



Analysis of the Effect of Work Stress and Work Motivation on Lecturer Teaching Performance (Case Study at Mandiri Bina Prestasi Polytechnic)

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ABSTRACT

Mandiri Bina Prestasi Polytechnic at its inception in 2004 had its own charm, but since 2012 it has experienced a decline in public interest and trust and continues to decline until now. Internal problems are clearly visible, including low teaching performance both in the process of planning, implementing and evaluating learning. Lecturers seem to lack encouragement to carry out the learning process properly and there are symptoms of stress experienced by lecturers related to their work. Scientific studies are needed on the effect of work stress and work motivation on the teaching performance of lecturers at the Bina Prestasi Mandiri Polytechnic to be able to provide a solution for handling it using the approach used based on McClelland's theory. This study uses multiple linear regression to determine the effect of work stress (physiological, psychological, behavioral, work conflict, task characteristics, and influence of leadership), and work motivation (wages/salary, desire to progress, and need for affiliation). on the teaching performance of lecturers at the Mandiri Achievement Development Polytechnic. The subjects in this study were all permanent lecturers at the Bina Prestasi Polytechnic, totaling 48 people. This study proves that the teaching performance of lecturers at the Mandiri Bina Prestasi Polytechnic can be significantly influenced by work stress and work motivation at a significant level of 5%. Partially it was also found that work stress and work motivation each had a significant effect on the performance of the Bina Prestasi Mandiri Polytechnic lecturers, where work stress had an effect on work motivation. The variables of work stress and work motivation can explain 43.70% of their influence on the teaching performance variables of lecturers at the Bina Prestasi Mandiri Polytechnic while the remaining 56.3% is the influence of other independent variables not examined in this study.

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INTRODUCTION

As a system, higher education places lecturers as the main strategic element as implementers of higher education's three dharma processes, namely education and teaching, research, and community service. As mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, in article 1 paragraph 2, lecturers are declared as professional educators and scientists with the main task of transforming, developing and disseminating science, technology and the arts through education, research and service to Public.

The Ministry of Education and Culture's Directorate General of Higher Education (2021) outlines the main task of the lecturer is to carry out the tridharma of higher education. The implementation of the lecturer's main duties needs to be evaluated and reported periodically as a form of lecturer performance accountability to stakeholders. One of the higher education tridharma is Teaching. The teaching process at the Mandiri Bina Prestasi Polytechnic which includes planning, implementation and evaluation of teaching does not show any significant improvement and even tends to decrease. This can be seen from the lecturers who tend not to apply teaching media in accordance with SAP for those who are already available, as well as lecturers who rarely give structured assignments to students. In terms of teaching evaluation, the lecturers are also only partially involved. Make a grid of questions before the exam. The submission of grades is also often carried out by lecturers in an undisciplined manner, and only occasionally conducts formative assessments as feedback on student structured assignments.

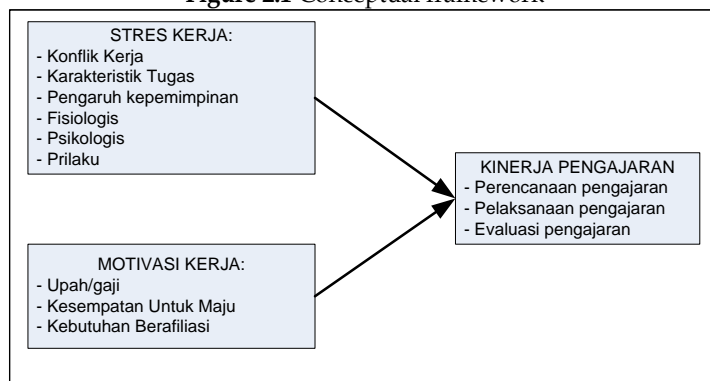
In terms of motivation, lecturers seem to lack the driving force to carry out the learning process properly. This can be seen from the emergence of the behavior of lecturers who only carry out their duties and responsibilities that only fulfill their teaching hours, do not care about whether the lessons they deliver can be digested and are able to teach students, and it is sufficient only with the grades given during the midterm and end of semester exams. The management policy that has not arranged retirement benefits is one of the lecturer's complaints that has the potential to trigger their work motivation. Lecturers also complained that the compensation received by lecturers was inadequate, as well as the lack of incentives received so that they seemed reluctant to work optimally on the grounds of an inadequate compensation structure.

Symptoms of lecturer work stress at the Mandiri Bina Prestasi Polytechnic can also be seen from the emotional level of several lecturers, seen through the negative reactions of lecturers, such as being impatient, both in socialization and when dealing with students in class, relatively irritable, sensitive or easily offended, and relatively sensitive to criticism aimed at him, and others.

RESEARCH METHOD

This type of research is descriptive quantitative, and the nature of the research is expansive survey which is based on observing the consequences that occur, and looking for factors that might be the cause through certain data. The study was conducted on 48 lecturers at the Mandiri Bina Prestasi Polytechnic, in other words a population (N) of 48 people was used in the research (census technique). The bigger the sample from the size of the existing population, the better, but there is a minimum limit that must be taken by researchers, namely as many as 30 samples (Cohen, et.al, 2017)

Figure 2.1 Conceptual framework



Data Analysis Method

To perform data analysis, multiple linear regression was used to find the effect of work stress and motivation on lecturer teaching performance with the following model:

$$y_1 = a + b_1x_1 + b_2x_2 + \varepsilon$$

Where:

- Y = Lecturer teaching performance
- a = constant (intercept)
- b_{1,2} = Koefisien Regresi Stres Kerja (X₁) Dan Motivasi Kerja (X₂)
- X₁ = Stres Kerja
- X₂ = Motivasi Kerja
- ε = Error

The effect of the independent variable on the dependent variable was tested with a level of confidence (confidence level) 95% or α is equal to 5%. Hypothesis testing will be carried out including simultaneous tests (F test), partial tests (t test) and measurement of the coefficient of determination (R² test).

RESULTS AND DISCUSSIONS

Respondents' Explanation of Work Stress Variable

Table 4.1 Respondents' Explanation of Work Stress Variables

Levels	Respondent Statement													
	Physiology		Psychology		Behavior		Conflict		Karak. Tgs		Leadership		Work Stress	
	Jl (org)	%	Jl (org)	%	Jl (org)	%	Jl (org)	%	Jl (org)	%	Jl (org)	%	Jl (org)	%
1	3	3,75	2	1,67	1	0,83	4	2,5	4	2,5	4	2,5	18	2,25
2	38	47,5	42	35	59	49,17	62	38,75	58	36,25	54	33,75	313	39,125
3	10	12,5	23	19,17	19	15,83	28	17,5	32	20	33	20,63	145	18,125
4	28	35	46	38,33	36	30	60	37,5	60	37,5	57	35,63	287	35,875
5	1	1,25	7	5,83	5	4,17	6	3,75	6	3,75	12	7,5	37	4,625
	80	100	120	100	120	100	160	100	160	100	160	100	800	100

Table 4.2 Respondents' Explanation of Work Motivation Variables

Levels	Respondent Statement							
	Wages/Salary		Ksemp. Up		b. Affiliate		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Totally disagree	19	11,88	9	5,63	3	3,75	31	7,75
Don't agree	41	25,63	46	28,75	13	16,25	100	25,00
Doubtful	43	26,88	74	46,25	45	56,25	162	40,50
Agree	45	28,13	27	16,88	18	22,5	90	22,50
Strongly agree	12	7,5	4	2,5	1	1,25	17	4,25
	160	100	160	100	80	100,0	400	100

Table 4.3 Respondents' Explanation of Teaching Performance Variables

Levels	Respondent Statement							
	Planning		Implementation		Evaluation		Teaching Performance	
	Freq	%	Freq	%	Freq	%	Freq	%
1	3	1.88	0	0	1	0.63	4	0.91
2	44	27.5	9	7,5	32	20.00	85	19,32
3	86	53.75	43	35,83	69	43,13	198	45.00
4	27	16.88	58	48,33	51	31.88	136	30,91
5	0	0	10	8.33	7	4.38	17	3.86
Total	160	100	120	100	160	100	440	100

Results of Multiple Linear Regression Analysis

The results of multiple linear regression coefficient tests on testing the first hypothesis which states that work stress and work motivation affect lecturer performance can be seen in table 4.4. the following:

Table 4.4 Multiple Linear Regression Coefficient Test Results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	std. Error	Betas
1 (Constant)	35,538	5,761	
Work_Stress (X1)	-.172	048	-.477
Motivation_Work (X2)	.335	.140	.316

a. Dependent Variable: Teaching_performance

Based on Table 4.4 above, the multiple regression equation in this study is:

$$\hat{Y} = 35.538 - 0.172 X1 + 0.335 X2$$

In this equation it can be seen that swork stress has a negative regression coefficient which proves that work stress can negatively affect the teaching performance of lecturers at the Mandiri Bina Prestasi Polytechnic. Work motivation has a positive regression coefficient which proves that its contribution is in the same direction as teaching performance at the Mandiri Bina Prestasi Polytechnic. This shows that the teaching performance of lecturers at the Mandiri Bina Prestasi Polytechnic can be influenced by work stress and work motivation.

Coefficient of Determination (R-Square)

The coefficient of determination (R²) is used to measure the influence of the independent variables of work stress and work motivation on variations in teaching performance at the Mandiri Bina Prestasi Polytechnic.

Table 4.5 Determination Coefficient Value

Model	R	R Square	adjustedR Square	std. Error of the Estimate
1	.661(a)	.437	.407	3.00479

a. Predictors: (Constant), Work_Motivation, Work_Stress

b. Dependent Variable: Performance_teaching

Based on Table 4.5, the coefficient of determination is 0.437. This shows that the variables of work stress and work motivation have the ability to explain their influence on the teaching performance variables of lecturers at the Mandiri Bina Prestasi Polytechnic of 43.7%. While the remaining 56.3% is the influence of other independent variables not examined in this study. These variables include capability variables, organizational culture, work environment and others.

Simultaneously Test

Multiple linear regression testing will be tested using 2 methods, namely the simultaneous test (F test) and the partial test (t test). The significance of the simultaneous effect of work stress (X1) and work motivation (X2) on teaching performance (Y) can be determined through the simultaneous test (F test), while the significance test of the effect of each variable of work stress (X1) and work motivation (X2) on performance teaching (Y) can be known through the partial test (t test). Simultaneous test results can be seen in Table 4.23. as follows:

Table 4.6 Simultaneous Test Results

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	259,436	2	129,718	14,367	.000(a)
	residual	334,064	37	9029		
	Total	593,500	39			

a Predictors: (Constant), Work_Motivation, Work_Stress

b Dependent Variable: Teaching_Performance

Based on Table 4.6 above, it is found that the Fcount value (14.367) is greater than the Ftable value = (3.252), and sig. α (0.000a) is smaller than alpha 5% (0.05). These data mean that this study rejects H0 and accepts H1. This means that work stress and work motivation simultaneously have a statistically significant effect on lecturer teaching performance.

Partial Test

The partial test results can be seen in Table 4.7. following:

Table 4.7 Partial Test

Model		t	Sig.
1	(Constant)	6.168	.000
	Stress_Work	-3,605	001
	Work motivation	2,385	022

a Dependent Variable: Teaching_Performance

From Table 4.7 above the following results can be obtained:

1). The tcount value for the work stress variable (-3.605) is smaller than the ttable value (-2.024) with degrees of freedom ($df=40-2=38$), or the sig. t for the variable work stress (0.001) is smaller than alpha ($0.05/2 = 0.025$). Based on the results obtained, it is concluded that H0 is rejected and H1 is accepted for the work stress variable. Thus, partially work stress has a significant effect on the teaching performance of lecturers at the Mandiri Bina Prestasi Polytechnic. 2). The tcount value for the work motivation variable (2.385) is greater than the ttable value (2.024), or the sig value. t for work motivation variable (0.022) is smaller than alpha (0.025). Based on the results obtained, H0 is rejected and H1 is accepted for the work motivation variable. Thus, partially, work motivation has a significant effect on the performance of lecturers at the Mandiri Bina Prestasi Polytechnic.

Effect of Job Stress on Teaching Performance

Partially, through the t test it has been proven that work stress has a significant negative effect on the teaching performance of lecturers at the Mandiri Bina Prestasi Polytechnic. Research from the National Institute for Occupational Safety and Health where lecturers and education are jobs that have a high level of stress. Lecturers as the main subject of education with managerial education job specifications that relate directly to humans with various backgrounds and characteristics, both colleagues, superiors and students that must be faced, of course, will be very vulnerable to work stress.

Lecturer work stress levels at the Mandiri Bina Prestasi Polytechnic are in the above average category. Lecturer work stress at the Mandiri Bina Prestasi Polytechnic also seems to have been going on for a long time, so even though it is not at a very high level, its continuation for a long time results in low teaching performance, where lecturers perceive every aspect as something that tends to be negative. This is in accordance with Higgins' theory (Robbins, 2017) based on research results stating that work stress at a certain level will stimulate the body to be able to increase its ability to react. However, if work stress is allowed to drag on, it can reduce performance levels. Robbins also stated that positive or negative work stress is related to the individual's perception of work stress. For individuals who see work stress as a positive thing, they will be able to manage their stress well and tend to improve their performance. Conversely, individuals who see work stress as a negative thing will not be able to manage their stress properly, and will tend to lower their performance.

Lecturer work stress when viewed from the causative aspect, namely work conflict, task characteristics and leadership influence, indicates that task characteristics and leadership influence are at a level above average. If it is broken down further, it is revealed that instructions that are not well organized, as well as lack of appreciation for the hard work of lecturers are the causes of high work stress in the aspect of task characteristics. Superiors lack of responsibility for teaching as a whole is also the cause of increased work stress in terms of leadership influence. Therefore policies are needed, including clarifying procedures related to teaching, implementing performance-based management, and strengthening management's contribution as the main person in charge of teaching.

From the results of multiple linear regression where the equation $\hat{Y} = 35.538 - 0.172 X_1 + 0.335 X_2$ is obtained. The regression coefficient of the work stress variable is negative, meaning that the lower the level of work stress, the higher the level of lecturer teaching performance. Conversely, the higher the work stress, the lower the teaching performance of lecturers at Mandiri Bina Prestasi Polytechnic.

Effect of Work Motivation on Teaching Performance

Apart from work stress, the partial test also showed that the teaching performance of lecturers was also positively and significantly affected by work motivation. In the description of the lecturer's work motivation, it can be seen that wages/salaries and opportunities to advance are at a low level of pension guarantees that have not been programmed, and opportunities for advancement are low, mainly due to the lack of opportunities to develop creativity, the lack of opportunities for a better life in the future and better positions.

From the results of multiple linear regression where the equation $\hat{Y} = 35.538 - 0.172 X_1 + 0.335 X_2$ is obtained. The variable regression coefficient of work motivation is positive. That is, the better the work motivation, the higher the level of teaching performance of lecturers. Conversely, the worse the work motivation, the lower the teaching performance of the lecturers at Mandiri Bina Prestasi Polytechnic.

The coefficient of work stress variable (X_1) = -0.172 means that every increase of 1 level of work stress will decrease 0.172 level of lecturer teaching performance assuming other variables are constant. While the coefficient of work motivation variable (X_2) = 0.335 means that every increase of 1 level of work motivation will increase 0.335 level of teaching performance assuming other variables are constant.

The value of R^2 is 0.437 which means that 43.7% of the variation in teaching performance can be explained by the variables of work stress and work motivation simultaneously. While 56.3% is the influence of other independent variables that are not included in this research model such as job satisfaction, physical conditions of work, job design, technical aspects, and economic aspects

CONCLUSION

Based on the results of the research and discussion described above, it is concluded that simultaneously and partially work stress and work motivation have a significant effect on teaching performance. It means, variable work stress and work motivation variables can determine teaching performance at the Mandiri Bina Prestasi Polytechnic. Linear regression with a negative coefficient of work stress variable means that the higher the work stress the lower the teaching performance. The coefficient of the work motivation variable is positive, meaning that the higher the work motivation, the higher the teaching performance at the Mandiri Bina Prestasi Polytechnic.

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