



Impact Of Job Stress On Lecturer's Performance: The Moderating Role Of Social Support.

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ABSTRACT

Job stress is one of the major concerns of the manager due to the increasing complexity of the working environment and job characteristics. However, job stress was studied in the banking sector and hospitals rather than in educational institutes. Therefore, this study aims to investigate the impact of job stress on a lecturer's performance. The support of students and business partners was supposed to be social support to lecturers while working. A questionnaire was designed by adapting previous research and translating into Vietnamese. The convenience method was applied by sending via Google form to collect the answers from lecturers working in Vietnamese Universities. Among 400 respondents, there were 392 acceptable answers. The data collected was input into Smart PLS to analyze the impact of job stress on the lecturer's performance and the role of social support in the relationship between job stress and the lecturer's performance. The findings of this study are that job stress negatively impacts a lecturer's task performance and contextual performance, but job stress has a positive relationship to counterproductive work behavior, and social support plays a moderate role in the effects of job stress on a lecturer's performance. The study also indicated that student support and business partner support are the factors of social support. The findings of this study contribute significantly to both theoretical understanding and practical application within the support of society in the relationship between job stress and the job performance of lecturers.

Keywords: Job Stress, Job performance, Social Support, Lecturer's performance

1. Introduction

1.1 Job stress

Stress is no longer a new concept and interests researchers in various aspects and fields. This complex concept involves many indicators of the individual and the internal processes and external behavioral manifestations. Stress can occur in many aspects of humans, including physiology, cognition, emotions, behavior, and environment. Therefore, stress is an integrated biological-psychological-social response to events and situations that require the individual's appropriate coping skills.

When studying stress, psychologists view it as a psychological process - the interaction process between people and the environment, in which people perceive events from the environment to mobilize their potential and their ability to cope (Lazarus, 1966); (Lazarus & Folkman, 1984).

According to Lazarus (1966) and Lazarus & Folkman (1984), stress is an interactive process between people and the environment in which relevant parties perceive events and situations from the atmosphere as threatening and dangerous. , requiring individuals to use their adaptive abilities to face those things (Lazarus & Folkman, 1984). Therefore, stress is generated in the event as a stimulus and in the human body's response. The cognitive-behavioral factor plays a regulating role between the stimulus and the body's response. This perspective emphasizes the cognitive-behavioral aspect of stress research and compensates for the shortcomings of the biological and environmental perspectives on stress analyzed above. The central element of the psychological perspective is to consider stress as a psychological process (cognition and behavior) of the subject (Lazarus & Folkman, 1984). Perception is the process of individuals learning and evaluating events and environmental factors (threat level, danger). Events and situations can only cause stress when the

subject perceives and considers them as harmful or lacks coping resources. The subject will provide specific responses through corresponding cognition, behavior, or emotion in this situation.

When studying stress at work in-depth, many researchers have pointed out that factors related to work and working environment conditions are the main factors that cause stress for workers. Changes and fluctuations in life; multiple roles and responsibilities; conditions, environment, working time; nature and requirements of the job; income problems; relations in labor and work; career development; Inappropriate policies and organizational structure

(Kahn, et al., 1964) (Kim, et al., 1997).

Different researchers have discussed various aspects of stress. These studies focus on understanding the factors that impact and form human stress within the organization (Kahn, et al., 1964). In the book "Stress in Organizations: Studies in Role Conflict and Ambiguity" (Organizational Stress: Studies Role Conflict and Ambiguity), Kahn et al. (1964) argued that stress is the result of three factors, including (1) role conflict, (2) role overload and (3) role ambiguity. When an individual is assigned a task to perform work in an organization, it must come with authority and responsibility within the organization. If the assigned tasks and work are commensurate with the authority and commitment that the individual undertakes, it will prevent that individual from falling into a state of stress due to role conflict. This is caused by the organization's inappropriate job design activities, and there needs to be a fair assessment when dividing work. The second is assigning too many responsibilities and tasks to an individual that they need more resources to perform, including time, capacity, and qualifications, leading to them being overloaded with roles and unable to complete them. Tasks always fall into work overload (Kahn, et al., 1964). Third, the tasks need to be designed, causing the individual performer not to understand and perform the job and tasks correctly and fully. Workers need help determining what to do, where to start, who to get support from, and how to complete the job (Kahn, et al., 1964).

Job stress has emerged as a pervasive and multifaceted phenomenon that significantly impacts individuals and organizations. The detrimental effects of job stress on employee well-being, job satisfaction, and overall performance have been extensively documented in the literature (Cooper & Marshall, 1976); (Karasek, 1979). High levels of job stress have been associated with an increased risk of physical and mental health issues, including cardiovascular diseases, anxiety, and depression (Quick, et al., 1997). Moreover, job stress has been identified as a precursor to burnout, absenteeism, and turnover, leading to substantial economic costs for organizations (Maslach & Leiter, 2016). The impact of job stress extends beyond the individual level, affecting team dynamics and organizational productivity (Schaufeli & Bakker, 2004). Thus, understanding and mitigating job stress is imperative for fostering a healthy work environment and ensuring the employees' overall well-being and the organization's success.

1.2 Job performance

Employee performance plays a pivotal and multifaceted role in organizational dynamics, with its significance well-documented in academic literature. Armstrong (2006) underscores that employee performance is central to achieving corporate objectives and maintaining competitiveness in the modern business landscape. High-performing employees contribute significantly to increased productivity, heightened service or product quality, and enhanced customer satisfaction (Kaynak & Hartley, 2005). Moreover, their positive influence extends to organizational culture, inspiring teamwork, and fostering a climate of motivation (Schneider, et al., 2013). The alignment between employee performance and organizational goals is pivotal, as it directly influences critical performance indicators and, consequently, organizational success (Said, et al., 2021). Thus, organizations that invest in employee development, facilitate regular feedback mechanisms, and cultivate an environment conducive to continuous improvement are better poised for adaptability, competitiveness, and long-term sustainability (Latham & C.Pinder, 2005).

The potential influence of job performance on voluntary turnover is anticipated to be mediated indirectly through intentions to quit, and it also has direct repercussions on voluntary turnover, particularly in the form of unplanned resignations. Lee and Mitchell's (1994) researched the unfolding model of turnover, and the results showed that employees may react to unforeseen disruptions in the work environment, prompting contemplation of leaving their jobs. Faced with these undesirable prospects, employees may deliberate on exiting their organizations rather than confronting unpleasant and potentially psychologically harmful circumstances.

According to the study conducted by Zimmerman and Darnold Field in 2009, there is a negative and modest correlation between job performance and the intent to quit. The study also suggests that there are several variables that moderate the magnitude of this relationship. However, the relationship between objective performance ratings and intent to quit was found to be consistent. The study further indicates that job performance has a direct and indirect impact on turnover intentions and behaviors. (Field, Zimmerman & C. Darnold, 2009).

Assessing a lecturer's performance is a multifaceted endeavor encompassing various dimensions such as pedagogical effectiveness, communication skills, and the ability to engage students. In evaluating the lecturer's performance, it is crucial to consider the clarity of content delivery and the extent to which the instructor stimulates critical thinking and active student participation. Additionally, the lecturer's proficiency in adapting teaching strategies to cater to diverse learning styles and fostering a positive and inclusive

learning environment is pivotal. The effectiveness of assessment methods employed by the lecturer in gauging student understanding and providing constructive feedback also contributes significantly to overall performance evaluation. A comprehensive analysis should further explore the lecturer's commitment to staying abreast of advancements in the field and integrating relevant and up-to-date content into the curriculum. By considering these various facets, a holistic assessment of the lecturer's performance can be achieved, offering insights into areas of strength and areas that may warrant further development or refinement.

1.3 Social support

Social support is a multifaceted construct encompassing emotional, instrumental, and informational assistance within interpersonal relationships and social networks. This vital component of social interaction has garnered considerable attention in psychology and sociology. Defined by the perception or experience of being cared for, esteemed, and included in a social network (Cohen & Wills, 1985), social support acts as a buffer against the adverse effects of stress (Thoits, 1986). It manifests through various forms, including tangible assistance, such as financial aid or practical help, and emotional support, which involves expressions of empathy, love, and understanding (House, Landis, & Umberson, 1988). Informational support, another facet of social support, consists of providing advice, guidance, or relevant information to help individuals cope with challenges (Cutrona & Russell, 1990). Identifying and examining social support mechanisms contribute to a comprehensive understanding of the intricate interplay between social relationships and individual well-being.

Workplace support is a set of actions or behaviors intended to help others in the workplace (Pelín & Osoian, 2021), performed by both coworkers and managers (Chou, 2015). This support includes: counseling, emotional support, providing assistance in solving problems and tasks or informing employees about the work system in the organization. Researchers emphasize the importance of coworkers as a key source of support for employees. For example, a more experienced employee in the organization provides support to a newly hired employee or guides a newly promoted person about knowledge and experience in the work organization. Research by Kraimer et al (2005) shows that besides salary, factors that affect external motivation such as: superiors' commitment, job security, superiors' and co-workers' commitment. career helps improve job performance.

In organizational settings, social support manifests through various channels, with co-worker support and supervisor support representing two distinct yet interrelated dimensions. Co-worker support refers to the assistance, encouragement, and camaraderie provided by colleagues within the workplace. This form of support is instrumental in fostering a positive work environment and enhancing job satisfaction (Pelín & Osoian, 2021). Co-workers, through collaborative efforts and shared experiences, contribute to a sense of belonging and mutual assistance, creating a supportive social fabric within the organizational context (Pelín & Osoian, 2021). On the other hand, supervisor support involves the guidance, feedback, and resources provided by immediate managers or supervisors. Supervisors play a pivotal role in shaping employees' work experiences by offering mentorship, constructive feedback, and resources to navigate professional challenges.

2. Literature reviews

2.1 Theory of job stress

The concept of stress was first introduced and studied in physiology by researcher Walter Cannon (1927) when he researched changes in the body when exposed to threats and dangers, harmful. This study scientifically describes human reactions to dangerous situations. According to Walter Cannon's research, stress is understood as the body's "inbuilt" response to harmful factors to mobilize the body's strength to cope (Cannon, 1927). He calls these the "dual" fight-flight (fight or flight) responses whenever an individual faces a dangerous situation. When encountering hazardous situations, heart rate, blood pressure, and breathing rate increase; Vision and hearing also work better to enhance efficiency. Cannon's research achievements, especially the concept of fight-flight, are the premise for future research on stress.

Following Cannon's research results in the field of Medicine, in 1956, Selye researched and introduced the concept of stress in the relationship between physical and psychological factors in the book "The Stress of Life" (Selye, 1956). This study defines stress as a physical and mental reaction to a specific condition (Selye, 1956) Selye's research shows that stress is divided into three stages: (1) Alarm stage, (2) Adaptation phase, and (3) Exhaustion stage. People will change their physical and psychological responses at different levels in each stage. Selye viewed stress as the interaction between a stimulus and the body's response to that stimulus (Selye, 1956).

Accordingly, the US National Institute for Occupational Safety and Health (National Institute for Occupational Safety and Health) has introduced the concept of stress and has since then conducted research and annual reports on stress. Stress or pressure during work performance is defined by the US National Institute for Occupational Safety and Health (1999) as adverse physical and emotional reactions that occur in workers. Work when the job requirements do not correlate with the worker's abilities, resources, and needs. According to this study, stress at work comes from the interaction between workers and working conditions. There are also factors such as worker characteristics compared to working conditions.

Stress at work is understood as adverse human reactions from the interaction between workers and working conditions and the imbalance between factors such as worker characteristics compared with conditions at work (US National Institute for Occupational Safety and Health, 1999).

The dimension of Job performance

Building on the examination by Campbell and Wiernik (Campbell & Wiernik, 2015), job performance is defined as a collection of behaviors within the control of employees that significantly contribute to organizational goals. Despite diverse proposed dimensions, such as safety performance and adaptive performance, the consensus underscores three core domains of job performance: task performance, contextual performance, and counterproductive work behavior (Rotundo & Sackett, 2002).

The first dimension, task performance, is characterized by behaviors contributing to the production of goods or the provision of services (Rotundo & Sackett, 2002). These behaviors exhibit variation across job roles, are often role-prescribed, and typically form part of job descriptions (Rotundo & Sackett, 2002). Given its alignment with core job tasks, the formulation of generic frameworks for task performance proves challenging, necessitating the utilization of context-specific frameworks.

The second dimension, known as contextual performance or organizational citizenship behavior (OCB), is defined as "behavior that contributes to the goals of the organization by enhancing its social and psychological environment" (Rotundo & Sackett, 2002). This encompasses activities beyond formal job duties, such as displaying initiative, proactivity, cooperation with colleagues, and enthusiasm (Koopmans, et al., 2013). Unlike task performance, contextual performance promotes the effective functioning of the organization without necessarily exerting a direct impact on workers' productivity (Koopmans, et al., 2013).

The third dimension, counterproductive work behavior, is defined as "voluntary behavior that harms the well-being of the organization" (Rotundo & Sackett, 2002). It encompasses a range of detrimental actions, including off-task behavior, presentism, complaining, purposefully performing tasks incorrectly, and misusing privileges, among others (Koopmans, et al., 2013). While counterproductive work behavior shares a considerable relationship with contextual performance, a meta-analysis demonstrated that each dimension retains its distinct identity and domain. Within counterproductive work behavior, a bi-dimensional structure has been identified, encompassing deviant behaviors directed toward people.

Therefore, the utilization of previous studies are considered in this research.

Hypothesis and research model

Impact of job stress on job performance

The impact of job stress on job performance is a complex phenomenon that can be analyzed through various theoretical frameworks. The Job Demand-Control (JD-C) model, proposed by Karasek (1979), posits that job stress arises when there is a combination of high job demands and low job control. High job stress, according to this model, is associated with adverse outcomes, including impaired job performance. The strain experienced due to excessive demands and a lack of control can lead to decreased concentration, cognitive errors, and reduced efficiency, ultimately influencing overall job performance negatively.

Furthermore, the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) offers insights into how individuals appraise and cope with job stressors, influencing their subsequent job performance. According to this model, the perception of a stressor and the coping strategies employed can impact the outcome of stress on job performance. Ineffective coping mechanisms or maladaptive appraisals may exacerbate the negative impact of stress on an individual's ability to meet job demands. In summary, applying theories such as the JD-C model, COR theory, and the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) helps elucidate the intricate relationship between job stress and job performance. These theoretical frameworks provide a foundation for understanding how specific stressors within the work environment can impede an individual's cognitive and emotional resources, ultimately influencing their job performance.

From above researches, the author suppose hypotheses

H1a: There is a negative relationship between job stress and lecturer's task performance

H1b: There is a negative relationship between job stress and lecturer's contextual performance

H1c: There is a positive relationship between job stress and lecturer's Counterproductive Work Behavior

2.2 Role of social support on the impact of job stress on job performance

Social support plays a crucial role in mitigating the impact of job stress on job performance, and this dynamic can be analyzed through various theoretical perspectives. The Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) also informs our understanding of the role of social support in the context of job stress and performance. According to this model, social support can be a crucial coping strategy, influencing an individual's appraisal of stressors and shaping their ability to manage the demands of the job effectively. Effective social support can enhance an individual's sense of control and mastery over stressors, leading to a more adaptive response and, subsequently, improved job performance.

Social support within the workplace is a complex construct, comprising various components that collectively contribute to individuals' ability to cope with stress and enhance job performance. Coworker support, as a crucial component, involves assistance and encouragement provided by colleagues. Research indicates that

positive relationships with coworkers contribute significantly to the overall well-being of employees and play a pivotal role in buffering against the negative impacts of job stress. Coworker support is often manifested through shared responsibilities, collaboration on tasks, and the provision of emotional aid, fostering a sense of camaraderie and teamwork.

Therefore, the author suppose the following hypothesises

H2: Co-worker support has an impact on the relationship between job stress and lecturer's performance

In detail:

H2a: Co-worker support has an impact on the relationship between job stress and lecturer's task performance

H2a: Co-worker support has an impact on the relationship between job stress and lecturer's contextual performance

H2a: Co-worker support has an impact on the relationship between job stress and lecturer's Counterproductive Work Behavior

In addition, Supervisor support represents another critical facet of social support in the workplace. Supervisors, as leaders within the organizational hierarchy, have a unique role in influencing the work environment and employees' experiences of stress. Supportive supervisors can provide guidance, feedback, and resources to facilitate employees' coping mechanisms and enhance their job performance (Eisenberger et al., 2002). Effective communication, recognition of employees' efforts, and a supportive leadership style contribute to a positive supervisor-employee relationship, creating a foundation for stress reduction and improved job performance.

The author supposes the hypothesis

H3: Supervisor support has an impact on the relationship between job stress and lecturer's performance

In detail:

H3a: Supervisor support has an impact on the relationship between job stress and lecturer's task performance

H3b: Supervisor support has an impact on the relationship between job stress and lecturer's contextual performance

H3c: Supervisor support has an impact on the relationship between job stress and lecturer's Counterproductive Work Behavior

Accordingly, in the regulations of the Ministry of Education and Training as well as regulations on the duties of lecturers at HVNH, the main duty of lecturers is teaching. Teaching activities are the activities of transferring knowledge from lecturers through different teaching tools and methods to students. This knowledge transfer process takes place two-way, requiring student interaction throughout the learning process. The academic performance of lecturers is largely assessed by the learning results of students, the application of knowledge of students after graduation to students' real jobs and is evaluated by businesses.

Therefore, the interaction and coordination of students in the lecture hall as well as after class related to learning content contributes to influencing the lecturer's professional performance. The process of interacting in class, participating in lesson creation, participating in discussion activities and other activities organized by instructors. That process requires students always to listen and follow the instructor's instructions. At the same time, students need to proactively contact lecturers in case they encounter professional or academic-related problems. Only then can lecturers develop methods and lectures that are suitable for students and help students improve their learning results, thereby also improving lecturers' academic performance.

Therefore, the author hypothesize that

H4: Student support has an impact on the relationship between job stress and lecturer's performance

In detail.

H4a: Student support has an impact on the relationship between job stress and lecturer's task performance

H4b: Student support has an impact on the relationship between job stress and lecturer's contextual performance

H4c: Student support has an impact on the relationship between job stress and lecturer's Counterproductive Work Behavior

In the context of innovation and internationalization of education, universities aim to train according to social needs. That is, the development of training programs, subject content, and teaching methods all take opinions from learners and especially businesses - who act as future employers. Therefore, the role of businesses is increasingly important for the school in general and for lecturers in particular. Higher education nowadays has made increasing demands on both learners and teachers. Teaching is not only aimed at developing learners' knowledge but also must be associated with the practical requirements of professions and job positions, especially application-oriented training programs. Thus, several types of out-of-school learning environments, such as natural ones and science/sports/art centers, might be used to enrich the learning programs. However, organizing out-of-school learning is much more complex than traditional classroom lessons, and teachers can be overwhelmed by the organization and feel anxiety (Arık, 2022; Kisiel, 2007). Therefore, they rarely make use of field trips' full educational potential studied teachers' anxiety levels when planning trips to out-of-school learning environments. Several qualitative studies focused on how to support teachers in organizing field trips. For example, Kisiel (2005) studied how to improve their motivation, and Martin and Sewers (2003) provided guidelines for planning activities. Indeed planning a field trip is a complex task involving different steps, from the identification of the places and activities to be

performed to the finalization of bureaucratic aspects such as payment. However, to the best of our knowledge, no automated support has been developed so far in this direction.

Businesses are partners who provide suggestions and requests to educational institutions regarding their requirements for future personnel. This helps businesses significantly reduce the cost of training new personnel, helping students quickly catch up with work after graduation. Currently, businesses actively associate with universities and support lecturers in carrying out their work in many different forms.

In addition, businesses coordinate with lecturers in specialized departments to organize field visit activities at businesses. Through these practical experiences, lecturers and students have the opportunity to learn more about the reality of work, at the same time have experiences and improve their understanding. This helps students clearly understand the subject content, grasp real-world trends and business requirements when they graduate. This support from businesses has contributed to helping lecturers improve their professional performance.

In addition, businesses also support the use of software systems, sponsor students and other school activities. In the era of digital transformation, acquiring software and applications for practice costs a lot. Vietnam Universities have currently received support from large banks such as MB, Agribank, and leading businesses in the field of accounting software such as MISA. These tools have greatly supported the teaching and research activities of lecturers.

From the above facts, the author proposes a hypothesis that business support has an impact on the professional performance results of lecturers.

Therefore, the author hypothesize that

H5: Business Partner support has an impact on the relationship between job stress and lecturer's performance

In detail.

H5a: Business Partner support has an impact on the relationship between job stress and lecturer's task performance

H5b Business Partner support has an impact on the relationship between job stress and lecturer's contextual performance

H5c: Business Partner support has an impact on the relationship between job stress and lecturer's Counterproductive Work Behavior

3. Methodology

Sample

Table 1 indicates a description of the demographic characteristics of the respondents

Table 1: Demographic of respondents

No	Variable	Number	Frequency
1	Sex		
	Male	158	40.31%
	Female	234	59.69%
2	Education levels		
	Master degree	218	55.61%
	PhD	157	40.05%
	Associal Professor	15	3.83%
	Professor	2	0.51%
3	Experiences		
	Under 1 year	3	0.77%
	From 1 year to under 5 years	27	6.9%
	From 5 years to under 10 years	121	30.86%
	From 10 years and above	241	61.48%
	Total		392

The research sample was characterized by a diverse and inclusive composition, encompassing individuals with varying demographics and professional backgrounds. Regarding gender, females dominated the sample, with 40.31% male participants and 59.69% female participants.

The percentage of educational level varies from holding a master's degree, PhD, Associate professor, and a professor. In detail, the highest number of a lecturer who has master's degree, followed by Ph.D., Associate professor, and professors, accounted for 55.61%, 40.05%, 3.83%, and 0.51%.

Among the 392 lecturers who filled out the questionnaire, 61.48% had 10 years and above experience, followed by those with 5 years to under 10 years, who accounted for 30.86%, those with 1 year to under 5 years of experience, who accounted for 6.9%, and only 0.77% of lecturers who had under 1 year of experience.

Measure

The author has conducted general research and research on fundamental theories, collected domestic and foreign research results related to the research topic. From there, establish research questions and propose research hypotheses and research models.

Variable	Source
Job stress	Adapted from New Job Stress Scale by Wilza et al (Leite, et al., 2021)
Co-worker support	Adapted from Job demand-control-Social support model by Karasek
Supervisor support	Adapted from Job demand-control-Social support model by Karasek
Student support	Adapt from co-worker support and supervisor support
Busienss Partner support	Adapt from co-worker support and supervisor support
Task performance	Individual work performance questionnaire by Koopman et.al (Koopmans, et al., 2013)
Contextual performane	Individual work performance questionnaire by Koopman et.al (Koopmans, et al., 2013)
Counterproductive Work Behavior	Individual work performance questionnaire by Koopman et.al (Koopmans, et al., 2013)

The measurement scale for each variable in the model is selected from foundational theories and previous studies. The questionnaire was designed based on available scales and translated from English to Vietnamese, with adjustments to suit the survey subjects who are lecturers. The questionnaire was posted on Google form to easily send it to lecturers and receive results. The questionnaire was then used for a pilot survey with 10 lecturers and adjusted to be reasonable and clear for respondents to obtain the most accurate answers.

Because the questionnaire was collected from many research sources and translated from English to Vietnamese, the terms and implications of the questions were made clearer and accompanied by a description of the purpose of the questionnaire. After receiving feedback from the first lecturers on the questionnaire, it was explicitly revised as follows:

After adjusting, the questionnaire was collected using a convenient survey method to obtain data quickly and randomly. Lecturers who receive the questionnaire will answer and send it to other lecturers. The process collected 392 valid answer sheets to include in step 3.

The received answers are coded and processed for missing data, exploratory factor analysis, and validation factor analysis. The minimum sample size for exploratory factor analysis is 5 times the number of observations than the number of variables; more appropriate is 10 times, and even better is 20 times. Because the number of variables of the intended model is 8, the number of votes is collected with a minimum of 40 valid answers, preferably 80 answers and preferably 160 valid answers. The result of the data was 392 responses, ensuring a sufficient number for exploratory factor analysis, validation factor analysis, and model regression. The tool used to conduct the analysis is Smart-PLS

The collected data results were coded, and Smart PLS software was used for data analysis.

4. Results

The measurement model

Table 2 indicates the reality, validity, and discriminant validity of measures in this study.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
CP	0.933	0.944	0.943	0.581
CWB	0.958	0.962	0.965	0.774
JS	0.937	0.948	0.948	0.675
SS1	0.817	0.833	0.878	0.644
SS2	0.809	0.826	0.867	0.568
SS3	0.738	0.777	0.833	0.563
SS4	0.782	0.927	0.846	0.667
TP	0.916	0.925	0.935	0.705

The Cronbach alpha coefficients for all scales exceed are from 0.738 to 0.958 higher than the acceptable threshold of 0.7, indicating satisfactory internal consistency and reliability. All CR (Composite Reality) coefficients from 0.777 to 0.962, are more significant than the recommended cutoff of 0.7, confirming the scales' reliability. The AVE (Average Value Extracted) coefficients, ranging from 0.581 to 0.774, surpass the minimum requirement of 0.5, indicating satisfactory convergence.

Hypotheses testing

Table 3 shows the testing of direct relationship

Table 3: Relationship testing

Hypothesis	Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Hypotheses
H1a	JS -> TP	-0.450	-0.450	0.046	9.769	0.000	Accepted
H1b	JS -> CP	-0.332	-0.330	0.049	6.834	0.000	Accepted
H1c	JS -> CWB	0.400	0.401	0.056	7.197	0.000	Accepted

Table 3 indicates that the direct relationship between Job stress and Task performance is -0.45 with p value $0.000 < 0.005$ supporting the H1a hypothesis that Job stress has negative relationship with job performance. The path analysis also shows that the relationship between Job stress and contextual performance is -0.332 with p value is $0.000 < 0.005$. Therefore, Job stress has negative impact on contextual performance and H1b hypothesis is supported. In contrast, the original sample (O) between job stress and Counterproductive Work Behavior is 0.4 with p value is $0.000 < 0.005$. So that, job stress has positive relationship to Counterproductive Work Behavior and hypothesis H1c is accepted.

Table 4: moderator of Co-worker support

Hypothesis	Path	Original sample (O)	P values	Hypotheses
H2a	SS1 x JS -> TP	0.122	0.005	Accepted
H2b	SS1 x JS -> CP	-0.059	0.182	Rejected
H2c	SS1 x JS -> CWB	-0.109	0.002	Accepted

As the results shows in table 4 about the moderator role of co-worker support to the relationship between job stress and task performance, contextual performance, and Counterproductive Work Behavior with the p value are 0.005, 0.182, 0.002. Therefore, the hypothesis H2a and H2c are accepted and hypothesis H2c is rejected.

Table 5: moderator of supervisor support

Hypothesis	Path	Original sample (O)	P values	Hypotheses
H3a	SS2 x JS -> TP	0.106	0.087	Accepted
H3b	SS2 x JS -> CP	0.227	0.000	Accepted
H3c	SS2 x JS -> CWB	0.099	0.105	Rejected

Table 5 shows about the moderator role of supervisor support to the relationship between job stress and task performance, contextual performance, and Counterproductive Work Behavior with the p value are 0.087, 0.000, 0.105. Therefore, the hypothesis H3a and H3b are accepted and hypothesis H3c is rejected.

Table 6: Moderator of student support

Hypothesis	Path	Original sample (O)	P values	Hypotheses
H4a	SS3 x JS -> TP	-0.206	0.008	Accepted
H4b	SS3 x JS -> CP	-0.253	0.001	Accepted
H4c	SS3 x JS -> CWB	0.003	0.963	Rejected

Table 6 shows about the moderator role of student support to the relationship between job stress and task performance, contextual performance, and Counterproductive Work Behavior with the p value are 0.008, 0.001, 0.963. Therefore, the hypothesis H4a and H4b are accepted and hypothesis H4c is rejected.

Table 7: Moderator of business partner support

Hypothesis	Path	Original sample (O)	P values	Hypotheses
H5a	SS4 x JS -> TP	0.310	0.000	Accepted
H5b	SS4 x JS -> CP	0.234	0.000	Accepted
H5c	SS4 x JS -> CWB	0.152	0.001	Accepted

Table 7 shows about the moderator role of business partner support to the relationship between job stress and task performance, contextual performance, and Counterproductive Work Behavior with the p value are 0.000, 0.000, 0.001. Therefore, the hypothesis H5a, H5b, H5c are accepted.

5. Discussion

The main purpose of this study is to investigate the impact of job stress on lecturer's performance in Vietnam and the role of social support in the relationship between job stress and job performance. The research also suggests the components of social support factors are co-worker support, supervisor support, student support, and business partner support.

Research results show that job stress has a positive impact on task performance and contextual performance, while it has a negative impact on Counterproductive Work Behavior. This shows that when lecturers fall into a state of stress, task performance and context will decrease, and Counterproductive Work Behavior will increase. The results of this study agree with previous studies on the impact of job stress on job performance (Alayoubi, et al., 2022), (Kaynak & Hartley, 2005) (Lazarus & Folkman, 1984) (Maslach & Leiter, 2016) .

Besides, social support includes providing information, coordinating work and creating favorable conditions during work performance. The author proposed sub-variables of social support for university lecturers including support from students and support from partner businesses. Research results show that student support and partner business support play an important role in social support for lecturers' work performance. The main job of a lecturer is to teach, do scientific research, combine practice with lectures and use tools to support the working process. Therefore, lecturers interact with students and business partners more than they interact with colleagues and direct managers.

The research results also show the moderating role of social support variables on the influence of stress on lecturers' work performance. Specifically, colleague support positively impacts the relationship between job stress and task performance and has a negative impact on the relationship between job stress and counterproductive work behavior. The results of this study agree with previous studies. However, co-worker support does not have a moderating role in the relationship of job stress to contextual performance. This result is different from previous studies. This shows that the support of colleagues during work performance does not affect the impact of job stress on lecturers proactively improving their own abilities and solving challenges at work.

However, direct leader support and student support show a moderating role in the relationship of job stress to task performance and contextual performance. The results of this study agree with previous studies. Besides, direct management support and student support do not have a moderating role in the relationship of job stress with Counterproductive Work Behavior. When job stress increases, Counterproductive Work Behavior increases, these are harmful behaviors at work, lecturers complain about work and find ways to avoid tasks or do nothing. However, having the support of direct leadership and support from students does not change this. The results of this study show that lecturers' work is independent and depends on the lecturers themselves rather than being influenced by direct leadership and student support.

The results of studying the role of support from partner businesses show that there is a positive moderation in the relationship of job stress to all factors of job performance. This confirms the supporting role of partner businesses in the work performance of lecturers in Vietnam.

6. Limitation

The research was conducted on a specific audience of lecturers at universities in Vietnam. Therefore, further research needs to be conducted in other local provinces to have more complete research results in the context of Vietnamese universities.

The study does not have a classification between public and private universities to compare how the organizational context affects the research model. Future research needs to add organizational context and university classification.

The study only focuses on evaluating factors related to work and job stress at work. It ignores personal factors of lecturers such as personal characteristics, work-life balance, and social support from family. Future research needs to explore the role of social support from other subjects to instructors.

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