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WORK STRESS ON TEACHERS DURING DISTANCE LEARNING: WHAT IS THE PRINCIPAL'S ROLE

Distance learning has been implemented since the COVID-19 pandemic worldwide, including in Indonesia. The results of previous studies said that teachers were overwhelmed in carrying out their duties, the effect on work stress. This research was conducted on 98 teachers who ran online learning during the COVID-19 pandemic—collecting data using a work stress scale and an open-ended questionnaire. The results showed that the teacher's job stress was in the medium category. There are more male teachers in the high category than female teachers. Teacher problems are divided into three categories: problems with teachers, students, and technical support, triggering many impacts. The principal's role in overcoming the problems that arise is considered quite active, although some say that the principal is less concerned.

Based on the results of this study, it can be concluded that teachers experience work stress in the medium and high categories during online learning during the COVID-19 pandemic. Problems faced by teachers include problems originating from teachers such as the difficulty of time management, difficulty in evaluating learning outcomes, and feeling less than optimal in educating students, originating from students such as students ignoring assignments, not following Online class, students not being active.

Key words: work stress, distance learning, online learning, teacher stress, principal role, work from home, pandemic COVID-19.

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Қашықтан оқытудағы мұғалімдердің еңбек күйзелісі: директордың рөлі

Бүкіл әлемде, соның ішінде Индонезияда, COVID-19 пандемиясынан кейін қашықтан оқыту енгізілді. Алдыңғы зерттеулердің нәтижелері көрсеткендей, бұл кезеңде мұғалімдерге өз міндеттерін орындауға шамадан тыс жүктеме жүктелді, бұл еңбек күйзелісіне әсер етті. Бұл зерттеуге COVID-19 пандемиясы кезінде онлайн білім беретін 98 мұғалім қатысты. Зерттеу еңбек күйзелісі шкаласы мен ашық сауалнаманы қолдану арқылы жүргізілді. Алынған нәтижелер мұғалімдердің онлайн-тренинг кезінде орта санаттағы кәсіби күйзелісті бастан кешіргенін көрсетті. Әйел мұғалімдерге қарағанда ер мұғалімдерде стресс деңгейі жоғары болды. Стрестің дамуына ықпал ететін мұғалімдердің мәселелері үш санатқа бөлінді: мұғалімдермен, оқушылармен және техникалық қолдаумен. Сондай-ақ оқу орнының басшысы ретінде туындайтын мәселелерді шешуде директордың маңызды рөл атқаратынын зерттеу көрсетті.

Осы зерттеу нәтижелері бойынша мұғалімдер COVID-19 пандемиясы кезінде, онлайн оқыту кезінде орташа және жоғары санаттағы жұмыс стресін бастан кешіреді деген қорытындыға келді. Олар уақытты басқару қиындығы, оқу нәтижелерін бағалау қиындығы және оқушылардың тапсырмаларды елемеуі, онлайн сабаққа бағынбауы, оқушылардың енжарлығы нәтижесінде пайда болатын оқушының оңтайлы емес білім алуы сияқты қиындықтарға тап болды.

Түйін сөздер: жұмыстағы стресс, қашықтан оқыту, онлайн оқыту, мұғалімнің стресі, басты рөл, үйге жұмыс, COVID-19 пандемиясы.

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Трудовой стресс у учителей при дистанционном обучении: роль директора

Во всем мире, в том числе в Индонезии, дистанционное обучение было внедрено после пандемии COVID-19. Результаты ранее проведенных исследований показали, что учителя в этот период были перегружены выполнением своих обязанностей, что оказало влияние на рабочий

стресс. В данном исследовании приняли участие 98 учителей, проводивших онлайн-обучение во время пандемии COVID-19. Исследование проводилось с использованием шкалы рабочего стресса и открытого вопросника. Полученные результаты показали, что учителя во время проведения онлайн-обучения переживали профессиональный стресс средней категории. Учителя-мужчины переживали стресс более высокой категории, чем учителя-женщины. Все проблемы учителей, способствующие развитию стресса, были разделены на три категории: проблемы с учителями, учениками и технической поддержкой. Исследование также показало, что в преодолении возникающих проблем важную роль занимает директор, как руководитель учебного заведения.

По результатам данного исследования был сделан вывод, что педагоги при онлайн-обучении в период пандемии COVID-19 испытывают рабочий стресс средней и высокой категории. Они сталкиваются с такими проблемами – как трудности с управлением временем, трудности с оценкой результатов обучения и ощущение неоптимальности в обучении учащихся, возникающие из-за того, что учащиеся игнорируют задания, не следят за онлайн-классом, учащиеся неактивны.

Ключевые слова: стресс на работе, дистанционное обучение, онлайн-обучение, стресс учителя, главная роль, работа на дому, пандемия COVID-19.

Introduction

During the COVID-19 pandemic, the government enforced psychological distancing. It turned out to have an impact on the psychology of society in general, such as stress (Awalia et al., 2021; Hakman et al., 2021; Herdian et al., 2021; Muslim, 2020). Another study divides three types of stress that occur during the COVID-19 pandemic: academic stress, work stress, and family stress (Muslim, 2020). Academic stress is related to student and teacher activities related to education. Work stress is related to how problematic workloads and stress in the family are related to interactions between family members. What interests us is the work stress on teachers. Based on previous research reports said that teachers experience work stress at all levels of education (Indra et al., 2021; Nasution et al., 2021; Petrakova et al., 2021; Rafifah et al., 2021; Renny, 2020; Rumeen et al., 2021; Weken et al., 2020; Zahro & Megatsari, 2021).

Job stress on teachers is affected by administrative support, readiness to transition to distance learning, and technical and information resources (Petrakova et al., 2021). Other studies report that the work environment during the COVID-19 pandemic affects teacher work stress(Anita et al., 2021). The number of activities also influences teacher work stress during work from home, such as taking care of the family at home while teaching(Rokhani, 2020) and teaching methods that use technology (Renny, 2020). This, of course, makes it difficult for teachers to regulate concentration and time management so that, in turn, teachers experience work stress. The occurrence of work stress on teachers is an important problem that must be overcome because the stress that occurs on teachers is a widespread problem that has a negative impact on teachers, students, and schools, including the workload of school psychologists (Hagermoser Sanetti et al., 2021).

Based on the explanation above, it can be concluded that teachers' workload has increased during the COVID-19 pandemic. The workload faced by teachers causes work stress (Weken et al., 2020) and decreased motivation (Purwanto, 2020). If this continues, it will impact the performance and quality of education. School principals have an important role in overcoming these problems, especially in their management and leadership (Amini & Ginting, 2020). Leadership in schools will be able to overcome teacher problems, especially in their professionalism in maintaining the quality of education (Russamsi et al., 2020).

This study focuses on teacher work stress during the COVID-19 pandemic and its impact on teacher performance, besides how the principal manages to overcome the stress of the teacher's work. This research is important because the research report on the role of school principals during the COVID-19 pandemic only focuses on character education (Suhartinah, 2021), innovation and creativity of teachers (Kurniawan & Hasanah, 2021), school governance (Nadeak & Juwita, 2020) and teacher professionalism (Russamsi et al., 2020). To our knowledge, no research examines the role of school principals in dealing with teacher work stress, especially during the COVID-19 pandemic. Therefore the objectives of this study are: to describe teacher work stress during the COVID-19 pandemic, teacher problems and their impact on online learning during the COVID-19 pandemic, and how the role of school principals in overcoming teacher work stress.

Method

This research uses a mixed-method approach that is considered a good approach to explaining a phenomenon by using two types of research, namely quantitative and qualitative. The sequential explanatory method is used in this study. This approach has stages: first conducting quantitative research, analyzing the results, and then building the results to explain them in more detail with qualitative research(Creswell & Creswell, 2017). Quantitative data retrieval in this study was in the form of spreading the teacher's work stress scale. Furthermore, qualitative data retrieval using an open questionnaire to teachers and school principals. Data obtained from qualitative research serves to help explain in more detail the quantitative results, so it is important to tie or link the quantitative results with the collection of qualitative data(Creswell & Creswell, 2017; Leavy, 2017).

Participants

Incidental sampling was used in quantitative data collection because the research was still conducted in a COVID-19 pandemic condition. The number of participants in this study was 98 teachers aged 24 to 59 years. The female gender dominated the participants of this study, amounting to 68 teachers or 69.4%, while the male participants were 30 teachers or 30.6%.

Information about research informants in collecting qualitative data is presented in table 2. Based on the data presented in table 2. The informants consist of four principals and six teachers, so the total number of informants is ten people. Informants who work in state agencies dominate this research. Besides that, the categorization of work stress from each informant includes very high and very low, each with four informants, and medium and high categories of 1 informant each.

Table 1 – Qualitative Participants

Sex	age	Position	tier	Job Stress Category	Participants
female	55	Headmaster	Senior High School	very high	Participants 1
female	57	Headmaster	vocational senior high school	Tall	Participants 2
Male	56	Headmaster	junior high school	Currently	Participants 3
Male	51	Headmaster	senior High School	very low	Participants 4
female	27	Teacher	junior high school	very high	Participants 5
female	54	Teacher	junior high school	very high	Participants 6
female	45	Teacher	SMK	very low	Participants 7
female	44	Teacher	junior high school	very low	Participants 8

Measurement
Job Stress Scale

Quantitative data collection only uses one scale, namely work stress. The work stress scale used in this study uses the work stress scale developed by Parker & DeCotiis (1983), adapted for the Indonesian participant population by Dwiyanti et al. (2020). The work stress scale consists of 13 items arranged unidimensionally. This scale has alpha reliability of 0.88.

Open-Ended Questionnaire

Qualitative data collection uses open-ended questions to gain insight into information. Use this method to get responses spontaneously and avoid biases that may arise, such as suggested answers in other methods (Reja et al., 2003). The use of open-ended questions aims to explore the problems and impacts on work during the COVID-19 pandemic and how the role of the principal in overcoming these problems. Question points are in table 2.

Table 2 – Open-Ended Questions

Teacher	Headmaster
1. What problems did you find when carrying out your duties during the COVID-19 pandemic?	1. What problems did you find when leading teachers during the COVID-19 pandemic
2. Impact of the problem on your performance?	2. The impact of these problems on the effectiveness of learning
3. What is the role of the principal in overcoming the problems you are experiencing?	3. How do you deal with the teacher's problems?

Data Analysis

According to Creswell & Creswell (2017), the quantitative and qualitative databases were analyzed separately in a sequential explanatory approach, analysis of data from two different approaches in the form of a mixed method. Then the researcher combined the two databases in an integrated form called linking quantitative results with qualitative data collection. This study carried out quantitative data analysis using descriptive analysis and cross tabs. The analytical tool uses SPSS. Meanwhile, qualitative data analysis uses content analysis.

Result and discussion

The results of the quantitative descriptive analysis are presented in the form of empirical statistical categorization of the work stress scale. Figure 1. This shows that teacher work stress during the pandemic is dominated by the moderate category, which is 38 teachers—then followed by the high category of 25 teachers, low 18 teachers, very low 9 teachers, and very high with 8 teachers. Figure 1 also shows differences in work stress for men and women. However, because the sex data are unbalanced, no reasonable conclusions can be drawn. But we can see that male teacher have different ratios between low and high categories. The high category is more than the low category. It is different for female teachers who have balanced low and high categories.
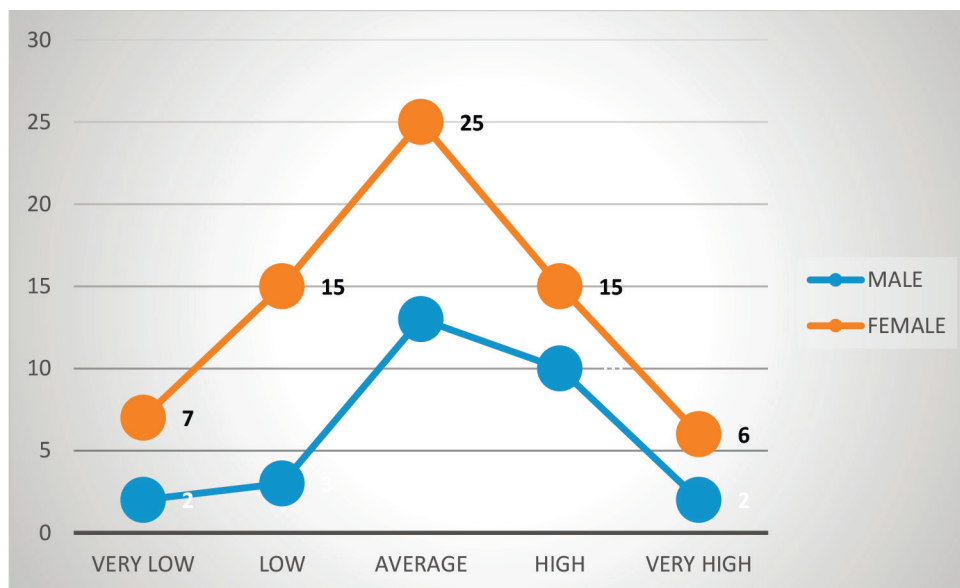

Figure 1 – Work stress among participants

The results of the open interviews are presented in table 3. Based on the results of extracting the open questionnaire data, it was found that the problems in online learning during the COVID-19 pandemic were related to limited teaching time, difficulties in dividing teaching time during work from home, technical constraints, student activity, and evaluation of learning outcomes. Based on these problems, a classification can be made based on the criteria for problems related to teachers (difficulty in time management between homework and office/school, difficulty in evaluating learning, and feeling less than optimal in educating students), students (students reporting assignments, not participating in learning activities, etc.) students are not active in the learning process) and technical (limited quota and network).

Table 3 – Results of Open Questions

INFORMANT	PROBLEMS	IMPACT
Informant 1	"Difficulty dividing work time at home and the office because everything is online."	"Being less than optimal
Informant 2	"Some students ignore their assignments and don't take online class with the excuse that there is no signal/no quota/no cell-phone/old school cell phone."	"It's a bit demoralizing when you meet a class where a lot of students ignore assignments and online class
Informant 3	"hard to rate"	"non-subjective value"
Informant 4	"Quota and network"	"Slowing down the learning process."
Informant 5	"The problem of students who are less active in attending lessons"	"My performance is getting better."
informant 6	"Student Activity Problems"	"Curriculum target not achieved."
informant 7	"Difficult to teach online."	"Less than optimal teaching"
informant 8	"As a teacher who teaches during a pandemic, the problem arises from the lack of opportunities to educate students optimally, due to limited time and face-to-face opportunities."	"I have to be more creative in my work, especially in educating students, so that these students will later become excellent cadres."

Based on the results obtained from the open questionnaire, the role of the principal is divided into two perspectives, namely the teacher's perspective, and the principal's perspective. Based on the teacher's perspective, four teachers said that the principal's role was to coordinate with teachers to overcome problems faced by teachers, provide solutions and support such as providing opportunities for teachers to participate in training, and distance learning costs such as internet quotas and school facilitation. The following is an excerpt from the results of the open questionnaire based on the teacher's perspective:

"Always coordinate with teachers to solve problems experienced by teachers and students."

Informant 5

"The principal always provides solutions and enthusiasm. including providing training opportunities and costs for distance learning, such as internet quotas and school facilities."

informant 8

We found another finding from one of the informants who said that school principals had less role in overcoming teacher problems when learning online during the COVID-19 pandemic. The results of the open questionnaire can be read in the following quote:

"Less role, less concerned with the difficulties experienced by teachers..."

informant 7

Based on the principal's perspective, we found only one result relating to the principal's role in dealing with the problem of teacher work stress. Informants as principals provide advice and encouragement to teachers in overcoming the problems found. Other findings that are not related to teacher work stress management are related to technical problems, and school principals provide internet quotas, as well as other policies such as allowing students to come to school to use school WiFi, use competent labs for online learning, and buy cellphones for online use from donations. The following is an excerpt from the results of the principal's perspective open questionnaire

"facilitating students who have difficulty learning online (quota/mobile/signal) by providing several solutions: students come to school so they can use school WiFi, students come to school to take online learning in the computer lab, all students are given a quota, students are bought cellphones from donation money."

Informant 2.

Referring to the 2018 Minister of Education and Culture, the duties of the principal include managerial. As explained by Triwiyanto (2015), the principal's managerial performance appraisal can be done through monitoring, evaluating, and reporting on each school program. The results of this study only reveal a little about the principal's managerial relationship with monitoring alone. This may be a limitation of our study. However, our findings also show that the principal's managerial in terms of monitoring is felt by the teacher as not optimal or has less role in overcoming teacher problems. Whereas empirically, it says that the principal managerial has been shown to influence teacher performance (Karweti, 2010). In addition, the principal, as the central

figure in the school, has great authority to manage by encouraging teachers and education personnel to work optimally (Triwiyanto, 2015).

The implications of this study are first related to the status of work stress on teachers. It is necessary to increase the ability of teachers to deal with work stress with several trainings such as coping with work stress management, work motivation, and so on. the second relates to the problems and impacts of problems found during online learning during the COVID-19 pandemic, teachers need to be equipped with skills to motivate students in learning, online class management. Besides that, it is related to technical problems. This may be found in every school that conducts online learning so that schools can provide their policies related to technical cases that require money. The third relates to the role of the principal in dealing with teacher work stress. Psychological support is needed in this case, such as motivating teachers, suggestions on any problems that cannot be solved individually, and other things that might be done, such as providing time for teachers to share experiences in overcoming problems. In addition, it is equally important that the principal needs to understand his role as the principal in charge of carrying out his managerial functions.

Conclusion

Based on the results of this study, it can be concluded that teachers experience work stress in the medium and high categories during online learning during the COVID-19 pandemic. Problems faced by teachers include problems originating from teachers such as the difficulty of time management, difficulty in evaluating learning outcomes, and feeling less than optimal in educating students, originating from students such as students ignoring assignments, not following Online class, students not being active in the learning process and techniques such as quotas. And limited network. The role of principals perceived by teachers is dominated by positive statements such as providing policies and morale for teachers. Still, it was also found that principals were less involved and less concerned about the problems faced by teachers. In addition, another informant's perspective of the principal said that the principal provided policies such as giving quotas and inviting students to use school facilities. The results of this study can be used as evaluation material for schools in overcoming problems found during distance learning.

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