

Work Discipline, Emotional Intelligence, and Teacher Performance in Public Elementary Schools

Sopiyatun¹, Meilia Rosani¹, Tri Widayatsih¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: sofiwinuda6@gmail.com

Article History: Received on 10 May 2026, Revised on 11 July 2026,
Published on 13 July 2026

Abstract: Teacher performance remains a central concern in elementary education because it reflects the quality of instructional planning, classroom implementation, assessment, and professional responsibility. This study examines the effects of work discipline and emotional intelligence on teacher performance in public elementary schools. A quantitative causal-associative survey was conducted in 13 public elementary schools in Sumber Marga Telang District, Indonesia. From a population of 170 teachers, 119 respondents were selected using proportionate stratified random sampling with a 5% error level. Data were collected using structured questionnaires measuring work discipline, emotional intelligence, and teacher performance. The instruments were tested for validity and reliability, while the data were analyzed using descriptive statistics, assumption tests, simple regression, and multiple regression with SPSS 26. The results show that work discipline had a positive and significant effect on teacher performance ($B = 0.338$; $t = 9.026$; $p < 0.001$; $R^2 = 0.411$). Emotional intelligence also had a positive and significant effect ($B = 0.295$; $t = 8.064$; $p < 0.001$; $R^2 = 0.357$). Simultaneously, work discipline and emotional intelligence explained 82.5% of teacher performance variance ($R = 0.908$; $R^2 = 0.825$; $F = 273.312$; $p < 0.001$). The novelty of this study lies in integrating behavioral compliance and emotional maturity as complementary predictors of teacher performance in a geographically specific elementary-school context. The findings imply that school improvement should combine consistent discipline management with systematic emotional competence development.

Keywords: Emotional Intelligence, Public Elementary School, Teacher Performance, Work Discipline

A. Introduction

Teacher performance is a decisive factor in the quality of elementary education because teachers translate curriculum goals into meaningful classroom experiences (Seo et al., 2025). In public elementary schools, teacher performance is not limited to the completion of administrative tasks; it includes lesson planning, instructional implementation, classroom interaction, assessment, feedback, professional responsibility, and social engagement with students, colleagues, and parents. Studies

on workplace performance show that employees' contribution to organizational goals is shaped by individual capability, work behavior, psychological resources, and the conditions under which work is performed. In the school context, these dimensions become especially important because the quality of teacher work is directly connected to student learning opportunities, classroom climate, and the credibility of schools as public institutions (Neira et al., 2022).

What is already known is that teacher performance is strongly associated with both organizational behavior and personal resources. Work discipline represents the behavioral side of performance because it refers to punctuality, rule compliance, task completion, and responsibility in carrying out school duties. Previous studies indicate that work discipline is frequently related to higher teacher performance because disciplined teachers tend to be more consistent in attending school, preparing learning documents, implementing instruction according to schedule, and completing assessment obligations. Discipline is also linked with the managerial capacity of schools to maintain regular routines and minimize unnecessary loss of instructional time, particularly in elementary schools where students rely heavily on predictable teacher presence and classroom structure (Welsh, 2024).

Emotional intelligence represents the psychological side of teacher performance. It refers to teachers' ability to understand their own emotions, regulate emotional responses, motivate themselves, empathize with students, and maintain positive social relations. The concept of emotional intelligence was introduced as a set of abilities involving the appraisal, expression, regulation, and use of (Szcześniak & Tułeczka, 2020). Later empirical studies show that emotional intelligence is related to job performance, leadership, attitudes, and social effectiveness in organizations. For teachers, this capacity is essential because classroom work is emotionally demanding (Frenzel et al., 2021). Teachers regularly face students with diverse needs, parental expectations, curriculum changes, administrative pressure, and interactional conflicts. Emotional intelligence can help teachers manage stress, build empathy, sustain motivation, and create supportive classroom relationships (Rahman et al., 2024).

In elementary schools, the relationship between emotional intelligence and teacher performance is particularly important. Young learners often express academic difficulty through emotional behavior, dependency, withdrawal, or classroom disruption. Teachers who can regulate their emotions are more likely to respond constructively rather than reactively (Samnøy et al., 2023). They can transform classroom challenges into opportunities for guidance, communication, and character formation. Research on teacher well-being and classroom processes shows that teachers' emotional resources influence classroom interaction, job satisfaction, burnout, and student adjustment. Therefore, emotional intelligence should not be treated as an additional soft skill only; it is part of the professional capacity needed to sustain high-quality teaching (Nelson et al., 2025).

Although work discipline and emotional intelligence have each been studied in relation to teacher performance, what remains insufficiently understood is how these two factors operate together in public elementary schools with specific geographical and organizational characteristics. Many studies examine discipline as a single managerial variable, while others examine emotional intelligence as a psychological variable (Watanabe et al., 2024). This separation can lead to a partial understanding of teacher performance (Prieto, 2021). In practice, a teacher may be punctual but emotionally reactive, or empathetic but inconsistent in completing professional responsibilities. Performance improves when behavioral regularity and emotional maturity reinforce each other. This study therefore treats work discipline and emotional intelligence as complementary predictors rather than isolated variables.

The state of the art in teacher performance research suggests three important directions (Pennington, 2021). First, teacher performance should be examined as a multidimensional work outcome, not merely as self-reported satisfaction or attendance. Second, studies should consider both external behavior and internal psychological competence because teaching is simultaneously regulated by school rules and interpersonal relations (Aldrup et al., 2024). Third, school-based evidence should be sensitive to local context. Public elementary schools in Sumber Marga Telang District provide a relevant case because teachers work across multiple schools in a district with logistical and geographical challenges. The thesis from which this article is developed reported concerns such as teacher tardiness, administrative gaps, and signs of emotional fatigue in handling classroom diversity. These conditions make the integration of work discipline and emotional intelligence empirically meaningful (Aldrup et al., 2024).

The novelty of this study is the construction of an integrated behavioral-affective model of teacher performance in public elementary schools. Work discipline is positioned as a behavioral compliance factor, while emotional intelligence is positioned as an affective and interpersonal competence factor (McNulty & Politis, 2023). By testing the partial and simultaneous effects of both variables, the study contributes to educational management by showing whether teacher performance is better explained by discipline alone, emotional intelligence alone, or the synergy between the two. This contribution is relevant for school principals and education offices because improvement programs often focus heavily on attendance and administrative compliance while giving less attention to emotional competence, stress management, and relational professionalism.

Based on the preceding discussion, this study addresses three research questions: (1) Does work discipline influence teacher performance in public elementary schools? (2) Does emotional intelligence influence teacher performance in public elementary schools? (3) Do work discipline and emotional intelligence simultaneously influence teacher performance? In line with these questions, the study tests three hypotheses: H1, work discipline has a positive and significant effect on teacher performance; H2,

emotional intelligence has a positive and significant effect on teacher performance; and H3, work discipline and emotional intelligence simultaneously have a positive and significant effect on teacher performance. The conceptual framework of the study is presented in Figure 1. Work discipline and emotional intelligence are positioned as independent variables that influence teacher performance both partially and simultaneously.

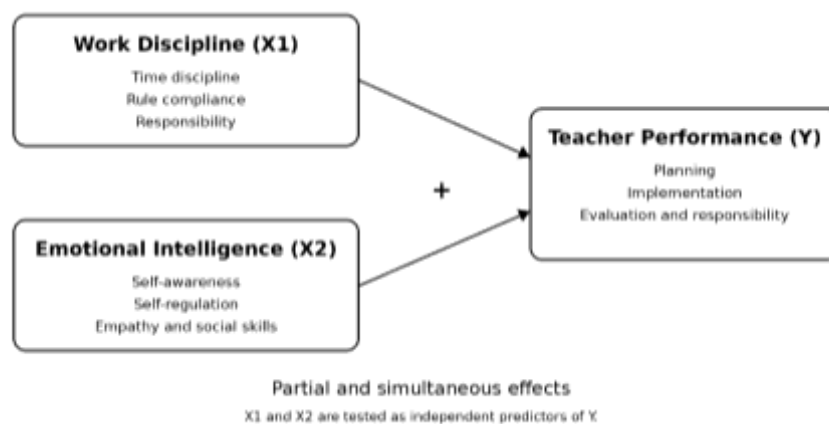


Figure 1. Conceptual Framework of the Study

B. Methods

This study used a quantitative approach with a causal-associative design. The design was selected because the study aimed to test the effect of two independent variables, namely work discipline and emotional intelligence, on one dependent variable, namely teacher performance. A survey method was used to obtain measurable responses from teachers and to analyze the statistical relationship among variables. The quantitative design allowed the researcher to determine the partial effect of each predictor and the simultaneous effect of both predictors on teacher performance (Hair & Alamer, 2022). The research was conducted in public elementary schools throughout Sumber Marga Telang District, Indonesia. The population consisted of 170 teachers distributed across 13 public elementary schools. Because the teachers were distributed across different school units, the sampling technique used was probability sampling with proportionate stratified random sampling (Birrell, 2020). This sampling approach was chosen to ensure that teachers from each school were represented proportionally. The minimum sample size was calculated using the Slovin formula with a 5% error level, resulting in 119 respondents. This sample size was considered adequate for regression analysis and representative of the population structure.

The variables were operationalized as follows. Teacher performance was defined as the quality of teachers' professional work in planning, implementing, evaluating, and improving learning (Juuti et al., 2021). It included instructional preparation, classroom teaching, student assessment, feedback provision, professional responsibility, and social interaction. Work discipline was defined as teachers' compliance with school rules, time discipline, and responsibility in completing teaching and administrative

duties. Emotional intelligence was defined as teachers' ability to recognize and regulate their own emotions, motivate themselves, empathize with students, and build constructive social relations in the school environment.

Data were collected through structured questionnaires. The questionnaire items were arranged using a Likert-type response format to capture teachers' perceptions of work discipline, emotional intelligence, and teacher performance. The work discipline instrument measured discipline in time use, rule compliance, and responsibility. The emotional intelligence instrument measured self-awareness, self-regulation, self-motivation, empathy, and social skills. The teacher performance instrument measured planning, implementation, evaluation, and professional responsibility in learning activities. Before the main data analysis, the instruments were tested through validity and reliability procedures. Construct validity was used to ensure that the items represented the measured indicators, while reliability was assessed using Cronbach's Alpha (Mikkonen et al., 2022).

The data analysis was conducted using SPSS version 26. The first step was descriptive analysis to describe the minimum score, maximum score, mean, standard deviation, and variance for each variable. The second step was assumption testing. Normality was examined using the Kolmogorov-Smirnov test and visual inspection of residual distribution. Linearity was examined using ANOVA linearity output. Multicollinearity was examined using Tolerance and Variance Inflation Factor (VIF), while heteroscedasticity was examined using scatterplot analysis. The third step was hypothesis testing. Simple linear regression was used to test the partial effect of work discipline on teacher performance and the partial effect of emotional intelligence on teacher performance (Petrides et al., 2004). Multiple linear regression was used to test the simultaneous effect of work discipline and emotional intelligence on teacher performance. Statistical significance was determined at $\alpha = 0.05$.

Table 1. Population and Sample Distribution

No.	School	Population	Sample
1	SDN 1 Sumber Marga Telang	12	8
2	SDN 2 Sumber Marga Telang	12	8
3	SDN 3 Sumber Marga Telang	23	16
4	SDN 4 Sumber Marga Telang	12	8
5	SDN 5 Sumber Marga Telang	11	8
6	SDN 6 Sumber Marga Telang	17	12
7	SDN 7 Sumber Marga Telang	12	8
8	SDN 8 Sumber Marga Telang	13	9
9	SDN 9 Sumber Marga Telang	11	8
10	SDN 10 Sumber Marga Telang	17	12
11	SDN 11 Sumber Marga Telang	8	7
12	SDN 12 Sumber Marga Telang	10	7
13	SDN 13 Sumber Marga Telang	12	8
Total		170	119

C. Results and Discussion

Descriptive Results

The descriptive analysis was conducted to provide an initial picture of the variables measured in the study. Work discipline had a minimum score of 58 and a maximum score of 150, with a mean score of 112.71 and a standard deviation of 19.148. Emotional intelligence had a minimum score of 69 and a maximum score of 150, with a mean score of 112.92 and a standard deviation of 20.440. These values indicate that the respondents showed varied levels of work discipline and emotional intelligence, making the data suitable for regression analysis. Teacher performance was treated as the dependent variable. The descriptive findings show that teachers in the research setting differed in punctuality, rule compliance, emotional regulation, interpersonal responsiveness, and professional execution of duties. This variation supports the relevance of testing work discipline and emotional intelligence as predictors of teacher performance (Anwar et al., 2021).

Table 2. Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Work discipline	119	58	150	13,413	112.71	19.148	366.663
Emotional intelligence	119	69	150	13,437	112.92	20.440	417.806

Assumption Testing

Before hypothesis testing, several regression assumptions were examined. The normality test using Kolmogorov-Smirnov produced a significance value above 0.05, indicating that the residual data were normally distributed. Visual inspection through histogram and normal P-P plot also supported this conclusion. The linearity test showed that the relationships between the independent variables and teacher performance were linear, so the regression model could be used for further analysis (Olsen et al., 2020). The multicollinearity test showed that the Tolerance value for work discipline and emotional intelligence was 0.995 and the VIF value was 1.005. Because the Tolerance values were above 0.10 and the VIF values were far below 10, multicollinearity was not detected. The scatterplot analysis also showed that the residual points were randomly distributed around the zero line, indicating that heteroscedasticity was not detected. Based on these results, the regression model met the required assumptions for hypothesis testing.

Hypothesis Testing

The Effect of Work Discipline on Teacher Performance

The first hypothesis tested whether work discipline had a significant effect on teacher performance. The simple regression result showed that work discipline had a positive and significant effect on teacher performance, with a regression coefficient of 0.338, a t-value of 9.026, and a significance value of 0.000. Since the significance value was below 0.05, H1 was accepted. The model summary showed an R value of 0.641 and an R² value of 0.411, indicating that work discipline explained 41.1% of the variance in teacher performance.

The Effect of Emotional Intelligence on Teacher Performance

The second hypothesis tested whether emotional intelligence had a significant effect on teacher performance. The simple regression result showed that emotional intelligence had a positive and significant effect on teacher performance, with a regression coefficient of 0.295, a t-value of 8.064, and a significance value of 0.000. Since the significance value was below 0.05, H2 was accepted. The model summary showed an R value of 0.598 and an R² value of 0.357, indicating that emotional intelligence explained 35.7% of the variance in teacher performance.

Table 3. Simple Regression Results

Model	Predictor	B	Std. Error	Beta	t	Sig.	R	R ²
1	Work discipline	0.338	0.037	0.641	9.026	0.000	0.641	0.411
2	Emotional Intelligence	0.295	0.037	0.598	8.064	0.000	0.598	0.357

The Simultaneous Effect of Work Discipline and Emotional Intelligence on Teacher Performance

The third hypothesis tested the simultaneous effect of work discipline and emotional intelligence on teacher performance (Chen et al., 2024). The multiple regression result showed that the two independent variables together had a positive and significant effect on teacher performance. The ANOVA result produced an F-value of 273.312 with a significance value of 0.000. Since the significance value was below 0.05, H3 was accepted.

The multiple regression equation was: Teacher Performance = 43.453 + 0.361(Work Discipline) + 0.318(Emotional Intelligence). This equation indicates that teacher performance increases when work discipline and emotional intelligence increase. The model summary showed an R value of 0.908, an R² value of 0.825, and an adjusted R² value of 0.822. Therefore, work discipline and emotional intelligence simultaneously explained 82.5% of the variance in teacher performance.

Table 4. Multiple Regression Results

Predictor	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Constant	43.453	3.302	-	13.159	0.000	-	-
Work discipline	0.361	0.021	0.686	17.605	0.000	0.995	1.005
Emotional intelligence	0.318	0.019	0.645	16.571	0.000	0.995	1.005
Model summary	R = 0.908	R ² = 0.825	Adj. R ² = 0.822	F = 273.312	Sig. = 0.000	SEE = 4.257	

Source: SPSS output, processed research data, 2026.

Discussion

The result confirms that work discipline is a significant predictor of teacher performance. Teachers who are disciplined in time management, rule compliance, and professional responsibility are more likely to prepare lessons, attend classes consistently, complete administrative duties, and carry out classroom activities in an organized manner. In elementary schools, discipline is particularly important because instructional time, classroom routines, and teacher consistency strongly influence the continuity of learning (Bell, 2020).

This finding is consistent with studies showing that work discipline is a major factor in teacher performance (Toropova et al., 2020). Work motivation and work discipline were associated with teachers' performance, while work discipline and leadership also contributed to teacher work outcomes. However, discipline should not be interpreted narrowly as punishment or rigid control. In school organizations, effective discipline is better developed through clear expectations, fair supervision, consistent feedback, and a positive working climate. Thus, principals need to maintain accountability while also creating supportive conditions for teachers to perform their duties responsibly.

The finding that emotional intelligence significantly affects teacher performance also supports the view that teaching is an emotional and social profession. Teachers with higher emotional intelligence are better able to regulate emotions, maintain motivation, empathize with students, communicate with colleagues, and respond to classroom challenges constructively. These abilities are central in elementary schools because young students need both academic instruction and emotional support. Emotional intelligence helps teachers maintain calmness, patience, and responsiveness when dealing with diverse student behavior (Foster & McCloughen, 2020).

The result is supported by emotional intelligence research in organizational and educational settings. Emotional intelligence is related to job performance because it supports emotion perception, emotional regulation, and effective interpersonal behavior. In the school context, teachers' social and emotional competence contributes

to classroom climate and student outcomes. This means that teacher development programs should not only focus on curriculum administration and pedagogical procedures but also include emotional regulation, empathy, communication, and resilience training (Pozo-rico et al., 2023).

The simultaneous result provides the strongest contribution of this study. Work discipline and emotional intelligence together explained 82.5% of teacher performance variance, which is higher than the separate contribution of work discipline or emotional intelligence. This indicates that teacher performance is better understood through an integrated behavioral-affective model (Fleckenstein et al., 2024). Discipline ensures that teachers are present, prepared, rule-compliant, and responsible, while emotional intelligence enables teachers to sustain positive interactions, regulate stress, and communicate effectively. When both factors are present, teacher performance becomes more stable and professionally meaningful.

This integrated result has contextual significance for public elementary schools in Sumber Marga Telang District. The district includes schools with different access conditions and local challenges. In such a context, teacher discipline becomes essential for protecting instructional time, while emotional intelligence becomes essential for maintaining resilience under challenging working conditions. The high simultaneous effect may reflect the complementary function of the two variables: discipline addresses regularity and responsibility, while emotional intelligence addresses stress, interpersonal quality, and classroom climate.

The study also has managerial implications. School principals should design teacher improvement programs that combine discipline management with emotional competence development. Attendance monitoring, lesson-plan supervision, and administrative evaluation should be accompanied by supportive feedback, peer discussion, emotional coaching, and professional reflection. Education offices can also use these findings to develop training programs that integrate accountability, well-being, and teacher professionalism. At the same time, the study should be interpreted with caution because the data were collected through questionnaires and may be affected by self-report bias (Berkel et al., 2020). Future studies should use mixed methods, classroom observation, longitudinal designs, or principal-rated performance data to strengthen causal interpretation and explore other variables such as principal leadership, organizational culture, teacher motivation, professional competence, compensation, and school climate.

D. Conclusions

This study concludes that work discipline and emotional intelligence are complementary determinants of teacher performance in public elementary schools throughout Sumber Marga Telang District. Work discipline was proven to have a positive and significant effect on teacher performance, indicating that punctuality,

compliance with school regulations, orderly completion of instructional administration, and responsibility in classroom duties strengthen the quality of teachers' professional work. Emotional intelligence was also proven to influence teacher performance, showing that self-awareness, self-regulation, motivation, empathy, and social skills help teachers manage classroom interaction, respond to diverse learner characteristics, and maintain productive relationships with students and colleagues. Simultaneously, work discipline and emotional intelligence made a strong contribution to teacher performance, as reflected in the high correlation and determination values. This means that teacher performance improves most effectively when external professional order is supported by internal emotional maturity. The findings imply that school leaders should not view performance improvement merely as a matter of enforcing attendance or administrative compliance. Discipline development needs to be combined with systematic support for teachers' emotional competence through coaching, reflective supervision, peer mentoring, and continuous professional development. For schools located in geographically challenging areas, such as Sumber Marga Telang District, discipline policies should also consider contextual barriers while maintaining clear standards of accountability. Practically, principals and education offices can use these results as a basis for designing integrated teacher development programs that balance rule-based management with socio-emotional capacity building. Future studies may expand the model by adding leadership, motivation, organizational climate, workload, digital administration, or teacher well-being variables. Further research may also apply mixed-method or longitudinal designs to explain more deeply how discipline and emotional intelligence develop over time and how both variables influence learning quality, student outcomes, and sustainable school improvement in elementary education contexts across different rural and semi-rural school settings in Indonesia.

E. Acknowledgement

We would like to express our sincere gratitude to the principals, teachers, and administrative staff of public elementary schools throughout Sumber Marga Telang District for their cooperation and support during the research process. We also thank the local education office and school leaders who facilitated access to the research setting and helped ensure that data collection could be carried out properly. We are grateful to the Master of Educational Management Program, Universitas PGRI Palembang, for academic guidance and institutional support. We also appreciate the valuable input from supervisors, colleagues, and all respondents who contributed to this study. Their participation enabled us to obtain meaningful empirical evidence on work discipline, emotional intelligence, and teacher performance in public elementary schools.

References

- Aldrup, K., Carstensen, B., Klusmann, U., Carstensen, B., & Klusmann, U. (2024). The role of teachers' emotion regulation in teaching effectiveness: A systematic review integrating four lines of research. *Educational Psychologist*, 59(2), 89–110. <https://doi.org/10.1080/00461520.2023.2282446>
- Anwar, R. H., Zaki, S., & Memon, N. (2021). *Exploring the Interplay of Trait Emotional Intelligence and ESL Teacher Effectiveness: Is Self-Efficacy the Mechanism Linking Them?* <https://doi.org/10.1177/21582440211061378>
- Bell, C. (2020). Children and Youth Services Review “ Maybe if they let us tell the story I wouldn't have gotten suspended ”: Understanding Black students' and parents' perceptions of school discipline. *Children and Youth Services Review*, 110(October 2019), 104757. <https://doi.org/10.1016/j.childyouth.2020.104757>
- Berkel, N. Van, Goncalves, J., Hosio, S., Sarsenbayeva, Z., & Velloso, E. (2020). Overcoming compliance bias in self-report studies: A cross-study analysis. *Journal of Human Computer Studies*, 134(October 2019), 1–12. <https://doi.org/10.1016/j.ijhcs.2019.10.003>
- Birrell, C. L. (2020). Teaching Sample Survey Design – A Project Using a Virtual Population. *Journal of Statistics Education*, 0(0), 1–20. <https://doi.org/10.1080/10691898.2020.1780173>
- Chen, J., Lin, C., & Lin, F. (2024). The interplay among EFL teachers' emotional intelligence and self-efficacy and burnout. *Acta Psychologica*, 248(May), 104364. <https://doi.org/10.1016/j.actpsy.2024.104364>
- Fleckenstein, J., Jansen, T., Meyer, J., Trüb, R., Raubach, E. E., & Keller, S. D. (2024). How am I going? Behavioral engagement mediates the effect of individual feedback on writing performance. *Learning and Instruction*, 93(July), 101977. <https://doi.org/10.1016/j.learninstruc.2024.101977>
- Foster, K. N., & McCloughen, A. J. (2020). Nurse Education in Practice Emotionally intelligent strategies students use to manage challenging interactions with patients and families: A qualitative inquiry. *Nurse Education in Practice*, 43(February), 102743. <https://doi.org/10.1016/j.nepr.2020.102743>
- Frenzel, A. C., Daniels, L., & Burić, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychologist*, 56(4), 250–264. <https://doi.org/10.1080/00461520.2021.1985501>
- Hair, J., & Alamer, A. (2022). Research Methods in Applied Linguistics Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3), 100027. <https://doi.org/10.1016/j.rmal.2022.100027>
- Juuti, K., Lavonen, J., Salonen, V., Salmela-aro, K., Krajcik, J., Juuti, K., Lavonen, J., Salonen, V., & Salmela-aro, K. (2021). A Teacher – Researcher Partnership for Professional Learning: Co-Designing Project- Based Learning Units to Increase Student Engagement in Science Classes. *Journal of Science Teacher Education*, 32(6), 625–641. <https://doi.org/10.1080/1046560X.2021.1872207>

- McNulty, J. P., & Politis, Y. (2023). Empathy, emotional intelligence and interprofessional skills in healthcare education. *Journal of Medical Imaging and Radiation Sciences*, 54(2), 238–246. <https://doi.org/10.1016/j.jmir.2023.02.014>
- Mikkonen, K., Tomietto, M., & Watson, R. (2022). Nurse Education Today Instrument development and psychometric testing in nursing education research. *Nurse Education Today*, 119(September), 105603. <https://doi.org/10.1016/j.nedt.2022.105603>
- Neira, D., Crissien, T., Vel, J., & Parody, A. (2022). Multidimensional indicator to measure quality in education. *International Journal of Educational Development*, 89(November 2021), 1–7. <https://doi.org/10.1016/j.ijedudev.2021.102541>
- Nelson, T., Barry, K., Mousa, D. Al, Nabasenja, C., Frame, N., Singh, C., Spuur, K., & Chau, M. (2025). Radiography Beyond technical proficiency : A scoping review of the role of soft skills in medical radiation science. *Radiography*, 31(3), 102924. <https://doi.org/10.1016/j.radi.2025.102924>
- Olsen, A. A., McLaughlin, J. E., & Harpe, S. E. (2020). Using multiple linear regression in pharmacy education scholarship. *Currents in Pharmacy Teaching and Learning*, 12(10), 1258–1268. <https://doi.org/10.1016/j.cptl.2020.05.017>
- Pennington, M. C. (2021). *Teaching Pronunciation: The State of the Art 2021*. <https://doi.org/10.1177/00336882211002283>
- Petrides, K. V, Frederickson, N., & Furnham, A. (2004). *The role of trait emotional intelligence in academic performance and deviant behavior at school*. 36, 277–293. [https://doi.org/10.1016/S0191-8869\(03\)00084-9](https://doi.org/10.1016/S0191-8869(03)00084-9)
- Pozo-rico, T., Poveda, R., Gutiérrez-fresneda, R., Castejón, J., Gilar-corbi, R., Pozo-rico, T., Poveda, R., Gutiérrez-fresneda, R., Castejón, J., & Gilar-corbi, R. (2023). *Key Teaching Competencies Revamping Teacher Training for Challenging Times : Teachers' Well-Being, Resilience, Emotional Intelligence, and Innovative Methodologies as Key Teaching Competencies*. 1578. <https://doi.org/10.2147/PRBM.S382572>
- Prieto, L. (2021). *Computers in Human Behavior Emergency remote teaching and students' academic performance in higher education during the COVID-19 pandemic : A case study b*. 119(October 2020). <https://doi.org/10.1016/j.chb.2021.106713>
- Rahman, H., Amin, M. Bin, & Yusof, M. F. (2024). Influence of teachers' emotional intelligence on students' motivation for academic learning : an empirical study on university students of Bangladesh. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2327752>
- Samnøy, S., Jenssen, E. S., Thurston, M., Wold, B., & Thurston, M. (2023). *Enhancing Teachers' Emotional Awareness Through Continuing Professional Development : Mission Possible ? Enhancing Teachers' Emotional Awareness Through Continuing*. 3831. <https://doi.org/10.1080/00313831.2022.2114539>
- Seo, K., Yoo, M., Dodson, S., & Jin, S. (2025). Augmented teachers : K – 12 teachers' needs for artificial intelligence's complementary role in personalized learning. *Journal of Research on Technology in Education*, 57(4), 876–893. <https://doi.org/10.1080/15391523.2024.2330525>
- Szczęśniak, M., & Tułeczka, M. (2020). *Family Functioning and Life Satisfaction : The Mediatory Role of Emotional Intelligence Family Functioning and Life Satisfaction : The*

Mediatory Role of Emotional Intelligence. 1578.
<https://doi.org/10.2147/PRBM.S240898>

Toropova, A., Myrberg, E., Johansson, S., & Myrberg, E. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>

Watanabe, W. C., Sha, M., Nawaz, M. J., Saleem, I., & Nazeer, S. (2024). *The impact of emotional intelligence on project success : Mediating role of team cohesiveness and moderating role of organizational culture.* 16, 1–14.
<https://doi.org/10.1177/18479790241232508>

Welsh, R. O. (2024). *Administering Discipline : An Examination of the Factors Shaping School Discipline Practices.* <https://doi.org/10.1177/00131245231208170>