

The Impact of Altruistic Leadership and Academic Supervision on Teachers' Performance: The Mediating Roles of Teachers' Happiness and Trust in School Leaders

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Abstract: This study examines how altruistic leadership and academic supervision affect teacher performance, with teacher happiness and trust in school leaders serving as mediating variables. The study was conducted among senior high school teachers in Tanjung Jabung Barat Regency, Indonesia. A quantitative research design was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Data were collected from 134 teachers selected from a population of 385 teachers across 18 senior high schools. The findings showed that academic supervision significantly enhanced teacher happiness ($\beta = 0.647$, $p < .001$), while altruistic leadership positively affected both teacher happiness ($\beta = 0.244$, $p = .013$) and trust in school leaders ($\beta = 0.517$, $p < .001$). Teacher happiness was a significant predictor of teacher performance ($\beta = 0.677$, $p < .001$) and served as the primary mechanism through which leadership practices influenced performance outcomes. In contrast, altruistic leadership and trust in school leaders did not have significant direct effects on teacher performance. These findings suggest that leadership practices contribute to teacher performance primarily through enhancing teachers' psychological well-being rather than through direct behavioral effects. The study highlights the importance of fostering teacher happiness as a strategic resource for improving teacher performance and strengthening school effectiveness. The results contribute to the educational leadership literature by providing evidence of the indirect pathways linking leadership practices, teacher well-being, and performance.

Keywords: altruistic leadership, academic supervision, teacher happiness, trust in school leaders, teacher performance.

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■ INTRODUCTION

The quality of a country's education, as well as the character of the younger generation, depends on the teachers. The role of teachers is not only to transfer knowledge but also to foster the development of critical thinking and creativity and to build students' character. However, those things are not easy to implement. Some challenges always exist, such as heavy administrative workloads, professional pressure, and limited moral and emotional support, which often hinder their optimal performance (Kyriacou, 2001; Masbirorotni et al., 2020). To tackle these issues,

it is essential to implement procedures that enhance the teacher's ability to fulfill their professional responsibilities (Jamilus et al., 2022; Yildirim, 2016). The school leader's selfless commitment to the teacher's growth and happiness, altruistic leadership, is one way to avoid professional burnout. When altruistic leadership is combined with academic supervision, it positively impacts teachers' performance (Najilah et al., 2023). It means that important factors in enhancing teachers' professionalism, such as structured and supportive supervision practices, are crucial, and

they will create a supportive ecosystem. Nevertheless, the effectiveness of leadership and supervision often depends on the mediating role of trust in school leaders. Without a foundation of trust, even well-intentioned supervision may fail to translate into teacher happiness and optimal performance, highlighting the need for a comprehensive approach to school management that values educators' psychological well-being.

Teachers' motivation and dedication to establishing a favorable learning environment are also greatly influenced by their level of happiness. According to research by Aswati et al. (2023), teachers' happiness has a considerable impact on their performance. Moreover, Abdullah and Ling (2010) found that workplace satisfaction and innovative behaviors were positively correlated. These findings indicate that when teachers are in a positive emotional state, with contentment in the school environment, their creativity, engagement, and commitment will increase in carrying out their responsibilities as teachers. In an educational context, of course, if the teachers are happy, they will create a very supportive classroom climate, maintain creative interactions with students, and provide strong leadership for school improvement. Therefore, one crucial thing that can strengthen teachers' performance and the effectiveness of the school organization is teachers' happiness.

Trust in school leaders is also an essential factor in strengthening academic supervision and the effectiveness of altruistic leadership to increase teacher performance. Teachers' motivation, dedication, and overall classroom effectiveness are greatly enhanced by trust, a fundamental relational element. Teachers are more likely to exhibit better levels of engagement and job satisfaction when they have faith in their leaders.

Although previous studies have demonstrated that trust in school leaders plays an important role in improving teachers' performance, several gaps remain in the existing

literature. First, most empirical studies have focused primarily on the direct relationship between leadership styles and teacher outcomes. In contrast, the mediating mechanisms by which leadership behaviors influence teachers' psychological and professional outcomes remain underexplored. In particular, limited research has examined how altruistic leadership and academic supervision jointly influence teachers' happiness and performance, with trust in school leaders as a mediating factor. Second, from a conceptual perspective, prior studies tend to investigate trust either as an outcome of leadership or as a predictor of performance, rather than as a relational mechanism linking leadership practices to teachers' psychological well-being and work performance. Third, in the educational context, particularly within school organizations, empirical evidence on how trust mediates the relationship among leadership behavior, supervision practices, and teachers' well-being remains relatively scarce. Understanding this mechanism is important because teachers' trust in school leaders may shape how leadership support and supervisory practices are interpreted, which in turn influences teachers' happiness, motivation, and effectiveness in the teaching and learning process (Abdillah et al., 2020; Jack, 2023). Therefore, this study seeks to address these gaps by examining the mediating role of trust in school leaders in the relationship between altruistic leadership, academic supervision, teachers' happiness, and teachers' performance.

To fill the gap, this study explores the mediating role of trust in school leaders in the performance of senior high school teachers in Tanjung Jabung Barat Regency. This study explores whether the school leader's altruistic leadership and academic supervision, when combined with teachers' trust in the school leader, could influence teachers' performance and happiness in this Regency. For the clear features of the research, Figure 1 below shows the research flow diagram:

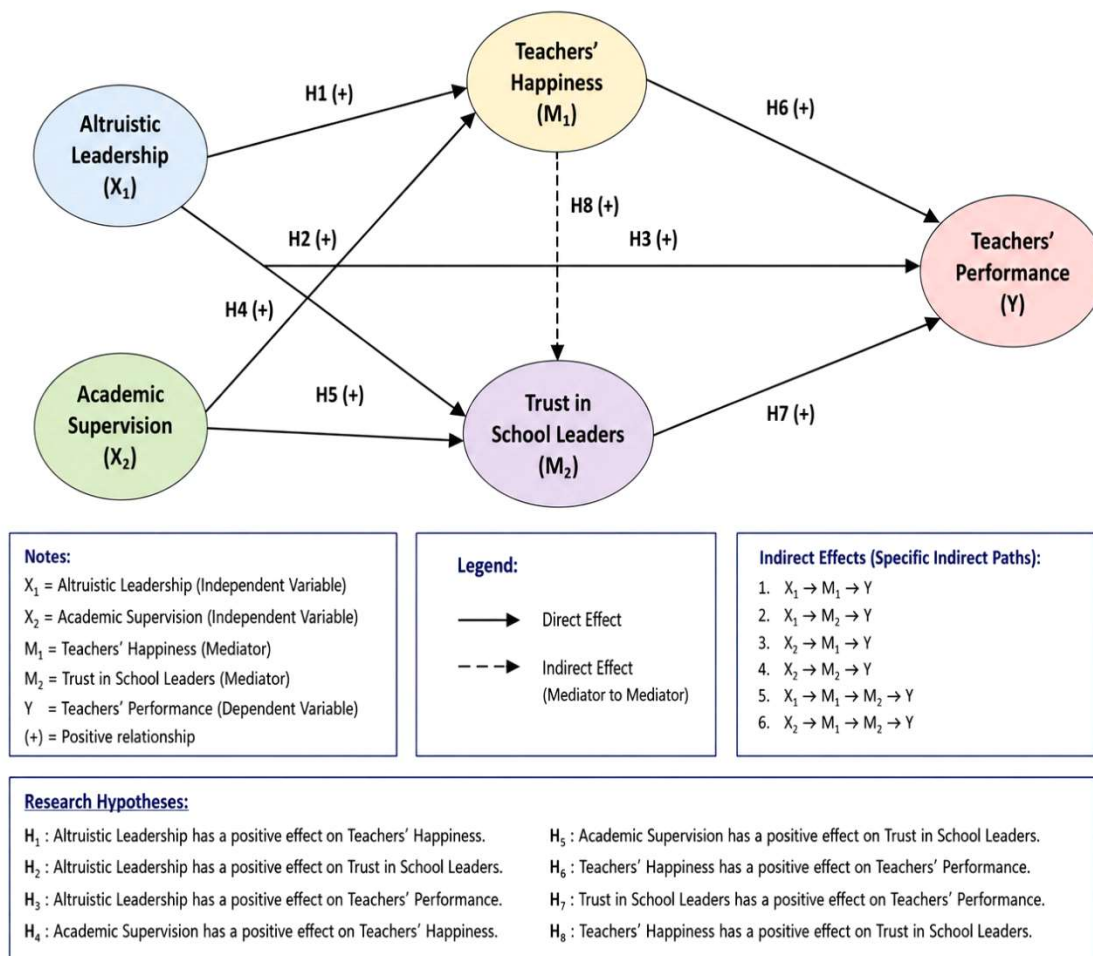


Figure 1. Research flow diagram

METHOD

Participants

The participants in this study were 134 senior high school teachers in Tanjung Jabung Barat Regency, out of 385 teachers. They were selected by using convenience sampling technique. This technique was employed due to several considerations, such as the fact that not all schools can be easily accessed because they are located in remote areas; internet connectivity is also affected, so not all of them can complete the questionnaire. This convenience sampling technique is suitable for this study, as it investigates relationships among variables and enables the researcher to gather sufficient data for statistical

analysis (Cresswell & Cresswell, 2018). However, with a total of 134 participants, it has exceeded the minimum sample size recommended for parametric analyses to ensure reliable estimation of relationships.

Although the sample size in this study is adequate, the researchers admit that the use of convenience sampling may introduce non-response bias. Because sample participation was more dependent on internet access and geographic proximity, teachers in remote areas with poor connectivity might be underrepresented. This creates a risk that the perceptions of those who did not respond differ from those who did. Subsequently, these factors

limit the external validity of the findings. It should be noted that the results should be generalized with caution to the entire population of 385 teachers in Tanjung Jabung Barat Regency. However, since this study primarily focuses on the theoretical relationships between altruistic leadership, academic supervision, and performance rather than merely estimating population means the chosen sampling method remains a valuable approach for initial framework testing in this specific geographical context

Research Design and Procedures

A quantitative research design was utilized in this study, as it was suitable for testing the hypothesized relationships among variables using Structural Equation Modeling (SEM). According to Hair et al. (2019), SEM is a robust statistical method designed to test the complex relationships between observed and latent variables. It provides a comprehensive approach to understand the causal relationship, especially when multiple variables and mediating effects are also involved. Moreover, it can also evaluate both measurement and structural models.

Instruments

The present study employed a structured questionnaire to measure the key constructs examined in the research model. The development of the measurement instrument was guided by a synthesis of established theoretical frameworks, regulatory standards in Indonesian education, and empirically validated instruments from previous studies. This approach ensured that each construct is conceptually grounded while also maintaining contextual relevance to educational institutions. The instrument captured five main variables: altruistic leadership, academic supervision, teacher happiness, trust in the school principal, and teacher performance. Each variable was operationalized through several indicators derived from prior literature and measured using multiple questionnaire items.

To ensure measurement quality, the instruments were adapted from studies that reported strong psychometric properties, including high reliability and validity across educational contexts. As several of the original questionnaire items were developed in English, the items were first translated into Indonesian using the DeepL translation tool. The translated version was subsequently reviewed by two bilingual experts in educational management to assess linguistic clarity, semantic equivalence, and contextual appropriateness for Indonesian educational settings. To further enhance translation accuracy, a back-translation procedure was conducted in which the Indonesian version was translated back into English by an independent bilingual reviewer. The original and back-translated versions were then compared to identify and resolve any discrepancies in meaning. Prior to the main data collection, the questionnaire was pilot-tested with a small group of teachers to evaluate item clarity, comprehensibility, and overall usability. Feedback from the pilot test was used to refine the wording of several items and improve the instrument's overall quality.

All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The validity and reliability of the constructs were further evaluated using Partial Least Squares Structural Equation Modeling (PLS-SEM) prior to testing the structural relationships among variables.

Altruistic leadership

To capture the multidimensional nature of altruistic leadership in educational settings, the measurement instrument in this study was developed by synthesizing foundational theoretical frameworks and recent empirical studies. Conceptually, the study by Barbuto and Wheeler (2006) was adapted to the dimensions of altruistic leadership, while indicator development followed the construct-mapping procedures suggested by Abdillah (2021). Additionally, researchers

contextualized and refined several questionnaire items on educational leadership, drawing on the validated studies by Istanto et al. (2024) and Ilyas and Prasetyo (2024).

Based on this synthesis, altruistic leadership in this study was operationalized through five key indicators: self-sacrifice, commitment to service, empathy toward teachers, moral exemplarity, and intellectual or professional encouragement. Each indicator measured using three questionnaire items

Previous empirical studies demonstrate strong psychometric support for the instrument. Istanto et al. (2024), who surveyed 288 teachers using a four-point Likert scale, reported excellent sampling adequacy with a Kaiser–Meyer–Olkin (KMO) value of 0.920. Factor loadings ranged from 0.661 to 0.823, explaining 60.156% of the total variance. The instrument also showed very high internal consistency, with a Cronbach’s alpha of 0.948 and composite reliability values ranging between 0.80 and 0.90.

Similarly, Ilyas and Prasetyo (2024) validated the instrument within Islamic educational institutions (Madrasah) using a five-point Likert scale. Their results reported a Cronbach’s alpha of 0.941 and an Average Variance Extracted (AVE) of 0.617, with indicator loadings ranging from 0.724 to 0.840. These findings indicate strong reliability and convergent validity. An example item used to measure altruistic leadership was *“The school principal prioritizes the professional growth and well-being of teachers over personal interests.”*

Academic supervision

Academic supervision represents the practical mechanism through which school leaders support teacher development and instructional improvement. The measurement instrument for this construct was developed by integrating regulatory standards and empirical supervision models commonly applied in Indonesian education research.

The conceptual framework of the instrument was derived from the supervisory competency standards outlined in Permendiknas No. 13/2007 and the educational supervision model proposed by Mulyasa (2007). To ensure empirical robustness and contextual relevance, the questionnaire items were adapted from validated instruments developed by Afriyanli and Sabandi (2020) and Jabar and Susilo (2019).

Based on these sources, academic supervision was operationalized into seven indicators: supervision planning, classroom observation, constructive feedback, professional guidance, evaluation and follow-up, the use of diverse supervisory techniques, and systematic documentation. Each indicator was measured using three questionnaire items.

Previous studies reported strong psychometric properties for the academic supervision instrument. Afriyanli and Sabandi (2020) found that all questionnaire items met the required validity criteria and demonstrated satisfactory internal consistency reliability. An example item included in the instrument was: *“The principal provides constructive feedback after observing classroom instruction.”* Similarly, Jabar and Susilo (2019) reported strong item-to-total correlations and high Cronbach’s Alpha coefficients, providing evidence of the instrument’s reliability and construct validity.

Teacher happiness

Beyond managerial practices, creating a supportive psychological environment is essential for sustaining teacher motivation and well-being. Therefore, the third variable in this study, teacher happiness, captures the affective and evaluative dimensions of teachers’ professional well-being.

The measurement instrument was adapted from the positive psychology framework of human flourishing proposed by Myers (2012). Within this framework, happiness is conceptualized as a multidimensional construct encompassing

emotional experiences, engagement in meaningful activities, and supportive social relationships.

Based on this conceptual foundation, teacher happiness was operationalized through six indicators: positive emotions in teaching, engagement in professional tasks, supportive social relationships, sense of meaning in the teaching profession, job satisfaction, and psychological well-being at school. Each indicator was measured using three questionnaire items. *"I feel enthusiastic and emotionally positive when carrying out my teaching responsibilities"* is one of the adapted items used in this instrument.

Trust in school principal

Teachers' psychological well-being and professional engagement are strongly influenced by the level of trust they place in school leadership. Therefore, the fourth variable in this study, trust in the school principal, assesses the degree of confidence teachers have in their leader's integrity, fairness, and support.

The measurement instrument was adapted from the leadership trust framework proposed by Jack (2023). This framework emphasizes that consistent leadership behavior, open communication, and supportive interactions play a crucial role in developing strong leader-teacher trust relationships.

In this study, trust in the school principal was operationalized through eight indicators: credibility, consistency, fairness, transparency in decision-making, open communication, emotional support, leadership accessibility, and reliability of leadership actions. Each indicator was measured

using three questionnaire items. One item shows the indicator "transparency in decision-making," which the researcher adapted from Jack (2023): "The school principal communicates decisions openly and transparently to teachers."

Teacher performance

The final variable examined in this study is teacher performance, which reflects teachers' effectiveness in carrying out their professional responsibilities. The conceptual basis of the measurement instrument was derived from the professional competency standards for teachers outlined in Permendiknas No. 16/2007, complemented by the pedagogical management framework proposed by Mulyasa (2007).

To ensure contextual relevance for Indonesian schools, the questionnaire items were adapted from validated empirical instruments developed by Jabar and Susilo (2019) and Afriyanli and Sabandi (2020). These studies reported strong psychometric properties, including significant item-to-total correlations and high reliability coefficients.

Teacher performance in this study was operationalized through six indicators: instructional planning, lesson implementation, workplace discipline, professional collaboration, continuous professional development, and educational evaluation. Each indicator was measured using three questionnaire items. One item in the adapted questionnaire is: "I prepare lesson plans systematically before conducting classroom instruction." The summary of the instrument can be seen in Table 1 below:

Table 1. Research instrument summary

Variable	Indicators	Number of Items	Example Item	Source
Altruistic Leadership	Self-sacrifice	3	The principal prioritizes teachers' needs above personal interests	Barbuto & Wheeler (2006); Abdillah (2021); Istanto et al. (2024); Ilyas & Prasetyo (2024)
	Commitment to service	3	The principal is dedicated to serving teachers and supporting their professional development.	
	Empathy toward teachers	3	The principal shows genuine concern for teachers' personal and professional challenges.	
	Moral exemplarity	3	The principal demonstrates ethical behavior that inspires teachers	

Academic Supervision	Professional encouragement	3	The principal actively motivates teachers to improve their teaching competence.	Permendiknas No.13/2007; Mulyasa (2007); Afriyanli & Sabandi (2020); Jabar & Susilo (2019)
	Supervision planning	3	The principal plans academic supervision activities systematically	
	Classroom observation	3	The principal observes classroom teaching as part of supervision activities.	
	Constructive feedback	3	The principal provides useful feedback after classroom observations	
	Professional guidance	3	The principal guides teachers to improve instructional practices	
	Evaluation and follow-up	3	The principal evaluates supervision results and provides follow-up support.	
	Diverse supervision techniques	3	The principal uses various techniques in conducting supervision	
	Documentation	3	Supervision activities are documented systematically by the principal	
Teacher Happiness	Positive emotions at work	3	I feel happy when carrying out my teaching responsibilities	Myers (2012)
	Work engagement	3	I feel deeply engaged when teaching my students	
	Social relationships	3	I have positive relationships with colleagues at school	
	Meaning in teaching	3	Teaching gives me a strong sense of purpose	
	Job satisfaction	3	I feel satisfied with my role as a teacher	
	Psychological well-being	3	I feel emotionally comfortable working in this school	
Trust in School Principal	Credibility	3	The principal demonstrates strong professional competence	Jack (2023)
	Consistency	3	The principal behaves consistently in words and actions	
	Fairness	3	The principal treats teachers fairly	
	Transparency	3	The principal makes decisions transparently	
	Open communication	3	The principal communicates openly with teachers	
	Emotional support	3	The principal provides emotional support when teachers face difficulties	
	Leadership accessibility	3	The principal is approachable when teachers need assistance	
	Reliability	3	The principal can be relied upon in managing school issues	
Teacher Performance	Instructional planning	3	I prepare lesson plans before conducting classroom instruction	Permendiknas No.16/2007; Mulyasa (2007); Jabar & Susilo (2019); Afriyanli & Sabandi (2020)
	Lesson implementation	3	I deliver lessons according to the planned objectives	
	Workplace discipline	3	I maintain discipline in carrying out my teaching duties	
	Professional collaboration	3	I collaborate with colleagues to improve teaching quality	
	Continuous professional development	3	I participate in activities to improve my professional competence	
	Educational evaluation	3	I conduct learning evaluations to measure student progress	

Data Analysis

Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to analyze the collected data. This tool is appropriately applied in this study because the model is complex and this study also includes multiple latent variables with mediating effects. This aligns with Hair et al.

(2019), who stated that PLS-SEM is an ideal tool for analyzing complex models with multiple latent variables, especially when the study is focused on prediction and theory development. Moreover, this tool does not require normally distributed data and can handle small sample sizes. Therefore, the researcher chose PLS-SEM

to analyze the data in this study. Two steps were conducted: first, outer model evaluation, and then inner model evaluation.

Outer Model Evaluation: This step evaluates the outer model, which assesses the relationship between the latent variables and their corresponding indicators. This model ensures that the measurement model is valid and reliable.

Inner Model Evaluation: This model evaluates the causal relationships among the latent variables. This was done using the path coefficients, the specific indirect effect, R-square (R^2), and Q-square (Q^2) to measure the strength of the relationships and the model's predictive relevance.

Theoretical Framework

The Social Exchange Theory (SET; Blau, 1964) and Transformational Leadership Theory (TLT; Bass & Avolio, 1994) are chosen as the root for the theoretical framework of this study. SET suggests that employees reciprocate supportive and fair treatment with positive attitudes and behaviors. According to the theory, the teachers who perceive their leaders as supportive and fair are more likely to develop positive attitudes, including happiness and commitment. Additionally, TLT highlights that altruistic leadership behaviors can positively affect follower outcomes, such as job satisfaction and performance, by fostering trust and empowerment.

In this study, teacher happiness mediates the effect of leadership and supervision on teacher performance. At the same time, TLT supports altruistic leadership, which emphasizes how school leaders are concerned with the teacher's welfare, growth, and ethics. These are aligned with the transformational leadership practice that inspires, motivates, inspires engagement, and builds trust. The combination of these two theories forms the foundation for how both altruistic leadership and academic supervision influence teacher performance by mediating the effects of teacher happiness and trust in the school

leader. This framework appears to align with Hair et al. (2019), who stated that PLS-SEM is suitable for testing theoretical models in situations where multiple relationships are hypothesized and the effects of mediators are expected.

By employing PLS-SEM and examining the direct and mediated relationships in the model, this research contributes to the body of knowledge on how leadership, trust, and supervision practices interact to influence teacher performance and happiness.

■ RESULT AND DISCUSSION

Demographic Profile of the Respondents

An overview of the basic characteristics of participants involved in this study is reflected in the demographic profile of respondents. The respondents were divided into groups by gender, age group, employment status, and length of teaching experience. Researchers divided them into several groups to map their distribution in greater detail and to understand the diversity of characteristics within the population studied (Table 2). Grouping by gender allows analysis of gender gaps, while grouping by age provides insight into age-based differences in perspective. Employment status provides an overview of differences in experience among permanent, contract, and temporary employees, which can affect how they perform their duties. Finally, the division by length of teaching experience enables this study to explore how teaching experience influences teaching approaches and quality.

Table 2 below shows that the majority of the respondents were female (73.13%). The highest percentage (29.10%) is in the 30 to 39 age group, followed by 26.87% in the 40 to 49 age group. In terms of employment status, most of them were civil servants (47.76%). This indicates the dominance of permanent employees. More than half of the respondents (52.99%) had more than 10 years of teaching experience, indicating that the majority were considered experienced in teaching.

Table 2. Respondents' profile

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	36	26.87
	Female	98	73.13
Age group	< 30 years old	31	23.13
	30 - 39 years old	39	29.10
	40 - 49 years old	36	26.87
	> 49 years old	13	9.70
Employment status	Civil servant	64	47.76
	PPPK	36	26.87
	Temporary staff	34	25.37
Teaching experience	< 5 years	24	17.91
	5-10 years	24	17.91
	> 10 years	71	52.99

Measurement Model

To examine the potential influence of Common Method Bias (CMB) arising from the use of a single data source (teachers), we employed Harman's single-factor test with Exploratory Factor Analysis (EFA) on all questionnaire items. This test assesses whether a single latent factor accounts for the majority of the covariance among the items, indicating a significant risk of CMB (Table 3).

Table 3. Harman's single-factor test results for common method bias (CMB)

Total	Extraction Sums of Squared Loadings	
	% of Variance	Cumulative %
19.768	43.686	43.686

The results show that the first factor explains 43.69% of the total variance, which is below the commonly accepted threshold of 50%. This indicates that no single factor dominates the variance among the items, suggesting that CMB is not a serious concern in this study. Therefore, the findings from the questionnaire responses can be interpreted with confidence, maintaining the validity of the results.

The validity and reliability of the constructs in the proposed structural model were evaluated

using a measurement model test. In this test, outer loading, construct reliability, and average variance extracted (AVE) are the key indicators. They are used to assess how well the measured constructs correspond to the collected data. Hair et al. (2019) emphasized that establishing construct validity and reliability is essential to ensure the accuracy and consistency of measurement instruments. This perspective is also supported by Nunnally and Bernstein (1994). According to Nunnally and Bernstein (1994), adequate reliability and validity are essential prerequisites for ensuring the quality of measurement instruments and supporting subsequent statistical analyses. Therefore, the measurement model assessment was conducted to determine whether the proposed constructs met the required validity and reliability criteria before proceeding to structural model analysis.

Moreover, discriminant validity was assessed to ensure that each construct in the model was empirically distinct from the others. The assessment was conducted using the Fornell-Larcker criterion (Fornell & Larcker, 1981) and the Heterotrait-Monotrait Ratio (HTMT) proposed by Henseler et al. (2015). These procedures were employed to determine whether the constructs measured distinct concepts and to minimize concerns regarding conceptual overlap

among constructs. Fornell and Larcker (1981) proposed that discriminant validity is attained when the square roots of AVE for each construct are greater than the correlation between constructs. This indicates that each construct captures a unique aspect of the theoretical model and is empirically distinct from the other constructs.

Table 4 below presents the measurement results for Outer Loading, Construct Reliability, and Average Variance Extracted (AVE) of various constructs in this study. The results show that all constructs have significant outer loadings, with most indicators exceeding the 0.7 threshold, indicating a strong contribution to the measured constructs. As shown in Table 4, the Academic Supervision construct has a Cronbach's alpha of 0.983 and a Composite Reliability of 0.985,

indicating excellent reliability. This result is supported by Nunnally and Bernstein (1994), who stated that if Cronbach's alpha is greater than 0.7, the construct has an excellent level of reliability. As shown in Table 4, the constructs altruistic leadership ($\alpha = 0.969$, CR = 0.972) and teacher happiness ($\alpha = 0.971$, CR = 0.973) also show very high reliability.

Meanwhile, with respect to construct validity, the AVE values are above 0.5. Such as, academic supervision (0.780) and trust (0.771). These values indicate good convergent validity. This is also in line with Fornell and Larcker (1981), who stated that if the AVE is greater than 0.5, the construct is convergent valid. As a whole, these results support the model's validity and reliability, providing a very strong basis for further structural model analysis.

Table 4. Outer loading, construct reliability and validity

Construct	Sub Construct	Outer Loadings	VIP	Sub Construct	Outer Loadings	VIP
Academic Supervision (Cronbach's Alpha: 0.983; Composite Reliability: 0.985; Average Variance Extracted / AVE: 0.780)	Aca Sprv1	0.834	3.213	Aca Sprv18	0.861	3.374
	Aca Sprv10	0.886	2.782	Aca Sprv2	0.842	3.040
	Aca Sprv11	0.913	3.992	Aca Sprv3	0.851	3.054
	Aca Sprv12	0.901	2.860	Aca Sprv4	0.873	4.885
	Aca Sprv13	0.890	2.491	Aca Sprv5	0.930	2.949
	Aca Sprv14	0.906	2.040	Aca Sprv6	0.898	2.763
	Aca Sprv15	0.898	2.050	Aca Sprv7	0.907	2.860
	Aca Sprv16	0.864	1.373	Aca Sprv8	0.865	4.351
	Aca Sprv17	0.877	2.130	Aca Sprv9	0.892	2.035
Altruistic Leadership (Cronbach's Alpha: 0.969; Composite Reliability: 0.972; Average Variance Extracted / AVE: 0.674)	Alt Lead10	0.872	1.221	Alt Lead2	0.734	3.820
	Alt Lead11	0.901	3.892	Alt Lead3	0.741	3.256
	Alt Lead12	0.870	3.852	Alt Lead4	0.862	4.617
	Alt Lead13	0.740	4.436	Alt Lead5	0.860	4.749
	Alt Lead14	0.723	3.654	Alt Lead6	0.878	3.711
	Alt Lead15	0.745	4.055	Alt Lead7	0.805	3.694
	Alt Lead16	0.869	4.737	Alt Lead8	0.808	3.728
	Alt Lead17	0.853	4.997	Alt Lead9	0.802	3.337
	Alt Lead18	0.854	4.926			
Teacher Happiness (Cronbach's Alpha: 0.971; Composite Reliability: 0.973; Average Variance Extracted / AVE: 0.684)	Teach Enj1	0.776	2.933	Teach Enj18	0.819	2.667
	Teach Enj10	0.798	4.421	Teach Enj3	0.847	2.862
	Teach Enj11	0.797	3.776	Teach Enj4	0.877	2.728
	Teach Enj12	0.766	4.192	Teach Enj5	0.793	3.524
	Teach Enj13	0.816	4.954	Teach Enj6	0.771	3.427
	Teach Enj14	0.859	3.446	Teach Enj7	0.866	2.358
	Teach Enj15	0.862	3.802	Teach Enj8	0.877	2.607
	Teach Enj16	0.878	3.917	Teach Enj9	0.802	3.853
	Teach Enj17	0.839	2.659			

Teacher Performance (Cronbach's Alpha: 0.970; Composite Reliability: 0.973; Average Variance Extracted / AVE: 0.691)	Teach_Perf1	0.725	3.005	Teach_Perf17	0.826	3.565
	Teach_Perf10	0.855	2.281	Teach_Perf18	0.893	2.976
	Teach_Perf11	0.892	2.070	Teach_Perf2	0.815	2.303
	Teach_Perf12	0.859	2.482	Teach_Perf3	0.801	2.639
	Teach_Perf13	0.912	2.499	Teach_Perf5	0.731	2.645
	Teach_Perf14	0.919	2.029	Teach_Perf7	0.728	2.587
	Teach_Perf15	0.901	2.272	Teach_Perf8	0.827	2.166
Trust (Cronbach's Alpha: 0.983; Composite Reliability: 0.984; Average Variance Extracted / AVE: 0.771)	Teach_Perf16	0.753	2.826	Teach_Perf9	0.826	3.882
	Trust1	0.808	3.767	Trust18	0.907	1.107
	Trust10	0.901	2.232	Trust2	0.867	1.347
	Trust11	0.880	2.711	Trust3	0.849	2.890
	Trust12	0.916	2.594	Trust4	0.865	2.524
	Trust13	0.884	2.480	Trust5	0.883	6.965
	Trust14	0.845	2.908	Trust6	0.858	6.208
	Trust15	0.903	2.934	Trust7	0.895	7.856
	Trust16	0.878	1.804	Trust8	0.904	7.702
	Trust17	0.885	2.644	Trust9	0.877	5.737

The discriminant validity test used the Fornell-Larcker criteria. It compares the square roots of the AVE for each construct with the correlations between constructs. The calculation shows that the square root of the AVE for each construct exceeds the correlations between that construct and other constructs, indicating good discriminant validity. As it is seen in Table 5 below, the academic supervision construct with the AVE square root (0.883) is greater than the correlation with other constructs, for instance, altruistic leadership (0.755) and teacher happiness (0.828). This indicates that each construct in this model can be clearly distinguished from other

constructs. Fornell and Larcker (1981) argue that discriminant validity is achieved when the square root of the AVE exceeds the correlations between constructs, ensuring that different constructs one measure distinct dimensions. Thus, these results support the conclusion that the constructs in this research model have strong discriminant validity and can be significantly distinguished from one another. Thus, this discriminant validity test supports the quality of the model proposed in this study.

The Heterotrait–Monotrait Ratio (HTMT) is one alternative way to test how well the constructs in the model can be distinguished from

Table 5. Discriminant validity (fornell-larcker criterion)

Construct	Aca Sprv	Alt Lead	Teach Enj	Teach Perf	Trust
Academic Supervision	0.883				
Altruistic Leadership	0.744	0.821			
Teacher Happiness	0.828	0.725	0.827		
Teacher Performance	0.736	0.599	0.830	0.831	
Trust	0.798	0.856	0.808	0.708	0.878

another. Table 6 below presents the results of the discriminant validity test. If the HTMT value is greater than 0.90, it indicates potential multicollinearity, suggesting that the construct may not be well distinguished (Henseler et al., 2015).

As shown in Table 6, the value of HTMT for all construct pairs was below 0.90. This indicates that the constructs could be clearly distinguished from one another. For instance, the HTMT value for the relationship between

Table 6. Heterotrait-Monotrait ratio (HTMT)

Construct	Aca_Sprv	Alt_Lead	Teach_Enj	Teach_Perf	Trust
Academic Supervision					
Altruistic Leadership	0.760				
Teacher Happiness	0.843	0.743			
Teacher Performance	0.755	0.618	0.854		
Trust	0.808	0.876	0.821	0.724	

academic supervision and altruistic leadership was 0.760. Whereas the value between teacher happiness and teacher performance was 0.854. Similarly, the HTMT ratio between teacher performance and trust in school leaders was 0.724. These values indicate that the constructs are empirically distinct and exhibit adequate discriminant validity because all HTMT values are below the recommended threshold of 0.90 (Henseler et al., 2015).

Table 7. Model fit summary

	Saturated Model	Estimated Model
SRMR	0.064	0.064
d_U LS	15.513	15.513
d_G	29.823	29.823
Chi-Square	11274.931	11274.931
NFI	0.529	0.529

Table 7 presents the results of the model fit assessment. The model was evaluated using several fit indices, including the Standardized Root Mean Square Residual (SRMR), Squared Euclidean Distance (d_U LS), Geodesic Distance (d_G), Chi-Square, and the Normed Fit Index (NFI). The SRMR value of 0.064 was below the recommended threshold of 0.08, indicating an acceptable level of approximate model fit. The Chi-Square value was 11,274.931; however, this statistic is highly sensitive to sample size and model complexity and should therefore be interpreted with caution in PLS-SEM applications (Hair et al., 2019).

Although the NFI value (0.529) was below the conventional threshold of 0.90, recent

methodological literature emphasizes that global fit indices should not be used as the sole criterion for evaluating PLS-SEM models (Hair et al., 2019; Hair et al., 2022; Henseler et al., 2015). Unlike covariance-based SEM, PLS-SEM primarily focuses on maximizing the explained variance and predictive capability of endogenous constructs. In the present study, all measurement constructs met the recommended criteria for indicator reliability, internal consistency, convergent validity, and discriminant validity. Furthermore, the structural model demonstrated substantial explanatory power, with R^2 values of 0.815 for trust, 0.713 for teacher happiness, and 0.703 for teacher performance (see Figure 2). These values indicate that the proposed model explains a substantial proportion of variance in the key endogenous constructs. Therefore, the model's adequacy is supported by a comprehensive evaluation of measurement quality and predictive capability rather than by a single global fit index. The hypotheses model of this study is shown in Figure 2 below.

The strength and direction of the relationships among constructs in the proposed model were assessed through path coefficient analysis. The results include standardized path coefficients ($\hat{\alpha}$), standard deviation (STDEV), t-statistics, and p-values for each hypothesized relationship, as presented in Table 8.

Of nine hypotheses tested, five hypotheses were accepted (H_1 , H_4 , H_6 , H_7 , and H_8), while four were rejected (H_2 , H_3 , H_5 , and H_9). The first hypothesis (H_1) examined the effect of academic supervision on teacher happiness. The

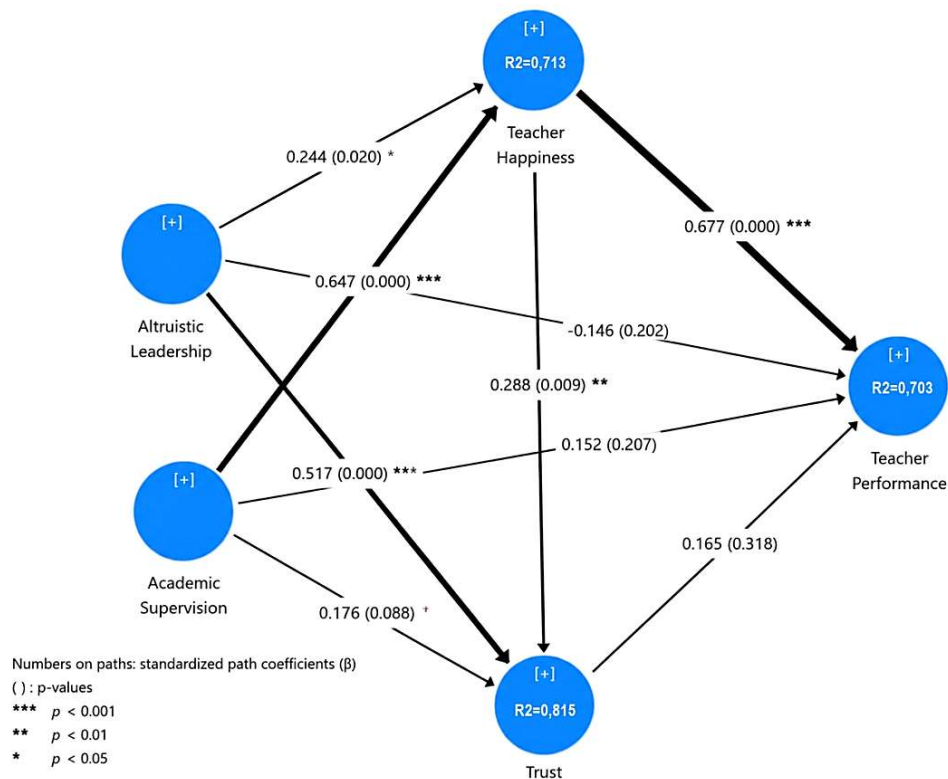


Figure 2. The hypotheses model

results revealed a significant positive relationship ($\beta = 0.647$, $t = 7.353$, $p < .001$), indicating that effective academic supervision contributes substantially to teachers' happiness. This finding supports previous studies suggesting that constructive supervision practices can enhance teachers' psychological well-being and job satisfaction (Winaliyah et al., 2021).

In contrast, the second and third hypotheses (H2 and H3) were not supported. Academic supervision did not significantly influence teacher performance ($\beta = 0.152$, $t = 1.276$, $p = .203$) or trust in school leaders ($\beta = 0.176$, $t = 1.788$, $p = .074$). These findings suggest that although

academic supervision may contribute to teachers' professional development and workplace well-being, its direct effects on performance and trust are not sufficiently strong within the context of the present study. One possible explanation is that teachers may perceive supervision primarily as a developmental and instructional support mechanism rather than as a factor that directly shapes their trust in school leaders or influences their performance outcomes. Therefore, additional organizational and psychological factors may be necessary to translate supervisory practices into improved performance and stronger trust relationships.

Table 8. Path coefficients

H	Path	β	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H ₁	Academic Supervision -> Teacher Happiness	0.647	0.088	7.353	0.000	Accepted
H ₂	Academic Supervision -> Teacher Performance	0.152	0.119	1.276	0.203	Rejected

H ₃	Academic Supervision -> Trust	0.176	0.098	1.788	0.074	<i>Rejected</i>
H ₄	Altruistic Leadership -> Teacher Happiness	0.244	0.098	2.499	0.020	Accepted
H ₅	Altruistic Leadership -> Teacher Performance	-0.146	0.112	1.303	0.193	<i>Rejected</i>
H ₆	Altruistic Leadership -> Trust	0.517	0.113	4.579	0.000	Accepted
H ₇	Teacher Happiness -> Teacher Performance	0.677	0.128	5.276	0.000	Accepted
H ₈	Teacher Happiness -> Trust	0.288	0.109	2.643	0.008	Accepted
H ₉	Trust -> Teacher Performance	0.165	0.156	1.057	0.291	<i>Rejected</i>

The fourth hypothesis (H4) revealed a significant relationship between altruistic leadership and teacher happiness, with a β of 0.244, a t-statistic of 2.449, and a p-value of 0.020. This means that when school leaders demonstrate altruistic leadership behaviors, their leadership style can increase teachers' happiness. This finding is in line with the study by Çelikkaleli and Ökmen (2021), which found that empathy-based leadership can increase motivation and job satisfaction.

In this study, the school leader's altruistic leadership is not significantly related to teacher performance. This can be seen from the β value of -0.146, with a t-statistic of 1.303 and a p-value of 0.193 for the relationship between altruistic leadership and teacher performance. These results indicate that H₅ is rejected. This shows that although altruistic leadership positively affects teacher happiness, its impact on teacher performance is more complex and may be shaped by other factors (Skaalvik & Skaalvik, 2017).

The finding that altruistic leadership did not directly influence teacher performance suggests that leadership effects may operate through more proximal psychological mechanisms rather than immediate behavioral outcomes. In the present study, altruistic leadership significantly enhanced teacher happiness, which, in turn, significantly

influenced teacher performance. This pattern indicates that teachers may not automatically translate supportive and selfless leadership behaviors into improved performance. Instead, altruistic leadership appears to create favorable emotional conditions that increase teachers' sense of well-being, enthusiasm, and motivation, thereby contributing to better performance.

This finding is particularly relevant within the context of Indonesian secondary schools, where teacher performance is often evaluated through formal indicators such as lesson planning, administrative documentation, assessment reporting, and compliance with national educational standards. These performance requirements are largely determined by institutional regulations and professional obligations rather than by the school principal's leadership style alone. Consequently, even when teachers perceive their principals as caring, supportive, and altruistic, such perceptions may not directly affect measurable performance outcomes unless they first influence teachers' psychological states and work motivation.

Furthermore, within the study area (Tanjung Jabung Barat), teachers are required to meet administrative and instructional obligations mandated by educational authorities. Consequently, performance outcomes may be

more strongly determined by compliance with professional standards than by leadership style alone. Under these conditions, altruistic leadership may contribute more strongly to teachers' emotional well-being and workplace satisfaction than to their observable performance. This explanation is consistent with Social Exchange Theory (Blau, 1964), which suggests that supportive leadership behaviors first generate positive psychological responses before producing behavioral outcomes. Therefore, the results indicate that teacher happiness is a more immediate mechanism by which altruistic leadership contributes to teacher performance.

Based on the results of the analysis in the path coefficients table 8 above, it can also be seen that the variable altruistic leadership $\rightarrow$ trust (H_6) has a value of $\hat{\alpha} = 0.517$, t -statistic = 4.579, and p -value = 0.000, which means that this relationship is statistically significant at a 95% confidence level ($p < 0.05$). Therefore, H_6 is accepted. This indicates that the higher the school leader's altruistic leadership, the higher teachers' trust in the school leader. This finding reveals that a school leader who demonstrates altruistic behavior, such as genuine concern for teachers' welfare, empathy, and actions oriented towards the common good, can build a climate of trust within the school environment.

In an educational organization, trust in the school leader is an important foundation for effective collaboration and communication, as well as for increased teacher motivation to teach well. When school leaders consistently demonstrate concern for teachers' well-being and prioritize collective interests over personal gain, teachers are more likely to perceive them as benevolent, ethical, and trustworthy. According to Mayer et al. (1995), perceptions of benevolence and integrity are key antecedents of trust in leadership. The finding is consistent with the studies by Sousa and Van Dierendonck (2017), Dinc and Aydemir (2014), and

Northouse (2023), which confirm that altruistic leadership by school leaders, through empathetic behavior, can foster psychological security and trust in leaders. Moreover, Giallonardo et al. (2010) stated that the school leader's empathetic behavior is positively related to teachers' levels of trust and job satisfaction.

The seventh hypothesis (H_7), which examines the relationship between teacher happiness and teacher performance, is supported. The strong path coefficient obtained in this study ($\hat{\alpha} = 0.677$) indicates that teacher happiness is among the most influential predictors of teacher performance in the proposed model. This finding indicates that teachers who experience higher levels of happiness in their professional roles tend to demonstrate better teaching performance. Rather than merely reflecting a positive emotional state, teacher happiness functions as an important psychological resource that strengthens teachers' motivation, engagement, and commitment to instructional tasks.

From the perspective of positive psychology, happiness contributes to what Myers (2012) describes as *human flourishing*, in which positive emotions, meaningful engagement, and supportive social relationships foster higher levels of productivity and well-being. When teachers experience positive emotions in their professional environment, they are more likely to invest greater cognitive and emotional energy in teaching activities, including lesson preparation, classroom interaction, and instructional innovation. In this sense, happiness enhances teachers' intrinsic motivation and strengthens their willingness to perform their professional responsibilities more effectively.

This finding is also consistent with the Job Demands–Resources (JD–R) framework, which posits that positive psychological states, such as work engagement and well-being, serve as motivational resources that enhance job performance. Teachers who feel satisfied, valued,

and emotionally supported are more resilient in dealing with classroom challenges and more persistent in maintaining instructional quality.

Empirically, the result aligns with the findings of Hakanen, Bakker, and Schaufeli (2006), who demonstrated that work engagement significantly predicts teaching effectiveness. Similarly, Frenzel et al. (2009) showed that teachers' positive emotions enhance classroom enthusiasm and stimulate student motivation, which ultimately contributes to more effective learning processes. Furthermore, Skaalvik and Skaalvik (2017) and Day and Gu (2014) emphasize that teachers who experience higher levels of professional satisfaction tend to develop stronger commitment and resilience, enabling them to sustain high performance even under demanding educational conditions.

However, while these studies consistently highlight the positive role of teacher well-being, the present finding further emphasizes that happiness should be viewed not only as an individual emotional condition but also as an outcome of supportive organizational environments. School leadership, collegial relationships, and a positive school climate can collectively create conditions that nurture teacher happiness, which in turn strengthens teachers' professional performance.

Last but not least, the eight hypotheses, based on the analyses, shows that there is a significant effect between teachers' happiness and trust in school leaders ($\beta = 0.288$, $T = 2.643$, $p = 0.008$). This means that teachers who feel happy during their working hours are more likely to develop trust toward their leaders and colleagues. The feeling of happiness can foster emotional openness and cooperation, which are crucial to building a trusting organizational culture. This finding is consistent with Tschannen-Moran (2014) and Bryk and Schneider (2002), who found that emotional satisfaction and positive school climates are closely associated with

relational trust. Likewise, van Maele and van Houtte (2011) and Benevene et al. (2018) demonstrated that teachers' emotional engagement and positive affect strongly predict trust in leadership and collegial relationships. Therefore, teacher happiness not only enhances individual performance but also strengthens the relational foundation of trust within schools, fostering a supportive and collaborative educational environment.

To sum up, the findings highlight that teacher happiness is the key mechanism linking leadership practices to teacher outcomes, while academic supervision and altruistic leadership effectively enhance teachers' emotional well-being and trust. Although direct effects of altruistic leadership and trust on performance were not significant, their influence operates indirectly through teacher happiness, confirming that emotional engagement is a crucial driver of teacher effectiveness. These findings suggest that school leaders should focus on creating supportive, empathetic, and enjoyable work environments, as such conditions not only strengthen trust but also lead to higher motivation, commitment, and overall teacher performance.

Aside from the direct effects of each variable, this study also analyzes the specific indirect effects of the structural model, which measures relationships between constructs through mediators. Table 9 below shows the result of the indirect effect. These indirect effects assess whether a construct influences another through a specific mediator, providing deeper insight into the dynamics of relationships among variables in this research model.

Based on the results in Table 9 (Specific Indirect Effects), three hypotheses H10, H11, and H17 are accepted, indicating significant indirect effects among the studied variables. H₁₀ (Academic Supervision $\rightarrow$ Teacher Happiness $\rightarrow$ Teacher Performance) shows a strong and significant mediating role of teacher happiness ($\beta = 0.438$, $p = 0.000$), suggesting that academic

Table 9. Specific indirect effects

H	Path	β	(STDEV)	T Statistics	P Values	Decision
H ₁₀	Academic Supervision -> Teacher Happiness -> Teacher Performance	0.438	0.103	4.259	0.000	<i>accepted</i>
H ₁₁	Altruistic Leadership -> Teacher Happiness -> Teacher Performance	0.165	0.071	2.337	0.020	<i>accepted</i>
H ₁₂	Academic Supervision -> Trust -> Teacher Performance	0.029	0.035	0.820	0.412	<i>Rejected</i>
H ₁₃	Altruistic Leadership -> Trust -> Teacher Performance	0.085	0.078	1.095	0.274	<i>Rejected</i>
H ₁₄	Academic Supervision -> Teacher Happiness -> Trust -> Teacher Performance	0.031	0.038	0.798	0.425	<i>Rejected</i>
H ₁₅	Teacher Happiness -> Trust -> Teacher Performance	0.047	0.059	0.806	0.421	<i>Rejected</i>
H ₁₆	Altruistic Leadership -> Teacher Happiness -> Trust - > Teacher Performance	0.012	0.017	0.684	0.495	<i>Rejected</i>
H ₁₇	Academic Supervision -> Teacher Happiness -> Trust	0.186	0.072	2.593	0.010	<i>Accepted</i>
H ₁₈	Altruistic Leadership -> Teacher Happiness -> Trust	0.070	0.045	1.558	0.120	<i>Rejected</i>

supervision indirectly enhances teacher performance by increasing happiness at work. This finding aligns with Hakanen et al. (2006) and Day and Gu (2014), who emphasized that supportive leadership and effective supervision boost teachers' intrinsic motivation and emotional engagement, which in turn improves their instructional performance. Similarly, H₁₁ (Altruistic Leadership → Teacher Happiness → Teacher Performance) with $\beta = 0.165$ and $p = 0.020$ indicates that altruistic leadership indirectly influences teacher performance through happiness, supporting Sousa and van Dierendonck (2017), who found that altruistic leaders enhance subordinates' well-being, fostering positive emotions and productivity.

Furthermore, H₁₇ (Academic Supervision → Teacher Happiness → Trust) ($\beta = 0.186$, $p = 0.010$) confirms that teacher happiness mediates the relationship between academic supervision and trust, showing that teachers who feel emotionally supported and satisfied tend to trust their supervisors more a finding consistent with Bryk and Schneider (2002) and Tschannen-Moran (2014), who highlight emotional satisfaction as a foundation for relational trust in schools

In contrast, the rejected hypotheses (H₁₂, H₁₃, H₁₄, H₁₅, H₁₆, and H₁₈) indicate that trust does not play a significant mediating role between leadership or happiness and teacher performance within this model. These non-significant results

suggest that while trust is important, it may not directly translate into improved performance unless accompanied by other motivational or structural factors. For example, H_{12} and H_{13} (paths involving trust as a mediator between supervision/leadership and performance) show high p-values (>0.05), implying weak indirect effects. This contrasts with findings from van Maele and van Houtte (2011), who argued that trust strengthens collaboration and performance in educational settings suggesting that contextual or cultural differences may influence the strength of this relationship. Similarly, the non-significant results in H_{14} – H_{16} suggest that multi-step mediation (e.g., happiness and trust together) may dilute the indirect effect, consistent with Skaalvik and Skaalvik (2017), who noted that teacher trust and happiness may operate as distinct psychological mechanisms rather than as sequential mediators. Lastly, H_{18} (Altruistic Leadership → Teacher Happiness → Trust) was not significant ($p=0.120$), suggesting that although altruistic leadership promotes happiness, this emotional factor alone may not be sufficient to build deep trust without consistent behavioral integrity and transparency from the leader.

To sum up, the results of the specific indirect effects demonstrate that teacher happiness functions as a pivotal mediating variable, linking both academic supervision and altruistic leadership to positive organizational outcomes such as performance and trust. This highlights the importance of fostering teachers' emotional well-being and intrinsic satisfaction as a strategic pathway to enhance effectiveness and strengthen professional relationships within schools. Conversely, the insignificance of trust as a mediator suggests that, while trust remains essential for long-term organizational harmony, it may not directly drive performance outcomes without emotional engagement and motivational support. Overall, the findings emphasize that effective educational leadership should prioritize creating enjoyable, supportive, and emotionally

enriching work environments, as these conditions form the foundation for improved teacher performance and the development of sustainable trust among school members.

The study shows that teacher happiness is the key factor connecting leadership and supervision to teacher performance and trust. When school leaders provide empathetic support and positive supervision, teachers feel happier and more motivated, which leads to better teaching and stronger relationships. Overall, improving emotional well-being and supportive leadership directly enhances the quality of education in schools.

■ CONCLUSION

This study examined the relationships among academic supervision, altruistic leadership, teacher happiness, trust in school leaders, and teacher performance among senior high school teachers in Tanjung Jabung Barat Regency. The findings revealed that academic supervision and altruistic leadership significantly enhanced teacher happiness, while altruistic leadership also significantly strengthened teachers' trust in school leaders. Teacher happiness was the strongest predictor of teacher performance and served as a significant mediator linking leadership practices to performance outcomes.

In contrast, altruistic leadership and trust in school leaders did not have significant direct effects on teacher performance. These findings suggest that leadership practices are more likely to influence performance indirectly through teachers' psychological well-being rather than through direct behavioral mechanisms. The results support the assumptions of Social Exchange Theory, which posits that supportive leadership behaviors first generate positive psychological responses and then produce desirable work outcomes.

The study contributes to the educational leadership literature by demonstrating that teacher happiness plays a more central mediating role

than trust in explaining the influence of leadership and supervision on teacher performance. This finding highlights the importance of considering teachers' emotional well-being as a strategic organizational resource rather than merely an individual psychological outcome.

Practically, the findings suggest that school leaders should prioritize supportive supervision, empathetic leadership behaviors, and initiatives that promote teachers' workplace well-being. Creating a positive and emotionally supportive school environment may be a more effective strategy for improving teacher performance than relying solely on formal supervisory or managerial practices.

Several limitations should be acknowledged. The study employed a convenience sampling technique and focused exclusively on senior high school teachers in one regency, which may limit the generalizability of the findings. Future research is encouraged to examine additional contextual variables, such as organizational culture, teacher engagement, workload, and school climate, and to test the proposed model across different educational levels and geographical settings.

■ DECLARATION OF GENERATIVE AI USAGE IN THE WRITING PROCESS

During the writing of this manuscript, the authors employed the ChatGPT, Gemini, and Deepl tools to assist with language refinement and proofreading. The authors have reviewed and edited the content generated by these tools and assume full responsibility for the content of the published article.

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