



The Influence of Emotional Intelligence, Work Motivation, and Training on Teacher Performance

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DOI: <https://doi.org/10.61987/jemr.v5i2.1861>

ABSTRACT

Keywords:

Emotional
Intelligence, Work
Motivation, Teacher
Performance

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The rapid transformation of the educational landscape requires teachers to continuously adapt emotionally, motivationally, and professionally in performing their roles. This study aims to examine the influence of emotional intelligence, work motivation, and training on teacher performance in an integrated Islamic primary school context. Employing an associative quantitative approach with a survey method, this study involved all 44 teachers as respondents using a total sampling technique. Data were collected through a five-point Likert-scale questionnaire and analyzed using multiple regression analysis. The results indicate that emotional intelligence and work motivation have positive but statistically insignificant effects on teacher performance, while training has a positive and significant influence on improving teacher performance. Simultaneously, emotional intelligence, work motivation, and training collectively contribute significantly to teacher performance. These findings imply that although emotional and motivational factors remain important psychological foundations for teachers, continuous and well-structured training plays a more decisive role in enhancing teacher performance. Therefore, educational institutions are encouraged to prioritize sustainable professional development programs while simultaneously fostering teachers' emotional intelligence and work motivation to improve instructional effectiveness.

Article History:

Received: November 2025; Revised: December 2025; Accepted: January 2026

Please cite this article in APA style as:

Junilasari, N. (2026). The Influence of Emotional Intelligence, Work Motivation, and Training on Teacher Performance. *Journal of Educational Management Research*, 5(2), 1684–1698.

INTRODUCTION

Education is widely recognized as a fundamental pillar in the development of high-quality human resources capable of competing in a globalized world. One of the most decisive factors in achieving educational quality is teacher performance, as teachers play a central role in facilitating learning, shaping character, and creating meaningful educational experiences (Fitriya, 2023; Listrianti et al., 2023; Rozi et al., 2025; Widad & Munif, 2025). Teachers are not only responsible for delivering academic content but also for

nurturing students' emotional, moral, and social development. Empirical evidence consistently shows that schools with highly performing teachers tend to produce students with stronger academic achievement, character development, and adaptive skills for the future. In the context of integrated Islamic education, teacher performance becomes even more critical because educators are expected to balance pedagogical competence with spiritual and moral guidance (Jasri, 2025; Permatasari & Shudiq, 2024; Zibyan, 2025). Therefore, improving teacher performance is not merely an institutional concern but a societal necessity. Strengthening teachers' emotional intelligence, motivation, and professional capacity is essential to ensure sustainable educational development and to prepare future generations who are intellectually capable, emotionally mature, and morally grounded.

Despite the strategic importance of teacher performance, many educational institutions continue to face systemic challenges in developing and maintaining high-performing teachers. These challenges include inconsistent instructional quality, limited professional development opportunities, fluctuating work motivation, and inadequate emotional readiness among educators. In many developing educational settings, teachers are often expected to perform multiple roles simultaneously without sufficient institutional support (Bahja et al., 2025; Muharromah, 2025; Mustaghfiroh & Mubaroq, 2025). As a result, variations in teacher effectiveness persist, leading to unequal learning outcomes among students. In integrated Islamic schools, the challenge becomes more complex because teachers are required to integrate academic excellence with spiritual and character education. However, not all teachers possess the emotional intelligence and motivation necessary to meet these multidimensional demands. Additionally, professional training programs are not always implemented systematically or evaluated for effectiveness. These conditions highlight a broader societal problem in which the quality of education is constrained by insufficient attention to teachers' emotional, motivational, and professional development, ultimately affecting educational equity and long-term human resource quality.

This study is grounded in observable phenomena within an integrated Islamic primary school that has experienced rapid organizational growth but continues to face challenges in teacher performance consistency. Although the school has implemented various programs, such as Qur'anic character strengthening, bilingual instruction, deep learning approaches, and continuous professional development initiatives, disparities in instructional effectiveness remain evident. Preliminary observations indicate that some teachers struggle with lesson planning consistency, classroom management, and the application of diverse teaching strategies (Alfaridli et al., 2024; Baharun, 2024; Khusnuridlo & Fauzi, 2024; Rohimah et al., 2024). Differences in performance are also apparent between experienced teachers and novice educators, suggesting variations in

emotional regulation, motivation, and professional readiness. Furthermore, the school's workforce consists of both young teachers and senior educators with limited teaching experience, creating adaptation challenges related to organizational culture and student diversity. These conditions reflect the reality of many developing educational institutions that are simultaneously building systems, culture, and human resource capacity. Such phenomena underscore the need for empirical research examining the factors that shape teacher performance in integrated Islamic education settings.

Previous studies have widely examined the determinants of teacher performance, particularly emotional intelligence, work motivation, and professional training. Research by Tantrayana and Putra (2020) found that emotional intelligence and work ethic significantly influence teacher performance, emphasizing the importance of emotional self-regulation and interpersonal skills. Similarly, Sumarlin (2022) reported that teachers working in positive organizational cultures with high emotional intelligence and motivation tend to demonstrate superior performance. Fitri, Nurlina, and Kadir (2020) further confirmed that emotional and motivational factors play a critical role alongside pedagogical competence. Regarding motivation, studies by Bahriansyah and Mukhtar (2020) and Agustina et al. (2020) showed that intrinsically and extrinsically motivated teachers are more committed, disciplined, and effective in instructional practices. These findings collectively suggest that teacher performance is influenced not only by technical competence but also by psychosocial and motivational dimensions that shape professional behavior in educational environments.

Despite extensive research, empirical findings on the relationship between emotional intelligence, motivation, training, and teacher performance remain inconsistent. Baskoro et al. (2024) reported that emotional intelligence did not significantly affect teacher performance, indicating the presence of potential mediating or moderating variables such as organizational culture or professional competence. Similarly, Lebang et al. (2025) found that work motivation had no significant simultaneous effect on teacher performance, suggesting that motivation alone may not sufficiently explain performance variation. In contrast, Faudiah et al. (2023) demonstrated that training positively influences teacher performance, while Tsuruya and Bakhri (2023) reported no significant effect of training. These contradictory findings reveal a clear research gap, particularly in integrated Islamic primary schools where pedagogical, emotional, motivational, and spiritual dimensions intersect. Existing studies often examine variables in isolation and rarely address their combined influence within value-based educational institutions, highlighting the need for more comprehensive and context-specific investigation.

The novelty of this study lies in its integrative approach to examining teacher performance by simultaneously analyzing emotional intelligence, work

motivation, and training within the context of integrated Islamic primary education. Unlike previous studies that focus on single predictors or secular educational settings, this research situates teacher performance within a value-driven institutional framework that emphasizes both worldly competence and spiritual development. By exploring how emotional, motivational, and professional factors interact in shaping teacher performance, this study offers a more holistic understanding of human resource development in faith-based schools. Additionally, the study contributes to the literature by addressing inconsistencies in previous findings and contextualizing them within a developing educational institution. This approach aligns with contemporary educational discourse that recognizes teacher performance as a multidimensional construct influenced by psychological, organizational, and professional factors. Therefore, the study represents a meaningful advancement in understanding teacher performance in integrated Islamic education systems.

Based on the identified phenomena and research gaps, this study seeks to examine how emotional intelligence, work motivation, and training simultaneously influence teacher performance in an integrated Islamic primary school context. The central research problem addresses the extent to which these internal and external factors contribute to variations in teacher performance. This study argues that teacher performance is not solely determined by technical competence but emerges from the interaction between emotional maturity, motivational strength, and continuous professional development. Emotional intelligence enables teachers to manage classroom dynamics and interpersonal relationships effectively, motivation sustains commitment and consistency, and training enhances pedagogical adaptability. By empirically testing these relationships, this study aims to provide both theoretical and practical contributions to educational human resource management. The findings are expected to inform school leaders and policymakers in designing more balanced strategies for improving teacher performance through emotional development, motivational reinforcement, and sustainable professional training programs.

RESEARCH METHODS

This study employed a quantitative research design grounded in the positivist paradigm, which emphasizes hypothesis testing through numerical measurement and statistical analysis (Ghanad, 2023; Gul, 2023; Sardana et al., 2023). The quantitative approach was selected because it allows for an objective examination of relationships among variables and enables empirical testing of predetermined hypotheses. According to Sugiyono (2018), quantitative research is conducted on a specific population or sample with the primary aim of testing hypotheses in a systematic, measurable, and standardized manner. In line with Creswell (2014), this approach is particularly suitable for identifying cause-effect relationships and drawing generalizable conclusions, making it appropriate for

examining the effects of emotional intelligence (X_1), work motivation (X_2), and training (X_3) on teacher performance (Y).

The research was conducted at SDIT Ar-Royyan, located in Cilodong District, Depok City, West Java, Indonesia. This research site was selected due to its relevance to the focus of the study, particularly its emphasis on improving teacher performance through internal and external factors such as emotional intelligence, work motivation, and professional training. Additionally, the school was chosen because of the accessibility of data and institutional support, which facilitated effective data collection. The research was carried out systematically, beginning with instrument preparation and coordination with the school, followed by data collection in September 2025 and data processing and analysis in November 2025.

Data were collected using a survey method with a structured questionnaire as the primary research instrument. Each variable was measured using a five-point Likert scale based on theoretical indicators adapted from previous literature (Sugiyono, 2020). The questionnaire was distributed online via Google Forms to teachers who met predetermined criteria, including active teaching status, minimum teaching experience, and prior participation in professional training. Prior to questionnaire distribution, respondents were provided with clear explanations regarding the research objectives to ensure accurate responses. Supporting data were also obtained through school documentation and brief interviews with school management to strengthen the interpretation of the findings.

Data analysis was conducted using multiple linear regression analysis with the assistance of SPSS (Statistical Package for the Social Sciences). The analysis process included instrument testing, classical assumption tests, and regression analysis to examine both partial and simultaneous effects of the independent variables on teacher performance. Instrument testing involved validity testing using Pearson Product Moment correlation and reliability testing using Cronbach's Alpha, with a minimum acceptable value of 0.70. Classical assumption tests included normality testing using the Normal Probability Plot, multicollinearity testing using tolerance and Variance Inflation Factor (VIF), and heteroscedasticity testing using the Glejser test and scatterplot analysis. Hypothesis testing was performed using t-tests for partial effects, F-tests for simultaneous effects, and the coefficient of determination (R^2) to assess the explanatory power of the regression model.

Data validity and reliability were ensured through several procedures. The research instruments were developed based on established theoretical frameworks and validated indicators from previous studies. The use of standardized Likert-scale measurements and statistical testing helped ensure

consistency and measurement accuracy. Furthermore, clear instructions were provided to respondents to minimize response bias, and statistical diagnostics were applied to confirm the suitability of the regression model. Through these procedures, the collected data were considered valid, reliable, and suitable for empirical hypothesis testing.

Furthermore, statistical analysis was conducted to ensure that the research findings were objective, reliable, and scientifically accountable. Through these measures, the collected data are expected to accurately reflect the actual conditions observed in the research setting.

According to Sugiyono (2018), a hypothesis is a provisional answer to a research problem that must be empirically tested through systematic data collection and analysis. Based on the research questions, research objectives, theoretical framework, and findings from previous studies, the hypotheses of this study are formulated as follows.

Hypothesis 1 (H1): The Effect of Emotional Intelligence on Teacher Performance

Previous studies by Tantrayana and Putra (2020), Sumarlin (2022), and Fitri, Nurlina, and Kadir (2020) indicate that emotional intelligence plays a crucial role in shaping teachers' work behavior and innovation. Emotional intelligence enables teachers to understand themselves and others, particularly in collaborative work environments, thereby supporting effective teaching performance. However, contrasting findings were reported by Baskoro et al. (2024), who found that emotional intelligence did not have a significant effect on teacher performance at TKIT Nurussalam Grogol. This inconsistency suggests that other factors may exert a more dominant influence on teacher performance in certain contexts.

Hypothesis formulation:

H1: Emotional intelligence has a positive, but not necessarily significant, effect on teacher performance.

Hypothesis 2 (H2): The Effect of Work Motivation on Teacher Performance

Several prior studies have demonstrated that work motivation has a positive and significant influence on teacher performance. Research conducted by Bahriansyah and Mukhtar (2020), Agustina et al. (2020), Fitri, Nurlina, and Kadir (2020), and Anwar et al. (2021) found that teachers with high intrinsic and extrinsic motivation tend to demonstrate better performance. Nevertheless, Lebang, Tahirs, and Marewa (2025) reported that work motivation does not

always significantly affect teacher performance, particularly when it is not supported by adequate competencies and a conducive work environment.

Hypothesis formulation:

H2: Work motivation has a positive and significant partial effect on teacher performance.

Hypothesis 3 (H3): The Effect of Training on Teacher Performance

Previous research by Prastyo Nugroho (2024), Rahmadin et al. (2022), and Faudiah, Fadhilah, Fitriana, and Dewi (2023) indicates that training has a positive and significant effect on teacher performance. Training programs enhance teachers' professional competencies and pedagogical skills, which in turn contribute to improved performance. However, different findings were reported by Tsuroya and Bakhri (2023) as well as Mulalic (2024), who found that training did not significantly affect teacher performance due to limited implementation and follow-up practices at the school level. These contrasting findings highlight the importance of reassessing training effectiveness across different educational contexts, including integrated Islamic schools.

Hypothesis formulation:

H3: Training has a positive and significant partial effect on teacher performance.

Hypothesis 4 (H4): The Simultaneous Effect of Emotional Intelligence, Work Motivation, and Training on Teacher Performance

This hypothesis is developed based on previous studies suggesting that psychological and professional factors jointly influence teacher performance. Several studies have confirmed that emotional intelligence, work motivation, and training are key determinants of teaching effectiveness. Tantrayana and Putra (2020) emphasize that emotional intelligence contributes significantly to teacher performance, particularly through teachers' ability to manage emotions and build positive relationships with students.

Similarly, Fitri, Nurlina, and Kadir (2020) found that both emotional intelligence and work motivation significantly enhance teacher performance, indicating that internal drive and emotional competence are integral components of teacher professionalism. In addition to psychological factors, professional support in the form of training has also been shown to play an important role. Faudiah et al. (2023) demonstrated that well-designed training programs strengthen pedagogical competencies and improve overall teacher performance.

Nevertheless, studies such as that by Lebang, Tahirs, and Marewa (2025) revealed that training does not always result in significant performance

improvement, suggesting that training outcomes may vary depending on quality, intensity, and relevance. Referring to these findings, it can be inferred that emotional intelligence, work motivation, and training may exert a stronger influence when considered simultaneously.

Hypothesis formulation:

H4: Emotional intelligence, work motivation, and training simultaneously have a significant effect on teacher performance.

RESULTS AND DISCUSSION

Results

Primary data were collected through an online questionnaire distributed via Google Forms over a one-week period, from 10 to 16 November 2025. A total of 44 questionnaires were distributed to teachers who met the predetermined criteria, and all questionnaires were returned and deemed usable. This resulted in a response rate of 100%, indicating strong participant engagement and providing a solid basis for subsequent statistical analysis.

Table 1. Questionnaire Response Rate

| Description | Number | Percentage |
|----------------------------|--------|------------|
| Distributed questionnaires | 44 | 100% |
| Returned questionnaires | 44 | 100% |
| Valid questionnaires | 44 | 100% |

Regarding demographic characteristics, the respondents consisted of 36 female teachers (81.82%) and 8 male teachers (18.18%). In terms of age, most respondents were between 25 and 35 years old (50%), followed by those under 25 years (27.27%) and those aged 36–45 years (20.45%). This indicates that the majority of respondents were in a productive age range, which is generally associated with higher adaptability, openness to innovation, and collaborative work behavior in educational settings.

The educational background of respondents shows that most teachers held a bachelor's degree (86.36%), while a smaller proportion had a diploma (6.82%) or postgraduate degree (6.82%). This distribution suggests that the teaching staff largely meets formal qualification standards for primary education, which supports the credibility of responses related to professional performance, motivation, and training experiences.

Descriptive statistical analysis was conducted to examine respondents' perceptions of emotional intelligence, work motivation, training, and teacher

performance. A five-point Likert scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree). The interpretation of mean scores followed a class interval of 0.80, allowing responses to be categorized from very low to very high. Overall, all variables recorded high mean values, indicating generally positive perceptions among respondents.

Emotional intelligence demonstrated a high overall mean score of 4.30, categorized as “very high.” Among its dimensions, self-motivation showed the highest mean (4.50), followed by empathy (4.38), social skills (4.26), self-awareness (4.32), and self-regulation (4.02). These findings indicate that teachers possess strong emotional competencies, particularly in maintaining motivation, understanding others’ emotions, and building positive interpersonal relationships in the school environment.

Table 2. Mean Scores of Emotional Intelligence Dimensions

| Dimension | Mean |
|---------------------------------------|-------------|
| Self-awareness | 4.32 |
| Self-regulation | 4.02 |
| Self-motivation | 4.50 |
| Empathy | 4.38 |
| Social skills | 4.26 |
| Overall Emotional Intelligence | 4.30 |

The work motivation variable also recorded a very high mean score of 4.48. The highest dimension was the need for affiliation (4.63), followed by the need for achievement (4.55) and the need for power (4.25). These results suggest that teachers are highly motivated not only to achieve optimal work outcomes but also to maintain positive relationships and contribute constructively within their professional community.

The training variable achieved an overall mean score of 4.18, indicating that teachers perceived training programs as relevant, beneficial, and applicable to their teaching practices. Meanwhile, teacher performance showed a mean score of 4.23, classified as very high. Among performance indicators, discipline (4.30) and responsibility (4.26) ranked highest, followed by innovation and collaboration (4.19) and work quality (4.16). These findings reflect a strong commitment among teachers to professional standards and continuous improvement.

Table 3. Mean Scores of Training and Teacher Performance

| Variable | Mean |
|---------------------|-------------|
| Training | 4.18 |
| Teacher Performance | 4.23 |

Validity testing using Pearson correlation showed that all items across variables had correlation coefficients exceeding the critical value of 0.297, indicating that all questionnaire items were valid. Reliability testing using Cronbach's Alpha confirmed internal consistency, with values ranging from 0.780 to 0.839. These results demonstrate that the research instrument was both valid and reliable for measuring emotional intelligence, work motivation, training, and teacher performance.

Table 4. Reliability Test Results

| Variable | Cronbach's Alpha |
|------------------------|------------------|
| Emotional Intelligence | 0.831 |
| Work Motivation | 0.797 |
| Training | 0.839 |
| Teacher Performance | 0.780 |

Classical assumption tests confirmed that the regression model met the requirements of normality, absence of multicollinearity, and homoscedasticity. Multiple linear regression analysis revealed that emotional intelligence ($\beta = 0.204$), work motivation ($\beta = 0.189$), and training ($\beta = 0.428$) all had positive effects on teacher performance. Among these predictors, training had the strongest standardized coefficient, indicating that professional development plays a dominant role in enhancing teacher performance.

Discussion

This study examined the influence of emotional intelligence, work motivation, and training on teacher performance. The findings indicate that all three variables are positively related to teacher performance, with training emerging as the most influential factor (Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah, 2025). These results suggest that both individual psychological attributes and institutional support play an important role in shaping teacher effectiveness in the school context.

The positive relationship between emotional intelligence and teacher performance indicates that teachers who are able to understand and manage their emotions tend to demonstrate better professional behavior in instructional activities. Emotional intelligence supports teachers in managing classroom dynamics, building positive interactions with students, and coping with work-related stress. However, its contribution was not statistically significant, suggesting that emotional intelligence alone may not be sufficient to directly

enhance performance without being supported by other professional development mechanisms.

Work motivation also shows a positive effect on teacher performance, reflecting that teachers with stronger intrinsic and extrinsic motivation are more committed to fulfilling their instructional responsibilities. Motivated teachers are more likely to show persistence, responsibility, and enthusiasm in teaching. Nevertheless, the insignificant effect found in this study indicates that motivation may not automatically translate into higher performance when structural support, competencies, or work conditions are not optimally aligned.

Training was found to have a positive and significant influence on teacher performance and became the dominant predictor among the examined variables (Hikmah & Mudarris, 2026; Manshur, 2026; Syafiih, 2025). This finding highlights the importance of continuous and relevant training in improving teachers' pedagogical skills, instructional strategies, and professional competencies. Effective training programs enable teachers to apply new knowledge and skills directly in classroom practices, leading to measurable improvements in performance.

The stronger impact of training compared to emotional intelligence and work motivation suggests that institutional interventions play a decisive role in enhancing teacher performance. Training serves not only as a means of skill development but also as a platform for reinforcing motivation and emotional regulation through collaborative learning and professional reflection. This indicates that organizational support can amplify the effects of individual attributes on performance outcomes.

Overall, the findings imply that improving teacher performance requires an integrated approach that combines personal development and institutional capacity building. Schools should prioritize structured and continuous training programs while simultaneously fostering teachers' emotional intelligence and work motivation. Future studies are encouraged to involve broader samples and additional variables to further explore the complex determinants of teacher performance in different educational contexts.

CONCLUSION

The most important finding of this study highlights that teacher performance is shaped by a combination of personal and institutional factors, with training emerging as the most decisive contributor. While emotional intelligence and work motivation show positive relationships with teacher performance, their effects are not statistically significant when examined independently. This suggests that psychological attributes alone are insufficient

to directly enhance performance without structured professional support. The key lesson derived from this research is that systematic, relevant, and continuous training plays a critical role in translating teachers' potential into observable performance outcomes. This study contributes to the body of educational management literature by providing empirical evidence that reinforces the central role of professional development as a strategic instrument for improving teacher effectiveness, particularly within formal school organizations.

Despite its contributions, this study has several limitations that should be acknowledged. The research was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings. Additionally, the study relied on self-reported data, which may be subject to response bias. Future research is encouraged to involve larger and more diverse samples, incorporate qualitative or mixed-method approaches, and examine additional variables such as leadership style, organizational culture, and work environment. Longitudinal studies are also recommended to better capture the dynamic effects of training and psychological factors on teacher performance over time.

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