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The Effect of Workload, Work Stress, and Emotional Intelligence towards Teacher Performance through Organizational Commitment

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Abstract: The purpose of this study was to examine the effects of 1) workload, work stress, and emotional intelligence on organizational commitment; 2) workload, work stress, and emotional intelligence on teacher performance; 3) Organizational Commitment to Teacher Performance; and 4) whether workload, work stress, and emotional intelligence have a significant effect on teacher performance through organizational commitment. The results showed that: 1) workload, work stress, and emotional intelligence had a significant effect on organizational commitment; 2) workload, work stress, and emotional intelligence have a significant effect on teacher performance; and 3) Organizational Commitment has a significant effect on Teacher Performance; and 4) workload, work stress, and emotional intelligence have a significant effect on teacher performance through organizational commitment. Workload, work stress, and emotional intelligence, both directly and indirectly, influence the work of a teacher. This shows that the direct effect of work stress on performance is smaller than the indirect effect through organizational commitment.

Keywords: Workload, Work Stress, Emotional Intelligence, Teacher's Performance.

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I. Introduction

The success of education is the accumulation of participation of all parties involved, such as the government, parents, educators (teachers), and the surrounding environment. However, from the various parties mentioned above, the teacher is the party who plays a very important role. For this reason, attention to teacher performance needs attention. Teacher performance must be improved given the challenges in the education field in the future to produce qualified human resources and be able to compete in the increasingly tight global era.

Teacher performance is the result achieved by a teacher in carrying out the tasks assigned to him, which are based on skills, experience, and sincerity, as well as the use of time. Problems regarding teacher performance are problems that are always faced by the school management. Therefore it is deemed necessary to test the factors that affect teacher performance to provide input to school management in taking the various policies needed, to improve teacher performance to meet the expectations of the school organization.

The performance of education in Probolinggo District as a reflection of teacher performance, when compared to various cities in East Java, still needs to be greatly improved, because the educational achievements in Probolinggo District in 2015 ranked in the bottom 5. For this reason, there needs to be a study/research on teacher performance along with the factors that influence it, such as satisfaction, workload, work stress, emotional intelligence, organizational commitment, compensation, competence, and others. In this study, the researcher took the title " The Effect of Workload, Job Stress, and Emotional Intelligence on Teacher Performance through Organizational Commitment" in Probolinggo District Education Office.

The formulation of the problem in this study are: (1) how is the influence of workload, work stress, and emotional intelligence on the organizational commitment of teachers in Probolinggo District Education Office ?, (2) how is the influence of workload, work stress, and emotional intelligence on teacher performance in Probolinggo District Education Office?, (3) how is the influence of organizational commitment towards Teacher Performance in Probolinggo District Education Office?, and (4) how does the workload, work stress, and emotional intelligence influence teacher performance through organizational commitment in Probolinggo District Education Office?

The objectives of this study include: (1) analyzing the influence of Workload, Job Stress, and Emotional Intelligence on Teacher Organizational Commitments in Probolinggo District Education Office; (2) analyze the effect of Workload, Job Stress, and Emotional Intelligence on Teacher's performance in Probolinggo District Education Office; (3) analyze the influence of organizational commitment on teacher performance in

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Probolinggo District Education Office; and (4) analyze the influence of workload, work stress, and emotional intelligence on teacher performance through organizational commitment in Probolinggo District Education Office.

9 II. Theoretical Review

Performance is the result of work in quality and quantity achieved by employees/teachers in a certain period based on skills, experience, and excellence, in accordance with delegated responsibilities (Dharma, 2005). Performance is stated to be good when it has several characteristics, such as 1) rational, reasonable, and not irrational; 2) Consistent, in line with the values and objectives of the organization; 3) Corresponding, that is, performance must be stated accurately and clearly; 4) Efficient, running work with minimal resources but satisfying results; 5) Challenging, providing challenges and effective motivation; 6) Focused, directed at the goal; 7) Discipline, work in a disciplined manner; 8) Systematic, have a system at work; 9) Feasible, institutional targets and objectives can be achieved; 10) Agreed, the performance must be agreed upon by all parties; 11) on time, consistent to the predetermined time; and 12) Oriented to group collaboration (Kusnadi, 2002).

Meyer and Allen (1997) describe organizational commitment as a situation where individuals consider the extent to which their personal values and goals are following the values and goals of the organization, and the degree to which they want to maintain themselves as members of the organization. Organizational commitment relates to the extent to which a teacher sits with a particular organization and its purpose, and intends to maintain membership in the organization. Sopiah (2008) explains that employees (teachers) who have a low commitment have characteristics, among others, increasing work lags, lack of intensity to survive, and low quality of work. There are three components of Organizational Commitment, namely: 1) Affective Commitment, the desire to be part of the organization because of an emotional bond; 2) Continuance Commitment, stay with the organization; and 3) Normative Commitment, values arise in the teacher. Employees survive as members of the organization because of the awareness that commitment to the organization is something that should be done (Meyer and Allen, 1990). Whereas according to Sopiah (2008), there are three forms of Organizational Commitment, namely: 1) Continuous Commitment, related to the dedication of members in sustaining the life of the organization; 2) Integrated commitment (Cohesive Commitment), which is the commitment of members to the organization as a result of social relations with other members in the organization; and 3) Controlled Commitment, which is a commitment to organizational norms that provide the desired direction.

Stress is a condition of tension that affects emotions, cognitive processes, and one's mental condition (Handoko, 2009). According to Frasser (1992), work stress occurs in the field of work as a result of an imbalance between the characteristics of individuals and the demands of work and the environment, which are perceived as things that threaten the welfare of individuals. According to Rulestari and Eryanto (2013: 22), stress affects organizational problems, such as decreasing levels of job satisfaction, decreasing commitment and loyalty to the organization, and decreasing work productivity, resulting in increased absenteeism and turnover. According to Handoko (2009), working conditions that become the cause of stress Work can be categorized into two, namely on-the-job and off-the-job. According to Robbins (2008: 309), work stress can be seen from 3 general categories that can be used as indicators, namely physiological, psychological, and behavioral symptoms. Physiological symptoms include changes in metabolism, increased heart rate, and respiration, increased blood pressure, headaches, and can cause a heart attack. Psychological symptoms of work stress include boredom, job dissatisfaction, anxiety, irritability, and procrastination. Behavioral symptoms of work stress include changes in productivity, increased levels of absenteeism and discharge, anxiety, and sleep disorders. 10

According to Goleman (2002: 411), emotional refers to a distinctive feeling and mind, a biological and psychological state, and a series of tendencies to act. Emotional is basically an urge to act. Usually, emotional is a reaction to stimuli from outside and inside the individual. Emotional refers to a typical feeling and mind, namely a biological and psychological state and a series of tendencies to act. According to Goleman (2002), every human being who has a high level of emotional intelligence has succeeded in life. Emotional intelligence has a positive influence on teacher commitment to the organization. Teachers with high emotional intelligence are able to motivate themselves, express emotions positively, have a broad point of view, and have the ability to build social relations with their colleagues. This positive attitude encourages a conducive work environment to increase commitment to the organization. This research uses Self Awareness (self-emotion recognition), Self-Management (self-emotion management), Social Awareness (Empathy), and Relationship Management (fostering relationships) as indicators of emotional intelligence.

III. Thinking Framework

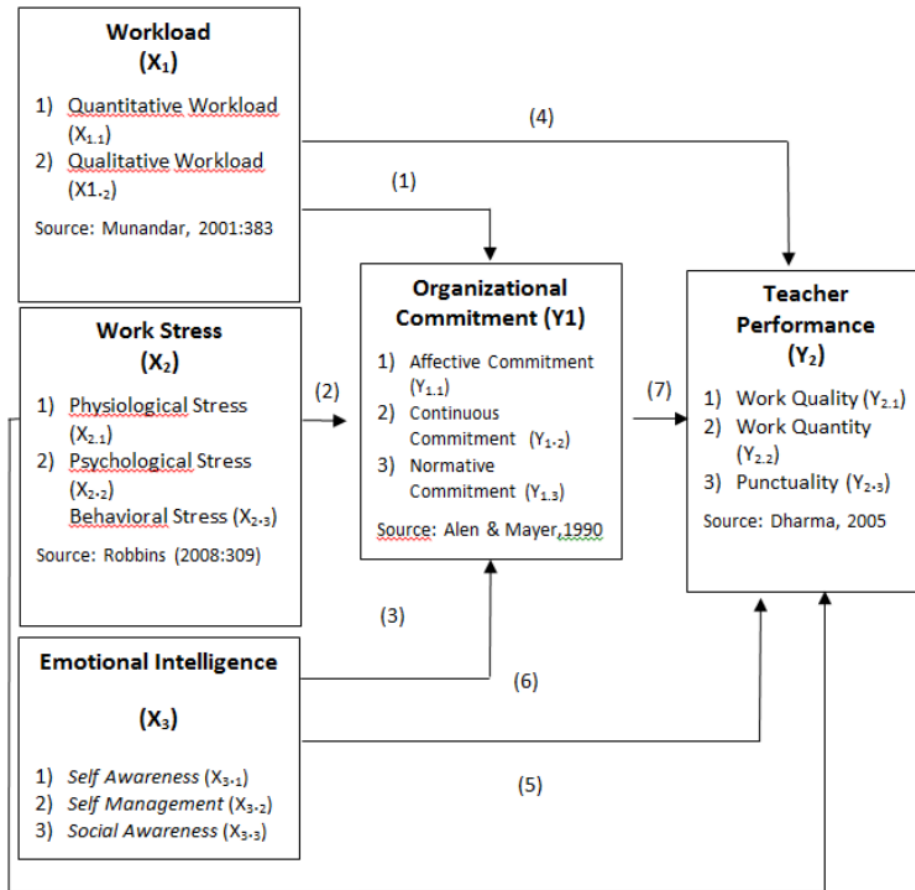


Figure 1
Research's Conceptual Framework

Description:

- (1) Said (2015),
- (2) Amelia, Utami, and Prasetya. (2015).
- (3) Hermina & Darokah. (2014).
- (4) Said (2015), Astianto and Suprihadi (2014), Linda, Megawati, and Japriksa (2014),
- (5) Puspitasari and Mangkunegara (2015), Hidayati, Purwanto, and Yuwono. (2014),
- (6) Astianto and Suprihadi (2014), Hidayati, Purwanto, and Yuwono (2014), Triana (2013)

IV. Research Method

This research is explanatory research, where researchers highlight and explain the relationship between exogenous variables (Workload, Job Stress, and Emotional Intelligence) with endogenous variables (Teacher Performance), with intervening variables, namely Organizational Commitment. This research was aimed at teachers in Probolinggo District Education Office. The number of teachers involved as respondents was 198 people (based on the Cochran table, 1970) from a total of 4,176 teachers. To determine the number of respondents, the researcher used a simple random sampling method.

Data collection was done using the questionnaire method, and before further processing, the data will be tested to ensure the level of validity and reliability. If it meets the requirements, the data will be analyzed using SEM (Structural Equation Modeling) analysis method. The modeling using SEM allows researchers to answer various questions posed in dimensional (measuring indicators of a concept) and regressive (measuring

the effect of variable relations) manners. In addition, researchers can also look for a more complete causal relationship between each variable. By using the SEM model, not only is the causal relationship of variables or constructs observed that can be detected, but also the contribution of components to construct the formation can be discovered and determined.

V. Result & Discussion

¹The results of the analysis show that the validity level of all items is more than 0.139 (r-table). This means that all instruments are valid. While the level of reliability on the results of the analysis shows that the calculated Alpha coefficient is greater than 0.6. This shows that all items are reliable. The results of the Structural Equation Modeling (SEM) Analysis of the conceptual model can be briefly seen in Figure 1 below:

The model evaluation shows that the construct as a whole produces values above critical, so it can be stated that this model is relatively acceptable or meets the Goodness of Fit Indices.

The test results summarized in Table 2 prove that the modified model was fit with the existing data. Therefore, hypothesis testing can be done. Hypothesis testing was done by looking at the value of C.R. (critical ratio) found in the AMOS output table regarding regression weights shown in Table 2.

¹³
Table 2 Regression Weights

			Estimate	S.E.	C.R.	P
Organizational Commitment	←	Workload	-0,078	0,037	-2,114	0,035
Organizational Commitment	←	Work Stress	-0,670	0,156	-4,303	***
Organizational Commitment	←	Emotional Intelligence	0,483	0,174	2,771	0,006
Teacher Performance	←	Workload	-0,058	0,021	-2,715	0,007
Teacher Performance	←	Emotional Intelligence	0,290	0,147	1,972	0,049
Teacher Performance	←	Work Stress	-0,199	0,101	-1,979	0,048
Teacher Performance	←	Organizational Commitment	0,552	0,180	3,075	0,002

a. Test on Hypothesis 1

⁵ Hypothesis 1 says that workload, work stress, and emotional intelligence have a significant effect on organizational commitment. Based on table 2, it can be stated that workload has a significant negative influence on organizational commitment, which is indicated by probability values = 0.035 (<0.05), and regression weights of -0.078.

b. Test on Hypothesis 2

⁵ Hypothesis 2 says that workload, work stress, and emotional intelligence have a significant effect on teacher performance. Table 2 illustrates that workload has a significant effect on teacher performance, which is indicated by probability values = 0.007 (<0.05), and regression weights of -0.058.

c. Test on Hypothesis 3

Hypothesis 3 states that organizational commitment has a significant effect on teacher performance. The results of the analysis of testing the hypothesis appear as in table 2.

Organizational commitment has a significant influence on teacher performance, which is indicated by probability values = 0.002 (<0.05), and regression weights of 0.552. Therefore, Hypothesis 3 is accepted.

d. Test on Hypothesis 4

⁶ Hypothesis 4 states that workload, work stress, and emotional intelligence have a significant effect on teacher performance through organizational commitment. The results of the analysis and test on Hypothesis 4 appear as in table 3.

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Table 3
Result of Direct and Indirect Effect of Workload, Work Stress, and Emotional Intelligence towards Organizational Commitment and Teacher Performance

Effect	towards	Direct	Through	Indirect	Total
Workload	Organizational Commitment	-0.078	--	--	--
Work Stress	Organizational Commitment	-0.670	--	--	--
Emotional Intelligence	Organizational Commitment	0.483	--	--	--
Workload	Teacher Performance	-0.058	--	--	--
Work Stress	Teacher Performance	-0.199	--	--	--
Emotional Intelligence	Teacher Performance	0.290	--	--	--
Organizational Commitment	Teacher Performance	0.552	--	--	--
Workload	Teacher Performance	-0.058	Organizational Commitment	-0.043	-0.101
Work Stress	Teacher Performance	-0.199	Organizational Commitment	-0.370	-0.569
Emotional Intelligence	Teacher Performance	0.290	Organizational Commitment	0.267	0.557

Source: Processed Data, 2018.

The indirect effect of workload on teacher performance is $-0.043 = (-0.078 \times 0.552)$, while the effect of the total workload on performance is $-0.101 = \{(-0.058) + (-0.043)\}$. These results indicate that the total effect is greater than those in the direct effect. From this, it can be concluded that organizational commitment is able to mediate the effect of workload on teacher performance.

The indirect effect of work stress on teacher performance is $-0.370 = (-0.670 \times 0.552)$, so the total effect is $-0.569 = \{(-0.199) + (-0.370)\}$. These results show that the total value in the indirect effect is greater than those in the direct effect. From this, it can be concluded that organizational commitment is able to mediate the effect of work stress on teacher performance.

The indirect effect of Emotional Intelligence on teacher performance is $0.267 = (0.483 \times 0.552)$, while the total influence is equal to $0.557 = \{(0.290) + (0.267)\}$. These results indicate that the total value in the indirect effect is greater than the value in the direct effect. From this, it can be concluded that organizational commitment is able to mediate the effect of emotional intelligence on teacher performance.

The results of the descriptive analysis of the measurement model and SEM testing of Hypotheses 4 (four) to each SEM model provide interesting findings that provide important implications, both theoretically and practically for the development of human resource and organizational resources.

1. Description of Workload, Work Stress, Emotional Intelligence, Organizational Commitment, and Teacher Performance in Probolinggo District Education Office

The results of frequency distribution indicate that the workload carried out by teachers does not result in errors in the execution of tasks. A teacher can complete the work in accordance with the time limit specified by the institution. Every task that becomes the responsibility of the teacher is done in accordance with the time set by the institution. The teacher has good knowledge and skills in carrying out tasks and assignments outside of teaching, so teaching as their main duty does not become a burden. This is because the task given to the teacher is in accordance with the knowledge they possess, and the official assignments that become their responsibility are in accordance with the skills possessed.

Teacher performance shows that teachers who have teaching skills in accordance with their fields are able to use learning media and adjust subject matter given to students in accordance with the Learning Plan, academic schedule, the standard competency, and the syllabus. They can make a learning plan in accordance with the provisions of the school and the Education policy. They are also able to carry out an evaluation of a student's learning outcomes. It shows that the teacher has a good performance.

2. The Effect of Workload, Work Stress, and Emotional Intelligence towards Organizational Commitment

Empirically, Workload, Job Stress, and Emotional Intelligence are factors that influence organizational commitment in Probolinggo District Education Office. This finding also indicates that organizational commitment in Probolinggo District Education Office is influenced by various variables, such as Workload, Job Stress, and Emotional Intelligence. This result is consistent with the research conducted by Amelia, Utami, and

Prasetya (2015), which concluded that work stress has a negative and significant effect on organizational commitment.⁵

The workload is one aspect that must be considered by every organization because the perception of the workload can increase commitment/strong desire to remain a part of the organization where the teacher serves (Luthans, 2006: 249).

Stress has psychological consequences or results related to attitude, behavior, cognition, and physical health. Stress is negatively related to job satisfaction, organizational commitment, positive emotions, and performance, and is positively related to the rate of turnover caused by fatigue. Khatibi et al (2009) stated that stress experienced by organization members must be considered to control its effect on the intensity of commitment.

²
The impact of stress includes decreasing the level of job satisfaction, decreasing commitment and loyalty to the organization, and decreasing work productivity, resulting in the increase of absenteeism and turnover (Rulestari and Eryanto (2013: 22).

Job stress has a negative influence on organizational commitment. This means that between work stress and organizational commitment there is an inverse effect. If work stress increases, the organizational commitment will decrease. Vice versa, if stress decreases, the organizational commitment will increase. This is in line with the opinion of Meyer and Allen (1990) who said that stress related to work has an influence on organizational commitment. Teachers with low-stress levels have a high organizational commitment, even though the teacher has served longer and harder for the organization, compared to non-committed teachers.

Referring to the statement of Meyer et. al, (1990: 59), the relationship between emotional intelligence and organizational commitment is important to ensure that the organization is more organized. Meyer also emphasized the concept of emotional intelligence and organizational commitment.

3. The Effect of Workload, Work Stress, and Emotional Intelligence towards Teacher's Performance

The results of the study indicate that the Workload influences Teacher Performance. The description of a teacher's task transforms to be a workload when it has been expressed in units of time. Teacher's workload includes every time the teacher uses in various types of educational activities, both during teaching hours at school and outside school hours, from Monday to Sunday, and the proportion of time the teacher uses in various types of educational activities.

The relation between workload and performance is complex and limited to the pattern when workload increases then the performance drops. Performance can be affected by too high or too low workloads. The workload that does not meet the ability of teachers can result in the inability of the teacher to work properly or optimally. The results of this study support the results of research conducted by Madris (2009), which shows that the workload of civil servants has a positive and significant effect on teacher performance. The implication is that giving workloads to civil servants has a positive impact on performance.

Sasono (2004: 5) reveals that stress has positive and negative effects. The impact of positive stress at a low level to a moderate level is functional, in the sense that it acts as a driver for improving teacher performance. The negative impact of high levels of stress is a drastic decrease in performance.

According to Davis and Newstrom (2001: 201), if teachers do not get challenges in their work, their work performance will become low. The higher the stress due to work challenges, the more work performance will result. However, work stress also has the potential to reduce achievement. Everyone will react differently to various stressful situations. The work implementation depends on some stress, but the teacher must also know that in the organization, stress can also affect teacher performance.

Vice versa, work stress can have a negative effect. Stress can develop and result in the worker being sick, both physically and mentally, so that he cannot work optimally like before (AsharSunyoto, 2001).

4. The Effect of Organizational Commitment towards Teacher's Performance

Organizational commitment can encourage Teacher Performance in Probolinggo District Education Office, because without organizational commitment teachers do not have a strong sense of staying with the organization and achieving organizational goals, carrying out its duties and obligations in a modest manner, and not optimally.

Organizational commitment is not just membership, because commitment encompasses individual attitudes in achieving organizational goals effectively and efficiently. The administrative approach is more pressing on the orientation of achieving organizational goals in accordance with administrative principles. The demand for teacher professionalism which is getting higher and the minimum number of the teaching staff at educational institutions or schools will cause a lot of pressure that must be faced by the teacher. In addition to the pressure that comes from the work environment, pressure from the family environment and social environment also has the potential to create pressure that must be faced by the teacher. That pressure will affect emotions, the process of thinking, and changes in the condition of the teacher, with a sign of excessive anxiety.

Regarding loyalty in the organization to work, from the beginning teachers do feel loyalty and may become more emotionally attached to the organization, and they will be more committed to the organization. This shows that the attitude of teachers in organizational commitment is more appreciative of loyalty to the interests of the organization and the group than individual interests.

The results of this study support the research by Kristin and Sadjarto (2014) who examined the Relation of Organizational Commitment to Account Representative Employee Performance at KPP Pratama (Primary Tax Office) Surabaya Rungkut. The results of the study show that organizational commitment has a positive relationship with the performance of Account Representatives officers at KPP Pratama Surabaya Rungkut.

¹ **5. The Effect of Workload, Work Stress, and Emotional Intelligence towards Teacher's Performance through Organizational Commitment**

Workload, work stress, and emotional intelligence, both directly and indirectly, have an influence on the work of a teacher. The level of workload and the work stress on a teacher will have a negative impact, because of the higher the workload and work stress, the lower the teacher's performance, and vice versa. Both excessive workload (overload) and less workload (under load) have an adverse impact on the school.

The results of this study support the results of the research conducted by Said (2015), which shows that the effect of workload is negative and significant on teacher performance, positive competence, and also significant on teacher performance. Organizational commitment proved to give a moderation (strengthening) effect of workload on teacher performance, and organizational commitment was not proven to have a moderating effect on competence in teacher performance.

The results of this study support the results of research conducted by Amelia, Utami, and Prasetya (2015) which shows that work stress variables have a negative and significant effect on organizational commitment. This means that work stress has reverse and significant effect on organizational commitment. Job stress has a negative and significant effect on teacher performance, which means that when job stress increases, performance decreases, and vice versa. Organizational commitment has a positive and significant effect on performance.

These results are in accordance with the opinion of Streets (1985: 50), where organizational commitment in this sense covers at least three things, namely: identification or trust in organizational values, involvement or willingness to give the best for the sake of the organization, and loyalty or desire to remain a member of the organization.

If emotions are managed correctly, it will encourage teacher commitment to the organization. The success of a teacher's work is not only supported by intellectual ability but also supported by the ability to adjust emotions in dealing with someone and fully utilizing the potential of the teacher's talents (Goleman, 2001: 36).

The results of this study support the results of research conducted by Pramono and Suddin (2011), which showed that emotional intelligence has a positive and significant effect on teacher performance. This means that teachers who have high emotional intelligence can make their lives better and successful because teachers have confidence and ability to master their emotions. The commitments of teacher organizations at Christian Elementary School 1, Christian Middle School, and Christian High School in Purwodadi, Grobogan District, have a positive and significant effect on teacher performance. This means that the teacher has been highly committed to his organization so that he encourages himself to work well and professionally.

VI. Conclusion

The workload carried out by teachers does not result in errors in the execution of tasks. The teacher can complete the work in accordance with the time limit specified by the institution. Every task that becomes the responsibility of the teacher is done in accordance with the time set by the institution. The teacher also able to control emotions very well by recognizing his own feelings when the emotion arises, being aware of the emotions that were experienced, knowing the causes of those emotions, and understanding the quality, intensity, and duration of the ongoing emotion.

Empirically, Workload, Job Stress, and Emotional Intelligence are factors that influence organizational commitment. The influence of workload, work stress, and emotional intelligence variables on organizational commitment have a significant value. While the influence of workload and work stress on organizational commitment is negative. It means that when workload and work stress increase, then organizational commitment will decrease, and vice versa.

Workload influences Teacher Performance. The description of the teacher's task appears to be a workload when it has been expressed in units of time. Teacher's workload includes the time the teacher uses in various kinds of educational activities, both during teaching hours at school and out of the school hours.

Organizational commitment can encourage Teacher Performance because, without organizational commitment, the teacher will not have a strong sense of staying with the organization and achieving

organizational goals, as well as being modest and not optimal in carrying out their duties and obligations. Workload, work stress, and emotional intelligence, both directly and indirectly, have an influence on the work of a teacher.

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Workload, work stress, and emotional intelligence, both directly and indirectly, have an influence on the work of a teacher. Based on the results of the study, it appears that the parameters of work stress variables affect teacher performance through organizational commitment. Job stress has a direct influence on teacher performance, while the indirect effect is shown through organizational commitment. This shows that organizational commitment variables are able to mediate work stress variables on teacher performance. The direct effect of work stress on performance is smaller than the indirect effect through organizational commitment.

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