

Stress Management in Improving Teachers' Commitment to School

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Abstract: This research aims to formulate a theory of stress management in enhancing teachers' commitment to the school at SMA Negeri 12 Bungo. The background of the study is the low level of teachers' commitment to the school, which is assumed to be influenced by high levels of stress. The objectives of this research are: (1) to analyze stress management, (2) to analyze school commitment, (3) to reveal how stress management can enhance teachers' commitment to the school, (4) to identify factors influencing stress management in improving teachers' commitment to the school, and (5) to formulate a stress management theory as an effort to strengthen teachers' commitment to the school at SMA Negeri 12 Bungo. The research method used is phenomenology with a qualitative descriptive approach, aiming to explore teachers' and staff's subjective experiences in managing stress and their commitment to the school. Data were collected through in-depth interviews, observation, and document analysis to gain a deeper understanding of the interaction between stress management and school commitment. The results show that teachers' stress management at SMA Negeri 12 Bungo still faces challenges related to workload, support, and recognition. Teachers' commitment is generally good, especially affective commitment, but still requires reinforcement in terms of sustainability. Stress management significantly contributes to enhancing commitment through coping strategies, social support, and work-life balance. The study formulates a stress management theory based on psychological balance, institutional support, and spiritual values as a framework to strengthen teachers' commitment.

Keywords: Institutional Support, Psychological Balance, Spiritual Values, Stress Management, Teachers' Commitment

A. Introduction

During the author's grand tour observation at State Senior High School 12 Bungo, recurring issues were identified concerning stress management and teacher commitment to the school. School leadership management was found to have a significant impact on the well-being and organizational commitment of teachers and staff (Clarence et al., 2021). An imbalance in task allocation and workload assigned by the principal has led many teachers to feel overburdened and to struggle in

maintaining a balance between professional responsibilities and personal life (Oplatka, 2017). Teachers and staff reported that they do not always receive adequate support, and many described working at high intensity in an effort to meet the expectations and tasks assigned by the principal. Several acknowledged experiencing elevated stress levels due to heavy workloads and high-performance demands. Concerns were also raised regarding a perceived lack of recognition and appreciation from school leadership for their efforts. Many participants expressed that their sense of involvement and commitment to the school would increase if greater acknowledgment of their contributions were provided. At the same time, the principal appears strongly committed to improving educational quality at the school, engaging in intensive academic improvement initiatives and setting high standards for staff performance. Nevertheless, these efforts seem to generate tension between high institutional expectations and staff well-being, indicating a leadership challenge in balancing performance pressure with supportive management practices.

Preliminary observations conducted at State Senior High School 12 Bungo indicate weak stress management among both school leaders and staff. The principal has reportedly experienced stress in performing leadership duties, particularly in situations where core responsibilities (*tupoksi*) are not carried out optimally by subordinates. This condition has been accompanied by observable psychological and physiological symptoms linked to work-related pressure. Several teachers—including physical education, English, economics, biology, and informatics teachers—as well as administrative staff, reported experiencing excessive stress symptoms when assigned tasks that exceeded their primary job descriptions. Policy changes and new administrative demands, such as the recent implementation of E-Performance evaluation systems, triggered significant anxiety due to perceived lack of competence in fulfilling these additional responsibilities. Some staff reported severe stress reactions, including emotional distress, headaches, vomiting, and elevated blood pressure, indicating the presence of occupational stress symptoms. As a consequence of inadequate stress management, teachers and administrative staff encountered difficulties in performing their primary duties—teaching and school administration. Reduced self-confidence, decreased motivation, and work avoidance behaviors were observed, ultimately contributing to declining organizational commitment and job performance within the school (Demir, 2020).

Teacher organizational commitment at State Senior High School 12 Bungo appears to be relatively low and, in some cases, declining. This condition is reflected in limited teacher engagement beyond routine instructional duties. Many teachers reportedly attend school primarily to fulfill teaching obligations, with minimal involvement in school improvement initiatives or long-term development programs. Communication among teachers, vice principals, and the principal is also described as insufficient, which weakens collaborative work culture within the institution. A sense of belonging to the school organization remains underdeveloped, as indicated by reduced responsibility in completing assigned tasks and limited emotional

attachment to institutional goals. Work-related stress further exacerbates this condition, diminishing teachers’ motivation and weakening their commitment to the school. Collectively, these issues suggest that stress management and leadership practices may play a crucial role in shaping teachers’ organizational commitment and overall performance (Van Waeyenberg et al., 2022).

Overall, the issues observed in the school are closely related to stress management and organizational commitment, particularly the perceived lack of support and recognition from the principal. Teachers and staff feel insufficiently appreciated, which reduces their motivation and weakens their commitment to the school. An imbalanced workload distribution, often assigned without realistic time considerations, contributes to physical and emotional exhaustion, further intensifying occupational stress. Communication gaps and the lack of clarity regarding the school’s strategic direction also contribute to organizational disengagement. Limited open communication from school leadership results in teachers and staff not fully understanding institutional goals, thereby weakening their sense of belonging. A disconnect emerges between organizational commitment values and awareness of stress management practices (Abdelmoteleb, 2019).

Additionally, several behavioral indicators reflect declining commitment, including lateness, reduced responsibility, and uncontrolled teaching performance. Personal welfare concerns—often linked to low income—are frequently associated with decreased motivation and performance (Dobarrio-Sanz et al., 2023; Persson et al., 2022; Rwigema, 2022). High academic, administrative, and additional responsibilities create excessive workload pressure (Aparna & Sahney, 2024). Role conflict and ambiguity regarding teachers’ and staff responsibilities further increase stress levels and undermine organizational commitment (Mohmand & Baloch, 2020). Uncertainty about expectations and duties fosters dissatisfaction and confusion. Management practices that lack flexibility, insufficient support for work–life balance, and limited access to necessary resources also hinder effective stress management. Moreover, the absence of professional development opportunities reduces job satisfaction and diminishes teachers’ commitment to the school. Based on these observations, several key stress-inducing factors can be identified, which are summarized in the following table.

Table 1. Survey Data on Causes of Work Stress among Teachers and Administrative Staff at SMAN 12 Bungo

No.	Stress Factor	Percentage	Number of Teachers/Staff	Key Findings
1	Excessive Workload	78%	37	Most teachers reported that teaching hours combined with additional duties (administration, homeroom responsibilities, school programs) are too demanding.
2	Administrative Demands	70%	33	Online reports, curriculum documentation, and digital grading systems significantly

No.	Stress Factor	Percentage	Number of Teachers/Staff	Key Findings
				increase workload.
3	Lack of Support & Resources	65%	31	Facilities, learning media, laboratory equipment, and administrative staff support are considered insufficient.
4	Curriculum/Policy Changes	60%	28	Adaptation to the <i>Merdeka Curriculum</i> , BOS regulation changes, and routine supervision create pressure.
5	Work-Life Balance Issues	58%	27	Teachers frequently take work home, making it difficult to balance professional and family life.
6	Inadequate Recognition	55%	26	Teachers feel their performance is rarely appreciated, with recognition given to only a few individuals.
7	Difficult Interpersonal Relations	48%	23	Minor conflicts among teachers and emotionally demanding teacher-student interactions cause stress.
8	Insufficient Administrative Support	45%	21	Coordination in administrative tasks (e.g., scheduling, class distribution) is perceived as inconsistent.
9	Mental & Physical Health Strain	42%	20	Teachers report fatigue and symptoms of burnout due to heavy workload and lack of rest.
10	Salary & Economic Concerns	40%	19	This factor is more dominant among non-permanent teachers who feel income does not match workload.
11	Classroom Management Challenges	35%	16	Difficulties in managing student behavior and homeroom responsibilities contribute to stress.
12	School Climate & Support	32%	15	Collaborative culture needs strengthening; teachers feel not fully supported.
13	Technology Adaptation	30%	14	Some teachers struggle with digital learning and administrative applications.

Number of respondents: 47 people.

From the table above, it can be understood that: (1) The most dominant factors workload, administrative demands, and lack of support were experienced by more than 30 teachers; (2) Moderate factors the new curriculum, work-life balance, and recognition were reported by approximately 25 to 28 teachers; and (3) Relatively lower factors technology, school climate, and classroom management were reported by 14 to 16 teachers. The results of the preliminary survey indicate that the highest levels of teacher stress at SMAN 12 Bungo stem from workload, administrative demands, and insufficient resource support. Welfare-related factors, including salary and recognition, were also found to be significant, particularly for non-civil servant

teachers. Technological challenges and school climate issues were reported at relatively lower levels; however, they still contributed to overall teacher stress.

Colquitt explains the relationship between stress management and organizational commitment (Asvio et al., 2019; Colquitt et al., 2015).

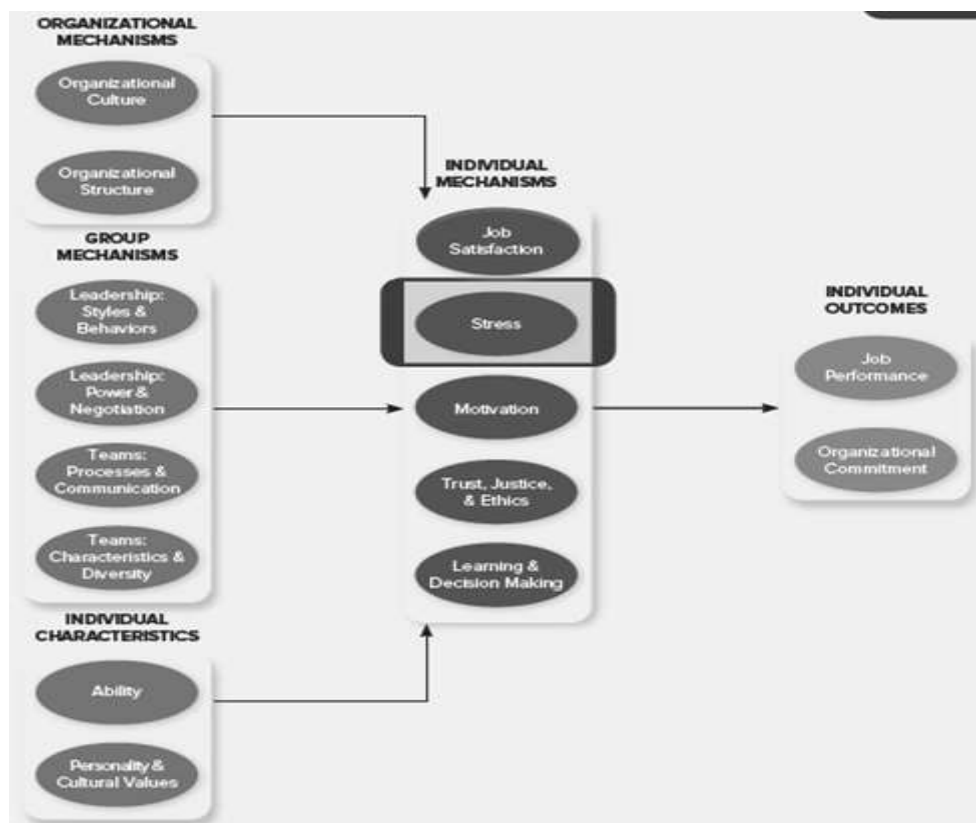


Figure 1. The Relationship between Stress Management and Organizational Commitment (Colquitt et al., 2015)

A study conducted by the University of New South Wales found that 68.8% of teachers identified uncontrolled workload—particularly administrative tasks (Njuguna, 2024), compliance requirements (Kelly, 2018), and data reporting—as the primary source of stress, rather than teaching itself (Lock, 2025). Data from the RAND Corporation (USA) further confirm that student behavior management, low salaries, and administrative duties constitute the three main sources of teacher stress (Blad, 2024). Based on the foregoing background, it is important to conduct a dissertation study entitled “*Stress Management in Enhancing Teachers’ Organizational Commitment at SMA Negeri 12 Bungo,*” with the research taking place at SMA Negeri 12 Bungo.

B. Methods

The study employed a phenomenological method with a descriptive qualitative approach, aiming to explore the subjective experiences of teachers and staff in managing stress and maintaining commitment to the school (Given, 2008; Mindani et al., 2024). The research participants included the principal, vice principals, head of administration, as well as teachers and administrative staff. The data sources in this study consisted of: (1) human data sources, including the principal, vice principal for curriculum, head of administration, teachers, and staff; (2) documentary data sources, such as official documents, guidebooks, organizational structure records, and other relevant institutional documents related to SMA Negeri 12 Bungo; and (3) situational data sources, referring to the contextual atmosphere directly associated with stress management and teachers' commitment to the school. Data were collected through in-depth interviews, observations, and document analysis to obtain a comprehensive understanding of the interaction between stress management and organizational commitment within the school context (Kristiawan & Asvio, 2018).

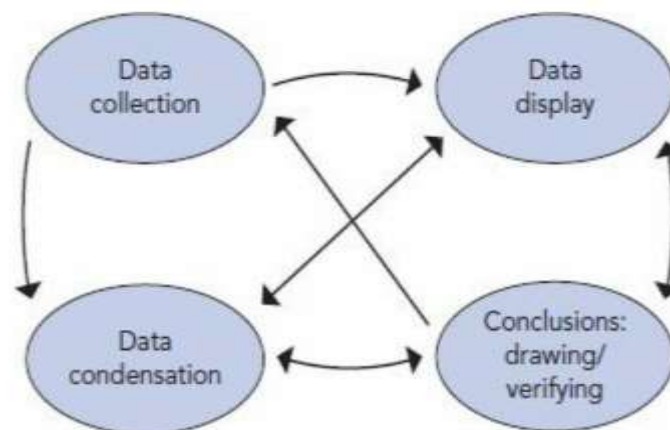


Figure 2. Data Analysis Components (Miles et al., 2014)

To enhance data validity in qualitative research, researchers are required to extend field observations, apply triangulation techniques, and seek expert consultation, including discussions with academic supervisors (Bungin, 2012; Moleong, 2019; Sugiyono, 2016).

C. Results and Discussion

Results

1. Stress management at SMA Negeri 12 Bungo

The study found that teachers at SMA Negeri 12 Bungo experience dynamic patterns of work-related stress stemming from high workloads, limited resources, and

administrative as well as curriculum demands. However, the dominant forms of stress management varied. Some teachers were able to transform stress into *eustress* (positive stress) through coping strategies, social support, and effective time management, which in turn promoted improved performance and job satisfaction. Conversely, teachers who lacked effective stress management strategies tended to experience *distress* (negative stress), leading to emotional exhaustion, decreased motivation, and the emergence of job dissatisfaction.

Table 2. Teacher Stress Management Solutions at SMAN 12 Bungo

No.	Sources of Stress	Theoretical Solutions	Practical Implementation in Schools	Qur'anic Foundation (Al-Qur'an, 2019)
1	Excessive Workload	Colquitt et al. (2015): realistic work distribution; Lazarus: time management	Balanced teaching schedules; task rotation; delegation	"Allah does not burden a soul beyond its capacity" (Al-Baqarah 2:286)
2	Lack of Support & Resources	Luthans et al. (2020): responsive leadership; Vanarse: organizational support	Provision of facilities (library, digital media); budget transparency	"Help one another in righteousness and piety" (Al-Ma'idah 5:2)
3	Difficult Interpersonal Relationships	Lazarus & Folkman (2015): effective communication coping; Luthans: staff engagement	Communication training, conflict mediation, team-building activities	"Indeed, the believers are brothers" (Al-Hujurat 49:10)
4	Administrative Demands	Colquitt et al. (2015): efficiency & digitalization	Use of administrative applications (e-report, e-attendance); reduction of repetitive reporting	"...and do not make difficulties for yourselves" (An-Nisa 4:28)
5	Classroom Management Challenges	Selye (2015): eustress as motivation; Lazarus: coping strategies	Classroom management training; positive student reward systems	"Be just; that is closer to righteousness" (Al-Ma'idah 5:8)
6	Limited Administrative Support	Vanarse (2019): commitment influenced by organizational support	Open leadership, regular teacher forums, work appreciation	"...and consult them in affairs" (Ali Imran 3:159)
7	Work-Life Balance	Lazarus & Folkman (2015): relaxation coping & time management	Health leave scheduling; school family gatherings	"...and do not forget your share of the world" (Al-Qashash 28:77)
8	Curriculum/Policy Changes	Colquitt et al. (2015): communication & training	Curriculum workshops; adaptation forums	"Indeed, with hardship comes ease" (Al-Insyirah 94:6)
9	Inadequate Recognition	Luthans et al. (2020): motivation & engagement	Teacher award programs; moral and material incentives	"And We raised high for you your reputation" (Al-Insyirah 94:4)
10	Mental & Physical Health	Selye (2015): health facilities reduce distress	Health clinic, rest area, psychological counseling	"Do not throw yourselves into destruction" (Al-Baqarah 2:195)

No.	Sources of Stress	Theoretical Solutions	Practical Implementation in Schools	Qur'anic Foundation (Al-Qur'an, 2019)
11	Salary & Economic Issues	Vanarse (2019): welfare influences commitment	Allowance transparency, teacher cooperatives, creative funding	"Do not deprive people of their rights" (Ash-Shu'ara 26:183)
12	School Support & Climate	Luthans et al. (2020): healthy organizational culture	Participatory leadership, democratic meetings, collaborative culture	"Their affairs are conducted by mutual consultation" (Ash-Shura 42:38)
13	Technology (Adaptation & Training)	Colquitt et al. (2015): training & facilities; Lazarus: adaptive coping	IT workshops, peer mentoring, stable internet facilities	"He taught humanity what it did not know" (Al-'Alaq 96:5)

2. Teachers' commitment to the school at SMA Negeri 12 Bungo

Teacher commitment at this school can be understood through three dimensions (a) Affective commitment: Most teachers demonstrate emotional attachment and a sense of belonging to the school, fostered by close social relationships, a collaborative work climate, and recognition of achievements; (b) Normative commitment: Teachers feel a moral obligation and professional responsibility to remain dedicated, driven by their awareness of the teaching profession and adherence to work-related ethical values; (c) Continuance commitment: At this level, teachers maintain their attachment for pragmatic reasons, such as job stability, economic security, and limited alternative employment opportunities. These three forms of commitment are complementary; however, the strongest dimension is normative commitment, indicating that morality and professional responsibility serve as the primary foundation of teachers' attachment to the school.

Table 3. Comparison of Theory and Field Findings regarding Teacher Commitment to School at SMAN 12 Bungo

Theory	Core Theoretical Concepts	Findings at SMAN 12 Bungo	Key Discrepancies
Colquitt et al. (2015) (Organizational Theory & Commitment)	Leadership, communication, and social support enhance commitment. Welfare facilities and realistic workload distribution reduce stress.	Teacher commitment is relatively high; however, workload remains heavy and communication among staff is not yet optimal.	In theory, proper workload distribution and communication should reduce stress, but in practice these mechanisms are not functioning effectively.
Lazarus & Folkman (2015) (Stress and Coping Theory)	Stress arises from a gap between demands and individual capacity. Coping strategies (time management, effective communication, relaxation) help reduce stress.	Teacher stress stems from excessive tasks and limited resources. Coping efforts are mostly individual rather than systematic.	Coping strategies are not yet structured according to theory, as there is no institutional stress management policy.

Theory	Core Theoretical Concepts	Findings at SMAN 12 Bungo	Key Discrepancies
Selye (2015) (Stress Theory: Eustress vs. Distress)	Eustress enhances motivation and performance, while distress harms health and commitment. Health facilities and psychological support are essential.	Younger teachers tend to experience eustress (motivation and innovation), whereas senior teachers experience distress (fatigue, reduced innovation). Psychological health facilities are limited.	The theory emphasizes support facilities to balance stress, but in practice such supporting facilities remain minimal.
Luthans et al. (2020) (Organizational Behavior Theory)	Staff motivation and involvement are key to organizational success. Responsive leadership and effective communication foster commitment.	Teacher motivation is high, especially among younger teachers. However, staff involvement in decision-making is limited, and communication is uneven.	Theory stresses participation and communication, yet practical implementation still shows gaps.
Vanarse (2019) (Organizational Commitment Theory)	Commitment is influenced by job satisfaction and organizational support. Welfare and professional development programs increase loyalty.	Training programs exist but are not evenly distributed (administrative staff have limited access). Some staff feel less involved in value internalization.	The theory highlights equitable support and development, but in practice access to training and participation is not yet inclusive.

3. Stress management in increasing teacher commitment to school

The findings indicate that *eustress* plays a significant role in strengthening teacher commitment. Positive stress encourages teachers to innovate, enhance performance, and demonstrate greater enthusiasm in supporting the school's vision and mission. In contrast, *distress* reduces both affective and normative commitment, as it leads to boredom, emotional exhaustion, and decreased productivity. Therefore, effective stress management becomes a crucial instrument in reinforcing teacher commitment, particularly through the creation of a healthy work environment, the provision of social support, participatory leadership, and a balanced distribution of workload.

Table 4. Comparison at SMAN 12 Bungo Regarding Stress Management in Increasing Teacher Commitment

Modern Theory	Core Ideas	Field Findings at SMAN 12 Bungo	Comparison
Colquitt et al. (2015)	Leadership, communication, social support, welfare facilities, and realistic workload distribution enhance performance and commitment.	Social support and communication among teachers are strong; however, welfare facilities and workload distribution remain suboptimal (excessive workload, limited facilities).	Aligned in terms of social support and communication; differs regarding welfare facilities and workload distribution.
Lazarus & Folkman	Stress arises from a gap between demands and	Teachers employ positive coping strategies such as sharing	Consistent with interpersonal coping;

Modern Theory	Core Ideas	Field Findings at SMAN 12 Bungo	Comparison
(2015)	capabilities; effective coping (relaxation, time management, communication) reduces stress.	responsibilities, resting, and communication. However, formal time management and relaxation programs are not facilitated by the school.	differs due to the absence of systematic institutional support.
Selye (2015)	Eustress enhances motivation; distress reduces health and commitment; health facilities and psychological support are necessary.	Distress is dominant (sick leave, fatigue). Health and psychological facilities are unavailable. Eustress mainly emerges through peer collaboration.	Consistent with the presence of distress; differs because health and psychological support facilities are minimal.
Luthans et al. (2020)	Motivation, staff involvement, responsive leadership, and effective communication lead to high commitment.	Teachers feel supported and involved, and communication is relatively good. However, individual motivation and recognition from leadership remain limited.	Aligned in staff involvement and communication; differs in individual motivation and recognition.
Vanarse (2019)	Commitment is influenced by job satisfaction, organizational support, welfare programs, and professional development.	Commitment is sustained by peer social support. Formal welfare and professional development programs remain limited.	Both emphasize job satisfaction; differs in the availability of welfare and development programs.

Social support, effective communication, and positive coping strategies play a tangible role in reducing stress and sustaining teacher commitment. While theoretical perspectives emphasize the importance of institutional facilities, welfare programs, equitable workload distribution, individual motivation, and psychological support, these factors remain insufficiently optimized in practice. As a result, teacher commitment is largely maintained through individual initiative and collegial solidarity rather than through systematic organizational support.

4. Factors that influence stress management in increasing teacher commitment to school

This study identifies several key factors that play a significant role. (a) Supporting factors (eustress): coping strategies, positive emotional management, social support from colleagues and leaders, task clarity and organizational communication, availability of resources, work-life balance, and effective leadership. These factors strengthen teachers' affective and normative commitment. (b) Inhibiting factors (distress): excessive workload, role ambiguity, role conflict, emotional strain, physical and mental fatigue, and job dissatisfaction. These factors weaken commitment, particularly affective and normative commitment, and reduce teachers' long-term sustainability within the profession.

Table 5. Comparative Data Analysis of Stress Management Factors in Increasing Teacher Commitment

Modern Theory	Theoretical Focus	Field Findings at SMAN 12 Bungo	Similarities / Differences
Colquitt et al. (2015) (Organizational Theory & Commitment)	Empathetic leadership, open communication, social support, and welfare facilities reduce stress and increase loyalty.	School leadership is generally empathetic, with open communication between teachers and the principal. Social support among teachers is strong (collaborative culture). However, welfare facilities and psychological support remain limited, despite the existence of counseling services.	Similarity: Leadership and social support effectively reduce stress. Difference: Welfare facilities and psychological support are not yet optimal, limiting the overall impact.
Lazarus & Folkman (2015) (Stress and Coping Theory)	Stress arises from a mismatch between demands and capacity; coping strategies (relaxation, time management, communication) are needed.	Teachers use relaxation techniques, time management, and problem-focused coping. Stress management training exists but is not continuous. Heavy workload remains a major stressor.	Similarity: Teachers apply coping strategies. Difference: Systematic institutional support (regular training, workload management) is still lacking, making coping largely individual.
Selye (2015) (Stress Theory: Eustress vs. Distress)	Eustress promotes motivation and performance; distress harms health, commitment, and performance.	Eustress appears through motivation from recognition and appreciation. Distress is evident due to excessive workload, role conflict, and limited mental health facilities.	Similarity: Both eustress and distress are present. Difference: Facilities to reduce distress (rest areas, formal psychological support) are not fully available.
Luthans et al. (2020) (Organizational Behavior Theory)	Motivation and staff involvement depend on responsive leadership and effective communication.	Leadership is responsive and supportive. Communication among teachers is fairly effective, although complaints about workload distribution persist.	Similarity: Responsive leadership strengthens commitment. Difference: Structural communication (e.g., transparency in workload policies) is not fully open.
Vanarse (2019)	Commitment is shaped by job satisfaction and organizational support; welfare and professional development increase loyalty.	Professional training and career development programs are available. Formal and informal teacher recognition is practiced. However, financial welfare and work facilities remain suboptimal.	Similarity: Organizational support and development contribute to commitment. Difference: Financial welfare and facilities do not fully align with theoretical expectations, limiting job satisfaction.

5. Efforts to increase teacher commitment to the school

The strategic efforts identified in this study include: (a) Strengthening organizational support, through clear communication, performance recognition, and the provision of adequate work facilities; (b) Enhancing teacher capacity, through training, continuous professional development, and supportive academic supervision; (c) Transformational leadership, in which the principal serves as a role model who provides inspiration, direction, and both emotional and professional support; (d) Workload management, through fair task distribution, effective time management, and the simplification of instructional administration; and (e) Creating a healthy work climate, by fostering a culture of collaboration, promoting work-life balance, and establishing a school environment conducive to both professional and personal growth among teachers. Based on the explanation above, it is summarized in the following table:

Table 6. Summary of Analysis and Solutions for Teacher Stress Management at SMA Negeri 12 Bung

No. Objective	Analysis (Based on Empirical Findings & Modern Theory)	Solutions / Strategic Efforts (Theoretical References & Qur'anic Foundations)
1 Stress management at SMA Negeri 12 Bungo	Teachers experience stress due to excessive workload, lack of recognition, interpersonal conflicts, and limited facilities. According to Lazarus & Folkman, stress arises from a gap between demands and capabilities. If unmanaged, it develops into distress (Selye, 2015).	1) Implementation of coping strategies: time management, relaxation, and open communication; 2) Provision of counseling and rest spaces at school; 3) Qur'anic foundation: <i>"Verily, in the remembrance of Allah do hearts find rest"</i> (Ar-Ra'd 13:28) → spiritual reinforcement and emotional calm.
2 Teacher commitment to the school	Teacher commitment varies: some remain loyal, while others decline due to stress and limited organizational support. Vanarse (2019) states commitment is influenced by job satisfaction and organizational support. Colquitt et al. (2015) emphasizes leadership and communication as determinants of loyalty.	1) Participatory leadership Luthans et al. (2020). Appreciation and reward programs for outstanding teachers; 2) Professional development and training; 3) Qur'anic foundation: <i>"Indeed, with hardship comes ease"</i> (Al-Insyirah 94:5-6) → motivational reinforcement.
3 Stress management in enhancing teacher commitment	Well-managed stress becomes eustress, fostering motivation. Reducing distress increases loyalty. Luthans et al. (2020) notes effective stress management enhances motivation and participation.	1) Transforming negative stress into positive stress through social support (Colquitt et al., 2015); 2) Peer sharing sessions to strengthen collegial solidarity; 3) Qur'anic foundation: <i>"Allah does not burden a soul beyond its capacity"</i> (Al-Baqarah 2:286) → basis for positive coping.
4 Factors influencing	Internal factors: psychological resilience, coping skills, motivation.	1) Stress and time management training (Lazarus & Folkman, 2015); 2)

No. Objective	Analysis (Based on Empirical Findings & Modern Theory)	Solutions / Strategic Efforts (Theoretical References & Qur'anic Foundations)
stress management in enhancing commitment	External factors: school leadership, organizational culture, peer support, welfare, and work facilities.	Supportive leadership and open communication (Colquitt et al., 2015); 3) Welfare facilities and mental health programs (Vanarse, 2019); 4) Qur'anic foundation: <i>Surah Al-'Asr</i> → importance of time management.
5 Strategic efforts in stress management to strengthen commitment	Effective strategies integrate psychological, organizational, and spiritual dimensions.	1) Welfare facilities: allowances, recognition, realistic workload; 2) Spiritual approaches: regular religious gatherings, collective prayer, faith reinforcement (Ar-Ra'd 13:28); 3) Collaboration and mutual support among teachers (Al-Ma'idah 5:2); 4) Professional development: workshops, training, career advancement programs.

Thus, stress management at SMA Negeri 12 Bungo continues to face significant challenges. However, through the integration of modern theoretical perspectives (Colquitt et al., 2015; Lazarus & Folkman, 2015; Luthans et al., 2020; Selye, 2015; Vanarse, 2019) and Islamic values derived from the Qur'an, stress can be transformed into positive eustress, which in turn strengthens teachers' commitment to the school. The following is the role of teachers and principals in Stress Management and Commitment to school at SMA Negeri 12 Bungo in the following table:

Table 7. The Role of Teachers in Stress Management and Commitment

Teachers' Role	Supporting Theory	Implementation at SMA Negeri 12 Bungo	Qur'anic / Hadith Foundation
Teacher Stress Management	Lazarus & Folkman (2015) (Stress & Coping Theory)	Teachers manage stress through time management, relaxation techniques, and open communication with colleagues and leadership.	"Allah does not burden a soul beyond its capacity" (Al-Baqarah 2:286)
	Selye (2015) (Eustress vs. Distress Theory)	Teachers turn teaching challenges into motivation (<i>eustress</i>) and prevent distress by maintaining physical and spiritual well-being.	"Indeed, with hardship comes ease" (Al-Insyirah 94:5-6)
Teacher Commitment to School	Colquitt et al. (2015) (Organizational Theory & Commitment)	Teachers maintain open communication, mutual support, and positive relationships within the school environment.	"Allah loves those who, when they work, perfect their work" (Hadith, Ahmad)
	Vanarse (2019) (Organizational Commitment Theory)	Teachers participate in professional development programs, maintain job	"Each of you is a leader and each of you will be held accountable for your

Teachers' Role	Supporting Theory	Implementation at SMA Negeri 12 Bungo	Qur'anic / Hadith Foundation
Stress Management in Enhancing Commitment	Luthans et al. (2020) (Organizational Behavior Theory)	satisfaction, and demonstrate organizational loyalty. Teachers remain motivated, actively participate in school activities, and transform stress into positive motivation.	<i>leadership</i> " (Hadith, Bukhari & Muslim) "...Consult them in affairs..." (Ali Imran 3:159)
Factors Influencing Stress & Commitment	Lazarus & Folkman, (2015); Vanarse (2019)	Teachers recognize stressors (workload, administrative tasks, limited facilities) and strive to maintain job satisfaction.	<i>"The believers, in their mutual love and compassion, are like one body"</i> (Hadith, Muslim)
Efforts to Strengthen Teacher Commitment	Luthans et al. (2020); Vanarse (2019)	Teachers take initiative in self-development, work professionally, collaborate, and foster a sense of belonging to the school.	<i>"A strong believer is better and more beloved to Allah than a weak believer"</i> (Hadith, Muslim)

In addition to teachers' roles in stress management to enhance commitment to the school, the role of the principal is presented in the following table:

Table 8. The Principal's Role in Stress Management and Teacher Commitment at SMA Negeri 12 Bungo

Principal's Role	Supporting Theory	Implementation at SMA Negeri 12 Bungo	Qur'anic / Hadith Foundation
Teacher Stress Management	Lazarus & Folkman (2015) (Stress & Coping Theory)	Identifying sources of teacher stress; providing coping training such as time management, open discussions, and relaxation techniques.	<i>"Allah does not burden a soul beyond its capacity"</i> (Al-Baqarah 2:286)
	Selye (2015) (Eustress vs. Distress Theory)	Encouraging positive stress through realistic challenges and reducing distress by providing health facilities and psychological support.	<i>"Indeed, with hardship comes ease"</i> (Al-Insyirah 94:5-6)
Teacher Commitment to School	Colquitt et al. (2015) (Organizational Theory & Commitment)	Strengthening communication, social support, welfare facilities, and fair workload distribution.	<i>"A strong believer is better and more beloved to Allah than a weak believer"</i> (Hadith, Muslim)
	Vanarse (2019) (Organizational Commitment Theory)	Providing welfare and professional development programs to enhance teacher loyalty.	<i>"Each of you is a leader and each of you will be held accountable for his leadership"</i> (Hadith, Bukhari & Muslim)
Stress Management in Enhancing Commitment	Luthans et al. (2020) (Organizational Behavior Theory)	Providing motivation, recognition, open communication, and involving teachers in decision-making processes.	<i>"Invite to the way of your Lord with wisdom and good instruction"</i> (An-Nahl 16:125)

Principal's Role	Supporting Theory	Implementation at SMA Negeri 12 Bungo	Qur'anic / Hadith Foundation
Factors Influencing Stress Management & Commitment	Colquitt et al., (2015); Lazarus & Folkman (2015)	Workload, job satisfaction, organizational support, facilities, and work climate.	"The believers, in their mutual compassion, are like one body" (Hadith, Muslim)
Efforts to Strengthen Teacher Commitment	Luthans et al. (2020); Vanarse (2019)	Improving welfare, professional training, reward systems, and building a collaborative work culture.	Al-Baqarah 2:286 & Hadith (Bukhari–Muslim) – leadership with responsibility and tasks according to capacity.

A comparison of the roles of the principal and teachers in relation to stress management and commitment to the school at SMA Negeri 12 Bungo is presented in the following table and figure:

Table 9. Comparison of the Roles of the Principal and Teachers in Stress Management and Commitment to the School at SMA Negeri 12 Bungo

Aspect	Principal's Role	Teacher's Role	Supporting Theory	Qur'anic / Hadith Foundation
Stress Management	Establishing fair workload policies and providing welfare facilities and psychological support.	Managing personal stress through coping strategies (relaxation, time management, communication).	Lazarus & Folkman (2015) (Stress & Coping); Selye (2015) (Eustress vs. Distress)	"Indeed, with hardship comes ease" (Al-Insyirah 94:5–6)
Commitment to the School	Creating a conducive vision and organizational culture; motivating staff.	Demonstrating loyalty through performance, discipline, and active participation.	Colquitt et al. (2015) (Organizational Commitment); Luthans et al. (2020) (Organizational Behavior)	"Whoever does righteous deeds... We will grant them a good life" (An-Nahl 16:97)
Enhancing Commitment through Stress Management	Providing a healthy work environment (rest areas, sports facilities, social support).	Transforming stress into eustress as motivation; maintaining health and professionalism.	Selye (2015); Vanarse (2019) (Organizational Commitment)	"A strong believer is better and more beloved to Allah than a weak believer" (Hadith, Muslim)
Influencing Factors	Leadership, fair policies, and reward systems.	Psychological readiness, coping strategies, and peer social support.	Luthans et al. (2020); Lazarus & Folkman (2015)	"Indeed, the believers are brothers" (Al-Hujurat 49:10)
Efforts to Strengthen Commitment	Implementing welfare programs, career development, and performance recognition.	Engaging in instructional innovation, self-development, and teamwork.	Vanarse (2019); Colquitt et al. (2015)	"Allah will raise those who believe and those given knowledge in degrees" (Al-Mujadalah 58:11)

As part of the efforts to manage stress in order to enhance teachers' commitment to the school at SMAN 12 Bungo, the influence of leadership particularly that of the principal plays a decisive role in determining the effectiveness of these processes. At SMAN 12 Bungo, the principal functions not only as a manager and leader but also as a mentor responsible for fostering a supportive work climate for teachers.

Table 9. Comparison of Stress Management Efforts to Enhance Teacher Commitment at SMAN 12 Bungo

Modern Theory	Main Theoretical Focus	Field Findings at SMAN 12 Bungo	Emerging Differences
Colquitt et al. (2015) (Organizational Theory & Commitment)	Open leadership, effective communication, social support, welfare facilities, and realistic workload distribution enhance commitment.	The school provides rest areas, health facilities, counseling services, open communication, and responsive leadership.	The field context adds periodic reward and appreciation systems (monetary and non-monetary) as additional drivers of loyalty.
Lazarus & Folkman (2015) (Stress and Coping Theory)	Stress arises from a mismatch between demands and capacity. Coping includes relaxation, time management, and effective communication.	The school organizes stress management training, workshops, professional development programs, time management training, and relaxation techniques.	Coping strategies are not only individual but institutionalized through structured school programs.
Selye (2015) (Stress Theory: Eustress vs. Distress)	Eustress promotes motivation; distress reduces health and commitment. Health facilities and psychological support reduce distress.	The school provides rest spaces, health facilities, counseling, a positive work culture, and strong peer social support.	The field emphasizes social support and a positive organizational culture alongside health facilities.
Luthans et al. (2020) (Organizational Behavior Theory)	Motivation and staff involvement determine organizational success. Responsive leadership and effective communication lead to high commitment.	Leadership is open, responsive, and supportive of staff welfare. Teacher tasks are clearly structured.	The field further highlights clear task distribution and realistic scheduling as stress-reduction strategies.
Vanarse (2019) (Organizational Commitment Theory)	Commitment is influenced by job satisfaction and organizational support. Welfare and professional development programs increase loyalty.	The school provides welfare programs, professional development, work flexibility, and appreciation rewards.	The field context stresses formal appreciation systems (rewards), which are not elaborated in detail within the theory.

Discussions

Teacher stress arises from an imbalance between demands and available resources (Lazarus & Folkman, 2015). Stress can be transformed into *eustress*, which fosters motivation (Selye, 2015), when schools provide adequate organizational support, effective communication, responsive leadership, and appropriate recognition

(Colquitt et al., 2015; Luthans et al., 2020; Vanarse, 2019).

The findings at SMAN 12 Bungo indicate that the stress management factors influencing teacher commitment are generally aligned with modern theoretical perspectives; however, several gaps remain evident.

a. Leadership and Social Support

Consistent with the theories of Colquitt et al. (2015), Luthans et al. (2020), Vanarse (2019), empathetic leadership and a culture of solidarity among teachers have been shown to reduce stress and strengthen teachers' emotional attachment to the school. However, welfare facilities—such as access to professional psychological support—remain limited, reducing the magnitude of the effect described in theory.

b. Coping Strategies and Workload Management

In line with Lazarus & Folkman's (2015) theory, teachers apply coping strategies such as relaxation techniques and time management. Nevertheless, these practices largely stem from individual initiative rather than systematic institutional support, meaning that teachers with very high workloads continue to experience distress.

c. Eustress versus Distress

Selye's (2015) theory is reflected in the field: teachers experience eustress in the form of motivation derived from recognition and appreciation, while distress arises from heavy job demands. The difference lies in the limited availability of facilities to reduce distress, such as rest areas, regular counseling, and fair workload management.

d. Motivation and Involvement

Luthans' et al. (2020) emphasis on responsive leadership is evident in practice; however, the lack of transparency in workload distribution leads some teachers to continue feeling overburdened.

e. Job Satisfaction and Organizational Support

Consistent with Vanarse's (2019) perspective, organizational support through training programs and recognition enhances teacher commitment. However, financial welfare and work facilities remain below theoretical expectations, resulting in job satisfaction that is not fully optimized.

Overall, the findings at SMAN 12 Bungo support modern theoretical perspectives on the factors influencing stress management in enhancing teacher commitment. However, discrepancies lie in the limited availability of welfare facilities, formal psychological support, and effective workload management, which result in stress management practices that are not yet as optimal as envisioned in theory.

D. Conclusions

This study demonstrates that effective stress management plays a key role in enhancing teachers' commitment to the school at SMAN 12 Bungo. Well-managed

stress has a positive impact on the well-being and performance of teachers and staff, which in turn strengthens their commitment to the organization. The school's efforts to provide welfare facilities, manage workload, and improve communication and social support have been central to achieving these outcomes. Moving forward, it is important for school management to continuously develop policies that support the mental and physical well-being of staff, with the aim of creating a healthier, more productive, and sustainable work environment. In doing so, commitment to the school's goals will be further strengthened, generating broader positive impacts on educational development at SMAN 12 Bungo.

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