



The influence of digital leadership, organizational communication, organizational culture, and emotional intelligence on teacher performance

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Abstract. This study aims to investigate the impact of organizational communication, organizational culture, digital leadership, and emotional intelligence on teacher effectiveness. This study was conducted because factors such as limitations in technology utilization, lack of organizational communication, unsupportive work culture, and low emotional intelligence still cause gaps in teacher performance. This study utilizes Smart-PLS 4 data analysis tools and quantitative approaches. This study collected data using an online questionnaire/survey using Google Forms. The sample size calculator was used as the sampling method. The population in this study consisted of 1,525 Teachers, and the final sample comprised 342 respondents. The results of the study indicate that communication, organizational culture, digital leadership, and emotional intelligence all have an impact on the effectiveness of teachers. The study recommends that principals should strengthen their digital leadership, teachers should enhance their emotional intelligence, schools should foster

a strong culture of cooperation, and organizational communication should be improved through transparency and the effective use of technology. Future researchers are advised to expand the variables and approaches to make the results more comprehensive.

Introduction

In an era of educational transformation that is increasingly dependent on technology, the challenges faced by educational institutions are increasingly complex, demanding continuous improvement in teacher performance. The development of digital technology has brought about significant changes in the world of education, affecting both learning methods, school management, and the demands for teacher competence. Teachers no longer only act as conveyors of information, but also as facilitators of technology-based learning that is adaptive to the needs of the times. Teacher performance is a key indicator in achieving educational goals and improving learning quality (Evien & Priyowidodo, 2025). In this context, teacher performance becomes a crucial aspect in determining the quality of education.

However, the reality on the ground indicates that many schools still face challenges in optimizing teacher performance. Low teacher performance is often attributed to weak digital leadership, ineffective organizational communication, an unsupportive organizational culture, and difficulties in managing emotional intelligence. Some schools have been unable to establish a managerial

system that is adaptable to technological change and 21st-century work culture (Utami & Rohman, 2021). Suboptimal performance also has an impact on the low effectiveness of schools in achieving national education goals. Additionally, weak leadership and ineffective organizational communication can erode teacher motivation and loyalty.

According to some studies, digital leadership is critical to driving educational innovation (Sunu, 2022; Widana & Ratnaya, 2021). Good organizational communication has been shown to improve teacher productivity. In addition, a strong organizational culture can create a positive work environment (Jaali & Selly, 2023). On the other hand, emotional intelligence is the key to teachers' success in leading the classroom (Rasam, 2023). Therefore, it is believed that teacher performance can be significantly improved with the integration of these four components (Poerwati et al., 2025).

Based on the background described above, the research question in this study is: Do digital leadership, organizational communication, organizational culture, and emotional intelligence simultaneously affect teacher performance? Image 1 illustrates the conceptual model proposed in this study, which depicts the complex relationships between the various variables that influence teacher performance at the school level.

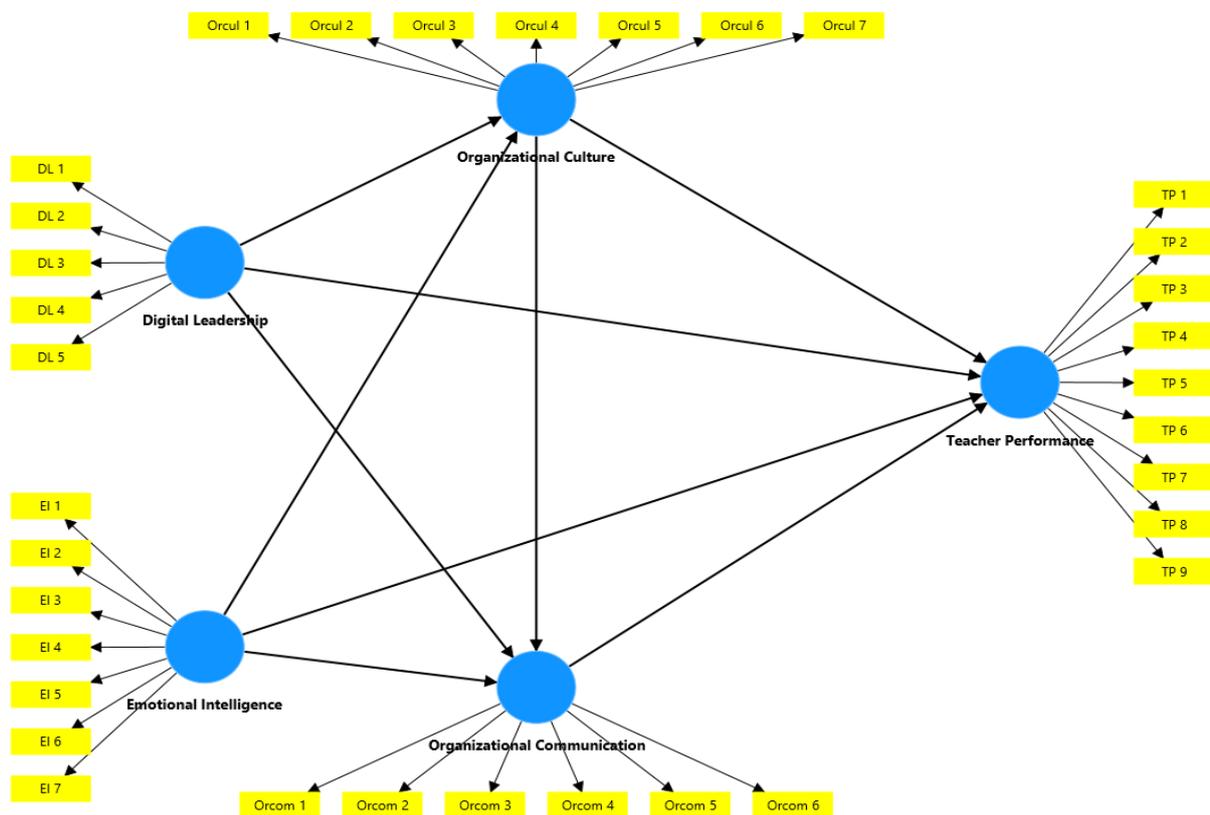


Image 1. Research Model

This study puts nine the following hypothesis: H1: How digital leadership affects communication within organizations, H2: How organizational culture is impacted by digital leadership, H3: How digital leadership affects teacher effectiveness, H4: How organizational communication is impacted by emotional intelligence, H5: How company culture is affected by emotional intelligence, H6: How teacher effectiveness is impacted by emotional intelligence, H7: How organizational communication affects teacher effectiveness, H8: How organizational culture affects communication inside an organization, H9: How does company culture affect teacher effectiveness.

The current study aims to investigate the impact of organizational communication, organizational culture, digital leadership, and emotional intelligence on teacher effectiveness in this context. In the age of digital revolution, this research would theoretically advance studies on educational management and offer valuable suggestions to legislators and school administrators in creating plans to raise teacher quality.

Teacher Performance

According to [Alviah et al. \(2024\)](#), the abilities and efforts of teachers to complete learning tasks in the areas of program planning, activity execution, and learning result assessment are reflected in their performance. Teacher professional competence refers to the skills a teacher must have to fulfil their obligations and responsibilities. According to [Rasam \(2023\)](#), teacher performance is the result of work achieved by teachers in accordance with their authority and responsibility to achieve educational goals, and the results of the implementation of work completed by teachers who work as educators and have legal authority as teachers.

Digital Leadership

The leadership style or model that can effectively navigate rapid technological changes is the digital leadership model. According to [Adriantoni et al. \(2024\)](#), in the digital era, digital leaders must adopt a global mindset to foster interconnection and creativity, thereby supporting a culture of innovation within each organization. Digital leadership is shaped by global, deep, creative, and resilient characteristics, which are in line with the phenomenon of change in Industry 4.0, where the organizational ecosystem is required to be more innovative, standardized, modular, interoperable, decentralized, honest, and service-oriented ([Marnita et al., 2023](#)).

Organizational Communication

Effective organizational communication can create harmonious coordination and increase clarity of roles and responsibilities within the school environment. According to Mohammad in ([Jaali & Selly, 2023](#)) Communication is the transmission of both spoken and unspoken messages between a sender and a recipient to alter behavior. Because both the sender and the recipient have an impact on one another, the communication process that takes place is reciprocal. Effective organizational communication has a significant impact on employee performance.

Organizational Culture

Organizational culture also has an essential contribution in shaping teachers' work behavior. As a shared value system, organizational culture encourages professionalism, work ethic and loyalty. School culture encompasses the values, norms, and habits that are adopted by all school members. A school's culture is a collection of beliefs, values, customs, and practices that have grown over time and been influenced by the school ([Jaisah et al., 2024](#)). Organizational culture encompasses the values, norms, beliefs, and behaviors that shape the identity and functioning of an organization. A strong culture can increase employee commitment, job satisfaction, and motivation ([Zaky, 2021](#)).

Emotional Intelligence

Emotional intelligence is a personal capacity that is crucial for managing one's own emotions and those of others in the work environment. [Barkah and Hidayat \(2023\)](#) assert that emotional intelligence has a significant influence on teacher performance because it supports adaptability, decision making, and stress management in carrying out pedagogical tasks. This includes the capacity to motivate oneself or others, exercise self-control, understand the feelings of others, and control emotions so that the mind can be guided to make the best and most fruitful decisions [Anggraini et al. \(2021\)](#).

Method

Method and Design Research

Quantitative research was the research methodology employed. [Sugiyono \(2021\)](#) defines quantitative research as a positivist-based research methodology that involves studying a certain population or sample, gathering data with research tools, and analyzing data quantitatively or statistically in order to evaluate preconceived hypotheses. Since the study's goal was to investigate how organizational communication, organizational culture, digital leadership, and emotional intelligence affect teacher effectiveness, this approach was used. Data was collected at a specified time using a cross-sectional technique and an explanatory survey as part of the research design to explain the causal relationship between variables.

Participant and Sampling Techniques

Participants in this study are all junior high school teachers in Muaro Jambi Regency. The population in this study was 1,525 Teachers. The study employed the Sample Size Calculator to determine the sample size, which was set at more than 200 respondents. Sample Size is a web-based application that can calculate the number of samples. In addition, simple random sampling is also applied in sample selection ([Habibi et al., 2020](#)). In total, 342 respondents participated in this study.

Research Setting and Timeline

This study was conducted between March and April 2025 in junior high schools in Muaro Jambi Regency through a survey that involved distributing questionnaires. Then in May 2025, the researcher conducted data analysis using SmartPLS 4. After that, in June 2025, the researcher compiled the article into a complete and appropriate article.

Data Collection Techniques and Instrumentation

Google Form, an application created by Google Inc., was used to gather data. Teachers at Muaro Jambi Regency's junior high schools provided the data. The data for this study was collected over the course of a month, and all responses were imported into SmartPLS from Microsoft Excel.

Using the literature review, researchers can discuss how to define and analyze theories and concepts related to the theoretical research framework ([Prasojo et al., 2020](#)). Determining an objective approach to research instrumentation is another goal. This tool is designed to meet the goals of the study ([Habibi et al., 2020](#)). The impact of digital leadership, organizational communication, organizational culture, and emotional intelligence on teacher performance was assessed in this study using a modified survey instrument. The tools that researchers utilize are those that have been adapted from earlier studies through a process of adaptation. This study comprises 34 questions, and the instrument is specifically tailored to the research issue's context.

Table 1. Instrument after measurement model assessment

	Questions
	Digital Leadership (DL) (Hadi et al., 2024)
DL 1	My leader follows developments, reduces resistance, and adapts to digital technology.
DL 2	My leader is willing to educate, share information, and have good communication skills in adapting to digital technology.
DL 3	My leader recommends mastering digital applications and increasing collaboration and learning contributions between colleagues to ease work

Questions	
DL 4	My leader raises awareness of digital technology, innovation and developments in improving organizational processes
DL 5	My leader has trust in developing competence, increasing and maintaining trust between employees.
Organizational Communication (Orcom) (Yamaguchi, 2017)	
Orcom 1	I feel comfortable voicing my opinions at work on a daily basis
Orcom 2	When making decisions, my leader confers with the team members.
Orcom 3	My leader listens to what subordinates have to say.
Orcom 4	My clearly conveys information from higher management to team members.
Orcom 5	My leader communicates information in a priority order.
Orcom 6	In meetings, my leader helps people have conversations.
Organizational Culture (Orcul) (Fadhlansyah et al., 2024)	
Orcul 1	Getting a suitable job description as a teacher.
Orcul 2	Encouraging students' moral growth and development is a way to address discipline issues.
Orcul 3	Can ensure that school rules and values are strictly implemented throughout the school environment.
Orcul 4	Can accept any changes that occur in the organization, such as restructuring
Orcul 5	Organize student management to encourage students to be more involved and interact effectively in each class and the student council.
Orcul 6	Reduce academic pressure while maintaining students' social and moral development.
Orcul 7	Growing self-confidence to use time to improve students' morals
Emotional Intelligence (EI) (Anwar & Saraih, 2024)	
EI 1	The heads of my institution remain calm under pressure.
EI 2	When the head of my institution was angry, they made a rash choice.
EI 3	Even though he knew he was right, the head of my institution resigned.
EI 4	The head of my institution finds it difficult to make his own judgments.
EI 6	When someone else is speaking, the head of my institution interrupts them.
EI 7	My institution's leaders find it challenging to change their stance.
Teacher Performance (TP) (Widyastuti & Hidayat, 2018)	
TP 1	I was able to efficiently do my task by planning it so that it was

	Questions
TP 2	I focused on the outcome I needed to accomplish for my work.
TP 3	I was able to complete my assignment quickly.
TP 4	When my previous responsibilities were finished, I took the initiative to start new ones.
TP 5	I made an effort to stay current with my work-related expertise.
TP 6	I actively participated in meetings and/or consultations.
TP 7	I developed original solutions to new and challenging issues.
TP 8	I complained about minor work-related issues at work.
TP 9	I exaggerated the severity of the issues at work.

Research Procedure and Data Analysis Technique

The stages of this Research Procedure are formulating problems, literature studies, constructing hypotheses, determining research methods and designs, compiling research instruments, collecting data, processing and analyzing data, and drawing Conclusions. Through data calculation in SmartPLS 4, using Partial Least Squares Structural Equation Modeling (PLS-SEM) methods, the model was measured and assessed.

Results and Discussion

Measurement models

The assessment process used to determine the validity and reliability of the measurement is referred to as the measurement model. There is discussion of three metrics: 1) discriminant validity, 2) convergent validity, and 3) indicator load and internal consistency reliability. The four measurements are suggested by (Hair et al., 2019).

Indicator loadings and internal consistency reliability

The indicators employed in this study are based on the PLS-SEM results. The specifics of the indicator loadings are displayed in Table 3. The recommended loading value of $>.708$ was attained by the majority of the items (Sukendro et al., 2020). The loading of these indicators reveals that all of them have loading values greater than $.708$. Hair et al. (2019) state that Cronbach's alpha (α) and Composite Reliability (CR) should be used to report internal consistency reliability. The standards established by Hair et al. (2019) were used for the α and CR values in this investigation; α should be greater than 0.7 and CR greater than 0.708. Details of both measure values are displayed in Table 1. The α and CR values for all constructs showed good internal consistency, with reliability abilities ranging from 0.866 to 0.944 for α and 0.869 to 0.945 for CR.

Table 2. Reflective indicator loadings and internal consistency reliability.

	Item	Loading	α	CR	AVE
Digital Leadership	DL 1	0.810	0.866	0.869	0.652
	DL 2	0.835			
	DL 3	0.744			
	DL 4	0.858			
	DL 5	0.784			
Organizational Communiacation	Orcom 1	0.765	0.880	0.880	0.582

	Orcom 2	0.816			
	Orcom 3	0.779			
	Orcom 4	0.764			
	Orcom 5	0.794			
	Orcom 6	0.823			
Organizational Culture	Orcul 1	0.767	0.897	0.898	0.625
	Orcul 2	0.812			
	Orcul 3	0.744			
	Orcul 4	0.790			
	Orcul 5	0.804			
	Orcul 6	0.775			
	Orcul 7	0.812			
Emotional Intelligence	EI 1	0.765	0.880	0.884	0.619
	EI 2	0.833			
	EI 3	0.783			
	EI 4	0.720			
	EI 5	0.772			
	EI 6	0.746			
	EI 7	0.765			
Teacher Performance	TP 1	0.833	0.944	0.945	0.690
	TP 2	0.783			
	TP 3	0.720			
	TP 4	0.772			
	TP 5	0.746			
	TP 6	0.715			
	TP 7	0.808			
	TP 8	0.804			
	TP 9	0.865			

Convergent validity

Convergent validity is a statistical measure related to concept validity. According to convergent validity, a test with a similar or the same construct must have a strong connection. Skor AVE must be used to demonstrate convergence validity. In SmartPLS, the PLS-SEM algorithm is used to determine scores. AVE must be more than .500; this indicates 50% or more of the variables. Every construct has an AVE of 0.500, which indicates more than 50% variation (Table 1).

Discriminant validity

Hair et al. (2019) argues that a construct's discriminant validity is the extent to which it differs from others. As per the Fornell-Larcker criterion, a construct's AVE value has to be less than the variation of other construct types. Each construct's AVE value differs from the variation in Table 2, according to the investigation's findings. Therefore, discriminant validity is assessed using the Fornell-Larcker criterion as the basis. Discriminant validity can also be confirmed using cross-analysis. The presence of discriminant validity is demonstrated when one construct's loadings exceed all cross-loadings on other constructs. The outer loading indications (bold) of each construct are all higher than the cross-loading indicators for different projects, as Table 3 shows.

Table 3. Fornell-Larcker.

Digital Leadership	Emotional Intelligence	Organizational Communication	Organizational Culture	Teacher Performance
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Digital Leadership	0.807				
Emotional Intelligence	0.795	0.763			
Organizational Communiacation	0.895	0.822	0.790		
Organizational Culture	0.843	0.943	0.905	0.787	
Teacher Performance	0.746	0.795	0.820	0.858	0.831

Table 4. Cross-loading

	Digital Leadership	Organizational Communiacation	Organizational Culture	Emotional Intelligence	Teacher Performance
DL 1	0.810	0.752	0.661	0.569	0.662
DL 2	0.835	0.714	0.706	0.716	0.593
DL 3	0.744	0.630	0.641	0.620	0.526
DL 4	0.858	0.727	0.757	0.739	0.643
DL 5	0.784	0.782	0.636	0.563	0.579
Orcom 1	0.648	0.765	0.700	0.654	0.633
Orcom 2	0.709	0.816	0.758	0.690	0.693
Orcom 3	0.779	0.779	0.638	0.565	0.583
Orcom 4	0.711	0.764	0.730	0.692	0.663
Orcom 5	0.704	0.794	0.740	0.670	0.648
Orcom 6	0.694	0.823	0.719	0.622	0.665
Orcul 1	0.668	0.770	0.767	0.620	0.697
Orcul 2	0.658	0.687	0.812	0.800	0.689
Orcul 3	0.624	0.630	0.744	0.746	0.604
Orcul 4	0.662	0.679	0.790	0.778	0.647
Orcul 5	0.705	0.765	0.804	0.764	0.687
Orcul 6	0.643	0.689	0.775	0.720	0.686
Orcul 7	0.682	0.758	0.812	0.765	0.713
EI 1	0.678	0.752	0.810	0.765	0.713
EI 2	0.742	0.724	0.767	0.833	0.669
EI 3	0.540	0.553	0.693	0.783	0.570
EI 4	0.528	0.520	0.646	0.720	0.507
EI 6	0.587	0.594	0.721	0.772	0.579
EI 7	0.599	0.639	0.695	0.746	0.583
TP 1	0.533	0.561	0.675	0.715	0.589
TP 2	0.580	0.679	0.671	0.592	0.822
TP 3	0.622	0.658	0.708	0.651	0.810
TP 4	0.659	0.711	0.768	0.742	0.872
TP 6	0.612	0.648	0.696	0.639	0.801
TP 7	0.576	0.675	0.667	0.588	0.819
TP 8	0.656	0.708	0.764	0.738	0.869
TP 9	0.578	0.671	0.662	0.584	0.808

Structural model assessment

Several components are part of the structural model check (Hair et al., 2019). The investigation begins on the Collinearity computer by displaying the Variance Inflation Factor (VIF) numbers from Table 4. The two items are connected. The coefficient of determination, superscript base, open paren R, end base, to the 2, s determined when the third length, open parenthesis f, end base,

to the 2) for construct relevance is presented to examine the endogenous construct being explained. For R^2 data, obtain the effect sizes R^2 and f^2 .

Table 5. VIF Values.

	VIF
Digital Leadership -> Organizational Communication	1.518
Digital Leadership -> Organizational Culture	1.386
Digital Leadership -> Teacher Performance	1.690
Emotional Intelligence -> Organizational Communication	2.028
Emotional Intelligence -> Organizational Culture	1.386
Emotional Intelligence -> Teacher Performance	2.383
Organizational Communication -> Teacher Performance	2.322
Organizational Culture -> Organizational Communication	1.467
Organizational Culture -> Teacher Performance	1.696

The output result of the regression analysis, known as the coefficient of determination (R^2) is the percentage of variance in the endogenous variables that the exogenous variables can predict. It gauges how well the suggested model predicts outcomes. The squared correlation between particular endogenous constructs is how it is computed. R^2 ranges from 0 to 1; Higher values result in a higher level of R^2 higher; 0.75 is sub-substantial, 0.50 is moderate, and 0.25 is considered weak (Hair et al., 2019). According to the research results, Table 5 indicates that organizational communication (.887, substantial), organizational culture (.912, substantial), and teacher performance (.748, moderate) are significant factors. Table 5.

Table 6. Coefficient of determination (R^2)

	R^2	Consideration
Organizational Communication	0.887	Substantial
Organizational Culture	0.912	Substantial
Teacher Performance	0.748	Moderate

In statistics, the term effect size or (f^2) refers to the concept of measuring how strongly a predictor construct is related to the independent variable. To put it another way, (f^2) s used to quantify how exogenous constructs affect endogenous constructs. Assessing the change in value R^2 when specific exogenous constructs are eliminated from the model (f^2). According to Hair et al. (2019), value (f^2) a value of .02 defines a small effect, a value of .15 gets a medium effect, and a value of .35 is described as having a large effect. The findings from this study reveal 9 correlational effect sizes in Table 6. Emotional intelligence in organizational culture has a significant effect, while organizational communication on teacher performance has a moderate effect.

Table 7. f^2 result

	f^2	Effect Size
Digital Leadership -> Organizational Communication	0.212	Medium
Digital Leadership -> Organizational Culture	0.189	Medium
Digital Leadership -> Teacher Performance	0.630	Large
Emotional Intelligence -> Organizational Communication	0.306	Medium
Emotional Intelligence -> Organizational Culture	0.703	Large
Emotional Intelligence -> Teacher Performance	0.395	Large
Organizational Communication -> Teacher Performance	0.163	Medium
Organizational Culture -> Organizational Communication	0.288	Medium

Organizational Culture -> Teacher Performance	0.508	Large
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Structural model relationship

To assess the path coefficients between endogenous and exogenous constructs, the sample was bootstrapped through 5,000 sub-samplings. Using a 5% significance level, all hypotheses were supported in this study (Table 7). In digital leadership and organizational communication, there is a significant influence with a coefficient value of 0.668, a t-statistic of 5.441, and a p-value of 0.000. In the relationship between digital leadership and organizational culture, there is a significant influence with a coefficient value of 0.255, a t-statistic of 2.264, and a p-value of 0.024. Regarding the influence of digital leadership on teacher performance, a significant relationship is observed with a coefficient value of 0.315, a t-statistic of 2.464, and a p-value of 0.014. Regarding the influence of emotional intelligence on organizational communication, a significant relationship is observed with a coefficient value of 0.288, a t-statistic of 2.406, and a p-value of 0.016. Regarding the influence of emotional intelligence on organizational culture, a coefficient value of 0.740, a t-statistic of 6.845, and a p-value of 0.000 are observed. Regarding the influence of emotional intelligence on teacher performance, a significant relationship is observed with a coefficient value of 0.542, a t-statistic of 4.873, and a p-value of 0.000. Regarding organizational communication and teacher performance, there is a significant influence with a coefficient value of 0.261, a t-statistic of 2.607, and a p-value of 0.009. Regarding the influence of organizational culture and organizational communication, a significant relationship is observed with a coefficient value of 0.779, a t-statistic of 5.798, and a p-value of 0.000. Regarding the influence of organizational culture on teacher performance, a significant relationship is observed with a coefficient value of 0.913, a t-statistic of 7.711, and a p-value of 0.000.

Table 8. Final Result.

	Original Sample	Sample Mean (M)	SD	T Statistic	P Values	Significance
Digital Leadership -> Organizational Communication	0.655	0.668	0.120	5.441	0.000	Yes
Digital Leadership -> Organizational Culture	0.256	0.255	0.113	2.262	0.024	Yes
Digital Leadership -> Teacher Performance	0.310	0.315	0.126	2.464	0.014	Yes
Emotional Intelligence -> Organizational Communication	0.301	0.288	0.125	2.406	0.016	Yes
Emotional Intelligence -> Organizational Culture	0.739	0.740	0.108	6.845	0.000	Yes
Emotional Intelligence -> Teacher Performance	0.548	0.542	0.112	4.873	0.000	Yes
Organizational Communication -> Teacher Performance	0.262	0.261	0.100	2.607	0.009	Yes
Organizational Culture -> Organizational Communication	0.779	0.769	0.134	5.798	0.000	Yes

Organizational Culture						
-> Teacher Performance	0.913	0.906	0.118	7.711	0.000	Yes

This study demonstrates a significant influence of digital leadership on organizational communication, with a coefficient value of 0.668, a t-statistic of 5.441, and a p-value of 0.000. This indicates that the more effective digital leadership is implemented, the more effective the communication within the organization. In research [Widyaputri and Sary \(2022\)](#) states how various leadership styles, including digital-based leadership, can affect the effectiveness of communication in organizations. Leaders who adopt a digital approach utilize technology to expedite and clarify the internal communication process. They encourage information disclosure, collaboration, and faster decision-making through digital communication tools.

The coefficient value of 0.255, t-statistic of 2.264, and p-value of 0.024 in this study demonstrate that digital leadership has a significant impact on organizational culture. This demonstrates that an educational institution's organizational culture improves with the application of digital leadership. Research [Laelawati \(2024\)](#) indicates that, despite obstacles such as change aversion and a lack of technical skills, digital leadership is crucial in fostering an innovative culture. Research [Rantauwati et al. \(2022\)](#) demonstrates how company culture and digital leadership have an indirect impact on worker performance through heightened organizational commitment.

According to this study, digital leadership has a significant impact on teachers' performance. The results of this study indicate that teacher performance is significantly impacted by digital leadership, as evidenced by a p-value of 0.014, a t-statistic of 2.464, and a coefficient value of 0.315. This suggests that teacher performance will increase in tandem with the implementation of improved digital leadership. In research [Sunu \(2022\) & Widana et al. \(2024\)](#) demonstrate how digital leadership has a significant impact on teachers' adoption and usage of digital technologies. Principals are advised to enhance their digital leadership since it is essential to raising the standard of instruction.

This study demonstrates that emotional intelligence has a significant impact on organizational communication, as evidenced by a p-value of 0.016, a t-statistic of 2.406, and a coefficient value of 0.288. This demonstrates that improved communication within an organization is correlated with emotional intelligence. Communication within an organization will be more productive, harmonious, and successful if the level of emotional intelligence is higher. Research by [Rakhmaniar \(2023\)](#) through its beneficial effects on communication skills, emotional intelligence plays a significant role in enhancing leadership effectiveness.

The coefficient value of 0.740, t-statistic of 6.845, and p-value of 0.000 indicate that emotional intelligence has a significant impact on organizational culture. This suggests that organizational culture will be more optimistic, cooperative, and flexible as emotional intelligence increases. Research [Limbong & Saragih \(2023\)](#) concluded that emotional intelligence plays an important role in shaping an adaptive and cooperative organizational culture, thus having an impact on improving performance. Research [Sendow et al. \(2023\)](#) emotional intelligence is able to improve the quality of social interactions in organizations, which supports the creation of a collaborative and mutually supportive work culture.

This study's coefficient value of 0.542, t-statistic of 4.873, and p-value of 0.000 demonstrate that emotional intelligence has a significant impact on teacher performance. This demonstrates that a teacher's performance will be more optimal, professional, and sensitive to the dynamics of learning the more emotionally intelligent they are. Highly emotionally intelligent teachers can handle stress,

understand the requirements of their pupils, form positive connections with both students and colleagues, and communicate effectively and sympathetically while delivering the curriculum. Supported by research, Febriyanti et al. (2024) showed that Emotional intelligence has a positive and significant effect on Teacher Performance.

The findings of this study indicate that organizational communication has a significant impact on teacher performance, as evidenced by a p-value of 0.009, a t-statistic of 2.607, and a coefficient value of 0.261. This demonstrates that instructors work more efficiently, effectively, and productively when carrying out their professional duties and learning activities with improved organizational communication. This statement is also supported by research Sutrisno et al. (2023) which shows that organizational communication has a significant effect on teacher performance. In addition, research Rosida et al. (2024) emphasizes the importance of organizational communication in improving the effectiveness of teacher performance. Good communication between teachers and stakeholders supports the achievement of educational goals.

This study demonstrates that organizational culture has a significant impact on organizational communication, as evidenced by a p-value of 0.000, a t-statistic of 5.798, and a coefficient value of 0.779. This demonstrates that more effective, transparent, and peaceful organizational communication will lead to a better organizational culture. Members of an organization with a healthy culture feel appreciated, trusted, and inspired to engage in active communication. This is in line with research Nata & Machpudin (2022). To some extent, there is a positive and significant influence of the organizational culture process on organizational communication.

This study demonstrates a significant influence of organizational culture on teacher performance, with a coefficient value of 0.913, a t-statistic of 7.711, and a p-value of 0.000. This shows that the better the organizational culture, the more improved, professional, and aligned teacher performance is with the vision and mission of educational institutions. A positive organizational culture can foster teacher morale and loyalty, create a collaborative and supportive environment, encourage work ethic and professional responsibility, and facilitate increased competence and learning innovation. This statement is also supported by research (Suseno et al. 2023; Purnadewi et al., 2023) which states that organizational culture has a positive and significant effect on teacher performance. In addition, research Syafitra et al. (2023) shows that organizational culture affects teacher performance both simultaneously and partially.

According to this study, school performance is influenced by several complementary factors, including technology-based digital leadership, organizational communication methods, school cultural principles, and teachers' emotional intelligence. Therefore, this study provides a new model that is more relevant to solving educational problems in the digital age. Theoretically, this study includes digital leadership, organizational communication, organizational culture, and emotional intelligence as factors that influence teacher performance. Practically, the findings of this study provide suggestions to school principals, teachers, and policymakers on how to strengthen technology-based leadership, build collaborative communication and culture within organizations, and enhance teachers' emotional intelligence.

Conclusion

Based on the data analysis, this study comes to the conclusion that teacher performance is simultaneously and somewhat strongly influenced by organizational communication, organizational culture, digital leadership, and emotional intelligence. It has been demonstrated that instructors who experience digital leadership are more likely to be technologically flexible. Facilitating the flow of information and strengthening coordination are two ways that open and

transparent organizational communication improves teacher performance. A supportive company culture fosters teamwork, promotes teacher performance, and establishes a favorable work environment. In the meantime, instructors with high emotional intelligence are better equipped to manage their emotions and cope with work-related pressure. Thus, these four variables are important factors that school management should consider to improve teacher performance continually. The study recommends that principals should strengthen their digital leadership, teachers should enhance their emotional intelligence, schools should foster a strong culture of organizational communication, and transparency should be improved through the effective use of technology. To make the findings more thorough, future researchers are encouraged to expand the variables and methodologies to continually enhance teacher performance.

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