

On Emotional Exhaustion, Job Satisfaction, and Job Performance of Indonesian Elementary School Teachers

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Abstract

This study was intended to describe the prospective correlation between emotional exhaustion and both job satisfaction and the performance of teachers. We utilized three survey questionnaires to collect data. Research data were derived from a total number of 157 teachers working in the Catholic elementary schools of Southern Papua Province, Indonesia, who have conveniently been established as samples. Research data were statistically analyzed using a simple linear regression analysis technique by employing the Statistical Package for the Social Sciences (SPSS) version 21. Results of statistical analysis showed that the job satisfaction and performance of teachers working in the Catholic elementary schools of Southern Papua Province are significantly negatively related to their emotional exhaustion. These findings underscore the critical need for interventions addressing emotional well-being within the teaching profession, emphasizing the urgency for supportive structures, workload management, and tailored training to mitigate emotional exhaustion's detrimental effects on teachers' satisfaction and performance, ultimately aiming for a healthier and more effective educational environment.

Keywords: Emotional Exhaustion, Job Performance, Job Satisfaction

INTRODUCTION

Given the immense societal pressures impacting the development of the nation's youth, the performance of educators holds pivotal significance for various stakeholders, including school administrators, parents, policymakers, and the broader community. Despite the inherent nobility of the teaching profession, it remains arduous, demanding exceptional commitment and resilience, particularly for those serving in remote regions of Southern Papua (Werang, 2018). The significant issue of teacher absenteeism in Indonesia, highlighted by Unicef (2012), McKenzie et al. (2014), and Werang et al. (2017, 2019), alongside the enduring challenge of low academic attainment among Indigenous Papuan students (Leba et al., 2021; Sianturi et al., 2018; Werang & Leba, 2022; Zaini, 2010; Zhang & Sheu, 2012), underscores the urgent need for research focusing on the emotional exhaustion of teachers as a potential determinant of their absenteeism from their respective schools.

Emotional exhaustion, alongside negative feelings towards colleagues (depersonalization) and a sense of diminished personal achievement, constitutes a significant aspect of burnout. This concept has been extensively discussed by Maslach (1982), Maslach and Jackson (1981), Maslach and Goldberg (1998), and Schaufeli et al. (2009). Maslach et al. (1996) particularly underscored emotional exhaustion as the primary facet of burnout, while Pines and Aronson (1988) included physical exhaustion, such as constant fatigue. In the context of teacher burnout, depersonalization refers to maintaining negative and cynical attitudes toward students or colleagues. Reduced personal accomplishment reflects teachers' tendencies to perceive their work as less meaningful or impactful. (Maslach, 1982; Maslach & Jackson, 1981; Maslach & Goldberg, 1998; Schaufeli et al., 2009).

Maslach et al. (1996) emphasized that feelings of stress and depletion serve as primary indicators of emotional exhaustion. This psychological condition is recognized as a central element of burnout, a topic extensively explored by various scholars (e.g., Bolton, 2012; Borritz et al., 2006; Cordess & Dougherty, 1993; Cropanzano

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et al., 2003; Lee & Ashforth, 1993). These researchers endorse the notion that emotional exhaustion represents a substantial component of burnout. McCormac et al. (2018), in their investigation into burnout among applied psychologists, further underscored the prevalence of discussions concerning emotional exhaustion as the pivotal aspect of burnout. Maslach and Goldberg (1998) argue that emotional exhaustion constitutes a foundational dimension interlinked with stress within the burnout framework.

Expanding upon the aforementioned idea, Maslach et al. (1996) elaborated on the three main dimensions of burnout—emotional exhaustion, depersonalization, and reduced personal accomplishment—asserting that emotional exhaustion is consistently the most frequently reported and thoroughly studied dimension among them. Consequently, when individuals express experiencing burnout, it typically manifests as a feeling of being emotionally drained and fatigued. The prevailing consensus within academic discussions on burnout tends to revolve around the concept of emotional exhaustion as the central aspect, highlighting its utmost significance in understanding and addressing burnout experiences. Essentially, the collective findings from studies spanning from the mid-1990s to recent research in 2018 emphasize the prominence of emotional exhaustion within the broader context of burnout. This emotional state not only serves as a focal point but also significantly shapes the comprehension and identification of burnout experiences among individuals across various professional and psychological realms.

Existing research has firmly established a strong correlation between emotional exhaustion and both job satisfaction (e.g., Avdi & Sudipto, 2013; Kowey, 2015; Qureshi & Sajjad, 2015; Santika & Sudibia, 2017; Zafrul et al., 2023) and job performance (e.g. Gorji, 2011; Halbesleben & Bowler, 2007; Qureshi & Sajjad, 2015; Werang et al., 2021; Wright and Cropanzano, 1998). These studies have demonstrated that when individuals undergo emotional exhaustion in their workplace, it significantly influences their satisfaction with their jobs and their performance levels. However, despite shedding light on how emotional exhaustion impacts job satisfaction and performance, there remains a research gap that we aim to address. Our focus will specifically target investigating this relationship within the unique setting of the Southern Papua Province. This geographical area presents distinct challenges and requirements, particularly concerning the performance of teachers and elementary school graduates.

Our research aims to address a significant gap in the current literature by focusing our investigation on a specific region within the East Indonesia border area. By doing so, we aspire to provide valuable insights tailored to regional needs, thereby contributing to the development of highly effective educators and improving educational outcomes for elementary school students. The study is guided by two primary research questions: (1) Does emotional exhaustion among teachers correlate negatively with job satisfaction in Catholic elementary schools in Southern Papua, Indonesia? And (2) Does emotional exhaustion among teachers correlate negatively with job performance in Catholic elementary schools in Southern Papua, Indonesia? To address these inquiries, we adopted a quantitative approach utilizing a survey research design.

RELATED LITERATURE

Teacher Emotional Exhaustion and Job Satisfaction

Teachers play a crucial role in shaping the quality of education and guiding future generations, making their profession inherently noble yet challenging, especially for those working in remote areas (Werang, 2018). The high rate of teacher absenteeism in Indonesia, highlighted by Unicef (2012), McKenzie et al. (2014), and Werang et al. (2017, 2019), has sparked concerns within society. This concern has led to studies focusing on emotional exhaustion among teachers as a potential predictor for their absenteeism. Emotional exhaustion is the feeling of being emotionally drained or experiencing the depletion of psychic energy (Maslach and Goldberg, 1998). It is acknowledged as a result of prolonged exposure to physical, emotional, and cognitive stressors (Anbar & Eker, 2007; Demerouti et al., 2010).

The impact of emotional exhaustion on teachers' job satisfaction is widely acknowledged in current literature. Recent studies have investigated this relationship as the following. Firstly, Yusra (2018) conducted a study on nurses at the Public Hospital of Meuraxa Kota Banda Aceh. Through survey methods involving 131 nurses as participants, data were collected and analyzed using Statistical Package for the Social Sciences (SPSS) version

22. The findings revealed a significant negative correlation, indicating that emotional exhaustion adversely affects the job satisfaction of nurses at the hospital.

Secondly, Santika and Sudibia (2017) conducted a study examining how emotional exhaustion influences job satisfaction and organizational commitment among employees at the Unit Pelaksana Teknis Pusat Pengendalian and Operasional Penanggulangan Bencana Badan Penanggulangan Bencana Daerah Provinsi Bali. They used a sample of 56 employees and found a significant negative impact of emotional exhaustion on the job satisfaction of employees at that unit. At the end of the study, the researchers suggested the need for the management of Badan Penanggulangan Bencana Daerah to take steps to address employees' emotional exhaustion to enhance both job satisfaction and organizational commitment.

Thirdly, Qureshi and Sajjad (2015) studied the connection between emotional exhaustion, job satisfaction, and job performance among employees in the Kingdom of Saudi Arabia. They used a sample of 350 current employees and discovered a positive relationship between emotional exhaustion and job satisfaction. The researchers concluded that emotional exhaustion strongly influences both job satisfaction and performance in this context. The study's findings suggest that reducing employees' emotional exhaustion could enhance job satisfaction and performance among those working in the Kingdom of Saudi Arabia.

Fourthly, Kowey (2015) studied how emotional exhaustion impacts employee motivation and job satisfaction at PT Pelindo IV (Persero) Cabang Ambon. Using 175 employees as participants, the study revealed that emotional exhaustion negatively affects job satisfaction among these employees. The researcher recommended that PT Pelindo IV (Persero) Cabang Ambon's management should decrease employees' emotional exhaustion levels to boost their motivation and adequately address their job satisfaction.

Fifthly, Yuliastini and Putra (2015) studied how emotional exhaustion affects the job satisfaction of teachers in vocational senior high schools in Denpasar city, Bali. They collected data from 196 teachers and used statistical analysis to examine it. The research revealed a significant negative correlation between teachers' emotional exhaustion and their job satisfaction. This means that higher emotional exhaustion leads to lower job satisfaction among teachers in these schools, while lower emotional exhaustion results in higher job satisfaction. The researchers recommended the need for the school management should take steps to reduce teachers' emotional exhaustion to improve their job satisfaction in vocational senior high schools in Denpasar City, Bali.

The collective findings from the above studies consistently pointed to a direct relationship between higher levels of emotional exhaustion and decreased job satisfaction among employees. Regardless of the specific work setting – whether in hospitals, disaster management units, ports, or schools – the impact remained consistent. Employees experiencing heightened emotional exhaustion tended to exhibit lower levels of job satisfaction. Consequently, the researchers across these studies emphasized the critical need for organizations to actively tackle and alleviate emotional exhaustion levels among their employees. By addressing and mitigating emotional exhaustion, organizations could effectively elevate overall job satisfaction within various work environments, thereby fostering better employee well-being and potentially improving overall workplace productivity and performance.

Emotional Exhaustion and Job Performance

In the fast-paced modern society, teachers shoulder the substantial duty of nurturing the nation's youth, a task subject to continuous scrutiny due to the diverse demands placed upon them. The importance of teachers' performance transcends the classroom, resonating deeply with various stakeholders such as school leaders, parents, policymakers, and society at large (Wolomasi et al., 2019). Despite varied interpretations of teachers' job performance, Werang (2015) underscored a common theme in scholarly discussions: the essential role of effective teaching practices in shaping students' learning experiences and subsequent academic achievements. This highlights the persistent focus in educational research on the tangible effects of teachers' instructional approaches on learners' holistic development and accomplishments. In this intricate educational landscape, studies increasingly acknowledge emotional exhaustion as a pivotal factor that significantly impacts and intersects with teachers' job performance and their ability to implement effective teaching methods.

The existing literature encompasses numerous studies on how the job performance of teachers was predicted by their emotional exhaustion. Firstly, Gorji (2011) conducted a study describing the impact of burnout dimensions on employee performance within Mellat Bank, Golestan Province, Iran. The study gathered data from a total of 250 employees, selected randomly from a workforce of 500 individuals employed at Mellat Bank, Golestan Province, Iran. Utilizing the Spearman correlation test, the study revealed that emotional exhaustion and depersonalization adversely affect the job performance of employees at Mellat Bank, Golestan Province, Iran. This indicates a decrease in employee performance corresponding to increased emotional exhaustion and depersonalization among Mellat Bank's workforce in Golestan Province, Iran. Conversely, a decrease in emotional exhaustion and depersonalization among employees working at Mellat Bank, Golestan Province, Iran, is associated with an increase in their performance.

Secondly, Halbesleben and Bowler (2007) conducted a study examining the relationship between emotional exhaustion and job performance while considering the mediating role of motivation. Data were gathered through survey questionnaires administered to a total of 71 firefighters within the fire department. The study's findings revealed that motivation acts as a mediator in the relationship between emotional exhaustion and job performance. Additionally, the survey indicated that all participating firefighters tended to allocate their resources in response to emotional exhaustion, focusing on cultivating social support through social exchange. Notably, emotional exhaustion was linked to communication-driven resources, exemplified by organizational citizenship behaviors directed towards individuals.

Thirdly, Demerouti et al. (2014) conducted a study delineating the correlation between employees' burnout and job performance while considering the moderating impact of selection, optimization, and compensation strategies. The study, which involved 294 employees and their supervisors as participants, discovered that compensation emerges as the most effective strategy in mitigating the adverse link between disengagement and supervisor-rated task performance. Additionally, the research highlighted that compensation stands out as the most effective approach in alleviating the negative correlation between both employees' disengagement and emotional exhaustion with supervisor-rated adaptability to change.

Fourthly, Richter et al. (2015) conducted a longitudinal study delineating the prospective relationship between work-family conflict, emotional exhaustion, and job performance-based self-esteem. The study encompassed a total of 3387 working men and women who responded to the 2006 and 2008 waves of the Swedish Longitudinal Occupational Survey of Health. The research findings indicated that the three constructs—work-family conflict, emotional exhaustion, and job performance-based self-esteem—are all interconnected and lead to significant negative consequences for individuals, organizations, and society at large.

Fifthly, Moon and Hur (2011) conducted a study investigating the impact of emotional intelligence on emotional exhaustion (burnout) arising from emotional labor, and how emotional exhaustion influences an individual's job performance in terms of organizational commitment and job satisfaction. Utilizing partial least squares regression analysis to analyze data obtained from 295 retail sales employees in South Korea, the study revealed that three out of the four factors identified in emotional intelligence (appraisals of emotions, optimism, and social skills) exhibited negative associations with emotional exhaustion. However, the fourth factor (utilization of emotion) did not show any significant links with emotional exhaustion. Furthermore, the research demonstrated that emotional exhaustion had adverse correlations with job performance concerning organizational commitment and job satisfaction. The study also confirmed the mediating role of emotional exhaustion in the relationship between job performance and the factors of emotional intelligence, including appraisals of emotion, optimism, and social skills.

The collective findings from multiple studies exploring the relationship between emotional exhaustion and job performance consistently reveal a negative correlation between these variables. Across various professional settings and industries, including educational institutions, banking, firefighting, and retail sales, researchers consistently observed that heightened emotional exhaustion among employees significantly impairs their job performance. Generally speaking, these studies showcase a consistent pattern: heightened emotional exhaustion among employees is consistently associated with diminished job performance across diverse professional

environments, emphasizing the critical need to address and manage emotional exhaustion to enhance overall workplace productivity and employee well-being.

Conceptual Model of the Study

Derived from an extensive body of literature exploring how emotional exhaustion relates to job satisfaction and performance, the proposed hypothetical model of the study is illustrated in Figure 1.



Figure 1. The Hypothetical Model of the Study

Emotional exhaustion, as a component of burnout, is theorized to have a detrimental impact on the psychological well-being and professional efficacy of these educators. Within this hypothetical model, emotional exhaustion represents a state of chronic stress characterized by feelings of being emotionally drained and depleted due to extensive work-related demands, particularly relevant in Catholic school settings where teachers may face unique challenges related to limited resources, isolation, and diverse teaching responsibilities. It is anticipated that higher levels of emotional exhaustion experienced by the Catholic school teachers of Southern Papua would significantly diminish their overall job satisfaction. The toll of emotional exhaustion may lead to a decrease in teachers' contentment and gratification derived from their work, impacting their perceptions of job satisfaction.

Furthermore, the model suggests that emotional exhaustion is likely to exert an adverse influence on the job performance of Catholic school teachers. The strain resulting from emotional exhaustion may hinder teachers' abilities to effectively execute their teaching duties, impacting various facets of their job performance, such as lesson delivery, student engagement, and administrative tasks. This hypothetical negative correlation between emotional exhaustion and job performance implies that as emotional exhaustion intensifies, the effectiveness and productivity of these teachers in their educational environment could decline.

By highlighting the anticipated negative correlations between emotional exhaustion and both job satisfaction and job performance among Catholic school teachers in Southern Papua Province, Indonesia, this hypothetical model underscores the potential significance of addressing emotional well-being within the teaching profession. However, it's important to note that this model has not been empirically validated through field examination or real-world testing. Therefore, while it suggests possible correlations between emotional exhaustion, job satisfaction, and job performance, its conclusions remain theoretical and require empirical investigation to validate these relationships within the specific context of Catholic school teachers in Southern Papua Province, Indonesia.

METHOD

Research Design

This study embraces a quantitative research approach, utilizing a survey design to thoroughly investigate various aspects of a phenomenon by collecting and analyzing numerical data. The quantitative research approach emphasizes numbers, measurements, and statistical analysis, allowing researchers to identify patterns, predict

outcomes, test cause-and-effect relationships, and draw generalized conclusions applicable to wider populations (Bhandari, 2022). It involves meticulous measurement and analysis of specific variables within a selected sample, enabling the extrapolation of findings to broader groups or contexts. Surveys play a pivotal role in this framework, enabling researchers to systematically gather quantitative data by presenting structured questions to respondents (Williams, 2007). These surveys facilitate the collection of precise and quantifiable information, providing a comprehensive understanding of the subject under investigation by quantifying opinions, attitudes, behaviors, and other measurable factors. Through this rigorous quantitative approach, the study aims to offer a nuanced understanding of the relationship between emotional exhaustion and both job satisfaction and performance among teachers in Catholic elementary schools in Southern Papua.

Researchers often opt for survey research due to its capacity to allow participants to express their viewpoints and opinions on a specific subject (Mills, 2021). In the context of this study, the choice of a survey research design was deliberate and influenced by recent studies (Sondakh et al., 2023; Werang et al., 2021; Werang et al., 2023c; Wula et al., 2021; Wullur & Werang, 2020) that underscored several advantages associated with this approach. These benefits encompass minimal financial investment, the ease of data collection, swift accumulation of significant data volumes, and the facilitation of precise statistical analysis. By leveraging these advantages, the survey design enabled a comprehensive exploration of how emotional exhaustion impacts the job satisfaction and performance of teachers in Catholic elementary schools in Southern Papua. This design allowed for a detailed examination of the intricate dynamics at play within this context.

Research Setting and Participants

The research took place specifically within the Catholic elementary schools located in the Southern Papua Province, Indonesia. This choice of setting provided a focused environment for investigating specific aspects related to education and teaching practices within this religious and regional context. In total, the study involved the active participation of 157 elementary school teachers from these educational institutions. The decision to employ a purposive sampling technique was driven by practical considerations. Given the time limitations and the intricate geographical layout of the region, it was arduous to reach and involve the entirety of the teacher population. Therefore, this method was strategically chosen to ensure a representative sample that captured diverse perspectives and experiences while navigating the constraints imposed by time and geographical challenges.

This research approach enabled a comprehensive understanding of the educational landscape within the Catholic elementary schools of the Southern Papua Province. By intentionally selecting participants through purposive sampling, the research aimed to encompass a broad spectrum of experiences and perspectives while acknowledging the difficulties associated with reaching the entire teacher population in a region marked by challenging geographical conditions. This methodological strategy enabled a nuanced examination of the variables under scrutiny, namely teacher emotional exhaustion, and its correlations with teacher job satisfaction and performance within these schools. This approach sheds light on the diverse factors that impact teaching and learning processes within the unique context of Southern Papua's Catholic elementary education.

Data Collection and Measurement

This quantitative survey aimed to explore the potential correlations between teacher emotional exhaustion and both their job satisfaction and performance. Data concerning teachers' perspectives on their emotional exhaustion were gathered using a questionnaire comprising seven items from a prior study conducted by Werang (2018). An Indonesian version of this questionnaire was administered to a total of 157 teachers employed in the Catholic elementary schools of Southern Papua Province, Indonesia. Each participating teacher was tasked with responding to the questionnaire's items using a four-point Likert scale: rating 1 for 'strongly disagree' (SD), 2 for 'disagree' (D), 3 for 'agree' (A), and 4 for 'strongly agree' (SA). An excerpt of the questionnaire items in English includes: "I feel fatigued by my current job," "I sense a decline in my enthusiasm for my profession," "I experience spiritual exhaustion upon returning home after work," "I feel mentally and emotionally drained at work," "My work shifts leave me feeling exhausted," "Interacting with people throughout the day feels burdensome," and "Direct communication with people all day causes me stress."

In assessing teachers' perception of their job satisfaction within the Catholic elementary schools of Merauke Regency, we employed an 18-item questionnaire adapted from a study conducted by Wolomasi et al. (2019). An Indonesian version of this questionnaire was administered to a total of 157 teachers employed in the Catholic elementary schools of Southern Papua Province, Indonesia. Each participating teacher was tasked with responding to the questionnaire's items using a four-point Likert scale: rating 1 for 'strongly disagree' (SD), 2 for 'disagree' (D), 3 for 'agree' (A), and 4 for 'strongly agree' (SA). Examples of the questionnaire items encompassed statements such as: "I believe I am fairly compensated for my work," "My supervisor demonstrates competence in their role," "Recognition is given when I perform well," "I enjoy working with my colleagues," "The benefits offered are comparable to those of other organizations," "Communication within this organization is effective," "Performance is appropriately rewarded with promotion opportunities," "I find satisfaction in my job responsibilities," "The organizational goals are articulated," "I take pride in fulfilling my job duties," "I am content with my prospects for advancement," and "I derive enjoyment from my job tasks."

Data related to teachers' assessments of their job performance were obtained using a questionnaire consisting of 15 items from a research study conducted by Wea et al. (2020). An Indonesian-language version of this questionnaire was independently administered to a total of 157 teachers employed in the Catholic elementary schools of Merauke Regency, Indonesia. Each participating teacher was tasked with providing responses to the questionnaire items using a four-point Likert scale: assigning a score of 1 for 'strongly disagree' (SD), 2 for 'disagree' (D), 3 for 'agree' (A), and 4 for 'strongly agree' (SA). An excerpt from the English version of the questionnaire items includes: "I assist students in enhancing their learning process and classroom improvement," "I prepare teaching materials at the commencement of the school year," "I diligently evaluate students' work," "I provide learning resources not supplied by the school," "I employ diverse learning resources to facilitate understanding," "I employ diverse teaching methods and strategies to facilitate understanding," "I consistently seize opportunities to engage in educational conferences or seminars to enhance knowledge and skills," and "I encourage students to lead class discussions."

Data Analysis

Data analysis constitutes a pivotal phase in research, encompassing a multifaceted process that delves into the intricate layers of collected information. It entails a meticulous examination, refinement, transformation, and meticulous organization of data to unearth invaluable insights, facilitate the derivation of informed conclusions, and guide effective decision-making. Within this realm, quantitative data analysis assumes a significant role by employing statistical methodologies to ascertain the significance of observed distinctions or connections, effectively differentiating them from occurrences that might be attributed to chance or randomness. This methodical approach not only elucidates patterns within the data but also validates the credibility of findings, contributing to the robustness of research outcomes.

In the context of this particular study, the collected data underwent rigorous inferential statistical analysis, a method integrating various statistical techniques including simple linear regression. This analytical framework served to explore and interpret the relationships existing within the dataset, allowing for deeper insights into the factors under investigation. Furthermore, to ensure precision and accuracy throughout the analytical process, the researchers utilized the Statistical Package for the Social Sciences (SPSS) software, specifically employing version 21. The utilization of this software facilitated the execution of complex analyses, enabling the researchers to conduct in-depth examinations of the data and derive comprehensive conclusions, thereby enhancing the reliability and validity of the study's outcomes.

RESULTS

Emotions are known to be predictors of teacher behavior when teaching in the classroom, influencing effective instructional practices (job performance) and job satisfaction, as well as student behavior and academic achievement. The significant results of data analysis on the relationship between teacher emotional exhaustion and both job satisfaction and performance are presented in Table 1 and Table 2.

Table 1. The relationship between teacher's emotional exhaustion and their job satisfaction

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	73.236	2.547		28.748	.001
	Emotional_Exhaustion	-.572	.133	-.327	-4.309	.001
a. Dependent Variable: Job_Satisfaction						
b. Independent Variable: Emotional_Exhaustion						

The results extracted from Table 1 in this study demonstrated a substantial negative relationship between teachers' emotional exhaustion and job satisfaction within the Catholic elementary schools of Southern Papua Province. The statistical analysis revealed a significant β coefficient value of $-.327$, which was found to be statistically significant at the alpha (α) level of 0.05. The negative value of the β coefficient underscores the strength and direction of this relationship, indicating that as emotional exhaustion among teachers increased, their job satisfaction notably decreased. Moreover, the significance of the β coefficient value at the alpha (α) level of .05 led to the confirmation of the alternative hypothesis (H_a). This affirmed that job satisfaction among teachers working in the Catholic elementary schools of Southern Papua Province is significantly and negatively associated with their emotional exhaustion. Consequently, the rejection of the null hypothesis substantiates the existence of a substantial negative correlation between emotional exhaustion and job satisfaction among these educators. This statistical validation emphasizes the pivotal role of emotional well-being in shaping teachers' job satisfaction within this educational context.

Table 2. The relationship between teachers' emotional exhaustion and their job performance

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	71.450	1.095		65.268	.001
	Emotional_Exhaustion	-.910	.057	-.789	-15.965	.001
a. Dependent Variable: Job_Performance						
b. Independent Variable: Emotional_Exhaustion						

The findings displayed in Table 2 provided substantial insight, indicating a noteworthy correlation represented by the coefficient value of $-.789$ between emotional exhaustion and diminished job performance among teachers in Catholic elementary schools within Southern Papua Province, Indonesia. This substantial coefficient suggests a robust association, highlighting that heightened emotional exhaustion is strongly linked to a notable decline in teachers' job performance. In simpler terms, when teachers experience higher levels of emotional exhaustion, their ability to perform their job effectively notably diminishes. This profound correlation underscores the considerable correlations between emotional exhaustion and teachers' professional capabilities within the educational context. It emphasizes that teachers' emotional well-being significantly influences how well they carry out their teaching duties. The study's outcome reinforces the importance of acknowledging and addressing emotional exhaustion among educators, particularly in Catholic elementary schools of Southern Papua Province, to enhance their job performance.

DISCUSSION

Teacher Emotional Exhaustion and Job Satisfaction

Teachers' job satisfaction stands as a crucial factor, intricately linked to the overall performance and success of educational institutions while significantly influencing students' academic achievements and prospects (Pitkoff, 1993). Considering the heightened demands placed on today's communities for youth development, teachers' roles extend beyond traditional classrooms, playing a pivotal part in shaping the progression of modern societies. With the rapid evolution of knowledge and skills, teachers are compelled to adapt by embracing innovative teaching-learning methodologies and emerging educational paradigms. Failure to keep pace with these advancements renders teachers less efficient and effective in their professional capacities (Al-Zoubi & Rahman, 2011, p. 3).

The findings of this study underscore a significant negative correlation, substantiated by the β coefficient value at the $\alpha = 0.05$ level, confirming the hypothesis that emotional exhaustion detrimentally impacts teachers' job satisfaction within Catholic elementary schools of the Southern Papua Province, Indonesia. As the coefficient value of beta (β) is negative (-.327) at the level of alpha (α) = .05, the result of statistical analysis demonstrates that every digit addition in emotional exhaustion will reduce 0.327 digits in job satisfaction of teachers working in the Catholic elementary schools of Merauke regency, Papua, Indonesia. In reverse, every digit reduction in emotional exhaustion will increase 0.327 digits to the job satisfaction of teachers working in the Catholic elementary schools of Southern Papua, Indonesia. It is inferred that the lesser the emotional exhaustion, the higher the job satisfaction of teachers; the higher emotional exhaustion, the lower the job satisfaction of teachers working in the Catholic elementary schools of Southern Papua Province, Indonesia. This finding aligns with previous research by Avdi and Roy (2013), indicating emotional exhaustion accounts for a considerable percentage of job satisfaction variation among prison employees, as well as Qureshi and Sajjad's (2015) study, emphasizing that reduced emotional exhaustion can bolster employee performance and job satisfaction in the Kingdom of Saudi Arabia.

The impact of job satisfaction on teachers reverberates far beyond individual happiness, exerting a profound influence on the broader professional landscape and the educational ecosystem. Extensive research, exemplified by Rain et al. (1991) and Gunasekara and Kulathunga (2011), elucidates a robust correlation between job satisfaction and overall life satisfaction among teachers. This correlation underscores that teachers experiencing a sense of contentment in their roles tend to exhibit heightened levels of productivity and unwavering commitment to their profession. These fulfilled teachers are not only more likely to prolong their tenure within educational institutions but also contribute substantially to fostering a stable and experienced teaching workforce.

Contented teachers, as highlighted by Crossman & Abou-Zaki (2003), are instrumental in cultivating an environment conducive to learning. Their enhanced job satisfaction fuels a heightened dedication to their craft, thereby elevating the quality of service they provide to students. This, in turn, significantly impacts the learning atmosphere, creating an environment where students thrive academically and personally. The ripple effects of teachers' job satisfaction manifest in improved educational outcomes, as engaged and satisfied educators are better equipped to inspire, guide, and support their students effectively. This positive correlation between teachers' job satisfaction and student achievement underscores the pivotal role of contented educators in shaping not only individual academic trajectories but also the overall success of educational institutions.

Conversely, teachers' dissatisfaction with their roles can trigger a cascade of adverse consequences. Studies such as those by Crossman and Abou-Zaki (2003) underscore that dissatisfaction often acts as a precursor to heightened absenteeism, increased attrition rates, and a noticeable decline in performance among educators. This dissatisfaction, far from being an isolated issue, has pervasive effects, extending beyond the personal realm of the teachers to directly influence the learning environment for students. The impact is multifaceted: discontentment tends to erode teachers' motivation, which can, in turn, compromise the quality of their instruction and diminish the support they offer in the classroom. When teachers' dissatisfaction hampers their motivation and affects the quality of their teaching, students might encounter substandard educational encounters. This, in turn, poses a significant risk to students' academic progress and their holistic development within the educational milieu. The diminished quality of instruction resulting from teachers' dissatisfaction can impede students' ability to grasp crucial concepts, engage effectively in learning, and hamper their overall educational growth. The ramifications extend beyond the immediate classroom setting, potentially affecting the long-term academic achievements and well-being of the students. Thus, addressing teachers' dissatisfaction is not just pivotal for the educators themselves but also for ensuring an optimal learning environment and educational outcomes for the students they serve.

Teacher Emotional Exhaustion and Job Performance

Being a teacher and teaching in particular is described as an emotional practice (Hargreaves, 1998). In the context of Papua in general, Werang (2018) asserted that teaching the nation's youth in Papua has not only been a noble profession but also challenges the extraordinary dedication of all teachers involved especially those

who are working in the remote area. Inadequate teaching-learning facilities and complex interactions with students in class oblige teachers to constantly regulate whether or not, and when and how to display emotions during instructional time (Sutton, 2004; Schutz et al., 2007) such as to show enthusiasm or to remain calm even when their class is disrupted. In this instructional situation, teachers feel the need for searching emotion regulation strategy to regulate their inappropriate emotions, even to suppress those emotions, thereby draining their resources (Keller et al., 2014). Emotion regulation strategy, according to Nāring et al. (2006) and Chang (2013), is a surface acting that refers to either suppressing the actual yet undesired emotion or faking a desired emotion to keep up the idealized image (Brotheridge & Lee, 2003; Hochschild, 2012).

The findings of this study underscore a significant negative correlation, substantiated by the β coefficient value at the $\alpha = 0.05$ level, confirming the hypothesis that emotional exhaustion detrimentally impacts teachers' job performance within Catholic elementary schools of the Southern Papua Province, Indonesia. As the coefficient value of beta (β) is negative (-.789) at the level of alpha (α) = .05, the result of statistical analysis demonstrates that every digit addition in emotional exhaustion will reduce 0.789 digits in job performance of teachers working in the Catholic elementary schools of Merauke regency, Papua, Indonesia. In reverse, every digit reduction in emotional exhaustion will increase 0.789 digits to the job performance of teachers working in the Catholic elementary schools of Southern Papua, Indonesia. It is inferred that the lesser the emotional exhaustion, the higher the job performance of teachers; the higher emotional exhaustion, the lower the job performance of teachers working in the Catholic elementary schools of Southern Papua Province, Indonesia. The findings of this study confirmed (Gorji, 2011; Moon & Hur, 2011; Qureshi & Sajjad, 2015) research findings that emotional exhaustion is negatively associated with the job performance of employees.

Teachers, as the backbone of the education system, invest a significant portion of their time and energy in shaping the minds and futures of the nation's youth. The ability of teachers to regulate and manage their emotions plays a pivotal role in their effectiveness. However, the support and conducive environment provided by school leadership, particularly principals, remain fundamental in safeguarding and nurturing teachers' emotional well-being. Research has consistently highlighted the crucial role of school principals in creating an atmosphere conducive to effective teaching and mitigating emotional exhaustion among teachers. Despite the inherent challenges of managing emotions, teachers experience lower rates of emotional exhaustion when supported by understanding and supportive principals, coupled with healthy collegial relationships (Gaines, 2011). This underscores the importance of the principal's leadership style and the quality of relationships within the school community in influencing teachers' emotional states.

Numerous researchers (e.g. Brown & Wynn, 2009; Johnson & Birkeland, 2003a,b; Werang, 2018; Werang et al., 2023a) have emphasized the pivotal role of school principals in shaping teachers' attitudes and behaviors towards their profession. Principals who offer support and foster positive relationships with their teaching staff often witness heightened productivity and commitment among teachers. When supported and encouraged by their school principals, teachers tend to be more engaged, motivated, and effective in their roles. Conversely, an unsupportive or neglectful relationship between principals and teachers can make teachers feel disengaged and undervalued when confronted with unsympathetic or apathetic leadership. This, in turn, can lead to decreased productivity, output below expectations, and a greater likelihood of teachers considering leaving the profession to pursue alternative career paths. Therefore, fostering a positive and supportive leadership environment within educational institutions is pivotal not only for enhancing teacher performance but also for sustaining a dedicated and motivated teaching workforce (Werang et al., 2023b).

CONCLUSION AND IMPLICATIONS

The outcomes of this study offer valuable insights into the complex correlations among emotional exhaustion, job satisfaction, and performance observed among 157 teachers in the Catholic elementary schools of Southern Papua Province, Indonesia. The results of the data analysis not only reaffirm a clear negative correlation between emotional exhaustion and both job satisfaction and performance but also emphasize the pivotal role of addressing emotional well-being in shaping the broader professional environment within these educational institutions.

Understanding the pivotal link between teachers' emotional states and their overall satisfaction and performance, this study emphasizes the necessity for a systematic approach in providing the necessary support mechanisms. The study's findings provide valuable insights for both school principals and regional educational policymakers, offering a framework to strategically address and bolster teachers' emotional well-being. School principals and policymakers can utilize these findings to implement targeted strategies that help teachers manage their emotional exhaustion, fostering an environment conducive to enhanced job satisfaction and higher performance. Ultimately, the envisaged improvements in educators' well-being are expected to cascade positively, positively influencing students' educational experiences and academic achievements across various subject domains. By focusing on managing and supporting teachers' emotions, these insights aim to elevate not only the job satisfaction and performance of elementary school teachers but also have a broader impact on students' academic abilities, encompassing the essential aspects of reading, writing, and arithmetic (3Rs).

As this study addresses teachers' emotional exhaustion within the context of Southern Papua Province, it can benefit elementary school teachers by providing information on how their interactions with fellow teachers and students are influenced by their emotions, directly impacting their job satisfaction and performance. These findings contribute to a broader understanding of the universality of the emotional exhaustion-job satisfaction and performance relationship across diverse professional settings, highlighting its relevance beyond specific geographical and cultural contexts. In a context where research on this topic is limited, the study's findings theoretically expand the existing body of knowledge, offering a valuable extension to relevant studies conducted in other countries. Understanding and managing emotional exhaustion among teachers can potentially yield positive outcomes, not only for their job satisfaction and performance but also for the quality of education provided within these institutions.

LIMITATIONS AND RECOMMENDATIONS

Despite revealing a significant negative correlation between emotional exhaustion, job satisfaction, and performance, the study encountered certain limitations. These constraints stemmed from the study's confined scope, attributable to its sample size and geographical focus, consequently restricting the broader applicability of the findings. Moreover, while the study provided valuable insights, it faced challenges in capturing the intricate dynamics over time due to its reliance on self-reported data.

Based on the aforementioned limitations, future studies should widen their focus by including larger and more varied groups of teachers from different places. This would help in making findings about how emotional exhaustion, job satisfaction, and performance relate more applicable to educators in various locations. Additionally, looking at other things like how much work teachers have, how supportive their workplaces are, and how they handle stress could give a fuller picture of how teachers feel and how they perform. Employing diverse methods to gather information beyond solely relying on direct inquiries from teachers can significantly enhance the accuracy and impartiality of the study.

Disclosure Statement

We declared no potential conflict of interest.

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