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Research Paper

The Impact of Personality Traits on Occupational Stress and Quality of Life among Higher Secondary School Teachers

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ABSTRACT

This research explores the interplay between personality traits, occupational stress, and quality of life among higher secondary school teachers in various schools in Bengaluru. A sample of 150 teaching staff (both males and females) participated in the study, and data analysis was conducted using SPSS through regression, t-tests, and correlation. The study employed three scales: the General Working Stress Scale (GWSS), the Quality-of-Life Questionnaire (QOL), and the Big Five Inventory (BFI). Findings revealed that participants experienced moderate levels of occupational stress and quality of life, with a prevalent inclination towards high agreeableness and conscientiousness, coupled with a low level of neuroticism. Statistical analysis indicated significant gender differences in working stress. The primary interaction effect between occupational stress and quality of life was found to positively, yet non-significantly, predict personality traits among teaching staff. This study contributes to the understanding of occupational stress, quality of life, and personality traits in higher secondary school teachers.

Keywords: *Personality traits, occupational stress, quality of life, Big Five Inventory, working stress, gender differences, education, teaching staff*

The domain of education serves as a fundamental pillar of society, shaping the future of individuals and communities. In this crucial sector, educators play a central role in imparting knowledge, nurturing skills, and fostering the cognitive and personal growth of students. The impact of effective teaching extends far beyond academic achievement, influencing the social and emotional development of students. In recent times, the role of educators has evolved in response to changing educational paradigms, technological advancements, and the diverse needs of the student population. Teachers face mounting pressures as they navigate a progressively intricate educational landscape. As we venture into the 21st century, educators find themselves at the crossroads of tradition and innovation, grappling with timeless pedagogical principles alongside emerging educational technologies.

Teaching remains one of the most demanding and critical professions in society, with educators playing an indispensable role in shaping the future of individuals and

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communities. Nonetheless, the teaching profession is not without its challenges. Occupational stress is a prevalent issue among educators worldwide, with implications that extend beyond the classroom. Stress can adversely affect the mental and physical well-being of educators, ultimately impacting the quality of education they provide. Therefore, comprehending the factors contributing to occupational stress and its repercussions on the quality of life of educators is of utmost significance. Education stands as the cornerstone of human development, and educators serve as a cornerstone in this process. Their knowledge, skills, competence, and ethics hold immense value in society. Teachers serve as the true architects of a nation.

Teacher effectiveness is defined as the activities that enhance a teacher's skills, knowledge, expertise, and personal traits. Teachers are the driving force, the common thread within the educational sector, and the heart of national educational development. They hold professional responsibility for implementing educational programs. Teaching has become increasingly challenging, as possessing a certificate alone does not suffice. Several factors contribute to being a good teacher, such as advanced subject knowledge, a thirst for continuous learning, confidence, and enthusiasm. Teachers are critical thinkers, rationalizers, analysts, and knowledge builders. Above all, they are educators.

A teacher is not only an instructor but also a cultivator, a civilizer, and a knowledge disseminator. Various professions are chosen based on knowledge and abilities, each contributing equally to human development. However, teaching paves the way for progress and prosperity. Development is unattainable without teachers. Every field of study, every profession, every civilization, and every culture relies on education. Teachers serve as the source of knowledge and guidance for humanity. In a broader sense, education represents a process of self-awareness that extends beyond students to include the performance of teachers. Efficiency is the extent to which a task or process succeeds in producing a desirable outcome. It is synonymous with performance, success, results, productivity, power, and other similar words. An effective teacher is one who imparts knowledge to students adeptly. Teacher effectiveness holds a crucial position in the lives of students. It has the potential to refine and shape the minds and behaviors of students. Good teachers always help their students develop good health, both physically and mentally. They are committed to fostering foundational skills, critical thinking, healthy habits, and scientific knowledge. They instill a positive attitude, values, and adaptability to constantly changing psychosocial environments among students, ensuring optimal development.

Teachers play an invaluable role in the teaching-learning process of students. The organization and effectiveness of each teacher are indispensable for an effective learning process. Thus, effective teaching, to some extent, is an outcome of teacher effectiveness. A more effective teacher translates to more effective learning, as the quality of education is intricately linked to the effectiveness of teachers and schools. School effectiveness or quality depends directly or indirectly on teacher effectiveness, making it a central theme in educational programs across societies and nations.

Occupational stress and individual differences
Occupational stress, or workload stress, primarily encompasses the stress experienced at work due to role inadequacy, job ambiguity, and potentially highly stressful work environments. While it is a straightforward concept, understanding how different personality types react to such stress and absorb it varies. Workload refers to the specific job title and

duties in the queue, while stress serves as the binding factor. Personality type plays a significant role in determining how individuals react to different work-related situations. Each individual has unique characteristics, with varying perceptions of the environment, reactions, and thoughts guiding their actions. Personality type is a crucial determinant of how a person responds to a given stimulus, influencing whether they withdraw, complain, or rise to the challenge.

The effects of personality on occupational stress
The primary objective of this study is to examine the impact of personality traits on the association between occupational stress and quality of life. The teaching profession is characterised by distinctive pressures and difficulties, frequently resulting in elevated levels of occupational stress experienced by educators.This stress can significantly impact the well-being and effectiveness of teachers, ultimately affecting the quality of education provided to students. While various factors contribute to occupational stress, one often overlooked aspect is the role of individual personality traits in influencing how teachers perceive and respond to work-related pressures.Personality traits can influence how teachers interpret and respond to various stressors inherent in their roles, including heavy workloads, classroom management challenges, administrative demands, and the ever-evolving educational landscape. Understanding how specific personality traits impact teachers' coping mechanisms, resilience, and overall well-being can provide valuable insights for developing targeted interventions and support systems to mitigate occupational stress and enhance the overall work environment for educators.

The Impact of personality on quality of life
The impact of personality on individuals' quality of life has garnered significant attention in psychological and sociological research. Quality of life, a multifaceted construct, reflects individuals' subjective perception of their overall well-being, encompassing various domains such as physical health, psychological well-being, social relationships, and environmental factors. Personality, on the other hand, shapes individuals' characteristic patterns of thinking, feeling, and behaving, influencing their responses to various life stressors and challenges. The interaction between personality and quality of life has become a pivotal area of investigation, shedding light on the complex interplay between individual disposition and life satisfaction.

Personality traits, as conceptualized by the Five-Factor Model (FFM), include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Each of these traits contributes to individuals' cognitive and behavioral predispositions, affecting how they perceive and interact with the world around them. While previous studies have delved into the association between specific personality traits and mental health outcomes, a comprehensive exploration of the impact of these traits on overall quality of life remains a pertinent research area. Understanding how personality traits influence various dimensions of individuals' well-being can offer valuable insights into the mechanisms underlying psychological resilience and vulnerability. Moreover, elucidating the intricate links between personality and quality of life can provide a nuanced understanding of how individuals navigate life's challenges and cultivate a sense of fulfillment and contentment. By examining the influence of personality traits on diverse aspects of individuals' quality of life, this research endeavors to contribute to the existing literature on psychological well-being and foster a deeper understanding of the factors that shape individuals' subjective experiences of a satisfying life.

Quality of life and Teachers

Quality of life is a multifaceted concept that extends beyond the mere absence of illness or stress, encompassing the overall well-being and satisfaction one experiences in various aspects of life. Among the professional domains where quality of life is of paramount importance is the field of education, particularly among higher secondary school teachers. The demands of the teaching profession are dynamic and diverse, with educators playing a pivotal role in shaping the intellectual and emotional development of their students. As such, the quality of life experienced by teachers becomes a critical factor not only for their personal fulfillment but also for the effectiveness of the educational system as a whole.

Teachers at the higher secondary school level face a unique set of challenges that stem from the transitional nature of their students and the academic rigor associated with this stage of education. The interplay between personality traits and the occupational stress experienced by teachers is a significant area of research interest, as it has the potential to shed light on factors influencing their quality of life. Understanding how personality traits interact with the demands of the teaching profession can contribute valuable insights into the design of interventions and support systems aimed at enhancing the overall well-being of teachers.

Need of the Study

The purpose of this investigation was to explore how personality traits impact the association between occupational stress and quality of life. This research seeks to delve into the complex interplay among personality characteristics, overall well-being, and workplace stress, with a specific focus on educators. By analyzing how individual differences interact with occupational stress, this research seeks to offer valuable insights into the underlying mechanisms contributing to the stress levels encountered by teachers. Understanding these dynamics can have practical implications for the implementation of targeted interventions and support systems tailored to the specific requirements of educators, thereby fostering a more supportive and conducive work environment within the educational sector.

Occupational stress is a significant factor that tends to counterbalance the positive impact of a high quality of life in a professional setting. For example, occupational stress is characterized by intense concerns and pressure related to work and its requirements. It is also observed that occupational stress can undermine the commitment of employees to the organization and affect their relationship with higher authorities. This factor further exacerbates an individual's worries, consequently hindering their ability to perform as expected. Quality of life is closely associated with stress and tension, with both factors being interdependent and closely linked. It is well recognized that any form of stress can lead to disturbances in physical and mental well-being, potentially resulting in depression and even symptoms of psychological distress. In a work environment, compromised quality of life can significantly dampen an individual's motivation to work effectively and efficiently.

Personality traits in an individual always play a functional role and are evident in specific events or circumstances. According to research, five primary personality traits define an individual's capacity to respond to their environment. According to research, five primary personality traits define an individual's capacity to respond to their environment. Agreeableness is typically expected in a professional setting, with most individuals exhibiting a positive attitude toward work and its demands. A proactive approach to work and a sense of foresight are crucial attributes in a work environment, while neuroticism also

comes into play when an individual experiences excessive concerns about their job and its requirements.

Scope of the study

The scope of the study on the impact of personality traits on the occupational stress and quality of life among high school teachers in Bengaluru is focused on understanding the specific dynamics and factors that influence the well-being of teachers in the given context. The study aims to shed light on the interplay between personality traits, occupational stress, and quality of life, with a specific focus on the unique challenges and experiences faced by teachers in Bengaluru.

By examining these hypotheses, the study seeks to contribute to the existing literature on the well-being of teachers, providing insights that are specific to the context of Bengaluru. Additionally, the research aims to provide practical recommendations and interventions that can help improve the overall work environment and quality of life for teachers, thereby fostering a more conducive and supportive educational system in the region.

REVIEW OF LITERATURE

Overview

This section or chapter explores extensive literature that were reviewed to investigate previous studies based on the variables under study, namely personality traits, occupational stress and quality of life in order to determine the study's research gap and its significance in terms of various aspects.

Numerous scholars have directed their attention towards the concepts of workplace health and well-being. Notably, the physical well-being of teachers serves as a pivotal factor enabling their performance under stressful conditions. The significance of organizational culture and its provisions for employees has also been underscored (Griffin, 1999). It is imperative to acknowledge that when examining stress levels among educators, their work environment will be evaluated for potential occupational challenges. The interconnectedness of health and well-being is best understood within the context of the manifestation of individual personality traits.

In a particular research (Gheisari, 2018), the analysis of occupational stress and personality traits was conducted on employed males afflicted with an existing medical condition. The results revealed that, alongside their illness, occupational stress emerged as a pervasive element persisting throughout their working hours. Notably, these individuals demonstrated elevated levels of neuroticism and decreased levels of extraversion and conscientiousness, aligning with heightened occupational stress. Furthermore, the study established a correlation between the presence of an illness, occupational engagement, and potential consequences such as brain atrophy, cognitive impairment, and adaptive challenges. It is noteworthy that individuals contending with physical or mental health issues may encounter difficulties in managing the demands of the workplace. Consequently, this analysis delves deeper into the dynamics of personality traits, suggesting that these individuals experience heightened work-related stress compared to their healthier counterparts. This study contributes to the understanding that individuals often persist in their professional roles despite their compromised health, driven by the necessity to secure their livelihood (Gheisari, 2018).

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The study examined the impact of occupational stress on the quality of life of Chinese nursing staff, employing a cross-sectional design to assess the association between these factors among male and female Chinese educators. Results indicated that female participants experienced lower quality of life compared to males, particularly exacerbated by advancing age and limited social support. This disparity led to deteriorating mental well-being and increased physical strain, potentially influenced by heightened work-home conflicts experienced by females in the Chinese context (X. Yang, 2009). Given the similarities between China and Pakistan, both characterized by comparable work-related stress and intricate work-home dynamics for females, the findings suggest that the increased responsibilities may contribute to heightened stress levels, making it challenging for women to manage these dual pressures effectively.

The investigation of Jordanian nurses revealed that mental health practitioners experienced heightened occupational stress, primarily attributed to challenges associated with clients. Additionally, the absence of workplace resources and excessive workloads were identified as prominent stressors during interviews with the nurses. The study emphasized the role of social support as a moderator, with nurses encountering considerable pressure in the absence of adequate social backing, often resulting in verbal assaults (Hamaideh, 2012). Notably, alongside individual personality traits, social support plays a crucial role in forecasting occupational stress, particularly for professionals such as nurses, highlighting the significance of verbal backing in the context of mental health nursing.

In the domain of occupational stress and health, critical factors contributing to work-related strain include role insufficiency, excessive workload, role ambiguity, and heightened responsibilities. A study conducted on Australian educators and staff members revealed similar challenges affecting their professional lives, leading to a decline in workplace performance over time. Longitudinal analysis uncovered that educators encountered role overload coupled with inadequate resources, alongside concerns regarding job security and remuneration (Gillespie, 2001). The research further highlighted the role of personality traits, suggesting a propensity towards elevated levels of neuroticism and introversion, potentially leading to reduced openness and compromised conscientiousness in these work environments.

A compelling investigation focusing on hospital employees' quality of life and job stress identified two distinct categories of workers: typical and atypical employees. Typical workers, adhering to the organization's established legal regulations, exhibited higher levels of job strain in comparison to their atypical counterparts, who operated outside the conventional model of a full-time job with a single employer (Koh, 2004). The study underscored the moderating role of personality traits, suggesting that employees demonstrating a willingness to undertake various job tasks tend to score higher on extraversion and conformity. Conversely, those operating within the constraints of organizational rules exhibited elevated levels of neuroticism, as evidenced by a Korean study. This emphasizes the differential impact of employment contracts on individuals' stress levels and personality traits. Furthermore, the detrimental consequences of job-related stress extend beyond physical and mental health implications. The study shed light on the repercussions of work stressors on employees' emotional well-being and familial relationships, highlighting the detrimental effects of work-related pressure on family time and emotional support, potentially leading to strained marital relations (Jackson, 2012). The research elucidated the interdependence between occupational stress, quality of life, and

familial relationships, where job-related stress can significantly impact an individual's overall well-being and interpersonal dynamics.

In a comprehensive exploration of Occupational Stress Intervention by Hurrell (2001), the research proposed primary, secondary, and tertiary interventions to mitigate the adverse effects of occupational stress and enhance occupational safety and health. It emphasized the significance of tailoring interventions to address specific stressors, particularly focusing on employees experiencing heavy workloads and a lack of role identity. While a literature review suggested a limited number of successful interventions, such as cognitive-behavioral therapy, the primary objective remained the enhancement of productivity and cultivation of positive personality traits through behavioral modifications.

Lerner (2011) conducted a comprehensive examination of the health implications of job strain, utilizing a cross-sectional survey involving both male and female participants. Employing a job content questionnaire with four distinct domains, namely high strain, passive, low strain, and active, the study revealed a significant correlation between job strain and various physical health factors, including physical functioning, role functioning in relation to health, vitality, and social functioning. Notably, the study emphasized the pivotal role of mental health, underscoring its significance in relation to job strain and its impact on overall well-being. This highlights the interconnectedness between job-related mental stress and its influence on an individual's mental and physical health, including anxiety, depression, and social functioning, ultimately affecting the individual's quality of life.

In the investigation conducted by Bruck (2003), the complex interplay among the Big Five personality traits, negative affectivity, Type A behaviour, and work-family conflict was scrutinised. The research unveiled diverse correlations between distinct facets of work-family conflict and specific personality markers. Notably, the study clarified the involvement of negative affectivity as a dispositional factor in conflict scenarios, where agreeableness demonstrated an association with time-based conflict, and conscientiousness was linked to conflicts involving family interference with work.

The study also emphasized the role of Type A personalities in navigating the work-family interface, reflecting their assertiveness in managing and distinguishing between work and family responsibilities. It underscored the importance of understanding one's own personality traits and adapting behavior accordingly, suggesting that conscientiousness could potentially mitigate the impact of negative affectivity in managing the challenges of the work-family interface.

Furthermore, the impact of technology in the workplace, specifically the adoption of electronic information systems in hospitals, was highlighted in Lammintakanen's (2010) study. The research illuminated the concerns of nurses regarding the implementation of electronic data entry and information systems, citing perceived inadequacies in the workplace, which contributed to heightened stress levels among the nursing staff. The study emphasized the significance of organizational coordination and strategic management in addressing these concerns, underscoring the importance of effective implementation strategies to alleviate stress in the workplace.

Mosadeghrad's studies (2013, 2009) on occupational stress in Iranian hospitals and its implications for the workforce highlighted the multifaceted nature of occupational stress.

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The research underscored the pivotal role of various factors such as job-related working environments, interpersonal dynamics, and organizational elements in contributing to heightened stress levels among employees. The findings emphasized the prevalence of stressors such as inadequate pay, workplace inequality, extended work hours, insufficient recognition, and limited promotional opportunities, which resulted in adverse health consequences, including persistent high blood pressure, anger, and anxiety, ultimately impacting both the employees' quality of life and their performance within the workplace. The studies also emphasized the significance of demographic factors, including gender, educational level, job tenure, and race, in influencing the levels of job stress and subsequent interpersonal issues experienced by the Iranian hospital staff.

Bruce (2011) delved into the multifaceted nature of job stress, highlighting its interconnectedness with domestic challenges and the resultant occupational hazards faced by employees. The article emphasized the evolution of the concept of occupational hazards since its initial introduction in 1974, particularly underscoring the contemporary understanding of how shifting job attitudes, as well as the absence of resources and adequate appraisals, contribute to these hazards. Notably, the research underscored the profound impact of work-related stress on an employee's overall mental and physical well-being, emphasizing the exacerbation of neurotic tendencies under high-stress conditions and the subsequent decline in mental stability. The study suggested that a conducive and stress-free work environment is vital for safeguarding an employee's holistic health and well-being.

Shen's (2005) study focusing on nurses in Taiwan emphasized the critical role of demographics in influencing the factors contributing to job stress. Analyzing the impact of age and marital status on nurses, the research highlighted significant stress levels linked to low job control, high psychological demands, and inadequate workplace support. The study's findings indicated that the challenges faced by nurses in Taiwan resonated with those encountered by the broader workforce in Asian countries, suggesting a commonality in the occupational issues experienced, often influenced by demographic factors that intertwine and contribute to increased occupational hazards affecting both work and domestic life.

AbuAlRub's (2004) study on occupational stress and its implications for high turnover rates identified four primary job stressors that significantly contribute to occupational stress among employees. These stressors encompassed job-related factors directly linked to duties, responsibilities, and organizational roles, resulting in detrimental outcomes such as increased workload, time pressure, and limited decision latitude. Additionally, work-environment-related stressors with organizational implications, organizational policy-related stressors directly impacting employee performance, and interpersonal relations-related stressors affecting employee relationships were identified as pivotal contributors to an individual's overall quality of life. While the study shed light on the critical factors influencing occupational stress within healthcare settings, its limited scope within Iranian hospitals necessitates future research involving more diverse and expansive samples. The research findings underscored the association between occupational stress, compromised physical and mental health, and heightened turnover intentions among hospital employees, emphasizing the need for effective performance appraisals and management interventions to mitigate turnover rates.

Tett's (1991) research exploring the impact of occupational stress on the personalities of university employees highlighted four primary constructs - work pressure, workplace

support, job satisfaction, and job characteristics - that significantly influence employee personalities. The study encompassed public and private sector universities, distributing survey questionnaires across six universities, including two public and six private sector institutions. The sample selection employed a combination of convenience and purposive sampling techniques, with the data's reliability established through the use of Cronbach's alpha. The analysis revealed a significant influence of all occupational stress variables on employee personalities, emphasizing the pivotal role played by work-related pressure, support at the workplace, job satisfaction, and the nature of the job in shaping employees' overall personality traits and work-related behaviors.

The current study adds valuable insights to the existing literature by investigating the moderating role of personality traits in the relationship between occupational stress and quality of life among nursing staff in psychiatry wards. The utilization of three well-established scales Working Stress Scale (WSS), Quality of Life Questionnaire (QOL), and Big Five Inventory (BFI)—enhances the robustness of the findings. The sample of 150 nurses from Rawalpindi and Islamabad's psychiatry wards provides a specific focus on this critical healthcare setting. The results revealing moderate levels of occupational stress and quality of life, coupled with high agreeableness and conscientiousness and low neuroticism among participants, contribute to our understanding of the psychological profile of nursing staff in psychiatry. The statistically insignificant gender differences in working stress highlight a potential gender-neutral impact of occupational stress in this context. The study's novel contribution lies in its exploration of the moderating role of personality traits, with results indicating a significant main effect of the Big Five Inventory in negatively predicting quality of life. However, the non-significant interaction effect suggests that, contrary to expectations, personality traits do not act as a significant moderator in the relationship between occupational stress and quality of life. This study, therefore, not only enriches our understanding of the psychological dynamics within nursing staff working in psychiatry wards but also prompts further inquiry into the nuanced interplay between personality traits, occupational stress, and quality of life in healthcare professionals.

The article underscores the pivotal role of employee personalities in shaping the experience of stress and its contributing factors. It highlights the contemporary interest in personality types across various professional domains, emphasizing the intricate relationship between personality traits and job satisfaction. Notably, the research highlights the significant associations of extraversion and openness with levels of job satisfaction, as evidenced by Bakker's study in 2010. Moreover, the study revealed a strong correlation between the nature of the job and employee personality, particularly influencing factors such as interpersonal relationships, the work environment, work pressure, and job characteristics. The findings revealed that employees in the university context experienced varying levels of occupational stress attributed to incongruence between job requirements and their personality traits, resulting in decreased levels of extraversion and openness. The research emphasizes the predictive role of an employee's personality in anticipating future behaviors, with the job-related working environment serving as a key determinant of an individual's personality dynamics within the workplace. The study's focus on examining personality demands and their consequences within a job-related working environment underscores the necessity of holistic evaluations in understanding the impact of various variables on job stress and their influence on employee well-being, as highlighted by Bakker's work in 2010. However, it also acknowledges the limitations of the current model, indicating the need for a comprehensive framework that considers all pertinent factors influencing the effect of

occupational stress on employees. The research provides valuable insights into the constructs influencing employee personality and emphasizes the significant impact of work-related pressure on employee behavior, indicating a direct correlation between work pressure and heightened levels of occupational stress in the workplace.

Eleni's (2014) study focused on assessing occupational stress among nursing staff at Athens Hospital, employing a comparative analysis between capital and regional hospitals. Notably, the research highlighted the prevalence of occupational stress as a significant health-related concern affecting 28% of employees within the European Union. Describing occupational stress as a psychosocial risk factor in the professional sphere, the study emphasized its manifestation when the level of job demands exceeds an individual's ability to manage or control the prevailing circumstances. The study's sample comprised 140 nurses and nursing assistants from Athens Hospital, selected as representatives of both the general university hospital of and the regional general university hospital, enabling a comprehensive comparative analysis. Data collection involved the use of a general information questionnaire, alongside the implementation of Kahn et al.'s (2009) Occupational Stress Scale, facilitating the comprehensive evaluation of various dimensions of occupational stress experienced by the nursing staff.

Amara's (2016) article provided a comprehensive analysis of occupational stress among nurses working in intensive care units (ICUs) within public hospitals in Khartoum State, Sudan. The research emphasized the frequent association of stress with critical nursing care, highlighting the inherently demanding nature of the nursing profession. The study aimed to examine the specific stressors faced by nursing staff in their daily professional roles within ICUs. Conducted as a cross-sectional study across 14 public hospitals, the research sample consisted of 139 nurses selected through the simple random sampling technique. The study utilized an expanded nursing stress scale for conducting interviews with the participating nurses. The findings highlighted the challenges faced by nurses in handling death and dying situations, reporting elevated levels of occupational stress attributed to feelings of helplessness and uncertainty in their roles. Additionally, the study underscored the impact of inadequate preparations and conflicts with physicians, which significantly contributed to the heightened stress levels experienced by ICU nurses (Amara, 2016).

The research shed light on the detrimental effects of occupational stress, emphasizing its potential to disrupt normal operations, create disorganization, and substantially reduce overall productivity within the nursing profession. Moreover, the study emphasized the potential implications of occupational stress on nurses' performance, emphasizing the importance of equipping nurses with appropriate training and coping mechanisms to effectively manage stress in critical care environments. While the study provided valuable insights into the unique challenges faced by ICU nurses, it acknowledged the need for a more comprehensive examination of demographic factors, such as gender and marital status, to further understand their potential influence on occupational stress within this specific context (Jamal, 1992). The study's findings underscored the critical need for tailored interventions and training programs aimed at supporting nurses in managing and coping with stress in high-pressure ICU settings.

Eleni's (2014) research highlighted several key stress-inducing factors among nurses, including irregular and rapidly rotating shifts, role conflicts, intricate and often challenging communication dynamics with various individuals, excessive workloads or the gravity of

incidents in the workplace, and a lack of clarity regarding individual roles within the occupational environment. The study employed a comparative approach, enabling a focused analysis of stress levels and organizational hazards across different hospital settings. However, the study primarily concentrated on occupational stress and workplace hazards, with limited emphasis on exploring the interpersonal relationships and the nuanced repercussions of occupational stress. The study underscored the significance of acknowledging the work environment and minimizing potential stressors, emphasizing the importance of equipping the staff with effective stress management training to foster improved adaptation and overall well-being.

Kayal (2013) the study focused on examining the influence of perceived organizational stressors and interpersonal relationships on job satisfaction and well-being among hospital nurses. It aimed to identify the key workplace stressors affecting nurses, considering gender and age differences, coping mechanisms, personality traits, and locus of control as primary predictors. Data were collected from a sizeable sample of 976 nurses employed across seven public hospitals in northern Italy, utilizing the Occupational Stress Indicator as the primary data collection tool. The study findings highlighted turnover and work overload as the predominant stressors significantly contributing to occupational stress among nurses. Of particular interest was the observation that perceived stress levels were higher among female nurses, who reported poorer health perceptions compared to their male counterparts, consequently impacting their overall work performance. Notably, the study underscored workload as the most substantial and consistent predictor of distress in nurses, leading to diminished job satisfaction and various stress-related outcomes (Jamal, 1992). The study emphasizes the necessity of comprehensively examining stressors and coping strategies, thereby delving into the various contributing factors impacting the well-being and overall quality of life for nurses. The research specifically centers on four key inquiries: insights concerning workload and employee turnover, the influence of gender dynamics, age-related considerations, and the role of social support.

Schwarzer's (2007) research examined the combined effects of cognitive style, locus of control, and social support as independent variables, acknowledging their significance as prominent predictors of job satisfaction, as well as mental and physical health outcomes among nurses. The primary objective of the study was to determine the most effective predictor for addressing the consequences of occupational stress, representing a key strength of the research. Notably, the study highlighted organizational restructuring and interpersonal relationships as significant predictors.

In an article addressing occupational stress and quality of life in nursing, the consideration of work-related stress and psychosocial risk factors is both a pertinent and ethical concern. The epistemological study aimed to investigate the presence of both occupational stress and its impact on the quality of life, encompassing both the physical and mental health dimensions among nursing professionals. To facilitate the investigation, the study utilized three questionnaires, including a socio-demographic questionnaire, a job strain scale, and a short-form health survey, with statistical analysis conducted via analysis of variance, as well as simple and multiple linear regressions. The findings indicated that a significant proportion of the sampled individuals experienced an intermediate risk of stress, leading to disruptions in their overall quality of life. The study employed Karasek's demand-control stress model to evaluate the development of psychosocial risks associated with stress, highlighting the significance of psychological demands and the control afforded to workers in decision-

making related to tasks and the development of their individual capabilities (Hurrell, 2001). Additionally, the health-related quality of life survey conducted among nursing staff underscored the critical role of these professionals within hospital units, emphasizing the potential adverse consequences of stress and the absence of a health-related quality of life on patient care and outcomes.

Similarly, in another article by Mani (2014), the impact of occupational stress on the quality of work life among railway station masters was analyzed. The study, conducted among 50 railway station masters in Tamil Nadu, revealed prominent stress factors such as role conflict, demanding working conditions, and substantial responsibilities, all of which significantly affected the quality of work life among station masters. The study emphasized the pervasive nature of occupational stress, highlighting its potential to either enhance or disrupt the psychological and physiological well-being of individuals within the workforce.

The study defines the quality of work life as the fulfillment of employee needs through the provision of resources, activities, and outcomes derived from active engagement in the workplace. Considering that individuals typically dedicate approximately one-third of their lives to employment, the research highlighted the distinctive challenges faced by station masters, who continuously strive to set and achieve organizational goals, often at the expense of their mental well-being. Consequently, the study underscored the prevalence of significant stress experienced by station masters within this context.

The primary outcome of the research was the identification of control measures aimed at mitigating occupational stress and enhancing the overall quality of work life by fostering positive mental and physical health outcomes. Notably, the study determined that apart from role overload, no additional variables significantly influenced the occupational stress levels experienced by station masters in the Tamil Nadu region (Mani, 2014).

Research gap
The examination of the nuanced impact of personality traits, such as agreeableness, conscientiousness, and openness, in mitigating the adverse effects of occupational stress on teachers' well-being lacks thorough exploration. Notably, existing research on a global scale incorporating personality traits as moderators is notably absent. Additionally, a significant research gap exists in the absence of studies investigating the interplay between occupational stress, quality of life, and personality traits especially among high school teachers. With the escalating prevalence of workplace stress globally, the well-being of individuals are increasingly at risk, prompting efforts to discern the core determinants of behaviour from diverse perspectives.

This study addresses these gaps comprehensively, encompassing both genders in its examination of occupational stress and quality of life. Unlike prior research that predominantly focused on general populations within specific fields such as nurses, doctors and other work force labourers to assess occupational stress levels, this study delves into the experiences of higher secondary school teachers with meticulous detail. This approach enhances the specificity and relevance of the findings to the unique challenges faced by this particular occupational group.

METHOD

Overview

This chapter provides an overview of the research methods used to carry out this study. The section begins with the research design, statement of problem followed by objectives, hypothesis, operational definitions of the variables observed through the study and the tools used, the sample used for research, and the procedures used to test the hypothesis. This section concludes with the statistical analysis used while conducting the study to arrive at the results.

Statement of the problem

To assess the impact of personality traits on occupational stress and quality of life among higher secondary school teachers.

Objectives of the study

Based upon the reviews of literature, the objectives are set as:

1. To examine the significant relationship between personality traits on occupational stress.
2. To examine the link between occupational stress and quality of life
3. To examine the relationship between personality traits and their role in the quality of life.

Hypotheses

- H1: There is a significant relationship between occupational stress and quality of life for male and female teachers.
- H2: There is a positive impact of personality traits on the relationship between occupational stress and quality of life.

Research Design

The research design serves as a structured framework for the study, facilitating a subtle exploration of the influence of personality traits on occupational stress and quality of life among higher secondary school teachers. Utilizing a quantitative approach and employing a correlation research design, the study gathered data through standardized questionnaires focused on personality traits, occupational stress, and quality of life. The three scales employed for measurement are the General Working Stress Scale (GWSS), the Quality of Life Questionnaire (QOL), and the Big Five Inventory (BFI).

Operational definition

Following are the operational definitions of variables

- **Occupational stress:** Refers to the state of tension arising from a perceived imbalance between the demands of the work environment and one's ability to effectively cope. It encompasses the psychological and physical strain that teachers experience in response to various job-related pressures such as heavy workloads, challenging student behavior, administrative expectations, and limited time constraints.
- **Quality of life:** refers to the extent to which a person enjoys good physical and mental health, feels at ease, and is capable of deriving pleasure from life's experiences. It essentially represents an individual's overall welfare and encompasses

their general well-being, contentment with life, and subjective sense of happiness. This concept also pertains to the holistic evaluation of teachers' life satisfaction, considering the physical, emotional, and social dimensions of their existence.

- **Personality traits:** Personality traits refer to enduring patterns of thoughts, emotions, and actions that set one teacher apart from another, including dimensions like extroversion, neuroticism, conscientiousness, agreeableness, and openness to experience, personality traits were operationally defined as the "big five" personality factors, namely, Openness, which involves a penchant for embracing diverse experiences. Conscientiousness, which signifies a preference for planning ahead rather than acting spontaneously. Extraversion, characterised by being talkative, enthusiastic, and socially engaged. Agreeableness, which manifests as a tendency to be helpful, kind, and empathetic. Neuroticism, characterised by being moody, prone to stress, and inclined towards worry.

Sample and Techniques

A purposive sampling technique was employed to select 150 teachers (75 males and 75 females) from Bengaluru, India, within the age range of 25 to 35 years and with 3 to 5 years of work experience. This method aimed to ensure a diverse representation of personality traits and occupational stress levels within the population.

Tools used for the study

1. Big Five Personality Inventory-2-S (NEO FFI)
2. General work stress scale
3. Flanagan Quality of life scale

Descriptions of the tools

The following tools were used for assessing the study variables

- **Big Five Personality Inventory-2-S (NEO FFI):** This test comprises a total of 30 items distributed across five subscales, namely Extraversion, Neuroticism, Agreeableness, Conscientiousness, and Openness to experiences. Within this scale, each respondent evaluated individual items using a 5-point Likert-type scale, with response options ranging from "fully false=1" to "fully true=5". The subscales have demonstrated satisfactory internal consistency, as indicated by Cronbach's alpha coefficients ranging from .55 to .83.

- **General work stress scale:** This scale is a self-report measure that assesses how stressed someone is at work. It has nine items with a five-point Likert-type response format. The GWSS has a Cronbach alpha coefficient of .90 and a replicable bifactor structure with a strong general factor. The respondents utilised a five-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always) to rate their agreement with items from the General Work Stress Scale (GWSS).

- **Flanagan Quality of life scale:** The Scale is a concise yet comprehensive self-report measure consisting of 16 questions designed to assess subjective well-being and satisfaction across various life domains. With a seven-point Likert scale, respondents rate their contentment in areas like physical health, material well-being, relationships, social activities, personal development, and recreation. Widely used, this instrument demonstrates strong reliability and validity, making it a valuable tool for evaluating an individual's overall quality of life.

Inclusion-Exclusion Criteria
Inclusion Criteria:
- High school teachers aged 25-35.
- Both genders are considered.
- Teachers working 4-11 hours daily.
- Monthly incomes ranging between 20,000 and 35,000 rupees.
- Location: Bengaluru.

Exclusion Criteria:
- Teachers outside the specified age range (25-35).
- Government school teachers.

Ethical considerations
The confidentiality of the participants was maintained by taking their consent before filling out the Google form.

Statistical Analysis
The data were analysed using IBM SPSS, employing statistical techniques such as correlation analysis to explore the relationships between variables,and regression analysis to predict the influence of personality traits on the quality of life of teachers. Based on the findings, the hypothesis was tested.

RESULTS AND DISCUSSIONS

Overview
The chapter contains information regarding the results of the study. The major purpose of the study was explored and examined by identifying the relationship between the three variables. This research aimed to investigate how personality traits influence the relationship between overall work stress and the quality of life in teachers at the higher secondary school level.

Results
The sample characteristics in a study involving 150 participants. The gender distribution within the sample is balanced, with 75 males (50%) and 75 females (50%). In terms of working hours, an equal number of participants (75 each) reported working 4-7 hours and 8-11 hours, indicating a diverse representation of working time in the sample. Marital status of the participants reveals that a majority of them (84 individuals, or 56%) are married, while 66 individuals (44%) are unmarried. This suggests a varied marital status within the sample, which could be important when analysing factors related to occupational stress and quality of life.

Income distribution within the sample is divided into two categories. The majority of participants (67 individuals, or 44.7%) reported an income ranging from 20,000 to 30,000, while a slightly higher percentage (83 individuals, or 55.3%) indicated an income above 35,000. This income distribution provides insight into the socioeconomic diversity of the sample, which may be relevant for understanding the impact of occupational stress on individuals with different income levels.

The Impact of Personality Traits on Occupational Stress and Quality of Life among Higher Secondary School Teachers

The study presents findings that encompass sample characteristics, the linear regression analysis depicting relationships between variables, and the assessment of the impact of personality traits based on the scales employed, including the Big Five Personality traits, the General Work Stress Scale, and the Quality of Life Inventory.

Table 1: Correlation between occupational stress, personality traits and quality of life among higher secondary school teachers

	M	**SD**	
GWSS	128.4	12.7	.80
QOL	106.4	8.8	.82
BFI	112.4	13.1	.89

Note. GWSS (General inventory scale working stress), QOL (quality of life scale), BFI(big five Inventory)

Table 1 presents the significant negative correlation between the General Work Stress Scale (GWSS) and the Quality of Life (QOL) among higher secondary school teachers. Additionally, the table includes alpha reliability coefficients for the study variables: GWSS (.80), QOL (.82), and Big Five Inventory Scale (BFI) (.89), indicating moderate to high reliability. The findings indicate a significant negative association between GWSS and QOL ($r = -.113$, $p < .01$) and a significant positive correlation between GWSS and personality traits measured by the Big Five Inventory Scale ($r = .520^{**}$, $p < .01$).

Table 2: Gender differences in Occupational Stress, Personality Traits, and Quality of Life Among Higher Secondary School Teachers (N=150)

	Male		*Female*		t	P
	M	**SD**	**M**	**SD**		
GWS	120.28	14.0	102.32	5.1	8.80**	.00
QOL	104.5	11.1	108.1	5.8	-2.5*	.01.
BFI	136.3	13.2	131.3	8.2	8.4**	.00

Note. GWSS (general work stress scale), QOL (quality of life scale), and BFI (big five inventory scale)** $p < .01$. * $p < .05$.

Table 2 presents significant differences between male (n=75) and female (n=75) teachers concerning general work stress, quality of life, and personality traits, as posited in Hypothesis 1. Specifically, for the General Work Stress Scale (GWSS), the t-value was 8.8, with p=.00 (p<.05), indicating that males (M=120.28, SD=14.0) experienced significantly higher levels of general work stress compared to females (M=105.32, SD=5.1). In terms of the Quality of Life Scale (QOL), the t-value was -2.5, with p=.01 (p<.05), suggesting that females (M=108.1, SD=5.8) reported significantly better quality of life than males (M=104.5, SD=11.1). Furthermore, for the Big Five Inventory (BFI), the t-value was 8.4, with p=.00 (p<.05), revealing that males (M=136.3, SD=13.2) scored significantly higher on personality traits compared to females (M=131.3, SD=8.2).

H1: There is a significant relationship between occupational stress and quality of life for male and female teachers. These results indicate that both genders experience a similar degree of general work stress, impacting their quality of life.

Table 3: Linear regression analysis of personality traits on occupational stress and quality of life among higher secondary school teachers

	Model	B	SE	β	T	P
General work Stress	Constant	120.1	6.3	0.5	-2.1*	.00
	Personality Traits (GWS)		-.12		0.3	
Quality of life	Constant	146.2	12.9	.12	-1.3	.00
	Personality Traits (QOL)		-.16		.16	

Note. GWS - General Work Stress Scale, QOL - Quality of Life Scale

In Table 3, a positive and statistically significant correlation is observed between the General Work Stress Scale (GWSS) and the Quality of Life (QOL) among higher secondary school teachers.

H2: There is a positive impact of personality traits on the relationship between occupational stress and quality of life. The results indicate a negative association, contrary to expectations, it has been found that personality traits significantly predict General Work Stress (GWS) and act as a negative predictor for quality of life among higher secondary school teachers. The Big Five Inventory, representing personality traits, appears to play a substantial role in managing stress levels but is associated with a decrease in the overall quality of life rather than the anticipated positive impact.

Table 4: Summary of Simple Regression Analyses for Variables Predicting Personality traits on relationship between occupational stress and quality of life in gender

	Males			Females		
	B	SE B	β	B	SE B	β
Neuroticism	-0.66	0.25	-.12	0.22	0.23	.07
Extraversion	0.09	0.19	.02	0.28	0.24	.15
Openness	0.08	0.19	.03	-0.18	0.17	-.08
Agreeableness	0.73	0.24	.23**	0.45	0.23	.19*
Conscientiousness	0.17	0.21	.06	0.43	0.22	.17*
R^2			.18			.07
			5.48**			2.42*

Note. *p < .05 **p < .01

Table 4 presents an examination of the moderating role of the Big Five Inventory in the relationship between gender (males and females) and linear regression. The findings reveal that personality traits play a substantial role in work-related stress. Specifically, males exhibit a higher level of job satisfaction and commitment, with an R² of 5.48** compared to females with an R² of 2.42** (p <.01). The results also indicate a negative association with the trait of neuroticism for both males and females, while agreeableness in the workplace is observed to be high for both genders. The table underscores the significant impact of personality traits in navigating stressful situations, ultimately influencing the compromised quality of life.

DISCUSSION

The primary aim of the present investigation was to examine the intricate connections among occupational stress, quality of life, and personality traits, with a specific focus on high school teachers. Furthermore, the study aimed to determine the impact of individual personality characteristics on the interaction between occupational stress and the quality of life within the context of educational institutions.

The research proposed that personality traits play a crucial role in shaping the experience of occupational stress, subsequently influencing the overall quality of life. Results indicated a significant negative correlation between personality traits and occupational stress. Notably, specific traits, such as high agreeableness and low neuroticism, emerged as influential factors contributing to a more favorable quality of life in the midst of occupational stress (Amara, 2016).

Personality traits were categorised based on the well-established five-factor model, with agreeableness, conscientiousness, and openness identified as principal contributors to both occupational well-being and comprehensive physical and mental health (Griffin, 1999). This model provides valuable insights into an individual's self-perception and sense of value in demanding work settings. Stress, as a phenomenon, tends to overwhelm individuals when the demands placed upon them exceed their capacity and willingness to cope (AbuAlRub, 2004). Occupational stress can lead to diminished self-esteem, reduced productivity, and heightened vulnerability, thereby negatively impacting both mental and physical well-being (Bakker, 2010). Furthermore, the study indicated a positive correlation between occupational stress and quality of life. These two factors were found to be closely interconnected and mutually influential. Notably, certain professions inherently entail elevated stress levels, with nursing being a prime example.An investigation into task autonomy and job identity demonstrated a direct correlation between stress and quality of life. Clarity in task definition and a distinct job identity were associated with lower stress levels and improved quality of life (Adebayo, 2011). For instance, educators who experienced clear professional roles and well-defined work hours reported elevated quality of life and decreased stress levels, respectively.

The influence of personality traits, as delineated by the five-factor model, was discerned in shaping individuals' perspectives and behaviors within diverse situations. Specifically, it was observed that low agreeableness and openness, in conjunction with heightened neuroticism, contributed to heightened stress levels and compromised both physical and mental quality of life (Bakker, 2010). With respect to the limited presence of social support, the results implied that the teaching profession might exhibit stratification, potentially leading to conflicts and divisions. Prior research has also indicated that low quality of life might stem from high job demands coupled with low job status, resulting in diminished self-esteem and overall quality of life (Silva, 2016). Consequently, fluctuating work hours and unclear task delineation may manifest as anger and conflicts within the work environment, straining employee-management relations. In such a context, the role of personality traits becomes particularly critical in determining the quality of life in challenging work environments (Adebayo, 2011).

In terms of gender differences, the study highlighted distinct behavioural patterns observed among male and female teachers in the workplace. Female teachers exhibited higher levels of commitment and willingness to undertake tasks compared to their male counterparts

(Jackson, 2012). Although gender differences were acknowledged, the study demonstrated that both male and female teachers were equally susceptible to stress-related challenges, with their quality of life similarly affected. Significant associations between stress and gender were detected, signifying that both genders experienced vulnerability within stressful work environments. Moreover, several factors, including income levels, were found to significantly impact stress levels, potentially leading to demotivation and diminished self-esteem, consequently affecting the overall quality of life (Bruce, 2011). Apart from income levels, various other factors, such as the working environment, were found to trigger distinct personality traits and subsequently influence the quality of life. Factors like increased fatigue, extended working hours, poor working conditions, and excessive workloads were identified as contributors to diminished performance, elevated stress levels, and reduced quality of life. Adverse working conditions were linked to heightened levels of neuroticism, fostering negativity and diminishing task performance, ultimately leading to reduced job engagement (Bruck, 2003). Loss of job interest was identified as a significant contributor to conscientiousness levels affected by stress. The current study highlighted a moderate level of stress-induced conscientiousness among the participants.

Moreover, stress was found to have differential impacts based on gender and age. Older individuals were deemed more susceptible to stress compared to their younger counterparts, primarily owing to their distinct reactions to various situations and potential health issues (Gillespie, 2001). In contrast, younger individuals were characterised by higher levels of agreeableness, openness, and extraversion. Their enthusiasm and adaptability to varying tasks and work dynamics were indicative of an active pursuit of improved quality of life. Undoubtedly, a better quality of life is an essential aspiration for all individuals, irrespective of age, and forms the foundation for improved mental and physical well-being (Jackson, 2012).

SUMMARY AND CONCLUSION

Overview

This chapter provides an overview of the research being conducted on the impact of personality traits on occupational stress and quality of life among higher secondary school teachers.

Summary

The investigation aimed to comprehend the complex associations between occupational stress, personality traits, and the quality of male and female educators in higher secondary schools. Utilizing a sample of 150 teaching staff encompassing both genders, data analysis employed SPSS, incorporating regression, t-tests, and correlation techniques. Three scales General Working Stress Scale (GWSS), the Quality of Life Questionnaire (QOL), and the Big Five Inventory (BFI)were employed the hypothesis was confirmed, revealing a significant correlation between work-related stress and the overall quality of life for both genders. This indicates a common experience of substantial occupational stress among male and female teachers. Likewise, our second hypothesis, positing a positive influence of personality traits on the stress-quality of life relationship, was contradicted by the findings. The Big Five Inventory gauge of personality traits, emerged as a substantial negative predictor for teachers' quality of life. While these traits played a pivotal role in managing stress levels, their impact was associated with a decrease in the overall well-being of educators, contrary to our initial expectations. These results underscore the intricate interplay of stress, personality, and well-being among higher secondary school teachers.

Additionally, the study illuminates the distinct effects of stress on teachers, considering factors such as gender and age. This emphasizes the need for tailored interventions and support. Ultimately, insights lay the groundwork for the development of targeted strategies and policies, fostering a resilient and thriving educational community in the region.

CONCLUSION

The current study underscores the interplay between personality traits, occupational stress, and the quality of life among high school teachers, particularly in the context of Bengaluru. The findings emphasize the critical role of personality traits, such as agreeableness, conscientiousness, and openness, in buffering the impact of occupational stress on teachers' overall well-being. Notably, the study reveals the detrimental effects of heightened neuroticism and reduced agreeableness on stress levels, leading to compromised mental and physical quality of life. Moreover, the investigation underscores the importance of well-defined job responsibilities, clear delineation of tasks, and sufficient social support in mitigating stress levels and enhancing the quality of life for educators. The results showed the significant negative relationship between occupational stress and quality of life means the scores were high on occupational stress and were low on the quality of life scale. The research also sheds light on the varying impacts of stress on teachers, taking into account gender and age, underscoring the necessity for customised interventions and supportive measures to cultivate a conducive environment.

Implications

The escalating trend of occupational stress poses a significant threat to the mental well-being of teaching staff, impacting both individual educators and the overall educational environment, with potential consequences for student outcomes.

Management must proactively address this issue by implementing strategies to improve working conditions and job satisfaction. Mitigating occupational stress among teaching staff involves providing basic perks, enhancing appraisal systems for recognition, and fostering a positive work environment. Investing in ongoing professional development and training equips educators with skills to cope with stressors. Job rotation programs can further alleviate stress by offering new challenges and preventing burnout.

Psychologists play a crucial role in developing and implementing targeted strategies to enhance teaching staff's mental health. Specialized interventions and counseling sessions help build resilience, coping mechanisms, and a supportive network within the school community, contributing to a more resilient teaching staff. Recognizing the implications of occupational stress is the first step toward fostering a healthier educational environment. By addressing root causes and implementing interventions, management can contribute to teaching staff well-being, positively impacting the overall quality of education and student outcomes.

Limitations
1. The study was restricted to the Bengaluru city. This restricted the area of the study since the study could have been undertaken in varied cities.
2. A broader range of ages and cultural backgrounds would provide a more comprehensive perspective on the topic.
3. Self-report questionnaires, while valuable, can be influenced by social desirability bias or subjective interpretation. Combining quantitative data with qualitative

methods like interviews could offer a deeper understanding of participants' experiences.

4. Lack of comprehensive understanding regarding the specific challenges and stressors faced by high school teachers, including the impact of income levels, working environment factors, and job demands, on their overall quality of life and job satisfactions.

Further Suggestions

Future research in this area could delve deeper into the specific factors contributing to occupational stress among higher secondary school teachers and how these factors may vary across different subjects or teaching environments. Additionally, exploring interventions or coping mechanisms that effectively mitigate stress and enhance the quality of life for teachers would be valuable. Further investigation into the nuanced relationship between personality traits and the experience of stress and well-being in the teaching profession could offer insights into tailored support systems. Moreover, examining the long-term impact of stress on the retention and job satisfaction of teachers may inform policies and practices aimed at fostering a healthier and more sustainable work environment in the field of education.

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