

## Burnout in Female Educators: The Role of Big Five Personality Types

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### Abstract

Burnout is a condition of exhaustion due to the depletion of an individual's mental state, due to the demands of life. Female educators in Indonesia face a high risk of burnout due to their multiple roles and the scope that increases the possibility of burnout. One of the factors that can influence the occurrence of burnout is personality. This study aimed to examine empirically the influence of the Big Five personality on burnout in female educators in Indonesia. This study was quantitative and was conducted by giving the Maslach-Trisni Burnout Inventory (M-TBI) scale to measure burnout and the International Personality Item Pool-Big Five Factor Marker (IPIP-BFM-50) to measure the Big Five personality type. The population in this study was female educators who worked as teachers or lecturers in Indonesia, with convenience sampling techniques, and obtained 407 samples. The results showed that the Big Five personality (extraversion, agreeableness, conscientiousness, neuroticism, and openness) had a significant effect on burnout ( $p < .001$ ). Each personality type showed a role in reducing the burnout rate of female educators in Indonesia. This study also found that of the five personality types studied, conscientiousness has the greatest influence on burnout, which was 14.20%. This finding highlights that conscientiousness is an important protective factor for burnout in female educators.

### Abstrak

*Burnout* adalah suatu kondisi kelelahan karena terkurasnya kondisi mental individu akibat tuntutan hidup. Pendidik perempuan di Indonesia menghadapi risiko tinggi terkena *burnout* karena peran ganda yang dimiliki dan lingkup peran yang memperbesar kemungkinan terjadinya *burnout*. Salah satu faktor yang dapat mempengaruhi terjadinya *burnout* adalah kepribadian. Penelitian ini bertujuan untuk menguji secara empiris pengaruh kepribadian Big Five terhadap *burnout* pada pendidik perempuan di Indonesia. Penelitian ini merupakan penelitian kuantitatif dan dilakukan dengan memberikan skala Maslach-Trisni Burnout Inventory (M-TBI) untuk mengukur *burnout* dan International Personality Item Pool-Big Five Factor Marker (IPIP-BFM-50) untuk mengukur tipe kepribadian Big Five. Populasi dalam penelitian ini adalah pendidik perempuan yang bekerja sebagai guru atau dosen di seluruh Indonesia dengan pengambilan sampel menggunakan teknik *convenience sampling* dan mendapatkan sebanyak 407 sampel. Hasil penelitian menunjukkan bahwa kepribadian Big Five (*extraversion*, *agreeableness*, *conscientiousness*, *neuroticism*, dan *openness*) berpengaruh secara signifikan terhadap *burnout* ( $p < 0,001$ ). Masing-masing tipe kepribadian menunjukkan peran yang menurunkan angka *burnout* pendidik perempuan di Indonesia. Penelitian ini juga menemukan bahwa dari lima tipe kepribadian yang diteliti, *conscientiousness* berpengaruh paling besar terhadap *burnout*, yaitu sebesar 14.20%.



## INTRODUCTION

Burnout is a condition of exhaustion due to the draining of an individual's mental resources from carrying out many demands in life. Burnout can happen to anyone, including educators. Educators (both teachers and lecturers) have the potential to experience burnout because workers in the service sector are more susceptible to burnout. Burnout is a syndrome that includes three dimensions, namely emotional exhaustion, depersonalization, and low personal achievement (Maslach & Zimbardo, 1982). Emotional exhaustion occurs when educators feel exhausted both physically and non-physically, so that they do not provide maximum service and performance in educating students. Depersonalization occurs when educators do not have positive feelings towards students, are cold, indifferent, cynical, and even distance themselves from students and the work environment. This depersonalization generally develops due to excessive fatigue (Leiter & Maslach, 2004). Educators who experience burnout also feel low competence, thus creating limits for self-development and competence as educators. In essence, work is a part of human life that aims to receive appropriate rewards to meet various needs. Jobs that focus on the service sector can result in physical and emotional fatigue. If physical and emotional fatigue disorders are experienced by individuals who work directly with humans as service recipients, it is called burnout (Sarafino, 1998). However, other professions (non-human service) can also experience burnout. Burnout is a syndrome that is closely related to professional human service work (Togia, 2005). On the other hand, service work must be ready to serve others with strict time limits.

Burnout is a psychological syndrome in individuals who do the same job for a very long time and experience repetitive tasks. Individuals who experience burnout feel lethargic and unmotivated to do their work (Rizka, 2013). In a study conducted by Chua (2001), it was reported that 43% of teachers who teach in engineering schools experience moderate to severe burnout. These teachers reported that their work did not provide a feeling of success or achievement.

Women are considered more vulnerable to burnout. Women who work as educators are at greater risk of experiencing burnout because of the dual roles they play. Carrying out duties as educators on the one hand, and carrying out domestic duties (as mothers or wives) on the other. Burnout can have an impact on personal growth. Individuals who experience burnout will be hampered in their self-development and career. Maslach and Jackson (as cited in Warner, 2014) stated that burnout can have an impact on decreasing the level of care (quality of care). In fact, educators' concern for their students is very much needed to achieve educational success, such as understanding students' learning styles and caring about students' learning difficulties.

A preliminary study conducted by researchers on five educators showed that four of them often felt physical complaints due to fatigue, such as feeling dizzy, achy, coughing, sore throat, and shaking legs (physical fatigue). Three of them admitted to being more easily offended, angry (emotional fatigue), and four of them admitted to being more apathetic towards new policies, feeling stagnant, and having difficulty developing their abilities (symptoms of depersonalization).

Burnout is indeed often associated with the context of work or a particular profession. Several fields of work have a greater potential for experiencing burnout, one of which is educators. Chirico (2016) stated that there are several professions that have high levels of burnout, namely social workers, health workers, police, lawyers, and teachers. In a study conducted by Chua (2001), it was reported that 43% of teachers who teach in technical schools experience moderate to severe burnout. These teachers reported that their work did not provide a feeling of success or achievement. Caputo (1991) also stated that service work involves social interaction with the public and is very draining and tiring. This work requires much energy to be patient in serving the public, in which case the

workforce faces many problems that occur, and is required to explain the requests and expectations of the public with various types of requests. Not only that, workers in the service sector are required to demonstrate appropriate and polite social skills, regardless of their emotional feelings they are feeling.

Burnout can be influenced by a number of factors, both internal and external. According to Maslach and Jackson (1981), many factors that can influence burnout are the work environment (excessive workload, injustice, inappropriate rewards, work conflict), demographics (age, gender, marital status, education level), and personality. Personality type can also predict the level of burnout experienced by an individual. In this study, personality will be focused on the Big Five personality types, which include extraversion, agreeableness, conscientiousness, neuroticism, and openness.

Several studies have been conducted to examine the relationship and influence of personality on burnout. Such as research by Kim, et.al. (2009) who studied the employee population; Morgan and deBruin (2010) and Santi (2020) who studied the student population; Le Vigouroux, et al. (2017) studied the care setting; and Hardiyanti (2013) who researched employees of a state-owned enterprise in Indonesia.

The research conducted by the researcher will test the influence of five personality traits on burnout. The only difference is the respondents or research population. This study aims to highlight the phenomenon of burnout among female educators in Indonesia. "Educators" here can refer to female teachers or lecturers. Similar research has not been conducted by other researchers before. Female educators are the focus of this study because individuals working in the service sector (including education) are more vulnerable to burnout. Furthermore, Indonesia's patriarchal culture presumes that women are obligated to take care of household chores, so that these female educators have a dual role, namely the role in work and the role in the home, which has the potential to cause burnout. The hypotheses proposed in this study are: (1) extraversion has an effect on burnout in female educators in Indonesia; (2) agreeableness has an effect on burnout in female educators in Indonesia; (3) conscientiousness has an effect on burnout in female educators in Indonesia; (4) neuroticism has an effect on burnout in female educators in Indonesia; (5) openness has an effect on burnout in female educators in Indonesia; and (6) Big Five personality types have an effect on burnout in female educators in Indonesia.

## **METHODS**

The research method used in this study is a quantitative research method, using multiple regression analysis techniques to test the effect of independent variables on dependent variables. The independent variables consist of five dimensions of the Big Five personality model: extroversion, agreeableness, conscientiousness, neuroticism, and openness. Burnout serves as the dependent variable.

The data collection instruments used were the Maslach-Trisni Burnout Inventory (M-TBI) to measure burnout and the International Personality Item Pool-Big Five Factor Marker (IPIP-BFM-50) to measure the Big Five personality types. The burnout scale used is the scale from Maslach and Trisni, which has been modified by the researcher and adjusted to the educational setting. The scale consists of 22 items and has a reliability value of .940. On the burnout scale, the item-total correlation value ranges from .327 to .899. Maslach-Trisni's research was applied to a counselor population, so the researcher made a number of object modifications so that the items were more appropriate to the educator context. One example of an item is: "Dealing with people/clients and working for them all day makes me stressed", then modified by the researcher to: "Dealing with students/college students and working for them all day makes me feel stressed". The Big Five personality types are measured

using the Big Five Personality Inventory (BFI-50), which has been adapted into Indonesian and its psychometric properties measured by Akhtar and Azwar (2019). On this scale, the extraversion variable has a reliability value of .836, agreeableness .762, conscientiousness .811, neuroticism emotional stability .862, and intellect/openness .768.

The population in this study was female educators who work as teachers or lecturers. Based on the page of the Indonesian Ministry of Education and Culture, the latest data listed is for the 2020/2021 academic year. The number of female teachers working in both the private and public sectors in 34 provinces is as follows.

Table 1.  
Data on Female Educators in Indonesia

Education Level	Female Educators ( <i>n</i> )
Elementary School	1,112,804
Junior High School	100,310
Senior High School	31,712
Vocational High School	28,473
Higher Education	129,061
<b>Total</b>	<b>1,402,360</b>

The sampling technique in this study used convenience sampling. This technique was chosen considering the large population of Indonesian female educators. The determination of the minimum sample size refers to the Isaac and Michael (1995) table with a 5% error rate, which is 349. This study obtained a sample of 407 respondents.

## RESULTS

Based on the data collection obtained, a descriptive analysis was conducted to determine the characteristics of the research subjects. The description of the subjects in this study is as follows.

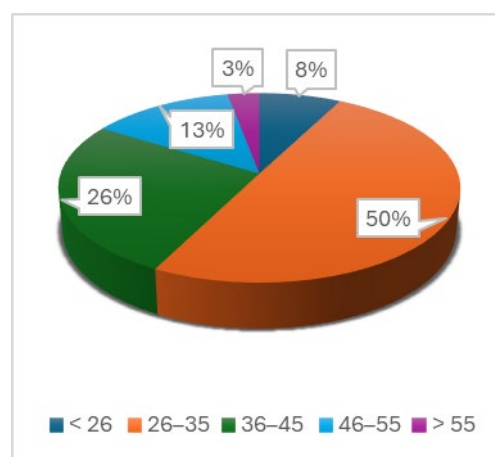


Figure 1.  
Subject Data Based on Age (years)

Based on the image above, it shows that of the total 407 subjects, there are 31 subjects aged under 26 years with a percentage of 8%, 203 subjects aged between 26 and 35 years with a percentage of 50, 107 subjects aged between 36 and 45 years with a percentage of 26, 54 subjects aged between 46 and 55 years with a percentage of 13, and 12 subjects aged over 55 years with a percentage of 3%.

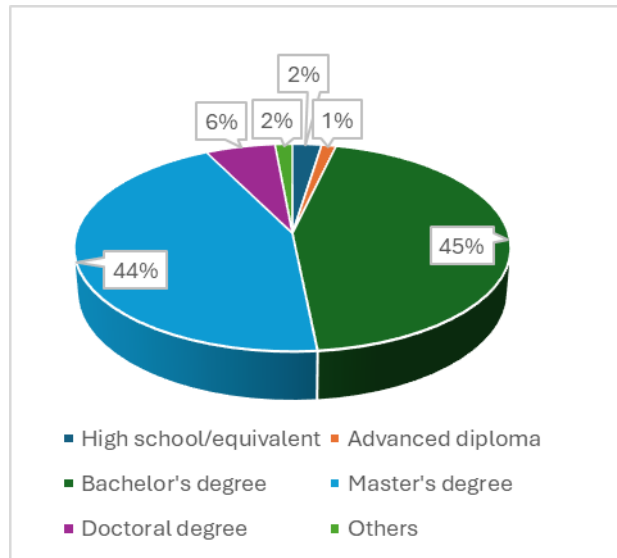


Figure 2.  
Subject Data Based on Last Education

Based on the image above, it shows that out of a total of 407 subjects, there are 10 subjects whose last education is high school/equivalent with a percentage of 2%, five subjects whose last education is advanced diploma with a percentage of 1%, 182 subjects whose last education is bachelor's degree with a percentage of 45%, 180 subjects whose last education is master's degree with a percentage of 44%, 24 subjects whose last education is doctoral with a percentage of 6%, and six subjects whose last education is other with a percentage of 2%.

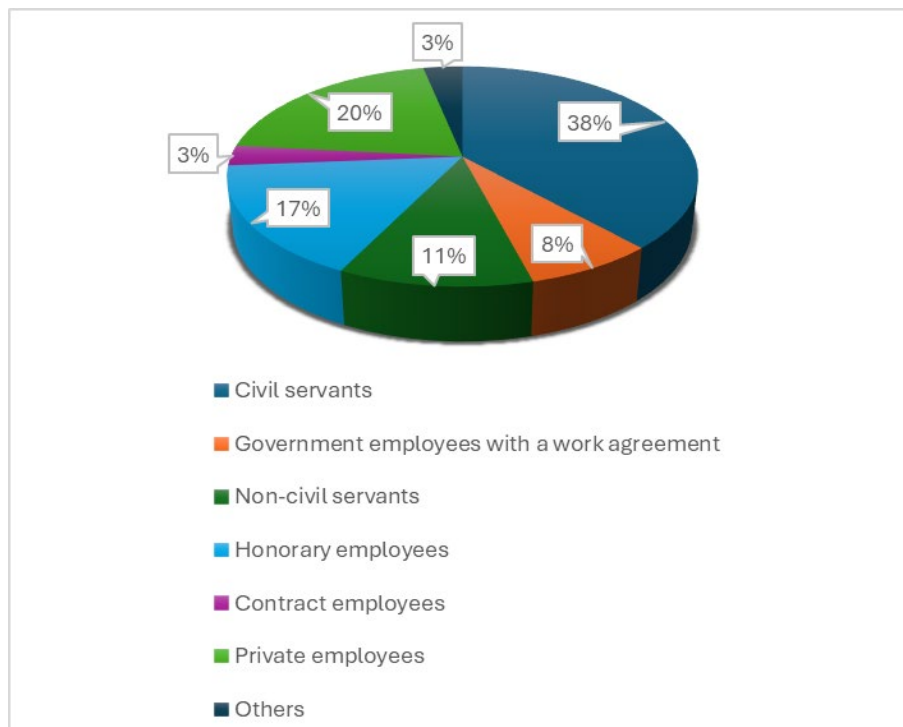


Figure 3.  
Subject Data Based on Employment Status

Based on the image above, it shows that out of a total of 407 subjects, 156 subjects have civil servant employment status with a percentage of 38%, 31 subjects have government employee status with a work agreement with a percentage of 8%, 46 subjects have non-civil servant employment status with a percentage of 11%, 67 subjects have honorary employee status with a percentage of 17%, 12 subjects have contract employee status with a percentage of 3%, 82 subjects have private employee status with a percentage of 20%, and 13 subjects have other employee status with a percentage of 3.

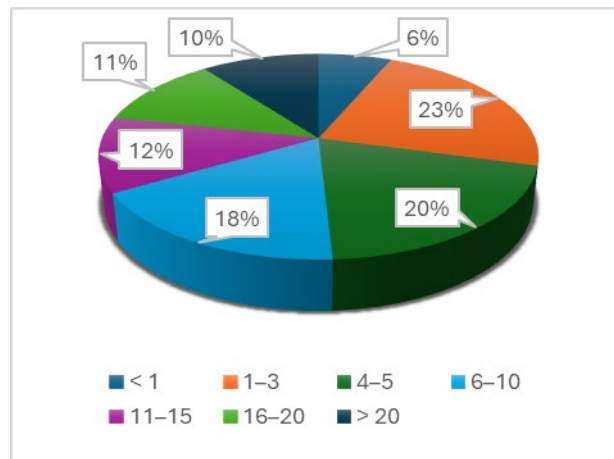


Figure 4.  
Subject Data Based on Work Period (years)

Based on the image above, it shows that out of a total of 407 subjects, 26 subjects had a work period of less than 1 year with a percentage of 6%, 93 subjects had a work period of between 1 and 3 years with a percentage of 23%, 81 subjects had a work period of between 4 and 5 years with a percentage of 20%, 71 subjects had a work period of between 6 and 10 years with a percentage of 18%, 48 subjects had a work period of between 11 and 15 years with a percentage of 12%, 46 subjects had a work period of between 16 and 20 years with a percentage of 11%, and 42 subjects had a work period of more than 20 years with a percentage of 10%.

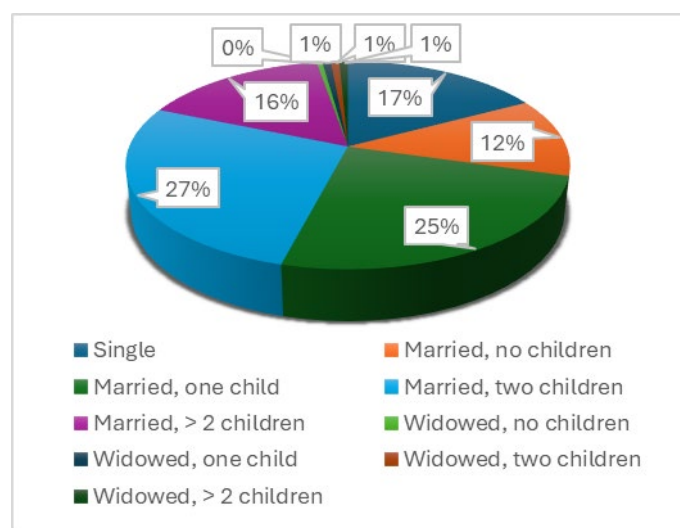


Figure 5.  
Subject Data Based on Marital Status

Based on the image above, it shows that out of the total 407 subjects, 70 subjects are single with a percentage of 17%, 50 subjects who are married do not have children with a percentage of 12%, 100 subjects who are married have one child with a percentage of 25%, 111 subjects who are married have two children with a percentage of 27%, 65 subjects who are married have more than two children with a percentage of 16%, two subjects who are widows without children with a percentage of 0.49%. Three subjects who are widows have one child, with a percentage of 0.74%, three subjects who are widows have two children, with a percentage of 0.74%, and three subjects who are widows have more than two children, with a percentage of 0.74%.

Table 2.  
Variable Data Description

Variable	N	Min	Max	Mean	Std. Deviation
Extraversion	407	13	39	25.23	4.168
Agreeableness	407	20	40	29.58	2.890
Conscientiousness	407	16	40	30.91	3.856
Neuroticism	407	12	40	27.04	4.526
Openness	407	17	40	28.08	3.414
Burnout	407	22	62	41.17	7.134

Burnout that has been measured obtained a minimum score of 22 and a maximum score of 62, with a mean of 41.17, and a standard deviation of 7.134. Meanwhile, for the five personality types, it can be seen that the conscientiousness type has the highest average value of 30.91. Based on the descriptive data obtained, categorization was carried out, and the number of subjects in each category is shown in the following table.

Table 3.  
Variable Categorization

Variable	Low ( $X < [M - 1SD]$ )	Medium ( $[M + 1SD] \leq X < [M - 1SD]$ )	High ( $X \geq [M + 1SD]$ )
Burnout	67	294	46
Extraversion	50	295	62
Agreeableness	48	297	62
Conscientiousness	60	274	73
Neuroticism	71	291	45
Openness	48	308	51

Next, a normality test was conducted with a significance value of .029, which means that the data distribution is normally distributed. A linearity test was also conducted on the five personality types against burnout. The results of all linearity values showed a value of .000, which means that there is a linear relationship between all variables involved in the study. Therefore, further hypothesis testing was carried out. The results of the hypothesis test using multiple linear regression are the following.

Table 4.  
Results of Multiple Linear Regression Analysis

Predictor	Unstandardized Coefficients ( <i>B</i> )	Standardized Coefficients ( $\beta$ )	<i>t</i>	<i>p</i>
(Constant)	97.472		30.807	< .001
Extraversion	-0.333	-.195	-4.888	< .001
Agreeableness	-0.501	-.203	-5.019	< .001
Conscientiousness	-0.528	-.285	-6.933	< .001
Neuroticism	-0.443	-.281	-7.024	< .001
Openness	-0.171	-.082	-1.996	.047

**Note.** Dependent variable: Burnout.

Table 5.  
ANOVA Result

Model	Sum of Squares	df	Mean Square	<i>F</i>	<i>p</i>
Regression	9967.164	5	1993.433	74.739	< .001
Residual	10695.475	401	26.672		
Total	20662.639	406			

**Note.** Dependent Variable: Burnout. Predictors: (Constant), Openness, Neuroticism, Agreeableness, Extraversion, Conscientiousness

Table 6.  
Model Summary

Model	<i>R</i>	<i>R</i> <sup>2</sup>	Adjusted <i>R</i> <sup>2</sup>	Std. Error of the Estimate
1	.695	.482	.476	5.164

**Note.** Predictors: (Constant), Openness, Neuroticism, Agreeableness, Extraversion, Conscientiousness

The table above shows that the five personality types have a very significant influence on burnout, with a magnitude of influence of 48.2% ( $R^2 = 0.482$ ) simultaneously. Viewed partially, it can be seen that the personality types of extraversion, agreeableness, conscientiousness, and neuroticism show a very significant influence on burnout, with a *p*-value of < .001, while openness has a significant effect on burnout, with a *p*-value of .047. Each personality type also shows a role that can reduce burnout. The following is the equation obtained to describe the role of the Big Five personality types on burnout:

$$Y = 97.472 - 0.333X_1 - 0.501X_2 - 0.528X_3 - 0.443X_4 - 0.171X_5 \quad (1)$$

where *Y* represents burnout,  $X_1$  represents extraversion,  $X_2$  represents agreeableness,  $X_3$  represents conscientiousness,  $X_4$  represents neuroticism, and  $X_5$  represents openness. As for when viewed from each personality type, conscientiousness has the greatest influence on burnout, which is 14.20%. The personality type that has the smallest influence is openness at 3.16%. The following is a table of the magnitude of the influence of each variable.

Table 7.  
The Magnitude of the Influence of Five Personality Types on Burnout

<b>Type of Personality</b>	<b>Magnitude of Effect</b>
Conscientiousness	14.20 %
Neuroticism	14.18%
Agreeableness	9.20%
Extraversion	7.50%
Openness	3.16%

## **DISCUSSION**

### **The Effect of Extraversion on Burnout Among Female Educators in Indonesia**

The results of this study indicate that extraversion has a significant effect on burnout in female educators in Indonesia. This is in line with several studies that have been conducted by previous researchers. Meymandpour and Bagheri (2017) in their study found that extraversion personality is related to burnout, while introversion is not related to burnout. The study by Sirbu and Dumbravă (2019) stated that extraversion has an effect on burnout and will affect an individual's work performance. Aharandu and Nwankwo (2023) also found something in line, namely that the extraversion personality type can be a predictor of burnout in teachers.

Research by Schwarzkopf et al. (2016) and Aharandu and Nwankwo (Aharandu & Nwankwo, 2023) found that the extraversion personality type has a negative relationship with burnout. This is in line with this study, which found that extraversion has a negative effect on burnout in female educators in Indonesia.

Burnout is a condition of exhaustion due to doing too much work in a stressful situation. This condition can be minimized internally through an adaptive and positive personality. The extraversion personality type can be one of the predictors for reducing the level of burnout in female educators in Indonesia. Extraversion is characterized by the tendency of individuals always to be active, confident, show positive emotions, and have a higher intensity of personal interactions (Bakker et al., 2010). Individuals with an extraversion personality type have an external thinking style and prefer to work with others (Zhang, 2006).

Educators are one of the jobs that require individuals to meet and interact with many people. Educators with an extraversion personality type will find it easier to adapt and relate positively to students and colleagues, so they can potentially reduce burnout. The tendency of extroverted individuals to seek interaction and connect with others may also anticipate the emergence of depersonalization (Bakker et al., 2010).

### **The Effect of Agreeableness on Burnout in Female Educators in Indonesia**

The results of this study found that agreeableness has a significant effect on burnout in female educators. This shows that when female educators have a high level of agreeableness, it will reduce the potential or condition of burnout.

The results of this study are in line with the results of the study by Bariqi and Anshori (2023), which stated that if individuals have agreeableness, burnout can be reduced. Research by Ghorpade et al. (2007) also found that agreeableness is negatively related to depersonalization, which is one aspect of burnout. Individuals with the agreeableness personality type have the character of being

forgiving, giving in, helpful, loving, and caring and nurturing towards others (Bakker et al., 2006; Bariqi & Anshori, 2023).

Individuals with high agreeableness scores are considered ideal caregivers (Bakker et al., 2006). Agreeableness is also considered to be related to social support and empathy (Bakker et al., 2006; Bamford & Davidson, 2019). In this case, a female educator who has agreeableness will find it easier to agree and give in when things happen that are not in accordance with her wishes or opinions, and have a higher tolerance for diversity and differences because they are easy to forgive. Educators are a job that requires them to be able to serve others, in this case, students. Female educators who have agreeableness have an internal drive to care for and love others. An agreeable educator will be able to serve her students with friendliness, concern, and affection, so that the potential for burnout is also reduced.

### **The Effect of Conscientiousness on Burnout in Female Educators in Indonesia**

The results of this study indicate that conscientiousness has a significant effect on burnout in female educators. This means that the higher the conscientiousness, the lower the burnout.

The results of this study are in line with the opinion of Bariqi and Anshori (2023), who stated that conscientiousness is related to burnout. Angelini's research (Angelini, 2023) also found something more specific that conscientiousness has a negative effect on job burnout, or work fatigue. This shows that individuals with high conscientiousness scores will avoid burnout conditions at work.

This study found that of the five personality types studied, conscientiousness had the greatest influence on burnout, which was 14.20%. Conscientiousness indicates order, direction, strong will and can be trusted (Bakker et al., 2010). These individuals also tend to be task and achievement oriented (Zhang, 2006). Conscientious individuals will generally always think before acting, be careful, plan things in detail, and follow norms and rules. A conscientious person with a positive personality will be more focused on doing something and trying always to be organized, directed, and follow the applicable rules. Meanwhile, conscientious people with negative personalities will be more careless and easily distracted (Bariqi & Anshori, 2023).

Conscientiousness is also related to problem-solving skills, coping, self-discipline, striving for achievement, and obedience (Costa et al., 1991; Watson & Hubbard, 1996). A female educator with various work demands and domestic tasks will have more ability to solve problems and good coping strategies, as well as a fighting spirit to solve the problems faced.

Educators (in this case, teachers and lecturers) in Indonesia have a considerable workload. A teacher has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Permendikbud, 2018). Lecturers themselves are required to fulfill the duties of the tri dharma of higher education, which include education and teaching, research, and community service. Indonesia, with its patriarchal culture, still enforces domestication on one gender, namely women. Care, service, and household care are still seen as the main tasks of women (Kemenpppa, 2020). Most of the respondents in this study were female educators who were married/had families (80% of the total respondents). A female educator who is married has the demand to be able to carry out domestic tasks and professional tasks in a balanced manner. Therefore, the ability to organize, plan, organize, and direct their behavior is needed, so that all work can be carried out properly. Self-discipline is also very necessary, and this is all found in individuals with a conscientious personality.

### **The Effect of Neuroticism on Burnout in Female Educators in Indonesia**

The results show that neuroticism has a very significant effect on burnout in female educators. This is in line with several studies that have been conducted by previous researchers.

Bianchi (2018) stated that burnout is primarily related to neuroticism. Likewise, the results of a study conducted by Hartmann and Mathieu (2017) stated that neuroticism is related to burnout. Sari et al. (2021) stated in their study that among the four other personality types, neuroticism has a relationship with burnout. Santi (2020) in his study stated that neuroticism has an effect on the incidence of burnout. The results of a study by Tasic et al. (2020) found that neuroticism is significantly related to exhaustion, one aspect of burnout. It was also stated that neuroticism is related to cynicism, another aspect of burnout.

The findings in this study differ from the results of a study conducted by Angelini (2023). The study explained that the higher the neuroticism, the higher the level of burnout. Hardiyanti (2013) stated that the neuroticism personality factor has the highest mean burnout among other personality types. Ghorpade et al. (2007) stated that one aspect of burnout, namely emotional exhaustion, is negatively related to emotional stability. This means that individuals who experience higher emotional exhaustion have lower emotional stability. In another study conducted by Wang et al. (2022) also stated that neuroticism has a positive effect on emotional burnout. Meanwhile, this study showed that an increase of one unit of neuroticism would reduce burnout by 0.443.

The following is a theoretical discussion of the negative effect of neuroticism on burnout. McCrae and Costa (2003) explained that there are six aspects of neuroticism, namely anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability. The aspect of self-consciousness, or what can be called self-awareness, is an individual's behavior that is indicated by a tendency to feel excessively embarrassed, sensitive, and have difficulty feeling comfortable when with others (McCrae & Costa, 2003). Sensitive conditions make neurotic individuals have a faster alarm than other individuals. These individuals imagine faster than others, including imagining embarrassment when there is unfinished work. This encourages individuals to immediately manage and complete work so that they will not experience work overload. Work overload is a condition of excessive workload. In this condition, individuals try to control their work better. This means minimal lack of control situations. Lack of control is a condition of minimal control of time or work, both from employees themselves and from the organization. Work overload and lack of control are factors that can influence burnout. The next aspect is vulnerability. Vulnerability is an individual's behavior that is indicated by a tendency to depend on others easily, difficulty managing stress, being less able to survive in difficult situations, and easily panicking in emergencies (McCrae & Costa, 2003). This shows that there is a vulnerability in individuals with neuroticism to stress and also to panic easily. This is in line with the opinion of previous researchers. Hardiyanti (2013) stated that individuals with neuroticism are clearly related to stress. However, when experiencing a positive mood, they will feel that they and their work are good. When experiencing stress, individuals with neuroticism tend not to be overwhelmed by the stress they experience and are even quick to recover from stress. When associated with the factors that cause burnout, lack of control (Maslach & Leiter, 2006), then individuals with neuroticism, although easily stressed, under certain conditions will actually try to control themselves to get out of stress immediately. The individual is aware that they are easily panicked in an emergency, so before the emergency occurs, they will arrange everything so that the emergency does not occur. Wulandari (2021) in their research stated that the neuroticism dimension has a significant influence on compliance, so that it can be seen that the neuroticism dimension can predict compliance by 4%. Compliant individuals are individuals who will obey the authority of the rules, including one of which is the rules in the work environment. This individual will keep the situation harmonious in his environment, thus minimizing the occurrence of breakdown in the community.

### **The Effect of Openness on Burnout in Female Educators in Indonesia**

The results show that openness has a significant effect on burnout in female educators. This is in line with several studies that have been conducted by previous researchers. The results of the study by Tasic et al. (2020) found that openness is significantly related to exhaustion, one aspect of burnout. The findings in this study are the same as the results of the study conducted by Angelini (2023). The study explained that the lower the openness, the higher the level of burnout, and vice versa.

Research conducted by Edu-Valsania et al. (2022) explains that openness to experience shows a personality type that is related to the breadth of individual interests and creativity, so that this is a protective factor to prevent individuals from experiencing burnout. It is further explained that this is related to the existence of professional efficacy in the individual.

From the following perspective, the results of this study are also different from several previous studies. The research conducted by Sari et al. (2021) stated that openness to experience was not found to be significantly related to burnout.

The following is a theoretical discussion of the negative influence of openness on burnout. McCrae and Costa (2003) explain that there are six aspects of openness, namely openness to fantasy, openness to aesthetics, openness to feelings, openness to action, openness to ideas, and openness to values.

Openness to feeling, or can be interpreted as openness to feelings, is an individual's behavior that is indicated by a tendency to have the ability to understand their own feelings (McCrae & Costa, 2003). This shows that individuals are aware of their feelings, making it easier for them to control their feelings. Individuals who can control their feelings will find it easier to manage their work more effectively and efficiently. Thus, individuals will avoid one of the factors that cause burnout, namely, lack of control.

Furthermore, openness to action, which can be interpreted as openness to ideas, is an individual's behavior that is indicated by a tendency to have a desire to try new things and actively participate when participating in an activity (McCrae & Costa, 2003). This shows that individuals are willing to act by doing new ways even in order to solve problems or situations that make them uncomfortable. One situation that can make individuals uncomfortable is excessive workload conditions. Excessive workload conditions can occur due to ineffective methods used in carrying out work. So that individuals who are willing to try new things or new ways to complete work will reduce the possibility of the accumulation of workload that is felt. Thus, individuals will avoid one of the factors in the emergence of burnout, namely, work overload. In addition, this willingness to do new things also shows that individuals are willing to try to manage their work in a more organized way, thus preventing a lack of control, which is one of the factors of burnout. Another aspect of openness is openness to ideas, which can be interpreted as openness to ideas, is an individual's behavior that is shown by tending to think openly, and the ability to explore new ideas (McCrae & Costa, 2003). This aspect basically shows that individuals are willing to accept new ideas and see perspectives that have never been thought of before. Individuals who can see new perspectives are not easily trapped in non-adaptive thoughts or negative thoughts. Individuals find it easier to find new perspectives when faced with things that are not according to their wishes. In the scope of work, individuals can find situations of insufficient reward. Insufficient reward is a situation where the reward received does not match the worker's expectations and is one of the factors causing burnout (Maslach & Leiter, 2006). Individuals who have an open mind will be able to find other reasons to substitute for the lack of reward. For example, individuals can think that even though the reward received does not match their expectations, this job is very much in line with their preferences. In addition, in the scope of work,

individuals can find situations of the absence of fairness. Absence of fairness is a situation where individuals feel there is no justice in their workplace, and it is one of the factors causing burnout (Maslach & Leiter, 2006). Individuals who have an open mind can see other perspectives that may occur.

### **The Effect of Big Five Personality Traits on Burnout in Female Educators in Indonesia**

The results show that the five personality types contribute to reducing burnout in female educators. Edú-Valsania (2022) stated in his research results that personality influences how individuals perceive their work environment and how to manage and deal with work demands. It was also concluded that from several studies, it was seen that the Big Five personality types were significantly but differently related to burnout. Likewise, the results of the study by Khalil et al. (2017) stated that there was a significant negative influence of personality on burnout in private school teachers. The results of the study by Tasic et al. (2020) also found that personality traits are characteristics that influence the occurrence of burnout symptoms in professional health workers in pre-school institutions. Previous studies support the results of this study. Alarcon et al. (2009) found that employee personality was consistently related to burnout. A study by Hudek-Knezević (2011) stated that personality types have been shown to be significant predictors that weaken the occurrence of burnout because they increase an individual's professional efficacy. This means that in this case, personality types will support individuals to be confident in being able to complete tasks professionally, thereby suppressing the emergence of emotional exhaustion in the individual.

This finding has several novelties compared to previous studies. Research conducted by Angelini (2023) stated that the higher the level of neuroticism and the lower the level of agreeableness, conscientiousness, extraversion, and openness are related to the higher the level of burnout. Thus, it means that there is a difference in the role of neuroticism in the findings of this study. In line with research conducted by Edú-Valsania (2022) that agreeableness, conscientiousness, extraversion, and openness are protective factors for individuals from experiencing burnout, while neuroticism can increase the chances of individuals experiencing burnout.

The following is an explanation of the differences in neuroticism in the findings of this study compared to other studies. McCrae and Costa (2003) explained that there are six aspects of neuroticism, namely anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability. The aspect of self-consciousness, or what can be called self-awareness, is an individual's behavior that is indicated by a tendency to feel excessively embarrassed, sensitive, and difficult to feel comfortable when with other people (McCrae & Costa, 2003). Sensitive conditions make neurotic individuals have a faster alarm than other individuals. These individuals imagine faster than other people, including imagining embarrassment when there is unfinished work, especially for female educators. Aliffia et al. (2022) stated in their research that the challenges and burdens borne by career women are due to the stigma of society, which states that women should be at home doing domestic work. This stigma encourages women who work, including as educators, to complete everything neatly so that negative social stigma will not affect them. In addition, this encourages individuals to immediately manage and complete work so that they will not experience work overload. Work overload is a condition of excessive workload. In this condition, the individual is trying to control their work better. This means minimal lack of control situations. Lack of control is a condition of minimal control of time or work from both the employee themselves and from the organization. Work overload and lack of control are factors that can influence burnout. The next aspect is vulnerability. Vulnerability is an individual's behavior that is indicated by tending to easily depend on others, having difficulty managing stress, being less able to survive in difficult situations,

and easily panicking in emergencies (McCrae & Costa, 2003). This shows that there is vulnerability in individuals with neuroticism to stress, and they also easily panicking. This is in line with the opinions of previous researchers. Hardiyanti (2013) stated that individuals with neuroticism are clearly related to stress. However, when experiencing a positive mood, they will feel that they and their work are good. When experiencing stress, individuals with neuroticism tend not to be overwhelmed by the stress they experience and even recover quickly from stress if associated with the factors that cause burnout, lack of control (Maslach & Leiter, 2006), then individuals with neuroticism, although easily stressed.

## CONCLUSION

This study has empirically proven that five personality traits can reduce burnout rates among female educators in Indonesia. However, conscientiousness has the highest impact, at 14.20%. This suggests that female educators need to possess conscientiousness, which is related to perseverance, discipline, and prudence. A female educator with this personality trait will be more diligent, disciplined, and planful, thus ensuring a more structured work environment and preventing burnout. This study achieved its objectives, but still has limitations. This limitation lies in the very broad scope of subjects. Therefore, future researchers can examine burnout in more specific populations. For example, examining burnout based on educators' employment status (honorary, contract, or civil servant), marital status, or length of service.

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