Indonesian Primary School Teachers' Work-Related Stress, Emotional Exhaustion, and Job Performance: A Survey Study in Southern Papua

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Abstract

This study aimed to explore the relationship between work-related stress, emotional exhaustion, and job performance among elementary school teachers working at Catholic schools in Southern Papua, Indonesia. The research employed a quantitative approach and utilized a survey research design. A total of 95 elementary school teachers from Southern Papua participated by completing three survey questionnaires. The collected data were analyzed using correlation analysis techniques with SPSS version 21 software. The results revealed a significant negative relationship between teacher work-related stress, emotional exhaustion, and job performance in the elementary schools of Southern Papua, Indonesia. These findings offer valuable insights into the intricate dynamics among work-related stress, emotional exhaustion, and job performance within the surveyed district. The theoretical implications of these findings enrich the current understanding of this subject matter, while also providing practical guidance for educators, policymakers, and educational institutions to formulate focused interventions and cultivate supportive work environments.

Keywords: *Work-Related Stress, Emotional Exhaustion, Job Performance, Elementary School Teacher.*

INTRODUCTION

Understanding the essence of teaching performance entails a comprehensive examination of teachers' roles, responsibilities, and contributions within the educational landscape. At its core, teaching performance encompasses the collective efforts and outcomes of teachers in facilitating student learning, fostering academic growth, and cultivating a positive and supportive learning environment. This multifaceted construct extends beyond the mere transmission of knowledge and encompasses a diverse range of activities and behaviors aimed at promoting student engagement, mastery of content, and holistic development.

Teacher teaching performance encompasses not only the delivery of instruction but also the cultivation of meaningful relationships with students, colleagues, and stakeholders, reflecting the relational aspect inherent in the teaching profession. Borman and Motowidlo (1993) provided a seminal framework for conceptualizing teaching performance by distinguishing between task performance and contextual performance. Task performance encompasses the core instructional duties and responsibilities of educators, including lesson planning, curriculum delivery, assessment, and classroom management. These tangible actions and outcomes are directly related to the instructional process and reflect educators' proficiency in executing their primary job functions. In contrast, contextual performance encompasses the broader array of behaviors and actions that contribute to the overall effectiveness and functioning of the educational organization. By recognizing and valuing both task and contextual performance, teachers and educational leaders can cultivate a holistic approach to teaching excellence that prioritizes not only academic achievement but also interpersonal relationships, professional collaboration, and organizational effectiveness.

In the intricate landscape of education, research is progressively acknowledging a multitude of elements that significantly shape and intertwine with teachers' performance and their ability to implement successful teaching methods, spanning from demographic characteristics and compensation to job characteristics, personal skills,

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levels of motivation, prospects for professional advancement, and administrative guidance (Malik et al., 2011; Triansyah et al., 2023). Nevertheless, this study focuses on the following two factors. The first factor to consider is work-related stress. Teaching, once perceived as a relatively low-stress profession, has experienced a notable transformation in recent decades, emerging as one of the most demanding and stressful occupations. This shift in perception is underscored by a growing body of research spanning the past three decades, which consistently highlights the significant stressors faced by educators in their professional roles (Olivier & Venter, 2003). Despite historical notions suggesting otherwise, contemporary studies have illuminated the multifaceted nature of stress within the teaching profession, shedding light on the myriad factors contributing to heightened stress levels among educators. Researchers such as reBoyle et al. (1995), Clipa (2015, 2017), Dick & Wagner (2001), Griffith et al. (1999), Ignat & Clipa (2012), Kyriacou (2001), and Travers & Cooper (1996) have contributed to a nuanced understanding of teacher stress, examining its underlying causes, manifestations, and implications for individual well-being and organizational effectiveness.

The prevalence of stress among teachers can be attributed to various factors, including escalating job demands, increased accountability pressures, challenging student behaviors, inadequate support systems, and evolving educational policies and practices. These stressors intersect with personal and professional factors, creating a complex web of influences that impact teachers' psychological and emotional well-being. Moreover, the pervasive nature of stress within the teaching profession has profound implications for both educators and educational systems, contributing to heightened burnout rates, decreased job satisfaction, and diminished retention rates among teachers. As such, addressing the underlying causes of teacher stress and implementing targeted interventions to support educators' well-being has become imperative for fostering a sustainable and thriving educational environment.

Wong and Cheuk (2005) characterized teacher work-related stress as a comprehensive term encompassing the pressures teachers experience in their lives. According to Olson et al. (1989: 119), teacher work-related stress is a state of tension that arises when there is an actual or perceived demand requiring adjustments in adaptive behavior. Dunham (1992) defined work-related stress as a process involving behavioral, emotional, mental, and physical reactions triggered by prolonged pressures that exceed available coping strategies. On the other hand, Dankade et al. (2016) viewed teacher work-related stress as an arousal response, either positive or negative, to various work-related or personal stimuli. Teacher work-related stress is considered positive when it motivates a teacher to take action in a given situation, but it becomes negative when it becomes excessive and impairs performance or prevents one from performing at all.

The second factor to consider is the teacher's emotional exhaustion. Emotional exhaustion among teachers is a critical aspect that significantly impacts their well-being and professional efficacy. This phenomenon refers to the depletion of emotional resources resulting from prolonged exposure to stressors inherent in the teaching profession. Teachers experiencing emotional exhaustion often report feelings of overwhelming fatigue, cynicism, and a diminished sense of personal accomplishment (Mérida-López & Extremera, 2017). Building upon this argument, it can be asserted that the escalated levels of teacher absenteeism and the academic struggles faced by elementary school students in reading, writing, and arithmetic (3 Rs), as reported by Werang et al. (2017, 2019), can also be attributed to teacher emotional exhaustion.

The state of emotional exhaustion not only leads to reduced personal accomplishment and detachment from work but also results in emotional distancing from students and colleagues. When teachers experience emotional exhaustion, they may feel disengaged and disconnected from their professional responsibilities and interactions. This can manifest in various ways, including a constant sense of fatigue, persistent irritability, growing cynicism, and a noticeable decline in their ability to effectively handle the demands of their job. These symptoms of emotional exhaustion collectively contribute to a significant impact on teachers' overall well-being and job performance.

The presence of various symptoms of intellectual stress and emotional exhaustion can have a significant personal impact on teachers, consequently leading to a detrimental effect on their teaching performance (Morgan & Kitching, 2007). To the best of our knowledge, numerous studies have empirically explored how teacher teaching performance was predicted by teachers' work-related stress (Akhondi et al., 2017; Baraza et al.,

2016; Blasé, 1986; Kauts & Sikand, 2017; Khan et al., 2012; Kyriacou, 2001; Kyriacou & Sutcliffe, 1978; Oteer, 2015; Paray et al., 2016) and teacher emotional exhaustion (e.g. Akeke et al., 2020; Burke & Greenglass, 1995; Brotheridge & Lee, 2002; Donker et al., 2020; Grandey, 2003; Lee & Ashforth, 1993; Lee & Ashforth, 1996). However, we are driven to delve further into this topic to address the regional need for dedicated teachers and highly qualified elementary school graduates. Understanding how these two variables relate to the job performance of teachers working at Catholic elementary schools in Southern Papua Province is crucial to addressing the issue of low achievement of Indigenous Papuan students compared to their counterparts in other parts of Indonesia (Leba et al., 2021; Werang & Leba, 2022; Werang et al., 2022; Werang et al., 2023a).

Integrating work-related stress, emotional exhaustion, and job performance within a unified research framework is the objective of this study. Through this approach, a more holistic comprehension of the elements contributing to teacher job performance is sought. Thus, this study was intended to fill in this gap by examining the relationship between teachers' work-related stress and job performance, as well as between emotional exhaustion among teachers and their job performance, taking the elementary school teachers in Southern Papua as the population and samples. We probed two research questions to guide this study as the following: (a) Does teacher work-related stress relate significantly negatively to their job performance in the elementary schools of Southern Papua, Indonesia? and (b) Does teacher emotional exhaustion relate significantly negatively to their job performance in the elementary schools of Southern Papua, Indonesia? To answer these three research questions, we utilized a quantitative research approach using a survey research design.

RELATED LITERATURE

Teacher Performance

Defining the teaching performance of teachers encompasses a multifaceted evaluation of their effectiveness in fulfilling their instructional responsibilities and duties within a specified timeframe. This evaluation extends beyond merely delivering curriculum content and assessing student learning outcomes; it encompasses a holistic assessment of their contributions to the educational environment. Borman and Motowidlo (1993) provided a seminal framework for understanding job performance by categorizing it into two primary constructs: task performance and contextual performance. Task performance pertains to the execution of specific teaching duties, such as planning lessons, delivering instruction, and evaluating student progress. It involves the tangible actions and outcomes directly related to the instructional process, reflecting the core technical competencies required for effective teaching.

In contrast, contextual performance encompasses the broader array of behaviors and actions that contribute to the overall effectiveness and functioning of the educational organization. These behaviors extend beyond the formal job requirements and directly impact the social, psychological, and organizational environment within the school community. For educators, contextual performance may include activities such as mentoring colleagues, participating in professional development initiatives, collaborating with stakeholders, and contributing to the development of school culture and climate. Such behaviors enhance the supportive infrastructure of the educational setting, fostering a conducive environment for teaching and learning to thrive. Bergman et al. (2008) further emphasize the significance of contextual performance in promoting organizational effectiveness by shaping the interpersonal dynamics, morale, and cohesion within the school community.

By delineating between task performance and contextual performance, educators and educational leaders can gain a more comprehensive understanding of teaching effectiveness and identify areas for improvement and development. While task performance provides a measure of teachers' proficiency in executing their core instructional duties, contextual performance highlights their capacity to go above and beyond to contribute to the broader goals and mission of the educational institution. Recognizing and valuing both dimensions of teaching performance is essential for fostering a culture of excellence and continuous improvement within the education sector. Moreover, integrating assessments of both task and contextual performance enables educators to cultivate a holistic approach to professional development, addressing not only technical competencies but also interpersonal skills, collaboration, and leadership abilities essential for success in the dynamic landscape of education.

The differentiation between task and contextual performance is grounded in three fundamental assumptions posited by Borman and Motowidlo (1997), Motowidlo et al. (1997), and Motowidlo and Schmit (1999). Firstly, task performance is inherently job-specific, delineated by the specific duties and responsibilities outlined within a particular role, whereas contextual performance activities transcend job boundaries and are comparable across various positions within an organization. This distinction underscores the unique nature of task-related responsibilities tailored to individual job roles, contrasting with the broader, transferable behaviors characteristic of contextual performance that contribute to organizational effectiveness irrespective of job function.

Secondly, the predictors of task and contextual performance differ significantly. Task performance is primarily influenced by one's cognitive abilities, technical skills, and proficiency in executing job-specific tasks, reflecting an individual's capacity to perform the core functions of their role. In contrast, contextual performance is predominantly driven by motivational factors and personality traits, such as altruism, conscientiousness, and interpersonal skills, which influence an individual's willingness and inclination to engage in discretionary, extra-role behaviors that contribute to the organizational climate and culture. This dichotomy highlights the complementary roles of ability and motivation in shaping employee performance, with task-related competencies aligning with cognitive and technical capacities, while contextual performance is more closely linked to intrinsic motivation and interpersonal attributes.

Finally, task performance is typically regarded as in-role behavior explicitly outlined in formal job descriptions, representing the essential duties and responsibilities expected of employees within their designated roles. In contrast, contextual performance is characterized as extra-role behavior, encompassing discretionary actions that extend beyond formal job requirements and are not explicitly mandated or rewarded through formal incentive systems. Despite their significance in enhancing organizational effectiveness, contextual performance behaviors often go unnoticed or unacknowledged by management, lacking explicit recognition or reward mechanisms. This distinction underscores the importance of recognizing and valuing employees' discretionary efforts in contributing to the broader goals and objectives of the organization, fostering a culture that encourages and rewards both task and contextual performance to maximize organizational success.

Borman and Motowidlo's (1993) classification of task performance into two distinct types provides a foundational framework for understanding the varied responsibilities encompassed within work roles. The first type involves activities centered on transforming materials into goods and services, highlighting the tangible outputs generated through production processes. Conversely, the second type emphasizes activities focused on servicing and maintaining the technical core of an organization. This includes tasks such as replenishing raw materials, distributing finished products, and providing essential planning, coordination, supervision, or staff functions to ensure the effective and efficient functioning of the organization. By delineating these categories, Borman and Motowidlo offer insight into the diverse tasks undertaken by employees to contribute to organizational goals and productivity.

Expanding upon the above conceptualization, Sonnentag et al. (2008) identified five categories of contextual performance that complement traditional task-oriented measures. These categories encompass behaviors that extend beyond formal job requirements and contribute to the overall functioning and effectiveness of the organization. Firstly, volunteering for activities beyond the scope of formal job duties reflects employees' willingness to invest additional time and effort to support organizational initiatives. Secondly, demonstrating persistence, enthusiasm, and dedication when faced with challenging task requirements underscores the importance of proactive engagement and commitment to achieving objectives. Thirdly, providing assistance and support to colleagues or other stakeholders within the organization fosters a collaborative and supportive work environment, promoting mutual success and cohesion. Fourthly, adhering to rules and prescribed procedures, even in inconvenient or challenging situations, reinforces organizational norms and ensures consistency in operations. Lastly, actively defending and promoting the objectives and interests of the organization demonstrates employees' alignment with organizational goals and their commitment to advancing its mission.

By recognizing the distinction between task performance and contextual performance, researchers and practitioners gain a more comprehensive understanding of employee contributions within organizational settings. While task performance pertains to the execution of specific job duties and responsibilities, contextual performance encompasses broader behaviors that enhance organizational effectiveness and contribute to a positive work environment. Integrating both perspectives allows for a holistic assessment of employee performance and facilitates the identification of factors that promote individual and organizational success. Moreover, understanding the nuanced interplay between task-oriented and contextually-driven behaviors enables organizations to cultivate a culture that values not only productivity but also collaboration, adaptability, and organizational citizenship.

Work-Related Stress

The issue of stress among teachers has garnered significant recognition over the years, with research spanning multiple decades consistently highlighting the elevated levels of stress experienced within the teaching profession. This prolonged exposure to stressors not only poses a threat to individual well-being but also undermines the overall effectiveness of educational systems. Studies by Collie & Mansfield (2022) and Pogere et al. (2019) have documented the adverse impacts of this phenomenon, revealing heightened burnout rates and a concerning decline in teacher retention. Such findings underscore the urgent need for proactive measures to address the root causes of stress within educational environments.

Scholarly discourse on this topic reveals a multifaceted understanding of stress among educators. While some researchers, such as Klassen & Chiu (2011), focus on identifying and analyzing the various stressors that contribute to teacher stress, others, like Bottiani et al. (2019), emphasize the subjective experience of stress and its tangible effects on teachers' lives. This diversity of perspectives underscores the complex nature of stress within the teaching profession and the necessity for comprehensive approaches that consider both external stressors and internal experiences. By deepening our understanding of these dynamics, educators, and policymakers can develop more targeted interventions aimed at mitigating stress and fostering a healthier work environment for teachers.

Kyriacou and Sutcliffe (1978a) laid the foundational groundwork in the analysis of teacher stress, pioneering the conceptualization of stress as a response syndrome influenced by perceptions of threats to self-esteem or well-being, as well as coping mechanisms employed to mitigate perceived stress. Building upon this groundwork, Kyriacou (2001) offered a comprehensive definition, characterizing teacher stress as the culmination of unpleasant negative emotions such as tension, anger, frustration, anxiety, depression, and nervousness stemming from various facets of the teaching profession. This perspective acknowledges the multifaceted nature of teacher stress, encompassing emotional and psychological dimensions intertwined with professional responsibilities.

Furthermore, institutional bodies like the National Institute for Occupational Safety and Health (NIOSH, 1999) and the World Health Organization (WHO, 2007) have contributed to the discourse by providing formal definitions of teacher work-related stress. NIOSH defines it as the adverse physical and emotional responses arising when job demands surpass a teacher's capabilities, resources, or needs, aligning closely with the notion of stress as a consequence of imbalanced demands and coping capacities. Similarly, WHO characterizes teacher work-related stress as a pattern of reactions emerging when teachers confront job demands that outstrip their knowledge, skills, or abilities, challenging their coping mechanisms. These definitions not only underscore the detrimental effects of stress on teachers' well-being but also highlight the importance of aligning job demands with teachers' capacities to foster a supportive work environment.

In concert, the aforementioned viewpoints offer a nuanced understanding of teacher stress, recognizing its intricate interplay with individual perceptions, job demands, and coping mechanisms. By recognizing stress as a multifaceted phenomenon encompassing emotional, psychological, and occupational dimensions, educators and policymakers can develop targeted interventions aimed at promoting teacher well-being and cultivating sustainable teaching practices. Additionally, fostering a culture of support and resilience within educational

institutions can play a crucial role in mitigating the adverse effects of stress, ultimately benefiting both teachers and the broader educational community.

Kyriacou (2001) further offered a nuanced perspective by suggesting that the sources of stress encountered by individual teachers are unique and influenced by a complex interplay of factors such as personality, values, skills, and circumstances. This view emphasizes the personalized nature of stress experiences within the teaching profession, recognizing that what constitutes a stressor for one teacher may not be the same for another. This understanding underscores the importance of considering individual differences when addressing teacher stress and implementing support mechanisms.

A plethora of studies spanning various contexts and methodologies have corroborated the diverse sources of stress faced by teachers. Chen & Miller (1997), Fisher (2011), Forlin (2001), Geving (2007), Gmelch et al. (1986), Haydon et al. (2018), Klassen & Chiu (2010), Kokkinos (2011), Robinson (1989), and many others have contributed to a comprehensive understanding of these stressors. Among the myriad challenges highlighted in the literature are teaching unmotivated students, coping with inadequately prepared students, managing challenging student behaviors, maintaining classroom discipline, and navigating a demanding workload driven by curriculum demands. Moreover, teachers often grapple with role overload, high expectations from stakeholders, a lack of reward and recognition for their efforts, and the stress of adapting to frequent changes within educational systems.

In addition to the above intrinsic stressors inherent to the teaching role, teachers must contend with extrinsic factors that further compound their stress levels. These may include stringent time constraints, external evaluations, navigating complex relationships with colleagues and administrators, and reconciling different management styles within educational institutions. Furthermore, poor working conditions, such as inadequate facilities or lack of administrative support, can exacerbate the stress experienced by teachers daily. Collectively, these findings underscore the multifaceted nature of teacher stress, necessitating comprehensive strategies that address both intrinsic and extrinsic stressors to promote teacher well-being and enhance overall job satisfaction.

Emotional Exhaustion

Emotional exhaustion stands as a fundamental dimension of occupational burnout within the educational landscape (Seidler et al., 2014; Wang et al., 2024), encapsulating the profound impact of chronic stress and overwhelming demands on individuals' psychological well-being and professional efficacy (Chang, 2009; Maslach & Leiter, 2016; Klusmann et al., 2023). Its widespread influence permeates every facet of individuals' lives, corroding their vitality, involvement, and sense of contentment, thereby demanding proactive interventions to alleviate its adverse effects and promote comprehensive recovery and resilience. This corroding of vitality and engagement can have far-reaching consequences, affecting not only the individual's immediate well-being but also their long-term prospects for success and contentment (Jim et al., 2024; Werang et al., 2024a).

Emotional exhaustion serves as the cornerstone of psychological distress and occupational dysfunction (Bolton et al., 2012; Borritz et al., 2006; Cordess & Dougherty, 1993; Cropanzano et al., 2003; Lee & Ashforth, 1993; Maslach et al., 2001; Skaalvik & Skaalvik, 2010). It embodies the profound sense of depletion, both emotionally and mentally, stemming from the relentless barrage of demands inherent in one's professional role (Maslach & Goldberg, 1998; Schaufeli et al., 2009). This state of emotional depletion manifests through a myriad of symptoms, ranging from persistent fatigue to a pervasive sense of cynicism and detachment toward one's work. Individuals grappling with emotional exhaustion often find themselves drained of the vitality and enthusiasm that once energized their engagement, leaving them feeling disenchanted and disconnected from their professional efforts. This depletion extends beyond mere physical tiredness; it infiltrates the very core of one's emotional reserves, rendering individuals susceptible to a profound sense of disillusionment and apathy (Maslach & Leiter, 2016).

Emotional exhaustion doesn't operate in isolation; rather, it intertwines with other dimensions of burnout, such as depersonalization and reduced personal accomplishment (Maslach et al., 2001). The erosion of emotional resources often paves the way for the development of depersonalization, wherein individuals adopt a detached

and impersonal stance towards their clients or colleagues, viewing them through a lens of indifference or even hostility. Concurrently, the relentless depletion of emotional energy saps individuals' sense of efficacy and competence, leading to a pervasive sense of inadequacy and diminished personal accomplishment (Klusmann et al., 2023; Maslach et al., 2001).

The insidious nature of emotional exhaustion extends far beyond the confines of the workplace, infiltrating various aspects of individuals' lives. The pervasive sense of depletion and disengagement seeps into personal relationships, leisure activities, and overall well-being, eroding individuals' capacity to find satisfaction and contentment in life beyond their professional obligations (Bakker et al., 2000). This overflow effect exacerbates the toll of burnout, heightening feelings of alienation and isolation, thus perpetuating a destructive cycle of distress and dysfunction. Recognizing the pervasive influence of emotional exhaustion, proactive measures must be taken to address its underlying causes and mitigate its detrimental effects. This necessitates not only individual-level interventions, such as mindfulness practices and boundary-setting strategies but also systemic changes within organizational structures to foster a culture of support and work-life balance. By prioritizing the well-being of employees and fostering a climate of understanding and empathy, organizations can mitigate the impact of emotional exhaustion and promote a healthier, more resilient workforce.

Hypothetical Model

Based on the existing literature examining how work-related stress and emotional exhaustion relate to employees' job performance, the hypothetical model of the study is presented in Figure 1.
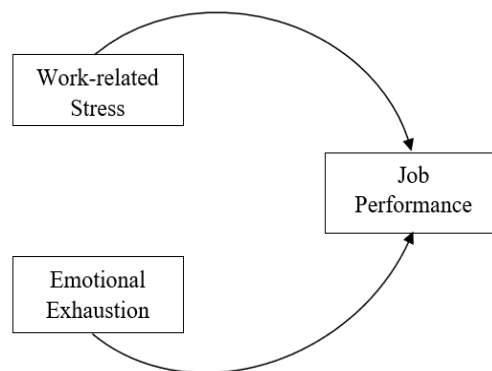

Figure 1. Hypothetical Model of the Study

The developed hypothetical model presented in Figure 1 sheds light on the relationships between work-related stress, emotional exhaustion, and teacher job performance. This model delves into the potential connections between these variables, aiming to provide insights into the complex dynamics that shape teachers' effectiveness in their roles. At the heart of the hypothetical model lies the concept of work-related stress, an often-discussed factor in the teaching profession. This stress is emblematic of the challenges teachers encounter, stemming from factors such as heavy workloads, time constraints, administrative pressures, and classroom dynamics. The model postulates that the level of work-related stress a teacher experiences could exert a notable relationship with their overall job performance. The more stress a teacher experiences, the more it might hinder their ability to deliver quality education and engage effectively with students.

Complementing the element of work-related stress is emotional exhaustion, a nuanced dimension of teacher well-being. Emotional exhaustion emerges from the emotional demands of teaching, including managing student behavior, addressing diverse needs, and maintaining a supportive classroom environment. The hypothetical model underscores that emotional exhaustion can be a pivotal variable related to how teachers

perform in their roles. When teachers are emotionally drained, it could impede their capacity to connect with students, provide meaningful instruction, and maintain their enthusiasm for teaching.

The third cornerstone of the model is teacher job performance, encapsulating a range of facets that contribute to educators' effectiveness in fostering student learning and development. This encompasses factors such as classroom management, instructional approaches, student engagement, and academic achievements. The model posits a connection in which work-related stress and emotional exhaustion are pivotal variables, potentially exerting influence on how teachers perform across these diverse dimensions of job performance. This intricate relationship underscores the complex interplay between teachers' well-being and their ability to foster a vibrant and effective learning environment.

Generally speaking, the hypothetical model serves as a foundational framework for comprehending the intricate relationships among work-related stress, emotional exhaustion, and teacher job performance. The true essence of this hypothetical model relies upon the intricate interconnections woven between these constituent elements. As this model continues to unfold, it stands as a catalyst, igniting the imperative for rigorous empirical research to substantiate and refine these hypothesized connections. This pursuit of validation not only augments our understanding but also paves the way for informed strategies to optimize teacher well-being and elevate the quality of education.

METHOD

Research Design

To investigate the potential relationship between teachers' work-related stress and their job performance in the elementary schools of Southern Papua, Indonesia, a quantitative approach using a survey study was employed in this study. The quantitative research paradigm places a strong emphasis on numerical data, measurements, and statistical analysis, providing researchers with a robust framework for identifying patterns, predicting outcomes, testing causal relationships, and drawing generalized conclusions applicable to broader populations (Bhandari, 2022).

Central to this approach are surveys, which serve as a vital tool for systematically collecting quantitative data by presenting structured questions to respondents (Williams, 2007). The survey research design was chosen as it enables us to collect precise and quantifiable information, offering us a comprehensive understanding of the subject under investigation by quantifying opinions, attitudes, behaviors, and other measurable factors. In the context of this study, the selection of a survey research design was intentional and informed by recent literature (Sondakh et al., 2023; Werang et al., 2021; Werang et al., 2023c; Wullur & Werang, 2020) highlighting several advantages associated with this research design. These benefits include minimal financial investment, ease of data collection, rapid accumulation of substantial data volumes, and facilitation of precise statistical analysis. By capitalizing on these advantages, the survey design enabled a comprehensive exploration of how work-related stress and emotional exhaustion relate to the job performance of teachers in Catholic elementary schools in Southern Papua.

Participants and Data Collection

A total of 95 elementary school teachers, employed at Catholic elementary schools within Southern Papua Province, Indonesia, were selected to participate in this study through a cluster sampling technique. The selection process meticulously considered the logistical challenges associated with accessing schools located in remote areas. This approach ensured a diverse representation of teachers across various geographic locations within the region, thereby enhancing the generalizability of the study's findings.

Data were collected using survey questionnaires. To assess teachers' perceptions of job performance, a questionnaire consisting of 8 items was utilized, adapted from a study conducted by Wula et al. (2020). The questionnaire utilized a scoring system ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Teachers were asked to rate their performance on the Likert scale, with score 1 representing 'strongly disagree' (SD), score 2 indicating 'disagree' (D), score 3 denoting 'agree' (A), and score 4 representing 'strongly agree' (SA). Sample items included: "I assist students in improving their learning process and classroom performance," "I prepare teaching

materials at the beginning of the school year," "I diligently evaluate students' work," "I provide learning resources not provided by the school," "I employ diverse learning media to facilitate understanding," "I utilize various teaching methods and strategies to promote understanding," "I actively participate in education conferences or seminars to enhance knowledge and skills," and "I encourage student-led discussions in the classroom." These instruments were not subjected to reliability and validity tests because they had been used in a previous study and were considered valid and reliable.

To assess teacher work-related stress, a questionnaire of 7 items was utilized, adopted from a previous study by Wullur and Werang (2020). The questionnaire utilized a scoring system ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Teachers were asked to rate their work-related stress on a 4-point Likert scale. The scale ranged from 1 (Extreme Stress) to 4 (Extreme Stress). Teachers were asked to assess their stress levels based on the following categories: a score of 1 indicated 'no stress' (NS), a score of 2 represented 'little stress' (LS), a score of 3 denoted 'a lot of stress' (ALoS), and a score of 4 represented 'extreme stress' (ES). Sample items included: "Changes in the education curriculum and government policies," "Parental lack of awareness regarding the importance of education," "Poor working conditions," "School principal's management style," "Inadequate teaching resources," and "Students with low motivation." These instruments were not subjected to reliability and validity tests because they had been used in a previous study and were considered valid and reliable.

To assess teachers' perceptions of work-related stress, a questionnaire of 9 items was utilized, adapted from a previous study by Asaloei et al. (2020). The questionnaire utilized a scoring system ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Teachers were asked to rate their performance on the Likert scale, with score 1 representing 'strongly disagree' (SD), score 2 indicating 'disagree' (D), score 3 denoting 'agree' (A), and score 4 representing 'strongly agree' (SA). Sample items included: "I feel like am at my breaking point," "My job leaves me completely exhausted," "My job causes me a lot of frustration", "I believe I am overworking myself in my role," My job leaves me feeling emotionally spent," "By the end of the day, I am completely worn out," I wake tired, dreading another workday," and "interacting with people all day is extremely draining for me." These instruments were not subjected to reliability and validity tests because they had been used in a previous study and were considered valid and reliable.

Data Analysis

The collected data were analyzed using correlation analysis techniques with the Statistical Package for the Social Sciences (SPSS) version 21 software. Correlation analysis allowed for the examination of relationships between teachers' work-related stress, emotional exhaustion, and job performance. Two research hypotheses were proposed and tested in this study: (1) Teachers' work-related stress will significantly negatively relate to their job performance in the elementary schools of Southern Papua, Indonesia; and (2) Teachers' emotional exhaustion will significantly negatively relate to their job performance in the Catholic elementary schools of Southern Papua, Indonesia. These hypotheses were tested using a significance level of $\alpha = .05$ or a confidence level of 95%.

To ensure the accuracy of our data analysis, we utilized the Statistical Package for the Social Sciences (SPSS) version 21 software. This provided us with robust statistical tools necessary for comprehensive data analysis, allowing us to conduct a wide range of tests and procedures tailored to our research objectives. This rigorous approach to data analysis bolsters the credibility and validity of our research findings, thereby enhancing the overall rigor and integrity of our study.

RESULTS

This study aimed to examine the potential relationship between the following research variables: (a) teachers' work-related stress and their job performance in the remote elementary schools of Southern Papua, Indonesia; and (b) the relationship between teachers' emotional exhaustion and their job performance in the elementary schools of the Southern Papua, Indonesia. We were aware that testing the data normality is one of the prerequisites in data analysis using a simple linear regression model. However, due to the vast number of samples in the study, we disregard the prerequisite test (Ajija, 2011). As previously stated, obtained data were

statically analyzed using the SPSS software. The significant finding of the relationships among the surveyed variables is presented in Table 1, Table 2, and Table 3.

Table 1. Relationship between Teachers' Work-related Stress and Job Performance

N	Pearson Correlation	Sig. (2-tailed)
95	-396	.001

The data presented in Table 1 indicate a significant negative relationship between teachers' work-related stress and their job performance in the Catholic elementary schools of Southern Papua. With an alpha (α) level of .05, the Pearson correlation coefficient value is -.396, and the corresponding p-value is .001. The Pearson correlation coefficient value of -.396 indicates a strong negative relationship between the variables. The corresponding *p*-value of .001, which is less than the predetermined alpha level of .05, suggests that this negative correlation is statistically significant. From this viewpoint, the research hypothesis stating that teachers' work-related stress will significantly negatively relate to their job performance in Catholic elementary schools of Southern Papua is confirmed, while the reverse is unconfirmed. The confirmation of the research hypothesis implies that there is a significant detrimental impact of work-related stress on teachers' job performance in the elementary schools of Southern Papua. The negative correlation coefficient indicates that as teachers' work-related stress increases, their job performance tends to decrease. This finding highlights the importance of addressing and managing work-related stress among teachers to improve their overall job performance.

Table 2. Relationship between Teachers' Emotional Exhaustion and Job Performance

N	Pearson Correlation	Sig. (2-tailed)
95	-476	.000

The data presented in Table 2 indicate a significant negative relationship between teachers' emotional exhaustion and their job performance in the Catholic elementary schools of Southern Papua. With an alpha (α) level of .05, the Pearson correlation coefficient value is -.476, and the corresponding p-value is .000. The Pearson correlation coefficient value of -.476 suggests a moderate negative correlation between these two variables. The associated *p*-value of .000, which is below the predetermined alpha level of .05, indicates that this negative correlation is statistically significant. From this viewpoint, the research hypothesis stating that teachers' emotional exhaustion will significantly negatively relate to their job performance in Catholic elementary schools of Southern Papua is confirmed, while the reverse is unconfirmed. Confirming the research hypothesis implies that teachers' emotional exhaustion significantly and negatively relates to their job performance in elementary schools in Southern Papua. The negative correlation coefficient indicates that as teachers' emotional exhaustion increases, their job performance tends to decrease, and vice versa. This finding highlights the importance of addressing and managing emotional exhaustion among teachers to improve their overall job performance.

DISCUSSION

Teachers play a crucial role in delivering high-quality education to the younger generation, and the quality of teachers greatly impacts the overall educational outcomes. Consequently, schools need to attract and retain dedicated and highly skilled teachers to ensure the production of a well-educated youth population. Qualified teacher serves as a role model for students, and their compassionate demeanor can significantly influence students' lives (Kumar, 2016).

This paper provided findings from a study using a survey research design in which the relationship between teachers' work-related stress, teachers' emotional exhaustion, and teachers' job performance was recorded from a sample of 95 elementary school teachers working at Catholic schools in Southern Papua Province, Indonesia. We suggested two research hypotheses (H$_a$) to be examined in this study. The proposed hypotheses were meant to provide an unblemished depiction of the relationship between teachers' work-related stress and teachers' job performance and between teachers' emotional exhaustion and teacher job performance in the elementary schools of Merauke district, Papua, Indonesia.

The results of the study showed a negative significant relationship between teacher work-related stress and job performance. The negative correlation coefficient indicates that as teachers' work-related stress increases, their job performance tends to decrease. The negative coefficient value of the Pearson correlation indicates that for every one-point increase in teachers' work-related stress, there is a corresponding decrease of 0.344 points in their job performance. Conversely, for every one-point decrease in teachers' work-related stress, there is an increase of 0.344 points in their job performance. This implies that lower levels of stress among teachers are associated with higher job performance, while higher levels of stress are linked to lower job performance. This finding aligns with previous research (Asaloei et al., 2020; Dankade et al., 2016; Iskamto, 2021; Karunanithi & Ponnampalam, 2013; Ul-Haq et al., 2020; Yunarti et al., 2020b) that has emphasized the detrimental effects of stress on job performance.

The results of the study also showed a negative significant relationship between teacher emotional exhaustion and job performance. The negative correlation coefficient suggests that as teachers experience higher levels of emotional exhaustion, their job performance tends to decrease. The negative coefficient value of the Pearson correlation indicates that for every one-point increase in teachers' emotional exhaustion, there is a corresponding decrease of 0.569 points in their job performance. Conversely, for every one-point decrease in teachers' emotional exhaustion, there is an increase of 0.569 points in their job performance. This implies that lower levels of emotional exhaustion among teachers are associated with higher job performance, while higher levels of stress are linked to lower job performance. This finding highlights the detrimental effect of emotional exhaustion on teachers' ability to effectively carry out their duties and responsibilities in the classroom. This finding aligns with previous research (Silva, 2022; Tourigny et al., 2012; Wright & Cropanzano, 1998) that has emphasized the detrimental effects of emotional exhaustion on job performance.

In today's fast-paced and ever-evolving world, where societal changes and advancements in technology have become an integral part of daily life, the teaching profession faces unique challenges. The demands placed on teachers have multiplied, requiring them to adapt to new teaching methods, incorporate digital tools, and keep up with the latest educational trends. This evolving landscape has added significant pressure and complexity to the already demanding role of educators. As a result, the levels of work-related stress and emotional exhaustion experienced by teachers have surged, affecting their overall well-being, job satisfaction, and performance. The recognition of this growing issue is crucial to support teachers and ensure the provision of quality education for future generations. Efforts to alleviate teachers' work-related stress and emotional exhaustion and promote their well-being are paramount to sustaining a resilient and thriving educational system.

In the Indonesian context, teachers face a multitude of challenges that contribute to their elevated levels of work-related stress and emotional exhaustion. Alongside conflicting demands from education administrators and stakeholders, Indonesian teachers grapple with the burden of chronic work overload. Moreover, they encounter poor working conditions (Werang et al., 2022) that hinder their ability to create a conducive learning environment. Additionally, the national education curricula and policies undergo rapid shifts, adding further strain on teachers as they strive to adapt and meet evolving requirements. These challenging circumstances can evoke negative emotions among teachers, leading to burnout, depression, and overall dissatisfaction. Consequently, their performance may suffer, leading to increased rates of absenteeism and, in some cases, the decision to leave the teaching profession entirely (Betoret, 2006; Jepson & Forrest, 2006). From this viewpoint, it is essential to address these issues and provide adequate support and resources for Indonesian teachers to ensure their well-being and foster a sustainable and effective educational system.

The impact of work-related stress and emotional exhaustion on schools' effectiveness and students' academic success is substantial. Chronic stress and emotional exhaustion among teachers can hinder their performance, as noted by Anderson (2004). Previous extensive research has consistently shown that highly stressed and exhausted teachers tend to face more difficulties in establishing positive relationships with their students (Yoon, 2002), display reduced patience towards their students (Kokkinos et al., 2005), and experience more negative emotions towards their students compared to their less-stressed and less-exhausted counterparts (Jennings & Greenberg, 2009). Furthermore, Anderson (2004) argued that students who are taught by highly effective teachers demonstrate greater academic achievement compared to those assigned to ineffective teachers.

Similarly, Learning Liftoff (2018) emphasized that students taught by highly stressed teachers tend to have lower grades and exhibit more disruptive behaviors.

Given the understanding that teachers' work-related stress and emotional exhaustion can impact their ability to educate the younger generation, the findings of this study hold significant importance for school principals. Principals must make concerted efforts to assist teachers in managing their work-related stress and coping with their emotional exhaustion. Promoting fair treatment, providing equitable rewards, and recognizing exemplary work are some of the key initiatives that principals should prioritize to boost morale among teachers, thereby aiding them in coping with work-related stress and emotional exhaustion. In addition to these initiatives, principals can also create opportunities for professional development and growth. By offering relevant training programs and resources, principals empower teachers to enhance their skills and knowledge, which can alleviate feelings of stress and depletion and increase their teaching performance in the classroom.

Besides, principals need to work collaboratively with teachers rather than exert control over them. Werang (2015) contended that teachers are likely to thrive in an environment led by a compassionate and understanding leader. Day et al. (2000: 20) stated that open and transparent communication channels facilitate understanding between principals and teachers, enabling a collaborative approach to problem-solving and decision-making. Inclusiveness and collegiality foster a sense of belonging and shared responsibility among the school staff, creating a supportive network that helps teachers cope with work-related stress. Moreover, providing a supportive and collaborative professional learning community allows teachers to share experiences, seek advice, and learn from one another, fostering a sense of camaraderie and support that can help alleviate work-related stress.

CONCLUSION

To sum up, this study aimed to describe the prevalence of work-related stress and emotional exhaustion among elementary school teachers in Southern Papua, Indonesia, and how it relates partially to their job performance. The results of the data analysis, as previously discussed, reveal a notable negative relationship between work-related stress and job performance, as well as between emotional exhaustion and job performance among teachers. These findings emphasize the significance of efficiently managing and mitigating work-related stress and emotional exhaustion to enhance the job performance of teachers in elementary schools in Southern Papua.

These findings have important implications for educational policymakers, school principals, and teacher support programs in the Southern Papua region. Efforts should be made to identify and address the sources of work-related stress and emotional exhaustion among teachers, such as heavy workloads, lack of resources, challenging student behavior, and inadequate support systems. By addressing these sources, the educational policymaker and the school administrators create more enjoyable working conditions for teachers to teach the youth of the nation. The more teacher enjoys their lives and the work of teaching, the less teachers stress and exhaustion. The less teacher stress and exhaustion, the more teachers produce quality work of teaching. The study contributes to the existing body of knowledge by highlighting the negative impact of work-related stress and emotional exhaustion on teachers' performance in the context of Southern Papua, Indonesia. It reinforces the idea that high levels of stress and emotional exhaustion can hinder teachers' ability to effectively carry out their duties and provide quality education to students.

Despite the significant negative relationship found between work-related stress and job performance, as well as between emotional exhaustion and job performance among teachers, it is important to acknowledge the limitations of this study. Firstly, it is important to note that this study was conducted within a specific geographical area, specifically the Southern Papua area, Indonesia. Therefore, caution must be exercised when attempting to apply the findings to other regions of Papua or the entire country of Indonesia. The distinct characteristics and contextual factors of the study area may restrict the generalizability of the results to larger populations. Secondly, the sample size of the study was relatively small, with 95 elementary school teachers working at Catholic schools in Southern Papua Province, Indonesia. While efforts were made to ensure representative sampling within the district, the limited sample size may affect the statistical power and precision of the findings. Future studies with larger sample sizes are recommended to strengthen the reliability and validity of the results. Increasing the sample size to include a larger and more diverse group of teachers would provide

a more comprehensive understanding of the relationship between work-related stress and job performance, as well as between emotional exhaustion and job performance. In addition, longitudinal studies could provide insights into the causality and temporal dynamics of this relationship, further strengthening the understanding of the impact of work-related stress on teacher performance in Southern Papua's elementary schools.

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