

## The Influence of School Principal Leadership, Emotional Intelligence, and Teacher Well-being on Teacher Performance

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### ABSTRACT

This study aims to examine the influence of school principal leadership, emotional intelligence, and teacher well-being on teacher performance at State Senior High School 4 in Jambi City. The research uses a quantitative method with a survey approach. Data analysis was conducted using the SmartPLS application. The population in this study consists of all the teachers at State Senior High School 4 in Jambi City, with a total of 75 teachers as the research sample. The results show that school principal leadership has a significant positive effect on teacher performance, with a p-value of  $0.000 < 0.05$  and T-statistics of 9.308. Emotional intelligence has a significant positive effect on teacher performance, with a p-value of  $0.016 < 0.05$  and T-statistics of 2.406. Teacher well-being has a significant positive effect on teacher performance, with a p-value of  $0.000 < 0.05$  and T-statistics of 4.462. Additionally, there is a significant joint effect from the variables of school principal leadership, emotional intelligence, and teacher well-being on teacher performance, with an R-squared ( $R^2$ ) value of 0.570 and an adjusted R-squared value of 0.567.



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### INTRODUCTION

The role and performance of teachers are of great importance in the advancement of the quality of education. Without good teacher performance, these goals will be difficult to achieve. Therefore, teacher performance plays a very crucial role in the education sector. Assessing teacher performance becomes increasingly important when an institution is undergoing repositioning, meaning the institution needs to understand the factors that affect that performance (Iman, 2023). Teachers are the key players in the education system, and within the education sector, particularly in schools, the fundamental function of teaching—namely the interaction between teachers and students—becomes crucial and must be of high quality (Ruhayat, 2019). The role of teachers is so significant that it can be concluded that improving the quality and performance of teachers will greatly

influence the quality of education. A good teacher, in carrying out their duties and functions, will strive to develop the potentials of their students, as mandated by the National Education System Law Number 20 of 2003 in Article 3, which emphasizes that: National Education aims to develop the abilities and form the character and civilization of a dignified nation in order to enlighten the life of the nation, with the goal of developing the potential of students so that they become individuals who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Teacher performance is a synergistic element that must be developed to produce professional educators capable of generating an educational process relevant to the demands, conditions, and needs of the community that requires graduates (Purwoko, 2018). With high-quality teacher performance, it is possible to produce qualified human resources, thus improving the quality of schools (Nadirah et al., 2023). Teacher performance can be measured by the sense of responsibility in carrying out the trust of the profession, along with the moral responsibility they bear (Mahfud, 2020). All of this is reflected in the obedience and loyalty shown in performing teaching duties in the classroom and educational duties outside the classroom. This attitude is also accompanied by a sense of responsibility to prepare all teaching materials before the learning process takes place (Mahfud, 2020). One of the factors that influences teacher performance is school principal leadership (Azis & Suwatno, 2019). The proper implementation of school principal leadership will have a significant impact on decision-making, as well as on motivating teachers to work more efficiently and effectively to achieve good teacher performance (Firmawati et al., 2017). In line with the statement by Toha (in Sugiyanto et al., 2020), "Leadership is the activity of influencing the behavior of others, or the art of influencing human behavior, both individually and in groups."

Effective school principal leadership is achieved when the principal possesses the qualities, behaviors, and skills necessary to lead a school organization. In their role as a leader, the school principal must be able to influence everyone involved in the educational process, especially teachers, ultimately reaching the goals and quality of the school (Darma, 2019). This is supported by previous research by Sya'roni, Herlambang, and Cahyono (2018), which found that school principal leadership has a significant effect on teacher performance. This means that the leadership of the school principal can influence the level of teacher performance. It is important for a principal to understand the various leadership styles and patterns to improve teacher performance. However, there is no single leadership approach that is suitable for all situations, and leaders need to adjust their leadership according to the different situations and contexts (Muhajir et al., 2023).

In addition to school principal leadership, another factor that influences teacher performance is the teacher's emotional intelligence. Teacher performance can be influenced by the emotional intelligence possessed by the teachers themselves, creating a reciprocal relationship between emotional intelligence and teacher performance (Pathurrahman et al., 2020). Teachers with high emotional intelligence are better able to manage stress, communicate effectively, and create a positive learning environment (Atika et al., 2023). García-Domingo & Díaz (2022) demonstrated that enhancing

emotional intelligence can improve teaching performance and teacher well-being. This is in line with research conducted by Amirian & Kouhsari (2023), which emphasizes that emotional intelligence has a significant impact on teacher performance.

In addition to school principal leadership and emotional intelligence, teacher well-being is also an important factor in teaching. According to the theory proposed by Supriyadi (1998), one of the factors needed to improve performance is the enhancement of the well-being of educators and other educational staff. Supriyadi's theory also states that well-being is crucial for teacher performance in carrying out their duties. Research by McCallum et al. (2017) emphasizes the importance of teacher well-being to ensure a sustainable supply of qualified teachers. Good teacher well-being can improve their performance and reduce burnout and dissatisfaction levels.

Based on the initial observations conducted by the researcher at State Senior High School 4 in Jambi City, it was found that teacher performance at the school has not been fully optimal. This is influenced by several factors, including the fact that although leadership at the school is generally considered good, some teachers feel uncomfortable and somewhat pressured by the strict and disciplined leadership of the school principal. Additionally, there are still some teachers involved in conflicts with each other or with students. This is due to a lack of self-control and emotional management skills among these teachers. Furthermore, there is a gap between younger and senior teachers. Younger teachers tend to be pressured by their senior colleagues to excel in every aspect, making them feel quite burdened at work. Overall, the interview results indicate several issues that need to be addressed concerning teacher performance at State Senior High School 4 in Jambi City.

This is supported by the research of Sya'roni, Herlambang, and Cahyono (2018), which shows that school principal leadership has a significant influence on teacher performance. Effective leadership is able to create a conducive work environment, motivate teachers, and enhance the effectiveness of the learning process. Research by Amirian & Kouhsari (2023) emphasizes that emotional intelligence has a significant impact on teacher performance. Teachers with high emotional intelligence are better at managing stress, communicating effectively, and creating a positive learning environment (Atika et al., 2023).

Research by McCallum et al. (2017) emphasizes the importance of teacher well-being to ensure a sustainable supply of qualified teachers. Good teacher well-being can enhance their performance and reduce levels of fatigue and dissatisfaction. Previous research has revealed aspects that remain unanswered and require further investigation. Although many studies have highlighted school principal leadership, emotional intelligence, and teacher well-being, the majority of these studies focus on only one variable at a time. There has yet to be a concrete measurement of the impact of these three factors on teacher performance, particularly in this region.

## **LITERATURE RIVIEW**

Performance is a term derived from the word "performance," which refers to the achievement or level of success a person attains overall within a certain period in completing their tasks. This achievement is assessed by comparing the results with

several benchmarks, such as performance standards, targets, objectives, or criteria that have been previously set and approved (Rivai, 2014). According to Uno (2014), teacher performance reflects the outcomes of their work, which are evident in their ability to design, implement, and evaluate the teaching and learning process with high enthusiasm and professional discipline throughout the learning activities. Teacher performance has specific characteristics that can be observed and measured through competency standards that every teacher must master.

According to Sedarmayanti (2017), the factors influencing performance include: 1) Attitude and mentality (work motivation, work discipline, and work ethics), 2) Education, 3) Skills, 4) Leadership management, 5) Income level, 6) Salary and health, 7) Social security, 8) Work climate, 9) Facilities and infrastructure, 10) Technology, and 11) Opportunities for achievement. This shows that the factors influencing performance can come from within the individual as well as from the external environment. Internal factors that influence performance include motivation, skills, and education. Meanwhile, external factors include work climate, salary level, facilities, and other aspects.

The school principal is an educational leader, where their skills and wisdom in managing a school or institution are highly dependent on the support of stakeholders to achieve the established goals. One important aspect in this regard is the implementation of appropriate strategies by the principal to optimize the role of teachers in achieving the school's goals and improving the quality of learning (Suliah et al., 2019). In Maryati et al. (2020), Abas states that a principal who continuously provides guidance and direction to teachers will improve the teachers' work capabilities. The application of appropriate school principal leadership will have a significant influence on decision-making, as well as on influencing teachers to perform their work more efficiently and effectively in achieving good teacher performance (Firmawati et al., 2017).

Emotional intelligence (EI/EQ) refers to the ability to recognize one's own and others' feelings, the ability to motivate oneself, and the ability to manage emotions well both within oneself and in relationships with others (Goleman, 2003). In the learning process, emotional intelligence is needed from an educator. A teacher with emotional intelligence can be said to be able to distinguish moral values, adjust rules with understanding and feelings, which allows for creativity, and adapt rules and situations according to the needs of the learning process (Goleman, 2003). Alam & Ahmad (in Hendra et al., 2023) explain how the emotional intelligence of educators can directly affect students' academic success. Teachers with high emotional intelligence are better at managing stress, communicating effectively, and creating a positive learning environment (Atika et al., 2023). García-Domingo & Díaz (2022) showed that enhancing emotional intelligence can improve teaching performance and teacher well-being.

Well-being refers to a good life that pertains to "optimal experience and function." Employee well-being reflects the quality of positive functions and experiences of employees (Granow et al., 2018). For example, when an employee functions competently in the workplace and acquires new job-related skills, they function positively. Positive employee functioning is likely to contribute to improving their well-being at work. Factors related to well-being according to Supran (2005) include: a) Adequate facilities and

infrastructure, b) Income that meets a decent standard of living, c) A conducive work environment that is safe and comfortable for employees, d) A fair and open working system that promotes cooperation, and e) Wide opportunities for work aspirations and creativity.

Supriyadi (1998) stated that, to improve performance, one of the necessary factors is the enhancement of the well-being of educators and other educational staff. Supriyadi's theory also mentions that well-being is a determining factor in teacher performance in carrying out their duties. Research by McCallum et al. (2017) emphasizes the importance of teacher well-being to ensure a sustainable supply of qualified teachers. Good teacher well-being can improve their performance and reduce burnout and dissatisfaction levels. This research aims to examine the influence of school principal leadership, emotional intelligence, and teacher well-being on teacher performance. The research hypotheses are as follows:

H1: Is there an influence of school principal leadership (X1) on teacher performance (Y)?

H2: Is there an influence of emotional intelligence (X2) on teacher performance (Y).

H3: Is there an influence of teacher well-being (X3) on teacher performance (Y).

H4: Is there an influence of school principal leadership (X1), emotional intelligence (X2), and teacher well-being (X3) on teacher performance (Y).

## **METHODS**

The method used in this study is the quantitative research method, as stated by (Sugiyono, 2017). The quantitative research method can be explained as a research method based on the philosophy of positivism, because this method can be used to study certain populations or samples. Data collection uses research instruments, and data analysis is quantitative or statistical, with the aim of testing a predetermined hypothesis.

This study uses a survey design, and the main research tool is a questionnaire. There are four variables in this study: school principal leadership (X1), emotional intelligence (X2), teacher well-being (X3), and teacher performance (Y). The research subjects are teachers who received the questionnaire in the form of a modified Likert scale (1 = never, 4 = strongly agree).

This study uses total sampling, where all teachers are taken as the sample, totaling 77 teachers. There are two types of correlations in the PLS-SEM analysis: First, the outer model, which includes testing the Confirmatory Composite Analysis (CCA) requirements, Composite Reliability and Cronbach's Alpha, Convergent Validity, and Discriminant Validity. Second, the inner model, which includes R-square (coefficient of determination), Q-square (predictive relevance coefficient), model fit, and statistical tests for T/V values.

## **FINDINGS AND DISCUSSION**

### ***Findings***

#### **Description of Research Data**

The respondents in this study consist of teachers spread across SMA Negeri 4 Kota Jambi. The demographic information collected includes: 1) Gender, 2) Age, 3) Years of Service. The data processing results of the respondents are presented in the following Table 1.

**Table 1. Result of Data**

Category	Subcategory	Frequency	Percentage (%)
<b>Gender</b>	Male	18	24,0%
	Female	57	76,0%
	Total	75	100%
<b>Age</b>	< 40 Years	43	57,3%
	40-50 Years	18	24,0%
	>50 Years	14	18,7%
	Total	75	100%
<b>Years of Service</b>	< 5 Years	20	26,7%
	5-10 Years	7	9,3%
	>10 Years	48	64,0%
	Total	75	100%

### Data Analysis

PLS-SEM was chosen for use in this study due to its strong capability in making accurate predictions. Additionally, the Smart PLS software was selected to analyze the data and test the proposed hypotheses (Hair et al., 2017). This study employs the PLS-SEM technique to outline a model that explains the relationships between variables that influence teacher commitment, satisfaction, and motivation. To ensure a strong design, the instruments used in this study were validated with Smart PLS to accurately measure what is intended to be measured (Hair et al., 2017). The instrument validation process in this study involved the methods of convergent validity and discriminant validity with the help of Smart PLS 4. The initial phase involved importing raw data in CSV format into Excel software. Afterward, the raw data was entered, and the data analysis phase could be carried out according to the predefined procedures.

**Table 2. Description of Questionnaire Statistics, Cross Loading, VIF, Cronbach Alpha, Composit Reliability, AVE**

Variable	No	Item	Cross Loading	VIF	Cronbach Alpha	Composit Reliability	AVE
<b>School Principal Leadership</b>	1	The principal facilitates and supports programs and actions that create a positive climate for learning.	0.768		0.941	0.936	0.514
	2	The principal ensures that the teachers' work aligns with the educational goals of the school.	0.733				
	3	The principal provides resources and instructional materials to support teachers in achieving instructional goals.	0.749				
	4	The principal grants sufficient autonomy to teachers to manage and schedule their teaching.	0.776				
	5	The principal implements a participatory decision-making process.	0.815				
	6	The principal rewards teachers for their specific contributions to the school.	0.696				
	7	The principal encourages teachers to develop professionally by engaging in self-development activities.	0.778				
	8	The principal informs teachers about opportunities to update their knowledge and skills.	0.666				
	9	The principal discusses the school's goals with relevant stakeholders	0.714				

Variable	No	Item	Cross Lodinnng	VIF	Cronba ch Alpha	Composit Reliabilit y	AVE
		(school board, parents, etc.).					
	10	The principal emphasizes and maintains two-way communication between the school and the community.	0.743				
	11	The principal carries out entrepreneurial activities at the school.	0.630				
	12	The principal ensures clarity regarding the roles and core activities of the teachers.	0.584				
	13	The principal ensures clarity regarding the priorities of work.	0.819				
	14	The principal ensures that school rules are uniformly enforced and that consequences for violations are applied fairly to all students.	0.482				
<b>Emotional Intelligence</b>	1	I am able to manage negative emotions, such as frustration and stress, when facing challenges in teaching.	0.741	1.280	0.936	0.943	0.602
	2	I tend to cope with emotions like sadness or disappointment when students are struggling to learn.	0.730	1.280			
	3	I can avoid burnout or emotional exhaustion when teaching consistently.	0.782	2.469			
	4	I have strong confidence in my ability as a teacher.	0.805	2.986			
	5	I feel confident in teaching and inspiring students to reach their best potential.	0.852	2.621			
	6	I view every challenge in teaching as an opportunity for personal and professional growth.	0.851	2.469			
	7	I am creative in responding to students' emotions and creating an environment that supports their emotional development.	0.776	2.986			
	8	I often strive to create a positive classroom climate where students feel safe to share their feelings.	0.751	2.621			
	9	I tend to take the initiative to facilitate dialogue and collaboration in the classroom.	0.825	1.41			
	10	I have the ability to maintain positive relationships with students without sacrificing my authority as a teacher.	0.683	1.888			
	11	I frequently find ways to resolve conflicts between students while respecting their feelings and self-esteem.	0.717	1.635			
<b>Teacher Well-being</b>	1	I easily adapt to daily changes in my life and manage responsibilities well.	0.697	2.766	0.902	0.911	0.582
	2	I am a confident person.	0.654	1.31			
	3	I feel capable of making decisions.	0.708	1.56			
	4	I am close to my colleagues in my organization.	0.734	1.425			
	5	My views are well accepted by my colleagues.	0.732	1.823			
	6	I enjoy spending time with my colleagues.	0.611	1.431			
	7	I am generally satisfied with my job.	0.670	1.342			
	8	I highly appreciate my job.	0.699	1.656			
	9	Most of the time, I feel happy.	0.726	2.435			
	10	I am an optimistic person.	0.658	2.312			

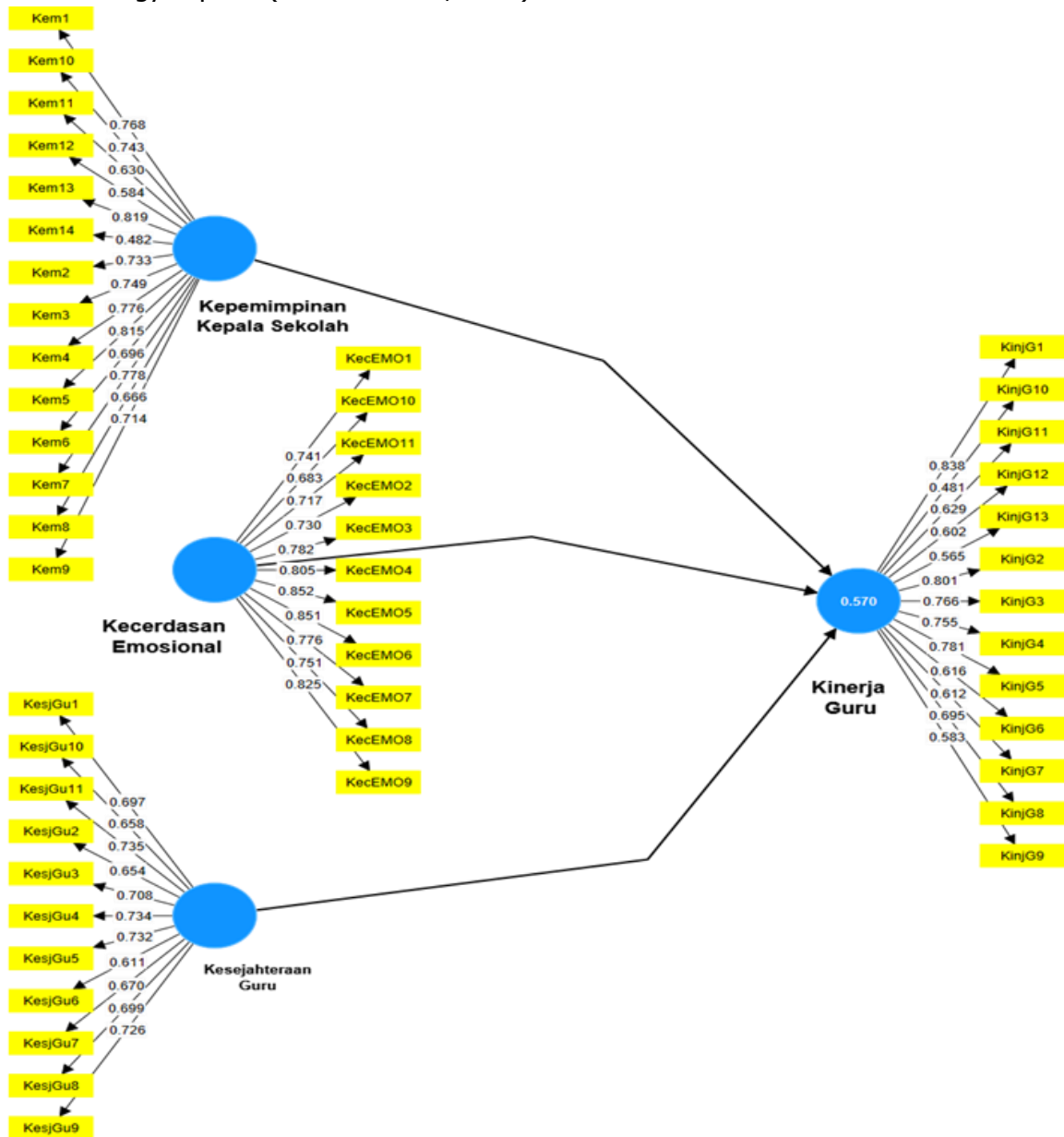
Variable	No	Item	Cross Loading	VIF	Cronbach Alpha	Composit Reliability	AVE
	11	I feel good about myself.	0.735	2.730			
<b>Teacher Performance</b>	1	I prepare learning materials (Lesson Plans or Teaching Modules) according to the required standards.	0.838	2.176	0.930	0.916	0.561
	2	I conduct classroom learning referring to 21st-century learning and HOTS (Higher Order Thinking Skills).	0.801	1.578			
	3	I have implemented assessments of attitudes, knowledge, and skills according to the required standards.	0.766	2.267			
	4	The time I need to prepare learning materials does not exceed the regulations set by the school (one month).	0.755	1.329			
	5	The time I need to conduct learning assessments (UH, Midterms, and Final Exams) does not exceed the regulations at the school (4 weeks per semester).	0.781	3.160			
	6	I implement the learning process according to the time allocated by the school (entering and leaving the classroom on time).	0.616	1.686			
	7	I use a variety of approaches, methods, and media in teaching.	0.612	3.022			
	8	When assessing students' learning outcomes, I conduct assessments orally, in writing, and through performance/observation.	0.695	2.880			
	9	My pedagogical, social, personal, and professional competencies are good.	0.583	1.686			
	10	I actively participate in teacher competency development activities such as training, MGMP (Teacher Working Group), workshops, seminars, and other scientific forums.	0.481	2.552			
	11	I respond to students' questions accurately, correctly, and up-to-date according to the learning objectives without embarrassing them.	0.629	1.725			
	12	I present lessons that foster students' creative and innovative thinking as well as good collaboration (communication and teamwork).	0.602	2.592			
	13	I have good communication skills with superiors, fellow teachers, administrative staff, students, and parents at school.	0.565	3.179			

The table above provides information on the cross-loading values of each construct, evaluated to ensure that the correlation between the construct and its measurement items is higher than with other constructs. The expected cross-loading value should be greater than 0.7, but a value of 0.5 is still considered acceptable for initial research (Ghozali and Latan, 2015). Based on the criteria that the expected cross-loading value should be greater than 0.7, with a minimum value of 0.5 still considered adequate for preliminary research, it can be concluded that most of the items in the constructs of

School Leadership, Emotional Intelligence, Teacher Well-Being, and Teacher Performance meet these criteria. However, there are a few items that have values below 0.5, indicating that these items do not meet the validity criteria and should be eliminated.

**Evaluation of Confirmatory Composite Analysis (CCA) Measurement Model**

CCA is used to assess whether the constraints imposed by the composite model are consistent with the data, that is, whether the information between two blocks of observed variables is fully conveyed by the latent variables. By using CCA, researchers can empirically assess whether the theory underlying the development of the instrument can be expressed by the statistical model containing the latent variables, as adopted by PLS methodology experts (Sarstedt et al., 2014).



**Figure 1. PLS Algorithm Processing Results**

Evaluating indicator loadings and their significance is crucial in assessing the quality of the measurement model. Standardized loadings must have a minimum value of 0.541

and corresponding t-statistics above  $\pm 1.96$  to be considered significant in a two-tailed test at the 5% level (Hair et al., 2011). The t-statistics in PLS-SEM are obtained by performing the bootstrapping procedure (Hair et al., 2012). Squaring the individual indicator loadings provides a measure of the variance explained between the individual indicator variables and their associated constructs. This is referred to as indicator reliability (Hair et al., 2019). Construct reliability can be measured in two ways: Cronbach's alpha ( $\alpha$ ) and composite reliability (CR). The practical rule for these reliability criteria is that they should both exceed 0.70. Since indicators may not have the same reliability, composite reliability, which accounts for weights, is more accurate than Cronbach's alpha and, therefore, CR should be assessed and reported (Hair et al., 2019). Convergent validity refers to the extent to which indicators used to measure the same variable correlate with each other and share commonality in measuring the same construct. AVE (Average Variance Extracted) is one of the metrics used to assess convergent validity. The AVE value reflects the average reliability of an indicator construct and measures the proportion of variance explained by the construct. Generally, an AVE value of 0.5 or higher is accepted as an indicator of convergent validity. This means that if the AVE of a variable reaches 0.5 or more, the variable is considered to have sufficient convergent validity. Discriminant validity measures the uniqueness of a construct. Discriminant validity is demonstrated when the variance explained by a construct (AVE) exceeds the variance shared with other constructs. The method used to assess discriminant validity is the Heterotrait-Monotrait (HTMT) ratio, as described by Henseler, Ringle, and Sarstedt (2016).

**Table 3. Fornell-Larscher Criterion**

	<b>School Principal Leadership</b>	<b>Emotional Intelligence</b>	<b>Teacher Well-being</b>	<b>Teacher Performance</b>
School Principal Leadership	0.717			
Emotional Intelligence	0.742	0.776		
Teacher Well-being	0.567	0.683	0.694	
Teacher Performance	0.702	0.659	0.613	0.679

The criteria for discriminant validity, as explained by Fornell-Larcker and the Cross-Loading standards, are evaluated using Table 3 above. The off-diagonal values in the table show the relationships between each of the analyzed variables, while the values on the diagonal are the squares of the average values, indicating the Average Variance Extracted (AVE) of each variable, which is higher than that of the other variables. Therefore, it can be summarized that the square root of the Average Variance Extracted (AVE) for each variable shows higher values compared to the relationships between the variables below. In this context, the square root of the average variance for each variable indicates a higher level than the correlation values between the variable and other variables being tested, which suggests that the construct has optimal discriminant validity. In this study, the research follows the work of Hair et al. (2011), thus maintaining the essence and values contained within it. Discriminant validity testing is conducted by applying the Heterotrait-Monotrait ratio method, which can be seen in Table 4 below.

**Table 4. Heterotrait-Monotrait Ratio (HTMT)**

	School Leadership	Principal	Emotional Intelligence	Teacher Well-being	Well-
<b>School Principal Leadership</b>					
<b>Emotional Intelligence</b>	0.789				
<b>Teacher Well-being</b>	0.576		0.708		
<b>Teacher Performance</b>	0.679		0.650	0.569	

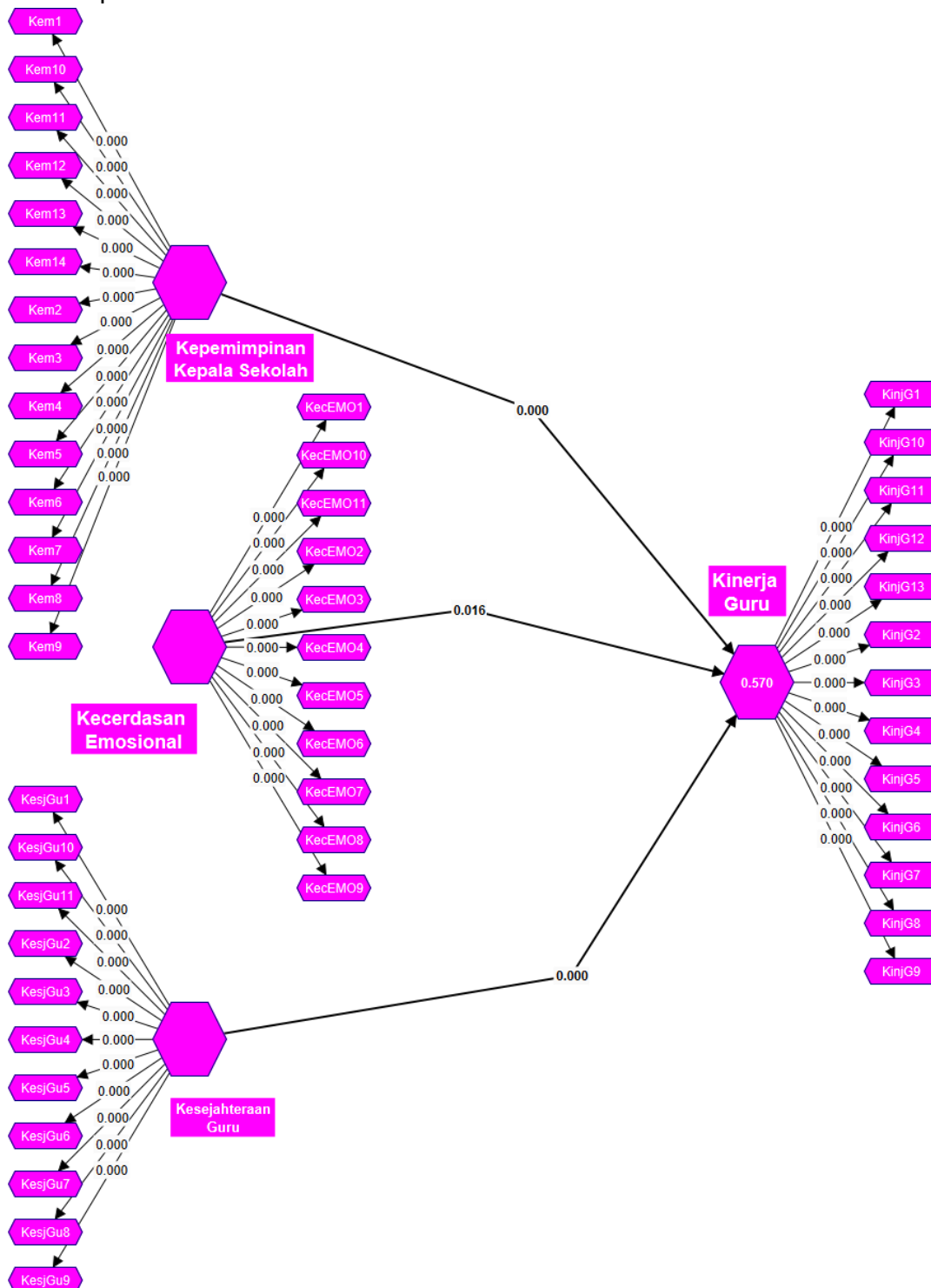
Experts argue that the cross-loading method and the Fornell-Larcker criterion are less sensitive in evaluating discriminant validity. Therefore, an alternative method that is recommended is using the Heterotrait-Monotrait ratio (HTMT) to assess discriminant validity. The HTMT method compares the relationships between different constructs with the relationships between indicators within the same construct. The expected HTMT value should be less than 0.9 to indicate discriminant validity between two reflective variables. If the HTMT value between two reflective variables is lower than 0.9, as shown in the data results in Table 4, it can be concluded that the measurement instrument used in this study has sufficient discriminant validity, with relevance and accuracy.

### **Structural Model Evaluation atau Structural Model Assesment**

Evaluating the results of the structural model heavily relies on the concepts and characteristics underlying multiple regression analysis. Therefore, the first step is to evaluate the structural model constructs to determine whether high multicollinearity poses an issue. A structural model characterized by high multicollinearity can affect the size of the beta coefficients by either increasing or decreasing their values and/or altering the sign of the same coefficients. As with indicators in formative constructs, the Variance Inflation Factor (VIF) can be checked, and if the values are below 3.0, multicollinearity is unlikely to be a problem. An alternative approach is to examine the bivariate correlation between construct scores. If the bivariate correlation exceeds 0.50, multicollinearity may affect the size and/or sign of the path coefficients. When multicollinearity appears to be a problem, the recommended solution is to create higher-order constructs by combining separate constructs into lower-level constructs that are conceptually similar and theoretically supported (Cenfetelli & Bassellier, 2009). In this study, collinearity is measured using the Variance Inflation Factor (VIF), and the results are presented in Table 3 in the data analysis. This table shows that no VIF values exceed 5.0, indicating that multicollinearity is not an issue in this study (Hair et al., 2017). Thus, based on the analysis using VIF, this study shows that there are no multicollinearity issues among the variables used.

If multicollinearity is not an issue, the second step is to examine the size and significance of the path coefficients. This process allows the researcher to test the hypothesized relationships between the constructs. Path coefficients are standardized values that can range from +1 to -1, but they rarely approach +1 or -1. This is especially true for complex models with multiple independent constructs in the structural model. The closer the path coefficient value is to 0, the weaker the ability to predict the dependent (endogenous) construct. Conversely, the closer the values are to the absolute value of 1, the stronger the ability to predict the dependent construct. From the figure presented above, there is a hypothetical model that illustrates the partial influence of each research

variable, including school leadership, emotional intelligence, and teacher well-being on teacher performance.



**Figure 2. Bootstrapping Processing Results**

To evaluate the structural model, the research data was subjected to the Bootstrapping method (75 sub-samples). The structural model for the four research hypotheses proved to be significant with the following P-values:

- For the hypothesis "School Principal Leadership → Teacher Performance," the P-value is 0.000.
- For the hypothesis "Emotional Intelligence → Teacher Performance," the P-value is 0.016.
- For the hypothesis "Teacher Well-being → Teacher Performance," the P-value is 0.000.

**Table 5. Summary of Hypothesis Test Results**

Hipotesis	Path	Path coefficient ( $\beta$ )	t value	p value	Keputusan
<b>H1</b>	School Leadership -> Principal Teacher Performance	0.441	9.308	0.000	Accepted
<b>H2</b>	Emotional Intelligence -> Teacher Performance	0.156	2.406	0.016	Accepted
<b>H3</b>	Teacher Well-being -> Teacher Performance	0.257	4.462	0.000	Accepted

Simultaneous variable evaluation refers to the analysis of the joint effect of several independent variables on the dependent variable. In the context of this study, the aim is to understand the extent to which the combination of these variables collectively affects the observed outcome. This analysis is crucial for identifying the relative contribution of each variable and determining whether the overall model is significant in explaining the dependent variable. According to Hair et al. (2017), simultaneous evaluation is conducted using methods such as Structural Equation Modeling (SEM) or multiple regression, which allow researchers to examine the combined influence of multiple independent variables. This approach helps in understanding the interactions between variables and provides a more comprehensive picture of the complex relationships within the research model. Additionally, Ghozali and Latan (2015) state that simultaneous evaluation also involves testing the goodness of fit of the model, such as the R-squared ( $R^2$ ) value, which indicates the proportion of variance in the dependent variable explained by the independent variables collectively. A high  $R^2$  value suggests that the model has good explanatory power regarding the dependent variable. In the context of this study, simultaneous evaluation can be conducted to assess the extent to which the Leadership of the Principal, Emotional Intelligence, and Teacher Well-being jointly affect Teacher Performance. By understanding this combined influence, the researcher can provide more holistic recommendations to improve teacher performance in the school environment.

**Tabel 6. Hasil Uji Nilai R-Square ( $R^2$ )**

	R-square	R-square adjusted
<b>Teacher Performance</b>	0.570	0.567

The fourth hypothesis tests the simultaneous influence of Principal Leadership, Emotional Intelligence, and Teacher Well-being on Teacher Performance. The analysis results show that the three independent variables collectively have a significant impact on Teacher Performance, with an R-squared ( $R^2$ ) value of 0.570 and an adjusted R-squared of 0.567. This indicates that 57% of the variance in Teacher Performance can be explained by the combination of these three variables. In other words, Principal Leadership, Emotional Intelligence, and Teacher Well-being collectively contribute

significantly to improving teacher performance. However, there is still 43% of the variance unexplained by this model, suggesting that other factors outside of these three variables may influence teacher performance, such as motivation, work environment, or school policies. Therefore, the fourth hypothesis is accepted because the three independent variables jointly have a significant impact on Teacher Performance. The R-squared ( $R^2$ ) value of 0.570 and the adjusted R-squared of 0.567 confirm this. These findings emphasize the importance of considering leadership, emotional intelligence, and teacher well-being holistically in efforts to enhance teacher performance in the school environment.

Effect size, referred to as  $f^2$ , is classified as small, medium, and large. A value above 0.02 and up to 0.15 is considered to have a limited impact; values between 0.15 and 0.35 indicate significant influence, and values above 0.35 are considered strong (Cohen, 1988). Effect size is also considered a predictive metric for samples. The  $f^2$  values are presented in Table 7 below. The results in Table 7 show that Principal Leadership, Emotional Intelligence, and Teacher Well-being have a significant influence on Teacher Performance.

**Table 7. Effect Size ( $F^2$ )**

	<b>Teacher Performance</b>
School Principal Leadership	0.200
Emotional Intelligence	0.120
Teacher Well-being	0.180

The third metric used to assess prediction is the  $Q^2$  value. The Q-square test is used to evaluate predictive relevance. A  $Q^2$  value  $> 0$  indicates that the model has accurate predictive relevance for a specific construct, while a  $Q^2$  value  $< 0$  suggests that the model lacks predictive relevance (Sarstedt et al., 2017). When interpreting  $Q^2$ , values greater than zero indicate accuracy for the construct, while values below 0 indicate a lack of predictive relevance. Additionally,  $Q^2$  values greater than 0.25 and 0.50 represent moderate and strong predictive relevance, respectively, in the PLS-SEM model. The measurement results using Cross-validated redundancy ( $Q^2$ ) in this study can be seen in the table below.

**Table 8.  $Q^2$  Square**

	<b>RMSE</b>	<b>MAE</b>	<b><math>Q^2_{predict}</math></b>
Teacher Well-being	0,533	0,392	0,781

Table 8 above shows that the  $Q^2$  value  $> 0$ , indicating that the model has accurate predictive relevance for the construct.

### **Discussion**

This study aims to evaluate the extent to which the leadership of school principals, emotional intelligence, and teacher well-being affect teacher performance, using a sample of 75 respondents, all of whom are teachers at SMA Negeri 4 in Jambi City. The study explores the influence of several variables, namely school leadership, emotional intelligence, teacher well-being, and teacher performance, by formulating four hypotheses related to the research questions. The study reveals that several hypotheses were

proposed, indicating the presence of significant influences. This suggests that a significant relationship is expected between the selected variables in the study and teacher performance.

The first hypothesis tests the influence of School Leadership on Teacher Performance. The results show a significant influence, with a p-value below 0.05 ( $p = 0.000$ ). This proves that School Leadership has a positive effect on Teacher Performance, with a path coefficient ( $\beta$ ) of 0.441 (44.1%). This study shows the influence of school leadership on teacher performance. The results are consistent with the study conducted by Kaiman et al. (2020), which showed a significant influence of school leadership on teacher performance.

The second hypothesis tests the influence of Emotional Intelligence on Teacher Performance. The results show a significant influence, with a p-value below 0.05 ( $p = 0.016$ ). The second hypothesis is accepted, meaning the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_o$ ) is rejected. This proves that Emotional Intelligence has a positive effect on Teacher Performance, with a path coefficient ( $\beta$ ) of 0.156 (15.6%). This study demonstrates that emotional intelligence has a significant influence on teacher performance. This is in line with the findings by Zhafari et al. (2020), which showed that emotional intelligence and transformational leadership style both have a significant impact, both partially and simultaneously, on teacher performance.

The third hypothesis tests the influence of Teacher Well-Being on Teacher Performance. The results show a significant influence, with a p-value below 0.05 ( $p = 0.000$ ). The third hypothesis is accepted, meaning the alternative hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_o$ ) is rejected. This proves that Teacher Well-Being has a positive effect on Teacher Performance, with a path coefficient ( $\beta$ ) of 0.257 (25.7%). The research shows that teacher well-being significantly impacts teacher performance. These findings are supported by Collie et al. (2015), who found that teacher well-being is positively correlated with academic and professional performance, including in the educational context.

The fourth hypothesis tests the simultaneous influence of School Leadership, Emotional Intelligence, and Teacher Well-Being on Teacher Performance. The analysis results show that the three independent variables collectively have a significant influence on Teacher Performance, with an R-squared ( $R^2$ ) value of 0.570 and an adjusted R-squared of 0.567. This indicates that 57% of the variance in teacher performance can be explained by the combination of these three variables.

## **CONCLUSION**

Based on the results of this study, it can be concluded that school leadership, emotional intelligence, and teacher well-being significantly affect teacher performance. School leadership, emotional intelligence, and teacher well-being collectively play an important role in improving teacher performance. This suggests that the better the leadership of the school principal, the better the teacher performance will be, and vice versa. Emotional intelligence also plays a crucial role in enhancing teacher performance. Teachers with high emotional intelligence are more likely to manage emotions well, cope with stress, and build positive relationships with students and colleagues. Similarly,

teacher well-being plays an important role in improving teacher performance. Teachers who have high well-being tend to be more effective in managing stress, building positive relationships, and motivating themselves and their students. The findings of this study reinforce the importance of developing these three variables in the educational context and provide recommendations for training programs and policies that can assist teachers in improving their performance.

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