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Cross-Cultural Adaptation and Validation of A. Kirk's Standardized Emotional Self-Efficacy Scale: Evidence from a Kazakhstani Sample

T.E. Konysbay¹ , O.Kh. Aimaganbetova² , A.L. Nurmakhanbetov³ ,
N.V. Khazratova⁴ , E.T. Adilova^{5*} 

^{1,2,3,5} Al-Farabi Kazakh National University, Almaty, Kazakhstan

⁴ University of Warmia and Mazury, Olsztyn, Poland

(E-mail: ¹tolkin_25.98@mail.ru; ²alnara25@mail.ru; ³fhttrt@mail.ru;
⁴nigora.khazratova@uwm.edu.pl; ⁵elnura.adilova@mail.ru)

Abstract. The Emotional Self-Efficacy Scale (ESES) is a standardized tool designed to assess a person's confidence in their ability to perceive, use, and regulate emotions. However, to date, the scale has not had a validated Russian-language version adapted for the Kazakh sample.

The aim of the study was linguistic and cultural adaptation, as well as psychometric verification of the Russian-language version of the scale. The adaptation procedure included a double-translation method (direct and reverse professional translation), an expert assessment of semantic and meaningful equivalence, and pilot testing. The study involved 20 respondents of different ages, genders, and professional categories.

The results showed that the adapted version of ESES demonstrated a high degree of conformity with the original, sufficient internal consistency (Cronbach's alpha = 0.81), positive expert assessments, and a high level of clarity of formulations for participants. There are signs of substantial and constructive validity, which indicate the reliability of the Russian-language version of the scale.

The results obtained make it possible to recommend a Russian-language adaptation of the standardized emotional self-efficacy scale for further application in academic research on emotional intelligence and psychological well-being, as well as for use in counseling and educational practice. This work serves as the basis for the next stage – a large-scale psychometric validation of the instrument within the framework of a doctoral study on the comparative analysis of the emotional well-being of Kazakhstani and foreign students.

Keywords: emotional self-efficacy, scale adaptation, validation, psychometrics, emotional intelligence, Kazakhstan, cross-cultural research.

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*corresponding author

Introduction

In recent decades, the psychology of emotional intelligence (EI) has undergone a fundamental shift from the assessment of objective cognitive-emotional abilities to the study of subjective self-assessment of one's own emotional skills, in particular, the concept of Emotional Self-Efficacy (ESE). The author of the methodology (Kirk et al., 2008) developed the Emotional Self-Efficacy Scale based on the Mayer-Salovey model. (Mayer & Salovey, 1997). The model identifies four branches of ESE: perception, utilization, understanding, and emotion management. In line with this model, also leading industry researchers, including Pool & Qualter (2012), have identified four subscales of ESES: (1) perception of one's own emotions; (2) understanding one's own emotions; (3) managing one's own emotions; (4) perceiving the emotions of others through nonverbal cues.

Emotional self-efficacy (ESE) refers to an individual's perceived confidence in recognizing, understanding, and managing emotions in oneself and others. It reflects the applied aspect of emotional intelligence, bridging the gap between emotional competence and behavioral outcomes. The method was developed in Australia and is aimed at diagnosing a person's self-perceived confidence in his or her ability to understand and manage emotions in various life situations - educational, clinical, and organizational.

Adaptations of the A. Kirk scale have already been conducted in different countries: a Spanish-language version showed good internal consistency ($\alpha = 0.92$) and confirmation of a single-factor structure (Martínez et al., 2015); a Chinese adaptation revealed a significant relationship of emotional self-efficacy with levels of anxiety and depression (Li et al., 2017); and an Italian study confirmed the suitability of the scale for assessing emotional regulation in students (Rossi & Garofalo, 2019). The scale has been used across continents, especially in studies of well-being, occupational suitability, stress tolerance, and student development. Studies have proven that ESE predicts graduate employability, and targeted pedagogical interventions can increase ESE and EI (Pool & Qualter, 2012, 2013).

Although the scale was originally intended for children and adolescents - as part of emotional development programs in educational settings - the ESES has proven to be easily adaptable for a wide age audience. The instrument allows for a qualitative assessment of confidence in the ability to manage emotions even in adolescence, which is critical for social adjustment and personal growth. The target population of the methodology is individuals over the age of 12, adolescents, students, and young professionals who are the focus of research on emotional well-being, stress tolerance, and career readiness (Kirk, 2008). The scale has been used extensively in educational, clinical, and organizational contexts to assess perceptions of emotional skills.

The instrument was created for ad hoc purposes:

- To fill a gap in the measurement of emotional self-efficacy.
- offer an adaptive methodology for emotional learning programs.
- provide a reliable psychometric instrument with high internal consistency ($\alpha = 0.96$) and good retest reliability ($r = 0.85$).

The choice of this scale is justified by its proven theoretical basis, wide international validation, and applicability in cross-cultural studies. In the context of Kazakhstan, with its multi-ethnic and multicultural environment, the adaptation of this instrument is an important contribution to psychological diagnosis and academic validation of Russian-language empirical methods.

The adaptation of the emotional self-efficacy scale into the Russian-language context is a technical translation procedure and a profound process of interpreting the construct of emotional intelligence, taking into account specific cultural norms and mental attitudes. Emotional self-efficacy, in contrast to the classical understanding of emotional intelligence as a relatively stable ability, is interpreted as an individual's subjective confidence in his/her ability to understand, manage, and use emotions effectively.

In the conditions of Kazakhstan, as a multicultural and multilingual state, the use of such a scale provides a significant opportunity to reveal how representatives of different ethno-cultural groups perceive their own emotional resources. The indicators of self-assessment of emotional efficiency may vary depending on ethnic identity, language of communication, and traditions of expressing emotions. Thus, according to Diener et al. (2018), subjective well-being in cultures with a high value of restraint and collectivism may not be related to the intensity of emotions, but to their regulation and controllability. This highlights the relevance of applying the scale in a cross-cultural perspective, especially in the student population, where young people face the need to adapt to a new social and academic reality.

In addition, the scale demonstrates not only diagnostic but also developmental potential. Emotional self-efficacy is closely related to academic success, stress tolerance, quality of interpersonal communication, and career trajectory (Feller et al., 2018; Pool & Qualter, 2012). Thus, its use is possible within the framework of psychological support of students to identify risk groups for emotional exhaustion, low self-esteem, or lack of social integration. Gender analysis is also of interest, which can be carried out at the next stages of the study. According to a number of international works (Flynn et al., 2017), women often show higher sensitivity to the emotions of others and a greater tendency to self-reflection, while men may show more confident but less differentiated emotional responses. Testing these differences in the Kazakhstani context, taking into account sociocultural norms and expectations, seems particularly meaningful.

L. Dacre Pool (University of Central Lancashire, UK), together with P. Qualter, are significant figure in the study of ESES as an adult-oriented instrument. In their study, the authors, investigating the relationship between emotional self-efficacy and graduate employability (N = 306), proved that it is the ESE that mediates the relationship between confidence in one's emotional abilities and career satisfaction, confirming its predictive validity for adult audiences. They also conducted an intervention in a university setting, showing that emotional intelligence training can increase students' ESE scores, which is important for improving their emotional skills and future career adjustment.

The structure of the four scales they created turns out to be multidimensional in adults: the four ESE subscales - self-perception, self-understanding, self-management, and understanding the emotional state of others - were investigated, and their internal consistency ($\alpha > 0.80$) and relationship with trait EI, but not with analytic EI or cognitive abilities, were confirmed.

It is worth noting that the emotional self-efficacy scale, although relatively new in the Russian-speaking scientific space, has already been actively used in international research. In addition to the UK, adaptations and validations of the scale have been conducted in Italy, China, and Australia (Pool & Qualter, 2018; Wang et al., 2020), where it demonstrated a stable four-factor structure and good construct and criterion validity scores. This confirms the universality of the basic model and allows us to assume successful validation in the Kazakhstani academic environment as well.

The relevance of adapting this scale in Russian is due to the lack of validated instruments that measure subjective confidence in emotional abilities, not just emotional intelligence as a trait or ability. Such an instrument is especially needed in the context of cross-cultural studies of emotional well-being, where linguistic, cultural, and contextual features of emotion perception need to be taken into account.

The adaptation procedure involves the use of dual translation (Brislin, 1970) with professional linguists, as well as peer review to ensure semantic and cultural equivalence (Hambleton & Patsula, 1999). Pilot studies like ours employ internal consistency assessment (Cronbach's α), factor analysis, and inter-expert agreement to test validity and reliability (Hair et al., 2019).

The present study aims to adapt and preliminarily psychometrically validate the Russian-language version of the Emotional Self-Efficacy Scale using dual translation and peer review methodology (Kirk et al., 2008).

Methodology

The aim of the work is to assess the reliability, validity, and substantive equivalence of the adapted version of the scale on the Kazakhstani sample. The further prospect of application of this methodology assumes its use in doctoral research devoted to the study of the emotional well-being of Kazakhstani and foreign students in a cross-cultural paradigm.

The study accomplishes the following tasks:

1. To conduct professional translation and back translation (double translation).
2. To organize expert evaluation of semantic and content equivalence, with the participation of experts in the field of philology and psychology.
3. To conduct psychometric testing of the scale on an initial (convenience) sample of the population of Kazakhstan (N = 20), including analysis of reliability (Cronbach's α), inter-expert agreement, content, and construct validity.
4. To assess the linguistic and cultural nuances of participants' responses and discuss the limitations of the pilot phase.

The obtained data allow us to assess the potential of the Russian-language version of the emotional self-efficacy scale for further application in a doctoral study of emotional well-being of Kazakhstani and international students, implemented in a cross-cultural paradigm.

A planned larger psychometric study on a representative sample, including structural modeling (CFA), is seen as the next step after successful validation of the instrument. The integration of the ESES methodology in the context of adult, undergraduate, and graduate audiences makes it particularly valuable for our study focused on the emotional well-being of Kazakhstani and international students. We use the adapted version for the main reasons outlined below:

- It draws on Mayer and Salovey's validated theory of EI.
- Has international experience of application in different age and cultural contexts.
- Has proven predictive power for vocational adjustment and career outcomes in adult audiences.
- Can serve as a tool for assessing the outcomes of interventions and emotional skills programs.

Its adaptation in Russian will provide reliable data on students' emotional self-efficacy in Kazakhstani multicultural settings, expand theoretical knowledge, and apply it in intercultural and educational research.

Research hypothesis: The Russian-language adaptation of the Emotional Self-Efficacy Scale will demonstrate acceptable psychometric reliability and validity in the Kazakhstani sample, comparable to international adaptations.

The survey was conducted in an online format using Google Forms. All participants were informed about the voluntariness, anonymity, and confidentiality of the study. The average time to complete the questionnaire was about 10 minutes. The data were downloaded in Excel format and analyzed using SPSS software (version 26.0). The pilot study involved 20 respondents aged 16 to 55 years (average age - 28.6 years), selected by convenience sampling from the author's personal and professional contacts, including 8 men and 12 women, with native Kazakh language - 10, Russian - 5, mixed - 5. The participants represented different spheres of activity (education, medicine, management, creativity, etc.) and levels of education (from specialized secondary education to doctoral studies). Proceeding from the purpose of the pilot testing, this stage was not aimed at ensuring representativeness, and the main focus was on the initial assessment of the psychometric properties of the adapted instrument.

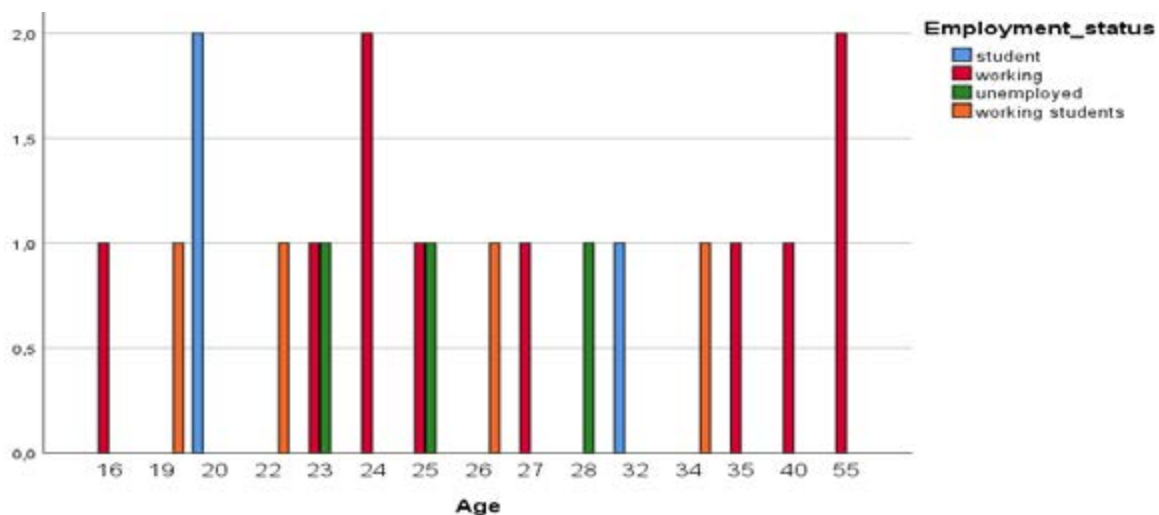


Figure 1. Distribution of participants by employment status group (student, working, unemployed, working student)

An analysis of the age-employment status matrix (see Fig. 1) shows that the largest group is employed individuals (10 out of 20 respondents, 50%), predominantly aged 23-55. The second largest group comprises working students (4 respondents, 20%), typically aged 19-34, reflecting the combination of study and work. The student and unemployed groups are less represented, each comprising 3 individuals (15%). Students are concentrated in the younger cohort (around 20 years), while unemployment appears mainly in the mid-20s. Thus, working individuals (including working students) make up 70% of the sample, confirming the dominance of economically active respondents.

Results and Discussion

The Emotional Self-Efficacy Scale (Kirk et al., 2008) contains 32 statements rated on a 5-point Likert scale. The technique measures subjective confidence in the ability to understand, use, and

regulate one's own emotions. The original ESES scale includes 4 subscales reflecting the main components of emotional self-efficacy (Pool & Qualter, 2012): (1) Self-emotional appraisal - awareness and understanding of one's own emotions. (2) Self-emotional management - the ability to manage one's own emotional states. (3) Other-emotional appraisal - the ability to recognize other people's emotions. (4) Utilization of emotion - using emotions to solve problems and achieve goals.

Adaptation procedure. The adaptation process of the scale included several stages corresponding to the standards of cross-cultural validation of psychological instruments (Gorbacheva, 2015):

1. Direct translation of the original questionnaire from English into Russian was performed by a professional linguist experienced in working with scientific psychological texts.

2. Back-translation into English was performed by an independent specialist who was not familiar with the original scale. This ensured that the semantic content was preserved and the wording was adequate.

3. A comparative analysis of the original and back-translation was conducted with the author of the study and two external experts in psychology and linguistics.

4. The text of the questionnaire was then given to 4 independent experts - specialists in the field of psychology with experience in working with diagnostic techniques. They peer-reviewed the consistency of translation, logicity, wording adequacy, and cultural relevance.

5. After making adjustments, the final Russian-language version of the scale was generated, consisting of 32 statements rated on a 5-point Likert scale (from 1 - "not at all confident" to 5 - "completely confident").

The following methods were used to assess the psychometric properties of the scale:

1. Calculation of the internal consistency coefficient (Cronbach's α) for the whole scale and its subscales.

2. Expert assessment of content validity.

All statistical analyses were performed using SPSS v.26. The following analyses were conducted:

1. Descriptive statistics for each item, subscale, and total scale scores.

2. Reliability analysis using Cronbach's alpha for the total scale and subscales to assess internal consistency.

3. Kruskal-Wallis test to assess differences in ESE scores across employment status groups.

The Russian adaptation of the ESES was developed by the authors following standard translation and adaptation procedures (Beaton et al., 2000).

The possible total score ranges from 32 to 160 (32 items rated from 1 to 5). For descriptive purposes in the current study, scores were categorized as follows:

- Low (32-76 points): low confidence in emotional abilities

- Medium (77-116 points): moderate emotional self-efficacy

- High (117-160 points): high confidence in managing emotions.

These cut-offs were based on the theoretical range of the scale and are not standardized norms.

Descriptive statistics were calculated for the total score of the Emotional Self-Efficacy Scale (ESES), its four subscales, and demographic variables (age, gender, native language, and

employment status). The mean total ESES score was $M = 115.00$, $SD = 15.67$, with scores ranging from 78 to 159, indicating moderate to high levels of emotional self-efficacy among participants (see Table 1). Visual inspection of histograms and examination of skewness and kurtosis values indicated that the distribution of ESES scores and subscale scores was approximately normal, supporting the use of parametric statistical analyses in subsequent procedures.

Table 1

Descriptive statistics

ESES Total	N	Minimum	Maximum	Mean	Standard Deviation
	20	78	159	115,00	15,668
1. Self-assessment	20	20	49	32,55	7,060
2. Self-management	20	18	30	23,70	3,063
3. Emotional self-assessment	20	21	45	32,10	4,800
4. Emotion utilization	20	19	35	26,65	3,407

The internal consistency reliability of the Russian adaptation of the Emotional Self-Efficacy Scale was assessed using Cronbach's alpha coefficients. Reliability was evaluated for each subscale and for the total scale score. Analyses were conducted with SPSS, using the standard criterion of $\alpha \geq 0.70$ for acceptable internal consistency (Nunnally & Bernstein, 1994).

Cronbach's Alpha Reliability Results. The internal consistency of the Emotional Self-Efficacy Scale was assessed using Cronbach's α . The subscales demonstrated acceptable to very good reliability (see Table 2): Subscale 1: $\alpha = 0.84$; Subscale 2: $\alpha = 0.74$; Subscale 3: $\alpha = 0.75$; Subscale 4: $\alpha = 0.70$.

The total scale exhibited excellent internal consistency (Cronbach's $\alpha = 0.91$). Corrected item-total correlations for all items exceeded 0.90, indicating strong associations with the overall scale score. While the high internal consistency supports the scale's reliability, it may also suggest potential item redundancy, which warrants further examination in future validation studies.

Table 2

Reliability Statistics (Cronbach's α) for ESES Total Scale and Subscales

Scale	Cronbach's α	Standardized α	Number of Items	Interpretation
ESES Total	0.917	0.921	32	Excellent internal consistency
Self-assessment	0.841	0.841	10	Very good
Self-management	0.740	0.740	6	Acceptable to good

Emotional self-assessment	0.751	0.751	9	Acceptable to good
Emotion utilization	0.704	0.704	7	Minimally acceptable

While the Emotional Self-Efficacy Scale showed excellent internal consistency, the very high item-total correlations and total α may suggest redundancy among items. Future studies should examine the factorial structure and consider item reduction to optimize scale efficiency without compromising construct validity. Overall, these results indicate that the Russian adaptation of the Emotional Self-Efficacy Scale is a reliable measure for assessing students' emotional self-efficacy.

Table 3**Scale Statistics for Total ESES**

Mean	Variance	Standard Deviation	Number of Items
115.00	245.47	15.67	32

Descriptive statistics for the total Emotional Self-Efficacy Scale (ESES) are presented in Table 3. The total scale score demonstrated a mean (M) of 115.00, with a variance of 245.47 and a standard deviation (SD) of 15.67, based on all 32 items. These values indicate a moderate spread of scores around the mean, suggesting a relatively homogeneous sample in terms of emotional self-efficacy (see Table 3). The low standard error, implied by the standard deviation and sample size ($N = 20$), supports the stability of the mean score and allows for general interpretation within the studied population. Overall, the scale showed consistent central tendency and dispersion appropriate for further parametric analyses.

Preliminary analysis showed a high level of internal consistency of the Russian-language version of the scale ($\alpha = 0.91$), which is comparable to the scores of the original instrument (Kirk et al., 2008) and its adaptations in Spanish (Martínez et al., 2015) - $\alpha = 0.92$; Chinese (Li et al., 2017) - $\alpha = 0.88$; and Italian (Rossi & Garofalo, 2019) - $\alpha = 0.90$. This confirms the relevance of the structure and the universality of the scale in different sociocultural contexts. This confirms the consistency of the items within each subscale and their theoretical integrity. Similarly, in Dacre Pool & Qualter's (2012) study of an adult student sample in the UK ($N = 332$), the overall reliability of the scale was $\alpha = 0.91$, and the separate scales ranged from 0.80 to 0.88. In addition, the authors found significant relationships between emotional self-efficacy and levels of academic achievement, satisfaction with career development, and psychological well-being. This makes the scale particularly valuable for assessing the adaptation resources of individuals in the educational environment.

Expert assessment of the content. Expert judgment showed a high level of agreement on key wording (CVI = 0.89), and respondents reported ease of comprehension of items and adequacy of content. However, it is worth noting the limitations of the study due to the small sample size, lack of statistical power for factor analysis, and possible cultural differences in understanding emotions. The results obtained confirm that the scale can be used to diagnose emotional self-

efficacy in the Kazakhstani context, as well as in the future, in the framework of a cross-cultural study of students' emotional well-being.

Kruskal-Wallis test. Normality of distributions for the total ESES score and its subscales was tested using the Kolmogorov-Smirnov and Shapiro-Wilk tests across gender groups. Results showed no significant deviations from normality for most variables ($p > 0.05$), particularly in the female subgroup. Minor deviations were observed for Subscales 3 (female) and Subscales 4 (male), but overall, the data met the assumptions for parametric analysis. Kolmogorov-Smirnov tests used Lilliefors correction, and $p = 0.200^*$ indicates the lower bound of significance reported by SPSS.

Normality was assessed across employment status groups using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Most variables showed no significant deviations from normality ($p > 0.05$), except Subscales 3 in the working group, which showed a non-normal distribution ($p < 0.05$). Small group sizes (e.g., students, unemployed) limited statistical power, but no clear violations were observed. Thus, parametric analysis is generally appropriate.

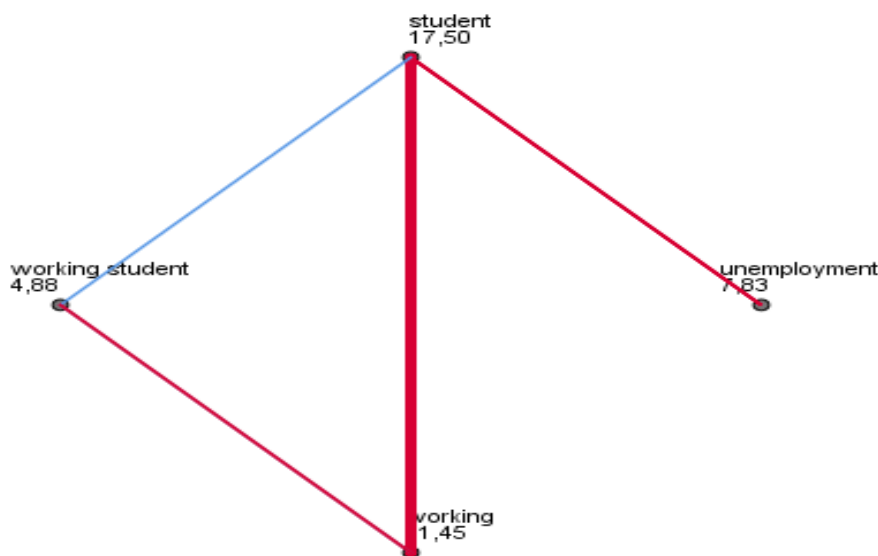


Figure 2. Distribution of participants by employment status group (student, working, unemployed, working student)

Pairwise comparisons were conducted to examine differences in ESES scores between employment status groups (see Fig. 2). The results revealed a significant difference between working students and students ($p = 0.005$; Bonferroni-adjusted $p = 0.031$), with working students reporting higher emotional self-efficacy. A marginal difference was observed between working students and working individuals ($p = 0.060$), but it did not reach statistical significance after adjustment ($p = 0.358$).

A statistically significant difference was also found between the unemployed and students ($p = .045$), although the Bonferroni-corrected value ($p = .269$) suggests it did not remain significant under multiple comparison correction. All other group comparisons showed no significant differences (adjusted $p > .05$). These findings suggest that working students tend to report higher emotional self-efficacy than students, while other group differences were not statistically robust after correction.

The present study aimed to adapt and validate the Russian version of the Emotional Self-Efficacy Scale and to assess its psychometric properties in a diverse sample. The results indicate that the adapted scale demonstrates excellent internal consistency for the total scale and acceptable to good reliability for its subscales, aligning with previous findings in other cultural contexts.

Limitations. This study has several limitations. First, the sample was not evenly distributed across groups, potentially affecting statistical power. Second, data were self-reported, which may introduce response biases. Third, confirmatory factor analysis was not conducted and should be included in future research to validate the factor structure more robustly.

Future Directions. Future studies should aim to conduct confirmatory factor analysis (CFA) on larger samples; examine convergent and discriminant validity by correlating ESE with related constructs (e.g., emotional intelligence, resilience); and test test-retest reliability to assess temporal stability.

The findings echo those of Caprara et al. (2008), who emphasize the universality of the concept of emotional self-efficacy in different cultural contexts. Their transnational study (Italy, USA, Colombia) confirmed high construct validity and reproducibility of the scale ($\alpha = .88-.91$), which serves as an important benchmark for cross-cultural validations.

Of particular importance in their model is the hierarchical approach to the structure of emotional self-efficacy presented later in (Caprara et al., 2013). The authors proposed that self-efficacy should be viewed as a belief system for managing negative affect - specifically, anxiety, anger, and irritation. Our results confirm the relevance of this approach: high internal consistency on the subscale of negative emotion management suggests the stability of this factor structure in the Kazakhstani sample as well.

Important methodological considerations within self-report emotional domain scales are discussed by Keefer et al. (2015), emphasizing the need for a clear distinction between the constructs of emotional intelligence and emotional self-efficacy. In his review, he emphasizes the risk of conceptual overlap between similar scales and the potential overestimation of diagnostic accuracy in the absence of rigorous validation. In this regard, our two-way translation procedure and expert verification of scale content are important methodological supports that strengthen the validity of the Russian-language adaptation. Moreover, the results of the internal consistency analysis (Cronbach's α above 0.80 for most of the scales) correspond to the recommended values, indicating good reliability of the instrument in the Russian-language sample as well. Finally, comparisons with international results demonstrate the scale's potential for application in future studies with larger and more diverse samples, especially in a cross-cultural context.

Based on these findings, it can be argued that the use of emotional self-efficacy as a diagnostic tool requires not only quantitative validity, but also qualitative consistency with cultural specificity. This is especially relevant for the multinational Kazakhstani sample, where cultural codes, norms of emotional expression, and regulation may differ significantly.

In conclusion, the Russian adaptation of the Emotional Self-Efficacy Scale demonstrated robust psychometric properties, including high internal consistency and acceptable construct validity. This instrument can be utilized as a reliable and valid measure of emotional self-efficacy in Russian-speaking populations for both research and applied psychological assessments.

Conclusion

The Russian-language adaptation of the Emotional Self-Efficacy Scale (ESES) showed adequate psychometric characteristics in the Kazakh sample. The use of the double translation method and expert evaluation ensured linguistic and content equivalence of the translated version of the original scale. The results of pilot testing with adult respondents selected on the principle of convenience sampling confirmed the high internal consistency of the scale and its theoretical relevance to the model of emotional intelligence. Analyzing the structure of the instrument and its subscales in the future will allow for factor analysis and more precise correspondence between the constructs of emotional self-efficacy and manifestations of emotional well-being in different cultures. This is especially important in the context of the cross-cultural paradigm, where the features of emotion perception and management vary depending on sociocultural norms.

The adaptation into Russian language provides broad prospects for further application of the instrument in various areas of psychological practice and science. The obtained results confirm the validity of using the scale in the Kazakh sociocultural context. In the future, it is planned to expand the study to a wider sample, including student youth with diverse ethnic, age, and educational characteristics, which will allow cross-cultural comparison of the levels of emotional self-efficacy.

The study is of particular importance within the framework of a doctoral project aimed at socio-psychological verification of the emotional well-being of foreign and Kazakhstani students in a multicultural academic environment. The methodology, being a valid and culturally sensitive tool, can be used both for diagnostics and for assessing the effectiveness of psychological interventions aimed at the development of emotional and adaptation resources of the individual.

Thus, the adapted instrument opens prospects for a comprehensive assessment of psychological resources of personality in educational, clinical, and organizational psychology. It can be used both to diagnose the current emotional state and self-efficacy of students and to assess the effectiveness of developmental programs on emotional intelligence. The scale is a valuable tool for studying emotional well-being in cross-cultural settings, especially among students studying abroad. It contributes to a better understanding of factors of adaptation, interpersonal competence, and resilience to stress, which have important practical implications for improving the quality of education and psycho-pedagogical support in an international academic environment.

Future phases of the study involve a broad validation of the scale on a student sample, cross-cultural comparison of the data obtained, refinement of the factor structure, and examination of the predictive validity of the ESES in relation to academic performance, life satisfaction, and level of adaptation of students in a multicultural environment.

Authors` Contributions:

Konysbay T.E. – collecting and analyzing existing sources on the research topic, writing the text; responsibility for all aspects of the work.

Aimaganbetova O.Kh. – studying and solving issues related to the reliability of data or integrity of all parts of the article; approval of the final version of the article for publication.

Nurmakhanbetov A.L. – collection, analysis, or interpretation of the results of the work.

Khazratova N.V. – critical revision of the content.

Adilova E.T. – study and resolution of issues related to the reliability of data or the integrity of all parts of the article.

Sadykova N.M. – significant contribution to the concept or design of the work.

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Т.Е. Қонысбай¹, О.Х. Аймаганбетова², А.Л. Нурмаханбетов³,

Н.В. Хазратова⁴, Э.Т. Адилова^{5*}

^{1,2,3,5} *Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан*

⁴ *Вармия-Мазури университеті, Ольштын, Польша*

**А. Кирктің стандартталған эмоционалдық өзін-өзі тиімділік шкаласын мәдениетаралық бейімдеу және валидациялау:
Қазақстандық іріктеме мысалында**

Аңдатпа. Эмоционалдық өзіндік тиімділік шкаласы (ESES) - бұл эмоцияларды қабылдау, пайдалану және реттеу қабілетіне жеке тұлғаның сенімділігін бағалауға арналған стандартталған құрал. Алайда, осы уақытқа дейін шкалада қазақстандық іріктеуге бейімделген валидацияланған орыс тілді нұсқасы болған жоқ.

Зерттеудің мақсаты тілдік және мәдени бейімделу, сондай-ақ шкаланың орыс тіліндегі нұсқасын психометриялық тексеру болды. Бейімделу процедурасы қос аударма әдісін (тікелей және кері кәсіби аударма), семантикалық және мазмұндық эквиваленттіліктің сараптамалық бағасын және пилоттық тестілеуді қамтыды. Зерттеуге әртүрлі жастағы, жыныстағы және кәсіби санаттағы 20 респондент қатысты.

Нәтижелер ESES шкаласының бейімделген нұсқасы түпнұсқаға сәйкестіктің жоғары дәрежесін, жеткілікті ішкі консистенцияны (α Кронбаха = 0,81), оң сараптамалық бағалауды және қатысушылардың тұжырымдамалық түсінігінің жоғары деңгейін көрсетті. Мазмұндық және конструктивті жарамдылық белгілері байқалды, бұл шкаланың орыс тіліндегі нұсқасының сенімділігін көрсетеді.

Нәтижелер эмоционалды интеллект пен психологиялық әл-ауқатты академиялық зерттеулерде әрі қарай қолдану үшін, сондай-ақ консультативтік және білім беру практикасында қолдану үшін стандартталған эмоционалды өзіндік тиімділік шкаласын орыс тіліне бейімдеуді ұсынуға мүмкіндік береді. Бұл жұмыс келесі кезеңге – қазақстандық және шетелдік студенттердің

эмоционалдық әл-ауқатын салыстырмалы талдауға арналған докторлық зерттеу шеңберіндегі құралды ауқымды психометриялық валидациялауға негіз болады.

Түйін сөздер: эмоционалдық өзіндік тиімділік, әдістемені бейімдеу, валидация, психометрия, эмоционалдық интеллект, Қазақстан, кросс-мәдени зерттеу.

**Т.Е. Конысбай¹, О.Х. Аймаганбетова², А.Л. Нурмаханбетов³,
Н.В. Хазратова⁴, Э.Т. Адилова^{*5}**

^{1,2,3,5} *Казахский национальный университет имени аль-Фараби, Алматы, Казахстан*

⁴ *Варминьско-Мазурский университет, Ольштын, Польша*

Кросс-культурная адаптация и валидация стандартизированной шкалы эмоциональной самоэффективности А. Кирка: данные казахстанской выборки

Аннотация. Шкала эмоциональной самоэффективности (ESES) является стандартизированным инструментом, предназначенным для оценки уверенности личности в способности воспринимать, использовать и регулировать эмоции. Однако до настоящего времени шкала не имела валидированной русскоязычной версии, адаптированной для казахстанской выборки.

Целью исследования – языковая и культурная адаптация, а также психометрическая верификация русскоязычной версии шкалы. Процедура адаптации включала метод двойного перевода (прямой и обратный перевод), экспертную оценку семантической и содержательной эквивалентности, а также пилотное тестирование. В исследовании участвовали 20 респондентов различных возрастов, полов и профессиональных категорий.

Результаты показали, что адаптированная версия ESES продемонстрировала высокую степень соответствия оригиналу, достаточную внутреннюю согласованность (α Кронбаха = 0,81), положительные экспертные оценки и высокий уровень понятности формулировок для участников. Отмечены признаки содержательной и конструктивной валидности, что свидетельствует о надежности русскоязычного варианта шкалы.

Полученные результаты позволяют рекомендовать русскоязычную адаптацию стандартизированной шкалы эмоциональной самоэффективности для дальнейшего применения в академических исследованиях эмоционального интеллекта и психологического благополучия, а также для использования в консультативной и образовательной практике. Настоящая работа служит основой для последующего этапа – масштабной психометрической валидации инструмента в рамках докторского исследования, посвященного сравнительному анализу эмоционального благополучия казахстанских и зарубежных студентов.

Ключевые слова: эмоциональная самоэффективность, адаптация методики, валидация, психометрия, эмоциональный интеллект, Казахстан, кросс-культурное исследование.

Information about authors:

Konysbay T.E. – PhD student, Department of General and Applied Psychology, Al-Farabi Kazakh National University, Almaty, Kazakhstan. E-mail: tolkin_25.98@mail.ru

Aimagambetova O.Kh. – Doctor of Psychological Sciences, Professor, Department of General and Applied Psychology, Al-Farabi Kazakh National University, Almaty, Kazakhstan. E-mail: alnara25@mail.ru

Nurmakhanbetov A.L. – Doctor of Psychological Sciences, Professor, Head of the Department of General and Applied Psychology, al-Farabi Kazakh National University, Kazakhstan, Almaty. E-mail: fhtrt@mail.ru

Khazratova N.V. – Doctor of Psychological Sciences, Professor, Department of Clinical, Pedagogical and Developmental Psychology, University of Warmia and Mazury, Olsztyn, Poland. E-mail: nigora.khazratova@uwm.edu.pl

Adilova E.T. – corresponding author, PhD, Acting Associate Professor, General and Applied Psychology Department, Al-Farabi Kazakh National University, Al-Farabi Avenue 71, 050040, Almaty, Kazakhstan. E-mail: elnura.adilova@mail.ru

Авторлар туралы мәлімет:

Қонысбай Т.Е. – жалпы және қолданбалы психология кафедрасының PhD докторанты, Әл-Фараби атындағы Қазақ Ұлттық университеті, Алматы, Қазақстан. E-mail: tolkin_25.98@mail.ru

Аймағанбетова О.Х. – психология ғылымының докторы, жалпы және қолданбалы психология кафедрасының профессоры, Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан. E-mail: alnara25@mail.ru

Нурмаханбетов А.Л. – психология ғылымдарының докторы, жалпы және қолданбалы психология кафедрасының профессор, жалпы және қолданбалы психология кафедрасының меңгерушісі, Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан. E-mail: fhtrt@mail.ru

Хазратова Н.В. – психология ғылымдарының докторы, профессор, клиникалық, педагогикалық және даму психологиясы кафедрасы, Вармия-Мазури университеті, Ольштын, Польша. E-mail: nigora.khazratova@uwm.edu.pl

Адилова Э.Т. – хат-хабар авторы, PhD, жалпы және қолданбалы психология кафедрасының доцент м.а., Әл-Фараби атындағы Қазақ ұлттық университеті, Әл-Фараби даңғылы 71, 050040, Алматы, Қазақстан. E-mail: elnura.adilova@mail.ru

Сведения об авторах:

Қонысбай Т.Е. – докторант PhD кафедрасы общей и прикладной психологии Казахского национального университета имени аль-Фараби, Алматы, Казахстан. E-mail: tolkin_25.98@mail.ru

Аймағанбетова О.Х. – д. п. н., профессор кафедрасы общей и прикладной психологии, Казахский национальный университет имени аль-Фараби, Алматы, Казахстан. E-mail: alnara25@mail.ru

Нурмаханбетов А.Л. – д.п.н., профессор, заведующий кафедрой общей и прикладной психологии, КазНУ имени аль-Фараби, Алматы, Казахстан. E-mail: fhtrt@mail.ru

Хазратова Н.В. – д.п.н., профессор кафедрасы клинической, педагогической и психологии развития Варминско-Мазурского университета, Ольштын, Польша, E-mail: nigora.khazratova@uwm.edu.pl

Адилова Э.Т. – автор для корреспонденции, PhD, и.о. доцента кафедрасы общей и прикладной психологии, Казахский национальный университет имени аль-Фараби, проспект аль-Фараби, 71, 050040, Алматы, Казахстан. E-mail: elnura.adilova@mail.ru