



Examining the Effects of Academic Supervision, Work Motivation, and Work Discipline on Teacher Performance

Vicka Rindyani*, Ronald Suryaputra, Asriana Kibtiyah

Institut Teknologi dan Bisnis Asia Malang, Indonesia

Email : rindyani88@gmail.com

DOI: <https://doi.org/10.61987/jemr.v5i2.2004>

ABSTRACT

Keywords:

Teacher Performance;
Work Motivation;
Work Discipline

*Corresponding Author

Teacher performance is a crucial determinant of educational quality as it directly influences instructional effectiveness and student learning outcomes. This study aimed to examine the effects of academic supervision, work motivation, and work discipline on teacher performance. A quantitative correlational design was employed, involving 35 teachers selected through a saturated sampling technique. Data were collected using validated and reliable Likert-scale questionnaires and supported by Teacher Performance Appraisal documentation. The data were analyzed using multiple linear regression. The findings revealed that academic supervision did not have a significant effect on teacher performance ($p > .05$). In contrast, work motivation had a significant positive effect ($p < .05$), and work discipline demonstrated the strongest positive influence ($p < .05$). Simultaneously, the three independent variables significantly predicted teacher performance, indicating that a substantial proportion of variance in performance was explained by the model. These results imply that improving teacher performance requires prioritizing strategies that strengthen work motivation and reinforce work discipline, while enhancing the effectiveness and practical implementation of academic supervision practices.

Article History:

Received: December 2025; Revised: January 2025; Accepted: February 2026

Please cite this article in APA style as:

Rindyani, V., Suryaputra, R., & Kibtiyah, A. (2026). Examining the Effects of Academic Supervision, Work Motivation, and Work Discipline on Teacher Performance. *Journal of Educational Management Research*, 5(2), 2144-2153.

INTRODUCTION

Teacher performance constitutes a central pillar in determining the overall quality and credibility of educational institutions (Abidin et al., 2024). As the primary agents of instruction, teachers are entrusted with planning lessons, implementing learning processes, assessing student achievement, and fulfilling additional professional responsibilities that sustain institutional operations. The quality of these tasks directly shapes students' academic development and the school's reputation. Empirical discourse in educational management consistently positions teacher effectiveness as a decisive predictor of learning outcomes and

organizational success (Hoang, 2024; Mahade et al., 2025). When teachers perform optimally, instructional delivery becomes structured, student engagement increases, and assessment practices align with curricular standards. Conversely, inadequate performance may hinder educational objectives and reduce institutional competitiveness. Therefore, strengthening teacher performance is not merely an individual concern but a strategic organizational priority. In conclusion, understanding the determinants of teacher performance is essential for sustaining educational quality and ensuring that institutional goals are achieved effectively and consistently across academic contexts.

Ideally, teacher performance should demonstrate stability or continuous improvement over time as professional experience and institutional support increase. Schools are expected to maintain systematic supervision, motivational reinforcement, and disciplinary standards that foster consistent professional growth. However, empirical observations often reveal discrepancies between expected standards and actual performance trends. Documentation of Teacher Performance Appraisal (Penilaian Kinerja Guru [PKG]) over recent academic years indicates a gradual decline in average scores, even though the results remain within the “good” category. This downward tendency suggests that performance sustainability cannot be assumed solely on the basis of formal evaluation systems. The gap between ideal performance improvement and observable stagnation or decline signals the presence of influencing variables that require systematic investigation. Therefore, identifying and empirically examining the factors contributing to performance fluctuations becomes essential for designing evidence-based interventions aimed at restoring and enhancing teacher effectiveness.

From a theoretical perspective, performance is conceptualized as the measurable achievement of tasks and responsibilities aligned with organizational goals (Aguilera et al., 2024; Fayomi & Akanazu, 2024). In educational settings, teacher performance encompasses pedagogical competence, professional commitment, classroom management, and administrative accountability. Human resource management theory further explains that performance is shaped by supervisory mechanisms, motivational dynamics, and behavioral discipline (Bowen, 2024; Yu et al., 2025). Academic supervision is defined as structured institutional guidance aimed at improving instructional quality and professional competence (Okafor et al., 2024; Sugiar et al., 2024). Work motivation reflects internal and external drives that energize and direct professional effort. Meanwhile, work discipline refers to adherence to organizational rules, ethical standards, and professional norms that regulate behavior (Gustiawan et al., 2025; Osman et al., 2025). Collectively, these theoretical perspectives suggest that supervision, motivation, and discipline function as critical determinants influencing teacher performance outcomes.

Previous empirical studies provide evidence that these variables are closely associated with performance outcomes in educational organizations. Research grounded in human resource management frameworks indicates that effective supervision can enhance instructional practices and accountability. Studies drawing on motivational theories such as those proposed by Abdi et al. (2024) and Li et al. (2025) demonstrate that teachers with higher intrinsic and extrinsic motivation levels tend to show stronger commitment, creativity, and persistence in instructional tasks. Similarly, investigations informed by organizational behavior theory reveal that work discipline contributes to punctuality, compliance with institutional standards, and task completion efficiency (Mampuru et al., 2024; Maharani & Tamara, 2024). Several empirical findings report significant positive relationships between supervision, motivation, discipline, and teacher performance indicators. These results support the assumption that strengthening managerial and psychological factors within schools may positively influence performance quality. Consequently, existing literature affirms the strategic importance of these variables in educational performance management.

Despite supportive findings, other studies report inconsistent results, particularly concerning the influence of academic supervision on teacher performance. Some investigations reveal statistically significant positive effects, while others demonstrate nonsignificant or weak relationships between supervisory practices and performance indicators. This inconsistency suggests that the effectiveness of supervision may depend on contextual, managerial, or implementation-related factors. In contrast, work motivation and work discipline more consistently demonstrate positive and significant associations with performance outcomes across various organizational settings. The divergence in findings regarding supervision highlights an unresolved research gap that warrants further examination. Specifically, there is a need to reassess the simultaneous and partial effects of academic supervision, work motivation, and work discipline within a unified analytical model. Therefore, additional empirical investigation is required to clarify the relative contribution of each variable and to address inconsistencies in prior research conclusions.

Within the institutional context under study, internal evaluation records reveal a gradual decline in teacher performance appraisal scores across consecutive academic years. Although categorized as satisfactory, the downward trajectory indicates potential weakening in instructional consistency, professional commitment, or compliance with institutional standards. Such a trend raises concerns regarding long-term institutional quality and competitive sustainability. If unaddressed, incremental performance decline may negatively affect student learning outcomes and organizational reputation. Moreover,

leadership initiatives and administrative interventions may not produce optimal results without clear empirical evidence regarding the underlying determinants of performance variation. The absence of systematic analysis limits the institution's ability to formulate targeted improvement strategies. Therefore, investigating the influence of supervision, motivation, and discipline becomes urgent to provide data-driven recommendations and to prevent further performance deterioration.

Based on the identified theoretical foundations and empirical gaps, this study formulates four hypotheses: H1 posits that academic supervision significantly influences teacher performance; H2 proposes that work motivation significantly influences teacher performance; H3 states that work discipline significantly influences teacher performance; and H4 asserts that academic supervision, work motivation, and work discipline simultaneously influence teacher performance. The primary objective of this research is to empirically test the partial and simultaneous effects of these variables within a comprehensive analytical framework. To achieve this objective, a quantitative correlational approach is employed, enabling statistical examination of relationships and predictive influences among variables. Through multiple regression analysis, the study seeks to provide objective evidence regarding the relative contribution of each determinant. In conclusion, this research aims to generate empirical insights that strengthen performance management strategies in educational institutions.

RESEARCH METHODS

This study employed a quantitative approach with a correlational research design to examine the causal relationships between academic supervision, work motivation, work discipline, and teacher performance (Kawar et al., 2024; Pregoner, 2024; Takona, 2024). The design enabled statistical testing of both partial and simultaneous effects among variables. The research was conducted at SD Islam Binakheir School Depok, West Java, Indonesia. The population comprised all teachers employed during the 2025 academic year, totaling 35 individuals. Given the relatively small population size, a saturated sampling technique was applied, meaning all members of the population were included as respondents. This approach ensured comprehensive representation and minimized sampling bias within the institutional context under investigation.

Data were collected using structured questionnaires based on a five-point Likert scale and supported by documentation of Teacher Performance Appraisal (PKG) records. Instrument validity was tested using Pearson Product Moment correlation, while reliability was assessed through Cronbach's Alpha with a minimum threshold of 0.70. Teacher performance was measured through behavioral, responsibility, and competency indicators. Academic supervision

included classroom observation, professional guidance, feedback provision, and follow-up evaluation. Work motivation encompassed achievement orientation, initiative, professional growth, and responsibility acceptance. Work discipline referred to punctuality, attendance consistency, compliance with institutional rules, and timely task completion. All instruments were administered systematically to ensure response accuracy and completeness.

Data analysis was conducted using multiple linear regression with SPSS software to determine the predictive influence of independent variables on teacher performance. Prior to regression testing, classical assumption tests were performed to ensure model adequacy, including normality, multicollinearity, and heteroscedasticity assessments. Hypothesis testing employed t-tests to examine partial effects of each independent variable and F-tests to evaluate simultaneous effects within the regression model. Additionally, the coefficient of determination (R^2) was calculated to identify the proportion of variance in teacher performance explained by academic supervision, work motivation, and work discipline. This analytical procedure provided statistically robust evidence regarding the strength and direction of variable relationships.

RESULTS AND DISCUSSION

Results

The validity and reliability tests indicated that all questionnaire items were valid and reliable, with Cronbach's Alpha values exceeding 0.70. Classical assumption testing confirmed that the regression model satisfied normality, multicollinearity, and heteroscedasticity requirements. Tolerance values were greater than 0.10 and VIF values were less than 10 for all independent variables, indicating no multicollinearity. Although the Glejser test showed heteroskedasticity in the supervision variable, scatterplot analysis confirmed homoscedasticity; therefore, the regression model was considered acceptable.

Multiple linear regression analysis was conducted to examine the effect of academic supervision (X_1), work motivation (X_2), and work discipline (X_3) on teacher performance (Y). The regression equation obtained is as follows:

$$Y = -1.679 - 0.012X_1 + 0.387X_2 + 0.705X_3$$

$$Y = -1.679 - 0.012X_1 + 0.387X_2 + 0.705X_3$$

$$Y = -1.679 - 0.012X_1 + 0.387X_2 + 0.705X_3$$

The constant value of -1.679 represents the statistical intercept. The regression coefficients indicate that academic supervision ($\beta = -0.012$) has a negative coefficient, work motivation ($\beta = 0.387$) has a positive coefficient, and work discipline ($\beta = 0.705$) has the highest positive coefficient.

Table 1 Results of Multiple Linear Regression Analysis

Variable	Unstandardized Coefficient (B)	t-value	Sig.	Conclusion
Constant	-1.679	-	-	-
Academic Supervision (X1)	-0.012	-0.107	0.916	Not Significant
Work Motivation (X2)	0.387	2.104	0.044	Significant
Work Discipline (X3)	0.705	5.421	0.000	Significant

The results show that academic supervision does not significantly affect teacher performance (Sig. = 0.916 > 0.05). Conversely, work motivation significantly affects teacher performance (Sig. = 0.044 < 0.05). Work discipline demonstrates the strongest significant effect (Sig. = 0.000 < 0.05).

Simultaneous Significance Test (F-Test)

Table 2 Results of Simultaneous Test (F-Test)

Model	F-value	F-table	Sig.	Conclusion
Regression	14.446	2.911	0.000	Significant

Since F-count (14.446) > F-table (2.911) and Sig. < 0.05, academic supervision, work motivation, and work discipline simultaneously influence teacher performance.

Coefficient of Determination (R²)

Table 3 Coefficient of Determination

R	R Square	Adjusted R Square
0.764	0.583	0.542

The R Square value of 0.583 indicates that 58.3% of the variance in teacher performance is explained by academic supervision, work motivation, and work discipline, while 41.7% is influenced by other variables outside the model.

Discussion

The findings reveal that academic supervision does not have a significant partial effect on teacher performance. This result aligns with Yulia (2021), who reported that supervision did not significantly influence teacher performance in Madrasah Aliyah Negeri. The insignificance suggests that supervision practices may function more administratively than developmentally. When supervision emphasizes compliance and documentation rather than mentoring and constructive feedback, its contribution to competence enhancement may be limited. Therefore, the effectiveness of supervision appears to depend on its quality and implementation approach.

In contrast, work motivation shows a positive and significant effect on teacher performance. This finding supports Bandhu (2024), who emphasized that motivation acts as a driving force behind professional behavior. Teachers with higher motivation levels tend to exhibit stronger commitment, instructional creativity, and persistence in achieving educational goals. Motivation thus functions as a psychological catalyst sustaining performance quality over time.

Work discipline demonstrates the strongest positive and significant influence on teacher performance. This finding corroborates Rahmayanti et al. (2021) and Oktaviani & Putra (2021), who identified discipline as a significant predictor of teacher performance. Discipline directly affects punctuality, preparation time, compliance with institutional regulations, and overall professional accountability. Attendance records from January to June 2025 show fluctuating lateness percentages, reaching 5.75% in June, indicating that behavioral consistency remains a critical performance factor.

Simultaneously, academic supervision, work motivation, and work discipline significantly influence teacher performance. Although supervision alone is not significant, its combined presence with motivational and disciplinary factors contributes to overall performance improvement. This indicates that teacher performance enhancement requires integrated managerial strategies rather than isolated interventions. Consequently, school leadership should redesign supervision toward a coaching-based developmental model while strengthening motivation systems and reinforcing discipline policies to achieve sustainable performance improvement.

CONCLUSION

This study highlights that work motivation and work discipline are decisive determinants of teacher performance, with work discipline providing the strongest contribution, while academic supervision does not demonstrate a significant partial effect. The key lesson derived from this finding is that behavioral consistency and internal psychological drive play a more direct role in shaping measurable performance outcomes than administrative supervision alone. Although supervision remains important institutionally, its impact appears meaningful only when supported by strong motivational and disciplinary foundations. The study contributes to the field of educational management by empirically clarifying the relative influence of managerial and behavioral variables within a single regression model. By simultaneously testing supervision, motivation, and discipline, this research enriches human resource management discourse in educational settings and provides evidence-based insight for strategic performance improvement.

However, this study is limited by its relatively small population size and its focus on a single institutional context, which may restrict generalizability. Additionally, the model explains 58.3% of the variance in teacher performance, indicating that other influential variables remain unexamined. Future research should incorporate additional determinants such as organizational culture, leadership style, job satisfaction, and professional development climate to obtain a more comprehensive understanding of teacher performance dynamics. Expanding the sample size and applying comparative or longitudinal designs would also strengthen causal interpretation and enhance external validity.

REFERENCES

- Abdi, W. T., Wijaya, C., & Ananda, R. (2024). The effect of personal competence, emotional stability, and intrinsic motivation on teacher work commitment. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(4), 653–668. <https://doi.org/10.31538/tijie.v5i4.1191>
- Abidin, J., Hilmiyati, F., & Zohriah, A. (2024). Unravelling the dynamics of madrasah principal performance and teacher quality: A literature review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 10(01), 89–102. <https://doi.org/10.32678/tarbawi.v10i01.9337>
- Aguilera, R. V., De Massis, A., Fini, R., & Vismara, S. (2024). Organizational goals, outcomes, and the assessment of performance: Reconceptualizing success in management studies. *Journal of Management Studies*, 61(1), 1–36. <https://doi.org/10.1111/joms.12994>
- Bandhu, D., Mohan, M. M., Nittala, N. A. P., Jadhav, P., Bhadauria, A., & Saxena, K. K. (2024). Theories of motivation: A comprehensive analysis of human behavior drivers. *Acta Psychologica*, 244, 104177. <https://doi.org/10.1016/j.actpsy.2024.104177>
- Bowen, D. E. (2024). An organizational behavior/human resource management perspective on the roles of people in a service organization context: Frameworks and themes. *Journal of Service Management*, 35(1), 1–21. <https://doi.org/10.1108/JOSM-10-2023-0424>
- Elly, Hidayat, M., & Dandu, S. (2023). The influence of principal supervision and work discipline on teacher performance.
- Fayomi, O., & Akanazu, H. (2024). Strategic goal-setting and organisational effectiveness in selected trading and manufacturing companies. *Webology*, 21(2).
- Gustiawan, W., Putri, C. E., Santika, E., Wirda, F., & Suryani, Y. (2025). Beyond rules: A comparative view on work discipline practices in public and private workplaces. *Inovbiz: Jurnal Inovasi Bisnis*, 13(1), 1–7.

- Hoang, A. D. (2024). School as learning organisations: The influence of educational leadership, organisational knowledge circulation, and school culture over teachers' job satisfaction in Vietnamese K-12 schools.
- Kawar, L. N., Dunbar, G. B., Aquino-Maneja, E. M., Flores, S. L., Squier, V. R., & Failla, K. R. (2024). Quantitative, qualitative, mixed methods, and triangulation research simplified. *The Journal of Continuing Education in Nursing*, 55(7), 338–344. <https://doi.org/10.3928/00220124-20240328-03>
- Li, X., Pei, X., & Zhao, J. (2025). Intrinsic motivation and self-efficacy as pathways to innovative teaching: A mixed-methods study of faculty in Chinese higher education. *BMC Psychology*, 13(1), 859. <https://doi.org/10.1186/s40359-025-03177-y>
- Mahade, A., Elmahi, A., Abdalla, A. A., Said, R. A., & Alomari, K. M. (2025). Investigating the association between human resource management practices and job autonomy on faculty job performance: Evidence from UAE higher education sector. *Journal of Public Affairs*, 25(1), e70009. <https://doi.org/10.1002/pa.70009>
- Maharani, A., & Tamara, D. (2024). The occupational stress and work-life balance on turnover intentions with job satisfaction as mediating. *SA Journal of Human Resource Management*, 22, 2369. <https://doi.org/10.4102/sajhrm.v22i0.2369>
- Mampuru, M. P., Mokoena, B. A., & Isabirye, A. K. (2024). Training and development impact on job satisfaction, loyalty and retention among academics. *SA Journal of Human Resource Management*, 22, 2420. <https://doi.org/10.4102/sajhrm.v22i0.2420>
- Minawati, M., Egar, N., & Abdullah, G. (2023). Academic supervision, work motivation, and teacher performance.
- Okafor, R. N., Obona, E. E., Ngene, A. N., & Eji, E. E. (2024). School supervision and inspection: Enhancing educational quality, accountability, and student social welfare in Nigerian secondary schools. *Unizik Journal of Educational Research and Policy Studies*, 18(3).
- Oktafiani, N. K. W., & Putra, M. (2021). Work motivation and work discipline on teacher performance in elementary schools. *Journal of Elementary Education*, 10(2), 45–56.
- Osman, E. H. E., Hafeez, G. T. A., & Mohammed, A. T. A. (2025). The impact of implementing professional ethics standards on job performance and professional behavior of employees in information institutions in Khartoum State: An analytical study. *Edelweiss Applied Science and Technology*, 9(10), 908–930. <https://doi.org/10.55214/2576-8484.v9i10.10568>
- Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. *IMCC Journal of Science*, 4(2), 31–36. <https://doi.org/10.65931/x1r6v8n4>

- Rahmayanti, R., Haryati, T., Miyono, N., & Safitri, A. (2021). The influence of professional competence, work motivation, and work discipline on public senior high school teacher performance in Pematang Regency. *Journal of Educational Management*, 9(1), 77–88.
- Sugiar, L., Sukirman, S., & Sanusi, S. (2024). Academic supervision as a strategy for improving teaching and learning quality. *International Journal of Educational Administration, Management, and Leadership*, 31–48.
- Takona, J. P. (2024). Research design: Qualitative, quantitative, and mixed methods approaches. *Quality & Quantity*, 58(1), 1011–1013. <https://doi.org/10.1007/s11135-023-01798-2>
- Waryani, S. (2021). Teacher performance in achieving educational goals. *National Education Journal*, 10(2), 101–110.
- Wijayanti, Y., & Mujiono. (2025). The influence of academic supervision on elementary school teacher performance. *Journal of Elementary Education*, 16(1), 1–12.
- Yu, W., Jiang, K., Mo, S., & Su, Y. (2025). The moral implications of human resource management (HRM): A review of the relationship between HRM practices and unethical behavior at work. *Journal of Business Ethics*, 1–30. <https://doi.org/10.1007/s10551-025-06129-z>
- Yulia, H. (2021). Academic supervision and its implications for teacher performance. *Journal of Islamic Educational Management*, 5(2), 89–101. <https://doi.org/10.24014/ijiem.v5i2.16434>
- Yuliejantiningasih, Y., Jumali, & Haryati, T. (2023). The influence of academic supervision on teacher performance. *Journal of Elementary Education*, 14(2), 89–99.