

## The Effect of Emotional Intelligence, Self-efficacy, and Team Cohesion on the Performance of Teachers at Serang Regency Private Elementary School

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### ABSTRACT

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**Objectives:** Teachers need to know a lot about their subjects, be good at creating, managing, and evaluating learning using a variety of new methods, and be good at using teaching aids and learning media. They also need to be mature and require a tough personality. Therefore, the objective of this research was to discover whether or not emotional intelligence and self-efficacy affected the performance of educators in either a direct manner or in a more indirect manner through team cohesion.

**Methodology:** The method is a quantitative research using a correlational approach. The population of this study was private elementary school teachers in Serang Regency with as many as 405 people and a sample of 140 respondents. Data was analyzed through Partial Least Squares-Structural Equation Model (PLS-SEM) using SmartPLS 3.2.7 software.

**Finding:** Emotional intelligence and self-efficacy were found to affect the performance of educators and both affected team cohesion. Team cohesion was also found to affect educator performance and was able to mediate between the influence of emotional intelligence and self-efficacy on educator performance.

**Conclusion:** To improve the performance of educators, emotional intelligence and self-efficacy needs to be improved, as well as team cohesion.

**Keywords:** Emotional Intelligence; Self-Efficacy; Team Cohesion; Educator Performance

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## INTRODUCTION

Educators who have passed certification are often found to still have low and unsatisfactory performance. A teacher's performance can be influenced by educational background, mastery of teaching materials, the management of learning and students, and the process of carrying out guidance tasks. (Danim, 2013). Since teachers are the frontline in teaching and learning activities, their performance has a direct impact on the quality of education.

The level of success that an individual or organization has in carrying out a task has to be in line based on the performance criteria specified to achieve organizational goals (Barnawi & Arifin, 2014).

Emotional intelligence is a component of how well a teacher teaches. Emotional intelligence as defined by psychologist Daniel Goleman is "the capacity to manage one's own emotions, to maintain inner peace, and to demonstrate this capacity in one's level of self-awareness, self-control, self-motivation, empathy, and social awareness." This talent is vital for a teacher (Goleman, 2020).

Self-confidence is also important. An individual's self-efficacy increases when they have faith in their abilities to adapt to novel situations brought about by the introduction of a new product, method, or service. An educator's ability to impact student success is directly tied to their sense of competence (Ormrod, 1990). It's commonly held that instructors' levels of self-efficacy have a direct impact on student's motivation and engagement in the classroom, as well as on the teachers' ability to carry out their obligations effectively (Ali & others, 2011).

Instructor effectiveness is also influenced by group cohesiveness. Members of a highly cohesive team are more likely to show consideration for one another and go out of their way to aid their colleagues (Kim et al., 2008). In addition to a considerable relationship between emotional intelligence and self-efficacy, there is a link between the two and effective leadership (Seyed et al., 2014).

Previous studies have shown that emotional intelligence and self-efficacy have a mixed effect on the improvement of educators' performance. Herawat findings suggest that a teacher's level of emotional intelligence, self-efficacy, and motivation has a significant impact on their students' mathematical achievement (Herawaty, 2016). Javidparvar, et al. (2013) found that teachers' emotional intelligence affected their students' academic growth (Javidparvar et al., 2013). Emotional intelligence has been shown to correlate positively with success, according to research by Yan-Hong (2009). (Yao et al., 2009). In addition, EQ can impact how well people work under stress and how much value they can extract from the tasks they complete (Lyons & Schneider, 2005). This study's findings run counter to those of a previous one by Ayranci (2011) which looked at how the spiritual and emotional intelligence of managers at Istanbul's industrial enterprises are related to financial performance.

This study explains that there is no statistically significant link between emotional intelligence and performance (Ayranci, 2011). According to Muttaqiyatun (2010), the two types of intelligence, emotional and spiritual may become inseparable components in the quest to enhance worker performance (Muttaqiyathun, 2010).

A study by Cherian and Jacob (2013) found a favorable correlation between teacher self-efficacy and student achievement. Meanwhile, a study by Khan (2013) found no such correlation (Cherian & Jacob, 2013; Khan, 2013).

Results from these studies show that there is still a need for investigation into how factors like EQ and self-efficacy affect educators' effectiveness in the classroom. In addition, team cohesion acts as an intermediary variable between member commitment and performance, with worse performance arising from lower member commitment when the team is not cohesive. Teacher effectiveness is influenced by several factors, but emotional intelligence and self-efficacy stand out as particularly important ones. Accordingly, the purpose of this research is to examine how EQ and SEL influence teacher performance through the medium of group cohesiveness. Private primary schools in Serang Regency are the sites of the study.

There are a total of 28 private primary schools with 405 educators. Private schools are institutions of higher learning that are not directly affiliated with any government or public agency, but rather with nonprofit corporations, philanthropies, or other legal entities. Based on the previously indicated research gap, the study set out to identify, examine, and offer solutions to the research difficulties it identified.

## **LITERATURE REVIEW**

### ***Educator Performance***

Work performance, work implementation, and work results are all examples of performance. In the end, it's human beings who produce the performance. A person's or a team's performance is the outcome of their efforts to accomplish a goal (Suwatno & Priansa, 2014).

Power, responsibility, self-control, and initiative are all factors that can improve performance. Organizational success hinges on several factors, including employees' ability to work effectively and efficiently; management's ability to enforce discipline and authority; employees' willingness to take the initiative to improve processes and procedures; and management's ability to reward and recognize employees for going above and beyond in the call of duty (Tika, 2014; Gunarto, et al. 2022).

### ***Emotional Intelligence***

Having strong feelings about something is a short-term solution since it stems from a place of urgency. The Latin word "movere," meaning "to move or go," is the source of the word "emotion" in English. An urge to act is inextricably linked to one's emotional state (Goleman, 2020).

Emotional intelligence refers to a person's awareness and control over their own emotions as well as their capacity to recognize and identify the emotion of others (Suryani et al., 2020). According to Goleman, emotional intelligence includes self-awareness, emotion regulation, self-motivation, empathy for other's feelings, and the capacity to build meaningful connections (Goleman, 2020).

When it comes to gauging one's emotional intelligence, Goleman's published a study which was published in Tokan. The study points to five key abilities, such as self-awareness, self-control, motivation, empathy, and social competence. (Tokan, 2016, Nugroho, et al. 2020).

### ***Self-Efficacy***

Self-efficacy is a belief that exists in a person that affects the amount of motivation. Self-efficacy is very important for someone because a belief in someone is very useful in the future (Aini et al., 2015; Soelton, et al., 2021). The self-confidence to recognize one's capabilities to exert some form of control over one's advantages and the happenings in one's surrounding

environment is what we mean when we talk about self-efficacy (Feist & Feist, 2010, Wijaya, 2019).

Four main functions can be used to figure out a person's level of self-efficacy: cognitive processes, motivation, attachment, and choice. These factors take a role in the mental process of establishing objectives after evaluating one's capabilities and level of dedication to achieving such goals. The act of motivating someone builds confidence in themselves over the actions they will take. The affective process can solve difficulties that will affect the degree of stress and depression. The selection procedure steers clear of a variety of actions and circumstances that are outside of its scope (Abdullah & Mustafa, 2019; Suseno, et al. 2022).

### ***Team Cohesion***

Cohesiveness is an attraction either positive or negative that causes group members to stay in the group (Harmaini et al., 2016; Nanda, et al., 2020). Cohesiveness binds all group members to stay in the group and counteracts influences that pull members out of the group. A cohesive group consists of individuals who are attracted to one another. A group that has low cohesiveness does not have interpersonal interest among its group members. Highly cohesive groups usually consist of individuals who are motivated to unite. Cohesiveness has an element of Task Cohesiveness as a shared group commitment or interest in group tasks/goals; and the element of Interpersonal Cohesiveness as the attraction of group members who are attracted to each other in the group (Nachrowi, 2012). The indicators of Team Cohesion according to Lott and Lott are closeness, frequency of interaction, reciprocity, and mutual appreciation (Forsyth, 2018; Suseno, et al. 2022).

### ***Hypothesis Development***

Figure 1 illustrates the theoretical underpinnings of this study and the best way to understand these underpinnings is in conjunction with the literature that came before it. As a component of this investigation, a hypothesis has been developed. The first hypothesis suggests that teachers' emotional intelligence has a positive effect on student achievement at private elementary schools in Serang Regency; the second hypothesis suggests that teachers' self-efficacy has a positive effect on student achievement at private elementary schools in Serang Regency; the third hypothesis suggests that teachers' emotional intelligence has a positive effect on team cohesion at private elementary schools in Serang Regency; and the fourth hypothesis suggests that teachers' emotional intelligence has a positive effect on student achievement at private elementary schools in Serang Regency

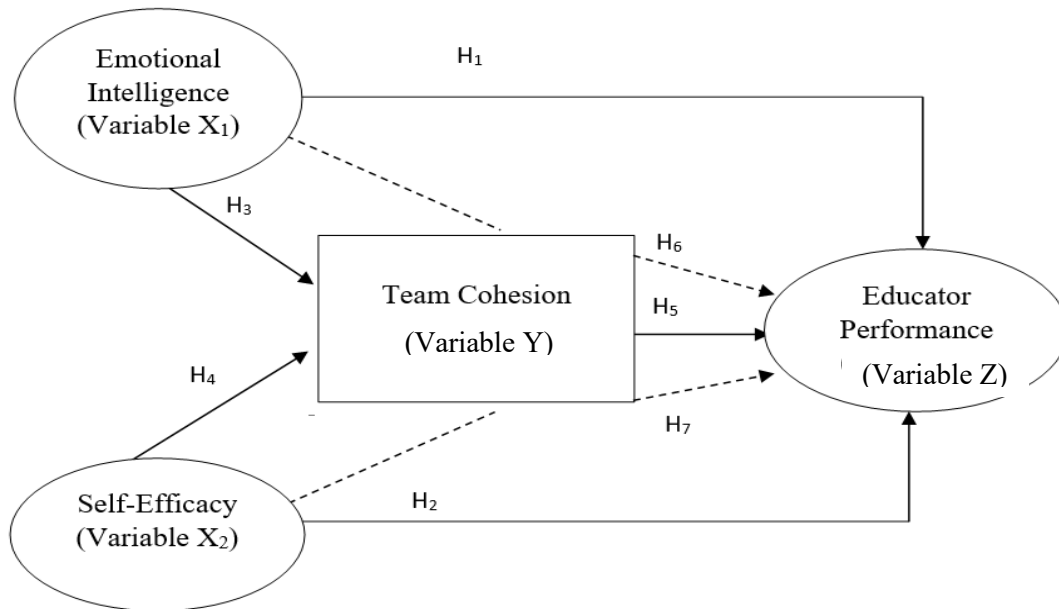


Figure 1. Conceptual Framework

## METHOD

### Research Design

This investigation is a quantitative study that looks at the data from a correlational point of view. With the help of the Partial Least Squares-Structural Equation Model (PLS-SEM) analysis tool in the SmartPLS 3.2.7 software, the numerical data collected is processed in greater detail. While data is processed, researchers will be looking into the following factors. The performance of teachers (Z) will be a dependent variable, while the independent variables will be (1) emotional intelligence (X<sub>1</sub>), (2) self-efficacy (X<sub>2</sub>), and the intervening variable team cohesion (Y).

### Population and Sample

Within the scope of this study, the population of Serang District includes 405 teachers who work in 28 private primary schools located in 15 different sub-districts. Private elementary schools were chosen as research objects due to their heterogeneity and disparity with each other which makes it interesting to explore through this research. The sampling technique used is proportional random sampling, i.e., determining the size of the source based on the population size of each research area. To determine the number of research samples, Isaac and Michael (2000) developed a method, namely the use of the following formula:

$$\begin{aligned}
 s &= \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2 (N-1) + \lambda^2 P \cdot Q} \\
 &= \frac{0,05^2 \times 405 \times 0,5 \times 0,5}{0,05^2 (405 - 1) + 0,05^2 \times 0,5 \times 0,5} \\
 &= 140
 \end{aligned}$$

Based on the calculation, this study should have a total of 140 respondents from representative schools.

### ***Data Collection Techniques***

The data used in this study comes from a combination of primary sources such as interviews and surveys but also secondary sources such as books, journals, and online databases that are specifically connected to the research being done. Library research is the process of gathering information through reading and analyzing relevant literature, scientific papers or writings, lecture notes and agendas, and library files.

Observation is a method of gathering information by conducting research and making in-person observations of the phenomenon under study; a questionnaire is a method of gathering information by posing a series of questions to a group of people and collecting their written responses. These two strategies are used interchangeably throughout field studies. The questionnaire used in this study used a Likert scale, with responses ranging from "strongly disagree" to "strongly agree" on a scale of 1-10.

### ***Data Analysis Techniques***

Descriptive statistics, a subfield of statistics was used to characterize each variable in this investigation. After the data has been collected, they are organized into a table with a descriptive measurement. In descriptive measurement, both absolute numbers and percentages are included.

The SmartPLS 3.2.7 program was used to do an inferential analysis using a variable-based structural equation test, often known as a Partial Least Squares-Structural Equation Model (PLS-SEM). Partial Least Squares (PLS) is an approach to analyzing structural equations that make it possible to test structural models and measurement data simultaneously by exploiting the variance in the data. It is crucial to test the validity and reliability of a measurement instrument in a study. Since the SEM-PLS method was used in this investigation, all tests for validity and reliability were conducted in Smart PLS 3.2.7.

Similar to the t test on partial least squares, researchers analyzed the measurement procedure (outer model) to see if the measurement can be used to display valid and reliable information and the structural model (inner model) to see if there was any correlation between the constructs that were measured. A significance test was performed on the calculated parameters following a goodness-of-fit analysis of the model. A statistical hypothesis is a hypothesis that is formulated by a unique symbol. Both the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ) can be expressed in comparable ways in writing. If  $H_0$  is not accepted, then  $H_a$  must also be refused.

## **RESULTS AND DISCUSSION**

### ***Results***

There were five indicators used in the descriptive statistical tests of the research variables: quality of work, quantity of work, timeliness, initiative, and responsibility. A highly interpretable performance index was found to lie within the range of 88.37 and 91.09. Team cohesion was given a highly interpretable descriptive index of 88.42–89.12. Emotional intelligence was rated highly with an index between 89.60 and 91.21 indicating a very high score.

After all was said and done, the self-efficacy variable also scored highly with an index between 88.83 and 91.56. Figure 2 shows, the results of the validity analysis. Each indicator's variable must be greater than 0.70 for it to be considered valid.

Convergent validity can be determined by checking the loading factor and the average variance extracted (AVE), both of which must be greater than 0.50. Examining convergent validity in this way helps establish its existence (Ghozali & Latan, 2015). The outer analysis of the convergent validity parameters was performed using the PLS algorithm with the findings in the form of loading factor values. These values were utilized to interpret the parameters. The purpose of this was to make the findings clearer. In light of this, we capped the loading factor used in this study at 0.7. Validity certification was granted to the loading factor value that was more than 0.7. All of the factor loadings between the indicators and the dimensions of each variable are more than 0.7, as shown by the results of the outer loading of the final research model reported previously, suggesting that the model can be considered valid.

The results of eliminating the variance's square root are displayed in table 1. The construct of self-efficacy (X2) has an AVE of 0.740, the construct of emotional intelligence (X1) has an AVE of 0.804, cohesion team (Y) has an AVE of 0.661, and educator performance (Z) has an AVE of 0.695. Each construct (variable) has a mean value greater than 0.5.

This demonstrates that each construct has a good validity value from each indicator from the questionnaire that was used to examine the outcomes of emotional intelligence (X1), self-efficacy (X2), cohesion team (Y), and educator performance (Z). Table 2 displays the results of the reliability test, including Cronbach's alpha and the composite reliability values.

Each of the variables has a value of more than 0.70 with the composite reliability of the emotional intelligence (X1) variable at 0.954, the self-efficacy (X2) variable at 0.934, the team cohesion (Y) variable at 0.907, and the educator performance (Z) variable at 0.919. The reliability test was completed, proving that all of the variables are reliable.

Meanwhile, results from the reliability test using Cronbach's Alpha reveal that measures of emotional intelligence (X1) are 0.939, measures of self-efficacy (X2) are 0.911, measures of cohesion team (Y) are 0.872, and measures of educator performance (Z) are 0.891.

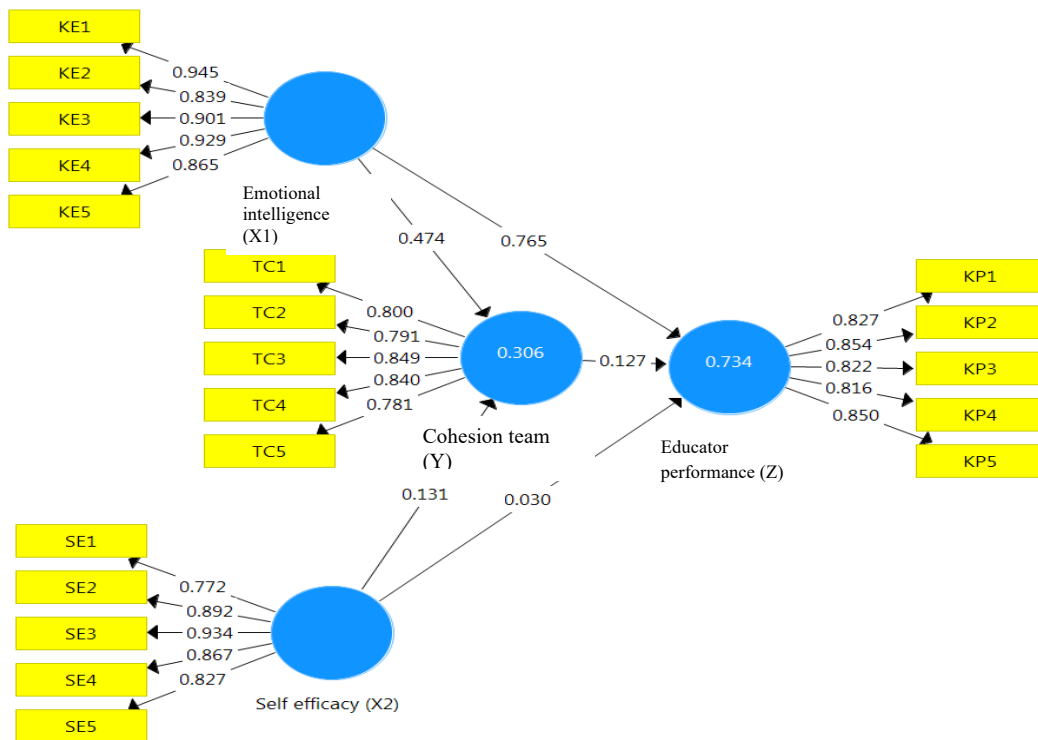


Figure 2. Outer Model

Table 1. Results of Square Root of Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Emotional Intelligence (X1)	0,804
Self-Efficacy (X2)	0,740
Team Cohesion (Y)	0,661
Educator Performance (Z)	0,695

Table 2. Values of Cronbach's Alpha and Composite Reliability

Construct Reliability and Validity		
Variable	Cronbach's Alpha	Composite Reliability
Emotional Intelligence (X1)	0,939	0,954
Self-Efficacy (X2)	0,911	0,934
Team Cohesion (Y)	0,872	0,907
Educator Performance (Z)	0,891	0,919

Checking the R-Square values in Table 3 is the next step in evaluating the inner model which is also referred to as the structural model at times. It's possible to give an R-Square value one of three ratings: strong (0.75), moderate (0.50), or weak (0.25), (Ghozali & Latan, 2015).

The variable that is supposed to represent the teacher's performance has an R-Square value of 0.734 which places it in the middle of the spectrum that was just presented in the table.



According to these findings, 73.4% of the effect that emotional intelligence has on the efficiency of teachers may be traced to three interconnected factors: emotional intelligence, self-efficacy, and team cohesion.

Only 72.4% of the total influence can be accounted for by this study; the remaining 26.6% is attributable to other causes. One indication of the cohesiveness of a team has an R-Square value that is only moderate, at 0.306. High levels of emotional intelligence and self-efficacy were shown to be responsible for the combined 30.6% rise in team cohesiveness that was observed as a result of the study.

This influence only accounts for 30.6% of the total, with the other 69.4% attributable to variables that are not directly related to the study's topic.

**Table 3.** R-Square Value

Variable	R-Square	
	R-Square	R-Square Adjusted
Educator Performance (EP)	0.734	0.725
Team Cohesion (TC)	0.306	0.291

To investigate the direct influence hypothesis, this study examined the acquisition of the T statistic and the P values, as depicted in Figure 3. If the T-statistic was larger than the T-table value (1.960) or the P values were smaller than 0.05, the results supported the hypothesis (Ghozali & Latan, 2015; Hair Jr et al., 2021).

The following is one possible explanation for the findings of the bootstrapping test:

The first Hypothesis, educators who possess a high level of emotional intelligence do a better job in their respective vocations. According to a T statistic of 2.318 which is greater than the T table's value of 1.960, and a P value of 0.028, which is statistically significant when compared to the significance level of 0.05. The emotional intelligence of teachers has a positive effect on their performance. This was determined by looking at the relationship between the two variables.

The second hypothesis is accepted. This suggests that high levels of emotional intelligence have a large and beneficial effect on the efficacy of teaching. There is a connection between educators who possess this quality and greater levels of academic accomplishment among their students. The degree of emotional intelligence that teachers possess is directly correlated to their level of efficacy as educators. When an employee possesses a high level of emotional intelligence, they typically perform their job well. The degree to which a teacher believes in their abilities has a substantial bearing on how effective they are in their job. There is a notable association between teachers' levels of self-efficacy and the learning results of their pupils as indicated by a T statistic of 2.291 (which is higher than the value of 1.960 found in the T table) and a P value of 0.022 in the experiment (significantly different from the significance level of 0.05). This line of reasoning adds credibility to the first hypothesis which asserts that instructors' perceptions of their capacity to do a good job has a significant impact on the learning outcomes of their students in a positive way. The degree to which an educator has faith in their capabilities is a good indicator of the level of success they will enjoy in their career.

The third hypothesis argues that the degree to which a person's emotional intelligence is developed has a direct bearing on the effectiveness with which a group operates. When compared to the significance level of 0.000 and the P values of 0.05, there is a significant discrepancy between the T statistic of 5.863 (which is higher than the T table value of 1.960) and the P values.

The fourth hypothesis, The research substantiates the claim that emotional intelligence has a substantial bearing on the overall performance of a group. A workforce that has a high level of emotional intelligence frequently produces high levels of team cohesion as a natural outcome. The degree to which members of a team believe in their capabilities has a substantial bearing on the overall success of the group. The P value for the influence of self-efficacy on team cohesion is 0.000 which is a substantial departure from the 0.05 level of significance, and the T statistic of 4.113 which is higher than the value of 1.960 in the T table. Therefore, the third hypothesis which claims that self-efficacy has a major impact on the efficiency with which a team performs can be accepted. The confidence that individual team members have in their capabilities has a direct bearing on how well that team works together.

Hypothesis fifth argues that if a group of educators or teachers collaborates effectively, the overall outcomes for their students benefit. The T statistic value for the hypothesis that team cohesion has a favorable effect on educator performance is 2.664 which is higher than the T table value of 1.960; the P value which is (0.008) has a significant difference from the sig value of 1 (0.05). Therefore, researchers agree with the fifth hypothesis which argues that successful collaboration among educators has a positive and significant impact on the level of academic achievement displayed by students. The cohesiveness of the teams that teachers work on directly impacts the level of effectiveness that may be attained.

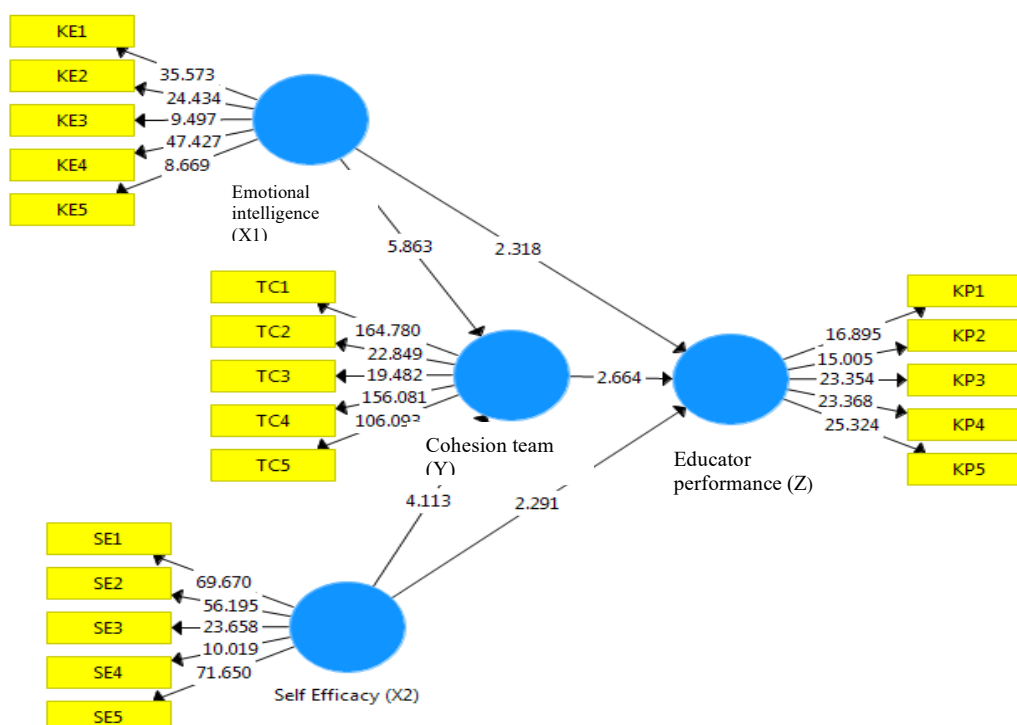


Figure 3. Bootstrapping Direct Effect Test Results

The results of an indirect effect test on teacher performance presented in Table 4 show whether or not team cohesion acts as a mediating variable between teachers' self-efficacy and emotional intelligence toward their students' learning outcomes. Table 4 displays the outcomes of this analysis.

Sixth hypothesis, the results of table 4 show that there are two relationships that state whether or not there is an indirect influence between variables. These relationships can be understood by considering the following explanations. The original sample coefficient for the indirect effect of the mediating function of team cohesion and self-efficacy on the performance of educators is 0.267 and the T statistic for this relationship is  $2.204 > 1$ . Which is a T table of 1.960 with P values less than or equal to 0.05. According to these findings, the ability of team cohesion to moderate the effect of self-efficacy on educator performance is present and functioning.

Seventh hypothesis, The T statistic for this kind of association is 2.523 and the original sample coefficient for the indirect influence of the mediating function of team cohesion with emotional intelligence on the performance of educators is 0.195. There were a total of 1.960 rows in the T table and the P values ranged from 0.017 to 0.05. Based on these findings, it appears that the degree to which emotional intelligence contributes to teachers' efficacy is moderated by the degree to which their teams are cohesive.

**Table 4.** Bootstrapping Test Results (Indirect Effect)

Specific Indirect Effect			
Variable Influence Relationship	Original Sample	T Statistic	P Values
Emotional Intelligence (X1) → Team Cohesion (Z) → Educator Performance (Y)	0.267	2.204	0.028
Self-Efficacy (X1) → Team Cohesion (Z) → Educator Performance (Y)	0.195	2.523	0.017

### **Discussion**

This study found that teachers' effectiveness was enhanced by high levels of emotional intelligence. Emotional intelligence is far more essential than intellectual intelligence in predicting one's success in life since emotional upheaval influences mental unrest (Satiadarma & Waruwu, 2003). When a person lacks emotional intelligence, it may show in their work (Goleman, 2020).

The findings of studies by Rachmelya & Suryani (2017) and Javidparvar, et al. (2013) corroborate this claim, describing the importance of emotional intelligence is directly linked to productivity in settings where employees exhibit an emotionally encouraging attitude and a genuine passion for their work (Javidparvar et al., 2013; Rachmelya & Suryani, 2017; Ulandari & Rustan, 2021). The findings of this study provide statistical evidence that teachers' confidence in their abilities has a significant and beneficial impact on their performance on the job.

An individual's belief in his or her abilities, or self-efficacy is what drives him or her to learn as much as possible about events that may or may not be predictable in order to explain his or her success or failure. The sense of competence gained from these encounters will be used for both social prediction and self-regulation. Improvements in self-efficacy have been linked to improved performance on a variety of fronts. An individual's sense of competence in doing a

task, reaching a goal, or generating an outcome is known as self-efficacy (Canrinus et al., 2012).

Results from this study are consistent with those reported by Cherian and Jacob (2013) who found that teachers' confidence in their abilities had a significant and beneficial effect on their effectiveness as educators (Cherian & Jacob, 2013, Mahpudin & Suseno, 2022). Self-efficacy was also found to significantly positively affect team cohesion in this research.

For educators to work together effectively, each member must have high levels of self-efficacy. This is because an individual's high self-efficacy will translate into a sense of confidence in his or her ability to finish assignments on time and meet strict deadlines. This makes it simple for businesses to improve their efficiency. Furthermore, emotional intelligence has been shown to significantly impact group cohesiveness.

Emotional intelligence can affect the performance provided by someone in his or her team and can give poor results in the tasks performed. A higher level of emotional intelligence is required for jobs where it is more likely that one may encounter stress.

Research by Rosete (2005) and Malewa, et al., (2021) provides support for this theory, they discovered that teams with members who exhibited high levels of emotional intelligence produced an environment where everyone felt comfortable sharing ideas and information and where everyone worked together towards a common objective (Rosete & Ciarrochi, 2005, Suseno, 2019). Clarke's (2010) second study confirmed these findings, demonstrating the beneficial effects of EQ on cooperation via improved interpersonal processes, actions, and transitions. According to these statistics, a collaborative atmosphere among educators has a positive effect on student achievement.

The cohesiveness of a group is an indicator of how effective its members will be together and as individuals. The commercial environment requires us to work with people; going it alone is not an option. Without cooperation, we will not be able to reach our goals as quickly or effectively as we could. Peaceful working relationships are the result of teamwork.

A group's morale and output tend to rise in direct proportion to the degree to which its members work together effectively. There is evidence that teachers' sense of self-efficacy affects their performance in the classroom and that team cohesiveness moderates this link. Indirect effect coefficients are bigger than their direct-effect counterparts.

This exemplifies how having a cohesive team may improve teachers' confidence in their abilities. By extension, improves their effectiveness in the classroom. While emotional intelligence has been shown to indirectly improve teacher performance, a strong sense of teamwork can help bolster this effect. Indirect effect coefficients are larger than direct effect coefficients (Putra & Suseno, 2022). This exemplifies the value of collaborative efforts in improving teachers' emotional quotient.

As stated by Suseno et al. (2020) individuals who are reliable and consistent are highly regarded. A cohesive group is one in which its individuals are attracted to one another. As team members are responsible for increasing the group's cohesion which is a measure of its cohesiveness. Team members' motivation and output will increase in proportion to the strength of the sense of community they have within the team.

## CONCLUSION

The positive and statistically significant effect of teachers' emotional intelligence and self-efficacy on their effectiveness in the classroom is suggested by the results of this study. Consequently, boosting teachers' EQ and confidence can improve their performance on the job. Additionally, both EQ and SEL promote team cohesion which suggests that developing these characteristics can improve team dynamics.

It was found that teacher performance was influenced by team cohesion and that the connection between teachers' emotional intelligence and their confidence in their abilities was moderated by the strength of the teams' bonds. As a result, a more cohesive teaching staff can be more productive.

The principal should be making an effort to convince the faculty that they are capable of taking on more responsibility. In which, they should have faith in their abilities to complete learning tasks and that more time and resources should be devoted to teacher training in order to boost teacher self-efficacy and classroom performance indirectly. This study's limited scope is due to its focus on personnel in Serang Regency's private primary schools. Future research must investigate more factors, collect larger samples, and examine more concrete research objects to fully understand how to improve teacher effectiveness.

Further research should be conducted, taking into account the length of service in the organization as well as the disparities between private and public schools for similar factors evaluated.

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