# The Strategies Used by Heads of Schools in Enhancing Teachers' job Performance in Private Secondary Schools in Meru District, Arusha

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**Abstract**
This study explored the strategies used by heads of private secondary schools in Meru District, Tanzania, to enhance teacher performance. Teacher job performance is crucial to ensuring quality education, and effective school leadership significantly influences teacher motivation and effectiveness. The study was Grounded in Capital School Effectiveness and Human Relations theories, the study employed a qualitative case study approach, gathering data from 30 participants 26 teachers and 4 school heads through open-ended questionnaires and structured interviews. Key findings indicate that participatory decision-making, recognition, open communication, and supportive working environments are among the most impactful strategies used by school leaders. Over 95% of participants emphasized the importance of safe and healthy working conditions. Additionally, leadership accessibility and structured reward systems emerged as influential practices. However, professional development, while acknowledged as important, is underutilized likely due to financial and logistical limitations. The study affirms the relevance of Human Relations Theory by showing that positive interpersonal relationships and staff morale are critical to teacher motivation. Challenges such as limited resources and inconsistent implementation of leadership strategies were also noted. The study recommends a balanced leadership approach that combines structural, relational, and motivational strategies to enhance teacher engagement and school performance in similar contexts across Tanzania.

**Keywords:** Strategies, Heads of Schools, Teachers' job Performance, Private Secondary Schools

## Introduction

Teacher job performance plays a critical role in the delivery of quality education across the world. Globally, school leadership has been recognized as a key determinant of teacher performance and, consequently, student achievement. Effective school heads implement a variety of strategies to support, motivate, and evaluate their teaching staff, which enhances overall institutional performance (OECD, 2020). These strategies often include instructional supervision, professional development programs, participatory leadership, and performance-based incentives. In recent years, there has been increasing recognition of the importance of leadership strategies in improving teacher performance in developing contexts. In many African countries, including Kenya, Nigeria, and Ghana, studies have shown that heads of schools who adopt participatory decision-making, regular appraisal systems and mentorship models significantly boost teacher morale and effectiveness (Chikasa, 2021; Oduro, 2020). However, challenges such as limited resources, inadequate training, and inconsistent policy implementation often hinder the success of these strategies. In Tanzania, improving teacher performance remains a central concern in both public and private education sectors. The government has made strides through education reforms such as the *Education and Training Policy (ETP) 2014, 2023 Edition).* , yet the private sector especially private secondary schools relies heavily on internal school leadership to enhance teacher productivity (URT, 2019). Heads of schools in the private sector are particularly tasked with innovating strategies to retain staff, improve performance, and ensure academic excellence despite facing financial constraints and competitive pressure (Komba & Nkumbi, 2021). Meru District, located in the Arusha Region of northern Tanzania, hosts a significant number of private secondary schools that contribute to the region's educational development. Despite their importance, there is limited empirical literature that explores how school leaders in these institutions influence teacher job performance through strategic leadership. Understanding the approaches used by heads of schools in this context is essential for policy makers, educational practitioners, and other stakeholders seeking to improve educational outcomes.

## Statement of the problem

Despite global and regional recognition of the crucial role school leadership plays in enhancing teacher performance, there remains a gap in context-specific evidence regarding effective strategies used by heads of schools, particularly in private secondary schools in Tanzania. While research from developed countries offers insights into successful leadership models, such findings may not be directly transferable to the Tanzanian context due to cultural, economic, and systemic differences (Schleicher, 2020). In the African context, studies emphasize the importance of leadership in motivating teachers, yet many institutions continue to experience low teacher morale, high turnover, and underperformance due to inadequate leadership practices (Boakye & Ampiah, 2020). In Tanzania, although efforts have been made to improve education quality, private schools often lack external support mechanisms and must depend on the leadership capacity of school heads. The heads of schools are expected to devise and implement strategies that enhance teacher performance, but there is limited research on what these strategies are and how effective they have been in the Tanzanian private school context (Komba &

Nkumbi, 2021). This study seeks to fill this knowledge gap by investigating the strategies employed by heads of schools in enhancing teachers' job performance in private secondary schools within Meru District. It aims to contribute to the broader discourse on educational leadership by providing localized evidence that can inform policy and improve management practices in similar educational settings.

**Theoretical framework**

This study is grounded in Capital School Effectiveness and Improvement Theory by Ted Wragg, which emphasizes investment in social and intellectual capital as a foundation for improving school performance. The theory highlights strategies such as staff recognition, professional development, conducive work environments, and performance incentives as key levers for change. Complementing this is the Human Relations Theory by Elton Mayo, which underscores the importance of positive interpersonal relationships, employee well-being, and participatory management in enhancing workplace effectiveness (Cole, 2004; Owens, 2004). Together, these frameworks provide a robust theoretical basis for understanding how school leadership strategies can impact teacher performance. Given this context, this study aims to explore the specific strategies employed by heads of schools in enhancing teachers' job performance in private secondary schools in Meru District. By identifying effective practices and challenges, the study seeks to contribute to context-specific interventions that can improve teacher outcomes and overall school effectiveness.

**Review of Empirical Literature**

Globally, school leadership is widely recognized as a central factor in influencing teacher job performance. According to Hallinger (2020), transformational leadership which includes practices such as setting vision, providing intellectual stimulation, and offering individualized support has been positively associated with improved teacher motivation and instructional practices. Furthermore, collaborative leadership, where teachers are actively involved in school decisions, has been shown to increase job satisfaction and commitment (Harris & Jones, 2020). The OECD (2020) emphasizes that leaders who promote professional development and foster positive school climates significantly improve teacher retention and instructional quality. Such strategies include mentoring, feedback systems, and recognition programs tailored to teacher needs

The role of school leadership in educational effectiveness is widely recognized. For example, Apolline (2015) observed that private school heads in Cameroon used motivational strategies such as allowances and improved teaching environments to boost morale. Similarly, Jonathan (2017) reported that communication strategies employed by school leaders in Nigeria contributed significantly to teacher job performance. In Kenya, Kiboss and Jemiryott (2014) established that situational leadership styles such as democratic, transformational, or instructional enhanced teacher satisfaction and job performance. These findings align with studies conducted in Tanzania and point to the critical role of school leadership in shaping teacher outcomes.

In Sub-Saharan Africa, school leaders often face systemic challenges such as underfunding, large class sizes, and teacher shortages. Despite these, leadership practices that emphasize teacher support and inclusive management have shown promise. A study by Olayiwola and Alabi (2021) in Nigeria found that participatory leadership characterized by delegation and collaboration led to higher levels of teacher engagement and performance.

Similarly, research in Uganda by Nabukenya and Nkata (2020) found that schools that implemented teacher recognition, peer coaching, and regular feedback systems observed improved teaching outcomes. However, the scalability of these practices remains constrained by financial and institutional limitations.

In Tanzania, effective school leadership is increasingly seen as vital to improving educational quality. The Ministry of Education's strategic documents stress the importance of empowering school heads with management and instructional leadership skills (MoEST, 2020). Mhando and Makunja (2021) argue that leadership strategies such as frequent staff meetings, professional development workshops, and motivational incentives help address challenges related to absenteeism and low morale. Moreover, Mahenge and Mbise (2022) observed that transformational leadership practices positively impact teacher performance in Tanzanian secondary schools by fostering trust, setting clear goals, and encouraging innovation. However, professional development remains underutilized, often due to limited resources and logistical hurdles. Moreover, heads of private schools often function with a degree of autonomy, enabling them to influence teacher motivation and performance directly. The Education and Training Policy (ETP) of 2014 emphasized the development of competent human resources and positioned school heads as key actors in improving teacher performance. Yet, challenges such as weak administrative capacities, financial constraints, and external community pressures continue to hinder progress (Moos, 2013, as cited in Qutoshi & Khaki, 2014). Studies such as those by Musa (2014) and Marwa (2017) have shown that effective leadership strategies including clear communication, performance appraisal systems, teacher recognition, and provision of teaching resources significantly influence teacher performance.

While studies specific to Meru District are limited, available research aligns with national findings. Macha and Mhagama (2022) investigated leadership practices in Meru District and found that strategies such as promoting safe working environments, fostering open communication, and involving teachers in decision-making significantly enhanced job performance. Over 90% of participants emphasized the importance of a supportive work environment for teacher well-being and productivity.

Teacher job performance encompasses aspects such as content knowledge, teaching effectiveness, classroom management, and participation in extracurricular activities. Raymond (2018) asserts that job performance is closely linked to job satisfaction, which is shaped by factors such as remuneration, promotion prospects, work relationships, and opportunities for professional growth. Yet, in many Tanzanian schools, teachers report dissatisfaction with salary structures, limited promotion opportunities, and exclusion from decision-making processes (Gedefaw, 2012; Singh & Goyal, 2012). However, the study also highlighted challenges,

including inadequate professional development opportunities and financial constraints. These findings suggest a gap between the recognized value of certain strategies like in-service training and their actual implementation

**Research Methodology**

To explore and understand the strategies employed by heads of schools in enhancing teachers' job performance, this study employed a qualitative research approach**.** This methodology was particularly suitable as it prioritizes the examination of individuals' lived experiences, social contexts, and meaning-making processes, which are essential when seeking to gain insights into human behavior and institutional practices (Klenke, 2016). Unlike quantitative methods that rely on numerical data and statistical analysis, qualitative research allows for a rich, descriptive, and interpretive understanding of phenomena from the participants' point of view (Silverman, 2020). The choice of this approach facilitated the collection of nuanced data by allowing participants—both heads of schools and teachers to express their thoughts and feelings freely within their real-world environments.

Within this qualitative framework, the study adopted a case study research design**,** which enabled the researcher to conduct a thorough and holistic investigation of a contemporary issue within its natural context. A case study is especially useful in educational research where the goal is to gain a deeper understanding of specific instances or dynamics within institutions (Yin, 2018). This design allowed for the detailed examination of selected private secondary schools in Meru District, with the intent that findings could potentially be transferable to similar educational settings with comparable characteristics (Creswell & Creswell, 2018).

The study was conducted in Meru District**,** part of the Arusha Region in northern Tanzania. The researcher purposively selected four private secondary schools as research sites, based on criteria such as accessibility and relevance to the research objectives. From these schools, a total of 30 participants were involved: 26 teachers, who were selected using a combination of stratified random sampling and simple random sampling**,** and four heads of schools**,** who were selected using purposive sampling techniques. Stratified sampling ensured representation across key demographics such as gender and teaching experience, while purposive sampling ensured the selection of informants who held specific knowledge or roles central to the study's aims (Berndt, 2020; Cohen, Manion, & Morrison, 2018).

To gather data, the researcher used two primary tools: open-ended questionnaires and structured interviews**.** The questionnaires, distributed to teachers, contained questions designed to elicit information on their perceptions of the leadership practices used in their schools. These open-ended items allowed respondents to provide detailed and individualized responses, aligning with the exploratory nature of qualitative research (Fraenkel, Wallen, & Hyun, 2019). In contrast, structured interviews were conducted with heads of schools to collect detailed data regarding managerial approaches, leadership philosophies, and decision-making processes that impact teacher performance (Silverman, 2020).

Data analysis involved a content analysis procedure, whereby participants' responses were systematically examined, coded, and categorized into meaningful themes corresponding to the study's objectives. Additionally, descriptive statistics were used to analyze background information such as age, experience, and academic qualifications. Microsoft Excel was used for organizing and presenting demographic data in tabular formats. Throughout the research process, ethical principles were strictly adhered to. Participants were informed about the purpose of the study, assured of the confidentiality of their responses, and provided informed consent before participation. This was done in line with ethical guidelines for research involving human subjects (Creswell & Creswell, 2018; Bhandari, 2021)

**1.3 Finding and Result.**

The study sought to find out the strategies used by heads of secondary schools in enhancing teachers' job performance in private schools in Meru District. As there is an alarming concern of the presence of conflicts in secondary schools in Arusha Region especially in Meru District Council. To obtain the data, teachers responded to questionnaire and their responses were tabulated as seen in table 1.

**Table 1**

*Strategies used by Heads of Schools in Enhancing Teachers' Job Performance (N = 26)*

| S/N | Strategies used by Heads of Schools | A | % | SA | % | D | % | SD | % |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Creating safe and health working environment | 17 | 65.3 | 8 | 30.7 | 1 | 3.3 | 0 | 0 |
| 2. | Maintaining proper communication effectively | 13 | 50 | 13 | 50 | 0 | 0 | 0 | 0 |
| 3. | Create a compelling reward program for teachers who don the best | 11 | 42.3 | 13 | 50 | 2 | 7.6 | 0 | 0 |
| 4. | Facilitating teachers training and development | 14 | 53.8 | 12 | 46 | 0 | 0 | 0 | 0 |
| 5. | Be available for the teaching staff | 16 | 61.5 | 10 | 38 | 0 | 0 | 0 | 0 |
| 6. | Offer praise to teachers | 17 | 65.3 | 6 | 23 | 1 | 3.3 | 1 | 3.3 |
| 7. | Schedule fun events on the teacher's calendar | 15 | 57.6 | 5 | 19 | 5 | 19 | 1 | 3.3 |

**Source: Field data, (2025)**

The data in Table 1 presents findings on various strategies employed by heads of schools to enhance teachers' job performance in selected private secondary schools (N = 26). Among the strategies identified, creating a safe and healthy working environment was notably emphasized. Specifically, 65.3% of respondents agreed and 30.7% strongly agreed that such an environment is vital, while only 3.3% disagreed and none strongly disagreed. These findings suggest that when teachers operate in an environment where their physical, emotional, and psychological well-being is prioritized, their productivity and commitment to instructional duties increase significantly (Nguyen, 2020).

An interview with one head of school further supported this view:

> Creating a safe and healthy working environment to teachers in private secondary schools can be a key strategy to improve teachers' job performance through ensuring physical safety, mental and emotional support, and promoting work-life balance as well as open communication channels for teachers to express concerns, provide feedback, and collaborate on solutions to improve school culture and working conditions (Interview, March 11, 2025).

This perspective aligns with recent research indicating that workplace safety and psychosocial support are central to employee satisfaction and performance (Choudhury, 2021). Heads of schools are therefore encouraged to implement policies that support teacher wellness, including health programs, counseling services, and inclusive staff meetings.

The findings also revealed that effective communication plays a crucial role in enhancing job performance. Half of the respondents (50%) agreed and another 50% strongly agreed that maintaining open and effective communication between leadership and staff contributes to a positive school climate. None of the respondents expressed disagreement. This confirms that consistent, respectful, and two-way communication strengthens collaboration and minimizes conflict among staff, which in turn enhances job performance (Moyo & Sibanda, 2020).

In addition, recognition and reward systems were identified as motivational tools. While 42.3% of teachers agreed and 50% strongly agreed that a compelling reward program positively impacts their performance, 7.6% disagreed. According to one head of school:

> A compelling reward program can have a significant influence on teachers' job performance in private secondary schools through motivation. This provides teachers with additional motivation to perform well in their roles and can increase job satisfaction by making them feel valued and appreciated (Interview, March 12, 2025).

Motivational theory supports this assertion, emphasizing that intrinsic and extrinsic rewards are key drivers of performance and engagement in educational settings (Ryan & Deci, 2020). Therefore, schools are encouraged to adopt a structured reward framework that recognizes teaching excellence, commitment, and innovation.

Professional development emerged as another critical strategy, with 53.8% of respondents agreeing and 46% strongly agreeing that facilitating training and development opportunities enhances teacher performance. This unanimity reflects the belief that continuous learning equips teachers with new pedagogical skills, keeps them abreast of curriculum changes, and builds confidence in classroom management (Cohen et al., 2018).

Availability and accessibility of school leadership were also identified as significant. Of the respondents, 61.5% agreed and 38% strongly agreed that heads of schools should be available to support staff. Similarly, 65.3% of respondents' agreed and 23% strongly agreed that offering praise is a powerful strategy for enhancing teacher morale and output. A small minority (6.6%) disagreed. During follow-up interviews, one head of school remarked:

> Teachers' praise can serve as a powerful strategy to enhance teachers' job performance in several ways such as boosting morale, increasing engagement, enhancing self-efficacy, and promoting professional growth. Therefore, praise can help teachers to work effectively hence good performance to both teachers and students, and moreover the school will be in a good position (Interview, March 12, 2025).

Praise and recognition, even when not monetary, can contribute to increased engagement, reduced turnover, and improved school culture (Schleicher, 2018). School leaders are therefore encouraged to implement both formal and informal systems of teacher recognition.

Another highlighted strategy was organizing fun and engaging events for teachers, with 76.6% of respondents agreeing and 22.3% disagreeing. This strategy is seen to foster camaraderie, reduce stress, and improve work-life balance. According to Bakhshi and Azam (2020), integrating non-academic events within school calendars can contribute to teachers' psychological resilience and social cohesion, thereby impacting job satisfaction.

Respondents also suggested other complementary strategies. About 97% emphasized the importance of involving teachers in decision-making processes, arguing that this practice enhances ownership, trust, and job commitment. School leaders can foster participatory governance through School Management Team (SMT) meetings, departmental leadership roles, and representation in policy decisions. The remaining 3% of respondents recommended that school heads practice fairness and equity to prevent favoritism, reduce conflicts, and promote a just working environment. These findings echo research that links shared leadership and equitable treatment with organizational commitment and reduced teacher attrition (Berndt, 2020; Fraenkel et al., 2019).

In conclusion, the study underscores that school leadership plays a pivotal role in influencing teacher performance through multiple avenues, including environmental safety, effective communication, recognition and reward systems, professional development, leadership presence, and participatory decision-making. These strategies, when implemented collectively, can significantly enhance teacher morale, productivity, and student learning outcomes.

## Discussion

The purpose of this study was to examine the strategies used by heads of schools in enhancing teachers' job performance in private secondary schools within Meru District, Arusha Region. This inquiry was prompted by growing concerns over inconsistent and, in some cases, unsatisfactory levels of teacher performance within the private education sector. Data were collected through structured questionnaires and interviews with 26 school heads, and the findings revealed a range of strategic interventions employed at the institutional level to foster teacher effectiveness.

The analysis indicates that a safe and healthy working environment was regarded as a foundational strategy for improving job performance. An overwhelming majority of respondents 65.3% agreed and 30.7% strongly agreed highlighted the significance of this approach. Only 3.3% disagreed, and none strongly disagreed. This consensus aligns with existing literature suggesting that teachers are more motivated, focused, and committed when they operate in environments that support their physical, emotional, and psychological well-being (Nguyen, 2020). Interviews supported this sentiment, with one head of school emphasizing that a conducive environment includes open communication channels, work-life balance, and safety assurance elements known to support high job performance. This corroborates findings by Choudhury (2021), who argued that school environments that offer psychosocial safety tend to retain motivated staff and foster professional engagement.

Furthermore, effective communication between school leadership and staff emerged as a critical determinant of performance. Exactly 50% of respondents agreed and another 50% strongly agreed that clear, respectful, and continuous communication supports a positive school climate. These findings reinforce the assertion by Moyo and Sibanda (2020), who argued that two-way communication is essential in building trust, minimizing misunderstandings, and facilitating collaboration within educational institutions. Effective communication is not merely operational but also relational; it helps cultivate a sense of belonging and engagement among teachers.

Another highly emphasized strategy was recognition and reward systems. The data showed that 42.3% of respondents agreed and 50% strongly agreed that performance-based rewards significantly enhance job performance, while only 7.6% disagreed. This is consistent with motivational theories such as those posited by Ryan and Deci (2020), who classified rewards as either intrinsic or extrinsic motivators, both of which can meaningfully influence teacher engagement. One head of school noted during interviews that rewards particularly those that recognize effort and commitment provide teachers with a sense of appreciation, which can boost morale and dedication. Schools, therefore, are advised to adopt structured reward frameworks that include both monetary and non-monetary incentives such as certificates, bonuses, or public acknowledgments.

Interestingly, professional development was another key area highlighted by the respondents, although with slightly less emphasis than expected. A total of 53.8% agreed and 46% strongly agreed that regular training and capacity-building opportunities contribute positively to teacher

performance. While these numbers reflect strong support, the researcher found it surprising that training was not more vigorously promoted. Professional development equips educators with updated pedagogical skills, fosters innovation, and promotes curriculum relevance (Cohen et al., 2018). This ambivalence might be due to logistical or financial constraints limiting professional development programs in some private schools. Nonetheless, literature confirms that investment in teacher training is directly correlated with improved educational outcomes (Alami et al., 2019; Azi & Augustine, 2016).

In tandem with training, the availability and accessibility of school leadership was identified as another important factor. 61.5% of respondents agreed and 38% strongly agreed that a visible and supportive head of school significantly enhances teacher morale and productivity. Leadership visibility fosters accountability, responsiveness, and emotional support—traits that help teachers feel supported in their roles (Berndt, 2020).

Offering praise also emerged as a significant motivational tool, with 65.3% agreeing and 23% strongly agreeing that verbal or written praise enhances job satisfaction. A small minority (6.6%) disagreed. Praise, while non-monetary, serves to validate teachers' efforts and reinforce positive behavior. A head of school interviewed stated that praise boosts morale, improves self-efficacy, and motivates teachers to maintain high performance. This aligns with Schleicher (2018), who noted that recognition, especially from school leadership, is associated with higher retention rates and reduced burnout.

One somewhat novel finding was the role of fun and engaging activities in promoting teacher satisfaction. About 76.6% of respondents agreed that scheduling such events improves teacher motivation and morale, although 22.3% disagreed. Engaging teachers in social or leisure events can alleviate stress, promote team cohesion, and foster a sense of community. Bakhshi and Azam (2020) observed that non-instructional events can contribute to teacher resilience and psychological well-being. Nevertheless, disagreement from a significant minority suggests that these initiatives must be thoughtfully designed to align with staff interests and time availability.

Respondents also strongly emphasized involving teachers in decision-making processes, with 97% supporting this strategy. Participatory decision-making enhances trust, ownership, and accountability. When teachers are consulted about school policies or curriculum implementation, they feel more valued, which translates into higher motivation and performance. These findings are in line with Kiboss and Jemiryott (2014), who found that inclusive leadership styles lead to increased teacher job satisfaction and institutional harmony.

On the issue of fairness and equity, respondents highlighted the importance of impartial treatment in fostering a just and peaceful working environment. When school leaders treat teachers equitably regardless of gender, age, or background interpersonal conflicts diminish and collaboration increases. Fraenkel et al. (2019) emphasized that fairness in organizational settings directly correlates with employee commitment and reduced turnover. Thus, exercising fairness is not just an ethical imperative but a strategic leadership function.

It is important to note that the overall findings of the study correspond with Human Relations Theory, developed by Elton Mayo in the 1920s. This theory emphasizes the significance of interpersonal relationships, employee morale, and social dynamics within an organization (Cole, 2020). According to this perspective, the effectiveness of an organization, such as a school, is greatly influenced by how leaders understand and respond to the human needs of their employees. Heads of schools, as human resource managers, must therefore focus on creating a work environment that fosters positive attitudes, encourages collaboration, and promotes holistic teacher development. When these elements are in harmony, teachers are more likely to be committed, satisfied, and productive.

Moreover, Human Relations Theory posits that the various departments and units within an institution are interdependent. Heads of schools must, therefore, ensure that academic, co-curricular, administrative, and welfare departments work collaboratively toward the overarching goal of improving teacher performance and student learning outcomes. Such systemic coherence supports both individual and institutional development.

Finally, some limitations were observed during the study. Notably, while strategies like creating a safe working environment and providing rewards were frequently emphasized, professional development and in-service training were not as strongly endorsed. This observation is puzzling given the broad consensus in literature regarding the role of training in improving teacher competence and job satisfaction (Azi & Augustine, 2016; Alami et al., 2019). This discrepancy may suggest a gap between what school leaders know and what they prioritize due to financial or institutional limitations. Further research may be needed to explore the barriers to implementing professional development in private schools, especially in resource-constrained settings.

## Conclusion and Recommendations

This study examined the strategies employed by heads of private secondary schools in Meru District to enhance teachers' job performance. Findings revealed that a combination of structural, relational, and motivational strategies plays a pivotal role in fostering teacher productivity and satisfaction. Key strategies include maintaining a safe and healthy working environment, encouraging effective communication, recognizing and rewarding teacher efforts, offering verbal praise, supporting professional development, ensuring leadership visibility, organizing morale-boosting events, and promoting fairness and participatory decision-making. These strategies align with Human Relations Theory, which emphasizes the importance of interpersonal relationships, morale, and the holistic well-being of employees within an organization. The study affirms that when school leaders foster a supportive and inclusive work environment, teachers are more likely to be committed, motivated, and effective in their roles. However, a notable gap was observed in the prioritization of professional development, which, although widely recognized in educational literature as crucial, received less emphasis in practice likely due to financial or logistical constraints.

Based on the study findings, it is recommended that private secondary schools adopt integrated strategies to enhance teacher job performance. These include providing continuous leadership

training for school heads in human resource management, prioritizing regular and cost-effective professional development for teachers, and institutionalizing structured reward systems with both monetary and non-monetary incentives. Additionally, promoting participatory governance by involving teachers in decision-making processes can foster ownership and accountability. Finally, schools should implement thoughtfully designed work-life balance initiatives to boost morale and reduce burnout. Together, these measures can create a more supportive and effective teaching environment.

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