

THE EFFECT OF WORKLOAD, INDIVIDUAL CHARACTERISTICS, AND SCHOOL CLIMATE ON TEACHERS' EMOTIONAL EXHAUSTION IN ELEMENTARY SCHOOLS OF PAPUA

Basilus Redan Werang

Fakultas Keguruan dan Ilmu Pendidikan Universitas Musamus Papua

e-mail: lirang267@yahoo.co.id

Abstract: This study was aimed to investigate the potential effect of workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. The problems guided the study, namely: (a) does workload effect significant positively on teachers' emotional exhaustion elementary schools?; (b) does individual characteristics effectsignificant positively on teachers' emotional exhaustion in elementary schools?; and (c) does school climate effect significant positively on teachers' emotional exhaustion in elementary schools?. Four quantitative questionnaires using Likert's scale were administered to 94 teachers who have been decided as respondents. Data were analyzed quantitatively using simple linear regression analysis technique by employing *SPSS* version 21 for windows. Results of the study revealed that workload, individual characteristics, and school climate partially effect significant positively on teachers' emotional exhaustion in elementary schools. These findings might be worthwhile for the school supervisors as well as The Head of Education Office in regional government level to eliminate teachers emotional exhaustion by creating different programs to improve workload system and to improve school climate on one hand and, on the other hand, to foster teachers' character of hard-working.

Keywords: *workload, individual characteristics, school climate, emotional exhaustion, teachers*

PENGARUH BEBAN KERJA, KARAKTERISTIK INDIVIDU, DAN IKLIM SEKOLAH TERHADAP KELELAHAN EMOSIONAL GURU SD DI PAPUA

Abstrak: Tujuan penelitian ini adalah untuk menginvestigasi pengaruh beban kerja, karakteristik individu, dan iklim sekolah terhadap kelelahan emosional guru SD Kristen di Kabupaten Boven Digoel, Papua. Masalah yang menuntun penelitian ini adalah: (a) apakah beban kerja guru berpengaruh secara positif dan signifikan terhadap kelelahan emosional guru SD?; (b) apakah karakteristik individu berpengaruh secara positif dan signifikan terhadap kelelahan emosional guru SD?; dan (c) apakah iklim sekolah berpengaruh secara positif dan signifikan terhadap kelelahan emosional guru SD? Empat angket kuantitatif yang menggunakan Skala Likert disebarakan kepada 94 guru yang menjadi responden. Data dianalisis secara kuantitatif menggunakan *SPSS* versi 21. Hasil analisis data menunjukkan bahwa beban kerja, karakteristik individu, dan iklim sekolah secara parsial berpengaruh secara positif dan signifikan terhadap kelelahan emosional guru SD. Hasil penelitian ini dapat menjadi pertimbangan bagi penyelia sekolah dan Kepala Dinas Pendidikan pada level pemerintah Kabupaten Boven Digoel dalam mengupayakan berbagai program yang berbeda untuk memperbaiki sistem pembebanan kerja dan iklim sekolah serta mendorong karakter guru yang suka bekerja keras dan pantang menyerah.

Kata Kunci: *beban kerja, karakteristik individu, iklim sekolah, kelelahan emosional, guru*

INTRODUCTION

Teaching is a noble profession and, at the same time, is challenging an extraordinary dedication and fighting spirit of all involved, especially those who are working in the remote area of Papua. Poor working conditions facing the elementary school teachers of southern Papua

as it was reported by Werang et al. (2017) affects greatly on teachers' behavior to school principals, peers, students, and the completion of a given task. Prior to Werang et al.'s (2007) research findings, studies conducted by Hsieh and Guy (2009), Guy et al. (2008), and Grandey,(2000) have also reported that teachers' emotional

exhaustion has not just affected on teachers' behavior to the such, but also affected greatly on the teachers' physical and psychological health.

Teachers' emotional health has become one of the utmost determined factors for school effectiveness. The important role of teachers' emotional health has motivated researchers (e.g. Ashforth & Humphrey, 1993; Becker et al., 2014; Cubukcu, 2012; Hoge Kamp et al., 2016; Muchinsky, 2000) to highlight the need of studies focusing on the effort of investigating employees' emotions in organizations.

Demerouti et al. (2010: 210) defined emotional exhaustion as a consequence of intensive physical, affective and cognitive strain, that is, as a long term consequence of prolonged exposure to certain job demands. Meanwhile AnbarandEker(2007: 15) opined that emotional exhaustion refers to the depletion of psychic energy or the draining of emotional resources. Whereas Maslach et al.'s(1996) findings revealed that feeling of being overextended and depleted are of leading symptoms of emotional exhaustion.

Emotional exhaustion is one of three aspects of job burnout, namely emotional exhaustion, depersonalization, and reduced personal accomplishments (Maslach & Goldberg, 1998; Schaufeli et al., 2009). Relating to emotional exhaustion, Maslach and Goldberg (1998:64) wrote as follows:

Emotional exhaustion refers to feelings of being emotionally overextended and depleted of one's emotional resources. The major sources of this exhaustion are work overload and personal conflict at work. People feel drained and used up, without any source of replenishment. They lack enough energy to face another day or another person in need. The emotional-exhaustion component represents the basic stress dimension of burnout.

Lloyd and King (2004) asserted that emotional exhaustion occurs with physical fatigue and its symptoms such as deficiency of energy, trouble sleeping, sense of dread, irrational anger, irritability, feeling of hopelessness, depression, apathy, lack of motivation, absentmindedness, problems in family, and increase in drinking.

Emotional exhaustion here refers to teachers' emotional exhaustion. Thomason (2011) suggested that the work of teaching requires teachers to always balance their daily

emotional exhaustion. Teachers' emotional exhaustion affects negatively on the life of education institutions, such as deterioration of education quality services, high level of teacher absenteeism, and low level of teacher morale (Brotheridge & Lee, 2002; Grandey, 2003). Khan et al.' (2014) study found that teachers with emotional exhaustion tend to leave their personal or professional position.

A vary of studies have been conducted on emotional exhaustion (e.g. Burke & Greenglass, 1995; Brotheridge & Lee, 2002; Cameron, et al., 1994; Grandey, 2003; Lee & Ashforth, 1993; Lee & Ashforth, 1996). Since these previous studies were focused on the impact of emotional exhaustion such as physical and psychological health problems of employees (Burke & Greenglass, 1995; Lee & Ashforth, 1993) and quality decline of employees' performance (Cameron, et al., 1994; Lee & Ashforth, 1996; Brotheridge & Lee, 2002; Grandey, 2003), this study focuses on the effort of investigating the effect of teachers' workload, teachers' individual characteristics, and school climate on teachers' emotional exhaustion. I do believe, an adequate understanding on the effect of these factors is of important to design efforts of eliminating teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua.

First, teachers' workload. Workload is a multidimensional and complex construct (Weinger et al., 2004) and, therefore, it is impossible to give a simple definition. According to Merriam Webster Dictionary (n/d.), workload is the amount of work or of working time expected or assigned. While Ippolito et al. (2010) viewed workload as over-workload resulted from work requirements exceeding human boundary which is individual has to practice a lot amount of works and complete it in a certain period, or lengthy working time causing the body or spirit not being able to bear the load. Similarly, Zhelthoukhova et al. (2012) viewed workload as the workload in the working environment exceeding personal capabilities which resulting in threats and the reactions of nervousness, anxiety, frustration, pressing, and annoyance. These reactions would change the physical and mental conditions of a person as well as the behavior (Zhelthoukhova et al., 2012). Allard et al. (2011) regarded workload as psychological and physiological costs spent

by an employee in practicing a job to fulfill the requirements of a particular job.

The term workload here refers directly to teachers' workload. Teachers' workload is not just related to the teachers' work of teaching but all the given tasks that teachers have to be responsible for. Gates (2007: 12) described teachers' work overload as follows,

Teachers are asked to assume many often contradictory roles including providing academic instruction, maintaining order and discipline in the classroom, attending to social and emotional needs of students, and meeting the often conflicting expectations of students, parents, administrators, and the community.

Teaching has long been characterized throughout time by role conflict, ambiguity, and overload (Lieberman & Miller, 1984). To measure teachers' workload in Christian elementary schools of Boven Digoel district I employed *The Subjective Workload Assessment Technique (SWAT)* developed by United State Air Force (Virtanen et al., 2012). SWAT is a multidimensional scaling method designed to assess time load, mental effort load, and stress load (Reid et al. 1989). *Time load* occurs when an employee perceived large stress from the work frequency. In the context of *time load*, employees are required to complete jobs at a time limit established by employer and they feel not be able to do it. While *mental effort load* assesses how much conscious mental effort and planning are required to perform a certain task, whereas *psychological stress load* measures the amount of risks, confusion, frustration, anxiety related to task performance (Gawron, 2000). Factors such as fatigue, motivation, and psychological pressure would greatly affect to psychological stress load. Similarly Wuet al. (2012) classified the source of workload into *time load*, *spirit investment*, and *mental stress*. In *time load* the work frequency is madly urgent, while in *spirit investments* one has to work hard mentally and physically to invest in physical activities for achieving the preset performance. Whereas *mental stress* referring to mental or perceptual activities invested in a certain work, such as thinking, making decision, calculation, and search.

Teachers' workload is associated with emotional exhaustion. Excessive workload may greatly harm health and result in negative emotion of teachers. Maslach and Goldberg (1998)

found that almost half of employees have high level of emotional exhaustion due to the stress affected by heavy workloads, low supportive relations, personal engagement, less quantity of staff members, professional development, and understanding burnout. Through an extensive literature study on burnout, Schaufeli and Enzmann (1998) concluded that emotional exhaustion was particularly affected by workload, time pressure, lack of social support, and role stress. Besides, Xiaoming et al.'s (2014) research finding revealed a significant positive effect of workload on emotional exhaustion of medical staff.

Teachers with high workload having too little time to complete all the work of teaching, having non-teaching duties, and having inadequate rewards for teaching (Manthei et al., 1996; Maslach & Leiter, 1997). Teachers in Christian elementary schools of Boven Digoel district "often work in isolation from other teachers, receiving little performance feedback or support from colleagues and administrators, and have few opportunities for quality professional development" (Wood & McCarthy as cited in Gates, 2007: 13).

Second, teachers' individual characteristics. Individual characteristics is generally considered as to be exceptional that may establish the uniqueness of a person or a thing which support the conclusion that a person or thing in question can be linked to a known person or a known thing (Irwin Law, n/d). In this point of view, individual characteristics can be identified as having originated with a certain person or a certain thing.

Wigfield (2005) defined individual characteristics as self-confidence and personal characteristics that exist in themselves. Referring to the fact that each member of organization has its own perspectives, capabilities, preferences, and goals which are different from others; James (as cited in Syarif, 2015) viewed individual characteristics as interests, attitudes, and needs an employee brings to his or her place of work. Whereas Hurriyati (2005) defined individual characteristics as a psychological process influencing one's behavior in achieving, consuming and receiving goods, services, and experiences.

In line with the above definitions, individual characteristics can be simply defined

as internal factors influencing employee's behavior in seeing and assessing others and work in a particular organization in which he or she works. For instance, employees who have positive thinking on all organizational tasks tend to seriously complete their work. They are able to take benefits from new challenging tasks as the opportunity to move forward. Conversely, employees who have negative thinking on all organizational tasks tend to work haphazardly and take no benefits from new challenging tasks. They tend to bring up a lot of complaints such as "work is not appropriate" or "work is too heavy" or "friends cannot work collaboratively", and so on.

Individual characteristics could be measured by using its components such as personal characteristics which include demographic characteristics (e.g. age, sex, marital status, and working period), capability, personality, and education (Robins, 2007). Ivancevic et al. (1997) classified components of individual characteristics into capability, personality, perception, and attitude. In the similar way, Subyantoro (2009) classified components of individual characteristics into capability, values, attitude, and interest.

Individual characteristics is of important for the whole life of organization due to that the development of an organization depends greatly on its employees' way of completing all the given tasks. Maslach et al. (2001) argued that situational factors (such as work characteristics, work types, organizational characteristics) and individual characteristics (such as demographic characteristics, personal characteristics, and attitude to a particular job) are two factors which would greatly affect one's emotional exhaustion.

Third, school climate. Schools, just like other organizations, are a series of interactions that may affect all the individuals in a school as well as affect the total environment and the climate of the school (Werang&Agung, 2017a). Mitchell et al. (2010) defined school climate as shared beliefs, values, and attitudes that shape interactions between students, teachers, and school principal. Frieberg and Stein (as cited in Werang, 2014a) viewed school climate as the heart and soul of the school that draws teachers and students to love and wish to be a part of the school. Whereas Hoy and Forsyth (1986) defined

school climate as individual perceptions related to his or her working environment. Despite of no single definition of school climate, scholars seem to agree that school climate is "the total sum of attitudes and behaviors elicited by the school's policies, practices, and physical environment; staff interaction with peers and students; opportunities for student engagement and leadership; beliefs and attitudes students bring to the school from their families and communities" (Community Matters as cited in Werang&Agung, 2017a: 59).

School climate deals with teachers' way of giving sense to their work environment (Werang & Lena, 2014). Hoyet al. (as cited in Werang, 2014a; Werang et al., 2016a) pointed out two dimensions of interpersonal interaction related to school organizational climate. Firstly, school principal's behaviors which consisted of four aspects as follows: (a) *aloofness*: refers to school principal's behaviors which are characterized by a formal and impersonal relationship; (b) *production emphasis*: refers to school principal's behaviors which are characterized by a very strict supervision that uses directions and stereotyped communication channels; (c) *trust*: refers to school principal's behaviors which are characterized by an effort of moving the organization forward, and (d) *consideration*: refers to school principal's behaviors which are characterized by a human relationship with his or her teachers. Secondly, teacher's behaviors which consisted of four aspects as follows: (a) *disengagement*: refers to teacher's tendency to be a nonchalant and view all the school tasks as a routine; (b) *hindrance*: refers to teacher's feeling that school principal just bother them with the routine tasks which they seeas unnecessary; (c) *esprit*: refers to fighting spirit resulted by a social-need satisfaction when teachers enjoy their success in completing school tasks, and (d) *intimacy*: refers to teacher's joy of being friend for others.

To measure elementary school climate, Halpin and Croft (as cited in Werang et al., 2016b) developed Organizational Climate Descriptive Questionnaire (OCDQ). The latest reference to measure school climate is Organizational Climate Index (OCI) which is recognized as the combination of a revised Organizational Climate Descriptive Questionnaire (OCDQ) and Organizational Health Inventory (OHI) [Hoy &

Sabo, 1998]. Organizational Climate Index (OCI) captured an open and healthy school climate for students, teachers, school principal, and school community (Hoy et al., 2002).

School climate has been known as one of the prevalent factors affecting teachers' emotional exhaustion. A vary of studies (e.g. Hoy & Woolfolk, 1993; Singh & Billingsley, 1998; Grayson & Alvarez, 2008) found that teachers' emotions, trust, relationships, achievements, and even self-confidence were greatly affected by the school climate.

METHOD

Research Design and Sample

This study employed a quantitative approach using a survey research design. A quantitative approach was used as it was conducted in a certain population or sample (Werang, 2015) and it sought to establish the effect of teachers' workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary school teachers' of Boven Digoel district, Papua. A survey research design was used as it aimed to describe facts based on the existing phenomena (Mulyana, 2013). Besides, a survey research design was also used because of the following considerations: (a) high representativeness; (b) low cost; (c) convenient data gathering; (d) good statistical significance; (e) little researchers subjectivity; and (f) precise results [Werang, 2018; Werang & Agung, 2017b].

Four quantitative questionnaires using four Likert's scale were distributed to 94 teachers who are samples. Samples were drawn purposively due to that most of teachers were out at the time of data gathering. Based on the literature investigating the effect of teachers' workload, teachers' individual characteristics, and school climate on teachers' emotional exhaustion, conceptual model of this study is as presented in Figure 1 below.

Data were analyzed quantitatively using simple linear regression analysis technique by employing the *Statistical Package for Social Sciences (SPSS) version 21 for windows*. Null hypothesis (H_0) were follows: (a) teachers' workload effects significant negatively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua; (b) teachers' individual characteristics effect

significant negatively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua; and (c) school climate effects significant negatively on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Whereas research hypothesis (H_a) were follows: (a) teachers' workload effects significant positively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua; (b) teachers' individual characteristics effect significant positively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, and (c) school climate effects significant positively on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua.

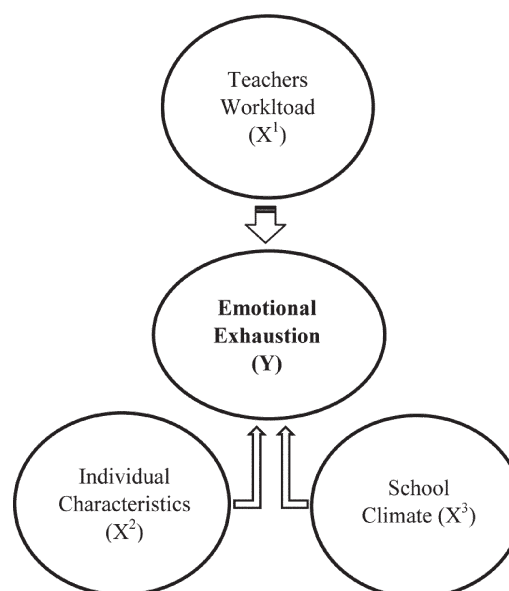


Figure 1. Conceptual Model of the Study

Measurement

Teachers' workload was measured by modifying *SWAT* into 8 positive statements which were distributed over three aspects of workload (time load, mental effort load, psychological stress load). The inventory used a 4 point Likert's scale (4=strongly agree and 1=strongly disagree). Respondent were asked to respond each statement on a scale of four alternative: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Sample of items included the following: "preparing learning devices is really draining energy", "I am regularly stress at work", "I regularly work over my students contact hours", "I have unrealistic time pressure

and deadline”, “I have to work intensely”, “Different people at work demands thing from me that are hard to combine”.

Teachers’ individual characteristics was measured by modifying Robins’ (2007) aspects of individual characteristics into 18 positive statements which were distributed over five aspects of individual characteristics (education and training, personality, capability, attitude to the work of teaching, and number of family members). The inventory used a 4 point Likert’s scale (4=strongly agree and 1=strongly disagree). Respondent were asked to respond each statement on a scale of four alternative: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Sample of items included the following: “I finish my study on time”, “I usually take time to attend training related to my work of teaching”, “My parents expect me much to help my siblings”, “I work hard to get extra income”, “Being a teacher is a call to serve future generations of the nation”.

School climate was measured by modifying OCDQ developed by Halpin and Croft (1963) into 29 positive statements which were distributed over eight aspects of school climate (alooffness, production emphasis, trust, consideration, disengagement, hindrance, esprit, and intimacy). The inventory used a 4 point Likert’s scale (4=strongly agree and 1=strongly disagree). Respondent were asked to respond each statement on a scale of four alternative: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Sample of items included the following: “Teachers seek special favors from the school principal”, “Teachers interrupt other faculty members who are talking in staff meeting”, “Teachers have too many committee requirements”, “Teachers know family background of other faculty members”, “The school principal goes out of his way to help teachers”, and “The school principal helps teachers solve personal problems”.

Teachers’ emotional exhaustion was measured using *Maslach Burnout Inventory* which consists of 7 positive statements. The inventory used a 4 point Likert’s scale (4=strongly agree and 1=strongly disagree). Respondent were asked to respond each statement on a scale of four alternative: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The samples of items included the following: “I

feel I get tired of my current job”, “I feel that I have lost my enthusiasm about my profession”, “I feel spiritually exhausted when arrive at home after work”, “I feel I get exhausted at work both emotionally and cognitively”, “My shifts at work make me exhausted”, “Working with people all day long constitutes a serious burden for me”, and “It makes me stressful to be in a direct communication with people”.

RESULTS AND DISCUSSION

Results

As aforementioned, research data was quantitatively analyzed using simple linear regression analysis technique by employing *Statistical Package for Social Sciences (SPSS) version 21 for window* to investigate the effect of teachers’ workload (X^1), teachers’ individual characteristics (X^2), and school climate (X^3) on teachers’ emotional exhaustion (Y) in Christian elementary schools of Boven Digoel district, Papua. Results of data analysis of the effect of teachers’ workload on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is as presented in Tabel 1.

Table 1. The effect of workload (X^1) on emotional exhaustion (Y)

Effect of X^1 on Y		
N	:	94
R	:	.892
R ²	:	.795
t _{count}	:	18.909
t _{table} .05	:	1.986

Effect of X^1 on Y

Data in table 1 revealed that at the level of α (Q) = .05 the value of $t_{\text{count}} = 18.909 > t_{\text{table}} = 1.986$. It means that research hypothesis (H_a) “teachers’ workload effects significant positively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua”, is **accepted**. In other words, at the level of α (α) = .05 null hypothesis (H_0) that teachers’ workload effects significant negatively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is rejected. Further, based on the result of simple linear regression analysis, the coefficient value of R^2 is .795. It means that 79.5% of teachers’ emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is explained by teachers’ workload.

Meanwhile, results of data analysis of the effect of teachers' individual characteristics (X^2) on teachers' emotional exhaustion (Y) in Christian elementary schools of Boven Digoel district is as presented in Table 2.

Table 2. The effect of individual characteristics (X^2) on emotional exhaustion (Y)

Effect of X^2 on Y		
N	:	94
R	:	.923
R^2	:	.853
t_{count}	:	23.085
t_{table} .05	:	1.986

Data in table 2 revealed that at the level of $alpha$ (Q) = .05 the value of $t_{\text{count}} = 23.085 > t_{\text{table}} = 1.986$. It means that the research hypothesis (H_a) "teachers' individual characteristics effect significant positively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua", is **accepted**. In other words, at the level of $alpha$ (α) = .05 null hypothesis (H_0) that teachers' individual characteristics effect significant negatively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is rejected. Further, based on the result of simple linear regression analysis, the coefficient value of R^2 is .853. It means that 85.3 % of teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is explained by teachers' individual characteristics.

Whereas, results of data analysis of the effect of school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is as presented in Table 3.

Table 3. The effect of school climate (X^3) on teachers' emotional exhaustion (Y)

Effect of X^3 on Y		
N	:	94
R	:	.926
R^2	:	.857
t_{count}	:	23.486
t_{table} .05	:	1.986

Effect of X^3 on Y

Data in Table 3 means that the research hypothesis (H_a) "school climate effects significant

positively on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua", is **accepted**. In other words, at the level of $alpha$ (α) = .05, null hypothesis (H_0) that school climate effects significant negatively on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is rejected. Further, based on the result of simple linear regression analysis, the coefficient value of R^2 is .857. It means that 85.7 % of teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, is explained by school climate.

Based on the results of data analysis as it were presented above, empirical model of the effect of teachers' workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district is as reflected in Figure 2 below.

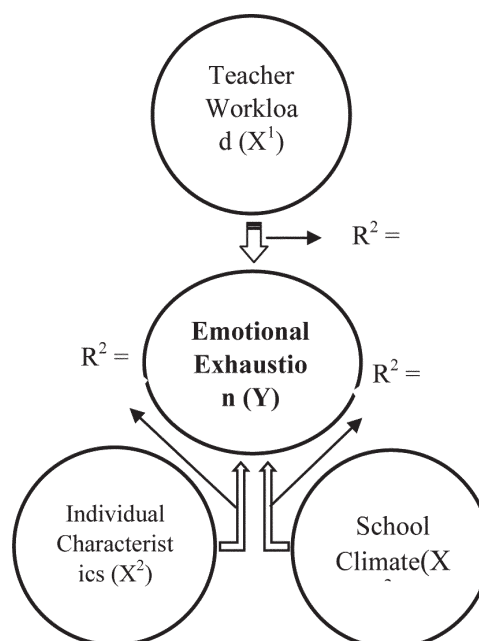


Figure 2. Empirical model of the research

Discussion

This study is aimed at investigating the potential effect of teachers' workload, teachers' individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Results of data analysis revealed a positive and significant effect of teachers' workload on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua as it was indicated by the value

of $R^2 = .795$ and the coefficient value of $t_{\text{count}} = 18,909 > t_{\text{table}} = 1.986$. It means that increasing one point in teachers' workload will increase 0.795 point in teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Conversely, reducing one point in teachers' workload will reduce 0.795 point in teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Result of this study is in line with Maslach and Goldberg's (1998), Schaufeli and Enzmann's (1998), and Xiaoming et al.'s (2014) research findings that employees' emotional exhaustion was greatly affected by their workload.

Teaching is a very stressful profession (Kyriacou & Sutcliffe, 1977; Johnson et al., 2005) especially those who are working in the remote areas. Rapid changing in Indonesian education curriculum requires teachers to continuously adjust themselves with such changing. Teachers in the remote elementary schools of Papua and in the remote Christian elementary schools of Boven Digoel alike would feel very success when they are able to gather students in the classroom. This success would certainly not be appreciated because this is not just unusual for the schools in other regions but also increasing teachers' workload in Christian elementary schools of Boven Digoel district. High level of teacher absenteeism in Papua (Werang et al., 2015; Werang et al., 2017; Werang & Pure, 2018) tends to require all the active teachers in Christian elementary schools of Boven Digoel district to teach more than one class.

Results of data analysis also revealed a positive and significant effect of teachers' individual characteristics on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, as it was indicated by the coefficient value of $R^2 = .853$ and the coefficient value of $t_{\text{count}} = 23.085 > t_{\text{table}} = 1.986$. It means that increasing one point in teachers' individual characteristics will increase 0.853 point in teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Conversely, reducing one point in teachers' individual characteristics will reduce 0.853 point in teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Result of this study is in line with Maslach et al.'s (2001) research findings that employees' emotional exhaustion was greatly

affected by their individual characteristics (including demographic characteristics, personal characteristics, and attitude to the work).

Lack of training opportunity to boost teachers' readiness in implementing education curriculum seems to physically and psychologically drain. Besides, unavailability of books and other learning facilities have become yearly challenges facing the Christian elementary school teachers of Boven Digoel district in educating students to succeed. In this point of view, teachers who were able to adequately equip themselves with the knowledge and skills needed during their period of education will be able to take advantages from these short comings as a challenge to prepare their own learning facilities. Conversely, teachers who were not able to adequately equip themselves with the knowledge and skills needed during their period of education will, of course, consider these short comings as a very exhausted conditions and tend to continuously blame the government as the cause of all. These teachers are even not interested to create way of helping students with certain learning difficulties to understand teaching materials.

Finally, results of data analysis also revealed a positive and significant effect of school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, as it was indicated by the coefficient value of $R^2 = .857$ and the coefficient value of $t_{\text{count}} = 23.486 > t_{\text{table}} = 1.986$. It means that increasing one point in school climate will increase 0.857 point in teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Conversely, reducing one point in school climate will reduce 0.857 point in teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Result of this study is in line with Hoy and Woolfolk's (1993), Singh and Billingsley's (1998), and Grayson and Alvarez's (2008) research findings that employees' emotional exhaustion was greatly affected by organizational climate.

Teachers' emotional exhaustion due to the work overload and the lack of individual capability would be easily overcome if all the teachers are motivated to help each other. In this point of view, having shared belief of the values contained in schools' vision and mission would

be a driving force for teachers to fight together to solve the problems (Suriansyah, 2014).

School principal has a pivotal role in determining and influencing teachers' way of communicating and helping each other (Werang, 2014b). In this point of view, having school principal who acts as peer for teachers (Suriansyah & Aslamiah, 2015) and views teachers as integral part of his or her family in school (Werang et al., 2014) is the key to eliminate teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Unfortunately, high level of school principal absenteeism as it was reported by Werang et al. (2015) and Werang et al. (2017) made it difficult for teachers to have leaders who are always with and for them. Besides, the existing gaps among teachers might affect negatively on the effort of creating a conducive school climate and, in turn, affect negatively on teachers' emotion.

CONCLUSION

This study provided a closer look on the effort of investigating the potential effect of teachers' workload, teachers' individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua. Based on the results of data analysis, the conclusions depicted from the results of the study are follows.

- a. Teachers' workload effects significant positively on their emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, as it was indicated by the coefficient value of $R^2 = .795$ and the coefficient of $p\text{-value} = .000$. It means that 79,5 % of teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, was explained by teachers' workload, while the rest (20,5%) were explained by other variables.
- b. Teachers' individual characteristics effects significant positively on their emotional exhaustion as it was indicated by the coefficient value of $R^2 = .853$ and the coefficient of $p\text{-value} = .000$. It means that 85,3 % of teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, was explained by teachers' individual characteristics, while the rest (14,7%) were explained by other variables.

- c. School climate effects significant positively on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, as it was indicated by the coefficient value of $R^2 = .857$ and the coefficient of $p\text{-value} = .000$. It means that 85,7% of teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, was explained by school climate, while the rest (14,3%) were explained by other variables.

Implications of these findings are follows:

- (a) school supervisor and the head of education office at regional government level as well should take an effort of creating different programs to improve workload system and school climate on one hand and, on the other hand, foster teachers' character of working hard; and (b) the absence of empirical study investigating the effect of workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, findings of this study may theoretically add the existing literature on this topic.

Since this empirical study was limited on the effort of investigating the potential effect of workload, individual characteristics, and school climate on teachers' emotional exhaustion in Christian elementary schools of Boven Digoel district, Papua, future studies on the similar topics with a wider range of samples and of variables are fully recommended.

ACKNOWLEDGEMENT

The study presented in this manuscript was made by several individuals. Many thanks to sponsors and all the respondent who have contributed in a special way to the study. I would like to thank my families for cheering me on through the rough patches. I would also like to thank my friends for their ongoing support and encouragement. I do hope this study will benefit all the interested parties.

REFERENCES

- Adejumobi, F. T. and Ojikutu, R. K. (2013). School organizational climate and teacher job performance in Lagos State Nigeria. *Discourse Journal of Educational Research*, 1(2), pp. 26-36.

- Allard, K.; Haas, L.; & Hwang, C.P. (2011). Family-supportive organizational culture and fathers' experiences of work-family conflict in Sweden. *Gender, Work and Organization*, 18(2), 141-157.
- Anbar, A. & Eker, M. (2007). The relationship between demographic characteristics and burnout among academicians in Turkey. *Journal of Academic Studies*, 34, 14-35.
- Ashforth, B. E. & Humphrey, R. H. (1993). Emotional labor in service roles: The influence of identity. *Academy of Management Review*, 18(1), 88-115.
- Becker, E.S.; Goetz, T.; Morger, V. & Ranellucci, J. (2014). The importance of teachers' emotions and instructional behavior for their students' emotion – An experience sampling analysis. *Teaching and Teacher Education*, 43, 15-26.
- Brotheridge, C. M. & Lee, R.T. (2002). Testing a conservation of resources model of the dynamics of emotional labor. *Journal of Occupational Health Psychology*, 7, 57-67.
- Burke, R. J. & Greenglass, E. (1995). A longitudinal study of psychological burnout in teachers. *Human Relations*, 48(2), 187-202.
- Cameron, S. J.; Horsburgh, M. E. & Armstrong-Stassen, M. (1994). Job satisfaction, propensity to leave, and burnout in RNs and RNAs: A multivariate perspective. *Canadian Journal of Nursing Administration*, 7(3), 43-64.
- Cubucku, F. (2013). The significance of teachers' academic emotions. *Procedia - Social and Behavioral Sciences*, 70, 649-653.
- Davis, K. & Newstrom. (1996). *Perilaku dalam organisasi*. Edisi Tujuh. Jakarta: Erlangga.
- Demerouti, E.; Mostert, K. & Bakker, A. B. (2010). Burnout and work engagement: A thorough investigation of the independency of both construct. *Journal of Occupational Health Psychology*, 15(3), 209-222.
- Freiberg, H. J. & Stein, T. A. (1999). Measuring, improving and sustaining healthy learning environments, in H. J. Freiberg (ed.), *School climate: measuring, improving, and sustaining healthy learning environments*. Philadelphia, PA: Falmer Press.
- Gawron, V.J. (2000). *Human performance measures handbook*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gates, C. H. (2007). *Factors related to burnout in North Carolina public school teachers*. Dissertation presented to the Graduate Faculty of North Carolina State University. Raleigh, NC: North Carolina State University.
- Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5(1), 59-100.
- Grandey, A. A. (2003). When “the sow must go on”: Surface and deep acting as predictors of emotional exhaustion and service delivery. *The Academy of Management*, 46, 86-96.
- Grayson, J. L. & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363.
- Guy, M. E.; Newman, M. A. & Mastracci, S. H. (2008). *Emotional labor: Putting the service in public service*. Armonk, NY: Sharpe.
- Halpin, A. & Croft, D. (1963). *The Organizational Climate of Schools*. Chicago: The University of Chicago.
- Hoy, W. K. & Forsyth, P. (1986). *Effective supervision: Theory into practice*. New York: Random House Inc.
- Hoy, W. K. & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational

- health of schools. *The Elementary School Journal*, 93, 356-372.
- Hoy, W. K. & Sabo, D. J. (1998). *Quality Middle Schools*. Thousand Oaks, CA: Sage.
- Hoy, W. K., Smith, P. A. & Sweetland, S.R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *High School Journal*, 86(2), 38-50.
- Hsieh, C. & Guy, M. E. (2009). Performance outcome: The relationship between managing the “heart” and managing client satisfaction. *Review of Public Personnel Administration*, 29(1), 41-57.
- Hogekamp, Z.; Blomster, J.K.; Bursaliođlu, A.; Cálín, M.C.; Çetinçelik, M.; Hasstrup, L. & van den Berg, Y.H.M. (2016). Examining the importance of teachers’ emotional support for students’ social inclusion using the one-with-many design. *Frontiers in Psychology*, 7, 1-10.
- Hurriyati, R. (2005). *Bauran pemasaran dan loyalitas konsumen*. Bandung: Alfabeta.
- Ippolito, M.M.; Hines, D.A.; Mahmood, S. & Córdova, J.V. (2010). Pathways between marriage and parenting for wives and husbands: The role of co parenting. *Family Process*, 49(1),59-73.
- Ivancevich, J.; Olelans, M. & Matterson, M. (1997). *Organizational behavior and management*. Sydney: Irwin.
- Irwin Law. (n/d). *Individual characteristics*. Retrieved on 15 August 2017 from: https://www.irwinlaw.com/cold/individual_characteristics
- Johnson, S.; Cooper, C. L.; Cartwright, S.; Donald, I.; Taylor, P. & Miller, C. (2005). The experience of work-related stress accross occupation. *Journal of Managerial Psychology*, 20, 179-187.
- Khan, F.; Yusoff, R. M.& Khan, A. (2014). Job demands, burnout and resources in teaching: A conceptual review. *World Applied Sciences Journal*, 30(1), 20-28.
- Kyriacou, C. & Sutcliffe, J. (1977). Teacher stress: A review. *Educational Review*, 29, 299-306.
- Lee, R. T. & Ashforth, B. E. (1993). A longitudinal study of burnout among supervisors and managers: Comparison between the Leiter and Maslach (1988) and Golembiewski et al. (1986) models. *Organizational Behavior and Human Decision Processes*, 54(3), 369-398.
- Lee, R. T.& Ashforth, B. E. (1996).A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81(2), 123-133.
- Lloyd, C. & King, R. (2004). A survey of burnout among Australian mental health therapist and social workers. *Social Psychiatry and Psychiatric Epidemiology*, 39(9), 752-757
- Manthei, R.; Gilmore, A.; Tuck, B. & Addair, V. (1996). Teacher stress in intermediate schools. *Educational Research*, 38(1), 3-9.
- Maslach, C. & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it*. San Francisco: Jossey-Bass.
- Maslach, C.; Jackson, S.& Leiter, M. (1996). *Maslach burnout inventory manual*. 3rd ed. Palo Alto (CA): Consulting Psychologist Press.
- Maslach, C. & Goldberg. (1998). Prevention of burnout: New perspective. *Applied and Preventive Psychology*, 7, 63-74.
- Maslach, C.; Schaufeli, W. B. & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 407-420.

- Merriam Webster Dictionary (n/d.). Workload. Retrieved on 21 October 2018 from: <https://www.merriam-webster.com/dictionary/workload>
- Mitchell, M.M.; Bradshaw, C.P. & Leaf, P.J. (2010). Students and teachers' perceptions of school climate: A multilevel exploration of pattern of discrepancy. *Journal of School Health, 80*(6), 271-279.
- Muchinsky, P. (2000). Emotions in the workplace: The neglect of organizational behavior. *Journal of Organizational Behavior, 21*(7), 801-805.
- Mulyana, B. (2013). Hubungan konsep diri, komitmen, dan motivasi berprestasi dengan prestasi renang gaya bebas. *Cakrawala Pendidikan, XXXII*(3), 488-498.
- Reid, G. B.; Potter, S. S. & Bressler, J. R. (1989). *Subjective workload assessment technique (SWAT)*. Wright Patterson Airforce Base, Ohio: Harry G. Armstrong Aerospace Medical Research Laboratory. Retrieved on 12 March 2016 from: https://www.google.co.id/?gws_rd=cr,ssl&ei=wgOIV7WrBsb4vgT-3KVG#q=reid+et+al.+1989+subjective+workload+assessment+technique
- Robbins, S. (2007). *Perilaku organisasi*. Edisi Kesepuluh. Jakarta: PT Macanan Jaya Cemerlang.
- Schaufeli, W. B. & Enzmann, D. (1998). *The burnout companion to study and practice. A critical analysis*. London: Taylor & Francis.
- Schaufeli, W.B.; Leiter, M. P. & Maslach, C. (2009). Burnout: 35 Years of Research and Practice. *Career Development International, 14*(3), 204-220.
- Selamat, N.; Samsu, N. Z. & Kamalu, N. S. M. (2013). The impact of organizational climate on teachers' job performance. *E-Journal Educational Research, Vol. 2, No. 1*, p. 71-82.
- Singh, K. & Billingsley, B. (1998). Professional support and its effect on teachers' commitment. *The Journal of Educational Research, 91*(4), 229-239.
- Subyantoro, A. (2009). Karakteristik individu, karakteristik pekerjaan, karakteristik organisasi, dan kepuasan kerja pengurus yang dimediasi oleh motivasi kerja (Studi pada pengurus KUD di Kabupaten Sleman). *Jurnal Manajemen dan Kewirausahaan, 11*(1), 11-19.
- Suriansyah, A. (2014). Hubungan budaya sekolah, komunikasi, dan komitmen kerja terhadap kinerja guru sekolah dasar negeri. *Cakrawala Pendidikan, XXXIII* (3), 358-367.
- Suriansyah, A. & Aslamiah. (2015). Strategi kepemimpinan kepala sekolah, guru, orang tua, dan masyarakat dalam membentuk karakter siswa. *Cakrawala Pendidikan, XXXIV*(2), 234-247.
- Syarif, D. (2015). *Karakteristik Individu*. Retrieved on 2 February 2016 from: <http://theorymanajemendanorganisasi.blogspot.co.id/2015/12/karakteristik-individu.html>
- Thomason, A. C. (2011). *Teacher personal and professional characteristics: Contributions to emotional support and behavior guidance in early childhood classroom*. A dissertation submitted to the Faculty of The Graduate School at The University of North Carolina. Greensboro.
- Virtanen, M.; Stansfeld, S. A.; Fuhrer, R.; Ferrue, J. E. & Kivimaki, M. (2012). Overtime work as a predictor of major depressive episode: A 5-year follow-up of the Whitehall II study. *Plos One, 7*(1), e30719.
- Weinger, M. B.; Reddy, S. B. & Slagle, J. M. (2004). Multiple measures of anesthesia workload during teaching and nonteaching cases. *Anesthesia & Analgesia, 98*(5), 1419-1425.

- Werang, B. R. & Pure, E. A. G. (2018). Designing Strategy for Improving Teacher's Organizational Commitment in the Remote Elementary Schools of Merauke District, Papua, Indonesia. *International Journal of Research Studies in Education*, 7(1), 15-28.
- Werang, B.R. & Agung, A.A.G. (2017a). The effect of principals' transformational leadership and teacher socioeconomic status on school organizational climate in the elementary schools of Boven Digoel district, Papua, Indonesia. *European Journal of Education Studies*, 3(7), 57-71.
- Werang, B.R. & Agung, A.A.G. (2017b). Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A study from Merauke district, Papua. *International Journal of Development and Sustainability*, 6(8), 700-711.
- Werang, B.R.; Leba, S.M.R. & Pure, E.A.G. (2017). Factors influencing teacher absenteeism in the remote elementary schools of Indonesia: Empirical Proof from Southern Papua. *International Journal of Management in Education*, 11(3), 223-247.
- Werang, B.R., Kana, T. & Leba, S.M.R. (2016a). School Organizational Climate, Teachers' Individual Characteristics, and Teachers' Job Satisfaction: An Empirical Study in Christian Elementary Schools of Merauke District. *International Journal of Research in Social Science (IJRSS)*, 6(6), 457-471.
- Werang, B. R.; Loupatty, M. & Tambajong, H. (2016b). The effect of principals' transformational leadership on schools' life in Indonesia: An empirical study in elementary schools of Merauke district, Papua, Indonesia. *International Journal of Research in Social Sciences*, 6(10), 258-273.
- Werang, B.R.; Betaubun, M. & Pure, E. A. G. (2015). Factors influencing teachers' organizational commitment (Case study on primary schools' teachers in remote area of Merauke regency, Papua, Indonesia). *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 2(10), 122-130.
- Werang, B.R. & Lena, L. (2014). Relationship Between Principal's Leadership, School Organizational Climate, and Teachers' Job Performance at State Senior High Schools in Merauke Regency, Papua, Indonesia. *International Journal of Education and Research*, 2(6), 635-640.
- Werang, B.R.; Leba, S.M.R. & Betaubun, M. (2014). Alternative strategy for improving the quality of graduates in East Indonesia Border Area (Case study on State Senior High Schools in Merauke Regency). *International Journal of Education and Research*, 2(4), 245-252.
- Wigfield, A. (2005). *Early adolescents development accross the middle school years: Implication for school counselors*. American School Counseling Association. Retrieved on 2 February 2016 from: citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.
- Wu, T.Y.; Hu, C. & Jiang, D.Y. (2012). Is subordinates's loyalty a precondition of supervisor's benevolent leadership? The moderating effect of supervisor's altruistic personality and perceived organizational support. *Asian J Soc Psychol*, 15(3), 145-155.
- Xiaoming, Y.; Ma, B.J.; Chang, C.L. & Shieh, C. J. (2014). Effects of work load on burnout and turn overintention of medical staff: Astudy. *Ethno Med*, 8(3), 229-237.
- Zhelthoukhova, K.; O'Dea, L. & Bevan, S. (2012). *Taking the strain: The impact of musculoskeletal disorders on work and home life*. Retrieved on 13 April 2016 from: nhshealthatwork.co.uk/.../MSDs_Work_Foundation_Report