

Job Stress and Job Involvement: The Direct Role of Perceived Coworker Support

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ABSTRACT

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This study examines the relationship between job stress and job involvement, and evaluates the direct role of perceived coworker support within an educational foundation setting. Using a quantitative survey involving all 75 employees of the Mahaduna Rohmatul Umam Foundation, data were analyzed using PLS-SEM. The results indicate that job stress does not significantly influence job involvement. Meanwhile, perceived coworker support demonstrates a strong and significant direct effect on job involvement, although it does not moderate the relationship between job stress and job involvement. These findings suggest that supportive colleagues can sustain employee involvement even when job stress is present. The study partially supports the Job Demands- Resources Model by highlighting the importance of job resources, particularly social support, in maintaining involvement. Practically, organizations are encouraged to foster collaboration and open communication to strengthen employees' job involvement.

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Introduction

Human resources are one of the key elements in organizational sustainability and performance development [1]. Employee success in carrying out work roles is strongly influenced by psychological aspects that shape work behavior, one of which is job involvement

[2]. Job involvement reflects the level of identification of employees with their work, including the extent to which individuals psychologically engage and prioritize work responsibilities as part of their self-identity [3]. Employees with high job involvement will demonstrate enthusiasm, responsibility, and optimal performance, which support organizational effectiveness [4].

From a theoretical perspective, the Job Demands–Resources (JD-R) model explains that employees face job demands that have the potential to generate stress, while at the same time requiring job resources to maintain work motivation and engagement [5]. Job stress arises when the demands and expectations of work exceed an individual's ability to manage them [6]. Without sufficient resources, job stress can reduce involvement and commitment to work. In contrast, the availability of resources such as coworker support can serve as a buffer that helps employees cope with pressures and maintain engagement levels [7]. This is in line with Social Exchange Theory, which emphasizes reciprocal exchanges in social relationships, which states that positive social relationships foster reciprocal behavior, encouraging employees to invest greater effort in their work due to a sense of obligation and value [8].

However, the phenomenon that occurs in many educational foundations shows increasing job pressures due to the complexity of roles and work demands [9]. Employees in educational foundations often face heavy workloads, tight deadlines, and emotional responsibilities that can trigger stress and weaken job involvement [10]. Work pressure becomes more intense when employees must handle heavy workloads and multiple role responsibilities that may trigger stress in daily activities [11].

Employees in educational institutions often face diverse job demands ranging from administrative tasks and role complexity to emotional pressures that may elevate Job Stress and subsequently reduce their Job Involvement. Consequently, Perceived Coworker Support is viewed as an essential resource for maintaining involvement, although prior studies present mixed evidence regarding its ability to strengthen the relationship between Job Stress and Job Involvement. A similar condition is observed in Yayasan Mahaduna Rohmatul Umam, where teachers and staff frequently experience heavy workloads and multiple role responsibilities that may trigger stress that can heighten Job Stress and diminish Job Involvement. While Perceived Coworker Support is expected to mitigate the negative impact of Job Stress, the extent to which it influences the relationship between Job Stress and Job Involvement still requires empirical verification.

Previous studies have shown inconsistent findings, where some research indicates that job stress hurts job involvement [12], [13]. While other studies reveal that stress may actually enhance involvement depending on contextual factors [14]. In fact, several studies still report

that job stress can positively and significantly influence job involvement [15], [16], further reinforcing the need for a more in-depth analysis of these relationships. Similarly, evidence regarding the moderating role of perceived coworker support also remains mixed. These inconsistencies highlight a research gap, particularly within collectivist-based work environments such as educational foundations, where teamwork and social relationships are highly valued. In this context, perceived coworker support is proposed to strengthen the relationship between job stress and job involvement, in line with Social Capital Theory, which highlights that supportive networks provide resources that can enhance job involvement [17]. Coworker support also serves as an essential resource in reducing the negative effects of stress on employee involvement [18], such that when employees receive adequate support, the adverse impact of job stress on involvement tends to diminish [19], [20].

Based on these research gaps, this study aims to analyze the effect of job stress on job involvement and examine the role of perceived coworker support in moderating this relationship among employees of the Mahaduna Rohmatul Umam Foundation. The findings are expected to offer deeper insights into workplace dynamics, highlight critical factors influencing employee engagement, and provide recommendations to enhance organizational well-being and performance.

Literature Review

The Job Demands-Resources (JD-R) Model states that heavy job demands can trigger stress, while job resources such as coworker support help employees stay motivated and involved [21]. Social Exchange Theory adds that positive support at work encourages employees to respond with greater commitment and effort [22]. These two perspectives explain why job stress, job involvement, and coworker support are examined together, especially in educational settings where social relationships play a strong role

A. Job Involvement

Job involvement refers to the degree to which employees psychologically identify with their work and regard work as an important part of their self-concept [3]. Employees with high job involvement invest mental, emotional, and physical energy to perform their responsibilities and demonstrate commitment to organizational success [23]. According to the Job Demands-Resources (JD-R), job involvement develops when employees receive adequate job resources that support work performance under demanding circumstances [24]. Job resources function as motivational drivers that strengthen job involvement, including involvement in work activities [25]. Furthermore, based on Social Exchange Theory, when employees receive positive treatment and support from their work environment, they reciprocate with higher levels of dedication and involvement in their roles [26]. Thus, job

involvement is influenced not only by individual motivation but also by the presence of social and organizational resources that trigger reciprocal commitment [27].

B. Job Stress

Job stress emerges when employees perceive an imbalance between job demands and their capacity to manage those demands effectively [28]. The JD-R Model explains that excessive workload, tight deadlines, and emotional pressure are job demands that may trigger stress if employees lack sufficient resources to cope [29]. Prolonged stress can reduce motivation, concentration, and performance quality, which may potentially lower job involvement [30]. However, Social Exchange Theory suggests that positive social interactions can shape employees' reciprocal responses despite stressful conditions in the workplace [7]. Employees who experience strong relational support may still maintain involvement as a form of reciprocal response [8]. Therefore, the impact of job stress on job involvement may vary depending on the availability of work resources, particularly coworker support [31].

C. Perceived Coworker Support

Perceived coworker support refers to the belief that colleagues provide emotional encouragement, helpful information, and assistance in dealing with work challenges [32]. In the context of the JD-R Model, coworker support represents an essential job resource that can offset negative impacts associated with high job demands [33]. When employees perceive support from colleagues, their sense of control increases, stress levels decrease, and job involvement can be maintained [34]. From the perspective of Social Exchange Theory, supportive social interactions lead to reciprocal behavior, whereby employees feel valued and tend to invest greater involvement and effort in their work [35]. Thus, perceived coworker support not only directly enhances job involvement but may also buffer the relationship between job stress and involvement [31].

Material and Methods

This research employs a quantitative method using a survey approach to test the hypotheses and analyze relationships between variables statistically. The study was conducted at the Mahaduna Rohmatul Umam Foundation in July 2025 to examine the effect of job stress on job involvement and the role of perceived coworker support. The population in this study consisted of all 75 employees working at the Mahaduna Rohmatul Umam Foundation, consisting of all employees of the foundation. This study used a census sampling technique, meaning that the entire population was involved as research respondents. A total of 75 questionnaires were distributed, and all were returned and deemed usable, so the number of processed responses was 75. Thus, the collected data represent the entire population.

Data were collected using a structured questionnaire consisting of three main constructs: job stress, perceived coworker support, and job involvement. The instrument was measured using a Likert scale of 1 (strongly disagree) to 5 (strongly agree). Job stress was measured using nine items adapted from [36]. Job involvement was measured using four items adapted from [37], while perceived coworker support was measured using four items adapted from [38]. All measurement indicators were tested for validity and reliability before analysis. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS software. This analysis consisted of testing construct validity and reliability, assessing the measurement model, evaluating the structural model, and testing the hypotheses through path coefficient analysis.

Results

A. Respondent Characteristics

The respondent profile is presented in Table 1, showing a total of 75 participants, consisting of 29 men (38.7%) and 46 women (61.3%). In terms of employment status, the majority were permanent employees, totaling 63 individuals (84%), while in terms of marital status, most respondents were married, numbering 55 (73.3%). The highest level of education among employees was dominated by bachelor's/master's/doctoral degrees, numbering 62 (82.6%). The majority of employees working at the Mahaduna Rohmatul Umam Foundation were aged 21-30 years (49.3%).

Table 1. Respondent Characteristics

Category	Code	Number	Percentage
Gender	Male	29	38.7%
	Female	46	61.3%
Age	<20 yrs	1	1.3%
	21-30 yrs	37	49.3%
	31-40 yrs	25	33.3%
	41-50 yrs	10	13.3%
	>50 yrs	2	2.8%
Highest level of education	Junior High School/ Equivalent	1	1.3%
	Senior High School/ Equivalent	6	8%
	D1/D2/D3/D4	6	8%
	S1/S2/S3	62	82.6%
Employment status	Permanent employee	63	84%
	Temporary employee	12	16%
Marital status	Married	55	73.3%
	Unmarried	20	26.7%

Source: Primary data processed in 2025

B. Validity and Reliability

Based on the validity and reliability test results in Table 2, all indicators of the perceived coworker support (PCS), job involvement (JI), and job stress (JS) variables were declared valid

and reliable. The results of the validity test are reflected in the factor loading values, all of which exceed 0.7, indicating that each indicator reliably represents the construct being measured. Furthermore, the reliability test results also show excellent consistency. This is evidenced by the Cronbach's alpha values for each variable, which are all above 0.9, namely 0.938 for PCS, 0.921 for JI, and 0.992 for JS, so it can be concluded that the instrument has very high reliability.

Table 2. Validity and Reliability Test Results

Variable		Perceived Coworker Support	Job Involvement	Job Stress	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
PCS	PCS.1	0.921			0.938	0.939	0.956	0.844
	PCS. 2	0.914						
	PCS. 3	0.927						
	PCS. 4	0.913						
JI	JI. 1		0.862		0.921	0.923	0.944	0.809
	JI. 2		0.898					
	JI. 3		0.905					
	JI. 4		0.931					
JS	JS. 1			0.836	0.971	0.992	0.974	0.808
	JS. 2			0.943				
	JS. 3			0.911				
	JS. 4			0.929				
	JS. 5			0.909				
	JS. 6			0.936				
	JS. 7			0.877				
	JS. 8			0.867				
	JS. 9			0.877				

PCS = Perceived Coworker Support; JI =Job Involvement; JS =Job Stress.

Source: Primary data processed in 2025.

In addition, the composite reliability values (rho_a and rho_c) for the three variables were recorded at more than 0.9, indicating that the instruments used had very high internal consistency. Further construct validity testing is demonstrated by Average Variance Extracted (AVE) values that all exceed the minimum threshold of 0.5, namely 0.844 for PCS, 0.809 for JI, and 0.808 for JS. Therefore, the test results confirm that the research instrument meets the criteria for validity and reliability, making it suitable for subsequent analysis.

C. Hypothesis Testing

The results of the first hypothesis test using the path coefficient (Table 3) show a STDEV of 0.091, a T statistic of 1.238, and a P value of 0.216 at the 5% significance level, indicating that Job Stress does not significantly affect Job Involvement. This non-significant relationship may reflect the collectivistic work culture commonly found in educational institutions, where employees tend to rely on shared responsibility, emotional solidarity, and normative expectations of dedication. Such cultural dynamics may buffer the negative impact of stress, allowing employees to remain involved in their roles despite experiencing pressure.

For the second hypothesis, the analysis yields a STDEV of 0.136, a T statistic of 0.396, and a P value of 0.692 at the 5% significance level, suggesting that neither Job Stress nor Perceived Coworker Support jointly influences Job Involvement. This may occur because employees in educational settings often prioritize intrinsic motivations such as teaching commitment, moral responsibility, and organizational norms over external forms of support, making the interaction effect less visible.

Meanwhile, the third hypothesis shows a STDEV of 0.067, a T statistic of 12.347, and a P value of 0.000 at the 5% significance level, indicating that Perceived Coworker Support has a significant and positive effect on Job Involvement. This finding aligns with the social and collectivistic characteristics of educational workplaces, where supportive peer relationships create a sense of belonging and mutual obligation, which in turn fosters stronger involvement in work responsibilities.

Table 3. Path Coefficients

Relationship of Variables	Original Sample (O)	Sample Mean (M)	Std. Deviation (STDEV)	T Statistics (O/STDEV)	P Values
JS → JI	0.113	0.103	0.091	1.238	0.216
PCS × JS → JI	-0.054	-0.029	0.136	0.396	0.692
PCS → JI	0.826	0.836	0.067	12.347	0.000

PCS = Perceived Coworker Support; JI = Job Involvement; JS = Job Stress.

Source: Primary data processed in 2025.

D. Coefficient of Determination

Table 4 presents an adjusted R-squared value of 0.752 for job involvement, indicating that job stress combined with perceived coworker support among the Foundation's employees explains 75.2% of the variance in job involvement, while the remaining 24% is attributed to other variables not examined in this study.

Table 4. Coefficient Of Determination

	R Square	R Square Adjusted
Job Involvement	0.752	0.741

Source: Primary data processed in 2025.

With an adjusted R-squared value of 0.741, the influence of job stress and perceived coworker support on job involvement at the Mahaduna Rohmatul Umam Foundation was 74.1%. The variables not examined in this study contributed to the remaining 25%.

Discussion

The results of testing the first hypothesis reveal that the negative impact of job stress on job involvement is not significantly proven in this study. However, theoretically, numerous prior studies have demonstrated that job stress exerts a negative impact on job involvement.

The greater the level of stress felt by employees due to excessive workloads, tight deadlines, or dual role demands, the lower their engagement in their work [39] and [40]. Continuous stress can cause employees to lose motivation, concentration, and a sense of responsibility for their work, thereby reducing job involvement [41]. However, the results of this study differ from previous theories and findings, which may be due to the characteristics of the respondents at the Mahaduna Rohmatul Umam Foundation, who continued to maintain their job involvement despite facing work pressure. The job stress variable had the highest average score (3.8), which stated, “I have a lot of work and am worried that there is very little time available to complete it,” while the lowest average score (3.32) stated, “My work makes me nervous.”

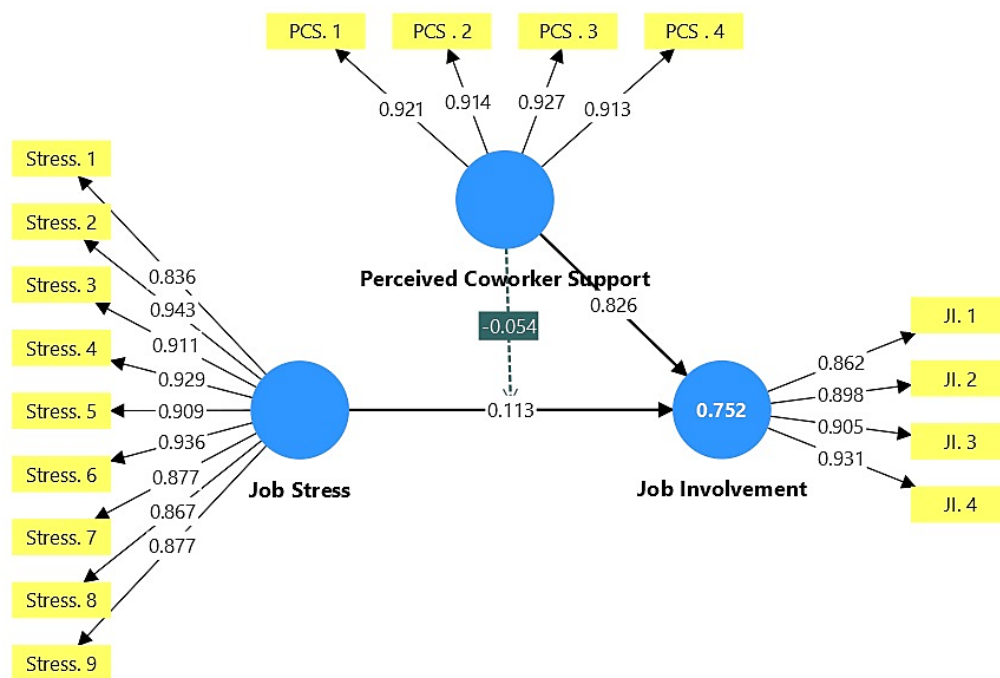


Fig. 1. Results after factor analysis testing

Source: Primary data processed in 2025.

The second hypothesis suggests that perceived coworker support plays a potential moderating role in the relationship between job stress and job involvement. Conceptually, social support from coworkers functions as a buffer that can reduce the negative impact of job stress on job involvement [42]. The analysis results show that coworker support is not significantly proven to moderate the relationship between job stress and job involvement, as indicated by the interaction test with a T-statistic value of 0.396 and a p-value of 0.692 ($p > 0.05$); thus, the second hypothesis is not supported. This means that the presence of coworker support has not been able to strengthen or weaken the influence of job stress on job involvement. This condition may be due to the form of support provided being more

normative or emotional in nature, thus not yet effective enough in reducing the work pressure experienced by employees [43]. It can be said that the research results do not support the second hypothesis proposed. The variable of perceived coworker support had the highest average value (4.32), which states, "My coworkers provide me with useful information or advice," while the lowest average value (4.26) states, "I receive clear and useful feedback about my work,".

The results of testing the third hypothesis show that perceived coworker support has a positive and significant effect on job involvement. This indicates that the higher the level of support provided by coworkers, whether in the form of assistance, advice, or emotional support, the greater the level of job involvement in their work [44]. This support can build a more conducive work environment, foster a sense of togetherness, and motivate employees to remain actively involved in carrying out their duties. These findings are consistent with prior studies showing that coworker support enhances employees' involvement in their work, in increasing job involvement [31], while transformational leadership is effective in fostering intrinsic motivation, which leads to increased job involvement [44]. Work-life balance also plays an important role in maintaining job involvement. This indicates that coworker support strengthens employees' attachment to their work. The job involvement variable had the highest average value (4.42), which states, "I would feel guilty if I left my work unfinished," while the lowest average value (4.25) states, "I feel emotionally involved in my work."

Conclusion and Recommendations

This study concludes that job stress does not significantly influence job involvement among employees at the Mahaduna Rohmatul Umam Foundation. Work involvement remains relatively stable even under stressful conditions, which may be shaped by collective cultural values and a strong sense of duty toward educational roles. The moderating effect of perceived coworker support was also not confirmed, indicating that the support available has not operated as a mechanism that reduces the impact of stress on involvement. Nevertheless, perceived coworker support shows a positive and significant direct effect on job involvement, highlighting its value as a workplace resource that encourages greater dedication to work. These findings align with the JD-R Model and Social Exchange Theory, underscoring that job resources, particularly supportive interactions, play a meaningful role in sustaining employee motivation and involvement.

The findings contribute to the development of organizational behavior theory by demonstrating that job involvement in this study was not influenced by job stress but can be strengthened through positive social resources such as coworker support. This supports the

JD-R Model by proving that job resources help maintain job involvement despite work pressure. Additionally, the results reinforce Social Exchange Theory by showing that supportive coworker relationships generate reciprocal commitment in the form of higher work involvement.

Organizations, especially educational institutions, are encouraged to develop structured coworker support systems through collaborative culture-building programs, peer mentoring, and open communication channels. Workload management policies should be optimized to prevent excessive strain, including fair task distribution and scheduled recovery time. Strengthening teamwork and internal communication can create a supportive environment that sustains job involvement.

Conflict of Interest

The authors declare no conflict of interest.

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