



## Emotional Intelligence and Job Satisfaction in Special Education: Social Support as a Moderator

Dinda Khairunnisa<sup>1</sup>, Riva Nadia Putri<sup>2</sup>, Nur Hasmawalati

<sup>1</sup> Psychology Study Program, Faculty of Social Sciences and Humanities, Muhammadiyah Mahakarya Aceh University, 24252, Indonesia

<sup>2</sup> Psychology Study Program, Faculty of Psychology, Syedza Sainatika University, 25132, Indonesia

<sup>3</sup> Psychology Study Program, Faculty of Psychology, Muhammadiyah Aceh University, 23245, Indonesia  
✉correspondend\_author\_email: [dindaaa96@gmail.com](mailto:dindaaa96@gmail.com)

### Abstract

This study aims to analyze influence of emotional intelligence and social support on the job satisfaction of teachers in Special Schools (SLB). The analysis was conducted through three stages of construct validity testing and regression analysis. The results indicate an improvement in indicator validity across the stages, although some indicators remained weak and required elimination. Regression analysis showed that emotional intelligence had a strong and significant positive effect on teacher job satisfaction, with a path coefficient of 0.567 and a significance value of 0.000 ( $p < 0.05$ ). Meanwhile, social support initially showed no significant effect but was later found to be significant in the final hypothesis testing, with a significance value of 0.026 ( $p < 0.05$ ). The coefficient of determination ( $R^2 = 0.408$ ) indicates that both independent variables jointly explained 40.8% of the variance in job satisfaction, while the remaining variance was influenced by other factors outside the research model. These findings highlight the importance of internal factors, such as emotional intelligence, and external factors, such as social support, in enhancing teacher job satisfaction in special education. The study further emphasizes balance between personal capabilities and environmental support in shaping positive work attitudes and opens opportunities for future research.

Keywords: Emotional intelligence; job satisfaction; social support;

*Pysiche 165 Journal is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.*



### 1. Introduction

Teacher job satisfaction has long been a central topic in educational psychology due to its strong association with instructional quality, teacher retention, and the development of a healthy school climate (Burić & Moe, 2020). Teachers who experience high levels of job satisfaction are more likely to maintain strong motivation, demonstrate professional commitment, and foster positive interpersonal relationships with students as well as colleagues (Tropova et al., 2021). Conversely, low job satisfaction may contribute to increased occupational stress, absenteeism, and even intentions to leave the profession. (Benevene et al., 2020). In the context of special education settings, such as Sekolah Luar Biasa (SLB) in Indonesia, this issue becomes even more critical. Teachers in these schools not only engage in conventional teaching tasks but also design individualized interventions, manage diverse behavioral needs, and maintain intensive communication with parents and other professionals (Bettini et al., 2020).

The condition of SLB teachers in Indonesia, including those in Aceh, reflects a unique dynamic. On one hand, many teachers demonstrate strong enthusiasm and

commitment to improving the quality of special education services. On the other hand, they often face challenges such as limited facilities, administrative burdens, and compensation issues that are frequently perceived as disproportionate to the responsibilities they carry (Purbaningrum, 2022). These circumstances highlight the importance of understanding both psychological and social factors that may enhance their job satisfaction (Adisel & Gawdy, 2021).

One internal factor that has been widely examined in relation to job satisfaction is emotional intelligence (EI). Teachers with higher EI are better able to recognize and regulate their own emotions, understand the emotions of others, and build positive relationships with students and colleagues (Saif Ullah et al., 2021). These competencies make them more resilient in dealing with work-related stress, which in turn enhances job satisfaction. Studies by Susanto and Retnowati (2021) reported a positive correlation between EI and job satisfaction among high school teachers in Central Java. Similarly, Rahmawati and Arifin (2022) found that EI predicted job satisfaction among secondary school teachers in Yogyakarta through the mediating role of work engagement.

Beyond internal factors, external support also plays a crucial role in shaping job satisfaction. Social support from colleagues, school leaders, and the broader community serves as a protective buffer that helps teachers manage emotional demands. Dewi and Pratama (2022) found that social support significantly influenced job satisfaction among elementary school teachers in Bali, particularly in relation to administrative pressure and limited school resources. Another study by Hasanah and Yusuf (2023) on inclusive education teachers in West Java showed that both EI and social support contributed to job satisfaction; however, the study did not explicitly examine social support as a moderating variable.

Despite these findings, most previous studies have focused on direct relationships between variables (e.g., EI–job satisfaction or social support–job satisfaction) without fully exploring the moderating mechanism. "Theoretically, social support has the potential to strengthen the effect of EI on job satisfaction (Nikoogohtar & Ghorbani, 2021). While teachers with high EI may possess strong emotional management skills, inadequate social support can still put them at risk of emotional exhaustion (Elias & Noordin, 2022). Conversely, when sufficient social support is available, the positive impact of EI on job satisfaction is likely to be amplified. Such a moderating model remains underexplored, particularly among SLB teachers in Indonesia."

Empirically, research on job satisfaction among SLB teachers is still limited. Most studies have focused on teachers in general education settings, even though SLB teachers face distinct challenges related to emotional burdens and role complexity. For example, Marlina (2020) highlighted high levels of job stress among SLB teachers in North Sumatra, but did not examine emotional intelligence or social support as contributing factors. Similarly, Setiawan (2021) investigated the role of principal leadership in shaping job satisfaction among SLB teachers in East Java, yet did not incorporate psychological variables. These gaps indicate the need for further investigation.

Based on this review, the present study focuses on the role of emotional intelligence in predicting job satisfaction among SLB teachers, with social support examined as a moderating variable. The novelty of this research lies in two main aspects. First, theoretically, it enriches the existing literature by testing a moderation model that has rarely been explored in the context of SLB teachers. Second, from a practical standpoint, it offers relevant implications for developing school-based interventions, such as emotional intelligence training and peer-support enhancement, tailored to the specific needs of SLB teachers in Aceh particularly those at SLB Terpadu Kota Langsa and SLB Teladan Kota Langsa. Thus, this study is expected to contribute not

only to advancing theoretical discussions in educational psychology but also to improving teacher well-being and the overall quality of inclusive education in Indonesia.

## **2. Methods**

This study employed a quantitative research method with an explanatory research design, aiming to empirically examine the relationships among variables through statistical analysis. The variables analyzed consisted of emotional intelligence as the independent variable, job satisfaction as the dependent variable, and social support as the moderating variable. A quantitative approach was selected because it provides an objective description of the interrelationships among variables and allows for broader generalization of the research findings (Creswell & Creswell, 2022). Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM), which is known to be effective for examining latent variable models, particularly when indicators are relatively new or when the sample size is not large (Hair et al., 2021). To strengthen the analysis, regression techniques were also employed to comprehensively map the relationships among variables.

The research subjects consisted of 150 teachers from SLB Terpadu Kota Langsa and SLB Teladan Kota Langsa, two accredited special education institutions operating under the supervision of the Aceh Provincial Education Office. A saturated sampling technique was used, whereby all members of the population were included as respondents. This technique was chosen based on the consideration that the total number of teachers in both schools was manageable, allowing the entire population to be surveyed and thereby increasing the representativeness of the data collected.

"Data were gathered using a questionnaire with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Three primary instruments were used. First, job satisfaction was measured by adapting the Job Satisfaction Survey (JSS) developed by Spector (1997). Second, emotional intelligence was assessed based on the conceptual frameworks of Goleman (1995) and Salovey and Mayer (1997). These instruments were chosen for their strong theoretical validity and frequent application in previous educational research (Suleman et al., 2021). Third, social support was measured using the dimensions proposed by House (1981), encompassing emotional, informational, instrumental, and appraisal support, which remains a robust framework for assessing teacher well-being (Bakar et al., 2022).

The collected data were analyzed using PLS-SEM to examine validity, reliability, and the strength of relationships among latent variables in the research model. The analytical process began with evaluating the outer model to assess indicator validity, followed by evaluating the inner model to test relationships among latent constructs. Regression analysis served as a complementary technique to further identify the direction and strength of the relationships. Through this methodological approach, the study aims to provide a clear understanding of the role of emotional intelligence in predicting teacher job satisfaction and the function of social support as a moderating variable in this relationship.

### 3. Results and Discussions

The research findings reveal a rather complex dynamic regarding the influence of emotional intelligence and social support on teacher job satisfaction at SLB Terpadu Kota Langsa and SLB Teladan Kota Langsa.

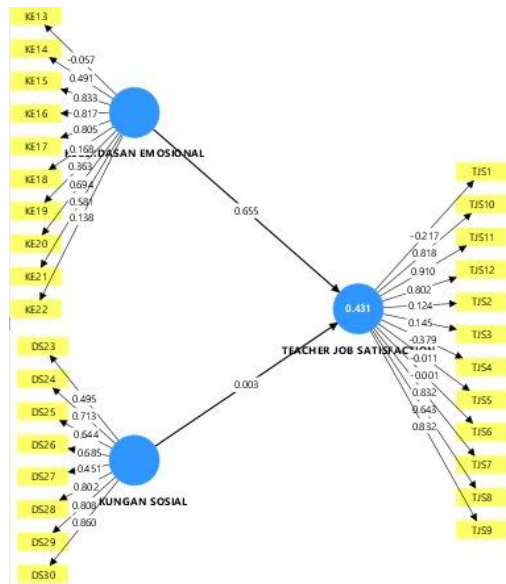


Figure 1. First-Round Validity Test

In the first-round validity testing stage, several indicators were found to have low outer loading values and were therefore not eligible to be retained. This issue appeared in the Emotional Intelligence variable (KE13, KE14, KE15, KE16, KE20, and KE21) as well as in the Social Support variable (DS23 and DS30). Meanwhile, some indicators of the Teacher Job Satisfaction variable (TJS4, TJS5, TJS6, and TJS7) met the validity criteria with values above 0.70, although other indicators still showed weaknesses.

The inner model analysis revealed that emotional intelligence had a moderately strong positive effect on teacher job satisfaction ( $\beta = 0.655$ ), whereas social support did not show a significant influence ( $\beta = 0.003$ ).

The  $R^2$  value of 0.431 indicates that the two independent variables collectively explain 43.1% of the variance in teacher job satisfaction.

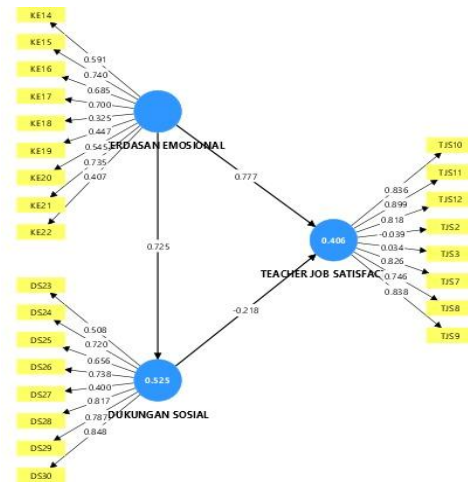


Figure 2. Second-Round Validity Test

In the second round, the quality of the research instrument showed noticeable improvement. Most indicators for emotional intelligence, social support, and teacher job satisfaction met the validity criteria, with outer loading values above 0.50. However, a few indicators still demonstrated weak validity, such as KE21 (0.407) and DS30 (0.484).

In terms of intervariable relationships, emotional intelligence continued to exhibit a significant positive influence on job satisfaction, whereas social support again showed no significant effect. These findings align with recent studies indicating that emotional intelligence plays a crucial role in enhancing teacher job satisfaction through better emotion regulation and interpersonal interactions. For example, Li, Cheng, and Liu (2024) found that emotional intelligence predicts teacher job satisfaction through naturally felt emotion and perceived closeness between teachers and students. Similarly, Saif Ullah et al. (2021) reported that dimensions of emotional intelligence such as self-appraisal of emotions and the use of emotions are positively correlated with job satisfaction among elementary school teachers.

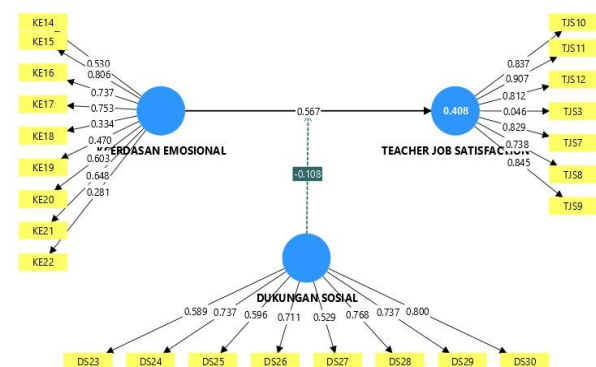


Figure 3. Validity and Regression Test

In the third round, both validity testing and regression analysis were conducted. The results indicate that most indicators of the emotional intelligence variable (such as KE.15, KE.16, KE.17, and KE.19) met the validity criteria with outer loading values above 0.60, although several others namely KE.18, KE.20, and KE.21 remained weak. For the social support variable, indicators DS24 through DS30 were generally valid, with the exception of DS23 and DS27, which were still at the lower threshold. Meanwhile, the job satisfaction variable appeared more stable, with strong indicators such as TJS9, TJS10, TJS11, and TJS12.

The structural regression analysis revealed that emotional intelligence had a significant positive influence on teacher job satisfaction ( $\beta = 0.567$ ;  $p < 0.05$ ). In contrast, social support showed a negative and nonsignificant effect ( $\beta = -0.108$ ). The  $R^2$  value of 0.408 indicates that 40.8% of the variance in teacher job satisfaction is explained by the two independent variables. These findings reinforce the view that internal factors such as emotional intelligence play a more dominant role than external factors like social support.

Previous studies consistently highlight emotional intelligence as a strong predictor of job satisfaction among educators. Recent research also supports this notion: emotional intelligence has been found to exert a direct effect on job satisfaction, while social support does not always demonstrate a direct impact and may instead operate through intermediary variables such as work climate, job stress, or job satisfaction as a mediator linking emotional intelligence to broader workplace well-being outcomes. For instance, the study “Emotional Intelligence and Social Support of Teachers: Exploring How Personal and Social Resources Are Associated with Job Satisfaction and Intentions to Quit Job” (2022) reported that emotional intelligence was positively associated with job satisfaction, yet the influence exerted through supervisor support was more substantial than that of colleague support.

Furthermore, the hypothesis testing results confirm that emotional intelligence has a significant effect on job satisfaction ( $p = 0.000 < 0.05$ ). This finding supports Sy et al. (2006), who stated that teachers with higher emotional intelligence are better equipped to manage job demands, leading to higher levels of job satisfaction. On the other hand, social support also shows a significant value ( $p = 0.026 < 0.05$ ), indicating that it likewise influences job satisfaction, although its direction of influence tends to be negative in this model.

This finding differs somewhat from several previous studies that generally reported a positive relationship between social support from colleagues and supervisors and job satisfaction. However, recent research by Wu et al. (2021) indicates that the effect of social support on job satisfaction may depend on the work context and the characteristics of the professional group. For example, social support received by teachers in special education schools is often general in nature and may not sufficiently address their specific professional needs, resulting in weaker positive associations with job satisfaction (Pugh et al., 2021). A similar pattern was observed in research on minority kindergarten teachers in China, which found that social support affected job satisfaction, but the mechanism operated through self-efficacy and work engagement, underscoring the importance of context and the type of support provided (Zhang et al., 2021).

Overall, the findings of this study highlight that emotional intelligence is a key factor in enhancing job satisfaction among special education teachers, whereas social support must be of higher relevance and quality to have a significant impact. Accordingly, practical recommendations include the need to strengthen emotional intelligence training for teachers (Zysberg & Kelmer, 2021), accompanied by efforts to improve the quality of social support that aligns with the professional demands of teachers in special education settings (Arogo & Mwangi, 2024).

#### 4. Conclusions

The findings of this study indicate that emotional intelligence and social support have a significant influence on job satisfaction among teachers in Special Needs Schools (SLB). These results confirm that a balance between personal competencies and social–environmental support is an essential factor in shaping teacher job satisfaction. Emotional intelligence was found to be the strongest predictor of job satisfaction, with a path coefficient of 0.567 ( $p < 0.05$ ), emphasizing the central role of teachers’ ability to recognize, understand, and regulate emotions adaptively in enhancing their workplace well-being.

These findings are consistent with recent research by Ofori et al. (2025), which demonstrated that emotional intelligence significantly enhances job

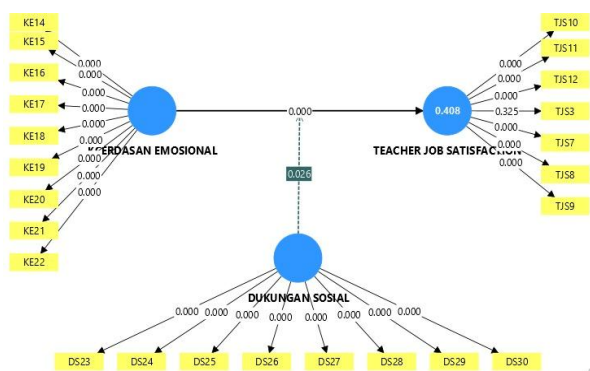


Figure 4. Hypothesis Testing

satisfaction and teacher performance in Ghanaian secondary schools. Similarly, Usmani et al. (2024) reported that emotional intelligence is a major predictor of job satisfaction in higher education institutions, reinforcing the notion that emotional regulation is a universal professional competency for educators. Within the SLB context, emotional intelligence becomes even more crucial, as teachers face heightened emotional demands and require exceptional patience when working with students with special needs (Nugroho & Aliviana, 2021). This capability allows teachers to maintain emotional stability while fostering an empathetic and supportive learning environment (Cejudo et al., 2022).

In addition to emotional intelligence, the results also show that social support has a significantly positive effect on job satisfaction, with a significance value of 0.026 in the final hypothesis testing stage. This indicates that although the influence of social support was not strong during earlier analyses, it remains an important factor in improving teacher well-being and motivation. Social support from colleagues, school principals, and family members provides teachers with a sense of appreciation and recognition, which strengthens their professional commitment (Edinger & Edinger, 2021). Findings from *Work Engagement among High School Teachers (2024)* affirm that social support enhances teacher engagement and acts as a protective factor against work-related stress. Thus, social support contributes not only emotional benefits but also serves as a psychological resource that reinforces teacher satisfaction and resilience.

These results align with Amsyari et al (2023), who found that emotional intelligence and the school environment collectively influence teacher job satisfaction. Social support, in this context, may be viewed as part of a conducive work environment that fosters feelings of safety and connectedness among school members. Recent studies published in *BMC Psychology (2025)* also show that perceived organizational support significantly affects teacher job satisfaction by enhancing self-efficacy and professional confidence. Effective social support, therefore, is not merely interpersonal but also structural encompassing organizational policies and cultures that promote teacher well-being.

The findings of this study enrich existing understandings of the importance of synergy between internal and external factors in shaping teacher job satisfaction. The research model, which explains 40.8% of the variance in job satisfaction, indicates that both factors contribute substantially, although other variables such as intrinsic motivation, workload, and organizational climate also play essential roles (Edinger & Edinger, 2021). These findings offer a theoretical basis for the argument that teacher well-being cannot be explained by a single dimension but

results from a dynamic interaction between personal capabilities and supportive social work contexts (Hasbay & Altunel, 2021).

In terms of novelty, this study provides empirical contributions in the context of special education in Indonesia, where studies examining the relationship between emotional intelligence, social support, and teacher job satisfaction remain limited. Another aspect of novelty lies in the shift in social support's significance from nonsignificant in earlier analyses to significant in the final hypothesis testing which highlights the contextual nature of variable relationships and the importance of measurement quality and construct clarity. The practical implications of these findings include the need for professional development programs that emphasize social-emotional skills training, psychological mentoring, and community-based support systems such as peer support groups or teacher communication forums.

With strong emotional competencies and adequate social support, SLB teachers will be better equipped to navigate the complex demands of their work with positivity, empathy, and resilience. For future research, a mixed-methods approach is recommended to explore teachers' subjective experiences more deeply, alongside the inclusion of additional variables such as intrinsic motivation and psychological well-being to develop a more comprehensive research model. The conclusion section summarizes the key findings, highlights the significance of the work, and provides a concise closure to the study. It should be succinct, avoid introducing new information, and reinforce the contributions of your research while pointing to future directions.

The findings of this study offer important implications for special education school administrators, education departments, and policymakers in the field of special needs education. Strengthening teachers' emotional intelligence should receive priority within professional development programs, including training in social-emotional skills, psychologically supportive supervision, and guidance in managing work-related stress. With stronger emotional competencies, teachers will be better equipped to handle the complex instructional demands in special schools, which require high levels of patience, empathy, and adaptability.

Although social support did not show a significant effect in this study, schools and educational communities should still design more targeted support systems such as peer support groups, teacher communication forums, and collaborations with parents to ensure that teachers' emotional and professional needs are met more effectively.

Future research is recommended to involve a larger and more diverse sample, including both public and private special education schools, to enhance the

generalizability of the findings. Additional variables that may influence teacher job satisfaction such as intrinsic motivation, workload, and organizational climate should also be considered to develop a more comprehensive model. Moreover, a mixed-methods approach may provide deeper insights into teachers' subjective experiences regarding the role of social support, enabling the identification of the most relevant and effective forms of support for enhancing their job satisfaction.

## References

- [1] Adisel, A., & Gawdy, A. (2021). The influence of work environment and work motivation on job satisfaction of special education teachers in Indonesia. *International Journal of Educational Management and Innovation*, 2(1), 101-114. <https://doi.org/10.12928/ijemi.v2i1.3145>
- [2] Amsyari, A., Radiana, U., & Aswandi, A. (2023). The influence of emotional intelligence and school environment on teacher job satisfaction at SMKN in Sub Rayon I, Sambas Regency. *JE.TL (Journal of Education, Teaching and Learning)*, 8(1), 89-99. <https://doi.org/10.26737/jetl.v8i1.3533>
- [3] Bakar, N. A., Mahmood, N. H., & Ismail, N. (2022). The impact of social support on job satisfaction through the lens of House's theory: A study in educational organizations. *International Journal of Academic Research in Business and Social Sciences*, 12(6), 450-465. <https://doi.org/10.6007/IJARBS/v12-i6/14102>
- [4] Benevene, P., Ittan, M. M., & Cortini, M. (2020). Self-esteem and psychological well-being as precursors of burnout among special education teachers. *International Journal of Environmental Research and Public Health*, 17(11), 4021. <https://doi.org/10.3390/ijerph17114021>
- [5] Bettini, E., Jones, N., Brownell, M., Conroy, M., Park, Y., Day, C., Benedict, A. (2020). Relationships between novices' social resources and workload manageability. *Exceptional Children*, 86(3), 332-351. doi:10.1177/0014402919893706
- [6] Burić, I., & Moe, E. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and Teacher Education*, 89, 103008. <https://doi.org/10.1016/j.tate.2019.103008>
- [7] Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Thousand Oaks, CA: Sage Publications. <https://doi.org/10.4135/9781071878781>
- [8] Cejudo, J., López-Delgado, M. L., Rubio, M. J., & Latorre, J. M. (2022). Emotional intelligence and teacher burn-out: The mediating role of resilience in special education teachers. *International Journal of Environmental Research and Public Health*, 19(13), 7794. <https://doi.org/10.3390/ijerph19137794>
- [9] Dewi, M., & Pratama, I. W. (2022). Social support and teacher job satisfaction in elementary schools: Evidence from Bali. *Jurnal Psikologi Pendidikan Indonesia*, 11(2), 145-157. <https://doi.org/10.21009/jppi.112.145>
- [10] Elias, S. M., & Noordin, F. (2022). Resilience and job satisfaction among special education teachers: The intervening role of social support. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 1435-1451. <https://doi.org/10.6007/IJARBS/v12-i1/12112>
- [11] Edinger, S. K., & Edinger, M. J. (2021). Better together: Understanding the relationship between collective efficacy and individual teacher self-efficacy on job satisfaction. *Educational Studies*, 47(1), 58-76. Link DOI: <https://doi.org/10.1080/03055698.2019.1646305>
- [11] Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Thousand Oaks, CA: Sage Publications. <https://doi.org/10.1007/978-3-030-80519-7>
- [12] Hasanah, R., & Yusuf, M. (2023). Emotional intelligence, social support, and job satisfaction among inclusive education teachers in West Java. *Journal of Educational Psychology Research*, 5(1), 33-47. <https://doi.org/10.24821/jepr.51.33>
- [13] Li, M., Cheng, R., & Liu, F. (2024). Teachers' emotional intelligence and job satisfaction: The mediating roles of expression of naturally felt emotion and perceived teacher-student closeness. *Psychology in the Schools*. Advance online publication. <https://doi.org/10.1002/pits.23307>
- [14] Marlina, T. (2020). Work stress and job satisfaction among special education teachers in North Sumatra. *Jurnal Psikologi*, 47(1), 77-89. <https://doi.org/10.22146/jpsi.471.77>
- [15] Mérida-López, S., Quintana-Orts, C., Hints, T., & Extremera, N. (2022). Emotional intelligence and social support of teachers: Exploring how personal and social resources are associated with job satisfaction and intentions to quit job. *Revista de Psicodidáctica (English E.d.)*, 27(2), 168-175. <https://doi.org/10.1016/j.psicoe.2022.02.001>
- [16] Nugroho, A. S., & Aliviana, S. (2021). Emotional intelligence and psychological well-being among special education teachers: The role of emotional regulation. *Journal of Special Education and Research*, 4(2), 85-94. <https://doi.org/10.23887/jser.v4i2.33401>
- [17] Nikoogohar, S., & Ghorbani, N. (2021). Emotional intelligence and job satisfaction: The moderating role of social support and emotional labor. *Journal of Psychological Research*, 3(2), 114-128.
- [18] Ofose Mardi, E., Kudzawu, N. F. K., Dantoh, J., Agyei, W. K., & Fuseinic, S. A. (2025). The role of emotional intelligence in enhancing job satisfaction and performance among high school teachers in Ghana. *Asian Journal of Education and Social Studies*, 51(4), 236-248. <https://doi.org/10.9734/ajess/2024/v51i41402>
- [19] Purbaningrum, E. (2022). Challenges and opportunities of special education teachers in Indonesia: A study on professional development and welfare. *Journal of Special Education and Rehabilitation*, 23(1), 45-60. <https://doi.org/10.19057/jser.2022.65>
- [20] Pugh, R., Blase, K., & Fixsen, D. (2021). The role of specialized social support in mitigating burnout and enhancing job satisfaction among special education teachers. *Journal of Special Education Management*, 34(2), 55-68. <https://doi.org/10.1016/j.jsped.2021.100432>
- [21] Rahmawati, D., & Arifin, Z. (2022). Emotional intelligence and job satisfaction: The mediating role of work engagement. *Indonesian Journal of Educational Psychology*, 12(3), 201-214. <https://doi.org/10.17509/ijep.123.201>
- [22] Saif Ullah, Salam, A., Ali, Z., Khan, U., & Ghaffar, A. (2021). Impact of Emotional Intelligence on Teacher Job Satisfaction in Primary Schools. *Elementary Education Online*, 20(1), 6519-6531 <https://doi.org/10.17051/ilkonline.2021.01.685>
- [23] Setiawan, A. (2021). Principal leadership and job satisfaction of special education teachers in East Java. *Jurnal Ilmiah Pendidikan Khusus*, 9(2), 55-68. <https://doi.org/10.15294/jipk.92.55>
- [24] Suleman, Q., Syed, M. A., Mahmood, Z., & Hussain, I. (2021). Exploring the relationship between emotional intelligence and job satisfaction among secondary school teachers. *Journal of Positive Psychology and Wellbeing*, 5(4), 1-19. <https://doi.org/10.5281/zenodo.5554316>

- [25] Susanto, H., & Retnowati, D. (2021). The role of emotional intelligence in predicting teacher job satisfaction. *Jurnal Psikologi Terapan*, 9(1), 21–34. <https://doi.org/10.25077/jpt.91.21>
- [26] Unveiling the factors shaping teacher job performance: Exploring the interplay of personality traits, perceived organizational support, self-efficacy, and job satisfaction. (2025). *BMC Psychology*, 13(1), 112–125. <https://doi.org/10.1186/s40359-024-02227-1>
- [27] Usmani, R., Khan, F. S., Siddiqui, M. A., Ali, M., Awasthi, R., & Tomar, D. S. (2024). Investigating the impact of emotional intelligence as a predictor of job satisfaction among teachers of higher education institutions. *Journal of Management World*, 4(4), 763–767. <https://doi.org/10.59231/edumania/9062>
- [28] Arogo, S. A., & Mwangi, J. K. (2024). Work engagement among high school teachers: The role of resilience and social support. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(3), 511–520. <https://doi.org/10.47772/IJRISS.2024.803038>
- [29] Wu, S., Zhou, S., Yu, X., Chen, W., Zheng, W., Huang, M., Zhang, H., Li, X., Fang, G., Zhao, X., & Zhang, K. (2020). Association between social support and job satisfaction among mainland Chinese ethnic minority kindergarten teachers: The mediation of self-efficacy and work engagement. *Frontiers in Psychology*, 11, 581397. <https://doi.org/10.3389/fpsyg.2020.581397>
- [30] Zhang, L., Yang, X., & Li, Y. (2021). The relationship between social support and job satisfaction among minority kindergarten teachers in China: The mediating roles of self-efficacy and work engagement. *Journal of Early Childhood Research*, 19(4), 450–464. <https://doi.org/10.1177/1476718X21996535>
- [31] Toropova, A., Myrberg, E., & Axelsson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705482>
- [32] Zysberg, L., & Kelmer, G. (2021). Emotional intelligence, education, and job satisfaction among special education teachers. *Journal of Education and Training*, 8(2), 11–23. <https://doi.org/10.1111/1471-3802.12502>