

The Effect of Sources of Job Stress on Job Satisfaction of Educative Workers

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ABSTRACT

Job satisfaction is a very important factor to get optimal work results. To obtain optimal job satisfaction from the educative workers at a university, it is necessary to have the ability to manage the sources of job stress that are being faced at work so that they can have a positive impact on the performance of the educative workers. This study aims to determine the effect of sources job stress on job satisfaction. The number of samples determined in this study were 40 respondents using purposive sampling method. As an independent variable, the sources of job stress and the dependent variable are job satisfaction. The analysis used includes the validity test, reliability test, classic assumption test, and simple regression analysis. The results of simple regression analysis can be seen that the variable sources of job stress have a negative and significant effect on the job satisfaction of educative workers.

Keywords: *sources of job stress, job satisfaction*

1. INTRODUCTION

In the current era of globalization, the role of universities as higher education institutions must be able to improve their quality both as centers of transformation and as centers of scientific information. Higher education institutions that are unable to improve their quality will definitely be left behind and will be abandoned by the community. Educational workers as human resources that create higher education quality must be managed properly.

Routines at work can be a source of stress at work, including lecturers as educational staff. Higher education is not only a place for teaching but also a place of work which is often a source of stress for lecturers. One thing that can be said to be a source of stress is the number of teaching hours that collide with other activities because it requires extra time and thought [1]. Lecturers as educational staff support the process of academic activities in a tertiary institution that are in charge of determining the learning system that is required to always work better [2].

Furthermore, Suryani (1998) explained that the main task of a lecturer is to organize education, research and community service. If the lecturer cannot adapt himself to the demands, environmental conditions and other

triggering factors, then this will put pressure and cause job stress.

The existing phenomenon shows that there are many student complaints related to existing services. Both regarding courses that are often empty, teaching hours that are not according to the predetermined schedule, lecturers who are sometimes less objective in providing grades and other problems. This condition certainly occurs because there are trigger factors and it is indicated that the sources of work stress can disrupt the teaching and learning process and decrease the level of job satisfaction.

Sources of job stress will have a negative impact, both for individual educators and for universities. Sources of stress at work for individuals can result in reduced job satisfaction, decreased decision-making skills, inability to concentrate, health problems, and decreased work motivation and while for higher education it will result in lower performance, levels of absenteeism and others, which in the next turn will result in a decrease in the quality of graduates.

Therefore, efforts to maintain and improve the quality of higher education must pay attention to sources of stress in work that can interfere with the work satisfaction of educative workers in doing Tridharma work properly.

2. LITERATURE REVIEW

2.1. Job Satisfaction

Job satisfaction according to the opinion of experts has various different points of view. Basically, job satisfaction is an individual thing. This is because each individual has different and varied job satisfaction indicators. The more aspects that suit an employee in his job, the greater the level of job satisfaction that is felt.

Some definitions from various sources that explain job satisfaction are as follows: Mohammad As'ad (1995) defines that job satisfaction is the feeling of employees about their work. They said that these feelings can be "favorable" and "unfavorable" depending on how the educative person assesses the aspects of job satisfaction itself [3].

Hasibuan (2001), defines that job satisfaction is an emotional attitude that is fun and loves one's job which is reflected in work morale, discipline and work performance and job satisfaction is enjoyed at work, outside work, and a combination of inside and outside work [4].

In contrast to Hasibuan, Robbins (2008) defines job satisfaction as a general attitude of an individual towards his job. Work demands interaction with coworkers, superiors, organizational rules and policies, performance standards, working conditions and so on [5]. A person with a high level of job satisfaction shows a positive attitude towards the job, on the other hand someone who is dissatisfied with his job shows a negative attitude towards the job. Robbins (2008), reiterates that on average individuals are satisfied with their overall work, with the work itself, as well as with their supervisors and colleagues. However, they tend not to be very satisfied with the payment or salary and promotion opportunities provided to the educative staff.

According to Siagian (1995) there are four factors that affect job satisfaction, namely: 1) A job that is full of challenges. Workers want to do work that demands imagination, innovation and creativity. Workers want to find.

Tasks that are not too easy so that they can be completed without using all the skills, energy and time available to them. On the other hand, workers also do not want a job that is too difficult, which allows for small results, even though they have used all their abilities, skills, time and energy because it will cause them to become frustrated if they continue. If it is for a long period of time, it must result in a low level of job satisfaction. 2) Fair reward system. A person will feel treated fairly if the treatment is favorable to him and vice versa feel unfair, if the perpetrator sees it as something harmful. 3) Conditions that are supportive. Includes workplace conditions, such as workplace

comfort, adequate ventilation, lighting, cleanliness, security, and workplace location associated with the employee's residence. Besides that, another factor that is also of great significance in terms of job satisfaction is the extent to which a person is involved in determining the content of his work, as well as in setting working hours. Therefore, it should be noted that in addition to the human element in the organization, supportive working conditions are also needed, among others, the availability of adequate facilities and infrastructure in accordance with the nature of the tasks to be completed. 4) The nature of co-workers. Employees as humans are social creatures and individual creatures, so that employees will develop in cooperation with others. As in colleagues, or subordinates. The success of a person in carrying out his duties is greatly influenced by the interaction between people in a particular work unit. Superiors 'support is very important in helping the success of their subordinates' tasks. This support can be in the form of praise to successful subordinates, advice and direction, and their availability to accept suggestions and opinions of their subordinates [6].

Job satisfaction is an individual matter. Each individual has different levels of satisfaction, as defined by Kreitner & Kinicki (2005), that job satisfaction is an effectiveness or emotional response to various job situations [7]. This definition implies that job satisfaction is not a single concept, on the contrary a person can be relatively satisfied with a situation and work and dissatisfied with one or several other situations.

In this study, job satisfaction is measured from the overall feelings of the individual about his job. Attitudes towards overall job satisfaction are measured by measuring a person's evaluative response to their job, according to Judge (1993), Mc.Nesse. Smith (1996) and Luthans (1998) see job satisfaction through five dimensions, namely: the job itself, salary (payment), promotion opportunities, superiors (supervision) and co-workers [8-10].

2.2. Sources of Job Stress

Sources of job stress, elements that are sources of stress. The form can be social structure, life events, physical environment. Sources of stress are conditions or events that can produce stress. A situation is said to be a source of stress or not, really depends on how the person sees it.

According to Ivancevich, Konopaske, Matteson, (2006) sources of stress are actions, situations, or events that place special demands on a person [11].

Ivancevich, Konopaske, and Matteson (2006) further explain that the process when someone interprets an event or incident from the environment is known as cognitive appraisal. Events become a source of stress

when in a cognitive appraisal the event is seen as a threat or something that endangers oneself. Conversely, if the cognitive appraisal does not indicate a source of stress, then stress will not occur. Several sources of stress that are often faced by individuals, namely: cataclysmic events, or those of personal origin. At the first source of stress, events that occur suddenly such as natural disasters, political revolutions, accidents and several other sudden changes. With these events, individuals often experience post-traumatic stress syndrome, where these events shadow someone in real life or in dreams.

Lazarus in Herawaty (2005) argues that there are four types of stressors, the first is catalismic phenomena, namely things or events that are sudden, typical, and events that involve many people such as natural disasters, wars, flood and so on. Second, events that require adjustment or coping such as catalismic phenomena although associated with fewer people such as a person's response to illness or death and when a person is laid off. The third is daily hassles, namely problems that are often encountered in everyday life related to work dissatisfaction, or environmental problems such as tightness or noise due to pollution. The fourth is ambient stressor, which consists of conditions that are motivated by the environment, such as: overwork, poverty, family conflicts, and air pollution [12].

According to Arnold in Rivai (2010) states that there are four consequences that can occur due to work stress experienced by individuals, namely disruption of physical health, psychological health, performance, and influencing individuals in making decisions [13].

Robbins (1996) argues that, each new and lasting source of stress adds to the stress level of an individual. A single source may be relatively insignificant, but when added to an already high stress level, such as a straw breaking a camel's back. If we want to assess the amount of total stress that afflicts an individual we must add up the opportunity stress, the constraint stress and the stress it demands [14].

Referring to Jagdish (1994), sources of stress can be divided into two, namely: 1) Sources of stress originating from work, in the form of; significance of work, workload, work politics, interpersonal relationships at work and working conditions. This is hereinafter referred to as a job stressor. And 2) Sources of stress that come from outside of work, in the form of; in the form of: financial chaos, health chaos, family chaos, social chaos, environmental chaos. This is called an extra-organizational stressor.

In this study, the indicators used in the instrument were adopted from Jagdish, (1994) including; the significance of work, workload, work politics, work

interpersonal relations, working conditions, and College Accreditation.

3. METHOD

The research method used is survey and analysis methods one variable with other variables used simple regression. The population of this study were all permanent educative workers, while the sample was taken by purposive sampling as many as 40 permanent educative workers. The research instrument used was a questionnaire with a Likert scale.

4. RESULT OF RESEARCH

The results of the validity test of all items of the variable questionnaire sources of job stress which consist of 17 questions are all valid with the correlation coefficient r count is all positive and greater than r table = 0.312 with $df = 40$ at the 5% significance level. The reliability test of measuring instruments in this study used a one-shot method with cronbach alpha statistics. From the test results, it turns out that the cronbach alpha value of the sources of job stress instrument is greater than 0.60, so it means that the measuring instrument in this study is reliable or reliable. So it can be concluded that the questionnaire used in this study is quite feasible because of its good reliability.

The results of the validity test of all items on the job satisfaction variable questionnaire consisting of 20 questions are all valid with the correlation coefficient r count is all positive and greater than r table = 0.312 with $df = 40$ at the 5% significance level. The reliability test of measuring instruments in this study used a one-shot method with cronbach alpha statistics. From the test results it turns out that the cronbach alpha value of the job satisfaction instrument is greater than 0.60, thus, it means that the measuring instrument in this study is reliable or reliable. So it can be concluded that the questionnaire used in this study is quite feasible because of its good reliability.

From the results of the linear regression test, data processing was obtained the constant value (a) of 23.995 indicates that the amount of job satisfaction is 23.995 without being influenced by the variables of job sources; The regression coefficient value sources of job stress is 0.671 indicating that job satisfaction will experience a change of 0.671 if the sources of job stress also changes by 0.671; The better the sources of job stress, the better job satisfaction will be.

From the results of the partial test analysis (t test) obtained t count = 5.662 and $P = 0.000$, with the test criteria: H_a accepted if t count $>$ t table at the 5% significance level. The value of t count = 5.662 $>$ t table = 1.684, and the value of $P = 0.000 <$ 0.05, in this case t count $>$ t table; and $P <$ 0.05, this means that the sources

of job stress have a significant effect on job satisfaction of educative workers.

Table 1. Anova analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	553.670	1	553.670	32.057	.000 ^a
Residual	656.305	38	17.271		
Total	1209.975	39			

a. Predictors: (Constant), Sources of Job Stress
 b. Dependent Variable: Job Satisfaction

Source: Primary Data Processed

From the simultaneous test results (Test F) data processing shows the number 32.057 with a significance of 0.00. By comparing F count $32.057 > F$ table 1.51 and a significance value of 0.00 or $0\% < \alpha 5\%$, H_0 is rejected, meaning that there is a significant influence between the variables sources of job stress and job satisfaction. This indicates that based on the F test, the variables sources of Job stress significantly affect job satisfaction at the real level of 5%.

Table 2. Model summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.F Change
1	.676 ^a	.458	.443	4.156	.458	32.057	1	38	.000

a. Predictors: (Constant), Sources of Job Stress

Source: Primary Data Processed

With the regression estimation of variable Y, the coefficient of determination (R) = 0.676, the coefficient of determination square (R²) = 0.458, and the coefficient of determination adjusted R² = 0.443. The determinant coefficient (R) shows the strong relationship between the dependent variable and the independent variable, while the determinant coefficient square (R²) shows the variation in the dependent variable which is influenced by the independent variable. Adjusted R² is usually used in the multivariate regression analysis model, which shows that the amount of variation in the dependent variable is influenced by the variation of the independent variable simultaneously.

In the regression estimation of the dependent variable, it turns out that the sources of job stress variable has a relationship with the job satisfaction of educative workers. This is indicated by the coefficient of determination 0.676 or 67.6% and the value of the coefficient adjusted R² = 0.458. This value explains that the variation of the 45.8% Job Satisfaction value is influenced by sources of work stress while the remaining 54.2% is caused by other factors outside of this research model.

5. CONCLUSION

Based on the results of hypothesis testing, it can be concluded that the sources of job stress have a negative effect on job satisfaction of educative workers. This shows that the higher the level of sources of work stress felt by the educative staff, the job satisfaction of the educative worker will decrease or vice versa, the lower or the less the sources of work stress, the higher the level of job satisfaction of the educative worker.

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