

## The Quality of Work Life in School and Its Effect on the Teachers' Performance

Amelia Lalompoh\*, Moerjati, Adya Hermawati,  
Rahayu Puji Suci and Nasharudin Mas

<sup>1</sup> Department of Management, Master Program, Widyagama University of Malang

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**ABSTRACT.** The aim of this research is to analyze the effect of work life quality on the teachers' performance, the relation between the role of school principal's management and the teachers' emotional intelligence affecting the quality of work life. The research was carried out by using a quantitative approach and was through survey method which was based on the structural questionnaire. There were 33 Senior High School teachers of Adventist Colleges in East Java interviewed to obtain variables in answering the research objectives. Data were collected in the ordinal form of the Likert scale, described and worked out by using path analysis method based on the framework model formulated. The results show that the quality of work life plays an important role in maximizing or supporting teachers' performance. It was also found that the school principal's management competency and the teachers' emotional intelligence have a great contribution to the teachers' performance. The quality of work life further functions significantly as the intervening variable effect of the school principal's management competency and the teachers' emotional intelligence on teachers' performance.

**Keywords:** *quality of work life, school principal, emotional intelligence, teacher, path analysis*

**JEL Classification:** I29, J24, M54

### INTRODUCTION

Educators play a very important role in shaping the character of citizens and developing potentials of educated participants. It means that teachers or educators are one of the determinant factors to create a better quality of education. Wahjosumidjo (1999) said that teachers are the most important component in delivering the best quality of education. Successful education is greatly affected by the teachers' performance in planning, executing, and evaluating learning activities. The teachers' performance is an important element in education and determines the level of education quality.

According to Rusyan (1989), teachers' performance is about how to manage learning

activity either inside or outside the classroom. There are many learning-related activities such as serving in school administration, directing the learning process, providing mentoring service students, and implementing assessment. The teachers' performance should be assessed or evaluated to keep the track of its development. Therefore, schools as one of the education units should assess the teachers' performance periodically. It can be done monthly, quarterly, semesterly or annually so that it can give benefits for education, including for school environment.

Advent College in East Java has done an assessment for their teachers' performance annually. Based on the secondary data in the academic year of 2017, teachers at Advent Senior High Schools have been assessed for their performances and the result was not good or less compatible with school targets. Teachers seem difficult to expand the competency that they have mastered for years. The teachers' competency is indeed an important element that determines their capability to serve their duties as teachers.

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\* Corresponding author email: wati\_wati38@yahoo.co.id,  
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In accomplishing the responsibilities at school, the teachers cannot be separated from three factors. First is the school principal's managerial competency. This managerial competency is the school principal's capability to manage all school activities that is assigned. Based on the Regulation of National Education Minister No. 13 of 2007, the school principal should own managerial competency to lead an organization. A good leadership occurs only with adequate work experience.

Second is the teachers' emotional intelligence. This is an important attribute that should be owned by teachers who work as teaching staff. Emotional intelligence enables the teacher to work wiser in dealing with school problems with their students and co-workers.

Third is the quality of work life. This factor is defined as a learning-teaching activity done by teachers to create a convenient work environment to help to increase their teaching performance. The availability of structures and infrastructures for teaching has a great impact on the teachers' performance.

Advent College is a Christian Educational Institution that emphasizes on the character education for the students. Its educational philosophy says that the biggest demand of the world is the demand for people who never trade their humanity for materialism, people who have consciences, loyalty and honesty, people who are not afraid to say sins as sins, people who have integrity in their assignments like compass pointer showing to the pole, and people who are able to stand for the truth despite the collapse of the sky (White, 1980).

High schools of Advent College have been established in three areas in East Java: Malang, Purwodadi, and Surabaya. Three schools conduct the same mission, that is to embody Advent education that respects Christianity creed, sows serving spiritualism, develops educated participants capability to master skill, knowledge, and technology, and motivates them to be creative, achievable, and independent. To achieve this mission, several requirements are needed such as principals with good managerial competencies, teachers with emotional intelligence who can help

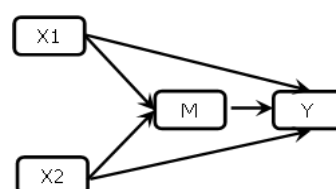
them in improving their performance as educators, and a pleasant and comfortable quality of work life.

The result of observations at Advent College showed that teachers face many problems. Those are from students including those who have violated school rules, students who do not learn seriously, students who do not do assignments, and students who oppose the teachers' opinions. Teachers also face other problems such as the working relations among colleagues that are less harmonious, the different opinion between teachers and principals, teachers' less involvement in school development planning. Teachers should have emotional intelligence by being calm and proportionate to overcome problems. Emotional intelligence is an important factor that has a major influence on the teachers' performance.

By taking into account the problems above, the objectives of the research are to analyze the effect of work life quality on the teachers' performance, the relation between the role of school principal's management and teachers' emotional intelligence in affecting the quality of work life.

## RESEARCH METHOD

This research was conducted in three Adventist High Schools in East Java, namely Purwodadi, Malang and Surabaya. The study was conducted in 2018, involving 33 teachers at those schools. The survey was conducted by giving questionnaires to the teachers to obtain the variables related to the principal's managerial competence (X1), teachers' emotional intelligence (X2) and work life quality (M) on teachers' performance (Y). Data variables were obtained in the form of ordinal Likert scale, in five answers including strongly agree, agree, moderate, disagree, and strongly disagree. X1, X2, M, and Y were latent variables that comprised 11, 11, 15 and 15 indicators or observed variables respectively.



**Figure 1.** The Hypothetical Model Framework Among Variables

The results of the data were then compiled, described and carried out by using path analysis methods which was based on the model framework that had been formulated (Figure 1). Path analysis is a derivative of correlation analysis and takes benefits from path diagram by comprising hypotheses. Path analysis was used to explain the causal effect mechanism across variables by classifying coefficient of correlation into direct and indirect effect. Path analysis is an association with linear regression analysis because path analysis uses the same counting method as linear regression. The only difference is that path analysis involves standardized observation value. Therefore, the path coefficient is basically a beta coefficient in the linear regression model. Path analysis was done by using Statistical Package for the Social Science (SPSS) software, including to calculate the validity and reliability tests.

## RESULT AND DISCUSSION

### The Description of Respondents

Table 1, 2, 3 and 4 provide descriptions about the respondents' answer to question items concerning school principal's managerial competency, teachers' emotional intelligence, quality of work life and teachers' performance. Table 1 shows that some teachers disagree with policies made by the school principal, especially policies on indicators of planning, organizing and evaluating. The highest mean score of the respondents' answer concerning school principal's managerial competency was 4.03 and it is related to planning the learning programs (X1.1) and capability to advance organization (X1.8). The lowest mean score was 3.84 (X1.3) relating to financial planning and evaluation.

**Table 1.** The Description of School Principal's Managerial Competency (X1)

| Variable Indicator                             | Frequency of response <sup>1</sup> |   |   |    |    | Mean | Criterion |
|--|------------------------------------|---|---|----|----|------|-----------|
|  | Sd                                 | D | M | A  | Sa |      |           |
| X1.1 Planning for learning programs            | 0                                  | 0 | 8 | 16 | 9  | 4.03 | High      |
| X1.2 Planning for a teacher assignment         | 0                                  | 0 | 4 | 26 | 3  | 3.96 | High      |
| X1.3 Planning for financial and equipment      | 0                                  | 1 | 7 | 21 | 4  | 3.84 | High      |
| X1.4 Providing assignments for teachers        | 0                                  | 0 | 4 | 26 | 3  | 3.96 | High      |
| X1.5 Establishing right man in the right place | 0                                  | 1 | 7 | 21 | 4  | 3.84 | High      |
| X1.6 Receiving and managing reports            | 0                                  | 2 | 3 | 25 | 3  | 3.87 | High      |
| X1.7 Making the proper decisions               | 0                                  | 0 | 8 | 19 | 6  | 3.93 | High      |
| X1.8 Advancing the organization                | 0                                  | 0 | 8 | 16 | 9  | 4.03 | High      |
| X1.9 Making correction and provide solutions   | 0                                  | 0 | 4 | 26 | 3  | 3.94 | High      |
| X1.10 Carrying out evaluation                  | 0                                  | 1 | 7 | 21 | 4  | 3.84 | High      |
| X1.11 Establishing quality standards           | 0                                  | 0 | 4 | 26 | 3  | 3.96 | High      |
| Total  |                                    |   |   |    |    | 3.92 | High      |

<sup>1</sup> Sd: Strongly disagree (1), D: Disagree (2), M: Moderate (3), A: Agree (4), Sa: Strongly agree (5);

**Table 2.** The Description of School Principal's Managerial Competency (X2)

| Variable Indicator                             | Frequency of response <sup>1</sup> |   |   |    |    | Mean | Criterion |
|--|------------------------------------|---|---|----|----|------|-----------|
|  | Sd                                 | D | M | A  | Sa |      |           |
| X2.1 Planning for learning programs            | 0                                  | 0 | 3 | 13 | 17 | 4.42 | Very High |
| X2.2 Planning for a teacher assignment         | 0                                  | 0 | 5 | 20 | 8  | 4.09 | High      |
| X2.3 Planning for financial and equipment      | 0                                  | 1 | 6 | 20 | 6  | 3.93 | High      |
| X2.4 Providing assignments for teachers        | 0                                  | 0 | 5 | 20 | 8  | 4.09 | High      |
| X2.5 Establishing right man in the right place | 0                                  | 1 | 6 | 20 | 6  | 3.93 | High      |
| X2.6 Receiving and managing reports            | 0                                  | 0 | 5 | 13 | 15 | 4.30 | Very High |
| X2.7 Making the proper decisions               | 0                                  | 1 | 7 | 17 | 8  | 3.96 | High      |
| X2.8 Advancing the organization                | 0                                  | 0 | 3 | 13 | 17 | 4.42 | Very High |
| X2.9 Making correction and provide solutions   | 0                                  | 0 | 5 | 20 | 8  | 4.09 | High      |
| X2.10 Carrying out evaluation                  | 0                                  | 0 | 3 | 14 | 16 | 4.39 | Very High |
| X2.11 Establishing quality standards           | 0                                  | 0 | 5 | 20 | 8  | 4.09 | High      |
| Total  |                                    |   |   |    |    | 4.15 | High      |

<sup>1</sup> Sd: Strongly disagree (1), D: Disagree (2), M: Moderate (3), A: Agree (4), Sa: Strongly agree (5);

**Table 3.** The Description of Quality of Work Life (M)

| Variable Indicator  | Frequency of response <sup>1</sup> |   |    |    |    | Mean <sup>2</sup> | Criterion |
|---|------------------------------------|---|----|----|----|-------------------|-----------|
|   | Sd                                 | D | M  | A  | Sa |                   |           |
| M.1 The teacher is involved in making decisions                           | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| M.2 The teacher is authorized in carrying out tasks                       | 0                                  | 0 | 4  | 26 | 3  | 3.96              | High      |
| M.3 Promotion system according to educational background                  | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| M.4 Principals pay attention to improve skills                            | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| M.5 Never have conflict with colleagues                                   | 0                                  | 0 | 4  | 26 | 3  | 3.96              | High      |
| M.6 The principals try to resolve if there is a conflict with a colleague | 0                                  | 1 | 7  | 21 | 4  | 3.84              | High      |
| M.7 Good communication with colleagues                                    | 0                                  | 0 | 13 | 13 | 7  | 3.81              | High      |
| M.8 Willing to accept constructive advice                                 | 0                                  | 0 | 13 | 10 | 10 | 3.90              | High      |
| M.9 The health insurance provided by the school                           | 0                                  | 0 | 3  | 13 | 17 | 4.42              | Very High |
| M.10 The facilities provided by the school                                | 0                                  | 0 | 5  | 20 | 8  | 4.09              | High      |
| M.11 The work environment provides comfort                                | 0                                  | 0 | 3  | 13 | 17 | 4.42              | Very High |
| M.12 Schools have pension plans for teachers                              | 0                                  | 0 | 3  | 13 | 17 | 4.42              | Very High |
| M.13 Schools make sure the safety in work.                                | 0                                  | 0 | 5  | 20 | 8  | 4.09              | High      |
| M.14 Schools have standards of occupational safety and health             | 0                                  | 1 | 16 | 20 | 6  | 3.93              | High      |
| M.15 Teachers feel happy working and devoting a career to school          | 0                                  | 1 | 16 | 22 | 4  | 3.87              | High      |
| Total   |                                    |   |    |    |    | 4.05              | High      |

<sup>1</sup> Sd: Strongly disagree (1), D: Disagree (2), M: Moderate (3), A: Agree (4), Sa: Strongly agree (5);

**Table 4.** The Description of Teachers' Performance (Y)

| Variable Indicator  | Frequency of response <sup>1</sup> |   |    |    |    | Mean <sup>2</sup> | Criterion |
|---|------------------------------------|---|----|----|----|-------------------|-----------|
|   | Sd                                 | D | M  | A  | Sa |                   |           |
| Y.1 Active in church services                                     | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| Y.2 Faithful in returning offerings                               | 0                                  | 0 | 4  | 26 | 3  | 3.96              | High      |
| Y.3 Diligently following morning devotions at school              | 0                                  | 0 | 6  | 21 | 6  | 4.00              | High      |
| Y.4 Friendly in communication                                     | 0                                  | 0 | 13 | 13 | 7  | 3.81              | High      |
| Y.5 Manage all students fairly                                    | 0                                  | 0 | 13 | 10 | 10 | 3.90              | High      |
| Y.6 Good behavior in carrying out teachers' duties                | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| Y.7 Serious in carrying out the task                              | 0                                  | 0 | 4  | 26 | 3  | 3.96              | High      |
| Y.8 Carry out the principles of the Pancasila                     | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| Y.9 Prioritizing office assignments exceeds personal interests    | 0                                  | 0 | 8  | 16 | 9  | 4.03              | Very High |
| Y.10 Work hard to improve student achievement                     | 0                                  | 0 | 3  | 13 | 17 | 4.42              | Very High |
| Y.11 Carry out the learning process on time                       | 0                                  | 0 | 3  | 13 | 17 | 4.42              | Very High |
| Y.12 Request permission if you are unable to do a job             | 0                                  | 0 | 13 | 10 | 10 | 3.90              | Very      |
| Y.13 Discuss the progress, difficulties and potential of students | 0                                  | 0 | 15 | 11 | 7  | 3.75              | High      |
| Y.14 Skills for doing assignments on time                         | 0                                  | 0 | 8  | 16 | 9  | 4.03              | High      |
| Y.15 Skillfully arrange work plans systematically                 | 0                                  | 0 | 4  | 12 | 17 | 4.39              | Very High |
| Total   |                                    |   |    |    |    | 3.97              | High      |

<sup>1</sup> Sd: Strongly disagree (1), D: Disagree (2), M: Moderate (3), A: Agree (4), Sa: Strongly agree (5);

Table 2 presents some teachers who less agree and even disagree with indicators of self-regulation, motivation, and empathy. The highest mean score was 4.42 relating to identifying factors that trigger emotion (X2.1) and understanding others' feeling when they are in trouble (X2.8). The lowest mean score was 3.93 (X2.5) and was to control emotion and being optimist with a career.

Table 3 shows that some teachers are less agree and even disagree with indicators of

problem-solving and work environment safety. The highest mean score was 4.42 relating to the health insurance provided by the school (M.9), the comfort in the work environment (M.11), and pension plans for teachers (M.12). The lowest mean score was 3.81 (M.7) relating to communication with colleagues.

Table 4 shows a number of teachers who are less agree with the standard designed to assess their performance. The highest mean score was

4.42, associated with working hard to improve students' achievement (Y.10) and implementing the learning process on time (Y.11). The lowest mean score was 3.81 associated with friendly communication (Y.4).

### Implementation Model

#### a. Testing and specification Model

The results of the validity test on the research indicators on all variables (Tables 5, 6, 7, and 8) show an r-count greater than the r-table (0.301). The validity test shows that the indicators involved have a significant relationship to latent variables, so the relationship between them is valid.

**Table 5.** The Validity Test of School Principal's Managerial Competency (X1)

| Indicators (observed variables)                 | Coefficient | p-value |
|---|-------------|---------|
| – Planning for learning programs                | 0.461       | 0.007   |
| – Planning for a teacher assignment             | 0.847       | 0.000   |
| – Planning for financial and equipment          | 0.863       | 0.000   |
| – Providing assignments for teachers            | 0.427       | 0.000   |
| – Establishing the right man in the right place | 0.863       | 0.000   |
| – Receiving and managing reports                | 0.427       | 0.013   |
| – Making the proper decisions                   | 0.415       | 0.016   |
| – Advancing the organization                    | 0.461       | 0.007   |
| – Making correction and providing solutions     | 0.847       | 0.000   |
| – Carrying out evaluation                       | 0.863       | 0.000   |
| – Establishing quality standards                | 0.847       | 0.000   |

**Table 6.** The Validity Test of Teachers' Emotional Intelligence (X2)

| Indicators (observed variables)                    | Coefficient | p-value |
|--|-------------|---------|
| – Identifying factors that trigger emotions        | 0.627       | 0.000   |
| – Understanding why emotion occurs                 | 0.609       | 0.000   |
| – Being able to control emotions                   | 0.783       | 0.000   |
| – Being able to express emotions properly          | 0.609       | 0.000   |
| – Always Being optimistic about career development | 0.783       | 0.000   |
| – The principal encourages achievement             | 0.487       | 0.004   |
| – Feeling the others' feelings                     | 0.578       | 0.000   |
| – Understanding other people's problems            | 0.627       | 0.000   |
| – Always cooperating with fellow colleagues        | 0.609       | 0.000   |
| – Communicating with fellow colleagues             | 0.618       | 0.000   |
| – Communicating with the principal                 | 0.512       | 0.002   |

Meanwhile, the reliability test for latent variables X1, X2 M and Y (Table 9) results in a Cronbach alpha value exceeding 0.6. This shows that the indicators involved have a relationship that is consistent with latent variables, or the relationship is said to be reliable. The validity and reliability tests indicate the concept of the model being built and that fulfils the requirements and provides certainty as the research instrument (Arikunto, 2006).

Based on the validity and reliability test, a conceptual model can be formulated to explain the relationships among latent variables of X1, X2, M, and Y2, as presented in Table 10. It also shows the direction of influence between variables, accompanied by the statistics of path coefficient, t and p-value; as in linear regression.

**Table 7.** The Validity Test of Quality of Work Life (M)

| Indicators (observed variables)   | Coefficient | p-value |
|---|-------------|---------|
| – The teacher is involved in making decisions                           | 0.777       | 0.000   |
| – The teacher is authorized in carrying out tasks                       | 0.551       | 0.001   |
| – Promotion system according to educational background                  | 0.777       | 0.000   |
| – Principals pay attention to efforts to improve skills                 | 0.777       | 0.000   |
| – Never have conflict with colleagues without the settlement            | 0.551       | 0.001   |
| – The principals try to resolve if there is a conflict with a colleague | 0.439       | 0.011   |
| – Good communication with colleagues                                    | 0.645       | 0.000   |
| – Willing to accept constructive advice                                 | 0.675       | 0.000   |
| – The health insurance provided by the school                           | 0.494       | 0.003   |
| – The facilities and infrastructure provided by the school              | 0.430       | 0.013   |
| – The work environment provides comfort                                 | 0.494       | 0.003   |
| – Schools have pension plans for teachers                               | 0.494       | 0.003   |
| – Schools make sure the safety of teachers in work.                     | 0.430       | 0.013   |
| – Schools have standards of occupational safety and health              | 0.481       | 0.003   |
| – Teachers feel happy working and devoting a career to school           | 0.401       | 0.021   |

**Table 8.** The Validity Test of Teachers' Performance (Y)

| Indicators (observed variables)                                    | Coefficient | p-value |
|--|-------------|---------|
| – Being active in church services                                  | 0.890       | 0.000   |
| – Being Faithful in returning offerings                            | 0.423       | 0.014   |
| – Diligently following morning devotions at school                 | 0.458       | 0.007   |
| – Being friendly in communication                                  | 0.703       | 0.000   |
| – Managing all students fairly                                     | 0.820       | 0.000   |
| – Having good behavior in carrying out teachers' duties            | 0.890       | 0.000   |
| – Being serious in carrying out the task                           | 0.423       | 0.014   |
| – Carrying out the principles of the Pancasila                     | 0.890       | 0.000   |
| – Prioritizing office assignments exceeds personal interests       | 0.890       | 0.000   |
| – Working hard to improve student achievement                      | 0.435       | 0.011   |
| – Carrying out the learning process on time                        | 0.435       | 0.011   |
| – Requesting permission if you are unable to do a job              | 0.820       | 0.000   |
| – Discussing the progress, difficulties, and potential of students | 0.674       | 0.000   |
| – Having skills for doing assignments on time                      | 0.890       | 0.000   |
| – Being skillfully in arranging work plans systematically          | 0.426       | 0.014   |

Table 10 shows that all statistic properties show a significant estimate (p-value <0.05). This means that the relationship between latent variables can

be used to explain the phenomenon that occurs among variables.

**Table 9.** The Reliability Test of Variables

| Variable <sup>1</sup> | Cronbach's Alpha | Number of Indicators |
|-----------------------|------------------|----------------------|
| X1                    | 0.879            | 11                   |
| X2                    | 0.841            | 11                   |
| M                     | 0.847            | 15                   |
| Y                     | 0.919            | 15                   |

<sup>1</sup> X1: the principal's managerial competence, X2: teachers' emotional intelligence, and M: work life quality and Y teachers' performance

**Table 10.** The Effect Across Variables

| Effect Path <sup>1</sup> | Coefficient | t      | p-value | R <sup>2</sup> |
|--------------------------|-------------|--------|---------|----------------|
| X1 → M                   | 0.582       | 6.956  | 0.000   | 0.397          |
| X2 → M                   | 0.585       | 6.993  | 0.000   | 0.399          |
| Total                    |             |        |         | 0.796          |
| X1 → Y                   | -0.299      | -4.708 | 0.000   | 0.119          |
| X2 → Y                   | -0.590      | -9.256 | 0.000   | 0.234          |
| M → Y                    | 1.517       | 17.675 | 0.000   | 0.603          |
| Total                    |             |        |         | 0.956          |

<sup>1</sup> X1: the principal's managerial competence, X2: teachers' emotional intelligence, and M: work life quality and Y teachers' performance

Meanwhile, the model (Table 10) also provides a calculation way of the coefficient determination through the following formula

$$Rm2 = 1 - [(1 - 0.796) \times (1 - 0.956)] = 0.991$$

The results of the totally coefficient of determination were found to be 0.991. This shows that the model formulation in this study can be explained from 99.1% of the variance of research data.

#### b. The quality of work life

The model presents that the quality of the work environment is influenced by the principal's managerial competency and the teachers' emotional intelligence. The formulation of the path relationship is expressed through the equation:

$$M = 0.582 X1 + 0.585 X2$$

Path coefficient of school principal's managerial competency on the quality of work life is 0.582. This means that every increase of school principal's managerial competency for 1 unit will be followed by the increase of quality of work life for 0.582 times. The coefficient determination of the school principal's managerial competency to the quality of work life is 39.7%. It means that 39.7% of changes in the quality of work life are caused by changes in

school principal's managerial competency. In summary, the principal's managerial competency has a significant effect on the teachers' performance.

This finding is supported by Nurdin (2015) who states that the effect of school principal's managerial competency on the teachers' job satisfaction is rated at 54.8. The effect rate of school climate on teachers' job satisfaction is 44.2%. The rate of simultaneous effect of school principal's managerial competency and school climate on teachers' job satisfaction is 65%.

Meanwhile, path coefficient of teachers' emotional intelligence on quality of work life is 0.585, meaning that every increase of teachers' emotional intelligence for 1 unit will be accompanied by the increase of quality of work life by 0.585 times. The coefficient determination of this path is 39.9%, which means that 39.9% of changes in the quality of work life are caused by changes in the teachers' emotional intelligence. It can be said that the teachers' emotional intelligence has a significant effect on the quality of work life.

Nurjaya (2015) shows results that are in line with the study. Emotional intelligence has a significant effect on job satisfaction. Job environment has a significant effect on job satisfaction. Emotional intelligence and job environment have a simultaneous effect on job satisfaction of employees at PT. Reksa Finance of Lampung Branch.

#### c. Teachers' performance

The model presents that teachers' performance is influenced by the principal's managerial competency, teachers' emotional intelligence and quality of work life. The formulation of the path relationship is expressed through the equation:

$$Y = -0.299 X1 - 0.590 X2 + 1.517 M$$

Path coefficient of school principal's managerial competency on teacher performance is -0.299, which means that every increase of school principal's managerial competency for 1 unit will result in a decrease in teachers' performance for 0.299 times. School principal's managerial competency has a contribution to teachers' performance for 11.9%. Based on this situation, it

can be said that 11.9% of changes in teachers' performance are caused by the changes in school principal's managerial competency.

Managerial competence is a management function that should be carried out by the principal. Hasibuan (2007) said that management concerns to utilize human resource and other resources in effective and efficient ways in order to achieve a certain goal. Moreover, teachers' performance is defined as the achievement attained by teacher based on the competency standard and criteria determined by the school where the teacher works. Advent College in East Java has used a competency standard to guide the teachers, and this standard comprises of seven items namely spiritualism, service orientation, integrity, commitment, discipline, cooperation, and competency. These items are in accordance with those stated in School Council's Decree No.015/06/MAC/2017 concerning performance assessment for resident employees.

The finding is supported by Amali (2015), that school principal's managerial competency significantly affects teachers' performance. Furthermore, teachers' work satisfaction significantly influences teachers' performance, and that school principal's managerial competency and teachers' work satisfaction simultaneously affects teachers' performance.

Meanwhile, the path coefficient of teachers' emotional intelligence on the teachers' performance is -0.590. It means that every increase in teachers' emotional intelligence for 1 unit will decrease teachers' performance for 0.590 times. Teachers' emotional intelligence contributes to teachers' performance for 23.4%. It can be said that 23.4% of changes in teachers' performance are triggered by changes in the teachers' emotional intelligence.

According to Goleman (2011), emotional intelligence is the ability of individuals in managing their emotional life through intelligence, keeping their emotional life in harmony, and revealing it through self conscience, self regulation, motivation, empathy, and social skill.

This study also confirms Sholiha, Sunaryo, & Priyono (2017) who discovered that both emotional intelligence and spiritual intelligence have a significant effect on teachers' performance at An-Nur Middle School of Bululawang. Despite the

significant effect from these two bits of intelligence, the effect of spiritual intelligence seems more dominant. Furthermore, emotional intelligence and spiritual intelligence have a significant effect either partially or simultaneously on the teachers' performance, and spiritual intelligence is more dominant in affecting teachers' performance.

Meanwhile, the path coefficient of quality of work life on teachers' performance is 1.517. It means that every increase in quality of work life for 1 unit will increase teachers' performance for 1.517 times. The coefficient determination of the path is 60.3%, which means that 60.3% changes in teachers' performance are inflicted by changes in the quality of work life. Thus, the quality of work life has a significant effect on the teachers' performance.

Cascio (1998) defined the quality of work life as the perception of employees about their mental and physical welfares at work. Meanwhile, teachers' performance talks about the achievement attained by the teacher based on the competency standard and criteria determined by the school where the teacher works.

The result above is also in line with Hermawati & Mas (2016) who state that transglobal leadership affects employees' performance, and quality of work life plays an important role in mediating this effect relationship. Without the quality of work life, it is not possible for transglobal leadership to affect employees' performance.

d. The quality of work life as an intervening variable

The result of the research indicates that the path of school principal's managerial competency on teachers' performance through the quality of work life as an intervening variable has the better condition if it is compared to the situation without mediation. The explanation of this result is that teachers start to feel better when they find that the school principal has good managerial competency and their quality of work life is a pleasure and convenient.

Hermawati & Mas (2017) states that there is a significant effect from transglobal leadership and quality of work life on employees' performance in the cooperatives in Malang, Pasuruan, and

Surabaya. Their study also finds intervening variables such as quality of work life, job involvement and organizational citizenship behavior as a connecting medium between transglobal leadership and employees' performance.

Meanwhile, the path of teachers' emotional intelligence on teachers' performance through the quality of work life as an intervening variable has better condition than the path without mediation. This means that the value of mediation path is higher than the value of path without mediation. It seems that teachers feel better in conducting their tasks as educational staff when they find that their quality of work life is convenient for them.

The emotional intelligence is the ability of individuals in managing their emotional life through intelligence, keeping their emotional life in harmony, and revealing it through self conscience, self regulation, motivation, empathy, and social skill (Goleman, 2011). Sholiha et al. (2017) showed that emotional intelligence and spiritual intelligence have a significant effect on teachers' performance.

### Research Implication

The findings described provide benefits and implications related to improving teachers' performance and the actions that should be done by the school.

1. Principal managerial competence should be improved. The principal is required to run management more openly by involving teachers, developing constructive discussions in school planning and development. This has been a complaint by teachers because teachers are not involved in financial planning and procurement of school supplies. This was said by Amali (2015) that managerial competence of principals significantly affects teachers' performance and their job satisfaction.
2. The emotional intelligence of the teachers needs to be trained and developed positively. Goleman (2011) describes emotional intelligence as an individual's ability to manage emotional life, self-regulation, motivation, empathy, and social skills. Emotional intelligence can be an essential approach to solving the problems of College teachers in East Java, for example, they are more patient with students to solve their problems, careers that

are less developed, low motivation and inadequate wages. The principal should often direct and assist teachers to be more active in working and developing cooperation among teachers to participate in the development of education in schools.

3. The quality of work life should be improved to support teachers' performance. At school, the teacher is not satisfied with the work environment, including equipment and supporting infrastructure provided by the school that is insufficient. Therefore, the school gradually needs to increase or improve the quality of equipment needed by the teachers or students. The principal should also create a friendly and conducive work environment, involve teachers to be more active in the development of education in schools. The technical and social quality of work life should always be developed because it has an important position and facilitates in helping efforts to improve teachers' performance.
4. This study also provides opportunities for further research, concerning the variables that affect teachers' performance. The study indicates that the importance of leadership to encourage employees' performance (Hermawati & Mas, 2016). Leadership is an over managerial ability needed to open gaps in solving problems. At school, leadership is more relevant to solving problems than managerial abilities.

### CONCLUSION AND SUGGESTION

The quality of work life is significantly influenced by the principal's managerial competence and teachers' emotional intelligence. In addition, the principal's managerial competence and teachers' emotional intelligence have a significant contribution to the performance of teachers at Advent College in East Java.

In addition, the quality of work life becomes effective mediation (intervening variable) to encourage the influence of principals' managerial competencies and teachers' emotional intelligence in improving teachers' performance.

Furthermore, this study also recommends the following activities. The principal carries out open management in school planning and development,



helps teachers to be more active in working and to participate in the development of education in schools. Schools continue to strive to improve the quality of the work environment, by completing facilities, maintaining harmony and working together among teachers. In short, schools need to develop a climate for the emergence of leadership characteristics to help solving school problems.

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