HARDINESS AS A MODERATOR EFFECT OF WORK ENVIRONMENT TOWARDS JOB SATISFACTION

ANAS SIHATUL IFFAH [a], BILQIS LIBRIZKY [a], LATIPUN [b]

[a] Master of Science Psychology Students, *University of Muhammadiyah Malang East Java, Indonesia*
[b] *Lecturer in Psychology and Science Profession, University of Muhammadiyah Malang East Java, Indonesia*

Abstract

Feeling satisfaction at work is one of the most important things that must be felt by every worker. The work environment is also one of the contributing factors. So this study aims to test hardiness as a moderator of the influence of the work environment on job satisfaction on teachers. The number of subjects in this study were 76, ages ranging from 20-51 (M = 25.48 SD = 5,732), marital status (married = 40.4%, unmarried = 59.6%) Final education status (S1 = 79.8% S2 = 2.2% S3 = 2.2% SMK = 1.1%). This study uses The Teacher's Perceived Work Environment (TPWE) Scale, Job Satisfaction Survey (JSS), Hardiness Scale with Process v3.4 Hayes analysis of SPSS 21 applications. The results of the regression test show that the hardiness personality plays a role in influencing the work environment on the job satisfaction and is constantly able to improve the work environment and stabilize job satisfaction with teachers.

Keywords: *Job satisfaction, Work environment, Hardiness*

1. INTRODUCTION

One of the essential things in a job is being able to feel job satisfaction, especially in the teaching profession (Knigama, Selvabaskar, Surulivel, Alamelu, & Joice, 2004). The lack of motivation and job satisfaction among teachers due to inadequate salaries and adverse environmental conditions in their workplaces. If middle school teachers are well paid, they can work even harder (such as research subjects) to ensure that they have projects to stimulate working environments (Okonkwo & Obineli, 2011).

Job satisfaction is one of the factors affecting performance. Demands to be professional teachers and discrimination between honorary teachers and permanent

Corresponding author: Bilqis librizky

E-mail address: bilqislibrizky10@gmail.com

teachers cause problems that can affect job satisfaction (Mbogo, 2015). Teachers' job satisfaction is an unavoidable phenomenon in the school environment. Teachers are motivated and strengthened their careers when they could carry out quality work at school. Dealing with workloads that are too heavy and deadlines that are not possible to achieve causes job satisfaction eroded even for the most dedicated employees (Nganzi, 2013). According to As'ad (1995), job satisfaction for teachers as educators is needed to improve their performance. Work satisfaction is directly affected by various psychosocial and work environment factors such as the workplace, social support, and that the rewards do not increase the level of employee dissatisfaction (Sell & Bryan, 2011).

A supportive work environment can help workers perform regular tasks effectively, making workers use the best of their knowledge, skills, competencies, and resources available to provide high-quality services (Leshabari, Mohandwa, Mwangu & Mbembati, 2008). Other findings reveal that lighting, noise, colour, and air quality have an impact on employee productivity (Sarode, Anil, & Shirsath, 2014). The setting of a physical work environment can have an impact on the level and nature of social interaction between workers. The design of open-plan offices, for example, and other aspects of physical layout can determine the types of interactions that can occur (Sundstrom & Sundstrom, 1986). Physical work environments, such as hot air, noise, and lighting affect some psychological processes both directly and indirectly, for example, noise can damage the cognitive performance of several types of tasks, thus impacting job satisfaction (Banbury, Simon & Berry, 1998).

Hardiness as a moderator in the relationship between structural and psychological empowerment to burn out in middle managers (Calvo & Garcia, 2017). Hardiness is a moderator between the big five models (extraversion, emotional stability, conscientiousness, agreeableness, and openness) and work effort. If there is a role of hardiness as a moderator like the above results (Tejedor, Beltrán, Grau, & Mangas, 2015), then the purpose of this study is to test hardiness as a moderator of the effect of the work environment on job satisfaction on teachers.

Job Satisfaction

Job satisfaction is a general attitude towards one's work as the difference between the number of rewards received by workers, and the amount believed that should be received (Robbins, Judge, 2008). Individuals with high levels of job satisfaction will have positive feelings about their work, while individuals who are dissatisfied with their work will have negative feelings about the work they lead (Robbins & Judge, 2008). One of the effects of work dissatisfaction is that individuals are less committed to their work and appear to withdraw from company activities by not attending (Robert, Mathis & John, 2010). It has been identified that absenteeism, irregularity, and lack of commitment are all effects of low job satisfaction (Bennell & Akyeampong, 2007).

Research (Nobi, Raheem, & Jamal, 2003) about the work satisfaction of 236 teachers in secondary schools, revealed that female teachers tended to be more satisfied compared to male teachers. Teachers who work in government schools show higher satisfaction than teachers who work in private schools.

Work Environment

The work environment is also one of the factors that contribute to achieving job satisfaction. Employees must also be able to ensure the quality of their work; to achieve company standards, employees need a work environment that allows them to be able to perform their work freely without any problems that could hold back their potential (Raziq, & Maulabakhsh, 2014). The work environment relates to space, physical layout, noise, tools, materials, and colleague relations; the quality of all of them has an impact on employee performance (Tyssen,. & Hadayana, 2005). People prefer the work environment to be seen as valuing their results, and that such an environment increases workers' trust in future work (Brown, & Sessions, 2003).

The study (Muhammad, Rehaman, & Ahmed, 2015) examined the level of job satisfaction and teacher associations between teacher freedom, teacher involvement, management policy, colleague relations, and employer-employee relations with job satisfaction at university teachers. It was concluded that there was a positive and robust relationship between work environment and teacher job satisfaction. It was proven that the supervisor-employee relationship had a higher impact on teachers' job satisfaction. Management policies and teacher freedom also have a significant impact on teacher job satisfaction but are smaller than supervisors and employee relations. Teacher involvement and colleague relations have a lower influence on teacher job satisfaction.

Hardiness

Some concepts that affect job satisfaction are individual personality, gender, education, age, level of work, work environment, work loyalty, employee empowerment, and turnover (Franek, & Vecera, 2008). Hardiness personality is a type of personality that tends to perceive or view life events that have the potential to bring pressure as something that is not too threatening. Hardiness is considered to be able to control individuals in dealing with stress that is being experienced in the work environment to survive (Kobassa, Sanders, & Suls, 1982). Hardiness, namely hardiness which is considered to be the uniqueness of the so-called existentialist as existential courage (Maddi, 2004). Seeing potential stressful events as meaningful and exciting (called commitment), seeing the self capacity of changing circumstances (called control), and see changes as usual and as opportunities for growth (called challenges) (Kobasa, 1982).

Resilient individuals can increase the tendency to interpret stressful situations as challenging, so they do not consider a problem as a threat. They have a higher sense of commitment to their work, a high sense of self-control over their lives, and

evaluate pressure as a potential opportunity for change (Kobassa, Sanders, & Suls, 1982). In particular, hardiness emerges as a pattern of attitudes and strategies that together facilitate changing the stressful situation from potential disasters to growth opportunities. The aspects of hardiness include commitment, control, and challenge. Individuals who have the nature of hardiness tend to see life as an ever-changing phenomenon that triggers them to learn and change (challenges) and think that through this developmental process, they can work on change in ways that turn them into experiences who satisfies (controls). They also share this effort and learning in a way that supports essential people and institutions in their lives or commitment (Maddi, 2013). In principle, one's perception of self and their ability to control emotions and a sense of personal responsibility makes that person feel job satisfaction and react to it (Card, Mas, Moretti, Enrico, 2014).

2. OBJECTIVE AND HYPOTHESES

2.1. OBJECTIVE

The purpose of this study is to test hardiness as a moderator of the effect of the work environment on job satisfaction on teachers.

2.2. HYPOTHESES

Hardiness acts as a moderator between the influence of the work environment and job satisfaction on teachers.

3. METHOD

The number of subjects in this study was 76, sampling using random sampling techniques in honorary teachers, and to fill the scale of researchers using Google forms. Age from 20-51 (M = 25.48 SD = 5,732), marital status (married = 40.4%, unmarried = 59.6%) Final education status (S1 = 79.8% S2 = 2.2% S3 = 2.2% SMK = 1.1% %).

3.1. Instrument

Work environment - The Teacher's Perceived Work Environment (TPWE) Scale (Wong, Yau-ho. 2015). Statements on this scale consist of 15 favorable items and 10 unfavorable items so that all statements on this scale total of 25 items. Each item has 7 Likert scale categories. Give a range of 1 to 7 where number 7 indicates agreement, and number 1 indicates disagreement (e.g., Class has good light). This scale was adapted using Indonesian with a reliability value (Cronbach alpha) of 0.999.

Job satisfaction- Job Satisfaction Survey (JSS) (Richard, 2011) consists of 30 items to measure the extent of individual satisfaction at work. Each statement has two categories of answers, namely, Yes or No. Individuals who answer "Yes" will get 2 points while individuals who answer "No" will get 0 point (e, g. I am excited when leaving for work). This scale was adapted using Indonesian with a reliability value (Cronbach alpha) of 0.999.

Hardiness scale compiled by (Bartone, 2013) following the concept of Maddi and Kobasa, consisting of 15 items. This scale has six unfavorable items at numbers 3, 4, 8, 11, 13, 14 (e.g., Generally for me to live it's boring). This measurement aims to determine individuals who have personality hardiness. This scale was adapted using Indonesian Discuss with the reliability value (Cronbach alpha) 0.998.

4. RESULTS

The results of correlation analysis between variables showed a positive correlation between hardiness and work environment with significance ($r = 0.476$ r <0.01), as well as the results of the correlation between hardiness and job satisfaction, which showed a negative relationship ($r = 0.050$ p> 0.05). While the correlation between work environment and job satisfaction shows a negative correlation, on the contrary, the significance of $r = -0.248$ p => 0.01.

4.1. TABLES AND FIGURES

Table 1 – Test the correlation among variables of *hardiness*, *work environment*, and *job satisfaction*

	Work Environment	Job Satisfaction	Hardiness
Work Environment	1	-.248*	.476**
Job Satisfaction	-	1	.050
Hardiness	-	-	1

*p=r> 0.01

**p=r<0.01

Regression analysis in table 2. The result shows that the contribution of indirect effects of the work environment to job satisfaction is significant ($R2 = .313$; $\beta = -.112$; $p = 0.007$). The role of hardiness as a moderator between the influence of the work environment on job satisfaction shows a significant increase ($R2 = 0.398$; $\beta = 2.344$; $p = 0.026$). These results state that hardiness has a role as a determinant of the influence of the work environment on job satisfaction in individuals. Like the shape of the graph in Figure 1.

Table 2. Regression test between hardiness and its interaction with the work environment on job satisfaction

Model 1	B	*B*	R^2
Work Environment	-.112**	-.352**	.313*
Hardiness	.230*	.217*	
Model 2			
Work Environment × Hardiness	.266*	2.344*	.398**

Figure 1. Graph moderation
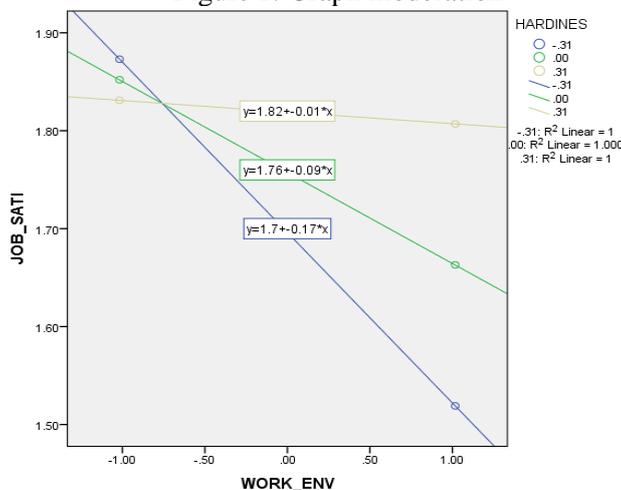
Figure 1. A high work environment with a low hardiness moderator that affects job satisfaction is low.

5. CONCLUSIONS

Hardiness personality provides a role in influencing the work environment on job satisfaction and is constantly able to improve the work environment and stabilize job satisfaction with honorary teachers.

Received at: 09.09.2020, Accepted for publication on: 26.09.2020

REFERENCES

Agbozo, G, K, Owusu, I, S,. Hoedoafia, M, A, & Atakorah, Y, B. (2017). The Effect of Work Environment On Job Satisfaction: Evidence From the Banking Sector In Ghana. *Journal of Human Resource Management*, *5*(1), 12–18. https://doi.org/10.11648/j.jhrm.20170501.12

As'ad, M. (1995). *Psikologi Industri.Edisi 2*. Yogyakarta: Liberty.

Banbury, S. & Berry, D. C. (1998). Disruption Of Office-Related Tasks By Speech And Office Noise. *British Journal of Psychology*, *89*(3), 499–517. https://doi.org/10.1111/j.2044-8295.1998.tb02699.x

Bartone, P., T,. Eid, J., Johnsen, B, H,. Laberg, J. C. & Snook, S. (2009). Big Five Personality Factors, Hardiness, And Social Judgment As Predictors Of Leader Performance. *Leadership & Organization Development Journal*, *30*(6), 498–521.

Bartone, P. T. (2013). *Cross-Cultural Adaptation Of The DRS-15 Dispositional Resilience Scale: A Short Hardiness Measure. Final Report On Fulbright Research Fellowship, Bergen, Norway*. *3*(2).

Bennell, P. & Akyeampong, K. (2007). *Teacher Motivation in Sub-Saharan Africa And South Asia*. *71*.

Brown, S. & Sessions, J, G. (2003). Attitudes, Expectations And Sharing. *Labour*, *17*(4), 543–69.

Calvo, J. C. A. & Garcia, G. M. (2017). Hardiness As Moderator Of The Relationship Between Structural And Psychological Empowerment On Burnout In Middle Managers And Guadalupe Manzano Garc. *Journal of Occupational and Organizational Psychology*. https://doi.org/10.1111/joop.12194

Card, D., Mas, A., Moretti, E., Saez, E. (2014). *Inequality At Work : The Effect Of Peer Salaries On Job Satisfaction*. Retrieved from ttp://www.nber.org/papers/w16396

Chandrasekar, K. (2011). Workplace Environment And Its Impact On Organisational Performance In Public Sector Organisations. *International Journal of Enterprise Computing and Business Systems*, 1(1).

Franek, M. & Vecera, J. (2008). Personal Characteristics and Job Satisfaction Personal Characteristic. In *Ekonomika a Management*.

KNigama, Dr,. Selvabaskar, Dr, S,. Surulivel, Dr, S, T,. Alamelu, Dr, R,. & Joice, Ms, D, U. (2004). Job Satisfaction Among School Teacher. *International Journal of Pure and Applied Mathematics*, 106(1–2), 28–30.

Kobasa, S.C. (1982). The hardy personality: Toward A Social Psychology Of Stress And Health. In G.S. Sanders & J. Sals (Eds.). *Social Psychology of Health and Illness*, *3*(32).

Kobassa, S, C. Sanders, G. S. & Suls, J. (1982). The Hardy Personality. In *Sosial Psychology Of Health And Hillsdale*. Hillsdale. NJ: Lawrence Erlbaum Associates.

Lee, S. Y. & Brand, J. L. (2005). Effects Of Control Over Office Workspace On Perceptions Of The Workenvironment And Work Outcomes. *Journal of Environmental Psychology*, *25*, 323–333.

Leshabari, M., Mohandwa, E., Mwangu, M. & Mbembati, N. (2008). Motivation of Healty Care Workers in Tanzania : Case Study Of Muhimbli Nasional Hospital. *Public Healty*, *5*(1), 30–36.

Maddi, S. R. (2013). *Hardiness Tuning Stressful Circumstances Into Resilient Growth*. New York London: Dordrecht Heidelberg.

Maddi, S. R. (2004). Hardiness : An Operationalization Of Existential Courage. *Journal of Humanistic Psychology*, *44*(3), 1–20. https://doi.org/10.1177/0022167804266101

Mahdavi, A., Nikmanesh, E., AghaeI, M., Kamran, F., Tavakoli, Z. & Khaki, F. S. (2015). Predicting The Level Of Job Satisfaction Based On Hardiness And Its Components Among Nurses With Tension Headache. *Journal of Medicine and Life*, *8*(4), 93–96.

Mbogo, G. (2015). *The Influence Of Work Environment On Job Satisfaction Among*.

Muhammad, G,. Rehaman, S. & Ahmed, N. (2015). Impact Of Work Environment On Eachers Job Satisfaction A Case Study Of Private Business Universities Of Pakistan. *European Journal of Business and Management*, *7*(13), 299–305. https://doi.org/10.1055/s-0032-1317160

Nasiri, T. (2016). Evaluation of the Relationship Between Hardiness And Self-Efficacy With Job Satisfaction Of High School Teachers In The County Of Shahriar. *Internasional Journal of Humanities and Cultural Studies*, (2356–5926), 2471–2479.

Nganzi, A. (2013). *Factors Influencing Secondary School Teachers Job Satisfaction Levels*. Nairobi, Kenya.

Nobi, A,. Raheem, A. & Jamal, S. (2003). Job Satisfaction Among School Teachers. *The Educational Review*, *7*(7).

Obineli, A. S. (2013). Teachers ' Perception Of The Factors Affecting Job Satisfaction In Ekwusigo Local Government Of. *An International Multidisciplinary Journal, Ethiopia*, *7*(4), 225–237.

Okonkwo, C. & Obineli, A. (2011). The Roles Of Counselling In Promoting Good Leadership: Anambra State On The Focus. *A Journal That Cuts across All Behavioural Issues*, *3*(2).

Raziq, Ab. & Maulabakhsh, R. (2014). Impact Of Working Environment On Job Satisfaction. *Impact of Working Environment on Job Satisfaction Abdul*, *23*, 717–725. https://doi.org/10.1016/S2212-5671(15)00524-9

Richard, B. (2011). *Job Satisfaction Survey*. North America's: Wellness Council of America (Welcoa).

Robbins, S. P. & Judge, T. A. (2008). *Perilaku Organisasi (Organizational Behavior), Terjemahan: Diana Angelica, Ria Cahyani dan Abdul Rosyid, Buku 2, Edisi 12*. Jakarta: Salemba Empat.

Robbins, S. P., dan Judge, T. A. (2008). *Perilaku Organisasi (Organizational Behavior), Terjemahan: Diana Angelica, Ria Cahyani dan Abdul Rosyid, Buku 2, Edisi 12*. Jakarta: Salemba Empat.

Robert, L., Mathis, J. & John, H, J. (2010). *Human Resource Management*. South-Western Cengage Learning.

Sarode, A. P. & Shirsath, M. (2014). The Factors Affecting Employee Work Environment & It's Relation with Employee Productivity. *International Journal of Science and Research (IJSR)*, *3*(11), 2735–2737.

Sell, L. & Bryan, C. (2011). Job Satisfaction, Work Environment, And Rewards: Motivational Theory Revisitedlabr. *Journal of Labour*, *25*(1), 1–23.

Sundstrom, E,. & Sundstrom, M, G. (1986). *Work Places : The Psychology of the Physical Environmet Offices and Factories*. Cambridge: Cambridge University Press.

Tejedor, E. M., Beltrán, P. M, Grau, J, B. & Mangas, S. L. (2015). Hardiness As A

Moderator Variable Between The Big-Five Model And Work Effort. *Personality and Individual Differences*, *85*, 105–110. https://doi.org/10.1016/j.paid.2015.04.044

Tyssen, T, G, A,. & Hadayana, P. (2005). *Buku Petunjuk bagi Manajer Pemula*. Jakarta: Arcan.

Wong, Y. P. (2015). Development Of A Work Environment Rating Scale For Kindergarten Teachers. *Occupational Medicine*, *65*, 489–495.