



Big-Five Personality Traits as Moderating Effects Exploring the Relationship between Job stress and Job Burnout

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The study explores the impact of burnout by citing 'job stress' as an independent variable. A further discussion on the moderating effects of the 'Big-Five Personality Traits' is then provided. This study samples consultants and corporate lecturers using a questionnaire survey methodology. 500 participants make up the sample with 485 questionnaires received in feedback. Of this, 472 questionnaires were deemed valid with an overall valid response rate of 94%. The statistical techniques employed were item and confirmatory factor analyses. A hierarchical multiple regression analysis was performed to analyse moderating effects. In addition to the study's conclusions, recommendations are provided in terms of practical applications for future research.

Key words: *Job Stress, Burnout, Big-Five Personality Trait*

Introduction

Many workers often turn a blind eye to job or workplace burnout. Not knowing the cause of burnout, workers become increasingly unhappy, and, in some cases are affected by serious mental illness such as depression. According to relevant literature and field experts, teachers, health care workers and other practitioners face high-risk burnout. When such professionals exhaust internal resources of assistance, burnout is likely to occur, especially for workers who need to reach out to 'others' (Amatyakul & Polyorat, 2018; Bizon, 2016; Joonlaoun, 2017; Luekveerawattana, 2016; Wanninayake, 2016).

In an increasingly stressful job environment, different personality traits may become dominant in the face of job stress. With regard to the teacher job stress model proposed by Tellenback, Brenner and Lofgren (1983), job stress is caused by individuals, different traits and from different pressures. French et al. (1974) explores the reaction and interaction of job stress by considering personality variables. The formation of job stress is important, but the personality trait of workers is especially so. If a worker's personality trait does not match specific job requirements, then the incumbent feels depressed (Argyle, 1997). According to the literature, different personality traits affect individuals' feelings about job stress (Li Shu Jing, Wang Ming Quan, Wu Yong Yi, 2009; Xu Qiu Rong, 2007). A research gap relates to there being no analysis of job burnout. This motivates researchers to examine closely personality traits and whether different personality traits have a regulating effect between job stress and burnout.

Literature Review

Job Burnout

‘Burnout’ was first proposed by the American Psychologist Freudenberger in 1974. Maslach and Jackson (1981) point out that there are pressures of certain jobs, and individuals will take appropriate measures against these pressures. However, as negative emotions accumulate, an individual's work enthusiasm will decrease, and, in turn performance quality will decline. The results of research data present the causes of job burnout, and, from this, a three-tiered burnout theory is proposed. The contents are summarised as follows:

1. Emotional exhaustion is where workers cannot work because of emotional or physiological exhaustion. Dedication is simply lacking and the individual subjectively believes that they do not have the enthusiasm for work. They no longer dedicate themselves to their work because of extreme fatigue;
2. Deindividuation is where workers gradually treat and see people as objects in their work environment. Deindividuation creates negative, indifferent and unreasonable attitudes. In the process of interaction between workers, individuals respond to people around them in a way that is emotional and indifferent;
3. Low personal accomplishment is where employees measure their work performance with a negative mindset as they are unhappy and bored. They think that their work cannot potentially grow and subsequently impacts on the quality of work. Both have adverse effects.

Maslach and Jackson (1981) have studied job burnout in organisations and found that it takes an enormous time and effort to assist clients to deal with psychological, physical or social difficulties. For example, teachers need to respond in the classroom. In addition to the students' diverse learning styles, after class, teachers need to pay attention to the physical and

psychological reactions of students. Peer relationships between students is also a problem that teachers need to heed. Therefore, such long-term and continuous pressure is easy to ignore and teachers who are affected by continuous emotional exhaustion burnout. Given the examples cited, this study defines job burnout as long-term job stress that comprises fatigue, anxiety and depression. Because of this, employees lose their enthusiasm for the job; work ability declines, performance quality is low, and a sense of accomplishment minimal.

Job Stress

The term 'stress' originates from physics and engineering and means an object's resistance to external forces. In 1932, a psychologist, Cannon, first applied it to human psychology, and, later, Selye. H introduced it to the social sciences (Amatyakul & Polyorat, 2018; Napitupulu, 2016; Zhu Yu Wen, 2009). Selye (1956) believes that stress is the resistance of an individual to return to normal conditions in the face of external or threatening conditions. There are many sources of stress in daily life. One of the most important sources of stress is 'work', which leads to the concept of 'job stress'. The pressures caused by working relationships are seen as work pressure (Huang Yi Liang, 2000). Scholars' definitions of job stress are mainly based on the following viewpoints: (i) emphasis on work environmental factors where the characteristics of the work environment are regarded as the primary cause of personal feelings; (ii) emphasis on the state of personal reaction where the physiological and psychological imbalance of the individual's requirements in response to work care considered and; (iii) emphasis on the interaction between the individual and the environment where the result of interaction between the individual and the work environment is regarded as the chief cause of the pressure (Li Sheng Zhang, 2003). The definition of job stress is approximately that from the perspective of workers and the working environment.

Kyriacou and Sutcliffe (1978) are regarded as pioneering scholars who first proposed the pressure of teachers' job stress. The pressure felt by teachers emanates from the requirements, expectations and responsibilities of their duties. Situational factors or negative emotional responses that arise when assessing threats or impeding performance (Zhou Li Xun, 1986) are factors affecting job stress and the relationship is complicated. From the theoretical model of teacher job stress, it can be found that 'teacher's personal traits are an important factor, even in the same work environment or culture and may be due to individuals. Background traits are linked to old experiences and affect their perception of work. As such, responses to job stress vary from person to person. Lin Jia Hui (2002) defines teacher job stress more closely with this research. In light of this discussion, teacher job stress refers to the process in which teachers interact with people and things in school work. Negative emotions, which are limited to personal perception, including emotional and behavioural aspects.

Big-Five personality traits

Gareth and Charles (2000) point out so-called personality traits, that is, long-term performance that affects self-thinking, feelings and behaviour. Monte and Sollod (2003) argue that personality traits are a set of personalities or habits that allow an individual's thoughts or behaviour to continue. Personality is a unique and stable state of a person's inner psychology, thinking mode and external behaviour (Amatyakul & Polyorat, 2017; Chen Ling Wei, 2005, Reza, Rusidah, & Forasidah, 2017). Zhang Chun Xing (2006) also emphasise that personality traits are individuals' unique personalities in their life history when they are adapted to people, things, and themselves. Personality is the dynamic psychological structure that governs individual thoughts, emotions and behaviours. It has persistence and stability, which makes the individual's thoughts, emotions and behaviours distinctive. Personality traits are the individual's thoughts, emotions and behaviours (Liu Zong Ming, 2007). The scholar's arguments can be summarised as unique traits of personal characteristics, including distinguishing and established enduring physical and mental characteristics. These characteristics are formed by an interaction between the individual's inner thoughts and the environment in which they exist. This relationship affects the individual's internal thinking and explicit behaviour.

The theoretical development of the five personality traits was first proposed by Galton and Willcocks (1983) for the Lexical Hypothesis and refers to using personality trait to describe people. Costa and McCrae (1992) propose five personality trait models based on precursor models. Mower and Spears (1999) used structural equation to verify the existence of five personality traits. The Five Personality Traits Model (FFM) is the fundamental unit for identifying personality. It uses people's everyday language to describe personality (Zhuang Xian Yan, 2013).

Between the 1940s and 1960s, scholars who studied personality traits similarly concluded that personality consists of five categories of traits. Until the 1980s, the most widely accepted were the five personality traits classified by Costa and McCrae (1980), including Openness, Conscientiousness, Extraversion, Agreeableness, and Emotional Stability, commonly known as the 'Big-Five'. In order to understand and describe an individual's unique personality traits, a wide range of stable and consistent tools must be used. With high stability and wide acceptance, the meaning and connotation of the five personality traits cover many aspects of personality. Therefore, this study is used as a theoretical basis to explore the current situation of individual personality traits.

The relationship between job stress, job burnout and big-five personality traits

The potential source of job stress stems from the needs of the environment. It is a situation that exceeds the individual's ability and available resources. If the individual's response to the stress cannot be solved, there will be signs of stress. If pressure persists for a long time, it cannot be processed and job burnout occurs (Moracco & McFadden, 1982). The emotions, attitudes, and physical exhaustion caused by job stress are that of job burnout (Blase, 1982). In general, job burnout occurs more often in industries that are in direct contact with people, and teaching is seen as a high-stress and high-skills job. When teachers feel excessive pressure, job burnout occurs (Zhang Qing Xun, 1998). Based on the above literature, the following conclusions are provided: (i) the occurrence of job burnout is related to work pressure faced by the individual. Job burnout is a result of long-term accumulation and establishes a vicious circle. Job stress significantly contributes to job burnout; (ii) job stress can lead to positive or negative results. While job stress can have a positive, stimulating effect on workers, sustained, excess pressure brings about job burnout and a loss of enthusiasm and confidence and; (iii) the occurrence of job burnout has a close and continuous relationship with job stress. Given this summary, it can be found that job stress has a significant positive correlation with work burnout and predictive power.

Research data shows that personality traits have a considerable influence on adjusting to job stress. However, research on the relationship between job stress and job burnout is relatively lacking in the five personality traits: only the same self-variable (work pressure) and regulation change. Two articles related to the five personality traits Zheng Kaiyuan (2012) takes work pressure as the self-change item, job satisfaction as the change item and the five personality traits as adjustment variables. The results show that work pressure is satisfying. In terms of a negatively influenced relationship, the rigour of the five personality traits have a regulating effect. Huang Yi Han (2012) explores the impact of job stress on job satisfaction and whether personality traits have a regulating effect. The results show that job stress has a negative relationship on job satisfaction. In terms of an adjustment effect, extroversion adjusts the impact of interpersonal conflict, workload and lack of autonomy on job satisfaction; pleasantness adjusts the impact of interpersonal conflict on job satisfaction and; rigour on the impact of lack of autonomy on job satisfaction.

According to inferences made in previous literature, research on the positive impact of previous job stress and burnout finds that personality traits, job stress and job burnout are related. Teachers' have high work pressures that will easily cause burnout. However, when different personality traits come into play, teachers are able to adapt even if the work pressure is large. This does not necessarily lead to job burnout, especially when the five personality traits are the regulating variables and the pressure of work does not seriously impact job burnout.

Research Methodology

Research hypothesis

According to the purpose and nature of the research questions and the findings contained in the literature, it is known that job stress will affect job burnout as will personality traits. Therefore, this study uses work pressure as the self-variation and job burnout as the change item. The five personality traits are adjustment variables.

Firstly, the relationship between teachers' job stress and burnout is discussed. The five personality traits are used as disturbance variables to further explore their related influences. In light of this, the following hypotheses are proposed:

Hypothesis 1: That job stress has a significant positive impact on job burnout;

Hypothesis 2.1: That open personality traits have a significant regulatory effect on the relationship between job stress and job burnout;

Hypothesis 2.2: That emotional Stability Personality traits have a significant regulatory effect on the relationship between job stress and job burnout;

Hypothesis 2.3: That extroversion personality traits have a significant regulatory effect on the relationship between job stress and job burnout;

Hypothesis 2.4: That pleasant personality traits have a significant regulatory effect on the relationship between job stress and job burnout and;

Hypothesis 2.5: That strict personality traits have a significant regulatory effect on the relationship between job stress and job burnout.

Research scale

The research is centred in 232 public elementary schools in Taichung City, Taiwan. The number of teachers is 11,504. The sample is divided into four layers: 12 classes, 13 to 24 classes, 25 to 36 classes and 37 classes or more. 500 questionnaires were distributed and the number of students in each level established according to the scale of the school. Subsequently, the number of schools was randomly selected: five teachers were selected from each school of under 12 classes; nine were selected from 13 to 24 classes and 25 classes to 36 classes respectively. There are between 7 to 13 students in each class.

With regards to the literature and research viewpoints of domestic and foreign scholars and, in order to find suitable scales to construct the research questionnaire, the contents included: 'job Burnout', 'Job Stress' and the 'Big-Five Personality Traits'. Each variable is explained separately below. As shown in Table 1 below, the reliability of the research questionnaire is sound. In reference to the research scale of job burnout, the Maslach Burnout Inventory (referred to as MBI-ES) was compiled by American social psychologists Maslach and Jackson,

Survey (1986) and has 22 questions. Job stress is informed by the work of Lin, Jia-Hui (2002) and refers to domestic and foreign empirical research and existing assessment tools. The job stress scale has 39 questions. In terms of the Big-Five personality traits, a Chinese version of the International English Big-Five Mini-Markers, developed by Jingyi, Xumin, Yizhen, & Chaoyu (2010), is used and contains 29 questions.

Table 1: Scales Cronbach's α

Variable	Facet	Cronbach's α
Job Burnout	Emotional exhaustion	.923
	Dehumanization	.805
	Low personal accomplishment	.859
Job Stress	Teaching and coaching	.844
	Organizational factor	.886
	Professional ability and development	.812
	Role pressure	.759
	Interpersonal relationship	.854
	Workload	.764
	School external factors	.806
Big-Five personality traits	Extroversion	.83
	Openness	.82
	Emotional stability	.72
	Rigor	.82
	Pleasant	.83

Research Results and Discussion

The study used Pearson's Product-Moment Correlation Analysis to examine the degree of correlation between variables. The results were that there is a significant correlation between variables. The correlation coefficient between job burnout, job stress and the big five personality traits was less than .80. Given this, it can be preliminarily determined that there is no Multi-Collinearity problem between variables.

Analysis of job stress and job burnout

Job stress has three positive aspects of job burnout. There are significant positive correlations between the three facets of job stress and the three facets of job stress and job burnout. With this available, there is indeed a positive relationship between job stress and job burnout.

Five personality traits are the effect of job stress and job burnout

Based on Baron and Kenny's (1986) point of view, hierarchical regression analysis verifies whether the five personality traits interfere with the relationship between job stress and job burnout. In light of this, the hypothesis verification of the adjustment effect is: Mode 1: add control variables; Mode 2: Pre-variables (work pressure) and interaction variables and Modes 3 to 7: Work pressure * Extroversion, Work pressure * Openness, Job stress * Emotional stability) Work pressure * rigour, work pressure * pleasantness. If the interaction variable has a significant predictive effect on job burnout, it means that an adjustment effect exists.

Mode 1 places the control variable as a reference value. Mode 2 adds the self-variable working pressure. According to the analysis result mode, the cumulative explanatory variation R² is .02 and .32, and the mode 2 R² change is .30, $p < .001$, which has significant changes. The β value of job burnout is .56, which is a significant level of $p < .001$, indicating that job stress has a positive impact on job burnout, that is, the greater the work pressure, the greater the job burnout. Mode 3 adds interaction variables between job stress and extroversion personality traits, and its R² change is .30, $p < .001$, with significant changes. The beta value of the interaction variable is -.02, which is a significant level of $p < .001$, indicating that the effect of extroversion personality traits on job stress and job burnout is significantly regulated. Mode 4 joins the interaction between job stress and open personality traits, and its R² change is .30, $p < .001$, with significant change; the interaction variable has a beta value of .02, which is significant for $p < .001$. The standard shows that the open personality traits have a significant moderator effect on job stress and job burnout. Mode 5 joins the job stress and emotional stability personality trait interaction variable, its R² change is .31, $p < .001$, with significant change; the interaction variable has a beta value of -.07, up to $p < .01$. The remarkable level of emotional stability shows that personality traits have a significant moderator effect on job stress and job burnout. Mode 6 joins the job stress and rigorous personality trait interaction variable, the R² change is .31, $p < .001$, with significant change; the interaction variable has a beta value of -.03, up to $p < .001$. Significant levels, showing that rigorous personality traits have a significant moderator effect on job stress and job burnout.

After pattern 7 joins the job stress and the pleasant personality trait interaction variable, the R² change is .31, $p < .001$, with significant change; the interaction variable has a beta value of -.04, up to $p < .001$. The remarkable level shows that the pleasant personality traits have a significant moderator effect on job stress and job burnout.

Conclusion and Recommendations

The results obtained by the study are consistent with the inference direction of the research hypothesis. Job stress has a significant positive impact on job burnout; the five personality traits have significant adjustment effects on job stress and job burnout.

Management implications

Organizations should first pay attention to the causes of teachers' job burnout. When arranging various positions, they should be able to consider all aspects. In addition to the conditions of individual professional ability and willingness, it should also consider whether the teacher's personality traits can effectively respond to work pressure. In the process of teaching work, stress is an inevitable issue for teachers. However, moderate pressure is the driving force for progress, which can stimulate individual initiative and vitality, and improve work efficiency. The results of the study show that if the teacher is emotionally stable, the pressure from the workload will be reduced. It is recommended that the teacher participate in or involve the emotional and stress management courses. The group will perceive the emotions of the self and maintain positive and stable emotional learning. Emotional control, to avoid the occurrence of work dissatisfaction and burnout caused by excessive humanization.

It is suggested that future researchers can conduct quality research and conduct more in-depth analysis by means of field observation, in-depth interviews, case studies or action research to supplement the deficiencies of the questionnaires, so that the quantitative and qualitative research can confirm each other and obtain more. Zhou Yan, a more complete study. In addition, teachers of different ages can explore the work pressure and the causes of job burnout. The perspective of this study is only from the teacher's point of view, especially in terms of personality traits. Most of the research is filled out by self-cognition. It is suggested that future researchers can also cross-check and analyze the parents from the perspective of the students. Perception of teacher behavior, or permission to get a different perspective.

Recs The results are as follows: (i) there is a high-positive impact of job stress on burnout; (ii) there is a significant moderating effect between Openness to Experience Personality Traits and the relationship between job stress and burnout; (iii) there is a significant moderating effect of Emotional Stability Personality Traits on the relationship between job stress and Burnout; (iv) there is a significant moderating effect of Extraversion Personality Traits on the relationship between job stress and burnout; (v) there is a significant moderating effect of Agreeableness Personality Traits on the relationship between job stress and burnout and; (vi) 6. there is a significant moderating effect of Conscientiousness Personality Traits on the relationship between job Stress and burnout.



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