

Teachers' Personality Traits and Work Stress Tolerance



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ABSTRACT: The personality qualities of teachers are crucial because they work with a wide range of students. This study aimed to determine the personality traits and work stress tolerance of teachers in three secondary schools in the west ii district of the division of Cagayan de Oro City during the school year 2023-2024. Specifically, the study sought to identify teachers' personality traits based on extroversion, agreeableness, conscientiousness, neuroticism, and openness, determine the level of teachers' work stress tolerance, and identify the significant relationship between teachers' personality traits and work stress tolerance. The study employed a descriptive-correlational and causal method using an adapted and modified survey-questionnaire. Conducted to 101 respondents who were selected through stratified random sampling using the Slovin's formula. Descriptive statistics were utilized like, mean, standard deviation, Pearson product moment correlation coefficient and multiple linear regression. The study revealed that teachers most of the time possess conscientiousness personality traits and are uncertain about extroversion. Students with lack of learning motivation caused teachers to get stressed. Neuroticism personality trait has a significant relationship with work stress tolerance. Thus, teachers may proactively develop and share strategies for motivating students and may establish personalized stress management programs that cater to individuals with higher neurotic tendencies.

KEYWORDS: neuroticism, teachers' personality traits, work stress tolerance

I. INTRODUCTION

The school is vital for molding learners' future since it provides them with the knowledge and abilities essential for success. Teachers are one of the most important parts since they act as catalyst for students' academic success. Their responsibility goes beyond not only imparting knowledge; they also serve as facilitators, inspiring pupils to realize their greatest potential. Given the importance of their impact it is essential for teachers to have a wide range of abilities so they can bring out the best in each student.

Teachers' personality traits are very important because they deal with human beings who are the learners. As defined by Diener et al. (2019) personality traits encompassed the distinctive patterns of thoughts, emotions, and actions that individuals exhibit. These traits indicated a sense of coherence and durability in one's behavioral tendencies. According to Bleidorn et al. (2019), personality traits have a strong influence on various aspects of life, such as education, work, relationships, health, and overall well-being. The acknowledged significance of these traits has led to inquiries regarding their relevance in shaping policies which aimed at enhancing human welfare. Historically, the utilization of personality traits in practical settings has relied on their capacity to forecast desirable outcomes, often if these traits remain stable over time.

Everybody goes through periods of stress every day. Most of the time, the stressor is not the one that causes the most issues rather, how the individual responds to the stressors. The body responds in three ways: physically, mentally, and psychologically to stress. The impact of stress on an individual depends on how they react to those events (Van Cleve, 2019).

Teachers, like all human beings, exhibit diverse approaches to managing stress. It is crucial that they acquire the ability to cope effectively with stress to ensure that it does not impede their performance as facilitators of learning. Every successful school organization would rely on how efficient and effective teachers manage to handle and complete their tasks to perform better.

However, a notable gap in the existing literature is the limited exploration of how these specific personality traits collectively impact teachers' stress within the context of identified schools namely Bulua National High School, Patag National High School - Bulua Annex, and Iponan National High School. The unique dynamics and work environments of each school may

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contribute to variations in stress levels among teachers, making it crucial to investigate how individual personality traits intersect and affect stress in this specific group of teachers.

Notably, the complex interplay between teachers' personality traits and their work stress presents a significant problem in the aforesaid schools. Understanding how individual characteristics such as Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness impact the ability of educators to handle stress is essential for creating supportive and effective teaching environments. The challenge lies in the complicated balance between these traits, as certain personality characteristics may either enhance or hinder a teacher's capacity to cope with the demands of their profession. This problem becomes particularly pronounced when considering the diverse range of personalities within a teaching staff and the potential impact on overall work stress levels. Addressing this issue is crucial for developing tailored interventions, training programs, and support mechanisms that cater to the individual needs and traits of teachers, ultimately fostering a resilient and empowered teaching environment.

With that, the researcher seeks to examine the influence of personality traits, namely Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness, on the stress tolerance of secondary school teachers.

This study utilized the theory known as the "five basic personality traits". The system that benefited from this strategy the most was "The Big Five" or the "Five-Factor Model" originated with renowned psychologists like Goldberg (1990); McCrae & John (1992); and McCrae and Costa (1987). The five major personality traits which include Extroversion, Agreeableness, Conscientiousness, Neuroticism and Openness originated from this (Diener et al., 2019).

Extroversion is a trait commonly identified as people who get their energy and thrive in social situations. They are a characteristic that is frequently seen in everyday life. After years of social interaction, this, along with traits like talkativeness, assertiveness, and a high degree of emotional expressiveness, has made extraverted people easily recognizable. While agreeableness tends to exhibit traits like kindness, trustworthiness, generosity, and affection. High agreeableness individuals frequently exhibit prosocial behaviors, which suggests a propensity to help others. Characteristics like cooperativeness, sharing, and comfort fit the mold of highly agreeable personalities. On the other hand, conscientiousness includes traits like thoughtful planning, good impulse control, and deliberate action toward objectives. In contrast to neuroticism, which is characterized by depressive symptoms, mood swings, and emotional instability, high conscientiousness people are usually proactive in their planning and self-analysis, taking into account the possible effects of their actions on others. People with high neuroticism frequently experience anxiety, irritability, and mood swings. Sometimes misdiagnosed as antisocial behavior or more severe psychological disorders, neuroticism is a physiological and emotional response to stress and perceived threats in daily life. People who frequently display abrupt behavioral changes may be highly neurotic individuals responding to high levels of stress in their personal and professional lives.

II. METHODOLOGY

This study employed a descriptive- correlational and causal design to answer its research questions. The descriptive aspect attempted to establish the range and distribution of some social characteristics. In this study, this method helped the researchers identify the personality traits of the respondents such as extroversion, agreeableness, conscientiousness, neuroticism and openness. Determine the level of stress teachers experience at work and whether personality traits and the capacity to manage stress at work are significantly correlated. Using the correlational approach, the third research question of the study which examines the relationship between teachers' personality traits and their capacity to manage stress at work was addressed. The study used a quantitative research design. Quantitative research is the process of obtaining and compiling numerical data. It is employed to investigate correlations, find patterns and trends, average, forecast, and establish causal relationships (Bhandari, 2020). It also aimed to acquire information to systematically describe a phenomenon, situation, or population.

Moreover, a causal research design was also used to determine which of the Independent Variable/s singly or in combination influence/s singly or in combination the Dependent Variable. Causal research design explains the cause and effect of the research. It tells the impact of change of one or more variables to the other. (*Causal Research: Definition, Examples and How to Use It*, 2024).

For thorough data analysis and treatment, the researcher made use of statistical tools to ascertain the extent of teachers' personality traits as viewed by teachers in terms of extroversion, agreeableness, conscientiousness, neuroticism and openness and their stress like mean and standard deviation were used. Additionally, Pearson Product Moment (r) was utilized to determine the significant relationship between teachers' personality traits and work stress and Multilinear Regression was used to identify which Independent Variable/s influence/s singly or in combination the Dependent Variable.

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III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' personality traits in terms of:

- 1.1 Extroversion,
- 1.2 Agreeableness,
- 1.3 Conscientiousness,
- 1.4 Neuroticism, and
- 1.5 Openness to Experience?

Table 1: Overall Teachers' Personality Traits

Variables	Mean	SD	Description	Interpretation
Extroversion	2.9	0.93	Sometimes	Neutral
Agreeableness	3.68	0.93	Most of the time	High
Conscientiousness	4.02	0.7	Most of the time	High
Neuroticism	2.93	0.92	Sometimes	Neutral
Openness to Experience	3.66	0.81	Most of the time	High
Overall	3.44	0.86	Most of the time	High

Note: 1.00 – 1.80 Very Low; 1.81 – 2.60 Low; 2.61 – 3.40 Neutral; 3.41 – 4.20 High; 4.21 – 5.00 Very High

Table 1 shows the overall level of teachers' personality traits. It reveals that it has an overall Mean of 3.44 with SD = 0.86, described as Most of the time and interpreted as High. The finding implies a degree of uniformity in these traits across the teaching cohort. Understanding this overall profile can guide educational institutions in tailoring support mechanisms and professional development initiatives. Recognizing the most prevalent traits, whether related to openness, reflective practices, imaginative thinking, or other dimensions, allows for targeted interventions that align with the collective disposition of the teaching community.

Conversely, the variable, *Conscientiousness*, has the highest Mean of 4.02 with SD = 0.70, described as Most of the Time and interpreted as High. The finding implies a prevalent and consistent inclination among teachers toward conscientious behaviors, such as being organized, diligent, and responsible. This is a positive trait that can positively impact teaching efficacy, classroom management, and overall professionalism. Acknowledging and reinforcing this conscientious trend can inform professional development programs, emphasizing skills related to effective planning, time management, and attention to detail. Accordingly, leveraging and supporting the conscientiousness observed in teachers, institutions can contribute to a strong and efficient teaching environment, ultimately benefiting both educators and the students they serve (Mount & Barrick, 2020).

Extroversion, on the other hand, had the lowest mean (2.90) and SD (0.93), meaning that it was sometimes neutral and described as such. The finding implies that teachers do not consistently exhibit extroverted characteristics, such as being outgoing or socially assertive. This indicates a degree of variability in extroverted traits among teachers. This finding has implications for understanding the social dynamics within the teaching profession. While a lower inclination towards extroversion may align with the introspective and reflective nature often associated with teaching, it is crucial for educational institutions to recognize and appreciate the diversity in social styles among educators.

According to McCrae (2018), providing a supportive environment that values both introverted and extroverted qualities can enhance collaboration, communication, and overall teacher well-being. Recognizing and accommodating these diverse social tendencies contributes to a balanced and inclusive teaching community, fostering a positive and effective educational atmosphere.

Problem 2. What is the level of teachers' work stress?

Table 2 shows the level of teachers' work stress. It reveals that it has an overall Mean of 2.88 with SD = 0.95, described as Sometimes and interpreted as Neutral. This implies that teachers encounter stressors periodically but not consistently. Recognizing this variability is crucial for educational institutions in designing targeted interventions and support systems. Finding suggests diversity in how teachers perceive and handle stress, emphasizing the importance of personalized approaches to well-being. By addressing work stress, institutions can contribute to a healthier and more resilient teaching workforce, ultimately enhancing the quality of education and the well-being of both teachers and learners.

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Table 2: Teachers' Work stress

Indicators	Mean	SD	Description	Interpretation
1. Students' learning problems such as lack of motivation often bring me stress.	3.37	0.9	Sometimes	Neutral
2. I am stressed for the security of students.	3.32	0.85	Sometimes	Neutral
3. I feel stressed for student psychological problem.	3.07	0.93	Sometimes	Neutral
4. I feel stressed for special needs of children.	2.99	0.89	Sometimes	Neutral
5. I have no way to deal with problems of some students.	2.35	0.85	Rarely	Less Stressed
6. I feel stressed for student individual difference.	2.47	0.9	Rarely	Less Stressed
7. Education reforms make me feel stressed.	2.78	1.05	Sometimes	Neutral
8. Student quality makes me stressed.	2.74	0.99	Sometimes	Neutral
9. The hard questions students asked make me feel stressed.	2.08	0.88	Rarely	Less Stressed
10. I feel overloaded.	3.03	1.07	Sometimes	Neutral
11. Many kinds of inspections or evaluations brings me stress.	3.13	1.01	Sometimes	Neutral
12. I feel stressed for promotion systems.	2.84	1.04	Sometimes	Neutral
13. Requirements of teaching and research gives me stress.	3.07	0.98	Sometimes	Neutral
14. Complain of parents make me feel stressed.	2.7	0.99	Sometimes	Neutral
15. I feel stressed that parents do not care their children.	3.33	1.05	Sometimes	Neutral
16. I feel stressed for responsibility for students every day.	2.81	1.04	Sometimes	Neutral
17. Irresponsible reports from media make me stressed.	2.77	1.03	Sometimes	Neutral
18. I've got enough return for my work.	3.07	0.8	Sometimes	Neutral
19. I feel overwhelmed for extra work.	3.05	0.96	Sometimes	Neutral
20. I feel stressed for promotions.	3.07	0.85	Sometimes	Neutral
21. It is hard for me to understand ideas of reforms.	2.76	0.84	Sometimes	Neutral
22. I feel stressed that knowledge changes so quickly.	2.69	0.86	Sometimes	Neutral
23. I often worry about student achievements.	2.8	1.02	Sometimes	Neutral
24. I feel stressed for teacher evaluation based on student achievement.	2.79	0.98	Sometimes	Neutral
Overall	2.88	0.95	Sometimes	Neutral

Note: 1.00 – 1.80 Not Stressed; 1.81 – 2.60 Less Stressed; 2.61 – 3.40 Neutral; 3.41 – 4.20 Stressed; 4.21 – 5.00 Very Stresses

Teachers' personality traits, the correlation with work stress suggests that certain personality traits may influence how teachers perceive, respond to, and manage stress in their professional roles. By recognizing these connections, strategies to assist educators in balancing their personal and professional lives and improving their general job satisfaction and output can be developed (Asaloei et al., 2020).

Additionally, a study on the relationship between primary school teachers' performance and work-related stress was carried out by Asaloei et al. (2020). Their study found that performance and stress at work are significantly inversely associated among elementary school teachers. It further concluded that the more teachers enjoy their life and their profession, the less pressure teachers feel.

Moreover, the indicator 1, *Students' learning problems such as lack of motivation often bring me stress*, has the highest Mean of 3.37 with SD = 0.90 which is described as Sometimes and interpreted as Neutral. The finding implies that teachers struggle with stress arising from learners' motivation issues. This indicates a shared experience among teachers, though with some variability in the intensity of this stressor. Addressing this concern is paramount for educational institutions aiming to support teachers' well-being and enhance instructional effectiveness. Developing targeted strategies for motivating learners, providing professional development in classroom management, and fostering a collaborative environment where teachers can share successful approaches may help mitigate the stress associated with learners' motivation problems.

According to Tolliver (2019), students' lack of motivation can be influenced by various factors, including personal challenges or external circumstances. Approaching the situation with empathy and a willingness to understand their perspectives, teachers' stress and coping suggest a need to recognize stress and understand its effects are important to the teacher interactions of implementing coping strategies.

Moreover, Rabago (2017) examined the Filipino teachers stress levels and coping strategies. The researcher revealed that there was a focus on elementary and secondary education regarding the various work-related concerns that teachers faced.

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Everyone's learning environment would be better and healthier if there was more happiness and less stress in the teacher-student relationship.

On the other hand, indicator 9, *The hard questions students asked make me feel stressed*, got the lowest Mean of 2.08 with SD = 0.88 and described as Rarely and interpreted as Less Stressed. The finding implies that teachers experience less stress due to challenging questions posed by students. This indicates some variability in individual responses, acknowledging that while this stressor is generally rare, there are educators who may find it more challenging. This insight is valuable for educators and educational institutions in shaping professional development strategies that focus on equipping teachers with effective methods for handling complex queries. It also emphasizes the need for fostering a supportive classroom environment where students feel encouraged to ask challenging questions, fostering a collaborative learning atmosphere. By addressing the stress associated with difficult students' questions, schools can enhance teachers' resilience and promote a more positive learning experience for both educators and students.

Accordingly, feeling stressed in response to challenging or difficult questions from students is a common experience among educators. It is essential to recognize that teaching is a dynamic and sometimes unpredictable profession, and students' inquiries can vary widely in complexity. Stress may arise from various factors, including a fear of not having the answer, concerns about maintaining authority, or the pressure to deliver accurate and comprehensive responses (Tolliver, 2019).

Problem 3. Is there a significant relationship between teachers' personality traits and work stress?

Table 3: Pearson's Correlation Test Between Teachers' Personality Traits and Work Stress

Teachers' Personality Traits	Work stress Tolerance			Decision
	r	p	Description	
Extroversion	0.113	0.813	WPC	Not Significant
Agreeableness	0.146	0.529	WPC	Not Significant
Conscientiousness	0.150	0.312	WPC	Not Significant
Neuroticism	0.559	0.036	MPC	Significant
Openness to Experience	0.010	0.138	WPC	Not Significant

Note: MPC = Moderate Positive Correlation

WPC = Weak Positive Correlation

R = r-value (Correlation Coefficient)

p = p-value (significant level) $p < 0.05$

The test reveals moderate positive correlation between Neuroticism and Work stress, and all other variables describe as weak positive correlation. If the teachers' personality traits variables change its direction the teachers' work stress also changes in the same direction.

The table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, only neuroticism vs work stress is significant at 0.05. In summary, taking it at the coefficient level, work stress tolerance is correlated to teachers' neuroticism personality traits, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected.

The findings suggest that changes in neuroticism are associated with corresponding changes in work stress, demonstrating a crucial link between individual personality characteristics and the ability to cope with workplace stress. This supports the rejection of the null hypothesis (H_0) and emphasizes the importance of considering teachers' personality traits in addressing and mitigating work-related stressors.

The moderate positive correlation between Neuroticism and Work stress suggests that as the level of Neuroticism increases, there is a corresponding increase in Work stress. This relationship implies that individuals with higher levels of Neuroticism may exhibit a higher work-related stress. Furthermore, the weak positive correlations observed with other personality traits indicate that, in general, as these traits increase, there is a slight increase in Work stress. While the correlations are weak, they still suggest a tendency for certain personality traits to be associated with a higher work-related stress.

Gregoire (2020) found that people with high levels of negative affectivity—a neuroticism-related concept—acquire a pessimistic outlook on both the outside world and them. This also aligns with the traits of neuroticism as outlined by Nicket et al. (2019), who claimed that low self-esteem and negative affectivity are just two of the traits that make up neuroticism.

In the result of Asaloei et al. (2020) about teachers' personality traits, the correlation with work stress suggests that certain personality traits may influence how teachers perceive, respond to, and manage stress in their professional roles. Identifying these relationships can create strategies to support teachers in maintaining a healthy work-life balance and enhancing their overall job satisfaction and performance.

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Problem 4. Which of the independent variable/s singly or in combination predict/s the dependent variable?

The table 4 presents regression analysis with moderating variables that predict the work stress of the teachers. It is hypothesized that the five (5) predictors will be positively associated with workplace factor where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictors of work stress. Results show that the 29% of the variance is explained by the five (5) predictors, $F(5,100) = 9.225$, $p < .001$. Moreover, neuroticism ($\beta = 0.581$, t -value = 5.935, p -value = 0.000) is positively having a relationship with the work stress tolerance.

It can be concluded that if the teachers' personality traits in terms of neuroticism by 1% it will also increase the work stress of the teachers by 58.1%. Such a correlation underscores the significance of understanding and addressing neuroticism as a potential factor predicting teachers' ability to get stressed with stressors, thereby informing targeted interventions aimed at strengthening teachers' well-being and resilience.

Table 4: Regression Analysis Between Teachers' Personality Traits and Work Stress Tolerance

Variables	UC		SC		Sig. (p-value)
	B	SE	β	t-value	
Constant	1.942	0.492		3.945	0
Extroversion	0.058	0.084	0.226	0.694	0.489
Agreeableness	-0.106	0.091	0.074	-1.166	0.247
Conscientiousness	0.005	0.123	0.25	0.038	0.97
Neuroticism	0.436	0.073	0.581	5.935	0
Openness to Experience	-0.038	0.102	0.165	-0.373	0.71
	R	R ²		f-value	Sig. (p-value)
Model	0.572	0.327		9.225	0

Note: R = Multiple R

R^2 = R Square

f -value = Variance of the sample means

p -value = significant level $p < 0.05$

UC = Unstandardized Coefficients

SC = Standard Coefficients

SE = Standard Error

β = Beta Coefficients

t -value = Test Statistics

B = Coefficients

Conversely, neuroticism demonstrates an adverse relationship with individual innovativeness and life satisfaction. Ultimately, the study highlights a positive correlation between individual innovativeness and life satisfaction perceptions (Ali, 2019). Taking it in the coefficient level, neuroticism is a good predictor of teachers' work stress with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the regression equation.

On the flip side, Extroversion ($\beta = 0.226$, t -value = 0.694, p -value = 0.489), Agreeableness ($\beta = 0.074$, t -value = -1.166, p -value = 0.247), Conscientiousness ($\beta = 0.250$, t -value = 0.038, p -value = 0.970), and Openness in Experience ($\beta = 0.165$, t -value = -0.373, p -value = 0.710), has no significant difference and has no relationship with teachers' work stress. This suggests that those variables are not good predictors of teachers' work stress. In addition, solely relying on these specific personality traits may not be sufficient in predicting or explaining variations in teachers' work stress. Teachers' capacity to handle the demands of their profession appears to be influenced by factors beyond these personality traits.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. Teachers are always prepared, meticulous, and dedicated to their work to have better lesson plans, classroom management, and student engagement. Additionally, they are constantly eager to learn new things by going to training sessions and seminars. Also act as a guardian and guidance counselor when in the classroom. They have big hearts and are willing to listen and understand their learners.

2. Due to a variety of skills developed through their work experiences teachers become flexible they can adjust to the various needs of their learners, demands of the administrators, and outside pressures.

3. Teachers inherently possess valuable personality traits that enhance their capacity to nurture and impart knowledge to learners effectively. Furthermore, teachers in this study have weaknesses and shortcomings that engender their work stress.

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4. Neuroticism personality trait often characterizes a teacher who has yet to fully adapt to life's experiences. Whether encountered in the classroom or in personal life, difficulties can significantly impact their teaching effectiveness. Such individuals may tend to perceive situations negatively, leading to increased stress levels in their role as educators.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations: what we can do with

1. Teachers could gain from employing techniques that make use of their conscientiousness and agreeableness to build strong bonds with learners and uphold high standards in their work. Their ability in the classroom may also be increased by providing them with personal development opportunities that address possible issues related to characteristics like neuroticism and extroversion.

2. Create a professional development opportunity such as training and workshop that centered on coping strategies and promoting well-being that would be helpful for teachers to manage stress more skillfully. Building an environment in schools that is encouraging and values the work that teachers do in order that teachers will become more resilient and feel more satisfied in their jobs Top of Form

3. In order to improve their work stress tolerance, teachers can investigate techniques that both maximize and lessen the negative effects of neuroticism on their health. Additionally, the administrators will draw attention to the need for specific support systems, like mental health resources or stress management programs, to help teachers deal with the difficulties that come with their jobs.

4. To help lessen the negative effects of neuroticism, teachers are encouraged to join trainings and workshops such as stress management workshops, mindfulness practices, and counseling services. Additionally, promoting a culture of empathy, understanding, and self-care within educational institutions can contribute to teachers' overall well-being and job satisfaction, ultimately enhancing their effectiveness in the classroom.

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