



## **Influence of Interpersonal Conflict and Social Norms towards Organizational Conflict and Lecturer Occupational Stress**

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This research aims to test the influence of Interpersonal Conflict, Social Norms, Organizational Conflict, and Lecturer Occupational Stress by using the SEM (Structural Equation Modelling) method on Lecturers in the Environment of Jambi University. This research is part of a multi-year research series to gain an outsider in conflict and stress management models and its impact on lecturers' comfortable, safe, and enjoyable working environment. The design of this study is a comparative causal study with characteristic problems in the form of the causal relationship between two or more variables, using an explanatory survey method to obtain precise and factual information about the influence of Interpersonal Conflict, Social Norms, on Organizational Conflict and Occupational Stress Lecturers. The analysis units are lecturers from 59 study programs at the University of Jambi, totalling 378 people. Data collection instruments use questionnaires. The analysis technique uses the Structural Equation Model (SEM) method with an alternative way of Partial Least Square (PLS) or called variance-based SEM (SEM-PLS). Structural model testing in PLS was conducted with the help of software *lisrel\_8.8.M3\_win32.win32.x86*. This study reveals that Interpersonal Conflict and Social Norms are predictors of Organizational Conflict. However, Social Norms and Organizational Conflict have no direct effect on the increasing Occupational Stress of Lecturers. This research contributes to Conflict and Stress Management literature and provides strategic recommendations for university leaders and lecturers.

**Keywords:** lecturers, interpersonal conflict, social norms, organizational conflict, occupational stress

**Citation:** Firman., Ekawarna., Anra, Y., & Setiawan, B. (2022). Influence of interpersonal conflict and social norms towards organizational conflict and lecturer occupational stress. *International Journal of Instruction*, 15(4), 645-666. <https://doi.org/10.29333/iji.2022.15435a>

## INTRODUCTION

Lecturers are university staff who have functional positions in the academic field. Stress that occurs in a person's officeholder is called occupational stress. Job stress can be defined as an adverse emotional condition experienced, such as frustration, fear, anxiety, and depression caused by several work-related factors (Azjen, 1991; Alice & Wilco, 2013). Job stress can be referred to as an accumulation of stressors related to work situations rated as "stressful" by most people. Job stress is the interaction between the work environment and the worker's characteristics, where the demands of the job exceed the worker's ability to cope (Philip, 2004; Ali et al., 2017). The work environment in higher education is not free of conflict and stress issues. Conflict and stress are problems for every organization, including Universities. A Higher Education institution needs a prerequisite that the faculty staff work in a conflict-free and stress-free atmosphere. A conflicted and stressful atmosphere will lead to decreased efficiency, job satisfaction, performance, and increased absenteeism, turnover, even the desire to move.

Everyone has a different way of thinking and perspective in interpreting the terms conflict and stress. Conflict and tension are phenomena with a broad dimension, both in social environments and professional interactions. This is very precisely what Landau et al. (2001) put forward that "conflict exists in every human relationship: There is always and probably always will be," or "people who have never experienced conflict and stress at work live in a dream world, blind to their surroundings. Or confined to solitary confinement". Some studies confirm that inadequate workload, role conflict, and income are the leading causes of stress among employees in higher education environments, which reduces their performance. Conflict and Work stress have been widely associated with adverse impacts on employees' psychological and physical well-being in many occupations, including academics (Kinman & Jones, 2003; Ali et al., 2014; Dickinson et al., 2020; Effron & Raj, 2021).

Conflict and stress due to universities' organizational changes have led to increased research interest in positional stress towards work-life balance and work conflicts among academics. In the last fifteen years, office stress has continued to grow in academia globally (Gillespie et al., 2001; Sanjaya et al., 2022). It has been suggested that increasing conflict and stress among academics has 'eroded' the university's operational capabilities (Perry, et al., 1997; Gunawan et al., 2020). This means that rising levels of conflict and stress of university staff can cause universities as institutions to not function as well as expected in the past. Over the past decade, the world's universities have undergone large-scale organizational changes, such as restructuring, downsizing, and cutting government funding, leading to conflicts and work stress, the consequences of which negatively impact the work of employees and the personal lives of University staff (Austin, 2004; Shah, 2012; Ay Çeviker et al., 2019).

But since conflict-free and stress-free lives are unlikely to be eliminated, management can take steps to reduce them. Organizations can reduce stress levels on University staff by redesigning work to lower workloads on staff, reduce role conflicts, and pay attention to adequate well-being (De Nobille & McCormick, 2005). Organizations should also provide counseling for employees to learn stress management techniques to address

stress problems. Previous studies examined different factors such as long-term work, low recognition and reward rates, organizational justice, and poor management of Office Stress (Wu et al., 2007; Fornara et al., 2011). Still, the effects of social norms, interpersonal conflicts, and organizational conflicts on Office Stress have not been widely studied. Therefore, to fill this gap in literature required this research. In short, the primary purpose of this research is to investigate the influence of interpersonal conflicts and social norms on organizational conflict and stress departments among lecturers in Indonesia. This study's results contribute to the theoretical and practical knowledge. They are useful and valuable as input for policymakers and faculty/university leaders to prevent or reduce The Stress of Office among lecturers.

## **METHOD**

### **Research Design**

This research is a quantitative study because the data obtained in the form of numbers and processing it using statistical analysis. Judging from the problem, this study is a comparative causal study with characteristic problems in the way of a causal relationship between two or more variables. This research tested the Influence of Interpersonal Conflict, Social Norms, Organizational Conflict, and Lecturers Occupational Stress using SEM (Structural Equation Modeling) method on Lecturers in the Environment of Jambi University. The study itself aims to find no influence between variables and, if any, how much influence it has through SEM analysis. The structural equation model (SEM) is a combination of two separate statistical methods, factor analysis developed in psychology and psychometry and simultaneous equation modeling developed in econometrics (Gibson, 2006; Ambrose et al., 2007; Gefen et al., 2011; Al-Swidi et al., 2014). SEM is a confirmatory technique used to examine causality relationships where changes to one variable are assumed to change other variables. SEM can combine measurement models and structural models simultaneously when compared to other multivariate techniques. Has the ability to test direct and indirect influences. In this study, observed variables were reflective of their latent variables. These variables are seen as indicators influenced by the same and underlying concepts (i.e., latent variables). These two latent variables are associated with a causal relationship pattern between the variable and the variable and want to see how the model match rate is offered. Structural equation models combine several aspects of the path analysis and Confucian factor analysis to estimate multiple equations simultaneously to be a comprehensive statistical method.

### **Method and Research Approaches**

Under its purpose, this research was conducted using the explanatory survey method to obtain precise and factual information about the Influence of Interpersonal Conflict, Social Norms, on Organizational Conflict, and Lecturers Occupational Stress. The approach used in this study is a quantitative approach to measuring and combining the variables of this research, namely recording and analyzing data and research results using statistical calculations.

### **Data Retrieval Instruments**

The data was taken using instruments in the form of questionnaires containing the following statements;

Occupational Stress variable measurements modify the Stress in General Scale (SIG) designed to measure the cognitive aspects of general work stress in various workplaces developed Stanton et al. (2001). SIG is designed to measure general stress's cognitive aspects in various workplaces, including two subscales: job threat stress and job pressure stress. The work threat stress subscale consists of eight items (annoying, controlled, stressful, distracting, comfortable, more stressful than I'd like, running smoothly and overflowing), and the Work pressure sub-scale consists of seven items (demanding, pressed, busy, calm, relaxed, lots of stressful, and encouraging things). Respondents were shown on a three-point scoring scale (0 = No, 1.5 = Unsure, 3 = Yes).

Organizational Conflict variable measurement modifies Mcshane and Travaglione's questionnaire (2003) consisting of 10 items (incompatible goals, different values, and beliefs, ambiguity and role conflict, problems of communications, ambiguous rules, authority conflict, inconsistent evaluation and reward, job stress, task conflict, deficiency of information system). response using Likert scale starting from 1 = very low, up to 4 = very high.

Social Norms variable measurement includes two subscales, namely descriptive norms, and injunctive norms. Descriptive norms include four items adapted from Rhodes and Courneya (2003). While the injunctive norms were adapted from Perugini and Conner (2000) consisting of 5 items. Response using the Likert scale ranging from 1 = strongly disagree, up to 4 = strongly agree.

Interpersonal Conflict variable measurement adopts a 4-item scale (Liu et al., 2007; Goldstein et al., 2008; Gokce et al., 2015). Sample items for interpersonal conflict are friction, tension, hate, and impatience) friction tension, hostility, and impatience. "How much friction there is among members within the organization." Responses are taken on a 4-point Likert scale ranging from 1 = None to 4 = Very Much.

### **Data Analysis Technique**

Following the conceptual framework that has been developed based on theoretical and hypothetical study results to be tested, the analysis technique used in this study uses the Structural Equation Model (SEM) method with the alternative method Partial Least Square (PLS), otherwise known as Variance-based SEM (SEM-PLS). Structural model testing in PLS was conducted with the help of software *lisrel\_8.8.M3\_win32.win32.x86* downloaded from <http://www.sciplus.com>. This software runs on java runtime environment (JRE) program version 1.4 downloaded on sun microsystems inc webpage in <http://java.sun.com/j2se/1.4.2/download.html>.

Researchers' consideration in using SEM-based variance (SEM-PLS) because SEM-PLS can analyze reflective and formative measurement models as well as latent variables with relatively complex structural models (many constructs and many indicators) (Guetzkow & Gyr, 1954; Kreitner & Kinicki, 2001). It can also confirm theoretical

testing and recommend relationships that have no theoretical basis (exploratory). And SEM-PLS can analyze at once constructs formed with reflective indicators and formative indicators. In this study, Interpersonal Conflict, Social Norms, is a variable that is observed. Both are made into latent variables, with one indicator being formative. Besides, in SEM-PLS, bootstrapping tests can be performed against structural models that are outer models and inner models. Because in this study, using indicators to measure each construct and structural measurement models, it was decided using SEM-PLS.

## FINDINGS

Sample characteristics are presented in Table 1. The sample is predominantly female (51.32%), aged less than 25 years (98.94%), experienced more than 6 years (73.28%) and the number of people at home is more than 4 people (69.31%).

Table 1  
Summary of descriptive statistics sample characteristics

Variable		Obs.	Number	Percentage	Cumulative
Gender	Male	378	184	48,68	48,68
	Female		194	51,32	100
Age	< 25	378	374	98,94	98,94
	> 26		4	01,06	100
Experience	1-5 year	378	101	26,72	26,72
	> 6 year		277	73,28	100
Number of people in the house	2-3 people	378	116	30,69	30,69
	> 4 people		262	69,31	100

With the *lisrel\_8.8.M3* for windows 2020 software, it is known that the validity of all observed variables against the latent variables is good (Table 2). By looking at the composite reliability of the resulting indicator block (Table 3), all of them are reliable (> 0.70), so that further analysis can be carried out.

Table 2  
Summary of test validity result

Latent Variable	Nilai-t 1.96		standardized loading factor (SLF 0.30)		Validity
	Interperson al Conflict	Organizatio nal Conflict	Social Norms	Occupational Stress	
X <sub>1</sub>	8.35		0.73		Good
X <sub>2</sub>	6.93		0.74		Good
Y <sub>1</sub>		**		0.59	Good
Y <sub>2</sub>		5.03		0.79	Good

Furthermore, a model's overall match test was conducted to look at the Goodness of Fit Indices (GOFI). GOFI size is used to test the model's overall match by comparing the model's estimated GOFI size with the established GOFI size criteria. GOFI size provides information on whether a model built is a good model though specific size. After the

estimation of the model, gofi measures appear after testing. The output is presented in Figure 1 below:

Table 3  
Summary of test reliability results

Variable	Composite Reliability	Notes
Interpersonal Conflict	1,0000	Reliable
Social Norms	0,8085	Reliable
Organizational Conflict	0,8193	Reliable
Occupational Stress	0.8377	Reliable

Furthermore, a model's overall match test was conducted to look at the Goodness of Fit Indices (GOFI). GOFI size is used to test the model's overall match by comparing the model's estimated GOFI size with the established GOFI size criteria. GOFI size provides information on whether a model built is a good model though specific size. After the estimation of the model, gofi measures appear after testing. The output is presented in Figure 1 below:

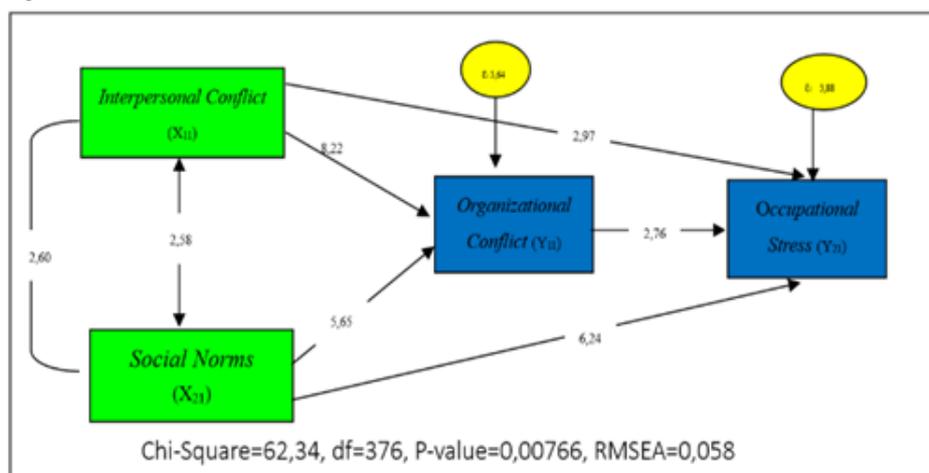


Figure 1.  
Output goodness of fit indices (GOFI)

After modification, the Santora-Bentler Scaled chi-square value becomes smaller to 62.34 with a p-value greater than the specified criteria (0.00766 0.05), so the model's overall match size is based on the chi-square value has a less well-matched rating. RMSEA's value is smaller by 0.058 (with close fit criteria of 0.05 good fit 0.08 bad fit) with a p-value of 0.28 > 0.05, and rmsea value is within 90 percent confidence interval for RMSEA of 0.030;0.083, so RMSEA is in good precision. Based on these results, the size of the RMSEA match has a good fitness level. The test results of the overall match of the model are presented in Table 4.

Table 4  
Result of the overall model fit test after re-specification

No	GOF Size	Target level Match	Estimated Results	Level Match
1	Satorra-Bentler P	Small value P-value >0.05	X <sup>2</sup> = 62.34 P = 0.0077	Not Good Enough
2	NCP Interval	P-value >0.05 Small value Narrow interval	24.34 6.53;50.04	<i>good fit</i>
3	RMSEA P (close fit)	RMSEA 0.08 P-value 0.05	0.058 0.28	<i>good fit</i>
4	ECVI	Small value and closer to ECVI saturated	M= 0.74 S =0.70 I= 6.78	<i>good fit</i>
5	AIC	Small value and closer to saturated AIC	I = 1281.40 M= 140.34 S= 132.00	<i>good fit</i>
6	CAIC	Small value and closer to saturated CAIC	I = 1328.40 M= 305.97 S= 412.30	<i>good fit</i>
7	NFI	NFI 0.90	0.95	<i>good fit</i>
8	NNFI	NNFI 0.90	0.95	<i>good fit</i>
9	CFI	CFI 0.90	0.98	<i>perfect fit</i>
10	IFI	IFI 0.90	0.98	<i>perfect fit</i>
11	RFI	RFI 0.90	0.93	<i>good fit</i>
12	CN	CN 0.90	186.43	Not Good Enough
13	RMR	<i>Standardized</i> RMR 0.05	0.079	Not Good Enough
14	GFI	GFI 0.90	0.92	<i>good fit</i>
15	AGFI	AGFI 0.90	0.86	<i>Marginal fit</i>

Based on the Table above, there are many sizes of GOF that change. The estimation results show that NFI, NNFI, CFI, IFI, and RFI values have a good match rate with a value greater than 0.90. The CN value becomes 186.43, so it is concluded that the model does not present enough sample data. GFI and AGFI values improved to 0.92 and 0.86. Although the standardized RMR value has a low level of match, it can be concluded that the overall match test of the model has a good level of match. The t-value loading factor indicates a change from the initial estimation result. T-value changes vary greatly. Model modifications also result in a difference in the value of the standardized loading factor (SLF) on each observed variable. The SLF value after being modified is shown in Figure 2.

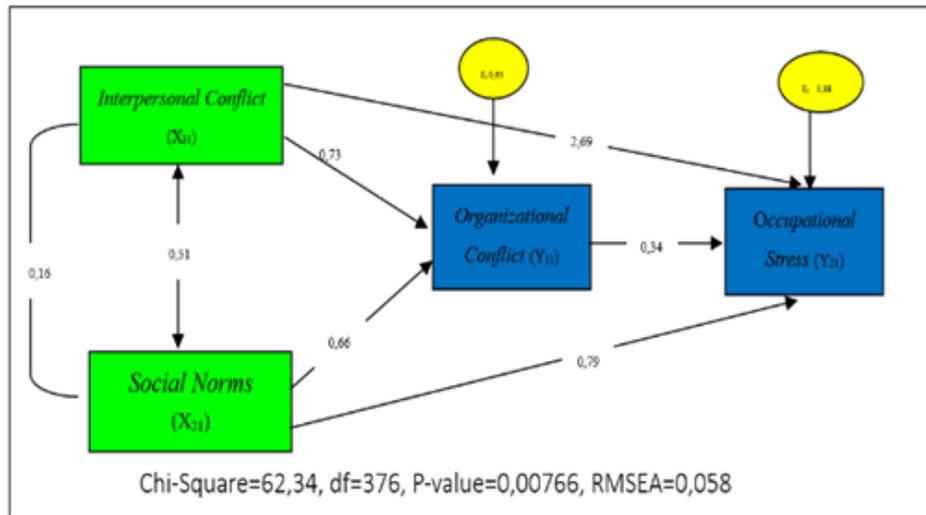


Figure 2  
Trajectory diagram basic model- standardized solution

The amount of influence of each variable based on the system is presented in Table 5.

Table 5  
Path coefficients (Mean, STDEV, T-Values)

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ( O/STERR )	Conclusion
X <sub>1</sub> against Y <sub>1</sub> (H <sub>1</sub> )	0,1577	0,1297	1,7316	Influential
X <sub>2</sub> against Y <sub>1</sub> (H <sub>2</sub> )	0,1531	0,1167	1,8272	Influential
X <sub>1</sub> against Y <sub>2</sub> (H <sub>3</sub> )	0,7366	0,0576	2,2807	Influential
X <sub>2</sub> against Y <sub>2</sub> (H <sub>4</sub> )	0,1211	0,0678	1,4531	No effect
Y <sub>1</sub> against Y <sub>2</sub> (H <sub>5</sub> )	-0,1676	-0,0543	-1,765	Influential
X <sub>1</sub> and X <sub>2</sub> against Y <sub>1</sub> (H <sub>6</sub> )	0,1580	0,0632	1,7621	Influential
X <sub>1</sub> ,X <sub>2</sub> , against Y <sub>1</sub> through Y <sub>2</sub> (H <sub>7</sub> )	0,1677	0,1266	1,8633	Influential
ε <sub>1</sub>	0,65	-	-	-
ε <sub>2</sub>	0,88	-	-	-

	Total no of students	Those enrolled	Attendance percentage
Primary School	4.958	543	10.9 %
Secondary School	7.668	2.501	32.6 %

From the results above, it appears that Interpersonal Conflict is an appropriate predictor for Organizational conflict and Occupational stress. At the same time, Social norms only affect Organizational conflict and not on Occupational stress. Besides, Organizational conflict is not a predictor of Occupational stress. Analysis of the data shows that

lecturers experience stress positions influenced by Interpersonal Conflict and influenced by various factors related to its auth.

## DISCUSSION

Lecturers are professional educators and scientists whose primary task is to transform, develop, and disseminate Science and Technology through Education, Research, and Community Service. Lecturers are university staffs that have functional positions in the academic field have called "educators" are functional staff who have active roles. Following their primary duties and functions, the lecturer's work is not stress-free. Therefore, Office Stress is a serious phenomenon that refers to workplace characteristics that make officeholders feel threatened. Job demands can be a significant cause of stress in a workplace where officeholders do not know how to organize themselves to meet their work demands. The stress of the office has devastating consequences for both individuals and organizations. The negative effects of stress on individuals are fatigue, depression, anxiety, sleep disturbances, and difficulty in making decisions. Also, stress causes low productivity, dissatisfaction, low commitment, absenteeism, and employee turnover within the organization (Chatman, 1989; Bright, 2007; Chin, 2010).

"Increasing demand at universities globally over the past 20 years has been associated with reduced government funding of public universities, growth in student numbers, increased focus on quality research and teaching, international and domestic competition and technological developments being the cause of the emergence of stress (Shah, 2012). Increased competition, layoffs, mergers, rapidly changing technologies, and growing demands for high-quality products and higher education services cause position stress for lecturers. "Increased academic accountability, increased pressure to publish research, increased workload, frequent restructuring, the use of short-term contracts and additional external supervision, teaching internationally and through online methods are also believed to contribute to the increasing stress of the office. Several studies examining the stress of positions in Australian academia show that the average academic experiences higher stress levels than public university staff (Gillespie, et al., 2001; Linan, 2008; Lotfali et al., 2012; Maxwell & Garbarino, 2010). Gillespie et al. also reported alarming levels of health problems among academics due to work-related stressors. Among Australian academics, it was found that work-related stress levels had negative effects, psychological distress, and anxiety.

A study reported an indirect link between work stress and disability, mediated by fatigue among South African academics. Work-related stress significantly improves the physical symptoms of mental illness and psychological distress of academics in the UK. A quarter of other academic samples in the UK reported suffering from anxiety and stress-related conditions, such as high blood pressure, migraines, recurrent viral infections, and ulcers. US researchers revealed that some of the effects of stress reported among academics are disability, divorce, excessive caffeine consumption, and sleep deprivation. When academic staff experiences significant pressure, they tend to be effective educators. Therefore, academic pressures should be monitored regularly. Besides, work pressures among academics have also been found to predict the intention to leave the academic profession (Bowling & Beehr, 2006; Tirumalaiah & Sony, 2014).

As academics impact the lives of many students and other faculty members, monitoring and managing work pressures at universities is essential (Greenberg, 2002; Greenberg, 2012; Moussa-Inaty, Attallah., & Causapın, 2019).

It is further explained that life balance and work stress issues are particularly relevant to academics, such as juggling several different tasks, whether from the same or different roles (e.g., work and personal life), creating conflict. Academics in the UK who testify to work conflicts are less likely to be healthier, less satisfied with their work, and more likely to consider leaving academia. Work conflicts among a sample of academics in the United States are primarily predicted by work pressures, above-average working hours, household responsibilities, raising children, satisfaction with childcare, and partner support. Full-time academics in the US (regardless of the type of rank or discipline) have been found to work more than fifty hours of work per week. Besides, most New Zealand (NZ) academics work more than ten hours of overtime, in addition to their normal working hours. There are several provisions to help academics cope with work stress and work-life conflict issues. Like other organizations, this tends to be aimed at flexible working arrangements and stress management techniques, but academics need to be proactive in taking advantage of these initiatives.

This research has significantly added that the Interpersonal Conflict directly affects Organizational Conflict and Occupational Stress Lecturers analyzed by SEM (structural equation modeling) method. This type of interpersonal conflict arises between people in workgroups, committees, task forces, organizations, and face-to-face groups. Conflict arises within the group due to the scarcity of freedom, position, and resources. People who value freedom tend to reject the need for interdependence and, to some degree, conformity within a group. Interpersonal conflicts arise due to conflicts between one person and another, such as a conflict of interest or desire between two people of different status, position, the field of employment, and others. Interpersonal conflicts and organizational conflicts can be referred to as a dynamic in organizational behavior.

Therefore, the working climate or working environment's structuring is a must because human life cannot be released from its environmental conditions, be it the natural environment or the artificial environment. Humans are an integral part of their environment and are even the dominant components of the environment. Therefore, human behavior in work cannot be detached from the conditions of its working environment. In other words, human behavior is heavily influenced by the context of its environment, and human behavior can also affect its environment. The work environment includes two basic components: the physical work environment and psychological work environment, where the two components are closely intertwined. Physical working conditions have an impact on the psychological comfort of workers, as well as psychological working conditions, which have various influences on physical working conditions. Based on the theory of environmental stress theory, two elements cause people to behave with their environment, namely stressor and stress. The stressor is an environmental element that stimulates individuals such as a physical work environment; noise (intensity, prediction, control), temperature, crowding, air pollution (dust, cigarette smoke, carbon monoxide), lighting (glare, color), and equipment or

architectural design (lecture hall/office, furniture, audiovisual). Stress is the relationship between a stressor and a reaction raised in an individual after the individual in question conducts an assessment and chooses a coping strategy.

In other words, the earliest stage of the relationship between human behavior and its environment is contact between individuals with objective physical conditions of the environment. Objects appear with their existence. Individuals appear with their differences (coping ability, social support, and patterns of behavior or personality). The individual's interaction with a physical object's condition causes an individual's perception of its environment.

If the environment is a perception within the optimal limits, the individual will be said to be in a "homeostatic" state that is all-balanced. This condition usually always wants to be maintained by the individual because it gives rise to content and fun feelings. However, if the environment is perceived as beyond the optimal limit (too small/small/weak or too large/many/strong), then the individual begins to feel pressure, for example, in the form of anxiety. If the frequency of anxiety is frequent or strong, which is extended or managed incorrectly, then based on the person-environment fit theory can cause output or outcomes in the form of position stress in the individual due to a mismatch between the abilities or attributes it has with the demands of the workplace. Ekawarna (2009: 180-181) found a positive and significant direct influence (0.31) anxiety on office stress. This means that the increased response in the form of fear or concern experienced by the officeholder after interacting with the environmental stimulus of his work (anxiety) will result in an increased adaptive response in the form of strains experienced by the office holder as a result of interaction with the demands of his work environment (stress of the office).

The physical work environment has an indirect influence on the office's stress but directly influences the coping strategy in question. In other words, the better physical working conditions will be, the better the coping strategy will be chosen, so the lower the stress of the office experience. Ekawarna (2008:214) found that the physical work environment has a negative and significant indirect influence on job stress through coping strategies. The amount of indirect influence is -0.25. Thus, the low variation in the number of position stress variables is influenced by the variables of the physical work environment through coping strategies, or in other words, the stress of the position will decrease if the work environment of the office holder is either supported by the coping strategy that he does well as well (Ekawarna & Sofyan, 2010; Hackman, 2017).

Almost everyone in the organization ranging from the top manager, the middle manager to the lowest level, interacts within their respective groups. Groups are a natural phenomenon within organizations (Henry, 2009; Hotepo et al., 2010; Hasani et al., 2013; Hair et al., 2018). But, it was in that place that Interpersonal Conflict and social norms began to form. Everyone needs a group because it can be referred to as a human vehicle to maintain its survival. Human groups can meet their life needs, promote innovation and creativity, improve the quality of decisions, increase commitment from members, and help reduce negative influences when organizations grow into large (Kingur, 2006; Janmaimool, 2017). The group is an arena for self-actualization. A

group is a group of people who regularly interact with each other for some time, and they feel themselves for each other depending on each other to achieve one or more common goals. Because of the interaction and interdependence, in the group, there is a group dynamic. Therefore, group dynamics can be interpreted as a social process in which people are face-to-face in groups (Kellermann, 1996; Bobek et al., 2011; Beru et al., 2015; Bortoleto, 2015).

In group dynamics, what can be observed is the involvement of group members in all dimensions of the group, which includes; group goal setting, group complexity, group structure, group task functions, group development and maintenance, group atmosphere, group effectiveness, group norms, and group conflicts (Michie, 2002; Luthans, 2008; Michael & Petal, 2009; Malik, 2011). A group is effective if it has characteristics; (1) Members are loyal to each other and their leaders. (2) Members and their leaders have high confidence and trust in each other. (3) The values and objectives of the group are relevant to the values and needs of the members. (4) All activity of the group occurs in a supportive atmosphere. (5) The group is ready to help members develop their full potential. (6) The group knows the value of constructive conformity and knows when to use it and for what purpose. (7) The member communicates in full and frankly all information relevant to the group's activities. And (8) Members feel safe in making decisions (Mokhtarpour et al., 2013; Mulki et al., 2014).

In group life, group dynamics do not always run smoothly and effectively achieve the group's goals. Group norms, leadership, and hierarchy status can be stressors for group members. The group's low cohesiveness and the lack of social support can also be a source of stress. This is what is then mentioned that group stressors are caused by group dynamics. In advance, it is explained that social norms are social psychology constructs that are defined as rules or standards understood by all members of the group, and used as guidelines in social behavior even without the force of law (Cialdini & Trost, 1998). Social norms are informal rules adopted by groups to regulate the behavior of group members (Feldman, 1984). Social norms are social control systems (Ingram & Clay, 2000), created and managed by members of social groups (Greif, 1993; Picard, 2002; Bernard & Ashimi, 2015). The role that social norms play is to regulate interpersonal relationships (Coleman, 1990; Pondy, 1992; Reese et al., 2014). Social norm theory suggests that a person will regulate his behavior to conform to those around them or how they think others behave. However, perceptions of social norms are not always accurate. When there is a gap between what is perceived and what is actually, the resulting misperception can affect the individual's behavior changes. It is the argument that social norms will affect organizational conflict (Russel & Jerome, 1976; Robbins, 2001; Roohangiz et al., 2014).

Interpersonal conflict also affects Organizational conflict. Interpersonal conflicts occur when there is a mismatch between two individuals. Some of the most common causes of this kind of conflict are differences in goals, methods, knowledge levels, abilities, and cultures that differ from individuals' role in the organization. Symptoms of interpersonal conflict may differ in each organization manifested as hostility, jealousy, poor communication, frustration, and low morale (Liu et al., 2011; Salame & Thompson,

2020). Interpersonal conflict is defined as a negative concept that wastes time, money, and energy, increases work pressure, and reduces job satisfaction and motivation. Conversely, in some studies, the positive effects of interpersonal conflict are also expressed, such as supplying the energy and motivation needed to succeed in a task (Balay, 2006; Bell et al., 2011).

Interpersonal conflict is generally based on a person's emotions that occur due to the absence of a balance of what is expected with what it obtains. This results in differences that can lead to disputes, quarrels, and so on, which are essentially antagonistic in the process of interaction between individuals or personal in university activities. Many factors cause of interpersonal conflict. Therefore, in handling interpersonal conflicts, we should look at some aspects of the source that led to the conflict's onset. Most of the interpersonal conflicts stem from personal communication barriers. Communication barriers can lead to pseudo conflict, which results from the inability of participants to reach group decisions due to failures in the exchange of information, opinions, or ideas, even in groups already having mutual consent. Interpersonal conflicts relevant to academic activities are in service to students, where interpersonal conflicts occur between students and staff due to failure to communicate information, ideas, or ideas so that in the service process to students are more likely to apply rigid provisions that often do not match the ideas and opinions of students and academic staff in performing their duties.

Another factor in the onset of interpersonal conflict is the absence of satisfaction of its role compared to the role of others, but that often arises interpersonal conflict due to conflict situations, the latter interpersonal conflict can also be caused by ethnic differences and dissatisfaction between one person and another can be objective or subjective (Salleh & Adulpakdee, 2012; Sarstedt et al., 2017). If in the benchmark of the assessment of the organization, where the leader has a fair and thoughtful personality will certainly be objective in determining the role of the staff will be adjusted to his ability, but if based on subjectivisms like and dislike it will foster a conflict between the leadership and staff that impacts the conflict between the staff and the staff and even if the condition expands will also cause interpersonal conflict between the leadership and the leadership. In dealing with interpersonal conflicts, the best in the University organization must return to the rules and disciplines and policy lines of educational institutions as a benchmark that can overcome interpersonal conflicts even though sometimes the emotions of each member of the organization will continue to be involved it (Stranks, 2005; Srivastava, 2009; Sima et al., 2012). Besides, there needs to be a huge growth of souls from all parties, especially the leadership or organization managers of educational institutions, as their staff's role models.

Organizational conflicts usually involve interpersonal conflicts with colleagues or supervisors, or conflicts between groups in different parts of an organization. According to Imazai & Ohbuchi (2002), there are two types of organizational conflicts: "namely vertical conflict and horizontal conflict. Vertical conflicts occur in different hierarchical-level groups, such as supervisors and salesmen, whereas horizontal conflicts occur between individuals of the same level, such as managers in the same organization.

In vertical conflicts, the difference in status and power between groups is greater than in horizontal conflicts, since this aspect tends to equate to equalizing at the equivalent hierarchy level (Tjosvold, 1998; Tenenhaus et al., 2005). When vertical conflicts occur between operational and administrative workers, conflicts occur that stem from: " (a) psychological distance: workers do not feel involved in the organization and feel that their needs are not being met; (b) power and status: workers feel helpless and feel alienated; (c) differences in values and ideologies: these differences are the underlying beliefs in the purpose of an organization and; (d) scarce resources: disagreements about benefits, salaries, and working conditions." In vertical conflicts, usually, individuals in the lower organizational level seek to avoid conflicts with higher hierarchy levels. They observed that top management colleagues felt more internal conflict between their groups than those in lower positions. This occurs for the following reasons: (a) a person at a higher level of the hierarchy, engaging in non-routine activities and political development, where his orientation towards actions is less clear and has the opportunity for greater dissent, and; (b) people at a higher level of the hierarchy, may be less flexible in their views. Therefore, resolving conflicts is more difficult (Wehrich, 1992; Ulutas et al., 2011; Ul Haq, 2011).

Imazai & Ohbuchi (2002) examined the short- and long-term effects of perceived fairness in organizational conflicts between employees and supervisors. He concluded that "employee justice is essential in the resolution of organizational conflicts. When employees realize that there is justice in conflict resolution, the bond between the groups becomes strong. He added that "perceived distributive fairness significantly increases job satisfaction, positive organizational commitment, and satisfaction with conflict outcomes.

## **CONCLUSIONS**

Nevertheless, the impact of conflict dynamics on the office's stress will be mediation by the ability of individuals to choose coping strategies. If the coping strategy chosen is right, then the office's stress will be at a low level. Similarly, if the stressor of group dynamics cannot be overcome by coping strategies, then the individual in question will experience position stress at a high level. Ekawarna (2008: 218) found a negative and significant indirect influence on group dynamics through coping strategies on office stress. Through track analysis, the amount of indirect influence is -0.21. Thus, the low variation in position stress variables is influenced by group dynamics variables through coping strategies. In other words, position stress will decrease if the group dynamics are in good condition supported by coping strategies that officeholders do well. In addition, this research is limited only to the environment of Jambi University as the research participants to gain the data and its findings. Therefore, the results of this study can be used as the main references for other universities both state and private that have similar characteristics to reduce the potential problems may occurred further as preventive actions.

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