

The Effect of Academic Supervision and Transformational Leadership on Teacher Discipline and Performance

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Abstract- Improving teacher performance remains a central challenge in educational management, particularly within private school systems that face increasing demands for accountability and instructional quality. This study examines the effects of academic supervision and transformational leadership on teacher discipline and performance, with discipline positioned as a mediating mechanism. A quantitative explanatory design was employed, involving 235 teachers from private elementary schools selected through proportional random sampling. Data were collected using structured questionnaires and analyzed using Structural Equation Modeling with SmartPLS. The results show that academic supervision significantly enhances teacher discipline and performance by providing structured guidance and professional feedback. Transformational leadership also demonstrates a strong positive effect on discipline and performance through motivational and inspirational mechanisms. Teacher discipline partially mediates the relationship between supervision, leadership, and performance, confirming its role as a key behavioral pathway. These findings contribute to educational management literature by integrating supervision and leadership into a unified empirical model and offer practical insights for school leaders in improving instructional effectiveness.

Keywords - Academic Supervision, Transformational Leadership, Teacher Discipline, Teacher Performance

INTRODUCTION

Teacher performance is widely recognized as a critical determinant of educational quality and institutional effectiveness. High-performing teachers contribute not only to improved student learning outcomes but also to organizational stability and reputation. In contemporary educational systems, teachers are required to demonstrate pedagogical competence, professional discipline, adaptability, and a

commitment to continuous improvement. These demands have intensified in response to accountability pressures and changing educational standards. As a result, teacher performance is increasingly viewed as a multidimensional construct shaped by both individual and organizational factors. Prior studies emphasize that effective management and leadership are essential in fostering sustainable teacher performance [1,2].

In modern schooling environments, teachers are no longer positioned merely as curriculum implementers but as reflective practitioners and agents of change. This expanded role requires consistent adherence to professional norms, responsiveness to institutional policies, and engagement in professional development activities. Such expectations necessitate structured managerial mechanisms capable of guiding and regulating teacher behavior. Without adequate leadership and supervision, teachers may experience role ambiguity, reduced motivation, and declining performance. Consequently, leadership practices and supervisory systems have become central topics in educational management research [3,4]. These mechanisms are particularly critical in private school contexts where organizational resources and governance structures may vary significantly.

Academic supervision represents a systematic effort by school leaders to enhance instructional quality through guidance, monitoring, and feedback. Effective supervision emphasizes professional growth rather than fault-finding, enabling teachers to reflect on and improve their instructional practices. Research indicates that supervision contributes to clearer performance expectations and greater instructional consistency. Through regular supervision, teachers receive constructive feedback that reinforces accountability and professional discipline. This process strengthens alignment between institutional goals and classroom practices. Empirical evidence suggests that well-designed supervisory systems are positively associated with improved teacher performance [5,6].

Leadership style is another critical factor influencing teacher behavior and organizational outcomes. Among various leadership approaches, transformational leadership has gained prominence due to its emphasis on vision, motivation, and individualized support. Transformational leaders inspire teachers to transcend self-interest and commit to

shared organizational goals. In educational settings, such leadership fosters trust, innovation, and professional commitment. Studies have shown that transformational leadership enhances job satisfaction, organizational citizenship behavior, and performance among teachers [7,8]. These outcomes highlight the relevance of leadership style in shaping school effectiveness.

Teacher discipline plays a pivotal role in translating leadership and supervision into performance outcomes. Discipline reflects adherence to organizational rules, professional ethics, and instructional standards. Disciplined teachers demonstrate punctuality, consistency, and responsibility in carrying out their duties. This behavioral foundation ensures stability in instructional delivery and supports organizational effectiveness. Leadership and supervision practices significantly influence discipline by establishing clear norms and expectations. Accordingly, discipline is often conceptualized as a mediating mechanism linking managerial practices to performance [9,10].

Despite extensive research on supervision and leadership, empirical findings regarding their combined effects on discipline and performance remain inconsistent. Some studies report strong positive relationships, while others indicate weak or context-dependent effects. These inconsistencies may be attributed to differences in organizational settings, leadership implementation, and cultural contexts. In developing countries, private schools face unique challenges related to governance, resource availability, and professional development opportunities. These conditions necessitate context-specific investigations to better understand how leadership and supervision function in practice [11,12].

Private elementary schools provide an important context for examining these relationships due to their organizational flexibility and managerial autonomy.

Unlike public schools, private institutions often rely heavily on internal leadership capacity to maintain quality standards. Teachers in such settings may experience varying levels of supervisory support and leadership effectiveness. Understanding how academic supervision and transformational leadership jointly influence discipline and performance is therefore essential. This study addresses this gap by integrating these variables into a single empirical model. The findings are expected to contribute to both theory and practice in educational management [13–15].

Theoretical Framework

Academic Supervision

Academic supervision is a structured and continuous process through which school leaders support teachers in improving instructional quality and professional competence. It typically involves classroom observations, formative feedback, mentoring, and collaborative reflection aimed at strengthening pedagogical practices. Rather than emphasizing control or inspection, contemporary supervision models focus on developmental and collegial approaches that encourage teacher autonomy and reflective practice. Empirical studies suggest that effective supervision clarifies instructional expectations and aligns classroom practices with institutional standards, thereby reinforcing professional accountability and consistency in task execution [16,17].

Through systematic supervision, teachers gain access to professional guidance that enhances their instructional decision-making and classroom management skills. Supervisory feedback functions as a mechanism for reinforcing discipline by establishing clear performance benchmarks and monitoring adherence to agreed teaching norms. When supervision is perceived as fair and supportive, teachers are more likely to internalize organizational values and demonstrate disciplined work behavior. Consequently,

academic supervision is widely regarded as a foundational mechanism for improving instructional quality and sustaining teacher performance over time [18,19].

Transformational Leadership

Transformational leadership is characterized by leaders' ability to inspire followers to transcend individual interests in pursuit of shared organizational goals. Leaders who exhibit transformational behaviors articulate a compelling vision, provide intellectual stimulation, and demonstrate individualized consideration toward their followers. In educational contexts, transformational leadership fosters intrinsic motivation, professional commitment, and trust among teachers. These leadership attributes have been shown to enhance teachers' willingness to engage in innovation and continuous improvement while maintaining alignment with institutional values [20,21].

Research consistently indicates that transformational leadership is associated with higher levels of organizational citizenship behavior and professional discipline among teachers. By modeling ethical conduct and high performance standards, transformational leaders influence teachers' attitudes and behaviors indirectly through value internalization. This leadership style also creates a supportive psychological climate that encourages responsibility and self-regulation. As a result, transformational leadership plays a crucial role in shaping sustainable teacher performance outcomes and organizational effectiveness [22,23].

Teacher Discipline

Teacher discipline refers to adherence to organizational rules, professional norms, and ethical standards governing instructional practice. It encompasses punctuality, compliance with instructional plans, consistency in task completion, and respect for institutional procedures. Discipline serves as a

behavioral foundation that ensures stability, predictability, and reliability in teaching and learning processes. In school organizations, discipline is not merely enforced through sanctions but is cultivated through leadership consistency and supervisory clarity [24,25].

Studies show that teachers who perceive supervision and leadership as supportive and transparent tend to exhibit higher levels of self-discipline. Clear expectations, regular feedback, and role modeling by school leaders contribute to disciplined behavior by reinforcing accountability and professional responsibility. Consequently, teacher discipline is frequently conceptualized as a mediating variable that translates leadership and supervisory practices into measurable performance outcomes [26,27].

Teacher Performance

Teacher performance encompasses a broad range of professional responsibilities, including instructional planning, classroom implementation, student assessment, and engagement in professional development. High-performing teachers demonstrate effective classroom management, instructional clarity, and the ability to adapt teaching strategies to diverse student needs. Performance is not solely an individual attribute but is strongly influenced by organizational context, leadership support, and supervisory practices [28,29].

Leadership and supervision provide the structural and motivational resources necessary for sustaining high performance. Disciplined behavior ensures the consistent application of instructional strategies and adherence to academic standards. Empirical evidence suggests that teacher performance is best understood as the outcome of integrated managerial, behavioral, and motivational factors operating within the school environment. This perspective underscores the

importance of aligning supervision, leadership, and discipline to achieve sustainable improvements in educational quality [30,31].

METHODOLOGY

Research Design

This study employed a quantitative explanatory research design to examine causal relationships among academic supervision, transformational leadership, teacher discipline, and teacher performance. An explanatory design was selected because it allows researchers to test theoretically grounded hypotheses and estimate both direct and indirect effects among latent variables. This approach is particularly appropriate when the objective is not only to describe phenomena but also to explain underlying mechanisms that link managerial practices to behavioral and performance outcomes. Structural Equation Modeling (SEM) was adopted as the primary analytical framework due to its ability to simultaneously analyze multiple relationships within a single model [32,33]. SEM is widely recommended in educational and organizational research where mediation effects and latent constructs are involved. Data were collected within a single measurement period, making this study cross-sectional in nature, which is suitable for testing theoretically established relationships under stable organizational conditions [34].

Population and Sample

The population of this study comprised teachers working in private elementary schools, a context characterized by relatively high managerial autonomy and diverse leadership practices. Private schools were selected because leadership and supervision mechanisms in such institutions often play a more decisive role in shaping teacher behavior compared to highly regulated public schools. A proportional random sampling technique was employed to ensure that teachers from different schools and teaching

backgrounds were adequately represented. From the target population, a total of 235 teachers participated in the study. This sample size exceeds the minimum threshold recommended for SEM analysis, particularly for models involving multiple latent variables and mediation paths [35]. The diversity of respondents in terms of teaching experience, subject specialization, and institutional characteristics enhances the external validity and generalizability of the findings within similar educational contexts.

Data Collection and Instrument

Data were collected using a structured questionnaire designed to capture teachers' perceptions of academic supervision, transformational leadership, discipline, and performance. Measurement items were adapted from previously validated scales that have been widely used in educational leadership and organizational behavior research. The questionnaire employed a five-point Likert scale ranging from strongly disagree to strongly agree to ensure response consistency and ease of interpretation. Prior to data analysis, all responses were screened to identify missing values, outliers, and potential response biases. Instrument reliability was assessed through internal consistency measures, while construct validity was evaluated to ensure that the indicators accurately represented their respective latent variables. The use of established measurement scales strengthens the methodological rigor and comparability of the study with prior empirical research [36].

Data Analysis Technique

Data analysis was conducted using Structural Equation Modeling with the SmartPLS software package, which is particularly suitable for complex models and relatively moderate sample sizes. The analysis followed a two-stage procedure consisting of measurement model evaluation and structural model assessment. In the first stage, reliability was examined using composite reliability and indicator loadings to ensure internal consistency. Convergent validity was assessed through average variance extracted, while discriminant validity was evaluated using established criteria to confirm construct distinctiveness. In the second stage, structural relationships among variables were tested by estimating path coefficients and their significance levels through a bootstrapping procedure. This analytical strategy enables robust hypothesis testing and provides comprehensive insights into both direct and mediating effects within the proposed research model [37,38].

Results

Hypothesis testing was conducted to address the research problems proposed in this study based on the results of the data analysis. The hypothesis testing followed the established research framework to analyze and examine both direct and indirect relationships between exogenous and endogenous variables within a moderating model.

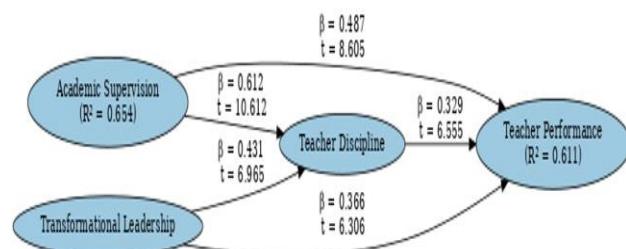


Table 1. Results of Direct Hypothesis Testing

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Teacher Discipline → Teacher Performance	0.507	0.506	0.131	6.555	0.048
Transformational Leadership → Teacher Discipline	0.512	0.501	0.131	6.965	0.000
Transformational Leadership → Teacher Performance	0.503	0.503	0.109	6.306	0.000
Academic Supervision → Teacher Discipline	0.782	0.794	0.038	10.612	0.000
Academic Supervision → Teacher Performance	0.842	0.837	0.098	8.605	0.000

Source: Data processed using SmartPLS v.3.2.9 (2024)

After conducting the bootstrapping procedure on the measurement model, the results of hypothesis testing are obtained as follows:

H1: There is a significant effect of Academic Supervision on Teacher Discipline

The path coefficient results indicate that the effect of Academic Supervision on Teacher Discipline has a coefficient value of 0.782, with a T-statistic of $10.612 \geq 1.652$ and a P-value of $0.000 \leq 0.05$. These results demonstrate that the effect is positive and statistically significant. The positive coefficient value indicates that higher levels of Academic Supervision lead to increased Teacher Discipline. Therefore, H1 is accepted.

H2: There is a significant effect of Transformational Leadership on Teacher Discipline

The path coefficient results show that the effect of Transformational Leadership on Teacher Discipline has a coefficient value of 0.512, with a T-statistic of $6.965 \geq 1.652$ and a P-value of $0.000 \leq 0.05$. This indicates a positive and significant effect.

The positive coefficient implies that an increase in Transformational Leadership is associated with higher levels of Teacher Discipline. Thus, H2 is accepted.

H3: There is a significant effect of Academic Supervision on Teacher Performance

The results reveal that the effect of Academic Supervision on Teacher Performance has a coefficient value of 0.842, with a T-statistic of 8.605 ≥ 1.652 and a P-value of $0.000 \leq 0.05$. These findings indicate a positive and statistically significant relationship. The positive coefficient suggests that higher Academic Supervision leads to improved Teacher Performance. Therefore, H3 is accepted.

H4: There is a significant effect of Transformational Leadership on Teacher Performance

Based on the path coefficient results, the effect of Transformational Leadership on Teacher Performance has a coefficient value of 0.503, with a T-statistic of $6.306 \geq 1.652$ and a P-value of $0.000 \leq 0.05$. This indicates a positive and significant effect. The positive coefficient means that higher levels of

Transformational Leadership are associated with increased Teacher Performance. Accordingly, H4 is accepted.

H5: There is a significant effect of Teacher Discipline on Teacher Performance

The path coefficient results show that the effect of Teacher Discipline on Teacher Performance has a coefficient value of 0.096, with a T-statistic of

$6.555 \geq 1.652$ and a P-value of $0.048 \leq 0.05$. These results indicate a positive and statistically significant effect. The positive coefficient implies that higher Teacher Discipline leads to improved Teacher Performance. Thus, H5 is accepted.

Table 2. Results of Indirect Hypothesis Testing

Indirect Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ($ O/STDEV $)	P Values
Academic Supervision → Teacher Discipline → Teacher Performance	0.456	0.481	0.027	4.663	0.001
Transformational Leadership → Teacher Discipline → Teacher Performance	0.404	0.436	0.023	4.791	0.008

Source: Data processed using SmartPLS v.3.2.9 (2024)

H6: There is a significant effect of Academic Supervision on Teacher Performance through Teacher Discipline

Based on the path coefficient results, Teacher Discipline is found to mediate the relationship between Academic Supervision and Teacher Performance, with a path coefficient value of 0.456, a T-statistic of $4.663 \geq 1.652$, and a P-value of $0.001 \leq 0.05$. These results indicate that Academic Supervision has a significant indirect effect on Teacher Performance through Teacher Discipline. Therefore, the mediating effect is accepted, and H6 is supported.

H7: There is a significant effect of Transformational Leadership on Teacher Performance through Teacher Discipline

The path coefficient results show that Teacher Discipline mediates the relationship between

Transformational Leadership and Teacher Performance, with a path coefficient value of 0.404, a T-statistic of $4.791 \geq 1.652$, and a P-value of $0.008 \leq 0.05$. These findings demonstrate a significant indirect effect of Transformational Leadership on Teacher Performance through Teacher Discipline.

Accordingly, the mediating effect is accepted, and H7 is supported.

Discussion

The findings of this study provide strong empirical support for theoretical perspectives that emphasize the central role of academic supervision and leadership in shaping teacher behavior and performance. Academic supervision was shown to contribute significantly to teacher performance by establishing instructional clarity, role expectations, and professional accountability. These results

reinforce prior research suggesting that supervision functions as a developmental mechanism rather than a purely administrative control system [16,18]. When supervision is implemented consistently and constructively, teachers are more likely to internalize professional standards and improve instructional practices. This alignment between supervision and performance highlights the importance of structured managerial support in educational organizations. Such findings are particularly relevant in private school contexts where institutional guidance often depends heavily on internal leadership capacity.

Transformational leadership also demonstrated a significant influence on teacher discipline and performance, confirming its relevance in educational settings. Leaders who articulate a clear vision, provide intellectual stimulation, and demonstrate individualized consideration are more effective in motivating teachers toward disciplined and goal-oriented behavior. These findings are consistent with transformational leadership theory, which posits that leaders influence followers by shaping values and intrinsic motivation rather than relying on formal authority alone [20,22]. In schools, this leadership approach fosters trust and professional commitment, which are essential for sustaining high performance. The results further support empirical evidence indicating that transformational leadership enhances organizational citizenship behavior and professional responsibility among teachers [23]. This reinforces the argument that leadership style is a critical determinant of school effectiveness.

The mediating role of teacher discipline represents one of the most important contributions of this study. The findings indicate that discipline serves as a behavioral pathway through which academic supervision and transformational leadership translate into performance outcomes. Teachers who demonstrate disciplined behavior are more consistent in implementing instructional plans and adhering to

professional standards. This result aligns with organizational behavior research that conceptualizes discipline as a mechanism linking managerial practices to employee performance [24,26]. By reinforcing norms, accountability, and self-regulation, discipline strengthens the effectiveness of leadership and supervision initiatives. This highlights the necessity of integrating behavioral dimensions into leadership and management models in education.

The results also suggest that supervision and leadership do not operate in isolation but function synergistically to influence teacher outcomes. Academic supervision provides structural guidance and feedback, while transformational leadership shapes motivation and commitment. Together, these factors create an organizational climate that encourages disciplined and effective teaching behavior. Prior studies have emphasized that leadership effectiveness is contingent upon the presence of supportive management systems and clear behavioral expectations [21,27]. The present findings extend this perspective by empirically demonstrating how these elements interact within a single explanatory model. This integrated view offers a more comprehensive understanding of teacher performance determinants.

From a theoretical standpoint, this study contributes to educational management literature by integrating supervision, leadership, and discipline within a unified framework. While previous studies have examined these variables separately, fewer have explored their combined and mediated relationships. The findings support theories that view performance as the outcome of interconnected managerial, motivational, and behavioral processes [28,29]. By positioning discipline as a mediating variable, this study provides a more nuanced explanation of how leadership and supervision influence performance. This theoretical integration strengthens the

explanatory power of existing leadership and supervision models in education.

The findings also carry important practical implications for school leaders and policymakers. Strengthening academic supervision systems and promoting transformational leadership practices can enhance teacher discipline and performance simultaneously. School principals are encouraged to adopt supervision models that emphasize professional development and reflective practice rather than inspection-oriented approaches. Leadership development programs should also focus on transformational competencies such as vision building, communication, and individualized support. These strategies are consistent with evidence suggesting that sustainable school improvement requires both managerial structure and inspirational leadership [14,30]. Implementing such practices may be particularly beneficial in private schools facing competitive and accountability pressures.

Despite its contributions, the study's findings should be interpreted in light of certain limitations. The cross-sectional design restricts causal inference and does not capture changes in behavior over time. Additionally, reliance on self-reported data may introduce common method bias, although procedural remedies were applied during data collection. Future research is encouraged to employ longitudinal designs and multi-source data to strengthen causal claims. Expanding the study to different educational levels and public school contexts would also enhance generalizability [34,35]. Addressing these limitations would further enrich understanding of leadership and supervision dynamics in education.

Overall, this study underscores the importance of integrated management strategies in enhancing teacher performance. Academic supervision and transformational leadership emerge as

complementary forces that shape disciplined behavior and instructional effectiveness. The mediating role of discipline highlights the need to consider behavioral mechanisms when evaluating leadership and management outcomes. These findings contribute to both theory and practice by offering empirically grounded insights into how schools can improve performance through leadership and supervision. As educational systems continue to face increasing demands for quality and accountability, such integrated approaches become increasingly essential [31,38].

CONCLUSION

Based on the results of data analysis and hypothesis testing, several conclusions can be drawn in accordance with the proposed research hypotheses. First, Academic Supervision has a significant and positive effect on Teacher Discipline. This finding indicates that effective academic supervision strengthens teachers' adherence to professional standards, rules, and responsibilities, thereby fostering disciplined work behavior.

Second, Transformational Leadership has a significant and positive effect on Teacher Discipline. Leaders who demonstrate inspirational motivation, intellectual stimulation, and individualized consideration are able to enhance teachers' self-discipline and commitment to organizational norms. This result confirms the importance of leadership style in shaping teachers' behavioral outcomes.

Third, Academic Supervision has a significant and positive effect on Teacher Performance. Clear guidance, constructive feedback, and continuous supervisory support contribute directly to improving instructional effectiveness and overall teacher performance. This finding highlights the strategic role of supervision in enhancing educational quality.

Fourth, Transformational Leadership has a significant and positive effect on Teacher Performance. Transformational leaders are able to motivate teachers to perform beyond minimum expectations by fostering professional engagement, innovation, and commitment to institutional goals. This underscores leadership as a critical determinant of performance in educational organizations.

Fifth, Teacher Discipline has a significant and positive effect on Teacher Performance. Disciplined teachers demonstrate greater consistency, responsibility, and effectiveness in carrying out instructional duties. This result confirms that discipline serves as a key behavioral foundation for achieving high performance.

Sixth, Teacher Discipline significantly mediates the relationship between Academic Supervision and Teacher Performance. This indicates that academic supervision improves teacher performance not only directly but also indirectly by strengthening teacher discipline. Thus, discipline functions as an important behavioral mechanism linking supervision to performance outcomes.

Seventh, Teacher Discipline significantly mediates the relationship between Transformational Leadership and Teacher Performance. This finding suggests that transformational leadership enhances teacher performance through its ability to cultivate disciplined behavior. Therefore, discipline plays a crucial mediating role in translating leadership practices into improved performance.

Overall, these conclusions demonstrate that academic supervision and transformational leadership jointly influence teacher performance, both directly and indirectly through teacher discipline, emphasizing the importance of integrated leadership

and management strategies in educational institutions.

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