

# **The Relationship Pattern of Social Support, Work Stress, and Work Satisfaction; a Context of Non-Certified Primary Education Teacher in Indonesia**

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## **Abstract**

Primary education teachers in Indonesia have a heavy responsibility to grow the character of the nation's generation. In fact, not all of the primary education teachers get the right to a certification allowance covered by the education foundation. This problem causes the feelings of injustice that have an impact on a sense of job dissatisfaction for teachers. This research test and analyze the relationship pattern of Social Support, Work Stress, and Job Satisfaction on Non-Certified Primary Education Teacher who work in one of the Foundation for Primary Education in Sidoarjo Regency, East Java Province, Indonesia. The type of this research is survey with population from the entire primary education teacher who has not been certified (non-certification). The sample is conducted by purposive simple random sampling technique with 60 respondents. The analysis technique was done using SmartPLS (Partial Least Square). The research result shows that work stress of teacher has positive and significant effect toward work satisfaction. Social support does not have a role to mediate the relationship between work stress and work satisfaction of the teacher. The recommendation of this research is foundation and government institution of primary education should improve the well-being of non-certified primary education teachers to reduce work stress through improving financial or non-financial well-being.

**Keyword:** non-certification teacher, work stres, social support, work satisfaction

## **INTRODUCTION**

Indonesian government has regulated the national education system through Law Number 14 of 2005 about Teachers and Lecturers, and also Government Regulation Number. 19 of 2005 about professional educators, that every teacher has the same right and obligations to improve his career through teacher certification at all levels of education in Indonesia. Besides, in the Regulation of the Minister of National Education Number 18 of 2007, it is stated that certified teacher will get facilities such as salary increases in accordance with their career. All teachers have the same professional duties as follows: educating, teaching, guiding, directing, training, assessing, evaluating students in early childhood education, formal education, primary, and secondary as their main duty.

In fact, there are 1,4 millions of teacher who have not certified yetin Indonesia nowadays (<http://www.salamedukasi.com/2015/06/jumlah-guru-belum-bersertifikat.html>, accessed on October 1, 2017). This condition makes many teachers feel the disadvantages from the government treatment which comes from the impact of budget constraints. Non-certified teachers are not entitled to receive additional certification allowance, but they are required to have knowledge, attitudes, and skills in line with the curriculum requirements. This becomes a strategic issue and problem in Indonesia. The feeling of work dissatisfaction for teachers is felt especially for primary education teachers who have bigger responsibility because they teach the basis for the formation of personality. This means that one of triggers of teacher stress is the unfulfilled salary of teachers, especially for teachers who have not certified that paid by the foundation. If this condition is left, it is feared that there will be problems for the teacher to leave the job, such as condition in Romania where the teachers' desire to leave their job is still very high. The final finding shows that decent salaries in decent working conditions will be the most effective measure of competent institutions to reduce employee stress

(Clipa & Boghean, 2015). The different and unique case in Indonesia is although teacher salaries are low, there are high interest to become a teacher. This is very interesting to be researched.

According to Chung-yan, et al. (2013; Muafi, 2015), the relationship between social support, work stress, and tension at work is not always profitable and it will affect the employee performance. Clipa and Boghean (2015) stated that teacher dissatisfaction is affected by the teacher work stress. Chung-yan et al. (2013; Muafi, 2015; Muafi, 2016) also added that the effect of work stress towards psychological well-being depends on the level of social support at workplace. Gyamfi (2014) stated that there is positive and significant relationship between peer support and work satisfaction. Counselling & Department (2015) also added that social support and life satisfaction has positive correlation with work fatigue. This research wants to fill the research gap through test the work stress of non-certified primary education teacher in affecting work satisfaction and test the social support as a mediator of work stress toward work satisfaction of non-certified primary education teacher.

## LITERATURE REVIEW

### *Work Stress, Social Support, and Work Satisfaction*

Robbins and Judge (2015; Muafi, 2015) stated that stress is defined as a dynamic condition of opportunity, obstacle, or demand. Clipa & Boghean (2015) defined that stress is a feeling of tense, worry, or anxiety. Teachers are expected to feel stress while doing their duty. Clipa & Boghean (2015) stated that stress which caused by doatic environment is a specific factor of stress related to preschool activities. Besides, in education profession, stress affects psychological well-being of a professor and vary depends on the level of social support at workplace (Chung-yan et al. 2013). Desouky and Allam (2017) stated that the level of depression for Egypt teacher is high so that it needs a medical evaluation periodically for the teacher in the form of medical and psychological support. Luthans (2006) mentioned that the cause of stress could come from the organization intern. Fawzi and Al (2009) also added that work stress has a negative effect toward work satisfaction. To face this, it is important for the organization to adopt a strategy that can overcome stress at workplace. Furthermore, Mechteld, et al. (2003) shows that decreased work satisfaction has negative consequences toward work stress. Teachers in Indonesia are mostly stressed because of *Continuous Professional Development* (CPD). According to Robbins (2003; Muafi, 2015) stress is reflected through the existence of psychological, behavioral, and physiological symptoms. This research measures stress from three work stress indicators, which are: 1) psychological symptoms, it can be seen from dissatisfaction, anxiety, tension, conflict, irritability, boredom, and delays, 2) behavioral symptoms, it can be seen from the level of employee turnover, absenteeism, productivity change, eating habits, restless talk, and sleeping disturbance, and 3) physiological symptoms, related with health that can be seen from metabolism change, headache, and increased blood pressure.

The result from Fawzi & Al (2009) stated that social support especially from the manager can improve the level of someone's work satisfaction. Misis et al. (2013) shows that an intra-organizational support is a significant antecedent toward work satisfaction. Chou (2015) also added that contribution and concern of manager affects the employee well-being. Besides, Kottke and Sharafinski (1988; Muafi, 2016; Muafi, 2017) stated that the principal as a leader should give social support and reduce burnout and boredom level that can have an impact to stress. Gyamfi (2014) stated that there are positive and significant relationship between peer support and work satisfaction. Wong and Cheuk (2005) recommended that if the principal thinks their work is tense enough, then only emotional support that is proven effective in reducing the impact stress that is related to work. This findings give a prove that leisure time can be the moderator of work stress for some teacher. Israel & Rounds (1987) also added that increased social support can improve a person's health and help them to get rid of stress.

### *Social Support*

According to Misis et al. (2013) social support can be measured through some indicators as follows; (1) Emotional Support, which is a behavior of giving help such as give attention, listen, have sympathy to others, support, and care about the individual he supported, (2) Material Support, as a real help in the form of response to special needs such as give service and help financially, (3) Informational Support, which is a support of suggestion, advice, or feedback for the individual he supported. Companionship support or reward can be an encouragement or agreement toward the idea or feeling of someone. This research measured the social support used by Frese (1999) such as; (1)

affective support (feelings of love and respect), (2) confirmation (affirming the morality and truth of the facts of an action or statement), (3) direct assistance (assistance in terms of employment, giving information or money) as supports that will be achieved by teacher in the form of salary that earned so far.

#### *Work Satisfaction*

According to Robbins (2003), work satisfaction is an attitude from someone to his job that is judged by the appropriate amount of rewards. Work satisfaction of teacher will be realized if the teacher feels capable to perform his teaching duties. Gyamfi (2014) defined work satisfaction as a pleasant emotional state when a work is produced. Roxana (2013) defined work satisfaction as something that tends to accompany the work or an emotional state that comes from the evaluation or judgement of work experience. Teacher will be satisfied when they can teach well and professionally. They have to follow self-development activities in order to evaluate and examine their work experience through institutions that hold professional teacher improvement programs (workshop, seminar, or training) (Surjanti et al., 2018a; Surjanti et al., 2018b). This research measures work satisfaction using the definition from Robbins (2003) who stated that work satisfaction is one of the attitudes of a person to his work as a result of a judgment of the difference between the numbers of positive rewards a person receives by the amount that one believes. The indicators of work satisfaction according to Robbins and Judge (2015) are: (1) challenging work, (2) appropriateness of awards, (3) colleague support, and (4) superior behavior.

## **RESEARCH METHOD**

This research is conducted by doing a survey to all of the non-certified primary education teachers at private foundations in Sidoarjo Regency, which bear the funds for the implementation of education independently. The samples were taken by using the purposive simple random sampling technique and the respondents who returned the questionnaire were 70 people. The criterion is to have undergraduate education, never been certified, and a foundation teacher who is paid by the foundation. These teachers have fulfilled the certification requirement, but have not had the opportunity to join the certification because of the limited quotas from the Sidoarjo national government in his field. The research data is obtained through questionnaire technique to detect about work stress, social support, and work satisfaction of non-certified primary education teacher which is then processed using Likert scale with the scale range from 1 to 5. Then, the data is processed through SEM technique using SmartPLS (Partial Least Square). The result of validity and reliability tests show that all items and variables are valid and reliable.

## **RESULT AND DISCUSSION**

### *Descriptive Analysis*

The respondents' answer for all variables in this research can be known based on the frequency of answers and the average value of respondents' answers:

- 1) The empirical mean value of work stress variables shows  $= 1273/60 = 21,2$  which is included in medium category.
- 2) The empirical mean value of work satisfaction variables shows  $= 2223/60 = 37,05$  which is included in medium category.
- 3) The empirical mean value of social support variables shows 23,5 which is included in medium category.

### *Structural Model Evaluation*

The purpose of structural model evaluation is to predict the relationship between latent variables. The inner model of causality test can see the relationship between construct and the significance value on the table.

Table 1: path coefficient

Relationship Between Variables	Original Sample (o)	T-statistics	Description
SK> KK	0.997	256.092	Significant
SK>DS	0.718	11.667	Significant
DS> KK	0.003	0.512	Not significant

(Source: SmartPLS output, 2017)

Based on Table 1, it is explained that;

1. The influence of work stress toward work satisfaction has a coefficient of 0.997. The coefficient is marked positive which means that high work stress will be followed by the increase in work satisfaction. Work stress shows a t-statistic value of 256.092 which is bigger than 1.96. So, it can be concluded that work stress has positive and significant influence toward work satisfaction.

2. The influence of work stress toward social support has a coefficient of 0.718. The coefficient is marked positive which means that high work stress will be followed by the increase of social support for teacher. Work stress shows a t-statistic value of 11.667 which is bigger than 1.96. So, it can be concluded that work stress has positive and significant influence toward social support.

3. The influence of social support to work satisfaction has a coefficient of 0.003 (non-significant). This means that social support does not have significant influence toward work satisfaction. The t-statistic value is  $0.512 < 1.96$ .

To understand the direct and indirect influence of each relationship, it can be seen from the result of data process in Table 2.

Table 2: direct and indirect influence

Path	Influence Coefficient	Conclusion
Work Stress > Work Satisfaction	0.997	
Work Stress > Social Support > Work Satisfaction	$0.718 \times (0.003) = 0.002154$	Hypothesis rejected

Source: (SmartPLS output, 2017)

Based on Table 2, it can be known that the influence coefficient of Work Stress toward Work Satisfaction is 0.997 which is bigger than the indirect influence of Work Stress toward Work Satisfaction of teacher which is 0.002154. This shows that there is no significant influence of work stress toward work satisfaction through social support as mediator variable. This can be seen in the Path output bootstrapping diagram in Figure 1.

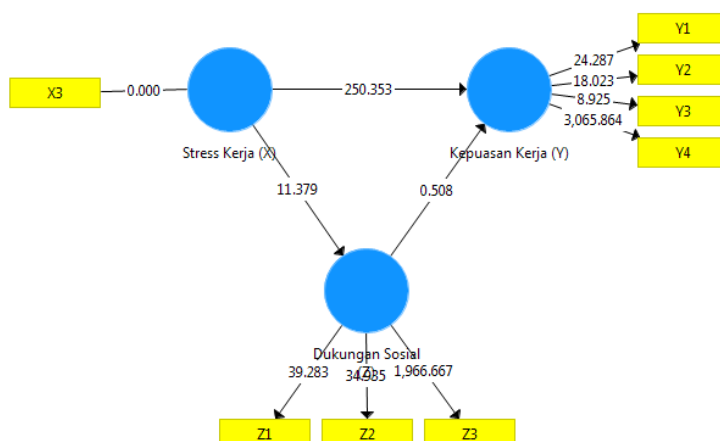


Fig 1. Path output bootstrapping diagram (Source: SmartPLS3 Output, 2017)

### Discussion

Work stress has positive and significant influence toward work satisfaction. This shows that teachers have high work stress, but they also have high work satisfaction. This research proves the research result of Clipa and Boghean (2015; Muafi, 2015) which stated that stress can have positive and negative impact. In this research, work stress is in medium criteria, work satisfaction is in medium criteria, and social support is also in medium criteria. This means that work stress is not on conditions that interfere with health leading to depression. This research gives direction that a medium stress can increase medium satisfaction, even without social support. This research also shows that teacher stress can increase their work satisfaction.

The primary education teacher in this research, even they have a work stress, they also feel the satisfaction in the medium criteria. Based on the data, it shows that although their duties are heavy according to the curriculum provisions, they still continue to perform their duties well, even when the salary they received is under the Regional Minimum Wage and they have not been certified. According to Gatot as the principal, they feel this way because they have strong religion and a good level of practice.

The interview with Miftah who teaches at the foundation stated that,

“...the teachers are willing to work as teachers...”

“...I am sure Allah has infinite Justice... my principle is that giving knowledge is an obligatory....”

The research result also stated that social support does not mediate the relationship between work stress and work satisfaction of the teacher. This means that, without social support, teachers still get the satisfaction. According to Miftah, in the life of the boarding school, there is a philosophy “الطريقة أهمنا المادومدرسا همنا الطريقه الروحالمدرسا همنا كلشي” which means that: Method is more important than material, teacher is more important than method. The teachers’ soul is more important than anything else.

Social support does not function as mediation because Gatot as principal always gives religious motivation. This also supported by the interview to Miftah as ateacher which stated that:

”All teachers in this foundation are motivated that the goal of teaching is not just to seek the material, but it is intended to give knowledge. When the teachers’ intention is to give knowledge, then Allah will give sustenance from any way.....”

Internal support may be the cause of teacher satisfaction even on the stress condition which is on the medium level. This research finding shows that social support does not affect work satisfaction, but religious motives to give knowledge is mandatory to be one of the supporters of teacher satisfaction. The life of non-certified teachers in religious foundation is in line with the research result from Fawzi & Al (2009) about the role of principal does not affect job satisfaction. This research is not in line with the research from Misis et al. (2013) which shows that all three forms of intra-organizational support are significant antecedents of work satisfaction and organizational commitment, but those are not applied in family/peer support. This research is also not in line with the research from Chou (2015; Muafi, 2016; Muafi, 2017) where supervisors play an important role in structuring the work environment, providing information and feedback to employees. This is because managers can assess their contribution and concern for their well-being. The principal as a leader should provide social support and minimize burnout that affects stress. Gyamfi (2014) stated that there is significant and positive relationship between peer support and work satisfaction.

The managerial implication that can be recommended is the foundation of primary education institution should reduce the stress of non-certified primary education teacher through improving financial and non-financial well-being consider teachers have feel satisfied even when they also have highwork stress. Local governments should provide support for non-certified primary education teacher in social foundation, because althoughthe teachers have high levels of stress they remain satisfied in performing their duties.

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