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INCREASING TEACHER LEADERSHIP SKILLS IN COPING WITH STUDENT DISCIPLINE PROBLEMS THROUGH DISCIPLINE MANAGEMENT APPROACHES

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ABSTRACT

There are still a number of teachers that use force while dealing with disciplinary problems with their students. In order to prevent student misbehaviour, teachers should control their disciplinary management strategy. The goal of this study is to investigate the effect of disciplinary management style on teacher leadership competency. A survey of 120 teachers from six secondary schools in Pasir Mas, Malaysia was conducted using the survey design approach. The study's tools included the "Teacher Discipline Five-Style Inventory" and the "Teacher Leadership Competency Model." PLS-SEM 3 (Partial Least Squares Structural Equation Modeling) was used. According to the PLS-SEM 3 study, only the component of Supporter Style in teacher disciplinary management style has a significant influence on teachers' leadership qualities. Meanwhile, Negotiator Style, Abdicator Style, Enforcer Style, and Compromiser Style showed no significant influence on teacher leadership qualities. The findings of this study will assist the Ministry of Education in determining the optimal supporting style employed by teachers, which will improve measures against teachers who utilise excessive techniques.

Keywords: Discipline management style, Teacher leadership competency, discipline teacher, Students misbehaviour

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INTRODUCTION

Disciplinary difficulties among students have become a quandary and are worsening by the year (Wahab et al., 2021), necessitating teachers to select the right style in order to obey the regulations that have been established (Slameto, 2019). Failure of a teacher to use a discipline method that is less effective encourages students to commit disciplinary infractions. This is due to the fact that among the factors that contribute to disciplinary violations are teachers who pay less attention to students, students who are uncomfortable being in school, students who do not care about disciplinary punishment, and the length of time allotted for disciplinary action procedures (Wahab et al., 2019). Teachers should be more attentive in applying suitable regulations to reprimand pupils because they are in charge of dealing with disciplinary concerns (Halim et al., 2019). This implies that teachers must be virtuous and conduct properly through different techniques such as prevention, educating, reprimand, and punishment, as well as adopt the best measures when dealing with student disciplinary problems. However, a small number of teachers continue to act without consulting the Malaysian Ministry of Education's standards (Fisol & Samuri, 2020).

According to Susanto et al. (2020), there is a link between teacher leadership in the classroom and student character. This demonstrates the link between establishing students' values and teacher guiding patterns. Moreover, Yusof et al. (2020) stress that experienced teachers with leadership abilities may assist to limit the rise in societal issues and student discipline. Furthermore, Malaysia Education Blueprint 2013-2025 has stressed the need of competent leadership as the primary emphasis of educational reform. As a result, the idea of leadership abilities must be expanded to include teachers in schools. This indicates that school leadership abilities are supplied not only by administrators, but also by teachers. As a result, focusing on components of teacher leadership abilities in schools should be prioritised in order to improve the quality of education in schools (Kullan & Mansor, 2020). This is confirmed by Mansor et al. (2019), who advised that teachers develop their leadership skills so that they can confront obstacles in the classroom learning process. Furthermore, educators' demonstrated leadership qualities are just modest to poor (Misdiet et al., 2019; Yusof et al., 2020). This clearly indicates that the element of leadership competency component among teachers remains inadequate, which may produce an uncomfortable climate in schools, providing students opportunity to breach discipline. As a result, the goal of this study is to see how disciplinary management style affects teacher leadership ability.

PROBLEM STATEMENT

Disciplinary management seeks to alter behaviour, enhance authority, increase obedience to leaders, and improve the capacity to create consistency between instructions and social practises (Ismail & Othman, 2020). Teachers' responsibilities include not just teaching and learning, but also disciplining pupils, which necessitates a great level of dedication. On the other hand, there are those irresponsible teachers who use force without regard for the consequences while punishing children (Fisol & Samuri, 2020). Things deteriorate as incidents of student disciplinary misbehaviour such as bullying, drug misuse, and mental health concerns rise year after year in Malaysia, becoming a global concern (Agensi Anti Dadah Kebangsaan, 2019). Indeed, what exacerbates moral deterioration among secondary school pupils is the failure of teachers in schools to address disciplinary issues (Wahab et al., 2021).

To back up the data presented above, the 2018 Annual Report of the Malaysia Education Blueprint 2013-2025 found that 6 percent of schools were classified as Highly Disciplined Misbehaviour Schools out of nearly 90 percent of schools that filled out the Student Disciplinary Personality System systematically in 2018. However, the problem is compounded when data analysis indicates a growth in disciplinary cases for severe and moderate misconduct cases each year, with a 2.25 percent increase in 2018, and it is discovered that the priority of misconduct cases involves school skipping (Ministry of Education Malaysia, 2018). Thus, the percentage of students involved in serious misbehaviour incidents in schools increased in 2016; 2.32 percent, 2017; 2.8 percent, and 2018; 5.05 percent. In 2016, a total of 111, 895 students were involved in disciplinary misconduct, with 95,046 students involved in secondary schools and 16,849 students involved in primary schools, including criminal offences, bullying, skipping school,



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obscenity/pornography, and minor offences such as personal cleanliness (Fisol & Samuri, 2020). This indicates that the number of children who break school discipline has nearly doubled in 2018. If this rapid surge is not handled promptly, it will have a significant and negative influence on the country's future because the kids are the nation's hope. Strictly speaking, this is a major issue when the contributing cause for disciplinary infractions is the quality of instruction and classroom control, with the discovery that 15% of the time in the classroom is spent in unmanageable conditions (Pauzi & Mohamad, 2019). This circumstance clearly demonstrates that it is rather difficult for teachers to fulfil the specified learning objectives, which encourages students' discontent in grasping the substance of classroom discussions owing to emotional disturbances that emerge. In fact, according to the conclusions of a research by Slameto (2019), there are no study results suggesting that teacher discipline impacts or becomes a determinant of teacher competency. Furthermore, research in the context of rural schools were inadequately executed (Romly & Isaac, 2021). This clearly demonstrates the scarcity of research on the effects of disciplinary management styles on teacher leadership ability. Because of these issues, the researchers conducted this study to try to bridge the gap and seek solutions to concerns about the disciplinary management style that influences teachers' leadership competency in order to address today's challenges of student discipline problems.

Hypothesis

- H1: There is a significant influence between Compromiser Style and Teacher Leadership
- H2: There is a significant influence between Enforcement styles and Teacher Leadership
- H3: There is a significant influence between Supporter Styles and Teacher Leadership
- H4: There is a significant influence between Negotiator Style and Teacher Leadership
- H5: There is a significant influence between Abdicator Style and Teacher Leadership

LITERATURE REVIEW

Disciplinary Management Style

The disciplinary management style defined in this study is the behavioural strategy utilised by teachers when dealing with student difficulties using defensive, offensive, and avoidance tactical tactics (Halim et al., 2019). Thus, the choice of disciplinary management style impacts teachers' leadership abilities, improving teachers' capacity to gain students' trust through role models from teachers. According to Erşen and Kan (2019), when teachers trust their students, their self-confidence rises, resulting in greater success as teachers. This implies that when teachers agree to collaborate with their pupils, positive disciplinary approaches will be beneficial. This research will concentrate on Tomal's (1999) five disciplinary management styles: negotiation style, abdicator style, compromiser style, supporter style, and enforcer style.

Five Dimensions of Disciplinary Management Style

Tomal's (1999) Five Dimensions of Teacher Discipline Management Style

1. Enforcer Style - The teacher's approach is referred to as "enforcer" if the teacher has a high degree of enforcement and a low level of support. The teacher is like a tyrant who expects pupils to follow his rules and provide some room for discussion. When it comes to disciplinary issues, the enforcer style adopts a "zero tolerance" attitude.
2. Abdicator Style - Teachers with an abdicator personality have a low supporting and enforcing attitude. They are uninterested in dealing with disciplinary issues and are uninterested in pupils. This personality type develops as a result of the stress of working as a teacher, waiting for retirement, or seeking for a new career. This abdicator personality tolerates a wide range of negative actions in the classroom



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3. Compromiser style - Teachers with a “compromise” approach exhibit a reasonable amount of enforcing and supporting behaviours. When punishing their pupils, they are usually completely engaged in both giving and receiving. Teachers with this personality appear to be more willing to sacrifice their own stance for the sake of their students.
4. Supporter Style - Teachers that use a “supporter” discipline approach show high levels of support but low levels of enforcement. They work hard to discuss disciplinary concerns with kids and give them a lot of leeway in the disciplinary actions they may take. These teachers demonstrated a great level of empathy and care for the children while displaying minimal aggressiveness. They appear to be too concerned with kids' personal sentiments and have difficulty enforcing harsh regulations.
5. Negotiator Style - Teachers that use a “negotiator” method of punishment place a strong focus on upholding and supporting their students. They reprimand pupils in a win-win situation. They appear to try to establish a learning atmosphere in which pupils may achieve their maximum potential. They appear to strike a balance between empathy and aggressiveness with their students.

Teacher Leadership

Teacher leadership competence is now one of the factors contributing to increased school performance. Understanding what they are leading, communicating the goal or objectives clearly to teachers' leadership, creating social networks, and actively making changes are all examples of teacher leadership competency (Yuet et al., 2016). Moreover, Misdi et al. (2019) stated that a teacher who is competent in leadership is someone who has a degree of confidence, great awareness, and a sense of duty to form a team among other instructors. This explains why competent teachers must comprehend what they are leading by generating a positive aura and properly communicating the meaning of progress in order to develop teachers' leadership abilities both within and outside the classroom.

This study relates to the competence model proposed and tested by Yuet et al. (2016), which has been modified to the Malaysian context, to describe the aspects of teacher leadership competencies. Thus, teachers with high leadership competency always seek to enhance their own quality with diverse talents, to be excellent role models, and to contribute everything they have to raise the school's efficiency. Teachers are persons who are entrusted with the responsibility of improving the quality of teaching and learning, which in turn enhances students' academic success (Yusof et al., 2020). In other words, teachers have a tremendous deal of power to impact students' motivational, emotional, and behavioural reactions, as well as to act as leaders in the classroom (Trigueros et al., 2020).

In this regard, Pauzi and Mohamad's (2019) demonstrate that teacher leadership competency is directly connected to disciplinary management style, and that an increase in teacher leadership competence leads to an increase in disciplinary management style. Indeed, Susanto et al. (2020) emphasised the need of concurrently reinforcing teachers' leadership skills in the classroom and the guiding pattern approach. This means that, in addition to dealing with pupils, teachers' disciplinary management style and teacher leadership competency must be enhanced. According to Setyowati (2019), a teacher's leadership competence personality is a well-established character, noble, intellectual, authoritative, and to be an example to students, and a disciplined teacher's personality would bring substantial change to students. The goal is to influence and improve the development of pupils' values and personalities. Thus, teacher leadership competency is a process of persuading others to try new ways to enhance leadership abilities (Yuet & Mansor, 2019). The new approach entails sharing best practises, collaborative cultures, role models, and self-development that begin in the classroom and affect the overall quality of the school. This is due to the fact that instructors who become teachers' leaders exhibit competence via autonomy, open communication, trust, developmental focus, acknowledgment, and involvement (Romly & Isaac, 2021). This implies that teachers with leadership skills are constantly proactive in their actions, seeking to create a more pleasant and productive



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environment in order to contribute to the creation of a more favourable school for all individuals, particularly kids' personality and academic development.

RESEARCH METHODOLOGY

This study uses a fully quantitative method. Quantitative data analysis is an analysis that involves data in the form of numbers which will then be used to describe the actual situation or predict future conditions. This type of analytical method can be used to establish generalizable facts about a topic. The advantage of quantitative data analysis is that quantitative data can be interpreted with statistical analysis. The science of statistics is based on mathematical principles, so that the quantitative approach is seen as scientifically objective and rational.

Population and Sampling

From a population of 180 teachers teaching in six secondary schools in the Pasir Mas area, a sample of 120 teachers was drawn. According to the sampling table developed by Krejcie and Morgan (1970), the needed sample size for a population of 180 was 118. The respondents were teachers who were chosen at random to answer the questionnaire.

Instruments

This study's questionnaire included three parts. Part A comprises demographic data, Part B a disciplinary management style assessment, and Part C a teacher leadership questionnaire.

Part B employs Tomal's (1999) Five-Style Teacher Discipline Inventory to assess teachers' discipline management techniques. The instrument has 30 question items using a Likert scale of 1 "never", 2 "sometimes", 3 "often done" and 4 "very often". The Cronbach's alpha values obtained for each dimension were support style dimensions ($\alpha = .82$), enforcement style ($\alpha = .72$), compromise style ($\alpha = .81$), negotiation style ($\alpha = .81$) and submission style ($\alpha = .77$), while the Cronbach's alpha value obtained from the entire instrument was $\alpha = .95$.

Teacher Leadership

Part C employs the Teacher Leadership Competence Model (TLCM) instrument, which is based on the teacher leadership competency questionnaire developed and tested by Yuet et al. (2016). This instrument has been tailored to the Malaysian environment. The instrument has 22 question items and uses a Likert scale of 1 "Never", 2 "Rarely", 3 "Occasionally", 4 "Sometimes", 5 "Often done", 6 "very often" and 7 representing "Every Time" with instrument reliability findings of Cronbach's alpha value $\alpha = .94$. The Cronbach's alpha values obtained for each dimension were attribute leadership ($\alpha = .86$), collaborative culture ($\alpha = .89$), referenced leadership ($\alpha = .86$) and monitoring and improvement ($\alpha = .86$). According to Hussin et al. (2014), an alpha value of 0.7 or above implies that the measuring device is reliable. The overall dependability index scores for the items in both variables were good.

Procedure

The data collecting method begins with an application to Graduate schools at Universiti Utara Malaysia for a letter of identity. The next step is to apply to the Malaysian Ministry of Education's Education Planning and Policy Department for authorization to conduct research in schools under the Ministry's auspices. Furthermore, this department functions as the centralised ethical council for human research in any Ministry of Education school. The application procedure is completed online, and researchers must submit a comprehensive study proposal, including the questionnaire used to perform the research. Following clearance from Malaysia's Ministry of Education's Planning and Policy Department, researchers requested for authorization with all school principals to expedite the data gathering procedure. Prior to the study, a pilot test was done to confirm that the questionnaire's dependability was adequate. Questionnaires were provided to all responders at the school. The responders were given a week to answer the questions, which were gathered by the instructor in charge. The data collecting procedure may be finished in a week.



Data Analysis

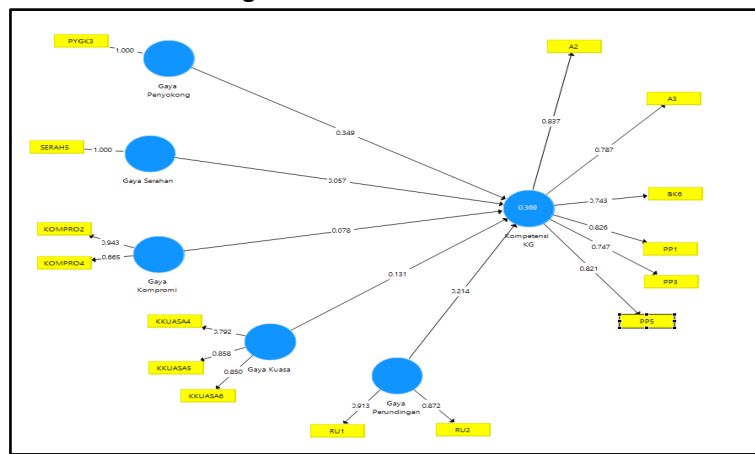
Data analysis of this study utilised PLS-SEM 3 (Partial Least Squares Structural Equation Modeling). A survey of 120 teachers from six secondary schools in the Pasir Mas, Malaysia area was conducted using the survey design approach. The study's instrument included the "Teacher Discipline Five-Style Inventory" and the "Teacher Leadership Competency Model."

Results

Descriptive statistics were employed to examine respondent profile data using IBM SPSS software. While the sophisticated analytical approach of Partial Least Squares Structural Equation Modeling PLS-SEM 3 is used for inferential statistics using SmartPLS 3.0 software.

Measurement Model

Figure 1: Measurement Model



Notes: *Gaya Penyokong*- Supporter Styles; *Gaya Serahan*- Abdicator Style; *Gaya Kompromi*- Compromiser Style; *Gaya Kuasa*- Enforcement Styles; *Gaya Perundingan*- Negotiator Style; *Kompetensi KG*-Teacher Leadership

Table 4.2 Construct reliability and convergent validity

| Construct | Indicators | Outer Loading | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) | Convergent Validity (AVE > 0.5) |
|--------------------------|------------|---------------|------------------|-----------------------|----------------------------------|---------------------------------|
| Compromiser Style | KOMP2 | 0.943 | 0.549 | 0.795 | 0.666 | Yes |
| | KOMP4 | 0.665 | | | | |
| Enforcer Style | KK4 | 0.792 | 0.782 | 0.872 | 0.695 | Yes |
| | KK5 | 0.858 | | | | |
| | KK6 | 0.850 | | | | |
| Supporter Style | P3 | 1.000 | 1.000 | 1.000 | 1.000 | Yes |
| Negotiator Style | R1 | 0.913 | 0.748 | 0.887 | 0.798 | Yes |
| | R2 | 0.872 | | | | |
| Abdicator Style | S5 | 1.000 | 1.000 | 1.000 | 1.000 | Yes |



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|---------------------------|-----|-------|-------|-------|-------|-----|
| Teacher Leadership | A2 | 0.837 | 0.882 | 0.911 | 0.631 | Yes |
| | A3 | 0.787 | | | | |
| | B6 | 0.743 | | | | |
| | PP1 | 0.826 | | | | |
| | PP3 | 0.747 | | | | |
| | PP5 | 0.821 | | | | |

Next, the validity of the discrimination was analysed based on the Heterotrait-Monotrait (HTMT) criteria. Gold et al. (2001) also stated that if the overall value of the correlation between each construct of HTMT0.9 is less than 0.90, it also indicates that all constructions are different from each other. Therefore, the results of the discriminant validity analysis found that the HTMT value for testing all constructs was found to be less than 0.90 and is shown in Table 4.3 below.

Table 4.3 Discrimination validity of Heterotrait-Monotrait (HTMT) criteria

| | Compromiser Style | Enforcer Style | Supporter Styles | Negotiator Style | Abdicator Style | KG Competence |
|---------------------------|--------------------------|-----------------------|-------------------------|-------------------------|------------------------|----------------------|
| Compromiser Style | | | | | | |
| Enforcer Style | 0.740 | | | | | |
| Supporter Style | 0.453 | 0.244 | | | | |
| Negotiator Style | 0.669 | 0.891 | 0.379 | | | |
| Abdicator Style | 0.740 | 0.303 | 0.218 | 0.175 | | |
| Teacher Leadership | 0.508 | 0.485 | 0.525 | 0.559 | 0.258 | |

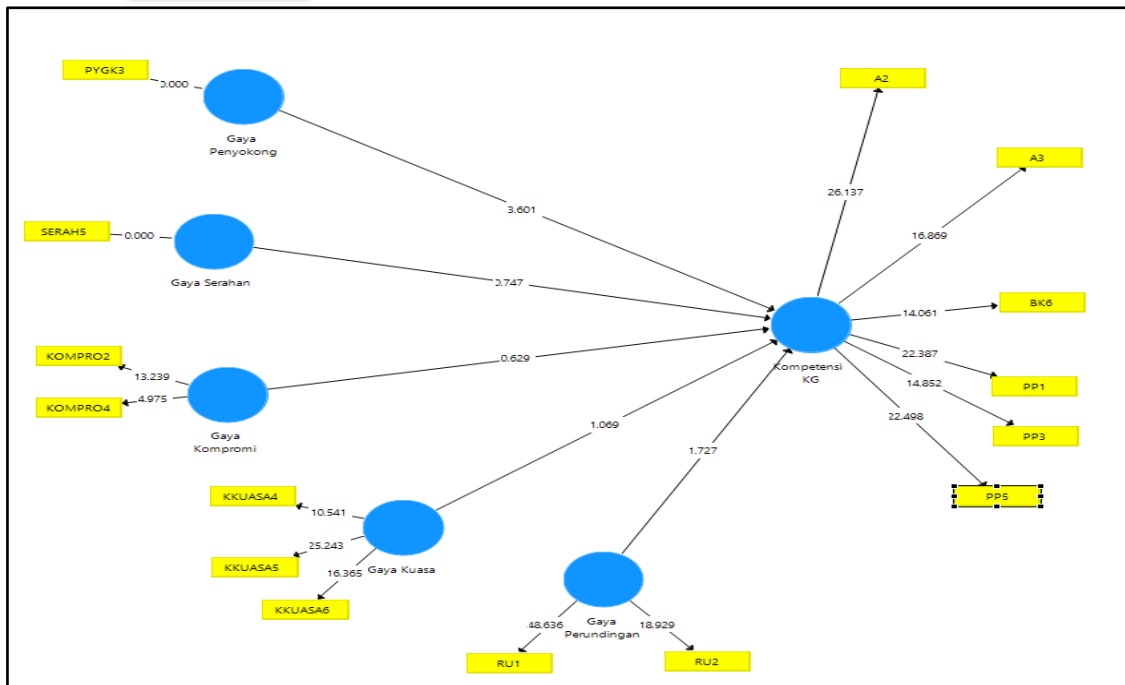
Structural Model Assessment

The assessment of the structural model was carried out through a bootstrapping procedure with a total subsample of 5,000 and a two-tailed test at a significance level of 0.05 (Hair et al., 2017). Collinearity assessment was performed first before testing the significance of the crossing coefficients to bypass the problem of collinearity between the constructs tested. The results of collinearity analysis found that the value of variance inflation factor (VIF) is less than 5 (Hair et al., 2017). Figure 2 below shows the structural model analysis found that it meets the measurement model assessment criteria using SmartPLS 3.0 software analysis procedure.

Figure 2: Structural Model



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Notes: *Gaya Penyokong*- Supporter Styles; *Gaya Serahan*- Abdicator Style; *Gaya Kompromi*- Compromiser Style; *Gaya Kuasa*- Enforcement Styles; *Gaya Perundingan*- Negotiator Style; *Kompetensi KG*-Teacher Leadership

Table 4.4 Structural Model Assessment Results (Influence)

| Hypothesis | Influence | Original Sample (β) | Standard Deviation | t-values | p-values | Result |
|------------|---|-----------------------------|--------------------|----------|----------|----------------------|
| H1 | Compromiser Style-> Teacher Leadership | 0.078 | 0.123 | 0.629 | 0.530 | Not significant |
| H2 | Enforcement Styles-> Teacher Leadership | 0.131 | 0.123 | 1.069 | 0.285 | Not significant |
| H3 | Supporter Styles-> Teacher Leadership | 0.349 | 0.097 | 3.601 | 0.00 | Significant* (p<.05) |
| H4 | Negotiator Style-> Teacher Leadership | 0.214 | 0.124 | 1.727 | 0.084 | Not significant |
| H5 | Abdicator Style-> Teacher Leadership | 0.057 | 0.076 | 0.747 | 0.455 | Not significant |



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Table 4.4 and Figure 2 above illustrate the findings of the structural model evaluation (impact). The concept of supporter style was shown to have a significant effect on teacher leadership competency among national secondary school teachers ($\beta = 0.349$, $p < 0.05$). However, the compromiser style ($\beta = 0.078$, $p > 0.05$), negotiator style ($\beta = 0.214$, $p > 0.05$), enforcer style ($\beta = 0.131$, $p > 0.05$), and abdicator style ($\beta = 0.057$, $p > 0.05$) had no significant impact on teacher leadership competency.

DISCUSSION

According to the SEM PLS analysis, just one component of teacher disciplinary management style, supporters' style ($\beta = 0.349$, $p < 0.05$), has affected teachers' ongoing growth and strengthening of leadership competence abilities. Teachers with "supporter" disciplinary styles show high levels of support but low levels of enforcement (Tomal, 1999). In addition, they try hard to discuss disciplinary issues with youngsters and offer them lots of discretion. These teachers showed excellent sensitivity and concern for the students while being non-aggressive. Furthermore, Slameto (2019) emphasises that teachers who adopt a supportive style take an empathy approach to student discipline and have the fewest difficulty dealing with student disciplinary concerns. Indeed, Munir (2020) claims that the interactions designed for these kids are interactions that may offer encouragement as well as interactions that can bring awareness. This indicates that teachers who prefer to assist children have stable emotional intelligence and can deal with student discipline issues effectively. In fact, according to Debreli and Ishanova's (2019) research, teachers' preferred techniques for dealing with student misbehaviour are largely supportive, such as empathy, avoidance of punishment, and positive attitudes toward students. This is because teachers think that having positive relationships with pupils is essential.

According to Setyowati (2019), teachers' everyday discipline attitudes and actions, both within and outside of the classroom, can have an indirect effect on students' emotional states. Students prefer to emulate their teachers, whom they regard as role models, in order to instil discipline in them. In other words, the more teachers demonstrate support and empathy, the less likely children are to misbehave. Moreover, Huang and Anyon (2019) found that troublesome adolescents who received class detention had a more positive opinion of school. This is because during class detention, schools and teachers treat children with kindness and respect while avoiding harsh disciplinary measures. These wayward pupils need elders' guidance and sympathisers to get them back on track. Principals must also be sympathetic with troubled pupils. This is so the students' intent to return as better behaved students without feeling retaliated against and seeking to make further difficulties. The principal's softer, assertive, and peaceful demeanour should be shown to the students (Yusuf & Cheah, 2020).

Furthermore, Ismail et al. (2021) discovered that the best and most successful approach for teachers to convey knowledge is for them to completely get to know their students, including their background, personality, and potential. This essential concept greatly helps teachers establish morals in their students in a delicate and compassionate manner, without the use of force or violence, like rattan does. Supportive style will provide advice and reprimand as an initial approach and will do their best to avoid penalising or taking severe action.

Despite the fact that the supportive disciplinary style has provided effective methods for dealing with misbehaving students, it contradicts the findings of Halim et al. (2019) discovered that the negotiating style dimension has a big effect on the variables because practising this style makes students more conducive and comfortable in front of teachers while dealing with their disciplinary concerns. Teachers that employ the "negotiator" technique of punishment place a great emphasis on upholding and supporting their students. In a win-win situation, they punish students. They appear to be attempting to create a learning environment in which students may reach their full potential. Although the negotiating approach was used in the Halim et al. research, it appears that teachers in Pasir Mas, Kelantan thought that the supporting style was the most suited in order to improve teacher leadership abilities. In other words, these teachers will feel that their supportive approach is the greatest, and this will encourage them to make every effort to settle disciplinary concerns with students while also giving them a lot of flexibility in the disciplinary steps they may take. These teachers exhibited a high level of empathy and concern for the students while



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exhibiting less aggression. They tend to be more concerned with the personal feelings of children and have trouble imposing strict restrictions (Tomal, 1999). They believe that having a supportive personality helps them enhance their leadership skills as teachers. As a consequence, a teacher will aid students by being a nice person who provides good advice and occasionally awards for the compassion demonstrated by students (Rohman, 2018). This is due to the fact that it has a major influence on students' willingness to change for the better. Finally, the outcomes of this study may be used to establish a standard for highly cultured teacher leadership competency among teachers. In addition, it can contribute to the supporter style as a disciplinary management style choice for dealing with student discipline.

IMPLICATIONS OF THE STUDY

According to the results, the supportive disciplinary style has a significant impact on teachers' leadership competencies. The school, District Education Offices, and State Education Departments can then create specific initiatives based on the noble ideals of teacher leadership practises. In a different way, the findings of this study provide new information to the Malaysian Ministry of Education, in order to identify teacher best practises that contribute to the selection of disciplinary styles used by teachers in the national education system. Perhaps, teachers who employ the best disciplinary management approach should be rewarded. These incentives will encourage other teachers to be more emphatic in dealing with disciplinary issues in school without instilling a sense of vengeance and dissatisfaction among the students concerned. Moreover, teachers, on the other hand, who employ an overly supportive disciplinary management style should be recognised and reinforced via additional training and seminars (Rozali & Wahab, 2020).

LIMITATIONS OF THE STUDY

This study also had limitations that need to be addressed because it was limited in a variety of ways. In order to provide more comprehensive results, this study must be enhanced and consolidated. Because this is a cross-sectional quantitative survey, it should be used with other methodologies to learn more about the disciplinary management style of teachers. As a result, qualitative research is also suggested as an upgrade to collect more in-depth information about why such findings were discovered. Perhaps a one-year longitudinal research should be conducted to determine teacher tendencies in dealing with disciplinary situations. In the future, this research should be expanded into other regions in Kelantan, as well as throughout Malaysia, to ensure that the supportive manner of handling disciplinary issues is a true way of reducing difficulties in schools.

CONCLUSION

Overall, adopting a supporter approach can assist teachers improve their leadership abilities, notably in Kelantan's Pasir Mas district. Teachers who complement the characteristics of a supportive style leader are more likely to value harmony, kindness, empathy, consideration, assisting students, as well as a proactive attitude, and they always strive to achieve their goals by improving the quality of work without waiting for the principal's instructions (Halim et al., 2019; Yusof et al., 2020). Improved teacher leadership competency reduces student disciplinary breakdown. To guarantee that school discipline issues are routinely defeated, these teachers' leadership qualities must be developed.

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