The Influence of Psychological Well-Being on Vocational Teacher Performance: The Mediating Role of Personality Traits and Work Commitment

Muhammad Nurtanto[1]*, Nur Kholifah[2], Lázaro Moreno Herrera[3], Mustofa Abi Hamid[5], Rihab Wit Daryono[4]

[1] Department of Vocational and Technology Education,
   Jakarta State University, East Jakarta City, 13220 Special Capital Region of Jakarta, INDONESIA

[2] Department of Vocational Studies,
   University of Yogyakarta State, Sleman, 55281 DI Yogyakarta, INDONESIA

[3] VETYL Vocational Education & Training/Yrkeskunnande och Lärande,
   Stockholm University, SE 10691 Stockholm, SWEDEN

[4] Department of Electrical Engineering Vocational Education,
   University of Sultan Ageng Tirtayasa, Serang City, 42124 Banten, INDONESIA

[5] Department of Vocational and Technology Education,
   University of Yogyakarta State, Sleman, 55281 DI Yogyakarta, INDONESIA

*Corresponding Author: muhammad.nurtanto@unj.ac.id
DOI: https://doi.org/10.30880/jtet.2025.17.02.015

Article Info

Abstract

Psychological well-being, personality traits, and work commitment in vocational teacher education are often overlooked, leading to stagnant performance and limited self-actualization among educators. This neglect hinders the development of students' vocational competencies. A survey of 1,297 vocational teachers from 52 schools across nine provinces in Indonesia was conducted using a structured questionnaire. The study used PLS-SEM analysis to validate a conceptual model of 34 constructs assessing Vocational Teacher Performance (VTP). Results show that while emotional intelligence does not significantly influence work commitment or career motivation concerning personality traits, personality traits and work commitment mediate the relationship between psychological well-being and VTP. These findings highlight the essential roles of psychological well-being, personality development, and work commitment in improving VTP. The study suggests prioritizing enhancements in teachers' psychological well-being, fostering positive personality traits, and strengthening work commitment to improve vocational education quality. Additionally, efforts to boost career motivation should consider individual personality characteristics and offer tailored support for skill development. Enhancing emotional intelligence and creating a supportive work environment can further strengthen work commitment and overall educational quality.

1. Introduction

In vocational education, the teacher's role extends beyond being an academic guide to also serving as a mentor who shapes students' character and practical skills (Daryono et al., 2023; Huo, 2023; Kholifah, 2021; Uemura &

Comini, 2022). Teachers are pivotal in developing quality human resources prepared to compete in the job market. Vocational Teacher Performance (VTP) is influenced by various factors, including emotional intelligence, career motivation, and psychological well-being (Huo, 2023; Zagkas et al., 2023). Among these factors, emotional intelligence has emerged as a key determinant of vocational teacher performance. The interaction between these factors forms the foundation for effective and sustainable performance among vocational teachers. A holistic approach to vocational teacher development is increasingly important, as it considers the influence of emotional intelligence on career motivation and psychological well-being, providing valuable insights into improving vocational teacher performance.

Emotional intelligence is crucial for vocational teachers, as it enables them to regulate their emotions effectively (Ahad et al., 2021; Algozhina et al., 2021). This includes managing stress, overcoming anxiety, and maintaining calm in challenging situations. Additionally, Amponsah *et al.* (2024) and Trad *et al.* (2021) revealed that emotional intelligence significantly enhances teachers' social abilities, such as interacting and communicating effectively with students, colleagues, and parents (Gilar-Corbi et al., 2018; Kaur et al., 2019). This encompasses building strong relationships, collaborating in teams, and resolving conflicts constructively. Career motivation is strongly influenced by job satisfaction, which is a key indicator of teachers' motivation (Kholifah et al., 2023; Siswanto et al., 2023). Teachers who are satisfied with their work are more motivated to develop and improve their performance. Achieving a work-life balance is essential for maintaining career motivation, as it helps teachers manage the demands of work and personal life effectively (Bartosiewicz et al., 2022; González Olivares et al., 2020; Oberhauser & Hertel, 2023). A healthy balance between these demands influences their overall motivation.

Psychological well-being is another critical factor in enhancing vocational teacher performance, both personally and professionally (Gao et al., 2023; Noh et al., 2021; Zagkas et al., 2023). Teachers who experience personal and professional growth in their careers tend to have higher psychological well-being, which is supported by opportunities to learn, develop, and achieve career goals. Rodriguez-Barboza *et al.,* (2023) also found that a sense of purpose significantly enhances psychological well-being. Teachers who find meaning and purpose in their work are more motivated and satisfied in their roles (González Olivares et al., 2020; Polat et al., 2023). Personality traits (PT) also play a significant role in VTP, particularly in terms of openness to new experiences (Dhillon & Kaur, 2023; Huang et al., 2023). Teachers who are open to new concepts, ideas, and technologies are better equipped to adopt industry developments and impart them to students. Mohammadpour & Maroofi (2023) noted that PT is further enhanced by effective counseling and mentoring skills. Teachers who can provide valuable guidance in career planning help students align their interests and skills with suitable career paths.

To strengthen school teachers' commitment, it is essential to focus on renewing industrial knowledge and fostering collaboration within work teams. Updating industry knowledge keeps teachers aligned with the latest industry developments through seminars and training courses. Research by Puruwita *et al.* (2022) and Wahyuni *et al.* (2020) showed that collaboration and teamwork significantly enhance teacher commitment. Teachers' involvement in continuous evaluation and improvement processes, including teaching method assessments and participation in school quality programs, is crucial (Almufarreh et al., 2023; Soria-García & Martínez-Lorente, 2020). Participation in extracurricular activities further demonstrates teachers' commitment to holistic student education, helping develop additional skills beyond the core curriculum. Career motivation is a critical factor in teacher professional development (Li et al., 2023). This research helps identify key factors influencing career motivation and suggests strategies to improve psychological well-being, teaching quality, and engagement in professional development. By understanding how personality traits influence work commitment and vocational teacher performance, more targeted and effective professional development strategies can be developed, including leadership training, interpersonal skills development, and coaching programs specifically designed for vocational education.

Vocational teachers play a vital role in preparing students for the workforce or further education (Hermanto & Srimulyani, 2022; Kholifah, Nurtanto, Mutohhari, et al., 2025; Mahfud et al., 2022). Understanding the impact of personality traits on work commitment and performance is essential for enhancing the vocational education system's effectiveness, ultimately improving the quality of teaching and learning in vocational high schools. By exploring the relationships between career motivation, psychological well-being, personality traits, and teacher work commitment, this research can lead to more effective teacher development programs that enhance both education quality and student welfare. This article aims to deepen our understanding of the complex interactions between these psychological factors and vocational teacher performance, considering the mediating roles of personality traits and work commitment. It is hoped that this research will make a significant contribution to developing more effective and sustainable pedagogy in vocational education.

1.1 The Influence of Emotional Intelligance (EI) on Psychological Well- Being (PW), Personality Traits (PT), and Work Commitment (WC)

The urgency of researching the influence of Emotional Intelligence (EI) on Psychological Well-being (PW), Personality Traits (PT), and Work Commitment (WC) in teachers is critical, as these factors are directly related to the quality of education and teacher welfare. Teachers' psychological well-being significantly affects the quality of their teaching and interactions with students (Algozhina et al., 2021; Chen et al., 2024). Research on the relationship between EI and teachers' psychological well-being can provide valuable insights into how emotion management skills influence their levels of satisfaction, stress, and mental calmness (Amponsah et al., 2024; Trad et al., 2021). Personality traits, such as intelligence, openness to new experiences, and conscientiousness, play a crucial role in the quality of teaching and interpersonal relationships with students and colleagues. Research on how EI influences teachers' personality traits can assist in developing qualities that support success in educational settings (Gilar-Corbi et al., 2018; Wahyuni et al., 2020). Work commitment is another key factor that reflects teachers' dedication, engagement, and the overall quality of their teaching. Understanding the relationship between EI and teacher work commitment can offer insights into how enhancing EI can increase engagement and productivity in the classroom. Based on the continuity between the concepts and the findings of previous research, the following hypothesis is formulated:

H-DIR$_{1-3}$: *Emotional intelligence has a positive impact on psychological well-being, personality traits, and work commitment.*

1.2 The Influence of Career Motivation on Psychological Well-Being, Personality Traits, and Work Commitment

The urgency of researching the influence of career motivation on psychological well-being, personality traits, and work commitment in teachers is critical for their professional development and welfare. Teachers' psychological well-being directly affects the quality of their teaching and their interactions with students. Research on the relationship between career motivation and psychological well-being can provide valuable insights into how career motivation impacts teachers' satisfaction, motivation, and emotional balance (Ahad et al., 2021; Huang et al., 2023). Career motivation also plays a significant role in shaping and enhancing teachers' personality traits. Studies on this influence can help us understand how career motivation fosters characteristics such as persistence, self-confidence, and openness to new experiences (Rodriguez-Barboza et al., 2023). Furthermore, work commitment is crucial for teaching quality and performance. Research on how career motivation relates to work commitment can offer deeper insights into how the drive to achieve career goals enhances teachers' engagement, dedication, and overall teaching quality. Based on the continuity between the concept and previous research findings, the following hypothesis is formulated:

H-DIR$_{4-6}$: *Career motivation has a positive impact on psychological well-being, personality traits, and work commitment.*

1.3 The Influence of Psychological Well-Being on Personality Traits, Work Commitment and Vocational Teacher Performance

The psychological well-being of vocational teachers is crucial in determining the quality of their teaching and interactions with students. Research on the relationship between psychological well-being and teacher performance can offer valuable insights into how satisfaction, motivation, and emotional calmness influence teaching quality and educational effectiveness in vocational high schools (Amponsah et al., 2024). Psychological well-being also impacts the development and enhancement of vocational teachers' personality traits. Studies on this influence can help us understand how psychological well-being shapes personality characteristics (Brandt et al., 2021; Gao et al., 2023). Additionally, teachers' work commitment and dedication significantly affect the quality of education and student outcomes. Research on the relationship between psychological well-being and work commitment can explore how psychological well-being influences teachers' involvement, dedication, and teaching quality in vocational education settings. Based on the continuity between the concept and previous research findings, the following hypothesis is formulated:

H-DIR$_{7-9}$: *Psychological well-being has a positive impact on personality traits, work commitment, and vocational teacher performance.*

1.4 The Influence of Personality Traits and Work Commitment on Vocational Teacher Performance

Personality traits play a crucial role in shaping individual behavior and responses to the work environment. Research on the relationship between personality traits and vocational teacher performance can offer deeper insights into how characteristics such as leadership, motivation, and collaboration influence the quality of teaching and learning in vocational education settings (Afdal et al., 2023). Positive traits like commitment, persistence, and integrity can enhance teachers' engagement and dedication to their work. Research on the influence of personality traits on vocational teachers' work commitment can help identify factors that impact

their involvement and motivation in delivering the curriculum and supporting student progress. Based on the continuity between the concept and previous research findings, the following hypothesis is formulated:

H-DIR$_{10-12}$: *Personality traits and work commitment have a positive impact on vocational teacher performance.*

1.5 The Mediating Role of Psychological Well-Being, Personality Traits, and Work Commitment on Vocational School Teacher Performance

By understanding the mediating roles of Psychological Well-Being, Personality Traits, and Work Commitment, we can identify the key factors that most influence teacher performance (Dhillon & Kaur, 2023; Macovei et al., 2023). This understanding enables the development of more targeted and effective intervention strategies to enhance classroom performance. Teachers with good psychological well-being, supportive personality traits, and a high level of work commitment tend to perform better in the classroom (Puruwita et al., 2022). Therefore, this research can contribute to improving the quality of teaching and learning in schools, ultimately benefiting student progress. Based on the continuity between the concept and previous research findings, the following hypothesis is formulated:

H-IND$_{1-13}$: *Psychological well-being, personality traits, and work commitment mediate the positive impact on vocational school teacher performance.*

2. Method

2.1 Research Design

This research is a type of quantitative research using a survey research design with a questionnaire as the instrument (Lin et al., 2020). Research design with an explanatory and correlational approach to investigate the relationship between independent (emotional intelligence, career motivation, and psychological well-being), mediating (personality traits and work commitment), and dependent variables. Furthermore, the dependent variable of this research is to measure the success of vocational teacher performance.

2.2 Participants

The research method used was a survey of a sample of 1,297 vocational school teachers from six areas of expertise including Civil Engineering (245; 18.89%), Architectural Engineering (230; 17.73%), Electrical Engineering (178; 13.72%), Mechanical Engineering (194; 14.88%), Automotive Engineering (247; 19.04%), and Informatics Engineering (204; 15.73%). The research was conducted in 52 vocational schools consisting of state (n=28; 53,846%) and private (n=24; 46,154%). Research data collection was carried out in nine provinces in Indonesia, namely Sumatra (123; 9.483%), Aceh (108; 8.327%), Kalimantan (113; 8.712%), Banten (127; 9.792%), DKI Jakarta (151; 11.642%), Java (280; 21.588%), Special Region of Yogyakarta (147; 11.334%), Bali (135; 10.409%), Sulawesi (113; 8.712%). The sample selection in this study used a random sampling method, namely vocational teachers in state and private schools. The socio-demographic characteristics of the surveyed students are shown in Table 1.

Table 1 *Socio-demographic characteristics of research respondents*

Characteristics		Total	Percentage	Characteristics		Total	Percentage
Gender	Man	848	65.382%	Expertise	Civil Eng.	245	18.890%
	Woman	449	34.618%		Architectural Eng.	230	17.733%
Level of Education	Bachelor	925	71.318%		Electrical Eng.	178	13.724%
	Masters	276	21.280%		Mechanical Eng.	193	14.880%
	Doctor	96	7.402%		Automotive Eng.	247	19.044%
Length of employment	≤5 years	241	18.581%		Informatics Eng.	204	15.729%
	>5-10 years	303	23.362%	Age	≤30 years	322	24.827%
	>10-15 years	293	22.591%		>30-40 years	376	28.990%
	>15-20 years	274	21.126%		>40-50 years	334	25.752%
	>21 years	186	14.341%		>50 years	265	20.432%

2.3 Instruments

The research variables were developed based on the constructs of the Theory of Planned Behavior (TPB), which include attitude, subjective norm, perceived behavioral control, behavioral intention, and behavior, with a focus on understanding teacher behavior in vocational education. The resulting new constructs encompass emotional intelligence, career motivation, psychological well-being, and personality traits (de Ceballos & Carvalho, 2021). Emotional intelligence influences teachers' attitudes toward their tasks, while career motivation is shaped by social norms within the work environment. Psychological well-being enhances teachers' perceived control over their tasks, which, in turn, strengthens their intention to behave according to professional standards. Personality traits then play a crucial role in translating these intentions into actual behavior. This framework is significant as it facilitates the development of more holistic and effective interventions to enhance teacher performance in vocational education. Furthermore, this research added work commitment as an intervening variable that was developed based on the role of the mediator. The development of a field test instrument consisting of 43 constructs for measuring VTP success. Data collection was carried out using a survey method via Google Forms. The measurement uses a 5-point Likert scale measurement, namely from 1 = disagree, to 5 = strongly agree. Research instrument variables are shown in Table 2.

Table 2 *The construct of the research variables*

No	Variables	Indicators	Constructs	References
1	Emotional	Self-regulation	EI1	(Algozhina et al., 2021;
2	Intelligence	Self-awareness	EI2	Amponsah et al., 2024;
3	(EI)	Empathy	EI3	Chen et al., 2024)
4		Social skills	EI4	
5		Handling Challenges	EI5	
6		Cultural Sensitivity	EI6	
7		Building Positive Relationships	EI7	
8		Emotional support	EI8	
9	Career	Passion for Education	CM1	(Holincheck & Galanti,
10	Motivation	Alignment with Personal Skills	CM2	2023; Huo, 2023; Li et al.,
11	(CM)	Impact on Students' Futures	CM3	2023)
12		Commitment to Lifelong Learning	CM4	
13		Commitment to Student Success	CM5	
14		Intrinsic Fulfillment	CM6	
15		Recognition and Support	CM7	
16	Psychological	Professional Growth	PW1	(Gao et al., 2023;
17	Well-being	Work-Life Balance	PW2	Rodriguez-Barboza et al.,
18	(PW)	Sense of Accomplishment	PW3	2023)
19		Resilience	PW4	
20		Supportive Environment	PW5	
21		Emotional Regulation	PW6	
22	Personality	Adaptability	PT1	(Afdal et al., 2023; Dhillon
23	Traits	Passion for Learning	PT2	& Kaur, 2023; Macovei et
24	(PT)	Communication Skills	PT3	al., 2023; Mohammadpour
25		Organization	PT4	& Maroofi, 2023)
26		Creativity	PT5	
27		Collaboration	PT6	
28		Problem-Solving Skills	PT7	
29	Work	Participation in School	WC1	(Cayupe et al., 2023;
30	Commitment	Professional Development	WC2	Suryaman et al., 2024;
31	(WC)	Fulfillment of Additional Duties	WC3	Yolanda & Said, 2022)
32		Acceptance of the Challenge	WC4	
33		Student Development	WC5	
34		Continuity in the Profession	WC6	

No	Variables	Indicators	Constructs	References
35	Vocational Teacher Performance (VTP)	Content Knowledge	VTP1	(Arifin, 2020; Hermanto & Srimulyani, 2022; Siswanto et al., 2023; Wahyuni et al., 2020)
36		Classroom Management	VTP2	
37		Student Engagement	VTP3	
38		Student Outcomes	VTP4	
39		Assessment Practices	VTP5	
40		Technical Proficiency	VTP6	
41	Vocational Teacher Performance (VTP)	Professional Development	VTP7	
42		Instructional Planning	VTP8	
43		Industry Collaboration	VTP9	

2.4 Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique (Hair et al., 2019). The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor >0.70, VIF (<0.50), and the reflective construct AVE >0.50. Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70. The goodness of fit model testing stage aims to test the predictive power and feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output. Model Fit is to see whether the model and data are suitable for testing the influence of variables. The conditions are SRMR <0.10, NFI >0.50, and rms Theta <0,120. The inner model testing stage is to test the significance of the direct (H-DIR$_{1-12}$) and indirect effects (the mediating role of H-IND$_{1-13}$).

3. Results

3.1 Evaluation of Measurement Models

The measurement model evaluation is crucial to ensure that the indicators used to measure latent constructs or variables align with the research objectives and exhibit good quality. By analyzing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which ones should be discarded (Bollen, 2011; Hanifah, 2020; Levy, 2017). Based on the results of the Loading Factor measurement in the SmartPLS output, originally consisting of 43 constructs, 9 constructs with variables less than (FL = >0.70) were eliminated.

According to the coefficient loading factor values in Table 3, the statement items most dominant in measuring the characteristics of teacher personality are the learning creativity construct at 0.918 (PT4). This implies that the collaboration construct can measure personality traits by 91.80%. Meanwhile, the weakest item is the collaboration and partnership construct at 0.783 (VTP4 or 78.30%). The Average Extracted Variance (AVE) values for each variable are all >0.50 (0.704 for VTP up to 0.779 for EI). In the second model testing, all constructs have factor loadings greater than 0.70. Thus, 34 out of 43 constructs measuring VTP meet the requirements for convergent validity.

Table 3 *Outer model: convergent validity and reliability*

No	Variable	Constructs	Conver Validity		Consistency Reliability			Inner VIF (<5)
			FL (λ>0.70)	AVE (>0.50)	CA (α>0.70)	rho_A (φ>0.70)	CR (δ>0.70)	
1		EI1	0.898					3.699
2		EI2	0.850					2.589
3	Emotional	EI3	0.881					3.370
4	Intelligence (EI)	EI4	0.899	0.789	0.946	0.947	0.957	3.830
5		EI5	0.900					3.864
6		EI6	0.900					3.893
7		CM1	0.836					2.677
8		CM2	0.880					2.862
9	Career Motivation	CM3	0.845					2.616
10	(CM)	CM4	0.784	0.707	0.921	0.963	0.935	3.173
11		CM5	0.852					4.288
12		CM6	0.844					2.812
13		PW1	0.870					2.781
14		PW2	0.835					2.419
15	Psychological Well-being (PW)	PW3	0.867	0.729	0.907	0.908	0.931	2.665
16		PW4	0.857					2.584
17		PW5	0.839					2.413
18		PT1	0.907					3.568
19		PT2	0.832					2.317
20	Personality Traits (PT)	PT3	0.897	0.781	0.930	0.934	0.947	3.417
21		PT4	0.918					4.109
22		PT5	0.864					2.628
23		WC1	0.852					2.787
24		WC2	0.820					2.545
25	Work Commitment (WC)	WC3	0.838	0.706	0.896	0.900	0.923	2.385
26		WC4	0.871					2.730
27		WC5	0.818					2.159
28		VTP1	0.809					2.301
29		VTP2	0.856					2.828
30		VTP3	0.838					2.984
31	Vocational Teacher Performance (VTP)	VTP4	0.783	0.704	0.930	0.932	0.943	2.395
32		VTP5	0.855					3.178
33		VTP6	0.869					3.369
34		VTP7	0.861					2.966

The SmartPLS output in the Table 3 shows that all variables have CA values (0,896-WC to 0,946-EI) rho_A (0,900-WC to 0,963-CM) and CR (0,923-WC to 0,957-EI). Thus, it can be concluded that the internal consistency of the instrument's reliability in 3 aspects has a value of >0.70. VIF (Variance Inflation Factor) in the context of PLS-SEM is used to identify multicollinearity between variables in the model. Multicollinearity occurs when two or more independent variables in the model have a high correlation with each other. This can obscure the results of the analysis and make the coefficient estimates unstable. VIF measurements obtained values of 2.159 (WC5) to 4.288 (CM5). The results of the analysis show that there is no significant multicollinearity between the research variables. Based on Table 4, the correlation value of emotional intelligence (EI) → EI has a value of 0.888, which is greater than the correlation value of EI with other variables (CM → 0.235; PW → 0.636; PT → 0.586, WC → 0.592, and VTP → 0.525). Thus, so on for an assessment of correlation with other variables. The PLS-Algorithm test results in Table 4 reveal that the HTMT value in all dimensions has a value of <0.90 (0.191 to 0.775).

Table 4 *Discriminant validity: The Fornell Larcker & HTMT*

Variables	Fornell-Larcker (ˇ) & HTMT (^;<0.90)					
	(1)	(2)	(3)	(4)	(5)	(6)
Emotional Intelligence (EI)	**0.888ˇ**					
Career Motivation (CM)	0.235ˇ	**0.841ˇ**				
	0.242^					
Psychological Well-being (PW)	0.636ˇ	0.243ˇ	**0.854ˇ**			
	0.686^	0.239^				
Personality Traits (PT)	0.586ˇ	0.205ˇ	0.706ˇ	**0.884ˇ**		
	0.622^	0.191^	0.766^			
Work Commitment (WC)	0.592ˇ	0.286ˇ	0.782ˇ	0.656ˇ	**0.840ˇ**	
	0.640^	0.293^	0.775^	0.714^		
Vocational Teacher Performance (VTP)	0.525ˇ	0.329ˇ	0.710ˇ	0.595ˇ	0.659ˇ	**0.839ˇ**
	0.561^	0.330^	0.770^	0.636^	0.719^	

3.2 Evaluation of Structural Model

Based on the Table 5, the R^2 coefficient on the vocational teacher performance variable obtained a value of 0.525. This can be interpreted as emotional intelligence, career motivation, psychological Well-being, personality traits, and work commitment influencing the VTP variable by 52.50% and the remaining 47.50% is influenced by other variables outside the research model. So, the output effect size shows that the most dominant variable in influencing VTP is psychological well-being (f^2 = 0.093) in the small category and the weakest variable is work commitment (f^2 = 0.007) in the small category. The results of calculating the predictive relevance of Q^2 obtained values of 0.553 to 0.698 (communality) and 0.299 to 0.549 (redundancy). So, the model in measuring teacher professional competency as a whole can explain the model analysis by 55.30% to 69.80% of the phenomenon studied. The results of both procedures indicate that teacher professional competence has strong predictive power.

Table 5 *Measurement of structural model: R^2, f^2, and Q^2*

Variables	R Square		f square				Construct Cross-Validated (Q^2)				
							SSO	Redundancy		Communality	
	Value	Decision	(3)	(4)	(5)	(6)		SSE	Q^2	SSE	Q^2
EI	-	-	0.604	0.065	0.003	-	7.782	7.782	-	2.350	0.698
CM	-	-	0.016	0.000	0.022	-	7.782	7.782	-	3.231	0.585
PW	0.414	Moderate	-	0.388	1.278	0.093	6.485	4.548	0.299	2.686	0.586
PT	0.530	Moderate	-	-	0.006	0.033	6.485	3.828	0.410	2.178	0.664
WC	0.785	Substantial	-	-	-	0.007	6.485	2.926	0.549	2.899	0.553
VTP	0.525	Moderate	-	-	-	-	9.079	5.750	0.367	3.605	0.603

R^2 (0.190 weak; 0.333 moderate; and 0.670 substantial); f^2 (0.02 small; 0.15 medium**; and 0.35 large***); Q^2 (1-SSE/SSO) = >0.35 is strong predictive*

The model's structure is considered to have a good fit if it satisfies the following criteria: SRMR should be <0.080, NFI should be >0.50, and RMS Theta should be less than 0.120. SRMR indicates the extent of discrepancy between the tested data and the model. In this case, the indicators and constructs are deemed suitable for the tested model since the SRMR value is 0.058, which is below the threshold of 0.080. The NFI value reflects an overall model suitability level of 84.80% according to the PLS algorithm output, surpassing the threshold of 0.500 (0.848 > 0.50). However, the RMS Theta value slightly exceeds the threshold with an output of 0.126, indicating a marginal fit for assessing the success of vocational teacher performance. Consequently, all constructs and indicators representing factors and dimensions of successful VTP have met the model fit criteria (see Table 6).

Table 6 *Model fit index*

Fit Summary	Cut-off Point	Saturated Model	Estimated Model	Evaluation
SRMR	<0.08	0.058	0.063	Good Fit
d_ULS	<5.00	1.989	2.337	Good Fit
d_G	<5.00	0.830	0.840	Good Fit
Chi-Square	-	6.235.003	6.294.316	Good Fit
NFI	≥0.50	0.848	0.847	Good Fit
rms Theta	≤0.12	0.126	-	Marginal Fit

3.3   Measurement of Direct Effects
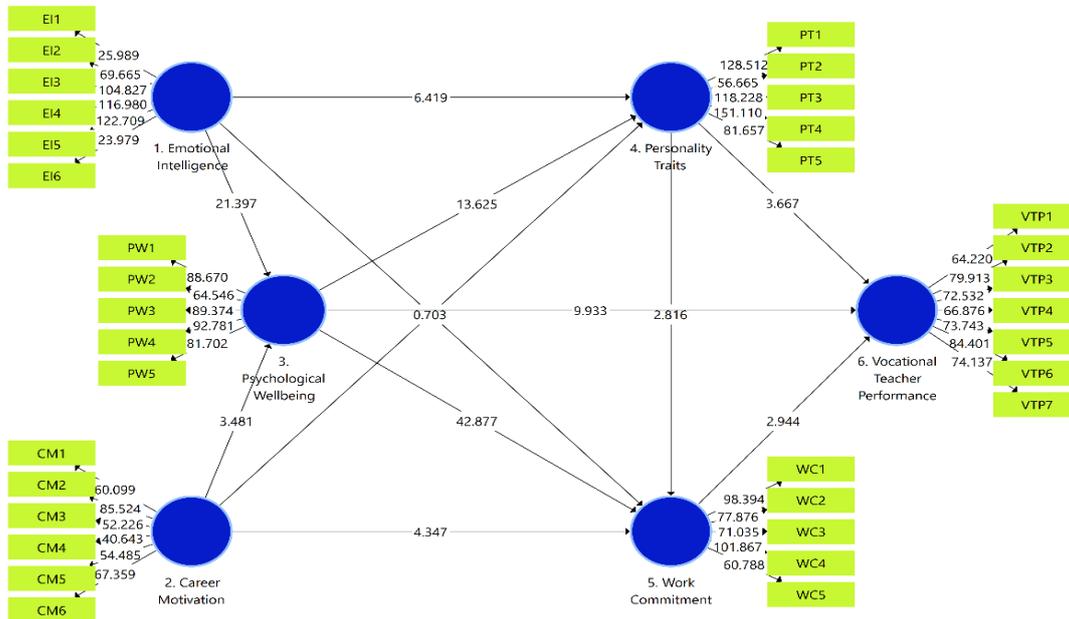
Fig. 1 *Evaluation of the direct effects*

A hypothesis can be accepted with significant criteria if the T-$_{statistic}$ value is >1.96. Meanwhile, the hypothesis can be accepted with positive or negative influence if the β-$_{values}$ coefficient value shows the direction of positive or negative influence (see **Fig. 1**). Based on the **Table 7**, hypothesis H-DIR$_3$ (emotional intelligence-EI → work commitment-WC) obtains β-$_{values}$ = 0.032 and P-$_{values}$ = 0.083 (>0.05). This shows that the emotional intelligence variable has a positive effect, but it is not significant for work commitment. This can be interpreted as meaning that when the EI variable increases, the work commitment variable will also increase, but not significantly. In hypothesis H-DIR$_4$ (career motivation-CM → psychological well-being-PW) the β-$_{values}$ = 0.100 and P-$_{values}$ = 0.001 (<0.05). This shows that career motivation has a positive and significant effect on psychological well-being. This can be interpreted as meaning that when the career motivation variable increases, the psychological well-being variable will also increase and vice versa.

Table 7 *Results of direct effects*

Hip.	Path Analysis	β-values (+/-)	SDV	T-Statistics (>1.96)	P-Values (<0,05)	Decision
H-DIR$_1$	Emotional Intelligence → Psychological Well-being	0.612	0.029	21.397	0.000	Accepted
H-DIR$_2$	Emotional Intelligence → Personality Traits	0.227	0.035	6.419	0.000	Accepted
H-DIR$_3$	Emotional Intelligence → Work Commitment	0.032	0.018	1.739	0.083	Rejected
H-DIR$_4$	Career Motivation → Psychological Well-being	0.100	0.029	3.481	0.001	Accepted
H-DIR$_5$	Career Motivation → Personality Traits	0.016	0.023	0.703	0.483	Rejected
H-DIR$_6$	Career Motivation → Work Commitment	0.071	0.016	4.347	0.000	Accepted
H-DIR$_7$	Psychological Well-being → Personality Traits	0.558	0.041	13.625	0.000	Accepted
H-DIR$_8$	Psychological Well-being → Work Commitment	0.807	0.019	42.877	0.000	Accepted
H-DIR$_9$	Psychological Well-being → Vocational Teacher Performance	0.478	0.048	9.933	0.000	Accepted
H-DIR$_{10}$	Personality Traits → Work Commitment	0.053	0.019	2.816	0.005	Accepted
H-DIR$_{11}$	Personality Traits → Vocational Teacher Performance	0.178	0.049	3.667	0.000	Accepted
H-DIR$_{12}$	Work Commitment → Vocational Teacher Performance	0.121	0.041	2.944	0.003	Accepted

3.4 The Mediating Role of Psychological Well-being, Personality Traits, and Work Commitment on Vocational School Teacher Performance

In the H-IND$_3$ hypothesis, β-values = 0.494, T-statistics = 18.560 (>1.96) and ρ-values = 0.000 (<0.05) (see **Table 8**). This shows that the Emotional Intelligence variable indirectly has a positive and significant influence on work commitment through mediation from the psychological well-being variable. The β-value of 0.494 means that the indirect influence on EI through PW on WC has an impact of 49.40%. Furthermore, the H-IND$_5$ hypothesis obtained β-values = 0.012 and ρ-values = 0.009 (<0.05). This means that PT's mediation role has a positive and significant impact on the influence of EI on WC. In the hypothesis, H-DIR$_3$ has a direct influence on EI on WC of 3.2%. This means that the role of the PW mediator increases by 46.20% of the direct influence. So, to increase EI, encouragement from PW is needed for WC. So, PW and PT as mediators provide a full mediation role on the influence of EI on WC.

Table 8 *Results of indirect effects*

Hip.	Path Analysis	β-values (+/-)	SDV	T-Statistics (>1.96)	P-Values (<0,05)	Decision	Mediating Role
H-IND$_1$	EI → PW → PT	0.342	0.021	11.618	0.000	Accepted	Partial Mediation
H-IND$_2$	EI → PW → PT → WC → VTP	0.002	0.003	1.818	0.070	Rejected	No Mediation
H-IND$_3$	EI → PW → WC	0.494	0.033	18.560	0.000	Accepted	Full Mediation
H-IND$_4$	EI → PW → VTP	0.292	0.005	8.621	0.000	Accepted	Full Mediation
H-IND$_5$	EI → PT → WC	0.012	0.018	2.604	0.009	Accepted	Full Mediation
H-IND$_6$	EI → PT → WC → VTP	0.001	0.002	1.836	0.067	Rejected	No Mediation
H-IND$_7$	CM → PW → PT	0.056	0.029	3.393	0.001	Accepted	Full Mediation
H-IND$_8$	CM → PW → WC → VTP	0.000	0.016	1.561	0.119	Rejected	No Mediation
H-IND$_9$	CM → PW → WC	0.080	0.026	3.541	0.000	Accepted	Partial Mediation
H-IND$_{10}$	CM → PW → VTP	0.048	0.023	3.370	0.001	Accepted	Full Mediation
H-IND$_{11}$	CM → PT → WC → VTP	0.000	0.005	0.556	0.578	Rejected	No Mediation
H-IND$_{12}$	PW → PT → WC → VTP	0.004	0.001	1.807	0.071	Rejected	No Mediation
H-IND$_{13}$	PT → WC → VTP	0.006	0.005	1.906	0.057	Rejected	No Mediation

4. Discussion

The results of this research reveal that emotional intelligence (EI) is strongly measured by indicators of the ability to manage conflict. Specifically, this research indicates that teachers need the ability to identify, manage, and constructively resolve conflicts. Teachers who can communicate effectively, listen with empathy, and find mutually beneficial solutions can significantly reduce the negative impact of conflict within the classroom

environment (Algozhina et al., 2021; Chen et al., 2024). This finding aligns with Amponsah *et al.* (2024), who suggested that indicators measuring EI could be enhanced through intrinsic motivation. It is crucial for vocational teachers to possess the ability to motivate themselves and others while maintaining clear and directed goals (Trad et al., 2021). Teachers with high intrinsic motivation tend to exhibit greater enthusiasm and dedication in their work.

Furthermore, this research emphasizes that EI is particularly dominant in measuring empathy indicators. Empathy is essential for teachers to understand and resonate with students' emotions (Gilar-Corbi et al., 2018). This is consistent with Berkovich & Eyal (2017), who noted that empathy involves the ability to adopt others' perspectives, listen with empathy, and respond with a clear understanding. However, this research diverges from Gilar-Corbi *et al.* (2018), which suggested that self-awareness does not significantly increase emotional intelligence. In contrast, our findings propose that teachers are expected to understand their own emotions and their reactions to specific situations. Teachers with high self-awareness can recognize their emotions and how these emotions influence interactions with students and colleagues (Chen et al., 2024).

This research also reveals that career motivation is strongly measured by indicators of improving student performance. Career motivation drives teachers to achieve positive outcomes in student learning, such as better test results, higher graduation rates, or success in academic or vocational competitions. This finding is consistent with Bennett & Chong (2018), who reported that career motivation is significantly influenced by consistency and dedication. Teachers play a crucial role in consistently fulfilling their duties, including lesson preparation and providing feedback to students (Huo, 2023). Moreover, teachers' collaboration with colleagues strongly correlates with higher career motivation (Li et al., 2023). Furthermore, this research underlines the importance of professional development in boosting career motivation. This finding aligns with Uemura & Comini (2022), who highlighted that the drive to engage in self-development activities, such as attending training sessions and conferences, is essential for improving skills and knowledge in education. Additionally, vocational teachers' motivation to engage in educational innovation and change is crucial. These findings are consistent with Holincheck & Galanti (2023), who noted that career-motivated teachers are more likely to seek new ways to enhance student learning experiences and deliver more effective teaching.

Regarding psychological well-being, this research identifies work engagement as a significant factor (Gao et al., 2023; Zagkas et al., 2023). Teachers' level of emotional and cognitive engagement in their tasks directly influences their psychological well-being (Noh et al., 2021; Polat et al., 2023). However, this finding contrasts with Rodriguez-Barboza *et al.* (2023), who found that social relationships and support have a limited impact on psychological well-being. Our research suggests that the quality of teachers' social relationships with colleagues, family, and friends outside of the school environment can positively affect their psychological well-being. Therefore, strong social support can play a critical role in enhancing teachers' psychological well-being.

This research also highlights the importance of optimism and resilience in measuring psychological well-being. Teachers who exhibit optimism and can recover from failures or challenging situations tend to experience better psychological well-being. This finding is consistent with Polat *et al.* (2023), who identified self-esteem as another critical factor in psychological well-being. Self-esteem reflects teachers' confidence in their ability to teach and influence students. Teachers with high self-esteem generally have better psychological well-being (Noh et al., 2021; Zagkas et al., 2023). Moreover, the research emphasizes the role of creativity in learning as a critical aspect of improving teachers' personality traits. Creativity in learning reflects a teacher's ability to integrate creative elements into their teaching, particularly in vocational education settings. Creativity can capture students' interest and help them develop industry-relevant skills (Puruwita et al., 2022; Wahyuni et al., 2020). Additionally, teachers must be capable of adapting to changes in their environment. Noh *et al.* (2021) and Persichetti *et al.* (2016) argued that teachers must adapt to new curricula or technologies that may be required in vocational education. Furthermore, Huo (2023); Uemura & Comini (2022) stated that quick adaptability is crucial in preparing students for an ever-changing work environment.

This research also aligns with Villaverde-Caramés *et al.* (2021), who indicated that problem-solving abilities could enhance teachers' personality traits. Problem-solving skills allow teachers to overcome challenges and find creative solutions in vocational education contexts. Additionally, research by Mohammadpour & Maroofi (2023) revealed that teachers with strong problem-solving skills can guide students in addressing the challenges they encounter in their learning or vocational projects. To enhance their personality traits, teachers need to possess awareness of the skills and qualifications required in the relevant industry (Afdal et al., 2023; Dhillon & Kaur, 2023). This research emphasizes that teachers who are aware of these requirements tend to focus on equipping students with relevant skills and qualifications, thus enhancing their employability. Furthermore, the research underscores the importance of leadership in practical learning. Teachers who can lead students in practical experiences and vocational projects demonstrate a strong personality in vocational education. The ability to guide and motivate students in practical experiences is key to preparing them for the workforce (González Olivares et al., 2020).

Regarding work commitment, this research highlights the importance of participation in curriculum development. Teacher involvement in creating and developing a curriculum that aligns with industry needs and

recent vocational trends can significantly enhance work commitment. Involvement in industrial projects is also crucial in measuring teacher commitment (Cayupe et al., 2023; Suryaman et al., 2024). Teachers' participation in collaborative projects with related industries—such as internships, project collaborations, or industry visits—enriches students' learning experiences and keeps teachers' knowledge current (Ahad et al., 2021; Wahyuni et al., 2020). Moreover, teachers are expected to embrace educational challenges (Aflah et al., 2021). This research highlights the importance of teachers' readiness to face challenges and obstacles in educating students, including their willingness to adapt teaching methods according to students' needs and industry developments. Cayupe *et al.* (2023) found that work commitment is significantly influenced by a commitment to professional development. Teachers' dedication to self-improvement opportunities and additional training is crucial for enhancing their skills and knowledge in vocational education (Awang et al., 2022). Furthermore, this research emphasizes the importance of instilling a commitment to student success in teachers. This commitment impacts students' academic and career achievements, ensuring that every student has the necessary support and opportunities to succeed.

This research underscores the importance of teaching skills in enhancing vocational teacher performance. Teachers are expected to deliver subject matter clearly and engagingly, aligning with the needs of vocational students, while employing various relevant and effective teaching methods (Ahad et al., 2021; Kholifah, Nurtanto, Sutrisno, et al., 2025; Siswanto et al., 2023). Additionally, this research highlights the significance of proficiency in vocational technology. Teachers' ability to use modern teaching aids, such as simulation software, laboratory equipment, or design software, aims to improve student learning outcomes (Hermanto & Srimulyani, 2022). Furthermore, enhancing teacher performance can be achieved through collaboration and partnerships. Widayati *et al.* (2021) noted that teacher collaboration with industry partners, other educational institutions, or government agencies is crucial for improving the quality of vocational teaching and learning. This also relates to the supervision and guidance of work practices (Puruwita et al., 2022; Wahyuni et al., 2020). Teacher involvement in supervising and guiding students during internships or industry work practices, as well as providing constructive feedback, helps students enhance their performance. Research by Huo (2023) and Wahyuni *et al.* (2020) revealed that teachers' abilities in vocational practice guidance significantly impact the development of students' practical skills relevant to their vocational field, including technical skills, interpersonal skills, and problem-solving abilities. Additionally, teachers' ability to assess student progress and provide feedback is crucial in recommending improvements or further development.

5. Conclusion

Enhancing the influence of emotional intelligence on vocational teachers can significantly impact their work commitment. This can affect their resilience to workplace challenges and improve working relationships with colleagues. Teachers with strong emotional intelligence are likely to communicate effectively, resolve conflicts, and collaborate well in teams. Such abilities foster a more harmonious and supportive work environment, which, in turn, can increase their commitment to the school and their work. Teachers who effectively manage stress and frustration are more likely to navigate challenges and remain dedicated to their profession. To strengthen the impact of emotional intelligence on work commitment, psychological well-being can serve as a key mediator. Emphasizing the importance of interpersonal relationships is essential. Schools can implement policies that promote positive relationships among teachers, staff, and school management. A positive work environment enhances teachers' psychological well-being, thereby reinforcing their commitment to their work. School management can also support a healthy work-life balance for vocational teachers by offering flexible work hours, encouraging the use of leave, and providing health and wellness programs. Additionally, schools can offer training programs focused on building mental resilience and coping skills. Such training can equip teachers to manage stress, overcome professional challenges, and maintain a positive attitude toward themselves and their work.

Acknowledgement

Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

Author Contribution

*The authors confirm their contributions to the paper as follows: **study conception and design**: Muhammad Nurtanto, Nur Kholifah, Lázaro Moreno Herrera; **data collection**: Muhammad Nurtanto, Mustofa Abi Hamid; **analysis and interpretation of results**: Muhammad Nurtanto, Ponco Walipranoto; **draft manuscript preparation**: Muhammad Nurtanto, Ponco Walipranoto. All authors, including Muhammad Nurtanto, Nur Kholifah, Lázaro Moreno Herrera, Mustofa Abi Hamid, and Ponco Walipranoto, reviewed the results and approved the final version of the manuscript.*

References

Afdal, A., Hidayah, N., Budiman, N., Maulida, Y., Sukmawati, I., Hariko, R., Fikri, M., Nurfarhanah, N., & Netrawati, N. (2023). Expectations and Reality Regarding Teacher Personality: Perspectives of Indonesian Students Using Importance-Performance Analysis. *International Journal of Learning, Teaching and Educational Research*, *22*(5), 1–22. https://doi.org/10.26803/ijlter.22.5.32

Aflah, K. N., Suharnomo, S., Mas'ud, F., & Mursid, A. (2021). Islamic Work Ethics and Employee Performance: The Role of Islamic Motivation, Affective Commitment, and Job Satisfaction. *The Journal of Asian Finance, Economics and Business*, *8*(1), 997–1007. https://doi.org/10.13106/jafeb.2021.vol8.no1.997

Ahad, R., Mustafa, M. Z., Mohamad, S., Abdullah, N. H. S., & Nordin, M. N. (2021). Work Attitude, Organizational Commitment and Emotional Intelligence of Malaysian Vocational College Teachers. *Journal of Technical Education and Training*, *13*(1), 15–21. https://doi.org/10.30880/jtet.2021.13.01.002

Algozhina, A., Sabirova, R., Alimbayeva, R., Kapbasova, G., & Sarmantayev, A. (2021). Cross-cultural study of the qualitative aspects of higher education teachers' emotional intelligence: Kazakhstan and Russia. *Journal of Applied Research in Higher Education*, *14*(3), 1099–1113. https://doi.org/10.1108/JARHE-03-2021-0102

Almufarreh, A., Noaman, K. M., & Saeed, M. N. (2023). Academic Teaching Quality Framework and Performance Evaluation Using Machine Learning. *Applied Sciences*, *13*(5), 3121. https://doi.org/10.3390/app13053121

Amponsah, K. D., Salifu, I., Yeboah, R., & Commey-Mintah, P. (2024). Emotional intelligence and academic performance: How does the relationship work among pre-service teachers in Ghana? *Cogent Education*, *11*(1), 1–23. https://doi.org/10.1080/2331186X.2024.2305557

Arifin, Z. (2020). Technology andragogy work content knowledge model as a new framework in vocational education: Revised technology pedagogy content knowledge model. *TEM Journal*, *9*(2), 786–791. https://doi.org/10.18421/TEM92-48

Awang, H., Yusof, M. R., Yaakob, M. F. M., Jafar, M. F., Mustapha, R., & Subramaniam, K. (2022). The influence of virtual instructional leadership on teachers' commitment: A Malaysian e-leadership case study. *International Journal of Evaluation and Research in Education (IJERE)*, *11*(2), Article 2. https://doi.org/10.11591/ijere.v11i2.22669

Bartosiewicz, A., Łuszczki, E., Zaręba, L., Kuchciak, M., Bobula, G., Dereń, K., & Król, P. (2022). Assessment of job satisfaction, self-efficacy, and the level of professional burnout of primary and secondary school teachers in Poland during the COVID-19 pandemic. *PeerJ*, *10*(2), 1–13. https://doi.org/10.7717/peerj.13349

Bennett, D., & Chong, E. K. M. (2018). Singaporean pre-service music teachers' identities, motivations and career intentions. *International Journal of Music Education*, *36*(1), 108–123. https://doi.org/10.1177/0255761417703780

Berkovich, I., & Eyal, O. (2017). The mediating role of principals' transformational leadership behaviors in promoting teachers' emotional wellness at work: A study in Israeli primary schools. *Educational Management Administration & Leadership*, *45*(2), 316–335. https://doi.org/10.1177/1741143215617947

Bollen, M. H. J. (2011). Evaluating Effect, Composite, and Causal Indicators in Structural Equation Models. *Mis Quarterly*, *35*(2), 359–372. https://doi.org/10.2307/23044047

Brandt, N. D., Becker, M., Tetzner, J., Brunner, M., & Kuhl, P. (2021). What teachers and parents can add to personality ratings of children: Unique associations with academic performance in elementary school. *European Journal of Personality*, *35*(6), 814–832. https://doi.org/10.1177/0890207020988436

Cayupe, J. C., Bernedo-Moreira, D. H., Morales-García, W. C., Alcaraz, F. L., Peña, K. B. C., & Saintila, J. (2023). Self-efficacy, organizational commitment, workload as predictors of life satisfaction in elementary school teachers: The mediating role of job satisfaction. *Frontiers in Psychology*, *14*(2), 1–9. https://doi.org/10.3389/fpsyg.2023.1066321

Chen, H., Zhang, S., Xu, J., Du, R., & Tang, S. (2024). Effect of the Teacher-student Relationships on Feedback Literacy of High School Students in Tibetan areas of China: Mediating Effect of Emotional Intelligence and Moderating Effect of Ethnicity Category. *The Asia-Pacific Education Researcher*, *33*(2), 419–429. https://doi.org/10.1007/s40299-023-00739-9

Daryono, R. W., Ramadhan, M. A., Kholifah, N., Isnantyo, F. D., & Nurtanto, M. (2023). An empirical study to evaluate the student competency of vocational education. *International Journal of Evaluation and Research in Education (IJERE)*, *12*(2), 1079–1086. https://doi.org/10.11591/ijere.v12i2.22805

de Ceballos, A. G. C., & Carvalho, F. M. (2021). Violence Against Teachers and Work Ability: A Cross-Sectional Study in Northeast Brazil. *Journal of Interpersonal Violence*, *36*(19–20), 11218–11237. https://doi.org/10.1177/0886260519881002

Dhillon, N., & Kaur, G. (2023). Impact of Personality Traits on Communication Effectiveness of Teachers: Exploring the Mediating Role of Their Communication Style. *Sage Open*, *13*(2), 1–21. https://doi.org/10.1177/21582440231168049

Gao, Y., Gan, L., & Zhang, D. (2023). The mediating role of perceived teacher emotional support in EFL students' social-emotional competence and psychological well-being: A structural equation modelling (SEM) study. *Journal of Multilingual and Multicultural Development*, *21*(1), 1–17. https://doi.org/10.1080/01434632.2023.2260787

Gilar-Corbi, R., Pozo-Rico, T., Pertegal-Felices, M. L., & Sanchez, B. (2018). Emotional intelligence training intervention among trainee teachers: A quasi-experimental study. *Psicologia: Reflexão e Crítica*, *31*(1), 33–49. https://doi.org/10.1186/s41155-018-0112-1

González Olivares, Á. L., Navarro, Ó., & Sánchez-Verdejo, F. J. (2020). Psychological Well-Being and Intrinsic Motivation: Relationship in Students Who Begin University Studies at the School of Education in Ciudad Real. *Frontiers in Psychology*, *11*(2), 14–30. https://doi.org/10.3389/fpsyg.2020.02054

Hair, J. F., Ringle, C. M., Gudergan, S. P., Fischer, A., Nitzl, C., & Menictas, C. (2019). Partial least squares structural equation modeling-based discrete choice modeling: An illustration in modeling retailer choice. *Business Research*, *12*(1), 115–142. https://doi.org/10.1007/s40685-018-0072-4

Hanifah, M. H. (2020). Formative Vs. Reflective Measurement Model: Guidelines for Structural Equation Modeling Research. *International Journal of Analysis and Applications*, *18*(5), 876–889. https://doi.org/10.28924/2291-8639-18-2020-876

Hermanto, Y. B., & Srimulyani, V. A. (2022). The Effects of Organizational Justice on Employee Performance Using Dimension of Organizational Citizenship Behavior as Mediation. *Sustainability*, *14*(20), Article 20. https://doi.org/10.3390/su142013322

Holincheck, N. M., & Galanti, T. M. (2023). Applying a model of integrated STEM teacher identity to understand change in elementary teachers' STEM self-efficacy and career awareness. *School Science and Mathematics*, *123*(6), 234–248. https://doi.org/10.1111/ssm.12610

Huang, C., Shi, J., & Zeng, X. (2023). Personality Traits, Student-Teacher Relationships and Boys' Academic Crisis in China: Evidence From the Least Developed Regions. *Sage Open*, *13*(4), 1–15. https://doi.org/10.1177/21582440231216262

Huo, J. (2023). Vocational-technical teachers' mindfulness: Does it matter for teachers' well-being and motivation? *Heliyon*, *9*(6), 1–12. https://doi.org/10.1016/j.heliyon.2023.e17184

Kaur, I., Shri, C., & Mital, K. M. (2019). The Role of Emotional Intelligence Competencies in Effective Teaching and Teacher's Performance in Higher Education. *Higher Education for the Future*, *6*(2), 188–206. https://doi.org/10.1177/2347631119840542

Kholifah, N. (2021). Explicating the Experience of Beginner Vocational Teachers. *TEM Journal*, *10*(2), 719–723. https://doi.org/10.18421/TEM102-28

Kholifah, N., Kurdi, M. S., Nurtanto, M., Mutohhari, F., Fawaid, M., & Subramaniam, T. S. (2023). The role of teacher self-efficacy on the instructional quality in 21st century: A study on vocational teachers, Indonesia. *International Journal of Evaluation and Research in Education (IJERE)*, *12*(2), Article 2. https://doi.org/10.11591/ijere.v12i2.23949

Kholifah, N., Nurtanto, M., Mutohhari, F., Hamid, M. A., Mutiara, I., Setiawan, D., & Saputro, I. N. (2025). Factors influencing student career choice in vocational education in Indonesia: A mediating effect of self-efficacy. *Social Sciences & Humanities Open*, *11*(101369), 1–10. https://doi.org/10.1016/j.ssaho.2025.101369

Kholifah, N., Nurtanto, M., Sutrisno, V. L. P., Majid, N. W. A., Subakti, H., Daryono, R. W., & Achmadi, A. (2025). Unlocking workforce readiness through digital employability skills in vocational education Graduates: A PLS-SEM analysis based on human capital Theory. *Social Sciences & Humanities Open*, *11*(101625), 1–14. https://doi.org/10.1016/j.ssaho.2025.101625

Levy, R. (2017). Distinguishing Outcomes From Indicators via Bayesian Modeling. *Psychological Methods*, *22*(4), 632–648. https://doi.org/10.1037/met0000114

Li, F., Jiao, R., Liu, D., & Liu, L. (2023). Principals' Transformational Leadership and Kindergarten Teachers' Career Calling: The Mediating Roles of Organizational Identification and Leader-Member Exchange. *Sage Open*, *13*(4), 1–21. https://doi.org/10.1177/21582440231218842

Lin, W., Wang, H., Gong, L., Lai, G., Zhao, X., Ding, H., & Wang, Y. (2020). Work stress, family stress, and suicide ideation: A cross-sectional survey among working women in Shenzhen, China. *Journal of Affective Disorders*, *277*, 747–754. https://doi.org/10.1016/j.jad.2020.08.081

Macovei, C. M., Bumbuc, Ştefania, & Martinescu-Bădălan, F. (2023). Personality traits, role ambiguity, and relational competence as predictors for teacher subjective wellbeing. *Frontiers in Psychology*, *13*(2), 1–18. https://doi.org/10.3389/fpsyg.2022.1106892

Mahfud, T., Mulyani, Y., Setyawati, R., & Kholifah, N. (2022). The Influence of Teaching Quality, Social Support, and Career Self-Efficacy on the Career Adaptability Skills: Evidence from a Polytechnic in Indonesia. *Integration of Education*, *26*(1), 27–41. https://doi.org/10.15507/1991-9468.106.026.202201.027-041

Mohammadpour, E., & Maroofi, Y. (2023). A performance-based test to measure teachers' mathematics and science content and pedagogical knowledge. *Heliyon*, *9*(3), 1–19. https://doi.org/10.1016/j.heliyon.2023.e13932

Noh, J.-W., Kwon, Y. D., Cheon, J., & Kim, J. (2021). Factors affecting weekday-to-weekend sleep differences among Korean adolescent students: Focus on extracurricular tutoring time. *PLOS ONE*, *16*(11), 1–25. https://doi.org/10.1371/journal.pone.0259666

Oberhauser, L., & Hertel, S. (2023). Choosing connection: Relational values as a career choice motivation predict teachers' relational goal setting. *Frontiers in Psychology*, *14*(3), 1–13. https://doi.org/10.3389/fpsyg.2023.1147276

Persichetti, A. L., Sturman, B., & Gingerich, J. (2016). Engagement with the Common Good: Curriculum and Evaluation of a Long-Term Commitment. In *Community-Based Research*. Routledge.

Polat, H., Karakose, T., Ozdemir, T. Y., Tülübaş, T., Yirci, R., & Demirkol, M. (2023). An Examination of the Relationships between Psychological Resilience, Organizational Ostracism, and Burnout in K–12 Teachers through Structural Equation Modelling. *Behavioral Sciences*, *13*(2), Article 2. https://doi.org/10.3390/bs13020164

Puruwita, D., Jamian, L. S., & Aziz, N. A. (2022). Instructional Leadership Practices and Teachers' Job Performance at High-Performing Vocational Schools in Indonesia: A Conceptual Framework | Asian Journal of University Education. *Asian Journal of University Education*, *18*(3), 585–596. https://doi.org/10.24191/ajue.v18i3.18946

Rodriguez-Barboza, J. R., Sánchez-Aguirre, F. de M., Andrade-Díaz, E. M., Vásquez-Pajuelo, L., Goigochea-Parks, D. I., & Alcaide-Aranda, L. I. del C. (2023). Psychological Well-being and Technostress: Challenges in Health and Job Performance Among English Teachers. *Salud, Ciencia y Tecnología*, *3*(1), 618–618. https://doi.org/10.56294/saludcyt2023618

Siswanto, E., Samsudi, Supraptono, E., Sutopo, Y., & Purwanto, A. (2023). The role of transformational leadership, work environment, motivation on job satisfaction and teachers performance of vocational schools. *AIP Conference Proceedings*, *2765*(1), 1–20. https://doi.org/10.1063/5.0155768

Soria-García, J., & Martínez-Lorente, Á. R. (2020). The influence of culture on quality management practices and their effects on perceived service quality by secondary school students. *Quality Assurance in Education*, *28*(1), 49–65. https://doi.org/10.1108/QAE-10-2018-0112

Suryaman, S., Adha, M. A., Suharyanto, S., & Ariyanti, N. S. (2024). Principal change leadership and e-learning effectiveness: The mediating role of teachers work commitment and attitudes toward change. *Jurnal Cakrawala Pendidikan*, *43*(1), 88–101. https://doi.org/10.21831/cp.v43i1.48467

Trad, M., Alayoubi, M. O., Abdul Khalek, R., & Khaddage-Soboh, N. (2021). Assessing the influence of emotional intelligence on teachers' performance in Lebanese private education institutions. *Higher Education, Skills and Work-Based Learning*, *12*(3), 556–573. https://doi.org/10.1108/HESWBL-12-2020-0268

Uemura, M. R. B., & Comini, G. M. (2022). Determining factors in the performance of integrated vocational education schools. *Revista de Gestão*, *29*(2), 102–116. https://doi.org/10.1108/REGE-12-2020-0123

Villaverde-Caramés, E. J., Fernández-Villarino, M. Á., Toja-Reboredo, B., & González-Valeiro, M. Á. (2021). Revisión de la literatura sobre las características que definen a un buen docente de Educación Física: Consideraciones desde la formación del profesorado (A literature review of the characteristics that define a good physical education teacher: considera. *Retos*, *41*(5), 471–479. https://doi.org/10.47197/retos.v0i41.84421

Wahyuni, D. S., Agustini, K., Sindu, I. G. P., & Sugihartini, N. (2020). Analysis on vocational high school teacher competency gaps: Implication for VHS teacher training needs. *Journal of Physics: Conference Series*, *1516*(1), 1–12. https://doi.org/10.1088/1742-6596/1516/1/012051

Widayati, A., MacCallum, J., & Woods-McConney, A. (2021). Teachers' perceptions of continuing professional development: A study of vocational high school teachers in Indonesia. *Teacher Development*, *25*(5), 604–621. https://doi.org/10.1080/13664530.2021.1933159

Yolanda, E., & Said, L. R. (2022). Perceived organisational support to increase teachers' commitment and performance through work engagement: A case study of an Indonesian vocational school. *International Journal of Management in Education*, *16*(5), 485–506. https://doi.org/10.1504/IJMIE.2022.125482

Zagkas, D. G., Chrousos, G. P., Bacopoulou, F., Kanaka-Gantenbein, C., Vlachakis, D., Tzelepi, I., & Darviri, C. (2023). Stress and Well-Being of Greek Primary School Educators: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, *20*(7), 1–23. https://doi.org/10.3390/ijerph20075390