



PERSONALITY TRAITS, WORK-RELATED STRESSORS, AND COPING STRATEGIES AMONG FACULTY MEMBERS IN TOURISM DEPARTMENT

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Abstract

This study focused on the personality traits, coping mechanisms, and work-related mental stress experienced by instructors. The research, conducted through descriptive and correlational methods, involved 68 teaching staff members who completed three questionnaires: the HSE Management Standards Indicator Tool, the IPIP Big-Five Factors Markers, and the Ways of Coping Checklist. Results showed that conscientiousness was the most common personality trait, with many instructors exhibiting strategic planning, prioritization, and organization skills. The primary stressor identified was demands, followed by change and relationships. Coping strategies such as positive reframing and seeking social support were effective in managing stress. Significant correlations were found between certain coping methods and personality traits, suggesting that understanding individual characteristics can inform stress management interventions tailored to educators' specific needs.

Keywords: *personality traits, work-related mental stressors, coping mechanisms*

Introduction

Physical capability corresponds to mental conception. The psychological well-being of an individual significantly influences the entirety of their daily activities, particularly their job performance. Although teaching is a noble vocation, it is also among the most difficult and exhausting occupations. Occasionally, the demands of this profession induce psychological and physiological strains that compromise the teacher's ability to deliver work of satisfactory quality. The 2021–2022 academic year is among the most difficult in the history of educators. Amidst the COVID-19 pandemic, they also endured an economic downturn, a sense of isolation, apprehension regarding their well-being, and a substantial reorganization and escalation of their work responsibilities. Despite this, they were required to fulfill their responsibilities as educators despite the dangers they faced as public servants.

A wide range of situations that educators were confronted with had substantial effects on their mental well-being. Failing to attend to this matter could potentially lead to susceptibility to diseases, insufficient sleep, personality disorders, and, in the most grievous scenario, depression. Considering the critical nature of the personnel comprising the educational institution, educators whose mental and physical health is substandard would be unable to deliver services of the highest caliber that aim to educate and empower the community's youth.

Moreover, it is critical to determine the individual traits and qualities possessed by these mentors. Research has shown that an individual's disposition has a substantial impact on their ability to deal with stress and to develop effective coping techniques in order to overcome this psychological challenge. This has been proved through the findings of the research. According to Dumitru and Cozman (2012), the characteristics of an individual's personality have a substantial impact on the degree to which stress is experienced. The results of these studies were successful in shedding light on the manner in which certain individuals are able to sustain their functionality for years while being subjected to substantial amounts of stress. Others, after a period of several months, surrender to levels of tension that are comparable to their own. As an illustration of this, the results of a study that was carried out by Ebstrup and colleagues (2011) provide a good example. Those individuals who had a higher level of extraversion were shown to have a lower likelihood of experiencing any stressful life events, according to their exploration. However, people who had a higher level of neuroticism were more likely to view the events that took place in their life as being exceedingly stressful. This was the case regardless of the type of neuroticism they possessed. As a result of this, the employment of specific efficient coping strategies, such as problem-focused and active coping, have been shown to have a negative correlation with neuroticism. On the other hand, the deployment of avoidance coping has been shown to have a positive association with neuroticism. The relationship between extraversion and proactive coping strategies is a positive one.

This is because proactive coping techniques include problem-focused coping methods and requesting social support. Extraversion is associated with proactive coping mechanisms. It was decided that avoiding the situation would harm the outcome (Afshar et al., 2015).

Moreover, the goal of this research was to investigate the coping mechanisms, personality traits, and work-related mental health pressures that were faced by instructors. This research was conducted after the aforementioned situations were handled. This was done after the situation had returned to its normal state. When it comes to work-related mental suffering, the researcher is both a firsthand spectator and a victim. With seven years of experience in both private and public education, the researcher has encountered both. The individual possesses the moral authority to support and advise stress management techniques and personality qualities due to his exceptional capacity to bear varied degrees of stress in two distinct professional situations. This can potentially provide his colleagues with assistance and value in the context of the professional setting. In summation, as an educator of Social Sciences, he has a responsibility to enlighten his institution's community about the relevance of stress management as a practicable instrument for assuring that pupils obtain an education of superior quality.

Methodology

This study employed a correlational research design to explore the relationship between work-related mental stressors and coping methods among 48 faculty members. Three survey questionnaires were utilized: 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). The researcher oversaw data collection, ensuring participants understood the study's objectives and the questionnaire completion process. Participants were given ample time to complete the surveys, and data processing was delegated to a statistician, expected to be completed in five days.

Result and Discussion

Detailed presentations of the findings and interpretations of the data that were derived from the responses of the participants are included in this chapter. There were a total of 48 educators who participated in the survey. In order to evaluate the following factors, a questionnaire consisting of three parts was given to the participants. The questionnaire was designed to assess personality traits, mental stressors connected to work, and coping methods.

Table 1. *Relationship Between Personality Traits, Coping Mechanisms, And Work-Related Mental Stress*

Variables	r-value	p-value	Decision	Remarks
Personality Traits	.273*	.022	Reject Ho	Significant
Work-Related Mental Stress	-.006	.960	Do not reject Ho	Not significant

Note: *Correlation is significant at the 0.05 level

The link between coping techniques and extraverted personality traits is presented in Table 1, which may be found beneath the table. Based on the findings, it was determined that there is a correlation between the coping mechanisms and the personally trait. This correlation was found to be statistically significant ($r=0.273$, $p=0.022$), indicating that it is a meaningful association. This implied that individuals with sociable personalities and a propensity for open communication in group settings dealt with stressful circumstances as follows: they attempted to sway the responsible parties' opinions, vented their ire at the responsible party, assumed a substantial risk, or participated in an endeavor they were not certain would succeed but were making an effort to do so. The propensity of extraverted individuals to utilize proactive coping mechanisms, such as directly confronting challenges with the intention of producing concrete resolutions, may account for this phenomenon (Afshar et al., 2015). The corresponding hypothesis statement for this problem was rejected at a significance level of 0.05.

Conclusion

This study's findings revealed that the predominant personality trait among educators was conscientiousness, which significantly benefited the educational system by fostering proactive, self-driven individuals dedicated to providing quality education despite challenging circumstances. However, the COVID-19 pandemic has disrupted the educational landscape, leading to physical distance between students and teachers and exacerbating work-related mental stressors. Educators experienced heightened stress due to increased demands, unrealistic time constraints, and a convergence of professional obligations, resulting in detrimental effects on their physical, mental, and social health. The study highlighted the importance of identifying coping mechanisms to mitigate occupational stress. Participants exhibited a preference for emotion-focused coping strategies, such as positive self-evaluation and accepting accountability, indicating a tendency to manage their distress without resolving the underlying issues. The results underscored the significant link between work-related mental stressors and coping strategies, emphasizing the need for effective stress management programs tailored to educators' needs. These programs should focus on enhancing self-awareness, recognizing mental stressors, and employing appropriate coping mechanisms. Additionally, interventions should consider individual differences and personality traits, provide support services, foster a supportive environment, promote continuing education, and involve teachers in program development. Further research is recommended to explore alternative coping strategies and their impact on educators' well-being.

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