

The Influence of Workload, Demographic Factors and Hardiness on Teachers' Work Stress

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Abstract

The aim of this research was to assess the importance of the links between work strain faced by high school educators with resilience (devotion, command, and obstacles), work demands (physical demands and negative demands), and demographic characteristics (gender, years of experience, age, and job position). The research sample consisted of 217 teachers who were chosen randomly using the non-probability sampling technique of accidental sampling. Multiple regression analysis was utilized to examine the research hypothesis, while CFA (confirmatory factor analysis) was used to determine the consistency of the measuring tool. The results revealed that resilience, work demands, and demographic characteristics had a significant effect on teacher job strain. Based on the results of the minor hypothesis test, difficulties and attention had a significant impact on work strain. Work command, work demands (both physical and mental), gender, years of experience, age, and job position had no noticeable effect on work strain. The findings also indicated that only 21.6% of the variation in job strain was accounted for by all independent variables, while the remaining 78.4% was influenced by factors not addressed in this research.

Keywords: Hardiness, Workload, Demographic Factors, Work Stress.

Abstrak

Tujuan dari penelitian ini adalah untuk menilai pentingnya hubungan antara ketegangan kerja yang dihadapi oleh pendidik sekolah menengah dengan hardiness (pengabdian, perintah, dan hambatan), tuntutan kerja (tuntutan fisik dan tuntutan negatif), dan karakteristik demografis (jenis kelamin, tahun pengalaman, usia, dan posisi pekerjaan). Sampel penelitian terdiri dari 217 guru yang dipilih secara acak dengan menggunakan teknik non-probability sampling yaitu accidental sampling. Analisis regresi berganda digunakan untuk menguji hipotesis penelitian, sedangkan CFA (confirmatory factor analysis) digunakan untuk menentukan konsistensi alat ukur. Hasil penelitian menunjukkan bahwa hardiness, tuntutan kerja, dan karakteristik demografi berpengaruh signifikan terhadap beban kerja guru. Berdasarkan hasil uji hipotesis minor, kesulitan dan perhatian berpengaruh signifikan terhadap tegangan kerja. Perintah kerja, tuntutan kerja (baik fisik maupun mental), jenis kelamin, pengalaman bertahun-tahun, usia, dan posisi pekerjaan tidak berpengaruh nyata pada ketegangan kerja. Temuan juga menunjukkan bahwa hanya 21,6% dari variasi beban kerja yang diperhitungkan oleh semua variabel independen, sedangkan sisanya 78,4% dipengaruhi oleh faktor-faktor yang tidak dibahas dalam penelitian ini.

Kata Kunci: Hardiness, Beban Kerja, Faktor Demografi, Stres Kerja.

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INTRODUCTION

The teaching profession is the most challenging job because it involves many people with different personalities. The job of a teacher is considered one of the most stressful professions because of the fast and growing pace of educational change, which causes work-related stress

(Rahmawati, 2009). Work stress is the awareness or experience of personal dysfunction by an individual as a result of situations or occurrences at work (Ramli et al., 2023). School administration issues and modifications to the 2013 curriculum, which are used as policies that teachers must implement, can cause teacher work stress (Salehan et al., 2022). These policies include, among others, the requirement that high school teachers meet a minimum of 24 hours per week of face-to-face meetings, certification, payment of professional allowances, teacher competency tests, and curriculum implementation. Not only that, but the system for promotion and rank of teachers, the recruitment of PNS, honorary, and private teachers, as well as basic educator data (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers).

There are two forms of work stress experienced by teachers, namely physical stress and psychological stress (Susiloningsih et al., 2023). Physical work stress, such as fatigue, dizziness, stomach ache, and piled-up administration. Psychological stress such as being upset, confused, and irritable if this happens, that will have an impact on output (Syah & Indrawati, 2016). When stress is not adequately managed, people find it difficult to communicate positively with others around them, both at work and outside of it (Wahab et al., 2022). Stress in a positive sense is a condition that can motivate and have a beneficial impact, which means that someone who experiences a problem at work then feels stressed, but he views the stress he is experiencing as a situation or condition that can actually be used as motivation or inspiration (Fahrurrozi et al., 2021).

The many different factors that contribute to work stress are highly diverse. Internal, external, and demographic factors are all elements that affect work stress (Wallnas & Jendle, 2017). Hardiness, job satisfaction, and boredom are internal factors. Workload, social support, and modifications to government policies are examples of external variables (Fitri et al., 2022). Gender, years of service, age, and work status are examples of demographic factors. Workload is the second element that influences work stress. Work stress is significantly affected by workload. In line with previous research, research conducted by previous researcher showed a positive relationship between workload and work stress (Iswahyudi et al., 2023).

Moreover, demographic factors, specifically gender, have an impact on occupational stress. Job stress varies depending on gender (Luturmas et al., 2022). The second demographic factor is tenure; someone who has a long working tenure will easily cope with the stress felt at work (Murcahyanto et al., 2022). Another demographic factor that influences work stress is age; according to research conducted by previous researcher, the symptomatology and stress levels of teachers vary by age (Omondi & Kariuki, 2016). The next demographic factor is teacher employment status, employment status, namely that of honorary employees or civil servants, has an influence on stress (Putranto, 2013).

METHOD

There were 1,311 high school teachers that made up the study's population. 217 teachers served as samples for this study. The sample strategy used in this study was incidental sampling. The study's method for gathering data was the Likert scale.

RESULT AND DISCUSSION

In this survey, respondents included both males and women. There were 144 women (66.4%) and 73 men (33.6%). Furthermore, it can be described by the amount of teacher work experience gained during teaching. This figure includes people aged 1 to 20, as well as those aged 21 to 40, who total 168 (77.4%) and 49 (22.6%). age range 20–40 years, middle adulthood, defined as ages 41 to 60, and late adulthood, defined as ages 60 and older, where respectively 99 people (4.6%), 116 people (53.5%), and 2 people (0.9%) Employment status in this study was either honorary or civil. There were respectively 86 people (39.6%) and 131 people (60%).

The variable "job stress" has a range of scores between 19.12 and 73.93. Second, the commitment variable has a score range of 67.74 to 14.09 for its lowest and highest values. Finally, the control variable's score is 67.90, with a range of 20.90 to 20.90. The challenge variable ranks fourth with a score range of 26.98 to 72.19. Fifth, the physical workload variable has a score range from 17.58 to 69.06 with a mean of 17.58. The mental workload variable ranks sixth with a score range of 73.52 to 25.58. From the descriptive statistics that have the largest distribution of data, the variable work stress has a range of maximum and minimum values of 54.81. This proves that the subject's answers to the work stress scale are quite diverse. Meanwhile, the variable that has the smallest data distribution is the challenge variable, where the range of maximum and minimum values is 45.21; this proves that the subject's answers to the challenge dimension scale tend to be uniform. The range of scores on each variable can describe individual differences in subjects where variables that have a large range of scores can measure good individual differences.

As many as 114 people (52.8%) fall into the low group for work stress, and 102 people (47.2%) fall into the high category. The distribution of job stress factors' findings falls into the low group as a result. After that, 86 people (39.5%) and 131 people (60.4%) fall into the low and high categories, respectively, for the commitment variable. The distribution of commitment variables yielded findings that fall into the low group. 130 persons (59.9%) fall into the low category for control variables, whereas 87 people (40.1%) fall into the high category. The distribution of control variable results falls into the low group as a result. The challenge variable was in the low group because 121 people (55.8%) were in the low category and 96 people (44.2%) were in the high category. In addition, the physical workload variable is in the high group with 173 persons (79.7%) falling into the high category and 44 people (20.3%) falling into the low category. 126 people (58.3%) and 90 persons (41.7%), respectively, fall into the high group for mental workload. The distribution of mental effort variables yielded findings that fall into the low category.

Based on the regression analysis, R^2 is 0.216, or 21.6%. This suggests that 78.4% of the variance in work stress is influenced by factors outside of the scope of this study, while all independent variables combined can account for 21.6% of the variation in work stress (commitment, control, challenges, physical workload, mental workload, gender, years of service, age, and employment status). The p value (probability) of 0.000 indicates that the independent variables on job stress are significant overall. As a result, it is obvious that the null hypothesis and the p value 0.05 (non-significant) are false. The null hypothesis claims that "There is no significant influence from the dimensions of hardiness (commitment, control, and challenges), the dimensions of workload (physical workload, and mental workload), and demographic factors (gender, length of service, age, and employment status) on work stress were rejected." This indicates that all independent variables, including commitment, control, obstacles, physical and mental workloads, gender, years of experience, age, and job status, have a considerable impact on work stress.

The regression coefficient of the commitment variable significantly affects job stress, with a value of -0.351 and a sign of 0.000 (sig. $P < 0.05$) for the commitment variable. When the coefficient is negative, the perception of work stress decreases as instructor commitment increases. With a regression coefficient of 0.035 and a significance level of 0.667 (sig. $P > 0.05$), the control variable's regression coefficient does not significantly correlate with work stress. With a regression coefficient of -0.259 and a significance level of 0.003 (sig. $P > 0.05$), the challenge variable had a significant impact on occupational stress. The coefficient is negative, indicating that as the teacher's perceived degree of work stress reduces, the challenge's level of difficulty rises. Physical workload does not have a statistically significant link with work stress, according to its regression coefficient of 0.13 and sig. value of 0.840 (sig. $P > 0.05$).

Workplace stress is not significantly influenced by the mental workload variable's regression coefficient, this is significant at the level of 0.054 ($P > 0.05$) and has a value of -0.168. The regression coefficient for the gender variable is -1.134, with a value of sig. 0.395 (sig. $P > 0.05$), showing that it has no appreciable impact on job stress. With a regression coefficient of 0.028 and a significance level of 0.984 (sig. $P > 0.05$), tenure had no discernible link with work stress. Age does not significantly affect work stress, according to a regression coefficient of -1.520 and a value of sig. 0.207 (sig. $P > 0.05$). With a regression coefficient of 1,606 and a significance level of 0.318 ($P > 0.05$), employment status does not appear to be significantly correlated with the physical workload variable and job stress.

CONCLUSION

Regression coefficient tests for each independent variable's results reveal that of the nine variables examined, namely commitment, control, challenges, physical workload, mental workload, gender, years of service, and age, there are two independent variables that are stated to significantly

affect teacher work stress. Two variables that are stated to have significant influence are commitment and challenges.

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