The Effect of Physical Working Environment, Group Dynamics and Coping Strategies on English Lecturer's Occupational Stress at Three Universities of North Sumatera

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Abstract

The objective of this research is to obtain information on the effect of physical working environments, group dynamics and coping strategies to occupational stress. The population in this research is all English lecturers at three Universities of North Sumatera in Medan, involving 251 English lecturers selected randomly. The data were collected by using questionnaires and data analysis applied lane analysis with SPSS program. This study analyzed the influence of one variable on other variables, both direct and indirect influence that describes path (path) relationship between variables. Research findings show that physical working environment, group dynamics has direct effect to coping strategies, coping strategies has direct effect to occupational stress. Physical working environment and group dynamics through coping strategies has indirect effect to occupational stress. Based on the result of inferential study that occupational stress explainable by variable coping strategies, group dynamics and physical working environment. Equally physical working environment and group dynamics in good condition and supported by choice correct coping strategies, will result occupational stress to decline.

Keywords: Occupational stress, coping strategies, group dynamics, physical working environment

A. Introduction

English lecturers are defined according to the Decree of the State Minister of the Coordinator for the Supervision of the Development and Empowerment of the State Apparatus Number 38 / Kep / MK.Waspan / 8/1999 on the English Lecturer's Functional Position and the Credit Score, a person based on his education and expertise appointed by the college organizer with the main task of teaching at the

college concerned. In article 2 point (1) it is emphasized that the lecturer is located as a functional official with the main task of teaching at university. The main task is expanded as stipulated in Law Number 14 Year 2005 on teachers and lecturers, article 1 clause (2) stating that English lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and art through education, research and community service.

This means the workload of English lecturers is increasing, including the main activities namely; (1) plan learning, (2) carry out learning process, (3) conduct learning evaluation, (4) guide and train, (5) do research, (6) perform additional task, and (7) do community service. This increase in workload can potentially be a trigger for the stress of English lecturers' work.

Some researchers have done some studies about occupational stress and or the coping strategies, they are: the correlations between stress, age, salary, length of service and level of education (Musi, 2014), the teachers in urban schools experienced stress more frequently than their counterparts in rural schools (Bolton, 2015), the factors that caused stress (Gyambrah., et al, 2017; Jonker, 2016; Nayak, 2008), and the coping strategies handling the stress (Go, 2018; Hussain, 2010; Bolton, 2015).

Based on above statements, researchers strongly believe that research on job stress at 3 Universities in Medan are also important to do on the grounds; *first,* the challenges of higher education in the future and the expectations of the stakeholders increasingly demand the English lecturers to increase their commitment and performance. English lecturer's commitment and performance will increase if the English lecturer is free from job stress. This is in line with what is stipulated in Higher Education Long Term Strategy (HELTS 2013-2025) which essentially confirms 3 (three) basic policies in the development of development strategy and implementation of higher education, namely: (1) improvement competitiveness of the nation, (2) autonomy, and (3) organizational health. However, one of the biggest risks of job stress is the deterioration of educational quality and the reduction of English lecturer effectiveness. Such conditions will certainly harm all parties, both for the English lecturer itself and for the stakeholders both internal and external.

The *second* reason, 3 Universities in Medan do not yet have a Standard Operational Procedure (SOP) on stress management that can be used as a reference in preventing, minimizing, and modifying stressors into challenges that generate positive job stress outcomes (eustress), such as increased job satisfaction, to the organization, job involvement, self esteem and English lecturer performance. This research is important because with the knowledge of the stress of English lecturers work of the 3 Universities of North Sumatra in Medan will be easy to design stress management efforts in the framework of improving the quality of human resources, before the stress becomes dysfunctional stress or distress, which will then result in burnout.

As the reason why the English lecturer was chosen as the unit of analysis in this study, can be mentioned among others because English lecturers besides can be called the manager or precisely the class manager, the lecturer also has a specific task, unique and high degree of plurality. Called the class manager, because the English lecturers carry out management functions in class organizations, such as; planning, organizing, implementing, supervising and controlling. The English lecturers' task begins with setting instructional goals as a form of planning, then organizing and allocating

resources and instructional media, conducting learning processes, conducting evaluations and ending with enrichment assistance programs as part of remedial teaching.

Called specific, because the professor's job is a profession, it means a position or job that requires a special ability as an English lecturer. Such capability is formally proven by teacher certification or English lecturer certification, mastering the methodical didactic which can only be obtained through special education.

Called unique, because the task or profession of the English lecturer requires a blend of science-technology-art, so the decisions taken are more contextual or situational, in providing services to students who come with different characters, interests, abilities and problems. While called having a high plurality level can be seen from the concept of English lecturer duties as educators, trainers and teachers, researchers and implement devotion to the community.

Stress problems English lecturer work becomes important because if job stress is ignored will cause big losses arising from English lecturers sick, mistakes in making decisions, and absenteeism. The condition of distress (negative stress) potential will bring consequences both to the individual itself and to the organization. In individuals will result in the emergence of behavioral disorders, psychological disorders and serious health problems, while the consequences for the organization is the decline in performance, morale and motivation in addition to increasing absenteeism.

From the description above it can be argued that the central theme of this research is the problem of "English Lecturer Work Stress". In accordance with the existing phenomenon in 3 Universities in Medan used to describe the stress of work will refer to "A model of Occupational Stress" proposed by Kreitner & Kinicki (2007: 600), where the variables chosen to explain it is a strategy variable to overcome stress, physical work environment and group dynamics.

In other words, this study focuses on the variables that will be explained that the English lecturer job stress variable **(X4)**, while the variables describe it consist of physical work environment **(X1)**, group dynamics **(X2)** and stress coping strategies **(X3)**. The assumptions used to explain the influence between research variables, among others; (1) the better the physical work environment, the better the strategy to cope with the stress of the English lecturer, (2) the better the group dynamics, the better the strategy to cope with the stress of the lecturer, (3) the better the coping stress strategy the English lecturer decreases the stress of the English lecturer's work.

B. Literature Review
1. Occupational Stress

Selye gives the definition that stress is nonspecific response on body disturbs to body equilibrium (Kreitner & Kinicki, 2007). According to Luthans (2008) Occupational stress as an adaptive response to an external situation that results in physical, psychological, and / or behavioral deviations for organizational participants. The results of other studies show, outcomes of office stress adopted some of the models built by Kreitner & Kinicki that includes; (1) the psychological dimension, (2) the behavioral dimension, and (3) the cognitive dimension as presented in Figure 1 below;

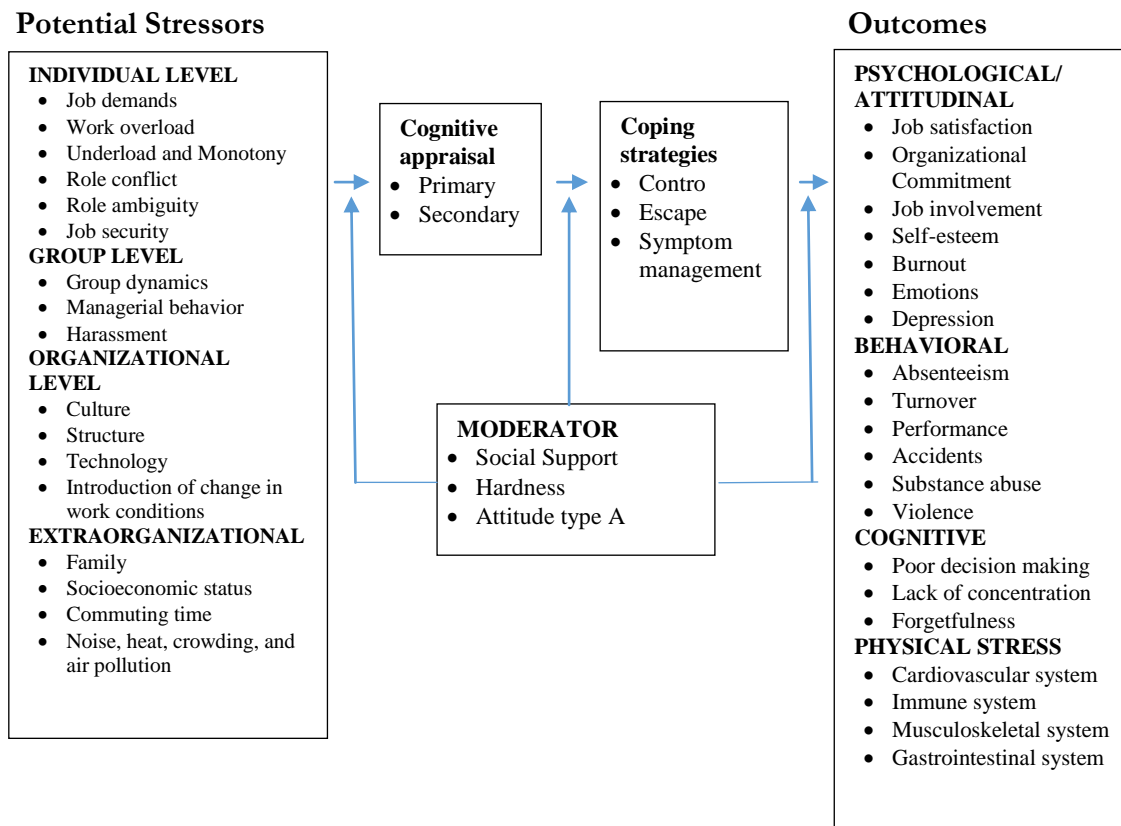**Potential Stressors**   **Outcomes**

Figure 1: A Model of Occupational Stress (Kreitner & Kinicki, 2007).

From the description and model form above, so in this research definition of job stress of English lecturer is tension (strain) that felt by English lecturer of Health Institute Helvetia Medan, in connection with its interaction with demands of work environment which measured through three dimension that is; (1) psychological dimension, with indicators; job dissatisfaction, low commitment to the organization, low work involvement, distressed self-esteem, exhaustion, emotion, and depression, (2) behavioral dimensions, with indicators; absence, displacement, decreased performance, work errors, and (3) cognitive dimensions, with indicators; lack of participation in decision making, difficulty concentrating, and forgetfulness.

2. Coping Strategies

Everyone has the ability to respond to stressful situations, though not everyone can succeed in reducing, avoiding or resisting the stress. Ways, strategies, actions to respond to such stressful situations are called coping. Cox (2009) explains that;

Coping is a form of problem-solving behavior, whereas stress is the result of failed problem solving. Coping involves cognitive and behavioral strategies, and represents either an adjustment to the situation or an adjustment of the situation. Coping is successful if the source of the problem has been dealt with or because the experience of stress has been reduced. Whether successful or not, there is a feedback mechanism which alters the person's initial perception of the environment and other aspects of the process. Attempts at mastering a problem situation or dealing with the experience of it are termed "coping". Osipow and Davis

(1988) investigated the effect of coping resources on stress-strain relationships. They found that all coping resources were effective in reducing the global strain.

Furthermore Osipow and Spokane's (2010) argued that occupational stress, strain and coping resources interact in this closed system. If occupational stressors were equal for two people, differences in coping resources would serve to moderate the resulting strain. Based on the results of his research, Osipow and Spokane's argued that job stress, tension and coping sources interact with each other in an interactional approach. If the source of job stress is the same for two people, the resulting tension will be different because of the different coping sources, the difference in the coping source serves as a tension moderator. Then, according to Folkman & Lazarus as quoted by Yip & Rowlinson (2016), "*Coping is defined as the cognitive and behavioral effort used to manage specific external orders and / or internal demands appraised as taxing or exceeding the resources of the individual*".

From the definition of coping above, it can be stated coping characteristics include; (1) coping refers to an effort directed through action, (2) the action includes behavior or cognitive action, (3) coping action is focused on the demands experienced by a person, when the load exceeds its capacity, and (4) the general target of coping action is to eliminate the imbalance experienced between demand and capacity.

According to George & Jones (2012, in addition to individually, organizations can also help workers to effectively combat stress strategies with stressful situations. Strategies to overcome the stress in question are presented in Figure 2 below:

Problem-focused coping strategies		Emotion-focused coping strategies	
For Individuals	**For Organizations**	**For Individuals**	**For Organizations**
Time management. Getting help from a mentor. Role negotiation.	Job redesign and rotation. Reduction of uncertainty. Job security. Company day care. Flexible work schedules and job sharing.	Exercise. Meditation. Social support. Clinical conseling.	On-site exercise facilities. Personal days and sabbaticals. Organizational support. Employe assistance program.

Figure 2 : Coping Strategis (George & Jones, 2012)

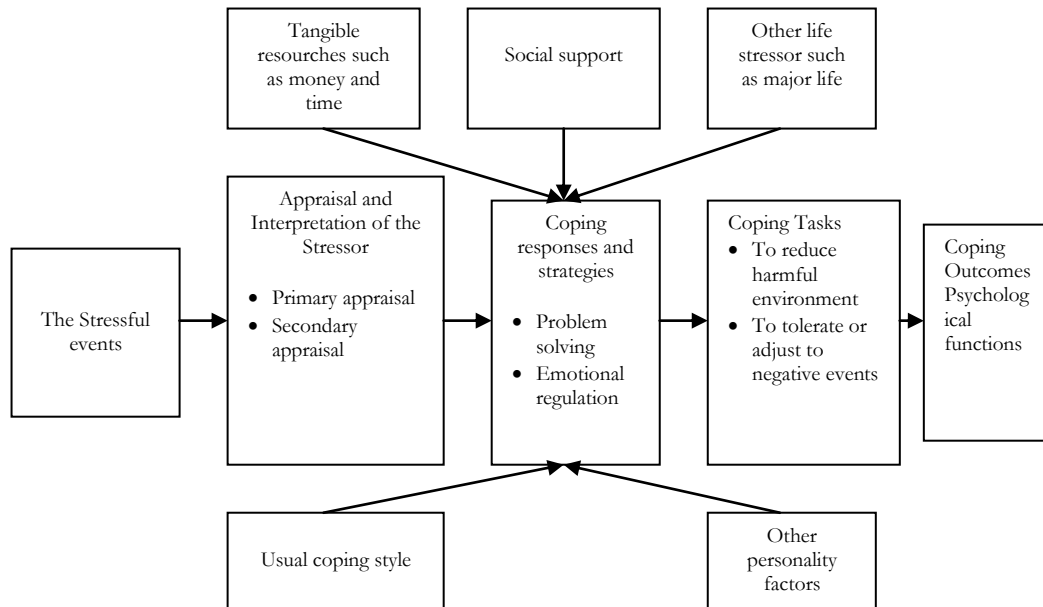The dynamics of the coping process are described by Taylor as presented in Figure 3 below;

Figure 3: Coping Process (Taylor, 2011)

Based on the picture above, it appears that the coping process begins when the individual faces a stressful event. Individuals conduct a primary appraisal to determine the meaning of the event. Such events can be perceived as positive, neutral or negative. After the initial assessment of the stressor is done, then he did a secondary assessment (secondary appraisal). A secondary assessment is an assessment of the coping ability and its sources, to determine what action options should be done.

Overcome stress strategies subsequently said by Arnold & Feldman (2013) who proposed two sets of stress coping strategies are:

> *"The first set of these coping strategies are "work-focused". Employees can decrease stress by directly changing their own work habits or the work environments they are in. The second set of these coping strategies are emotion-focused. These strategies do not directly change to the environment environment per se, but rather help employees adjust to the stress more easily".*

Emotion-focused emotional stress strategies according to Arnold & Feldman (2013) include; (1) *reduce perfectionism*, that is to realize that employers, jobs and work environment are not always perfect, there must be weakness and strength. (2*) increased social support*, ie increasing support from friends, colleagues to increase self-confidence (self-confidence) or self-esteem. (3) *increased tolerance of ambiguity*, which is more tolerant when faced with an ambiguous role. (4) *relaxation techniques*, which are techniques to reduce muscle tension, heart, and blood pressure. (5) *health maintenance*, ie maintaining health through diet program, adequate sleep, walking that can reduce stress level.

The stress coping strategy was further proposed by Kreitner & Kinicki (2007), who stated that;

> *"Coping Strategies are characterized by the specific behaviors and cognitions used to cope with a situation. People use combination of three approaches to cope with stressor and stress; (1) control strategy, (2) escape strategy and (3) symptom management strategy. Control strategy*

consists of using behaviors and cognitions to directly anticipate or solve problem. A recent study of 29 hospitals that are controlled by a team. Escape strategy amounts to avoiding the problem. Symptom management strategy consists of using methods such as relaxation, meditation, medication, or exercise to manage the symptoms of occupational stress."

From all the descriptions above, then in this research, stress coping strategy is an effort made by member organization to prevent, eliminate or weaken external pressure and / or internal demands that exist in work environment, as measured from three dimension those are; (1) the strategy dimension of the (*controll strategy*), with indicators; problem solving plan, coping resistance, seeking social support, (2) escape strategy dimension (*escape strategy*) with indicators; self-control, distance, running away, accept responsibility, positive reassessment, and (3) the management's dimension symptom strategy (symptom management strategy), with indicators; relaxation, meditation, medication and practice.

3. Group Dynamics

According to Wexley & Yukl (2009), A group is a collection of people who are interacting with each other on the basis of their common attitudes. He says the group is a collection of people who relate to each other regularly over a period of time and they feel themselves for each other interdependent to achieve one or more common goals. He says the group is a collection of people who relate to each other regularly over a period of time and they feel themselves for each other interdependent to achieve one or more common goals.

According to Gibson et al. (2010), group is defined as two or more people who interact with each other in the manner that the behavior and / or performance of a member is influenced by the behavior and / or performance of other members. Furthermore, Kreitner & Kinicki (2007) suggested that a group as two or more freely interacting individuals who share collective norms and goals and have a common identity. Then, according to George & Jones (2012), group a set of two or more people who interact with each other to achieve certain goals or to meet certain need.

Based on the definition above, it can be mentioned that the group is a group of people who interact with each other based on the existence of interdependence whose mechanism of behavior is governed by agreed norms to achieve a goal or to meet certain needs. According to Gibson et al. (2010), the group has 7 (seven) characteristics namely; (1) structure, (2) status hierarchy, (3) roles, (4) norms, (5) leadership, (6) cohesiveness and (7) conflict.

Harold J. Leavitt as quoted by Schermerhorn, Hunt & Osborn (2011) suggest that there are 7 (seven) usefulness or group benefits within the organization, namely; (1) Group is good for people. (2) Groups are useful in promoting innovation and creativity. (3) Groups can improve the quality of decisions rather than individual decisions in a variety of situations. (4) Groups can increase the commitment of members to complete decisions. (5) Groups can control members in an effort to overcome adversity. (6) Groups help to reduce negative influences as organizations grow larger. (7) Groups are natural phenomena within organizations.

According to Luthans (2008) theories of group dynamics generally come from the field of social psychology, which includes; (1). Proinquity theory, (2). Activity

Theory, Interaction and Sentiment (activities, interactions and sentiments theory), (3). Balancing Theory (balance theory), and (4). Theory of Practical Reason (practical theory). Theory of Proximity (propinquity theory) Why do individuals form groups? The most basic theory that can explain it comes from the classical theory of social psychology called the theory of proximity (propinquity theory). According to this theory, Individuals will be affiliated with each other due to the existence of geographic or space (spatial or geographical proximity). The theory predicts that on campus, students have a tendency to join and interact in groups with other students sitting adjacent to the others. In one organization, employees in the same area, offices and managers will be more likely to form into groups than those who are not physically adjacent (Luthans, 2008).

According to Huraerah & Purwanto (2009), the dimensions of group dynamics include; (1) group goal setting, (2) group cohesiveness, (3) group structure, (4) group task function, (5) group development and maintenance, (6) group atmosphere, (7) group effectiveness, and (8) group pressure.

From all the description above, so in this study Group Dynamics is defined as the atmosphere contained in the life of the group of English lecturers of Health Institute Helvetia Medan which is reflected in 5 (five) dimensions; (1) dimensions of mutual relations among members, with indicators; patterns of interaction, interpersonal relationships, and group atmosphere (2) shared dimensions of objectives with indicators; the suitability of personal goals with group objectives, the attractiveness of objectives, the availability of resources to achieve the objectives, (3) the dimensions of group size and nature of group activities, with indicators; group size, nature of group activities, (4) dimensions of intention and attitude toward others, with aspects; member's intention, attitude toward others, (5) dimension of independence, with indicators; initiatives, division of tasks, the regularity of activities, and the availability of supporting facilities.

4. Physical Work Environment

Environment is the condition, situation, circumstances, events and influences that surround and influence the development of the organization either the internal environment of the organization or the external environment concerning the threats and opportunities within an organization (Salusu, 2010). Meanwhile, according to Geraldine Dyer & Marika Tigemann as quoted by Wiradinata (2014), environment has various definitions, there is an economic environment, social environment, or educational environment. In the perception of education in question is the environment of universities with aspects that need to be observed in the growth and development of higher education, namely the physical aspects of higher education, mental health aspects and social aspects. Physical aspect of college concerning the material that exist in the college, mental health aspect concerns about the implementation of universities like rector, English lecturer, employee and student, while social aspect concerning influence from society and government.

According to Bell et.al. (2010) theories that explain the influence of the physical work environment on behavior, among others; Arousal theory, environmental load theory, adaptation level theory, and environment stress theory. According to Luthans (2008), the components of the physical work environment that became an

organizational stressor include; crowded work area, noisy, hot or cold temperatures, polluted air, strong odors, unsafe conditions and hazards (unsafe, dangerous condition, poor lighting, physical strain, and toxic chemicals or radiation). In line with Luthan's opinion, McShane & Von Glinow (2008) pointed out that "physical work environment stressor includes excessive nois and poor lighting. People working in dangerous environments also tend to experience higher stress levels". This means that included in the stressor of the physical environment is the high noise and small illumination.

From the description above, it can be argued that what is meant by the physical work environment in this research is the environmental stimulus where the English lecturer work can be seen in the dimension; (1) noise, (2) hot temperature, (3) distress and (4) air pollution.

C. Research Methodology

This research was conducted at 3 Universities in Medan on February 2016 until October 2017. The population in this research is all English lecturers at 3 Universities in Medan, which are State Islamic University of North Sumatera, State University of Medan, and University of North Sumatera. English lecturers spread in 9 faculties with total 251 English lecturers. A questionnaire instrument was implemented to obtain the data for this study. In generating the findings, the researcher employed the quantitative research method statistical data analyses. This study analyzed the influence of one variable on other variables, both direct and indirect influence that describes path (path) relationship between variables X1, X2, and X3 with X4, presented in theoretical model of research as the following figure;
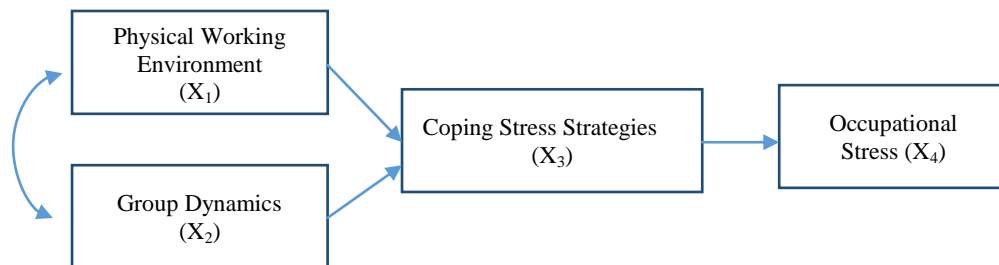

Figure 4: Framework of the Research (Kreitner & Kinicki, 2007)

D. Findings and Discussion

The calcualtion of direct influence, indirect influence and total influence as presented in the following table;

Table. Results of Direct Effect Analysis, Indirect Influence and Total Influence

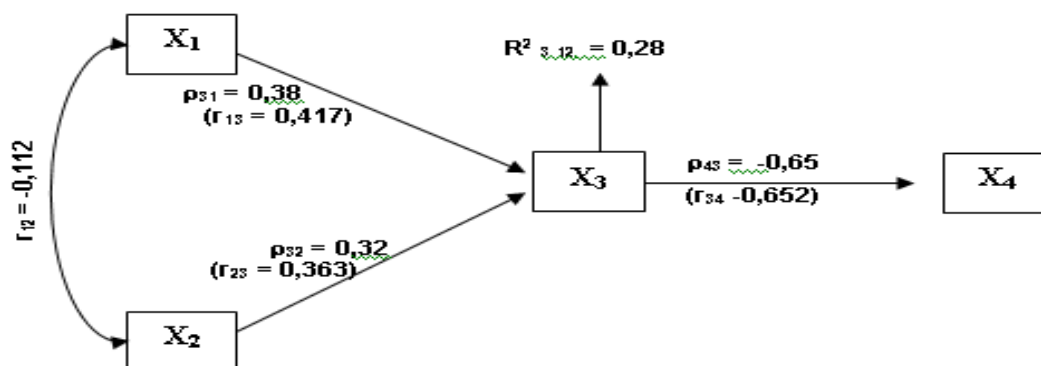| Lane	Coefficient				
	Direct Influence	T_{count}	Indirect Influence	T_{count}	Total Influence
P_{31}	0,38	9,57			0,38
P_{32}	0,32	7,07			0,32
P_{41}			- 0,25	6,22	- 0,25
P_{41}			- 0,21	5,39	- 0,21
P_{43}					- 0,66

Figure 5: The Coefficient of direct and indirect influence between variables

Based on the summary of the results of the direct effect analysis, the indirect and total influence of the previous can be explained as follows.

There is a positive influence between the physical work environment on coping strategies stresses the implication that the work environment will affect the behavior of individuals. Therefore, the structuring of the working environment, especially the good physical work environment will affect the comfort, safety and health of the English lecturers, so English lecturers can think clearly in preparing a stress coping strategy needed to face, avoid or perform symptom management in the framework of minimizing impact negative job stress.

Group dynamics have a direct positive effect on stress coping strategy which means that good group life atmosphere will cause good stress coping strategy done by English lecturers. Theoretically, the growth and development of group dynamics is influenced by the quality of the factors; (2) the number of members, (3) the personal qualities of each group member, (4) the group's position, and (5) the group's ability to meet the needs of members to interconnect as comrades, the need to be accepted, the sense of security, the need for moral help, and so on. Therefore, if all these factors are synergized or can be mobilized and mobilized simultaneously, will create a conducive atmosphere for English lecturers in improving the ability to choose strategies to cope with stress.

Strategies to overcome stress directly affect negatively on job stress has a meaning that if the English lecturer has the ability in choosing a strategy to cope with stress appropriately will cause job stress decreased. This also means that individual factors in choosing a stress coping strategy mediate between stressful sources and job stress. In other words if the English lecturer wants to overcome the problem of job stress, then he should have the ability to choose a strategy to cope with stress is good. Increased ability in choosing stress coping strategies can be done through training on stress coping strategies aimed at improving English lecturer's coping ability to stress events. The assumption is someone who has good coping ability, will have self-resilience, or will have a strong self defense mechanism.

The physical work environment will have an impact on job stress reduction through stress coping strategies. This means the occupational environment factors and individual factors jointly affect job stress. Therefore, if the English lecturer's work

environment is well laid out, for example, by controlling disturbing working environment factors such as noise, hot temperatures, crowdedness or density of students and air pollution, will create comfort for English lecturers to choose a good stress coping strategy that will have an impact on the decrease job stress.

A good group life atmosphere supported by a selection of good coping strategies will lead to a reduction in job stress. This means that if inter and inter-personal interactions work well, the common goal is in harmony with the goals of each individual and each group member has the will and independence in carrying out the main tasks and functions will generate excitement, enthusiasm and satisfaction of group members so there is an atmosphere that fun that makes it easy for group members to choose the most appropriate stress coping strategies that will have an impact on job stress reduction.

Job stress does not only occur in business organizations and other public organizations, at the University as an organization that has a professional bureaucratic structure, with several characteristics among others; the existence of formalization and limited vertical hierarchy, the existence of considerable autonomy for English lecturers as functional position holders (Mintzberg, 1983, Gerloff, 1985) can not be separated from the occurrence of job stress. Stress jobs at the University will occur and are influenced by the same factors as job stress on business organizations or other public organizations.

Besides, through additional analysis, although not including the focus or scope of this study, there is found a very significant correlation between the physical work environment and group dynamics to job stress. This finding can be an indicator that there is direct influence of physical work environment variable and variable of group dynamics to job stress variable, so that in future theoretical model of the variable of physical work environment and variable of group dynamics have arrow which indicate there is direct and indirect influence to stress variable work. This will lead to the *model of occupational stress* built by Kreitner & Kinicki (2007) used in this study will be more complete.

Based on the findings of previous researches, it can be explained that to be able to control job stress in the work environment of English lecturers, joint efforts are needed in the arrangement of work environment, maintenance of conducive academic atmosphere and improvement of English lecturer ability as part of human resource management. The key word is the high commitment of the University leadership.

Firstly, Structuring the physical work environment. Human behavior in work can not be separated from the conditions of work environment, or in other words human behavior is strongly influenced by the context of the environment, and human behavior can also affect the environment. Therefore the work environment can be the cause of the development of a person's mental health or can also a person experiencing work stress. An unhealthy physical work environment such as; noise (disturbing sound volume, unpredictable and / or controlled sound), hot temperatures (hot room temperature, unstable temperature fluctuations, high humidity), distress (too dense number of students in the classroom, work space) and air pollution (fog noise, odor, and cigarette smoke) will result in the physical, psychological, behavioral and cognitive tension that is the outcomes of work stress. Therefore, to control the stress of work in the campus environment will require a high commitment from the leadership of the

University to facilitate through the work program in the form of physical work environment of the English lecturer safe, healthy and safe.

Secondly, Maintenance of good academic atmosphere. A good academic atmosphere is a prerequisite for lecturers to achieve high performance. To achieve this requires the commitment of the University leadership to maintain interpersonal relationships and streamline information in accordance with the required English lecturers. Smooth access and flow of information and good interpersonal relationships will create an atmosphere that is conducive to group dynamics so that group cohesiveness at the University can be well maintained. Such an atmosphere will lead to increased job satisfaction while lowering job stress.

Thirdly, Improved faculty skills. Improving the quality of human resources is seen as one of the key factors in the current millennium era. Education and training is one of three central issues in the development of human resource quality. Two other central issues are health and skills. Therefore, wisdom in the field of education and training is a business that contains strategic meaning. Within the framework of English lecturers improvement effort is also needed training programs stress coping strategies. Competencies that trainees must possess include; (1) how to avoid stressors through lifestyle adjustments. (2) adjust the level of demand with ability. (3) change the behavior pattern to the emergence of stress. (4) developing coping resources by means of; (a) maintaining physical health, (b) improving psychological abilities such as self-confidence, self-control and self esteem; (c) enhancing cognitive skills such as functional beliefs, time-managing skills, academic ability, (d) social skills eg seeking social support , friendship skills, and (e) improving financial ability. (5) how to monitor the stressor and its symptoms. (6) how to attack the stressor for example by immediately solving the problem, assertive or assertive behavior. (7) symptom management such as relaxation, medication and exercise. If this competence is owned by the English lecturer will have an impact on increasing the knowledge and ability of the English lecturer in choosing a strategy to cope with work stress which in turn will lead to the improvement of performance for the English lecturer in performing the function and the main task in the future.

E. Conclusion

Conclusions of the previous findings, this study provides the following conclusions: *Firstly*, There is a positive direct effect of the physical work environment on coping strategies. This means that if the physical work environment that exists in a good work environment, resulting in the efforts of English lecturers to cope with external pressure and / or internal demands in the work environment will also be good. *Secondly*, There is a positive direct effect of group dynamics on coping strategies. This means that if the atmosphere in the life of the group is in good condition, it will result in the English lecturer's effort to cope with external pressure and / or internal demands in his or her work environment better. *Thirdly*, There is a direct negative effect of stress coping strategies on job stress. This means that if the effort made by a English lecturer to cope with external pressures and / or internal demands well, will result in a decrease in job stress. *Forthly*, There is a negative indirect effect of the physical work environment through coping strategies to stress job stress. This means that job stress can be lowered if the physical work environment of the English lecturer is in good

condition supported by the English lecturer's effort to cope with external pressure and / or internal demands well. *Fifthly*, There is a negative indirect effect of group dynamics through strategies to cope with stress on job stress. This means that job stress can be lowered if the atmosphere in the English lecturer's life is in good condition supported by the English lecturer's effort to cope with external pressure and / or internal demands properly.

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