

Factors of Self-efficacy of Teachers in a Cross-cultural Context

Elena V. Koneva

Yaroslavl State University named after P.G. Demidov, Yaroslavl, Russia
ORCID: <https://orcid.org/0000-0001-6981-0341>, e-mail: ev-kon@yandex.ru

Asiya Kh. Kukubaeva

Kokshetau University named after Abai Myrzakhmetov,
Kokshetau, Republic of Kazakhstan
ORCID: <https://orcid.org/0000-0002-2865-3455>, e-mail: kukubaeva_2011@mail.ru

Galina O. Roshchina

Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl, Russia
ORCID: <https://orcid.org/0000-0003-4295-6775>, e-mail: g.roschina2020@mail.ru

Liliya S. Rusanova

Yaroslavl Region Children's Assistance Center, Yaroslavl, Russia
ORCID: <https://orcid.org/0009-0004-7601-0181>, e-mail: lirusanova@yandex.ru

The article presents the results of a study where we tried to clarify the status of the category “self-efficacy” as a phenomenon that supposedly depends on a number of factors: the country of residence of teachers, the age and experience of their professional activities, indicators of mental burnout, and also (school teachers as a separate category of teachers) do they work with children with disabilities. 481 participants from Russia, the Republic of Belarus, the Republic of Kazakhstan, and the Kyrgyz Republic aged from 20 to 60+ years were recruited for this study, 96,7% of them were women. 182 participants were teachers, 110 of them were teachers of inclusive education. The following methods were used: the Professional Burnout technique, the General Self-Efficacy Scale, and statistical methods for processing the results. The results didn't show any difference in self-efficacy according to the country of residence. The age and associated work experience of teachers, working with children with disabilities also did not influence self-efficacy. Regression analysis showed a negative impact of the reduction of personal achievements on self-efficacy in all subgroups formed according to the country of residence. Based on the data obtained, it is concluded that the reduction of personal achievements has the greatest negative impact on teachers' self-efficacy; accordingly, it is assumed that work on the prevention of this component is effective when it is about forming teachers' self-efficacy. We outline research prospects related to other possible self-efficacy factors.

Keywords: emotional exhaustion; reduction of personal achievements; de-personalization; age; professional experience; inclusion in education; teacher self-efficacy.

For citation: Koneva E.V., Kukubaeva A.K., Roschina G.O., Rusanova L.S. Factors of Self-efficacy of Teachers in a Cross-cultural Context. *Psikhologicheskaya nauka i obrazovanie = Psychological Science and Education*, 2024. Vol. 29, no. 5, pp. 75—86. DOI: <https://doi.org/10.17759/pse.2024290506> (In Russ.).

Факторы самоэффективности педагогов в кросс-культурном контексте

Конева Е.В.

ФГБОУ ВО «Ярославский государственный университет им. П.Г. Демидова»
(ФГБОУ ВО ЯрГУ), г. Ярославль, Российская Федерация
ORCID: <https://orcid.org/0000-0001-6981-0341>, e-mail: ev-kon@yandex.ru

Кукубаева А.Х.

Кокшетауский университет имени Абая Мырзахметова,
г. Кокшетау, Республика Казахстан
ORCID: <https://orcid.org/0000-0002-2865-3455>, e-mail: kukubaeva_2011@mail.ru

Рощина Г.О.

ФГБОУ ВО «Ярославский государственный педагогический университет
им. К.Д. Ушинского» (ФГБОУ ВО ЯГПУ им. К.Д. Ушинского),
г. Ярославль, Российская Федерация
ORCID: <https://orcid.org/0000-0003-4295-6775>, e-mail: g.roschina2020@mail.ru

Русанова Л.С.

ГОУ Ярославской области «Центр помощи детям»,
г. Ярославль, Российская Федерация
ORCID: <https://orcid.org/0009-0004-7601-0181>, e-mail: lirusanova@yandex.ru

В статье представлены результаты исследования, целью которого являлось уточнение статуса категории «самоэффективность» как феномена, предположительно зависящего от ряда факторов: страны проживания педагогов, возраста и стажа их профессиональной деятельности, показателей психического выгорания, а также (применительно к школьным учителям как отдельной категории педагогов) наличия/отсутствия опыта их работы с детьми, имеющими ограниченные возможности здоровья. В исследовании принял участие 481 человек из России, Республики Беларусь, Республики Казахстан и Кыргызской Республики в возрасте от 20 до 60+ лет, 96,7% — женщины. 182 испытуемых — учителя, в том числе 110 учителей инклюзивного образования. Данные получены с помощью применения следующего инструментария: методика «Профессиональное выгорание», шкала общей самоэффективности, статистические методы обработки результатов. Представлены результаты, согласно которым не выявлено различий самоэффективности в зависимости от страны проживания участников. Возраст и связанный с ним стаж работы педагогов, наличие/отсутствие у школьных учителей опыта работы с детьми, имеющими ограниченные возможности здоровья, также не связаны с самоэффективностью. Регрессионный анализ показал отрицательное влияние редукции персональных достижений на самоэффективность во всех подгруппах, выделенных по странам проживания. На основе полученных данных делается вывод, что наибольшее негативное влияние на самоэффективность оказывает редукция персональных достижений. Соответственно, делается предположение, что работа по профилактике данного компонента эффективна в плане влияния на процесс формирования самоэффективности педагогов. Обозначаются перспективы исследования, связанные с возможными факторами самоэффективности, не включенными в настоящую работу.

Ключевые слова: эмоциональное истощение; редукция персональных достижений; деперсонализация; возраст; стаж профессиональной деятельности; инклюзия в образовании; самоэффективность педагогов.

Для цитаты: Конева Е.В., Кукубаева А.Х., Рощина Г.О., Русанова Л.С. Факторы самоэффективности педагогов в кросс-культурном контексте // Психологическая наука и образование. 2024. Том 29. № 5. С. 75—86. DOI: <https://doi.org/10.17759/pse.2024290506>

Introduction

The widely accepted understanding of the phenomenon of self-efficacy is framed as the belief of specialists in their psychological capabilities to effectively perform professional functions, even in challenging working conditions characterized by problems and conflicts [16]. A broader interpretation of this concept suggests it encompasses a stable readiness of the individual to progress in life [5]. The formulations “confidence in self-efficacy” and “perceived self-efficacy” are also theoretically justified [5], as they emphasize the significant contribution of the individual’s reflectiveness to the phenomenon in question.

Various correlates and predictors of self-efficacy are actively analyzed in contemporary literature. These include teachers’ success in shaping their behavior, as well as information regarding the achievements of other teachers; feedback from colleagues and supervisors; support from significant others; teachers’ marital status; their emotional stability; capacity for learning; and reflectiveness [5; 12; 14; 21].

Similar factors are characteristic of the self-efficacy of educators in inclusive education; however, there is a certain specificity involved. For instance, the confidence in the self-efficacy of teachers operating within inclusive settings increases when the “inclusion” of children is supported at the state level [2; 24]. A number of studies have yielded results indicating that self-efficacy serves as a phenomenon mediating the correlation between two variables, such as teachers’ goal

orientations and their attitudes towards teaching [22; 25].

The correlation between educators’ self-efficacy and their professional burnout is a widely discussed topic in scholarly literature [5; 6; 17; 23]. This is primarily due to the high relevance of the issue concerning the prevention of professional burnout among educators, as well as related phenomena of psychological burnout [8] and emotional exhaustion [1].

There are grounds to suggest that there is a reciprocal influence between professional burnout and self-efficacy [19; 20; 23]. However, predominantly one side of this reciprocal process is discussed, namely, the impact of teachers’ self-efficacy on professional burnout [15; 18].

In the course of a cross-cultural study on teachers’ professional burnout in Russia and Israel [4], a statistically significant negative contribution of self-efficacy to emotional exhaustion was identified. Additionally, significantly higher levels of professional burnout were found among Russian teachers compared to their Arab counterparts. Cross-cultural studies on self-efficacy and professional burnout that include Russia are limited to the aforementioned work.

Considering that among the predictors of self-efficacy are features of the microenvironment (support from close ones) and the macroenvironment (state policies in inclusive education of which teachers are aware), it is reasonable to hypothesize that there are intercultural differences in the nature of the correlation between self-efficacy and the phenomena accompanying teachers’ activi-

ties. Among these phenomena, it is pertinent to examine, in particular, the sub-syndromes of professional burnout. Hypothetically, factors that positively influence self-efficacy may include the age of teachers and their related professional experience, as teachers who remain in the profession for an extended period are often professionally successful, which contributes to a high assessment of their capabilities as specialists. It can also be hypothesized that working in inclusive settings may negatively impact teachers' self-efficacy.

Sample Description

481 participants were recruited for this study. The distribution of respondents by country of residence is presented in Table 1.

Table 1

Distribution of subjects by country of residence

Country	Number of respondents	% of total
Republic of Belarus (RB)	79	16,42
Republic of Kazakhstan (RK)	66	13,72
Kyrgyz Republic (KR)	92	19,13
Russian Federation (RF)	241	50,10

The age range of the participants was as follows: 20—30 years — 73 individuals (15.1%), 31—40 years — 104 individuals (21.6%), 41—50 years — 138 individuals (28.7%), 51—60 years — 130 individuals (27%), and over 60 years — 36 individuals (7.6%). A total of 434 participants (90.2%) had higher education degrees, while 47 participants (9.8%) possessed vocational secondary education.

Among the specialists, 224 individuals (46.6%) had more than 20 years of teaching experience. The minimum teaching experience, specifically up to 5 years, was held by 96 specialists (20%).

Among the participants, 309 individuals (64.2%) worked in schools, 60 individuals

(12.5%) in preschool educational organizations, 48 individuals (10%) in psychological, medical, and pedagogical commissions, 35 individuals (7.3%) in centers for psychological, pedagogical, and medical-social assistance, 22 individuals (4.5%) in higher education institutions, and 7 individuals (1.5%) in additional education institutions.

Methods

To measure the level of professional burnout, we utilized the Professional Burnout methodology by C. Maslach and S. Jackson, adapted by N.E. Vodopyanova and E.S. Starchenkova (version for teachers and educators) [10], as well as the General Self-Efficacy Scale [11]. Demographic data were collected through surveys.

The statistical methods for processing the results included one-way analysis of variance (ANOVA), Pearson correlation analysis, comparative analysis for two independent samples using Student's t-test, and post-hoc comparisons utilizing Duncan's test. The mathematical processing was conducted using STATISTICA 10.0 software.

Objective and Hypothesis of the Research

Objective: To identify the factors influencing the self-efficacy of educators in a cross-cultural context. Hypothesis: The factors influencing the self-efficacy of educators include the country of residence, age, and length of professional experience, as well as working with children with disabilities.

Procedure of Conducting the Research

The study was conducted online from February to April 2024 using Google Forms. In the Republic of Belarus, the respondents were participants of the Inclusive Education courses offered by the Belarusian State Pedagogical University named after M. Tank, under the guidance of Dr. of Pedagogical Sciences, Professor T.V. Lisovskaya. In the

Republic of Kazakhstan, Astana, participated specialists from the Psychological-Medical-Pedagogical Commission (PMPC) #1, #2, and #4, as well as PMPCs and correctional offices in the cities of Karaganda and Petropavlovsk, along with specialists from the inclusive support schools of the Institute of Pedagogy and Psychology of the K. Zhubanov University in Bishkek, coordinated by K.M. Tilekeev.

Respondents from the Russian Federation were educators from inclusive kindergartens #109 and #178, boarding schools #6 and #7 in the city of Yaroslavl, as well as defectologists and speech therapists from the central and regional Psychological-Medical-Pedagogical Commissions (PMPC) of the Yaroslavl region, centers for psychological, pedagogical, and medical-social assistance in the Yaroslavl region, and inclusive school #32 named after V.V. Tereshkova. During the survey, data collection was conducted with consideration of the following parameters: age and gender of the respondents, country

and place of residence, level of education and workplace, teaching experience, job title, and specific features of professional activity (regular work with children; work with children with disabilities).

Results

The most pronounced component of emotional burnout is the reduction of personal achievements. Considering the inverse nature of the scale, the scores of subjects in most groups are above average, which does not align with data previously obtained by other authors [6], who indicated that emotional burnout among educators is predominantly represented by the symptom of emotional exhaustion. Data obtained through one-way analysis of variance based on the countries of residence of the subjects indicate significant differences among the groups of respondents in terms of depersonalization, reduction of personal achievements, and professional burnout as a whole (see Table 2).

Table 2

Descriptive statistics (mean/standard error) and comparison results for four groups of respondents (RF, RK, KR and RB)

	RF	RK	KR	RB	F	η^2	RF-RK	RF-KR	RF-RB	RK-KR	RK-RB	KR-RB		
	Mean/standard error						Post hoc comparisons							
Age	44,3/ 0,15	44,4/ 0,27	41,7/ 0,26	36,0/ 0,23	11,1	0,070	0,918	0,131	0,001	0,128	0,001	0,001		
Experience	14,7/ 0,10	14,7/ 0,19	11,9/ 0,18	10,6/ 0,19	7,22	0,046	0,999	0,020	0,001	0,015	0,001	0,261		
Burnout	56,0/ 1,05	55,5/ 2,15	52,0/ 1,67	50,1/ 1,99	3,2	0,020	0,850	0,120	0,003	0,140	0,003	0,450		
Emotional exhaustion	23,66/ 0,58	24,32/ 1,04	23,02/ 0,85	22,04/ 1,05	0,99	0,006	0,846	0,853	0,656	0,723	0,550	0,773		
Depersonalization	9,0/ 0,32	8,5/ 0,70	8,6/ 0,59	6,8/ 0,49	3,46	0,022	0,590	0,680	0,007	0,870	0,020	0,020		
Achievement reduction	23,4/ 0,37	22,7/ 0,81	20,3/ 0,62	21,3/ 0,75	6,69	0,042	0,430	0,001	0,020	0,010	0,110	0,270		
Self-efficacy	30,94/ 0,28	31,86/ 0,62	32,02/ 0,62	31,23/ 0,23	1,14	0,008	0,657	0,618	0,881	0,935	0,743	0,703		

Note: F is the empirical value of the analysis of variance; η^2 is the partial eta-square (effect size) for post-hoc comparisons (Duncan's test); only statistical significance levels are given.

We present the mean values of the parameters indicated in Table 2 along with the standard errors of the mean (Table 3).

However, the most reliable differences are observed concerning age, teaching experience, and the fact of working with children with special educational needs (SEN). There are no significant differences in emotional exhaustion as a component of professional burnout and self-efficacy.

The data presented in the table indicate that participants working in the Republic of Belarus (RB) exhibit a lower degree of susceptibility to all subfactors of professional burnout compared to participants from other groups. This group demonstrates a lower overall indicator of professional burnout, despite the fact that the majority of them work with children with special needs. This phenomenon could be partially explained by the relatively younger age of the participants in this group. However, the Pearson linear correlation coefficient reveals a lack of significant correlation between the age of the participants and all studied parameters, both in the overall sample and within the subsets of participants residing in different countries. The results of the post-hoc analysis further suggest that the observed differences are predominantly attributable to the outcomes of participants from RB, who significantly differ in the subfactor of psychological burnout, specifically “depersonalization,” when compared to participants from other countries. Moreover, there is a no-

table distinction in overall professional burnout between participants from RB and those from the Russian Federation (RF) and Kyrgyz Republic (KR). Participants from RF and KR exhibit a high level of reduction in personal achievements. Notably, these individuals are older and possess more extensive work experience than the other groups. Let us consider the predictors of self-efficacy, including the level of emotional burnout, the age of the subjects, their work experience, and the presence or absence of experience working with children with special educational needs (SEN). The regression analysis revealed a significant inverse correlation between self-efficacy and emotional exhaustion, as well as a reduction in personal achievements across the overall sample (see Table 4) and within the subsamples distinguished by the countries of residence of the subjects.

Table 4

Regression Analysis Data with Self-Efficacy as the Dependent Variable for the Overall Sample (Highlighted Significant Coefficients)

Independent Variable	Regression Coefficient	Significance Level
Emotional Exhaustion	-2,07	0,04
Reduction of Personal Accomplishments	-14,04	0,00
Depersonalization	-0,98	0,33
Age	-0,04	0,97
Teaching Experience	0,41	0,68

Table 3

Regression analysis data with self-efficacy as a dependent variable for samples of subjects living in different countries (only significant coefficients are shown)

	RF	RK	KR	RB
	Standardized regression coefficients			
Emotional exhaustion	-0,15			-0,34
Reduction of achievements	-0,57	-0,48	-0,52	-0,62
Depersonalization			-0,28	
Coefficient of determination r^2	0,66	0,26	0,35	0,66

Subsequently, the results of two groups of participants were compared: teachers working with children with disabilities (i.e., those teaching in inclusive settings) and teachers not working with this category of children (110 and 72 individuals, respectively). Using the Student's t-test, no significant differences were found between the groups across all studied parameters: self-efficacy, sub-factors of professional burnout, and overall professional burnout. This finding applies both to the compared groups without differentiating the participants by their countries of residence and to the subgroups of participants residing in the Russian Federation, Kazakhstan, Belarus, and Kyrgyzstan. Participants working with children with disabilities in different countries showed the most notable differences in the parameters of "reduction of personal achievements" ($F=5.07$, $p=0.03$) and "self-efficacy" ($F=5.25$, $p=0.02$). According to the results of

post-hoc comparisons, the differences were attributed to the participants living in Kyrgyzstan, who exhibited a higher level of reduction in personal achievements and a high level of self-efficacy compared to other participants (see Figures 1 and 2).

The participants who do not work with children with disabilities across different countries exhibit the most significant differences in the parameter of "reduction of personal achievements" ($F = 3.50$, $p = 0.00$). According to the results of post hoc comparisons, the groups differ significantly from one another in pairs. Regression analysis of the overall sample of teachers revealed a negative impact of achievement reduction on self-efficacy ($t = -894$, $p = 0.001$). A similar correlation was observed in both subgroups of teachers. Thus, the presence or absence of experience working with children with disabilities does not exert an influence on self-efficacy.



Fig. 1. The level of reduction in personal achievements among subjects working with children with disabilities

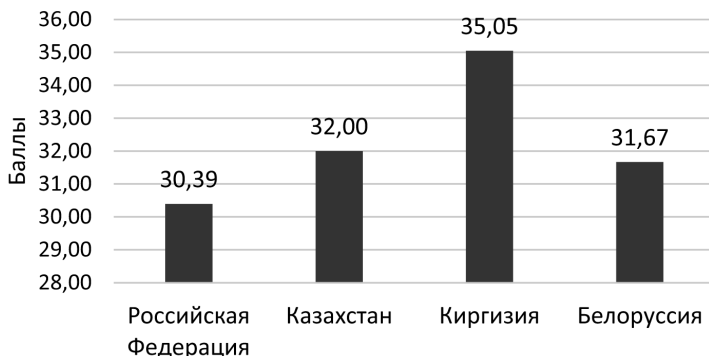


Fig. 2. The level of self-efficacy among subjects working with children with disabilities

cy. However, the inverse correlation between self-efficacy and achievement reduction has been reaffirmed. The participants who do not work with children with disabilities across different countries exhibit the most significant differences in the parameter of "reduction of personal achievements" ($F = 3.50, p = 0.00$). According to the results of post hoc comparisons, the groups differ significantly from one another in pairs. Regression analysis of the overall sample of teachers revealed a negative impact of achievement reduction on self-efficacy ($t = -894, p = 0.001$). A similar correlation was observed in both subgroups of teachers. Thus, the presence or absence of experience working with children with disabilities does not exert an influence on self-efficacy. However, the inverse correlation between self-efficacy and achievement reduction has been reaffirmed. An important finding is the absence of significant differences in the severity of burnout symptoms and self-efficacy between teachers working with children who have developmental disorders and those who do not. This phenomenon has been noted in previous studies as well [7]. The lack of differences may be attributed to the attention given to the training of teachers working in inclusive settings and the effectiveness of the training programs that educators in inclusive education undergo. Groups of teachers from various countries who instruct children with special educational needs (SEN) exhibit less variation in the studied parameters compared to groups of teachers who do not work with such children. It can be suggested that this is due to a common inclusive agenda being implemented across different countries, which renders the educational environment created for children with SEN somewhat universal. In samples of teachers from various countries, both those who work with children with disabilities and those who do not, the level of self-efficacy is found to be above average. This seemingly paradoxical result can be ex-

plained in the following way. Despite a seemingly stable understanding of self-efficacy as an individual's belief in their capabilities to solve professional tasks, the internal representation of this personal phenomenon is ambiguous, and the presence of this issue is documented in the literature [3]. The internal criteria for professional success are highly individualized. In the activities of school educators, it is likely that there exists a subjective "model" of self-efficacy that is more oriented towards the process of activity rather than the outcome. Furthermore, the perception of self-efficacy may vary for an individual across different types of activities and even in relation to different aspects of the same activity [9]. Both of these circumstances may influence how the respondents interpret the questions on the self-efficacy scale.

Conclusions

Self-efficacy should be considered not only as a predictor of professional burnout but also as a phenomenon dependent on its components. Practically, the data concerning the sub-factors of professional burnout as predictors of educators' self-efficacy are significant for consultative and training activities. The most detrimental effect on self-efficacy, as indicated by the aforementioned data, arises from reduction, or the complete or partial devaluation of one's professional achievements. Consequently, it can be inferred that efforts aimed at preventing this specific component are effective within the framework of influencing the process of self-efficacy development among educators. According to the obtained data, the age of educators and the duration of their professional activity do not have a significant impact on self-efficacy.

The cross-cultural differences of the studied phenomena, according to the research findings, are fragmented and do not permit the assertion of any stable trends.

References

1. Abdurahmanov R.A., Glebskaja O.V. K probleme jemocional'nogo vygoranija pedagogov obrazovatel'nyh uchrezhdenij [On the problem of emotional burnout of teachers of educational institutions]. *European research*, 2017, pp. 231—236.
2. Alehina S.V., Mel'nik Ju.V., Samsonova E.V., Shemanov A.Ju. Ocenka inkluzivnogo processa kak instrument proektirovanija inkluzii v obrazovatel'noj organizacii [Evaluation of the inclusion process as an instrument for designing inclusions in the educational organization]. *Psihologicheskaja nauka i obrazovanie = Psychological Science and Education*, 2021. Vol. 26, no. 5, pp. 116—126. DOI:10.17759/pse.2021260509
3. Bulynko N.A., Kolomejcev Ju.A. K probleme samojeffektivnosti lichnosti v psihologii [A. On the problem of personality self-efficacy in psychology], 2009, no. 3(24), pp. 38—44.
4. Vodop'janova N.E., Gusteleva A.N., Rodionova E.A. Sravnitel'nyj analiz krosskul'turnyh razlichij professional'nogo vygoranija rossijskih i izrail'skih uchitelej [Comparative analysis of cross-cultural differences in professional development of Russian and Israeli teachers]. *Terra Linguistica*, 2013, no. 184, pp. 111—118.
5. Vodop'janova N.E., Gustel'jova A.N. Vosprinimaemaja samojeffektivnost' i resursoobespechennost' kak faktory, prepjatstvujushhie professional'nomu vygoraniju [Perceived self-efficacy and resource availability as factors preventing professional burnout]. *Vestnik Tverskogo gosudarstvennogo universiteta. Serija: Pedagogika i psihologija* [Bulletin of Tver State University], 2013, no. 4, pp. 23—30.
6. Gvozdozenko A.A., Shevel'jova A.M. Vzaimosvjaz' jemocional'nogo vygoranija pedagogov s uvlechjonnost'ju rabotoj, samojeffektivnost'ju i balansom raboty i lichnoj zhizni [The relationship between emotional burnout of teachers, passion for work, self-efficacy, and work-life balance]. *Professional'nye predstavlenija: sbornik nauchnyh trudov* [Professional ideas: a collection of scientific papers], 2022, no. 1(14), pp. 135—144.
7. Kochetkov N.V. i dr. Aktual'nye zarubezhnye issledovanija professional'nogo vygoranija u uchitelej [Current foreign studies of professional burnout in teachers]. *Sovremennaja zarubezhnaja psihologija* [Modern foreign psychology], 2023. Vol. 12, no. 2, pp. 43—52. DOI:10.17759/jmfp.2023120204
8. Orjol V.E. Sindrom psihicheskogo vygoranija lichnosti [Syndrome of mental burnout of the individual]. Litres, 2015.
9. Pogorelov A.A. Samojeffektivnost' kak prediktor jeffektivnogo i bezopasnogo povedenija lichnosti [Self-efficacy as a predictor of effective and safe behavior of the individual]. *Izvestija Juzhnogo federal'nogo universiteta. Tehnicheskie nauki* [Bulletin of the Southern Federal University. Technical sciences], 2012. Vol. 129, no. 4, pp. 140—145.
10. Praktikum po psihologii menedzhmenta i professional'noj dejatel'nosti [Practical training in psychology of management and professional activity] / Pod red. G.S. Nikiforova, M.A. Dmitrievoj, V.M. Snetkova. Saint Petersburg: Rech', 2001. 448 p.
11. Romek V.G., Shvarcer R., Erusalem M. Russkaja versija shkaly obshhej samo-jeffektivnosti R. Shvarcera i M. Erusalema [Russian version of the general self-efficacy scale of R. Schwarzer and M. Jerusalem]. *Inostrannaja psihologija* [Foreign Psychology], 1996, no. 7, pp. 71—77.
12. Sobkin V.S., Fomichenko A.S. Samojeffektivnost' uchitelja i uchebnaja dejatel'nost' uchashhihsja (po materialam zarubezhnyh publikacij) [Teacher self-efficacy and students' learning activities (based on foreign publications)]. *Chelovek i obrazovanie* [Man and education], 2017, no. 4(53), pp. 176—183.
13. Starchenkova E.S., Vodop'janova N. Sindrom vygoranija: diagnostika i profilaktika: prakt. posobie. 2-e izd [Burnout syndrome: diagnostics and prevention: practical. manual. 2nd ed.]. Saint Petersburg: Piter, 2008. 258 p.
14. A. Dexter C., Wall M. Reflective functioning and teacher burnout: the mediating role of self-efficacy. *Reflective Practice*, 2021. Vol. 22, no. 6, pp. 753—765. DOI:10.1080/14623943.2021.1968817
15. An S., Tao S. English as a foreign language teachers' burnout: The predictor powers of self-efficacy and well-being. *Acta Psychologica*, 2024. Vol. 245. Article ID 104226. DOI:10.1016/j.actpsy.2024.104226

16. Bandura A. (ed.). *Self-efficacy in changing societies*. Cambridge university press, 1997. 315 p. DOI:10.1891/0889-8391.10.4.313
17. Beltman S., Mansfield C., Price A. Thriving not just surviving: A review of research on teacher resilience. *Educational research review*, 2011. Vol. 6, no. 3, pp. 185—207. DOI:10.1016/j.edurev.2011.09.001p
18. Friesen D.C., Shory U., Lamoureux C. The role of self-efficacy beliefs and inclusive education beliefs on teacher burnout. *Social Sciences & Humanities Open*, 2023. Vol. 8, no. 1, p. 100599. DOI:10.1016/j.ssaho.2023.100599
19. Gkontelos A., Vaiopoulou J., Stamovlasis D. Teachers' Innovative Work Behavior as a Function of Self-Efficacy, Burnout, and Irrational Beliefs: A Structural Equation Model. *European Journal of Investigation in Health, Psychology and Education*, 2023. Vol. 13, no. 2, pp. 403—418. DOI:10.3390/ejihpe13020030
20. Hassan O., Ibourk A. Burnout, self-efficacy and job satisfaction among primary school teachers in Morocco. *Social Sciences and Humanities Open*, 2021. Vol. 4, no. 1. Article ID 100148. DOI:10.1016/j.ssaho.2021.100148
21. Odanga S.J.O., Aloka P.J.O., Raburu P.A. Influence of marital status on teachers' self-efficacy in secondary schools of Kisumu County, Kenya. 2015. DOI:10.5901/ajis.2015.v4n3p115
22. Tian Y., Yungui G. How Does Transformational Leadership Relieve Teacher Burnout: The Role of Self-Efficacy and Emotional Intelligence. *Psychological Reports*, 2024. Vol. 127, no. 2, pp. 936—956. DOI:10.1177/00332941221125773
23. Weissenfels M., Benick M., Perels F. Can teacher self-efficacy act as a buffer against burnout in inclusive classrooms? *International Journal of Educational Research*, 2021. Vol. 109, p. 101794. DOI:10.1016/j.ijer.2021.101794
24. Wray E., Sharma U., Subban P. Factors influencing teacher self-efficacy for inclusive education: A systematic literature review. *Teaching and Teacher Education*, 2022. Vol. 117, p. 103800. DOI:10.1016/j.tate.2022.103800
25. Yildizli H. Structural Relationships among Teachers' Goal Orientations for Teaching, Self-Efficacy, Burnout, and Attitudes towards Teaching. *Journal on Efficiency and Responsibility in Education and Science*, 2019. Vol. 12, no. 4, pp. 111—125. DOI:10.7160/eriesj.2019.120402
5. *Водопьянова Н.Е., Густелёва А.Н.* Воспринимаемая самооффективность и ресурсообеспеченность как факторы, препятствующие профессиональному выгоранию // Вестник Тверского государственного университета. Серия: Педагогика и психология. 2013. № 4. С. 23—30.
6. *Гвоздовенко А.А., Шевелёва А.М.* Взаимосвязь эмоционального выгорания педагогов с увлечённостью работой, самооффективностью и балансом работы и личной жизни // Профессиональные представления: сборник научных трудов. № 1(14). 2022. С. 135—144.
7. *Кочетков Н.В. и др.* Актуальные зарубежные исследования профессионального выгорания у учителей // Современная зарубежная психология. 2023. Т. 12. № 2. С. 43—52. DOI:10.17759/jmfp.2023120204
8. *Орёл В.Е.* Синдром психического выгорания личности. Litres, 2015.
9. *Погорелов А.А.* Самооффективность как предиктор эффективного и безопасного поведения

- личности // Известия Южного федерального университета. Технические науки. 2012. Т. 129. № 4. С. 140—145.
10. Практикум по психологии менеджмента и профессиональной деятельности / Под ред. Г.С. Никифорова, М.А. Дмитриевой, В.М. Снеткова. СПб.: Речь, 2001. 448 с.
11. Ромек В.Г., Шварцер Р., Ерусалем М. Русская версия шкалы общей само-эффективности Р. Шварцера и М. Ерусалема // Иностранная психология. 1996. № 7. С. 71—77.
12. Собкин В.С., Фомиченко А.С. Самоэффективность учителя и учебная деятельность учащихся (по материалам зарубежных публикаций) // Человек и образование. 2017. № 4(53). С. 176—183.
13. Старченкова Е.С., Водопьянова Н. Синдром выгорания: диагностика и профилактика: практ. пособие. 2-е изд. СПб.: Питер, 2008. 258 с.
14. A. Dexter C., Wall M. Reflective functioning and teacher burnout: the mediating role of self-efficacy // Reflective Practice. 2021. Vol. 22. № 6. P. 753—765. DOI:10.1080/14623943.2021.1968817
15. An S., Tao S. English as a foreign language teachers' burnout: The predictor powers of self-efficacy and well-being // Acta Psychologica. 2024. Vol. 245. Article ID 104226. DOI:10.1016/j.actpsy.2024.104226
16. Bandura A. (ed.). Self-efficacy in changing societies. Cambridge university press, 1997. 315 p. DOI:10.1891/0889-8391.10.4.313
17. Beltman S., Mansfield C., Price A. Thriving not just surviving: A review of research on teacher resilience // Educational research review. 2011. Vol. 6. № 3. P. 185—207. DOI:10.1016/j.edurev.2011.09.001
18. Friesen D.C., Shory U., Lamoureux C. The role of self-efficacy beliefs and inclusive education beliefs on teacher burnout // Social Sciences & Humanities Open. 2023. Vol. 8. № 1. P. 100599. DOI:10.1016/j.ssaho.2023.100599
19. Gkontelos A., Vaiopoulou J., Stamovlasis D. Teachers' Innovative Work Behavior as a Function of Self-Efficacy, Burnout, and Irrational Beliefs: A Structural Equation Model // European Journal of Investigation in Health, Psychology and Education. 2023. Vol. 13. № 2. P. 403—418. DOI:10.3390/ejihpe13020030
20. Hassan O., Ibourk A. Burnout, self-efficacy and job satisfaction among primary school teachers in Morocco // Social Sciences and Humanities Open. 2021. Vol. 4. № 1. Article ID 100148. DOI:10.1016/j.ssaho.2021.100148
21. Odanga S.J.O., Aloka P.J.O., Raburu P.A. Influence of marital status on teachers' self-efficacy in secondary schools of Kisumu County, Kenya. 2015. DOI:10.5901/ajis.2015.v4n3p115
22. Tian Y., Yungui G. How Does Transformational Leadership Relieve Teacher Burnout: The Role of Self-Efficacy and Emotional Intelligence // Psychological Reports. 2024. Vol. 127. № 2. P. 936—956. DOI:10.1177/00332941221125773
23. Weissenfels M., Benick M., Perels F. Can teacher self-efficacy act as a buffer against burnout in inclusive classrooms? // International Journal of Educational Research. 2021. Vol. 109. P. 101794. DOI:10.1016/j.ijer.2021.101794
24. Wray E., Sharma U., Subban P. Factors influencing teacher self-efficacy for inclusive education: A systematic literature review // Teaching and Teacher Education. 2022. Vol. 117. P. 103800. DOI:10.1016/j.tate.2022.103800
25. Yildizli H. Structural Relationships among Teachers' Goal Orientations for Teaching, Self-Efficacy, Burnout, and Attitudes towards Teaching // Journal on Efficiency and Responsibility in Education and Science. 2019. Vol. 12. № 4. P. 111—125. DOI:10.7160/eriesj.2019.120402

Information about the authors

Elena V. Koneva, PhD in Psychology, Head of Department of General Psychology, Yaroslavl State University named after P.G. Demidov, Yaroslavl, Russia, ORCID: <https://orcid.org/0000-0001-6981-0341>, e-mail: ev-kon@yandex.ru

Asiya Kh. Kukubaeva, Doctor in Psychology, Professor of the Department of Social and Pedagogical Disciplines, Kokshetau University named after Abai Myrzakhmetov, Kokshetau, Republic of Kazakhstan, ORCID: <https://orcid.org/0000-0002-2865-3455>, e-mail: kukubaeva_2011@mail.ru

Galina O. Roshchina, PhD in Pedagogy, Associate Professor, Associate Professor of the Department of Biomedical Foundations of Defectology and Theory of Speech Therapy, Yaroslavl State Pedagogical University named after K.D. Ushinsky, Yaroslavl, Russia, ORCID: <https://orcid.org/0000-0003-4295-6775>, e-mail: g.roschina2020@mail.ru

Liliya S. Rusanova, PhD in Psychology, Associate Professor, Associate Director, Children's Assistance Center, Yaroslavl, Russia, ORCID: <https://orcid.org/0009-0004-7601-0181>, e-mail: lirusanova@yandex.ru

Информация об авторах

Конева Елена Витальевна, доктор психологических наук, доцент, заведующий кафедрой общей психологии, ФГБОУ ВО «Ярославский государственный университет им. П.Г. Демидова» (ФГБОУ ВО ЯрГУ), г. Ярославль, Российская Федерация, ORCID: <https://orcid.org/0000-0001-6981-0341>, e-mail: ev-kon@yandex.ru

Кукубаева Асия Хайрушевна, доктор психологических наук, профессор, профессор кафедры социально-педагогических дисциплин, Кокшетауский университет имени Абая Мырзахметова, г. Кокшетау, Республика Казахстан, ORCID: <https://orcid.org/0000-0002-2865-3455>, e-mail: kukubaeva_2011@mail.ru

Рощина Галина Овсеповна, кандидат педагогических наук, доцент, доцент кафедры медико-биологических основ дефектологии и теории логопедии, ФГБОУ ВО «Ярославский государственный педагогический университет им. К.Д. Ушинского» (ФГБОУ ВО ЯГПУ им. К.Д. Ушинского), г. Ярославль, Российская Федерация, ORCID: <https://orcid.org/0000-0003-4295-6775>, e-mail: g.roschina2020@mail.ru

Русанова Лилия Сергеевна, кандидат психологических наук, доцент, заместитель директора, ГОУ Ярославской области «Центр помощи детям», г. Ярославль, Российская Федерация, ORCID: <https://orcid.org/0009-0004-7601-0181>, e-mail: lirusanova@yandex.ru

Получена 06.08.2024

Received 06.08.2024

Принята в печать 29.10.2024

Accepted 29.10.2024