

Indonesian Teachers' Work-Related Stress, Emotional Exhaustion, and Job Performance: A Study of Relationships

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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 in Southern Papua, Indonesia. The research utilized a quantitative approach and a survey research design. A total of 492 elementary school teachers from Southern Papua participated by completing three survey questionnaires. The collected data were analyzed using correlation analysis techniques by utilizing the software SPSS version 21. The results showed a significant negative relationship between teacher work-related stress, emotional exhaustion, and job performance in the elementary schools of Southern Papua, Indonesia. These results provide valuable insights into the relationship between work-related stress, emotional exhaustion, and job performance among elementary school teachers in that surveyed district. The theoretical implications of these findings contribute to the current understanding of this subject matter, while also providing practical guidance for educators, policymakers, and educational institutions to develop focused interventions and foster supportive work environments.

Keywords: work-related stress, emotional exhaustion, job performance, elementary school teacher

INTRODUCTION

Teaching is a notable and demanding profession that has traditionally been regarded as a low-stress profession (French et al., 1982). Nonetheless, the situation has undergone a significant shift over the past three decades (Olivier & Venter, 2003). Numerous studies (e.g., Bakare, 2005; Boyle et al., 1995; Clipa, 2015, 2017; Dick & Wagner, 2001; Griffith et al., 1999; Ignat & Clipa, 2012; Kyriacou, 2001; Travers & Cooper, 1996) have consistently demonstrated that teaching is one of the most stressful professions when compared to other jobs.

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.

Kyriacou and Sutcliffe (1978a) were among the first to analyze teacher stress, describing it as a response syndrome influenced by the perception of threats to the teacher's self-esteem or well-being, or by coping mechanisms activated to reduce perceived stress. Kyriacou (2001) defined teacher stress as the experience of unpleasant negative emotions, such as tension, anger, frustration, anxiety, depression, and nervousness, resulting from certain aspects of their job. The National Institute for Occupational Safety and Health (NIOSH, 1999) similarly defined teacher work-related stress as the detrimental physical and emotional responses that occur when the demands of the job exceed the teacher's capabilities, resources, or needs. Similarly, the World Health Organization (WHO, 2007) defined teacher work-related

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stress as a pattern of reactions that arises when teachers face work demands that do not align with their knowledge, skills, or abilities, thus challenging their coping abilities.

Kyriacou (2001) proposed that the sources of stress faced by individual teachers are unique, and influenced by a complex interplay between their personality, values, skills, and circumstances. Numerous studies (e.g., Chen & Miller, 1997; Fisher, 2011; Forlin, 2001; Geving, 2007; Gmelch et al., 1986; Haydon et al., 2018; Klassen & Chiu, 2010; Kokkinos, 2007; Needle et al., 1980; Robinson, 1989) have demonstrated that teachers are exposed to various sources of stress. These include teaching unmotivated students, working with inadequately prepared students, dealing with challenging student behaviors, maintaining discipline in the classroom, coping with a demanding workload (curriculum demands), experiencing role overload, facing high expectations, lacking reward and recognition, adapting to frequent changes, facing time constraints, being evaluated by others, navigating difficult relationships with colleagues and administrators, managing different management styles, and encountering poor working conditions.

Building upon the arguments presented above, 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. Emotional exhaustion is a fundamental component of burnout, as indicated by various studies (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 refers to the experience of feeling emotionally drained, overwhelmed, and depleted as a result of persistent and excessive demands associated with one's job (Maslach & Goldberg, 1998; Schaufeli et al., 2009).

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).

The teaching performance of teachers can be defined as the collective expected value of their teaching duties and responsibilities within a given timeframe. Borman and Motowidlo (1993) proposed a categorization of job performance constructs into two main types: (a) task performance, which involves carrying out and sustaining the crucial technical processes within an organization, and (b) contextual performance, which includes activities that contribute to the effectiveness of the organization by influencing its social, psychological, and organizational environment (Bergman et al., 2008).

The differentiation between task and contextual performance is based on three fundamental assumptions [Borman & Motowidlo, 1997; Motowidlo et al., 1997; Motowidlo & Schmit, 1999] as the following: (a) Task performance is specific to a particular job, whereas contextual performance activities are comparable across various jobs; (b) Task performance is primarily predicted by one's ability, while contextual performance is mainly predicted by one's motivation and personality; (c) Task performance is considered in-role behavior and is explicitly outlined in the formal job description, whereas contextual performance is viewed as extra-role behavior that is discretionary and often not rewarded through formal reward systems or directly or indirectly acknowledged by management.

Borman and Motowidlo (1993) further classified task performance into two types as the following: (a) activities that involve transforming materials into goods and services; (b) activities that focus on servicing and maintaining the technical core by replenishing its supply of raw materials, distributing finished products, providing essential planning, coordination, supervision, or staff functions that ensure effective and efficient functioning. Sonnetag et al. (2008) outlined five categories of contextual performance as the following: (a) volunteering for activities beyond the formal job requirements; (b) demonstrating persistence, enthusiasm, and dedication when necessary to fulfill important task requirements; (c) providing assistance and support to colleagues or others in the organization; (d) adhering to rules and prescribed procedures, even in inconvenient situations; and (e) actively defending and promoting the objectives and interests of the organization.

While numerous studies have explored teachers' work-related stress (e.g., 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; Sharma, 2008; Sturmfels, 2009) and teacher emotional exhaustion (e.g. Burke & Greenglass, 1995; Brotheridge & Lee, 2002; Cameron, et al., 1994; Donker et al., 2020; Grandey, 2003; Lee & Ashforth, 1993; Lee & Ashforth, 1996; Werang,

2018), we are driven to delve further into this topic to address the regional necessity for dedicated and highly qualified elementary school teachers and graduates. Understanding how these two variables relate to the job performance of elementary school teachers in Southern Papua is crucial to address the issue of low achievement of Indigenous Papuan students compared to their counterparts in other parts of Indonesia (Leba et al., 2021; Werang and Leba, 2022; Werang et al., 2022).

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.

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.

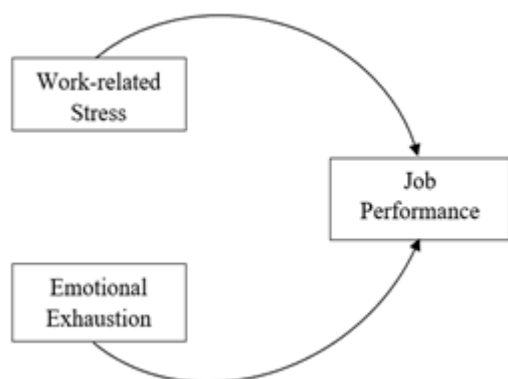


Fig. 1: Hypothetical Model of the Study

The developed hypothetical model presented in Figure 1 sheds light on the intricate interplay 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 educators' 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

In order 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 use of survey questionnaires was chosen for several reasons, including the following advantages: (a) cost-effectiveness, (b) ability to provide precise results, (c) high representativeness of the sample, (d) convenient data gathering process, (e) potential for obtaining statistically significant findings, and (f) reduced researchers' subjectivity in data interpretation (Sondakh et al., 2023; Werang et al., 2021, 2023).

A self-administered survey questionnaire, utilizing a four-point Likert scale, was employed to collect research data from a total of 492 teacher respondents. These respondents were conveniently established from a pool of 2077 elementary school teachers in Southern Papua. The selection process took into consideration the challenges of accessing schools located in remote areas. To assess teachers' perceptions of job performance, a questionnaire consisting of 15 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 own 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 personally 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."

To assess teachers' perceptions of work-related stress, we utilized a questionnaire of 9 items from Asaloei et al. (2020). The measurement of this variable utilized a 4-point Likert scale where participants rated their levels of work-related stress. The scale ranged from 1 (No Stress) to 4 (Extreme Stress). Teachers were asked to assess their own 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). Some example 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."

To assess teachers' perceptions of emotional exhaustion, we adopted a questionnaire of 7 items from a previous study conducted by Wullur and Werang (2020). This variable was measured using a 4-point Likert scale, with scores ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). All teachers were asked to rate their own levels of emotional exhaustion using a scale with four categories. A score of 1 represented 'Strongly Disagree' (SD), a score of 2 indicated 'Disagree' (D), a score of 3 denoted 'Agree' (A), and a score of 4 represented 'Strongly Agree' (SA). Sample statements included: "I feel fatigued by my current job," "I have lost my enthusiasm for my profession," "I experience spiritual exhaustion when I come home from work," "I feel emotionally and mentally drained at work," "My work shifts leave me exhausted," "Interacting with people all day is a significant burden for me," and "Direct communication with people causes me stress."

Research data were analyzed statistically using the correlation analysis technique by employing the Statistical Package for the Social Sciences (SPSS) version 21. Two research hypotheses (H_a) were proposed to be examined in this study are the following: (a) teachers' work-related stress will significantly negatively relate to their job performance in the elementary schools of Southern Papua, Indonesia; and (b) teachers' emotional exhaustion will significantly negatively relate to their job performance in the elementary schools of Southern Papua, Indonesia. These two hypotheses were tested using the coefficient value of $\alpha = .05$ or the confidence level of 95 %.

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 really 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 prerequisites 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

<i>N</i>	<i>Pearson Correlation</i>	<i>Sig. (2-tailed)</i>
492	-.578	.000

The data presented in Table 1 indicate a significant negative relationship between teachers' work-related stress and their job performance in the elementary schools of Southern Papua. With an alpha (α) level of .05, the Pearson correlation coefficient value is -.578, and the corresponding p-value is .000. The Pearson correlation coefficient value of -.578 indicates a strong negative relationship between the variables. The corresponding p-value of .000, 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 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 in order to improve their overall job performance.

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

<i>N</i>	<i>Pearson Correlation</i>	<i>Sig. (2-tailed)</i>
492	-.493	.000

The data presented in Table 2 indicate a significant negative relationship between teachers' emotional exhaustion and their job performance in the elementary schools of Southern Papua. With an alpha (α) level of .05, the Pearson correlation coefficient value is -.493, and the corresponding p-value is .000. The Pearson correlation coefficient value of -.493 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 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 in order 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, it is essential for schools to attract and retain dedicated and highly skilled teachers to ensure the production of a well-educated youth population. The 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 522 elementary school teachers in Southern Papua, 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 0.805 points in their job performance. Conversely, for every one-point decrease in teachers' work-related stress, there is an increase of 0.805 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; Iskanto, 2021; Karunanithi & Ponnampalam, 2013; Ul-Haq et al., 2020; Yunarti et al., 2020) 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 0.678 points in their job performance. Conversely, for every one-point decrease in teachers' emotional exhaustion, there is an increase of 0.678 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 (Okeke et al., 2020; Silvia, 2022; 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 in order 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 Lifford (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. It is crucial for principals to make concerted efforts in assisting 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, it is important for principals 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 at describing 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 in order 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 to 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 522 elementary school teachers. 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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