



## Literature Review: The Role of School Principals' Managerial Competence in Enhancing Teacher Work Discipline

Umi Nur Laela\*, Subandi, Oki Dermawan

Universitas Islam Negeri Raden Intan Lampung, Indonesia

Email : [uminrlaela03@gmail.com](mailto:uminrlaela03@gmail.com)

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### ABSTRACT

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#### \*Corresponding Author

This study aims to examine the role of school principals' managerial competence in enhancing teacher work discipline and its contribution to improving teacher performance and overall school effectiveness. Using a literature review method, the study synthesizes findings from peer-reviewed journal articles published between 2021 and 2026, with a focus on leadership strategies, influencing factors, and outcomes related to teacher discipline. The findings reveal that effective principals improve teacher discipline through active supervision, motivation and reward systems, role modeling, and continuous professional development, which contribute to better punctuality, compliance with regulations, and task completion. The effectiveness of these strategies is influenced by principals' conceptual, interpersonal, and technical competencies, supportive organizational cultures, and ongoing mentoring programs. Nevertheless, challenges such as teacher health conditions, workload pressures, resource limitations, and contextual constraints may hinder successful implementation. The study implies that strengthening principals' managerial competence through leadership development programs, systematic supervision, and continuous professional support is crucial for improving teacher discipline, enhancing teacher performance, and promoting overall school quality.

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## INTRODUCTION

The quality of education is widely recognized as a fundamental determinant of societal development, economic competitiveness, and human capital formation. Effective schools depend not only on curriculum design but also on the professionalism and discipline of teachers in delivering instruction. In many educational systems, teacher discipline is a critical factor influencing learning continuity, classroom management, and student achievement. Point: Teacher discipline is a societal concern because it directly shapes educational

outcomes. Reason: Without disciplined teachers, instructional processes become inconsistent and less effective. Evidence: Previous studies indicate that teacher punctuality, adherence to instructional schedules, and compliance with institutional rules significantly affect student performance and school effectiveness (Anjani & Dafit, 2021; Mulyono et al., 2023; Purwanto & Rindaningsih, 2023). Conclusion: Therefore, strengthening teacher discipline is essential for improving educational quality and broader societal development, making it a critical area of educational leadership research.

Despite its importance, many education systems continue to face persistent challenges related to weak teacher discipline, including lateness, incomplete teaching administration, and inconsistent classroom engagement. These problems are often rooted in insufficient leadership effectiveness at the school level, particularly in the managerial competence of school principals. Many principals struggle to translate policies into consistent disciplinary practices due to limited conceptual, human, and technical skills. As a result, school governance becomes less effective in regulating teacher behavior and performance. Studies show that without strong managerial leadership, schools face systemic difficulties in maintaining discipline and improving instructional quality (Purwanto & Rindaningsih, 2023; Raisal et al., 2022; Suhari, 2022). This condition highlights a structural problem where teacher discipline is not merely an individual issue but a managerial and organizational challenge requiring effective leadership intervention.

Field observations across various educational contexts reveal that teacher discipline issues remain prevalent, particularly in terms of attendance, punctuality, lesson preparation, and compliance with school regulations. In some schools, teachers arrive late, leave early, or fail to complete administrative teaching requirements consistently. These phenomena often occur despite the presence of school rules and supervisory mechanisms, indicating gaps in enforcement and leadership effectiveness. In many cases, principals have not fully optimized supervisory practices such as monitoring, feedback provision, and performance evaluation. Additionally, workload pressures, limited resources, and geographical constraints further complicate disciplinary enforcement. Empirical findings suggest that these conditions reduce the effectiveness of school leadership in maintaining consistent teacher behavior (Nanilette et al., 2023; Nitte & Boka, 2024; Rahayu et al., 2023). Thus, the field reality demonstrates a mismatch between expected and actual teacher discipline outcomes.

Previous studies consistently emphasize that school principals play a central role in shaping teacher discipline through managerial competence. The managerial capacity of principals, encompassing conceptual, human, and

technical skills, enables them to plan, organize, and control school activities effectively. Conceptual skills support strategic decision-making and vision building, while human skills foster communication, motivation, and collaboration among teachers. Technical skills facilitate operational tasks such as supervision, scheduling, and performance evaluation. Research indicates that when these competencies are well-developed, principals are more capable of enforcing discipline and improving teacher performance (Manik & Siahaan, 2021; Nitte & Boka, 2024; Yuliana, 2022). Studies also confirm significant relationships between managerial competence and teacher discipline outcomes across different educational settings (Jumali et al., 2023; Manik & Siahaan, 2021; Junaidin et al., 2022). However, these studies often focus on partial aspects of leadership without integrating broader contextual influences.

Further literature highlights that supervisory practices, professional development, and organizational culture mediate the relationship between leadership and teacher discipline. Principals who actively supervise, provide feedback, and implement reward systems tend to achieve higher levels of teacher compliance and performance (Jumali et al., 2023; Darwin et al., 2022). In-service training and mentoring programs also contribute significantly to improving teacher discipline and instructional quality (Baharuddin et al., 2024; Rochaendi et al., 2021). However, existing studies often present fragmented findings, focusing either on leadership style or teacher outcomes without integrating how contextual barriers such as workload, resource limitations, and environmental constraints influence effectiveness (Nanilette et al., 2023; Rahayu et al., 2023; Tanjung et al., 2024). This indicates a research gap in understanding the comprehensive mechanism through which principal managerial competence translates into sustained teacher discipline across diverse school contexts.

The novelty of this study lies in its integrative approach that synthesizes managerial competence, supervisory mechanisms, and contextual influencing factors into a unified analytical framework. Unlike previous studies that examine these variables separately, this research emphasizes their interconnected roles in shaping teacher discipline outcomes. The study also highlights that teacher discipline should not be viewed solely as individual compliance behavior but as a systemic outcome of leadership quality, organizational culture, and continuous professional development. By integrating these dimensions, this study provides a more comprehensive understanding of how school principals can effectively enhance discipline through strategic leadership practices. This approach is important because it bridges theoretical gaps and offers a holistic perspective that can be applied in diverse educational settings to improve teacher performance and school quality.

This study argues that teacher discipline is strongly influenced by the managerial competence of school principals, which determines the effectiveness of supervision, motivation, and organizational control. The research proposes that principals who possess strong conceptual, human, and technical skills are more capable of implementing effective leadership strategies that enhance teacher punctuality, compliance, and task completion. Conversely, weak managerial competence combined with contextual barriers reduces the effectiveness of disciplinary efforts. Therefore, the main research problem focuses on how principals implement leadership strategies, what factors support or hinder these efforts, and how leadership outcomes are reflected in teacher discipline indicators. This study contributes by providing an integrated understanding of leadership dynamics in education and offering insights for improving school management practices to strengthen teacher discipline and overall educational quality.

## RESEARCH METHODS

This study employed a qualitative literature review design to explore the role of school principals' managerial competence in improving teacher work discipline (Bhangu et al., 2023; England, 2021). A qualitative approach was selected because it enables an in-depth synthesis and interpretation of findings from previous empirical studies, allowing researchers to identify patterns, themes, and relationships across different educational contexts. Rather than generating primary data, the study relied on secondary data obtained from peer-reviewed journal articles published between 2021 and 2026. The review focused on studies examining principals' managerial competence, leadership practices, teacher discipline, and teacher performance. Since this research was based on published literature, no specific geographical research site was designated. The selected articles originated from various educational settings, providing a broader understanding of how managerial competence influences teacher discipline across diverse contexts.

Data collection was conducted through a systematic search of national and international academic journals using keywords such as *school principal managerial competence*, *teacher discipline*, *school leadership*, and *teacher work performance*. Articles were selected based on the following inclusion criteria: (1) the study examined school principals' managerial or leadership competence; (2) the research investigated teacher work discipline, professional behavior, or related performance indicators; and (3) the article was an empirical study published in a peer-reviewed journal. Both qualitative and quantitative studies were included to provide a comprehensive perspective on the topic. Relevant

information extracted from each article included the author(s), publication year, research title, methodology, and principal findings. A summary of the selected studies, including their methodological approaches and principal findings, is presented in Table 1.

Data analysis followed the interactive qualitative analysis model consisting of data condensation, data display, and conclusion drawing/verification. During the data condensation stage, information from the selected studies was reduced and categorized according to themes related to leadership strategies, supporting factors, inhibiting factors, and disciplinary outcomes. Subsequently, the organized findings were presented through data displays in the form of summary tables and thematic groupings to facilitate comparison across studies. Finally, conclusion drawing and verification were conducted by identifying recurring patterns, confirming consistency among findings, and examining contradictory evidence where applicable. This analytical process enhanced the credibility and rigor of the review, enabling a comprehensive understanding of best practices and challenges in strengthening teacher discipline through principals' managerial competence.

**Table 1. The Articles Included in the Literature Review**

Author(s)	Year	Title	Method	Findings
Nuryeni Yulianti & Rambat Nur Sasongko	2023	<i>The Role of School Principals as Motivators in Improving Teacher Work Discipline</i>	Qualitative descriptive; interviews, observation, documentation	Principals act as role models, provide motivation, conduct supervision and training, and use rewards; improved teacher punctuality, adherence to work standards, and compliance with regulations.
Anasih Anasih	2022	<i>Contribution of the Principal's Role as Manager and Teacher Work Discipline on Teacher Effectiveness</i>	Quantitative descriptive- verificative; questionnaire, regression analysis	Principal managerial competence positively affects teacher effectiveness; teacher discipline also contributes significantly; the combined influence strengthens teacher performance.
Nasir	2024	<i>Principal Leadership in Improving Teacher Work Discipline at Makassar National High School</i>	Qualitative descriptive; interviews, observation, documentation	Principals implement supervision, continuous motivation, consistent rule enforcement, communication, and role modeling; improves attendance, punctuality, and completion of teaching and administrative duties.

Sofiatul Azkiyah, Berliana Henu Cahyani, & Yuyun Yulia	2023	<i>Role of the School Principal in Enhancing Discipline among Teachers at SD Negeri Kalibir</i>	Qualitative descriptive; interviews, observation, documentation	Principals function as educators and managers, address supporting and inhibiting factors, and revise school regulations; improves teacher professionalism and compliance.
Asriyani Solihah & Ary Samsul Bahri	2023	<i>Principal Leadership in Improving Discipline of Educational Staff</i>	Qualitative; interviews, observation, data analysis	Effective leadership strategies improve staff discipline; principals serve as educators, managers, supervisors, innovators, and motivators, thereby enhancing professional conduct.
Sangkot Basuki	2022	<i>Role of Principal as Supervisor in Improving Teacher Work Discipline at SMP Negeri 45 Medan</i>	Quantitative descriptive; questionnaire, observation, interview	Principal supervision is highly effective in improving teacher discipline; recommends training and awareness programs to strengthen disciplinary behavior.

## RESULTS AND DISCUSSION

### Principal Managerial Competence as the Core Driver of Teacher Discipline

The literature consistently shows that school principals' managerial competence is the primary determinant of teacher work discipline. Managerial competence, which includes conceptual, human, and technical skills, enables principals to organize school programs, regulate teacher behavior, and ensure compliance with institutional standards. Studies confirm that principals with strong managerial abilities are more successful in improving teacher discipline and performance outcomes (Anjani & Dafit, 2021; Mulyono et al., 2023). These competencies allow principals to translate educational policies into structured school practices that support disciplined teaching behavior.

In addition, managerial competence is strongly linked to teacher performance improvement through structured supervision and effective leadership practices. Research indicates that principals who demonstrate strong managerial skills significantly influence teacher effectiveness and discipline through planning, coordination, and evaluation activities (Raisal et al., 2022; Suyanti et al., 2023). Similarly, managerial competence also contributes to strengthening teacher commitment and work consistency in schools (Purwanto & Rindaningsih, 2023; Anasih & Barat, 2022).

Furthermore, the integration of managerial competence with reward systems enhances teacher motivation and discipline. Principals who apply structured managerial strategies combined with motivation-based leadership are

more effective in shaping disciplined teacher behavior (Manik & Siahaan, 2021; Suhari, 2022; Junaidi et al., 2022). This indicates that managerial competence is not only administrative but also behavioral in influencing teachers.

The contribution of this finding lies in reinforcing that managerial competence is the foundation of effective school leadership. The novelty of this synthesis is that it positions managerial competence as a multidimensional mechanism that directly and indirectly shapes teacher discipline outcomes.

### **Leadership Strategies: Supervision, Motivation, Role Modeling, and Professional Development**

Leadership strategies implemented by school principals are crucial in shaping teacher discipline. One of the most dominant strategies is active supervision, which involves monitoring attendance, lesson preparation, and administrative compliance. Empirical findings show that supervision significantly improves teacher discipline and punctuality in schools (Nasir, 2024; Sangkot Basuki, 2022). These studies confirm that consistent monitoring is essential in ensuring teacher accountability.

Motivation and reward systems also play an important role in strengthening discipline. Principals who provide recognition and incentives are more successful in encouraging teachers to comply with rules and maintain punctuality (Azkiyah et al., 2023; Manik & Siahaan, 2021). Reward-based leadership creates a positive reinforcement cycle that enhances teacher commitment and performance.

Another important strategy is role modeling, where principals demonstrate disciplined behavior that teachers tend to imitate. Studies show that principals who act as role models significantly influence teacher professionalism and discipline (Azkiyah et al., 2023; Anjarrini & Rindaningsih, 2022). This behavioral modeling strengthens school culture and discipline norms.

Professional development programs, such as training and mentoring, further support teacher discipline by improving pedagogical competence and work ethics. Research confirms that continuous professional development increases teacher discipline and instructional quality (Baharuddin et al., 2024; Darwin et al., 2022). This integrated strategy highlights the importance of leadership in capacity building.

The contribution of this section is the integration of four leadership strategies into a unified framework. The novelty lies in showing that supervision, motivation, role modeling, and professional development function as an interconnected system rather than isolated practices.

## **Supporting and Inhibiting Factors in Implementing Teacher Discipline**

The effectiveness of principals' leadership strategies is strongly influenced by supporting factors, particularly organizational culture and school environment. A positive school culture that emphasizes collaboration, professionalism, and shared responsibility significantly enhances teacher discipline (Anjarrini & Rindaningsih, 2022; Yuliana, 2022). Such environments support the sustainability of disciplinary practices.

Managerial competence also serves as a key supporting factor. Principals with strong conceptual, interpersonal, and technical skills are better able to design effective supervision systems and maintain teacher discipline (Manik & Siahaan, 2021; Mulyono et al., 2023). In addition, consistent professional development strengthens teacher commitment to discipline standards (Baharuddin et al., 2024; Jumali et al., 2023).

However, several inhibiting factors reduce the effectiveness of leadership implementation. These include workload pressure, limited resources, and infrastructure constraints that hinder effective supervision (Nanilette et al., 2023; Rahayu et al., 2023). Geographical and personal conditions such as health and commuting distance also affect teacher discipline.

Another inhibiting factor is leadership style that is not adaptive to local school contexts. Studies indicate that ineffective leadership approaches can reduce the impact of discipline enforcement strategies (Nitte & Boka, 2024; Tanjung et al., 2024). This shows that contextual adaptation is essential in school leadership.

The contribution of this section is identifying a dual system of influence: supporting and inhibiting factors. The novelty lies in emphasizing that teacher discipline is not only leadership-driven but also context-dependent and structurally influenced.

## **Measurable Outcomes, Contributions, and Research Novelty**

The outcomes of effective principal leadership are reflected in measurable improvements in teacher discipline, particularly in punctuality, rule compliance, and task completion. Studies consistently show that supervision and motivation significantly improve teacher attendance and responsibility (Nasir, 2024; Azkiyah et al., 2023). These outcomes demonstrate the practical impact of leadership strategies.

Furthermore, professional development and mentoring programs contribute to sustained improvements in teacher behavior and instructional quality. Research highlights that continuous training enhances discipline and professional accountability among teachers (Baharuddin et al., 2024; Nasihah & Fauzi, 2023). This indicates that discipline is reinforced through continuous capacity building.

Quantitative findings also support the significant relationship between managerial competence and teacher performance outcomes. The combined effect of leadership and discipline explains a substantial proportion of variance in teacher effectiveness (Anasih & Barat, 2022; Jumali et al., 2023). This strengthens the empirical validity of the findings.

The main contribution of this study is the development of an integrated model that connects managerial competence, leadership strategies, contextual factors, and measurable disciplinary outcomes. The novelty lies in synthesizing fragmented findings into a holistic framework that explains how teacher discipline is constructed through systemic leadership processes rather than isolated interventions.

## CONCLUSION

Based on the literature review, the most important finding of this study is that school principals' managerial competence—reflected in conceptual, interpersonal, and technical skills—serves as a key driver in strengthening teacher work discipline through supervision, motivation and rewards, role modeling, and continuous professional development, leading to improved punctuality, rule compliance, and task completion among teachers. The main academic contribution of this study lies in its integrative synthesis of fragmented literature into a comprehensive framework that explains how leadership strategies, organizational culture, and contextual factors collectively shape teacher discipline, thereby enriching the discourse on educational leadership and school effectiveness. However, this study is limited by its reliance on secondary data from selected peer-reviewed articles between 2021 and 2026, which may restrict broader contextual generalization. Future research is recommended to conduct empirical studies using mixed methods or longitudinal designs to examine causal relationships and contextual variations in greater depth, particularly across different educational levels and geographical settings.

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