



Original Article

The Influence of Working Conditions on Teachers' Job Performance in Public Secondary Schools in Bukombe District, Geita Region, Tanzania

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Date Published: ABSTRACT

21 Jun 2022 The study examined the influence of working conditions on teachers' job performance in public secondary schools in Bukombe District, Geita Region-

Keywords: Tanzania. The objectives of the study were: to examine the extent to which remuneration contributes to teachers' job performance in public secondary schools, to explore the role of school physical facilities on teachers' job performance and to find out the effect of workload on teachers' job performance in Bukombe District. Motivational/Hygiene and Maslow's Hierarchy of needs theories were adopted in this study. The study employed a mixed research approach based convergent parallel research design. The researcher used simple random and purposive sampling techniques to select a sample of 88 respondents. The reliability of the instrument was computed through the split-half method, while content validity and face validity were done in quantitative data and the trustworthiness of qualitative instruments was done through methods of triangulation. Descriptive statistics were used to analyse quantitative data with the aid of SPSS version 20. Qualitative analysis of data was done through thematic analysis. The study established that working conditions which include remuneration, school physical facilities, and workload, have a significant contribution to teachers' job performance. The study concluded that working conditions such as remuneration, school facilities, and workload affects teachers' ability to perform their duties effectively. The researchers recommended that the government should ensure that teachers working conditions are improved in return, this will improve their morale.

*Working Condition,
Job Performance,
Remuneration,
School Physical
Facilities,
Workload.*

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INTRODUCTION

The term "working conditions" is not a new phenomenon, especially in workplace settings. According to Oludeyi (2015), the term working conditions refers to the setting, situation, conditions, and circumstances under which people work. Working conditions play a significant role in the employees' performance as they can either contribute to negative or positive outcomes (Chandrasekar, 2001). Better outcomes and increased productivity are assumed to be the result of a better workplace environment (Bushiri, 2014). Therefore, working condition is the situation which comprises all aspects that allow employees (teachers) to do their work efficiently and effectively; for instance, wages or salaries, promotion, motivation and working facilities.

Concerns have emerged about employee working conditions from the earliest generations of mankind. However, they became more popular during the industrial revolution, which took place between the 1760s to 1840s (Mohajan, 2019). Moreover, in this era where the world experiences major economic, political, social, and technological developments, working conditions in organisations such as schools have drawn the interest of many scholars, non-governmental organisations as well as local and international institutions/organisations.

Globally, the International Labour Organization (ILO), which was founded in 1919 and is an international organisation vested with long-standing obligations to improve working conditions and job

quality among its member states; acknowledging the difficulty of realising this vision in an increasingly globalised world, launched the Decent Work Agenda which unambiguously calls for adequate protection in respect of working conditions for all workers, regardless of their contractual status (ILO, 2019).

In Africa, the 2004 African Union Conference, which was held in Burkina Faso, indicated that the major effort towards improved job quality and working conditions of employees within a region and also was a cornerstone for ratification of the ILO's Decent Work Agenda with an emphasis on the creation of quality jobs. Furthermore, empirical studies reveal that recently, in many countries, the efforts toward improving the job quality and working conditions are aligned together with a need to have an improved and sustainable country economy (Bushiri, 2014). Governments called for this approach, among other actions, to overcome the challenges of job quality and working conditions in all economic sectors. However, various reports and studies have revealed that in the education sector, many states have continued to face the problem of poor working conditions for the teachers employed in public schools.

In Tanzania, like many other developing countries, the government has been putting a lot of effort into improving the quality of education in order to meet the needs of society and the demands of globalisation. Also, to improve the working conditions of the employees (teachers) who play a vital role in transforming or imparting students with

knowledge and skills (Nguni, 2005). Recently, the government has formulated and implemented numerous policies, plans and programs which are aimed at improving the quality of education as well as creating favourable working conditions for the teachers employed in public schools. For instance, the Education and Training Policy of 2014 and the Education Sector Development Plan from 2016-17 to 2020-21 are aligned to the Tanzania Development Vision 2025 and the Sustainable Development Goals (SDGs) (URT, 2018).

The quality of service in the education sector is subject to many factors, the working conditions are one of the major factors, among others. The government's efforts to provide quality education will be fruitless if it disregards the importance of creating better working conditions for the teachers in public schools, hence the targets set will not be achieved. Previous studies indicated that teachers' poor working conditions in public schools could not lead to better employee performance as well as improved students' academic achievements because it also affects job satisfaction. Therefore, this relationship suggests that if the working conditions of teachers are improved, then it is likely that their satisfaction level will also increase as well as their performance. For the purpose of this study, working conditions should be improved by providing facilities that aid teachers employed in public schools to improve their job performance. In this work, the term performance is often interchanged with productivity. Due to the potentiality of working conditions enhancing teachers' job performance, the researcher examined the influence of working conditions on the teachers' job performance.

Statement of the Problem

Improving the working conditions of teachers is a concern of most education systems in the world. Empirical studies show that improving working condition may have the potential to influence a teacher's morale which in turn promote high job performance (Sogoni, 2017). For the reason that working conditions play an important role in the employee's performance in an organisation, be it a private or a public entity. Teachers also need a workplace that is attractive, encouraging and motivating in a variety of ways, such as good physical facilities and monetary incentives; this

would spur effective performance, teaching, and other related tasks (Chai et al., 2016). In support of this perspective, Leblebici (2012) specifies that the workplace conditions determine a level of teacher's motivation, subsequent performance, productivity, and creativity. Based on the background of the reviewed studies it showed that teachers' work morale is still low. Therefore, the researcher examined the influence of working conditions on teachers' job performance in public secondary schools in Bukombe District, Geita – Tanzania.

Research Objectives

The specific objectives of this study include the following:

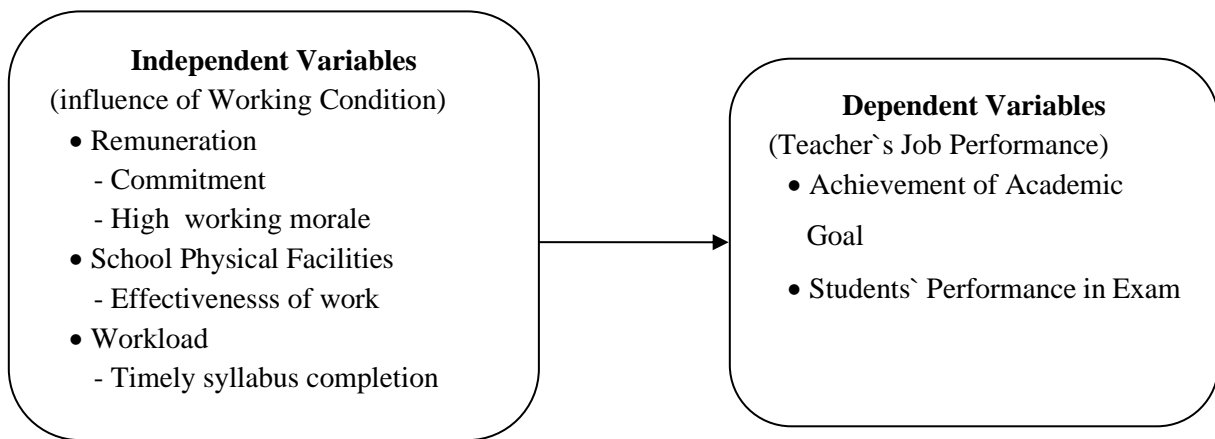
- To examine the extent to which remuneration contributes to teachers' job performance in public secondary schools in the Bukombe district
- To explore the role of school physical facilities on teachers' job performance in public secondary schools in Bukombe district and
- To find out the effects of workload on teachers' job performance in public secondary schools in Bukombe district.

Significance of the Study

This study is significant as its findings will be used to improve the working conditions of teachers in public secondary schools hence influencing job performance. Also, the findings will be useful to numerous educational stakeholders such as the Government, Ministry of Education, District Executive Director, District Secondary Education Officers, and the community because they might help them to understand better the importance of working conditions in a school setting and inspire them to work towards improving teachers' working conditions. This would guarantee teacher effectiveness through the provision of appropriate workload, in-service training, promotion, teaching and learning materials. In addition, the findings of the study will be useful to teachers as it will help them to understand working conditions that enable them to discharge their work efficiently. Lastly, this study might be helpful to other researchers as it could be used as a point of reference.

Conceptual Framework

Figure 1: Conceptual Framework



Source: Researcher (2021)

The independent variables are working conditions. That comprises remuneration, school physical facilities and workload. Remuneration can lead to commitment and high working morale; second is school physical facilities, which can lead to effectiveness at the workplace, then manageable workload can lead to timely completion of syllabus which makes teachers be satisfied. While the dependent variable is the teacher's job performance which is measured by the achievement of academic goals and students' performance in examinations.

Theoretical Review

The study is guided by Motivational/Hygiene Theory and Maslow's Hierarchy of Needs Theory.

Motivation / Hygiene Theory

The theory was developed by Fredrick Herzberg in 1959. It is also known as the two-factor theory. The theory emerged as the result of the survey study on job satisfaction in Pittsburgh conducted by Herzberg. From the findings of the study, he developed the theory of motivation and hygiene. Motivation factors are related directly to work itself, advancement, recognition, and growth, while hygiene factors include company policies, supervision, relationship and working conditions. Both factors can motivate people to work harder and when they are sufficiently supplied, they will lead

to job satisfaction and high performance of employees (Herzberg, 1959).

The relevance of this theory to the study suggests strategies which can be adopted by organisations to improve employee performance in a workplace; these strategies include company policies, recognition, supervision, and work condition. Also, it recognises the importance of working conditions like remuneration as the essential ingredients in enhancing the performance of an employee, which includes teachers.

Maslow's Hierarchy of Needs

Maslow's theory of 1943 basically emphasises the motivation of people to stimulate employee performance. It indicates that people can be motivated through the fulfilment of the five human needs which are hierarchical include: physiological, safety, love, esteem, and self-actualisation.

Physiological needs are biological requirements that a human being should acquire in order to make him or her survive, such as air, food, drinks, shelter, sleep, and clothing. Safety needs include providing security to employees. The third is love and belongingness, the workers should feel cared for and have a sense of belonging to an organisation. Fourth is esteem needs which comprise prestige and status, and the last is self-actualisation which includes value and respect for others. According to

Maslow, physiological needs are the most important needs compared to others; if this need is not satisfied, the human body cannot survive (Maslow, 1943). For example, if a teacher has no food to eat, a place to live, clothes to wear and air to breathe automatically, he or she cannot perform his or her work effectively. Therefore, a teacher needs food, a place to live, clothes to wear and air to breathe in order to make them survive and perform their duties.

The relevance of the theory to the study is that it recognises motivation as the essential element that influences a person to perform better; this includes teachers. Thus, Maslow insists that if these needs are met, then human beings tend to perform better, which means if the needs of teachers are met, then their performance will be enhanced.

EMPIRICAL LITERATURE REVIEW

Contribution of Remuneration

Calvin (2017) explored the power of wages on teachers' performance in Nigeria. The study utilised a quantitative method and data was obtained through structured questionnaires. The findings revealed that remuneration had a positive contribution to employee working performance. In other words, remuneration is a form of motivation that triggers high job satisfaction and, consequently job performance.

Role of School Physical Facilities

Lyimo (2017) investigated the views of teachers on teaching resources and schools' physical infrastructure in Tanzania. Data was obtained through a questionnaire, interview, and documents. The results showed that there are inadequate tools to make teachers perform better such as textbooks, reference books, maps, and globes in school. Hence, the government should develop strategies to enhance the provision of physical facilities, which will lead to better performance of teachers.

Effects of Workload

Werang (2018) examined on possible results of workload on personal features in Indonesia. The study found that workload has a positive impact on teachers' effectiveness. That the school head should

come up with strategies to lower the teachers' workload that will make teachers effective. Teachers who are overloaded fail to perform well their duties effectively.

RESEARCH METHODOLOGY

This part of the paper comprises of research methodologies adopted in the study. These include research approach and design, area of study, targeted population, sampling techniques and sample size, research instrument, validity, reliability, and data analysis.

Research Approach and Design

The researcher employed a mixed research approach based on convergent parallel design. The mixed approach helped the researcher in collecting quantitative and qualitative information. By using a quantitative approach, the researcher found it easier to collect data through questionnaires within a short time. Also, through a qualitative approach, the researcher obtained in-depth information. Also, the significance of using convergent parallel design was to collect both qualitative and quantitative data at the same time in a single study so as to reduce weaknesses that might happen when using a single approach.

Study Area and Rationale

The study was conducted in Bukombe District. Bukombe is among six (6) districts found in the Geita region. The rationale for selecting Bukombe District as the area of the study is due to the fact that a similar study on the influence of working conditions on teachers' job performance has never been carried out in the area.

Target Population

A targeted population refer to an entire group of individuals or a group in which a researcher is interested in generalising conclusions. Therefore, in this study, the targeted population were the District Secondary Educational Officer, Quality Assurance, Teachers, and School Heads of public secondary schools in Bukombe District, Geita, Tanzania.

Sample Size and Sampling Techniques

The study used a sample size of 88 respondents. Both probability and non-probability sampling techniques that is simple random and purposive sampling was adopted. In simple random technique, participants involved were public secondary school teachers of Bukombe District-Geita. The District Secondary Educational Officer (DSEO), Quality Assurance Officer and school heads were purposively sampled because they have expert knowledge of the working conditions of the teachers.

Research Data Collection Methods

Data was collected using both questionnaires and interview schedules. The researcher administered the questionnaire to 84 respondents. It comprised both open and closed-ended questions. Moreover, structured interviews of 15 to 30 minutes per interviewee were done with the District Secondary Educational Officer, Quality Assurance Officer and two Heads of school on the influence of working conditions on teachers' job performance in public secondary schools in Bukombe District-Geita Tanzania.

Validity and Reliability of Instrumentation

The researchers ensured the content and face validity of the research instruments. Research instruments were given to experts with the aim of looking at the arrangement, content and language used in the questionnaire. Trustworthiness was established through the triangulation method, which involved employing multiple approaches within a single study.

The split half technique was employed to ensure the reliability of the research instruments where the researcher went to the field once and divided a test into two parts of odd and even numbers and administered it to two groups of respondents. The correlation of coefficient was 0.8, which means it was high and reliable to be used in the actual study.

Data Analysis

The study employed descriptive statistical analysis techniques with the aid of Statistical Package for Social Science (SPSS) version 20 to analyse quantitative data. Consequently, thematic analysis was employed to analyse qualitative data and make the description of themes in order to make them well understood. The researcher analysed data according to the objectives of the study then the most appearing themes were generated.

FINDINGS OF THE STUDY

The specific objectives were to examine the extent to which remuneration contribute to teachers' job performance in public secondary school in Bukombe District, to explore the role of school physical facilities on teachers' job performance in public secondary school in Bukombe District and to find out the effects of workload on teachers' job performance in public secondary school in Bukombe District.

The Extent of Remuneration Contribution to Teacher's Job Performance.

In the first objective, participants were asked to indicate the extent to which remuneration contributes to teachers' job performance. The results are presented in *Table 1*.

Table 1: Extent of Remuneration Contribution

Item	SD	D	N	A	SA
Level of salaries influences teachers' job performance.	3.6%	3.6%	7.1%	31.1%	54.8%
Paid annual increments influence teachers' job performance.	4.8%	6.0%	-	27.4%	61.9%
Paid annual leave influences teachers' job performance.	3.6%	6.0%	10.7%	29.8%	50%
Social security influence teachers' job performance	2.4%	4.8%	9.5%	27.4%	56.0%
Lack of promotion affect teachers' job performance	9.5%	1.2%	6.0%	13.1%	70.2%

Source: Research Data, 2021

The findings of the study revealed that most of the respondents strongly agreed that remuneration contributes to teachers' job performance with a rating of at least 50%. This means that 54.8% for a level of salaries; 61.9% for paid annual increment; 50 percentage for paid annual leave; 56 percentage for social security fund contribution; and 70.2 percentage for promotion. These findings of the study imply that, generally, remuneration contributes significantly to the teachers' job performance.

Also, the information obtained from the interview supported the fact that remuneration plays a great role in enhancing teachers' job performance as it advances high morale. Interviewee A said;

When teachers are promoted and are assured of the level of salaries, that tends to lead to high morale in doing their work. For instance, in June this year (2021), Honorable President Samia Suluhu Hassan decided to promote teachers

after 7 years of their working; as you can see, teachers are now coming to school early in the morning and are willing to work hard and do they do their best (Source, Interviewee A, 2021).

This finding agrees with Herzberg's theory of motivation and hygiene factor whereby Fredrick Herzberg asserts that motivation factor comprises of one element which is the advancement of employees' interests, this deals with promoting people to existing opportunities. A similar result was obtained by Calvin (2017), who showed that teachers' remuneration has a significant positive impact on teachers' job performance.

Role of School Physical Facilities

The second objective of the study was to explore the role of school physical facilities on teachers' job performance in public secondary schools. The findings are presented in Table 2.

Table 2: Role of School Physical Facilities

Items	Frequency	Percentage
Help teachers in the teaching and learning process	25	28.8
Promote high morale of doing work	20	23.8
Provide comfort to the teachers	17	20.2
Completion of syllabus	12	14.3
Accountability to teachers	10	11.9
Total	84	100

Source: Research, 2021

The findings revealed that 29.8% of respondents (25 teachers) responded that the role of school physical facilities on teachers' job performance is to help a teacher in the teaching and learning process, and 20 respondents (23.8%) mentioned that physical facilities promote high morale of doing work, other 17 respondents (20.2%) said it makes teachers comfortable at the workplace, while 12 respondents (14.3%) said it contributes completion of syllabus and the lastly, 11.9% equal to 10 respondents indicated that it enhances accountability. This indicated that school physical facilities played a significant role in facilitating actions of teaching and learning.

Also, the result from an interview with interviewee A was similar to the response from the questionnaire. The interviewee was asked to explain

the role of school physical facilities on teachers' job performance. The interviewee said that:

School physical facilities have a great role in influencing teachers' job performance since, without school physical facilities, a teacher cannot discharge their duties well. For instance, teachers cannot teach well without those facilities. Also, as facilities, it helps the teacher to teach well and the students to learn well. In general, it helps the teacher to simplify the work of teaching and learning (Source: Interviewee A, 2021).

This implied that school physical facilities have a great role in enhancing the performance of the teacher. Moreover, Lyimo (2017) had a similar view regarding school physical facilities as he asserts that

teachers should be provided with adequate tools to make them perform better such as textbooks, reference books, maps, and globes. He recommends that policymakers come up with policies that will enhance the provision of school facilities which will lead to a better performance of the teacher. Thus, the findings show that physical facilities play a great role in teachers' job performance in public secondary schools in Bukombe District.

Table 3: Effects of Workload

Items	Frequency	Percentage
Overloaded of work	19	22.6
Over utilised human resource	15	17.9
Collision of duties	9	10.7
Failure to finish his or her work timely	10	11.9
Lack of preparation	9	10.7
Difficult to attend a class period	15	17.9
Poor supervision and managing of class	7	8.3
Total	84	100.0

Source: Research Data, 2021

The results revealed that the most of respondents (22.6%) mentioned overloaded work, followed by overutilisation of human resources (17.9%), difficulty attending class periods due to managerial activities (17.9%), then failure to finish their work timely (11.9%). Moreover, others noted the collision of duties (10.7%), lack of enough time for classroom preparation (10.7%) and poor supervision or managing class (8.3%). This implies that teachers of Bukombe are overloaded with some duties which hinder their performance.

Furthermore, through an interview guide, one of the interviewees was asked to indicate the effects of workload on their performance.

The interviewee said:

For instance, in our school, we have an academic master who also is a mathematics teacher. He is so engrossed in administrative matters and you can't find this person preparing a lesson plan. He is over utilised and sometimes he misses the lesson so workload affects teachers' job performance (Source: interviewee A, 2021).

The result was also reinforced by Wakoli (2013), who found that teachers' overload had a negative

Effects of Workload

The third objective was to determine the effect of workload on teachers' job performance in public secondary schools in the Bukombe District. The findings are presented in *Table 3* below:

effect on teachers' effectiveness and, consequently their job performance. That means that if teachers are assigned much work, they become overwhelmed and hence jeopardising their performance.

CONCLUSION OF THE STUDY

In most public schools, teachers were not provided with suitable working conditions to enable them effectively discharge their teaching job. However, in order for them to perform efficiently and effectively, they should be provided with appropriate working conditions that are strictly implemented that is, including remuneration, school physical facilities and a workload that allows them to critically undertake their work. Therefore, the government, community and other education stakeholders should put more emphasis on the provision of appropriate working conditions basically on each category to make teachers perform better and to ensure learners achieve academic excellence. For instance, provision of promotion and annual increment according to teachers' contract, provision of school physical facilities, and employment of science teachers to reduce workload. Lastly, teachers should not abandon professional duties which are their core business, for managerial duties.

Recommendation of the Study

Based on the study findings, it is recommended that: First, the government should ensure appropriate working conditions are available in public secondary schools. For example, teachers' promotion should be regularly implemented; for example, three years after the first appointment, a teacher should be promoted. This will enhance commitment and reduce the turnover of teachers in public secondary schools. The level of salaries for the teachers should align with the years of service. This will boost the morale of the teachers in the teaching and learning process. Moreover, the government should ensure that annual salary increments are effected. This will motivate teachers to work efficiently and effectively. In addition, annual paid leave should be given to the teachers to make them love their work and ensure accountability. Furthermore, the government should ensure social security contributions made by teachers are paid to the organ which is responsible for that. This will ensure that teachers are well catered for after retirement.

Second, the government via District Executive Director, should ensure the provision of school facilities such as laboratories with full apparatus, building classrooms to remove congestion in class and make teachers have a comfortable teaching and learning environment hence perform better. Also, the community and other education stakeholders should cooperate with schools so as to ensure teachers are equipped with facilities that will help them perform their duties comfortably such as the construction of classrooms and laboratories as well as the maintenance of tables and chairs.

Thirdly, the government should employ more science teachers so as to reduce the workload of science teachers. District Secondary Education Officer should conduct seminars, workshops, and work-related training for teachers, particularly on the competency-based curriculum, which most of the teachers are not familiar with. This will make them discharge their teaching duties well and ultimately lead to improved academic performance in public secondary schools in schools of Bukombe District.

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