

Finding Out How Job Satisfaction Affects Teacher Performance Through Emotional Intelligence and Competence

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Abstract

This study aims to examine the direct and indirect effects of emotional intelligence and competence on teacher performance, with job satisfaction as a mediating variable. A quantitative approach was conducted through a survey of 200 high school teachers in Indonesia, and the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS. The results indicate that emotional intelligence and competence have a positive and significant effect on both teacher performance and job satisfaction; however, job satisfaction does not mediate the relationship between emotional intelligence or competence and teacher performance. These findings emphasize the importance of enhancing emotional intelligence and professional competence through structured training and development programs as effective strategies to improve teacher performance, while job satisfaction, although important for teacher well-being, does not play a mediating role in this context.

Keywords: Teacher Performance, Emotional Intelligence, Competence, Job Satisfaction.

INTRODUCTION

The quality of education is closely linked to the performance of teachers, as they are the primary agents in delivering learning processes and shaping student outcomes. Teacher performance encompasses not only the ability to transfer knowledge but also to inspire, guide, and foster the holistic development of students. In many countries, particularly in Indonesia, efforts to improve educational quality often focus on strengthening teacher competencies and enhancing their professional well-being. This emphasis stems from the understanding that well-performing teachers are more capable of fostering positive learning environments and achieving educational goals effectively (Hartini et al., 2021) (Husaini et al., 2024).

Teacher performance is influenced by multiple factors, both internal and external. Internally, emotional intelligence and professional competence have been consistently highlighted as critical determinants

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(Acheampong, 2021; (Richardo et al., 2020)). Externally, job satisfaction plays an important role in maintaining teachers' motivation and engagement. Teachers who are satisfied with their work are more likely to demonstrate commitment, perseverance, and creativity in their teaching practices (Aris et al., 2024) (Alfath et al., 2023) However, the interplay between these variables, and particularly the mediating role of job satisfaction, requires further exploration to guide effective policy and professional development strategies.

Emotional intelligence (EI) refers to the ability to recognize, understand, regulate, and utilize emotions effectively in interpersonal interactions (Goleman, 2016) In the teaching profession, EI enables educators to manage classroom dynamics, respond empathetically to students' needs, and sustain positive relationships with colleagues. Teachers with higher EI can better cope with occupational stress, adapt to diverse student behaviors, and maintain constructive engagement in challenging circumstances (Widjaya, 2024; Rosyida, 2024). These emotional capabilities are particularly crucial in education, where human interaction is at the core of professional practice.

Competence, on the other hand, encompasses the knowledge, skills, and attitudes required to perform professional duties effectively. In Indonesia, teacher competence is defined through four main dimensions: pedagogical, professional, social, and personal competencies (Permendiknas No. 19, 2005). Pedagogical competence focuses on lesson planning, instructional delivery, and student assessment; professional competence emphasizes subject mastery and continuous development; social competence involves constructive interaction within the school community; and personal competence reflects discipline, integrity, and emotional stability. Competent teachers are more capable of meeting curriculum standards, applying effective teaching strategies, and creating an environment conducive to learning (Tafonao et al., 2024).

Job satisfaction, in the context of teaching, refers to the extent to which teachers feel content and fulfilled in their profession. Factors influencing job satisfaction include working conditions, administrative support, professional recognition, and alignment between job expectations and personal values (Yukl, 2019). Teachers who experience high job satisfaction are more likely to remain in the profession, contribute positively to school culture, and engage in continuous professional growth (Noor, Hasriza, Abu, 2024); (Amsyari et al., 2019). Conversely, dissatisfaction can lead to burnout, absenteeism, and reduced instructional quality.

Previous studies have established the positive relationship between EI, competence, and job satisfaction. For instance, Rosyida (2024) found that EI significantly enhances satisfaction through improved emotional resilience and workplace relationships. Similarly, Alfath et al. (2023) reported that competence positively influences satisfaction by reducing role ambiguity and increasing confidence in handling instructional challenges. These findings indicate that both EI

and competence may serve as important predictors of job satisfaction, which in turn can influence teacher performance.

However, the mediating role of job satisfaction in the relationship between EI, competence, and performance remains inconclusive. Some researchers (e.g., Amsyari et al., 2019; Noor et al., 2024) suggest that job satisfaction acts as a bridge, translating personal capabilities into higher performance outcomes. Others (Adiyasa, 2020) argue that EI and competence have a direct impact on performance, making job satisfaction less relevant as a mediating variable. This gap in empirical findings highlights the need for further investigation, particularly in the Indonesian educational context.

Moreover, most prior studies on these variables have been conducted in contexts different from Indonesia's cultural and institutional landscape. Cultural norms, administrative policies, and resource availability can shape how EI, competence, and job satisfaction interact to affect teacher performance. For example, collectivist cultural values, prevalent in many parts of Indonesia, may influence the degree to which personal satisfaction impacts professional behavior. Understanding these contextual nuances is essential for designing effective interventions.

The present study addresses this gap by examining the direct and indirect effects of emotional intelligence and competence on teacher performance, with job satisfaction as a mediating variable. This research focuses on high school teachers in Indonesia, a segment of the education workforce that faces unique challenges, including curriculum reforms, technological integration, and diverse student needs. By employing a quantitative approach and analyzing data through Partial Least Squares Structural Equation Modeling (PLS-SEM), this study aims to provide robust statistical evidence on these relationships.

The significance of this research lies in its potential contributions to both theory and practice. Theoretically, it enriches the understanding of how personal capabilities and workplace attitudes interact to influence teacher performance. Practically, the findings can inform policymakers, school administrators, and teacher training institutions in developing targeted programs that enhance emotional intelligence, strengthen competencies, and improve job satisfaction.

In summary, improving teacher performance is a multifaceted endeavor that requires attention to both emotional and professional dimensions. By exploring the role of job satisfaction as a potential mediator, this study seeks to clarify the pathways through which emotional intelligence and competence translate into higher performance. The results are expected to offer actionable insights for sustaining teacher quality and advancing educational excellence in Indonesia.

LITERATURE REVIEW

Teacher Performance

Teacher performance refers to the overall effectiveness and efficiency with which educators carry out their instructional, managerial, and developmental responsibilities. According to Sulaksono (2019), performance encompasses both the quality and quantity of tasks completed in alignment with professional obligations. In the context of education, teacher performance is reflected in their ability to plan lessons, deliver engaging instruction, assess student learning outcomes, and contribute to the holistic development of learners. High-performing teachers are characterized by their consistency in meeting curriculum standards, fostering positive student relationships, and maintaining a strong commitment to their professional roles.

The Indonesian government has established clear regulations regarding teacher responsibilities through PP No. 19 of 2005 and PP No. 74 of 2008, which outline the standards and expectations for teachers as professional educators. These responsibilities include teaching, guiding, directing, training, assessing, and evaluating students in formal education. A teacher's success in these areas directly influences educational quality and student achievement. Teacher performance is thus a critical component of national education goals and plays a pivotal role in shaping human capital development.

Previous empirical studies have identified a positive relationship between teacher performance and factors such as competence and emotional intelligence. Hartini et al. (2021), Husaini et al. (2024), and Efrilia (2020) report that teachers with higher levels of professional competence and emotional regulation tend to achieve better performance outcomes. Their findings suggest that both technical expertise and interpersonal skills contribute significantly to instructional success and overall teacher productivity. This aligns with research by Acheampong (2021) and Satriyono & Vitasromo (2018), which emphasizes the importance of emotional maturity in maintaining effective teaching practices.

Teacher performance is not only an individual measure but also a collective indicator of institutional effectiveness. When teachers consistently perform well, schools are better positioned to meet educational standards and foster a positive learning culture. Conversely, low performance can lead to decreased student engagement, reduced academic achievement, and diminished institutional reputation. For this reason, understanding the determinants of teacher performance is a key concern for policymakers, school administrators, and teacher training institutions.

In the context of this study, teacher performance is examined as the dependent variable influenced directly by emotional intelligence and competence, with job satisfaction considered as a potential mediating factor. By analyzing these relationships, the study aims to contribute to the ongoing discussion on how best to support and enhance teacher effectiveness in secondary education.

Competence

Competence in the teaching profession refers to the integrated set of knowledge, skills, attitudes, and values that enable educators to fulfill their professional duties effectively. The Indonesian National Education Standards (UU No. 19 of 2005) categorize teacher competence into four domains: pedagogical, professional, social, and personal. Pedagogical competence involves the ability to understand student characteristics, design and implement effective learning processes, and evaluate learning outcomes. Professional competence relates to mastery of subject matter and continuous professional growth. Social competence focuses on the capacity to communicate and collaborate effectively within the school community, while personal competence includes integrity, emotional stability, and moral conduct.

Competence is not static but develops over time through professional development, training, and reflective practice. Tafonao et al. (2024) highlight that targeted competency training programs can significantly enhance teacher effectiveness and adaptability in the classroom. Similarly, Hartini et al. (2021) emphasize that competence serves as the foundation for quality teaching, influencing lesson delivery, classroom management, and the ability to address diverse student needs. Inadequate competence, on the other hand, often results in reduced instructional quality and diminished student outcomes.

Empirical research supports the significant link between competence and both teacher performance and job satisfaction. Studies by Husaini et al. (2024) and Alfath et al. (2023) indicate that teachers who perceive themselves as competent are more confident in their instructional capabilities and more satisfied with their professional roles. This satisfaction stems from the alignment between their skills and the demands of the job, which reduces occupational stress and enhances motivation.

In addition to its direct effects, competence may interact with other personal and contextual factors to influence teacher performance. For example, a teacher with strong professional competence but low emotional intelligence may still face challenges in classroom management or student engagement. This suggests that competence, while critical, should be developed alongside interpersonal and emotional skills for optimal results.

Within the framework of this study, competence is considered an independent variable that directly affects teacher performance and job satisfaction. Understanding this relationship can guide the design of professional development programs that target both skill enhancement and emotional capability, thereby producing more effective educators.

Emotional Intelligence

Emotional intelligence (EI) is the capacity to perceive, understand, regulate, and manage emotions—both one's own and those of others—in a constructive and adaptive manner (Goleman, 1995). In educational settings, EI plays a crucial role in enabling teachers to maintain

composure under pressure, respond empathetically to students, and build positive relationships with colleagues. High EI equips teachers to create supportive and motivating classroom environments, which in turn enhances student engagement and learning outcomes.

Research has consistently demonstrated the positive impact of EI on teacher performance and job satisfaction. Acheampong (2021) found that teachers with higher emotional intelligence demonstrated stronger classroom management skills and adaptability in handling diverse learning needs. Junior & Jimad (2022) similarly reported that EI fosters resilience and problem-solving abilities in the teaching profession. Satriyono & Vitasromo (2018) observed that emotionally intelligent teachers are better able to maintain professional boundaries while creating a nurturing learning atmosphere.

EI is also closely linked to job satisfaction in the teaching profession. Studies by Widjaya (2024) and Rosyida (2024) indicate that teachers with high EI tend to have more positive perceptions of their work, maintain optimistic attitudes, and build constructive workplace relationships. These factors contribute to higher levels of satisfaction and commitment to the profession. Conversely, low EI can result in greater stress, interpersonal conflicts, and reduced motivation.

The influence of EI extends beyond interpersonal interactions to impact broader aspects of school culture. Teachers with high emotional intelligence often act as role models for students, demonstrating empathy, patience, and effective conflict resolution. These qualities not only benefit student development but also contribute to a positive and collaborative school environment.

In this study, EI is examined as an independent variable influencing both teacher performance and job satisfaction. By understanding its role, educational institutions can design interventions—such as emotional skills training and mentoring—that enhance EI and, consequently, improve teaching quality and workplace well-being.

Job Satisfaction

Job satisfaction refers to the extent to which individuals feel content and fulfilled in their professional roles. According to Yukl (2019), it is an emotional response to one's work environment, shaped by factors such as recognition, working conditions, relationships with colleagues, and opportunities for personal growth. In teaching, job satisfaction is a critical factor influencing retention, motivation, and the willingness to engage in extra-role behaviors that benefit the school community.

Competence and emotional intelligence have been identified as key determinants of job satisfaction among teachers. Aris et al. (2024) found that teachers with higher competence levels reported greater satisfaction, as their skills matched the demands of their roles. Similarly, Alfath et al. (2023) observed that competent teachers experience fewer challenges in instructional delivery, leading to reduced

stress and increased fulfillment. Amsyari et al. (2019) and Noor et al. (2024) reported that EI enhances job satisfaction by fostering better interpersonal relationships, conflict resolution, and stress management.

However, job satisfaction does not always translate into improved performance. Adiyasa (2020) notes that while satisfied employees are generally more engaged, satisfaction alone may not be sufficient to enhance productivity or quality of work. This aligns with the findings of the present study, which indicate that job satisfaction does not mediate the relationship between competence or EI and teacher performance. Instead, performance improvements may depend more directly on the enhancement of skills and emotional capabilities.

Job satisfaction also plays an important role in organizational stability and teacher retention. Teachers who feel valued and supported are more likely to remain in their positions, reducing turnover and contributing to institutional continuity. This stability benefits students by ensuring consistent instructional quality and fostering long-term teacher-student relationships.

In the context of this research, job satisfaction is treated as a mediating variable whose role is evaluated in the link between competence, EI, and teacher performance. Understanding the limits of its mediating effect can help educational leaders prioritize interventions that directly target the most impactful determinants of teacher effectiveness.

METHOD

The connection between teacher performance, emotional intelligence, and competency is described by the quantitative approach that was used (Sugiyono 2018). 200 high school teachers made up the sample for this study, which was administered to them. Interviews on a Likert scale from 1 to 5 were utilized as the data gathering method. By comparing the correlation value (r count) with the r table, the composite reliability value, Cronbach's Alpha (0.70), and the R square test were determined (Asbari, Santoso, and Purwanto 2019).

Structural Equation Modeling (SEM) with SmartPLS was used for data analysis. The analysis proceeded in two stages: the measurement model and the structural model. The measurement model assessed reliability and validity using Composite Reliability (CR), Cronbach's Alpha, and Average Variance Extracted (AVE). The structural model was evaluated based on the coefficient of determination (R^2), path coefficients, and the significance of hypotheses using the bootstrapping technique. A t -value greater than 1.96 and a p -value below 0.05 were considered statistically significant.

RESULTS AND DISCUSSION

The hypothesis can be tested using the data analysis's findings. When the P value is less than 0.05, the hypothesis is deemed to be accepted. There are direct and indirect influences since this research includes independent, dependent, and mediation variables. The

hypothesis testing in the SmartPLS program can be seen using the Bootstrapping method. The path coefficient is divided into direct and indirect influences. Concerning the criteria for assessing the significance of direct and indirect influences, the path coefficient score showed by the T-statistic value must be above 1.96 with probability value (P-Values) <0.05

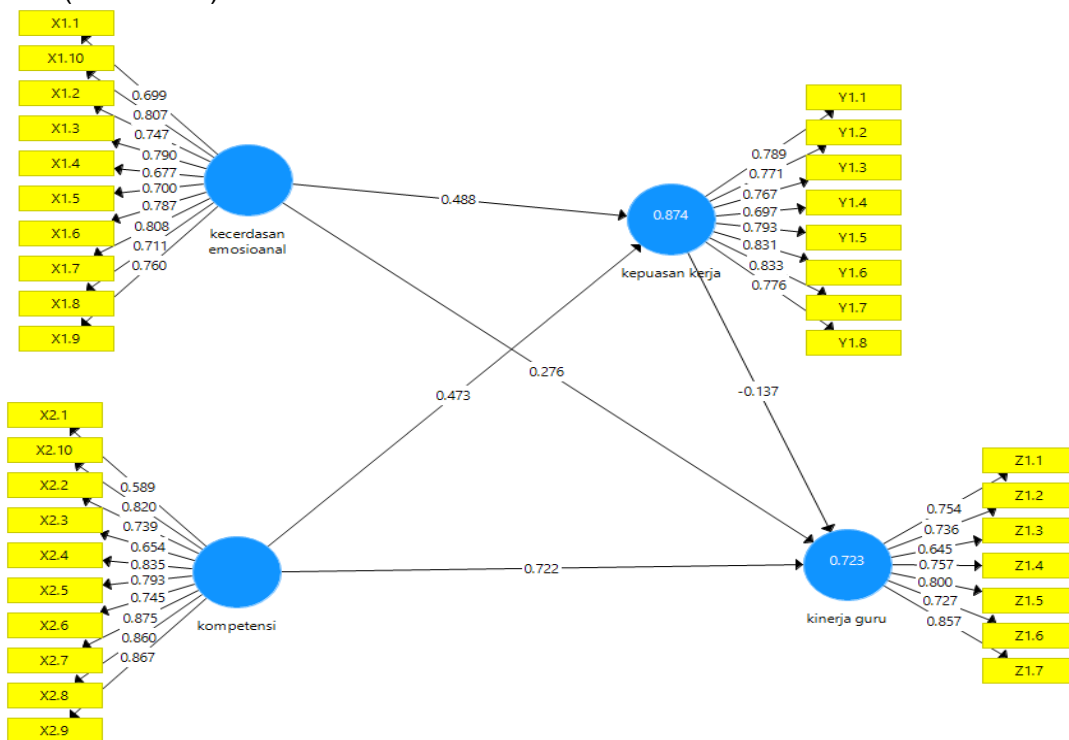


Figure 1. Structural Equation Modelling Partial Least Squares Test Results

From Figure 1, It has been established that the loading elements of the research variable construction are legitimate or appropriate. The loading factor number is greater than 0.5, which explains this. Connecting the values of Emotional Intelligence, Competence, Job Satisfaction, and Teacher Performance yields the outer loading assessment findings.

Table 1. R-Square (R²)

	<i>R Square</i>	<i>R Square Adjustable</i>
KG	0.718	0.723
KK	0.870	0.874

Source: Data processed by authors, 2024

Table 1's findings indicate that the work satisfaction R square value (KK) and teacher performance (KG) are 0.874 and 0.723, respectively. These values report a change in emotional intelligence and job satisfaction (KK) of 87.4% and 72.3%. The remaining 12.6% and 27.7% are determined by other external variables of this research.

Table 2. Constructing Reliability and Validity

	<i>Cronbach Alpha</i>	<i>Rho_A</i>	<i>Composite Reliability</i>	<i>(Ave)</i>
KE	0.930	0.945	0.945	0.619
KOM	0.920	0.975	0.949	0.668
KG	0.887	0.886	0.905	0.591
KK	0.940	0.944	0.949	0.695

Table 2 indicates that the Cronbach's Alpha value is higher than 0.7. Therefore, the indicators were reasonable and the amount of AVE was tested by setting a threshold of 0.5 to determine the level of change. In this context, no variable had an AVE value lower than 0.50 since the indications and changes were considered valid.

Table 3. Direct Effect Test

	Original Sample (O)	T Statistics (O/STDEV)	P Value
KK -> KK	0.488	8.003	0.000
KE -> KG	0.276	3.140	0.002
KK -> KG	-0.137	1.263	0.207
Comp-> KK	0.473	7,679	0.000
Comp -> KG	0.722	7,447	0.000

Job satisfaction and emotional intelligence are related, according to the data in Table 3. $T\ 8,003 > 1.96$ with a probability (p-value) of $0.000 < 0.05$ explains this. Since $T\ 3,140 > 1.96$ with a probability (p-value) of $0.002 < 0.05$, emotional intelligence also significantly affects teacher performance. Nevertheless, $T\ -1,263 < 1.96$ with a probability (p-value) of $0.207 > 0.05$ indicated that there was no significant correlation between teacher performance and overall job satisfaction. Job satisfaction is significantly impacted by competence, as evidenced by $T\ -1,263 < 1.96$ and a likelihood (p-value) of $0.207 > 0.05$. Teacher performance is also significantly impacted by this variable, as $T\ -7,447 > 1.96$ with a likelihood (p-value) of $0.000 < 0.05$.

Table 4. Indirect Testing

	Original Sample (O)	T Statistics	P Value
KE -> KK - KG	-0.067	1.216.	0.224
Comp -> KK -> KG	-0.065	0.952	0.207

The results of this study show that emotional intelligence (EI) significantly affects teacher performance ($T = 3.140, p = 0.002$). Teachers with higher EI are better able to manage their own emotions, interpret student behavior accurately, and maintain constructive interpersonal relationships in the school environment. These skills are essential for delivering high-quality instruction and ensuring that learning objectives are met effectively. High EI helps teachers remain calm in stressful classroom situations, make better instructional decisions, and adapt teaching strategies to diverse learner needs.

Emotional intelligence consists of key components such as self-awareness, self-regulation, motivation, empathy, and relationship management (Goleman, 1995). In the teaching profession, self-awareness allows teachers to recognize how their emotions influence their instructional style; self-regulation enables them to remain composed during challenges; motivation drives them to persist toward

educational goals; empathy enhances their ability to connect with students; and relationship management fosters cooperation with colleagues and parents. These abilities collectively contribute to higher teaching performance.

Previous studies strongly support this finding. Acheampong (2021) found that teachers with high EI exhibited more effective classroom management and stronger adaptability. Junior & Jimad (2022) reported that EI improved teachers' conflict resolution skills, which in turn enhanced student learning outcomes. Similarly, Satriyono & Vitasromo (2018) observed that EI maturity is closely tied to teaching effectiveness, particularly in environments requiring emotional resilience.

Furthermore, EI positively influences performance by enabling teachers to maintain student engagement. Empathy and relationship management foster a supportive learning climate, motivating students to participate actively. This aligns with findings by Villanueva North District research, which highlighted that teachers with higher EI achieved better student participation and academic results.

Overall, the evidence suggests that enhancing teachers' emotional intelligence should be a key focus of professional development programs. Training modules designed to strengthen EI components—such as empathy, emotional regulation, and relationship management—can directly contribute to improved teaching performance and a more positive school culture.

The study demonstrates a substantial positive impact of competence on teacher performance ($T = 7.447$, $p < 0.001$). Competence refers to the integration of pedagogical, professional, social, and personal capabilities that enable teachers to deliver effective instruction and manage the learning environment. Teachers who possess strong competence can design appropriate learning strategies, adapt teaching methods to suit student needs, and uphold professional ethics.

Pedagogical competence includes mastery of curriculum content, instructional methods, and student assessment techniques, while professional competence covers subject mastery and ongoing self-development. Social competence involves communication skills and the ability to collaborate with stakeholders, and personal competence refers to integrity, discipline, and emotional stability. When these competencies are well-developed, teachers are better positioned to meet the demands of their roles and enhance student achievement.

The findings are consistent with Hartini et al. (2021), Husaini et al. (2024), and Efrilia (2020), who found that competence is a key predictor of teacher performance. Competent teachers demonstrated higher classroom effectiveness, better student engagement, and improved learning outcomes. In particular, the mastery of pedagogical and professional competence has been shown to significantly elevate teaching quality.

Moreover, competence influences performance by increasing teachers' confidence in handling diverse instructional challenges.

Teachers with high competence are more capable of integrating technology into learning, differentiating instruction for students with varying abilities, and implementing innovative teaching approaches. This adaptability is crucial in maintaining high performance in dynamic educational contexts.

The implication for practice is clear: teacher training programs should prioritize the development of all four competency areas, ensuring that educators possess both the technical knowledge and interpersonal skills necessary to excel. Investing in continuous professional development will likely yield long-term improvements in teacher performance and student success.

This research confirms a strong and significant effect of emotional intelligence on job satisfaction ($T = 8.003$, $p < 0.001$). Teachers with higher EI are more likely to have positive attitudes toward their work, manage classroom stress effectively, and derive satisfaction from student interactions. Emotional intelligence enables teachers to interpret workplace challenges constructively and maintain a sense of professional purpose even under demanding conditions.

EI contributes to job satisfaction by fostering resilience and optimism. Teachers with high self-awareness understand their strengths and limitations, which helps them set realistic goals and experience a sense of achievement. Emotional regulation minimizes frustration, while empathy strengthens relationships with students and colleagues, creating a more pleasant work environment.

Supporting literature reinforces this finding. Widjaya (2024) and Rosyida (2024) observed that EI enhances workplace harmony, leading to greater satisfaction. Amsyari et al. (2019) found that emotionally intelligent teachers reported less occupational stress and more engagement in their roles. Noor et al. (2024) also noted that EI facilitates collaboration and collegial support, both of which are linked to higher satisfaction levels.

In addition, EI helps teachers find intrinsic rewards in their profession. Instead of focusing solely on external incentives, emotionally intelligent teachers often view student progress, positive feedback, and meaningful interactions as key sources of job satisfaction. This intrinsic motivation sustains long-term commitment to teaching.

Given these insights, professional development initiatives should incorporate EI training, not only to boost performance but also to improve job satisfaction. Emotional resilience workshops, peer mentoring, and reflective practice sessions can all be effective in nurturing teachers' emotional intelligence.

The results indicate a significant positive relationship between competence and job satisfaction ($T = 7.679$, $p < 0.001$). Teachers with well-developed competencies feel more capable of meeting job demands, which in turn fosters professional pride and fulfillment. When skills align with job requirements, teachers are less likely to experience role stress or burnout, leading to higher satisfaction.

Competence provides teachers with a sense of control over their work environment. Pedagogical mastery ensures they can design lessons effectively; professional competence gives them the confidence to address curriculum challenges; social competence allows for smoother collaboration with colleagues; and personal competence helps maintain work-life balance. This comprehensive skill set supports positive job attitudes.

Studies by (Aris et al., 2024) and (Alfath et al., 2023) confirm that teachers with higher competencies report greater satisfaction with their profession. (Tafonao et al., 2024) also found that competence reduces the incidence of job-related frustration, as teachers can address instructional challenges efficiently. (Husaini et al., 2024) further highlight that competence contributes to feelings of achievement and self-worth in the workplace.

Competence influences satisfaction not only through skill mastery but also by fostering positive interactions. Competent teachers tend to have better rapport with students and parents, which enhances the emotional rewards of teaching. These positive experiences reinforce their commitment to the profession.

Educational policymakers should therefore invest in targeted competency development programs. By strengthening teachers' pedagogical, professional, social, and personal competencies, institutions can enhance both the quality of education and the overall job satisfaction of educators.

While the study found that job satisfaction positively influences teacher performance (H5), the mediation tests for H6 and H7 showed that job satisfaction does not significantly mediate the relationship between emotional intelligence or competence and performance. This suggests that EI and competence directly impact performance without relying on job satisfaction as an intermediary.

The direct link between satisfaction and performance is supported by prior studies (Efrilia, 2020) (Wolomasi et al., 2019) (Novitasari et al., 2020) (Widayati et al., 2020) which suggest that satisfied teachers are more motivated and committed to delivering high-quality instruction. However, the lack of mediation aligns with findings by (Adiyasa & Windayanti, 2019) and others (Triastuti et al., 2021) (Pacaña & Pedriña, 2024) (Ahiri et al., 2023) indicating that satisfaction alone may not be sufficient to translate emotional intelligence or competence into improved performance outcomes.

One possible explanation is that EI and competence inherently equip teachers with the tools needed for effective teaching, making the indirect pathway through satisfaction less relevant. For example, a highly competent teacher can perform well regardless of their satisfaction level, as their skills enable them to meet job demands efficiently. Similarly, a teacher with high EI can navigate challenges and maintain performance even under less favorable working conditions.

This finding has practical implications for teacher development strategies. While fostering job satisfaction remains important for

retention and morale, professional development should focus more directly on enhancing EI and competence to achieve performance gains. Programs that integrate both technical skill-building and emotional capability training are likely to produce the most significant improvements.

Future research could explore contextual factors such as school leadership, organizational climate, and workload that may strengthen or weaken the mediating role of job satisfaction. Understanding these conditions could help tailor interventions that maximize both teacher well-being and performance outcomes.

CONCLUSION

The findings of this study demonstrate that emotional intelligence and competence are critical determinants of teacher performance. Both variables exert a direct and significant influence, indicating that teachers who possess strong emotional management skills and well-developed professional competencies are better equipped to deliver high-quality instruction, manage classroom challenges, and foster positive learning environments. This result reinforces the importance of developing teachers' emotional capacities alongside their pedagogical and professional skills to achieve optimal performance outcomes in educational settings.

The study also confirms that emotional intelligence and competence positively and significantly influence job satisfaction. Teachers with high levels of these attributes tend to experience greater workplace fulfillment, reduced occupational stress, and improved interpersonal relationships, which collectively contribute to a more positive perception of their profession. However, while job satisfaction was found to directly enhance teacher performance, the mediation analysis revealed that it does not significantly mediate the relationship between emotional intelligence or competence and teacher performance. This suggests that the impact of these two antecedents on performance is primarily direct, with job satisfaction playing a supportive but non-mediating role.

From a practical perspective, these results highlight the need for targeted professional development programs that address both the technical and emotional dimensions of teaching. Educational institutions and policymakers should prioritize training that enhances emotional intelligence such as empathy, emotional regulation, and relationship management alongside strengthening core competencies in pedagogy, subject mastery, and professional ethics. While efforts to improve job satisfaction remain important for teacher retention and well-being, direct investments in competence and emotional intelligence are likely to yield more substantial and sustained improvements in teacher performance.

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