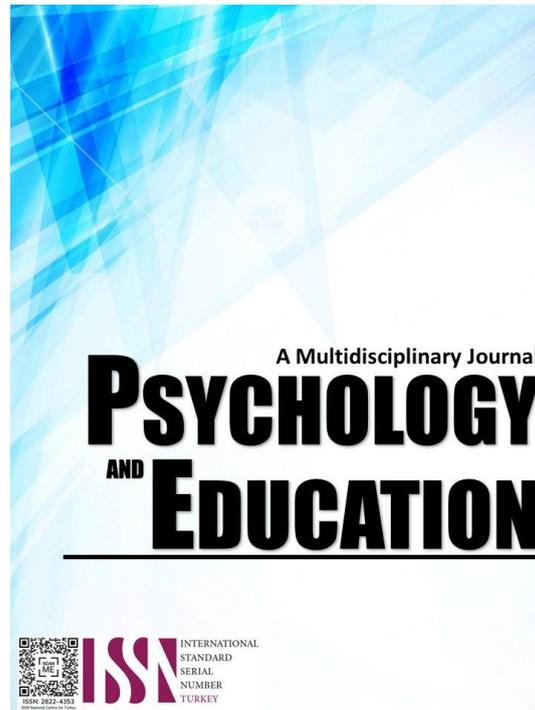


**PERSONALITY TRAITS, WORK-RELATED MENTAL  
STRESSORS, AND COPING MECHANISMS OF  
TOMAS CABILI NATIONAL HIGH SCHOOL  
TEACHERS IN THE NEW NORMAL**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

2023

Volume: 8

Pages: 1251-1264

Document ID: 2023PEMJ725

DOI: 10.5281/zenodo.7953799

Manuscript Accepted: 2023-20-5

## Personality Traits, Work-Related Mental Stressors, And Coping Mechanisms of Tomas Cabili National High School Teachers in the New Normal

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### Abstract

The main objective of this study was to determine the personality traits, work-related mental health stressors, and coping mechanisms of Tomas Cabili National High School teachers in the new normal during the School Year 2021 – 2022. A descriptive-correlational method was used. There were 68 respondents for this study, a complete enumeration of the school's whole teaching force. The research instrument was composed of three parts: the personality traits which were adopted from the International Personality Item Pool (IPIP) Big-Five Factors Markers developed by Goldberg; the work-related mental stressors adopted from the Health and Security and Executive (HSE) Management Standards (2019); and the coping mechanisms adopted from Ways of Coping Checklist (WCCL) of Lazarus and Folkman. Frequency and percentage distribution, average-weighted value, and Pearson product-moment correlation were used in the analysis of data. The consolidated results of the study revealed that most of the respondents' personality trait was conscientiousness. Their primary source of work-related mental stressors was on demands and their most preferred coping mechanism for stress was positive re-appraisal. Based on the gathered data, a personality traits and stress management program was proposed.

**Keywords:** *personality traits, coping mechanisms, new normal, mental stressors*

### Introduction

What your mind can conceive, your body can achieve. One's psychological well-being weighs significantly in the totality of his or her everyday activities, especially in the performance of his or her job. Teaching is a noble profession but is also one of the most demanding and stressful jobs. At times, this career leads to psychological and physiological pressures resulting in a deficiency in the quality of work the teacher can perform. School year 2021–2022 is one of the most challenging times in the lives of teachers. They were also casualties of the COVID- 19 Pandemic --- economic crisis, feeling of isolation, fear for their health, and a considerable shift and increase in their workloads. They were still expected to perform their duties as educators while risking their beings in the exigency of such service being public servants.

A massive amount of stressors experienced by teachers had substantial effects on the teachers' psychological well-being. When left unchecked, outcomes could be susceptibility to disease, sleep deprivation, personality disorder, and worst, depression. Since teachers were the most important workforce in the education institution, having an unhealthy mind and body would have an undesirable consequence on the delivery of quality service intended for enriching and empowering young minds of the society.

There is also a need to determine the personality traits of these mentors. It has been noted that a person's

ability to cope with encountered stress and come up with coping mechanisms to battle this mental struggle is largely affected by their personality. According to Dumitru and Cozman (2012), personality types were important factors in determining stress. These were capable of explaining how certain people manage to function for years while handling huge amounts of stress. Others collapse after several months under similar amounts of stress. For example, those with a high level of neuroticism were more likely to view life events as highly stressful, whereas those with a high level of extraversion were less likely to perceive life essences as stressful (Ebstrup et al., 2011). Therefore, "neuroticism was negatively related to the use of some effective coping styles such as problem-focused and active coping and positively associated with avoidance coping. Furthermore, extraversion is positively related to active coping styles like problem-focused coping styles and looking for social support. It predicted avoidance negatively" (Afshar et al., 2015, p.4).

Given all these scenarios, this study, therefore, aimed to determine the personality traits, work-related mental health stressors, and coping mechanisms of Tomas Cabili National High School teachers in the new normal during the School Year 2021 – 2022. As a teacher whose experience covers 7 years both in private and public schools, the researcher has been a bare witness and direct victim of work-related mental stress. His ability to endure various stress levels in two different working environments provides him with the integrity to propose and suggest personality traits and stress management programs. These can be valuable



and helpful to his co-mentors in the workplace. Lastly, as a Social Science teacher, he holds the social responsibility in his school to spread awareness about the importance of properly managing stress as an effective tool for the delivery of quality education to the learners.

### Research Questions

This study aimed to determine the personality traits, work-related mental health stressors, and coping mechanisms of Tomas Cabili National High School teachers in the new normal in School Year 2021 – 2022. Specifically, the study answered the following questions.

1. What are the personality traits of the respondents in terms of
  - 1.1. extraversion;
  - 1.2. agreeableness;
  - 1.3. conscientiousness;
  - 1.4. openness to experience; and
  - 1.5. neuroticism?
2. What are the work-related mental stressors of the respondents in terms of
  - 2.1. demands;
  - 2.2. control;
  - 2.3. support;
  - 2.4. relationships;
  - 2.5. role; and
  - 2.6. change?
3. What are the coping mechanisms of the respondents relative to work-related-mental stress?
4. Is there a significant relationship between the respondents' personality traits and coping mechanisms?
5. Is there a significant relationship between the teachers' work-related mental stressors and their coping mechanisms?
6. What personality traits and stress management program can be designed based on the results of the study?

### Methodology

This chapter provides a brief discussion of the research methodology regarding the research design, research environment, respondents of the study, research instruments, data gathering procedures, and statistical tools.

### Research Design

The study used the descriptive-correlational research design. Descriptive research was used to describe the personality traits as well as the work-related mental health stressors that the respondents have experienced. In addition, such a research design was utilized in describing the coping mechanisms of the teachers towards stress. This study also used a correlational research design to determine the significant relationship between work-related mental stressors and the coping mechanisms of the respondents.

### Research Environment

The study was conducted at Tomas Cabili National High School, one of the schools under the West I District of the Division of Iligan City. The school had 68 teaching personnel and 8 non-teaching staff gearing towards its main goal of being the “center of excellence” that is why it garnered recent major accomplishments like being a 2nd Place winner in the 2020 Brigada Eskwela and a recipient of the 2020 Best School Implementer of the Learning Delivery Modality under the Modular Distance Learning Category both in the division level. With a total learners' enrollment population of 1,416 for Junior High School and 402 for Senior High School in the school year 2021 – 2022, this institution was categorized as a Mega School and was located at barangay Tomas Cabili, Iligan City.

According to the National Education Union (2009), schools with more than 500 pupils do not only affect the quality of teaching and learning but also affect the stress levels of the teachers. This situation makes it hard for teachers to deal with behavioral problems and give individual support to those students. Tomas Cabili National High School which was considered a mega school, could also be a venue wherein work-related mental stressors were absorbed by its teachers.

### Respondents

The respondents of this study were the teachers of Tomas Cabili National High School, where the researcher was also assigned and stationed. The school currently had 68 teaching personnel for the school year 2021 – 2022 wherein 21 were males and 47 were females. A complete enumeration of the respondents was used in the study.

### Research Instruments and Their Validity

This research adopted three survey questionnaires: the

IPIP Big-Five Factors Markers by Goldberg (1992), the HSE Management Standards Indicator Tool (2019), and the Ways of Coping Checklist (WCCL) by Lazarus and Folkman (1984).

### **International Personality Item Pool (IPIP) Big-Five Factors Markers**

The International Personality Item Pool (IPIP) Big-Five Factors Markers was a tool developed by Goldberg in 1992 used to measure five stand-out personalities: extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience. The big five personality traits were the best accepted and most used model of personality in academic psychology. This personality test helped the respondents understand why they acted the way that they did and how their personality was structured. The first part of the instrument consisted of 50 items that the respondents rated on how true they were about them on a four-point scale where 1=disagree, 2=slightly disagree, 3=slightly agree, and 4=agree.

### **Health and Security and Executive (HSE) Management Standards**

The second part of the questionnaire was adopted from the Health and Security and Executive (HSE) Management Standards (2019) approach which covered six key areas of work design (stressors) that, if not properly managed, were associated with poor health and well-being, lower productivity, and increased sickness absence. The stressors were: demands, control, support, role, relationships, and change. Through a four-point scale where 1=never, 2=seldom, 3=sometimes, 4=always, the responses defined the characteristics or culture of the school where the risks of work-related stress were being effectively managed and controlled.

This 35-item questionnaire was categorized into 6 sub-categories: items 3, 6, 9, 12, 16, 18, 20, 22 for demands; items 2, 10, 15, 19, 25, and 30 for control; items 8, 23, 29, 33, 35, 7, 24, and 27 for support; items 5, 14, 21, and 34 for relationships; items 1, 4, 11 13, and 17 for role; and items 26, 28, and 32 for change.

### **Ways of Coping Checklist (WCCL)**

The last section, the Ways of Coping Checklist (WCCL) was based on Lazarus and Folkman's (1984) transactional model of stress and coping. This model viewed stress as a relationship between the person and the environment that taxed or exceeded the person's resources and endangers his or her well-being. This

questionnaire contained 51 items drawn from the existing measures with eight sub-scales: confronting coping, question 1 – 6; distancing, question 7 – 12; self-controlling, question 14 – 20; seeking social support, question 21 – 26; accepting responsibility, question 27 – 30; escape-avoidance, question 31 – 38; planful problem solving, question 39 – 44; and positive re-appraisal, question 45 – 51. A four-point response scale was used from 1 'Not used' to 4 'Used a great deal'. The most prevalent coping mechanism of the respondents was then identified through the sub-scale which garnered the highest mean score. These research instruments were validated through a pilot test conducted at Tomas Cabili Central School. Fifteen teaching personnel were chosen as respondents for this activity.

### **Data Gathering Procedures**

The researcher personally conducted the study and facilitated the gathering of data. The data gathering process was done in this manner: after complying with the protocols in asking permission to conduct the study, the researcher proceeded in conducting the study with the respondents. Before the researcher handed out the survey questionnaires to his co-teachers at Tomas Cabili National High School, he provided an orientation to the respondents as to the objectives of the study and how to appropriately answer the questionnaires. He then gave a considerable amount of time for the respondents to answer the instrument. With estimated days of 5, the results were collated and submitted to a reliable statistician to process the gathered data.

### **Results and Discussion**

This chapter presents the findings and analysis of the data generated from the responses of the respondents. The respondents were composed of 68 teachers from Tomas Cabili National High School, West I District, Division of Iligan City, Department of Education. The respondents were given a questionnaire composed of three parts to measure the following: the respondents' personality traits, work-related mental stressors, and coping mechanisms.

**What are the personality traits of the respondents in terms of extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism?**



Table 1. *Personality Traits of the Respondents*

Personality Traits	Frequency	Percentage (%)
Extraversion	3	5
Agreeableness	18	26
Conscientiousness	23	34
Openness to Experience	17	25
Neuroticism	7	10
Total	68	100.0

Table 1 shows the frequency and percentage distribution of the respondents' personality traits. As presented, 34% or 23 respondents had a personality trait of conscientiousness, 26% or 18 of them had agreeableness, 25% or 17 of the respondents possessed the personality trait of neuroticism, 10% or 7 had an openness to experience, and 5% or 3 were extraversion. Therefore, most of the respondents' personality trait was conscientiousness.

According to Huang et al. (2017), "individuals high on conscientiousness were highly motivated, trustworthy, and organized, (p.2)". This was beneficial to the school and the whole organization of the educational system as these teachers were competent employees and had positive effects on the delivery of quality service. These claims were supported by Robbins et al. (2018) who said that among the big five personality traits, it was conscientiousness that had the biggest influence on job performance because people who had this trait were likely to have higher levels of job-related knowledge and conscientious individuals could learn more.

On the other hand, individuals whose personalities were extraversion were very enthusiastic, full of energy, and enjoyed being with people (Tamban et al., 2017). Though these are positive emotions, it was noticeable from the data herein that it got the lowest response from the respondents. It was because, in an environment that demanded so much social

interaction, it made so difficult for teachers to find quiet space to decompress and reflect (Godsey, 2016). As a result, it was easier to be a teacher as an introvert. There was so much silence and solitude in it.

**What are the work-related mental stressors of the respondents in terms of demands, control, support, relationships, role, and change?**

Table 2. *Work-related Mental Stressors of the Respondents*

Work-related Mental Stressors	Weighted Mean	Standard Deviation	Verbal Interpretation
Demands	2.54	0.89	High in Stress
Control	1.75	0.69	Low in Stress
Support	1.72	0.77	Low in Stress
Relationships	1.89	0.87	Average in Stress
Role	1.47	0.62	Low in Stress
Change	2.02	0.84	Average in Stress

Table 2 shows the weighted mean and standard deviation distribution of the respondents' work-related mental stressors. Data showed that the respondents' level of stress on demands was high with a weighted mean of 2.54, the weighted mean of 2.02 on change interpreted as average in stress as well as on relationships with a weighted mean of 1.89, low in stress on control with a weighted mean of 1.74, 1.72 for support, and 1.47 for the role. Hence, the highest source of work-related mental stressors for the respondents was on demands.

The COVID-19 Pandemic drastically changed the educational landscape. The teaching-learning process shifted from a face-to-face interaction between the teacher and the learner into a distance learning modality. Not that it only changed the mode of instructions, but as well as the workload of the teachers. The implementation of various learning modalities like Radio-based Instruction, Online Distance Learning, and Modular Distance Learning added a massive amount of stressors to the teachers. This was evident in the data shown on the table wherein "demands" garnered the highest weighted mean score and was supported by the research of Clipa (2017) wherein 72% of his respondents claimed that the teachers' stress sources could be from rapid changes in the system.

According to Mingoa (2017), "the most common sources of stress for Filipino teachers were as follows: having too much paperwork; ... insufficient salary;



oversized classes; and being too busy including simultaneous activities” (p.3). The need to work intensively and very fast different work demands to meet unachievable deadlines piled up into unrealistic time pressures which resulted in a high level of stress.

However, it is important to note that out of six work-related mental stressors, only one stressor was considered significant as the other five indicators were ranging from low level to average only. A significant contributor to this was the personality traits of the teachers. The result of the study of Salaudin et al. (2014) showed that teachers whose personality traits were ... agreeableness and conscientiousness become excellent teachers, especially when encountering challenges and complex work. He added that personality played an important role in the way of thinking, feeling, and relating to other people. May it be noted that the two highest personality traits of the respondents were conscientiousness and agreeableness.

Consistent with prior research, “higher levels of conscientiousness ... were associated with fewer stressors, as were higher levels of agreeableness. Higher levels of neuroticism and openness were associated with experiencing a greater number of stressors” (Leger et al., 2016, p.11).

**What are the coping mechanisms of the respondents relative to work-related-mental stress?**

Table 3. *Coping Mechanisms of the Respondents*

<i>Coping Mechanisms</i>	<i>Mean</i>	<i>Standard Deviation</i>
Confronting	2.37	0.88
Distancing	2.62	0.83
Self-controlling	2.80	0.77
Seeking Social Support	3.06	0.76
Accepting Responsibility	3.10	0.73
Escape-avoidance	2.28	0.89
Planful Problem Solving	3.10	0.64
Positive Re-appraisal	3.42	0.69

Table 3 shows the mean and standard deviation distribution of the coping mechanisms of the

respondents. As presented in this table, positive re-appraisal had a mean score of 3.42, planful problem-solving and accepting responsibility both had a mean score of 3.1, seeking social support was 3.06, and the score for self-controlling was 2.62, 2.37 for confronting coping, and escape-avoidance had a mean score of 2.28. Thus, most of the respondents’ coping mechanism was positive re-appraisal.

Leger et al. (2016) emphasized that “individual differences in personality traits may influence appraisals of potentially stressful circumstances (p.3).” This meant that the respondents’ effectiveness to come up with coping responses to prevent, manage, or alleviate stress was largely associated with their distinct personalities. Abu -Alhija (2015) added that “stressors experienced by one teacher were unique to him or her and were reliant on the specific interaction between the teacher's personality, values, skills, and circumstances (p.375).” Therefore, the respondents’ perception of the degree to which situations were stressful and the ability to come up with coping mechanisms were affected by different factors. These included their environment and personality traits.

In this study, most of the respondents were conscientious individuals. These “conscientious persons, apart from competence, were characterized by prudence and dutifulness, which were foundations for direct remedial actions,” (Pollak et al., 2020, p.8). These characteristics were apparent in their coping mechanisms as accepting responsibility, planful problem-solving, and positive re-appraisal were the three with the highest mean scores. The ability to own up to personal mistakes, immediately make plans of action to come up with different solutions to the problem, and change something about oneself was evidence of the relevance of the respondents’ personality traits and their coping mechanisms.

These ideas were supported by Afshar et al. (2015). He noted that “conscientiousness was significantly positively associated with problem-focused coping and its various components like planning, restraint coping, and acceptance of responsibility. Agreeableness was positively associated with social support seeking, active coping, planning, and positive reappraisal, and negatively associated with self-blame, avoidance, and wishful thinking (p.7).” It may be assumed that individuals characterized by “reliability, conscientiousness, and fear of making mistakes reacted with stress in situations requiring them to meet high standards set for their own work” (Pollak et al., 2020, p.8).



**Is there a significant relationship between the respondents' personality and their coping mechanisms?**

Table 4. Relationship Between Coping Mechanisms and Personality Traits in Terms of Extraversion

Coping Mechanisms	r-value	p-value
Confronting	.272*	.025
Distancing	-.006	.960
Self-controlling	.166	.175
Seeking Social Support	-.107	.384
Accepting Responsibility	.018	.886
Escape-avoidance	-.108	.379
Planful Problem Solving	.149	.224
Positive Re-appraisal	-.072	.558

Table 4 shows the relationship between coping mechanisms and personality traits in terms of extraversion. Data showed that there was a significant relationship between the personality trait extraversion and confronting as its coping mechanism ( $r=0.272$ ,  $p=0.025$ ). This meant that individuals whose personalities enjoyed socializing with others and were comfortable expressing themselves in group situations (Soto, 2018) coped with stressful situations through any of the following actions: they did something which they did not think would work but at least they were doing something, tried to get persons responsible to change his or her mind, expressed anger to the person who caused the problem, took a big chance or did something risky, and let his or her feelings out somehow. This was because extravert individuals would prefer to utilize active coping like confronting the situation to come up with concrete solutions to the problem (Afshar et al., 2015). The corresponding hypothesis statement of this problem was rejected at the 0.05 level.

Table 5. Relationship Between Coping Mechanisms and Personality Traits in Terms of Agreeableness

Coping Mechanisms	r-value	p-value
Confronting	.173	.158
Distancing	-.100	.418
Self-controlling	.003	.980
Seeking Social Support	-.058	.640
Accepting Responsibility	-.052	.676
Escape-avoidance	-.070	.573
Planful Problem Solving	-.144	.242
Positive Re-appraisal	-.090	.466

Table 5 shows the relationship between coping mechanisms and personality traits in terms of agreeableness. As indicated in the table, there was no significant relationship between all the coping mechanisms and the personality trait agreeableness. This implied that individual traits of being considerate, friendly, generous, helpful, and willing to compromise their interests with others (Tamban et al., 2017) had no important effect on the listed coping mechanisms.

However, this did not mean that respondents whose personality trait was agreeableness could not cope with stressful events. Agreeableness was linked to low interpersonal conflict and thus less social stress (Carver et al., 2010) and therefore these types of people did not usually use these coping mechanisms. The corresponding hypothesis statement of the problem was not rejected at the 0.05 level.



Table 6. Relationship Between Coping Mechanisms and Personality Traits in Terms of Conscientiousness

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	-.021	.868
Distancing	.018	.885
Self-controlling	.026	.835
Seeking Social Support	.196	.109
Accepting Responsibility	.260*	.032
Escape-avoidance	.188	.124
Planful Problem Solving	.007	.953
Positive Re-appraisal	.061	.622

Table 6 shows the relationship between coping mechanisms and personality traits in terms of conscientiousness. As presented, there was a significant relationship between the specific coping mechanism of accepting responsibility and conscientiousness ( $r=0.260$ ,  $p=0.032$ ). Therefore, when confronted with stressful events, the respondents who innately preferred order and structure, worked persistently to pursue their goals and were committed to fulfilling their duties and obligations (Soto, 2018). They realized that they brought this problem to themselves. Thus, they chose to apologize and did something to make up with a promise that things would be different next time.

This assumption was consistent with the study of Afshar et al. (2015) which showed that conscientious individuals were significantly positively associated with problem-focused coping and its various components like planning, restraint coping, and acceptance of responsibility. The corresponding hypothesis statement of this problem was rejected at the 0.05 level.

Table 7. Relationship Between Coping Mechanisms and Personality Traits in Terms of Openness to Experience

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	.037	.762
Distancing	-.108	.382
Self-controlling	.067	.588
Seeking Social Support	-.096	.434
Accepting Responsibility	.065	.600
Escape-avoidance	.021	.865
Planful Problem Solving	-.015	.904
Positive Re-appraisal	-.024	.846

Table 7 shows the relationship between coping mechanisms and personality traits in terms of openness to experience. The table depicted that there was no significant relationship between personality trait openness to experience and the coping mechanisms listed above. This was in parallel to the study of Karimzade et al. (2011) which revealed that the correlation between openness and coping styles was not strong enough to predict the use of different coping styles.

A possible implication revealed that individuals with high openness to experience regulated their emotions comfortably and could accept the emotions of others better. "Openness to experience involved the tendency to be imaginative, creative, curious, flexible, attuned to inner feelings, and inclined toward new activities and ideas" (Carver et al., 2010, p.688). Therefore, the corresponding hypothesis statement of the problem was not rejected at the 0.05 level.



Table 8. Relationship Between Coping Mechanisms and Personality Traits in Terms of Neuroticism

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	.145	.237
Distancing	.003	.978
Self-controlling	.082	.506
Seeking Social Support	-.111	.368
Accepting Responsibility	-.020	.870
Escape-avoidance	-.064	.606
Planful Problem Solving	.028	.821
Positive Re-appraisal	-.075	.543

Table 8 shows the relationship between coping mechanisms and personality traits in terms of neuroticism. As presented in the table, there was no significant relationship between the enumerated coping mechanisms and neuroticism. Though neurotic individuals were prone to experiencing anxiety, sadness, and mood swings (Soto, 2018), they did not use some effective coping styles such as problem-focused and active coping (Afshar et al., 2015). Furthermore, “neuroticism was positively related to overall disengagement and all specific disengagement responses, particularly wishful thinking and withdrawal” (Carver et al., 2010, p. 691). They aimed at escaping from dealing with the stressor or the resulting distress emotions. Therefore, the corresponding hypothesis statement of the problem was not rejected at the 0.05 level.

**Is there a significant relationship between the teachers’ work- related mental stressors and their coping mechanisms?**

Table 9. Relationship Between Coping Mechanisms and Work-related Mental Stressors in Terms of Demands

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	-.098	.424
Distancing	.199	.104
Self-controlling	.062	.614
Seeking Social Support	.204	.095
Accepting Responsibility	.280*	.021
Escape-avoidance	-.008	.945
Planful Problem Solving	.232	.057
Positive Re-appraisal	.084	.494

Table 9 shows the relationship between coping mechanisms and work- related mental stressors in terms of demand. Data showed that there was a significant relationship between demand as the source of work-related mental stressors and accepting responsibility as its coping mechanism ( $r=0.280$ ,  $p=0.021$ ). This meant that when the respondents had to work intensively and very fast because they were confronted with unachievable deadlines and had too many tasks to do, they coped with the situation by criticizing themselves. Since they realized that they had brought these problems on themselves, they did something about it. They promised that things would be different next time. The corresponding hypothesis statement of this problem was rejected at the 0.05 level.



Table 10. Relationship Between Coping Mechanisms and Work-related Mental Stressors in Terms of Control

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	.087	.480
Distancing	-.136	.268
Self-controlling	-.023	.854
Seeking Social Support	-.133	.279
Accepting Responsibility	-.039	.751
Escape-avoidance	-.033	.791
Planful Problem Solving	.021	.866
Positive Re-appraisal	.014	.907

Table 10 shows the relationship between coping mechanisms and work-related mental stressors in terms of control. As indicated in the table, there was no significant relationship between all the coping mechanisms and the work-related mental stressors under the category control. Since the respondents had a low level of stress in this category (weighted mean=1.75) as shown in table 2, they had autonomy over how they carried out their job like deciding when to take a break or how they would want to do their work and even on their work speed. It was understood that they were less likely to use coping mechanisms for they were not always confronted with this kind of stressor. The corresponding hypothesis statement of the problem was not rejected at the 0.05 level.

Table 11. Relationship Between Coping Mechanisms and Work-related Mental Stressors in Terms of Support

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	.044	.722
Distancing	-.099	.421
Self-controlling	.095	.442
Seeking Social Support	-.036	.773
Accepting Responsibility	-.067	.585
Escape-avoidance	-.062	.614
Planful Problem Solving	-.067	.590
Positive Re-appraisal	-.010	.936

Table 11 shows the relationship between coping mechanisms and work-related mental stressors in terms of support. The table specified that there was no

significant relationship between the enumerated coping mechanisms and the work-related mental stressors under support. This suggested that the respondents could rely on their colleagues and school head's help when work got difficult. It was evident on their low level of stress on this stressor thus, had very little chance to resort to any of the identified coping mechanisms. Therefore, the corresponding hypothesis statement of the problem was not rejected at the 0.05 level.

Table 12. Relationship Between Coping Mechanisms and Work-related Mental Stressors in Terms of Relationships

<i>Coping Mechanisms</i>	<i>r-value</i>	<i>p-value</i>
Confronting	-.029	.816
Distancing	.105	.394
Self-controlling	-.056	.653
Seeking Social Support	-.252*	.038
Accepting Responsibility	.106	.391
Escape-avoidance	.029	.815
Planful Problem Solving	.006	.962
Positive Re-appraisal	-.124	.314

Table 12 shows the relationship between coping mechanisms and work-related mental stressors in terms of relationships. The table depicted that there was a negative correlation between the work-related mental stressors under the category of relationships and coping mechanism which was seeking social support ( $r=-0.252$ ,  $p=0.038$ ). This signified that when there was friction or anger between and among colleagues, the respondents neither talked to someone to find out more about the situation nor seek professional help from work to come up with concrete solutions to the problem. The corresponding hypothesis statement of the problem was rejected at the 0.05 level.



Table 13. Relationship Between Coping Mechanisms and Work-related Mental Stressors in Terms of Role

Coping Mechanisms	r-value	p-value
Confronting	.007	.952
Distancing	-.030	.806
Self-controlling	-.076	.538
Seeking Social Support	-.058	.639
Accepting Responsibility	-.059	.633
Escape-avoidance	-.137	.267
Planful Problem Solving	-.022	.860
Positive Re-appraisal	-.101	.411

Table 13 shows the relationship between coping mechanisms and work-related mental stressors in terms of role. As presented in the table, there was no significant relationship between the listed coping mechanisms and the work-related mental stressors under the role. This meant that the respondents were not able to use any of these coping mechanisms for the reason that they had a low level of stress in this category. It was because they were clear about what was expected of them at work and of their duties and responsibilities as teachers thus, they knew how to get their job done. Hence, the corresponding hypothesis statement of the problem was not rejected at the 0.05 level.

Table 14. Relationship Between Work-related Mental Stressors and Coping Mechanisms in Terms of Change

Coping Mechanisms	r-value	p-value
Confronting	.122	.322
Distancing	-.136	.269
Self-controlling	.242*	.046
Seeking Social Support	-.049	.693
Accepting Responsibility	.104	.398
Escape-avoidance	.212	.082
Planful Problem Solving	.003	.978
Positive Re-appraisal	-.029	.814

Table 14 shows the relationship between coping mechanisms and work-related mental stressors in terms of change. The data shown herein indicated the positive correlation between work-related mental stressors under change and self-controlling as its coping mechanism ( $r=0.242$ ,  $p=0.046$ ). This implied

that when stress was brought about by the sudden changes at work, the respondents kept others from knowing how bad things were. They did not act too hastily and tried to keep their feelings from interfering with other things too much. Therefore, the corresponding hypothesis statement of the problem was rejected at the 0.05 level.

**What personality traits and stress management program can be designed based on the results of the study?**

To address and understand the need of the respondents' personality traits and their relevance to coping mechanisms and work-related mental stressors, a 3-step teachers' wellness program was designed that will result in personality profiling and sustainable support for their psychological well-being. This program hopes to tackle the well-being of the teachers, as crucial caretakers of the learners in school which in return would have an underlying effect in maximizing the productivity of the respondents and eventual academic success of the learners. This program is a 3-day seminar-workshop on personality traits and stress management which would cater to and accommodate in identifying and understanding their personality traits and their work-related mental stressors.

Table 15. Matrix of Activities on Personality Traits and Stress Management Program

TIME	DAY 1	DAY 2	DAY 3
8:00 – 8:30	Registration		Management of Learning
8:30 – 9:00	Opening Program	Session 4: Your Personal Stress Profile: How Your Mind Sabotages Your Peace and Your Sense of Well-being	Session 8: Alternative Techniques in Managing Stress
9:00 – 9:30	Unfreezing Performance by Peer Counselors		
9:30 – 9:45		BREAK	
9:45 – 10:45	Session 1: Personality Traits and the Big 5 Personality of Goldberg	Workshop: Your Personality Stress Profile	Session 9: Homeopathic Approaches in Managing Stress



10:45 – 11:15	Workshop Identifying One's Personality Trait	Session 5: Managing Your Attitude and Protecting Yourself from Negativity	Workshop: Homeopathic Stress Management
		Journaling	Journaling
11:15 – 11:45	Open Forum and Evaluation		
11: 45 – 1:00	LUNCH BREAK		
1:00 – 2:00	Session 2: The Nature and Causes of Stress	Session 6: Relaxation Techniques and Exercising Your Sense of Humor for Stress Reduction	Closing Program, Feedback from the Teachers, and Distribution of Certificates
2:00 – 2:30	Workshop: Identifying Factors of Work-related Mental Stress	Workshop: Relaxation and Humor Exercise for Stress	
2:30 – 3:00	Open Forum and Evaluation		
3:00 – 3:15	BREAK		
3:15 – 4:00	Session 3: Mental/Psychosocial Effects of Work- related Stress	Session 7: Managing Conflicting Priorities, Multiple Bosses, and Unrealistic Expectations	Rest and Recreation
4:00 – 4:30	Workshop: Identifying One's Mental Psychological Effects of Work- related Stress	Workshop: (Conflicting Priorities and Expectations)	
		Journaling	
4:30 – 4:45	Open Forum		
4:45 – 5:00	HOUSEKEEPING		

The main objective of the seminar-workshop was to identify the personality traits of the teachers using the Big 5 Personality Traits of Goldberg, and how they would manage stress in their workplace based on their personality traits. The program would also classify each participant in terms of their personality trait and level of work-related mental stressors.

The facilitators of the seminar-workshop would be the proponent of this study and expert resource speakers in the field of psychology, guidance counseling, and occupational therapy. The topics of the activity include Personality Traits and the Big 5 Personality of Goldberg; Physical, Emotional, and Psychosocial Effects of Work-related Stress; Your Personality Test Profile: How Your Mind Sabotages Your Peace and Your Sense of Well-being; Managing Your Attitude

and Protecting Yourself from Negativity; Relaxation Techniques and Exercising Your Sense of Humor for Stress Reduction; Managing Conflicting Priorities, Multiple Bosses and Unrealistic Expectations; and Homeopathic Approaches in Managing Stress.

At every end of the topic, self-reflection journaling and other psychological activities would be conducted to ensure experiential learning on the participants' end. Before the seminar-workshop culminates, rest and recreation would also be done for the participants to immerse themselves in the topics and workshops conducted. In this way, it would warrant them the main objective of the program.

### Conclusion

In view of the findings of the study, the following implications were drawn:

The prevailing personality trait of most of the respondents was conscientiousness. Corker et al. (2011) described this personality trait as a “task- and goal-directed behavior, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks (p.2).” This was of great advantage in the school system as teachers who possessed this trait were self-directed individuals who had the initiative to provide quality basic education to their learners. Furthermore, conscientious individuals were known to have a positive response in handling stressful situations and were associated with fewer stressors.

Despite the noble efforts of our educators to deliver effective and efficient service to the children, the challenges brought about by the COVID-19 pandemic changed the educational landscape leading to a geographical gap between the learners and teachers, compromising the teaching-learning process. In addition, this dilemma added to the work-related mental stressors of the respondents. The result of this research showed that demand was the ultimate source of stress for teachers in these pressing times. This meant that because of different work demands that were hard to combine, the outcomes were unrealistic time pressures making our teachers stressed to work long hours to meet unachievable deadlines. The presence of various types of stressors in the routine life of a teacher made his or her life stressful. “It deteriorated his physical, mental and social health. As a consequence, the performance of a teacher went down and so the performance of the overall organization,” (Randhawa, 2010, p.3).

This led us to the need to identify possible coping mechanisms that could resolve issues of work-related mental stress among teachers. Though Nekoranec et al. (2015) suggested that the “the most direct way to cope with stress in the workplace was to change a source of problems, in effect elimination of the stressor (p.168).” The respondents of this study responded differently since the study revealed that their most-used coping mechanism was positive re-appraisal and accepting responsibility. Based on the theory of Lazarus et al. (1984), both of these coping mechanisms were emotion-focused coping. This type of coping strategy involved efforts to change one’s emotional response to the stressor. This meant that the respondents tended to make themselves feel better about a problematic situation without changing the problem itself or the perception of it.

These conclusions were also supported by data in which the results of this study showed that there was a significant relationship between work-related mental stressors and coping mechanisms. These findings were specifically in terms of demands and accepting responsibility, change and self-controlling, and relationships and seeking social support. Consequently, all of these coping mechanisms fall under the category of emotion-focused coping strategy. This was very alarming. Baqutayan (2015) claimed that the use of emotion-focused coping strategies avoided confronting the problem and had been reported to show a positive association with depression and a negative association with a satisfactory outcome. When left unchecked, this may affect not only the work outcomes expected from the teachers but also their wellness, especially their psychological well-being.

Therefore, the necessity to design a personality trait and stress management program that would fit the needs of the teaching personnel of the school should be prioritized. This program shall tackle these three important components: first, awareness and understanding of individual personality traits. Since everything begun with understanding oneself, this would allow teachers to know themselves more and navigate personal experiences away from stressful events. Second, identifying prominent work-related mental stressors. This would give them the idea of which problems affect their psychological well-being which then would result in proper planning and goal setting in the workplace. Lastly, introducing appropriate coping mechanisms. Different illnesses required various medications, and so does with stressors. Teachers needed to learn how to attack and resolve varying stressful situations in school. They

should protect their mental health thus, make them capable stewards of quality basic education.

Based on both the research findings and theoretical framework, the researcher, in his desire to find meaning in the effort of this study, submit the following recommendations for possible implications.

1. A focus on individual differences and personality traits is likely to prove useful for intervention efforts. Therefore, systematic research or assessment that continues to investigate what distinct individuals naturally do to succeed in coping with work-related mental stressors will provide clues as to the targets of interventions designed to promote success.
2. Since it is impossible to decrease the demands of the job, support to improve the working conditions should be provided instead, and counseling services after stressful events, for example, debriefing sessions and stress management training as these are among the approaches suggested being beneficial in reducing the teachers’ stress levels.
3. A support group for teachers should be established. This will become an environment where everyone can talk about their work-related stress without fear of judgment or discrimination.
4. Continuing education and career development should be actively promoted. Enrichment that is matched to the individual’s goals and desires could develop self-worth leading to a reduction in levels of stress.
5. School administrators should endeavor to increase their observational skills to detect increased stress levels or signs of burnout among their personnel in the early stages and to the sources of stress and reduce or eliminate them.
6. Teachers’ participation in crafting personality traits and stress management programs should be considered since this is particularly important for successful implementation because school heads, via consultations with the teachers, help to create a trustful atmosphere, in which employees do not fear to express their worries. Through this, the overall morale would be raised and adequacy and efficiency of the taken precautions will be ensured.
7. Personality researchers are encouraged to plan new studies focused on other coping mechanisms – serving as moderators and mediators between personality traits and well-being indicators.
8. Future researchers may conduct further research about this study on a much larger sample, coming from different locales to strengthen or find a weakness in the result of this study.

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