



Correlation Perception Of Workload And Emotional Regulation With Work Stress In Teachers

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ABSTRACT

Teachers are required to have the ability to carry out and succeed in the teaching and learning process with the curriculum that applies in schools. Whether or not a curriculum is implemented in educational institutions depends on the skills and ability of a teacher to understand the applicable curriculum. Changes in the curriculum make teachers tend to have unstable emotions and get angry easily due to confusion about the new education policy. Under these conditions, stress can be experienced by teachers. The purpose of this study was to determine the relationship between perceptions of workload and emotional regulation with teacher work stress. The subjects in this study were 87 teachers of public junior high schools in the Sidoarjo District who were over 50 years old. The method used is quantitative correlation with data collection techniques in the form of work stress scales, workload and emotional regulation that have met the validity and reliability test criteria. Data analysis used Spearman Rho's non-parametric statistics. The results of this study indicate that the correlation coefficient value is 0.902 ($p < 0.05$) meaning that the perception of workload has a significant positive relationship with work stress. Meanwhile, emotion regulation has a correlation coefficient of -0.666 ($p < 0.05$) meaning that emotion regulation has a significant negative relationship with work stress.

Keywords: Emotional Regulation ; Perceived Workload ; Work Stress

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INTRODUCTION

Job stress is an emotional state that has been experienced or that is accompanied by changes in biochemical, physiological, cognitive and character changes or changes in the behavior of an individual or a person caused by the existence of a condition or condition that is too monotonous. Work stress is a dynamic condition in which a person is faced with opportunities and demands that are not seen as insignificant or uncertain (Robbins, 2003). Work stress does not only occur in the business world, it can also occur in the world of education, for example teachers.

Teacher work stress reflects unpleasant emotional experiences as a result of teaching work (Kyriacou, 2001). Teachers as teaching staff and also as facilitators for students have a duty to develop themselves and guide students according to the competencies and expertise possessed by students (Triana & Rahmi 2015). The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched the Independent Curriculum, previously known as the Prototype Curriculum, as part of the new paradigm of learning. Changes in education policy can be a stressor

for teachers. Research shows that changing education policies can stimulate teachers to experience stress at school (Collie, et al, 2017). For example, research by Kyriacou and Chien (2004) reports that changing government education policies are a major source of teacher stress in Taiwan.

(Gao, 2021) The causes of stress on teachers include: 1) Bad student behavior. Students who are not disciplined tend to make teachers angry and emotionally exhausted. 2) Inappropriate school principal leadership. The main behaviors of school principals that can influence teacher emotions include professional responses shown to teacher work, giving abilities for commitment, competence, listening to teacher opinions and others. 3) Lack of peer support. Teachers who lack support from their co-workers will become stressors. In a study suggested that the support felt by the teacher can reduce the level of negative feelings and dissatisfaction. 4) Lots of job demands. Teachers are required to be able to manage classes, prepare lesson plans, evaluate student learning outcomes, and manage the resources needed. In addition, teachers also have to deal with parents of students and other demands. 5) A teacher's salary that cannot cover the needs will be a psychological pressure because they have to try other things to earn extra money. 6) The working conditions are not good. There are four aspects of a quality school situation including cooperation, teacher-student relationships, school resources, and decision making. 7) Changes in education policy . When the government issues new policies related to education, teachers must indirectly be able to understand and implement these policies.

Robbins (2003) classifies stress symptoms as follows: 1) Physiological symptoms where stress can create changes in metabolism, increase heart rate and respiration and blood pressure, cause headaches, and cause heart attacks. 2) Stress manifests itself in psychological states for example, tension, anxiety, irritability, boredom, and procrastination. 3) Behavior-related stress symptoms include decreased productivity, absenteeism, and turnover, as well as changes in eating habits, increased smoking or alcohol consumption, rapid speech, restlessness, and sleep disturbances.

Based on research by Kyriacou & Sutcliffe (1978) work stress experienced by teachers will have an impact on psychological, physical, and behavior. The results of this study stated that work stress on teachers would cause moodiness, anxiety, frustration, fatigue, headaches, high blood pressure, and sleep disturbances.

Workload is the amount of work that must be done with a predetermined time to meet quality service facilities (Holden, et al, 2011; Jong et al , 2009, Jex & Britt, 2008). Spector (2012) argues that workload focuses on work demands at work experienced by workers . According to Gibson (2002) excessive workload can be either quantitative or qualitative workload. Workload that is qualitative in nature, that is, individuals feel they do not have the abilities needed to complete the work. Quantitative workload is the amount of something that must be done or not enough time given to complete a job.

Quantitative workload components according to Spector and Jex (Mauro, et al, 2011), namely: 1) The amount or quantity of work related to the many tasks performed. 2) Speed, namely work conditions that require completing tasks in a little time or done quickly.

According to Tarwaka (2004) the factors that influence workload are: 1) Internal factors, namely factors originating from the individual himself, as a result of a reaction from external workload. In summary, internal factors include somatic factors, such as gender, age,18 body size, health conditions, nutritional conditions and psychological factors such as motivation, perceptions, beliefs, desires, satisfaction, and so on. 2) External factors, namely workload that comes from outside the worker's body. The external workload aspect is often referred to as a stressor. Such as tasks, work organization, work environment.

Heavy workload affects the physical and psychological health of a teacher. Teachers who experience work stress will affect performance in teaching. The results of Wong's research, et al



(2017) found that teacher stress is directly related to the quality of teaching and student involvement in learning. Teachers who experience psychological fatigue and stress have an influence on student learning outcomes directly and indirectly through the quality of teaching and student engagement. The work stress experienced by teachers is feared to have an impact on the index and quality of schools. Teacher work stress must be addressed immediately so that the quality of education can be maintained.

According to Reivich and Shatte (2002), emotional regulation is the ability to remain calm under pressure. Emotion regulation is the ability possessed by a person to assess, overcome, manage, and express appropriate emotions in order to achieve emotional balance (Gross, 2003).

Emotion regulation strategies consist of two (Gross & Jhon, 2003): 1) Cognitive reappraisal or antecedent focused is a way that a person uses to reinterpret the situation that evokes emotions to change the emotional impact. Cognitive reappraisal emotion regulation concerns the things that individuals do before the emotion is expressed. Cognitive reappraisal is a form of cognitive change that is used by individuals to change the way they think about situations that have the potential to evoke emotions so that they are able to change their emotional changes. Someone who uses the Cognitive reappraisal approach in regulating their emotions will experience greater and greater positive experiences as well as express their positive emotions. 2) Expressive suppression or focus response is a form of response regulation by inhibiting continuous emotional expression behavior which includes facial expressions, tone of voice, behavior or more on physiological changes. Expressive suppression is only effective for inhibiting excessive emotional responses, but does not help reduce the emotions you feel. Individuals who often use expressive suppression will experience negative emotional experiences and more often show negative emotional expressions, as well as often experience negative emotions.

The impact of emotion regulation on reducing stress levels. Emotion regulation has two possible impacts that can be received and felt by someone, namely the positive impact and the negative impact. If someone applies positive emotion regulation in the right way then the impact will be positive, but if the emotion regulation he applies is negative emotion regulation then the impact will be negative. As described in the points on the types of emotion regulation described by Gross and Thompson (2003), there are positive and negative types of emotion regulation.

METHOD

This study uses a correlational quantitative method. The subjects in this study were teachers at 5 (five) SMP Negeri Sidoarjo districts aged 50 years and over with a total of 87 people. The measurement scale used is the teacher's work stress scale, workload scale and emotional regulation scale.

The teacher's work stress scale consists of 43 items. Items from the teacher work stress scale were tested on 34 teachers. The test results have the corrected item total correlation index moving from 0.567 to 0.921. The results of the Alpha Cronbach reliability test on the teacher's work stress scale obtained a reliability coefficient of 0.988.

Measurement of teacher workload is compiled using the Quantitative Workload Inventory (QWI) scale which was previously used and translated by Kumalasari (2014) based on the scale from Spector and Jex (1998). The number of items on the workload scale is 5 items. The items on the workload scale have a corrected item total correlation index ranging from 0.378 to 0.763. The workload scale reliability coefficient is 0.784.

Teacher emotion regulation is measured by the Emotion Regulation Questionnaire (ERQ) scale coined by James J. Gross and Oliver P. John (2003), consisting of 10 items. The construct

validity test of the Emotion Regulation Questionnaire was carried out using confirmatory factor analysis (CFA) analysis techniques, using the help of Lisrel 8.70 software developed by Joreskog, KG & Sorbon, (1996). The test results show that all Emotion Regulation Questionnaire (ERQ) items are valid ($t > 1.96$; $p = 0.000$) and the reliability using the Cronbach Alpha technique gives a value of $\alpha = 0.951$ on the cognitive reappraisal strategy and a value of $\alpha = 0.790$ on expressive suppression.

The analysis in this study should have used multiple regression, but because it was found that the data were not normally distributed, data analysis was performed using non-parametric statistical analysis using the Spearman Rho correlation.

RESULT

The research results are the results of hypothesis testing and also contain descriptive analysis.

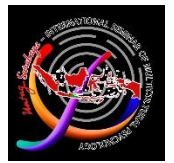
Table 1. Results of Descriptive Analysis of Teacher Work Stress

Score Range	Category	Amount	%
129 - 172	Very high	8	9 %
100 - 128	Tall	36	41.3 %
72 - 99	Currently	35	40.3 %
43 - 71	Low	8	9 %
0 - 42	Very low	0	0 %

The results of the descriptive analysis on 87 respondents showed that work stress (Y) in the research respondents tended to be in the high and very high category (high category = 41.3%, and very high = 9.0%), and 40.3% were in the being even in the low category = 9.0%.

Table 2. Results of Descriptive Analysis of Perceptions of Teacher Workload

Score Range	Category	Amount	%
16 – 20	Very high	31	35.6 %
12 – 15	Tall	13	14.9 %
8 – 11	Currently	20	22.9 %
5 – 7	Low	14	16 %
0 - 4	Very low	9	10.3 %



The results of the descriptive analysis on 87 respondents showed that the Perceived Workload (X1) of the research respondents tended to be in the very high and high categories (very high category = 35.6% and high = 14.9%), and 22.9% were in medium category.

Table 3. Results of Descriptive Analysis of Emotion Regulation

Score Range	Category	Amount	%
31 - 40	Very high	2	2.2 %
24 - 30	Tall	32	36.7 %
16 - 23	Currently	14	19.5 %
11 - 15	Low	37	42 %
0 - 10	Very low	2	2.2 %

The results of the descriptive analysis on 87 respondents showed that Emotion Regulation (X2) of the research respondents tended to be in the low and very low categories (low category = 42%, very low 2.2%) and 19.5% were in the medium category.

Table 4. Correlation Test Results for Perceived Workload Variables with Job Stress

Rho	Sig.	Information
0.902	0.000	Significant

Source: SPSS 22 output for windows

The results of data analysis using Spearman Rho show that the correlation coefficient value is 0.902 with Sig. of 0.000 ($p < 0.05$) meaning that the perception of teacher workload has a significant positive relationship with teacher work stress. These results prove the hypothesis stating that there is a positive relationship between perceived workload and accepted work stress. The higher the perception of workload, the higher the work stress, conversely if the perception of workload is low, the work stress is also low.

Table 5 Correlation Test Results for Emotional Regulation Variables With Work Stress

Rho	Sig.	Information
-0.666	0.000	Significant

Source: SPSS 22 output for windows

The results of data analysis using Spearman Rho show that the correlation coefficient is -0.666 with Sig. of 0.000 < 0.05 means that emotion regulation has a significant negative relationship with work stress. These results prove the emotion regulation hypothesis which states that there is a negative relationship between emotion regulation and teacher work stress is accepted. The higher the emotional regulation, the lower the work stress, conversely if the emotional regulation is low, the teacher's work stress is high.

DISCUSSION

The results of the study show that teachers who experience work stress tend to have behaviors that like to delay or even avoid entering class, are not very productive at work, and are not enthusiastic about participating in workshop activities. Teachers who experience work stress also show symptoms of anxiety and become irritable when faced with a little pressure. These results are consistent with the work stress aspect of Robbins (2003).

The perception of the workload felt by each employee is not necessarily the same, this is related to individual understanding, mastery and experience related to their work (Puspitasari & Kustanti, 2018). Workload can be in the form of physical loads and mental loads. Physical loads are related to work demands that involve the physical and mental loads are related to mental activities related to cognition and ways of thinking. Another study conducted by Safitri (2020) also shows that workload has a positive relationship with work stress. The heavy workload of a teacher can cause fatigue, boredom, boredom and end up in work stress. According to Sunyoto (in Safitri, 2020) it is stated that workload often causes tension so that in the end workers experience work stress.

The results showed that there was a relationship between the variables of emotional regulation and work stress. The relationship that occurs is a negative relationship, where the higher the emotional regulation, the lower the work stress, conversely if the low emotional regulation means high work stress. This is in line with previous research conducted by Afdhalul Zikri (2022). Individuals with good emotional regulation can recognize and maintain their emotions, maintain positive emotions and reduce negative emotions so that the behavior and attitudes generated in the work environment are in accordance with the demands and workload so they can work optimally. Teachers who are able to regulate emotions can help teachers to be more effective in achieving academic goals, build higher quality social relations and can manage them properly, and apply discipline. Conversely, if the teacher cannot regulate his emotions properly, the teacher's stress level will be high. Stressors must be handled by dealing with triggers, one of which is emotional regulation.

The level of teacher work stress in this study was at a low level with a percentage of 9% for 8 teachers and a high level with a percentage of 41.3% for 36 teachers. This shows that quite a lot of teachers experience burnout and burnout at work. This percentage can be influenced by certain factors that can cause work stress, such as perceptions of workload and emotional regulation.

A teacher who has the perception that work is a burden will make the teacher experience stress. Negative perceptions about workload that cause teachers to become stressed, can be overcome by good emotional regulation from the teacher. So that the symptoms of work stress that will initially appear can be dampened by emotional regulation. Conversely, if the teacher does not have good emotional regulation, the negative perception of workload will get worse and can increase the teacher's work stress.

The results showed that there was a positive relationship between perceived workload and teacher work stress in junior high schools. The higher the teacher's perception of workload, the higher the teacher's work stress and vice versa. This means that the hypothesis is accepted. There is a negative relationship between emotional regulation and teacher work stress in junior high schools. The higher the emotional regulation, the lower the teacher's work stress and vice versa. This means that the hypothesis is accepted. The results of the descriptive analysis found that the teacher's work stress tends to be high (41%), for the perception of workload on research subjects tends to be very high (35%) and emotional regulation on research subjects tends to be low (42%)

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