

Optimizing Teachers' Performance in Learning-Teaching through Emotional and Intellectual Intelligence

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ABSTRACT

This present study seeks to discover emotional and intellectual intelligence influences on teachers' performance in the learning-teaching processes. The method used in this study is Systematic Literature Review (SLR) using literature published between 2013 - 2022 accessed through Google Scholar. The study's results indicate that emotional intelligence does not dominate in improving teachers' performance in learning-teaching processes. Additionally, emotional intelligence and intellectual intelligence may or may not have an impact on teachers' performance. In other words, factors besides intelligence can affect teachers' performance in learning-teaching processes. This study recalls that teachers' performance is influenced by elements other than emotional and intellectual competencies. To effectively attain educational goals, a balanced approach to education and the creation of appropriate coaching tactics are required. Therefore, further research is recommended to identify other factors influencing teachers' performance in the learning-teaching processes to achieve educational goals effectively.

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Human Resources (HR) is a pivotal asset for an organization in achieving its goals. Human Resources are people who are in the organization and help achieve organizational goals by contributing constructively through thoughts and actions (Hasibuan, 2011; Utamy et al., 2020). Therefore, Human Resources in the organization must have adequate competence to ensure the effective and efficient implementation of tasks in pursuit of the organization's goals. In addition to ability, adaptation to changes and challenges is also an important factor for Human Resources to assist organizational development. Qualified and adaptive HR is the main key to the success of a school as an organization.

School as an educational institution has various assets that are very important in achieving its goals, including human resources such as teachers, education personnel, students, parents, and other supporters such as infrastructure and budget. Good cooperation from these various elements is needed to achieve educational goals, but the role of teachers as human resources in schools is very important. Teachers can be the driving force for achieving learning goals, vision and mission, and other school goals. To achieve these goals, teachers need to apply four competencies, i.e., pedagogical, professional, social, and personality competencies (Chiang & Trezise, 2021; Fauth et al., 2019). However, other factors, such as intelligence, influence a teacher's performance. Psychologists worldwide have mapped a person's intelligence into three types, namely intellectual, emotional, and also spiritual intelligence, each of which plays fundamental role in human life (Aziz & Mangestuti, 2006).

The ability to solve issues, learn, and adapt to one's surroundings is referred to as intellectual intelligence. Expert-proposed theories of intellectual intelligence, such as multiple intelligences theory of Howard Gardner that assist teachers and researchers in understanding that intelligence is not only measured through IQ tests but consists of many different types of intelligence (Forsythe, 2019b; Sreenidhi et al., 2017). It explains why someone who needs to improve their arithmetic skills can excel at art or music. Intelligence is measured not only by specific tests in the multiple intelligences theory, but also by describing the characteristics of each type of intelligence, such as the ability to understand language, think logically, imagine visually, and to interact with others (Cavas & Cavas, 2020; Strauss & Gardner, 2013; Tirri et al., 2013).

The theory of Daniel Goleman 1995 on emotional intelligence emphasizes the importance of understanding emotions, interacting with others, and succeeding in stress management and decision-making. Emotional intelligence, according to this perspective, has about five key elements: self-awareness, emotional regulation, emotions, empathy, and social skills (Derviş et al., 2013; Forsythe, 2019a; Goleman, 1995). To begin with, self-awareness refers to the capability to see and recognize one's emotions. Second, emotion regulation involves controlling emotions and responding appropriately to various events. Third, social skills include interacting with others in positive ways and developing positive relationships. Fourth, motivation is the ability to mobilize oneself to achieve goals. Fifth, empathy means the capability to feel others' emotions (Goleman, 1995).

A teacher who has intellectual intelligence will be helped in making decisions and can work according to his competence. However, competence is not the only factor that influences the role of teachers as educators. Teachers must follow procedures and control their egoism and emotions, closely related to emotional intelligence (Asyari, 2016; Sholihin et al., 2021; Yunisa et al., 2020). The ability to manage emotions well will lead to positive emotions so that teachers can empathize with themselves, others, and the environment, which affects their performance. In addition, IQ only determines 20% of a person's success, while emotional intelligence and other intelligence contribute 80% (Goleman et al., 2002). The positive side is that emotional intelligence can be developed better, more challenging, and more prospective than IQ. Thus, teachers' performance is indeed influenced by emotional intelligence.

According to Danielson's model, teacher performance can be measured based on four domains: preparation and planning, learning environment, teaching, and student response. Danielson's model can be used as an effective evaluation tool to assist teachers in improving their performance and increasing teaching effectiveness (Lestari et al., 2022; Saputro et al., 2022). In addition, another relevant theory is the Transformational theory. This theory states that teacher performance can be improved by being an effective transformational leader. A transformational leader can inspire, motivate, and lead students to achieve their potential comprehensively (Lalupanda et al., 2019; O'Connell, 2018; Viviano, 2012). In education, transformational leaders are important in creating an inclusive learning environment (Clarita et al., 2023), empowering and inspiring, and assisting students in developing their social and emotional skills.

Teachers are one of the most important assets in educational institutions. Therefore, teachers should have adequate intellectual and emotional intelligence to support good relationships between teachers and students, fellow teachers, parents, and other outside parties (Lestari et al., 2022; Saputro et al., 2022). However, it must be understood that teachers can work optimally and use their emotions well with adequate intellectual intelligence. Intellectual intelligence can help teachers understand what and how to do, how to do it, and the work's purpose. Without intellectual intelligence, teachers do not have good comprehension and adequate ability to develop themselves to achieve school goals in general (Alang, 2014; Andri, 2018; Hariani, 2021). On the other hand, intellectual intelligence is not the only factor determining a teacher's success and ability to carry out their duties, but also emotional intelligence. It means that intellectual and emotional intelligence need to synergize integratively to achieve good educational goals, such as thinking creatively and innovatively, building communication, empathizing, and working together effectively. Thus, emotional and intellectual intelligence is very substantial for each individual, including teachers, to provide optimal performance. Therefore, researchers conducted a study through a Systematic Literature Review approach to evaluate how emotional intelligence and intellectual intelligence can affect a teacher's performance in the learning process in various schools in Indonesia.

This research has high urgency and significance because it discusses the importance of integrating intellectual and emotional intelligence in teachers as human resources essential for educational institutions, especially schools. A teacher has a crucial role to determine the success of education, which is emphasized by pedagogical, professional, social, and personality competencies, as well as emotional and intellectual intelligence. Thus, this research seeks to cater a comprehensive understanding of the urgency of intellectual and emotional intelligence in teachers and their relationship in achieving educational goals. This research also provides insight into how the two types of intelligence complement each other and synergize to create optimal performance in educational institutions. In practice, this research can be a reference for those managing educational institutions to pay more attention to teachers' emotional and intellectual intelligence. In addition, this research can provide motivation and guidance for teachers to develop both types of intelligence to provide better performance in helping to achieve the goals of education itself.

METHOD

This research relies on the Systematic Literature Review (SLR) approach. SLR in this study is a systematic research method to identify, evaluate, and integrate relevant research results on the integration between emotional and intellectual intelligence in strengthening teacher performance in the learning-teaching process. Thus, the Systematic Literature Review (SLR) steps are pictured in the flowchart below.

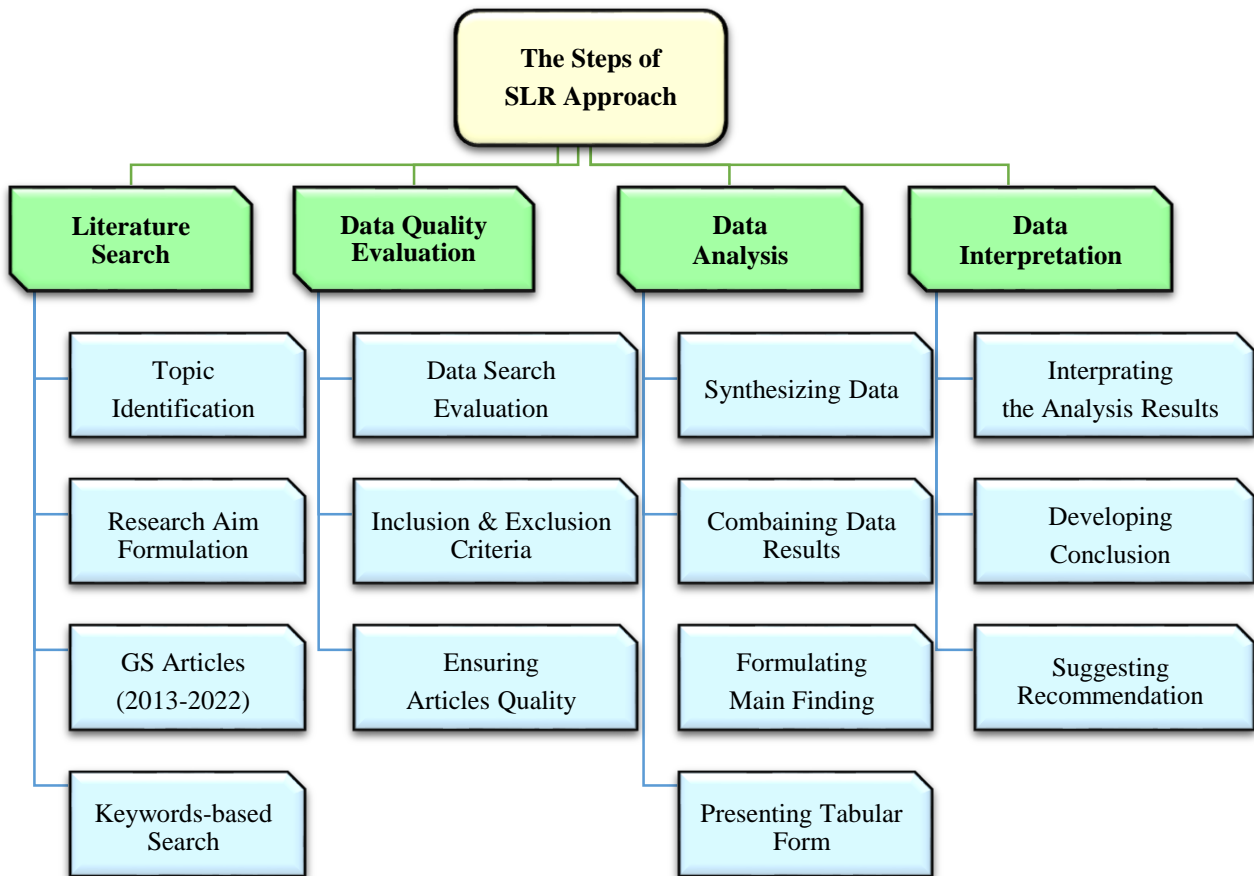


Figure 1. Research Methodology Flowchart

Figure 1 above shows that there are four steps of SLR used in this research. They are: first, identification of the topic, research objectives, database, and data search. The researcher determined the topic and research objectives, “How emotional intelligence and intellectual intelligence can affect a teacher’s performance in the learning process in various schools in Indonesia .”Based on this topic, the researcher searched for related journal articles through Google Scholar published in 2013-2022 using four main keywords: emotional intelligence, intellectual intelligence, teacher, and performance. Second, evaluate the quality of the data. In this second step, the researcher evaluates the data quality. This evaluation is done to determine the quality of the writing and to observe the predetermined inclusion and exclusion criteria of the data. The search results were then analyzed and selected based on the inclusion and exclusion criteria to ensure the quality of the articles. Third, data analysis; after the data was analyzed and selected, the researcher synthesized the data by combining the six study results and formulating the main findings. The analysis results are then presented in the form of a tabular and/or a table. Fourth is data interpretation; at this stage, the researcher interprets the analysis results that had been discovered. Based on findings, interpretation entails drawing inferences and making research recommendations. Using this strategy, researchers focus on factors of accuracy and precision at each level. It ensures that the study findings are trustworthy and that they may be used to generate better learning policies or practices.

RESULTS AND DISCUSSION

Table 1 shows the findings of this investigation. It presents the findings of prior research conducted by numerous scholars that investigated the impact of intellectual, emotional, and spiritual intelligence to teachers' learning-teaching performance in various regions of Indonesia. The table explores an idea of how these variables affect instructor performance. Data for these research was gathered using both quantitative and qualitative methodologies. The variables measured in these studies include intellectual, emotional and spiritual intelligence, teacher performance, and also locus of control. Previous studies findings indicate mixed results, with some variables shown non-negative impacts on teachers' performance in the learning-teaching processes while others show no significant results.

Table 1. Findings of Previous Studies

Researchers	Title	Methods	Variables	Results
Rahmawati et al. (2022)	<i>“Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Kecerdasan Adversitas terhadap Kinerja Profesi Guru SDN Gudep 01 Dolopo Madiun dengan Locus of Control Sebagai Variabel Moderator”</i>	Qualitative	<ul style="list-style-type: none"> • Intellectual, Emotional, and Spiritual Intelligence • Performance 	<ul style="list-style-type: none"> • With a beta coefficient of 0.035, intellectual intelligence has not been shown to affect teacher performance. • Emotional intelligence has not been shown to have a positive impact on teaching performance with the beta coefficient of 0.103. • With a beta coefficient of 0.035, adversity intelligence has not been shown to affect teacher performance. • It has been demonstrated that the locus of control has a moderating effect on the professional performance connection. • Professional performance connection is moderately affected by locus of control.
Nilamartini et al. (2021)	<i>“Pengaruh Kecerdasan Spiritual, Kecerdasan Intelektual, dan Kecerdasan Emosional terhadap Kinerja Guru di SMP Islam Athirah 1 Makassar”</i>	Quantitative	<ul style="list-style-type: none"> • Intellectual, Emotional, and Spiritual Intelligence • Performance 	<ul style="list-style-type: none"> • Spiritual intelligence significantly and positively affects teachers' performance at Athirah 1 Makassar Islamic Junior High School. • At Islamic Athirah 1 Makassar Junior High School, intellectual intelligence (II) has a favorable impact on the teacher's performance. • At Athirah 1 Makassar Islamic Junior High School, emotional intelligence has a substantial influence on the teacher's performance.
Ekowati et al. (2020)	<i>“Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Spiritual terhadap Kinerja Guru SDN Kecamatan Pino Bengkulu Selatan”</i>	Quantitative	<ul style="list-style-type: none"> • Intellectual, Emotional, and Spiritual Intelligence • Teacher Performance 	<ul style="list-style-type: none"> • A positive influence on the dependent variable, teacher performance at SDN Pino, i.e. intellectual, emotional, and spiritual intelligence increased the dependent variable. • Intellectual intelligence has a good impact on the teacher's performance at SDN Pino Kec. Bengkulu. • Emotional intelligence improves the performance of SDN Teacher Pino Kec. Pino South Bengkulu. • Spiritual intelligence improves the teacher's performance in the learning teaching processes. • Intellectual, Emotional, and Spiritual Intelligence provide an

				impact on the performance of teachers at SDN Kec. Pino South Bengkulu at the same time.
Jamil & Lie (2019)	<i>"Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional dan Kecerdasan Spiritual terhadap Kinerja Guru dengan Internal Locus of Control Sebagai Variabel Intervening"</i>	Explanatory Research Design	<ul style="list-style-type: none"> • Intellectual, Emotional, and Spiritual Intelligence • Performance of Teachers • Locus of Control 	<ul style="list-style-type: none"> • Intellectual intelligence influences internal control locus and the teacher's performance positively. • Emotional intelligence has no effect on internal control locus and on the teacher's performance. • Spiritual intelligence caters to a good effect on internal control locus, but it does not affect teacher's performance.
Anjarini (2017)	<i>"Analisis Pengaruh Emotional Quotient, Intelligence Quotient dan Spiritual Quotient terhadap Kepuasan Kerja dan Kinerja Guru di Sekolah Luar Biasa Negeri Batang"</i>	Explanatory Research Design	<ul style="list-style-type: none"> • Emotional, Intelligence, Spiritual Quotients • Job Satisfaction • Performance 	<ul style="list-style-type: none"> • Emotional Quotient does not affect job satisfaction significantly. • Emotional Quotient has an effect on teacher performance. • Job Satisfaction is significantly influenced by Intellectual Quotient. • The Intelligence Quotient has no influence on teacher performance while Spiritual Quotient has a considerable effect on Job Satisfaction, but it has no effect on Teacher Performance. • Job Satisfaction has a considerable impact on Teacher Performance but has no impact on Spiritual Quotient.
Hendriani & Raden (2013)	<i>"Pengaruh Kecerdasan Intelektual dan Kecerdasan Emosional terhadap Kinerja Guru SMAN 8 Pekanbaru"</i>	Quantitative	<ul style="list-style-type: none"> • Intellectual and Emotional Intelligence • Teacher Performance 	<ul style="list-style-type: none"> • Intellectual and emotional intelligence provide a major impact on the teacher's performance simultaneously. • Intellectual intelligence has a greater impact in increasing teacher's performance than emotional intelligence.

Table 1 above shows that the research of Rahmawati et al. (2022) indicates that intellectual intelligence does not affect the teachers' performance, emotional intelligence also has no positive effect on teacher performance, and adversity intelligence does not. However, locus of control has a moderating effect on the relationship between intelligence and teacher performance. Research by Nilamartini et al. (2021) found that spiritual, intellectual, and emotional intelligence positively influence teachers' performance at Athirah 1 Makassar Islamic Junior High School. Ekowati et al. (2020) stated that intellectual, emotional, and spiritual intelligence positively influence teachers' performance at SDN Pino Kec. Pino Bengkulu. The three types of intelligence together have a simultaneous influence on teacher performance. Meanwhile, Jamil & Lie (2019) emphasized the importance of intellectual and spiritual intelligence on internal control locus and teachers' performance was underlined. Emotional intelligence, on the other hand, has no effect on internal control locus or teacher's performance. Anjarini (2017) further elaborated that emotional, intellectual, and spiritual Quotients do not influence teacher job satisfaction. However, the intelligence quotient positively influences teacher performance at Sekolah Luar Biasa Negeri Batang.

Intellectual intelligence owned by person cannot predict a person's good and bad performance when already working or predict one's life success. In contrast, emotional, spiritual, and social intelligence, e.g., empathy, self-discipline, and initiative, can influence one's success (Agustini & Herawati, 2013). The role of intellectual intelligence is second only to emotional intelligence, spiritual intelligence, and social intelligence in influencing one's life success. Goleman states that intellectual intelligence or Intellectual Quotient (IQ) only contributes 20% to success. In comparison, 80% is the contribution of other forces, including emotional intelligence or Emotional Quotient (EQ), i.e., the ability to motivate oneself, overcome frustration, control urges, regulate mood, empathize, and the ability to work together (Goleman et al., 2002; Goleman, 1995). It suggests that emotional intelligence should influence performance rather than intellectual intelligence.

Six journal articles that have been reviewed show that each intelligence has a different influence on teacher performance in various schools in Indonesia. Research conducted by Rahmawati et al. (2022) on "The Effect of Intellectual Intelligence, Emotional Intelligence, and Adversity Intelligence on the Professional Performance of Teachers of SDN Gudup 01 Dolopo, Madiun with the locus of control as a Moderator Variable" shows that intellectual intelligence, emotional intelligence, and adversity intelligence are proven not to have a positive influence on the performance of the teaching profession. Instead, Locus

of Control has a moderating effect on the professional performance relationship. The personality dimension influences teacher performance at SDN Gudeo 01 Dolopo, Madiun. Teacher performance is influenced by locus of control, which describes an individual's belief in recognizing the determining source of his or her behavior. Aspects of locus of control that affect teacher performance are behavioral potential, expectations, and psychological atmosphere.

The same research was conducted by Jamil & Lie (2019) entitled "The Effect of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence on Teacher Performance with Internal Locus of Control as an Intervening Variable: Study on Teachers of SMK Negeri 1 Ampelgading Pematang Regency". This study's results differ from the research conducted by Rahmawati et al. (2022). This study shows that intellectual and spiritual intelligence positively affect the teachers' performance and the control of internal locus. Meanwhile, emotional intelligence does not affect internal locus of control and teacher performance. Teacher performance is only influenced by intellectual intelligence and spiritual intelligence. Intellectual intelligence is reflected in the education possessed by 12 teachers with Bachelor's degrees and 14 teachers who have reached a master's degree. Teachers' spiritual intelligence makes them learn from failure and tend to be open to receiving input.

Research conducted by Nilamartini et al. (2021) entitled "The Effect of Spiritual Intelligence, Intellectual Intelligence, and Emotional Intelligence on Teacher Performance at Athirah 1 Makassar Islamic Junior High School" reveals that spiritual intelligence has a substantial beneficial impact on teacher performance; intellectual intelligence has a major negative impact on teacher performance; and emotional intelligence has a significant positive impact on teacher performance. It suggests that spiritual intelligence outperforms intellectual and emotional intelligence in terms of teacher performance. A teacher often interacts with students and parents to achieve better learning goals. Therefore, in the communication process, the ability to manage one's own emotions and understand the emotions of others is needed. No matter how smart the teacher is, students will receive the information well if they manage their emotions in communication. In addition, the work environment at SMP Islam Athirah 1 Makassar is Islamic, affecting spiritual intelligence.

In the world of education, teachers, as the spearhead of the success of student achievement, have a very substantial role. Research conducted by Ekowati et al. (2020) entitled "The Effect of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence on the Performance of Teachers of SDN Pino District, South Bengkulu" shows that intellectual intelligence, emotional intelligence, and spiritual intelligence together have a simultaneous influence on the performance of teachers of SDN Pino District, South Bengkulu. Intellectual intelligence affects teacher performance by 0.665; emotional intelligence affects 0.356, while spiritual intelligence affects 0.251. In contrast to research conducted by Kuswandi & Mulyadi (2012); Purnama (2016); Anisah et al. (2021), which state that emotional intelligence affects teacher performance by occupying the second position after intellectual intelligence. However, several factors need to be considered, such as gender, average age of 41-50, undergraduate education level, and more than 20 years of service. Looking at the tenure and age of teachers in SDN Kec. Pino South Bengkulu tend to be mature in age and have long enough experience in education, so it also affects their performance.

Anjarini's (2017) research titled "Analysis of the Effect of Emotional Quotient, Intelligence Quotient, and Spiritual Quotient on Job Satisfaction and Teacher Performance at Sekolah Luar Biasa Negeri Batang" shows that there is a significant relationship between emotional and spiritual intelligence on teacher performance. At the same time, intellectual intelligence does not affect teacher performance. This research indicates that emotional intelligence and spiritual intelligence affect teacher performance. Teachers at the Special School consist of 18 people with various majors. Seven people graduated with SLB undergraduate degrees, 10 with general undergraduate degrees, and 1 with diplomas three. It differs from the research by Hendriani & Raden (2013) on "The Effect of Intellectual Intelligence and Emotional Intelligence on Teacher Performance of SMPN 8 Pekanbaru". In this study, both intellectual and emotional intelligence were found to have a considerable impact on teacher performance, with intellectual intelligence having a higher influence than emotional intelligence. In particular, table 2 summarizes the preceding description.

Table 2. Categorization of Research Results

No	Title & Researchers	Results		Analysis
		IQ	EQ	
1	<i>"Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Kecerdasan Adversitas terhadap Kinerja Profesi Guru SDN Gudep 01 Dolopo Madiun dengan Locus of Control sebagai Variabel Moderator"</i> (Rahmawati et al., 2022)	X	X	The personality dimension influences teacher performance at SDN Gudeo 01 Dolopo Madiun. Teacher performance is influenced by locus of control, which describes individual beliefs recognizing the determining source of their behavior. Aspects of locus of control that affect teacher performance are behavioral potential, expectations, and psychological atmosphere.
2	<i>"Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional dan Kecerdasan Spiritual terhadap Kinerja Guru dengan Internal Locus of Control sebagai Variabel Intervening"</i> (Jamil & Lie, 2019)	✓	X	Intellectual intelligence affects performance. It is reflected in the education possessed by 12 teachers with a Bachelor's degree, and even 14 people have reached a Master's Degree.
3	<i>"Pengaruh Kecerdasan Spiritual, Kecerdasan Intelektual, dan Kecerdasan Emosional terhadap Kinerja Guru di SMP Islam Athirah 1 Makassar"</i> (Nilamartini et al., 2021)	X	✓	The research environment was conducted in an Islamic school, so implementing spiritual intelligence is more influential on performance than other intelligence.
4	<i>"Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Spiritual terhadap Kinerja Guru SDN Kecamatan Pino Bengkulu Selatan"</i> (Ekowati et al., 2020)	✓	✓	Emotional intelligence affects performance in second place after intellectual intelligence. However, some factors that need to be considered are gender, the average age of 41-50, education of S1 graduates, and more than 20 years of service. The tenure and age of teachers in SDN Pino Kec. Bengkulu Selatan is mature and has long experience educating, which also affects their performance.
5	<i>"Analisis Pengaruh Emotional Quotient, Intelligence Quotient dan Spiritual Quotient terhadap Kepuasan Kerja dan Kinerja Guru di Sekolah Luar Biasa Negeri Batang"</i> (Anjarini, 2017)	X	✓	The work environment greatly influences the creation of good employee performance. In the SLB environment, emotional intelligence is very important because the character of the students faced is more varied.
6	<i>"Pengaruh Kecerdasan Intelektual dan Kecerdasan Emosional terhadap Kinerja Guru SMAN 8 Pekanbaru"</i> (Hendriani & Raden, 2013)	✓	✓	Of the 48 teachers, 36 have more than 15 years of service. The experience and knowledge they have, make teachers work better.

Notation:

✓ : Influencing teacher(s)' performance

X : Not Influencing teacher(s)' performance

These studies show differences in the results and influence of intellectual, emotional, and spiritual intelligence on teacher performance in Indonesia. However, these studies generally show that intellectual intelligence only sometimes positively influences teacher performance. Some studies show that emotional and spiritual intelligence positively influences teacher performance. However, in some studies, locus of control also moderates the teacher performance relationship, such as research by Rahmawati et al. (2022), which shows that intellectual, emotional, and adversity intelligence do not positively influence teacher performance. However, the locus of control has a moderating effect on the teacher performance relationship. Personality dimensions influence teacher performance at SDN Gudeo 01 Dolopo Madiun. On the other hand, research by Jamil & Lie (2019) shows that intellectual and spiritual intelligence positively affect the internal locus of control and teacher performance, while emotional intelligence does not affect the internal locus of control and teacher performance. Meanwhile, Nilamartini et al. (2021) identified that spiritual intelligence has a large beneficial effect on teacher effectiveness, while intellectual intelligence has a significant negative effect, and emotional intelligence has a positive and significant effect on teacher performance.

Intellectual intelligence is not the only factor that affects teacher performance. Emotional, spiritual intelligence, and even personality dimensions such as locus of control can affect teacher performance. Therefore, developing teachers' human resources focus on developing intellectual, emotional, spiritual, and personality intelligence. In addition, research conducted by Abidin & Nisak (2017) and Anwar et al. (2022) showed that emotional intelligence positively and significantly affects the performance of the teacher. However, Intellectual intelligence has no bearing on teacher performance. Meanwhile, organizational commitment has a big and favourable impact on teacher performance. This study is similar to earlier studies that suggest that intellectual intelligence and spiritual intelligence have a favourable and significant effect on teacher performance, but emotional intelligence has no effect (Handriani & Subhan, 2020; Putra & Latrini, 2016; Sahara, 2014).

CONCLUSION

The impact of intelligence on teacher performance is currently being contested. According to several research, emotional intelligence has a substantial impact on instructors' performance. In contrast, other research indicates that intellectual and spiritual intelligence have a substantial influence on teacher performance. However, all studies show that factors like as locus of control, organizational commitment, and personality have a major impact on instructors' performance. Teachers in this setting must address all areas of intelligence, whether intellectual, emotional, or spiritual. In addition, teachers must consider elements such as locus of control and organizational commitment, which may affect their teaching performance. The professional aims of teachers are to improve and contribute to learning objectives by improving all aspects of intellect and other relevant traits. Otherwise, further research is needed to find other characteristics that influence teacher effectiveness in learning-teaching processes in order to successfully and efficiently attain educational goals.

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