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The Influence of Workload and Organizational Culture on Teachers' Work Stress Levels

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Abstract

This research aims to reveal the influence of workload and organizational culture on the work stress level of State Middle School teachers in South Solok Regency. The population in this study was 502 teachers at all-state junior high school teachers in South Solok Regency. The research sample consisted of 87 teachers using the cluster random sampling technique. The research instruments used are assessment scales and Likert scale model questionnaires, which have been tested for validity and reliability. Research data was analyzed using correlation and regression techniques. The results of data analysis show that workload influences teacher work stress levels by 12.1%, organizational culture influences teacher work stress levels by 22.2%, and workload and organizational culture jointly affect teachers' work stress levels by 32.6%. The achievement level for teacher work stress levels was 72.6% in the medium category. For workload, 71.60% was in the moderately burdened category, while for organizational culture, 74.71% of the ideal score was in the medium category.

Keywords
Organizational culture, teachers' work stress levels, workload

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Introduction

Stress is a feeling of pressure experienced by someone in facing their work. Feelings of pressure affect emotions, thoughts, and a person's physical condition. Stress that is not handled correctly will result in a person's ability to interact positively with their environment in the work and outside environment (Mangkunegara, 2012). An inverted U-shaped curve (inverted U) illustrates the relationship between stress and employee performance. At low levels of stress, employee performance is low. In this condition, employees have no challenges, and boredom arises from under-stimulation.

Along with the increase in stress to an optimal point, it will produce good performance. This condition is called optimal stress levels. This creates innovative ideas, enthusiasm, and constructive output at optimal stress levels. At very high levels of stress, employee performance is also low. In this condition, there is a decrease in performance. Excessive stress levels will cause employees to be in depressed condition because they are no longer able to cope with tasks that are too heavy (Wartono, 2017).

Stress does not only occur in employees but also occurs in teachers. Various conditions in the surrounding environment can trigger work stress experienced by teachers because of the profession involved. The results of previous studies explained that the teaching profession is associated with high stress levels experienced by teachers with time constraints, workload, and extracurricular obligations (Wolgast & Fischer, 2017). In addition, teaching is a challenging and demanding profession where teachers have several responsibilities, such as classroom management, lesson planning, participation in class, evaluating students, and managing various resources for learning (Goal, 2021).

Teaching is the most stressful job in Western and Eastern countries, such as Singapore, Malaysia, Japan, and China (Klassen et al., 2013; Zhang, 2016). This aligns with Nitta et al. (2018) that over the last ten years, around 5,000 public teachers in Japan per year took sick leave due to mental health. High levels of stress experienced by teachers can have an impact on school achievement that is less than optimal, including high levels of absenteeism, psychological fatigue, school atmosphere, and management of teacher behaviour (Collie et al., 2012).

Stress experienced by teachers also occurs in Indonesia. Nafs (2020) stated that teachers feel stress when there is pressure to make reports on student learning outcomes that will be reported to the principal. Besides, teachers feel stressed when dealing with unruly students and make letters of recommendation when they want to continue their education abroad. From these various situations, some teachers feel physical symptoms such as fatigue, dizziness, and irregular eating; even two out of five teachers often fall ill and choose to skip teaching. Teachers also experience an inability to deal with threats and work demands that come, resulting in teachers experiencing stress (Goal, 2021).

Teachers experience stress, which is also caused by an excessive workload. In addition, Goal (2021) mentioned that several teachers' work could cause teachers to experience stress. It was also supported by Abdullah and Ismail (2019), who documented that teacher stress can be caused by too much workload. Therefore, the higher the workload a teacher must carry, the greater the likelihood of work stress. Work stress can hurt teachers' mental and physical well-being, which, in time, can affect the quality of teaching and student interaction.

In addition to workload, organizational culture is an essential factor affecting teachers' work stress levels. Organizational culture is the beliefs and values that are firmly held by organizational members and used as behaviour guidelines (Siswadi et al., 2023). Organizational culture is critical because it will affect the expected results of the organization and become the foundation for carrying out activities in the school organization (Akpa et al., 2021). An organizational culture that does not support or create conflict can increase work stress levels.

Literature Review

According to Lazarus (2006), stress is a condition of tension that affects a person's emotions, thoughts, and physical condition. Stress that is not handled correctly usually results in a person's inability to interact positively with his environment, both in the sense of the work environment and its external environment. Mangkunegara (2012) stated that stress is a feeling of pressure experienced by employees in the face of work. This work stress appears from the syndrome, including unstable emotions, feelings of unease, like being alone, difficulty sleeping, excessive smoking, inability to relax, anxiety, tension, nervousness, increased blood pressure, and indigestion, according to Robbins (2015). Stress is a dynamic condition in which individuals face opportunities, obstacles, and desires, and the results obtained are essential but uncertain. According to Meijen et al. (2008), stress is an adaptive response to a situation that challenges or threatens one's health. People feel stressed because of too much work, incomprehension of working with too heavy a burden of information, or because they keep up with the times. From some of these expert opinions, stress is a feeling of pressure a person feels that impacts a person's psychological and physiological behaviour.

According to Suwatno and Priansa (2011), the workload is several activities that an organizational unit must complete, or an officeholder must systematically use job analysis techniques, workload analysis techniques, or other management techniques within a certain period to obtain information about the efficiency and effectiveness of an organizational unit's work. Moekijat (2010) stated that workload is the volume of work results or records of work results that can show the volume produced by several teachers in a particular section. The amount of work a group or person must complete at any given time or workload can be viewed objectively. Objectively, that is, the entire time used or the number of activities performed. At the same time, workload is subjectively a measure used by a person to express feelings of workload overload, a measure of job pressure and job satisfaction. Workload is a source of dissatisfaction caused by workload overload.

From some of the opinions above, it can be concluded that workload is the extent to which the individual capacity of the worker is needed to complete the task assigned to him, which can be indicated by the amount of work to be done, the time/limit that the worker has in completing his task, and the subjective view of the individual regarding the work given to him. A teacher has many obligations: preparing for classroom learning, delivering learning, conducting evaluations, enrichment, and making students with charity. These duties and responsibilities are by Law Number 14 of 2005 concerning Teachers and Lecturers, Article 35, Paragraph (1), which regulates the main activities of teachers and lecturers, which include planning learning activities, learning, conducting learning evaluation results, educating and guiding and training students, and performing several other additional tasks.

Organizational culture is the following norms, values, insurance, beliefs, philosophies, and habits: organizations developed over a long time by founders, leaders, and members of the organization that are socialized and taught to new members and applied in organizational activities to influence the mindset, attitudes, and behaviour of organizational members in producing products serving consumers and achieving organizational goals (Wirawan, 2012). Furthermore, Indrawijaya (2010) stated that organizational culture is the totality of values, norms, beliefs, and opinions that are professed and held in high esteem together by members of the organization, thus giving direction and pattern to (way of thinking, way of life) members of the organization, customs, and traditions. Additionally, according to Ilies and Metz (2017), organizational culture is the system of shared meanings shared by members that distinguish that organization from others. Therefore, every organization must have a distinctive culture as well. Organizational culture is also a system of values, norms, beliefs or ideologies, ways of thinking, and expectations that are shared and held firmly by members of the organization, superiors and subordinates (Gistituati, 2009). All in all, organizational culture is a combination of values, beliefs, meanings, and norms believed by members of the organization or group that are used as guidelines for the behaviour and problem-solving they face in the organization or group.

Methodology

Research design, site, and participants

This research used correlational quantitative methods with an ex post facto type. Ex post facto is conducted to examine an event and then look back to determine the factors that can cause the event. The population was all public junior high school teachers in South Solok Regency, consisting of 502 teachers from 32 public high schools. This research used the cluster random sampling technique. The sample used in this research was a public junior high school teacher in South Solok Regency with civil servant status. The sampling was based on predetermined population areas to determine which schools were used as data sources. Therefore, sampling can be done in clusters based on the location of public junior high schools

far from the city, in the middle of the city, and in the suburbs. In addition, the samples that have been clustered based on the location of the school are schools in the middle of the city consisting of SMPN 14, SMPN 03, and SMPN 01. Schools in the suburbs are SMPN 06, SMPN 17, and SMPN 28. Meanwhile, the schools are located far from the cities of SMPN 16, SMPN 08, and SMPN 26. Sampling is carried out randomly and considers strata based on the length of service and teachers' education level. Group strata consist of groups III and IV, while the working period is divided into <15 years and >15 years. Therefore, the sample size in this research was 87 respondents.

A hypothesis is a conjecture or temporary answer to a research problem whose truth must be tested through field research. Based on the theoretical research and framework of thought stated above, this research hypothesis can be formulated as follows:

1. There is an influence between workload and teacher stress levels.
2. There is an influence between organizational culture and teachers' work stress levels.
3. There is an influence between workload and organizational culture together on teachers' work stress levels.

Data collection and analysis

The instrument used in this research was a questionnaire with a Likert scale model with five alternative answers, namely 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, and 1 = Never. Before the questionnaire was used in this research, testing was carried out to determine the validity and reliability of the instrument. The results of the questionnaire in the trial showed that the research questionnaire was valid and reliable. A valid and reliable questionnaire is used to collect data in field research. Data collection was carried out in two ways, namely directly by handing questionnaires to respondents and using a Google form related to workload (X1), organization culture (X2), and teacher work stress level (Y). Research data was analyzed using regression analysis methods with SPSS Version 23 software. Data analysis included 1) descriptive analysis, 2) analysis of prerequisite tests: normality test, linearity test, multicollinearity test, and regression coefficient significance test, and 3) hypothesis testing by determining the level of influence through simple regression analysis and multiple regression.

Findings

Normality test

Normality tests on the variable of teacher work stress level (Y), teacher workload (X1), and organizational culture (X2) were carried out using the Kolmogorov Smirnov-Z technique (SPSS Program Version 24.00). Data can be generally distributed if K-S has a level of significance (Asymp. Sig) > 0.05; otherwise, if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed. The results of the examination can be seen in Table 1.

Table 1. *Normality test results summary*

Variables	K-S	*p*	alpha	Information
Teachers' Work Stress Levels	0.052	0.200	0.05	Normal
Teacher Workload	0.086	0.200	0.05	Normal
Organizational Culture	0.078	0.157	0.05	Normal

Note: (α = 0.05) and (n = 87)

Homogeneity test

Data homogeneity testing was carried out to determine the similarity of variance variable teacher work stress level (Y) for each independent variable group, which includes teacher workload (X1) and organizational culture (X2), to find out the use of the Levene test method. As a test criterion, if the significance value > 0.05, the variance of two or more data groups is the same.

The homogeneity test using the Levene test with the SPSS program version 23.00 by looking at the significance level value > 0.05 means that the research data comes from the same variance (homogeneous), and if the significance level value is < 0.05, it means that the research data comes from unequal variance (not homogeneous) as attached to the following Table 2.

Table 2. *Summary of homogeneity test results*

Variables	Levene Statistics	df1	df2	Sig	Information
Workload	1.784	20	48	0.058	Homogeneous
Organizational Culture	1.162	22	57	0.317	Homogeneous

Based on Table 2, the results of the analysis of teacher work stress level (Y), which includes teacher workload (X1) and organizational culture (X2), are homogeneous. It means that the variance of group Y data over X1 and X2 is homogeneous, or the homogeneity requirement is met.

Linearity test

This regression line test was conducted to see whether the data of the teacher workload variables (X1) and organizational culture (X2) tended to form a linear line against the variable level of teacher work stress (Y). The decision about whether the linear regression line is tested by the F test with a significance level of 0.05. If the significance value of F is more significant than alpha 0.05, it means a linear regression line. Still, if the significance value of F is less than

alpha 0.05, the regression line is not linear. The results of the linearity test between X1 and X2 against Y are presented in Tables 3 and 4.

Table 3. *Summary of analysis results of x1 linearity test against y*

Sources	Sum of Squares	k	RJK	F	*p*
Deviate	10907.325	51	213.869	1.106	0.383
In Groups	6575.167	34	193.387		
Total	18859.402	85			

Table 3 shows that F = 1.106 with p = 0.383 ($p > 0.05$). It means that the regression equation is linear.

Table 4. *Summary of analysis results of x2 linearity test against y*

Sources	Sum of Squares	dk	RJK	F	*p*
Deviate	3941.278	28	140.760	0.755	0.790
In Groups	10630.306	57	186.497		
Total	18859.402	85			

Table 4 shows F = 0.755 with p = 0.790 ($p > 0.05$). It means that the regression equation is linear.

Multicollinearity test

The multicollinearity test states that the free table (independent) must be free from the symptoms of multicollinearity (symptoms of correlation between independent variables) to test whether the presence or absence of multicollinearity can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1. The results of the multicollinearity test can be seen from the following Table 5:

Table 5. *Multicollinearity test*

Variables		Collinearity Statistics	
		Tolerance	VIF
1	X1 (Workload)	1.000	1.000
2	X2 (Organizational Culture)	1.000	1.000

From Table 5 above, the workload variable has a VIF value of 1.00 and a tolerance of 1.000, and organizational culture has a VIF value of 1.000 and a tolerance of 1.000. This means that the VIF (Variance Inflation Factor) value of both independent variables is < 10 and the tolerance value > 0.1; thus, it means no multicollinearity problem or no relationship between fellow independent variables, namely workload and organizational culture.

Hypoplant test

The effect of workload on teachers' work stress levels

The first hypothesis tested in this research was "teacher workload affects teacher work stress levels." A simple correlation analysis is used to determine the effect of teacher workload on teacher work stress levels. According to the calculation results, the correlation coefficient of workload with the level of teacher work stress is 0.349. A summary of the analysis results can be seen in Table 6.

Table 6. *Summary of the results of the correlation analysis between workload variables (x1) and teacher work stress level (y)*

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Sig.
rx1y	0.349	0.121	0.009

The calculation results in Table 6 show that the correlation coefficient (ry1) = 0.349 with = 0.000 < 0.05. It means a significant relationship exists between teacher workload and work stress levels. The coefficient of determination (r2) is 0.121. It means that the influence of teacher workload on teacher work stress levels is 12.1%. This figure of 12.1% is obtained by applying the formula proposed, which states that the value of the influence of an independent variable on the dependent variable can be known by doing calculations using the following formula: KP = r2 x 100%, so KP = 0.121 x 100% = 12.1%.

A simple regression analysis was conducted to determine whether the predictive relationship between workload and teacher stress levels was carried out. The research results obtained the regression equation $\hat{Y}$ = 158.028 + 0.159 X1. This equation is then tested for meaning. The calculation results can be seen in Table 7.

Table 7. *Summary of the results of the regression analysis of workload variables (x1) to the teacher's work stress level (y)*

Sources	Sum of Squares (JK)	Dk	Average Number of Squares (FSR)	F count	Sig.
Regression	1376.910	1	1376.910		
Residue	17482.92	85	205.676	0.707	0.001
Total	18859.402	80			

The calculation results of Table 7 above show that F count = 0.707 with the significant level = 0.001 < 0.05. It means that the regression equation $\hat{Y}$ = 139.499 + 0.180 X1, significant in 95% confidence, can predict teachers' occupational stress levels. Furthermore, a test of the meaningfulness of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 8.

Table 8. *Summary of workload regression coefficient test results (x_1) to teacher work stress level (y)*

Sources	Coefficient	*t*	Sig.
Constanta	139.499	21.550	0.000
Teacher Workload	0.180	2.578	0.001

Table 8 shows that the resolution coefficient is 2.578, and the significance level is 0.001. It means that the regression coefficient = 0.180 is significant and can be used to predict teachers' work stress levels. Furthermore, the workload factor has an important predictive power on the level of teacher work stress. The influence of workload on the work stress level of public junior high school teachers in South Solok Regency is 17.3%.

The influence of organizational culture on teachers' work stress levels

The second hypothesis tested in this research was "organizational culture on teachers' work stress levels." A correlation analysis is first performed to test this hypothesis, followed by a simple regression analysis. According to the calculation results, the correlation coefficient of organizational culture is 0.472. The results of the correlation analysis of organizational culture scores to teachers' work stress levels can be seen in Table 9.

Table 9. *Summary of the results of the correlation analysis of the score of organizational culture variables (x2) with the level of teacher work stress (y)*

Correlation	Correlation Coefficient *(r)*	Coefficient of Determination *(r2)*	Sig.
(ry2)	0.472	0.222	0.000

The calculation results in Table 9 show that the correlation coefficient (ry2) = 0.472 with = 0.000 < 0.05. This means a significant relationship exists between organizational culture and teachers' stress levels. The coefficient of determination (r2) is 0.222. This means the organizational culture affects teachers' work stress levels by 22.2%. This figure of 22.2% is obtained by applying the formula proposed, which states that the value of the influence of an independent variable on the dependent variable can be known by doing calculations using the following formula: KP = r2 x 100%, so KP = 0.222 x 100% = 22.2%.

Table 10. *Summary of the results of the regression analysis of organizational culture (x2) and teacher work stress level (y)*

Sources	Sum of Squares (JK)	Dk	Average Number of Squares (FSR)	F count	ρ
Regression	42878.19	1	4287.819		
Residue	14571.583	85	171.430	25.012	0.001
Total	18859.402	86			

The calculation result of Table 10 above shows that F count = 25.012 with the significant level = 0.001 < 0.05. The regression equation $\hat{Y}$ = 44.006 + 0.155 X2, significant in 95% confidence, can predict teacher stress levels. Furthermore, a test of the meaningfulness of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 11.

Table 11. *Summary of organizational culture regression coefficient (x2) test results on teacher work stress level (y)*

Source	Coefficient	*T*	Sig.
Constanta	44.006	2.767	0.007
Organizational Culture	0.155	5.001	0.000

Table 11 shows that the t-regression coefficient is 5.001, and the significance level is 0.000. It means that the regression coefficient = 0.777 is significant and can be used to predict teachers' work stress levels. After examining the results of the above analysis, the research hypothesis

that states "organizational culture affects the level of teacher work stress" can be accepted at a confidence level of 95%. Furthermore, it can be interpreted that organizational culture factors have significant predictive power on teachers' work stress levels. The influence of organizational culture on the work stress level of public junior high school teachers in South Solok Regency was 27.7%.

The effect of workload and organizational culture on teachers' work stress levels

The third hypothesis tested in this research is that "workload and organizational culture affect the teacher's work stress." This hypothesis is tested by multiple correlation analysis. After analysis, a double correlation coefficient of teacher workload and organizational culture was obtained with the teacher's work stress level of 0.571. The calculation results can be seen in Table 12.

Table 12. *Summary of the results of the correlation analysis between workload variables (x_1) and organizational culture (x_2) on teacher work stress level (y)*

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Sig.
Ry1.2	0.571	0.326	0.000

The calculation results in Table 12 show that the correlation coefficient (Ry1.2) = 0.571 with = 0.000 < 0.05 and a coefficient of determination of 0.326. The workload and organizational culture's influence on teachers' work stress levels is 32.6%. This figure of 32.6% is obtained by applying the formula proposed, which states that the value of the influence of an independent variable on the dependent variable can be known by doing calculations using the following formula: KP = r2 x 100%, so KP = 0.326 x 100% = 32.6%. Thus, the workload and organizational culture significantly relate to teachers' work stress levels.

Table 13. *Summary of regression analysis results between workload variables (x1) and organizational culture (x2) on teacher work stress level (y)*

Sources	JK	Dk	RJK	F_{count}	Sig.
Regression	5636.293	2	2818..46		
Residue	13223.109	84	157.418	17.902	0.000
Total	18859.402	86			

Table 13 shows that F count = 17.902 with = 0.005 < 0.05. This means that the regression equation $\hat{Y}$ = 60.369 + 0.070 X1 + 0.149 X2 is significant at a 95% confidence level and can predict teachers' work stress levels. Furthermore, a test of the meaningfulness of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 14.

Table 14. *Summary of results for workload regression coefficient test (x_1) and organizational culture (x_2) to teacher work stress level (y)*

Sources	Coefficient	*T*	Sig.
Constanta	60.369	3.719	0.000
Workload	0.070	2.927	0.014
Organizational Culture	0.149	5.202	0.000

Table 14 shows that the t-coefficient of workload regression is 0.070, and the level of dignity is 0.014, while the t-coefficient of organizational culture is 5.202, and the significance level is 0.000. This means that the regression coefficients of 0.070 and 0.149 are significant and can predict teacher stress levels.

The regression equation model $\hat{Y}$ = 60.369 + 0.070 X 1 + 0.149 X2 explains that the direction coefficient X1 is 0.070 and the direction coefficient X2 is 0.149. This means that every increase in workload (X1) by one scale will affect the increase in the value of teacher work stress level (Y) by 0.070 scales, and the increase in organizational culture (X 2) by one scale will affect the increase in teacher work stress level (Y) value of 0.149. Previously, the value of the teacher's work stress level was already at a constant of 60.369 scales without the influence of the two predictors; for example, suppose it is known that the workload score and organizational culture are each 100 scales; then the value of the teacher's work stress level can be predicted at 60.369 + 0.070 x 100 + 0.149 x 100 = 82.269.

Based on the test results above, the third hypothesis that teacher workload and organizational culture affect teacher work stress can be accepted at a confidence level of 95% and an influence of 32.6%. At the same time, 67.4% was determined by other factors not included in the research.

Discussion

Based on the results of data analysis and the level of achievement of the response of public junior high school teachers in South Solok Regency in general, the variable level of teacher work stress is at the level of achievement of 80.66% with a "good" interpretation of. The teacher's workload is at 80.79% with a "good" interpretation; then, the organizational culture variable is at the level of achievement of 80% with a "high" interpretation. This research's findings differ from the initial observations that researchers make. Initial observations found that the professional competence of public junior high school teachers in the Padang Barat sub-district was still not well implemented. The difference in research findings with initial observational findings occurs because the measurement results made based on observations alone or without valid and reliable instruments are not strong enough

to be used as a basis for generalization, so it is necessary to conduct systematic research by procedures, to obtain empirical proof and truth.

The data analysis and hypothesis analysis results show that all three hypotheses tested by this research are acceptable. The data analysis results show that workload significantly affects teacher work stress levels by 12.1%. Organizational culture significantly impacts teacher work stress levels by 22.2%, and teacher workload and organizational culture, individually and group, considerably influence the work stress level of public junior high school teachers in South Solok Regency by 32.6%. Below is the figure of the research findings.

Figure 1. *The figure of the research findings*

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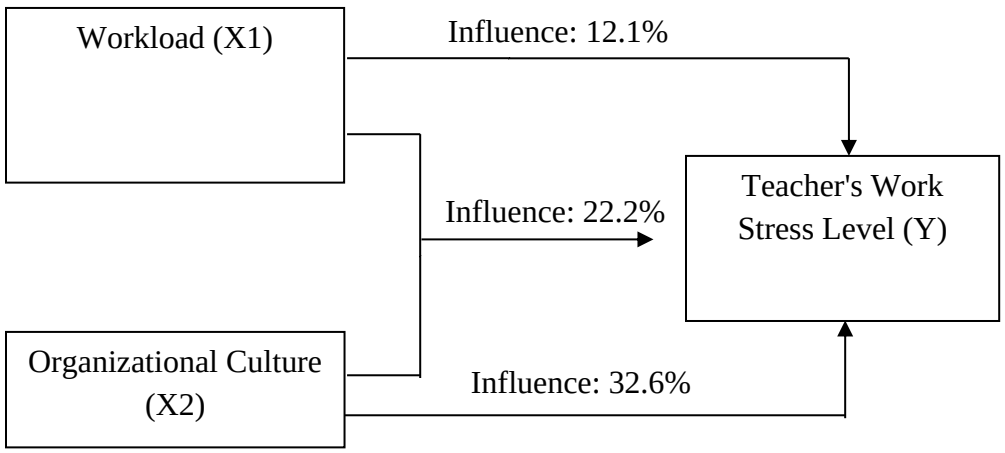

The effect of workload on teachers' work stress level

Based on the research results, the workload variable significantly affects the teacher's work stress level by 12.1%. This means that the effect of workload can be used as a tool to see how high the level of work stress experienced by teachers. In other words, teacher workload affects work stress by 12.1% and 87.9% is influenced by teacher motivation factors, work performance, and others.

This is in line with the results of research in the form of a work dynamics questionnaire given to 487 respondents from teachers domiciled in Central Java Province consisting of 4 items, namely, the definition of work stress, the main factors causing work stress, coping stress, the impact from stress. The answer to the definition of work stress, with the highest percentage rate of 30.60%, is that work stress is experiencing work burnout. For factors causing work stress, the highest percentage rate of 33.61% of teachers answered that it was because of workload. Then, with the highest percentage level of 50.19% for coping with stress, it is

essential to do positive activities. Meanwhile, 55.44% of teachers answered that body condition disruption was an impact of work stress.

Additionally, Safitri (2020) showed that workload has a relationship with work stress, where aspects that have a relationship include aspects of tasks, time and normal circumstances or conditions. Furthermore, according to Szymkowiak (2021), teachers tend to experience fatigue, dizziness and headaches if facing wayward students, administrative tasks that accumulate and must be completed immediately, and teachers tend not to master information technology. From some of the research results above, it can be concluded that workload affects teacher work stress. The influence is from the place, form of workload and condition or completeness of facilities and infrastructure in the school.

The influence of organizational culture on teachers' work stress levels

Based on the research results, it was found that organizational culture variables affect the level of teacher work stress by 22.2%. This means that the influence of organizational culture can be used as a tool to see how high the level of work stress experienced by teachers. In other words, organizational culture affects work stress by 22.2%, and different factors influence it by 77,8%.

The results of this research are relevant to Lee and Jang (2020), who stated that organizational culture directly affects job stress. That is, a conducive school culture can reduce teacher work stress. Lee and Jang (2020) stated that from an organizational point of view, management might not worry if its employees experience mild stress. The reason is that certain levels of stress will have a positive effect because this will urge them to do their tasks better. However, high stress levels or prolonged mild stress will weaken the organizational culture. From the description above, work stress is influenced by organizational culture.

Furthermore, Anra and Ekawarna (2021) stated that the analysis using analytical techniques produced a moment A value (R) of 0.685, analytical techniques analysis produced a moment A value (R) of 0.685, indicating a significant relationship between organizational culture, the higher the employee's work stress, and vice versa; the lower the work stress, the higher the employee's organizational culture.

Putranto (2013) found various kinds of behaviour in coping with stress. Javanese teachers carried out positive activities, such as refreshing or vacationing, resting, other positive activities, eating, introspection, finding solutions, positive thinking, religiosity (being patient, sincere, praying, and more profoundly remembering God), increasing focus by not delaying work and staying focused on work, and doing work variations. In addition, Unal (2000) stated that teachers in Turkey cope with stress by reducing learning, increasing sports hours, and integrating social and cultural activities. From some of the above research, it can be concluded that organizational culture affects teacher work stress. This organizational culture includes carrying out positive activities, cultural activities, and frequency of social interaction.

The effect of workload and organizational culture on teachers' work stress levels

Based on the research results, the workload variables and organizational culture significantly affected the level of teacher work stress by 32.6%. This means that the influence of workload and organizational culture can be used to see how high the level of work stress experienced by teachers. In other words, the teacher's workload of 67.4 is influenced by teacher motivation factors, work performance, and others. This is relevant to Pitaloka and Hsieh (2015), that stated the impact of stress is that Javanese teachers experience impaired body conditions, disorders at work, and disruption of social relationships. Therefore, work stress affects physical, psychological and behavioural conditions. If this is allowed to eat, it will result in changes in health and mental disorders.

Conclusions

The following are the conclusions of the research results based on the results of research and discussion in Chapter IV:

- The level of work stress of teachers at public junior high schools in South Solok Regency, seen from physical symptoms, psychological symptoms, and behaviour, obtained an achievement rate of 72.06%. This is in the "high enough" category.
- The teachers' workload in public junior high schools in South Solok Regency is seen from planning lessons, learning, conducting evaluations, guiding and training students and carrying out additional tasks, obtaining an achievement level score of 50.11%. This is in the "high enough" category.
- The organizational culture of public junior high schools in South Solok Regency, seen from familiarity, trust, togetherness, cooperation and equality, obtained an achievement level score of 69.19%. This is in the "Medium" achievement category.

Workload and organizational culture together affect work stress by 32.6%. An organizational culture with a medium category result in a more significant workload, so it can increase the percentage of work stress, which is also greater.

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