



# Strengthening Emotional Intelligence and Work Discipline to Improve Principal Performance in Indonesia

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## ABSTRACT

Personal competence is the basis for efforts to improve the quality of education management for principals because it can help school principals face challenges, make the right decisions, and solve problems effectively. This research aims to determine the impact of emotional intelligence and work discipline variables on principal performance in Indonesia. The research design employed path analysis followed by the SITOREM method. The research sample consisted of 198 certified private junior high school principals selected using Multistage Random Sampling. The research instrument was a questionnaire that had been tested for validity and reliability. The data analysis technique used in this quantitative research comprised descriptive statistical analysis, testing of data analysis requirements, inferential statistical analysis, regression analysis, and hypothesis testing. The research findings indicated that: (1) the hypothesis of Emotional Intelligence (X<sub>1</sub>) on principal performance (Y) resulted in a path coefficient of 0.125, suggesting a direct positive effect; (2) the hypothesis of work discipline (X<sub>2</sub>) on principal performance (Y) obtained a path coefficient of 0.271, indicating a direct positive effect; (3) there was an indirect effect of emotional intelligence and work discipline on principal performance, with a path coefficient of 0.046 < 0.125. In conclusion, this research revealed a positive relationship between emotional intelligence, work discipline, and the performance of school principals in Indonesia. Principals with high emotional intelligence and strong work discipline tend to exhibit better performance in school management and achieve educational goals.

**Keywords:** Emotional Intelligence; Work Discipline; Principal Performance; High School; Indonesia.

## INTRODUCTION

School is one of the educational organizations as a place to achieve national development objectives (Riswandi Wicaksono, Mujiyati, & Oktaria, 2020). The success of national development objectives in schools depends on the human resources in these schools, i.e., principals, teachers, administrative staff, and other education personnel (Chukwuemeka & Sarah, 2021; Hayati, Mulyani, Sukarsa, & Winarningsih, 2021; Samad & Lashari, 2023; Wills, 2016). Hopefully, quality resources can improve the quality of education; thus, it contributes to shaping human beings under national development objectives, which are essentially aimed at improving the quality of human beings and Indonesian people to be advanced and modern based on Pancasila; hence, a quality leader is needed (Artha & Tri, 2021; Masci, De Witte, & Agasisti, 2018; Yusuf & Fajari, 2022). Pancasila, as the foundation of the Indonesian state, embodies values such as unity, cooperation, democracy, humanity, and social justice (Artha & Tri, 2021). Quality education, based on the principles of Pancasila, will contribute to the development of quality generation, sustainable development, and the realization of Indonesia's national development goals (Masci et al., 2018).

One of the effective forces that significantly determines the success of a school or educational institution in achieving its objectives is principal leadership. The principal leadership is the primary determinant of the school's progress (Samad & Lashari, 2023). The principal performance cannot be separated from several aspects that build the achievement of school objectives as outlined in the school's vision and mission as the shared aspirations of stakeholders (Chukwuemeka & Sarah, 2021; Wills, 2016). Principal performance is one of the critical indicators in improving school quality; thus, the principal performance needs to be strengthened or improved (Grissom, Kalogrides, & Loeb, 2015; Prasetyo & Dwikurnaningsih, 2020). Therefore, preliminary research was carried out to get an overview of the problems related to the principal performance.

However, the facts indicated that the principal performance was still relatively low. Based on the results of initial observations and interviews, the principal performance has not been maximized in carrying out his duties, and he tended to delegate his authority to the vice principal in the field of the curriculum without providing direction and guidance (Chukwuemeka & Sarah, 2021; Wills, 2016). It was supported by data from some research, which stated that 57.33% of principals are still required to improve Personality Competence (Samad & Lashari, 2023). It could be seen from the principals not being optimal in managing emotions in their duties. Furthermore, 56.50% of principals still needed to improve their Social Competence (Syafe'i, Yan Putra, & Ahyani, 2021). The principal was not optimal in building social communication in partnership with other parties for school development (Hoque & Raya, 2023; Sanfo, 2020). These results illustrated that the principal performance still required to be improved; thus, real efforts were needed to improve the principal performance. Hence, they could improve the quality of the schools they led, by increasing their resources, facilities, and so on. Therefore, the vision and mission of the school could be realized.

One of the attempts to improve the principal performance is to examine in depth the factors that affect the principal performance. One aspect that significantly affects principal performance is emotional intelligence (Sowiyah & Zulaikha Fitriyanti, 2022). It is because emotions are employed to increase cognitive activity so that reasoning can overcome the problems the leader faces (Nwosu, Wahl, Anyanwu, Ezenwosu, & Okwuduba, 2023; Sowiyah & Zulaikha Fitriyanti, 2022).

The principals need emotional intelligence to decide about the work programs prepared to achieve the vision and mission (Chaidi & Drigas, 2022; Strong, Hindley, Sarkar, & Nevill, 2020). Overall, emotional intelligence plays a significant role in influencing the performance of school principals (Verma, Jain, & Sethi, 2021). Through the ability to recognize, manage, and effectively utilize emotions, school principals can establish good relationships, motivate staff, make wise decisions, manage tasks effectively, and create a positive school climate. All of these contribute to better principal performance and overall school progress (Delport, van Jaarsveld, & Challens, 2021; Hoque & Raya, 2023; Nwosu et al., 2023).

Furthermore, work discipline is another personality aspect that affects principal performance (Simba et al., 2016). Work discipline is a person's mental attitude to comply with the rules that have been decided/set by the organization to achieve objectives (Afandi, Ms, & Neolaka, 2021; Syafe'i et al., 2021). The three experts stated that work discipline is part of the attitude that someone must possess at work (Artha & Tri, 2021; Ibrahim, Fitria, & Puspita, 2020). Work discipline is also interpreted as an individual's awareness and willingness to obey the rules made by the company and the social rules that apply. The better employees' work discipline, the higher their performance (Afandi et al., 2021; Artha & Tri, 2021; Ibrahim et al., 2020; Syafe'i et al., 2021).

Based on the background above, further research was needed regarding the effect of emotional intelligence and work discipline on principal performance. The novelty in this research was conducted on the performance analysis unit for private junior high school principals using SITOREM (Scientific Identification Theory for Operational Research in Education Management) analysis, which researchers believed had never been carried out before. In general, this research aims to find out and determine ways and strategies that can be used to improve the private school principals' performance who have not been certified in Indonesia by examining the variables that had a direct and indirect effect on the principal performance.

## LITERATURE REVIEW

### The Principal Performance

The performance of school principals refers to their abilities and achievements in carrying out leadership and managerial tasks in schools (Lynnette, Otara, & Otengah, 2021). The performance criteria for principals are as follows: (a) Able to prepare school plans; (b) Able to manage school facilities and infrastructure; (c) Able to manage school and community relations; (d) Able to foster harmonious working relationships; (e) Able to maintain cooperative relationships with other institutions/ agencies; and (f) Able to manage school administration and school-community relations (Chukwuemeka & Sarah, 2021; Imtiaz, Muhammad, & Shafat, 2016; Simba, Agak, & Kabuka, 2016; Wills, 2016). The benefits that can arise from the principal performance include (1) the principal performance can improve teacher performance in carrying out their main tasks and functions, (2) the principal performance can increase customer

satisfaction, in this case, the community, and (3) principal performance can improve student learning outcomes (Aminah, Kusin, Kartini, & Rashid, 2020; Artha & Tri, 2021; Syafe'i et al., 2021).

#### Emotional Intelligence

Emotional intelligence is a set of abilities used to process emotional information that supports the development of social and emotional competencies with indicators of the ability to process information and abilities in competency development (Imtiaz et al., 2016; Valente, Veiga-Branco, Rebelo, Lourenço, & Cristóvão, 2020). Emotional intelligence is a part of human personality, and personality provides the context in which emotional intelligence operates with personality indicators (Kant, 2019; Lenka, 2021). The emotional intelligence examined in this study consists of several indicators, including self-awareness, emotion regulation, awareness of other's emotions, and social skills.

#### Work Discipline

Work discipline is correcting or punishing subordinates for violating rules or procedures (Azmy, Risza, & Adhykusuma, 2022; Tentama, Dewi, & Meilani, 2020). From this perspective, it can be concluded that work discipline is a form of employee self-control and routine implementation, indicating the seriousness of teamwork in the organization (Fahmi et al., 2022). Work discipline is an attitude and behavior that reflects obedience, commitment, perseverance, and responsibility in carrying out tasks and obligations in the workplace (Syapal, Amin, Alimni, Citra, & Rivani, 2022). The work discipline examined in this study includes the following indicators: attendance and punctuality, adherence to rules and procedures, productivity and accountability, ethics and integrity, organization, and orderliness, and commitment to learning and self-development. The hypothesis proposed included the following:

**Table 1.** Research Hypothesis

Ho : $\rho_{y1} \leq 0$ ;	There was no direct effect of emotional intelligence (X1) on principal performance (Y), so strengthening emotional intelligence did not improve principal performance.
H1 : $\rho_{y1} > 0$ ;	There was a direct effect of emotional intelligence (X1) on principal performance (Y), so strengthening emotional intelligence could improve principal performance.
Ho : $\rho_{y2} \leq 0$ ;	There was no direct effect of work discipline (X2) on principal performance (Y), so strengthening work discipline did not improve principal performance.
H1 : $\rho_{y2} > 0$ ;	There was a direct effect of work discipline (X2) on principal performance (Y), so strengthening work discipline could improve principal performance.
Ho : $\rho_{y12} \leq 0$ ;	There was no indirect effect of emotional intelligence (X1) and work discipline (X2) on principal performance (Y), so strengthening emotional intelligence and work discipline did not improve principal performance.
H1 : $\rho_{y12} > 0$ ;	There was an indirect effect of emotional intelligence (X1) through work discipline (X2) on principal performance (Y); thus, emotional intelligence and work discipline could improve principal performance.

## METHODOLOGY

#### Research Design

"The research design was path analysis followed by the SITOREM method. This research examined the effect of the independent variable (X) on the dependent variable (Y). The analysis employed path analysis followed by the SITOREM method. SITOREM is an abbreviation of Scientific Identification Theory to Conduct Operation Research in Education Management, which generally can be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in education management (Setyaningsih & Sunaryo, 2021)."

#### Population and Sample/ Study Group/ Participants

The research population consisted of 300 private junior high school principals who had not been certified. The research sample consisted of 198 principals selected using a proportional random sampling technique. The selection of the sample was carried out in a simple proportional random sampling for each private school principal who had not been certified using the Taro Yamane formula (Uakarn, 2021), as follows:

$$n = \frac{N}{N \cdot e^2 + 1}$$

Description:

n = number of samples

N = total population = 390

e = precision (set 5% with 95% confidence level)

#### Data Collection Tools

A research instrument is employed to obtain data based on the research variables. In this research, the data collection used a questionnaire instrument. The principal performance was measured using a questionnaire instrument with a total of 40 statement items and five multiple choices (Always, Often,

Sometimes, Ever, Never), which were arranged based on indicators: (1) quantity, (2) quality, (3) accuracy of work, (4) effectiveness, and (5) efficiency. Meanwhile, the emotional intelligence variable was measured using a questionnaire instrument with a total of 36 statement items based on indicators: (1) self-control, (2) social awareness, (3) personality, and (4) decision-making. Furthermore, work discipline variables were measured using a questionnaire instrument with a total of 40 statement items based on indicators: (1) attendance, (2) responsibility, (3) compliance with regulations, and (4) compliance with work standards.

Validity relates to whether the instrument used can measure precisely what is to be measured. The conditions are declared valid if all correlations for each statement with a total score obtained at the Product Moment correlation coefficient values are at the 5% significant points. The instrument is declared valid or significant. The validity test of the research instrument was measured using the Product Moment correlation technique formula as follows:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

Description:

r = Product Moment correlation coefficient (between x and y variables)

X = score for each statement/ item

Y = individual total score

n = number of respondents

"The reliability test was carried out after testing the validity, where valid questionnaire statement items were tested using the Cronbach Alpha formula. The instrument was highly reliable if the Cronbach Alpha coefficient value was close to number (one). Cronbach's Alpha coefficient to calculate the reliability/trust level of the instrument provided that the instrument reliability coefficient was > 0.7. Instrument items fulfilling the validity requirements were based on the reliability coefficient value obtained by the following formula:

$$r = \left[ \frac{n}{n-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Description:

r = sought reliability

n = number of items

= amount of variance per item

= total variance

#### Data Collection

"The data collection stage in this research was conducted by distributing questionnaires to research respondents. The questionnaire is a data collection technique in research in the form of several written statements that will be answered by research respondents; thus, researchers obtain field/ empirical data to solve research problems and test hypotheses that have been set. This research employed a closed questionnaire, i.e., a statement model in which answers were available for these statements; hence, respondents only chose one of the five alternative answers that matched their opinion or choice. The closed statement explains the respondents' responses to the research variables. The closed questionnaire was conducted online in the form of a Google Form. Furthermore, researchers also used literature studies to obtain as much information as possible to serve as a theoretical basis and reference in processing data by reading, studying, understanding, and reviewing literature in books, journals, papers, and previous research related to the research problems. Researchers also attempted to collect, study, and examine secondary data related to the objects that the researchers would examine."

#### Data Analysis

This quantitative data analysis technique consists of descriptive statistical analysis, data analysis requirements testing, inferential statistical analysis, correlational testing, path influence models, indirect effect testing, hypothesis testing, and SITOREM analysis. First, descriptive analysis was used to obtain an overview of the principal conditions based on each research variable. Furthermore, the calculations used in this research included each variable's mean, median, mode, sample variance, and standard deviation, which were then described in the frequency distribution table. Second, testing the prerequisites for data analysis was carried out by testing the normality, homogeneity, and linearity tests. The normality test was intended to test sample data derived from normally distributed populations. The Liliefors test carried out the normality test. The sample data requirements came from a normally distributed population if  $L_{count} < L_{table}$  with a significant level of 0.05. The homogeneity test aimed to test two or more sample data groups from populations with the same variance. The homogeneity test was carried out with the Bartlett test. The homogeneous variance requirement was done if  $X_1 \text{ count} < X_2 \text{ table}$  with a significant level of 0.05. The linearity test of this research employed the linear regression test.

Third, inferential statistical analysis aims to test the research hypothesis. Hypothesis testing was

carried out using path analysis. In this research, the hypothesis testing through path analysis described the effect of the independent variable (X) on the principal performance variable as the dependent variable (Y). Fourth, a correlational test was conducted to state the functional relationship between the dependent variable (Y) and the independent variable (X). The simple regression equation required to be tested for significance and linearity. This test was carried out by grouping the scores of the research variables. Then, the calculation results were inputted into the ANOVA list to obtain a calculated value. Finally, path analysis was employed to prove path models (path diagrams), path coefficients, and path coefficient calculations. SITOREM analysis was used in this research through the Contribution Analysis, Analysis of Research Variable Indicators, Analysis of Research Variable Indicator Weights, and Analysis of Indicator Classification stages.

## RESULTS

The research data presented in this section were obtained from the results of measurements of Principal Performance, Emotional Intelligence, and Work Discipline on variable instrument items. The data obtained was collected from a unit of analysis of 198 respondents. Then, research results were discussed, starting from the requirements analysis stage, i.e., the normality and homogeneity tests. Furthermore, the model testing was conducted through correlational testing, path influence models, indirect effect testing, hypothesis testing, and SITOREM analysis.

### Data Description

#### Description of Principal Performance Data

The outcomes of measuring the Principal Performance variable data (Y) through the research instrument obtained the sum of 28406. The count was 198, the maximum score was 166, the minimum score was 115, the mean score was 143.46, the median was 144, the mode was 142, the range was 51, and the standard deviation was 9.263. The data can be explained through the frequency distribution in Table 1.

**Table 1.** Principals' Performance Frequency Distribution (Y)

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Percentage (%)
1	115 - 120	3	1.5%	1.5%
2	121 - 126	10	5.1%	6.6%
3	127 - 132	11	5.6%	12.1%
4	133 - 138	27	13.6%	25.8%
5	139 - 144	51	25.8%	51.5%
6	145 - 150	45	22.7%	74.2%
7	151 - 156	43	21.7%	96.0%
8	157 - 162	6	3.0%	99.0%
9	163 - 168	2	1.0%	100.0%
	Total	198	100.0%	

Based on Table 1, it can be explained that the highest frequency or maximum score was in the 5th class interval, i.e., in the range of values 139 - 144. In this class interval, the mode was 142. Then, the median was 144, and the mean was 143.46.

#### Description of Emotional Intelligence Data

The outcomes of measuring the Emotional Intelligence variable data (X1) through research instruments obtained results, i.e., the sum was 27303, the count was 198, the maximum score was 155, the minimum score was 122, the mean was 137.89, the median was 138.00, the mode was 137, the range was 33, and the standard deviation was 6.737. The data can be explained in Table 2.

**Table 2.** Frequency Distribution of Emotional Intelligence Variable Data (X1)

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Percentage (%)
1	120 - 123	2	1.0%	1.0%
2	124 - 127	13	6.6%	7.6%
3	128 - 131	22	11.1%	18.7%
4	132 - 135	33	16.7%	35.4%
5	136 - 139	48	24.2%	59.6%
6	140 - 143	34	17.2%	76.8%
7	144 - 147	33	16.7%	93.4%
8	148 - 151	9	4.5%	98.0%

9	152 - 155	4	2.0%	100.0%
	Total	198	100.0%	

Based on Table 2, it can be explained that the highest frequency or maximum score was in the 5th class interval, i.e., in the range of values 136 - 139. In this class interval, the mode was 137, the median was 138.00, and the mean was 137.89.

#### Description of Work Discipline Data

“The outcomes of measuring the data on the Work Discipline variable (X2) through the research instrument obtained the results, i.e., the sum was 28527, the count was 198, the maximum score was 160, the minimum score was 103, the mean score was 144.08, the median was 144.50, the mode was 145, the range was 57, and the standard deviation was 7.737. The data can be explained in Table 3.

**Table 3.** Frequency Distribution of Work Discipline Variable Data (X2)

No	Class Interval	Absolute Frequency	Relative Frequency (%)	Cumulative Percentage (%)
1	103 - 108	1	0.5%	0.5%
2	109 - 114	1	0.5%	1.0%
3	115 - 120	2	1.0%	2.0%
4	121 - 126	1	0.5%	2.5%
5	127 - 132	6	3.0%	5.6%
6	133 - 138	22	11.1%	16.7%
7	139 - 144	66	33.3%	50.0%
8	145 - 150	62	31.3%	81.3%
9	151 - 156	28	14.1%	95.5%
10	157 - 162	9	4.5%	100.0%
	Total	198	100.0%	

Table 3 reveals that the highest frequency or maximum score was in the 7th class interval, i.e., in the range of values 139 - 144. In this class interval, the mode was 145, the median was 144.50, and the mean score was 144.08.

#### Prerequisite Test

“Prerequisite analysis testing is a test to determine the continuation of calculations to parametric calculations. The prerequisite analysis testing employed 1) the normality test, i.e., if the data were normally distributed, then it could proceed to the parametric statistical test; 2) the Homogeneity test aimed to determine whether the research sample objects had the same variance. This test was followed by testing the analysis of variance (ANOVA) if the research sample objects did not have the same variance; 3) the linearity test was to determine the relationship between variable Y (dependent) and variable X (independent) had a linear relationship and continued in the application of the linear regression method.”

#### Normality Test

“The normality test of the estimated standard error employed the Liliefors test. The Ltable value for  $N = 198$  with  $\alpha = 0.05$  was 0.0629 at a significance level of 0.05. The requirement that the standard error of the estimate came from a normally distributed population was  $L_{count} < L_{table}$ . First, for emotional intelligence variables, calculations using the Liliefors test were obtained  $L_{count} = 0.0490$ , while from the Liliefors table for  $\alpha = 0.05$  and  $n = 198$  obtained  $L_{table}$  value = 0.0629. Because of the  $L_{count} < L_{table}$  values,  $H_0$  was accepted, concluding that the standard error of the variable estimate of Emotional Intelligence (X1) came from a normally distributed population.”

Second, for work discipline variables (X2), the calculation used the Liliefors test and obtained  $L_{count} = 0.0596$ , while from the Liliefors table for  $\alpha = 0.05$  and  $n = 198$  obtained  $L_{table}$  value = 0.0629. Because of  $L_{count} < L_{table}$  values, then  $H_0$  was accepted, which concluded that the standard error of the estimate of the Work Discipline variable (X2) came from a normally distributed population. Meanwhile, on the normality of performance variables, calculations using the Liliefors test obtained  $L_{count} = 0.0579$ , while from the Liliefors table for  $\alpha = 0.05$  and  $n = 198$  obtained  $L_{table}$  value = 0.0629. In this case, the  $L_{count} < L_{table}$  values; then,  $H_0$  was accepted, which concluded that the standard error of the estimate of the Principal Performance variable (Y) came from a normally distributed population. The calculation results of the error normality test in this research can be seen in Table 4.

**Table 4.** Summary of Standard Error of Estimate Normality Test

No.	Standard Error of Estimate	L-count	L-table (sig)	Confidence Level	Conclusion
1	Emotional Intelligence Variable (X1)	0.0490	0.0629	0.05	Normally Distributed
2	Work Discipline Variable (X2)	0.0596	0.0629		Normally Distributed
3	Principal Performance Variable (Y)	0.0579	0.0629		Normally Distributed

Normally distributed terms were Lcount < L table values

#### Homogeneity Test

“A homogeneity test was carried out to find out whether the population variance was homogeneous or not homogeneous. The homogeneity test of variable research data was carried out using the Bartlett test. The data requirement was homogeneous if the sig. value > 0.05 significance level. A sig. value was obtained based on the calculation outcomes of the Bartlett test on the principal’s performance variable data (Y) against the Emotional Intelligence variable (X1), i.e., 0.728, while the significance level employed was 0.05. The data requirement was homogeneous if the sig. value was > 0.05 significance level. Thus, the Principals’ Performance variable (Y) on the Empowerment variable (X2) came from a population that had the same (homogeneous) variance.”

Furthermore, the calculation outcomes of the Bartlett test on the principal performance variable (Y) against the Work Discipline variable (X2) obtained a sig. value of 0.473, while the significance level was 0.05. The data requirement was homogeneous if the sig. value was > 0.05 significance level. Then, the Principal Performance variable (Y) on the Work Discipline variable (X2) came from populations that had the same (homogeneous) variance.

#### Linearity Test

“The linearity test intends to test whether the independent variable regression line on the dependent variable has a linear relationship or vice versa. Data that went up should have a linear relationship between the independent and dependent variables. This linearity test was a requirement before the linear regression test. Analyzing the Linearity test could be done using the ANOVA table, namely by considering the significance value of the Deviation from Linearity. According to the ANOVA table at a significance level of 0.05, the results of the linear test data analysis of the regression model between the data variable emotional intelligence (X1) on the principal performance (Y) obtained Deviation from Linearity with a sig. value of 0.672. If the sig. value was 0.672 > 0.05, then Ho was accepted. It concluded that the regression between the Emotional Intelligence variable data (X1) and the Principal Performance variable (Y) was linear. Furthermore, the calculation outcomes obtained Deviation from Linearity with a sig. value of 0.835. If the sig. value 0.835 > 0.05, then Ho was accepted. It concluded that the regression between the data of the Work Discipline variable (X2) and the Principal Performance variable (Y) was linear.

#### Hypothesis Testing

#### Correlation Test

The results of the analysis of the correlation test data for the Emotional Intelligence variable (X1) on the Principal Performance variable (Y) are obtained in Table 5.

**Table 5.** T-test results for the Emotional Intelligence Variable (X1) on the Principal Performance Variable (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	101,703	13,226		7,690	,0001
1 Emotional Intelligence_X1	,303	,096	,220	3,161	,002

a. Dependent Variable: Principal Performance\_Y

“Based on Table 5, the slope constant (a) was 101.703 with a coefficient (b) X1 of 0.303; thus, the regression equation formed between the Emotional Intelligence variable (X1) and the Principal Performance variable (Y) was  $\hat{y} = 101,703 + 0.303x$ . Significance value (sig), from the output above, the sig. value was 0.002 <  $\alpha$  (0.05). Therefore, it concluded that the effect between the Emotional Intelligence variable (X1) on the Principal Performance variable (Y) was significant. To determine the magnitude of the contribution of Emotional Intelligence (X1) to the Principal Performance (Y), it can be considered from the value of the coefficient of determination ( $r_{y11}$ )<sup>2</sup>, as seen from the following SPSS test outcomes in Table 6.

**Table 6.** Coefficient of Determination of Emotional Intelligence Variable (X1) on Principal Performance Variable (Y)

Model	R	R-square	Adjusted R-Square	Std. Error of the Estimate
1	,220a	,049	,044	9,059

a. Predictors: (Constant), Emotional Intelligence\_X1

Based on Table 6, the contribution of Emotional Intelligence (X1) to Principal Performance (Y) (rx11)2 was 0.049, which could be interpreted as 0.49% of the Principal Performance (Y) could be explained by Emotional Intelligence (X1). Other factors outside of Emotional Intelligence contributed to the remaining 99.51%. Furthermore, the results of the analysis of the t-test data for the Work Discipline variable (X2) on the Principal Performance variable (Y) are obtained in Table 7.

**Table 7.** Results of the t-test for the Work Discipline Variable (X3) on the Principal Performance Variable (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	76,801	11,379	6,749	,0001	
	Work Discipline_X2	,463	,079	,386	5,867	,0001

Dependent Variable: Principal Performance\_Y

Based on Table 7, the slope constant (a) was 76.801 with a coefficient (b) X1 of 0.463; thus, the regression equation formed between the Work Discipline variable (X2) on Principal Performance (Y) was  $\hat{y} = 76,801 + 0.463 x$ . The significance value (sig) from the output above was obtained from the sig. value  $0.0001 < \alpha (0.05)$ . Therefore, it can be concluded that the effect of the Work Discipline variable (X2) on the Principal Performance variable (Y) was significant. The magnitude of the contribution of the Work Discipline variable (X2) to the Principal Performance variable (Y) could be seen from the coefficient of determination value (ry21)2, as seen from the following SPSS test outcomes in Table 8.”

**Table 8.** The Coefficient of Determination of the Work Discipline Variable (X2) on the Principal Performance Variable (Y)

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	,386a	,149	,145	8,565

a. Predictors: (Constant), Work Discipline\_X2

Based on Table 8, the contribution of the Work Discipline variable (X2) to the Principal Performance variable (Y) (rx21)2 was 0.149, which implied that 1.49% of Principal Performance (Y) could be explained by Work Discipline (X2). Thus, 98.51% was a contribution from other factors outside of Work Discipline (X2).

**Sobel Test**

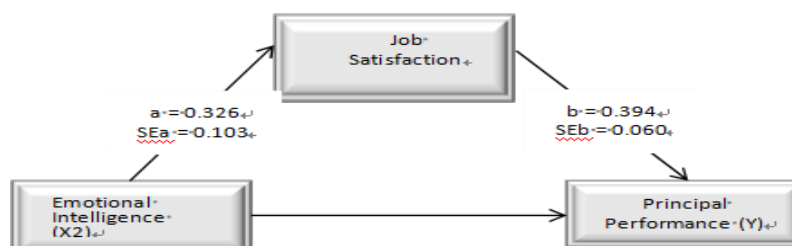
Calculation of the mediating effect could be applied by the Sobel test using the coefficients of the regression equation contained in the following Table 9.

**Table 9.** Regression of Emotional Intelligence (X2) on Work Discipline (X4)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	66,993	13,132	5,102	,0001	
	Work Discipline_X2	,394	,060	,424	6,535	,0001
	Emotional Intelligence_X1	,175	,089	,127	1,957	,042

a. Dependent Variable: Principal Performance\_Y

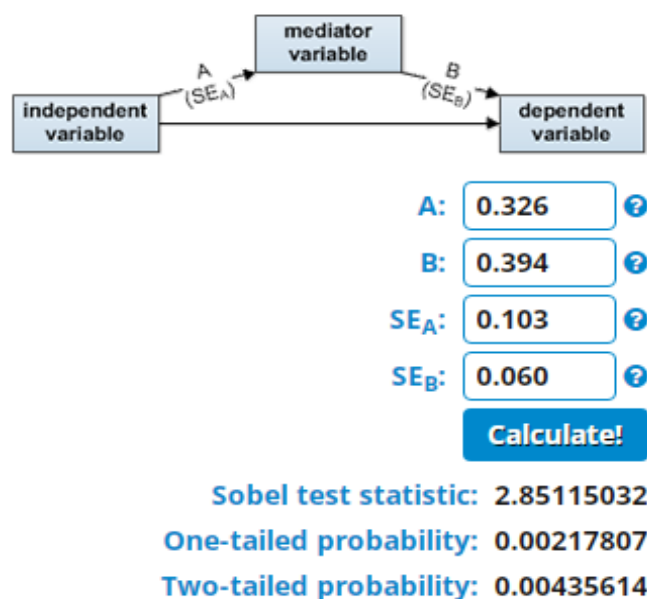
Based on Table 9, the calculation of the regression coefficient obtained a = 0.326 and b = 0.394, with SEa = 0.103 and SEb = 0.060. A figure of the indirect effect of Emotional Intelligence (X1) on Principal Performance (Y) through Work Discipline (X2) is presented in Figure 1.



**Figure 1.** Diagram of the Indirect Effect of Emotional Intelligence (X1) on Principal Performance (Y) through Work Discipline (X2)



The magnitude of the mediating effect could be calculated using the Sobel test Calculator for the Significance of the Mediation tool based on the coefficient value of the regression equation. The calculations are shown in Figure 2.



**Figure 2.** Sobel Test of Emotional Intelligence (X1) on Principal Performance (Y) through Work Discipline (X2)

The Sobel test obtained a Zcount value (2.851) > Ztable value (1.96), with a significance level of  $\alpha = 5\%$ . Suppose seen from the probability value (significance) of the t-statistic test for the Job satisfaction (X4) (sig) variable that was equal to  $0.00 < \alpha = 0.05$ . Then, H<sub>0</sub> was rejected, and H<sub>1</sub> was accepted. It indicated that job satisfaction (X4) could mediate Emotional Intelligence (X1) on the Principal Performance (Y) through work discipline (X2).

## DISCUSSION

### Effect of Emotional Intelligence on Principal Performance

Intelligence is the highest ability possessed by humans from birth, and since then, the potential for intelligence functions affected the quality of human growth and development, affecting the quality of humans adapting to their environment. One's intelligence can be seen in various ways of acting or behaving. Intelligence is also a general term to describe a person's intelligence. Intelligence is also what makes a person qualified and meaningful in his life. Some experts attempt to formulate the concept of intelligence as the ability to solve problems correctly, and relatively quickly compared to their biological age.

The results of the path analysis described in the model design above obtained the path coefficient value of the effect of emotional intelligence on the principal performance of 0.125. These results indicated a direct positive effect between Emotional Intelligence (X2) and Principal Performance (Y). Principals whose high trust would improve Emotional Intelligence (X1) through various activities, besides being consistent, loyal to the organization, and open to new ideas to develop the organization.

The results of hypothesis testing demonstrated that there was a functional relationship between Emotional Intelligence (X1) and Principal Performance (Y) through the regression equation  $\hat{y} = 101.703 + 0.303X$ , implying that every unit increase in the emotional intelligence value, which an increase would follow in Principal Performance (Y) of 0.303 units. Based on the interpretation of the correlation coefficient, the relationship between the Principal Performance (Y) and Emotional Intelligence (X1) was a low correlation ( $R = 0.220$ ). It implied emotional intelligence as part of the management of emotions, carried out by the principal, and had a relationship and effect on the principal performance. However, the relationship was not strong enough. If the principal were emotionally intelligent, it would have an impact on the quality of his decisions; hence, it would also have an impact on improving performance (Al-Busaidi et al., 2019; Arias, Soto-Carballo, & Pino-Juste, 2022; Strong et al., 2020).

Based on the significance value (sig) from Table 4.29 above, the Deviation from Linearity (sig) value was  $0.672 > \alpha (0.05)$ . Thus, it concluded that there was a significant linear relationship between the Emotional Intelligence (X1) on the Principal Performance (Y) variables. Hence, H<sub>0</sub> was rejected, and H<sub>1</sub> was accepted. The results of this test confirmed that this equation could be employed to predict the Principal Performance (Y) based on Emotional Intelligence (X1). The outcomes of the SITOREM analysis revealed that the principal performance could be strengthened by enhancing emotional intelligence (X1).

Strengthening Emotional Intelligence (X1) was done by maintaining or developing indicators: Social Awareness (23.0%) (4.0), and improving indicators of self-control (28.0%) (3.6), Independence (26.0%) (3.8), and personality indicators (23.0%) (3.9). Thus, the research findings were demonstrated by solid integrity and a person's commitment to remain a member of the profession, be disciplined at work, and advance the organization to improve performance.

The result data in the path analysis of this research could be used as a further and broader study in subsequent studies regarding the effect of Emotional Intelligence on Principal Performance. The findings reinforced previous research results that principals with high emotional intelligence would affect good decision-making (Kaur, 2022; Verma et al., 2021). It illustrated that well-performing to realize organizational goals was closely related to the emotional intelligence possessed by a principal (Behera, 2016; Geraci, Domenico, Inguglia, & Amico, 2023).

#### Effect of Work Discipline on Principal Performance

The path analysis outcomes indicated a direct positive effect between Work Discipline (X2) and the Principal Performance (Y) with a path coefficient value of 0.271. These outcomes implied that work discipline affected the improvement of the principal performance, i.e., if work discipline (X2) were high, it would have an impact on improving the principal performance (Y). It implied that an increase would follow every increase of one unit of work discipline value (X2) in the principal performance value (Y).

Based on the significance value (sig) from Table 4.32 above, the Deviation from Linearity (sig) value was  $0.835 > \alpha$  (0.05). Thus, it concluded that there was a significant linear relationship between the Work Discipline (X2) and Principal Performance (Y) variables. Hence, H0 was rejected, and H1 was accepted. The test results confirmed that this equation could be employed to predict the Principal Performance (Y) based on Work Discipline (X2).

The contribution of work discipline to the school's principal performance ( $ry_1$ )<sup>2</sup> was 0.149. 14.9% of principal performances could be explained by work discipline. Furthermore, it implied that 85.1% was a contribution from other factors outside the work discipline guided by the interpretation of the correlation coefficient. The relationship between the Principal Performance (Y) and Work Discipline (X2) was a moderate correlation ( $R = 0.386$ ). These results could be employed to conclude that work discipline significantly affected principal performance. The higher the principal discipline in carrying out his duties, the more his performance will improve (Azmy et al., 2022; Fahmi et al., 2022; Tentama et al., 2020).

Based on the SITOREM analysis, strengthening the Principal Performance (Y) could be done by enhancing Work Discipline (X2). Strengthening Work Discipline (X2) was carried out by maintaining or developing indicators: Compliance with Regulations indicators (25.9%) (4.4), communication indicators (20.7%) (4.0), and attendance indicators (20.7 %) (4.3). Meanwhile, indicators that required to be improved were indicators of responsibility (28.4%) (3.9) and indicators of carrying out tasks according to provisions/ policies (25.0%) (3.8).

Work discipline is the attitude and behavior of a person who shows obedience, loyalty, and order to organizational regulations and applicable social norms (Artha & Tri, 2021; Ibrahim et al., 2020). The primary purpose of work discipline is for the organization's continuity under the motives of the organization concerned both today and tomorrow (Afandi et al., 2021; Syafe'i et al., 2021). Disciplined work will bring many benefits, including facilitating the attainment of objectives, increasing self-esteem, increasing regular and good living habits, and guaranteeing tremendous success (Fahmi et al., 2022; Simba et al., 2016; Uğurlu, 2016).

#### Effect of Emotional Intelligence and Work Discipline on Principal Performance

The research results described in the path analysis model design explain that the Work Discipline variable value (X2) as a mediation on the principal performance (Y) was smaller than the emotional intelligence variable value (X1) on the principal performance (Y) directly with the path coefficient value of  $0.046 < 0.125$ . These results interpreted that emotional intelligence was inherent in individual school principals and could improve the principal performance without having to go through the mediation of the Work Discipline variable (X2). Emotional intelligence is a human character that affects a leader's decision-making in running an organization. The higher the emotional intelligence that the principal has, the higher his performance will be.

The Work Discipline (X2) Variable as an intervening had no significant effect with a coefficient value of 0.046. It implied that improving the principal performance did not have to be through Work Discipline (X2) because emotional intelligence was inherent in individual school principals. These results indicated an indirect positive effect of supervisory supervision on the principal performance through Work Discipline (X2) of 0.438, which was more significant than the direct effect of emotional intelligence on the principal performance with a value of 0.125. If the principal's emotional intelligence were good, it would impact daily behavior in decision-making for the organization's continuity. Therefore, it had an impact on job satisfaction, which could encourage and have an impact on improving performance. Based on the results of the path analysis, explained that emotional intelligence and job satisfaction had an impact on improving principal performance.

Sobel test data, as shown in table (4.72), revealed that Zcount value (2.052) > Ztable value (1.96), with a significance level of  $\alpha = 5\%$ . If considered from the probability value (significance) of the t-statistic test

for the Empowerment variable (sig), which was equal to  $0.00 < \alpha = 0.05$ , then  $H_0$  was rejected, and  $H_1$  was accepted. It illustrated that commitment to Work Discipline (X2) could mediate Emotional Intelligence (X1) on the Principal Performance (Y). This result could be interpreted that work discipline had been attached to individual school principals and could improve the principal performance without having to go through the mediation of job satisfaction variables (Fahmi et al., 2022; Osman, Ydhag, & Månsson, 2021; Setyaningsih & Sunaryo, 2021; Tentama et al., 2020). Work discipline is the work behavior of humans in carrying out their duties under organizational rules (Shen et al., 2021). The higher the work discipline the principal has, the higher his performance will be. It implied that increasing the principal performance through the mediation variable of job satisfaction is less effective (Aminah et al., 2020; Artha & Tri, 2021; Syafe'i et al., 2021). Principals whose good work discipline are implications of a constructive work environment and impact satisfaction (Chukwuemeka & Sarah, 2021; Imtiaz et al., 2016; Simba et al., 2016; Wills, 2016).

In general, the results of this study meet the research objectives. This is because the research findings state that there is a positive relationship between emotional intelligence and the performance of school principals in Indonesia. Principals who have high emotional intelligence tend to have better performance in managing schools and achieving educational goals. Furthermore, there is a positive relationship between work discipline and school principal performance. Principals who have a high level of work discipline can carry out their duties and responsibilities effectively, make the right decisions, and lead well. Emotional intelligence and work discipline interact with each other in influencing the performance of the principal. Principals who have high emotional intelligence and apply good work discipline have the potential to achieve optimal performance in managing schools.

## CONCLUSION

Based on the analysis results, discussion of the research results, and the hypotheses that have been tested, it can be concluded as follows: (1) measuring the principal performance can be implemented by developing emotional intelligence and work discipline; (2) there was a direct positive effect of Emotional Intelligence on Principal Performance with a path coefficient ( $\beta_{y1}$ ) of 0.125. Thus, an increase in Emotional Intelligence could strengthen the Principal Performance; (3) there was a direct positive effect of Work Discipline on the Principal Performance with a path coefficient ( $\beta_{y2}$ ) of 0.271 so that Work Discipline could strengthen the Principal Performance; and (4) there was an indirect positive effect of Emotional Intelligence on Principal Performance through Work Discipline with a path coefficient of  $0.046 < 0.125$ . Hence, developing Emotional Intelligence could strengthen Principal Performance through increased Work Discipline. In short, emotional intelligence and work discipline significantly contributed to the principals' improvement.

## IMPLICATIONS

Strengthening the emotional intelligence variable and improving self-control, independence, and personality indicators is necessary. The principal should conduct activities involving teachers to establish closeness, discuss problems before making decisions, and learn to be a good listener before blaming the teacher's work. Besides, effective communication must also be built with foundations, supervisors, teachers, and the local community. There needs to be an open discussion between the Foundation and the principal in discussing the institution's objectives. To improve the principals' work discipline, principals need to map out jobs that must be completed according to the priority scale. In addition, principals can delegate their work to teachers but will still be monitored and provide guidance. Meanwhile, to strengthen carrying out tasks according to provisions or policies, the principal can share experiences with teachers, get used to dissemination activities alternately starting from the principal to all teachers, review policies jointly, and make decisions on policies in the discussion.

## LIMITATIONS

There are several research limitations. This research was conducted in Indonesia, so the results may not be directly applicable to the context of principals in other countries. Cultural factors, education systems, and different work environments can influence the influence of emotional intelligence and work discipline on the performance of school principals. Other factors can affect the performance of school principals, such as motivation, organizational support, and other personal factors, which were not examined in this study. The sample for this research may be limited to the number of principals involved in the research. Larger sample sizes can provide more representative results and can increase the generalizability of research findings.

## RECOMMENDATIONS

Future researchers, hopefully, can examine the variables that affect other principal performances. For

instance, personality competency variables include self-control, self-efficacy, self-esteem, mental stability, etc. Future researchers are also expected to be able to expand the scope of the research sample into several countries; thus, the research data is more feasible to generalize.

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