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**The Relationship between Dominant Coping  
Strategies and Socio-Psychological  
Characteristics of Personality**

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**ABSTRACT**

Coping behavior is considered as the main variable that affects the ability to resist the negative effects of various stressors. Factors and mechanisms for choosing certain coping strategies are of particular interest. Our study aims to identify the relationship between dominant coping behavior strategies and socio-psychological characteristics of personality. In a pilot study organized by the cross-section method, a survey of 57 Ukrainian teachers selected by random sampling was conducted. In accordance with the purpose of the study, diagnostic tools were used, such as versions of the Russian-language adaptation of the test of ways to overcome R. Lazarus and S. Folkman and the test-questionnaire R. Cattell. The main hypotheses of this study were tested by correlation analysis. The close connection between the dominant strategies of coping behavior and socio-psychological characteristics of the individual is revealed. The results obtained indicate the personal determinants of coping behavior. The study of the relationship between human personality traits and coping strategies will predict the coping reactions of the subject based on the diagnosis of his personality traits, as well as a deeper understanding of the mechanisms of integrative work of the personality as a subject.

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**Keywords:**

Coping Behavior, Coping Strategy, Socio-Psychological Characteristics of The Personality

**Introduction**

The study of various ways and mechanisms of human adaptation to the requirements of professional activity, which is directly related to the issue of stress, remains a relevant area of modern research.

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Coping behavior is emphasized as a major variable that affects the ability to withstand the negative effects of occupational stressors (Lazarus & Folkman, 1984). It is shown that different individuals react differently to the same stressor. The type of response and direction of behavior depends on the individual characteristics of the personality and, in particular, on his individual psychological resources of coping (Voitenko, 2021a). Coping behaviors are conscious ways of coping with stress that mediate the relationship between a stressful event and a stress response and ultimately determine the degree to which an individual adaptation to a situation (Lazarus, 2006). It has been shown that insufficient adaptation to stress is associated with the lack of a flexible system of various coping strategies, adequate to the requirements of the situation and their own capabilities. The tendency to act in tense situations in an unconstructive manner leads to a chronic course of stress and burnout (Fomina & Shabanova, 2015). The existence of conflicting data on the relationship between the effects of stress and coping strategies, which, on the one hand, are considered stabilizing factors, and on the other hand, lead to the development of mental maladaptation, shows the lack of theoretical basis. Factors and mechanisms for choosing coping strategies, as well as their effectiveness remain poorly understood. Analysis of theories shows that effective research of coping is possible only taking into account the personal characteristics of man. In this regard, it is advisable to compare the characteristics of coping behavior and socio-psychological characteristics of the individual. Thus, the main purpose of this study is to determine the presence and nature of the relationship between the dominant strategies of coping behavior and socio-psychological characteristics of the individual.

### **Literature review**

Modern research on coping is conducted simultaneously from different positions. Some researchers seek to identify personal characteristics that determine the preference or abandonment of certain coping strategies, others analyze how the implementation of productive and unproductive coping affects the formation of personality and personality traits.

The issue of productive and unproductive coping behavior is directly related to the concept of coping strategies. The concept of coping strategy means the techniques and methods by which the process of overcoming with stress (Lazarus, 2006). Coping strategies are characterized by approaching the stressor (aggression, information retrieval, problem solving) or avoiding stressors (ignoring, distracting, distancing), which are manifested on the cognitive, emotional and behavioral levels. It is known that coping behavior includes all intentional attempts of the individual to cope with stress, change the situation for the better, not just successful efforts. The psychological purpose of coping is to adapt a person to the requirements of the situation, the ability to master it, weaken or mitigate the requirements and thus neutralize the stress of the situation. (Losoya et al., 1998).

There is currently no generally accepted classification of types of coping behavior. However, most researchers rely on the concept of two coping behavior strategies proposed by R. Lazarus and S. Folkman: problem-oriented coping and emotion-focused coping (Lazarus & Folkman, 1984). The first type of coping is associated with the mobilization of resources of behavior and is manifested in the rational analysis of the problem, in seeking help from other people. Emotional-focused coping is manifested in the mobilization of resources to regulate emotional experiences. Efforts to regulate emotional experiences can take various forms: distraction from negative emotions, distancing from the problem, focusing on the positive aspects of the situation, and others.

The most adaptive coping strategies are those that are aimed directly at solving the problem situation (Carver et al., 1989). The authors included the following coping strategies: 1) "active coping" - active actions to eliminate the source of stress; 2) "planning" - planning their actions in relation to the problem situation; 3) "search for active public support" - seeking help, advice from their social environment; 4) "positive interpretation and growth" - assessment of the situation in terms of its positive aspects and

attitude to it as one of the episodes of their life experience; 5) "acceptance" - recognition of the reality of the situation. Another block of coping strategies, according to the authors we studied, may also contribute to adaptation in a stressful situation, but it is not associated with active coping. Such strategies of coping behavior include: 1) "search for emotional social support" - the search for compassion and understanding from others; 2) "suppression of competitive activity" - a decrease in activity on other matters and problems and a full focus on sources of stress; 3) "containment" - the expectation of more favorable conditions for resolving the situation. The third group of coping strategies are those that are not adaptive, but in some cases help to adapt to a stressful situation and cope with it. These included: 1) "focus on emotions and their expression" - emotional response in a problem situation; 2) "denial" - denial of a stressful event; 3) "mental alienation" - psychological distraction from the source of stress through entertainment, dreams, sleeping and etc.; 4) "behavioral exclusion" - a refusal to resolve the situation.

Thus, most classifications of coping strategies are mainly differentiated between the active efforts of the individual, focused on the problem and its solution, and the desire to reformulate or cognitively rethink the problem so that it becomes psychologically acceptable and safe. In this regard, there is a question about the mechanisms and factors of individual choice of strategy for interaction with the surrounding reality.

A study of the structure of teachers' coping behavior showed a clear dominance of a certain coping strategy, that is a tense situation leads them to the usual stereotypes of behavior (Korytova, 2005). It is shown that the individual style of coping behavior is built under the influence of living conditions and professional activities in response to environmental stressors (Isaeva, 2009).

Other studies reveal the peculiarities of the interaction of coping and the peculiarities of interpersonal interaction of the subject (Klenova & Pankratova, 2015). It was found that people with a high degree of conformity in social interaction prefer to seek social support. Sociability and a high level of self-control determine the strategy of assertive actions. Emotional instability is related to overcoming through impulsive actions. People with high levels of anxiety have ambivalent coping reactions combined with timidity and anxiety, which leads to a coping strategy of avoidance, and under the pressure of severe stress and anxiety, the individual is able to resort to aggressive actions.

The influence of the locus of control of respondents on coping behavior is shown (Akimenko, 2016). Individuals with an external locus of control have been found to prefer passive contact strategies and active avoidance strategies. The external locus of control has positive correlations with escape-avoidance, distancing, and confrontation strategies. Individuals with an internal locus of control prefer strategies for acceptance responsibility, problem-solving planning, self-control.

A study of the coping behavior of people who have recently lost their jobs has shown that the choice of coping strategies depends on personal resources, such as self-esteem, life satisfaction, social support. With the positive modality of coping resources, problem-oriented strategies predominate, while with the negative modality, emotionally-oriented strategies predominate (Solove et al., 2015).

Our previous research has shown the influence of psycho-emotional state on the choice of coping strategies (Voitenko et al., 2021a).

The analysis of scientific research has shown that among the factors of coping strategies an important place is occupied by psychological characteristics of the individual, which are personal factors of these strategies. Thus, based on the results of theoretical analysis, we can formulate a general theoretical hypothesis of our study: socio-psychological characteristics are associated with the preference for certain coping strategies in individual behavior. The study was based on an experimental hypothesis: socio-psychological characteristics of the personality determine the range of dominant coping strategies in the behavior of staff of educational organizations in the process of overcoming stressful situations. Proving the experimental hypothesis requires an answer to the following question:

What are the features of the relationship between coping behavior and socio-psychological characteristics of the individual?

To answer this question, two statistical hypotheses are formulated. The null and alternative hypotheses were formulated to statistically confirm the relationship between the characteristics of coping behavior and socio-psychological characteristics of the individual.

H0: There is no relationship between peculiarities of coping and socio-psychological characteristics of the individual.

H1: There is a relationship between peculiarities of coping and socio-psychological characteristics of the individual.

### Methodology

The study of the presence and nature of the relationship between coping indicators and socio-psychological characteristics of the individual was organized by using a cross-sectional method. The participants of the study were 57 Ukrainian teachers of educational institutions, selected by random sampling. This sample size is sufficient for a pilot study aimed at identifying the main trends in the relationship between the selected variables (Nasledov, 2004, pp.19-22). The most important for the research topic socio-demographic characteristics of respondents are presented in table 1. The average age of the studied teachers is 39.3.

Table 1. Demographic characteristics of respondents

Age	%	Gender	%
25-35 yrs	43,9	Female	49,1
36-46 yrs	33,3	Male	50,9
47-57 yrs	22,8		
> 57 yrs	-		

According to the purpose of the study, the following diagnostic tools were used: Russian-language adaptations of the test-questionnaire R. Cattell 16PF and WCQ questionnaire R. Laparus and S. Folkman.

The study of individual psychological characteristics of personality was carried out using the method of research of personality R. Cattell - multifactorial personality questionnaire 16PF. The test is designed for a broad description of personality. In Ukraine, adapted Russian-language versions of the R. Cattell test-questionnaire are used, which have passed standardization, and also in which the validity and reliability of diagnostics have been determined. We used the abbreviated form C of the questionnaire, which consists of 105 questions. Adaptation of variant C of the R. Cattell questionnaire 16 PF was carried out in 1972 by the research group of E. Chugunova (A. Kapustina, L. Murgulets and N. Chumakova) at the Department of Social Psychology, Leningrad State University (Kapustina, 2007).

The method of multifactorial study of the personality of R. Cattell allows to identify individual psychological properties, as well as dispositional characteristics of personality. The structure of the questionnaire factors reflects the probabilistic model of socio-psychological characteristics of the personality, demonstrates the individual identity of a particular individual and allows with some degree of probability to predict real behavior in certain life situations. In our study, R. Cattell's test was used to study the trend of the influence of personality characteristics on the activity of staff of educational organizations in the process of overcoming stressful situations.

Personality is described by R. Cattell as a set of stable, interconnected elements that determine its inner essence and behavior. Differences in human behavior are due to differences in the expressiveness of personal characteristics. 16 functionally independent and psychologically meaningful dimensions are

used for this purpose. Each factor has a conditional name and implies a stable probabilistic relationship between individual personality traits. Based on the qualitative and quantitative analysis of the content of personal factors and their relationships, the following groups of factors can be identified: 1. Intellectual features: factors B, M, Q1. 2. Emotional and volitional features: factors C, G, I, O, Q3, Q4. 3. Communicative properties and features of interpersonal interaction: factors: A, H, F, E, Q2, N, L. 4. Adequacy of self-esteem: factor MD.

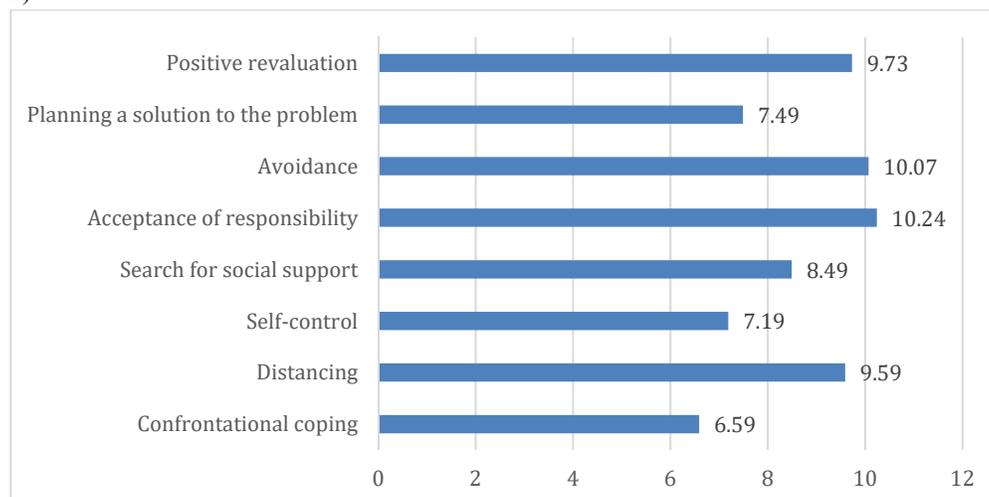
The Ways of Coping Questionnaire (WCQ), proposed by R. Lazarus and S. Folkman (Lazarus & Folkman, 1984), was used to diagnose coping strategies. The Russian-language adaptation of the questionnaire was developed and standardized by E. Bityutskaya (Bityutskaya, 2015). The questionnaire was specifically designed to measure coping with stress in specific situations. It consists of eight subscales, which include coping techniques such as confrontation, distancing, self-control, seeking social support, taking responsibility, avoiding, solving problems, and positively reassessing the situation. The processing of the results is the summation of points for each scale and then their calculation according to the formula:  $X = \text{sum of points} / \text{max score} * 10$ . The questionnaire offers 50 items and 4 answer options: never - 0 points; rarely - 1 point; sometimes - 2 points; often - 3 points.

The main hypotheses of this study were tested by correlation analysis. Data processing was performed using IBM SPSS Statistics 22. The correctness of the application of Pearson's correlation analysis is due to the correspondence of the obtained values of the frequency distribution to the normal distribution.

## Results

The average values of the level of tension of coping strategies in the study group, obtained by the method of R. Lazarus, are presented in Figure 1. As a result of the study, we found that the highest rates were obtained for such coping strategies as "Acceptance of responsibility" ( $1.24 \pm 2.48$ ) and "Escape-avoidance" ( $1.07 \pm 2.97$ ). The low level of tension, which indicates the adaptive version of this coping strategy, was obtained only on the scale "Confrontation" ( $6.9 \pm 2.81$ ). This suggests that among our respondents are rarely aggressive actions aimed at overcoming a stressful situation. Obviously, such features of the behavior of teachers are related to the ethics of pedagogical actions.

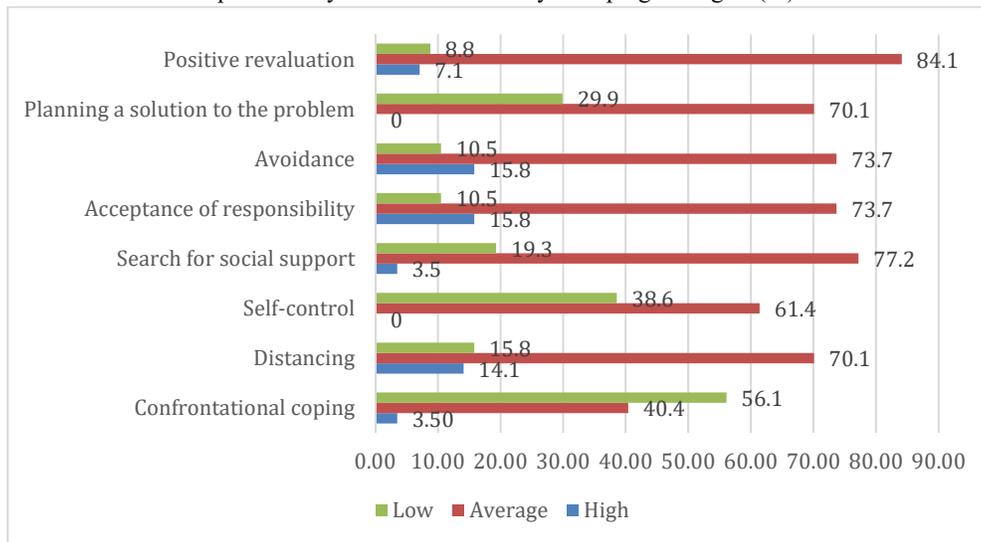
Figure 1. The level of tension of the studied coping strategies (average value according to the method of R. Lazarus)



The results of other coping strategies are within the average level of tension and indicate the presence of adaptive potential of the individual in problematic situations: "Distance" ( $9.59 \pm 2.59$ ); "Self-control" ( $7.19 \pm 2.38$ ); "Search for social support" ( $8.49 \pm 2.15$ ); "Planning a solution of the Problem" ( $7.49 \pm 2.00$ ); "Positive reevaluation" ( $9.73 \pm 2.5$ ).

Qualitative analysis of the obtained results allowed to establish the following distribution of the studied coping strategies according to the levels of tension (Figure 2):

Figure 2. Distribution of respondents by the level of intensity of coping strategies (%)



It was found that 15.8% of respondents show the highest level of tension under the strategies of "Acceptance of responsibility" and "Escape-avoidance", 14.1% of respondents have a high level of tension under the strategy of "Distance", which indicates a pronounced maladaptation of teachers in stressful situations. The low level of tension was shown by the majority of the studied teachers (56.1%) according to the "Confrontation" strategy. A sufficient number of respondents also showed a low level of intensity of the strategies "Self-control" (38.6%) and "Planning to solve the problem" (29.9%). The low level of intensity of coping strategies indicates an adaptive option of coping. The vast majority of respondents showed a medium level of tension in all other strategies.

The average values obtained for each factor by the method of R. Cattell are presented in table 2.

Table 2. Average values of factors according to the method of R. Cattell

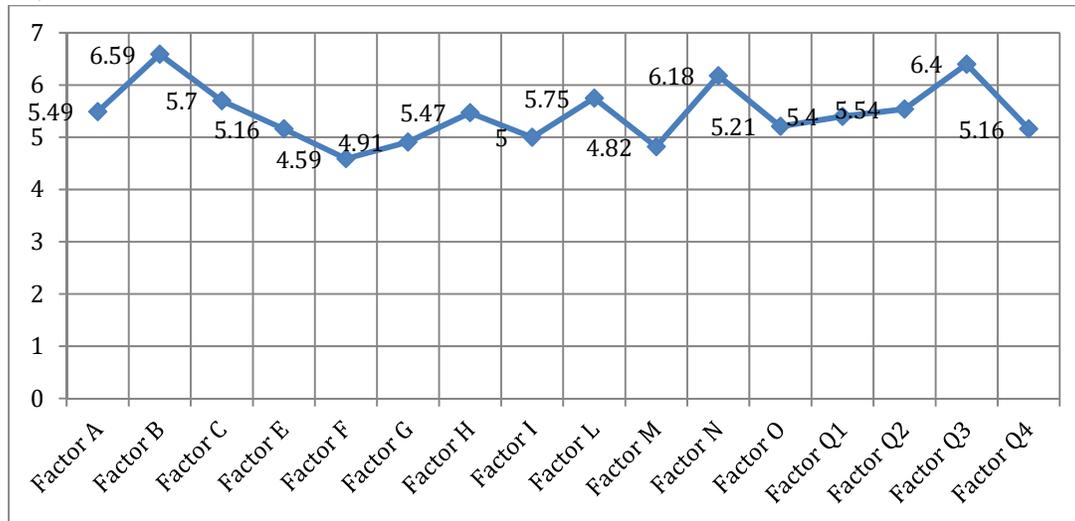
Factors	< X >	σ	Factors	< X >	σ
Factor A	5,4912	0,26741	Factor L	5,7544	0,24434
Factor B	6,5965	0,21366	Factor M	4,8246	0,26857
Factor C	5,7018	0,26129	Factor N	6,1754	0,31476
Factor E	5,1579	0,19355	Factor O	5,2105	0,23844
Factor F	4,5965	0,25014	Factor Q1	5,4035	0,25996
Factor G	4,9123	0,25927	Factor Q2	5,5439	0,26261
Factor H	5,4737	0,26385	Factor Q3	6,4035	0,27059
Factor I	5,0	0,23878	Factor Q4	5,1579	0,17839

The obtained data are characterized by the absence of a pronounced discrepancy between the values, which indicates a balanced personal orientation of the subjects. Based on the average values of

indicators for each factor, we can build a group model of the personality profile of the studied teachers (Figure 3).

According to factor A "Sociability-closedness", focused on measuring human sociability in small groups, 19.5% of respondents have high scores, which characterizes them as willing to cooperate, easy-going, attentive and friendly in relationships. Low scores (16.7% of respondents) describe people as cold, overly skeptical, inflexible towards people.

Figure 3. Group model of the personality profile of the subjects (according to the method of R. Cattell, the average value)



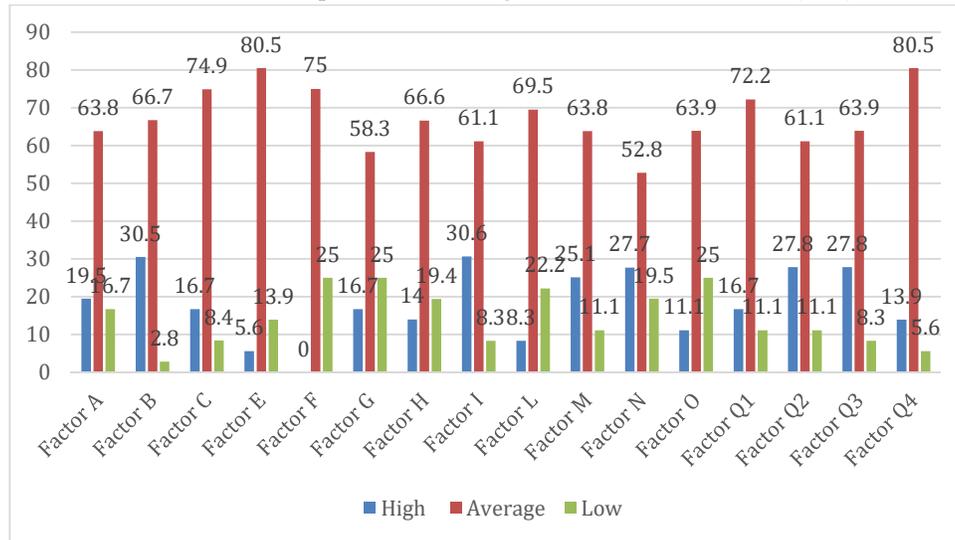
According to factor B "Limited thinking-intelligence", a significant part of the respondents (3.5%) received high scores, which indicates a pronounced ability to comprehend new material, intelligence and ability to learn quickly. A low score (2.8% of respondents) indicates relatively primitive thinking, learning difficulties, possible emotional disorganization of thinking. According to factor C "Emotional stability-emotional instability" 16.7% of respondents have a high level of emotional stability. Such individuals are relatively stable in behavior, restrained, hardworking, emotionally mature. 8.4% of respondents have low scores, which indicates low tolerance to emotional factors, self-doubt, increased irritability, frequent anxiety, neurotic symptoms. According to factor E "Dominance-subordination" only 5.6% of respondents have a high level of self-confidence, dominance, are independent in judgment and behavior, conflict, blame others for conflicts, do not recognize power and external pressure. 13.9% of respondents have a low level, which indicates dependence, a tendency to take the blame, a tendency to give in to others, tact, respect. High indicators of factor F "Expressiveness-restraint" among the subjects were not found. 25% of respondents have a low level of this factor, which characterizes them as prudent, cautious, pessimistic in their perception of reality. According to factor G "High normative behavior-low normative behavior" high scores received 16.7%, which indicates a meaningful observance of norms and rules of conduct, persistence in achieving goals, responsibility, business orientation. 25% of the respondents have a low level, which allows to state such traits as a tendency to inconsistency, unprincipledness, the desire not to limit themselves to rules, to be isolated from the influence of the team. In general, this factor determines the extent to which different rules govern human behavior and relationships with others. According to the factor H "Courage-timidity" 14% of respondents have such traits as courage, risk-taking, willingness to deal with strangers. With low scores, 19.4% of respondents have a pronounced shyness, timidity, caution, prefer a small circle of friends. In general, this factor determines the reactivity to the threat in social situations and determines the degree

of activity in social contacts. According to factor I "Sensitivity-cruelty", 3.6% of respondents were prone to dependence, softness, patronage, have a developed ability to empathize and understand other people. Respondents with low scores (8.3%) have excessive self-confidence, subjectivity, hypertrophied desire for independence, prudence, realistic judgments, practicality, callousness towards others. According to the factor L "Trust-suspicion" 8.3% of respondents have a high level, which indicates excessive doubt, suspicion, arrogance, egocentrism. 22.2% of respondents have a low level, which is characterized by openness, trust, friendliness, tolerance and flexibility. They are free from envy, get along well with people and work well in a team. According to the factor M "Practicality-dreaminess" 25.1% of respondents received high scores, and therefore have a developed imagination, focus on their inner world, helplessness in practical matters, sometimes unreality associated with strong reactions, the complexity of relationships in the team. Respondents with a low level (11.1%) are focused on external reality, generally accepted norms, are characterized by practicality, integrity, excessive attention to details. According to the factor N "Straightforwardness-diplomacy" 27.7% of respondents have such traits as prudence, insight, experience, lack of sentimentality, and sometimes cynicism. 19.5% of respondents have low scores, which are characterized by immediacy, naivety, natural behavior, sometimes rudeness, satisfaction with what has been achieved. According to the factor O "Calm-anxiety", 11.1% of respondents have high scores, which indicates excessive anxiety, worry, frequent bad foreboding, vulnerability. 25% of respondents have low scores, which indicates calmness, self-confidence, insensitivity to self-esteem, carefree. According to factor Q1 "Conservatism-radicalism", 16.7% of respondents have high marks, which indicates critical thinking, analytical thinking, intellectual interests and skepticism, the desire to revise existing principles, the tendency to experiment. 11.1% of respondents have low scores, which indicate conservatism, seeking to support established concepts, supporting established principles, traditions, doubt about new ideas, and denying changes.

According to the factor Q2 "Conformism-nonconformism" 27.8% of respondents prefer only their own opinion, independent in views, strive for independent decisions and actions. Low scores (11.1% of respondents) indicate dependence on other people's opinions, giving preference to decision-making with other people, focus on social approval. According to the factor Q3 "High self-control-low self-control", 27.8% of respondents have high marks, which indicates their discipline, accuracy in meeting social requirements, sufficient control over their emotions, concern for public reputation, purposefulness and integrated behavior. 8.3% of respondents, who are characterized by indiscipline and low self-control, have low scores on this factor. According to the factor Q4 "Relaxation-tension" 13.9% of respondents can be described as people with such traits as excitement, excitement, irritability, impatience, excess motivation, which does not find relief. 5.6% of respondents have low scores, which indicates excessive calm, not entirely justified satisfaction, sometimes lethargy, lack of motivation, sometimes laziness.

In more detail, the personal traits of the subjects are presented in Figure 4.

Figure 4. Personal characteristics of respondents according to the method of R. Cattell (in %)



To confirm the presence or absence of correlations between the personal characteristics of the subjects and the dominant coping strategies of their behavior, we used the Pearson correlation coefficient, as it was established the normal type of distribution of data on all indicators (Table 3).

Table 3. Correlations between variables

Factors	Confrontational coping	Distancing	Self-control	Search for social support	Acceptance of responsibility	Avoidance	Planning a solution to the problem	Positive reevaluation
Factor A	.347**	-.081	-.094	-.102	.16	-.14	-.03	-.101
Factor B	.451***	-.206	-.202	.017	.390**	.199	.151	-.102
Factor C	.148	.192	-.06	-.183	.223	.244	-.351**	-.114
Factor E	-.162	.403**	.145	-.133	-.148	.084	.223	.270*
Factor F	-.011	.032	.097	-.086	.071	.234	-.046	-.2
Factor G	.052	.302*	.298*	-.049	-.014	.302*	-.262*	-.121
Factor H	-.016	.027	-.249	-.213	.228	-.141	.393**	-.021
Factor I	.232	.008	-.178	-.285*	-.147	-.073	.035	.316*
Factor L	-.119	.236	.125	.085	-.041	.218	-.049	-.076
Factor M	-.266	.013	.125	.183	-.285*	-.09	-.19	.223
Factor N	-.064	-.324*	-.299*	-.327*	.122	.016	.049	.089
Factor O	.045	.156	-.163	-.207	-.028	-.033	.001	-.011
Factor Q1	.314*	-.174	.109	-.229	.045	.215	.017	-.152
Factor Q2	-.203	.068	.321*	.112	-.017	.036	.08	-.143
Factor Q3	.271*	.311*	.189	-.123	-.227	.022	-.028	-.185
Factor Q4	.092	.177	-.321*	-.095	-.108	.158	-.129	.272*

\* -  $p \leq .05$ ; \*\* -  $p \leq .01$ ; \*\*\* -  $p \leq .001$

## Discussion

In the course of the research, we obtained data that show a close relationship between the personal indicators of the respondents and the choice of coping strategies. In particular, a direct correlation was established with a high level of statistical significance between coping strategy "Confrontation" and factor B ( $r = .451$ ,  $p \leq .001$ ). It means people who have a high level of general mental abilities, are more able to withstand difficulties and show a high level of energy in solving problem situations, they are more able to show ingenuity, defend their own interests and overcome anxious feelings in stressful

situations. The preference for the Confrontation strategy also correlates with factor A ( $r=.347, p\leq.01$ ). Thus, people open to new communication are more inclined to defend their own interests, are active in resolving conflicts and are not afraid of criticism. The dominance of the strategy "Confrontation" in behavior correlates with the factor Q1 ( $r=.314, p\leq.05$ ). Teachers who are critical, analytical thinking and do not trust authorities are also focused on confrontation when adapting to stress. A positive correlation was found between the Confrontation strategy and factor Q3 ( $r = .271, p\leq.05$ ). This means that a person's strong will and self-control determine his ability to resist difficulties, the ability to defend their own interests, cope with anxiety in stressful conditions, sometimes unjustified perseverance (Kapustina, 2007).

As a result of the analysis, we found the presence of positive correlations between the coping strategy "Distance" and factor E ( $r=.403, p\leq.01$ ). It indicates the tendency of powerful, self-confident and stubborn people who are independent in judgment and behavior to try to overcome negative feelings about the problem by subjectively reducing its significance and the degree of emotional involvement or devaluation. The same applies to persons who are characterized by meaningful observance of norms and rules of conduct, perseverance in achieving the goal, accuracy, responsibility and business orientation (factor G,  $r=.302, p\leq.05$ ). It was found that such individuals also often prefer the coping strategy "Self-Control" ( $r=.298, p\leq.05$ ), which involves attempts to overcome negative experiences by purposefully suppressing and restraining emotions, minimizing their impact on the assessment of the situation and choice behavioral strategies (Lazarus & Folkman, 1984). High control of behavior, the desire for self-control is also positively correlated with factor Q2 ( $r=.321, p\leq.05$ ). High marks on this factor are characteristic of people who recognize their own decisions, are independent, make their own decisions and act (Kapustina, 2007).

A positive correlation was found between the predominance of the "Responsibility" strategy in the behavior of respondents and the factor B ( $r=.390, p\leq.01$ ), which determines intelligence, ability to learn quickly (Kapustina, 2007). The advantage of this strategy of coping behavior is that when faced with stress, a person tries to use all available resources to find possible ways to effectively solve the problem by understanding the relationship between their actions and their consequences, willingness to analyze their behavior.

The coping strategy "Avoidance" correlates with the factor G ( $r=.302, p\leq.05$ ). With a clear predominance of the strategy of avoidance in persons who are prone to this factor to meaningful adherence to norms and rules of conduct, there may be unconstructive forms of behavior in stressful situations. This can be denial or complete disregard for the problem, evasion of responsibility and actions to address difficulties, passivity, impatience, outbursts of irritability (Lazarus & Folkman, 1984). Avoidance as a coping strategy is a protective form of personal behavior and involves actions that limit the impact of traumatic situations or information (Voitenko, 2021b). In this regard, situations that require a person to mobilize their own strengths and capabilities, cause such a person to experience frustration (Kapustina, 2007). Therefore, a fairly justified strategy of behavior for such a person is the strategy of avoidance.

The coping strategy "Planning a solution to the problem" correlates with the factor H ( $r=.393, p\leq.01$ ). Thus, educators with increased social activity, willingness to take risks try to overcome problems through targeted analysis of the situation and possible options for action, developing behavioral strategies based on objective circumstances.

A positive correlation was found between the positive reevaluation coping strategy and factor E ( $r=.270, p\leq.05$ ). The predominance of this strategy in the behavior of the respondents is manifested in the fact that when it is impossible to change the problem situation, powerful, independent and self-confident individuals try to change the way they respond to it by changing perceptions of the situation.

The strategy of positive reassessment involves considering the problem situation as an incentive for personal growth (Lazarus & Folkman, 1984). The downside of this form of behavior is the individual's underestimation of the ability to effectively solve the problem. Apparently because of this, there are also positive correlations between positive reevaluation and factor I ( $r=.316$ ,  $p\leq.05$ ), for which respondents are characterized by softness and dependence.

Close negative correlations were found between the strategy of "Distancing" and the factor N ( $r = -.324$  at  $p\leq.05$ ). At low scores on this factor, respondents are characterized by straightforwardness, naivety, immediacy (Kapustina, 2007). When adapting to stress, subjects try to reduce the importance of the situation, switch and rationalize emotional stress. Factor N is also negatively correlated with the strategy "Self-control" ( $r = -.299$  at  $p\leq.05$ ). That is, people with a high level of prudence, insight and rationality are less likely to minimize the impact of their emotions on the assessment of the situation and the choice of behavioral strategies. The desire for self-control and purposeful suppression and restraint of emotions also negatively correlates with the factor Q4 ( $r=-.321$ ,  $p\leq.05$ ), according to which low scores characterize a person as overly satisfied and calm (Kapustina, 2007).

The strategy "Search for social support" has negative correlations with factor I ( $r = -.285$ ,  $p\leq.05$ ). This means that if a person has courage, self-confidence, prudence, he is not inclined to solve the problem by attracting external (social) resources and is not focused on seeking advice and compassion from others. People with a reasonable approach to events, prudent and perceptive (factor N,  $r=-.327$ ,  $p\leq.05$ ) tend to act similarly in difficult situations.

The strategy of "Acceptance of responsibility" is negatively correlated with the factor M ( $r=-.285$ ,  $p\leq.05$ ). The found connection shows that the subjects, who are characterized by practicality, integrity and adhere to generally accepted norms (low scores on the factor M), recognize their role in the emergence of problems and responsibility for its solution.

There is a negative correlation between factor C and the strategy "Planning to solve the problem" ( $r=-.351$ ,  $p\leq.05$ ). This means that in the case of emotional instability in respondents, overcoming difficulties does not occur through the search for possible behaviors based on past experience. Such people show irritability, excessive anxiety, especially when it comes to overcoming situations, the result of such behavior may be impulsive, not always controlled actions.

### **Conclusions and future study**

In cases where the individual cannot effectively adapt to the changing environment with the help of available personal resources, such automatic adaptive responses as coping strategies come to the aid of the person. In the process of correlation research, we obtained data that indicate a close relationship between the personal characteristics of respondents with the peculiarities of their coping behavior. The obtained results testify to the personal conditionality of coping behavior.

The study of the relationship between human personality traits and coping strategies will predict the coping reactions of the subject based on the diagnosis of his personality traits and can be used by specialists in the practice of counseling. The results indicate the need for targeted psychological assistance to teachers in managing professional stress and developing an effectively functioning system of self-regulation and coping behavior, taking into account the specifics of the activity, the typology of stressful situations and individual factors.

Due to the limited sample, this conclusion is intermediate. Further research is needed to identify and classify different coping strategies due to the specifics of professional activities and types of stressful situations. The study of the relationship between coping strategies and the dynamics of stress can help solve the problem of prevention of emotional burnout of professionals and be used in teaching constructive behavior to overcome stressful situations. It is also productive to identify the mediating

role of certain coping strategies that have a significant impact on the success of professional adaptation in different organizational contexts.

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