

Occupational Stress as Mediator of Relationship between Workload, Emotional Intelligence and Teacher's Performance in Probolinggo Regency

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ABSTRACT

This research investigates occupational stress as mediator of relationship between workload, emotional intelligence and performance of teachers in Probolinggo regency. A number of 198 teachers from both public and private secondary school in the regency were randomly selected. Data collected using questionnaires and analyzed using Structural Equation Modelling (SEM). The analysis on the validity of workload, emotional intelligence, occupational stress and performance instrument gives result above 0.139 (r_{table}). This tells that all instruments are valid while the reliabilities based on the analysis result in Alpha coefficient of 0.6, which is reliable. The results showed that both workload and emotional intelligence significantly influence work stress and teacher performance, and work stress is able to mediate the effect of workload and emotional intelligence on teacher performance.

Keywords: occupational stress, workload, emotional intelligence, performance

I. INTRODUCTION

Education sector plays an important role to provide training, knowledge and skill to achieve the goal of economic growth and sustainable human development. The benefits of a good education are numerous; it has direct impacts and offers knowledge and power to individuals, family and society in general.

Education has a positive impact on the development of a country. An educated society can eradicate poverty, illiteracy and

unemployment, and help in the improvement of the health care standards, and the national productivity. The contribution of education in development process is evident and easily recognized.

Many studies show that investments in education generate benefits for people, similar to those of the physical capital investments. Due to its important role in the development of human capital, more attention should be given on teachers as they play crucial roles in teaching processes.

Teaching has long been recognized as one potentially frustrating and stressful occupations. Some common aspects of school life that cause stress for teachers include teaching pupils who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workloads demands, being evaluated by supervisors, having difficult relationships with colleagues, administration or management; and being exposed to generally poor work conditions (Kyriacou, 2001). Thus, occupational stress is a significant problem within teaching (Johnson et al, 2005).

High-levels of occupational stress have been linked to reductions in teacher wellbeing, teacher attrition and poor teacher health. Furthermore, high-levels of occupational stress can negatively affect job performance. The experience of teacher stress is the result of the teacher's cognitive, evaluative and motivational processes in response to an external threat. As teachers are an important component in achieving educational goals, the present of stress among them needs exploration.

The theme of this article surrounds issues of occupational stress, workloads, emotional intelligence, and performance of teachers. More specifically, the study is involved with the investigation of occupational stress as a mediator of the relationship between workload, emotional intelligence and teachers' performance. Through an exploratory quantitative research, this study used a case study approach with structured interviews. There has been a lack of information regarding the impact of workload and emotional intelligence on occupational stress and

performance of teachers in Probolinggo regency.

Probolinggo regency was selected as a case study as the performance of education in this regency is among the lowest at East Java Province. This study will address the following research problems: (1) what are the effects of workload and emotional intelligence on occupational stress among teachers in Probolinggo regency? (2) What are the impacts of workload and emotional intelligence on job performance of teachers in Probolinggo regency? (3) What is the relationship of teachers' stress and performance in Probolinggo regency? (4) How do occupational stress mediate the relationship between teaching workload, emotional intelligence and teachers' performance in Probolinggo regency?

II. LITERATURE REVIEW

Performance is an output or how successful one did the work in comparison with standard at certain time (Bernardin and Russel, 2003), (Byars and Rue, 1991), (Gao, 2014) and (Dessler, 1999). Performance is a function of ability and motivation. Mathis and Jackson (2012) explain that performance is what an employee do and do not. Teachers' performance that manifests in both quantity and quality of job output is a function of skills, experience and competence based on assigned responsibilities (Dharma, 2005). According Mathis and Jackson (2006), (Dharma, 2005) and (Wibowo, 2010) in evaluating one's performance, three indicators can be used: 1) output quality such as precision, skill, thoroughness, understanding and mastering of task, independency, reliability and capability of utilizing tools; 2) output quantity such as

ability to complete job assigned; 3) punctuality (in achieving target, attendance, break times).

Stress, in a workplace setting, can be the result of a mismatch between expectations, resources, capability and values about the work. Stress can arise because of an individual's imbalances between individual characteristic and work demand and environment, and that stress is perceived as threat and subjectively influences individual well-being (Frasser,1992), (Handoko, 2009).

Stress posits that it is a dynamic process, occurring when individuals interact with their environments, how much control one has over the demands they face and their resources available to meet the demand. Stress is a feeling of being under too much mental or emotional pressure and a perception of threat, with resulting anxiety, discomfort, emotional tension and difficulty in adjustment.

Occupational stress can have negative effects on organization such as decreased job satisfaction, absenteeism, staff turnover, morale, commitment, loyalty and the general productivity of the organization (Rulestari and Eryanto2013). Occupational stress involves negative feelings and thoughts that can further result in physical, mental or behavioral dysfunction. The experience of stress can affect the way individuals feel, think and behave through changes in physiological function. Physiologically, stress manifests as heartbeat, shallow breath, increased blood pressure and migraine. Psychologically stress manifests as bored, reduced feelings of personal accomplishment, anxiety, anger and procrastination. Behaviorally stress manifest as symptoms of low productivity, increased

turnover and absenteeism, restlessness, emotional outbursts, lethargy, loss of appetite, and sleep disorders. Working condition that causes occupational stress can be grouped into two *on-the-job* and *off-the-job* (Handoko , 2009).

Workload refers to quantity and quality of job output required to complete by an employee on normal working hour within certain time frame (Wefald, et al, 2008), (Jex et al., 1992) and (Heizer and Render, 1996). Heizer and Render (1996) contend that workload can be differentiated into two categories: quantitative workload and qualitative workload. One employee may perceive workload differently. However, an overload workload could have negative impacts on teachers such as feeling bored and loss of interest in the job (Mas'ud, 2002), (Irwady ,2007).Low to moderate levels of workload are associated with acceptable levels of performance, whereas high levels of workload or demand that cannot be effective by teacher are associated with degraded levels of performance.

Emotional intelligence is one's ability to recognize their own, and other people's emotions so that they can motivate themselves, managing emotion and having good relationship (Goleman, 2016), (Agustian, 2009), (Bachman at al, 1997). Emotion is reaction on external as well as internal stimulations. In addition, it has been found that emotional intelligence contributes to a variety of life successes. Teachers who possess emotional intelligence are capable of motivating themselves, positively convey their emotion and open-minded and have necessary skills to build social relationship. According to Goleman (2016), three measurement of one's emotional intelligence

are *Self Management, Social Awareness and Relationship Management*

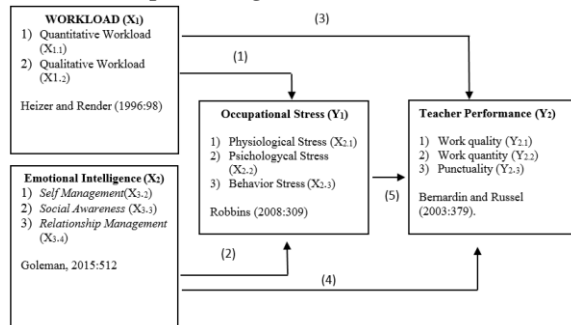


Figure 1 : Structural Equation Model

Note:

- (1) Triana, Rahmi, and Putra (2015), Fahamsyah (2017), Rizky and Afrianty (2018), Hatmawan (2015), ElyaniandErmawati (2017)
- (2) Triana, Rahmi, and Putra (2015), Steven and Sahrah (2019), Abdillah and Rahmat (2017)
- (3) Said (2015), Bachmid, Ogi and Sumarauw (2017),
- (4) Astianto and Supriyadi (2014), Hidayati, Purwanto and Yuwono (2014), Triana (2013), Abdillah and Rahmat (2017), Fitriastutik (2013)
- (5) Puspitasari and Mangkunegara (2015), Hidayati, Purwanto and Yuwono.(2014), Iresa, Utami and Prasetya. (2015).Astianto and Supriyadi (2014), Bachmid, Ogi and Sumarauw (2017),

Hypothesis

The hypothesis of this study are: 1) workload has positive impact on occupational stress, while emotional intelligence have negative impact occupational stress; 2) workload has negative impact on job performance, while

emotional intelligence has positive influence on teachers' performance; 3) occupational stress has negative effects on teachers' performance; 4) occupational stress mediates the relationship between workload and intelligence emotional, and teachers' performance.

III. RESEARCH METHOD

This study will assess occupational stress as mediator of the relationship between workload, emotional intelligence and teachers' performance. Exploratory approach was adopted for the study. Respondents were teachers from both public and private secondary school in Probolinggo regency. Based on Cochran (1970), 198 teachers were selected using simple random sampling from 4.176 teachers.

Data collected using questionnaires. Data was verified for their validity and reliability, and analyzed using Structural Equation Modelling (SEM). SEM was used in an effort to find variables that constructed by observed and directly measured indicators. Furthermore, SEM is meant to investigate any causal connections that may exist among latent variables (Ferdinand. 2002).

IV. RESULTS AND DISCUSSION

Workload, emotional intelligence, occupational stress and performance contracts are valid and reliable as they exceed the respective common acceptance levels of 0.139 and 0.6 respectively (azwar, 2000). Table 1 displays loading factors for each construct.

Table 1 :Loading Factors

Workload	Loadin g	Occupationa l Stress	Loadin g
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Quantitative Workload	0.96	Physiological Stress	0.91
Qualitative Workload	0.95	Psychological Stress	0.93
		Behavioral Stress	0.94
Emotional Intelligence		Teacher Performance	Loading
Self Management	0.83	Work quality	0.91
Social Awareness	0.90	Work quantity	0.84
Relationship Management	0.88	Punctuality	0.89

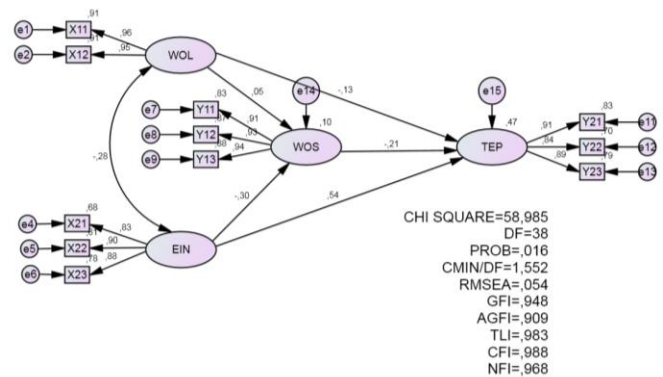


Figure 2 Structural Equation Model Result

Workload is measured by quantitative and qualitative workload, while emotional intelligence was measured by self-management, social awareness and relationship management. Occupational stress is reflected by physiological, psychological and behavioral stress. Teacher’s performance is shown by quantity and quality of output and punctuality. The strongest indicator of workload is quantitative workload, while for emotional intelligence is social awareness. The main indicator for occupational stress is behavioral stress and the main indicator for teacher performance is job output quality. A confirmatory factor analysis was conducted to test the measurement model. Table 1 displays that the loading indicators for all constructs are above 0.5. This demonstrates that the measurement model exhibited a good fit with the data collected. The Results of Structural Equation Modeling (SEM) is Presented in Figure 2.

Table 2 shows *Goodness of Fit* test. The table shows that the model fit well the samples it meets two requirements of model fit (Sanusi, 2011).

Table 2 .Goodness of Fit Indices Evaluation

Goodness of fit index	Cut-off Value	Result Model	Explanation
χ^2 - Chi-square	lower than	58,985	Goodness
Sign.Probability	< 0.05	0,016	Goodness
CMIN/DF	≤ 2.00	1,552	Goodness
GFI	≥ 0.90	0,948	Goodness
AGFI	≥ 0.90	0,909	Goodness
TLI	≥ 0.95	0,983	Goodness
CFI	≥ 0.95	0,988	Goodness
RMSEA	≤ 0.08	0,054	Goodness

Source: Author 2018 (data processed)

As the model fits well the sample, hypothesis test can be performed by inspecting C.R. (*critical ratio*) of the AMOS output (Table 3).

Table 3 Regression Weights

			Estimate	S.E.	C.R.	P
Occupational stress	←	workload	0,058	0,080	0,702	0,043
Occupational stress	←	Emotional intelligence	-0,370	0,101	-3,681	***
Performance	←	workload	-0,098	0,049	-2,008	0,045
Performance	←	Emotional intelligence	0,507	0,070	7,249	***
Performance	←	Occupational stress	-0,155	0,049	-3,199	0,001

Source: Author 2018 (data processed)

a. Hypothesis 1

Table 3 shows that workload has positive significant impact on occupational stress with $p = 0.043 (< 0,05)$ and *regression weights* 0.058. Thus, hypothesis 1 is accepted. Emotional intelligence has negative significant impact on occupational stress with $p = 0.000 (< 0,05)$ and *regression weight* equal -0.370. Thus, H_1 is accepted.

b. Hypotheses 2

Table 3 shows that workload has negative significant effect on teacher performance with $p = 0.045 (< 0,05)$ and *regression weights* -0.098. Thus, hypothesis is accepted. Emotional intelligence has positive significant impact on teacher performance with $p = 0.000 (< 0,05)$ and *regression weights* equal 0.507. This finding revealed that H_2 is supported.

c. Hypotheses 3

Table 3 indicates that occupational stress has positive impact on teacher performance. Occupational stress has negative significant impact on teacher performance with $p = 0.001 (< 0,05)$ and *regression weight* equal -0.155. This finding revealed that H_3 is supported.

d. Hypotheses 4

Hypothesis 4 whether occupational stress mediates the relationship between workload, emotional intelligence and teachers' performance. The analysis is displayed on Table 4.

Table 4 The Direct and Indirect Effect of Workload , Job Stress , and Emotional Intelligence on Teachers' Performance

Effect	To The	Directly	Intervening	Indirectly	Σ
workload	Occupational stress	0,058	--	--	--
Emotional intelligence	Occupational stress	-0,370	--	--	--
workload	Performance	-0,098	--	--	--
Emotional intelligence	Performance	0,507	--	--	--
Occupational stress	Performance	-0,155	--	--	--
workload	Performance	-0,098	Occupational stress	-0,008	-0,107
Emotional intelligence	Performance	0,507	Occupational stress	0,057	0,564

Source: Author 2018 (processed)

The indirect effect of workload on teachers' performance equals $-0.009 = (0.058 \times -0.155)$, while total effect of workload on performance is $-0,107 = \{(-0.098) + (-0.009)\}$. This results show that the total effect is bigger than direct effect. This also shows that occupational stress mediates workload on teacher's performance.

The indirect effect of emotional intelligence on teachers' performance stands at $0.057 = (-0.370 \times -0.155)$, while total effect equals $0,564 = \{(0.507) + (0.057)\}$. This results show that total effect is bigger than direct effect. Therefore, occupational stress is able to mediate the relationship between emotional intelligence and teacher's performance.

Discussion

Workload has a positive influence on occupational stress. Hence, high levels of workload will cause stress among teacher, which finally affects performance. However, emotional intelligence has a negative influence on occupational stress, the higher the level of emotional intelligence the lower the level of stress among teachers.

The main contributor factor to occupational stress is workload, with quantitative workload as the most appreciated by teachers. The pressures of workload on teachers can cause imbalances that lead to occupational stress among teachers. This result is in line with other research conducted by Triana, Rahmi, and Putra (2015), Fahamsyah (2017), RizkyandAfrianty (2018), Hatmawan (2015), Elyani and Ermawati (2016) where they concluded that workload has negative effect on occupational stress.

This result also supports Heizer and Render (1996). Emotional intelligence will determine how one manages and controls as well as understands oneself. With such self-control, a teacher will match his/her ability with demanding job. This result also support previous research by Triana et al (2015), Steven and Sahrah (2019), An Dewi et al (2016) Abdillah and Rahmat (2017). They reached a conclusion that emotional intelligence has negative effect on occupational stress.

Workload has negative influence and emotional intelligence has positive influence on teachers' performance. The dominant factor is emotional intelligence. The most appreciated emotional intelligence component by teacher is self management. High levels of workload felt by teachers

impacts on performance. The negative coefficient sign shows that there is inverse relationship between workload and teachers performance. This result supports Said (2015), Astianto and Suprihadi (2014), Linda et al (2014), Madris. 2009, Ahmad, Tewal and Taroreh (2019), Bachmid, Ogi and Sumarauw (2017). They showed that workload influences performance. Emotional intelligence has positive influence on performance. With high level of emotional intelligence teacher performs well. This supports research conducted by Astianto and Suprihadi (2014), Hidayati et al (2014), Triana (2013), Abdillah and Rahmat (2017), Fitriastutik (2013). They assert that emotional intelligence influence performance.

Workload has negative influence on teachers' performance in Probolinggo regency. The appreciated stress among teachers is behavioural stress. The manifested behavioural stress includes lethargic, less motivated to teach and sleeping disorder. Teaching is the main task of teacher. With teachers less motivated and unenergetic during the teaching, they tend to finish the class sooner than scheduled. This reflects teachers do not achieve the intended performance. This results accord with Puspitasari and Mangkunegara (2015), Hidayati et al.(2014), Amelia.(2015). Astianto and Suprihadi (2014), Bachmid et al (2017), Ahmad et al (2019). They contended that occupational stress influenced performance.

Occupational stress caused by workload and emotional intelligence can mediate the relationship between workload, emotional intelligence and performance. To what extent the effect of workload and

emotional intelligence on performance depends on the dynamic of one teacher in dealing with job demands, reacting to opportunities or constraints related to wants and the level of emotional intelligence a teacher has. In summary, occupational stress is mediator the relationship between workload, emotional intelligence and performance.

V. CONCLUSION AND RECOMMENDATIONS

Workload and emotional intelligence influence both occupational stress and teachers' performance. Occupational stress also negatively influence performance. Occupational stress is able to mediate the influences of workload and emotional intelligence on teachers' performance in Probolinggo regency. The causal relationships between performances, the influence of emotional intelligence on occupational stress and the influence of workload on performance are negative.

By judging carefully the big impact of quantitative workload on occupational stress that decreases performance, it is advisable that the corresponding institutions to evaluate the workload of teachers. This deems necessary to optimize teachers' performance. If workload matches with abilities, teachers could assist in achieving school goals and targets.

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