

Modelling the Pathways of Leadership, Workload, and Teacher Stress to Performance: A Structural Equation Analysis in West Tanjung Jabung, Indonesia

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ABSTRACT. This study aims to analyse the direct and indirect effects of leadership style, teacher stress, and workload on teacher performance, with job satisfaction as a mediating variable. Using a quantitative approach and Partial Least Squares Structural Equation Modelling (PLS-SEM), data were collected from 303 teachers in Tungkal Ilir District, West Tanjung Jabung Regency, Indonesia, through a structured Likert-scale questionnaire. The results reveal that leadership style and workload significantly enhance job satisfaction, positively affecting teacher performance ($\beta = 0.330$; $p < 0.05$). Job satisfaction mediates the influence of leadership and workload on performance, highlighting its central role in teacher management. The model demonstrates strong predictive power ($R^2 = 81.6\%$ for teacher performance). These findings suggest that supportive leadership and fair workload distribution can transform workplace challenges into positive motivation. The study provides practical insights for educational policymakers and school leaders to design management strategies that foster teacher satisfaction and performance, particularly in rural education contexts.

Keywords: *Job satisfaction, Leadership style, Teacher performance, Teacher stress, Workload*

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INTRODUCTION

The quality of education is highly dependent on teacher quality, as teacher performance determines the effectiveness of the learning process. Therefore, understanding the factors that influence teacher performance—including principal leadership style, job stress, and workload—is crucial for improving educational outcomes. This assertion is supported by the literature on school leadership and teacher well-being (Sun & Leithwood, 2012; Berkovich & Eyal, 2021). Furthermore, school organizational dynamics significantly contribute to teacher motivation, commitment, and productivity, making these variables increasingly relevant (Leithwood & Sun, 2012; Abós et al., 2018; Robinson & Gray, 2019). Therefore, examining the relationship between individual and structural factors is a crucial step in understanding the mechanisms that shape teacher performance holistically.

Many studies have shown that transformational leadership and supportive leadership styles can increase teacher motivation, empowerment, and commitment, thus positively impacting job satisfaction and performance (Udin, 2023; Haidery et al., 2025). Conversely, authoritarian or less adaptive leadership can cause stress and reduce professional efficacy, as demonstrated by Sun and Leithwood (2012). Asim et al. (2021) also reported that authoritarian leadership styles are correlated with increased work stress and negative emotional responses such as rumination, depression, and

pessimism. In fact, according to Cao et al. (2025), stress among leaders can trigger the emergence of authoritarian behaviors that ultimately exacerbate stress among teachers, forming a negative cycle between work pressure, leadership styles, and teacher well-being.

Work stress in teachers generally arises from high administrative burdens, repeated curriculum changes, and ever-increasing performance expectations (Kim, 2019; Putwain & von der Embse, 2019; Shen et al., 2025). These pressures have been shown to decrease job satisfaction and diminish teaching quality, especially when not balanced with adequate organizational support. Disproportionate workloads are also frequently associated with emotional exhaustion, demotivation, and decreased professional performance (Shimizu et al., 2011; Guglielmi et al., 2012; Albulescu et al., 2018). Similarly, findings by Hascher and Waber (2021) confirm that working conditions—including leadership, workload, and stress levels—consistently impact teacher well-being and performance, highlighting the importance of school governance that minimizes stress and optimizes support for educators.

However, these studies remain fragmented, as most examine leadership, job stress, and workload separately. Very few studies examine the simultaneous influence of these three factors on teacher performance, with job satisfaction as a mediating factor, particularly in rural areas with limited human resources. This situation indicates a research gap, particularly in areas such as Tungkal Ilir District, West Tanjung Jabung Regency, Jambi Province, where structural and organizational challenges in schools could strengthen the relationship between these variables.

Tungkal Ilir District, West Tanjung Jabung Regency, Jambi Province, was chosen as the study location because field reports and initial observations indicated a high administrative burden and an unbalanced distribution of teacher tasks in several schools in the area. This high administrative burden has the potential to increase work stress and decrease teacher job satisfaction. Therefore, this study aims to examine the direct and indirect effects (through job satisfaction) of leadership style, work stress, and workload on teacher performance in the Tungkal Ilir area, West Tanjung Jabung Regency.

METHOD

Research Design

This study employed a positivist paradigm and a quantitative cross-sectional survey design to examine the structural relationships between leadership style, teacher stress, workload, job satisfaction, and teacher performance. A quantitative approach was chosen because it allows for objective measurement, theory testing, and generalization from the sample to the population through structured instruments and statistical modeling (Creswell & Creswell, 2017). The use of measurable indicators supports the identification of direct and indirect influences between variables, particularly the mediating role of job satisfaction.

Population, Sample, and Sampling Procedure

The population consisted of all teachers working in public and private schools in Tungkal Ilir District, West Tanjung Jabung Regency, Jambi Province, Indonesia. The minimum sample size was determined using the Krejcie & Morgan Table with a 95% confidence level and a 5% margin of error, yielding a minimum of 303 teachers. Purposive sampling was applied to include teachers who were actively involved in classroom learning and experienced with workload stress, leadership practices, and job satisfaction. Although non-probabilistic, this criteria-based selection ensured relevance to the research objectives. A statistical power analysis conducted with G*Power confirmed that the sample size of 303 respondents met the minimum requirements for adequate statistical power, thereby strengthening the reliability of the structural estimates.

Instrument Development and Validation

Data were collected using a structured questionnaire divided into two sections: a demographic profile and 25 items measuring five constructs: leadership style, teacher stress, workload, job satisfaction, and teacher performance using a 5-point Likert scale. The measurement indicators in this study were adapted from well-established and empirically validated instruments. The leadership style construct was adapted from Wang et al. (2013), while the teacher stress and teacher performance indicators were derived from Jalil's (2019) scale. Workload and job satisfaction indicators were adopted from the instrument developed by Saputra and Nawangsari (2025). The use of these validated sources ensures conceptual clarity, strengthens construct validity, and enhances the overall rigor of the measurement model. Content validity was assessed through expert judgment by three scholars in research methodology. The Content Validity Index (CVI) exceeded 0.80 for all items, confirming clarity, relevance, and representativeness. The instrument's suitability was further reinforced through pilot testing prior to complete distribution.

Data Analysis

Data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) with SmartPLS version 4.1.3. PLS-SEM was chosen for its ability to handle complex models with multiple predictors and mediators, as well as its robustness with non-normal data and relatively small sample sizes (Hair, 2014). The analysis was conducted in two primary stages. First, the measurement model (outer model) was assessed by examining indicator reliability (loadings ≥ 0.70), construct reliability (Cronbach's Alpha and Composite Reliability ≥ 0.70), convergent validity (AVE ≥ 0.50), and discriminant validity using both the HTMT criterion (< 0.90) and the Fornell–Larcker criterion. Second, the structural model (inner model) was evaluated by assessing multicollinearity (VIF < 5), analysing path coefficients through bootstrapping, and determining the model's explanatory power using the coefficient of determination (R^2), the effect size (f^2), and predictive relevance (Q^2) obtained through blindfolding.

RESULT AND DISCUSSION

Result

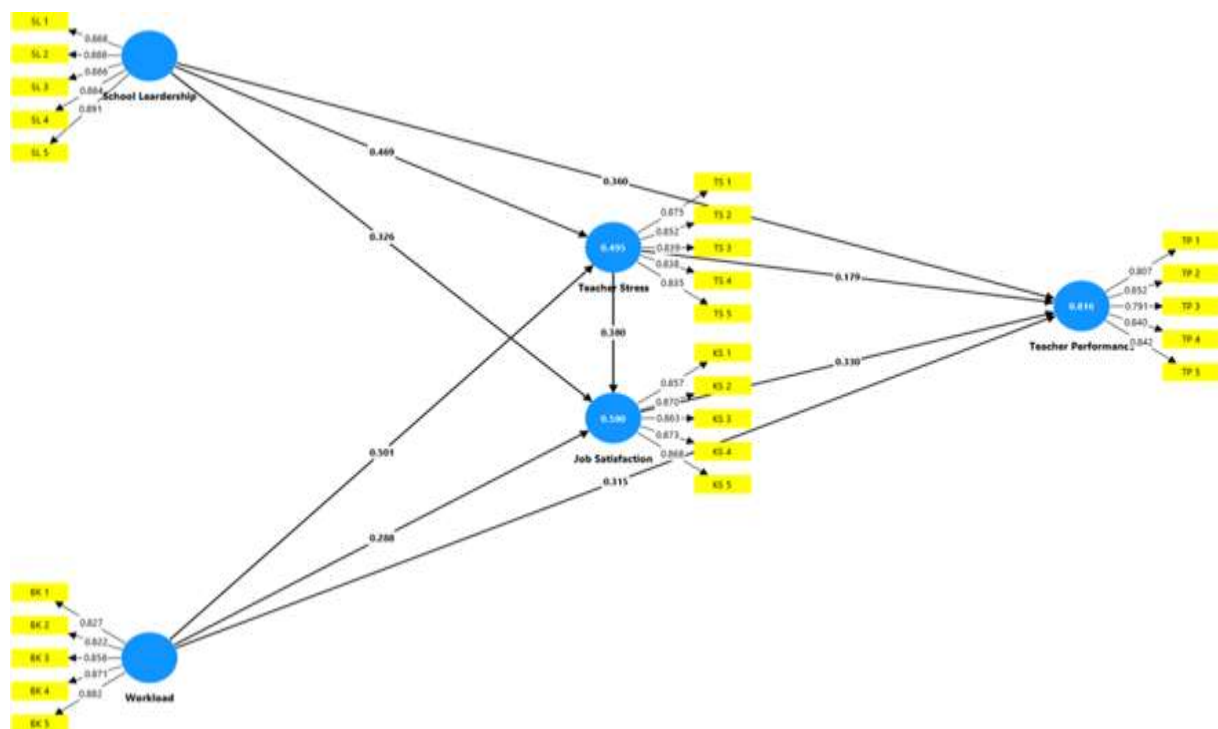


Figure 1: Results of PLS Algorithm Processing

The measurement model analysis process in this study is described through CCA steps to ensure the reliability and validity of the constructs. All analyses were conducted using SmartPLS 4.1.3, with the results presented in Table 3 and Figure 1. Step 1: Determine the significance of the indicators. The significance of the indicators was evaluated using standardised loadings (loading ≥ 0.708) and t-statistics ($t > \pm 1.96$) for a two-tailed test at a significance level of 5% (Hair, 2014). In addition, confidence intervals can also be used to assess the significance of the loading and its practical value. In Figure 1, all indicators for the constructs of Leadership Style, Teacher Stress, Workload, Job Satisfaction, and Teacher Performance show standardised loadings that meet the required threshold, indicating the relevance of the measurement items. Step 2: Assess the reliability of the indicators. The reliability of the indicator is assessed by squaring its loading values, a process known as indicator reliability (Hair, 2014). This process ensures that each item accurately and consistently represents its construct. Step 3: Evaluating the construct's reliability. The reliability of the construct is evaluated through Cronbach's Alpha (α) and Composite Reliability (CR). Both of these values should have values above 0.70 to indicate good reliability. However, too high reliability (> 0.95) can indicate redundancy (Hair, 2014). However, this is acceptable if the construct measures a well-defined trait and involves closely related aspects, as in this study (Leadership Style, Teacher Stress, Workload, Job Satisfaction, and Teacher Performance), which capture important factors in the context of teacher performance and satisfaction. High CR indicates that the indicators consistently measure the same concept. Step 4: Checking convergent validity. Convergent validity is checked using the Average Variance Extracted (AVE) value with a threshold of 0.5. The study showed that the AVE values for all constructs exceeded this criterion, indicating that each construct captured sufficient variance from its indicators. Step 5: Assessing discriminant validity. Discriminant validity was assessed using the Heterotrait-Monotrait (HTMT) ratio, with a value below 0.900 indicating significant validity. SmartPLS 4.1.3 uses the Fornell-Larcker Criterion and HTMT for this assessment. All HTMT values in Table 5 meet this standard, confirming the specificity of each construct in the model.

Table 1: Measurement Model

Construct	Question	Mean	Load	VIF	AVE	CR	α
School Leadership (LS)	My leader will help me build self-confidence and complete tasks to achieve goals.	4.056	0.868	2.241	0.780	0.917	0.917
	My leader will provide a new thinking approach to my complex problems.	4.063	0.888	2.195			
	Working with a supervisor makes me feel happy	4.023	0.886	2.661			
	My leader will foster enthusiasm for participation in affairs.	4.033	0.884	2.819			
	My leader gave me the confidence to complete the task alone	3.997	0.891	2.780			
Teacher Stress (TS)	I am very interested in the work I am doing now.	4.185	0.875	2.893	0.720	0.930	0.930
	I am very ambitious in my work	4.462	0.852	3.032			
	I was so excited to get something done	4.020	0.839	2.749			
	I feel productive with the working hours I currently have.	3.809	0.838	3.406			
	I often experience fatigue or stress due to excessive workload.	4.281	0.835	3.130			
Workload (W)	I want to receive more training or guidance to improve my performance.	4.046	0.827	2.701	0.727	0.886	0.884
	My workload is too heavy, so it is not easy to complete tasks well	4.056	0.822	3.147			
	Distractions at work make it difficult for me to focus and work hard.	3.993	0.858	3.001			
	I find it challenging to balance work and extra lessons.	3.997	0.871	3.062			
	The workload given is in accordance with my ability to complete it on time.	4.089	0.882	3.195			
Job Satisfaction (JS)	I feel like I have achieved a lot of success in my work.	4.465	0.857	2.021	0.751	0.903	0.902
	My co-workers provide enough support to help me complete my tasks.	4.178	0.870	2.553			

Teacher Performance (TP)	I feel that the promotion standards in my company align with employee performance and contributions.	3.769	0.863	1.906		
	When I ask my co-workers for help with a particular job, the job gets done well.	4.287	0.873	2.393		
	My coordinator brings positive energy to the team through his work ethic.	3.970	0.868	2.321		
	I rarely experience delays in completing assignments or projects.	3.950	0.807	2.847	0.683	0.910
	My co-workers are always cooperative in completing tasks together.	4.380	0.852	3.025		
	I only apply for work permits if necessary.	3.848	0.791	2.630		
	The tasks given to me are in accordance with my abilities and expertise	4.498	0.840	2.545		
I can solve work problems effectively	4.162	0.842	2.861			

Table 2: Fornell – Larscher Criterion

	JS	SL	TP	TS	W
JS	0.866				
SL	0.528	0.883			
TP	0.803	0.639	0.827		
TS	0.692	0.494	0.751	0.848	
W	0.504	0.050	0.593	0.525	0.853

Table 3: HTML

	JS	SL	TP	TS	W
JS					
SL	0.571				
TP	0.890	0.704			
TS	0.761	0.539	0.840		
W	0.551	0.071	0.658	0.577	

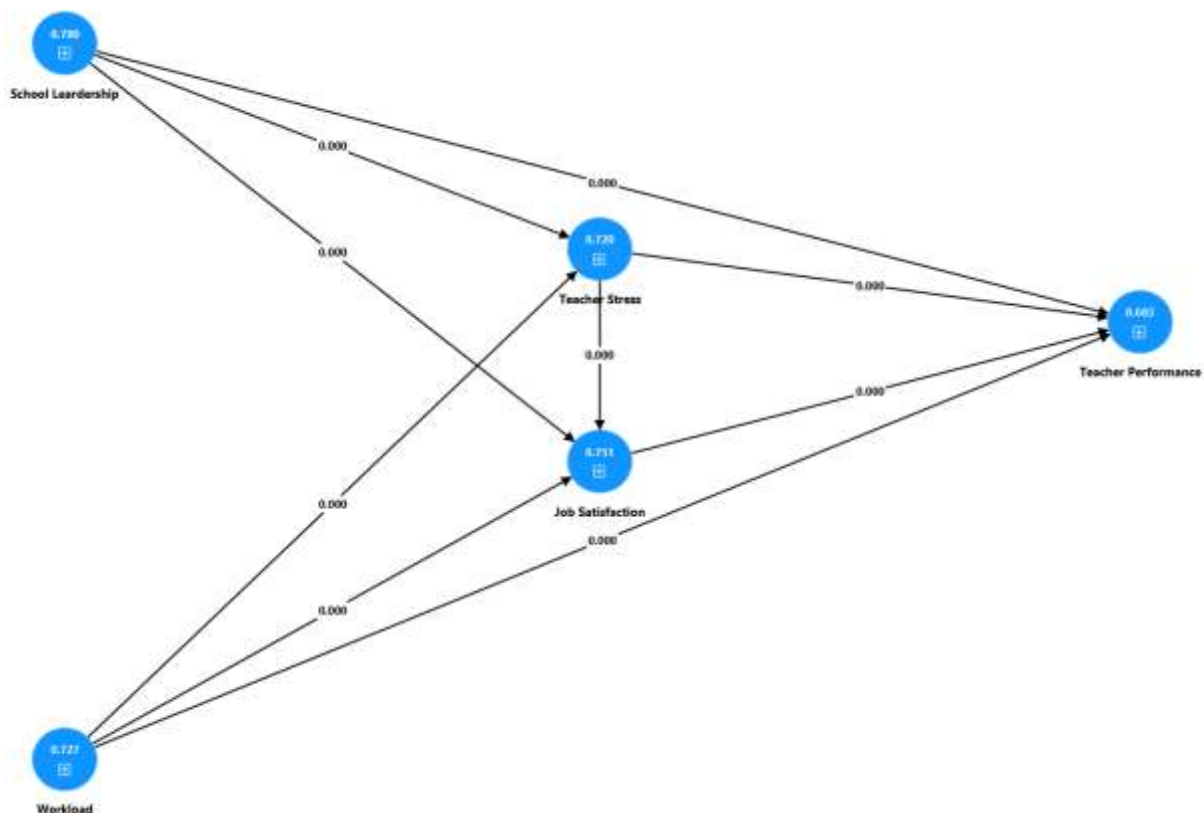


Figure 2: Bootstrapping processing results.

Discriminant validity in this study was evaluated using two primary methods: the Fornell-Larcker criterion and cross-loadings, as presented in Table 2. In Table 2, the values on the diagonal represent the square root of the Average Variance Extracted (AVE) of each construct, indicating the proportion of variance explained by its indicators. Meanwhile, the values outside the diagonal indicate the correlation between variables. Based on the Fornell-Larcker criterion, discriminant validity is considered fulfilled if the square root of the AVE of each construct is higher than its

correlation with other constructs (Henseler, 2015), indicating that each construct is genuinely unique. In addition, the findings from the Heterotrait-Monotrait (HTMT) ratio approach, presented in Table 3, were also used to strengthen the assessment of this discriminant validity. Experts recommend the HTMT ratio for assessing discriminant validity, as cross-loadings and the Fornell–Larcker criteria may not be sufficiently sensitive. HTMT compares correlations across structures and within a given structure; values below 0.9 indicate good discriminant validity. The HTMT values showed that leadership style (0.571), teacher performance (0.890), teacher stress (0.761), and workload (0.551) were related to job satisfaction; teacher performance (0.704), teacher stress (0.539), and workload (0.071) were related to leadership style. In addition, teacher stress and workload had correlation coefficients of 0.840 and 0.658, respectively. However, accurate assessment of discriminant validity requires the use of several methods within a particular study context, including the HTMT criterion, cross-loadings, and the Fornell-Larcker criterion.

Structural Model Assessment

Step 1: structural model assessment. The study focuses on evaluating multicollinearity, a crucial aspect for maintaining the integrity of the regression analysis. Multicollinearity, which can affect the value and direction of the beta coefficient, is measured using the Variance Inflation Factor (VIF) value. General criteria indicate the absence of significant multicollinearity problems if the VIF value is below 5.0. In addition, this study considers bivariate correlations, where values above 0.50 may indicate potential multicollinearity. Based on the results presented in Table 1, all VIF values are below 5.0, confirming the absence of significant multicollinearity in the model.

Step 2: This study examines the size and significance of the path coefficients to test the hypothetical relationships among variables such as leadership style, teacher stress, and stress and workload, and their effects on teacher job satisfaction in teacher performance. The path coefficient, which ranges from +1 to -1, indicates predictive power: values closer to 0 indicate weaker predictive power, and values closer to ±1 indicate stronger predictive power. This study used bootstrapping (300 samples) to evaluate this relationship. The results, detailed in Table 6, show significant P-values for all nine hypotheses, including leadership style to teacher performance ($p = 0.000$), leadership style to Job satisfaction ($p = 0.000$), leadership style to teacher stress ($p = 0.000$), teacher stress to Job satisfaction ($p = 0.000$), teacher stress to Teacher performance ($p = 0.000$), Workload to Job satisfaction ($p = 0.000$), Workload to Teacher performance ($p = 0.000$), Workload to Teacher stress ($p = 0.000$), and Job satisfaction to Teacher performance ($p = 0.000$). This indicates a significant relationship between these variables in the structural model.

Table 4: Hypothesis test result

H	Hypotheses	p	Remark
H1	School Leadership -> Job Satisfaction	0.000	Accepted
H2	School Leadership -> Teacher Performance	0.000	Accepted
H3	School Leadership -> Teacher Stress	0.000	Accepted
H4	Teacher Stress -> Job Satisfaction	0.000	Accepted
H5	Teacher Stress -> Teacher Performance	0.000	Accepted
H6	Workload -> Job Satisfaction	0.000	Accepted
H7	Workload -> Teacher Performance	0.000	Accepted
H8	Workload -> Teacher Stress	0.000	Accepted
H9	Job Satisfaction -> Teacher Performance	0.000	Accepted

Step 3: This study uses the R-squared (R^2) metric to evaluate the predictive ability of the structural model. This coefficient of determination measures the extent to which the independent variables (Leadership Style, Teacher Stress, Workload) and the mediators (Job Satisfaction) explain

the variance in the endogenous constructs (Job Satisfaction and Teacher Performance). It is important to note that the R^2 value is specific to the sample studied and cannot be directly generalised to the population. According to the standard, R^2 values of 0.75, 0.50, and 0.25 indicate high, medium, and low predictive efficacy, respectively. Meanwhile, Hair (2014) suggested that values of 0.67, 0.33, and 0.19 generally represent strong, medium, and weak predictive power, respectively. Based on the results shown in Table 5, the R^2 value for Teacher Performance is 0.816 (81.6%), indicating strong/high predictive power of the predictor variables in explaining teacher performance variability. Meanwhile, the R^2 value for Job Satisfaction is 0.510 (51.0%), indicating a moderate explanatory power of its variability. These findings imply that the model has an outstanding ability to predict teacher performance and a reasonably good ability to predict teacher job satisfaction.

Step 4 focuses on evaluating the effect size f^2 , which measures the unique predictive contribution of each independent variable to the endogenous construct. This process, automated by SmartPLS, involves removing predictor variables and observing the change in R^2 values. The difference in R^2 values then determines the effect size. Effect sizes (f^2) are categorised as small (0.02–0.15), moderate (0.15–0.35), and large (0.35+), helping to understand the magnitude of the predictive impact in the sample. Based on the results in Table 6, most predictor variables had a negligible effect on Teacher Job Satisfaction and Performance. For example, the effect of Leadership Style on Job Satisfaction was relatively small, as was the effect of Teacher Stress.

Table 5: Determinant coefficient (R^2)

	R^2
Job Satisfaction	0.580
Teacher Performance	0.816
Teacher Stress	0.495

Table 6: Effect Size

	JS	TP	TS
JS		0.249	
SL	0.176	0.418	0.434
TP			
TS	0.174	0.075	
W	0.132	0.317	0.496

Table 7: Q^2 square

	RMSE	Mae	$Q^2_{predict}$
JS	0.713	0.558	0.502
TP	0.414	0.536	0.721
TS	0.726	0.726	0.487

Step 5—the Q^2 metric, also known as blindfolding, is used to evaluate the predictive relevance of the model. Although some scholars consider Q^2 an assessment of out-of-sample predictive power, it is important to note that this metric is not as powerful a model-prediction metric as PLSpredict. In its interpretation, a Q^2 value greater than zero indicates predictive relevance, while a value below zero indicates a lack of significant predictive power. More specifically, Q^2 values greater than 0.25 and 0.50 indicate moderate and considerable predictive relevance for the PLS-SEM model, respectively (Hair, 2014). In short, if $Q^2 > 0$, the model has strong predictive power for the particular variable; conversely, if $Q^2 < 0$, the model has little predictive power. This study shows the measurement using cross-validated redundancy (Q^2) in Table 7.

The data were analysed using SmartPLS version 4.1.3 via Partial Least Squares Structural Equation Modelling (PLS-SEM). The measurement model analysis (outer model) shows that all indicators have outer loadings above 0.70, AVEs above 0.50, and composite reliability (CR) and Cronbach's alpha above 0.70. Discriminant validity was confirmed with HTMT values below 0.90. These results indicate that the measurement model meets the validity and reliability criteria. Structural model analysis (inner model) shows the following results: Leadership Style to Job Satisfaction ($\beta = 0.352$; $p < 0.05$), Teacher Stress to Job Satisfaction ($\beta = 0.278$; $p < 0.05$),

Workload to Job Satisfaction ($\beta = 0.295$; $p < 0.05$), and Job Satisfaction to Teacher Performance ($\beta = 0.330$; $p < 0.05$). The model's predictive power is strong with R^2 values of 0.495 for teacher stress, 0.510 for job satisfaction, and 0.816 for teacher performance.

Discussion

This study examines how leadership and contextual factors influence teacher job satisfaction and performance among [303 teachers] in Indonesia. Using nine hypotheses, this study examines the relationships between Leadership Style, Teacher Stress, Workload, Job Satisfaction, and Teacher Performance. The findings of this study reveal a complex relationship between these elements, offering unique insights for academics and educational practitioners in Indonesia, where school dynamics, curriculum demands, and teachers' professional expectations shape different work experiences.

The findings of this study indicate that leadership style has a significant positive effect on job satisfaction. This finding reinforces Saleem's (2015) finding that leadership has a positive effect on job satisfaction. Teacher stress also positively influences job satisfaction, acting as eustress that motivates teachers to achieve their targets. This finding reinforces the findings of Nascimento et al. (2025). Similarly, workload positively influences job satisfaction because completing challenging tasks increases teachers' sense of accomplishment. Job satisfaction was found to have a strong positive effect on teacher performance. Overall, these findings support the conceptual framework that job satisfaction acts as a mediating variable linking leadership style, stress, and workload to teacher performance. This study contributes to the literature by demonstrating how these factors operate simultaneously in the context of rural education in Indonesia.

This study found that teacher workload and stress were positively associated with job satisfaction and performance, aligning with the findings of Elfina and Primanita (2023). Bottiani et al. (2019) found that high workload and job demands among teachers were significantly related to stress and burnout. As this study shows, these pressures are not always negative; they can increase motivation and satisfaction if accompanied by adequate support. In collectivist cultures like Indonesia, where teachers are highly valued socially and work success is often associated with loyalty and dedication, high professional expectations can exacerbate psychological stress. According to Shkoler et al. (2021), perceived organizational justice is positively associated with work motivation and OCB. In other words, when workers feel treated fairly, they tend to be more motivated and exhibit more pro-organizational behaviors outside of formal duties. The results of this study highlight the importance of well-being-based interventions, such as stress management training and performance appreciation programs, for maintaining emotional balance and improving teacher performance sustainably.

Seong and Chang (2021) found that different perfectionism profiles exhibited distinct patterns of achievement emotions. In other words, the type of perfectionism determines the trade-off in performance. Similar findings were observed in this study, where teacher workload and stress were positively correlated with teacher performance. This suggests that certain levels of work pressure can drive performance improvement. In Indonesia, where the teaching profession bears a heavy burden of social and cultural expectations, professional demands are often associated with honor and moral responsibility. A work environment that emphasizes results and institutional loyalty can strengthen teacher motivation, but it also risks causing prolonged stress if not managed effectively. Therefore, policymakers in Indonesia need to be aware of the dual effects of work pressure on teachers. It is crucial to create a work environment that supports performance achievement while prioritizing teacher psychological well-being through equitable workload management, supportive leadership, and mental well-being programs.

This study demonstrates a positive relationship between teacher stress and performance, suggesting that teachers with a strong sense of responsibility and commitment to their work may experience burnout. This is in line with the findings of Harmsen et al. (2018), who found that some

stressors among beginning teachers are associated with changes in their teaching behavior. This suggests a complex relationship between perceived stress and teaching performance. Teachers facing high demands maintain effective teaching behaviors, but at the risk of burnout and possibly leaving. Teachers with a strong work ethic and high self-leadership often take on more responsibilities, ranging from administrative tasks to mentoring students outside of class hours. In Indonesia, where teachers are often expected to serve as social role models and promote extracurricular and community activities, this phenomenon is particularly relevant. When structural support and task allocation are disproportionate, highly motivated teachers are at risk of burnout.

This study validates Bedewy and Gabriel's (2015) findings that job stress significantly decreases well-being and increases burnout. The study confirms that teacher stress stemming from high workloads, administrative demands, and constant professional expectations can affect job satisfaction and performance. Teachers often experience stress due to systemic pressures to maintain high student learning outcomes, run school programs, and meet accreditation standards. These findings underscore the importance of developing job stress management strategies in educational settings, particularly in high-stakes contexts where teachers must work under prolonged pressure. Efforts such as supportive leadership, stress management training, and restructuring task distribution are crucial for maintaining teacher performance and well-being.

Workload has a positive impact on performance, as found by Xu et al. (2024), who found that perceived challenging work demands are positively related to innovative behavior and performance outcomes through mechanisms such as task-crafting. This confirms that not all forms of work pressure are detrimental; some can even lead to improved performance. The results of this study indicate that teachers who manage high workloads by adapting teaching strategies, managing time, and seeking professional support can improve their overall satisfaction and performance. Teachers often face multiple responsibilities inside and outside the classroom, and workload management skills and resilience are crucial for maintaining performance.

In contrast to the findings of Madigan and Curran (2021), who stated that burnout is detrimental to performance, this study shows that teacher job stress can have a positive impact on performance if managed appropriately. These findings suggest that job stress can trigger the development of adaptive strategies, such as more efficient time management, improved mental resilience, and increased intrinsic motivation to fulfill professional responsibilities. Under certain conditions, psychological stress can prompt individuals to seek social support, prioritize important tasks, and clarify work goals. Social support has been shown to reduce perceived stress and improve life satisfaction and job performance (Jimmieson et al., 2010; García-Herrero et al., 2013; Gillman et al., 2023).

Cultural norms that value perseverance and a fighting spirit tend to encourage teachers to develop adaptive responses when faced with work stress (Klassen et al., 2013; Zeng et al., 2025). However, to ensure that stress becomes a positive force rather than a detrimental burden, teachers need adequate resources, such as a supportive work environment, stress management training, and access to ongoing psychological support.

This study offers several recommendations for teacher education and training institutions to reduce burnout and improve teacher performance. First, programs that address stress and maladaptive workload can help teachers set realistic work priorities and manage professional pressures healthily. Institutions can provide stress management training, positive reinforcement, and psychosocial-based counseling programs. Peer support through discussion groups, seminars on emotional resilience, and training on workload management will help teachers improve their self-efficacy in addressing professional challenges. School leaders and teaching staff can reduce stress by setting clear, reasonable work targets and maintaining a realistic, balanced work schedule. Time planning tools and flexibility in administrative responsibilities are also important for creating a healthy work climate.

Furthermore, resilience training, such as emotional management and self-regulation, plays a crucial role in coping with daily stress. Finally, providing counseling services, regular health check-ups, and access to digital resources that support mental well-being will strengthen teachers' psychological resilience. With these steps, educational institutions can support teacher well-being while sustainably improving the quality of education.

CONCLUSION

This study confirmed that leadership style, teacher stress, and workload significantly affect job satisfaction, which in turn mediates their influence on teacher performance. Among these factors, leadership style emerged as the most influential predictor of both satisfaction and performance, indicating that supportive and inspiring leaders can transform work pressure into positive motivation. Theoretically, this study contributes to the Job Demand–Resources Model by demonstrating that stress and workload, when managed under effective leadership, can act as motivational drivers rather than barriers to performance. Practically, educational leaders are encouraged to implement fair workload policies, stress management programs, and mentoring systems to enhance teachers' well-being and professional resilience. The findings also imply that improving teacher performance requires a systemic approach that integrates leadership effectiveness, stress management, and balanced workload distribution. However, this study was limited to one regional context (West Tanjung Jabung), and its cross-sectional design restricts causal interpretation. Future research should adopt longitudinal or qualitative approaches to explore contextual dynamics and test these relationships across diverse educational settings.

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