

The Effects of Creative Self-Efficacy and Emotional State on Employees' Coping Styles with Stress

İşgörenlerin Stresle Başa Çıkma Tarzlarında Yaratıcı Öz-Yeterlilik ve Duygusal Durumun Etkileri

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Abstract

This research examines the effect of creative self-efficacy and emotional state on employees' coping with stress. Quantitative research has been adopted as part of the purpose of the research. The universe of the research consists of the employees in the hotel businesses in Antalya. The research sample is composed of employees from 5-star hotels in Antalya. The measurement tool was used with the judicial sampling technique. The measurement tool included demographic questions, creative self-efficacy, emotional state, and stress-coping style scales. Data collection occurred between July 1 and October 1, 2022. Between those dates, 390 questionnaires were filled out. However, the research analysis consisted of 356 questionnaires. Upon analysis, it was determined that creative self-efficacy and emotional state significantly affect coping with stress. Creative self-efficacy does not differ considerably in terms of gender variable. In terms of education level, creative self-efficacy differs significantly. This research has a unique value in terms of examining the relationships and effects between creative self-efficacy, emotional state, and coping style with stress. As such, the findings of the study will contribute to the literature.

Keywords: Creative self-efficacy, Emotional state, Coping style with stress, Employees, Hotel businesses

Öz

Bu araştırmanın amacı yaratıcı öz yeterlilik ve duygusal durumun işgörenlerin stresle başa çıkma tarzı üzerindeki etkisini incelemektir. Araştırmanın amacı kapsamında nicel araştırma yöntemi benimsenmiştir. Araştırmanın evrenini Antalya'daki otel işletmelerindeki işgörenler oluşturmaktadır. Araştırmanın örneklemini ise Antalya'daki 5 yıldızlı otel işletmelerindeki işgörenler oluşturmaktadır. Ölçüm aracı yargısal örnekleme tekniğiyle uygulanmıştır. Ölçüm aracında demografik sorular, yaratıcı öz-yeterlilik, duygusal durum ve stresle başa çıkma tarzı ölçekleri bulunmaktadır. Veri toplama 1 Temmuz- 1 Ekim 2022 tarihleri arasında gerçekleştirilmiştir. Bu tarihler arasında toplam 390 anket formuna ulaşılmıştır. Fakat araştırma analizi 356 anket formu ile yapılmıştır. Gerçekleştirilen analizler sonucunda yaratıcı öz yeterlilik ve duygusal durumun stresle başa çıkma tarzını anlamlı bir şekilde etkilediği belirlenmiştir. Cinsiyet değişkeni açısından yaratıcı öz yeterlilik anlamlı bir şekilde farklılaşmamaktadır. Eğitim düzeyi açısından ise yaratıcı öz yeterlilik anlamlı bir şekilde farklılaşmaktadır. Bu araştırma, yaratıcı öz yeterlilik, duygusal durum ve stresle başa çıkma tarzı arasındaki ilişkileri ve etki durumlarını incelemesi açısından özgün bir değer taşımaktadır. Bu nedenle, çalışma sonuçlarının literatüre katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Yaratıcı öz yeterlilik, Duygusal durum, Stresle başa çıkma tarzı, İşgörenler, Otel işletmeleri

Araştırma Makalesi [Research Paper]

JEL Codes: M12, J21, Z31

Araştırma ve Yayın Etiği Beyanı: Çalışmanın araştırma kısmı Nevşehir Hacı Bektaş Veli Üniversitesi, Bilimsel Araştırmalar ve Yayın Etik Kurulu'nun 28.02.2022 tarih ve 50 sayılı kararı ile alınan izin doğrultusunda gerçekleştirilmiştir.

Submitted: 15 / 11 / 2022

Accepted: 21 / 09 / 2023

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Introduction

A person in an active position in society experiences difficulties of different characteristics in daily social activities and businesses where they occur as employees and may have to cope with the problems. Today, with the increasing importance of face-to-face communication with customers and the ever-changing expectations of customers, the competitive situation of businesses with each other, and the thoughts of earning more income, the demands and pressures on employees may increase in companies that provide services. During this process, various negative situations occur in the employees, known as stress.

Stress, now attributed as a disease in today's social structure, causes employees to wear out and feel psychological pressure (Sabuncuoğlu & Tüz, 1998: 185). Factors such as the fact that the working culture is turning into a force and fear-oriented profile day by day, the prevalence of short-term changes in job descriptions, and the tendency of enterprises to innovate or downsize within the scope of corporate strategies increase employees' stress levels. This situation begins with many negative behaviors, such as growing health-oriented problems, experiencing burnout, dissatisfaction with the job, and leaving (Avey et al., 2009: 679). These behaviors lead to a decrease in the performance of the employees and a decrease in the service quality of the business (Dannheim et al., 2023: 2; Wang & Wang, 2020:1).

Employees experience various difficulties in hotel businesses, one of the businesses where service delivery is carried out. These difficulties are expressed as the uncertainties within the scope of the job description and the nature of the job (Chiang et al., 2010: 26), the lack of business continuity due to the seasonal activity of the majority of hotel businesses (Gilboa et al., 2008: 231) and economic conditions. In addition, the need to be in constant communication with the guests and the instantaneous production of the service causes the pressure to avoid making mistakes. These situations can put the employees under stress. For this reason, the factors that affect the employees' ability to cope with stress are gaining importance while maintaining their jobs successfully and providing quality service.

Factors that affect employees' stress management include their emotional states and their creative self-efficacy. Emotional status affects an employee's decision-making and implementation phase and determines their level of approach to stressful events. Whether employees are in a positive or negative emotional state leads to differences in resolving stressful problems (Diamond & Aspinwall, 2003: 138). Creative self-efficacy is the ability of an person, an employee, to develop innovative solutions in times of distress or situations that require resolution (Tierney & Farmer, 2002: 1137). Employees in a positive emotional state with a superior degree of creative self-efficacy can make an excursion and positively contribute towards approaching events in stress management (Hu et al., 2023: 303).

As employee-guest interaction frequently occurs in the tourism sector, coping with stress is as important as employees' skills. In this context, the study explores the impact of employees' emotional states and creative self-efficacy on their coping styles. The research has a unique value as such an issue has yet to be studied in the national and international literature.

1. Conceptual Framework

1.1. Creative Self-Efficacy

The ability of employees to propose practical solutions to problems and to generate new ideas is evaluated through creativity. Employees, who can make a difference in terms of resolution and reflection in service businesses, have a significant position in the efficiency of service delivery (Öztürk, 2023: 28). In hotel businesses that produce services, the creative staff creates additional value in service delivery and customer satisfaction (Torres & Kline, 2013: 643). While creativity is critical, other factors improve how employees address issues. Employees should be creative and self-efficient (Li et al., 2019: 2).

Self-efficacy is based on the beliefs and perceptions of employees about their ability to complete assigned tasks (Bandura, 1997: 3). Another definition of self-efficacy is the sense that employees are motivated and capable of fulfilling all responsibilities (Stajkovic & Luthans, 1998: 66). Self-efficacy is the reliance of employees in the skills and knowledge they possess. The more confident an employee is, the better their performance and effort to accomplish a task and succeed. On the one hand, creative self-efficacy is the perception among employees of their capacity for providing creative and innovative solutions (Tierney & Farmer, 2002: 1138). The foundation of creative self-efficacy rests on the theory of self-efficacy (Bandura, 1997: 3). In this context, creative self-efficacy is described as employees' reliance on a creative attitude towards a situation or problem. It takes more to come up with a solution to each problem of creative self-efficacy. It is essential to address this issue with suggestions for creative solutions, which are common.

The creative perspective of an employee with a superior level of creative self-efficacy may differ from that of other employees. This allows employees to improve their performance and be more successful in delivering services (Jaiswal &

Dhar, 2015:33). Creative self-efficacy promotes the positive development of employee psychology (Ghafoor et al., 2011: 11096). Creative self-efficacy is also efficient in overcoming various negatives and being more resilient (Vally et al., 2019: 71). Employees with creative self-efficacy are also highly aware of problems (Alzoubi et al., 2016, 119). In other words, they must be mindful of the problems at the outset and resolve them before they become serious.

Two situations are effective in creative self-efficacy leading to highly innovative and different behavior. Employees with high creative self-efficacy can exhibit innovative behavior because they are sure of their knowledge and ability to produce and implement ideas (Jiang & Gu, 2017: 725). They can feel more secure about taking action against uncertainty or problem within the business (Richter et al., 2012: 1082). In such a situation, employees take more responsibility in putting forward ideas for solving problems. They can devote their time to this issue because employees with superior creative self-efficacy can organize and carry out a necessary activity, control various situations, cope with problems, and be more efficient in activities (Han & Bai, 2020: 406; Michael et al., 2011: 259). Employees with low creative self-efficacy, on the contrary, see their problems as unsolvable and hesitate to take responsibility (Newman et al., 2018: 2)

While studies on creative self-efficacy appear current, researchers in various disciplines are increasingly interested in creative self-efficacy. Wang et al. (2014) assert that transformational leadership is effective in employees' creativity and that creative self-efficacy mediates this relationship. Jaiswal and Dhar (2015) argue that creative self-efficacy is a regulator of the same relevance. Teng et al. (2020) point to creative self-efficacy influencing innovative behavior. Also, a significant suitable exists between creative self-efficacy and wise leadership (Bekdaş & Günay, 2021). Kim (2019) states that creative self-efficacy affects the creativity of people. Karwowski (2014) stresses that creative self-efficacy is positively relevant to the search for solutions to problems. Studies show that creative self-efficacy is typically associated with executive leadership and creativity. But the relevance between creative self-efficacy and stress management has not been studied.

1.2. Emotional State

According to Russell (2003), making a single definition of emotion is difficult. The main reason for this judgment can be shown as the lack of any consensus, despite the development of various theories on what emotions are and how to express them in all studies from the past to the present (Erdal & Tepe, 2021: 555). As a general concept, emotion is defined as the impression that a particular object, event, or individual creates in the inner world of a person (Turkish Language Society, 2022). In other words, emotion is defined as a series of actions that result from specific thoughts created by a feeling (Goleman, 1996). From this point of view, emotions draw attention as a phenomenon in which the individual conveys his experiences in his inner world (Tarhan, 2020: 46). In addition, it is possible to state that emotions are an essential quality for individuals and are used to regulate social relations (Çoruk & Akçay, 2012: 81).

An emotional state is a general and widespread emotional state that does not occur in line with a specific purpose by taking part in a particular effect in a certain period (Sedikides, 1992). In other words, the emotional state is emphasized as a mental state in which people constantly live (Kozak & Genç, 2014: 87). Morris and Feldman (1996), on the other hand, define the emotional state as people's attitudes towards everything or everyone, including a certain emotional tendency. In psychology, it is used to emphasize emotional state, happiness, and depression (Dorland, 2019). In addition, the emotional state is analyzed differently from the mood. It differs according to various situations (Aydoğdu, 2022: 35). In addition to the fact that the emotional state varies according to multiple cultures, it is also evident in people who are representatives of the same culture with their attitude, movement, facial expression and tone of voice (Budak, 2000).

Emotional states are generally classified as positive and negative (Weiss & Cropanzano, 1996: 24). Positive emotional state is expressed as basically good feelings or positive evaluations such as happiness and hope (Doğan & Özdevecioğlu, 2009: 168). When the positive emotional state is at a high level, emotions such as enthusiasm, agility, and joy are experienced predominantly, while the feelings of lethargy and laziness come to the fore when the positive emotional state is low (Kaplan et al., 2009: 5). Negative emotional state, on the other hand, is a spiritual tendency that emerges as a result of experiencing some negative mood states and is generally associated with factors that cause stress (Watson & Clark, 1984; Burke et al., 1993). While guilt, fear, and anxiety come to the fore in people with a high negative emotional state, the feeling of silence and stillness is evident in people with a low negative emotional state (Kaplan et al., 2009: 5).

1.3. Stress-Coping Style

Stress is defined as a reaction of the body to adapt to all situations and actions, regardless of whether it arouses a feeling of satisfaction or uneasiness in the person (Selye, 1976: 137). However, stress is when a person struggles to keep up with any physiological or biological stimulus (Sarıkaya, 2007: 2; Erdoğan, 2009: 348). Within the scope of the said harmony, the past events, experiences, and new experiences that a person will have throughout their life are closely related to the struggle with stress (Biricik, 2018: 2). Therefore, it is possible to emphasize stress as a concept that is always present in a person's life and will inevitably be a part of life (Barrow & Prosen, 1981: 4).

Coping is part of the critical mechanisms of stress (Çimli & Çelik, 2019: 82). However, coping style was considered by many researchers to reduce the impact of stress and minimize its adverse effects (Aldwin & Rewenson, 1987; Cox & Ferguson, 1981; Lazarus & Folkman, 1984). According to Lazarus and Folkman (1984), coping is the continuous changes that occur in cognitive and behavioral efforts to cope with some internal or external elements that reduce or compel the person's capacity. On the other hand, coping with stress is all a person's behavioral and cognitive efforts to adapt to the event that their psychological and physiological state begins to wear out (Aldwin, 2007). People have to cope with stress mainly to reduce or eliminate emotional tension or endure pressure (Aydın, 2003:20).

The coping styles with stress can be examined as positive and negative approaches. Positive approaches emerge as self-confident, optimistic, and seeking social support. Negative approaches are expressed as helpless and submissive (Lazarus & Folkman, 1984; Şahin & Durak, 1995). An example of a positive approach to coping with stress is that the personnel working in any business, when exposed to stress, take steps to solve the source of the stress and act confidently in this direction. In the negative approach, the personnel may be unwilling to solve the problem that is the source of the stress and may be in an attitude of accepting the problem.

When the literature was examined, some studies on emotional state, stress, and coping styles were found (Moksnes et al., 2010; Can et al., 2011; Rajaei et al., 2015; Kayğusuz, 2018). Moksnes et al. (2010) concluded that there is a significant relationship between stress and higher emotional states. Can et al. (2011) find a meaningful connection between job stress and negative emotional state. In another study, Rajaei et al. (2015) found a positive and meaningful relationship between positive psychological mood and problem-focused coping strategy. In addition, it was determined that there is a negative and significant relationship between hope and relaxation and an emotion-focused coping strategy. In another study, Kayğusuz (2018) determined that emotional states of burnout are related to coping with stress and seeking help. From this point of view, it is striking that there is no study on tourism in the reflections in the literature, and there is a deficiency in this regard. Therefore, it is thought that this study can fill the relevant gap.

1.4. Development of Hypotheses

According to the Self-Efficacy Theory, although an individual has a certain level of abilities, the methods of coping with stress may vary according to the level of self-efficacy (Bandura, 1990: 10). In studies on the relevant between self-efficacy and stress, attention is drawn to the role of self-efficacy in coping with stress (Corrigan et al., 2006: 876) Individuals with low self-efficacy feel failure in a stressful task or situation and cannot offer an effective solution (Bandura, 1997: 72) if they have high self-efficacy, they use their stress coping skills better and take an active attitude in suggesting solutions (Litman & Lunsford, 2009: 982). Pooley et al. (2012) stated that there is a relevant between self-efficacy and coping with stress. They drew attention to the fact that the degree of self-efficacy differentiates coping with stress. Similarly, employees with a superior level of creative self-efficacy may have efforts to cope with higher levels of stress and challenging situations. In addition, it is stated that men have higher creative self-efficacy than women (Al-Dhaimat et al., 2020: 209; Bekdaş & Günay, 2021: 104).

According to the Theory of Affective Events, it is emphasized that emotional states should also be taken into account in the evaluation of employee behaviors in businesses, and it is stated that the emotional state levels of employees are effective in choosing behaviors within the business. Employees can be angry, nervous, happy, and cheerful emotionally and differ in their behaviors in these situations (Weiss & Cropanzano, 1996: 19). Employees with positive emotionality make more effective decisions in stressful situations and offer more than one solution to events (Diamond & Aspinwall, 2003: 138). Similarly, it is known that coping styles with stress change as a result of positive emotionality (Butcher et al., 2013: 278). It is stated that employees with high levels of negative emotionality have a lower ability to cope with stress and are deficient in problem-solving (Oğuztürk et al., 2011: 181). In addition, it is stated that negative emotionality creates a difference in coping with stress (Topal, 2011: 45). In this context, the research hypotheses were formed. These:

- H1: Creative self-efficacy significantly affects coping styles with stress.
- H2: Creative self-efficacy shows a significant difference according to gender.
- H3: Creative self-efficacy shows a significant difference according to education level.
- H4: Positive emotionality significantly affects coping styles with stress.
- H5: Negative emotionality significantly affects coping styles with stress.
- H6: Coping styles with stress shows a significant difference according to gender.
- H7: Coping styles with stress shows a significant difference according to education level.

2. Method

The primary purpose of this research is to examine the effect of creative self-efficacy and employees' emotional states on coping with stress. In this context, the quantitative research method was adopted to designate the relationship and effect degree between the variables. A questionnaire technique was used to collect data. The research universe consists of hotel establishments in Antalya, but sampling was carried out since it is impossible to reach all employees in terms of time and money. The research sample consists of the employees of 5-star hotels in Antalya. Research data were obtained through a questionnaire form. The data were collected face-to-face using the judgmental sampling method. Data collection was carried out between 1 July and 1 October 2022. Between these dates, 390 questionnaire forms were reached, but the research analysis was made with 356 questionnaires. 34 questionnaires were not included in the analyses because demographic data were not filled in some of the questionnaires, and in some of them, almost the majority of the questionnaire form was left blank.

The research questionnaire consists of four parts. In the first section, there are six demographic questions. The creative self-efficacy scale developed by Yu (2013) was used in the second part. This scale was adapted for Turkish by Bekdaş and Günay (2021). While the reliability rate was .85 in Yu (2013) study, it was 0.90 in Bekdaş and Günay (2020) study. In the third part of the questionnaire, the scale of the emotional state developed by Watson et al. (1988) was used to measure the emotional state of employees. This scale was adjusted for Turkey by Gençöz (2000). In Watson et al. (1988) study, the reliability rate of positive emotion was .88 while the reliability rate of negative emotion was .85. In Gençöz (2000) study, these values are .86 and .83, respectively. In the four-part questionnaire, the scale of the stress-coping style developed by Folkman and Lazarus (1984) was used to measure the stress-coping styles of the employees. This scale was adjusted for Turkey by Şahin and Durak (1995). In Folkman and Lazarus' (1984) study, the reliability of the sub-dimensions ranged between .45 and .80. In Şahin and Durak (1995) study, it has a value between .68 and .80. The third scale consists of a five-point Likert scale. Approval was obtained from the Scientific Research and Publication Ethics Committee of Nevşehir Hacı Bektaş Veli University to conduct the research, with decision number 50 dated 28.02.2022.

SPSS 22 statistical program was used in the analysis of the data. Frequency analysis was applied to detect the demographic characteristics of the participants. In this research, exploratory factor analysis was applied to reveal the validity and reliability of the scales. Expression distributions and reliabilities of the scales were determined. Then, correlation analysis was performed to assess the level of relationship between variables. Regression analysis was applied to determine the effect of creative self-efficacy and emotional state on coping styles with stress. Independent t-tests and one-way anova analyses were conducted to explain whether creative self-efficacy and coping with stress differed according to demographic variables. In one-way anova analysis, the number of observations above 30 only provides a more robust test statistic result. However, one-way anova analysis can also be performed when the number of observations is less than 30 when a normal distribution is provided (Alpar, 2020: 310).

2.1. Demographic Characteristics of Participants

The demographic characteristics of the participants are shown in Table 1. 68.3% (243 people) of the participants are male, 35.7% (127 people) are between the ages of 18-25, 85.1% (303 people) are single, 36% (128 people) at undergraduate education level, 30.6% (109 people) have less than one year work experience, and 38.5% (137 people) work in the service-food-beverage department.

Table 1. Demographic Characteristics

| Gender | Frequency (N) | Ratio (%) |
|-------------------------|----------------------|------------------|
| Male | 243 | 68,3 |
| Female | 113 | 31,7 |
| Total | 356 | 100 |
| Age | | |
| 18-25 | 127 | 35,7 |
| 26-29 | 68 | 19,1 |
| 30-34 | 83 | 23,3 |
| 35-39 | 64 | 18 |
| 40 and over | 14 | 3,9 |
| Total | 356 | 100 |
| Marital status | | |
| Single | 303 | 85,1 |
| Married | 53 | 14,9 |
| Total | 356 | 100 |
| Education status | | |

| | | |
|-----------------------------------|-----|------|
| Primary education | 55 | 15,4 |
| High school | 78 | 21,9 |
| Associate degree | 67 | 18,8 |
| Undergraduate | 128 | 36 |
| Postgraduate | 28 | 7,9 |
| Total | 356 | 100 |
| Working time in the sector | | |
| Less than 1 Year | 109 | 30,6 |
| 1-3 year | 99 | 27,8 |
| 4-6 year | 68 | 19,1 |
| 7-9 year | 39 | 11 |
| 10 and above | 41 | 11,5 |
| Total | 356 | 100 |
| Worked department | | |
| Service-food-beverage | 137 | 38,5 |
| Front office | 73 | 20,5 |
| Housekeeping | 104 | 29,2 |
| Other | 42 | 11,8 |
| Total | 356 | 100 |

3. Findings

This section presents the results of the explanatory factor analysis applied to the scales used in the research. Then, the results of the correlation analysis performed to detect the relationships between the variables are presented. The hypotheses are tested with the regression analysis results applied to determine the effect level between the variables. Finally, the results of the independent t-test and one-way anova test used for demographic variables are included.

3.1. Reliability and Validity Analysis of Scales

The Kaiser-Meyer-Olkin and Bartlett Sphericity Test were applied to demonstrate the suitability of an explanatory factor analysis on the Creative Self-Efficacy Scale dataset. It was determined that the KMO value on the scale was 0.890 and that the Bartlett sphericity test ($p=0.000$) was significant. The nine presentations were distributed under one factor, and the variance ratio (AVO) explained by these terms was 55%. These factors are called Creative Self-Efficacy. The overall reliability ratio of the scale (global α) is 0.836. Table 2 shows the result of the analysis of the explanatory factors for the Creative Self-Efficacy Scale.

Table 2. Creative Self-Efficacy Factor Analysis

| Factor- Creative Self-Efficacy | Factor Load | Measurement Values |
|----------------------------------------------------------------------------------------------|-------------|--------------------|
| I am confident in my creative difficulty -solving ability. | ,832 | Eigenvalue =5,002 |
| I think I'm good at generating new ideas | ,831 | AVO (%) = 55,58 |
| I am good at finding creative ways to solve the difficulty I encounter. | ,811 | α =,836 |
| I have the ability to advance and develop the ideas of others. | ,759 | |
| I always find new ways to do a job | ,758 | |
| I believe that I can solve some difficulties better with new methods. | ,723 | |
| I feel comfortable coming up with new ideas. | ,712 | |
| I have always used more than one method in solving the difficulty I have encountered so far. | ,625 | |
| I have the ability to be good at my job. | ,624 | |
| General α =,836; KMO=0,890; Bartlett's Test=857,779; AVO=55,58 | | |

The Kaiser-Meyer-Olkin and Bartlett Sphericity Test were applied to demonstrate the suitability of conducting an explanatory factor analysis on the Stress-Coping Style Scale dataset. It was determined that the KMO value on the scale was 0.916 and that the Bartlett sphericity test ($p=0.000$) was significant. Following the factor analysis, certain expressions in the ranking were removed from the scale because their factor load value was below 0.500. The other 26 presentations were distributed under two factors; the variance ratio (AVO) explained by these terms was 49%. These factors are called "Positive Approach, Negative Approach". The overall reliability ratio of the scale (global α) is 0.838. Table 3 shows the

result of the analysis of the explanatory factors for the Stress-Coping Style Scale.

Table 3. Stress-Coping Style Factor Analysis

| Factor 1- Negative Approach | Factor Load | Measurement Values |
|--------------------------------------------------------------------------------------------|-------------|--------------------|
| When I have difficulty, I trust that nothing will come my way. | ,773 | Eigenvalue =7,662 |
| When I have a difficulty, I contrive the difficulty is me. | ,743 | AVO (%) = 29,47 |
| When I have difficulty, I sense like I'm trapped. | ,727 | α =,907 |
| When I had a difficulty, I would think, "I desire I was a stronger person" | ,721 | |
| When I have a difficulty, I give up the struggle | ,719 | |
| When I have difficulty, I contrive that the person who is in charge will withdraw. | .712 | |
| When I have difficulty, I trust that everything will not be the way I desire. | ,709 | |
| When I have a difficulty, I make a dedication to solving the difficulty. | ,675 | |
| When I have difficulty, I can't help thinking about what happened. | ,658 | |
| When I have difficulty, I don't desire anyone to know about my plight. | ,643 | |
| When I have a difficulty, I contrive "it's always because of me" | ,634 | |
| When I have difficulty, I expect a miracle to happen. | ,602 | |
| I don't desire anyone to know when I have a difficulty | ,581 | |
| When I have difficulty, I say "this is my fate" in the face of what happens. | ,506 | |
| Factor 2- Positive Approach | | Eigenvalue = 5,276 |
| When I have difficulty, I get the strength to start all over again. | ,780 | AVO (%)= 20,29 |
| I believe that I can stand up for myself when I have difficulty. | ,778 | α =,911 |
| When I have a difficulty, I strive to solve the difficulty step by step. | ,767 | |
| I try to be tolerant of myself when I have difficulty. | .730 | |
| When I have difficulty, I strive to contrive calmly and not get angry. | ,715 | |
| When I have difficulty, I feel that I have changed and matured as a person for the better. | ,711 | |
| I try to be hopeful when I have a difficulty | ,703 | |
| When I have a difficulty, I trust that I can find a way, I work for it. | ,697 | |
| When I have difficulty, I strive to make something positive out of things. | ,687 | |
| When I have difficulty, I get the strength to persevere and fight no matter what. | ,676 | |
| When I have difficulty, I strive not to magnify the event/events and not to dwell on it. | ,617 | |
| When I have a difficulty, I strive to make the best decision by evaluating the event(s) | ,607 | |
| General α =,838; KMO=0,916; Bartlett's Test=4641,080; AVO=49,76 | | |

The Kaiser-Meyer-Olkin and Bartlett Sphericity Test were applied to demonstrate the suitability of conducting an explanatory factor analysis on the Emotional State Scale dataset. It was determined that the KMO value on the scale was 0.808 and that the Bartlett sphericity test ($p=0.000$) was significant. Following the factor analysis, certain expressions in the ranking were removed from the scale because their factor load value was below 0.500. The other 16 presentations were distributed under two factors; the variance ratio (AVO) explained by these terms was 53%. These factors are called "Negative Emotionality, Positive Emotionality". The overall reliability ratio of the scale (global α) is 0.771. Table 4 shows the result of the analysis of the explanatory factors for the Emotional State Scale.

Table 4. Emotional State Factor Analysis

| Factor 1- Negative Emotionality | Factor Load | Measurement Values |
|---------------------------------|-------------|--------------------|
| Sad | ,751 | Eigenvalue =5,000 |
| Unfriendly | ,750 | AVO (%) = 31,25 |
| Ashamed | ,731 | α =,870 |
| Scared | ,722 | |

| | | |
|----------------------------------------|------|--------------------|
| Guilty | ,716 | |
| Distressed | ,695 | |
| Nervous | ,689 | |
| Frightened | ,675 | |
| Uneasy | ,585 | |
| Factor 2- Positive Emotionality | | Eigenvalue = 3,610 |
| Participant | ,864 | AVO (%)= 22,56 |
| Active | ,862 | α =,868 |
| Proud | ,835 | |
| Determined | ,765 | |
| Strong | ,714 | |
| Enthusiastic | ,673 | |
| Excited | ,563 | |

General α =,771; KMO=0,808; Bartlett's Test=3134,795; AVO=53,81

3.2. Correlation Analysis Results

Correlation analysis was conducted to determine the degree of relationship between creative self-efficacy, emotional state, and stress-coping style. Table 5 shows the results of the correlation analysis.

Table 5. Correlation Analysis

| Variables | 1 | 2 | 3 | 4 |
|---------------------------|--------|--------|---------|---|
| 1- Creative Self-Efficacy | 1 | | | |
| 2- Positive Emotionality | ,340** | 1 | | |
| 3- Negative Emotionality | -,017 | -,149 | 1 | |
| 4- Stress-Coping Style | ,332** | ,201** | -,245** | 1 |

*p<0.05 **p<0.01

As a result of the correlation analysis, there is a positive, meaningful, and moderate relevant between creative self-efficacy and positive emotionality ($r=0.340$, $p<0.01$) and styles of coping with stress ($r=0.332$, $p<0.01$). A positive, meaningful, low-level relationship ($r = 0.201$, $p < 0.01$) exists between positive emotionality and stress coping styles. A positive, meaningful, and weak relationship exists between negative emotionality and stress coping styles. ($r = 0.245$, $p<0.01$). Based on these findings, creative self-efficacy and negative emotionality have a greater effect on stress coping styles.

There is a positive and meaningful between creative self-efficacy and a positive approach ($r=0.287$, $p<0.01$). A positive, meaningful, low-level relationship ($r = 0.168$, $p < 0.01$) exists between positive emotionality and a positive approach. A positive, meaningful, and weak relationship exists between negative emotionality and negative approach. ($r = 0.227$, $p<0.01$). There is a negative, meaningful, and weak relationship between the negative and positive approaches. ($r = -,156$, $p<0.01$).

3.3. Regression Analysis and Hypothesis Test Results

Regression analysis was conducted to detect whether creative self-efficacy and emotional state affect the employees' stress-coping style. Table 6 shows the results of the regression analysis.

Table 6. Regression Analysis

| Independent variables | Beta | T | P | Tolerance | VIF |
|------------------------|-------|-------|------|-----------|-------|
| Creative Self-Efficacy | ,288 | 5,648 | ,000 | ,884 | 1,132 |
| Positive Emotionality | ,144 | 2,788 | ,006 | ,864 | 1,157 |
| Negative Emotionality | -,272 | 5,605 | ,000 | ,977 | 1,024 |

Dependent Variable: Stress-Coping Style

F=27,755 R=,437 R²=,191 Adjusted R²=,184

According to Table 6, it was concluded that creative self-efficacy and positive and negative emotionality had a positive and significant effect on coping with stress. It can be said that when the creative self-efficacy score increases by one unit, the dimension score of coping with stress will increase by 0.288. It can be stated that a one-unit increase in the negative emotionality score will increase the level of coping with stress behavior dimension score by 0.272. A one-unit increase in the positive emotionality score increases the coping with stress behavior dimension score by 0.144. As a result of this information, the H1, H5, and H6 hypotheses were accepted.

Independent t-test and one-way anova test were applied to determine whether creative self-efficacy differed significantly in gender and education variables. The skewness (-1.238) and kurtosis (1.526) values of the creative self-efficacy scale were determined. According to the independent t-test results, there is no significant difference between male (mean.= 3.43) and female (mean.= 3.53) employees in terms of creative self-efficacy (p=.112). With this result, the H2 hypothesis was rejected. According to the results, female employees (mean_ 2,93) have higher stress coping levels than male employees (mean= 2,82). With this result, hypothesis H6 was accepted.

Table 7. Independent T-Test Results

| Factor | Variable | n | Mean | Std. deviation | t | df | P |
|------------------------|----------|-----|------|----------------|--------|-----|------|
| Creative Self-Efficacy | Male | 243 | 3,43 | ,489 | -1,549 | 354 | ,112 |
| | Female | 112 | 3,53 | ,575 | | | |
| Stress-Coping Style | Male | 243 | 2,82 | ,450 | -2,013 | 354 | ,045 |
| | Female | 112 | 2,93 | ,522 | | | |

A one-way anova test was applied to determine whether creative self-efficacy differed significantly in education variables. Tukey test results were used to determine the differences. The average of creative self-efficacy (mean=3.62) of the employees at the undergraduate education level is higher than the average of the employees at the associate degree (mean=3.31) and primary education (mean=3.29) education levels. With this result, hypothesis H3 was accepted.

According to the results, coping with stress differs according to the educational level of the employees. The coping with stress levels of high school (mean=2,95) undergraduate (mean=2,91) and postgraduate (mean=2,93) level employees are higher than those of associate degree employees (mean=, 2,69). With this result, hypothesis H7 was accepted.

Table 8. One-Way Anova Test Results

| Factor | Education | Mean | Std. deviation | F | P |
|------------------------|-------------------|------|----------------|-------|------|
| Creative Self-Efficacy | Primary education | 3,29 | ,491 | 6,171 | ,000 |
| | High school | 3,43 | ,583 | | |
| | Associate degree | 3,31 | ,595 | | |
| | Undergraduate | 3,62 | ,367 | | |
| | Postgraduate | 3,49 | ,599 | | |
| Stress-Coping Style | Primary education | 2,76 | ,367 | 4,018 | ,003 |
| | High school | 2,95 | ,530 | | |
| | Associate degree | 2,69 | ,369 | | |
| | Undergraduate | 2,91 | ,484 | | |
| | Postgraduate | 2,93 | ,587 | | |

Table 9. Hypothesis Test Results

| Hypotheses | Result |
|-----------------------------------------------------------------------------------------|----------|
| H1: Creative self-efficacy significantly affects coping with stress. | Accepted |
| H2: Creative self-efficacy shows a significant difference according to gender. | Rejected |
| H3: Creative self-efficacy shows a significant difference according to education level. | Accepted |
| H4: Positive emotionality significantly affects coping with stress. | Accepted |
| H5: Negative emotionality significantly affects coping with stress. | Accepted |

| | |
|-------------------------------------------------------------------------------------------|----------|
| H6: Coping styles with stress shows a significant difference according to gender. | Accepted |
| H7: Coping styles with stress shows a significant difference according to education level | Accepted |

Conclusion

When considered together with the characteristics of the tourism sector, it can leave the employees in various challenging situations. The simultaneous production of service in the industry, instant service delivery, can cause service errors and problems. Such conditions increase the stress levels of the employees. Creativity and emotional states are essential for employees to successfully manage their stress and be problem solvers. This study examined the effect of creative self-efficacy and employees' emotional states on their coping styles with stress. As a result of the analysis, it was detected that creative self-efficacy and positive and negative emotionality significantly affected the types of coping with stress. In addition, creative self-efficacy does not differ significantly regarding gender variables. On the other hand, creative self-efficacy differs significantly in terms of education variables. The employees' creative self-efficacy at the undergraduate level is higher than the average of the employees at the associate degree and primary education level. Studies show that creative self-efficacy does not differ in gender (Chong & Ma, 2010; Huang et al., 2016).

Creative self-efficacy significantly affects the styles of coping with stress. As an employee's creative self-efficacy increases, their development of creative solutions to a stressful situation or problem also diversifies. The main reason is that the approach to events differs positively from creative self-efficacy. In other words, it gets rich. Studies in the literature also support this. Karwowski (2012) states that with creative self-efficacy, the individual's creative side develops. Creative self-efficacy increases creative thinking and performance. In addition, creative self-efficacy improves individuals' creative problem-solving skills. Creative self-efficacy allows for an original approach to problems. Thus, new ideas are developed (Royston & Palmon, 2019). Individuals with developed creative self-efficacy are more self-confident, and with this confidence, the desire to solve problems creatively is high (Alzoubi et al., 2016). Because when the individual's self-efficacy is high, he becomes less anxious, and it becomes easier to overcome a stressful situation (Bandura et al., 1988). A similar situation exists with creative self-efficacy. As creative self-efficacy increases, different unthought ideas and solutions are developed. Creative self-efficacy is an influential factor in the development of a creative personality. The relevance between creative self-efficacy and creative personality reduces the stress levels of individuals (Teng et al., 2020). Because both concepts directly affect the creativity of an individual.

According to another finding of the study, positive and negative emotionality significantly affect the way of coping with stress. People with positive emotionality are more cheerful, happy and have a positive approach to events (Weiss & Cropanzano, 1994). On the other hand, people with negative emotionality are more unhappy and pessimistic and experience anxiety that something terrible will happen (Begley & Lee, 2005). Therefore, positive and negative emotionality affect coping with stress. Because a person with positive emotionality is ready to overcome the problems he encounters. There is a belief that things will be resolved. However, a person with negative emotionality perceives negatively when they experience a problem or a distressing situation. They think the problem cannot be solved and blames themselves. In positive emotionality, the individual believes that the problems are not caused by himself but by another factor. In negative emotionality, the individual sees himself as the cause of the problems (Forgas, 1995). Therefore, negative emotionality has a more significant effect.

Rajabi et al. (2012) argue that people with positive emotions have solutions-focused thoughts and plans. They seek to solve the problem that causes stress. Individuals with primarily negative feelings develop pessimistic thoughts. They blame themselves and others. Krypel and Henderson-King (2010) discuss the positive relationship between positive mood and stress management. Increased optimism in a positive attitude contributes to stress management. Rajaei et al. (2015) remark that there is a positive relationship between problem-solving and positive mood. As the positive status increases, the approach to issues is more positive. Moksnes et al. (2010) explanation of the relationship between negative emotions and stress. Negative emotions increase with an increase in problems that cause stress. Naseem and Khalid (2010) say that positive thoughts will make stress less perceived and managed.

In this research, it was determined that positive emotional state of the employees is effective on coping with stress and that employees with positive emotional state are more successful in coping with stress. It is noteworthy that there are some studies in the literature that support this finding of our research. Rajabi et al. (2012) state that people with positive emotions have solution-oriented thoughts and plans and that these people have an attitude towards identifying the problem that causes stress and solving this problem. However, Krypel and Henderson-King (2010), discussing the positive relationship between positive mood and stress management, emphasized that optimism behavior increases in a positive attitude and this contributes to the individual's stress management. In another study, Rajaei et al. (2015) stated that there is a positive

relationship between problem solving and positive mood and argued that as the positive mood increases, the approach to problems will be more positive.

Therefore, adopting positive emotion supports the judgment that people can successfully manage stress in their private and professional lives. Stress is a part of human life. It is easier to overcome this situation with a positive emotional state. Naseem and Khalid (2010) reached the opposite conclusion in their study. The authors found that positive thoughts perceive stress less and, therefore, positive emotionality has less effort in managing stress. Consequently, it is seen in the literature that the effect between positive emotionality and coping with stress can be concluded in different ways.

In this research, it is argued that employees' adoption of positive emotions and stress management have a close effect on each other. It has been revealed that when employees have positive emotions, they are more effective in stress management. Negative emotions can not only make it difficult to cope with stress but also lead to an increase in the problems that cause stress. In fact, Moksnes et al. (2010) revealed the relationship between negative emotions and stress in their study and as a result of the research, they found that negative emotions increase with stress. Therefore, it is possible to conclude that negative emotionality of individuals also affects coping with stress and that this effect increases stress.

Considering the results obtained within the scope of the research, it was determined that female employees have higher levels of coping with stress than male employees. Specific to this research, it can be stated that when female employees are exposed to stress, they can manage more successfully than male employees. When the literature is examined, it is seen that contrary results are obtained. In fact, Özder et al. (2020) and Nazlı and Aktaş (2023) found that male employees have higher stress coping levels than female employees. According to the results of these studies, it can be said that male employees are more successful in coping with stress than female employees. From this point of view, it can be concluded that the level of coping with employees' stress may differ according to gender and that male and female employees are at the forefront of different studies in this field.

According to another result of this research, it was found that the stress-coping styles of the employees differed according to the level of education. According to this finding, high school graduates have higher stress coping levels. When the literature was examined, in a study conducted by Özkan (2022), it was determined that the coping with stress levels of the employees differed according to their educational level. According to this study, it was determined that primary school graduates had higher levels of coping with stress. This situation indicates a similar result to our research. It is seen that both primary school graduates and high school graduates have higher levels of coping with stress than employees with undergraduate and graduate education levels. This may indicate that primary school and high school graduates are more experienced in the workplace. Therefore, they can provide solutions by acting more calmly in case of any stress they may encounter in the workplace. In addition, contrary to our research, Cin and Bostan (2021) and Nazlı (2022) found no significant difference between the level of coping with stress and the educational status of the employees. According to the results of these studies, the educational status of the employees does not play a determining role in coping with stress.

When the tourism literature is examined, it is seen that there is only one research addressing the creative self-efficacy of employees by Bekdaş and Günay (2021). It is thought that this research can fill the relevant gap in the tourism literature and provide a guide for both hotel employees and hotel managers. In addition, at least in the literature review conducted at the time of this research, no research was found in which hotel employees' creative self-efficacy, emotional states, and stress coping levels were examined. For this reason, it is predicted that our research will contribute to the tourism literature in terms of originality.

A few suggestions need to be made in the context of the study results and the results described earlier in the literature. These:

- Training and seminars should be set up to develop employees' creative self-efficacy. Similarly, students' creative self-efficacy should also be developed. Employees and students should know what they are capable of.
- Support is needed to enhance the positive state of employees. The emotional state of employees can be improved in the business through practices such as alleviating workload and encouraging employee voice.
- Managers need to treat employees positively. There should be no fear or punishment.
- Employees should receive ongoing counseling.
- Activities should occur to increase employee creativity.

There are also several suggestions for researchers. Creative self-efficacy, personality characteristics, and a psychologically rich life can be studied in future studies. Interviews may be conducted with employees to determine what factors influence creative self-efficacy. There is an opportunity to examine whether creative self-efficacy contributes

positively to the engagement and performance of the organization. Discussing the relationship between emotional state, job satisfaction, and commitment is possible. This study has its primary limits. Firstly, this study is aimed at employees of the 5-star hotel industry in the Antalya region. In future research, hotel businesses in different fields may be sought after for their employees. A quantitative approach was adopted for this study. It is possible to obtain detailed information using a qualitative approach in future research.

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