THE EFFECT OF MULTIPLE ROLE CONFLICT *(WORK FAMILY CONFLICT)* AND WORK STRESS ON TEACHER PERFORMANCE

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Abstract
The purpose of this study was to explain the effect of the variable Work-Family Conflict and Work Stress on Teacher Performance in married Female Kindergarten Teachers in Mojowarno District in the Suharto Cluster. The data collection was carried out using a questionnaire, interview, observation, and documentation. This research uses a quantitative approach, an explanatory survey method that is carried out through field data collection. The population used was the kindergarten teacher in Mojowarno district in the Suharto cluster, amounting to 37 teachers. The sampling technique uses the saturated sampling technique. The data analysis method uses multiple linear regression analysis, hypothesis testing, and the coefficient of determination with the help of the SPSS Version 16 application. Based on the results of the study, it shows that: 1. Work Family Conflict contributes to teacher performance but is unable to improve teacher performance. The high work family conflict experienced by Kindergarten Teachers in Mojowarno District will cause a decrease in teacher performance. 2. Job stress contributes to teacher performance but is unable to improve teacher performance. The high work-family conflict experienced by Kindergarten Teachers in Mojowarno District will cause a decrease in teacher performance.
Keywords: Dual Role Conflict (Work-Family Conflict), Job Stress, Teacher Performance.

A. INTRODUCTION

Every organization has resources whose position cannot be replaced. One of the resources that have a very important position is human resources. In education units, the role of human resources (teachers) is also very important. The development of an organization is very dependent on the performance of human resources in the organization.

Teacher performance can be defined as the level of success of teachers in carrying out educational tasks by their responsibilities and authorities based on performance standards that have been set for a certain period in the framework of achieving educational goals. Performance has certain specifications/criteria. Teacher performance can also be seen and measured based on the criteria/specifications of competencies that teachers must possess. In teacher performance, there are 4 competencies, namely pedagogic competence, personal competence, social competence, and professional competence (Barnawi and Arifin, 2012:98). Teacher performance is said to be 100% if a teacher can carry out his duties well.

Based on the author's interview with one of the employees of the Mojowarno District korwilker, there was a decrease in working hours. This means that teachers do not meet working hours according to the rules that have been applied. In addition, there has been a decrease in performance over the last 3 months. The decline in the performance of kindergarten teachers in Mojowarno sub-district in the Suharto cluster, according to observations and interviews conducted by researchers was due to dual role conflicts and work stress experienced by teachers.

Career women, especially those who are married, automatically assume multiple roles, both in the work environment and in the family. Role conflict often arises in

someone who has multiple roles. In addition, the presence of an excessive workload will cause collisions or pressures that occur on him so that it can cause work stress for these human resources. According to Wijono (2010), work stress is a manifestation of role ambiguity, role conflict, and workload excessive. This condition will then be able to interfere with one's performance and workability.

From the description that has been presented, the formulation of the problems raised in this study is: 1. Does *work-family conflict* have a significant effect on teacher performance? 2. Does work stress have a significant effect on teacher performance? The purpose of this study was to determine and explain the effect of *work-family conflict* and work stress on teacher performance. It is hoped that the results of this study will be useful as input for management in particular and other parties who are interested in studies of *work-family conflict*, work stress, and teacher performance.

B. LITERATURE REVIEW

1. Dual Role Conflict *(Work-Family Conflict)*

The term dual role is the existence of two or more roles that are carried out at the same time, in this case, the two roles are the role of a woman in the family with all her responsibilities and the role of a career woman with all the burdens. the work he received. However, undergoing two roles at once, as a worker as well as a housewife, is not easy. The woman also experienced a dual role because, in addition to playing a role in the family, the woman also played a role in her career.

According to Greenhaus (1985:76), dual role conflict is a situation where a worker cannot stabilize himself between family conditions and work rules. Role conflict has two forms, namely work-family conflict and family-work conflict (Yavas *et al.*, 2008:99).

Dual role conflict *(work-family conflict)* is a form of role conflict that occurs due to an imbalance between work and family. When someone participates in work, it will make it difficult to play a role in the family, (Frone, Russell & Cooper 1992).

Greenhaus and Beutell (1985: 80) identified three types of work-family conflict, namely: conflict based on time *(time-based conflict),* conflict based on pressure *(strain-based* conflict), and conflict based on behavior *(behavior-based* conflict).

Frone, Russell, & Cooper, (1992) said, indicators of dual role conflict *(work-family conflict)* are: high work pressure, many demanding tasks, busy with work, conflicting commitments to work, reduced responsibility for the family.

2. Work Stress Organizational

Leaders should be able to understand the condition of their employees, if the workforce in an organization has a burden of problems that can hinder performance, the leadership can immediately reduce and resolve the burden, especially regarding work stress which should be managed continuously so as not to hamper the performance.

According to Antonius (2020:37), work stress is an emotional state that arises due to a mismatch between the workload and the individual's ability to cope with the work stress he faces. Meanwhile, according to Diahsari (2001), work stress is a condition that arises in the interaction between humans and work.

According to T. Hani Handoko (2008:200), work stress is a condition of tension that affects emotions, thought processes, and one's condition. Too much stress can threaten a person's ability to deal with the environment.

According to Quick (1984:13) categorize the types of stress into two, namely *Eustress* and *Distress*. *Eustress* is the result of a healthy, positive, and constructive response to stress. *Distress* is the result of a response to stress that is unhealthy, negative, and destructive.

Indicators of work stress according to Haryana (2008:375), can be divided into three dimensions, namely psychological, physical, and behavioral. Indicators on the psychological dimension, including uncommunicative, rarely express opinions when asked, daydream a lot. Indicators on the physical dimension, include: physically tired easily, headaches, time problems, and indicators on the behavioral dimension, including delaying work, manipulative behavior, abnormal eating behavior.

3. Teacher Performance Teachers

Have the main task of educating, teaching, directing, guiding, assessing, training, and evaluating students so that they can be said to be professional educators. Regulation of the Minister of National Education (Permendiknas) No. 41 of 2007, provides an understanding of teacher performance as teaching achievement resulting from activities carried out by teachers in their main tasks and functions in a real and concrete manner.

According to Donny Priansyah (2014: 79), teacher performance is a manifestation of ability in the form of real work, work results, and responsibilities in carrying out the mandate, the profession they carry, and their morals. Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties by responsibilities which include compiling a program of learning activities, implementation of learning, implementation of evaluations, and evaluation analysis, Yamin, et all (2010:13).

according to Suherman (2010:24), 8 factors can affect teacher performance, namely: personality and dedication, professional development, teaching skills, communication, community relations, discipline, welfare, and school work climate.

The teacher performance indicators in this study, according to the 2010 Teacher Performance Manual, were also used to implementation ofPAUD Teacher Performance Assessment (PKG). Teacher performance indicators consist of 4 dimensions of competence, namely: pedagogic competence, personality competence, social competence, and professional competence. The explanation is as follows: Indicators of the dimensions of pedagogic competence: mastering the characteristics of students, mastering learning theory, curriculum development, understanding learning activities, understanding the development of student potential, always communicating with students, and assessing students.

Indicators ofdimensionspersonality competency: showing a high work ethic, showing personal responsibility, showing disciplined behavior. Indicators of the dimensions of social competence: being objective to all students, being inclusive to peers, communicating with parents of students. Dimensional indicators of professional competence: able to master the material being taught, understand the structure of learning, develop professionalism.

4. Relationship between *Work-Family Conflict* and Teacher Performance

Dual role conflict experienced by married women, including teachers, will have an impact on performance because when teachers cannot balance work and family, performance will decline. In line with research conducted by Arfiena, Harsono, and Tri

Maryati (2013), said that dual role conflict affects employee performance, meaning that the higher the level of dual role conflict, the lower employee performance.

5. The Relationship between Job Stress and Teacher Performance

The relationship between stress and employee performance can be described by an inverted U-shaped curve. At low-stress levels, performance is low, because in this condition human resources do not have challenges and boredom arises because of *under stimulation*. At very high-stress levels performance is also low. In this condition there is a decrease in performance, because excessive stress levels will cause employees to be in a depressed condition. This is reinforced by research conducted by Cythia Imelda T and Jean RA (2010), Zainul Hidayat (2010), and Cristie Julvia (2010) whose research results state that work stress has a negative and significant effect on performance.

6. Hypothesis

H1: The higher the *work family conflict*, the lower
    the teacher's performance.
H2: The higher the work stress, the lower the teacher's performance.

C. RESEARCH METHODS

1. Design

This research uses quantitative research. This research design uses verification research. While the method to be used is an *explanatory survey*. In this study, there are two independent variables, namely, *work family conflict* and work stress, and there is one dependent variable, namely teacher performance. The population and the sample are kindergarten teachers in the Mojowarno sub-district in the Suharto cluster.

The measurement scale in this study uses a Likert scale. The sampling technique uses a saturated sample. This data collection technique is through observation, questionnaires, interviews, and documentation. Data analysis used descriptive analysis, multiple linear regression analysis with testing using classical assumption test: normality test, multicollinearity test, autocorrelation test, heteroscedasticity test, hypothesis test (t-test), and coefficient of determination.

2. Research Instrument Test Instrumental

The test is used to assess whether the instrument used has feasibility and can be continued as an instrument in this research, this research instrument must meet the criteria of validity and reliability. A validity test is used to measure whether or not a questionnaire is valid. According to Ghozali (2013), a questionnaire can be said to be valid if the questions on the questionnaire can reveal something that is measured by the questionnaire. The validity test in this case study uses the formula *Corrected Item Correlation*. The calculation of the validity test uses the help of SPSS version 16. If the results of the significance test for r show r - arithmetic > 0.3, it is declared valid (Sugiyono, 2007). In this study, 30 employees were used to test the validity and reliability of the sample. The following are the results of the validity of the statement items:

Table 1. Validity Test Results for

Variables	Item	r Table	Corrected Item Correlation	Description
Multiple Role Conflict *(Work Family Conflict)*	X1.1.1	0.3	0.705	Valid
	X1.2.1	0.3	0.620	Valid
	X1.3.1	0, 3	0.530	Valid
	X1.4.1	0.3	0.550	Valid
	X1.5.1	0.3	0.619	Valid
Work Stress	X2.1.1.1	0.3	0.419	Valid
	X2.1.2.1	0.3	0.566	Valid
	X2.1.3.1	0.3	0.561	valid
	X2.2.1.1	0.3	0.472	invalid
	X2.2.2.1	0.3	0.513	valid
	X2.2.3.1	0.3	0.362	valid
	X3.3.1.1	0.3	0.452	valid
	X3.3.2.1	0.3	0.667	Valid
	X3.3.3.1	0.3	0.510	Valid
Teacher Performance	Y1.1.1	0.3	0.334	Valid
	Y1.2.1	0.3	0.615	Valid
	Y1.3.1	0.3	0.483	Valid
	Y1.4.1	0, 3	0.651	Valid
	Y1.5.1	0.3	0.611	Valid
	Y1.6.1	0.3	0.617	Valid
	Y1.7.1	0.3	0.524	Valid
	Y2.1.1	0.3	0.504	Invalid
	Y2.2.1	0.3	0.751	Invalid
	Y2.3.1	0.3	0.586	valid
	Y3.1.1	0.3	0.578	invalid
	Y3.2.1	0.3	0.809	valid
	Y3.3.1	0.3	0.385	valid
	Y4.1.1	0.3	0.522	valid
	Y4.2.1	0.3	0.570	invalid
	Y4.3.1	0.3	0.570	invalid

Source: Primary data that is dio lah, 2020

On the table. 1 (one) shows that the correlation between each item on the total score of each variable shows a significant result, and shows that r count > 0.3. So it can be concluded that all question items are declared valid.

The reliability test in the instrument shows results that are reliable enough to be used as a data collection tool because the instrument is already good (Arikunto: 1998). According to Nugroho (2005), reliability is a measure of the stability and consistency of respondents in answering questions related to question constructs which are the dimensions of a variable and are arranged in a questionnaire form. The results of reliability testing for each variable are summarized in table 2 (two) below:

Table 3.4. Reliability Test Results

Variable	Cronbach's Alpha	Limit Cronbach's Alpha	Specification
Dual Role Conflict *(Work Family Conflict)*	0.866	0.6	Reliable
Work Stress	0.804	0.6	Reliable
MasterPerformance	0.926	0.6	Reliable

Source: The Primary Data Processed, 2020

Based on the data table 3.4 The above shows that the variable of *work family conflict* (X1) and work stress (X2) on teacher performance (Y) has a Cronbach alpha value > 0.6. Thus, all of the above items are declared reliable for further testing.

D. RESEARCH RESULTS AND DISCUSSION

1. Description of Respondents Characteristics

This research was conducted on Kindergarten teachers in Mojowarno District in the Suharto cluster. The respondents in the study amounted to 37 people. The data obtained were processed using a questionnaire to obtain a comprehensive and detailed picture of the total number of each statement item. From the results of primary data that has been processed, it is known that: the majority of respondents are undergraduate graduates as many as 36 respondents or 97.3%, this is because there is a need for clear standardization for teacher education, especially kindergarten teachers because children must be taught how to think by the times, while for respondents with the last high school education there is 1 respondent or 2.7%.

Based on the working period between 10 years - 20 years as many as 19 respondents or 51.4%, this is because at that age they have experience and skills in doing work, while respondents with a working period of 1 year - 10 years there are 6 respondents or 16.2% and for respondents, with a tenure of 20 years there are 12 respondents or 32.4%.

2. Descriptive Analysis

Based on the calculation of the results of the frequency distribution recapitulation of the respondents' answers to the variable, namely the variable *Work Family Conflict,* work stress is in the high category. While the variable Teacher Performance is classified in the low category.

3. Multiple Linear Regression Analysis

Used to determine whether or not there is a relationship between the X1 variable (Dual Role Conflict *(Work Family Conflict),* X2 (Work Stress), and Y (Teacher Performance).

Based on the results of the regression analysis obtained from calculations with the help of SPSS version 16, the following equation is obtained: Y: 102.619 + -1.254X1 + -737X2. This linear regression equation shows a negative relationship between *work family conflict* and work stress with teacher performance, meaning that the higher the

work family conflict and work stress, the performance of Kindergarten teachers in Mojowarno District in the Suharto cluster decreases.

4. Classical Assumption

Test Normality Test Normality

the test is used to determine whether the data from each variable to be analyzed is normally distributed. Testing the normality of the data using the Normal PP Plot of Regression Standardrized graph approach and the Kolmogorov-Smirnov One Sample statistical test approach.

Based on the results of tests carried out with the SPSS version 16 application, it is known that the PP Plots points follow and approach the diagonal line. So it can be concluded that the regression model meets the assumption of normality. From the results of this test, the Asymp. sig value of 0.975 is obtained, which means that the data used is normally distributed because the coefficient value is greater than 0.05 so that it can meet the requirements for analysis.

Multicollinearity Test

Aims to test whether the regression model found a correlation between the independent variables (independent). Multicollinearity can be seen from the value *tolerance* and its opposite as well as the *variance inflation factor* (VIF).

Based on the results of tests carried out with the help of SPSS version 16, it shows the Tolerance value for the independent variable, namely the *Work Family Conflict* (X1) variable and the work stress variable (X2) of 0.986 (> 0.1) while the VIF value for the variable independent variables is Multiple Role Conflicts *(Work Family Conflict)* (X1) and work stress variables (X2) of 1,015 (<10). So it can be stated that the multiple linear regression used in this study is free from multicollinearity.

Test Heteroskidastity

Uji heterokedastisitas test whether the regression model occurred inequality *variance* residualfrom one observation to another observation. Detection of the presence or absence of heteroscedasticity can be seen from the presence or absence of certain patterns on the scatterplot graph.
Based on the results of tests carried out with the help of SPSS version 16, it shows that the points spread randomly, do not form a certain clear pattern, and are spread both above and below the number 0 on the Y axis. This means that there is no heteroscedasticity in the model. regression.

Autocorrelation Test Autocorrelation

test aims to test whether the linear regression model correlates with the confounding error in period t and the confounding error in period t-1 (previous). This study uses the Durbin-Watson test (DW Test) with the help of SPSS version 16.0 to detect the presence or absence of autocorrelation.

In this test, 37 (n = 37) samples were tested and the number of independent variables in this study was 2 (k = 2) so that the value of dU = 1.59 (attachment to the Durbin-Watson table with a significance level of 5%). Based on the calculation results of this study, the Durbin Watson (d) value of 2.29 is greater than the limit value (dU)

which is 1.59 and less than (4-dU) 4-1.59 = 2.41. So as the basis of decision making in the Durbin Watson test, it is stated that there is no autocorrelation.

HypothesisHypothesis

Testing is done by t-test which aims to see the relationship Partial. In this study, the number of samples tested was 37 (n = 37) and the number of variables in this study was 3 (k = 3) so that the value of t table = 2.032 (attachment t table)

Based on the results of the t-test or partial test carried out with With the help of SPSS version 16, the statement to answer the hypothesis was obtained as follows:

1. Testing H1 variable *Work Family Conflict* (X1)has a significant t value of 0.007. Where the value of t sig = $0.023 \leq \alpha = 0.05$ or t < t table is -2.382 2.032 <, it can be stated that the dual role conflict *(Work Family Conflict)* has a significant negative effect on the performance of sub-district kindergarten teachers on the cluster Mojowarno Suharto, so H1 is accepted.
2. H2 Testing of Work Stress Variable (X2) has a significant t value of 0.008. Where the value of using = 0.036 = 0.05 or t count < t table is -2.184 < 2.032, it can be stated that work stress has a negative and significant effect on the performance of kindergarten teachers in Mojowarno sub-district in the Suharto cluster, so H2 is accepted.

Determinant Coefficient Test (R^2)

The determinant coefficient test is used to measure how big the contribution of the independent variable is dual role conflict *(Work Family Conflict)* and work stress to the dependent variable, namely teacher performance.

Based on test results showing determination coefficient R^2 of 0.218 or 21.8%. So the kindergarten teacher's performance on the cluster Soeharto Mojowarno subdistricts affected by the dual role conflict variables *(Work Family Conflict)* (X1) and job stress (X2) at 21.8% which is where the balance of 78.2% is influenced by other variables not examined in this research. If the higher the influence of multiple role conflict variables *(Work Family Conflict)* (X1) and work stress (X2), it will cause lower performance.

5. Discussion

The results of data processing with regression analysis that has been carried out and described previously show that the variables of *work family conflict* and work stress experienced by Kindergarten teachers in Mojowarno District in the Suharto cluster tend to be high, the teacher's performance will decrease.

The Effect of *Work Family Conflict* Teacher Performance

Based on the hypothesis in this study, the higher the *work family conflict*, the lower the performance. The results of hypothesis testing indicate that the *work family conflict* experienced by the Kindergarten Teachers in the Mojowarno sub-district in the Soeharto Cluster can cause a decrease in teacher performance.

In theory, described dual role conflict *(work family conflict)* is usually caused by responsibilities interfere with family responsibilities. There is pressure with excessive workloads, the many demands of work assignments that affect family life, too busy with work so they don't pay attention to family. This will certainly affect the performance of teachers both at the time of teaching and at other times.

If the teacher experiences a dual role conflict *(work family conflict)*, it will certainly make the teacher not concentrate when teaching because the teacher will focus more on family responsibilities. This also happens other times, at other times, namely when working on administrative reports. If the teacher experiences a dual role conflict *(work family conflict), the* teacher often conflicts between work schedules and family schedules so that administrative reports are not resolved on time. The number of teachers who bring school work home so that will reduce time with family. The existence of multiple role conflicts *(work family* in causing performance to decline.

Based on the results of the descriptive analysis which shows the high level of dual role conflict *(work-family conflict)* experienced by Kindergarten teachers in Mojowarno District in the Suharto cluster causes teacher performance to below. This is following the description of several interviewees who admitted that they sometimes felt pressured by the workload given, often clashed work schedules with family life, and tired of taking care of homework so that they were tired while working, thus affecting their performance, both when teaching and at other times.

The results of this study support the previous research conducted by Sry Rosita (2013) "The Effect of Multiple Role Conflict and Job Stress on the Performance of Female Lecturers". The results of his research that multiple role conflicts have a significant influence on the performance of lecturers. Research by Rusinta et al (2013) by "The Effect of Multiple Role Conflicts on the Performance of Women with Work Stress as a Mediation Variable in the Revenue and Asset Management Office of Kulon Progo Regency". The results of this study indicate that dual role conflict has a significant negative effect on teacher performance.

The Effect of Job Stress on Teacher Performance

Based on the hypothesis in this study, the higher the work stress the lower the performance. This means high work stress experienced by female Kindergarten teachers in Mojowarno sub-district in the Soeharto Cluster can cause a decrease in performance.

In theory, it is explained that work stress is a condition where there is an imbalance between physical and psychological so that it affects the physical, psychological, and individual behavior in the implementation of teacher performance. The high work stress felt by the teacher will cause the teacher's performance to decrease.

Based on the results of the descriptive analysis shows that the high work stress experienced by Kindergarten teachers in Mojowarno District, causes performance to decrease. Work stress is divided into 3 dimensions, namely psychological, physical, and behavioral, and on the psychological dimension, it reaches very high criteria. This means that many teachers rarely express opinions, are more silent, and often daydream. This of course will cause performance to decrease.

When someone experiences high work stress, performance will be low. This is by the descriptions of several informants who admitted that they sometimes feel dizzy when there are many jobs, especially those with additional tasks. For example, principals who have additional teaching duties, teachers who have additional duties as operators (administrative staff) because 97% of kindergarten teachers in Mojowarno District have additional duties as administrative staff (operators). In addition, the principal who has the additional task of teaching is also a teacher who becomes a gardener. The number of teachers who have additional tasks due to minimizing costs

incurred by the school. The existence of additional tasks experienced by the teacher will certainly make the work more so that it causes work stress.

The existence of excessive stress will affect the performance of teachers, both at the time of teaching and at other times. When the teacher experiences work stress Of course it will make the teacher not concentrate when teaching, more silent, rarely communicate with students, often daydream, often feel dizzy while working. This also happens other times, at other times, namely when working on administrative reports. If the teacher experiences work stress, it will make teachers delay reports more so that administrative reports are not completed on time, even many teachers often manipulate reports.

The results of this study support previous research conducted by Zainul Hidayat (2016) "The Effect of Stress and Work Fatigue on Teacher Performance at Smpn 2 Sukodono in Lumajang Regency". The results of his research said that work stress had a negative and significant effect on the performance of teachers at Senduro State Vocational School in Lumajang Regency. This means that if work stress increases, teacher performance will decrease, and vice versa work stress decreases, teacher performance will increase. Research by Cristine Julvin "The Effect of Work Stress and Work Conflict on Employee Performance". From the results of the study, it is known that the results have a significant negative effect, which means that if the stress level is reduced, the performance will increase.

E. CONCLUSION

Based on the results of the research and discussion that has been presented, it can be concluded that *work family conflict* contributes to teacher performance but is not able to improve teacher performance. The high level of dual role conflict *(work family conflict)* experienced by Kindergarten teachers in Mojowarno District in the Soeharto Cluster will cause a decline in teacher performance.

Job stress contributes to teacher performance but is not able to improve teacher performance. The high level of dual role conflict (work family conflict) experienced by Kindergarten teachers in Mojowarno District in the Soeharto Cluster will cause a decline in teacher performance.

From the results of this research, it is suggested to: the school management needs to minimize or reduce the dual role conflict (work family conflict) experienced by teachers, by providing socialization or counseling guidance on how to balance work responsibilities with family responsibilities. Due to the high cases of work family conflict experienced by teachers, it will have an impact on the decline in teacher performance.

The school management must show its seriousness in dealing with the problem of dual role conflict (work family conflict) experienced by teachers. For example, there are some teachers who do not meet working hours according to the rules, then the management needs to follow up on this because in addition to being important for teacher performance, the lack of seriousness of the school management in dealing with this problem can have a negative impact on school performance and will lead to losses that will be borne by the parties. school both in the form of material and immaterial.

Kindergarten teachers in Mojowarno District in the Soeharto Cluster need to improve their professional performance, which is of course very much needed to support teacher performance. This performance improvement begins with each individual who must be able to balance work and family matters. If the teacher finds it a

little difficult to deal with work family conflict, it needs to be socialized to the school management.

The existence of a high level of work stress on teachers, the school should provide facilities that can reduce work stress on teachers, such as modems or internet networks because 97% of kindergarten teachers in Mojowarno District in the Suharto cluster have additional duties as school operators (administrative staff). This of course will cause an excessive workload. The school management also needs to involve teachers in making overtime schedules, it is necessary to hold job sharing related to the workload they are facing.

The school management needs to focus on reducing, or reducing stress in the workplace. By trying to always create a conducive atmosphere, follow up more often when there is work stress on the teacher. This is because any increase in stress will have an impact on decreasing the level of employee performance, which means that a decrease in the level of teacher work must be one of the important strategies of the school management in improving teacher performance.

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