MANAGERE: Indonesian Journal of Educational Management
Vol. 7 No. 4 (2025), p. 421-434
Available online at https://serambi.org/index.php/managere

Mapping the Path to Teacher Performance: Discipline, Emotional Intelligence, and Job Satisfaction

Valentinus Vally*, Lianto
Universitas Widya Dharma Pontianak, Indonesia

DOI: https://doi.org/10.52627/managere.v7i4.1359

Article History:
Received: July 2025
Accepted: August 2025
Published: November 2025

Keywords:
Work Discipline, Emotional Intelligence, Job Satisfaction, Teacher Performance

**Correspondence Address:*
valentinusvallywd@gmail.com

Abstract :
This study aims to analyze the influence of work discipline and emotional intelligence on teacher performance with job satisfaction as a mediating variable. Using a quantitative approach and Structural Equation Modeling analysis with SmartPLS 4.0, data were analyzed from 39 respondents. The results showed that work discipline had a significant effect on job satisfaction ($\beta = 0.771$; $p < 0.001$) and teacher performance ($\beta = 0.538$; $p < 0.001$). In contrast, emotional intelligence did not show a significant effect on job satisfaction ($\beta = 0.038$; $p = 0.729$), but directly affected teacher performance ($\beta = 0.346$; $p < 0.001$). Job satisfaction made a positive contribution to performance ($\beta = 0.315$; $p = 0.006$) and partially mediated the relationship between work discipline and performance ($\beta = 0.242$; $p = 0.006$). This model explains 84.5% of the variance in teacher performance. These findings confirm that work discipline is an important personal resource for improving performance, both directly and by increasing job satisfaction. At the same time, emotional intelligence serves as a direct driver of performance. Practical implications recommend improved discipline, performance-based emotional intelligence training, and improved working conditions to support optimal job satisfaction.

INTRODUCTION

Teacher performance reflects professional competence, pedagogical ability, and integrity when carrying out educational tasks. Theoretical understanding indicates that performance does not arise in isolation from individuals' psychological context and work behavior (Boccoli et al., 2023; Tudu & Singh, 2023; Yang & Lu, 2023). Work discipline, from the perspectives of Self-Regulation Theory and Goal-Setting Theory, is understood as the capacity to control behavior, obey rules, and maintain consistency in completing tasks (Abhari & Zicklin, 2022; Masaki, 2023; Zhan & Teng, 2025). In educational practices such as in madrassas or Islamic boarding schools, discipline is often perceived as a form of moral and professional commitment. Emotional intelligence refers to a teacher's ability to recognize, understand, and manage their own and others' emotions (García-Martínez et al., 2021; Khassawneh et al., 2022; Skura & Świderska, 2022). Furthermore, job satisfaction is interpreted as an emotional reaction to work experience that reflects acceptance, comfort, and personal meaning to the profession (Jasiński & Derbis, 2023; Lee & Kim, 2023; Pu et al., 2022). The three concepts are interrelated through the Job Demands-Resources Model, which positions discipline and emotional intelligence as personal resources that can increase job satisfaction and affect the quality of teacher performance.

Several recent studies show that various psychosocial and structural variables influence teacher performance. A study by Khassawneh et al. (2022) found that emotional intelligence is positively related to work performance because it affects teachers' ability to manage emotions, build empathy with students, and respond adaptively to work pressure. Meanwhile, Li et al. (2025) emphasize that job satisfaction serves as a moderator in the relationship between personal factors and performance. However, the latest literature also shows a unique pattern of relationships among these variables in the context of education. For example, research by Singh & Ryhal (2023) found that work discipline was the most significant predictor of teacher performance, while emotional intelligence improved performance without affecting job satisfaction. Other studies by Ede et al. (2023) found that rational factors do not entirely determine the dynamics of teachers' work in value-based schools, but that spiritual values, organizational culture, and interpersonal relationships also play a role, and are difficult to quantify. This pattern shows that the relationships between variables that have been positioned as stable and linear in quantitative models turn out to be layered and complex when placed in the professional lives of teachers in specific contexts.

Research on the relationships among work discipline, emotional intelligence, job satisfaction, and teacher performance has been conducted across various educational contexts. However, most studies still show relationships at the surface level and have not explained the underlying psychological processes or experiences. The mechanisms by which teachers interpret discipline, manage emotions in dynamic classroom situations, and build satisfaction or dissatisfaction with their work remain poorly described. In practice, teachers with high emotional intelligence may be able to manage pressure, appear stable, and perform well, but may not always feel comfortable or experience psychological well-being. On the other hand, highly disciplined teachers may find satisfaction in the structure of tasks and the clarity of roles. However, these conditions do not necessarily reflect the actual quality of the work experience. This condition indicates a need to explore the subjective meanings, personal experiences, and interaction patterns that shape how these three variables affect one another in the reality of teachers' work.

Based on these gaps, this study aims to explore teachers' experiences in interpreting work discipline, emotional intelligence, and job satisfaction, and how these three aspects contribute to shaping their performance. This study does not seek to verify the relationship between variables as in previous quantitative studies, but rather to explore the psychosocial dynamics and relational context that underlie these relationships. This approach is expected to yield a more comprehensive understanding of the factors that affect teacher performance in value-based schools. The results not only contribute to the development of the theory but also have practical implications for teachers' professional development and school policies.

The primary focus of this research is to understand how teachers construct meanings about work discipline and emotional intelligence in the context of pedagogical routines, administrative pressures, value demands, and interpersonal experiences with students and colleagues. Using an interpretive qualitative approach, this study places teachers as active subjects who form meaning through experience, rather than passive objects of measurable variables. This approach allows for the emergence of a new understanding of teacher performance that is not merely a result but a reflective and relational process within the school ecosystem.

RESEARCH METHOD

This study uses a quantitative, causal-explanatory design to examine the relationships among work discipline, emotional intelligence, job satisfaction, and teacher performance (Bentouhami et al., 2021; Duckett, 2021; Knight et al., 2022). This design illustrates the direct and indirect relationships among the variables in the research model. The research was conducted at SMA Gembala Baik in Pontianak during the 2024/2025 academic year. The research population consisted of 39 permanent teachers, and all of them were made respondents using saturated sampling techniques (Bentouhami et al., 2021; Hennink & Kaiser, 2022; Mthuli et al., 2022), considering the relatively small size of the population, so that all teachers have an equal opportunity to provide data. Selecting this technique also ensures there is no selection bias in the sampling process.

The research instrument was a five-point Likert-scale questionnaire, ranging from 1 (strongly disagree) to 5 (strongly agree). The research variables were adapted from previously tested instruments and adjusted to the educational context. Work discipline is measured through indicators of punctuality, rule compliance, responsibility, and procedural consistency. Meanwhile, emotional intelligence is assessed through self-awareness, emotional regulation, empathy, motivation, and social skills. Job satisfaction variables include work experience, relationships with colleagues, supervision, and reward systems. Teacher performance variables include quality, punctuality, productivity, and instructional competence.

Table 1. Research Variables and Indicators

Dimension	Indicator	Number of Items
Work Discipline (X1) (Fahmi et al., 2022)	Timeliness	2
	Rule of Adhesion	2
	Accountability	2
	Procedural consistency	4
Emotional Intelligence (X2) (Quílez-Robres et al., 2023)	Self-awareness	2
	Self-regulation	2
	Empathy	3
	Motivation	3
	Social skills	2
Job Satisfaction (M) (Aloisio et al., 2021)	Work satisfaction	2
	Supervision	2
	Colleague relations	3
	Reward system	3
Teacher Performance (Y) (Kanya et al., 2021)	Work quality	2
	Timeliness	2
	Productivity	3
	Instructional competence	3

The data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. This method was chosen because it is suitable for models with a limited number of mediating variables and small sample sizes. The analysis consists of testing the measurement model to ensure the validity and reliability of the construct, then proceeding to structural model testing to examine the direct and indirect influences among variables using the bootstrapping method (Cheung et al., 2024; Haji-Othman & Yusuff, 2022; Sureshchandar, 2023). The results of the analysis were used to assess the strength of the relationship between the model's variables and to determine whether the tested relationship was mediated.

RESULT AND DISCUSSION

Result

Measurement Model Description

The measurement model in this study is designed to examine the relationships among four latent variables: Work Discipline, Emotional Intelligence, Job Satisfaction, and Teacher Performance. Each variable is measured through a series of reflective indicators displayed in a research diagram. Validity and reliability tests are performed to ensure that the indicator makes a stable contribution to the constructed construct being measured. The analysis of the relationship between latent variables was carried out using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). This approach allows researchers to map independent, mediated, and dependent relationships in a more structured manner. The model examines the direct and indirect influences of Work Discipline and Emotional Intelligence on Teacher Performance, with Job Satisfaction as a mediating variable (Figure 1).

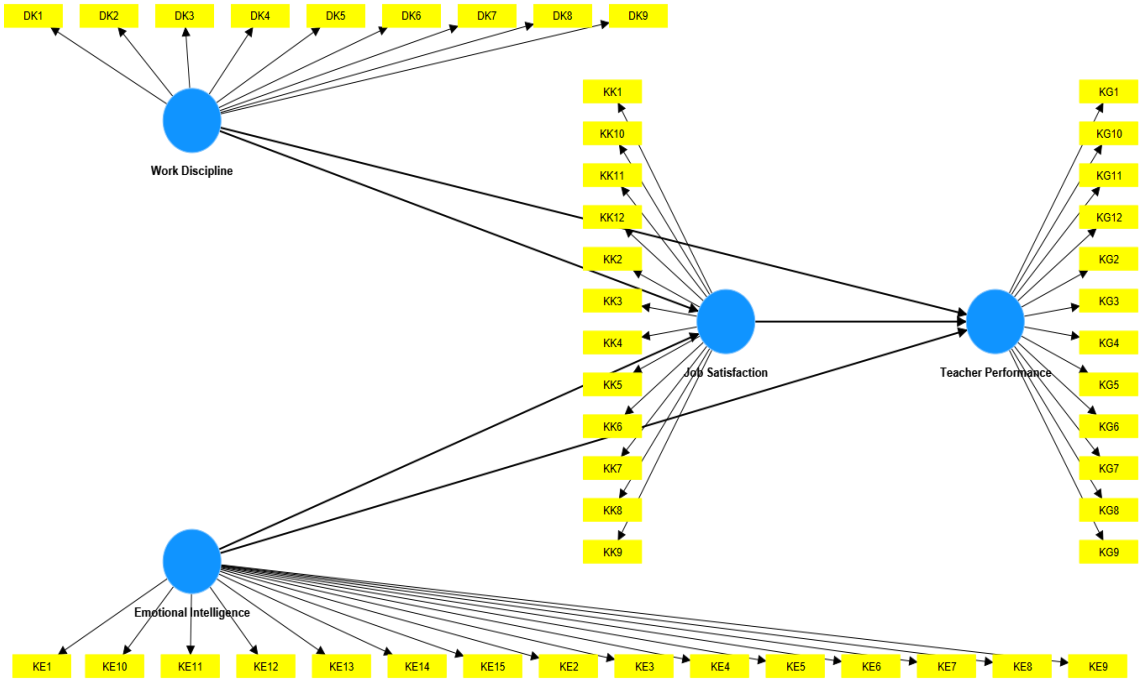

Figure 1. Measurement Model Description

(Source: SmartPLS 4)

Test Measurement Model

The measurement model in this study was developed to assess the relationships among four latent variables: Work Discipline, Emotional Intelligence, Job Satisfaction, and Teacher Performance. Each variable is represented through reflective indicators listed in the research diagram. Validity and reliability tests are used to ensure that each indicator adequately contributes to the constructs it represents. The initial evaluation stage used an external loading test to assess the indicator's ability to represent the construct. The results of these tests are shown in Table 2.

Table 2. Outer Loading Test

Variable	Indicator	Outer Loading	Remark
Work Discipline	DK1	0.919	Valid
	DK2	0.859	Valid
	DK3	0.907	Valid
	DK4	0.919	Valid
	DK5	0.878	Valid
	DK6	0.829	Valid
	DK7	0.886	Valid
	DK8	0.894	Valid
	DK9	0.934	Valid
Emotional Intelligence	KE1	0.943	Valid
	KE10	0.833	Valid
	KE11	0.896	Valid
	KE12	0.906	Valid
	KE13	0.872	Valid
	KE14	0.903	Valid
	KE15	0.869	Valid
	THE 2ND	0.809	Valid
	THE 3RD	0.891	Valid
	KE4	0.871	Valid
	KE5	0.882	Valid
	KE6	0.857	Valid
	KE7	0.875	Valid
	THE 8TH	0.837	Valid
	KE9	0.815	Valid
Job Satisfaction	KK1	0.908	Valid
	KK10	0.931	Valid
	KK11	0.904	Valid
	KK12	0.917	Valid
	KK2	0.879	Valid
	KK3	0.878	Valid
	CD4	0.877	Valid
	KK5	0.943	Valid
	KK6	0.921	Valid
	CD7	0.882	Valid
	KK8	0.946	Valid
	KK9	0.846	Valid
Teacher Performance	KG1	0.881	Valid
	KG10	0.912	Valid
	KG11	0.803	Valid
	KG12	0.853	Valid
	KG2	0.946	Valid
	KG3	0.844	Valid
	KG4	0.848	Valid
	KG5	0.862	Valid
	KG6	0.907	Valid
	KG7	0.890	Valid
	KG8	0.834	Valid
	KG9	0.895	Valid

Table 1 shows that all indicators for the variables Work Discipline, Emotional Intelligence, Job Satisfaction, and Teacher Performance have outer loadings above 0.80. This value indicates that each indicator can reliably and consistently represent the construct. The Work Discipline Indicator (DK1–DK9) is in the range of 0.829-0.934. The indicator for Emotional Intelligence also shows high measurement quality, with values ranging from 0.809 to 0.943. All Job Satisfaction indicators (KK1–KK12) were deemed valid, with loadings ranging from 0.846 to 0.946. A similar pattern is seen in the Teacher Performance indicator (KG1–KG12), which ranges from 0.803 to 0.946. These results confirm that the measurement model meets the criteria for convergent validity. All indicators can be used at the structural analysis stage without requiring additional elimination.

After ensuring that all indicators meet the validity criteria through an outer-loading test, the next stage is to assess the construct's reliability and the internal consistency of each latent variable. The reliability test was performed using Cronbach's Alpha, Composite Reliability (rho_a and rho_c), and Average Variance Extracted (AVE) to assess the level of stability and ability of the indicator to explain the measured variable. The results of the reliability test are shown in Table 3.

Table 3. Construct Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Work Discipline	0.968	0.971	0.972	0.796
Emotional Intelligence	0.977	0.985	0.979	0.759
Job Satisfaction	0.979	0.980	0.982	0.816
Teacher Performance	0.972	0.973	0.975	0.763

The results in Table 3 indicate that all variables in this study exhibit high reliability. Cronbach's Alpha values for each variable were above 0.96, indicating firm internal consistency among the indicators within the category. The instrument can be declared very reliable. The Composite Reliability values for rho_a and rho_c also exceeded the minimum limit of 0.70, reinforcing the conclusion that the measurement stability is at a reasonable level. In addition, the Average Variance Extracted (AVE) for all four variables was above 0.50. This condition indicates that the indicator explains more than half of the variance in the measured construct. Overall, the findings confirm that the entire construct meets the criteria for convergent reliability and validity, allowing the structural model analysis to proceed.

The next stage after the reliability and validity evaluation is the discriminant validity testing. This test is necessary to ensure that each construct in the model can be clearly distinguished from the others. The test was performed using the Fornell-Larcker Criterion. The results show that the root value of AVE for each construct is higher than its correlations with other constructs. This condition indicates that each variable has a stronger relationship with its own indicators than with those of other constructs. Details of the results are presented in Table 4.

Table 4. Fornell-Larcker Criterion Results

Variable	Work Discipline	Emotional Intelligence	Job Satisfaction	Teacher Performance
Work Discipline	0.892			
Emotional Intelligence	0.123	0.871		
Job Satisfaction	0.775	0.133	0.903	
Teacher Performance	0.825	0.454	0.778	0.874

Table 4 shows that all variables in the model meet the Fornell-Larcker criterion for discriminant validity. Each construct has a higher root AVE than its correlations with other variables in the same row or column. For example, the root value of AVE for the Work Discipline variable was 0.892, higher than the correlations with Teacher Performance (0.825) and Job Satisfaction (0.775). The same pattern was observed in the variables Emotional Intelligence, Job Satisfaction, and Teacher Performance, with the diagonal value in the matrix being the highest. These findings indicate that each construct has clear conceptual boundaries and that the indicators do not overlap in their explanations of the other variables. Thus, the discriminant validity is fulfilled, and the model is feasible to use at the structural model evaluation stage.

Evaluation of Measurement Models

The evaluation of the structural model is conducted after all measurement model test procedures are found to meet the validity and reliability criteria. This stage is used to assess the strength of relationships among latent variables established in the model and to measure the model's overall predictive ability. The evaluation process uses several indicators, such as path coefficients, R-squared, effect sizes, and significance tests based on t-values and p-values. The analysis helps to describe the pattern of direct and indirect influences between constructs, so that it can be seen which variables play a dominant role in explaining changes in dependent variables. The results of the structural model testing are shown in the following table, which indicates the direction and strength of the relationships between the variables in the research model. Table 5 presents the results of the path coefficient analysis, which assesses the direction of the relationship and the extent of influence between the tested constructs.

Table 5. Path Coefficient Results

Variables	Work Discipline	Emotional Intelligence	Job Satisfaction	Teacher Performance
Work Discipline			0.771	0.538
Emotional Intelligence			0.038	0.346
Job Satisfaction				0.315
Teacher Performance				

Table 5 presents the results of the path coefficient analysis, which illustrate the direct influences among the variables in the structural model. The coefficient shows that work discipline has a strong influence on job satisfaction (0.771) and a significant effect on teacher performance (0.538). Meanwhile, emotional intelligence showed minimal influence on job satisfaction (0.03), but greater influence on teacher performance (0.3)46. In addition, job satisfaction had a positive effect on teacher performance, with a

coefficient of 0.315. Overall, these results show that work discipline is the most dominant factor in improving teacher performance, both directly and indirectly. At the same time, emotional intelligence plays a more significant role in performance than in shaping job satisfaction.

To clarify the relationships among the variables in the research model, Figure 2 presents the results of a SmartPLS structural analysis. The diagram shows the estimated path coefficients, the model's predictive contribution to endogenous variables, and the power of reflective indicators in forming latent constructs.

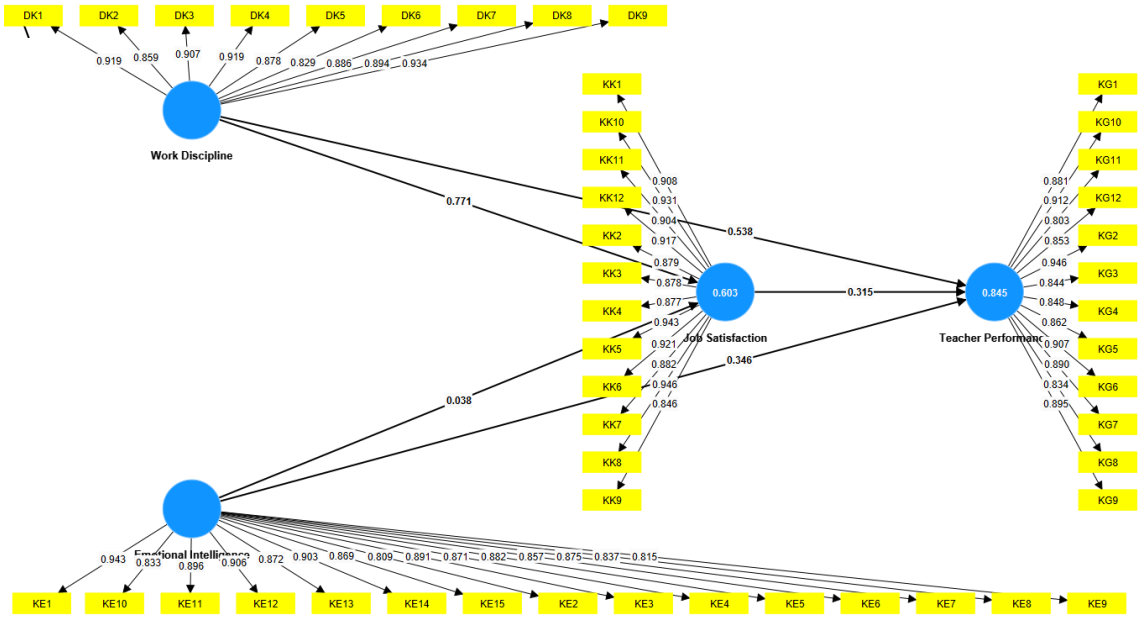

Figure 2. Structural Model Output

(Source: SmartPLS 4)

Based on these findings, the next step is to evaluate the model's predictive power using the R-Square value to determine the extent to which the independent variables explain the variation in the dependent variables in the structure of this study model, as shown in Table 6.

Table 6. Coefficient of Determination (R^2)

Endogenous Variable	R^2	Adjusted R^2	Interpretation
Job Satisfaction	0.603	0.581	Moderate Predictive Power
Teacher Performance	0.845	0.832	Strong Predictive Power

The results in Table 6 show the model's predictive ability in explaining variations in endogenous variables. The R^2 value for the work satisfaction variable was 0.603, with an adjusted R^2 of 0.581, indicating that work discipline and emotional intelligence explain job satisfaction with moderate predictive power. Meanwhile, the R^2 value for teacher performance was 0.845 with an adjusted R^2 of 0.832, indicating strong predictive ability. These findings suggest that a combination of work discipline, emotional intelligence, and job satisfaction substantially explains teacher performance. Based on these results, the following analysis tested the contribution of each variable using effect sizes, as presented in Table 7.

Table 7. Effect Size (f^2)

Variables	Work Discipline	Emotional Intelligence	Job Satisfaction	Teacher Performance
Work Discipline			1.473	0.745
Emotional Intelligence			0.004	0.757
Job Satisfaction				0.254
Teacher Performance				

The results in Table 7 show the contribution of each independent variable to the dependent variable in the model, as indicated by the effect sizes (f^2). Work discipline has a strong influence on job satisfaction (1.473) and teacher performance (0.745). On the other hand, emotional intelligence had a minimal effect on job satisfaction (0.004) but a significant effect on teacher performance (0.757). In addition, job satisfaction made a moderate contribution to teacher performance with a score of 0.254. These findings confirm that work discipline and emotional intelligence are the main predictors of teacher performance.

Meanwhile, the effect of emotional intelligence on increased job satisfaction is not significantly different. Based on these results, the next stage is to test the hypothesis through significance tests on the direct relationship pathway to determine whether the influence between variables in the model is statistically significant. The test results are presented in Table 8.

Table 8. Hypothesis Testing (Direct Effects)

Hypothesis	Hypothesized Path	Coefficient (β)	t-Statistic	p-Value	Decision
H1	Work Discipline → Job Satisfaction	0.771	12.526	0.000	Supported
H2	Work Discipline → Teacher Performance	0.538	4.421	0.000	Supported
H3	Emotional Intelligence → Job Satisfaction	0.038	0.346	0.729	Not Supported
H4	Emotional intelligence → Teacher Performance	0.346	4.307	0.000	Supported
H5	Job Satisfaction → Teacher Performance	0.315	2.758	0.006	Supported

The results of the first hypothesis test (H1) show that work discipline has a significant effect on job satisfaction. A path coefficient of 0.771 and a p-value of 0.000 (< 0.05) confirm that this hypothesis is accepted. These findings show that greater work discipline is associated with higher teacher job satisfaction. At the 95 percent confidence level, the relationship falls within a statistically stable range. The second hypothesis (H2) is also accepted. Work discipline was found to have a direct and significant influence on teacher performance, with a path coefficient of 0.538 and a p-value of 0.000 (< 0.05). This means that teachers with higher levels of discipline tend to perform better in the classroom. In the context of Islamic education or Islamic boarding schools, discipline is usually reflected through punctuality, example, and commitment to carrying out the mandate of learning.

The results of the third hypothesis (H3) test indicated that emotional intelligence did not have a significant effect on job satisfaction. This is indicated by the path coefficient of 0.038 and the p-value of 0.729 (> 0.05), which fails to reject the hypothesis.

These scores indicate that emotional intelligence is insufficient to explain variation in teacher job satisfaction. In contrast, the fourth hypothesis (H4) is accepted because emotional intelligence has a significant direct influence on teacher performance. The path coefficient of 0.346 and the p-value of 0.000 < 0.05 indicate that teachers with good emotional management tend to perform more optimally in managing classes, interacting with students, and maintaining calm in challenging learning situations. The fifth hypothesis (H5) is also accepted. Job satisfaction has a significant influence on teacher performance, with a path coefficient of 0.315 and a p-value of 0.006 (< 0.05). This indicates that higher teachers' job satisfaction is associated with better performance quality.

Overall, these results show that work discipline and emotional intelligence are key variables that contribute to teacher performance. Both work through direct and indirect channels, with job satisfaction as a mediator. Based on these findings, the next stage is to conduct indirect effects testing (mediation analysis), as shown in Table 9.

Table 9. Mediation Analysis (Indirect Effects)

Hypothesis	Mediation Pathway	Coefficient (β)	t-Statistic	p-Value	Mediation Decision
H6	Work Discipline → Job Satisfaction → Teacher Performance	0.242	2.777	0.006	Partial Mediation
H7	Emotional intelligence → Job Satisfaction → Teacher Performance	0.012	0.313	0.755	No Mediation

Table 9 shows that only one significant mediating pathway in the model is the relationship between work discipline and teacher performance via job satisfaction, with a coefficient of 0.242 and a p-value of 0.006. This indicates that job satisfaction plays a partial mediating role in the relationship. This means that work discipline not only has a direct influence on teacher performance but also exerts an indirect influence by increasing job satisfaction. In contrast, the mediating pathway from emotional intelligence to teacher performance via job satisfaction is insignificant, indicating that job satisfaction does not mediate the relationship between the two variables and that teacher performance is entirely dependent on the direct influence of emotional intelligence. After all structural testing has been performed, these results provide a comprehensive picture of the relationships between the variables in the research model. The next stage is to prepare a discussion that interprets these empirical results using relevant theories and prior research.

Discussion

This discussion examines the relationships among work discipline, emotional intelligence, job satisfaction, and teacher performance, using empirical findings from SEM-PLS. The analysis shows that work discipline significantly influences job satisfaction and teacher performance. In contrast, emotional intelligence directly influences performance but does not affect job satisfaction. These results are relevant in the context of value-based schools such as SMA Gembala Baik Pontianak, where discipline and relational skills are part of the institution's professional practice and culture.

The first finding showed that work discipline contributed to job satisfaction (β = 0.771) and affected teacher performance (β = 0.538), with job satisfaction partially mediating the effect (β = 0.242). This interpretation aligns with Liao et al. (2025), which views discipline as a personal resource that helps teachers regulate work behavior

through role clarity and self-regulation. This view aligns with Self-Regulation Theory and Goal-Setting Theory (Cheng, 2023; Latham, 2015; Swann et al., 2021), which suggest that disciplined behavior promotes target achievement and increases work motivation. These results reinforce the conclusion of a previous study in Indonesia that found a similar relationship between work discipline and teacher performance.

The second finding showed differences in the characteristics of the emotional intelligence influence pathway. Although it did not have a significant effect on job satisfaction ($\beta = 0.038$, $p = 0.729$), emotional intelligence made a direct contribution to performance ($\beta = 0.346$). This reflects the mechanism of behavioral competence rather than the mechanism of affective well-being, according to the assumption of Affective Events Theory (Abhari & Zicklin, 2022; Boccoli et al., 2023; Masaki, 2023). Teachers with high emotional intelligence tend to regulate their emotions, communicate effectively, and make more adaptive decisions in classroom situations. These results support the meta-analysis of O'Boyle et al. However, the difference from the findings of Tudu & Singh (2023), who found a relationship between EI and job satisfaction, can be explained by the structural conditions of Good Shepherd High School, where job satisfaction is more determined by extrinsic factors such as organizational support and compensation systems.

The implications of the research can be seen in practical and academic aspects. In practice, the study's results show the need to strengthen the culture of discipline through self-regulation training and monitoring of work behavior. Meanwhile, emotional intelligence training is more relevant, directed at the management of emotions in classroom interactions. Academically, this study enriches JD R theory by showing the dual role of work discipline as both a performative and an affective factor. In addition, these findings provide an alternative perspective on the AET assumption, which holds that emotional intelligence does not operate continuously through affective pathways.

This study has limitations, including being conducted at a single institution and having a small sample size ($n = 39$), which limits the generalizability of the results. Follow-up studies across different school contexts are needed to test the model's consistency. The cross-sectional approach also limits the understanding of temporally evolving causal relationships. Moderator variables, such as organizational climate or workload, can be considered in subsequent studies to examine the dynamics of the relationship between variables more comprehensively.

Overall, work discipline emerges as a key factor in shaping job satisfaction and improving teacher performance, while emotional intelligence directly contributes to performance without passing through an affective pathway. These findings indicate the need for a performance improvement strategy that distinguishes between motivational pathways and behavioral competency pathways. This model can be further tested across a broader teacher population and in different institutional contexts to expand its conceptual contribution and practical relevance.

CONCLUSION

This study revealed that work discipline significantly influences job satisfaction and teacher performance, whereas emotional intelligence directly influences performance without going through job satisfaction. Job satisfaction has been shown to partially mediate the relationship between work discipline and teacher performance, but not in the emotional intelligence pathway. These findings confirm that work discipline is

the dominant factor that, directly or indirectly, contributes to improving teacher performance through affective mechanisms. In contrast, emotional intelligence operates through behavioral competencies that directly impact teaching effectiveness. These results reinforce the understanding that job satisfaction mediates the relationship between regulatory behavior and performance, but does not adequately bridge the affective-relational aspect. Thus, this research model provides a precise mapping of the psychological and behavioral mechanisms that shape teacher performance. Advanced studies can expand the scope of variables or test contextual moderation to enrich the development of teacher work models in the context of value education.

ACKNOWLEDGEMENT

The authors express sincere appreciation to Universitas Widya Dharma Pontianak for the academic support provided throughout this research. Gratitude is also extended to the teachers who participated and contributed valuable data. Special thanks are given to colleagues who assisted during analysis and manuscript refinement. Each support and contribution has played an important role in completing this study.

REFERENCES

Abhari, K., & Zicklin, I. V. (2022). Screen Time and Productivity: An Extension of Goal-Setting Theory to Explain Optimum Smartphone Use. *AIS Transactions on Human-Computer Interaction, 14*(3), 254–288. https://doi.org/10.17705/1thci.00169

Aloisio, L. D., Coughlin, M., & Squires, J. E. (2021). Individual and Organizational Factors of Nurses' Job Satisfaction in Long-Term Care: A Systematic Review. *International Journal of Nursing Studies, 123*, 104073. https://doi.org/10.1016/j.ijnurstu.2021.104073

Bentouhami, H., Casas, L., & Weyler, J. (2021). Reporting of "Theoretical Design" in Explanatory Research: A Critical Appraisal of Research on Early Life Exposure to Antibiotics and the Occurrence of Asthma. *Clinical Epidemiology, 13*, 755–767. https://doi.org/10.2147/CLEP.S318287

Boccoli, G., Gastaldi, L., & Corso, M. (2023). The Evolution of Employee Engagement: Towards a Social and Contextual Construct for Balancing Individual Performance and Wellbeing Dynamically. *International Journal of Management Reviews, 25*(1), 75–98. https://doi.org/10.1111/ijmr.12304

Cheng, X. (2023). Looking Through Goal Theories in Language Learning: A Review on Goal Setting and Achievement Goal Theory. *Frontiers in Psychology, 13*, 1035223. https://doi.org/10.3389/fpsyg.2022.1035223

Cheung, G. W., Cooper-Thomas, H. D., Lau, R. S., & Wang, L. C. (2024). Correction to: Reporting Reliability, Convergent and Discriminant Validity With Structural Equation Modeling: A Review and Best-Practice Recommendations (Asia Pacific Journal of Management, (2024), 41, 2, (745–783), 10.1007/s10490-023-09871-y). *Asia Pacific Journal of Management, 41*(2), 785–787. https://doi.org/10.1007/s10490-023-09880-x

Duckett, L. J. (2021). Quantitative Research Excellence: Study Design and Reliable and Valid Measurement of Variables. *Journal of Human Lactation, 37*(3), 456–463. https://doi.org/10.1177/08903344211019285

Ede, M. O., Okeke, C. I., Adene, F., & Areji, A. C. (2023). Perceptions of Work Value and Ethical Practices Amongst Primary School Teachers, Demographics, Intervention, and Impact. *Psychological Reports, 126*(1), 380–410. https://doi.org/10.1177/00332941211043453

Fahmi, P., Sudjono, Parwoto, & Endri, E. (2022). Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work From Home Policy. *Journal of Educational and Social Research, 12*(3), 80–89. https://doi.org/10.36941/jesr-2022-0068

García-Martínez, I., Pérez-Navío, E., Pérez-Ferra, M., & Quijano-López, R. (2021). Relationship Between Emotional Intelligence, Educational Achievement and Academic Stress of Pre-Service Teachers. *Behavioral Sciences, 11*(7), 95. https://doi.org/10.3390/bs11070095

Haji-Othman, Y., & Yusuff, M. S. S. (2022). Assessing Reliability and Validity of Attitude Construct Using Partial Least Squares Structural Equation Modeling (PLS-SEM). *International Journal of Academic Research in Business and Social Sciences, 12*(5), 378–385. https://doi.org/10.6007/ijarbss/v12-i5/13289

Hennink, M., & Kaiser, B. N. (2022). Sample Sizes for Saturation in Qualitative Research: A Systematic Review of Empirical Tests. *Social Science and Medicine, 292*, 114523. https://doi.org/10.1016/j.socscimed.2021.114523

Jasiński, A. M., & Derbis, R. (2023). Social Support at Work and Job Satisfaction Among Midwives: The Mediating Role of Positive Affect and Work Engagement. *Journal of Advanced Nursing, 79*(1), 149–160. https://doi.org/10.1111/jan.15462

Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors Affecting Teacher Performance. *International Journal of Evaluation and Research in Education, 10*(4), 1462–1468. https://doi.org/10.11591/IJERE.V10I4.21693

Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The Relationship Between Emotional Intelligence and Educators' Performance in Higher Education Sector. *Behavioral Sciences, 12*(12), 511. https://doi.org/10.3390/bs12120511

Knight, G., Chidlow, A., & Minbaeva, D. (2022). Methodological Fit for Empirical Research in International Business: A Contingency Framework. *Journal of International Business Studies, 53*(1), 39–52. https://doi.org/10.1057/s41267-021-00476-5

Latham, G. P. (2015). Motivate Employee Performance Through Goal Setting. In *Handbook of Principles of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management* (2nd ed., pp. 161–178). https://doi.org/10.1002/9781119206422.ch9

Lee, M., & Kim, B. (2023). Effect of Employee Experience on Organizational Commitment: Case of South Korea. *Behavioral Sciences, 13*(7), 521. https://doi.org/10.3390/bs13070521

Li, L., Kanchanapoom, K., Deeprasert, J., Duan, N., & Qi, Z. (2025). Unveiling the Factors Shaping Teacher Job Performance: Exploring the Interplay of Personality Traits, Perceived Organizational Support, Self-Efficacy, and Job Satisfaction. *BMC Psychology, 13*(1), 14. https://doi.org/10.1186/s40359-024-02324-1

Liao, H., Qu, Z., Yang, L., Wang, H., & Lin, Q. (2025). Typological Analysis of Teachers' Self-Regulation Based on Conservation of Resources Theory: A New Perspective on the Success of Blended Instruction. *Education and Information Technologies, 30*(1), 1191–1217. https://doi.org/10.1007/s10639-024-13171-3

Masaki, F. (2023). Self-Regulation From the Sociocultural Perspective—A Literature Review. *Cogent Education, 10*(2), 2243763. https://doi.org/10.1080/2331186X.2023.2243763

Mthuli, S. A., Ruffin, F., & Singh, N. (2022). "Define, Explain, Justify, Apply" (DEJA): An Analytic Tool for Guiding Qualitative Research Sample Size. *International Journal of Social Research Methodology, 25*(6), 809–821. https://doi.org/10.1080/13645579.2021.1941646

Pu, B., Ji, S., & Sang, W. (2022). Effects of Customer Incivility on Turnover Intention in China's Hotel Employees: A Chain Mediating Model. *Journal of Hospitality and Tourism Management, 50*, 327–336. https://doi.org/10.1016/j.jhtm.2022.02.004

Quílez-Robres, A., Usán, P., Lozano-Blasco, R., & Salavera, C. (2023). Emotional Intelligence and Academic Performance: A Systematic Review and Meta-Analysis. *Thinking Skills and Creativity, 49*, 101355. https://doi.org/10.1016/j.tsc.2023.101355

Singh, S., & Ryhal, P. C. (2023). The Influence of Teachers' Emotional Intelligence on Academic Performance With Mediating Effect of Job Satisfaction. *Journal of Education, 203*(3), 499–507. https://doi.org/10.1177/00220574211032314

Skura, M., & Świderska, J. (2022). The Role of Teachers' Emotional Intelligence and Social Competences With Special Educational Needs Students. *European Journal of Special Needs Education, 37*(3), 401–416. https://doi.org/10.1080/08856257.2021.1885177

Sureshchandar, G. S. (2023). Quality 4.0: A Measurement Model Using the Confirmatory Factor Analysis (CFA) Approach. *International Journal of Quality and Reliability Management, 40*(1), 280–303. https://doi.org/10.1108/IJQRM-06-2021-0172

Swann, C., Rosenbaum, S., Lawrence, A., Vella, S. A., McEwan, D., & Ekkekakis, P. (2021). Updating Goal-Setting Theory in Physical Activity Promotion: A Critical Conceptual Review. *Health Psychology Review, 15*(1), 34–50. https://doi.org/10.1080/17437199.2019.1706616

Tudu, B., & Singh, S. (2023). Conceptualizing the Moderating Effects Between Work From Home and Individual Performance: Developing a Conceptual Framework Using the Self-Determination Theory. *Current Psychology, 42*(33), 29149–29160. https://doi.org/10.1007/s12144-022-03950-x

Yang, Y. J., & Lu, L. (2023). Influence Mechanism and Impacting Boundary of Workplace Isolation on the Employee's Negative Behaviors. *Frontiers in Public Health, 11*, 1077739. https://doi.org/10.3389/fpubh.2023.1077739

Zhan, Y., & Teng, M. F. (2025). Testing the Interplay Among Peer Feedback, Self-Regulation, and Writing Performance: A Cross-Lagged Analysis. *Language Testing in Asia, 15*(1), 1–22. https://doi.org/10.1186/s40468-025-00400-w