

INFLUENCE OF PERSONAL TRAITS, SCHOOL ENVIRONMENT, AND SOCIAL ENVIRONMENT ON TEACHERS' WORK STRESS IN HONGHE VOCATIONAL AND TECHNICAL COLLEGE

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Abstract

This study takes teachers in vocational and technical schools as the research object, and discusses the influence of general demographic data, personal traits, school environment, and social environment on work stress. This paper uses quantitative research methods and various statistical methods, including descriptive analysis, correlation analysis, and regression analysis, to investigate the relationship among demographic variables, personal traits, school environment, social environment, and work stress. Finally, based on these findings, some suggestions are put forward. The results of this study provide theoretical support for vocational and technical schools to help teachers formulate effective strategies to manage work stress in the current employment environment. By paying attention to key factors such as demographic variables, personal traits, school environment, and social environment, this research offers a theoretical basis for alleviating work stress and improving the well-being of vocational and technical school teachers.

Keywords: *Work Stress; Demographic Variables, Personal Traits, School Environment, Social Environment; Vocational-technical school*

1. Introduction

For a long time, the social perception of the teaching profession has been highly impressive. Most people view teaching as a stable career with guaranteed income and extended holidays, and the noble task of educating others garners respect. As a result, teaching has become an ideal career in the eyes of many. However, recent studies indicate that substantial proportions of teachers across various types do not experience this ideal well-being due to factors such as heavy work stress, salary concerns, blurred work-life boundaries, and relationships with schools, parents, and students. With the deepening of education system reforms, the impact of teachers' work stress on their performance, job burnout, and overall teaching quality has gained increasing recognition. Therefore, research on teachers' work stress has received growing attention in recent years. In the fast-paced environment of modern society, individuals face intense competition, and occupational stress has become a significant factor affecting physical and mental health and quality of life. Due to the unique nature of their role, teachers not only need to perform their daily teaching activities but also manage other complex and meticulous

tasks. This accumulation of stress hinders their work enthusiasm, affects their mental health, and subsequently impacts their teaching quality.

The prosperity and decline of a country are closely linked to the quality of its education system, which requires the support of many frontline teachers. The 2016 Education Newsletter from China's Ministry of Education highlighted that teaching is a complex and stressful job, where unmanaged stress can create a tense classroom atmosphere, affecting learning. Currently, with the frequent promotion of educational reforms, teachers are burdened with social expectations and routine administrative tasks. These pressures often prevent teachers from focusing entirely on teaching, ultimately affecting education quality. Herman (2020) noted that long-term teacher stress and poor coping abilities lead to job burnout, resulting in numerous negative consequences for the education system (1).

Teachers perform a variety of professional and complex tasks, including lesson planning, teaching, student counseling, parent-teacher communication, and administrative duties. Jerrim et al. (2020) observed that while most teachers have a low incidence of mental illness, 21.4% of primary and secondary school teachers suffer from mental health issues (2). Huang (2020) characterized "low happiness and low depression" as a state of reduced emotional, psychological, and social well-being without mental illness, a condition of incomplete mental health (3). Higgen (2020) also noted a negative correlation between teachers' work stress and happiness, underscoring the need to address both issues conjointly in education reform efforts(4).

Teachers are a vital part of the education system, and their working environment and quality of life directly affect their happiness. As an important educational institution, Honghe Vocational and Technical College values teachers' well-being, recognizing its significance in improving teaching quality and fostering professional development. Work stress and leisure activities are critical factors that may influence teachers' happiness. Understanding the influences of personal traits, school environment, and social environment on teachers' work stress is essential for developing measures to alleviate stress and enhance their working environment and quality of life. Based on this background, the author takes vocational school teachers as the research object and studies the relationship between their work stress, personal traits, school environment, and social environment, which is a useful exploration in the field of teacher research.

2. Literature Review

2.1. Personality Traits

Research on Personality Traits has attracted substantial attention across multiple fields, such as personality psychology, entrepreneurship, criminal behavior, credit markets, education, nursing, and marketing. These studies emphasize that Personality Traits play a crucial role in influencing behaviors, outcomes, and interactions in diverse scenarios. Bleidorn, Hopwood, and Lucas (2018) find out that life events contribute to personality trait changes, highlighting the dynamic nature of Personality Traits over time. Their work underscores that personality traits are fluid in response to significant life events. Similarly, Bleidorn et al. (2021) find out that the stability and change of personality traits exist, further affirming the evolving nature of these traits through various life - stages and experiences. Kerr, Kerr, and Xu (2018) find out that in their review focusing on the personality traits of entrepreneurs, key traits like openness,

conscientiousness, and risk - taking propensity are prevalent among successful entrepreneurs by synthesizing findings from recent literature(5,6).Tharshini et al. (2021) find out that through their systematic review exploring the link between individual personality traits and criminality, there is a strong connection between certain traits and criminal behaviors, highlighting the importance of understanding Personality Traits for effective intervention and prevention strategies(7).Oshio et al. (2018) find out that in their meta - analysis on resilience and the Big Five personality traits, there are significant correlations, especially the positive relationship between resilience and traits such as extraversion and conscientiousness (8). Alharbi, Jackson, and Usher (2020) find out that Personality Traits, coping strategies, and resilience impact compassion fatigue among critical care nurses, demonstrating the interplay between these factors in high - stress professions.In the context of credit markets, Ravina (2019) finds out that beauty and Personality Traits influence credit outcomes, suggesting that these attributes can significantly affect loan approval rates (9,10). Similarly, Prentice, Chen, and Wang (2019) find out that product and personal attributes influence organic food marketing, underscoring the role of personality traits in consumer behavior (11). Purarjomandlangrudi and Chen (2020) find out that learners' personal traits and perceived course characteristics influence online interaction and engagement, providing insights into effective educational interventions tailored to individual differences.This aligns with Aktürk, Aktürk, and Erci (2019), who find out that depression, Personality Traits, and habits affect physical activity in the elderly, shedding light on the behavioral implications of these traits in health - related contexts.Based on the literature review, it can be found that Personality Traits can be categorized into three key domains: Personality Traits, Psychological Attributes, and Behavioral Characteristics (11).

By categorizing Personality Traits into these three domains, we can better understand their multifaceted nature and how they collectively influence behaviors and outcomes, particularly in high - stress environments like teaching. This classification provides a structured framework for further research and practical interventions aimed at enhancing resilience and well - being.

2.2. School Environment

Research on school environment emphasizes its crucial function in forming students' academic achievements, mental health, and overall well - being. A variety of studies have investigated different aspects of the school environment, from school climate to environmental literacy and physical comfort, showing the multi - faceted influence of school settings on students and staff.

Aldridge and McChesney (2018) find out that through their systematic literature review to examine the relationship between school climate and adolescent mental health and well - being, a positive school climate significantly contributes to better mental health outcomes and overall well - being for adolescents (13). Zysberg and Schwabsky (2021) find out that a positive school climate is strongly associated with higher academic self - efficacy and student achievement, further supporting this (14). Darling - Hammond and Cook - Harvey (2018) find out that improving school climate is important to support student success, arguing that addressing emotional and social needs is crucial for holistic education (15). Kosciw et al. (2020) find out that in terms of the experiences of LGBTQ+ youth in schools, an inclusive and supportive school climate is essential for their well - being (16). Tabone et al. (2020) find out that in their exploration of the effectiveness of early intervention strategies to create trauma - informed school environments, such interventions significantly improve students' psychological resilience and

behavioral outcomes (17). Kamil et al. (2020) and Edsall & Broich (2020) find out that environmental education plays a pivotal role in promoting environmental literacy and awareness among students, which is an integral part of the school environment (18,19). Kim and de Dear (2018) find out that in their exploration of thermal comfort expectations and adaptive behaviors among primary and secondary school students, comfortable physical conditions are essential for optimal learning (20). Tai and Kareem (2019) find out that in their examination of the relationship between school principals' emotional intelligence in managing change and teachers' attitudes towards change, leadership has an influence on the school environment (21).

By understanding the diverse components of the school environment, we can better appreciate how these elements collectively contribute to the overall educational experience. This knowledge is vital for developing targeted interventions and strategies to create supportive, inclusive, and effective school environments. These environments not only enhance student well-being but also support their academic success and personal growth.

2.3. Social Environment

Research on social environment stresses its far-reaching influence on human behaviors, societal interactions, and various results in different scenarios, such as sustainability, education, entrepreneurship, and health.

Zastrow et al. (2019) find out that by delving into the complexity of human behavior and the social environment, social systems and environmental contexts shape individual behaviors and societal outcomes, and they underscore the importance of understanding these dynamics to empower individuals and communities effectively (22). Farghali et al. (2023) find out that in their review of the social, environmental, and economic impacts of integrating renewable energies in the electricity sector, the multifaceted consequences of energy policies on social structures, environmental sustainability, and economic growth are highlighted, emphasizing the interconnectivity of these domains (23). Epstein (2018) finds out that in discussing best practices in managing and measuring corporate social, environmental, and economic impacts, frameworks are proposed for companies to enhance their sustainability efforts, emphasizing the role of corporate strategies in addressing social issues and promoting environmental sustainability (24). Shu, Wang, and Liu (2019) find out that in exploring the importance of Social Environment in detecting fake news, beyond the content itself, social interactions and the broader social environment contribute to the spread of misinformation, highlighting the need for context-aware approaches in information verification. Bellò, Mattana, and Loi (2018) find out that in examining the role of Social Environment in entrepreneurial intentions, creativity, peer influence, and self-efficacy interact within social environments to shape entrepreneurial behavior (25). Similarly, Winkler and Zeitlin (2020) find out that Athenian drama was influenced by its Social Environment, demonstrating the pervasive impact of social surroundings on cultural productions and societal norms (26). Dubey et al. (2019) find out that in investigating how big data and predictive analytics can enhance social and environmental sustainability, leveraging technological advancements can mitigate social issues and improve environmental outcomes, presenting a forward-thinking approach to sustainability.

By categorizing the social environment into these three key domains, we can better understand its multi-faceted nature and its influence on behaviors and outcomes in different contexts. This comprehensive framework enables the development of targeted interventions and strategies to address social challenges and promote sustainable development. Understanding

these domains together contributes to creating effective solutions for fostering positive social behavior and enhancing overall well - being.

2.4. Work Stress

Work stress is a dynamic construct rooted in the interaction between individuals and their work environment, manifested as emotional, cognitive, and physiological responses to perceived demands exceeding available resources. Drawing from Lazarus and Folkman's (1984) transactional model of stress, work stress arises when individuals appraise job demands as threatening or overwhelming relative to their coping capacity. This process is influenced by multiple factors, including job characteristics, organizational support, and individual resilience.

Job Demands and Resources: The job demands-resources (JD-R) model (Demerouti et al., 2001) posits that work stress emerges from an imbalance between high job demands (e.g., workload, time pressure) and insufficient resources (e.g., autonomy, social support). High demands deplete energy, while inadequate resources undermine motivation, leading to burnout. For vocational school teachers, specific stressors include heavy teaching loads, administrative tasks, and managing students with diverse skill levels.

Work Environment and Social Support: A supportive work environment buffers stress by fostering collaboration and reducing role ambiguity. Research highlights that organizational support—such as clear communication and access to professional development—mitigates work-related strain. Conversely, poor leadership and lack of collegial support exacerbate stress, particularly in high-pressure contexts like vocational education. For instance, studies in Italian secondary schools found that teachers with low job resources (e.g., supervisory support, decision-making participation) experienced higher work-family conflict under high workloads .

Individual Differences and Coping Strategies: Personal traits, such as resilience and self-efficacy, influence how individuals perceive and manage stress (Neurolaunch, 2024). For example, teachers with higher resilience are better equipped to handle workplace challenges, whereas novice teachers often struggle with role adaptation. Additionally, stress mindset—whether individuals view stress as harmful or beneficial—moderates the relationship between work demands and emotional outcomes. Those who adopt a growth-oriented mindset report lower emotional exhaustion. This aligns with findings from Lithuanian teachers, where problem-solving and hobbies were linked to improved emotional well-being, while avoidance coping strategies increased distress(27,28,29).

Social Context and Systemic Pressures: Broader societal and organizational factors, such as education reforms and funding cuts, contribute to work stress. For instance, Hong Kong teachers reported heightened stress due to external school reviews and curriculum changes . Similarly, the COVID-19 pandemic amplified stressors like staff shortages and rapid policy shifts, underscoring the role of systemic instability in work stress (McCarthy et . These findings are consistent with the JD-R model, which emphasizes how macro-level resource deficits (e.g., organizational instability) interact with individual appraisals .

Studies in vocational schools emphasize unique stressors, including technical skill demands, industry partnerships, and student behavioral issues. A Slovakian study found that novice teachers and those with fewer than 10 years of experience reported lower resilience scores, indicating a need for targeted support. In China, college teachers' work stress was linked to emotional exhaustion, though resilience and positive stress mindsets buffered these effects.

These findings align with the JD-R model, highlighting the critical role of resources (e.g., mentorship, training) in reducing stress.

Work stress in vocational education is a multifaceted issue shaped by job demands, resource availability, and individual resilience. Addressing it requires interventions that enhance organizational support, provide stress management training, and foster adaptive coping strategies. By integrating theoretical frameworks like the JD-R model with empirical insights, educators and policymakers can design evidence-based strategies to promote teacher well-being and sustain quality vocational education.

3. Research Methode

The purpose of this study is to investigate the influence of demographic data, personal traits, school environment, and social environment on teachers' work stress at Honghe Vocational and Technical School. The analysis of these factors will provide valuable suggestions for vocational and technical schools to alleviate/manage teachers' work stress. This research mainly focuses on the following aspects:

(1) **Demographic Variables:** Demographic variables include characteristics such as age, gender, place of residence, educational background, working years, and income. These variables will be used to analyze differences in work stress among different demographic groups. Understanding these differences is crucial for tailoring interventions and support systems to specific demographic profiles.

(2) **Personal Traits:** Personal traits encompass dimensions such as the Big Five personality traits, resilience, and coping strategies. These traits influence how teachers perceive and manage stress. For example, teachers with higher levels of conscientiousness may have better organizational skills and thus experience less work stress, while those with high neuroticism may be more prone to stress and anxiety.

(3) **School Environment:** The school environment includes factors such as school climate, physical conditions, and organizational support. A positive school climate, characterized by supportive leadership, effective communication, and professional development opportunities, can significantly reduce work stress. Physical conditions, such as classroom facilities and resources, also play a crucial role in shaping teachers' work experiences.

(4) **Social Environment:** The social environment refers to the broader social and community context within which the school operates. This includes relationships and interactions with colleagues, parents, and community members. Social support from these groups can serve as a buffer against work stress. Additionally, societal expectations and cultural norms play a role in shaping teachers' perceptions of their work and related stress.

(5) **Work Stress:** Teachers' work stress will be measured using a self-reported scale, focusing on four key dimensions: workload stress, time pressure stress, interpersonal stress, and role uncertainty stress. The scale aims to capture the multifaceted nature of work stress and its specific sources. This approach will provide a detailed understanding of the stressors affecting teachers at Honghe Vocational and Technical School.

In this study, a questionnaire survey will be used to collect data. Teachers from Honghe Vocational and Technical College will be invited to participate via an online platform. Respondents need to answer questions related to demographic variables, work stress, personal

traits, school environment, and social environment, truthfully reporting their situations. Finally, survey results will be statistically analyzed to draw conclusions and suggestions.

4. Results

4.1. Demographic Factors

Table 1: The Frequency and Percent Frequency Classified by Demographic Factor

Question	Option	Frequency	Percentage
1. Gender	Male	244	53.20%
	Female	215	46.80%
	Total	459	100.00%
2. Age	Under 30 years old	72	15.70%
	31-40 years old	106	23.10%
	41-50 years old	165	35.90%
	Over 51 years old	116	25.30%
	Total	459	100.00%
3. Educational Background	University	328	71.50%
	Graduate school or above	131	28.50%
	Total	459	100.00%
4. Teaching Experience	Less than 5 years	134	29.20%
	6-10 years	176	38.30%
	11-20 years	105	22.90%
	21 years or more	44	9.60%
	Total	459	100.00%
5. Place of Residence	City	333	72.50%
	Village	126	27.50%
	Total	459	100.00%
6. Annual Household Income	Low	136	29.60%
	Middle	164	35.70%
	High	159	34.60%
	Total	459	100.00%

Table 1 the demographic analysis of the 459 teachers at Honghe Vocational and Technical College reveals a balanced distribution of gender, with 53.2% male (244 individuals) and 46.8% female (215 individuals). Age-wise, the largest group falls within the 41-50 years category (35.9%), while the least represented group is those under 30 years old (15.7%). In terms of

educational background, a significant majority holds a university degree (71.5%), and the teaching experience of participants is predominantly within the 6-10 years range (38.3%). Most respondents reside in urban areas (72.5%), and concerning annual household income, the distribution is relatively even, with 29.6% classified as low, 35.7% as middle, and 34.6% as high.

4.2. Personality Traits

Table 2: The Descriptive Statistics of Personality Traits

	N	Mean	Standard	Meaning	RANK
Personality Traits	459	3.773	1.133	Agree	3
Psychological Attribute	459	3.906	1.027	Agree	2
Behavioral Characteristics	459	4.007	0.936	Agree	1
Personality Traits	459	3.915	0.906	Agree	

Table 2 the analysis of personality traits shows that teachers generally agree on their traits, with a mean score of 4.007 for behavioral characteristics, ranking as the highest among the personal attributes evaluated. Psychological attributes followed closely with a mean of 3.906, while personality traits had a mean score of 3.773. All scores indicate a consensus on positive personality traits, suggesting that vocational school teachers tend to exhibit a favorable disposition towards their roles.

4.3. School Environment

Table 3: The Descriptive Statistics of School Environment

	N	Mean	Standard	Meaning	RANK
School Climate	459	3.935	1.002	Agree	1
Physical Environment	459	3.778	0.789	Agree	3
Inclusivity and Support	459	3.856	0.882	Agree	2
School Environment	459	3.867	0.743	Agree	

Table 3 teachers expressed positive perceptions of their school environment, with a mean score of 3.935 for school climate, ranking it third. The physical environment received a mean score of 3.778, making it the highest-rated aspect, while inclusivity and support ranked second at 3.856. Overall, the mean score for the school environment was 3.867, indicating a general agreement among teachers regarding the adequacy and positivity of their working conditions.

4.4. Social Environment

Table 4: The Descriptive Statistics of Social Environment

	N	Mean	Standard	Meaning	RANK
School Climate	459	3.935	1.002	Agree	1
Physical Environment	459	3.778	0.789	Agree	3
Inclusivityand Support	459	3.856	0.882	Agree	2
Social Environment	459	3.867	0.743	Agree	

Table 4 terms of social environment, teachers rated social interactions and networks the highest, with a mean score of 3.778, indicating strong agreement. The socioeconomic and cultural contexts received a mean of 3.749, ranking third, while technological and environmental influences scored 3.847, ranking second. The overall mean score for the social environment was 3.834, suggesting that teachers perceive their social interactions and contexts as largely supportive, which likely contributes to their overall Work Stress.

4.5. Work Stress

Table 5: The Descriptive Statistics of Work Stress

	N	Mean	Standard	Meaning	RANK
Workload Stress	459	3.946	1.025	Agree	3
Time Pressure Stress	459	3.983	0.869	Agree	1
Interpersonal Stress	459	3.922	1.016	Agree	4
Role Uncertainty Stress	459	3.972	1.031	Agree	2
Work Stress	459	3.967	0.947	Agree	

Table 5 indicates that the overall Work Stress among teachers has a mean score of 3.967. Among its components, Time Pressure Stress leads with a mean score of 3.983. Workload Stress has a mean score of 3.946, Role - Uncertainty Stress registers a mean score of 3.972, and Interpersonal Stress attains a mean score of 3.922. These results suggest that teachers experience stress across various work aspects, with Time Pressure Stress standing out as the most prominent among these dimensions.

5. Inferential Statistics

5.1. Differences in Demographic Factors Generate Differences in Work Stress

Differences in Gender Generate Differences in Work Stress

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Table 6: The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Work Stress	Male	244	3.590	0.877	2.822	0.094
	Female	215	4.395	0.836		

From Table 6, In the independent samples t-test for the gender factor, the mean Work Stress for males is 3.590 (SD = 0.877), while for females it is 4.395 (SD = 0.836). The t-value is 2.822, and the p-value is 0.094, indicating that difference in gender generates no difference in Work Stress.

5.2. Differences in Age, Teaching experience, education level, Place of residence, Annual household income Differences in Work Stress

$$H_0 : \mu_i = \mu_j$$

$$H_a : \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 7: The One-Way ANOVA of Age, Teaching experience, education level, Place of residence, Annual household income Differences in Work Stress

Work Stress		Sum of Squares	Df	Mean Square	F	Sig.
Marital Status	Between Groups	0.143	3	0.048	0.053	0.984
	Within Groups	410.367	455	0.902		
	Total	410.51	458			
Items	Gender	N	Mean	S.D.	t-value	p-value
Work Stress	University	328	3.884	0.97	2.799	0.095
	Graduate school or above	131	4.176	0.855		
Work Stress		Sum of Squares	Df	Mean Square	F	Sig.
Education level	Between Groups	1.201	3	0.4	0.445	0.721
	Within Groups	409.309	455	0.9		
	Total	410.51	458			
Items	Gender	N	Mean	S.D.	t-value	p-value
Work Stress	City	333	3.958	0.921	5.341	0.021*
	Village	126	3.992	1.016		
Work Stress		Sum of Squares	Df	Mean Square	F	Sig.
Main Teaching Subjects	Between Groups	43.361	2	21.68	26.927	0.00*
	Within Groups	367.149	456	0.805		

Total 410.51 458

Table 7 in the one-way ANOVA for the age factor, the sum of squares for marital status is 0.143, with 3 degrees of freedom and a mean square of 0.048. The F-value is 0.053, and the p-value is 0.984, indicating that there are no significant differences in Work Stress among different age groups. The analysis of teaching experience shows that the mean Work Stress for university graduates is 3.884 (SD = 0.970), while for those with graduate degrees or above it is 4.176 (SD = 0.855). The t-value is 2.799, and the p-value is 0.095, suggesting that teaching experience does not significantly affect Work Stress. In the one-way ANOVA for education level, the sum of squares is 1.201, with 3 degrees of freedom and a mean square of 0.400. The F-value is 0.445, and the p-value is 0.721, indicating that there are no significant differences in Work Stress among teachers of different education levels. In contrast, the analysis of place of residence shows that the mean Work Stress for urban residents is 3.958 (SD = 0.921), while for rural residents it is 3.992 (SD = 1.016). The t-value is 5.341, and the p-value is 0.021, indicating a significant difference in Work Stress based on place of residence. Finally, in the one-way ANOVA for annual household income, the sum of squares is 43.361, with 2 degrees of freedom and a mean square of 21.68. The F-value is 26.927, and the p-value is 0, indicating significant differences in Work Stress among different income groups.

5.3. Personality Traits, School Environment, and Social Environment Influence on Work Stress

$$H_0: \beta_i = 0$$

$$H_a: \beta_i \neq 0 \text{ (i=1, 2, 3)}$$

The Multiple Linear Regression Analysis is applied in this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y = Work Stress

X₁ = Personality Traits

X₂ = School Environment

X₃ = Social Environment

ε = Error

The results obtained from the Multiple Linear Regression Analysis is presented in terms of predicted value of Y (\hat{Y}) shown in equation (4) and in Table 8.

$$\hat{Y} = 0.572 + 0.092X_1 + 0.171X_2 + 0.619X_3 \dots \dots \dots (4)$$

(0.000) (0.034) (0.000) (0.000)

Adjusted R² = 0.650

Table 8: The Multiple Linear Regression Analysis of Personality Traits, School Environment, and Social Environment

Model	Coefficienta	t-value	p-value
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		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std. Error			
1	Constant	0.572	0.139		4.106	0.000
	X1=Personality Traits	0.092	0.043	0.088	2.122	0.034
	X2=School Environment	0.171	0.045	0.134	3.809	0.000
	X3=Social Environment	0.619	0.041	0.662	15.127	0.000
Dependent Variable: Work Stress						

Each predictor variable significantly contributes to Work Stress: Personality Traits (coefficient = 0.092, t-value = 2.122, p-value = 0.034), school environment (coefficient = 0.171, t-value = 3.809, p-value = 0.000), and social environment (coefficient = 0.619, t-value = 15.127, p-value = 0.000). The impact of the social environment is the largest, indicating its key role in influencing teachers' Work Stress, followed by the school environment and Personality Traits. These findings emphasize the importance of creating supportive school and social environments to enhance Work Stress and overall educational outcomes.

6. Conclusion and Discussion

Demographic Factors: The analysis reveals that demographic factors significantly impact Work Stress among teachers at a 10% significance level. Although gender differences show a statistical trend, they do not reach significance. Similarly, the age and education level of teachers do not significantly affect Work Stress. However, notable differences emerge based on teaching experience, place of residence, and annual household income, indicating that these factors are critical in influencing teachers' Work Stress. Urošević and Milijić (2012) highlight the importance of demographic factors in employee satisfaction and motivation, affirming the relevance of these findings (30). Rahnavard et al. (2018) emphasize how environmental and demographic factors intersect in shaping Work Stress, while Choi (2013) discusses the impact of managerial diversity on employee satisfaction, supporting the idea that demographic context is significant in various employment sectors.

Personality Traits Influence on Work Stress: The research indicates a significant relationship between personality traits and Work Stress, with behavioral traits having the most pronounced positive impact, followed by personality traits and psychological attributes. These results underscore the importance of fostering positive personal traits among educators to alleviate Work Stress. Koustelios (2001) provides insight into the correlation between personality traits and Work Stress among Greek teachers, reinforcing the significance of these traits (31). Yang and Hwang (2014) explore the reciprocal influences of personality traits on job performance and satisfaction, suggesting that enhancing personality traits can lead to improved outcomes in the workplace (32). Additionally, Bellmann and Hübler (2021) examine the effects of remote work on Work Stress, highlighting the interplay between personal traits and work conditions (33). Ali and Anwar (2021) further contribute to this understanding by investigating

how employee motivation influences Work Stress, emphasizing the role of personal attributes in shaping overall job experiences (34).

School Environment Influence on Work Stress: The school environment significantly affects Work Stress, with positive school climate being a key factor. Inclusive and supportive measures within schools contribute positively to teacher satisfaction. While the influence of the physical environment is less pronounced, improving school climate and support systems remains essential for alleviating teacher Work Stress. Zakariya (2020) examines the effects of school climate and teacher self - efficacy on Work Stress among STEM teachers, indicating the importance of supportive environments (35). Toropova, Myrberg, and Johansson (2021) emphasize the importance of school working conditions and teacher characteristics in predicting Work Stress, suggesting that a positive school environment can lead to higher satisfaction levels (36). Dicke et al. (2020) also highlight the relationship between Work Stress, school climate, and student achievement, reinforcing the notion that a supportive school environment is crucial for teacher well – being (37).

Social Environment Influence on Work Stress: The social environment plays a significant role in affecting Work Stress, with technological and environmental factors exerting the most substantial positive effects. Socioeconomic and cultural contexts also influence Work Stress, while the impact of social interactions and networks is relatively smaller. Overall, the social environment remains crucial in alleviating Work Stress. Taheri, Miah, and Kamaruzzaman (2020) investigate the impact of the working environment on Work Stress, highlighting the relevance of social factors (38). Akinwale and George (2020) explore the relationship between work environment and Work Stress among nurses, underscoring the importance of social and environmental interactions (39). Ali and Anwar (2021) reiterate the connection between employee motivation and Work Stress, emphasizing how a supportive social environment can lead to improved satisfaction levels. Waworuntu, Kainde, and Mandagi (2022) conduct a systematic review on work - life balance, Work Stress, and performance, revealing that social factors significantly contribute to overall Work Stress among employees, particularly in the millennial and Gen Z demographics(40).

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