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## The Influence of Academic Supervision and Principal Leadership on Teachers' Performance

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### ABSTRACT

Teachers' performance is a key factor in achieving effective learning and improving school quality at the junior high school level. Academic supervision and principal leadership are managerial practices that directly influence teachers' professional performance. This study aims to investigate the effect of academic supervision and principal leadership on teachers' performance in public junior high schools. A quantitative correlational design was applied, with the population comprising all teachers from public junior high schools in one district. The sample was selected using proportional sampling. Data were collected through validated questionnaires covering academic supervision, principal leadership, and teachers' performance. Multiple regression analysis was used to examine partial and simultaneous effects among the variables. The results indicate that both academic supervision and principal leadership positively and significantly affect teachers' performance. When analyzed together, these factors also show a significant combined effect. The findings highlight that effective supervision practices and strong instructional leadership are essential for improving teachers' work quality. The study concludes that enhancing academic supervision mechanisms and strengthening principal leadership capacity can serve as strategic efforts to improve teachers' performance in junior high schools.

## 1. Introduction

Teacher performance is a critical factor in ensuring quality education and achieving learning objectives in junior high schools (Pido et al., 2023). Effective teaching not only improves student outcomes but also strengthens overall school performance (Qingyan et al., 2025). Academic supervision and principal leadership are two key managerial practices that support teacher development. Academic supervision involves activities such as classroom observation, instructional guidance, and feedback provision, all aimed at enhancing teachers' pedagogical skills (Sugiar et al., 2024). Principal leadership encompasses establishing a clear school vision,

fostering collaboration, and creating a supportive environment that motivates teachers to perform optimally (Fadhli et al., 2025; Qi et al., 2025). These factors collectively address both human and organizational needs that drive teacher effectiveness and school success. By providing a clear sense of purpose and direction, school leaders establish a structured framework that guides teachers in achieving long-term educational goals. Principals also provide a shared framework for teachers in their work and clarify long-term goals. When teachers share an explicit vision for the school, they demonstrate higher levels of affective and normative commitment to their roles.

The principal leadership has a positive and significant effect on teacher performance (Faiqoh & Nurkolis, 2025). This result confirms that leadership plays a strategic role in shaping teachers' professional behavior and instructional effectiveness in schools. Principals who show good leadership skills can make the workplace a supportive place where teachers feel free to improve their teaching and professional commitment. Leadership styles that emphasize participation and instructional guidance are particularly effective in promoting teacher performance (Sulistyorini & Maryanto, 2025). Democratic leadership allows teachers to participate in decision-making processes and instructional planning, which fosters a sense of ownership and responsibility toward school programs. At the same time, instructional leadership provides clear direction, guidance, and supervision of instructional activities, which directly contributes to improving the quality of teaching.

Furthermore, principal leadership also influences teacher performance indirectly through increased motivation and job satisfaction (Sulistyorini & Maryanto, 2025). Teachers who feel supported, appreciated, and professionally guided by school leaders are more likely to demonstrate higher motivation in carrying out their instructional responsibilities. Previous studies have shown that teacher motivation and job satisfaction function as important mediating factors in the relationship between leadership and performance (Purnomo & Nyoman, 2025). In addition, effective leadership contributes to overall school effectiveness by promoting a shared vision, strengthening professional collaboration, and encouraging continuous improvement within the school environment (Susanti et al., 2025). As a result, the positive impact of principal leadership extends beyond individual teacher performance and supports broader improvements in educational quality, particularly when principals prioritize instructional leadership practices such as facilitating teacher learning, monitoring instructional processes, and supporting pedagogical innovation

Although prior studies indicate that both supervision and leadership influence teacher performance, results vary depending on the context. He et al. (2024) reported that strong instructional leadership positively affects teachers' instructional quality in secondary schools. Principal leadership includes establishing a clear vision, encouraging collaboration, and creating a supportive environment, as these elements directly contribute to teacher motivation and institutional success. An effective principal acts as a catalyst, aligning individual efforts with shared goals, significantly impacting teacher performance. Therefore,

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continuous professional development and structured training programs are essential to address challenges and enhance their effectiveness.

Where as Matete (2022) found that academic supervision alone may not sufficiently improve performance in decentralized settings. These inconsistencies highlight the need for context-specific research, particularly in Indonesian junior high schools, where managerial practices continue to evolve. Decentralization often leads to fragmented decision-making processes (Supratno, 2023; Verma et al., 2024). Central and regional governments need to coordinate effectively to oversee a coherent oversight program to effectively address systemic challenges. Furthermore, few studies examine the combined effect of academic supervision and principal leadership on teacher performance, leaving a gap in understanding their interaction. These findings are supported by studies published in the *Journal of Educational Sciences*, which show that teacher performance is influenced by various internal and external factors, including supervision, competence, and professional characteristics (Lazrina et al., 2022).

This study addresses this gap by investigating the influence of academic supervision and principal leadership on teachers' performance in public junior high schools. The research tests the following hypotheses: (1) academic supervision has a positive effect on teachers' performance; (2) principal leadership has a positive effect on teachers' performance; and (3) academic supervision and principal leadership together significantly predict teachers' performance. The purpose of this study is to provide evidence-based insights on managerial strategies that can enhance teacher effectiveness in the junior high school context

## **2. Methodology**

The data were collected using structured questionnaires developed from previously validated instruments. The academic supervision items were adapted from (Dwi et al., 2025), the principal leadership items from (Leithwood, 2021), and the teacher performance items from (Akbari & Allvar, 2010). Each item was measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to the main study, the instruments underwent content validation by three educational experts and reliability testing using Cronbach's alpha, which yielded 0.87 for academic supervision, 0.90 for principal leadership, and 0.92 for teacher performance, indicating strong internal consistency. Teacher performance in this study is conceptualized as a multidimensional construct that includes both instructional competence and professional behavioral characteristics. Therefore, the measurement of teacher performance integrates pedagogical aspects such as lesson planning, implementation, and evaluation, as well as character-related dimensions including discipline, responsibility, integrity, and commitment, which reflect professional attitudes that directly influence teaching effectiveness.

### ***Data Collection***

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The study population included all 120 teachers from public junior high schools in Bantarkawung District. To ensure a representative sample, proportional stratified sampling was used, resulting in 80 teachers selected from different schools. The data collection process was conducted between March and May 2025. Questionnaires were distributed directly to teachers during scheduled school visits after obtaining permission from school principals. Respondents completed the questionnaires independently after receiving an explanation of the research objectives and assurances regarding confidentiality. All questionnaires were collected on the same day to ensure completeness, and all 80 responses were declared valid, resulting in a 100% response rate. Ethical procedures were strictly followed, including informed consent, confidentiality, and voluntary participation.

### **Data Analysis**

The collected data were analyzed using multiple regression analysis to assess both the individual effects of academic supervision and principal leadership, as well as their combined effect on teacher performance (Peñaolas, 2025). Prior to regression analysis, all statistical assumptions, including normality, linearity, multicollinearity, and homoscedasticity, were tested and met. The significance level for all statistical tests was set at 0.05.

### **3. Results and Discussion**

Before presenting the statistical findings, it is necessary to describe the data collection process and the measurement instruments used in this study. The data were collected between March and May 2025 in public junior high schools in Bantarkawung District through structured questionnaires distributed directly to teachers. Each participant completed the questionnaire independently after receiving a clear explanation of the research objectives and assurances that their responses would remain confidential and used solely for academic purposes. All 80 distributed questionnaires were returned and declared valid, resulting in a 100% response rate. The questionnaire consisted of indicators measuring academic supervision, principal leadership, and teacher performance, each assessed using a five-point Likert scale ranging from strongly disagree to strongly agree, ensuring consistency in data measurement across variables. To provide a clear description of the measurement of academic supervision, the indicators and questionnaire items are presented in Table 1.

Table 1. Questionnaire of Academic Supervision

<b>Indicator</b>	<b>Questionnaires</b>
Supervision Planning	<ul style="list-style-type: none"> <li>• The principal prepares a well-planned and clear supervision schedule.</li> <li>• Teachers are not involved in developing the supervision plan.</li> <li>• The supervision program is explained in detail before implementation.</li> </ul>
Implementation of Supervision	<ul style="list-style-type: none"> <li>• Supervision is carried out in accordance with established procedures.</li> <li>• The principal rarely conducts direct classroom observations.</li> <li>• The supervisory approach used is supportive and guiding.</li> <li>• Supervision is conducted without considering the needs of each teacher</li> </ul>

Feedback and Evaluation	<ul style="list-style-type: none"> <li>• The principal provided constructive feedback after the supervision.</li> <li>• Teachers did not receive a clear explanation of the supervision results.</li> <li>• Post-supervision evaluations were conducted openly with teachers.</li> </ul>
Openness and Communication	<ul style="list-style-type: none"> <li>• The principal encourages open discussions after supervision.</li> <li>• Teachers feel they are not involved in discussions about the supervision results.</li> <li>• The principal responds well to all suggestions from teachers.</li> </ul>
Mentoring and Coaching	<ul style="list-style-type: none"> <li>• The principal follows up on the supervision results with direct guidance.</li> <li>• There is no concrete follow-up after the supervision activities are carried out.</li> <li>• The principal helps teachers find solutions to learning challenges.</li> <li>• Teachers are left alone without guidance after the supervision evaluation.</li> </ul>
Monitoring and Follow-up	<ul style="list-style-type: none"> <li>• The principal routinely monitors teacher progress after supervision.</li> <li>• The results of follow-up supervision are rarely re-evaluated.</li> <li>• Supervision is conducted continuously to improve quality.</li> </ul>

Table 1 shows that academic supervision is measured through several key dimensions, including supervision planning, implementation, feedback and evaluation, communication, mentoring, and monitoring. These indicators represent a comprehensive supervision process that emphasizes not only administrative procedures but also professional guidance and continuous improvement. The presence of both positive and negative statements ensures balanced responses and strengthens the reliability of the measurement. Furthermore, the indicators used to measure principal leadership are presented in Table 2.

Table 2. Questionnaire of Principal Leadership

Indicator	Questionnaires
Vision and Mission	<ul style="list-style-type: none"> <li>• The principal has a clear vision and mission for leading the school.</li> <li>• Teachers do not understand the school's goals as communicated by the principal.</li> <li>• The school's vision is communicated regularly at every opportunity.</li> </ul>
Motivation and Rewards	<ul style="list-style-type: none"> <li>• The principal rewards teachers for their achievements.</li> <li>• The principal provides insufficient emotional support to teachers.</li> <li>• The principal consistently motivates teachers to improve their performance.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• The principal encourages teachers to participate in competency improvement training.</li> <li>• Teachers' opportunities for learning and development are often overlooked.</li> <li>• The principal supports teachers in pursuing higher education.</li> <li>• The principal involves teachers in important decision-making.</li> <li>• The principal rarely accepts ideas or suggestions from teachers.</li> <li>• Collective discussions are always held before determining school policies.</li> <li>• The principal makes decisions without considering teachers' opinions.</li> </ul>
Participative Leadership	<ul style="list-style-type: none"> <li>• The principal demonstrates a disciplined and responsible work attitude.</li> <li>• The principal frequently violates school rules.</li> </ul>

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Exemplary Behavior	<ul style="list-style-type: none"> <li>• The principal serves as a role model for ethics and professionalism.</li> <li>• The principal maintains good social relationships with all teachers.</li> <li>• Communication between the principal and teachers is ineffective.</li> <li>• The principal is open in conveying information to teachers.</li> <li>• The principal rarely interacts directly with teachers.</li> </ul>
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Table 2 indicates that principal leadership is assessed through dimensions such as vision and mission, motivation, professional development, participative leadership, and exemplary behavior. These aspects highlight the role of the principal as both a managerial leader and a motivator who supports teacher development. The inclusion of participatory and behavioral components reflects leadership practices that influence not only organizational performance but also teacher engagement and professional commitment. In addition to the instructional aspects of teaching, teacher performance in this study also includes character and professional behavioral dimensions, as presented in Table 3.

Table 3. Questionnaire of Teacher Performance (Character and Professional Aspects)

Indicator	Questionnaires
Compliance with Rules	<ul style="list-style-type: none"> <li>• Teachers comply with all school regulations.</li> <li>• Teachers frequently ignore school rules.</li> </ul>
Time Discipline	<ul style="list-style-type: none"> <li>• Teachers carry out their duties according to established guidelines.</li> <li>• The teacher arrives at school on time every day.</li> <li>• The teacher is frequently late to school.</li> <li>• The teacher leaves work without official permission.</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Teachers complete administrative tasks in a timely manner.</li> <li>• Teacher performance reports are often inaccurate.</li> <li>• Teachers are consistent in carrying out their responsibilities.</li> </ul>
Work Independence	<ul style="list-style-type: none"> <li>• Teachers can complete their work without always relying on others.</li> <li>• Teachers lack initiative in solving problems.</li> <li>• Teachers demonstrate problem-solving skills in their work.</li> </ul>
Ethics and Integrity	<ul style="list-style-type: none"> <li>• Teachers are honest in carrying out their duties.</li> <li>• Teachers often exhibit unprofessional behavior.</li> <li>• Teachers serve as role models for students in ethics and morals.</li> </ul>
Commitment and Loyalty	<ul style="list-style-type: none"> <li>• Teachers demonstrate a love for their profession.</li> <li>• Teachers lack enthusiasm for school advancement.</li> <li>• Teachers have a strong commitment to improving collective learning.</li> <li>• Teachers rarely participate in school activities.</li> <li>• Teachers demonstrate high loyalty to the leadership and the school.</li> </ul>

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Table 3 presents indicators related to teachers' professional behavior, including compliance with rules, discipline, responsibility, independence, ethics, integrity, commitment, and loyalty. These aspects are conceptually integral to teacher performance, as effective teaching is not only determined by instructional competence but also by professional attitudes and ethical conduct. Teachers who demonstrate discipline, responsibility, and integrity are more likely to maintain consistency in their teaching practices and contribute positively to the school environment, thereby strengthening overall educational quality. To complement

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these aspects, the instructional dimensions of teacher performance are presented in Table 4.

Table 4. Questionnaire of Teacher Performance (Instructional Aspects)

Indicator	Questionnaires
Learning Planning	<ul style="list-style-type: none"> <li>• Teachers prepare teaching modules/lesson plans (RPP) completely and systematically.</li> <li>• Teachers fail to consider the appropriateness of learning objectives, materials, and methods.</li> <li>• Teachers prepare learning materials before teaching and learning activities begin</li> <li>• Teaching modules/lessons created by teachers do not reflect student needs.</li> </ul>
Implementation of Learning	<ul style="list-style-type: none"> <li>• The teacher is able to create a learning environment that engages students.</li> <li>• The teacher rarely uses engaging and relevant learning media.</li> <li>• The teacher manages the class well during teaching and learning activities.</li> <li>• The teacher does not vary learning methods according to student characteristics.</li> <li>• The teacher's learning activities achieve the planned objectives.</li> </ul>
Evaluation of Learning Outcomes	<ul style="list-style-type: none"> <li>• Teachers use a variety of evaluation techniques appropriate to learning objectives.</li> <li>• Teachers rarely provide feedback on student evaluation results.</li> <li>• Teachers use assessment results to improve subsequent learning processes.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Teachers actively participate in training and professional development activities.</li> <li>• Teachers do not participate in MGMP activities or educational seminars.</li> <li>• Teachers strive to continuously improve their professional competence.</li> </ul>
Communication and Cooperation	<ul style="list-style-type: none"> <li>• Teachers establish good relationships with students to support the learning process.</li> <li>• Teachers rarely communicate and collaborate with colleagues.</li> <li>• Teachers are able to collaborate with the principal in implementing educational programs.</li> </ul>
Commitment to Duty	<ul style="list-style-type: none"> <li>• Teachers demonstrate high levels of loyalty to their teaching and education responsibilities.</li> <li>• Teachers often neglect their responsibilities in carrying out their teaching duties.</li> </ul>

Table 4 shows that teacher performance is also evaluated through instructional competencies, including lesson planning, implementation of learning, evaluation of learning outcomes, professional development, communication, and commitment to duty. When combined with the character and behavioral aspects presented in Table 3, these indicators form a comprehensive framework for assessing teacher performance, capturing both cognitive and affective dimensions of teaching. After describing the measurement instruments, the data collected from 80 teachers were analyzed descriptively to examine the distribution of responses for each variable. The summary of descriptive statistics is presented in Table 5.

Table 5. Descriptive Statistics of Research Variables

Variable	N	Mean	SD	Min	Max
Academic Supervision	80	4.12	0.45	3.0	5.0
Principal Leadership	80	4.05	0.48	3.0	5.0
Teacher Performance	80	4.08	0.42	3.0	5.0

The results in Table 5 show that the mean scores for academic supervision (4.12), principal leadership (4.05), and teacher performance (4.08) are all above 4.0, indicating that respondents generally perceive these variables positively. This suggests that both supervision practices and leadership are functioning effectively and are associated with relatively high teacher performance. These findings are consistent with prior research emphasizing the importance of managerial support in enhancing teacher effectiveness (Papilaya & Nanda, 2024), reinforcing that supportive supervision and effective leadership contribute significantly to improving instructional quality. To further examine the relationships among variables, multiple regression analysis was conducted, and the results are presented in Table 6.

Table 6. Multiple Regression Analysis Results

Predictor	$\beta$	t	p
Academic Supervision	0.42	4.85	0.000*
Principal Leadership	0.38	4.42	0.000*
Constant	1.05	6.12	0.000

Based on Table 6, academic supervision ( $\beta = 0.42, p < 0.001$ ) and principal leadership ( $\beta = 0.38, p < 0.001$ ) both have a significant positive effect on teacher performance. These findings indicate that improvements in supervision practices and leadership quality are associated with increased teacher performance. Furthermore, the combined effect of these variables explains approximately 56% of the variance in teacher performance ( $R^2 = 0.56$ ), demonstrating that managerial practices play a substantial role in influencing teacher effectiveness.

The significant effect of academic supervision indicates that systematic classroom observation, constructive feedback, and continuous professional guidance directly contribute to improving teachers' instructional quality. This finding supports by Shikha et al. (2025), who found that structured supervision enhances teacher competence and performance. In addition, Munawaroh et al., (2020) demonstrated that academic supervision conducted by school principals contributes to measurable improvements in teacher performance, while Wiyono et al., (2022) emphasized that different supervision techniques produce different impacts, where group supervision improves performance and individual supervision enhances teacher motivation.

Furthermore, the findings are strengthened by Nisa et al., (2024), who revealed that digital-based academic supervision positively influences teacher professionalism through the mediation of personal learning networks. This approach enables continuous learning, collaboration, and professional engagement among teachers. The effectiveness of supervision is therefore not only determined by its frequency

but also by the methods and approaches used, including reflective practices, collaborative supervision, and the integration of digital tools to support professional development.

In addition to supervision, principal leadership also shows a significant positive effect on teacher performance, consistent with Suhartono & Hariyani, (2025). Effective principals create a clear vision, encourage collaboration, and provide motivation that enhances teacher engagement and instructional effectiveness. This finding is also supported by Barokah et al., (2025), who highlight that participatory and community-based leadership approaches can transform teachers' perceptions of supervision into a more constructive and developmental process, ultimately strengthening a culture of continuous professional learning.

Moreover, the combined influence of academic supervision and principal leadership demonstrates a strong synergistic effect in improving teacher performance. While academic supervision focuses on enhancing teachers' technical and pedagogical competencies, principal leadership provides the organizational environment and motivation necessary to sustain professional behavior. This is in line with Zhang et al., (2025), who emphasize that instructional leadership and supportive management practices collectively shape teacher effectiveness. These findings are also consistent with previous studies indicating that teacher performance is influenced by both structured supervision and leadership practices (Kusumaningsih & Baldemor, 2025). Differences in the magnitude of influence across studies may be attributed to contextual factors such as school characteristics, teacher experience, and decentralization policies (Gustafsson, 2022).

From a broader perspective, managerial practices, academic supervision, and school leadership are interconnected components that contribute to improving teacher performance and creating a conducive environment for professional development. Effective managerial practices play a role in building a supportive organizational system that enhances teachers' professional capacity. This is reinforced by Piskunova (2025), who argues that teacher empowerment and participation in decision-making significantly improve professional competence and performance.

In addition, academic supervision serves not only as an evaluative mechanism but also as a developmental tool that promotes reflective teaching practices. When supervision is conducted in a supportive and collaborative manner, teachers are more likely to accept feedback and improve their instructional quality. This is further supported by Alkaabi (2023) and Kinyua et al. (2025), who highlight that constructive supervision fosters a positive school climate characterized by collaboration, openness, and continuous professional learning. Finally, effective leadership also plays a strategic role in motivating teachers and fostering innovation in teaching practices. Leadership approaches such as transformational and service-oriented leadership have been shown to significantly influence teacher motivation, commitment, and innovation (Mohd Siraj et al., 2023; Ogunbayo & Yassim, 2025). Therefore, the integration of effective managerial practices, supportive supervision, and inspirational leadership is essential in building a sustainable and high-quality

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education system. To visually support these findings, the comparison of mean scores across variables is illustrated in Figure 1.

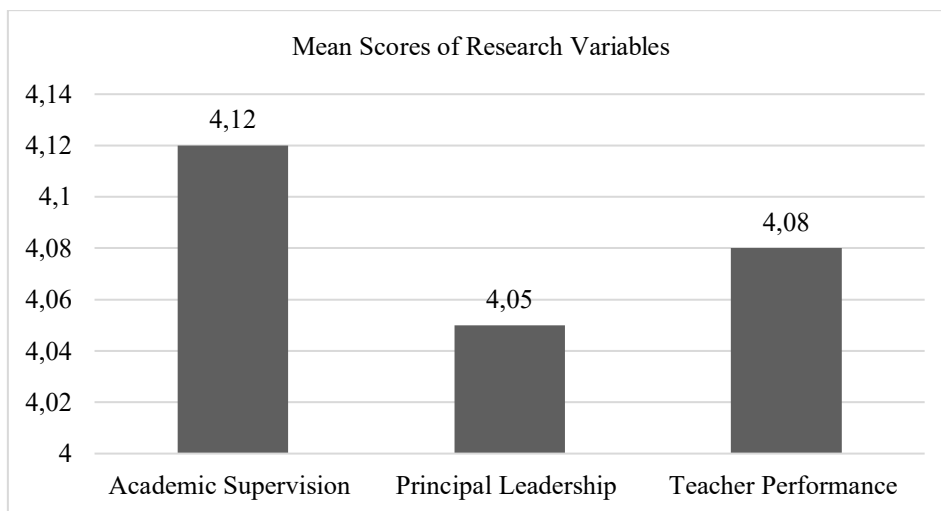


Figure 1. Mean Scores of Research Variables

Figure 1 illustrates that academic supervision has the highest mean score, followed by teacher performance and principal leadership, although all variables are rated highly. This visual representation reinforces the interpretation that effective managerial practices are closely associated with high levels of teacher performance and a supportive professional environment. Overall, the findings confirm that the integration of academic supervision and principal leadership creates a synergistic effect that enhances both the technical and professional aspects of teaching, contributing to improved educational quality.

#### 4. Conclusion

The findings of this study indicate that academic supervision and principal leadership have a significant and positive effect on teachers' performance in public junior high schools. Academic supervision contributes to improving instructional practices through structured guidance, feedback, and professional support, while principal leadership enhances motivation, collaboration, and organizational effectiveness within the school environment. Furthermore, the combined influence of these two variables demonstrates that effective managerial practices play a substantial role in explaining variations in teacher performance.

These results confirm that strengthening supervision mechanisms and enhancing leadership capacity are essential strategies for improving teacher effectiveness. The integration of supervision and leadership creates a supportive professional environment that encourages continuous improvement in teaching practices. Therefore, implementing structured supervision programs and participative leadership approaches is crucial for achieving better educational outcomes and sustaining teacher performance in the long term.

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