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Practical significance of the results of factor analysis for increasing teachers' stress resilience

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Abstract. The importance of maintaining health, job satisfaction, and productivity of teachers in the education sector is growing. Increasing demands placed on teachers significantly affect their psychological state and professional effectiveness. This article examines the key psychological characteristics that determine teachers' resilience to stress using the Resilience Scale for Adults (RSA) developed by Fribourg et al., and discusses the practical implications of factor analysis results for improving teachers' resilience. The methodology was applied in one of the lyceum schools of Astana, with a total of 135 respondents participating in the survey. The first part identified respondents' sociodemographic characteristics, while the second part consisted of a 33-item questionnaire measuring various psychological aspects, including self-efficacy, social skills, family coherence, support, and adaptability. In the analysis, variables were grouped into several main factors. To determine the number of factors, the Kaiser criterion and Scree diagram were used. Factor analysis was expected to identify key components contributing to increased resilience and to support targeted psychological assistance and professional development. Based on the results, RSA items were grouped into four key factors: family coherence, self-confidence, social skills, and flexibility. The study offers practical recommendations for strengthening teachers' adaptive capacity in stressful situations using factor analysis.

Keywords: teacher, stress, stress resilience, RSA (Resilience Scale for Adults), factor analysis, psychological characteristics, adaptability.

Introduction

The mastery of teaching profession is not limited to developing the teacher's personality, abilities, and skills that help them successfully carry out their professional activities. It is also

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closely related to developing the ability to resist negative emotions, mood disturbances, and fatigue, which are inevitable in professional relationships with various parties.

However, when taking a closer look at this profession, a different picture emerges, challenging persistent clichés. Regardless of the country and type of school, teachers consistently describe their jobs as exceedingly demanding (Boldrini et al., 2019; Burić et al., 2019; Hernandez et al., 2022; Kärner et al., 2016; McCarthy, 2019; Richards et al., 2016; Sappa et al., 2019; Schaarschmidt, 2005; Siu et al., 2014). Numerous empirical evidence on teacher stress reflects this condition. Teachers are among the risk population for mental illness, every second teacher leaves the profession prematurely due to mental or psychosomatic problems (Schaarschmidt, 2005; Scheuch et al., 2015; Weiß & Kiel, 2013). Internationally, teachers record high prevalence rates of burnout or single burnout symptoms, such as emotional exhaustion, and depression (Görich, 2019; Hernandez et al., 2022; Lo, 2014; Salmela-Aro et al., 2019; Sappa et al., 2019; Schaarschmidt, 2005; Scheuch et al., 2015). These studies show that a teacher's work is often characterized by high emotional tension. For this reason, researchers questioned what professional competence framework should be developed in teachers to help them better handle emotional strain while also maintaining their health.

Among recent studies, a notable one is the review article "Resilience as a professional competence: a new way towards healthy teachers?" by Judith Baatz, Maria Wirzberger (2025), which examined the impact of resilience on teachers' ability to manage and cope with stress, and on their overall well-being. The results show that resilience has a positive impact on teachers' health and confirm the concept of resilience. The study highlights the need to maintain the health of teachers, as healthy teachers enhance the educational prospects of future generations. Thus, it is concluded that stress-resistant teachers contribute to improvement of the quality of education in schools thereby benefitting our students.

According to domestic researchers, "the major role in the emergence and development of stress is played by individual factors, which are a set of individual psychological characteristics of a person, including age, gender, academic qualification, marital status, teaching experience, self-esteem, and resilience" (2024), which is consistent with previous findings.

Researchers use various methods and tools to assess teachers' stress tolerance levels. One of them is the RSA - Resilience Scale for Adults (2003). Research has indicated that the RSA measures important protective factors that buffer against the development of psychiatric symptoms when individuals encounter stressful events. Two specific RSA factors have been highlighted as particularly effective in buffering against these symptoms, making the RSA a useful predictor of mental health and a valuable tool for studying individual differences in stress tolerance (Hjemdal et al., 2006).

In the context of teachers, resilience is linked to their ability to cope with stressors and potentially transform stressful interactions into opportunities for growth and professional development. The development of personal resources through mindfulness and similar practices can contribute to teachers' everyday resilience, enhancing their engagement and well-being in their professional roles (Skinner and Beers, 2016).

Furthermore, resilience is not only a response mechanism but also an attribute that may develop over time through supportive professional interventions. Teacher reflection on practice has been shown to correlate with resilience, where reflection can aid in identifying problems and actively seeking solutions, contributing positively to resilience development (Leroux and Théorêt, 2014).

In the broader context of predicting affective symptoms such as anxiety and depression, the RSA demonstrates significant incremental validity. It suggests that resilience, as measured by the RSA, provides a robust prediction of mental health outcomes, even when accounting for other factors like hope (Morote et al., 2017).

This highlights the RSA's relevance for applications in teacher development programs aimed at enhancing stress tolerance and overall well-being

Methodology

Purpose of the Study

The purpose of this study is to identify and analyze the primary psychological factors that contribute to teachers' resilience to stress through the application of the RSA and factor analysis, and to develop practical recommendations based on these findings that can enhance teachers' psychological well-being, job satisfaction, and professional effectiveness.

Research Question

Which key psychological characteristics determine teachers' resilience to stress, and how can factor analysis of RSA results be used to identify the core components that shape this resilience?

Hypothesis of the Study

It is assumed that teachers' resilience to stress is determined by a set of interrelated psychological characteristics that can be identified and structured through factor analysis of RSA data; moreover, factors related to family support, self-confidence, social skills, and behavioral flexibility have a significant impact on their level of stress resilience.

The main methodology used in the study is the Resilience Scale for Adults (RSA) developed by Friberg et al. (2003). This methodology was used in a school-lyceum in Astana, which was taken as a pilot site. The RSA is a 33-item tool designed to assess the level of psychological resilience in adults by measuring several key aspects of resilience. It allows measuring a person's ability to cope with stress, adapt to changes and difficulties, and recover after adverse events. The questionnaire consists of 2 parts. In the first part, the socio-demographic characteristics of the respondents are collected, and in the second part, their resilience abilities are assessed against five parameters: personal competence, personal structure, social competence, family coherence, and social support. 135 respondents participated in the survey. According to the first part of the survey, the socio-demographic characteristics of the respondents were determined as follows:

Age: over 40 years old – 44 teachers (32.6%), 26–30 years old – 30 teachers (22.2%), 31–35 years old – 18 teachers (13.3%), 36–40 years old – 18 teachers (13.3%), under 25 years old – 18 teachers (13.3%). Those who indicated other individual ages (50–60 years old) – 0.7% each

The majority of teachers are experienced professionals over 40 years old, and the second largest group consists of young professionals (26–30 years old).

Gender: women – 105 (77.8%), men – 30 (22.2%). The majority of teachers who participated in the survey were women.

Marital status: married / complete family – 79 (58.5%), single– 36 (26.7%), incomplete family (widowed / divorced) – 19 (14.1%), non-respondents – 1 (0.7%). Most live in complete families, which is consistent with the social support factor.

Teaching experience: less than 5 years – 43 (31.9%), 6–10 years – 26 (19.3%), 11–15 years – 15 (11.1%), 16–20 years – 13 (9.6%), over 21 years – 29 (21.5%). Those who indicated other lengths of experience (1 year, 27–38 years) – 0.7–1.5% each. The majority of participants are young teachers (less than 5 years of experience) and highly experienced (more than 21 years) specialists.

Teaching mastery level: teacher – 55 (40.7%), moderator – 25 (18.5%), expert – 21 (15.6%), researcher – 26 (19.3%), master – 4 (3.0%), trainee, educator, 2nd category – ~0.7–1.5% each. The vast majority of respondents hold the “teacher” qualification level, but researchers and moderators also represent a significant share.

Academic qualification: bachelor (higher) – 89 (65.9%), master – 23 (17.0%), bachelor + master – 8 (5.9%), secondary specialized – 6 (4.4%), higher (degree not specified) – 3 (2.2%), PhD – 2 (1.5%). The remaining respondents (double combinations, doctoral students) – ~0.7% each.

The majority of teachers have incomplete higher education (bachelor's specialists), a small share of respondents have completed secondary vocational education or have a PhD degree.

Each of the respondents answered 33 statements by giving them a score from 1 to 5 (1 - "strongly disagree", 5 - "completely agree"). It is expected that these 33 questions cover various psychological aspects of teachers, such as self-efficacy, social competence, family coherence and adaptability. During the analysis, a large number of variables were grouped into several main factors to simplify the structure of the data. The analysis process, methods for determining the number of factors, the results of factor loadings and their interpretation are considered below, while the essence of the latent structures is described in the conclusion.

Age: over 40 years old – 44 teachers (32.6%), 26–30 years old – 30 teachers (22.2%), 31–35 years old – 18 teachers (13.3%), 36–40 years old – 18 teachers (13.3%), under 25 years old – 18 teachers (13.3%). Those who indicated other individual ages (50–60 years old) – 0.7% each

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Results and their discussion

Factor analysis method: First, a correlation matrix was calculated for all 33 variables. Two main criteria used to determine the number of factors: the Kaiser criterion and the Scree diagram. According to the Kaiser rule, factors with an eigenvalue (variance, eigenvalue) greater than 1 are considered significant (1960). In addition, in the Scree diagram, the eigenvalues of the factors are arranged from largest to smallest and are displayed in the form of a scree curve; the point at which the graph "begins to bend" from that diagram helps to determine the number of factors (1966).

Determining the number of factors

In general, during factor analysis, the eigenvalues of each factor were as follows: the first factor – about 18.3, the second - 2.87, the third – 1.76, the fourth – 1.08, the fifth – 0.98, and the subsequent factors had values less than 1. According to the Kaiser criterion, it is reasonable to leave the first 4 factors with eigenvalues above 1. This result is also confirmed by the Scree (break) diagram – after the first four factors, the break line in the graph begins to flatten, which indicates that the contribution of the fifth and subsequent components is small. The figure below shows the Scree diagram: the red dotted line corresponds to an eigenvalue of 1 (the threshold value of factor significance) (**Figure 1**).

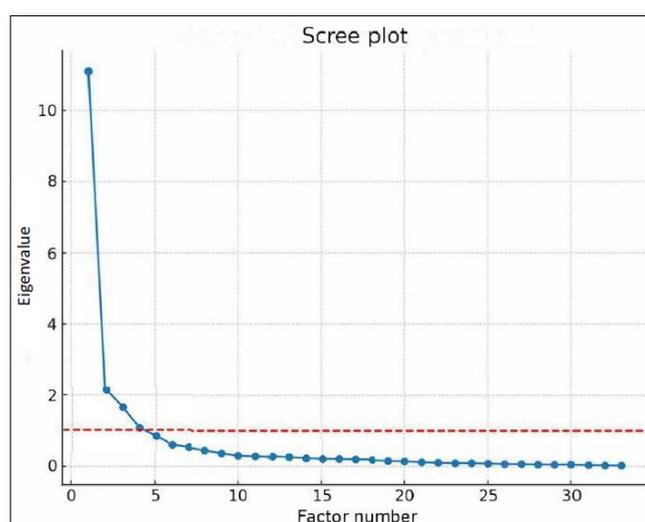


Figure 1: Scree diagram of factors

Thus, the optimal number of factors was determined to be 4. The content of these four factors, the questions included in each and their factor loadings are given below. The corresponding questions for each factor and their factor loading coefficients are shown in the table below. Each factor is given a name according to the content of the questions, and the meaning of that latent factor is explained. In addition, to visually understand the factor structure, a diagram of the location of the questions in the space of the 1st and 2nd factors is given (Figure 2).

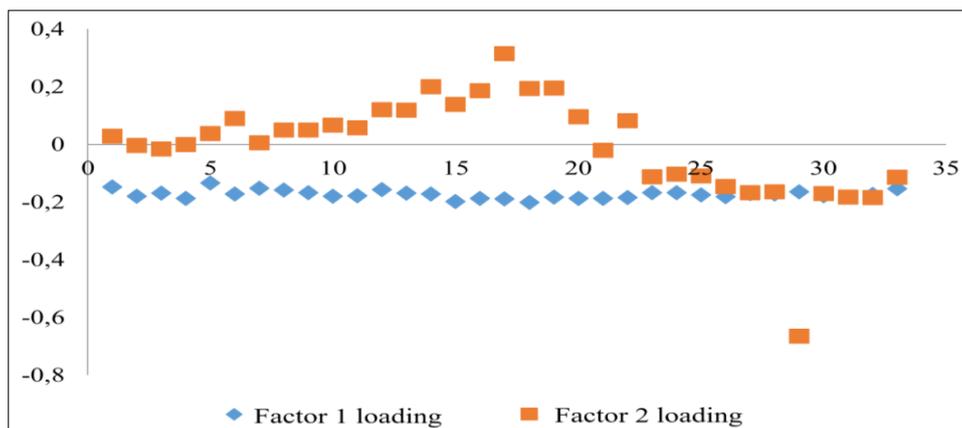


Figure 2: Loadings of the questions on the first and second factors

In general, a content analysis of the questions included in each of the four factors revealed what latent qualities they represent: (1) family and personal support, (2) self-confidence and a positive outlook on life, (3) social skills, and (4) adaptability and ease of mood. Below is a list of the questions included in each factor and their factor loadings, and an interpretation of that factor is described.

Factor 1: Family and Social Support

This factor included questions related to family relationships, the feeling of support by loved ones, and family unity and understanding, with high loadings. In addition, statements such as enjoying spending time with family and close friends and maintaining family optimism in difficult times are also characteristic of this factor. Factor 1 explains the largest share of the total variance (~28%) and is the main component reflecting the level of family support and cooperation in the survey. Respondents with high scores on this factor claim that they receive strong emotional support from their family and close circle, and that there are mutual understanding and loyalty in their family. The key questions included and their factor loadings are shown below (Table 1).

Table 1
Questions included in the «Family and Social Support» factor and their loadings

Nº	Question content	Factor loading
1	I have friends/family who support me	0.869
2	My family likes finding common activities that bring us together	0.859
3	I always have someone to help me when I need it	0.857
4	I have close friends/family who really care about me	0.854

5	Even in difficult times, my family keeps a positive outlook on the future	0.826
6	All of us in my family understand what is important in life	0.802
7	My close friends/family encourage me	0.800
8	We are loyal to each other in my family	0.798
9	I have strong ties in my family	0.716
10	I enjoy spending time with my family	0.707
Factor 1		average value 0,8088
		min 0.707
		max 0.869

All 10 questions included in this factor are about **emotional support, harmony and unity** between family members and close people. For example, questions 3–8 describe the strength of family ties, spending time together, loyalty and understanding, while questions 1–3 indicate the degree of support received from friends and family. The high loading values (between 0.70 and 0.86) indicate that these statements are very closely related to each other, that is, they can all be explained by a common factor - family and social support.

Factor 2: Self-Confidence and Optimism

The second factor includes such concepts as a person's belief in their own abilities, self-reliance in overcoming difficulties, making clear plans for the future, and a positive outlook on life in general. Questions with high loadings on this factor describe a person's inner self-confidence and optimism, their ability to persevere even in difficult situations. Factor 2 accounts for ~21% of the variance and in terms of content, is explained by the dimensions of psychological resilience and self-confidence. The questions that contributed the most to this factor and their loadings are presented below (Table 2).

Table 2

Questions included in the factor «Self-Confidence and Optimism» factor and their loadings

№	Question content	Factor loading
1	I have clear plans for the future	0.800
2	I completely trust my decisions.	0.727
3	I know how to achieve my goals	0.710
4	In difficult times, I know that good times will come	0.693
5	I believe in my abilities	0.689
6	I know I can solve my personal problems	0.660
7	I have a bright future	0.653
8	I am happy with myself	0.646
9	Believing in myself helps me overcome difficult times	0.618
10	I know I will succeed if I continue	0.604

11	No matter what happens, I always find a solution	0.497
Factor 2		average value 0,66336364
		min 0.497
		max 0.800

This factor includes 11 questions in total. Their main content is self-efficacy, goal-orientedness, and optimistic outlook. For example, **questions 1-5** indicate a person's confidence in their abilities and capacity to overcome difficulties, while **questions 6-10** relate to the ability to make positive plans for the future and to specify those plans. **Question 11** indicates flexibility and perseverance in finding solutions in any situation. This set of questions determines the dimensions of the trait generally called "self-confidence." Factor loadings are mainly in the range of 0.60–0.80, which means that the statements here are also significantly related to each other. This factor shows that self-confident people usually make plans for the future, remain optimistic, and do not give in to difficulties.

Factor 3: Social Communication Skills

– **The questions on the third factor include communication skills such as being able to quickly find a common language with new people, adapt to environments, easily start conversations, have a sense of humor, and generally enjoy being with people. This factor can be conditionally called "extraversion and sociability." Factor 3 accounts for ~18.5% of the variance. That is, the latent component that takes the third place in the data is the respondent's flexibility and communication skills in a social environment. The table below shows the questions included and their factor loadings (Table 3).**

Table 3

Questions included in the «Social Communication Skills» factor and their loadings

No	Question content	Factor loading
1	It's easy for me to make others laugh	0.802
2	I easily adapt to new social environments	0.769
3	I like being with other people	0.759
4	I easily make new acquaintances	0.751
5	I know how to start a conversation	0.740
6	It's easy for me to think of good topics for conversation	0.736
7	I get along easily with new people	0.606
8	I feel comfortable joining other people	0.565
9	I have good relationships with both women and men	0.532
Factor 3		average value 0,69555556
		min 0.532
		max 0.802

This factor includes **9 questions in total**. All of them describe the ability to **establish relationships with people, quickly adapt to new environments, and extroverted character traits**. **Questions 1, 4, 5, and 6** assess the ability to make new acquaintances, start a conversation, think of good topics for conversation, and make others laugh. **Questions 2 and 3** describe the ability to quickly adapt to new social environments and enjoy spending time with people. **Questions 7, 8, and 9** indicate the ability to establish good relationships with people, easily join a group, and communicate freely with people of different genders. Factor loadings range from 0.53 to 0.80, which indicates that the questions are sufficiently interconnected. Therefore, social communication skills are formed as an independent factor in the questionnaire.

Factor 4: Social Flexibility and Agreeableness

The fourth factor has fewer questions (3 items), but its content is unique: “It’s easy to make me laugh” (a person’s quick-witted, cheerful disposition), “Social flexibility is important to me” (paying attention to adapting to the environment), and “There are few arguments and quarrels in my family” (low conflict). Although at first glance the themes of these statements seem different, factor analysis showed that they can be explained by one common component. This factor can be interpreted as evidence of adaptability, easygoing disposition, emotional stability, and lack of aggression. Factor 4 explains only about 6% of the data variance, which means it is much weaker than the rest of the factors, nevertheless, it still stands out as an independent component in the data structure. The 3 questions included in the factor and their loadings are shown below (Table 4).

Table 4

Questions included in the «Social Flexibility and Adaptability» factor and their loadings

№	Question content	Factor loading
1	It's easy to make me laugh	0.714
2	Social flexibility is important to me	0.534
3	There are few arguments and quarrels in my family	0.425
Factor 4		average value 0,55766667
		min 0.425
		max 0.714

This factor includes **3 questions**. **Question 1** indicates a person's **sense of humor and cheerfulness**. The fact that the person is easy to amuse indicates their emotional openness and cheerfulness. **Question 2** indicates the respondent's **attention to flexibility in social environment**, that is, the ability to adapt behavior to different social situations. **Question 3** indicates **the rarity of conflicts** within the family and the sense of emotional stability at home. The factor that combines these three different aspects can be conditionally called the "**easy-going, adaptable**" personality trait. Such people usually get excited quickly, easily adapt to the environment, and experience little conflict in the family. The values of the factor loadings (especially question 3 - 0.425) are lower than those of the previous factors, proving that this trait is measured by only few questions in the questionnaire and its contribution is limited. However,

since it was statistically isolated as an independent component, it proves that **flexibility and emotional cheerfulness** are also important latent dimensions in the questionnaire.

The responses of 135 participants in the study broken down by the four identified factors showed the following results: **(Figure 3)**.

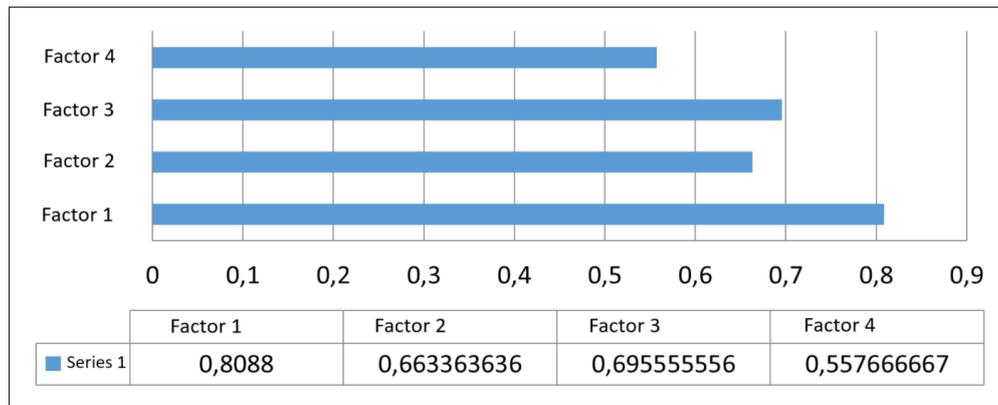


Figure 3: Respondents' Results

The average value of the responses to the first factor, Family and Social Support, is 0.8088. This factor has the highest value compared to the others. This means that the support respondents receive from family members and friends has a greater positive impact on the stress resistance of teachers in this group.

The average value of the responses to the third factor, Social Communication Skills, is 0.69555556. The results for this factor demonstrate that most teachers in this group are capable of adapting to new environments, quickly finding a common language with people, and feeling comfortable in various social situations. This means that the third factor also positively affects stress resistance.

The average value of the responses to the second factor, Self-confidence and Optimism, is 0.66336364, while the average value of the responses to the fourth factor, Social Flexibility and Sociability, is 0.55766667. The results obtained show that teachers in this group need to improve the behavioral traits that increase stress resistance, such as self-confidence, patience in difficult situations, optimism, flexibility, and cheerfulness. These results were supplemented by an analysis of the factor loading of each question in the questionnaire (Table 5).

Table 5

The Indicators of Questions by Factor Loads

min		
Factor 1	I enjoy spending time with my family	0.707
Factor 2	No matter what happens, I always find a solution	0.497
Factor 3	I have good relationships with both women and men	0.532
Factor 4	There are few arguments and quarrels in my family	0.425
max		
Factor 1	I have friends/family who support me	0.869

Factor 2	I have clear plans for the future	0.800
Factor 3	It's easy for me to make others laugh	0.802
Factor 4	It's easy to make me laugh	0.714

The answers with the highest score in factor 1 and the lowest score in factor 4 indicate that the respondents believe that they have supportive friends/family and that there are few conflicts in the family. This proves that the first factor is dominant in the school team. And the answers to the questions “It is easy for me to make others laugh” or “It is easy to make me laugh” with high scores in factors 3 and 4 prove that the teachers of this school have good social communication skills. The low score of the question “No matter what the situation is, I always find a solution” on factor 2 proves that teachers need to develop confidence, which is one of the psychological characteristics of stress resistance.

Conclusion

Recommendations for developing teachers' resilience to stress

As a result of the conducted factor analysis, four key factors underlying the psychological questionnaire were identified. They are: (1) *Family and Social Support* – a factor that reflects the support received from family members and friends, family harmony; (2) *Self-Confidence and Optimism* – an individual's belief in their own strength, patience in difficult situations, and hope for the future; (3) *Social Communication Skills* – the ability to adapt to a new environment, quickly find a common language with people, and feel comfortable in various social situations; (4) *Social Flexibility and Agreeableness* – the ability to be flexible, easy-going, easily express emotions, and avoid conflict. These hidden factors determined that many of the questions in the questionnaire grouped naturally.

The identified factors describe various aspects of the psychological characteristics of teachers' stress tolerance. For example, the first two factors (family support and self-confidence) can play an important role in a teacher's ability to overcome stressful situations – a specialist who has strong family support and is confident in their own abilities can easily overcome difficulties. The third factor (social communication) is also vital for a teacher working in a team – the ability to establish good relationships with other colleagues and students increases professional effectiveness. The fourth factor (flexibility and cheerfulness) represents an additional aspect that reflects the teacher's ability to adapt to a changing environment and maintain emotional stability.

In summary, the survey results reliably distinguished these four psychological dimensions. Factor analysis revealed hidden structures, showed which questions were interconnected and what conceptual meaning they together formed. This knowledge can be taken into account in professional development and support programs for teachers: for example, if a group demonstrated a low family support factor, their training may need to focus on strengthening collective culture or mutual support. Similarly, it is important to provide appropriate support to teachers with low self-confidence and social flexibility skills. Overall, factor analysis revealed that the survey questions cluster around four dimensions – family support, self-confidence, social skills and flexibility – which allows for a multifaceted understanding of the psychological profile of teachers.

Contribution of the authors

D.D. Shakimova – writing the text, collection, analysis and interpretation of the results of the work, approving the final version of the article for publication.

Yücel Gelişli – writing the text of the article and critically reviewing its content.

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Мұғалімдердің стресске төзімділігін арттыруда факторлық талдау нәтижелерінің практикалық маңызы

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Аңдатпа. Күн өткен сайын мұғалімдердің денсаулығын, жұмыстан қанағаттануын және еңбек өнімділігін сақтау өзектілігі арта түсуде. Мұғалімдерге қойылатын талаптардың күшеюі олардың психологиялық жағдайы мен кәсіби тиімділігіне айтарлықтай әсер етеді. Мақалада Фриборг және бірлескен авторлар әзірлеген «Ересектерге арналған төзімділік шкаласы (RSA)» арқылы педагогтердің стресске төзімділігін анықтайтын негізгі психологиялық ерекшеліктер зерделеніп, факторлық талдау нәтижелерінің мұғалімдердің стресске төзімділік қабілетін арттырудағы практикалық маңызы қарастырылды. Бұл әдістеме Астана қаласындағы бір мектеп-лицейінде қолданылды. Сауалнамаға 135 респондент қатысты. Сауалнаманың бірінші бөлімінде респонденттердің әлеуметтік-демографиялық сипаттамалары анықталды. 33 сұрақтан тұратын сауалнама педагогтердің өзіндік тиімділігі, әлеуметтік қарым-қатынас дағдылары, отбасылық қолдау және бейімделгіштік секілді түрлі психологиялық аспектілерін қамтыды. Талдау барысында деректердің құрылымын қарапайымдау үшін көп мөлшердегі айнымалылар бірнеше негізгі факторларға топтастырылды. Факторлар санын анықтау үшін екі негізгі критерий қолданылды: Кайзер критерийі және “сынық” (Scree) диаграммасы. Факторлық талдау стресске төзімділікті жақсартуға ықпал ететін маңызды компоненттерді анықтап, психологиялық қолдау мен кәсіби дамуды мақсатты түрде ұйымдастыруға мүмкіндік береді деп күтілді. Зерттеу қорытындысы бойынша RSA сұрақтары педагогтердің стресске төзімділігінің психологиялық ерекшеліктерінің түрлі қырларын сипаттайтын негізгі төрт факторға жіктелді: отбасылық қолдау, өзіндік сенім, әлеуметтік дағды және икемділік. Факторлық талдау педагогтердің психологиялық портретін көпқырлы тұрғыда түсінуге мүмкіндік беретінін көрсетті. Зерттеуде факторлық талдауды қолдана отырып, стрестік жағдайларда мұғалімдердің бейімделу қабілеттерін жақсартуға бағытталған іс-шараларды әзірлеуге практикалық ұсыныстар беріледі.

Түйін сөздер: мұғалім, стресс, стресске төзімділік, RSA – ересектердің төзімділігін бағалау шкаласы, факторлық талдау, психологиялық ерекшеліктер, бейімделу мүмкіндіктері.

Практическая значимость результатов факторного анализа для повышения стрессоустойчивости педагогов

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Аннотация. Важность поддержания здоровья, удовлетворенности работой и производительности труда учителей возрастает с каждым днем. Возрастающие требования, предъявляемые к учителям, существенно влияют на их психологическое состояние и профессиональную эффективность. В статье рассматриваются основные психологические характеристики, определяющие стрессоустойчивость учителей, с использованием «Шкалы стрессоустойчивости взрослых (RSA)», разработанной Фрибургом и соавторами, а также рассматривается практическое значение результатов факторного анализа в повышении стрессоустойчивости учителей. Данная методика была применена в одной из школ-лицеев города Астаны. В опросе приняли участие 135 респондентов. В первой части опроса определены социально-демографические характеристики респондентов. Анкета, состоящая из 33 вопросов, охватывала различные психологические аспекты, такие, как самооффективность, навыки социального общения, поддержка семьи и адаптивность. В ходе анализа большое количество переменных было сгруппировано в несколько основных факторов. Для определения количества факторов были использованы критерии Кайзера и диаграмма Scree. Предполагалось, что факторный анализ выявит важные компоненты, способствующие повышению стрессоустойчивости, и позволит целенаправленно организовать психологическую поддержку и профессиональное развитие. По результатам исследования вопросы RSA были сгруппированы по четырём основным факторам, характеризующим различные аспекты психологических особенностей стрессоустойчивости учителей: поддержка семьи, уверенность в себе, социальные навыки и гибкость. Проведенный анализ показал, что он позволяет многогранно понять психологический портрет учителей и даны практические рекомендации по разработке мер, направленных на повышение адаптационных возможностей учителей в стрессовых ситуациях.

Ключевые слова: педагог, стресс, стрессоустойчивость, RSA (шкала оценки стрессоустойчивости взрослых), факторный анализ, психологические особенности, адаптационные возможности.

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