Studies by Triventi (2014), Paterson, (2019) and Malish (2020) show that index methods are among the best tools for assessing inequalities in access to higher education, especially when multiple structural barriers exist. In countries with significant spatial differences, such as Kazakhstan, composite indices provide a deeper understanding of accessibility than single-factor indicators. Malish (2020) argues that financial accessibility, geographic location, institutional selectivity and sociocultural expectations intersect, forming inequalities in participation. These factors affect the ability of students as a whole rather than individually, and composite indicators are crucial in identifying these combined shortcomings because they identify structural mechanisms, which seem to be hidden when using isolated indicators such as exam results or enrollment rates, and this conclusion is relevant for Kazakhstan where rural youth face simultaneous problems related to the quality of school education, digital infrastructure, household income and distance to universities. At the same time, comparative studies of higher education systems show how institutional structures affect accessibility models. Triventi (2014) shows that the cost of higher education, institutional autonomy and labour market profitability together influence the level of participation of rural youth in higher education. His classification of higher education systems shows that systems with strong stratification and limited student support often contribute to maintain-

ing existing inequalities. On the contrary, more inclusive systems provide for greater participation and equality. Although Kazakhstan is not included in its data set, the theoretical rationale still applies because the centralized reception system in the country, along with uneven regional development, creates conditions that are unfavourable to rural students and this reinforces the arguments in favor of the index. Taking into account multiple institutional factors affecting accessibility. Paterson, (2019) identifies the risk of «false positive» and «false negative» results where students from dysfunctional families living in economically heterogeneous rural areas may not be classified as non-eligible, while some students from non-designated areas are incorrectly reflected in the spatial indicators. The problem is acute for Kazakhstan, where in rural areas there are often both relatively well-off and extremely poorly off families. Therefore, the assessment of accessibility should go beyond geography and be based on a multidimensional index that combines social, educational and institutional factors.

### **Materials and methods**

This study uses a quantitative method to assess the accessibility of higher education for rural youth based on secondary data from the National Bureau of Statistics and the Ministry of Science and Higher Education for five school years from 2020 to 2025. The calculation of accessibility indicators is carried out in accordance with OECD standards (2025) for participation and transition indicators, and a composite index based on recognized approaches in higher education studies (Usher, 2005; Triventi, 2014). Data include the following annual figures for rural school leavers:

- total number of rural school graduates;
- number of rural school graduates entering higher education institutions;
- number of rural school leavers admitted to the quota for rural residents;
- the number of rural school leavers who have completed higher education and data on the availability of higher education.

The aim is to assess the trend in rural students' access to higher education by means of index indicators that reflect general accessibility and dependence on state support systems for rural quota. The indices were based on internationally recognized standards for assessing access to education, namely the *rural higher education access index* (R-HEAI). The index measures the percentage of rural second-

ary school leavers who have successfully entered higher education.

$$R\text{-HEAI}_t = \frac{\text{Number of rural students admitted to HEIs}_t}{\text{Number of rural secondary school graduates}_t} \times 100$$

In this index, higher values indicate greater overall accessibility for rural youth, reflecting both supply and demand factors of readiness. Next, the rural quota utilisation index (RQI).

$$RQI_t = \frac{\text{Number of rural students admitted under the rural quota}_t}{\text{Total rural students admitted to HEIs}_t} \times 100$$

The index reflects the extent to which rural students rely on a special government quota for admission to higher education. High values indicate a strong reliance on quota mechanisms, suggesting that common entry routes may be less accessible to rural entrants. The latest composite rural accessibility index (CRAI) is shown below. It has been applied to obtain an integrated indicator reflecting both availability and dependence on state mechanisms, where a composite index is formed by combining R-HEAI and RQI using theoretically justified weighting factors.

$$CRAI_t = w_1 \cdot R\text{-HEAI}_t + w_2 \cdot RQI_t$$

Given that general availability is the main result and quota use a secondary mechanism, the following weight factors apply:

- 1)  $w_1 = 0.7$  access to higher education
- 2)  $w_2 = 0.3$  quota dependency

The final version was obtained:

$$CRAI_t = 0.7 \cdot R\text{-HEAI}_t + 0.3 \cdot RQI_t$$

As seen in the final calculation, the index combines absolute accessibility and structural dependence on rural quota, where CRAI growth can occur either by increasing the total number of arrivals to the countryside or by using more active state support mechanisms.

*Ratio justification.* The choice of weighting factors corresponds to three main methodological principles widely applied in international studies on access to higher education (Usher, 2005; Triventi, 2014; Malish, 2020). First, the result dominance principle establishes that the main indicator of accessibility is the actual transition of rural school leavers to higher education. R-HEAI reflects the proportion of rural school leavers en-

tering higher education and thus represents the end result of educational transition. RQI reflects the dependence on a specific rural quota mechanism and is therefore a secondary rather than a universal indicator of accessibility. For this reason, R-HEAI has a higher weight ( $w = 0.7$ ), while RQI has an additional but lower weight ( $w = 0.3$ ). Second, the principle of partial compensability implies that an increase in quota intake cannot fully compensate for a decrease in overall availability. In systems with structural inequalities, such as Kazakhstan, dependence on quotas may increase even when overall access is reduced. As a result, R-HEAI and RQI can only partially compensate for each other. The 70/30 weight ratio maintains this methodological logic, preventing the index from being artificially inflated in years when quota use is increasing despite a decrease in overall intake. Third, the principle of structural priority recognizes that general accessibility reflects systemic aspects of educational inequality: quality of schools, gaps in test scores, regional structure of opportunities, whereas quotas are a policy tool, Designed to mitigate inequality, not eliminate it. Thus, the weight factor scheme ensures that the structural indicator (R-HEAI) maintains analytical priority over the compensation indicator (RQI). The choice of weighting factors is also due to the institutional context of the higher education system in Kazakhstan. The rural quota is about 35% of all public education grants, which is a significant but not dominant share of the total number of entrants and the share confirms moderate weighting RQI ( $w = 0.3$ ): the quota is large enough to influence the models of accessibility, but not so great as to outweigh the central role of general reception. Thus, the 70/30 ratio is conceptually consistent with the structural distribution of opportunities in the national grant system. As a result, CRAI provides a balanced and theoretically consistent assessment of rural youth's access to higher education over time.

## Results and discussion

The results of the study are based on regional demographic models and calculations of a national index to assess access to higher education for rural youth in Kazakhstan.

*Regional demographic dynamics of rural school graduates.* The analysis shows the spatial distribution and growth of rural school leavers. Figure 1 shows the regional dynamics of rural school leavers over five years.

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Republic of Kazakhstan	65,362	74,257	74,632	74,218	76,936
Turkestan	20,003	22,723	23,580	23,638	24,370
Almaty	11,221	13,634	10,624	11,289	12,708
Zhambyl	5,821	6,716	6,729	6,836	6,783
Kyzylorda	3,739	4,328	4,618	4,890	4,947
East Kazakhstan	3,645	3,969	1,608	1,456	1,388
Mangistau	3,488	3,896	4,191	3,893	4,191
West Kazakhstan	2,501	2,808	2,619	2,470	2,676
Atyrau	2,478	2,787	2,667	2,658	2,456
Akmola	2,477	2,710	2,222	2,087	2,320
Kostanay	2,401	2,369	1,941	1,694	1,806
Aktobe	2,288	2,396	2,454	2,379	2,523
Karaganda	2,125	2,421	1,837	1,673	1,583
North Kazakhstan	1,923	2,016	1,948	1,950	1,780
Pavlodar	1,252	1,484	1,319	1,188	1,264
Abai	0	0	2,311	2,108	2,194
Zhetysu	0	0	3,507	3,589	3,547
Ulytau	0	0	457	420	400

Figure 1 – Dynamics of rural school graduates in Kazakhstan by region

As shown in figure 1, there are regional differences due to demographic, socio-economic and geographical factors. In the country as a whole, the total number of rural school graduates is steadily increasing, rising from 65,362 in the 2020-2021 academic year to 76,936 in the 2024-2025 academic year. Growth of 17.7% reflects population growth in the southern regions, changes in school groups after the pandemic and an overall increase in the number of children of school age in rural areas. A notable jump occurred in the period from 2020-2021 to 2021-2022 school year, when the number of rural school graduates increased by almost nine thousand people, which indicates both demographic dynamics and strengthening stability in school groups after the COVID-19 pandemic. The distribution of rural graduates by region is uneven, with a strong concentration in the southern regions of the country. The Turkestan region has consistently had the largest number of graduates from rural universities, increasing from 20,003 to 24,370 in five years. Annually, it accounts for about one third of all rural graduates in Kazakhstan and this dominance is mainly due to the high birth rate in the region and its predominantly rural population. Other southern

regions, such as Zhambyl, Kyzylorda and parts of the reorganized Almaty region, also show significant growth, with growth ranging from 12% to more than 30% during this period. The above regions are the demographic center of rural youth in Kazakhstan and are expected to continue to put pressure on the national education system due to growing population. In the northern and eastern regions, such as North Kazakhstan, Pavlodar, Kostanay and East Kazakhstan, there is a low or even declining number of rural graduates. As shown in the figure, the figures for Northern Kazakhstan range from 1,800 to 1,900 people and show a slight downward trend, which reflects long-term population reduction, aging of residents and population outflow from rural areas. In the western and central regions, such as Atyrau, Aktobe and Mangistau, moderate and stable growth has been observed, largely in line with local demographic trends and economic conditions. The creation of new administrative regions of Abai, Ulytau and Zhetysu from 2022-2023 academic year leads to the formation of smaller but clearly expressed groups of rural graduates, which reflects changes in organization rather than new demographic shifts. Overall, this indicates a growing regional imbalance

in the south with strong population growth while in the north and some parts of the east there is a decline in rural youth. The difference affects access to higher education, distribution of state grants and rural quota, which promotes equal opportunities for students from rural areas. The growth of rural graduates, especially in densely populated southern regions, increases competition for limited budget places, housing in major cities and training programmes. Thus, the gap between regions with the largest number of graduates from rural areas and the location of universities in large urban centers (Almaty, Astana, Shymkent) exacerbates existing inequalities in access to higher education.

*Index-based assessment of rural youth accessibility to higher education.* Rural students' access to higher education is further examined using a set of indices, where the indices reflect national trends in university enrolment, quota use and completion rates. Access to higher education in rural areas shows a significant decrease in the number of students entering higher education (see Table 1)

**Table 1** – Rural higher education access index

Academic year	Rural school graduates	Admitted to HEIs	R-HEAI (%)
2020–2021	65,362	59,134	90.5
2021–2022	74,257	51,856	69.8
2022–2023	74,632	34,401	46.1
2023–2024	74,218	19,285	26.0
2024–2025	76,936	29,381	38.2

Access to education has fallen from a very high level of 90.5% in 2020 to only 26% by 2024, which means more than three times less. Despite some recovery in 2025, the level of education is still much lower than before. The decrease in R-HEAI may partly reflect the ongoing impact of the COVID-19 pandemic on rural education. Although the number of rural school leavers has continued to grow, access to higher education has declined, indicating that structural barriers have increased in the post-pandemic period. The downward trend may be related to increased competition for limited university places, interruptions in academic training and examinations due to pandemics, changes in admission policy or more general economic problems, which have affected rural families the most. Overall, this trend indicates that rural youth face a more difficult

transition from school to higher education. Although the rural access to higher education index (table 1) shows a significant decrease in the number of rural graduates entering higher education institutions, it does not provide a clear explanation for how rural students enter universities. The rural quota index is therefore considered to understand the changes in the supply routes during this period (table 2). The indicator shows how much rural applicants depend on the government quota system. It allows a better understanding of changes in the reception system and highlights the growing importance of targeted support systems.

**Table 2** – Rural Quota Utilisation Index

Academic Year	Admitted to HEIs	Admitted via Rural Quota	RQI (%)
2020–2021	59,134	16,412	27.8
2021–2022	51,856	13,794	26.6
2022–2023	34,401	7,964	23.2
2023–2024	19,285	5,665	29.4
2024–2025	29,381	9,380	31.9

The rural quota utilization index shows a clear shift towards greater reliance on the rural youth quota system as a key pathway to higher education. Although the total number of students admitted under the rural quota has been declining in the middle of the period under review, the proportion of rural enrolments benefiting from the quota has increased from 27.8% in 2020 to 31.9% in 2025, indicating that more rural youth gain access to higher education through public programs rather than competitive selection. In this case, the trend reflects two significant structural changes. First, the decrease in values of the broader access index (table 1) indicates that common entry paths for rural applicants have become more difficult, which may be due to increased competition, reduced academic readiness due to pandemics or changing intake criteria. As a result, an increasing number of rural students have to rely on quotas for university places. Second, rural quota has become an important policy tool for maintaining the representation of rural youth in higher education. Overall, the RQI results highlight the growing importance of targeted state support to ensure equity in education. In a situation where general access to higher education is declining, rural quota acts not only as an additional opportunity

but also as a vital support system. Despite increasing reliance on rural quotas as shown in Table 2, the use of quotas reflects only one aspect of accessibility. It does not fully reflect how these changes affect the overall opportunities available to rural students. Quota-based admission may help to address some of the drawbacks, but this is only part of the general picture of accessibility, and to understand how common access paths and quota systems interact over time, the analysis looks at a composite index of accessibility for rural dwellers (Table 3), where the combined indicator combines trends in overall acceptance and use of quotas.

**Table 3** – Composite Rural Accessibility Index

Year	R-HEAI (Prop.)	RQI (Prop.)	CRAI (%)
2020–2021	0.905	0.278	71.69
2021–2022	0.698	0.266	56.84
2022–2023	0.461	0.232	39.23
2023–2024	0.260	0.294	27.02
2024–2025	0.382	0.319	36.31

The index shows a noticeable decline from 71.69% in 2020 to 27.02% in 2023, which indicates a significant decrease in overall availability over five years and this decline coincides with the sharp drop in R-HEAI share, which fell from 0.905

to 0.260, meaning Fewer rural graduates enter universities on common paths. The share of RQI shows an upward trend, increasing from 0.278 in 2020 to 0.319 in 2025. This increased reliance on quota-based admission indicates that rural students are increasingly dependent on specific government support to enrol in higher education. However, the modest increase in RQI is insufficient to compensate for the significant reduction in overall access, which results in a low composite index. A slight recovery of the CRAI to 36.31% in 2025 due to a partial recovery of the R-HEAI ratio from 0.260 to 0.382 does not change the overall downward trend and suggests that although availability may stabilize after the peak of decline, Deep-rooted inequalities persist. In general, CRAI values indicate that rural youth face increasingly limited access to higher education despite their increasing reliance on quota mechanisms. The composite index highlights the correlation between declining general access and growing dependence on government-supported programs, showing that current policy measures are insufficient to reverse the continuing decline in educational availability.

*Educational structure of the rural population.*

The level of basic education has a significant impact on the ability of rural youth to enrol in universities. Information on the education level of rural residents provides valuable information about long-term differences and specific characteristics of different groups. Table 4 shows the educational profile of the rural population aged 10 years and over.

**Table 4** – Distribution of the rural population of Kazakhstan by educational level

Educational Level	Total Population (persons)	Share of Total (%)	Men (persons / % of men)	Women (persons / % of women)
Postgraduate (Master's, Doctoral)	35,459	0.6	18,428 (0.6)	17,031 (0.6)
Higher Education	1,373,832	23.3	703,246 (23.6)	670,586 (22.9)
Incomplete Higher Education	90,432	1.5	47,315 (1.6)	43,117 (1.5)
Technical and Vocational Education	424,647	7.2	224,332 (7.5)	200,315 (6.9)
Specialised Secondary Education	1,041,355	17.7	517,587 (17.4)	523,768 (17.9)
Initial Vocational Education	146,098	2.5	72,798 (2.4)	73,300 (2.5)
General Secondary	1,316,555	22.3	657,776 (22.1)	658,779 (22.5)
Basic Secondary	526,465	8.9	259,519 (8.7)	266,946 (9.1)
Primary Education	858,172	14.6	430,811 (14.5)	427,361 (14.6)

The educational profile of the rural population shows a generally high level of education with very low levels of illiteracy. Almost a quarter of the rural population, some 24 per cent, has a higher or post-graduate education. Among them, 1.37 million people have a higher education, and 35.5 thousand people have a master's degree or doctorate of sciences. The differences between the sexes in these categories are not significant as 23.6% of men and 22.9% of women have higher education. Another 1.5% of the rural population has incomplete higher education, which indicates that access to higher education is improving even if not all students complete their studies. The largest group of rural dwellers has a full secondary and special secondary education, making up about 40% of the population. In particular, 1.32 million rural dwellers, or 22.3 per cent, have a general secondary education and 1.04 million, or 17.7 per cent, have a special secondary education certificate. Completion rates at these levels are almost the same for men and women. Some 9.7 per cent of the rural population receive technical and initial vocational education. Men are slightly more likely to choose technical occupations 7.5% compared with 6.9% of women and this reflects the traditional model of skilled work and technical occupations. At the same time 8.9% have only basic secondary education, 14.6% have primary education.

The results of the study show a complex picture of access of rural youth to higher education in Kazakhstan. Structural, demographic and institutional inequalities continue to affect educational trajectories, even as national reforms continue. The decline in access to higher education in rural areas suggests that graduates of rural universities face increasing barriers to entry into higher education. Trends reflect previous studies which show that rural schools are still significantly worse off than urban ones due to weaker infrastructure, lower quality of teaching and continuing resource constraints (Utemissova, 2020; Trahar et al., 2020). Like the results obtained in post-socialist and developing countries, this study shows that structural inequalities increase over time, especially at key points of transition to the education system (Prakhov, 2025). The sharp decline in access to education is consistent with international data indicating that standardized intake procedures, such as nationwide testing, often exacerbate existing inequalities, when the level of schooling differs significantly in different regions (Chankseliani et al., 2020; Kemelbayeva, 2020). According to Bourdier's (1986) theory of cultural capital, unequal access to academic, information and sociocultural

resources limits the competitiveness of rural youth in systems that are generally favorable to urban students. The data obtained here confirms this idea, although the number of rural school leavers has increased by 17.7% in five years, this increase has led to a decrease rather than an increase in the enrolment rate at higher education institutions, indicating that structural barriers are more important than growth in demand. The rise in rural quota utilization rate confirms this view. Growing reliance on government quota programmes indicates that common entry routes are becoming less accessible to rural students and is consistent with the findings of Malish (2020) which show that when overall access is reduced, targeted support mechanisms often become substitutes rather than complements. Nor can these compensatory measures alone address deep-rooted structural inequalities, especially in stratified higher education systems (Triventi, 2014; Paterson et al., 2019). The contrast between the declining Education Quality Index (R-HEAI) and the rising Education Quality Index (RQI) in Kazakhstan highlights this structural tension. The composite results of the Education Quality Index (CRAI) provide additional context for this dynamic and even with a temporary increase in intake by quotas cannot compensate for a significant decrease in overall access. Similar situations have been observed in various countries where socio-economic, territorial and institutional barriers intersect, creating numerous obstacles for students from disadvantaged families (Usher, 2005; Malish, 2020). Thus, the case of Kazakhstan fits into broader global trends where rural students increasingly depend on government support but struggle to overcome systemic barriers only through these measures. The demographic and educational composition of the rural population helps to explain the trends identified in the index analysis. Although almost 24% of the rural population has a relatively strong higher education, more than a quarter remain in lower educational categories. Trends reflect the effects of generational change revealed in earlier studies where older rural groups carry the legacy of limited access to education, which over time increases territorial inequality (Nurbayev, 2021; Zhanbyrbayeva et al., 2023). In addition, rural population growth in southern regions where educational resources are limited and the quality of school education differs is consistent with studies showing that demographic pressure exacerbates existing inequalities in access to higher education (Karabayev et al., 2023; World Bank, 2023).

The empirical results of the study confirm the validity of the discussions on information and cultural restrictions. Research has consistently shown that rural students have more limited access to university orientation, preparatory courses and digital learning tools by factors that significantly influence university choice and competitiveness (Shnarbekova, 2017; Bakirbekova et al., 2025). The results confirm these findings, where the decline in R-HEAI, despite an increase in the number of graduates, indicates that the improvement in access to digital technologies and training has not kept pace with demographic growth. This is especially important because digital platforms, online exam preparation and information systems are increasingly being used when entering universities in Kazakhstan, which increases the gap between rural and urban students. Taken together, these results confirm several key points:

1. Structural inequalities are more important than demographic and political improvements, which is consistent with the results of studies on rural education (Trahar et al., 2020; Kemelbayeva, 2020).

2. Targeted measures such as quotas help, but cannot completely eliminate territorial inequality, which reflects the global experience of applying quota and equality systems (Paterson et al., 2019; Malish, 2020).

3. Educational inequality is a complex issue requiring different indicators. This is confirmed by data showing that composite access indices reveal deeper differences not observed when using one-dimensional indicators (Malish, 2020; Bakari et al., 2017).

4. Cultural and information resources significantly influence the path of access to education, which is consistent with sociological views on choice and aspiration for education (Bourdieu, 1986; Shnarbekova, 2017).

5. Economic differences between regions affect both the quality of school education and the results of higher education, as confirmed by empirical studies conducted in Kazakhstan and other post-socialist countries (Karabayev et al., 2023; Prakhov & Gadzaonov, 2025).

This study confirms the growing number of evidence that rural youth in Kazakhstan face increasing challenges in education due to demographic pressure, structural inequality and institutional barriers. Despite policy measures such as rural quotas, access to education continues to decline, indicating that more fundamental changes are needed to improve the educational readiness of rural populations, Di-

versification of access options and reduction of spatial disparities.

## Conclusion

The results of the study show that the objective of the study was achieved, since the analyzed indices allowed to assess both general access routes and structural dependence on state support mechanisms. Taken together, the indicators showed clear trends over time and revealed persistent disparities faced by rural school leavers. The results strongly support  $H_1$ , which suggests that access to higher education for rural youth is uneven over time and reflects structural inequalities. The decline in R-HEAI indicates that pathways to higher education have become significantly less accessible, despite the continued growth of rural school leavers. The CRAI results also confirm a decline in general access to education, which indicates that rural youth have difficulty passing fair selection. The results also partially confirm  $H_2$ , according to which rural quotas help reduce but not eliminate inequalities in access. The Quality of Education Index (RQI) shows that the share of rural students using the quota has increased from 27.8% to 31.9%, indicating that the quota remains an important mechanism for supporting rural participation. However, the growing dependence on quotas is accompanied by a decline in general access, which means that although quota policies address some inequalities, they are not sufficient to overcome systemic shortcomings in academic training, the quality of regional education and socioeconomic conditions. Thus, the quota is an auxiliary tool rather than a transformative solution. Overall, the analysis shows that rural youth in Kazakhstan face numerous barriers due to demographic pressure, uneven regional development and institutional constraints. Despite efforts to promote participation, access to higher education has declined and reliance on targeted government support has increased. The results highlight the need for broader systemic reforms aimed at improving the quality of education in rural areas, expanding opportunities for higher education in different regions, increasing digital readiness and ensuring that reception policies take into account contextual shortcomings, rather than aggravating them.

### *Limitations of the index approach*

The index system (R-HEAI, RQI and CRAI) offers a structured and understandable way of assessing access to higher education. However, it has a number of methodological limitations that affect

both the analysis and the limits of its application. First, the indices do not measure inequality at the individual level. All calculations are based on aggregated national data. As a result, socio-economic, cultural and academic differences between individual rural students remain hidden, which means that vulnerable groups cannot be identified. Therefore, the index cannot explain why two students from the same region have different educational trajectories. Second, the indices do not reveal inequalities within regions. They work with common indicators by region and do not take into account the significant differences between remote villages, suburbs and areas with different socio-economic conditions. Therefore, the descriptive analysis by regions was initially included separately, and inequality was identified. Third, the indices do not measure the quality of education. The formulas include only quantitative indicators, such as the number of graduates who have received and completed training. They do not take into account school infrastructure, teachers' qualifications, the availability of training courses or access to digital resources. Therefore, the method cannot explain the reasons for reduced access, especially if the reason is a decrease in the quality of education. Fourth, the approach involves a direct transi-

tion from school to university, although many rural school leavers delay entry, take academic leave, work or receive vocational education before entering higher education, which means that the model does not take into account non-linear educational trajectories. Fifth, the indices do not take into account financial barriers. They do not take into account household income, cost of living. The Quality of Learning Index (RQI) only takes into account the number of students who took advantage of the rural quota, but does not assess whether it is fairly distributed and benefits the most vulnerable. The CRAI index is based on a theoretically justified system of weight factors, it must be recognized that the assigned weights (0.7 and 0.3) are still theoretical and not supported by comparative empirical data, therefore restriction means, The current form of CRAI should be seen as an early analytical model, not as a final measurement tool. Further research will focus on testing and improving the weightings structure, including comparing it with urban youth groups and assessing its relevance. The authors plan to further test and possibly adjust the formula and publish the results, ensuring that the index reflects strong theory and real coherence in the higher education system of Kazakhstan.

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#### Author Contributions

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*Sarybayeva Indira: Supervision, Methodology, Validation, Writing – review & editing.*

*Akmadi Moldir: Methodology, Validation, Writing – review & editing, Data curation.*

*Telzhan Venera: Formal analysis, Visualization, Writing – review & editing.*

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*Келіп түсті: 28 қараша 2025 жыл*

*Қабылданды: 03 наурыз 2026 жыл*

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## АВТОРЛАРҒА АРНАЛҒАН АҚПАРАТ

Материалдарды жариялау **Open Journal System (OJS)** – қолжазбаларды онлайн жіберу және рецензиялау платформасы арқылы жүзеге асырылады.

Корреспондент автор міндетті түрде ілеспе хат ұсынуы тиіс.

Қолжазба түпнұсқалық сипатта болуы, бұрын жарияланбауы және басқа басылымдарда қарастырылмауы керек. Барлық материалдар мәтіндік ұқсастыққа тексеріледі. Рецензиялауға дәйексөздері дұрыс рәсімделген және түпнұсқалық деңгейі 80%-дан төмен емес жұмыстар жіберіледі.

### Міндетті метадеректер

Әр мақала үшін міндетті:

- авторлар туралы мәліметтер (аты-жөні, аффилиациясы, елі, байланыс деректері);
- хат алмасуға жауапты авторды көрсету.

Негізгі мәтіннің тіліне қарамастан, барлық мақалалар үшін атауы, аңдатпасы және түйінді сөздері қазақ, орыс және ағылшын тілдерінде ұсынылуы міндетті.

### Аңдатпа құрылымы (міндетті бөлімдер)

Аңдатпа келесі элементтерді қамтуы тиіс:

- зерттеу тақырыбына кіріспе;
- зерттеудің мақсаты мен негізгі бағыттары;
- ғылыми және практикалық маңыздылығы;
- әдіснаманың қысқаша сипаттамасы;
- негізгі нәтижелер мен қорытындылар;
- зерттеудің ғылыми үлесі;
- практикалық мәні;
- 5-7 түйінді сөз (үш тілде).

### Қабылданатын форматтар: .doc / .docx / .rtf

Бірінші беттің жоғарғы сол жақ бөлігінде FTAMA (МРНТИ) коды көрсетілуі тиіс. Рубрикатор: <http://grnti.ru/>.

### Техникалық талаптар:

- қаріп – Times New Roman;
- кегль – 12 (аңдатпа, түйінді сөздер, әдебиеттер – 10; кесте мәтіні – 9–11);
- теңестіру – ені бойынша;
- жоларалық интервал – бір;
- абзацтық шегініс – 0,8 см;
- жиектер – барлық жағынан 2 см.

Суреттер мен кестелер мәтінде нөмірленіп, атауымен бірге беріледі (мысалы: *Сурет 1 – ... / Figure 1 – ...; Кесте 1 – ... / Table 1 – ...*). Басқа дереккөздерден алынған материалдарға міндетті түрде сілтеме жасалуы тиіс.

### Ұсынылатын мақала құрылымы

- Кіріспе
- Әдебиеттерге шолу
- Материалдар мен әдістер
- Нәтижелер және талқылау
- Қорытынды
- Әдебиеттер тізімі
- Авторлардың үлесі
- Авторлар туралы ақпарат

### Әдебиеттер тізімі

Кемінде 30 дереккөз болуы тиіс, оның кемінде 50%-ы ағылшын тіліндегі жарияланымдардан тұруы қажет. Кириллицада жарияланған жұмыстар болған жағдайда, оларды қосымша романизацияланған (транслитерацияланған) нұсқада көрсету қажет.

Әдебиеттер тізімінде кириллицада ұсынылған жұмыстар болған жағдайда, әдебиеттер тізімін романизацияланған алфавитпен (транслитерация).

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Романизацияланған әдебиеттер тізімі келесі түрде қойылуы қажет: автор(-лар) (транслитерация) <http://www.translit.ru> →(жыл жақшада)→мақала атауы транслитерацияланған нұсқада [мақала атауын ағылшын тіліне квадрат жақшада аудару], орыс тілді дереккөздің атауы (транслитерация немесе ағылшын атауы – егер бар болса), шығу туралы деректер ағылшын тіліндегі белгілеуде.

Мысалы: Gokhberg L., Kuznetsova T. (2011). Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. *Foresight-Russia*, 5(4), 8–30.

Әдебиеттер алфавиттік тәртіппен рәсімделеді және тек мәтінде келтірілген дереккөздер енгізіледі.

Әлеуметтік-гуманитарлық бағыттар үшін әдебиеттердің, сондай-ақ ағылшын (басқа шет) тіліндегі дереккөздердің романизацияланған тізімін рәсімдеу стилі – American Psychological Association (<http://www.apastyle.org/>).

Мәтінде дәйексөздер жақша ішінде автордың тегі, жарияланған жылы көрсетіле отырып рәсімделеді: (Залесский, 1991).

Үсыныс:

- іргелі және өзекті шетелдік зерттеулерге сілтеме жасау;
- шамадан тыс өзіндік дәйексөзден аулақ болу;
- тек ТМД елдері жарияланымдарымен шектелмеу.

#### **Авторлардың үлесі (CRediT таксономиясы)**

Қолжазбаның соңында авторлар әрбір автордың ғылыми жұмысқа қосқан жеке үлесін сипаттайтын мәлімдеме ұсынуы тиіс. Бұл мәлімдеме **CRediT (Contributor Roles Taxonomy)** жүйесіне сәйкес рәсімделеді.

Бұл талап **екі немесе одан да көп авторы бар мақалалар үшін міндетті** болып табылады.

Әрбір автор бірнеше рөлге ие болуы мүмкін, сондай-ақ бір рөл бірнеше авторға берілуі мүмкін.

Авторлардың мүмкін болатын үлес түрлері:

- Концептуализация
- Деректерді жүйелеу (Data Curation)
- Формалды талдау
- Қаржыландыруды тарту
- Зерттеу жүргізу (Investigation)
- Әдіснама
- Жоба әкімшілігі
- Ресурстар
- Бағдарламалық қамтамасыз ету
- Ғылыми жетекшілік (Supervision)
- Валидация
- Визуализация
- Мәтінді жазу – бастапқы нұсқа
- Мәтінді жазу – редакциялау және түзету

#### **Жариялау жарнасы**

Бір мақала үшін жариялау құны – 60 000 теңге.

Төлем мақала жариялауға қабылданғаннан кейін жүзеге асырылады және редакциялық шешімге әсер етпейді. Төлем түбіртегі (PDF немесе JPEG) редакцияның электрондық поштасына жіберіледі.

#### **Реквизиттер**

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## ИНФОРМАЦИЯ ДЛЯ АВТОРОВ

Публикация материалов осуществляется через систему **Open Journal System (OJS)** – платформу онлайн-подачи и рецензирования рукописей.

Автор для корреспонденции обязан предоставить сопроводительное письмо.

Рукопись должна быть оригинальной, ранее не опубликованной и не находиться на рассмотрении в других изданиях. Все материалы проходят проверку на заимствования. К рецензированию принимаются рукописи с корректным цитированием и уровнем оригинальности не ниже 80%.

### **Обязательные метаданные**

Для каждой статьи обязательны:

- сведения об авторах (ФИО, аффилиация, страна, контактные данные);
- указание автора для корреспонденции.

Независимо от языка основного текста, для всех статей обязательны: название; аннотация; ключевые слова на трех языках – казахском, русском и английском.

### **Структура аннотации включает в себя следующие ОБЯЗАТЕЛЬНЫЕ пункты:**

- Вступительное слово о теме исследования.
- Цель, основные направления и идеи научного исследования.
- Краткое описание научной и практической значимости работы.
- Краткое описание методологии исследования.
- Основные результаты и анализ, выводы исследовательской работы.
- Ценность проведенного исследования (внесенный вклад данной работы в соответствующую область знаний).
- Практическое значение итогов работы.
- Ключевые слова – количеством 5–7 на русском, казахском и английском языках.

**Допустимые форматы:** .doc / .docx / .rtf.

**В верхней части первой страницы слева** автору следует указать **код МРНТИ**. Рубрикатор доступен онлайн: <http://grnti.ru/>. При необходимости код МРНТИ можно уточнить в библиотеке.

### **Технические параметры:**

- шрифт – Times New Roman;
- кегль – 12 (аннотация, ключевые слова, литература – 10; текст таблиц – 9–11);
- выравнивание – по ширине;
- межстрочный интервал – одинарный;
- абзацный отступ – 0,8 см;
- поля – 2 см со всех сторон.

Иллюстрации и таблицы размещаются в тексте с нумерацией и заголовками (например: *Рисунок 1 – ... / Figure 1 – ...; Таблица 1 – ... / Table 1 – ...*). Заимствованные материалы должны сопровождаться ссылкой на источник и соблюдением авторских прав.

### **Рекомендуемая структура статьи:**

- Введение
- Обзор литературы
- Материалы и методы
- Результаты и обсуждение
- Заключение
- Список литературы
- Вклад каждого автора
- Информация об авторах

### **Список литературы**

Библиографический список должен содержать не менее 30 источников, из которых не менее 50% – публикации на английском языке. Если в списке присутствуют работы, опубликованные на кириллице, необходимо дополнительно представить их в романизированном варианте (транслитерация).

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Романизированный список литературы должен выглядеть в следующем виде: автор(-ы) (транслитерация) <http://www.translit.ru> → (год в круглых скобках) → название статьи в транслитерированном варианте [перевод названия статьи на английский язык в квадратных скобках], название русскоязычного источника (транслитерация, либо английское название – если есть), выходные данные с обозначениями на английском языке.

Пример: Gokhberg L., Kuznetsova T. (2011). *Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki* [Strategy 2020: New Outlines of Innovation Policy]. *Foresight-Russia*, 5(4), 8–30. Список литературы представляется в алфавитном порядке, и ТОЛЬКО те работы, которые цитируются в тексте.

Стиль оформления романизованного списка литературы, а также источников на английском (другом иностранном) языке для социогуманитарных направлений – American Psychological Association (<http://www.apastyle.org/>).

Список литературы оформляется в алфавитном порядке и включает только работы, цитируемые в тексте.

Ссылки на цитируемые работы в тексте даются в скобках, с указанием первого автора работы, год издания. Например, (Залесский, 1991).

Рекомендуется:

- цитировать фундаментальные и актуальные зарубежные исследования;
- избегать чрезмерного самоцитирования;
- не ограничиваться публикациями СНГ.

#### **Вклад авторов (таксономия CRediT)**

В конце рукописи авторы должны предоставить заявление, описывающее индивидуальный вклад каждого автора в соответствии с системой **CRediT (Contributor Roles Taxonomy)**.

Данное заявление **обязательно для рукописей, имеющих двух и более авторов.**

Каждый автор может выполнять несколько ролей, и одна и та же роль может быть назначена нескольким авторам.

Возможные роли участников включают:

- Концептуализация
- Курирование данных
- Формальный анализ
- Привлечение финансирования
- Исследование
- Методология
- Администрирование проекта
- Ресурсы
- Программное обеспечение
- Научное руководство (Supervision)
- Валидация
- Визуализация
- Написание текста – первоначальный черновик
- Написание текста – рецензирование и редактирование

#### **Публикационный взнос**

Стоимость публикации – **60 000 тенге** за одну статью.

Оплата производится после принятия рукописи к публикации. Публикационный взнос не влияет на редакционное решение и не заменяет процедуру рецензирования. Подтверждение оплаты (PDF или JPEG) направляется на электронный адрес редакции.

#### **Реквизиты**

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ИИК KZ96018861000945341 (тенге)

БИК HSBKZZKX

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Manuscripts are submitted via the **Open Journal System (OJS)**, an online submission and peer-review platform.

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## МАЗМҰНЫ – CONTENT – СОДЕРЖАНИЕ

<b>1-бөлім</b> <b>Психология</b>	<b>Section 1</b> <b>Psychology</b>	<b>Раздел 1</b> <b>Психология</b>
Zhengiskyzy A., Kudaibergenova G., Rogaleva L., Kudaibergenova S., Aliyeva Zh. Cultural adaptation and factor structure of the kazakh version of the brief cope.....		4
Zholdybekova A., Ayupova G., Yessimgaliyeva T., Sadykova M., Gelişli Y. Psychological abilities as a predictor of personal and professional self-development of future educational psychologists.....		18
Kariyev A., Fominykh D., Duisenbayeva A., Bakracheva M. The relationship between cognitive schemas of appearance, self-esteem and self-efficacy in university teachers .....		31
Sailybayeva K., Sadykova N., Ozteme K., Zakaryanova Sh., Madaliyeva Z. Research of students' emotional stability in education in a digital environment.....		42
Сахыбаева А.Т., Аймаганбетова О.Х., Нурмаханбетов А.Л., Хазратова Н.В., Аликулова С.А., Жумагулова А.Т. Этносаралық шиеленіс жағдайында сенімнің медиаторлық рөлі.....		51
Turniyazova Zh., Komekbayeva L., Nassyrova M., Akhmadiyarova G., Zholdosheva A. Communication competence and stress resistance of teachers: correlation analysis .....		62
<b>2-бөлім</b> <b>Әлеуметтану</b>	<b>Section 2</b> <b>Sociology</b>	<b>Раздел 2</b> <b>Социология</b>
Abdiraiymova G., Bekbergenov M., Saimassayeva A., Khyzhniak O. Gender asymmetry and social vulnerability of neet women: a systematic analysis over 10 years using web of science database (2016-2025).....		76
Chiwawa J., Naidoo V., Rena R. Strategies to improve employee performance in the post-COVID-19 period: lessons from higher education institutions in Zimbabwe.....		89
Nurymbetov Y., Shabdenova A., Madalinska-Michalak J., Satybayeva A. Various aspects of the need for professional development of teachers in Kazakhstan.....		99
Sagyndykova B., Maksud F., Kuandyk N., Tileubayeva G. Empowerment of women in the context of migration in Kazakhstan: a final monitoring study .....		112
Сарсенова А.Б., Омарова А.Т., Первова И.Л. Қарт адамдардың өмір сапасына белсенді ұзақ өмір сүру концепциясының әсері (Алматы қаласы мысалында): сапалық зерттеу .....		127
Shakenov D., Sarybayeva I., Akmadi M., Telzhan V., Montaev A. Assessing the accessibility of higher education: index indicators of rural youth .....		140
Авторларға арналған ақпарат.....		154