

The Relationship between the Big Five Personality Traits and Psychological Well-Being among Teachers Supporting Children with Special Needs, with Emotion-Focused Coping as a Mediator

Ikke Herliya Ayu Pitaloka^{1*}, IGAA Noviekayati², Anrilia E M Ningdyah³
Universitas 17 Agustus 1945 Surabaya

Corresponding Author: Ikke Herliya Ayu Pitaloka ikkepitaloka@gmail.com

ARTICLE INFO

Keywords: Big Five Personality, Psychological Well-Being, Emotion-Focused Coping, Special Education Assistant Teachers

Received : 29, March

Revised : 30, April

Accepted: 23, May

©2026 Pitaloka, Noviekayati, Ningdyah: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/).



ABSTRACT

The need for teachers to accompany children with special needs continues to increase along with the increasing number of schools that are opening inclusion programs for children with special needs. Teachers who accompany children with special needs face high workloads, significant emotional stress, and lack of support from the environment, all of which have the potential to lower their psychological well-being. This study aims to examine the relationship between big five personality and psychological well-being, with emotion-focused coping as a mediator variable. The subjects in this study amounted to 103 teachers accompanying children with special needs. The sampling technique used is purposive sampling. Data collection was carried out using three instruments, namely the psychological well-being scale, the Big Five Inventory (BFI), and the emotion-focused coping scale (BRIEF-COPE). Data analysis was carried out using the path analysis technique. The results showed that the big five personalities were related to psychological well-being and emotion-focused coping, but emotion-focused coping did not play a mediator role in these relationships.

INTRODUCTION

Getting a proper education is the right of every child of the nation. This is in accordance with the 1945 Constitution, Article 31 paragraph 1: "Every citizen has the right to education." The right to education does not exclude children with special needs or disabilities, such as children with learning disabilities, emotional disorders, blindness, mental retardation, deafness, and physical disabilities, these children have the right to education. Likewise, for children from families with very minimal economic conditions, children who are in and live in 3T (Disadvantaged, Frontier, Outermost) areas, as well as children in disaster-affected areas, all have the right to obtain an appropriate education. One implication of the above conditions is the emergence of the concept of inclusive education (Haryono & Anggraini, 2019).

The implementation of inclusive education in Indonesia is outlined in National Government Regulation Number 70 of 2009, which explains that inclusive education is an educational system that provides opportunities for all students with disabilities or special needs and who have the potential for intelligence and/or special talents to participate in education together with students in general. The success of inclusive education in Indonesia depends on the support system in inclusive schools, including teacher training, resources in the form of teaching facilities, collaboration with related parties, social and community support (Purbasari et al., 2022). The role of teachers in supporting the success of inclusive education for children with special needs is very important. When carrying out their functions, special education teachers carry out three types of services, namely prevention services, intervention services, and compensation services (Suherman, 2012).

Based on the explanation above, a teacher of children with special needs must have adequate knowledge and competency. However, the reality in the field is that many teachers do not have adequate knowledge, skills, and understanding regarding inclusive teaching strategies and managing special educational needs in the classroom (Juntak et al., 2023). This can impact the effectiveness of learning and the engagement of students with special needs (Collins et al., 2019). Teachers must at least have the ability to ensure that students can develop skills appropriate to the age and needs of children with special needs. The various challenges faced by teachers of children with special needs become obstacles to achieving the successful implementation of inclusive education, thus creating a burden for teachers because they face greater demands and pressure when teaching in inclusive schools (Sari et al., 2023).

In a study conducted by Agustin & Ernawati (2024), it was stated that the results of interviews conducted with several teachers of children with special needs, they said they often felt sad, wanted to complain, had difficulty controlling their emotions, felt depressed and even often felt confused, teaching, especially teaching children with special needs, had a significant impact on the level of psychological well-being of teachers. This is also in line with research conducted by Fathi (2021) which stated that teaching students can trigger anxiety, teachers are under a lot of work pressure and are at risk of experiencing poor social emotional well-being. Long-term work stress and anxiety can lead to

burnout, which can significantly affect the mental and physical health of teachers, and ultimately impact the mental and physical health of their students as well.

The results of observations conducted by researchers at an educational institution showed that out of 10 teachers of children with special needs, 6 of them stated that they often felt stressed by work demands that were felt to be greater than the work of teachers in general. They said they often experienced stress when carrying out their work. Some of their stress triggers were the condition or severity of the child's disorder because the more severe the child's disorder, the greater their workload. Another trigger was that some of them were not experienced in the field of special needs education, which made the pressure they experienced higher. Problems with the ability and completeness of school facilities greatly affected the workload and stress pressure faced by teachers of children with special needs. Being a teacher of children with special needs is required to always be happy and comfortable so that teachers are able to enjoy life. If they can enjoy their work, it will create a sense of satisfaction with the life they live without feeling burdened (Cahyaningtyas et al., 2020).

The pressure and workload they face can cause teachers with special needs to experience prolonged stress, which can lead to problems with their psychological well-being. This is supported by research conducted by Nurrady & Siregar (2021), which found that inclusive elementary school teachers experienced negative emotional states, felt confused about how to deal with children with special needs, felt disturbed, felt anxious, and felt overwhelmed by the lack of facilities for the learning process at the school. These factors indicate stress triggers for teachers, and the results of the study categorized the psychological well-being of inclusive elementary school teachers as moderate.

Understanding teachers' psychological well-being is crucial for maintaining their mental health and professional and personal development (Diwanti & Abidin, 2021). Psychological well-being reflects the highest level of an individual's functioning as a human being, reflecting their desires as purposeful beings who strive for their goals (Ryff, 1989). Research on the psychological well-being of educators has attracted the attention of several researchers. This interest stems from the fact that psychological well-being in education contributes to the development of a teacher's mental health and professionalism, ultimately improving the quality of education (Noviantoro & Saloom, 2019).

This study aims to analyze the relationship between the personality types (big five personality) of a teacher assisting children with special needs with psychological well-being, with the support of emotion-focused coping as a mediator variable in teachers assisting children with special needs. By understanding the psychological dynamics between these three variables, this study is expected to contribute to the development of competency and performance rewards for teachers assisting children with special needs so that they are more effective in improving the welfare of teachers assisting children with special needs. In addition, the results of this study are expected to provide an empirical basis for decision-making in improving the effectiveness of human resource management in the inclusive education sector. Thus, this study has

academic and practical urgency in understanding the factors that influence the psychological well-being of teachers assisting children with special needs. Through this approach, it is hoped that schools, especially inclusive schools, can develop more comprehensive policies to create a healthier and more productive work environment for teachers assisting children with special needs.

LITERATURE REVIEW

Psychological Well-Being

Carol D Ryff (1989), the founder of the theory of psychological well-being, explains the term psychological well-being as the full achievement of one's psychological condition and a state when an individual can accept their strengths and weaknesses as they are, have a purpose in life, develop positive relationships with others, become an independent person, be able to control their environment, and continue to grow personally. Ryff's concept begins with the belief that positive health is not just the absence of physical illness, psychological well-being consists of the need to feel good psychologically. He added that psychological well-being is a concept related to what an individual feels about activities in daily life and leads to the expression of personal feelings about what an individual feels as a result of his life experiences.

Big Five Personality

Goldberg (1990) stated that all human personality traits are reflected in everyday language. Through factor analysis of thousands of adjectives describing human character, he found that five main factors consistently emerged. Goldberg argued that these five dimensions are the universal foundation for describing human personality across cultures.

Later, McCrae and Costa (1997) developed this theory further by proposing that the Big Five structure is stable across the lifespan and applies across cultures. They proposed that personality is based on biological predispositions combined with life experiences, thus forming consistent patterns of behavior.

Emotion-Focused Coping

According to Lazarus and Susan Folkman (1984), coping is a dynamic process that individuals undertake to manage perceived pressure or stress. When faced with stress, a person does not merely react passively, but actively assesses the situation and determines the best way to deal with it. Based on their theory, coping strategies are divided into two main types: problem-focused coping and adaptive coping. Lazarus and Folkman (in Cooper & Payne, 1999) state that individuals have a choice of coping strategies that are always available for use. Later, they can choose which strategy is believed to be most effective to use in resolving a problem. The most effective strategy depends on the characteristics of the assessment of the situation being faced. To determine and choose coping behavior, a person is not only fixated on a coping strategy, but also seeks the right type of coping strategy. As stated by Hamilton and Lobel (2008), coping is a

dynamic process that responds to changes in stressful conditions. Thus, individuals can apply adaptive coping strategies or vice versa.

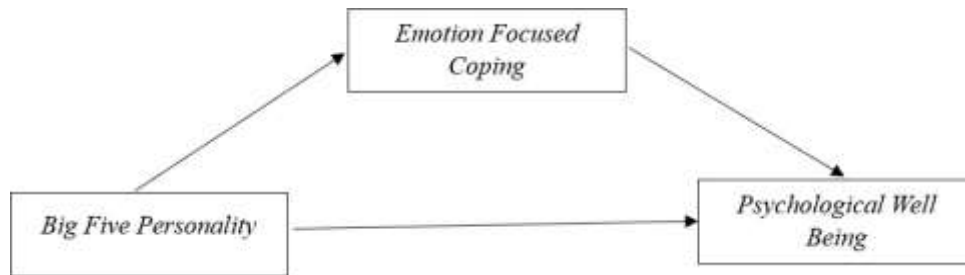


Figure 1. Thinking Framework

- H1: Emotion focused coping plays a role as a mediator in the relationship between Big Five personality and Psychological Well Being.
H2: Big five personality has a direct relationship to Psychological Well Being
H3: Emotion focused coping has a relationship with Psychological Well Being
H4: Big five personality has a relationship with emotion focused coping

METHODOLOGY

This research method uses a quantitative approach with a correlational research design to analyze the relationship between the Big Five personality traits and psychological well-being in teachers assisting children with special needs (ABK), and to examine the role of emotion-focused coping as a mediator. The study was conducted on teachers assisting children with special needs working in inclusive schools. The focus of this study was to examine the influence of personality type on teachers' psychological well-being and how emotional coping strategies help teachers cope with work pressure.

The research subjects were 103 teachers accompanying children with special needs. The sampling technique used was purposive sampling, which is a technique for selecting samples based on certain characteristics that align with the research objectives. The characteristics of the subjects in this study were teachers who directly handle and accompany students with special needs in inclusive schools. The study also grouped the characteristics of respondents based on gender, age, education level, field of study, and length of service as teachers accompanying children with special needs to obtain a general overview of the research subjects.

Data collection was conducted using three main research instruments. The first instrument is a psychological well-being scale developed based on Ryff's (1989) theory, which covers six aspects: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The second instrument is the Big Five Inventory (BFI) to measure five personality dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The third instrument is an emotion-focused coping scale adapted from the BRIEF-COPE to measure emotional coping strategies used by individuals in dealing with stress. All instruments use a Likert scale as the format for assessing respondents' answers.

Before being used in the main study, the research instruments were first tested for validity and reliability. Validity testing was conducted using item discrimination to determine the extent to which the items were able to measure the intended variables. Reliability testing was conducted to determine the level of consistency of the measurement instrument. The test results indicated that all scales had good reliability and were suitable for use in research. This study also used expert judgment to ensure the instrument's content aligned with the theoretical concepts used.

In the data analysis process, the study employed path analysis. This technique was used to determine the direct and indirect relationships between the Big Five personality variables, emotion-focused coping, and psychological well-being. Prior to analysis, the data were tested using the Kolmogorov-Smirnov normality test to ensure normal distribution. Furthermore, the study employed descriptive statistical analysis to describe the condition of each research variable and categorize the level of psychological well-being, personality, and emotion-focused coping among respondents.

RESEARCH RESULTS

Data Description

a. Descriptive Statistical Test Results

Table 1. Descriptive Statistical Test

Variables	N	Minimum	Maximum	Mean	Standard Deviation
<i>Extroversion</i>	103	21	39	29.30	5,265
<i>Agreeableness</i>	103	21	45	35.33	5,082
<i>Conscientiousness</i>	103	21	45	33.87	5,523
<i>Neuroticism</i>	103	8	40	25.89	6,945
<i>Openness</i>	103	18	50	36.27	6,371
EFC	103	22	69	46.47	8,555
PWB	103	292	496	394.17	49,250

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the calculation results in the table above, it is known that the extraversion score has a minimum value of 21 and a maximum value of 39 with a mean value of 29.30, with a standard deviation value of 5.265. This indicates that the respondent's level of extraversion is in the moderate category. Agreeableness has a minimum value of 21 and a maximum value of 45 with a mean value of 35.33, with a standard deviation value of 5.082. This indicates that the respondent's level of agreeableness is in a fairly high category. Conscientiousness has a minimum value of 21 and a maximum value of 45 with a mean value of 33.87, with a standard deviation value of 5.523. This indicates that the respondent's level of conscientiousness is in a fairly high category. Neuroticism has a minimum value of 8 and a maximum value of 40 with a mean value of 25.89, with a standard deviation value of 6.945. This indicates that the respondent's level of neuroticism is in the moderate category. Meanwhile, openness has a minimum value of 18 and a maximum value of 50, with a mean

value of 36.27, with a standard deviation of 6.371. This indicates that the respondents' level of extraversion is in the high category.

The emotion-focused coping variable had a minimum value of 22 and a maximum value of 69, with a mean value of 46.47, and a standard deviation of 8.555. This indicates that respondents' emotion-focused coping levels were in the moderate category.

The psychological well-being variable has a minimum value of 292 and a maximum value of 496, with a mean value of 394.17, and a standard deviation value of 49.250. This indicates that the respondents' psychological well-being is in the moderate category.

b. Data Categorization

Table 2. Extraversion Categorization

CategoryXE	Frequency	Presentatio n	Cumulative Percent
Low	25	24.3%	24.3
Currently	55	53.4%	77.7
Tall	23	22.3%	100.0
Total	103	100.0	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the results of the table above, 25 subjects, or 24.3%, were in the low extroversion category. Fifty-five subjects, or 53.4%, were in the medium extroversion category. Meanwhile, 23 subjects, or 22.3%, were in the high extroversion category.

Table 3. Agreeableness Categorization

Category XA	Frequency	Presentation	Cumulative Percent
Low	15	14.6%	14.6
Currently	69	67.0%	81.6
Tall	19	18.4%	100.0
Total	103	100.0%	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the table above, 15 subjects, or 14.6%, fell into the low agreeableness category. Sixty-nine subjects, or 67%, fell into the medium agreeableness category. Meanwhile, 19 subjects fell into the high agreeableness category, or 18.4%.

Table 4. Categorization of Conscientiousness

CategoryXC	Frequency	Presentation	Cumulative Percent
Low	23	22.3%	22.3
Currently	62	60.2%	82.5
Tall	18	17.5%	100.0
Total	103	100.0%	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the table above, 23 subjects, or 22.3%, were in the low conscientiousness category. Sixty-two subjects, or 60.2%, were in the medium category. Meanwhile, 18 subjects, or 17.5%, were in the high conscientiousness category.

Table 5. Neuroticism Categorization

CategoryXN	Frequency	Presentation	Cumulative Percent
Low	16	15.5%	15.5
spring	70	68.0%	83.5
Tall	17	16.5%	100.0
Total	103	100.0%	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the results of the table above, 16 subjects, or 15.5%, were in the low neuroticism category. Seventy subjects, or 68%, were in the medium neuroticism category. Meanwhile, 17 subjects, or 16.5%, were in the high neuroticism category.

Table 6. Openness Categorization

CategoryXO	Frequency	Presentation	Cumulative Percent
Low	11	10.7%	10.7
Currently	74	71.8%	82.5
Tall	18	17.5%	100.0
Total	103	100.0%	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the openness score table above, 11 subjects, or 10.7%, were in the low category. Seventy-four subjects, or 71.8%, were in the medium category. Meanwhile, 18 subjects, or 17.5%, were in the high category.

Table 7. Categorization of Emotion-focused coping

Category Z	Frequency	Presentation	Cumulative Percent
Low	10	9.7%	9.7
Currently	75	72.8%	82.5
Tall	18	17.5%	100.0
Total	103	100.0%	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the results of the table above, 10 subjects, or 9.7%, were in the low category for emotion-focused coping. Seventy-five subjects, or 72.8%, were in the medium category. Meanwhile, 18 subjects, or 17.5%, were in the high category.

Table 8. Categorization of Psychological Well Being

CategoryY	Frequency	Presentation	Cumulative Percent
Low	18	17.5%	17.5
Currently	66	64.1%	81.6
Tall	19	18.4%	100.0
Total	103	100.0%	

Source: Output of IBM SPSS Series 23 Program for Windows

Based on the table above, 18 subjects, or 17.5%, were in the low category for psychological well-being. Sixty-six subjects, or 64.1%, were in the medium category. Meanwhile, 19 subjects, or 18.4%, were in the high category.

Hypothesis Test Results

a. The Direct Influence of Big Five Personality on Psychological Well-Being

Table 9. Results of the Direct Effects Test

Dimensions	Estimate	Std. Error	z- value	p	Interpretation
<i>Extroversion</i>	0.004	0.022	0.208	0.835	Not Significant
<i>Agreeableness</i>	0.043	0.021	2,049	0.040	Significant Positive
<i>Conscientiousness</i>	0.070	0.026	2,740	0.006	Significant Positive
<i>Neuroticism</i>	-0.017	0.014	-1.197	0.231	Not Significant
<i>Openness</i>	-6.608×10-5	0.019	-0.003	0.997	Not Significant

Source: Program Output JASP 0.19.1 For Windows

The table above shows that of the five personality dimensions, only agreeableness ($p = 0.040 < 0.05$) and conscientiousness ($p = 0.006 < 0.05$) had a significant direct influence on psychological well-being. This indicates that individuals with high levels of agreeableness and conscientiousness tend to have better psychological well-being.

Meanwhile, the dimensions of extraversion ($p = 0.835 > 0.05$), neuroticism ($p = 0.231 > 0.05$), and openness ($p = 0.997 > 0.05$) did not show a significant direct influence on psychological well-being. This indicates that these three traits are not strong predictors of psychological well-being in the context of teachers assisting children with special needs.

b. Indirect Influence of Big Five Personality on Psychological Well-Being Through Emotion-Focused Coping

Table 10. Results of the Indirect Effects Test

Variables	Estimate	Std. Error	z- value	p
<i>Extroversion</i> → EFC → PWB	0.003	0.004	0.829	0.407
<i>Agreeableness</i> → EFC → PWB	-0.003	0.003	-0.795	0.426
<i>Conscientiousness</i> → EFC → PWB	7.455×10-4	0.003	0.231	0.817
<i>Neuroticism</i> → EFC → PWB	0.010	0.008	1,234	0.217
<i>Openness</i> → EFC → PWB	0.010	0.008	1,212	0.226

Source: Program Output JASP 0.19.1 For Windows

The results of the analysis table above show that the significance value of the relationship between extraversion → EFC → PWB ($p = 0.407 > 0.05$), agreeableness → EFC → PWB ($p = 0.426 > 0.05$), conscientiousness → EFC → PWB ($p = 0.817 > 0.05$), neuroticism → EFC → PWB ($p = 0.217 > 0.05$), openness

→ EFC → PWB ($p = 0.226 > 0.05$). Of the five personality dimensions related to psychological well-being through emotion-focused coping, the overall p-value is > 0.05 , which means there is no significant effect.

We can conclude that there is no significant mediator pathway from Big Five personality to psychological well-being through emotion-focused coping. All p-values for the indirect pathways are above 0.05. This indicates that although individuals may use emotional coping strategies, their use is not strong enough to bridge the influence of personality on psychological well-being.

c. The influence of Big Five personality on emotion-focused coping

Table 11. Results of the Test of the Effect of BFP on EFC

Track	Estimate	Std. Error	z	p-value	Interpretation
Extraversion → EFC	0.021	0.019	1.104	0.269	Not significant
Agreeableness → EFC	-0.019	0.019	-1.028	0.304	Not significant
Conscientiousness → EFC	0.005	0.023	0.235	0.814	Not significant
Neuroticism → EFC	0.069	0.010	6,553	< 0.001	Significant positive
Openness → EFC	0.071	0.015	4,588	< 0.001	Significant positive

Source: Program Output JASP 0.19.1 For Windows

From the table above, we can see that on the path to emotion-focused coping, only two personality dimensions showed a significant influence: neuroticism ($p < 0.001$) and openness ($p < 0.001$). Individuals with high levels of neuroticism and openness tended to use emotion-focused coping strategies more frequently. However, because emotion-focused coping itself did not significantly influence psychological well-being ($p = 0.209 > 0.05$), although personality traits influence emotion-focused coping, it does not necessarily indirectly influence well-being.

d. Model Strengths

Table 12. R-Squared Test Results

<i>R-Squared</i>	<i>R²</i>
<i>Psychological Well-Being</i>	0.389
<i>Emotion-focused coping</i>	0.515

Source: Program Output JASP 0.19.1 For Windows

DISCUSSION

This study aims to determine the relationship between the Big Five personality traits and psychological well-being (PWB) in teachers assisting children with special needs, with emotion-focused coping (EFC) as a mediator. The findings provide a clear picture of the role of personality traits in shaping

psychological well-being and demonstrate how emotional-focused coping strategies act as a mediator in this relationship.

The results of the study indicate that the personality dimensions of agreeableness and conscientiousness have a significant direct influence on psychological well-being. These results align with research conducted by Ahadiyanto (2020), which also found a significant positive relationship between the dimensions of agreeableness and conscientiousness on psychological well-being. Individuals with high levels of agreeableness tend to have harmonious social relationships, are more empathetic, and tend to be helpful, so they are more easily satisfied and have a more positive meaning in life. This is in line with the findings of Sari & Widyastuti (2019) who stated that individuals who are cooperative and caring towards others tend to have high levels of psychological well-being.

Teachers assisting children with special needs with high levels of agreeableness are better able to manage their emotions when faced with unusual behavior from their children and are more easily able to build social support from colleagues and parents. This finding is reinforced by research by Nurarini (2016), who found that agreeableness significantly influences the psychological well-being of parents of children with special needs in Indonesia, suggesting that social sensitivity and empathy play a crucial role in improving psychological well-being in the context of children with special needs. Furthermore, a study by Ratnasari & Kurniawan (2021) also confirmed that teachers with prosocial personalities, such as agreeableness, are more resilient to work stress, ultimately improving their psychological well-being. Therefore, it can be concluded that agreeableness not only influences the quality of interpersonal relationships but also acts as a protective factor that enhances the psychological resilience of teachers assisting children with special needs in facing the emotional demands of their work.

Furthermore, the conscientiousness dimension also plays a crucial role in enhancing psychological well-being. Individuals with a responsible, organized, and self-controlled personality tend to be better able to set and achieve life goals, ultimately enhancing psychological well-being. Maulina & Yuniarti (2020) revealed that individuals with high conscientiousness possess perseverance and self-regulation that support the achievement of a meaningful life, thus impacting life satisfaction and well-being. With these conscientious personality characteristics, teachers will more easily adapt to the work environment, are less prone to burnout, and are more resilient to challenging work demands. The tasks teachers face when interacting with students with special needs are seen as challenges to becoming better individuals, and life experiences that make individuals more mature (Ardiyansah & Mariani, 2024).

In contrast, the personality dimensions of extroversion, neuroticism, and openness did not significantly influence psychological well-being. Although extroversion is often associated with positive aspects such as excitement and activeness (McCrae & Costa, 2008), in the context of teachers assisting children with special needs, greater perseverance and discipline may be required than simply extroversion (Kristof, 1996). This is in line with research conducted by Osamika et al. (2021), which found that the personality dimensions of extroversion

and neuroticism were not significantly related. Similar research by Hasibuan & Wahyuni (2021) showed that in stressful work contexts, such as teaching in special needs schools, personality traits such as openness and extroversion tend not to directly contribute to psychological well-being.

Bello (2016) stated that traits within the five major personality domains collectively predict students' psychological health, although extroversion, openness, and neuroticism do not independently predict psychological well-being. Fitriani (2018) also found that teachers' social and emotional roles in inclusive education are more determined by empathy and self-control than by social engagement alone. Therefore, in the context of teachers assisting children with special needs, not every dimension within the five personality domains is necessarily a primary predictor of psychological well-being. Instead, personality dimensions such as conscientiousness and low neuroticism tend to be more important. This is reinforced by findings from several studies showing that in emotionally intense professions such as special education, personality aspects related to discipline, perseverance, and self-control are more closely related to psychological well-being than enthusiasm and social engagement alone (Anglim et al., 2020; Adigun et al., 2021).

Extraversion is often associated with higher levels of subjective well-being because extroverted individuals tend to have extensive social networks and easily obtain social support (John & Srivastava, 2021). However, in the context of teachers assisting children with special needs, where emotional demands are high, the factors that play a more important role are empathy, patience, and stable emotional regulation. Research by Ardiansyah & Mariyani (2024) on teachers of children with special needs also supports this finding, showing that only conscientiousness has a significant influence on psychological well-being, while other personality dimensions, including extraversion, do not contribute significantly. Steel et al. (2018) showed that extraversion is more correlated with hedonic well-being (short-term pleasure) than with deeper eudaimonic well-being, as explained by Ryff (2014). Teachers assisting children with special needs require eudaimonic well-being, characterized by meaning in life, self-acceptance, and stable positive relationships, which are further supported by prosocial personality traits such as agreeableness. Thus, although extroversion is often associated with positive experiences, in this context extroversion is not enough to overcome the emotional burden inherent in the work of a teacher accompanying children with special needs.

Theoretically, these findings are also in line with Ryff's Psychological Well-Being Model, which emphasizes that positive relationships, environmental mastery, and meaning in life are more influenced by emotional regulation and the quality of interpersonal relationships than simply the level of social activity (Ryff, 2014). This explains why extroversion, which is more related to seeking social stimulation, was not significant in improving the psychological well-being of teachers assisting children with special needs. Therefore, intervention strategies aimed at improving the psychological well-being of teachers assisting children with special needs should not only focus on improving social skills, but rather on

strengthening intrapersonal competencies such as emotional regulation, patience, and psychological resilience.

This study also analyzed the indirect effect through emotion-focused coping (EFC). The results showed no significant mediating effect of EFC on the relationship between the Big Five personality traits and PWB. This finding is supported by research conducted by Sandiana & Oriza (2023), which stated that emotion-focused coping did not significantly mediate the relationship between the Big Five personality traits and psychological well-being. Although some traits, such as neuroticism and openness, influence an individual's tendency to use emotional coping strategies, the use of EFC alone does not significantly improve psychological well-being (Lestari, 2022). This suggests that emotional coping strategies are not the primary pathway to achieving PWB in this population.

Research conducted by Lestari (2022) found that dimensions such as agreeableness and openness do influence the tendency to use EFC, but this strategy does not correlate with improved psychological well-being (Lestari, 2022). This suggests that the use of emotion-focused coping tends to be passive and insufficient to improve well-being in academic and working populations facing psychological stress (Lestari, 2022). Furthermore, research by Margolang and Kolopaking (2017) involving medical students also indicates that emotion-focused coping may only help relieve stress temporarily but does not contribute to overall psychological well-being (Margolang & Kolopaking, 2017).

The results of the test of the relationship between emotion-focused coping and psychological well-being showed no significant effect. These results align with research conducted by Permatasari and Wibowo (2024) who conducted research on the relationship between emotion-focused coping and psychological well-being in private vocational school teachers, which showed no significant effect between emotion-focused coping and psychological well-being. This suggests that the use of emotion-focused coping strategies does not always have a positive impact on aspects such as life meaning, positive relationships, and environmental mastery, which are components of psychological well-being.

The results of this study indicate that coping strategies focused on managing emotions, such as accepting the situation, diverting attention, or calming down, do not directly improve aspects of psychological well-being such as purpose in life, positive relationships, and environmental mastery, as proposed by Ryff (1989). Research by Mayordomo, Viguer, Sales, Satorres, and Meléndez (2014) shows that emotion-focused coping is negatively correlated with psychological well-being, while problem-focused coping has a stronger positive contribution to well-being in young adults. Thus, these results confirm that the effectiveness of emotion-focused coping is greatly influenced by the type of strategy used and the stressful context faced. In the context of teachers accompanying children with special needs who face emotional stress and high workloads, a more active and solution-oriented coping approach seems more relevant in supporting psychological well-being.

Based on these results, it can be concluded that the effectiveness of emotion-focused coping in improving psychological well-being is highly contextual. For teachers assisting children with special needs, this strategy may be less relevant if

not balanced with social support, problem-focused coping skills, and a supportive work environment. In other words, passive coping strategies, or those that merely suppress emotions, are not effective enough in dealing with the complex psychological demands of their work (Munawarah & Retnowati, 2023). Munawarah and Retnowati (2023) showed that adaptive coping strategies significantly mediate the relationship between personality dimensions such as extraversion, agreeableness, and openness and psychological well-being (Munawarah & Retnowati, 2023).

Overall, the results of this study align with most findings from studies in Indonesia, which concluded that emotion-focused coping tends not to significantly mediate the relationship between personality and psychological well-being (Lestari, 2022; Sandiana & Oriza, 2023; Margolang & Kolopaking, 2017; Munawarah & Retnowati, 2023). Therefore, in the context of psychological interventions for teachers assisting children with special needs, it is important to develop coping training that focuses on adaptive strategies that are more effective in managing stress and improving psychological well-being.

In the relationship between the Big Five personality traits and emotion-focused coping, the dimensions of neuroticism and openness have been shown to have a significant influence on the use of emotion-focused coping. Neurotic individuals tend to experience more emotional distress and use emotion-based coping to alleviate negative feelings. This is in line with research conducted by Rachmawati and Widuri (2021), which found that individuals with high levels of neuroticism tend to use emotion-focused coping mechanisms more frequently, although the effectiveness of these strategies on psychological well-being remains questionable.

In a study conducted by Lestari (2022) on 422 students at Yogyakarta State University, it was found that the dimensions of neuroticism and openness had a significant positive relationship with the use of emotion-focused coping (EFC), which means that individuals with neurotic or open tendencies tend to use emotion regulation strategies to deal with academic stress (Lestari, 2022). Azizah, et al., (2023) stated that neuroticism was significantly related to various coping mechanisms, including emotion-focused coping, although openness in this case did not show a significant relationship. The results of the R^2 test, which had a value of 0.389 for psychological well-being, indicated that approximately 38.9% of the variation in psychological well-being could be explained by the variables in the model. This is a significant contribution, which reinforces the importance of paying attention to personality characteristics in developing psychological interventions for mentor teachers. Meanwhile, the R^2 value of 0.515 for emotion-focused coping also indicates that personality is a strong factor influencing the tendency of coping strategies used by individuals.

Overall, the results of this study confirm that the personality aspects of agreeableness and conscientiousness are important predictors of psychological well-being, while emotion-based coping strategies are not necessarily an effective link between personality and psychological well-being. Therefore, strengthening positive personality traits and training in more adaptive emotion regulation skills are important to instill in the capacity development of teachers assisting children

with special needs. As suggested by Utami & Sulistyowati (2020), character-based intervention strategies and emotion regulation are highly relevant in building the mental well-being of workers in inclusive educational environments.

Practically, the finding that only agreeableness and conscientiousness dimensions were significantly related to psychological well-being in teachers assisting children with special needs suggests the need for educational institutions and inclusive school administrators to pay more attention to personality aspects in the recruitment, training, and professional development processes of teachers assisting children. Teachers with high levels of empathy, cooperation, responsibility, and discipline tend to have better psychological well-being, enabling them to provide optimal services to children with special needs. Therefore, capacity-building programs such as emotional management training, strengthening empathy values, and developing work planning and organization skills can be implemented to support teacher well-being. Furthermore, schools can create a work environment that supports collaboration and rewards teacher diligence and responsibility, thereby maintaining the quality of inclusive services.

The practical implication of the finding that neuroticism and openness significantly influence the use of emotion-focused coping is the need for stress management approaches tailored to the personality characteristics of teachers assisting children with special needs. Teachers with high levels of neuroticism tend to be more susceptible to negative emotions such as anxiety and frustration, leading them to use emotion-based coping strategies more frequently. Therefore, schools or training institutions need to provide stress management and emotional regulation training programs to make the coping strategies used more adaptive, rather than merely temporarily alleviating emotions. Meanwhile, teachers with high levels of openness tend to be more flexible and open to new experiences, so they can be directed to explore creative coping techniques such as mindfulness, expressive writing, or other reflective activities. Thus, understanding the influence of personality can help design more targeted interventions to increase the psychological resilience of teachers assisting children with special needs.

CONCLUSIONS

Based on the results of the data analysis, it can be concluded that emotion-focused coping does not act as a mediator in the relationship between the Big Five personality traits and psychological well-being. Thus, the first hypothesis is rejected. Conversely, there is a significant direct relationship between the Big Five personality traits and psychological well-being, so the second hypothesis is accepted. Emotion-focused coping also does not have a significant influence on psychological well-being, which causes the third hypothesis to be rejected. However, the Big Five personality traits are proven to have a significant relationship with emotion-focused coping, so the fourth hypothesis is accepted. At the dimension level, agreeableness and conscientiousness have a significant relationship with psychological well-being, while neuroticism and openness are significantly related to emotion-focused coping.

RECOMMENDATIONS

1. For teachers assisting children with special needs, the results of this study indicate a positive and significant influence between the dimensions of agreeableness and conscientiousness on psychological well-being. Therefore, it is best for teachers to be individuals who adapt easily to the work environment, are not easily burned out, are resilient to difficult work demands, possess empathy, and maintain warm relationships with others.
2. For school principals who will recruit teachers to accompany children with special needs, they should consider the individual's personality type when applying to avoid excessive work pressure for teachers accompanying children with special needs.
3. For teachers assisting children with special needs, the results of this study indicate a positive and significant influence between the dimensions of neuroticism and openness on emotion-focused coping. More appropriate coping strategies should be used, with problem-focused coping being recommended over emotion-focused coping for teachers assisting children with special needs.

ADVANCED RESEARCH

For further research, it is hoped that coping variables can be developed and it is also hoped that they can be developed with other variables, such as social support, self-regulation, etc. Then further research can develop research with experimental methods to see more concrete results.

REFERENCES

- Allport, G. W. (1937). *Personality: A psychological interpretation*. Holt.
- Andriani, R. (2015). Hubungan antara Big five personality dengan prestasi akademik pada mahasiswa. *Jurnal Psikologi Pendidikan dan Perkembangan*, 4(2), 110-120.
- Azwar, S. (2007). *Metode penelitian psikologi*. Pustaka Pelajar.
- Azwar, S. (2015). *Reliabilitas dan validitas*. Pustaka Pelajar.
- Bech, P., Gudex, C., & Staehr Johansen, K. (1996). The WHO (Ten) Well-Being Index: A valid and reliable instrument for measuring well-being in the general population. *Psychiatric Research*, 45(1), 69-75.
- Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59(1), 20-28. <https://doi.org/10.1037/0003-066X.59.1.20>
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267-283. <https://doi.org/10.1037/0022-3514.56.2.267>
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357. <https://doi.org/10.1037/0033-2909.98.2.310>
- Costa, P. T., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*.

Psychological Assessment Resources.

- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575. <https://doi.org/10.1037/0033-2909.95.3.542>
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302. <https://doi.org/10.1037/0033-2909.125.2.276>
- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research*, 97(2), 143-156. <https://doi.org/10.1007/s11205-009-9493-y>
- Folkman, S., & Lazarus, R. S. (1985). If it changes it must be a process: Study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*, 48(1), 150-170. <https://doi.org/10.1037/0022-3514.48.1.150>
- Goldberg, L. R. (1990). An alternative "description of personality": The Big-Five factor structure. *Journal of Personality and Social Psychology*, 59(6), 1216-1229. <https://doi.org/10.1037/0022-3514.59.6.1216>
- John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed., pp. 102-138). Guilford Press.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company.
- Lestari, D. (2020). Hubungan antara dukungan sosial dengan strategi coping stres kerja pada perawat. *Jurnal Psikologi Klinis dan Kesehatan Mental*, 9(1), 27-34.
- Maslach, C., & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it*. Jossey-Bass.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238. <https://doi.org/10.1037/0003-066X.56.3.227>
- McCrae, R. R., & Costa, P. T. (1997). Personality trait structure as a human universal. *American Psychologist*, 52(5), 509-516. <https://doi.org/10.1037/0003-066X.52.5.509>
- McCrae, R. R., & Costa, P. T., Jr. (1992). *Personality in adulthood: A five-factor theory perspective*. Guilford Press.
- Pargament, K. I. (1997). *The psychology of religion and coping: Theory, research, practice*. Guilford Press.
- Pervin, L. A., & John, O. P. (2001). *Personality: Theory and research* (8th ed.). John Wiley & Sons.
- Prihartini, D., Al Habsy, B., Hariastuti, R. T., & Christiana, E. (2023). Faktor-faktor yang mempengaruhi psychological well-being pada remaja: Studi literatur. *Jurnal Efektor*, 10(1), 87-98. <https://ojs.unpkediri.ac.id/index.php/efektor/article/view/21570>
- Putri, N. D. (2016). *Adaptasi dan validasi Psychological well-being Scale pada mahasiswa di Indonesia [Skripsi tidak dipublikasikan]*. Universitas

Indonesia.

- Rahmawati, N. (2017). Adaptasi dan uji validitas instrumen Psychological well-being pada pekerja di Indonesia [Tesis tidak dipublikasikan]. Universitas Gadjah Mada.
- Ramdhani, N. (2012). Adaptasi Five Factor Model (FFM) dalam mengkaji kepribadian di Indonesia. *Jurnal Psikologi*, 39(1), 23–41.
- Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2007). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. *Psychological Bulletin*, 132(1), 1–25. <https://doi.org/10.1037/0033-2909.132.1.1>
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Santoso, M. (2017). Strategi coping stres pada lansia di panti wredha. *Jurnal Psikologi Universitas Diponegoro*, 13(2), 102–109.
- Setyawati, R. (2016). Strategi coping mahasiswa dalam menghadapi tekanan akademik ditinjau dari tingkat religiusitas. *Jurnal Psikologi Islam dan Budaya*, 14(1), 89–97.
- Sutrisno, T., & Widyastuti, T. (2020). Hubungan Big five personality dengan stres kerja pada guru sekolah menengah. *Jurnal Psikologi Indonesia*, 7(1), 45–56.
- Tamres, L. K., Janicki, D., & Helgeson, V. S. (2002). Sex differences in coping behavior: A meta-analytic review and an examination of relative coping. *Personality and Social Psychology Review*, 6(1), 2–30. https://doi.org/10.1207/S15327957PSPR0601_1
- Taylor, S. E. (2006). *Health psychology* (6th ed.). Boston: McGraw-Hill.
- World Health Organization. (1948). Preamble to the Constitution of the World Health Organization. <https://www.who.int/about/governance/constitution>
- Wulandari, N. (2018). Peran optimisme terhadap strategi coping mahasiswa dalam menghadapi tugas akhir. Skripsi. Fakultas Psikologi, Universitas Negeri Malang.
- Yuliana, M. (2018). Pengaruh Big five personality terhadap kepuasan kerja karyawan perbankan di Jakarta. *Jurnal Ilmu Psikologi*, 5(3), 250–260.
- Adigun, O. T., Hlongwane, K., & Isaiah, O. (2021). Personality traits and occupational stress among special needs education teachers. *ResearchGate*.
- Anglim, J., Horwood, S., Smillie, L. D., Marrero, R. J., & Wood, J. K. (2020). Predicting psychological well-being from personality: A meta-analytic analysis. *Psychological Bulletin*, 146(4), 279–323.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512.
- Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 49(1), 1–49.

- McCrae, R. R., & Costa, P. T. (2008). The five-factor theory of personality. In *Handbook of personality: Theory and research* (3rd ed., pp. 159–181). Guilford Press.
- Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88(3), 500–517.
- Lestari, R. F. (2022). Strategi Coping pada Mahasiswa Ditinjau dari Big five personality. *Acta Psychologia*, 10(1), 25–33. <https://journal.uny.ac.id/index.php/acta-psychologia/article/view/40039>
- Margolang, R. H., & Kolopaking, R. (2017). Pengaruh Kepribadian Big Five dan Coping Stress terhadap Kecerdasan Emosi pada Mahasiswa Kedokteran di Jakarta. *Tazkiya Journal of Psychology*, 22(2). <https://journal.uinjkt.ac.id/index.php/tazkiya/article/view/8410>
- Munawarah, T. F., & Retnowati, S. (2023). Peran Kepribadian Big Five terhadap Psychological well-being dengan Adaptive Coping sebagai Mediator pada Siswa Penghafal Al-Qur'an. Tesis. Universitas Gadjah Mada. <https://etd.repository.ugm.ac.id/penelitian/detail/228448>
- Sandiana, L. A., & Oriza, I. I. D. (2023). Peran Coping Berfokus Emosi sebagai Mediator pada Hubungan antara Kepribadian dan Penggunaan Internet Bermasalah. *Jurnal Psikologi Terapan dan Teknologi*, 4(2), 55–67. <https://journal.unesa.ac.id/index.php/jptt/article/view/2911>
- Xaviera, E. B., & Kristinawati, W. (2024). Hubungan antara Emotion focused coping dengan Psychological well-being pada Penyintas Bullying. *Journal of Innovation Research and Knowledge*, 4(5), 2749–2762. <https://bajangjournal.com/index.php/JIRK/article/view/8702>
- Permatasari, D. A., & Wibowo, A. (2024). Hubungan antara Emotion focused coping dengan Psychological Well Being pada guru SMK swasta. *Media Bina Ilmiah*, 18(2), 123–132. Diakses dari <https://binapatria.id/index.php/MBI/article/view/695>
- Hill, C. L. M., Egan, H., & Mantzios, M. (2018). Psychological well-being, attachment, and coping: A cross-sectional study. *Mindfulness*, 9(3), 938–950. <https://doi.org/10.1007/s12671-018-0970-8>
- Mayordomo, T., Viguer, P., Sales, A., Satorres, E., & Meléndez, J. C. (2014). Coping strategies as predictors of well-being in youth adult. *Social Indicators Research*, 115(1), 323–334. <https://doi.org/10.1007/s11205-013-0388-5>
- PMC (2022). Stress and coping strategies among health students during COVID-19. *Journal of Health Psychology*. Article ID: PMC9132881. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9132881/>
- Ardiansyah, A., & Mariyani, M. (2024). Pengaruh Kepribadian Conscientiousness Terhadap Psychological Well-Being pada Guru Anak Berkebutuhan Khusus. *Innovative: Journal of Social Science Research*, 4(4), 5701–5711.
- Fadilah Nurarini. (2016). Pengaruh rasa syukur dan kepribadian terhadap psychological well-being orang tua dengan anak berkebutuhan khusus. Skripsi. UIN Syarif Hidayatullah Jakarta.
- John, O. P., & Srivastava, S. (2021). The Big Five Trait taxonomy: History,

- measurement, and theoretical perspectives. In Pervin, L. & John, O. (Eds.), *Handbook of Personality: Theory and Research* (4th ed.). New York: Guilford Press.
- Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28.
- Steel, P., Schmidt, J., & Shultz, J. (2018). Refining the relationship between personality and subjective well-being. *Psychological Bulletin*, 144(4), 295–329.
- Azizah, A., Karim, D., & Dewi, Y. I. (2022). Hubungan The Big five personality dengan Mekanisme Coping Mahasiswa Keperawatan Tingkat Akhir. *Journal of Education Religion Humanities and Multidiciplinary*, Universitas Riau. rayyanjurnal.com
- Ahadiyanto, N. (2025). Hubungan dimensi kepribadian Big Five dengan tingkat psychological well-being narapidana. *Jurnal Al-Hikmah*, 17(1), 26–36. <https://alhikmah.uinkhas.ac.id/index.php/alhikmah/article/view/26>
- Amelia, R. (2021). Openness to experience dan psychological well-being pada guru SMA Jakarta (Skripsi). Universitas Negeri Jakarta. <https://repository.unj.ac.id/36840/>
- Febriyanti, V., Nur Eva, & Andayani, S. (2022). Tingkat psychological well-being ditinjau dari tipe kepribadian Big Five. *Jurnal Psychoidea*, 20(2), 111–121. <https://jurnalnasional.ump.ac.id/index.php/PSYCHOIDEA/article/view/11824>
- Imani, T. (2020). Pengaruh trait kepribadian Big Five terhadap psychological well-being guru SMP (Skripsi). Universitas Negeri Jakarta. <https://repository.unj.ac.id/27739/1/SKRIPSI%2C%20LAZHURA%2C%201125130055.pdf>
- Mulyono, P. (2018). Hubungan antara kepribadian Big Five dengan psychological well-being pada paranormal dewasa di Semarang. *Jurnal TSCD3Kep*, 5(1), 17–25. <https://ejournal.annurpurwodadi.ac.id/index.php/TSCD3Kep/article/download/16/21>
- Wulandari, S. (2020). Hubungan antara kepribadian agreeableness dengan stres kerja pada guru SD inklusi di Yogyakarta (Skripsi). Universitas Negeri Yogyakarta. <http://eprints.uny.ac.id/69230/>
- Alarcon, G. M., Eschleman, K. J., & Bowling, N. A. (2020). Relationships between personality variables and burnout: A meta-analysis. *Work & Stress*, 34(1), 1–24. <https://doi.org/10.1080/02678373.2019.1690993>
- Bakker, A. B., & Costa, P. L. (2014). Chronic job burnout and daily functioning: A theoretical analysis. *Burnout Research*, 1(3), 112–119. <https://doi.org/10.1016/j.burn.2014.04.003>
- Grant, S., Langan-Fox, J., & Anglim, J. (2009). The Big Five traits as predictors of subjective and psychological well-being. *International Journal of Psychological Studies*, 1(2), 2–11. <https://www.ccsenet.org/journal/index.php/ijps/article/view/73702>