The Influence of Emotional Intelligence and School Principal Leadership on Teacher Work Behavior

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ABSTRACT

This research aims to determine the influence of emotional intelligence and school principal leadership on teacher work behavior at the Public Senior High Schools (SMA) in Palopo. This research employs a quantitative approach with an ex-post facto causal design, involving 77 teachers from the Public Senior High Schools in Palopo as the research sample. Data analysis is conducted using multiple linear regression analysis with the assistance of SPSS, including partial t-tests and simultaneous F-tests. When considered simultaneously, the research findings indicate that emotional intelligence and school principal leadership significantly affect teacher work behavior, with a significance value of 0.002 < 0.005 and a determination coefficient of 45.4%. These results suggest that as the level of emotional intelligence and the effectiveness of school principal leadership increase, so does the quality of teacher work behavior in fulfilling their duties and responsibilities as educators. The implications of this research reveal that one of the contributing factors to the quality of teacher work behavior is the emotional intelligence of the school principal, coupled with their leadership, which influences teachers to exhibit positive work behavior.

INTRODUCTION

The emotional intelligence of school principals influences teacher work behavior. It aligns with the findings of Tria Pertiwi and Anton (2021), indicating that emotional intelligence significantly affects innovative teacher work behavior. Maulana and Pujitomo's research similarly identifies that emotional intelligence substantially influences work behavior and positive organizational member behavior. Several other findings demonstrate that emotional intelligence does not harm workplace misbehavior (Maulana, 2013).

These observations underscore that emotional intelligence influences teacher work and organizational member behavior. Principals with high levels of emotional intelligence can effectively manage various workplace challenges, in line with Bar-On's assertion that emotional intelligence is a component of non-cognitive abilities or competencies that regulate an individual's response to the situations, demands, and environmental pressures they encounter (Nurdin et al., 2021).

A school principal with strong emotional intelligence will be capable of discerning emotional states and expressing them appropriately toward teachers, consciously motivating them to exhibit good work behavior. Emotional factors more significantly influence human relationships within any organization than rational ones. Therefore, emotional intelligence is paramount for human resources within an organization or company. As the builders of the nation's future generations, schools must rely heavily on emotional intelligence because it unconsciously shapes students' character. Consequently,

school principals, as primary role models, must possess strong emotional intelligence because it significantly impacts teacher work behavior, affecting teachers' performance.

Fundamentally, emotional intelligence is a part of one's competence or ability to control self-thoughts thoughts about others and discern thought outcomes in building relationships with others. This understanding aligns with Goleman's statement (2003) that emotional intelligence is recognizing one's and others' feelings, managing one's emotions, and self-motivating when establishing relationships with others. Masaong (2013) further elucidates that emotional intelligence is the ability to comprehend one's emotions, manage and express them appropriately, self-motivate, and understand others to foster good relationships. Therefore, it can be asserted that emotional intelligence is an individual's capability to understand, regulate, and manage thoughts, feelings, and emotions effectively and actualize them in fostering positive relationships.

Human success, in general, is not solely based on high IQ but is largely determined by good emotional intelligence. It aligns with Andrias' statement, emphasizing that a leader's success in life is more influenced by the affective aspect, namely emotional intelligence (EQ), which encompasses the ability to control emotions and self-restraint, understand the emotions of others, be self-motivated, possess a creative attitude, tolerance, and empathy toward others, making it the most crucial part beyond mere intelligence (Yenni, 2015). It is in line with Goleman's research findings, indicating that intellectual intelligence (IQ) contributes only 20% to success, while the remaining 80% is filled by other strengths, namely Emotional Quotient (EQ) (Yenni, 2015). Furthermore, emotional intelligence in leadership greatly aids in influencing stakeholders, thereby voluntarily directing work behavior toward achieving organizational goals (Adibah, 2020). This statement highlights that a leader's high level of emotional intelligence is one of the keys to leadership success.

The indicators used to assess emotional intelligence, according to Goleman (2003), are divided into five elements: self-awareness, self-regulation, self-motivation, empathy, and social skills. Masaong (2013) affirms the same by stating that emotional intelligence can be measured with four indicators: self-awareness, self-management, empathy, and relationship management. In addition to emotional intelligence, one of the factors influencing teacher work behavior is school principal leadership. It aligns with the research findings of Purwanto et al. (2019) and Rahmawati et al. (2020), indicating that leadership positively impacts innovative teacher work behavior. It suggests that the quality of teacher work behavior, whether good or bad, is determined by school principal leadership. As explained, the school principal serves as the school's top leader, whose primary task is to lead, organize, and effectively utilize all school resources. Below are several definitions of leadership according to experts.

The term "kepemimpinan" originates from the words "leader" and "to lead," which mean a leader (Nasrun, 2016). Stephen P. Robbins (2003) explains that "leadership is the ability to influence a group toward achieving goals." Said (2018) describes leadership as a part of individual behavioral activities aimed at directing a group of people toward achieving objectives. A similar notion is presented by Yuliani and Kristiawan (2016), who define leadership as the activity of influencing people to reach group goals, and Yenni et al. (2015) described leadership as the process of directing and influencing group activities related to the completion of the group's tasks. On the other hand, Julaiha (2019) elucidates that leadership is the ability of certain individuals to mobilize, guide, prohibit, command, motivate, advise, punish and nurture to get them to perform their work to achieve a goal. It indicates that school principal leadership is the ability of the school principal to direct and influence teachers to behave appropriately to effectively and efficiently achieve the school's objectives. In line with Mulyono's statement (2008), school principal leadership is the central driving force of the organization to achieve its goals by engaging teachers effectively in conducive situations.

A school principal is a functional teacher tasked with leading a school where the learning process involves interactions between teachers and students (Wahjosumidjo, 2005). It illustrates that the school principal implements leadership activities, with their primary roles and responsibilities encompassing managerial, administrative, supervisory, leadership, innovation, and educational motivation functions. Following Soewadji Lazaruth's statement (1994), a school principal has three main functions: educational administration, supervision, and leadership. Additionally, National Education Standard Regulation Number 19 of 2007 on school management standards describes the leadership functions of a school principal as including program planning, work plan execution, supervision and evaluation, leadership, and serving as the school's information system (Lazaruth, 1994; Setyowati, 2020).

Wahjosumidjo (2008) explains that a school principal with effective leadership possesses the following indicators: a strong personality, an understanding of the conditions of teachers and students, a clear vision and understanding of the mission, decision-making skills, and communication abilities. Mulyasa (2013) elucidates the same concept, stating that school principal leadership can be measured through personality, educator knowledge, vision and mission, decision-making ability, and communication skills.

The findings of Berliana and Arsanti (2018) indicate that innovative teacher work behavior influences teacher performance. Similar results were found by Hattami and Fikri (2020), demonstrating that innovative teacher work behavior affects teacher performance. It underscores that their work behavior significantly influences teacher performance. Maulana (2013) explains that work behavior is an individual's response or reaction, manifesting as actions, attitudes, and perceptions toward their job. Fikri (2020) defines work behavior as the essential skills and behaviors in a job. According to Kusumawati et al. (2015), work behavior refers to an individual's activities within an organization aimed at achieving objectives. Robbins (2003) explains that work behavior is how an individual actualizes themselves in the workplace environment through work attitudes, emphasizing the attitudes workers take in determining what they will do in the workplace. Fundamentally, work behavior is goal-oriented. In other words, behavior is generally motivated by the desire to achieve goals. Hersey and Blanchard (1986) assert that behavior is goal-oriented. Therefore, it can be stated that work behavior is essentially driven by the desire to achieve goals.

Based on the findings by Fikri (2020), it is evident that work behavior is one of the essential aspects to examine because it can influence an individual's performance, particularly teachers in this context. Briyon, as cited in Saraswati, mentions four indicators influencing an individual's work behavior: social skill (cooperativeness-social skill), work quality, work habits, and personal presentation (Saraswati, 2017). A similar perspective is presented by Said (2018), who identifies four indicators that can be used to measure an individual's work behavior: a) Social Relationships (social relationships), b) Vocational Skills (Vocational skills), c) Work Motivation (Work motivation), and d) Initiative-Confidence (Initiative-confidence). Furthermore, Fikri (2020) elaborates that there are three main indicators that affect work behavior, namely Social Behavior (hubungan sosial), vocational skill (keahlian atau kemampuan berdasarkan kemampuan), and general behavior (perilaku umum).

Several previous studies have provided the background for the emergence of this research, including Natalina Panggabean & Akrim (2022) and Masduki Asbari & Priyono Budi Santoso (2019). Therefore, it can be stated that the birth of this research aims to complement several previous studies while also generating new knowledge that one of the crucial aspects to be examined is work behavior because it impacts an individual's performance, particularly teachers in this context.

METHODS

This research utilizes a quantitative method with an ex-post facto associative causal design. An ex-post facto design is a type of quasi-experimental study where participants are not randomly assigned; rather, groups are determined by pre-existing conditions and events from the past (Lord, 1973). In this design, the researcher examines the relationship between the independent and dependent variables that have already occurred (Simon & Goes, 2013). The associative causal design determines whether there is a relationship between two variables and whether one variable causes the other. The quantitative research method is used to collect and analyze numerical data using statistical methods (Simon & Goes, 2013). This design is useful when it is impossible to manipulate the independent variable, and the researcher wants to determine the cause-and-effect relationship between variables (Lord, 1973).

The research population includes all the teachers in public high schools in Palopo, totaling 350 individuals from 6 public high schools. A random sampling method was used, where participants from the population were selected randomly and provided with research questionnaires without considering their positions within the population. The formula to determine the required sample size is as: n = N / (N (d^2) + 1), resulting in a sample size of 77 individuals to be surveyed.

Data for this research was collected from 77 teachers through questionnaires. Before using the questionnaires, validity and reliability tests were conducted on the instruments through panel instrument tests and expert validity tests. Based on the instrument's validity test, 54 statement items

were obtained, comprising 20 items related to emotional intelligence, 18 to school principal leadership, and 16 to teacher work behavior. These items were rated on a Likert scale with four response options: strongly agree (4 points), agree (3 points), disagree (2 points), and strongly disagree (1 point). Data analysis techniques included tests for normality, heteroskedasticity, and multicollinearity as analysis prerequisites. Multiple linear regression was used for simultaneous testing (F-test), and partial significance testing was conducted using the t-test.

RESULTS

Hypothesis testing examined the influence of emotional intelligence (X1) and school principal leadership (X2) on teacher work behavior. The analysis was performed using SPSS software for Windows version 21 as follows:

Normality Test of Data

One of the prerequisite tests for data analysis is the normality test of data, which aims to determine the distribution of research data. Data with a normal distribution can be accepted and is suitable for this study. The SPSS (Statistical Product and Service Solution) version 22 for Windows program is used for data processing to verify the normality of data related to emotional intelligence, school leadership, and teacher behavior. When using the Kolmogorov-Smirnov One-Sample normality test, data is normally distributed if the significance value is greater than 0.050, as seen in the following figure.

Table 1. Results of One-Sample Kolmogorov-Smirnov Test for Data Normality

|		Unstandardized Residual
N		77
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	8.60604517
Most Extreme Differences	Absolute	.112
	Positive	.101
	Negative	-.112
Kolmogorov-Smirnov Z		.982
Asymp. Sig. (2-tailed)		.289

a. Test distribution is Normal.

b. Calculated from data.

The data testing results using the One-Sample Kolmogorov-Smirnov test for data normality indicate that the data's significance is 0.289, which is greater than 0.050. It suggests that the data follows a normal distribution.

Heteroskedasticity Test

Figure 1. Results of Heteroskedasticity Test Graph
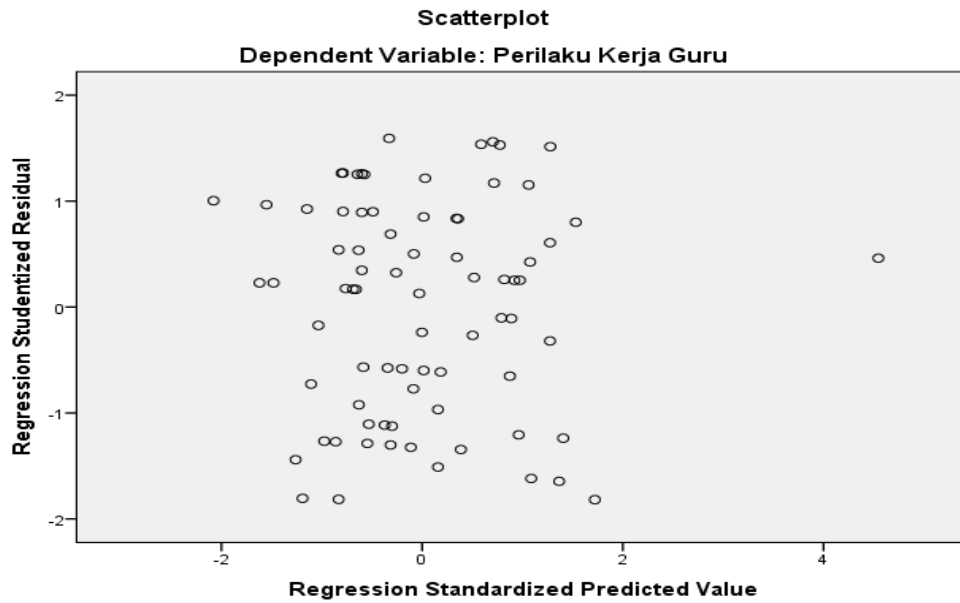
The figure from the graph shows that the points are scattered, and no specific pattern is forming. Therefore, it can be concluded that the data is well-distributed because no heteroskedasticity is present.

Multicollinearity Test

Multicollinearity testing determines whether two or more variables are linearly correlated. If a linear relationship exists among independent variables, it becomes challenging to differentiate the effects of these independent variables on the dependent variable. The test results for detecting multicollinearity in the research model can be observed through tolerance and variance inflation factor (VIF) values. If the tolerance value is > 0.10 and the VIF is < 10.00, it can be concluded that there is no multicollinearity among the independent variables. The results of this testing on the research data can be found in the following table.

Table 2. Results of the Multicollinearity Test

Coefficients[a]					
Model	**Unstandardized Coefficients**			**Collinearity Statistics**	
	B	**Std. Error**	**Beta**	**Unstandardized Coefficients**	**VIF**
(Constant)	88.252	16.438			
Emotional Intelligence	.066	.127	.061	.093	1.000
School Principal Leadership	.006	.152	.004	.093	1.000

a. Dependent Variable: Teacher Work Behavior

The data analysis results indicate that the tolerance value is > 0.10 (0.93 > 0.10), and the VIF is < 10.00 (1.000 < 10.00), which means that there is no multicollinearity present.

Simple Linear Regression Analysis

Table 3. Results of Partial Analysis (T-Test) of the Influence of Emotional Intelligence on Teacher Work Behavior

Coefficients[a]							
Model	Unstandardized Coefficients			t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	32.946	5.877		5.606	.000		
Emotional Intelligence	.141	.070	.172	2.012	.048	.799	1.251
School Principal Leadership	.456	.059	.659	7.700	.000	.799	1.251

a. Dependent Variable: Teacher Work Behavior

The significance of the coefficient was tested using a t-test, and it was found that the calculated t-value (t-count) is 2.012, significant at the 0.048 level. The critical t-value (t-table) at a significance level of 0.025 with n = 77 results in df = n-3, or 77-3 = 74. Thus, the t-table value is 1.993. It indicates that t-count (2.012) is greater than t-table (1.993) with α = 0.025, leading to the rejection of H0 and the acceptance of Ha. It demonstrates a significant influence of emotional intelligence (X1) on teacher work behavior (Y), as explained by the variation in the aspects through the equation Y = 32.946 + 0.0141. The analysis results show that the higher the level of emotional intelligence of the school principal, the better the teacher's work behavior.

Table 4. Results of Partial Analysis (T-Test) of the Influence of School Principal Leadership on Teacher Work Behavior

Coefficients[a]							
Model	Unstandardized Coefficients			t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	32.946	5.877		5.606	.000		
Emotional Intelligence	.141	.070	.172	2.012	.048	.799	1.251
School Principal Leadership	.456	.059	.659	7.700	.000	.799	1.251

a. Dependent Variable: Teacher Work Behavior

The significance of the coefficient was tested using a t-test, and it was found that the calculated t-value (t-count) is 7.700, significant at the 0.071 level. The critical t-value (t-table) at a significance level of 0.025 with n = 77 results in df = n-3, or 77-3 = 74. Thus, the t-table value is 1.993. Consequently, it can be stated that the t-count (7.700) is greater than the t-table (1.993) with α = 0.025, leading to the rejection of H0 and the acceptance of Ha. It indicates that school principal leadership (X2) significantly influences teacher work behavior (Y). The influence of school principal leadership (X2) on teacher work behavior (Y) can be explained through the equation Y = 32.946 + 0.456. Therefore, it can be concluded

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that the higher the level of school principal leadership, the better the teacher work behavior in that school.

Multiple Linear Regression Analysis

Table 5. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients Standardized Coefficients			t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	32.946	5.877		5.606	.000		
Emotional Intelligence	.141	.070	.172	2.012	.048	.799	1.251
School Principal Leadership	.456	.059	.659	7.700	.000	.799	1.251

a. Dependent Variable: Perilaku Kerja Guru

The data in the table shows a multiple linear regression constant value of 32.946. The emotional intelligence variable has a regression coefficient value of 0.141, and the school principal leadership variable has a value of 0.456. The following multiple linear regression equation can be constructed using the formula Y = a + b1.X1 + b2.X2: If Y = 32.946 + 0.0141X1 + 0.0456X2, it indicates that if there is a one-point increase in emotional intelligence and school principal leadership, then teacher work behavior will increase by 32.946 units, just like both variables, emotional intelligence and school principal leadership.

Table 6. Results of Multiple Correlation Test - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.753a	.566	.555	1.001	1

a. Predictors: (Constant), Kepemimpinan Kepala Sekolah, Kecerdasan Emosional

b. Dependent Variable: Teacher Work Behavior

The analysis results in the table indicate that emotional intelligence (X1) and school principal leadership (X2) influence teacher work behavior (Y), supported by a coefficient of determination of 56.6%, as shown by the R Square determination coefficient of 0.566. It means that 56.6% of teacher work behavior is influenced by emotional intelligence and school principal leadership, while the remaining 43.4% is influenced by other factors that have not been studied and tested in the research. These test results are explained through the equation Y = 32.946 + 0.0141X1 + 0.0456X2.

DISCUSSION
The Influence of School Principals' Emotional Intelligence on Teacher Work Behavior in State Senior High Schools throughout Palopo City

In a survey involving 77 respondents from six State Senior High Schools in Palopo City, twenty valid statements on emotional intelligence were administered. The research conducted at the State Senior High Schools throughout Palopo City through a validated and pilot-tested questionnaire revealed significant findings. The survey results indicated that the school principals in these institutions possessed high emotional intelligence, with 41 respondents, equivalent to 53%, exhibiting such characteristics. The average score obtained was 82.16.

Further statistical analysis of the data showed that the calculated t-value (2.012) exceeded the tabulated t-value (1.993), with a significance level (0.04) less than 0.05. Consequently, the null

hypothesis (H0) was rejected in favor of the alternative hypothesis (Ha). It suggests a significant influence of school principals' emotional intelligence on teacher behavior. It indicates that the better a school principal's emotional intelligence influences teachers, the better the teachers' behavior in fulfilling their roles within the school. This finding underscores the essential role of emotional intelligence in leadership, particularly in educational settings.

This research demonstrates a substantial impact of school principals' emotional intelligence on teacher behavior in State Senior High Schools across Palopo City. This result aligns with previous studies conducted by Tria Pertiwi and Anton (2001) and Maulana (2018), all of which highlight the significant influence of emotional intelligence on teacher performance. Moreover, it reaffirms Goleman's research, emphasizing that only 20% of a person's success is attributed to IQ, while other factors, notably emotional intelligence, shape the remaining 80%. As Andrias noted, leadership success is heavily influenced by the affective aspect of emotional intelligence, encompassing self-control, empathy, motivation, creativity, tolerance, and empathy toward others. Thus, it can be concluded that a leader's success in fulfilling their role is closely tied to their level of emotional intelligence, enabling them to effectively control and influence their subordinates towards achieving common goals.

The Influence of School Principal Leadership on Teacher Work Behavior in State Senior High Schools throughout Palopo City

In a survey conducted at State Senior High Schools across Palopo City, 18 valid statements on principal leadership, derived from a pilot-tested and rationalized questionnaire, were administered to 77 respondents from six schools. The survey results revealed that the leadership of school principals in these institutions was rated positively, with 50 individuals, or 64% of the respondents, considering it good. The average score obtained was 83.33.

Subsequent data analysis yielded a calculated t-value of 7.700, exceeding the tabulated t-value of 1.933, with a significance level of 0.00, which is smaller than 0.05. It indicates the rejection of the null hypothesis (H0) in favor of the alternative hypothesis (Ha). Based on these data analyses, it can be concluded that school principal leadership significantly influences teacher work behavior. It suggests that the more effective the school principal's leadership, the better the teacher's work behavior. The success of a school in achieving its goals or great mission depends on the effectiveness of the principal's leadership, which can influence the behavior of teachers and staff within the organization.

As noted by Adibah (2020), leadership can affect the skills of others in achieving organizational goals and objectives. It implies that school principals must be capable of influencing the skills of teachers, ultimately shaping good teacher work behavior that supports the school's objectives.

Diah (2020) further explains that leadership factors significantly influence the quality of education, as the behaviors exhibited by a school principal can motivate individuals or groups under their leadership. This assertion is supported by Wohlstetter Priscilla's (2009) research, which found that a principal's high attention to quality improvement, emphasis on commendable behavior, and responsive approach to handling significant school issues reduce undesirable behavior in students and enhance the school environment.

This research contradicts input-output education strategies that assume that fulfilling all educational inputs, such as teaching materials, equipment, teacher training, and others, will automatically result in the desired educational output. Instead, it emphasizes that school improvement relies on the effective leadership of the school principal in utilizing the school's potential and resources to achieve educational goals.

The data analysis demonstrates that school principal leadership significantly impacts teacher work behavior at State Senior High Schools in Palopo City. These findings align with previous studies conducted by Purwanto et al. (2019), Nurdin et al. (2021), and Bierhoff and Muller (2005), all of which indicate a positive and significant influence of leadership on work behavior. Therefore, it can be inferred that work behavior, in general, is influenced by the effectiveness of leadership in fostering teacher work behavior that consciously contributes to work outcomes and teacher performance.

The Influence of Emotional Intelligence and School Principal Leadership on Teacher Work Behavior in State Senior High Schools throughout Palopo City

Based on the research conducted in State Senior High Schools across Palopo City, questionnaire responses from participants revealed that, in general, schools in this region could be categorized into four groups in terms of teacher work behavior: 9% exhibited poor behavior, 27% demonstrated fairly good behavior, 38% had good behavior, and 26% displayed very good behavior. Overall, this classification indicated that teacher work behavior in State Senior High Schools in Palopo City was good, with a frequency of 29 individuals, accounting for 38%. The average score obtained was 83.28. The research results further indicated a significant influence of emotional intelligence and school principal leadership on teacher work behavior, supported by a determination coefficient of 56.6%.

The simultaneous influence of X1 and X2 on Y was reinforced by the significant result of 0.000, which is smaller than 0.05. It implies a simultaneous impact of variables X1 and X2 on Y. Additionally, the F-value (48.326) exceeded the F-table value (3.119), indicating that teacher work behavior is influenced by emotional intelligence and school principal leadership.

These findings suggest that higher levels of emotional intelligence and effective school principal leadership correspond to better teacher work behavior and performance. It aligns with Barus's (2022) statement that positive work behavior contributes to achieving organizational goals with high efficiency, effectiveness, and productivity levels. It indicates that individuals with positive work behavior assist organizations in achieving their goals effectively and efficiently. To attain a school's predetermined goals and objectives, school principals require good teacher work behavior to help realize these objectives. As Nurdin et al. (2022) stated, work behavior encompasses the abilities and behaviors crucial in any job, underscoring its importance for a school organization as demonstrated through an employee's actions.

The research results also reveal that one of the factors influencing teacher work behavior is the level of emotional intelligence and school principal leadership. School principals with good emotional intelligence can control their emotions, display empathy, motivate themselves, exhibit creativity, demonstrate tolerance, and show empathy toward others. It indicates that emotional intelligence influences teacher work behavior, as evidenced by a school principal's ability to understand teachers' emotions, motivate them, and show empathy, all of which contribute to teacher work behavior and performance. Furthermore, effective school principal leadership can influence teacher behavior, leading to positive teacher work behavior.

CONCLUSION

Based on the research findings, it can be concluded that this study has yielded several important insights. Firstly, the emotional intelligence of school principals has a significant and positive impact on the teacher's behavior at the State Senior High Schools (SMA) in Palopo City. It indicates that school principals with higher emotional intelligence tend to influence teacher behavior positively. Secondly, the leadership of school principals also significantly and positively influences teacher behavior at the State Senior High Schools in Palopo City. It emphasizes that effective leadership practices by school principals can enhance teacher behavior within that environment. Thirdly, emotional intelligence and school principals' leadership jointly and simultaneously influence teacher behavior at the State Senior High Schools in Palopo City. It signifies that these factors work synergistically, and school principals who balance emotional intelligence and effective leadership impact teacher behavior positively. Therefore, this research outcome significantly contributes to understanding how emotional intelligence and school leadership affect teacher behavior. It underscores the importance of developing both aspects to enhance the quality of education in the State Senior High Schools in Palopo City.

Funding and Conflicts of Interest

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