



## The influence of workload, work environment and interpersonal conflict against teachers' job stress at senior high schools in Pekanbaru

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**Abstract:** *This research aims at analyzing whether there is or there is no influence between workload, work environment and interpersonal conflict against teachers' job stress at three senior high schools in Pekanbaru. Research method used was a survey with path analysis technique through SPSS. Research finding revealed that a direct influence of workload to job stress obtained a correlation coefficient of 0.443 and a path coefficient value of 0,276 lines. It means that workload directly affects job stress. A direct influence of work environment to job stress obtained a correlation coefficient of -0.440 and a path coefficient value of -0.272. It means that work environment negative directly affects job stress. A direct influence of interpersonal conflict to job stress obtained a correlation coefficient of 0.463 and a path coefficient value of 0.275. A direct influence of workload to interpersonal conflict obtained a correlation coefficient of 0.343 and a path coefficient value of 0.271. It means that workload directly affects interpersonal conflict. A direct influence of work environment to interpersonal conflict obtained a correlation coefficient of -0.342 and a path coefficient value of -0.269. It means that work environment negative directly affects interpersonal conflict.*

**Keywords:** Workload, Work Environment, Interpersonal Conflict, Job Stress, and Teacher.

### Introduction

According to Indonesian Law on National Education System No. 20 of 2003, the National Education aims to develop the potential participant students to become Indonesian human faith and fear of God Almighty, noble, healthy, knowledgeable, skillful, creative, independent, and become citizens who are democratic and accountable. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Those tasks can be performed well, if teachers have academic qualification, competence, teaching certificate, and physically and mentally healthy. Health is the most important thing for teachers in carrying

out duties at school or neighborhood. In fact, there are teachers who got unhealthy mental in case of stress or tension.

According to Agoes (2003: 41), people who stressed will get a tension, dizziness, headache, nausea, nervousness, lack of confidence, irritability, fearful, moody, restless, anxiety, forgetfulness, inability to concentrate, hard work together, easily startled, neck pain, neck tension, high blood pressure, chills or shaking, nervousness, fatigue, sweating, insomnia, frequent urination, crying for no reason. In addition, there are a few things that happen on the teacher as saturation in teaching. They can not perform well as a slow influx of teachers in teaching in the classroom. There are



also teachers who complain because of fatigue, sore calf, neck stiffness, and rarely present to teach.

Stress can give a bad impact on teacher, family, and process of teaching and learning in schools in order to impact on the students' value and quality. Therefore, teachers who got a stress are necessary to find solutions so that stress can be controlled. Some causes of teachers' job stress are including: 1) workload or demand given to teachers does not in accordance with teachers' ability or circumstances that impact teachers' health. Beside workload of teachers in case of basic duties such as planning, implementing, and assessing the learning outcomes, they get another duty that can create teachers' job stress such as ADM activities, accreditation, certification, EDS, Adm class, etc; 2) interpersonal conflict that can increase teachers' job stress level in case of disagreements among teachers, teachers to principals, teachers to administrative staff can be caused by perception and personality differences; 3) role conflict or dual role; 4) tasks do not in accordance with one's abilities, 5) economic demand; 6) work environment that is less conducive; 7) a boss who does not want to hear employees' aspiration; and 8) a bad health will add burden to teachers, and if they can not control properly, they will be stressful teachers.

Based on information from the supervisory of senior high schools in Pekanbaru, it can be summed up as follows: (1) existence of teachers avoided if appointed as the builder flag ceremony and they were always looking for reasons not even attend the ceremony; (2) existence of teachers who were easily fatigued when given additional tasks; (3) existence of teachers who are bored in teaching, late came in class, and left class

early; (4) existence of teachers who liked to get angry at students; (5) existence of teachers prompted panic in solving problems of students; (6) existence of teachers sickly that were always complaining of headaches, dizziness, neck tension, and stiff; (7) existence of teachers who were less confident in presenting their opinions or give advice at the meeting school; (8) existence of teachers who were procrastinate; and (9) existence of teachers who are difficult to relax.

Based on the background above, research questions in this research are as follows:

1. Is the workload directly affect on job stress?
2. Is the work environment directly affect on job stress?
3. Is the interpersonal conflict directly affect on job stress?
4. Is the workload directly affect on interpersonal conflict?
5. Is the work environment directly affect on interpersonal conflict?

### **Job Stress**

According to Kondalkar (2009:114), stress may be defined as a pattern of emotional and physiological reactions in response to demands from internal or external sources. It means that stress is a response to the stimulation that comes from within the individual and from outside. According to Robbins and Judge (2007: 641), stress is a dynamic condition in which an individual is confronted with an opportunity, demand or resource related to what the individual desires and for which the outcome is perceived to be both uncertain and important. Based on those definitions above, it can be summed up that stress is an external factor in case of an event or environmental stimulus that causes a person to feel tense. Stress is an



environmental demand that mentioned as stressor, stress is an internal factor in case of a subjective response or adaptive response (tension) that is experienced by a person, and stress is physical or psychological condition changes perceived as a nuisance. In other words, a stress can be defined as an adaptive response after a person interaction with a demand of the work environment (stressor), which produce strain.

To reinforce the above definition, Colquitt, Lepine and Wesson (2009:156) said that therefore negative consequences to the body occur even with the more mundane stressors that most of us face in our lives. Those negative consequences come in three varieties: physiological strains, psychological strains, and behavioral strains. The more description of three varieties of negative consequences is in below:

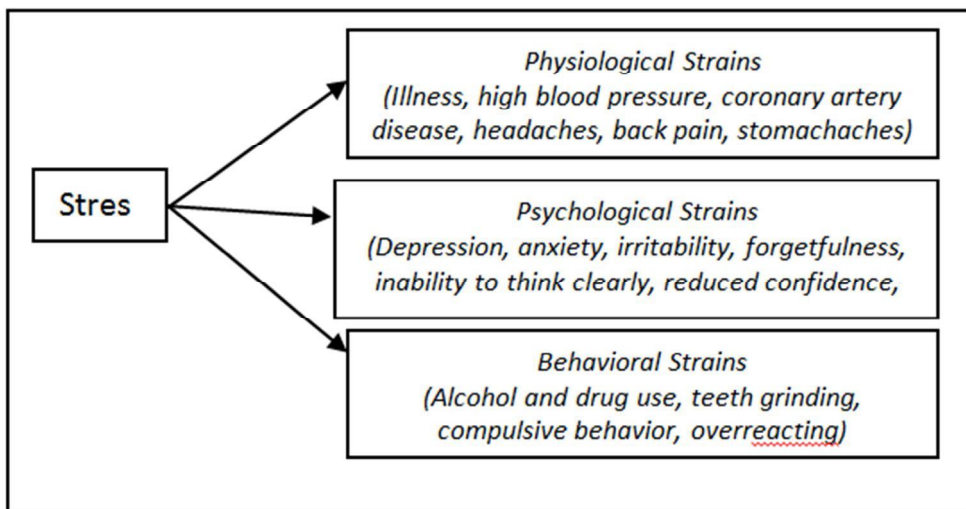


Figure 1. Example of strain

### Workload

A workload is part of employees' capacity given to do some tasks in case of the capacity or strength in doing a job. In this case, the workload is the amount of activity that must be completed by a person or group of people in a certain period. Activity is certainly not only a job but also some assortment job of a person does. The more activities that are given to the worker, the worker felt workload is getting heavier. Thus, workload is a lot of activity of workers to finish their job. Everyone has experienced the work-overload. According to Potter (2005:52),

work-overload means having more work than we can perform in a given time. Work-overload means more work than we can do in a given amount of time. In this case, a work number is not proportional to the amount of time allowed for employees to complete. Excessive, workload can cause stress because of need to work with hours number that very much, both physically and mentally. So, it is a source of job stress. Based on Wilkes et.al cited in Nilufar (2009:122), work overload any time constraints were significant contributors to work stress.



Meanwhile, Rout and Rout (2002:27) said that both work-overload and work-underload described about potential sources of stress. Quantitative overload refers to having too much to do in a given period of time. On the other hand, qualitative overload refers to work that is too difficult for a person. To support the previous theory, Cartwright (1997:120) said that there are two different types of work-overload. Quantitative overload refers to having too much to do. Qualitative work-overload refers to difficult for an individual.

### **Work environment**

Davidson and Fielden (2003:398) define that work environment is a combination of all workplace conditions, such as issues of health and safety, employee treatment and behavior and hours of work. It means that work environment can influence employee attitudes and perceptions, and other performance results. Furthermore, Jones (2010:81) argues that environment is the set of pressures and forces surrounding an organization that has the potential to affect the way it operates and its ability to acquire scarce resources. Scarce resources include the raw materials and skilled employees an organization needs to produce goods, services, and information. It needs to improve its technology or decide on its competitive strategy and the support of outside stakeholders.

Griffin (2002:70) distinguish the organizational environment into two that is the external and internal environment. External environment is everything outside bounds of organization taking influence on that organizational performance. While internal environment is condition and powers inside that organization. Dimensions including in general environment are economical,

technological, sociocultural, political, and international dimensions. Meanwhile, task environment is an external power set that can be identified thoroughly like competitors, customers, dealers, and strategic partner.

Environmental organization according to Owen (2005: 78-79) consists of four dimensions: (1) Ecology, referring to material and physical materials within that organization, for instance, size, facility, building condition, and technology used by persons within that organization, (2) Milieu that is social dimension from that organization. Including in the organization is everything related to a person in the organization such as how many persons are in that organization, what is typical or characteristics (race, ethnicity, social economic level, educational level, and so forth), (3) Social system referring to administrative structure and organizational system from that organization. This encompasses organizational management pattern, decision making pattern, communicational pattern among the organization members and so forth, (4) Culture referring to value system and belief system, norm and thinking ways and behavioral way that are characteristics of persons in that organization.

### **Interpersonal Conflict**

No matter what the form and level of complexity of the organization, interpersonal conflict can be a serious problem in any organization. As a form of collection of human beings with certain bonds or certain requirements, the organization has also grown in various aspects including the size and complexity. According to Gibson, Ivancevich, Donnelly and Konopaske (1985:264), conflict is inevitable in organizations.



However, because it can be both a positive and a negative force, management should not strive to eliminate all conflict, only that which has disruptive effects on the organization's efforts to achieve its goals. Some type or degree of conflict may prove beneficial if it is used as an instrument for change or innovative.

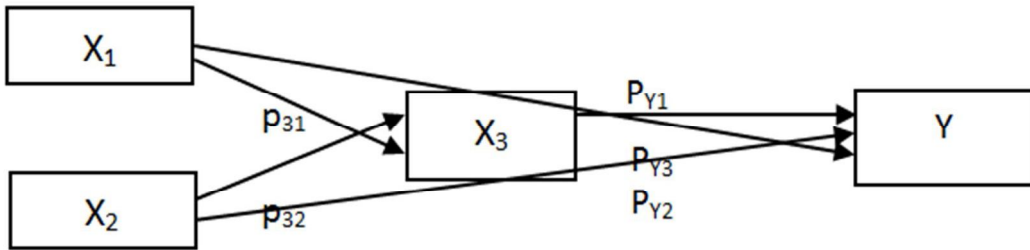
Today, conflict is a symptom that is not fair that only has negative consequences. So, conflict is usually regarded as a demon who must be destroyed if possible. As said by Robbins & Mary (2002:404-405), over the years, three different views have evolved regarding conflict. One view argues that conflict must be avoided, that it indicates a problem within the group. We call this the traditional view of conflict. A second view, the human relations view of conflict, argues that conflict is a natural and inevitable outcome in any group and need not be negative but, rather, has potential to be a positive force in contributing to a group's performance. The third and most recent perspective proposes that not only can conflict be a positive force in a group but also that some conflict is absolutely necessary for a group to perform effectively. This third approach is called the interactionist view of conflict.

Based on the function, Robbins & Mary (2002: 545) divides the conflict into two kinds, namely: functional conflict and dysfunctional conflict. Functional conflict is a conflict that supports achievement of group goals, and improve performance of the group, while the dysfunctional conflicts are conflicts that hinder achievement of the goals of the group. According to Gibson Ivancevich, Donnelly, Konopaske (1985: 264), a dysfunctional conflict is any confrontation or interaction between

groups that harms the organization or hinders the achievement of organizational goals. Management must seek to eliminate dysfunctional conflicts because such conflict can negatively influence performance by shining group members' attention away from important tasks.

### Research Methodology

This research was conducted at three senior high schools in Pekanbaru that was Pekanbaru 6 Senior High School, Pekanbaru 10 Senior High School Pekanbaru, and Pekanbaru 11 Senior High School. Research method used was a survey with path analysis technique through SPSS. This method used to find the effect of some variables such as workload, work environment, interpersonal conflict and teachers' job stress. Data analysis used was inferential statistics that was path analysis technique. After fulfilling requirements of the analysis, the research used test of normality estimated regression error, linearity test of significance and regression model of ANOVA. A complete structure of path diagram that will be examined in this research was shown in Figure 2 below:



**Figure 2. Diagram of Path Analysis Model**

Information:

- $P_{Y1}$  : Path coefficient of workload affects on job stress
- $P_{Y2}$  : Path coefficient of work environment affects on job stress
- $P_{Y3}$  : Path coefficient of interpersonal conflict affects on job stress
- $p_{31}$  : Path coefficient of workload affects on interpersonal conflict
- $p_{32}$  : Path coefficient of work environment affects on interpersonal conflict

The sampling technique of 133 samples was used by using proportional random sampling technique that the sampling technique was not systematically but done with a simple random with regard to the proportion of total population of each school. The purpose of the random technique was that all populations can be represented.

**Table 1. Total of Members Sample**

No.	Schools	Number of teachers	Degree Sample	Total of Degree Sample
1	SMAN 6	64	$64 / 201 \times 133 = 42.34$	42
2	SMAN 10	74	$74 / 201 \times 133 = 48.96$	49
3	SMAN 11	63	$63 / 201 \times 133 = 41.68$	42
Total				133

## Results and Discussion

### Job Stress

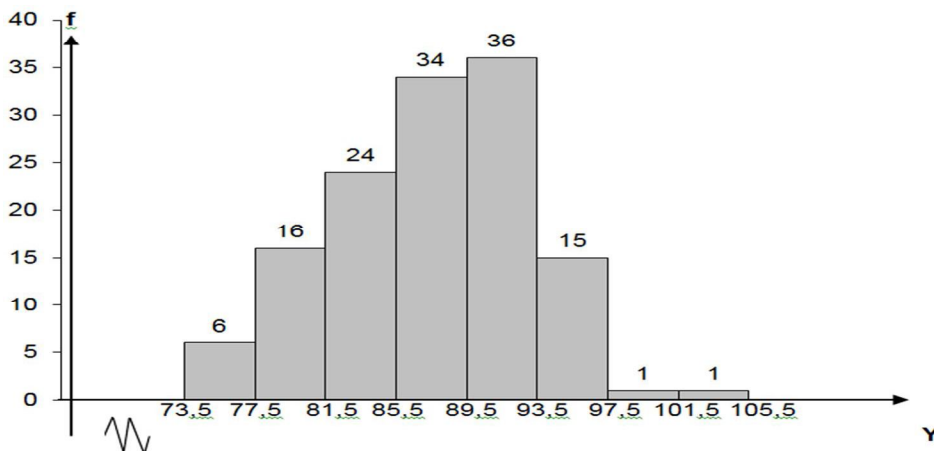
Based on the data obtained in the field then processed statistically to the list of frequency distribution, the number of classes is calculated according to the rules Sturges. It obtained eight classes with maximum score of 102 and minimum score of 74. So, the range of a score is 28. A calculation result of data obtained that an average is 87.53; standard deviation is 5.34; variance is 28.5088; median is 88; and mode is 90. Furthermore, frequency distribution of job stress score as shown below:



**Table 2. Frequency Distribution of Job Stress Score**

No.	Interval Class	Limit		Frequency		
		Low	Upper	Absolute	Relative	Cumulative
1	74 - 77	73.5	77.5	6	4.51%	4.51%
2	78 - 81	77.5	81.5	16	12.03%	16.54%
3	82 - 85	81.5	85.5	24	18.05%	34.59%
4	86 - 89	85.5	89.5	34	25.56%	68.15%
5	90 - 93	89.5	93.5	36	27.07%	87.22%
6	94 - 97	93.5	97.5	15	11.28%	98.5%
7	98 - 101	97.5	101.5	1	0.75%	99.25%
8	102 - 105	101.5	105.5	1	0.75%	100%
<b>Total</b>				<b>133</b>		

According to the table above, there are two axes are required in a histogram that is vertical axis as absolute frequency axis, and horizontal axis as score acquisition instruments. In this case, the horizontal axis has class boundaries interval that is from 73.5 to 105.5. These data obtained by subtracting 0.5 from the smallest data number and add a number 0.5 for each class limit on the upper limit. Histogram graph on the distribution of job stress instrument as shown below:



**Figure 3. Histogram of Instrument Job Stress**

### Workload

Workload data have theoretical scores range between 21-105 and empirical score range between 64-103. A calculation result of data obtained that an average is 86.58; standard deviation is 7.20; variance is 51.8517; median is 86; and mode is 85. Furthermore, frequency distribution of job stress score as shown below:

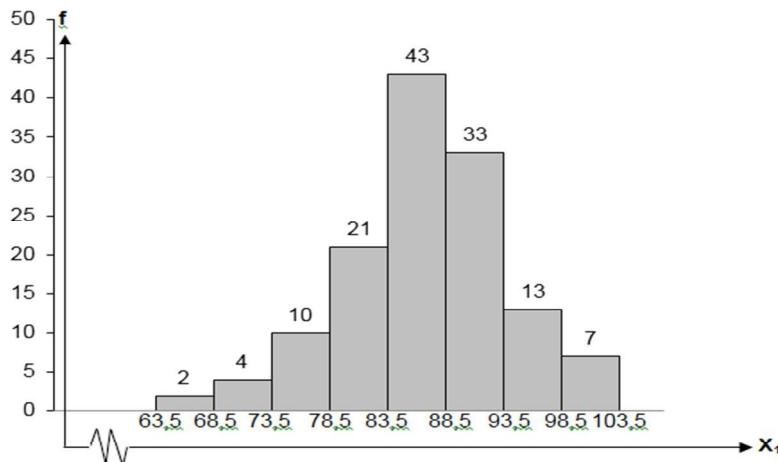




**Table 3. Frequency Distribution of Workload Score**

No.	Interval Class	Limit		Frequency		
		Low	Upper	Absolute	Relative	Cumulative
1	64 - 68	63,5	68,5	2	1,50%	1,50%
2	69 - 73	68,5	73,5	4	3,01%	4,51%
3	74 - 78	73,5	78,5	10	7,52%	12,03%
4	79 - 83	78,5	83,5	21	15,79%	27,82%
5	84 - 88	83,5	88,5	43	32,33%	60,15%
6	89 - 93	88,5	93,5	33	24,81%	84,96%
7	94 - 98	93,5	98,5	13	9,77%	94,73%
8	99 - 103	98,5	103,5	7	5,26%	100%
<b>Total</b>				<b>133</b>		

According to the table above, there are two axes are required in a histogram that is vertical axis as absolute frequency axis, and horizontal axis as score acquisition instruments. In this case, the horizontal axis has class boundaries interval that is from 63.5 to 103.5. These data obtained by subtracting 0.5 from the smallest data number and add a number 0.5 for each class limit on the upper limit. Histogram graph on the distribution of job stress instrument as shown below:



**Figure 4. Histogram of Instrumentt Workload Work Environment**

Work environment data have theoretical scores range between 23-115 and empirical score range between 75-104. A calculation result of data obtained that an average is 89.83; standard deviation is 4.47; variance is 19.9471; median is 90; and mode is 91. Furthermore, frequency distribution of job stress score as shown below:

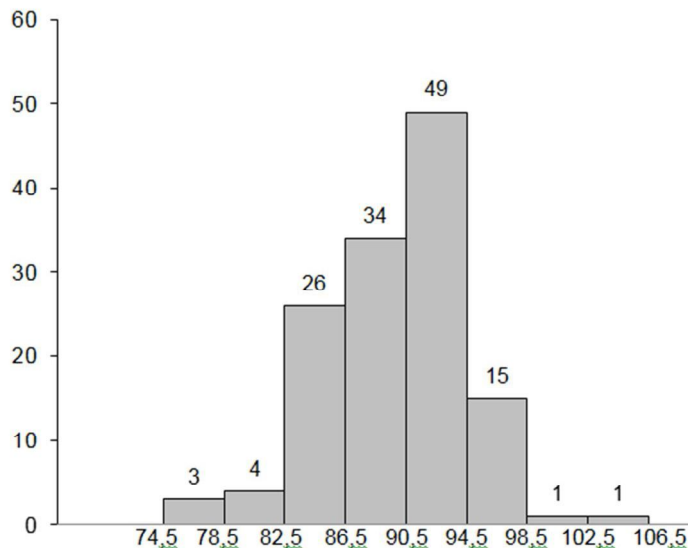




**Table 4. Frequency Distribution of Work Environment Score**

No.	Interval Class	Limit		Frequency		
		Low	Upper	Absolute	Relative	Cumulative
1	75 - 78	74.5	78.5	3	2.26%	2.26%
2	79 - 82	78.5	82.5	4	3.01%	5.27%
3	83 - 86	82.5	86.5	26	19.55%	24.82%
4	87 - 90	86.5	90.5	34	25.56%	50.38%
5	91 - 94	90.5	94.5	49	36.84%	87.22%
6	95 - 98	94.5	98.5	15	11.28%	98.5%
7	99 - 102	98.5	102.5	1	0.75%	99.25%
8	103 - 106	102.5	106.5	1	0.75%	100%
<b>Total</b>				<b>133</b>		

According to the table above, there are two axes are required in a histogram that is vertical axis as absolute frequency axis, and horizontal axis as score acquisition instruments. In this case, the horizontal axis has class boundaries interval that is from 74.5 to 106.5. These data obtained by subtracting 0.5 from the smallest data number and add a number 0.5 for each class limit on the upper limit. Histogram graph on the distribution of job stress instrument as shown below:



**Figure 5. Histogram of Instrumentt Work Environment Interpersonal Conflict**

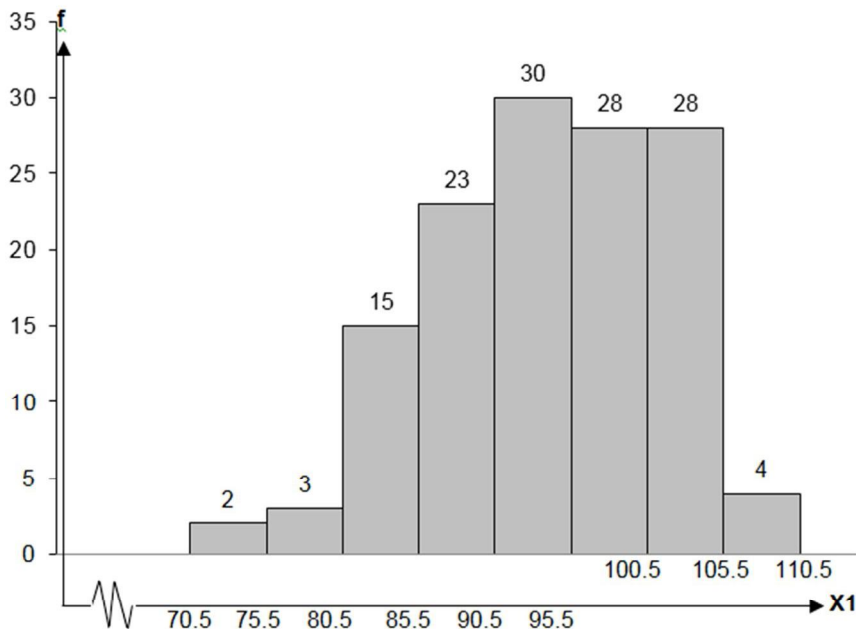
Interpersonal conflict data have theoretical scores range between 25-125 and empirical score range between 71-110. A calculation result of data obtained that an average is 94.08; standard deviation is 7.45; variance is 55.4943; median is 94; and mode is 93. Furthermore, frequency distribution of job stress score as shown below:



**Table 5. Frequency Distribution of Interpersonal Conflict Score**

No.	Interval Class	Limit		Frequency		
		Low	Upper	Absolute	Relative	Cumulative
1	71 - 75	70.5	75.5	2	1.50%	1.50%
2	76 - 80	75.5	80.5	3	2.26%	3.76%
3	81 - 85	80.5	85.5	15	11.28%	15.04%
4	86 - 90	85.5	90.5	23	17.29%	32.33%
5	91 - 95	90.5	95.5	30	22.56%	54.89%
6	96 - 100	95.5	100.5	28	21.05%	75.94%
7	101 - 105	100.5	105.5	28	21.05%	96.99%
8	106 - 110	105.5	110.5	4	3.01%	100%
<b>Total</b>				<b>133</b>		

According to the table above, there are two axes are required in a histogram that is vertical axis as absolute frequency axis, and horizontal axis as score acquisition instruments. In this case, the horizontal axis has class boundaries interval that is from 70.5 to 110.5. These data obtained by subtracting 0.5 from the smallest data number and add a number 0.5 for each class limit on the upper limit. Histogram graph on the distribution of job stress instrument as shown below:



**Figure 5. Histogram of Instrument Interpersonal Conflict**

Descriptive data analysis carried out by the statistics mean, mode, median, range, variance, standard deviation, maximum and minimum values. The results of descriptive four variables are shown in Table 7 below:



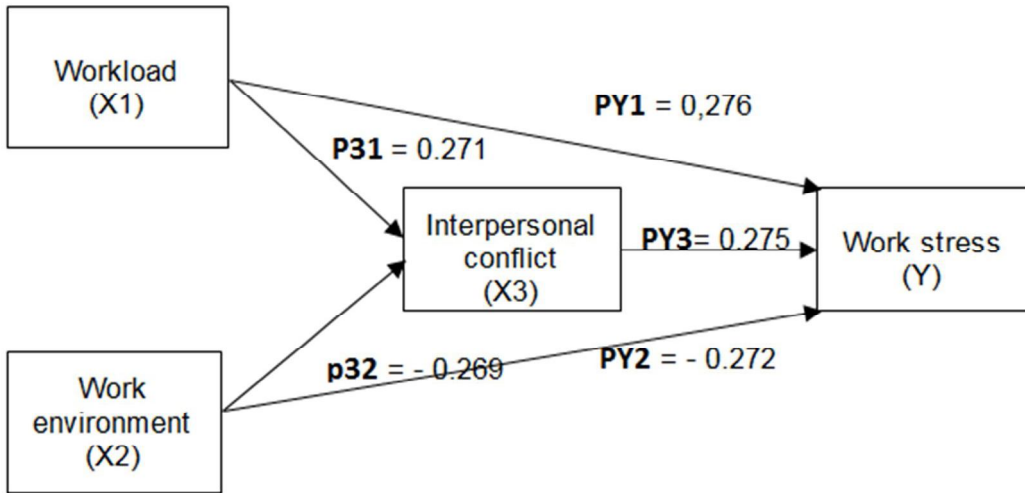
**Table 7. Summary of Descriptive Statistics**

Information	Job Stress	Workload	Work Environment	Interpersonal Conflict
Average	87.53	86.58	89.83	94.08
Standard Error	0.46	0.62	0.39	0.65
Median	88.0	86.0	90.0	94.0
Modus	90	85	91	93
Standard Deviation	5.34	7,20	4.47	7,45
Variance	28.5088	51.8517	19.9471	55.4943
Range	28	39	29	39
Lowest	74	64	75	71
Supreme	102	103	104	110
Total Score	11641	11515	11947	12 512
Sample Size	133	133	133	133

Based on table above, it illustrates that the average scores (mean) workload, work environment, and interpersonal conflict are almost same. For median and mode value of workload, work environment, and interpersonal conflicts are difference. The estimated error data of normality test regression in independent variables on each dependent variable was used Kolmogorov-Smirnov test of SPSS.

**Table 8. Path Coefficient of Theoretical Structure Model**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	80,461	11,816		6,809	,000
Workload	,204	,056	,276	3,663	,000
Working Environment	-,325	,090	-,272	-3,605	,000
Interpersonal Conflict	,197	,056	,275	3,571	,001
Dependent Variable: job stress					
Constant	110,102	15,965		6,897	,000
Workload	,280	,085	,271	3,289	,001
Work Environment	-,449	,137	-,269	-3,283	,001
Dependent Variable: Interpersonal Conflict					



**Figure 7. Model of Structural Variable Relationship Based on Path Analysis Results**

**Positive Direct Affect of Workload to Job Stress**

A direct influence of workload to job stress obtained a correlation coefficient of 0.443 and a path coefficient value of 0,276 lines. It means that workload directly affects job stress. The first hypothesis is accepted. Based on these findings, it can be concluded that job stress is positive directly affected to workload. The increased workload will lead to increased job stress. This research result is in line with Keith Davis and Davis and Newstrom (2002: 73) who said about job stress that is caused by:

(1) Too much tasks

The number of tasks is not necessarily as cause of stress, but become a source of stress when the number of tasks is not comparable with the ability of physical as well as the expertise and time available for employees;

(2) A supervisor who has less intelligent.

An employee in performing daily tasks usually under the guidance once accountable to a supervisor. If a clever supervisor and subordinate task

master, he will guide and give direction or instruction is good and right;

(3) Working time limitless.

Employees usually have a normal ability to complete the task of the office / company assigned to them. The ability associated with expertise, experience, and time owned. Under certain conditions, the employer often assigned tasks with limited time. As a result, employees are pressed for time to complete the task on time specified in accordance boss;

(4) Lack of adequate responsibility

This factor relates to the rights and obligations of employees. A leader often assign tasks to employee without being followed by the authority (right) is adequate, so that if a decision should be consulted, sometimes surrender completely to the boss;

(5) Role ambiguity

In order to produce the performance was good, employees need to know the aim of work, what is expected to be done as well as the scope and responsibilities



of their work. When there is uncertainty about the definition of work and what to expect from his job role ambiguity will arise;

(6) The difference value to the company.

This situation usually occurs on the employee or manager who has principles related to the profession that was involved and the humanitarian principles that uphold (altruism).

According to Newstrom (2007: 358), work-overload and time deadlines put employees and lead to stress. The workload is too heavy and has a time limit makes the pressure and encourage employees towards stress. The opinion said that the excessive workload and task deadlines determination put workers under pressure and push on stress.

#### **Negative Direct Affect of Work Environment to Job Stress**

A direct influence of work environment to job stress obtained a correlation coefficient of -0.440 and a path coefficient value of -0.272. It means that work environment directly affects job stress. The second hypothesis is rejected. Based on these findings, it can be concluded that job stress is negative directly affected to work environment. The increased job stress will lead to lower work environment. A work environment consists of a work system, work design, work condition and the ways in which people are treated in the workplace by their managers and co-workers. Welfare is achieved when account is taken in designing systems and employment needs of the people concerned in it. The work condition must meet health and safety requirements. The way people are treated is a matter of managerial behavior, achieve work-life balance and deal with issues such as stress, harassment and intimidation.

#### **Positive Direct Affect of Interpersonal Conflict to Job Stress**

A direct influence of interpersonal conflict to job stress obtained a correlation coefficient of 0.463 and a path coefficient value of 0.275. The third hypothesis is accepted. Based on these findings, it can be concluded that interpersonal conflict is positive directly affected to job stress. Increased interpersonal conflict will lead to increased job stress. This research result is in line with Winardi (1994:6) who said that (1) There is interdependence work activities, if two or more working subunits depend on each other to accomplish their tasks. Conflicts can also arise, if the individual or group that is given the task of excessive remuneration is not the same, (2) Occurs when the values or a different perception, differences in objectives between the individual, the group shared a unit at a particular organization, often accompanied by differences differences in attitudes, values and perceptions that can lead to conflict. As a result of what happens when a prolonged conflict could lead to communication, competition intensified, mental shock, anxiety, attention is shrinking toward a common goal. Division uneven workload on will cause conflict. The higher interpersonal conflicts can cause mental illness which affects the dispute.

#### **Positive Direct Affect of Workload to Interpersonal Conflict**

A direct influence of workload to interpersonal conflict obtained a correlation coefficient of 0.343 and a path coefficient value of 0.271. It means that workload directly affects interpersonal conflict. The fourth hypothesis is accepted. Based on these findings, it can be concluded that workload is positive directly affected to interpersonal conflict.



Increased workload will lead to increased interpersonal conflict. This research result is in line with Newstrom (2007: 358) who said about work-overload and time deadlines put employees and lead to stress. The workload is too heavy and has a time limit makes the pressure and encourage employees towards stress.

### **Negative Direct Affect of Work Environment to Interpersonal Conflict**

A direct influence of work environment to interpersonal conflict obtained a correlation coefficient of -0.342 and a path coefficient value of -0.269. It means that work environment negative directly affects interpersonal conflict. The fifth hypothesis is rejected. Based on these findings, it can be concluded that work environment is negative directly affected to interpersonal conflict. The increased work environment will lead to lower interpersonal conflict. This research result is in line with Luthans (2006: 349) about interpersonal conflict as follows:

#### **(1) Competition for Resources**

On a personal level, resources can be identified as something that can not be seen, such as attention, love, recognition, awards, even the reception. For example, when we compete for love or attention from someone, conflicts can arise in the form of personal relationships, for example, that the sibling rivalry. In the organization, the resources are recognized as something that can be seen, such as salary, promotion, fund office, office space, and equipment.

#### **(2) Task Interdependence**

Task interdependence is the dependence of the people or groups from one another in order to complete a task. When one or more individuals perceive that someone does not do part of her job, then conflict can arise. For example, the production

manager who has a subordinate who takes too long to produce a product made sales activity by marketing departments become constrained, this can then lead to a conflict between the production manager and the marketing manager.

#### **(3) Jurisdictional Ambiguity**

Jurisdictional ambiguity arises when geographical boundaries or lines of authority are not clear. The term of role ambiguity that arises when people do not know or are confused about what is expected of them. Jurisdictional ambiguity often arise in situations and new relationships resulting from organizational change. For example, a company decides to replace the entire typewriter with a computer. Previously, the data processing section has the authority in the selection and purchase of equipment in data processing, and the administration was also given the same authority in the selection and purchase of administrative equipment. Conflicts arise when computer is regarded as data processing equipment by the data processing section is also used by the administration as administration completions. Both sides of this, then experienced a conflict in determining who has authority over these computers.

#### **(4) Communication Barriers**

Barriers in interpersonal communication can be: (1) Physically, such as the location of the office of the same work that separate the distance, or the distance love affair; (2) In culture, ie as differences in language, accent is hard to understand, or customs are different; and (3) Psychologically, ie like a personality difference.

#### **(5) Personality**

Conflicts will arise between two people with a significant personality difference, and people with difficult personalities (difficult, people) also increase the



likelihood of conflict. Difficult personality are the people who so badly use interpersonal behaviors troubled by shouting, complaining, act violently to express themselves, to manipulate the behavior of others, and / or to make others feel inferior.

### Conclusion

This research findings can be concluded as follows: (1) job stress is positive directly affected to workload. The increased workload will lead to increased job stress; (2) job stress is negative directly affected to work environment. The increased job stress will lead to lower work environment; (3) interpersonal conflict is positive directly affected to job stress. Increased interpersonal conflict will lead to increased job stress; (4) workload is positive directly affected to interpersonal conflict. Increased workload will lead to increased interpersonal conflict; and (5) work environment is negative directly affected to interpersonal conflict. The increased work environment will lead to lower interpersonal conflict.

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