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The Effect Of Principal Competency And *Work Engagement* On Teacher Performance In State High School In Ogan Komering Ilir District

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Abstract

This study aims to analyze the influence of principal competence and Work engagement on teacher performance in public senior high schools in Ogan Komering Ilir Regency. This research employed a quantitative approach with a total sample of 100 respondents, consisting of 3 principals and 97 teachers from three public senior high schools in Ogan Komering Ilir Regency. Data were collected using questionnaires, while data analysis was conducted through simple regression analysis, t-test, and F-test. The results indicate that principal competence has a significant effect on teacher performance, as evidenced by a t value of 5.023, which is greater than the t table value of 1.660. Furthermore, Work engagement also has a significant effect on teacher performance, with a t value of 4.929 exceeding the t table value of 1.660. Simultaneously, principal competence and Work engagement have a significant effect on teacher performance, as shown by an F value of 65.443, which is greater than the F table value of 3.09 at a significance level of 0.05. The coefficient of determination (R^2) of 0.574 indicates that principal competence and Work engagement together contribute 57.4% to teacher performance, while the remaining 42.6% is influenced by other factors not examined in this study.

Keywords: ***Principal Competence, Work Engagement, Teacher Performance*****.**

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INTRODUCTION

Education is indicator main in improvement quality source Power people in Indonesia. Success education a country is very dependent on the availability of source Power quality human beings . In studies latest , improvement general teacher performance explained through two approaches main , namely factor structural-organizational and factors psychological work . From the side structural-organizational , various study quantitative put leadership head school as determinant important correlated significant with teacher performance (Batubara, 2020; Kaiman et al., 2020; Yusuf & Kamaruddin , 2023).

Development research furthermore show that discussion No Again limited to " leadership " in a general , but the more emphasize importance competence head school as prerequisite effective leadership . Competence head schools that include dimensions personality , managerial , entrepreneurial , supervisory , and social assessed own strong connection to motivation and behavior teacher work (Zhahira , 2022). With Thus , competence head school potential become more predictors specific in explain variation teacher performance .

From the side psychological work , research the latest also places *Work engagement* as factors that explain Why some teachers show performance more tall compared to others. *Work engagement* is understood as condition psychological positive related with dedication , totality , and energy in work (Bakker & Albrecht, 2008), with aspect attachment emotional like strength , dedication , and appreciation (Richard et al., 2020). Research latest show that *Work engagement* has influence to teacher performance (Ferdiana et al., 2025). With Thus , the trend research moment This moving on integration factor leadership / competence head school and factors teacher psychology for explain teacher performance in general more comprehensive .

One of aspect important and interesting For reviewed from the figure of a teacher is aspect performance . Teacher performance is behavior Work real that the teacher displays as performance work produced in accordance his role in institution education . However , some study state that moment This teacher performance is still not optimal. Research Hasanah and Harisantoso (2020) stated that the teacher has not maximum in manage learning , visible from activity monotonous learning , use diction that tends to cornering participant educate , and the emergence of a feeling of laziness in do obligation administration like prepare device learning . Besides that , another problem is low teacher adaptation to change technology , even though technology can give opportunity new in empower teachers, improve efficiency administration , and enrich experience Study students (Sholeh & Efendi, 2023). The low teacher performance is also linked with trend some teachers more focus on work administrative so that task main as

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teacher start neglected (Wahyudi et al., 2024).

Therefore that , is necessary role from leadership head school in effort increase teacher performance . A number of study show that there is significant influence between leadership head school to teacher performance (Batubara, 2020; Kaiman et al., 2020; Yusuf & Kamaruddin , 2023). However , leadership that encourages improvement teacher performance requires head schools that have competence high . Competence head school is ability head school in dimensions personality , managerial , entrepreneurial , supervisory , and social skills that have correlation strong to motivation Teacher work (Zhahira , 2022). Competence is combination knowledge , skills , attitudes , and values reflected in habit thinking and acting . Habits consistent and sustainable thinking and acting will develop competence a person . In other words, competence covers knowledge , skills , and values the necessary basics For do task certain , as well as can measured through diverse results learning / behavior that can observed (Trianto & Tutik , 2023).

With leadership head schools that have competence height , head school can manage institution school in a way effective and efficient . Head competent school expected capable improve morale, enthusiasm work , skills , intelligence , and tenacity of teachers. Basic capital leadership head schools also include ability arrange Work teamwork , agility and maturity culture *(cultural agility*), as well as entrepreneurship including sociopreneurship . This expected can mobilize teachers to increase its performance (Husin & Kamaruddin , 2024).

Besides factor competence head school , factors *Work engagement* can also impact to improvement teacher performance . Teacher *work engagement* can cause enthusiasm and encouragement in work . In organization education happen interaction between individual with behavior different behaviors . Therefore , motivation and engagement Work become subject important for school stakeholders For spur enthusiasm and productivity , growing loyalty and consistency , increased morale and satisfaction work , repair discipline and level absence , realizing atmosphere comfortable work , maintaining connection good in place work , improve welfare , as well as push not quite enough teacher's response to his/her duties and functions . Explanation the supported by research Ferdiana et al. (2025) who stated that *Work engagement* has an impact to teacher performance .

Teacher in operate his job need attachment with what he does . Work *engagement* or attachment Work impact positive in work and provide view related dedication , totality , and energy educators (Bakker & Albrecht, 2008). With Thus , *work engagement* has relatedness with aspect emotional educators , such as strength , dedication , and appreciation (Richard et al., 2020). Therefore that , competence head school and *Work engagement* are looked at as relevant factors

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in effort improvement teacher performance .

Study This implemented at State Senior High Schools in the Regency Ogan Komering Ilir . Based on observation beginning researcher at the Regency State High School Ogan Komering Ilir , found a number of indicator teacher performance is not optimal. There is some teachers who have not maximum in manage learning , including Not yet designing plan appropriate learning with ability students in class , even though matter the required For forming and creating an educational learning process at a time creative and interactive .

Findings beginning This in line with District Education Report Ogan Komering Downstream 2024 , which shows ability numeracy and literacy high school students , namely not enough from 70% of students reach minimum competency . Low achievements results Study the allegedly participate influenced by teacher performance in manage learning .

RESEARCH METHOD

The research method used is quantitative. Quantitative methods are used to test specific theories by examining the relationships between variables. These variables are measured (usually using research instruments). According to Kasiram (2018:149) in his book "Quantitative and Qualitative Research Methods," quantitative research is a process that uses numerical data as a tool to analyze information about what is being studied.

According to (Arikunto, 2018:130) the population is the entirety of the subjects studied, namely all elements in this study are 3 principals and 135 teachers who teach in 3 Public Senior High Schools in Ogan Komering Ilir Regency, totaling 138 populations. Thus, the sample to be taken in this study is 3 principals and 97 teachers who teach in 3 Public Senior High Schools in Ogan Komering Ilir Regency, totaling 100 respondents .

Data collection techniques will be used used For do analysis in study this , namely with use questionnaire or questionnaire **.** This questionnaire will be given to the teachers who are the research sample, namely 100 public high school teachers in Ogan Komering Ilir Regency. The data analysis technique in this study uses descriptive statistical tests, t-tests, f-tests, and correlation and determination coefficient tests. Before conducting data analysis, the researcher first conducted a data prerequisite test to determine whether the data falls into the parametric or non-parametric statistical category.

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RESULTS AND DISCUSSION

Research result

Normality Test

Table 1. ***Tests of Normality***

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.05179810
Most Extreme Differences	Absolute	.057
	Positive	.057
	Negative	-.049
Test Statistic		.057
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source : Data Processing Using SPSS 20.00

From the table above , then can put forward that from *the One-Sample Kolmogorov-Smirnov* Test obtained sig value (2-tailed) is 0.200. The sig value of 0.20 is more big from 0.05. With thus can stated that all data are distributed according to the norm l .

Testing Hypothesis

Influence Competence Head School On the Performance of State High School Teachers in the Regency Ogan Komering Downstream .

Relationship model competence head school to *Work engagement* is stated in form equality regression Y= 8.345+ 0.429 X1. The significance test of the regression equation can be presented in the following table.

Table 2. Hypothesis Test of the Influence of Principal Competence on the Performance of State Senior High School Teachers in Ogan Komering Ilir Regency

Coefficients[a]						
		Unstandardized Coefficients		*Standardized Coefficients*		
Model		*B*	*Std. Error*	*Beta*	*t*	*Sig.*
1	(Constant)	8.345	6.037		1.382	.170
	Kompetensi Kepala Sekolah	.429	.085	.425	5.023	.000
	Work engagement	.486	.099	.417	4.929	.000
a. Dependent Variable: Kinerja Guru						

Source : Data Processing Using SPSS 22.00

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Based on regression test simple above , obtained t - value amounting to 5,023 > from t table price of 1,660 where calculated t price more big from t table then Ho $_1$ rejected , so that there is significant influence between leadership to performance of state high school teachers in the Regency Ogan Komering Ilir .

Influence *Work engagement* on the performance of state high school teachers in the Regency Ogan Komering Downstream

Relationship model School *work engagement* to teacher performance is stated in form equality regression Y= 8.345 + 0.486 X2 Significance test equality regression can presented in the table following .

Table 3. Hypothesis Testing Influence *Work engagement* on the performance of state high school teachers in the Regency Ogan Komering Downstream

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.345	6.037		1.382	.170
	Kompetensi Kepala Sekolah	.429	.085	.425	5.023	.000
	Work engagement	.486	.099	.417	4.929	.000
a. Dependent Variable: Kinerja Guru						

Source : Data Processing Using SPSS 22.00

Based on the significance test variables *Work engagement* towards performance of state high school teachers in the Regency Ogan Komering Downstream obtained t - value of 4.929 ≥ the t table price of 1,660 where calculated t price more big from t table then Ho $_2$ rejected , so that there is significant influence between *Work engagement* towards performance of state high school teachers in the Regency Ogan Komering Ilir .

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Influence Together Competence Head School and *Work Engagement* on the Performance of Public High School Teachers in the Regency Ogan Komering Downstream

Table 4. Analysis results Regression Multiple

ANOVA[a]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	2193.070	2	1096.535	65.443	.000[b]
	Residual	1625.290	97	16.756		
	Total	3818.360	99			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant), *Work engagement* , Kompetensi Kepala Sekolah						

Source : Data Management Using SPSS 22.00

From the Anova test above , the calculated F was obtained amounting to 65,443 with level significance 0.000 < value probability α 0.05 while F table in accordance with level significance 0.05 (2.98) of 3.09 so that F count > F table (65.443 > 3.09) so Ho $_3$ is rejected , meaning there is significant influence in a way together between competence head school and *work engagement* towards performance of state high school teachers in the Regency Ogan Komering Ilir . For know how much big influence variables independent to variables dependent in a way simultaneous can be seen in the table *model summary* following .

Table 5. Coefficient Terminated

Model Summary				
Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	.758[a]	.574	.566	4.093
a. Predictors: (Constant), Variabel X2, X1				

Source : Data Management Using SPSS 22.00

Based on table said , can obtained R *square* value as big as 0.574 with thus coefficient termination by 57.4% so that can concluded that big influence competence head school and *work engagement* towards performance of state high school teachers in the Regency Ogan Komering Downstream in a way together amounted to 57.4% and the remaining 42.6% was influenced by other factors that were not researched in study This .

DISCUSSION

Analysis Results Descriptive Statistics Competence Head School

Competence head school with very good category amounting to 2 or 2%, category Good

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totaling 48 or 48%, category Enough Good as much as 22 or 22%, category not enough by 20 or 20%, and the category is very lacking by 8 or 8%.

Principal competence is one of the factors that significantly influences the quality of educational management in schools. Based on data analysis, principal competence in public high schools in Ogan Ilir Regency can be categorized into five levels: very good, good, fair, poor, and very poor. The analysis shows that 2% of principals are categorized as very good, 48% as good, 22% as fair, 20% as poor, and 8% as very poor.

Based on the analysis results, the majority of principals at state high schools in Ogan Ilir Regency are in the good category, but there are a number of principals who are still in the fairly good, poor, and very poor categories . competence head schools , especially in aspect management schools and leadership based education , to become key For create change positive in quality education . Therefore that 's important For do training sustainable that can increase ability head school in planning and managing education in a way more effective

Analysis Results Descriptive Statistics *Work Engagement*

Analysis results description statistics *Work engagement* with very good category amounting to 6 or 6% category Good amounting to 30 or 30%, category Enough Good as much as 42 or 42%, category not enough by 9 or 9%, and the category is very poor as big as 13 or 13%.

Work engagement describes the level of involvement and commitment of an individual to the work performed, which includes a sense of enthusiasm, dedication, and energy given in carrying out tasks. Based on the results of descriptive analysis, *Work engagement* in Public High Schools in Ogan Ilir Regency is divided into five categories, namely very good, good, quite good, less, and very less. The results of the analysis show that 6% of participants are in the very good category, 30% are good, 42% are quite good, 9% are less, and 13% are very less.

Based on results data analysis , majority individuals in State Senior High Schools in the Regency Ogan Downstream is in the category Enough well , which shows that involvement they in work Already Enough adequate , although Still There is room For Improvement . Improving *work engagement* can be achieved through training and development programs that focus on increasing intrinsic motivation, improving the work environment, and strengthening social relationships among coworkers. These efforts are essential to ensuring that all individuals can contribute optimally to achieving organizational goals and improving overall performance.

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Analysis Results Descriptive Teacher Performance Statistics

Analysis results Statistics descriptive variables teacher performance in very good category amounting to 5 or 5%, category Good totaling 14 or 14%, category Enough Good of 54 or 54%, category not enough by 17 or 17%, and the category is very lacking by 10 or 10%.

Teacher performance is one of the main factors determining the success of the learning process in schools. Based on the results of descriptive statistical analysis, teacher performance in public high schools in Ogan Ilir Regency is divided into five categories: very good, good, fair, poor, and very poor. The analysis results show that only 5% of teachers are in the very good category, 14% are good, 54% are fair, 17% are poor, and 10% are very poor.

Based on the data analysis, the majority of teachers at public high schools in Ogan Ilir Regency are in the "fair" category, indicating that their performance is adequate, but there is still potential for improvement. Several teachers in the "poor" and "very poor" categories require special attention to improve their performance. Continuous training, guidance from the principal, and more intensive performance evaluations are needed to enable these teachers to achieve more optimal performance . teacher performance will give impact direct to quality education and results Study student .

Hypothesis Test 1

Based on regression test simple , obtained t - value amounting to 5,023 > from t table price of 1,660 where calculated t price more big from t table then Ho $_1$ rejected , so that there is significant influence between competence head school to performance of state high school teachers in the Regency Ogan Komering Ilir . This matter show that factor competence head school play a role on *teacher* performance .

Based on the analysis results, this study found that principal competence has a significant influence on teacher performance in State Senior High Schools in Ogan Komering Ilir Regency. This finding provides a clear picture of the importance of principal competence in improving the quality of learning and teacher performance in these schools. Based on the results of the regression test, the calculated t value obtained was 5.023, which is greater than the t table value of 1.660, which indicates that principal competence has a significant impact on teacher performance. These results confirm that competent principals can make a significant contribution to the effectiveness of teacher performance, which has implications for improving the quality of education in schools.

In this study, the principal competency variable covers various aspects related to the principal's ability to lead and manage a school. A competent principal possesses the skills to design

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appropriate educational policies, the ability to manage human resources, and the skills to build effective communication between the school and teachers. This has been proven to be very influential in creating conditions that support teacher performance. Based on the analysis results, the majority of respondents (48%) assessed the principal's competence at State Senior High Schools in Ogan Komering Ilir Regency to be in the good category. However, there were also 22% of respondents who assessed the principal as being in the fairly good category, 20% in the poor category, and 8% in the very poor category.

These findings indicate that although the majority of principals in public high schools in Ogan Komering Ilir Regency are deemed competent, challenges remain in improving principal competency to reach a higher level. Therefore, principal competency needs to be continuously improved through training and development programs that can hone their skills in key areas such as resource management, classroom management, and curriculum and instructional development. By improving principal competency, it is hoped that they can be more effective in leading and supporting teachers in carrying out their duties, thereby improving their overall performance.

However, although the majority of principals are already in the good category, there is still room for further improvement, particularly in the lower categories. Principals in the fair, poor, and very poor categories require special attention in leadership training. This training can focus on developing managerial skills, interpersonal communication, and techniques to increase teacher engagement and motivation. Furthermore, strengthening conflict management in schools and creating an inclusive school climate is also crucial. Given that principals play a leadership role, not only responsible for administrative management but also as drivers of change and innovation in schools, enhancing their capacity is crucial.

Teacher performance, the dependent variable in this study, is also significantly influenced by the principal's competence. The teacher performance referred to in this study encompasses various aspects, such as the quality of instruction, classroom management skills, and active participation in professional development. The analysis shows that the majority of teachers at Ogan Komering Ilir Regency's public high schools (SMA Negeri) are in the fair category in terms of performance. Fifty-four percent of respondents rated their performance in this category, while 14 percent rated their performance as good, 17 percent as poor, and 10 percent as very poor.

These results indicate that the majority of teachers at public senior high schools in Ogan Komering Ilir Regency have adequate performance, but there is still room for improvement. One way to improve teacher performance is through greater support from the principal. A competent

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principal will be able to create a supportive environment for teacher professional development, including through training programs, opportunities to attend seminars or workshops, and providing constructive feedback.

Improving the quality of education at public senior high schools in Ogan Komering Ilir Regency can be achieved by strengthening the competency of principals and providing adequate support for teacher development. These steps are expected to significantly improve teacher performance, which in turn will positively impact the overall quality of education.

Hypothesis Test 2

Based on the significance test variables *Work engagement* towards performance of state high school teachers in the Regency Ogan Komering Downstream obtained t - value of 4.929 ≥ the t table price of 1,660 where calculated t price more big from t table then Ho $_2$ rejected , so that there is significant influence between *Work engagement* towards performance of state high school teachers in the Regency Ogan Komering Downstream .

Based on the results of the significance test conducted in this study, it was found that *work engagement* significantly influences teacher performance at State Senior High Schools in Ogan Komering Ilir Regency. The test results show that the calculated t-value obtained is 4.929, which is greater than the t-table value of 1.660 . thus , Ho2, which states that No There is significant influence between *Work engagement* and teacher performance , rejected . Findings This give proof strong empirical that there is significant relationship between level involvement teacher work and performance they are at school .

High *work* engagement show that teachers have involvement strong emotional and motivational to work According to Schaufeli & Bakker (2008), work *engagement* includes three aspect main , namely vigor , dedication , and absorption (involvement) full), all of which can influence how teachers run tasks they in the learning process . Teachers involved in a way active in his job tend more motivated , have a sense of responsibility high responsibility , and produce better performance Good in matter management class , delivery materials and interactions with student .

Study This find that when level Teacher *work engagement* is high , then quality performance they , which include management effective learning , improvement quality interaction with students , as well as ability For create environment conducive learning , will also increased . This is in line with research conducted by Istanti et al. (2025), which stated that *Work engagement* plays a role important in increase performance individual in various work , including

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in context education .

The results of the statistical test show t - value by 4,929 which is more big from t table amounting to 1,660 gives proof strong empirical that *Work engagement* has an impact significant to teacher performance . Findings This support theory put forward by Bakker & Demerouti (2008), which states that level involvement high work relate direct with improvement productivity work and satisfaction work , which in turn increase quality results jobs , including in the sector education .

Significance test results in study This show that there is significant influence between *Work engagement* and teacher performance at State Senior High Schools in Kabupaten Ogan Komering Ilir . Teacher with level involvement high work tend show better performance Good in carry out tasks they . Therefore that , increase Teacher *work engagement* through training , giving support , and creation environment positive work is very important For increase quality education in schools . In general overall , the results of the significance test This give strong evidence that *Work engagement* has an impact significant to teacher performance at State Senior High Schools in the Regency Ogan Komering Ilir . Increasing level involvement teacher's work can bring impact positive on quality teaching , management class , and development professional they . Therefore that 's important for all parties involved in management education For focused on creation environment that can increase Teacher *work engagement ,* use ensure that they can Work with motivation high and gives contribution maximum to achievement objective quality education .

Hypothesis Test 3

From the Anova test , it was obtained obtained F count amounting to 65,443 with level significance 0.000 < value probability α 0.05 while F table in accordance with level significance 0.05 (2.98) of 3.08 so that F count > F table (65.443 > 3.09) so Ho $_3$ is rejected , meaning there is significant influence in a way together between competence head school and *work engagement* towards performance of state high school teachers in the Regency Ogan Komering Ilir . Based on R *square* value as big as 0.574 with thus coefficient termination by 57.4% so that can concluded that big influence competence head school and *work engagement* towards performance of state high school teachers in the Regency Ogan Komering Downstream in a way together by 57.4% and the remaining 42.6% Research results This show that competence head school and *work engagement* influence positive and significant to performance of state high school teachers in the Regency Ogan Komering Ilir .

The ANOVA test results showed a calculated F value of 65.443 which is greater than the F

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table of 3.08 providing evidence that together, principal competence and *Work engagement* have a significant effect on teacher performance. Terry (2015) explains that good principal competence can create a school environment that supports teacher professional development, while high *Work engagement* can increase teacher motivation and performance in carrying out teaching tasks. This study shows that these two factors together make a significant contribution to teacher performance, which includes improving learning management, the quality of interactions with students, and success in achieving learning objectives.

Based on the R squared value of 0.574, this coefficient of determination indicates that 57.4% of the variation in teacher performance can be explained by the principal's competency and *work engagement variables* . This means that these two variables make a significant contribution to improving teacher performance. The remaining 42.6% can be influenced by other factors not examined in this study, such as teacher personal factors, other work environment conditions, or implemented educational policies.

Study This give implications important for management education at the Regency State High School Ogan Komering Ilir . Improvement competence head school and *work engagement* teachers must become focus main in effort increase quality teacher performance . As described by Leithwood & Sun (2012), head schools that have competence tall can give positive influence to teacher performance with create vision clear education , providing training and support , as well as build culture positive work . Besides That is , high work *engagement* can increase satisfaction teacher's work , which in turn influence performance they .

For that , school need designing training programs that improve competence head school in leadership education as well as increase teacher motivation and involvement through management more work good , giving appreciation , and creation environment supportive work .

Based on results ANOVA test analysis and coefficients determination , can concluded that there is significant influence between competence head school and *work engagement* towards teacher performance at State Senior High Schools in the Regency Ogan Komering Ilir . Together, these two variables contribute 57.4% to teacher performance. Therefore, it is important for education managers to improve principal competency and teacher *work engagement* to encourage improvements in the overall quality of teacher performance.

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CONCLUSION

Based on data analysis and testing hypothesis can taken conclusion as following :

1. There is significant influence between competence head school to performance of state high school teachers in the Regency Ogan Komering Ilir . Based on regression test simple , obtained t - value of 5,023> of t table price of 1,660 where calculated t price more big from t table then Ho $_1$ rejected .
2. There is significant influence between *Work engagement* towards performance of state high school teachers in the Regency Ogan Komering Ilir . Based on the significance test variables teacher performance to performance of state high school teachers in the Regency Ogan Komering Downstream obtained t - value of 4.929 ≥ the t table price of 1,660 where calculated t price more big from t table then Ho $_2$ rejected .
3. There is significant influence in a way together between competence head school and *work engagement* towards performance of state high school teachers in the Regency Ogan Komering Ilir . Based on results Anova test , obtained F count amounting to 65,443 with level significance 0.000 < value probability α 0.05 while F table in accordance with level significance 0.05 (2.98) of 3.08 so that F count > F table (65.443 > 3.09) so Ho $_3$ is rejected . Based on the results of the estimation test , obtained obtained R *square* value as big as 0.574 with thus coefficient termination by 57.4% so that can concluded that big influence competence head school and *work engagement* towards performance of state high school teachers in the Regency Ogan Komering Downstream in a way together amounted to 57.4% and the remaining 42.6% was influenced by variables that were not investigated in study This .

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In this study, principals need to continuously develop leadership skills to create an environment that supports teacher engagement in their work. Inspirational leadership will help teachers feel valued, increase motivation, and encourage them to be more committed to providing quality teaching. Effective communication between principals, teachers, and school staff is also crucial for enhancing collaboration and building good working relationships, which can impact teacher engagement and performance. Fair rewards and a clear reward system for teachers should also be implemented, as this will further motivate them. to work better.

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