

The Effect of *Self Efficacy* and Workload on Work Stress of Public Elementary School Teachers in Bekasi

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ABSTRACT

Background

Work stress is one of the main challenges faced by teachers in carrying out their professional duties, especially in the elementary school environment which has high dynamics. Factors such as heavy workload and low *levels of self-efficacy* are believed to contribute to increased psychological stress in carrying out the role of educator.

Purpose

This study was conducted to find out the extent of the level of work stress of classroom teachers in public elementary schools spread throughout the North Bekasi District, Bekasi City. This study also aims to examine the influence of *self-efficacy* and workload on work stress, as well as the relationship between *self-efficacy* and the workload itself.

Method

This study involved 172 elementary school teachers in the North Bekasi District area. The instrument used was a survey, and the data was analyzed using *the path analysis method*. This method was chosen because it is able to simplify the process of analyzing the causal relationship between the variables studied.

Result

The results showed that: 1) There was a significant influence between self-efficacy on work stress, 2) There was a significant influence between workload on work stress, and 3) There was an influence between self-efficacy on workload.

Value

This research makes an important contribution to the understanding of the factors that affect teachers' work stress. These findings can be used as a basis for designing interventions aimed at improving *self-efficacy* and workload management, in order to reduce teachers' work stress and support their well-being in the primary education environment.

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INTRODUCTION

The development of education in the Republic of Indonesia is carried out on various types and levels of education that exist. Basic education is one of the levels of education carried out in Indonesia. According to Law No. 20 of 2003, basic education is the level of early education for the first 9 (nine) years of children's school life. Basic education is the basis for secondary education. This period of basic education is for 6 years in elementary school and 3 years in junior high school. This means that the quality of basic education greatly determines the quality of education at the next level of education.

Teachers are the parties who have the most intensive interaction with students, so their role has a lot of influence on the thinking, attitude and behavior patterns of students. Teachers in elementary schools can be known as classroom teachers or subject teachers. Classroom teachers are teachers who attend classes in elementary school education units or equivalent, who are in charge of carrying out learning all subjects in the educational unit, except religious education and sports. Meanwhile, the duties of class teacher Melly Handayani, (ACCESSED November 18, 2017) in addition to having to teach several subjects, classroom teachers have quite a lot of additional tasks.

Thus, elementary school classroom teachers have more duties and responsibilities as a workload compared to subject teachers. Classroom teachers really need high self-efficacy to be able to carry out their duties and responsibilities well. In addition, teachers must strive continuously to improve their abilities as teachers, educators and trainers of their students. The workload of teachers in this class must also be felt by the teacher not excessively. If teachers lack strong self-confidence and feel that there is an overload of work that they are able to do their job well, it is likely that teachers in this elementary school class will experience work stress.

Stress on the work of teachers in this class can also occur influenced by various factors. One of the factors is the existence of a very heavy workload. The workload of classroom teachers, apart from having to teach many subjects and classroom administration functions, is also affected by the lack of teachers in schools.

Classroom teachers who already have an excess workload so as not to experience work stress can be avoided by means that the teacher must have high self-confidence (*Self efficacy*). A teacher who has *self-efficacy* can be said to be someone who always believes in the task given, does all his work well, complies with all organizational rules and applicable social norms.

Self-confidence is a positive attitude that a person has that allows or manifests himself to develop a positive perception or assessment both about himself and the environment/situation he is facing. However, in the implementation of the teaching and learning process, according to the author's observation, sometimes elementary school teachers in Bekasi City are not confident in their abilities, especially in the practice of handling learning for students who have to teach many subjects. This is because sometimes elementary school teachers are not sure of their abilities. As a consequence of self-confidence, an elementary school teacher can carry out his duties well, be loyal to the school and have implications for the fulfillment of job satisfaction and reduce work stress.

LITERATURE REVIEW

Work Stress

In daily life, the word stress is often heard. A person can experience stress when his behavior cannot concentrate or makes many mistakes at work. According to Morgan and King (2000:52) stated: “.. as an internal state which can be caused by physical demands on the body

(disease conditions, exercise, extremes of temperature, and the like) or by environmental and social situations which are evaluated as potentially harmful, uncontrollable, or exceeding our resources for coping". So stress is an internal state, which can be caused by physical (body) demands, or the environment, and social situations, which have the potential to be destructive and uncontrollable. In uncontrolled conditions, a person is likely to make many mistakes in their activities.

The definition of work stress can be stated by Selye as follows: "*Work stress is an individual's response to work related environmental stressors. Stress as the reaction of organism, which can be physiological, psychological, or behavioural reaction*" Based on the definition above, work stress can be interpreted as a source or stress of work that causes individual reactions in the form of physiological, psychological, and behavioral reactions.

According to Beehr and Newman (2006:279), work stress is defined as "*as a condition arising from the interaction of people and their job and characterized by changes within people that force them to deviate from their normal function*". Work stress is a condition that arises from the interaction of people and their work that is characterized by changes in people that force them to deviate from their normal functions.

Furthermore, according to Slocum and Herigel (2011:221), "*Stress is the excitement, feeling of anxiety, and or physical tension that occurs when the demands placed on an individual are thought to exceed the person's ability to cope*". This opinion means that stress is excitement, feelings of anxiety, and/or physical tension that occur when demands placed on an individual are thought to exceed a person's ability to cope with them.

Based on the description of the concept of work stress in general, it can be synthesized that work stress is a state or condition that arises from a person's interaction with their work which is characterized by physiological, psychological and behavioral changes that force them to deviate from their supposed work.

Workload

Empowerment is the process by which a person is given greater autonomy, trust, and responsibility in his or her work (Spreitzer, 1995). In the context of lecturers, empowerment includes the freedom to regulate the learning process, participate in decision-making, and strengthen competencies through training and professional development (Rahmawati & Indrawati, 2020). Everyone who works in each organization must have different duties and responsibilities. The number of tasks they have to do is a workload. This workload must be regulated in such a way that each leader, so as not to have a negative impact on employees. According to O'Donnel & Eggemeir (1993:2) said, "*work load as part of its capacity given the ability of employees to perform their duties*". Workload is part of the capacity of the employee's ability to perform a task, as well as the capacity of power or strength in doing a job.

In line with that, Beverly Potter (2005:52) stated, "*work overload means having more work than we can perform in a given time*". Overloading means having more work than we can do in a given amount of time. In this case, the number of jobs is not the best comparison of the time available to complete all such jobs. There is also the opinion of Cunningham (2000:213), saying, "*work overload is the pressure of having too much work to do or feeling that one has too much to do is an obvious stressor*." This means that overload is a pressure faced by a person where a lot of work has to be done as a source of stress.

According to Wilhelm Kirch (2008:1466) that: "*work overload happens when job demands exceed an individual's ability to deal with them, is exceed the time and resources available*" Which means that the workload of job demands exceeds the individual's ability to handle those jobs, that is, exceeds the time and resources available.

According to the Minister of Agriculture of the Republic of Indonesia No. 75 of 2004, workload is a number of work targets or results that must be achieved in a certain unit of time. It is further described that workload is a collection or a number of activities that must be completed by a stakeholder organizational unit within a certain period of time.

According to the opinion of Wilkes et.al stated by Nilufar (2009:122), "*Work overload any time constraints were significant contributors to work stress*". If interpreted, excess workload alone is a significant determinant of work stress. This means that if a person experiences a high workload, it can have an impact on increasing one's work stress.

Likewise, according to the theory put forward by Rubina Kazm (2008:138) which states that; "*Lack of resources, work overload and lack of communication and comfort with supervisor and collegeus have contributed to increase stress.*" This means that lack of resources, overload and lack of communication with supervisors and college friends have been contributors to increasing stress for a person at work. Thus, it can be said that the existence of a workload that can directly affect a person's work stress.

Based on conceptual studies, it can be synthesized that excess workload is the work capacity given to a person who is charged beyond the time provided, both quantitatively and qualitatively.

Self Efficacy

The concept of *self-efficacy* is a variable that is highly dependent on the task, especially of a teacher. The first self-belief theory was brought by Albert Bandura, a psychologist from Stanford University. Bandura strongly emphasizes that self-confidence is the most important psychological mechanism of *self-influence*. He stated "if people are not convinced that they can produce the desired effect and prevent the undesirable with their actions, then they have little incentive to act. Any factor that acts as a motivator, is rooted in the core belief that a person has the power to produce the desired outcome.

Self-efficacy according to Colquitt (2015:170) can be described as follows: Self efficacy defined as the belief that a person has the capabilities needed to execute the behaviors required for task success. Think of Self efficacy as a kind of self confidence or a task specific version of self esteem. Employees who feel more "efficacious" (that is, self confident) for a particular task will tend to perceive higher levels of expentancy and therefor be more likely to choose to exert high levels of effort.

This means self-efficacy is defined as the belief that a person has the abilities needed to execute the behaviors necessary for the success of a task. Santrock (2006:226) said that "Self efficacy is the beliefs that one can master a situation and procedural positive outcomes". Self-efficacy is the belief that a person can master established situations and procedures with positive results.

Some experts give the concept of self-efficacy as stated by Mc Shane and Von Glinov (2010:164) who say: Self-efficacy refers to a person's belief that he or she has the ability, motivation and resources to complete a task successfully, self-efficacy is usually conceptualized as a situation-specific belief, you may belief that you can perform a certain task in one situation but may be less confident with that task in another situation.

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Robbins and Judge (2013:215) provide their understanding of self-confidence. According to them, "*self-efficacy is an individual's belief that he or she is capable of performing a task. The higher your self-efficacy, the more confidence you have in your ability to succeed.*" Self-confidence is a person's belief that he is capable of doing a job, the higher your self-confidence, the more confident you will be and have the ability to succeed. The same is true of Luthans who said: *Self-efficacy defined as the belief one has in his or her abilities to mobilized the motivation, cognitive resources and courses or action necessary to successfully execute a specific task within a given context, self-efficacy is a state, not a trait.*

Furthermore, Zulkosky (2009:93) argues that "*self-efficacy is concerned about the perception or judgment of being able to accomplish a specific goal*". Self-confidence is about the perception or opinion of the ability to achieve a certain goal. Similarly, Pajares said that: "*self-efficacy can be defined as the judgments that: individuals hold about their action at designated levels*". Self-confidence can be defined as an individual's assessment of the ability to learn or to undertake a work program at a specified level.

According to Woolfolk "*self-efficacy is beliefs about personal competence in particular situations*". Self-confidence is a belief about personal competence in a given situation Shunk, Ptinrich and Meece say "*self-efficacy is one's proceived capabilities for learning or performing actions designated levels*". Self-confidence is a person's ability to learn or feel capable of performing actions at a set level and which is cognitively processed by the individual before the effort is made.

And some of the opinions of these experts, in this study, *self-efficacy* is synthesized as a person's self-confidence to develop and succeed in their duties and responsibilities, as well as confidence to be able to do the work as expected.

METHOD

This study uses a survey method with a quantitative approach, survey research using path analysis. This method is used to use data from data sources regarding self-efficacy, workload and work stress of classroom teachers in State Elementary Schools in Bekasi District, North Bekasi City. This study examines and analyzes the relationship between these variables. This affordable population is a class teacher in State Elementary School in North Bekasi District, Bekasi City. which amounted to 492 people, so that the sample data was 173 teachers with a simple random sample cluster technique. The data collection technique was carried out using the dissemination of instruments/questionnaires with *a rating scale*. The instrument is an elaboration of the dimensions of each variable. Of the 35 items of work stress instruments, only 32 items are valid, of the 38 items of self-efficacy instruments, only 33 items are valid. Meanwhile, for workload, using documents about the Principal's Decree on the workload of teachers.

RESULTS

This study uses a quantitative approach with *path analysis techniques* on data from 173 classroom teachers in State Elementary Schools in North Bekasi District, Bekasi City. The results of the hypothesis test showed a significant influence between the variables of self-efficacy, workload, and work stress.

a. Self-Efficacy on Work Stress

The test results showed that self-efficacy had a direct negative effect on work stress, with a path coefficient of -0.301 and a correlation coefficient of -0.353. This suggests that improving teachers' self-efficacy can significantly reduce the level of work stress

experienced. Self-efficacy contributes to increasing teachers' confidence in dealing with the complexity of tasks, so that work stress can be suppressed.

b. Workload on Work Stress

The effect of workload on work stress was found to have a significant positive effect, with a path coefficient of 0.314 and a correlation coefficient of 0.428. These findings show that the higher the workload felt by teachers, the higher the level of work stress they experience. Excessive workload, such as administrative responsibilities, the number of teaching hours, and the limitation of educators are factors that trigger psychological stress.

c. Self-Efficacy on Workload

Self-efficacy also has a negative effect on workload with a path coefficient of -0.243 and a correlation coefficient of -0.265. This means that teachers with high self-efficacy tend to interpret the workload more positively and can manage the tasks given without feeling overburdened.

DISCUSSION

The results of this study confirm the importance of self-efficacy as a psychological variable that can reduce teachers' work stress levels. The finding that self-efficacy has a negative effect on work stress is in line with Bandura's (1977) theory, which states that self-efficacy is a belief in one's ability to manage challenging situations. Teachers who believe in their abilities are better able to deal with work pressure with a solutive and calm approach, so that work stress is reduced.

Meanwhile, the positive effect of workload on work stress confirms previous literature, such as Kirch (2008) and Potter (2005), which emphasizes that workload is one of the main stressors in the world of work. Teachers who face high administrative burdens, limited teaching time, and lack of structural support are more prone to experiencing emotional burnout and burnout. The negative relationship between self-efficacy and workload also indicates that perceptions of workload are subjective. Teachers who have high self-efficacy do not necessarily feel burdened, even when facing difficult tasks. They tend to see challenges as opportunities to thrive, rather than as threats to psychological well-being.

From these findings, it can be concluded that increasing teachers' self-efficacy through skills training, strengthening social support, and providing trust in decision-making will be effective strategies in reducing work stress. In addition, workload management needs to be arranged proportionally so that the load does not exceed the capacity of teachers. This can be done by a fairer distribution of tasks, the addition of supporting human resources, and the reduction of non-teaching administrative burdens.

CONCLUSION

Based on the results of the study, it can be concluded that self-efficacy has a direct and negative effect on work stress, which means that the higher the teacher's self-efficacy, the lower the level of work stress experienced. In contrast, workload has a direct positive influence on work stress, where an increase in workload tends to increase the stress felt by teachers. In addition, self-efficacy has also been shown to have a negative influence on workload, which suggests that teachers with high levels of self-efficacy tend to feel a lighter workload. Thus, increasing self-efficacy is not only able to reduce the level of work stress directly, but also indirectly through the perception of a more positive workload.

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