

Assessing Emotional Intelligence and Workplace Support for Achieving Optimal Job Satisfaction

Muzakki¹✉,
Dewangga Yudistira²,
Nur Alif Maulifa³
Universitas Wijaya Putra, Indonesia^{1,3}
Universitas Airlangga, Indonesia²

Correspondence
muzakki@uwp.ac.id

Received Sep 2, 2024
Revised Dec 21, 2024
Accepted Dec 31, 2024
Published Dec 31, 2024

DOI [10.35917/tb.v25i2.507](https://doi.org/10.35917/tb.v25i2.507)



Copyright © 2024 Authors.
This is an open-access
article distributed under the terms of
the Creative Commons Attribution
License.

Abstract

This study investigates the influence of emotional intelligence, colleagues' support, and support from supervisors on job satisfaction among teachers of Wachid Hasyim Vocational School and High School in Surabaya. Using the purposive sampling technique, 48 teachers were sampled in this study, and the data were analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS). The findings of this study demonstrate that emotional intelligence has a significant influence on job satisfaction, emphasizing the importance of emotional ability in increasing teachers' job satisfaction. Conversely, although the support from colleagues and supervisors also showed positive effects, the effect on job satisfaction was not statistically significant. The practical implications of these results highlight the need for additional focus on developing social support in the workplace to further improve job satisfaction, with recommendations for schools to scale up peer and employer support initiatives to create a more fulfilling work environment for teachers.

Keywords: Emotional intelligence, support from colleagues, support from supervisor, job satisfaction

Introduction

Education plays an important role in human daily life because it contributes to the development of superior and quality human resources (HR), which, in turn, function to advance and prosper the nation. Education allows individuals to develop their potential and achieve their goals. In the education context, teachers are a key factor in determining the quality of learning. The task of teachers is to provide formal and non-formal education to educate the nation and to overcome mental retardation (Nuria & Aprilianti, 2023). Teachers are not only responsible for delivering subject matter but also must conduct their duties with high quality work, considering their role in shaping the nation's future generations.

Indonesia intends to become a country with a golden generation by 2045, marking the 100th anniversary of the country's independence. In order to realize the vision of Golden Indonesia 2045, which President Joko Widodo, there are four main pillars: (1) Human Development and Mastery of Science and Technology; (2) Sustainable Economic Development; (3) Equitable Development; and (4) Strengthening National Resilience and Governance. To achieve this vision, the focus is on the stability of the nation, the sustainability of leadership, and the development of human resources. Therefore, the quality of education

and the generation of young human resources are crucial to accelerate the country's progress in the future (Puspa et al., 2023).

Improving the quality of educators, especially teachers, is closely related to their job satisfaction. Teachers' job satisfaction can affect the quality of education they provide. Job satisfaction is an emotional state that affects how employees feel about their work. Teachers who are satisfied with their jobs tend to be more productive and committed to their tasks, whereas job dissatisfaction can lead to stress and decreased performance (Herawati et al., 2023). Emotional intelligence plays an important role in increasing job satisfaction because the ability to manage emotions can affect the quality of interaction and performance in the workplace (Nurfauziah et al., 2021). In addition, support from colleagues and supervisors also plays a role in increasing job satisfaction. This type of support can reduce stress and increase motivation, thus affecting overall performance (Kurniawan & Naeni, 2021; Sari et al., 2021).

Moreover, teacher job satisfaction plays a pivotal role in supporting Indonesia's Golden Vision 2045, particularly in the pillars of human development and mastery of science and technology. International research indicates that teacher job satisfaction is not only critical for retaining educators but also directly impacts student well-being and teaching effectiveness in the classroom (Ortan et al., 2021; Bardach et al., 2022; Worth et al., 2020). Several studies have examined numerous factors influencing teacher satisfaction, such as workload, collaboration with colleagues, and student discipline in schools (Toropova et al., 2021). These aspects are closely tied to teachers' ability to deliver quality education that supports the achievement of the nation's development vision.

Nevertheless, research on the influence of emotional intelligence, colleagues' support, and support from supervisors on job satisfaction, especially in the education sector, is still limited. Several previous studies have demonstrated that emotional intelligence and support from supervisors have an effect on job satisfaction, but the results of research have varied (Bayu et al., 2023; Mochklas et al., 2024; Mérida-López et al., 2022; Dewi Wahyuni & Rusman Frendika, 2022). This study also contributes to the development of the Job-Demand Resource (JDR) theory by integrating emotional intelligence as a personal resource, as well as coworker and supervisor support as social resources, which can help mitigate job demands and enhance job satisfaction. According to Wang et al. (2022), emotional intelligence strengthens the relationship between social support, work engagement, and performance, highlighting the importance of managing personal and social resources within the educational context. Furthermore, a study by Han et al. (2020) emphasizes that support from colleagues and supervisors enhances teachers' emotional regulation strategies, contributing to their well-being and job satisfaction (Han et al., 2020). This study aims to fill this research gap by examining the influence of these three factors on teacher job satisfaction, to provide deeper insight into how to improve the quality of education through increasing teacher job satisfaction.

Literature Review and Hypotheses

Job-Demand Resource (JD-R)

The Job-Demand Resource (JD-R) theory was developed by Bakker and Demerouti as an attempt to integrate two different research traditions regarding the influence of job demands and resources on work stress and motivation. This theory focuses on how job demands and available resources affect employee performance, happiness, and their well-being. According to Bakker and Demerouti, the JD-R theory explains that high job demands can lead to fatigue and decreased motivation, while adequate job resources can increase employee participation and performance in a positive manner (Bakker et al., 2023).

Job demands, according to Bakker and Demerouti, refer to the physical, mental, social, or organizational aspects of a job that require sustained physical, mental, or emotional effort.

These demands relate to the psychological and physical costs that employees must bear, for example, heavy workloads, time pressures, and emotional demands (Bakker et al., 2023). In contrast, job resources help employees achieve job goals, resolve conflicts, and overcome physical health issues. These resources include peer support, opportunities for professional development, autonomy in work, and good working relationships (Mansfield, 2020). By understanding the balance between job demands and resources, JD-R theory provides a useful framework for improving employee well-being and organizational performance..

Job satisfaction

Job satisfaction is a subjective evaluation that reflects a person's feelings and attitudes towards their work. According to Santoso and Dewi (2019), job satisfaction includes various aspects that affect how employees rate their work experience. Job satisfaction is often interpreted as the extent to which the rewards received by employees accord with their expectations and contributions (Saputra, 2021). These rewards include not only financial compensation but also non-financial factors such as recognition, career development opportunities, and work-life balance. High job satisfaction is typically associated with better performance, higher motivation, and lower turnover rates, whereas low job satisfaction can lead to stress, absenteeism, and decreased productivity (Parmin, 2023).

Each employee has unique characteristics that affect job satisfaction levels, such as personal values, expectations, and previous work experience. These characteristics lead to varying levels of job satisfaction among individuals and to differences in the impact of job satisfaction on job stress. For example, employees who feel valued and recognized tend to experience higher job satisfaction and lower job stress, whereas those who feel dissatisfied with certain aspects of their jobs may experience increased stress and decreased overall well-being. Therefore, it is important for organizations to understand the factors that affect job satisfaction and implement strategies to improve the overall work experience of employees (Santoso & Dewi, 2019; Saputra, 2021; Parmin, 2023).

Emotional intelligence

Emotional intelligence (EI) is an important trait that allows individuals to understand and manage emotions both in themselves and others. According to Bayu et al. (2023), emotional intelligence encompasses the ability to motivate oneself, manage emotions in the face of challenges, and adapt to demands and pressures in the social environment. Shukor and Shamsudin (Nurlaila et al., 2024) defined emotional intelligence as the ability to recognize, use, manage, and regulate emotions effectively. Emotional intelligence not only contributes to an individual's ability to cope with difficult situations, but also plays an important role in social interaction and performance in a variety of contexts, including in the workplace.

Based on the lens of job demand resource (JD-R) theory, emotional intelligence (EI) plays an important role in the relationship between job demands and job satisfaction. This theory states that high job demands can be stressful, whereas adequate job resources can help reduce the negative impact of these demands (Adnan et al., 2024). Emotional intelligence serves as a crucial job resource by facilitating employees' ability to effectively manage their emotions and those of others. With these abilities, employees can better cope with stress and challenges at work, reduce tension, and take advantage of social support from colleagues and employers. The ability to manage conflict, communicate effectively, and adapt to change improves emotional well-being and helps employees feel more satisfied with their jobs. Therefore, in this study, emotional intelligence contributes to job satisfaction by reducing the negative impact of job demands and increasing the use of existing resources, in accordance with the basic principles of JD-R theory.

The relationship between emotional intelligence and job satisfaction is significant (Deb et al., 2023). Individuals with high levels of emotional intelligence tend to be better able to manage stress, communicate well, and adapt to changes in the work environment, which directly contributes to higher job satisfaction (Soriano-Vázquez et al., 2023). Employees with good emotional intelligence can be more effective in overcoming conflicts, building positive relationships with colleagues, and responding to job challenges in a constructive way (Bayu et al., 2023). This ability enabled them to feel more satisfaction from their jobs, reduce stress levels, and improve motivation and overall performance. Conversely, a lack of emotional intelligence can lead to difficulties interacting with others, decreased job satisfaction, and increased stress, which negatively impacts well-being and productivity (Shukor & Shamsudin, Nurlaila et al., 2024). Based on this description, the hypothesis in this study is;

H1: Emotional intelligence has a significant effect on job satisfaction.

Support from colleagues

Support from colleagues is an important aspect of a work environment that involves positive and mutually supportive interactions between employees. According to Wibowo and Tholok (2019), this type of support reflects the strong bond between individuals who work together. Support includes various forms, such as sharing knowledge, providing advice, and offering practical assistance in completing tasks (Saulina Batubara & Abadi, 2022). Amarneh emphasized that co-workers serve as a crucial source of social support, especially in the context of tasks that require collaboration and interaction (Lusianingrum et al., 2020). Positive interactions and strong support from colleagues can increase employee motivation to achieve organizational goals and improve overall work dynamics.

The relationship between colleagues' support and job satisfaction can be understood through the Job-Demand Resource (JD-R) theory (Kaihlanen et al., 2023). This theory states that job resources, such as social support, can help employees cope with high job demands and reduce stress. Support from colleagues serves as a significant resource that affects job satisfaction by reducing work-related stress and stress. When employees feel supported by their colleagues, they tend to feel more comfortable and engaged in their work, which in turn increases their job satisfaction (Sarwar et al., 2021).

Specifically, colleagues' support helps employees in dealing with job demands that require intensive collaboration and interaction (Abadi et al., 2021). With the help of colleagues, employees can complete tasks more effectively and reduce the workload that may add to stress. In addition, the social support provided by colleagues creates a positive work environment in which employees feel valued and recognized, which is important for increasing job satisfaction (Gerich & Weber, 2020). JD-R theory underlines the importance of social support as a resource that facilitates employee well-being and increases job satisfaction through stress reduction and increased support in the work environment. Based on this description, the hypothesis in this study is;

H2: Support from colleagues significantly affects job satisfaction.

Support from supervisors

Supervisor support refers to the extent to which the supervisor behaves to maximize the utilization of the skills, insights, and abilities that employees have acquired during job training. Nijman (Nurdiana, 2014) defined supervisor support as a supervisor's behavior that aims to optimize the use of employees' knowledge and skills in their work. This support not only includes practical aspects, such as providing constructive guidance and feedback, but also involves aspects of motivation and rewards that motivate employees to achieve better work results (Agustina et al., 2019). Strong support from superiors is often interpreted as the form of encouragement and attention needed to improve employee performance and job satisfaction,

as well as ensuring that they feel valued and supported in their work environment (Rahmayani & Wikaningrum, 2022).

In the context of Job-Demand Resource (JD-R) theory, supervisor support serves as an important resource that helps employees overcome job demands (Fila et al., 2014). JD-R theory states that supervisor support can help reduce stress resulting from high job demands by providing guidance, positive feedback, and rewards that can improve employee well-being. Support from the boss acts as an effective buffer against demanding workloads, helping employees to be more efficient in managing their job demands and reducing the negative impact of job stress (Yadav & Sharma, 2021). In other words, supervisor support not only makes it easier for employees to meet the demands of their jobs and contributes to the creation of a more enjoyable and less stressful work environment.

The relationship between supervisor support and job satisfaction in previous studies was found to be significant (Herawati et al., 2023; Zhang et al., 2023). When supervisors provide adequate support, employees feel more cared for and are encouraged to perform well, which contributes to increased job satisfaction (Zhang et al., 2023). This type of support can reduce feelings of fatigue and stress associated with the demands of strenuous work, as well as increase a sense of engagement and motivation in the workplace (Tahiry & Ekmekcioglu, 2023). Effective supervisor support facilitates achievement of work goals and provides a sense of appreciation that contributes to higher job satisfaction. Therefore, support from superiors is an important factor in increasing job satisfaction through stress reduction and increased support in challenging work environments. Thus, the hypothesis of this study is;

H3: *Supervisor support has a significant effect on job satisfaction.*

Emotional intelligence

Emotional intelligence (EI) is an important trait that allows individuals to understand and manage emotions both in themselves and others. According to Bayu et al. (2023), emotional intelligence encompasses the ability to motivate oneself, manage emotions in the face of challenges, and adapt to demands and pressures in the social environment. Shukor and Shamsudin (Nurlaila et al., 2024) defined emotional intelligence as the ability to recognize, use, manage, and regulate emotions effectively. Emotional intelligence not only contributes to an individual's ability to cope with difficult situations, but also plays an important role in social interaction and performance in a variety of contexts, including in the workplace

Research Method

This research was carried out at SMK Wachid Hasyim 2 and SMA Wachid Hasyim 5 Surabaya, with a population consisting of all teachers in both institutions. To determine the sample, a purposive sampling technique was used, which selected 48 teachers as respondents based on certain criteria relevant to the research objectives. Data collection was carried out through a questionnaire distributed through Google Forms, using the Likert scale to measure various variables involved in the study. The questionnaire was designed to collect information related to emotional intelligence (X1), support from colleagues (X2), support from supervisors (X3), and job satisfaction (Y).

Data analysis was carried out using the SEM-PLS (Structural Equation Modeling-Partial Least Squares) program, which allows the evaluation of the relationship between variables as well as validity and reliability tests. The analysis process includes validity tests to ensure that the research instrument measures what it is supposed to measure and reliability tests to ensure consistency of results. In addition, the analysis was carried out on the outer model to evaluate the relationship between indicators and latent variables, and the inner model to evaluate the structural relationship between latent variables. With this approach, this study aims to provide

a comprehensive picture of the influence of emotional intelligence, support from colleagues, and support from supervisors on teachers' job satisfaction.

Results and Discussion

This research was carried out on teachers at Wachid Hasyim Vocational School and High School, with a total of 48 respondents. Some of the respondents who participated in this study were; In terms of gender, there were 16 women (33%) and 32 men (67%), indicating the dominance of men in this sample. The age of respondents varied, with 19 people (40%) in the age group of 21-30 years, 21 people (44%) in the age group of 31-40 years old, and 8 people (17%) in the age group of 41-60 years. Most respondents had a working period of 1-5 years as many as 15 people (47%), followed by a working period of 6-10 years as many as 14 people (44%). Only a few respondents had more than 10 years of service, with 2 people (6%) in the range of 11-15 years and 1 person (3%) in the range of 16-20 years. In terms of last education, the majority of respondents were S1 graduates as many as 44 people (92%), followed by S2 graduates as many as 3 people (6%), and D3 graduates as many as 1 person (2%). This description provides a thorough overview of the demographic characteristics of the participants. For a detailed data presentation, see Table 1.

Table 1. Respondent demographics

Variable	Frequency	Percentage
Gender		
Woman	16	33%
Man	32	67%
Age (Years)		
21-30	19	40%
31-40	21	44%
40-60	8	17%
Working Period (Years)		
1-5	15	47%
6-10	14	44%
11-15	2	6%
16-20	1	3%
Last Education		
S1	44	92%
S2	3	6%
D3	1	2%

Source: data processed by the researchers

Validity and reliability test results

This study used a questionnaire to collect data, which was then analyzed using SEM-PLS (Structural Equation Modeling - Partial Least Squares) version 4.0 to test the validity of the question items in the questionnaire. Convergent validity was applied to determine the degree of correlation between variables by measuring the loading factor coefficient of each measurement item. This coefficient indicates the strength of the relationship between each item and its construct is, with individual indicators having a correlation value above 0.7 considered reliable. Although loading factor values between 0.5 and 0.6 are acceptable for scale-up studies, values above 0.7 are preferred to ensure high item validity (Hair et al., 2020; Ghozali, 2013). The results of the validity and reliability tests are presented in Table 2.

Table 2. Validity and reliability tests

Variable	Loading factor	AVE	Cronbach's Alpha	Composite Reliability
Job satisfaction		0,959	0,959	0,964
JS 2	0.896			
JS 3	0.940			
JS 4	0.899			
JS 5	0.846			
JS 6	0.796			
JS 7	0.842			
JS 8	0.773			
JS 9	0.772			
JS 11	0.725			
JS 12	0.861			
JS 13	0.754			
JS 14	0.772			
JS 17	0.780			
Emotional intelligence		0,950	0,950	0,961
EM 1	0.899			
EM 10	0.795			
EM 11	0.862			
EM 12	0.824			
EM 13	0.834			
EM 14	0.771			
EM 3	0.828			
EM 4	0.766			
EM 5	0.746			
EM 6	0.776			
EM 7	0.751			
EM 9	0.783			
Support from colleagues		0,909	0,909	0,911
SFC 1	0.869			
SFC 2	0.893			
SFC 3	0.904			
SFC 4	0.879			
Support from supervisors		0,912	0,912	0,918
SFS 1	0.814			
SFS 4	0.823			
SFS 5	0.915			
SFS 6	0.872			
SFS 8	0.873			

Notes: JS = job satisfaction; EM = emotional intelligence; SFC= support from colleagues; SFS= support from supervisor.

Based on the results of the measurement test above, it can be seen that the loading factor has a value above 0.70. However, there are several items that have a value below 0.7 such as; JS1, JS10, JS15, and JS16, and several items of emotional intelligence, namely; EM2 and EM8, as well as items from the supervisor's support, namely SFS2, SFS3, and SFS7. Thus, some of these items must be omitted because they do not meet the requirements submitted by Hair et al. (2020). The reliability test results showed that all variables in this study had excellent values for both reliability measures tested, namely Cronbach's Alpha and Composite Reliability. The job satisfaction variable has a Cronbach's Alpha value of 0.959 and a Composite Reliability of

0.964, indicating that the instrument used to measure job satisfaction is very reliable. The emotional intelligence variable also showed very high values with Cronbach's Alpha of 0.950 and Composite Reliability of 0.961, indicating good internal consistency in measuring emotional intelligence. In addition, the support from colleagues (SFC) variable has a Cronbach's Alpha of 0.909 and a Composite Reliability of 0.911, as well as the support from supervisor (SFS) variable with a Cronbach's Alpha value of 0.912 and Composite Reliability of 0.918, both of which show adequate reliability. These values indicate that all variables in this study are reliable and provide a guarantee of consistency in the measurements made.

The results of the predictive relevance analysis showed a Q^2 value of 0.38, which means that the structural model in this study has quite good predictive relevance. This Q^2 value is obtained by the formula $Q^2 = 1 - (1 - R^2)$, where R^2 is the determination coefficient of the model. In this case, a Q^2 value of 0.38 indicates that approximately 38% of the variability of the measured data can be explained by the model, while the remaining 62% may be influenced by other factors not included in the model. As such, the model is considered capable of predicting and explaining the relationships between the variables tested although there is room for further improvement.

Finally, hypothesis testing was performed by bootstrapping. The results of the hypothesis testing are presented in Table 3.

Table 3. Path Coefficients

Hypothesis	Original Sample	T Statistics	P Values	Ignorance
Emotional Intelligence → Job Satisfaction	0,373	2.668	0,008	Supported
Support from Colleagues → Job Satisfaction	0,317	1,535	0,125	Not supported
Support from Supervisor → Job Satisfaction	0,028	0,146	0,884	Not supported

The results of the study in Table 3 show that emotional intelligence (X1) has a positive and significant influence on job satisfaction (Y), with an original sample value of 0.373, T Statistics of 2.668, and p-value of 0.008, which shows significant support for the hypothesis that emotional intelligence increases job satisfaction. In contrast, the support from colleagues (X2) and supervisors (X3) did not show a significant effect on job satisfaction. The support from colleagues had an original sample value of 0.317, T Statistics 1.535, and a p-value of 0.125, which was not significant enough to support the hypothesis. Similarly, supervisors' support with an original sample value of 0.028, T Statistics 0.146, and p-value 0.884, showed that support from superiors did not have a significant effect on job satisfaction. Thus, emotional intelligence was a key factor influencing job satisfaction, whereas support from colleagues and superiors did not show a significant contribution in the context of this study.

Effect of *emotional intelligence* on *job satisfaction*

This study supports the development of hypothesis 1, in which *emotional intelligence* has a significant effect on *job satisfaction*. *Emotional intelligence* plays a crucial role in determining an individual's job satisfaction. High emotional intelligence allows individuals to better understand and manage their own emotions and respond to the feelings of others more empathetically. This leads to more harmonious interactions with colleagues and employers, and the ability to better deal with job challenges and stress. In the context of teachers, the results show that teachers with high levels of emotional intelligence tend to have greater job satisfaction. This is because they can better manage their feelings, understand and respond to the emotions of others, and adapt to a dynamic work environment, which overall increases their satisfaction with their work (Alismail et al., 2022).

The results of the questionnaire revealed that teachers with high emotional intelligence had a fairly good average score in terms of empathy and adaptability to the surrounding environment, with an average score of 4.52. This shows that they can adjust well and have high empathy abilities towards colleagues and superiors. Support from previous research also supports these findings, namely, that emotional intelligence is positively correlated with job satisfaction (Ufi & Wijono, 2020). The study underlines that high emotional intelligence not only increases job satisfaction but can also advance an individual's career (Marius & Mahmud, 2022). In addition, the findings of Herawati et al. (2023) confirm that peer support has a positive and significant effect on job satisfaction, reinforcing the importance of emotional factors in improving overall job satisfaction.

The effect of colleagues' support on job satisfaction

The next findings of this study do not support hypothesis 2, which found that *support from colleagues* did not show a significant effect on *job satisfaction*. Although teachers reported receiving support and support from colleagues, such as motivation, comfort in the work environment, and feeling welcome in the team, this support did not directly contribute to their job satisfaction levels. These findings indicate that other factors may have a more dominant influence on determining teacher job satisfaction at Wachid Hasyim Vocational School and High School in Surabaya. This suggests that although social support in the workplace is important, it does not always guarantee an increase in job satisfaction if other, more significant factors are not taken into account.

The results of this study are different from several previous studies that showed that coworker support is positively and significantly related to job satisfaction. Research by Herawati et al. (2023) found that colleague support can increase job satisfaction by encouraging employees to feel comfortable and work optimally. However, the findings of this study are in line with the research of Muchtadin and Sundary (2023), which states that peer support does not always have a significant impact on job satisfaction, showing that even if employees feel supported, it does not necessarily affect their job satisfaction levels. Thus, the results of this study indicate that peer support may not be a major factor in improving job satisfaction in this specific context, and other factors may need to be further explored to understand their effects on job satisfaction.

The effect of supervisor support on job satisfaction

The last findings of this study also do not support the development of the existing hypothesis that *support from supervisors* does not have a significant effect on *job satisfaction*. Although teachers reported feeling motivated and supported by their superiors, such as confidence in task performance, problem solving, and concern for progress, this support did not seem to significantly improve their job satisfaction. This suggests that while teachers feel positive support, it may not be strong enough or consistent to have a significant impact on job satisfaction. In other words, the presence of motivation and solutions from superiors does not always translate into higher job satisfaction if other factors are dominant.

These findings are consistent with the results of research by Sari and Kurniawan (2023) which also shows that support from superiors does not always have a significant influence on job satisfaction. This may occur if the employer's support does not include more in-depth or specific aspects that can significantly affect job satisfaction, such as recognition of achievement or involvement in decision-making. For example, although supervisor support may include providing solutions to problems, if the supervisor is not actively involved in the process of professional development or recognition of achievements, the impact on job satisfaction may be limited.

In the context of the *Job-Demand Resource* (JD-R) theory, support from superiors is a resource that can help reduce stress and increase motivation. However, if the high demands of the job or the lack of other resources are dominant, the support of the supervisor may not be enough to overcome the negative impact of the demands of the job. This theory suggests that although job resources, such as support from employers are important, they should be considered along with other factors to understand how job satisfaction can be affected overall. Therefore, in this study, supervisor support may need to be improved or combined with the improvement of other aspects of the work environment to achieve a more significant impact on job satisfaction.

Conclusion

Based on the results of the study, it can be concluded that of the three variables studied, only *emotional intelligence* has a significant effect on *job satisfaction*. The results of the analysis showed that *emotional intelligence* had a significant positive influence on job satisfaction, with a p-value of 0.008 and T-statistics of 2.668, which supported the first hypothesis. This means that good emotional skills, including understanding and managing emotions, contribute significantly to improving teachers' job satisfaction. On the other hand, support from colleagues and superiors did not show a significant effect on job satisfaction with p-values of 0.125 and 0.884, respectively, and T-statistics of 1.535 and 0.146. This suggests that, despite support from colleagues and employers, these factors do not sufficiently affect job satisfaction in the context of this study.

Theoretical and Practical Implications

From a theoretical perspective, the results of this study underline the importance of *emotional intelligence* as the main predictor of job satisfaction, in accordance with the *job demand resource* (JD-R) theory. Emotional intelligence serves as a resource that can help individuals cope with job demands and increase motivation, which in turn increases job satisfaction. This study confirms that *emotional intelligence* can strengthen the relationship between job demands and job satisfaction in the way proposed in JD-R theory. However, these results also suggest that support from colleagues and superiors does not always serve as an effective resource in this context, perhaps because the variable is not optimized in the work environment.

These findings suggest that to increase job satisfaction, organizations need to focus more on developing *emotional intelligence* among their employees. Emotional skills training and development can help employees manage their emotions and interacting better with their work environment. Additionally, while support from colleagues and employers is important, organizations must ensure that such support is consistently and relevant to employee needs. Providing training for employers and co-workers on how to provide effective support can also help improve job satisfaction. This implies the need for a more holistic strategy that combines emotional development with increased social support in the workplace.

Limitations of the Study

This study has several limitations that should be considered when interpreting the results and for future research development. First, the research sample is limited to two educational institutions in Surabaya, namely SMK Wachid Hasyim 2 and SMA Wachid Hasyim 5. This limitation restricts the generalization of the study's findings to a broader context, particularly to other educational institutions outside of Surabaya or the education sector as a whole. Therefore, the results of this study may not necessarily apply to all types of schools or regions. Second, while this study examines the relationship between emotional intelligence, peer support, supervisor support, and job satisfaction, other potentially more dominant factors, such

as workload or recognition of achievements, were not considered. For instance, the support from peers and supervisors identified in this study did not show a significant impact on job satisfaction, which may be influenced by other factors not explored in this research. As such, the effects of these variables may differ if other factors are included in the research model.

Directions for Future Research

As a follow-up, future research could involve a larger and more diverse sample, including various types of educational institutions from different regions, to obtain a more representative understanding of job satisfaction in the education sector. Further studies could also expand the investigation by incorporating additional factors that may influence job satisfaction, such as workload, recognition of achievements, or aspects of organizational culture (Adeoye et al., 2023; Mansour & Sharour, 2021; Whitehead et al., 2023). Moreover, future research may combine both qualitative and quantitative methods to gain a deeper understanding of individual experiences in facing job challenges. This approach could provide greater insights into teachers' perceptions of support from colleagues and supervisors and how they perceive its impact on their job satisfaction. Finally, future studies could explore the potential development of training programs designed to enhance emotional intelligence and managerial skills, which may contribute to improved job satisfaction and performance in the long term.

References

- Abadi, M. B. H., Taban, E., Khanjani, N., Konjin, Z. N., Khajehnasiri, F., & Samaei, S. E. (2021). Relationships between job satisfaction and job demand, job control, social support, and depression in Iranian nurses. *Journal of Nursing Research*, 29(2), e143.
- Adeoye, M. A., Jimoh, H. A., & Abdulkareem, H. B. (2023). Leadership and organizational cultural roles in promoting sustainable performance appraisal and job satisfaction among academic staff. *ASEAN Journal of Economic and Economic Education*, 2(2), 115-124.
- Adnan, H., Zaidi, S. A., Naureen, N., Hashmi, U., & Bibi, A. (2024). Moderating Role of Emotional Intelligence on Proactive Personality and Professional Quality of Life among IT Professionals: Empowering Well-being and Career Satisfaction in the Digital Age. *International Journal of Social Science Archives (IJSSA)*, 7(1).
- Adriyanto, A. T. (2021). Enhancing Job Satisfaction Through Colleague Support and Communication. *Proceedings of the 4th International Conference on Sustainable Innovation 2020-Accounting and Management (ICoSIAMS 2020)*, 176(ICoSIAMS 2020), 222–228. <https://doi.org/10.2991/aer.k.210121.030>
- Agustina, R., Soedjatmiko, & Zainab. (2019). The Effect of Supervisor Support, Training and Human Resources on the Usability of the Regional Financial Accounting Information System in Skpd in the Banjarmasin City Government Stie Nasional Banjarmasin. *Journal of Economics and Business*, 12(2), 375–389. <https://stienas-y pb.ac.id/jurnal/index.php/jdeb/article/view/206>
- Alismail, S. S., Cavaliere, L. P. L., Srinivasan, K., Chauhan, S., Muda, I., & Gangodkar, D. (2022). The effect of emotional intelligence on job satisfaction and organizational commitment in the case of educational sector. *Webology*, 19(1), 5236-5258.

- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Annual Review of Organizational Psychology and Organizational Behavior Job Demands-Resources Theory: Ten Years Later. *Annu. Rev. Organ. Psychol. Organ. Behav.* 2023, 10, 2022. <https://doi.org/10.1146/annurev-orgpsych-120920->
- Bara Ramadhan, D., & Rohyani, I. (2024). The Effect of Emotional Intelligence, Job Satisfaction and Peer Support on Turnover Intention at Pt. Bussan Auto Finance (Baf) Kebumen. *Journal of Research Innovation (JIP)*, 4(9), 1399–1408.
- Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34(1), 259-300.
- Bayu, D., Susita, D., & Paramita, W. (2023). The Effect of Emotional Intelligence and Work Environment On Affective Commitment and Job Satisfaction as Intervening Variables in State Elementary School 1 In Kemayoran District, Central Jakarta. *International Journal Of Business And Social Science Research*, 4(80), 6–17.
- Deb, S. K., Nafi, S. M., Mallik, N., & Valeri, M. (2023). Mediating effect of emotional intelligence on the relationship between employee job satisfaction and firm performance of small business. *European Business Review*, 35(5), 624-651.
- Dewi Wahyuni, & Rusman Frendika. (2022). The Effect of Emotional Intelligence on Employee Job Satisfaction at PT. X. *Journal of Management and Business Research*, 11–15. <https://doi.org/10.29313/jrmb.v2i1.856>
- Fila, M. J., Paik, L. S., Griffeth, R. W., & Allen, D. (2014). Disaggregating job satisfaction: Effects of perceived demands, control, and support. *Journal of Business and Psychology*, 29, 639-649.
- Gerich, J., & Weber, C. (2020). The ambivalent appraisal of job demands and the moderating role of job control and social support for burnout and job satisfaction. *Social Indicators Research*, 148(1), 251-280.
- Ghozali, I. (2013). *Multivariate Analysis Application with IBM SPSS 21 Program PLS Regression Update*.
- Hair Jr, J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of business research*, 109, 101-110.
- Han, J., Yin, H., & Wang, J. (2020). Examining the Relationships Between Job Characteristics, Emotional Regulation and University Teachers' Well-Being: The Mediation of Emotional Regulation. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01727>.
- Herawati, H., Setyadi, D., Michael, M., & Hidayati, T. (2023). The effect of workload, supervisor, and coworker supports on job performance through job satisfaction. *International Journal of Finance, Economics and Business*, 2(1), 13-33.

- Herawati, H., Setyadi, D., Michael, M., & Hidayati, T. (2023). The Effect of Workload, Supervisor, and Coworker Supports on Job Performance through Job Satisfaction. *International Journal of Finance, Economics and Business*, 2(1), 13–33. <https://doi.org/10.56225/ijfeb.v2i1.168>
- Irwan, & Adam, K. (2015). PARTIAL LEAST SQUARE (PLS) METHOD AND ITS APPLICATION (Case Study: Customer Satisfaction Analysis of PDAM Services of Camming Unit Bone Regency). *Journal of Technosains UIn*, 53–68.
- Kaihlanen, A. M., Ruotsalainen, S., Väisänen, V., Corneliusson, L., Pesonen, T., & Sinervo, T. (2023). Job demand and job resource factors explaining stress and job satisfaction among home care nurses—a mixed-methods sequential explanatory study. *BMC nursing*, 22(1), 404.
- Kotsou, I., Mikolajczak, M., Heeren, A., Grégoire, J., & Leys, C. (2019). Improving Emotional Intelligence: A Systematic Review of Existing Work and Future Challenges. *Emotion Review*, 11(2), 151–165. <https://doi.org/10.1177/1754073917735902>
- Lusianingrum, F. P. W., Affifatusholihah, L., & Fadhilah, F. (2020). The Effect of Work Attachment and Coworker Support on Task Performance. *Inovbiz: Journal of Business Innovation*, 8(1), 29. <https://doi.org/10.35314/inovbiz.v8i1.1261>
- Mansfield, C. F. (2020). Cultivating Teacher Resilience: International Approaches, Applications and Impact. *Cultivating Teacher Resilience: International Approaches, Applications and Impact*, January, 1–307. <https://doi.org/10.1007/978-981-15-5963-1>
- Mansour, H., & Sharour, L. A. (2021). Results of survey on perception of patient safety culture among emergency nurses in Jordan: influence of burnout, job satisfaction, turnover intention, and workload. *Journal of Healthcare Quality Research*, 36(6), 370–377.
- Marius, C., & Mahmud, M. I. (2022). The Relationship Between Emotional Intelligence and Job Satisfaction Among Rural Primary School Teachers. *World Journal of Education*, 3(4), 374–387. <https://doi.org/10.55057/jdpd.2022.3.4.30>
- Mérida-López, S., Quintana-Orts, C., Hintsa, T., & Extremera, N. (2022). Emotional intelligence and social support of teachers: Exploring how personal and social resources are associated with job satisfaction and intentions to quit job. *Revista de Psicodidáctica (English Ed.)*, 27(2), 168–175. <https://doi.org/10.1016/j.psicoe.2022.02.001>
- Mochklas, M., Subagyo, S., Muchson, M., & Forijati, F. (2024). The Role Of Work-Life Balance And Supervisor Support On Job Satisfaction: An Empirical Study In Indonesian Smes. *Journal Of Research Administration*, 6(1), 4–6.
- Muchtadin, M., & Sundary, Z. E. (2023). The Effect of Intrinsic Motivation, Colleague Support, Work-Life Balance on Job Satisfaction of Bakti Timah Pangkalpinang Nurses. *Transformative*, 12(1), 24. <https://doi.org/10.58300/transformatif.v12i1.529>
- Nurdiana, L. (2014). The Influence of Supervisor Support and Peer Support on the Transfer of Mechanical Employee Training. *Journal of Management Science*, 2(April), 675–686.

- Nurfauziah, L., Nuraina, E., & Styaningrum, F. (2021). The Effect of Work Family Conflict on Job Satisfaction: Emotional Intelligence as a Mediation Variable (Study on SMKN 2 Jiwan). *Review of Accounting and Business*, 2(1), 106–117. <https://doi.org/10.52250/reas.v2i1.448>
- Nuria, R., & Aprilianti, R. (2023). Problems of Honorary Teacher Workload. *Journal of Education Eleven April (JESA)*, 7(02), 45–55.
- Nurlaila, A., Istighfarin, C. A., & Cindy, A. H. (2024). *The Influence of Emotional Intelligence of Educators on Teaching Effectiveness at SMPN 40 Surabaya*. 3(1), 100–104.
- Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *International journal of environmental research and public health*, 18(23), 12763.
- Parmin, P. (2023). The Effect of Self Esteem and Social Support on Subjective Well-Being with Job Satisfaction as an Intervening Variable (Study on Honorary Teachers of State Elementary Schools in Klirong District). *JiIP - Scientific Journal of Educational Sciences*, 6(6), 4409–4415. <https://doi.org/10.54371/jiip.v6i6.2123>
- Puspa, C. I. S., Rahayu, D. N. O., & Parhan, M. (2023). The Transformation of Education in the 21st Century in Realizing Superior Human Resources Towards a Golden Indonesia 2045. *Basicedu Journal*, 7(5), 3309–3321. <https://doi.org/10.31004/basicedu.v7i5.5030>
- Rahmayani, W. E., & Wikaningrum, T. (2022). Analysis of perceived organizational support, boss support and work engagement on employee performance during the Covid-19 pandemic. *Journal of Economics and Business*, 23(2), 71. <https://doi.org/10.30659/ekobis.23.2.71-85>
- Santoso, A., & Dewi, I. G. . M. (2019). The Influence of Self-Efficacy, Work Motivation, and Work Environment on Employee Job Satisfaction of Pt. Sukanda Djaya Denpasar. *E-Journal of Management of Udayana University*, 8(11), 6488. <https://doi.org/10.24843/ejmunud.2019.v08.i11.p06>
- Saputra, A. A. (2021). The Effect of Compensation, Work Environment and Workload on Employee Job Satisfaction. *Technomedia Journal*, 7(1), 68–77. <https://doi.org/10.33050/tmj.v7i1.1755>
- Sari, S. R. S., Kumara, I. D., Pratiwi, A. A. E., Asda, S. R., & Gunawan, A. W. (2021). The Effect of Training Satisfaction, Supervisor Support on Turnover Intention Mediated by Work Engagement at the Director General of Regional Development of the Ministry of Home Affairs. *Management Science*, 7(2), 109–128. <https://doi.org/10.30656/sm.v7i2.4023>
- Sari, Y. A., & Kurniawan, I. S. (2023). The Effect of Work Engagement, and Perceived Supervisor Support on Organizational Citizenship Behavior with Job Satisfaction as a Mediator. *J-MAS (Journal of Management and Science)*, 8(1), 541. <https://doi.org/10.33087/jmas.v8i1.795>

- Sarwar, F., Panatik, S. A., Sukor, M. S. M., & Rusbadrol, N. (2021). A job demand–resource model of satisfaction with work–family balance among academic faculty: Mediating roles of psychological capital, work-to-family conflict, and enrichment. *Sage Open*, 11(2), 21582440211006142.
- Saulina Batubara, G., & Abadi, F. (2022). The effect of workload and coworker support on employee performance with work stress as an intervening variable. *SIBATIK JOURNAL: Scientific Journal of Social, Economic, Cultural, Technology, and Education*, 1(11), 1483–2496. <https://doi.org/10.54443/sibatik.v1i11.385>
- Soriano-Vázquez, I., Cajachagua Castro, M., & Morales-García, W. C. (2023). Emotional intelligence as a predictor of job satisfaction: the mediating role of conflict management in nurses. *Frontiers in Public Health*, 11, 1249020.
- Suchyadi, Y., Karmila, N., & Safitri, N. (2019). Teachers' job satisfaction is reviewed from the role of supervision. *Education and Teaching of Elementary School Teachers (JPPGuseda)*, 02(September), 91–94.
- Tahiry, M. A., & Ekmekcioglu, E. B. (2023). Supervisor support, career satisfaction, and career adaptability of healthcare sector employees. *Vilakshan-XIMB Journal of Management*, 20(2), 292-301.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational review*, 73(1), 71-97.
- Ufi, D. T., & Wijono, S. (2020). The Relationship between Emotional Intelligence and Job Satisfaction of High School Teachers in Kupang City. *Journal of Perceptual Psychology*, 4(1), 12. <https://doi.org/10.24176/perseptual.v4i1.4871>
- Wang, J., Wang, Y., Zhu, N., & Qiu, J. (2022). Special education teachers' emotional intelligence and its relationships with social support, work engagement and job performance: a job demands-resources theory's perspective. *International journal of developmental disabilities*, 70(5), 814-823. <https://doi.org/10.1080/20473869.2022.2149893>.
- Whitehead, D., Hamidi, Y., Ebrahimi, H., Hazavehei, S. M. M., & Kharghani Moghadam, S. M. (2023). Relationships between lifestyle, quality of life, organizational culture and job satisfaction among nurses related to health promoting hospital (HPH) standards. *Health Services Insights*, 16, 11786329231193792.
- Wibowo, F. P., & Tholok, F. W. (2019). The Influence of Jobs, Promotions, Colleagues, Superiors, and Work Environment on Employee Work Productivity Case Study at Pt. Primmisima Medari Sleman Yogyakarta. *Science: Journal of Management and Business*, 11(2), 218. <https://doi.org/10.35448/jmb.v11i2.6060>
- Worth, J., & Van den Brande, J. (2020). Teacher Autonomy: How Does It Relate to Job Satisfaction and Retention?. *National Foundation for Educational Research*.

- Yadav, V., & Sharma, H. (2021). Family-friendly policies, supervisor support and job satisfaction: mediating effect of work-family conflict. *Vilakshan-XIMB Journal of Management*, 20(1), 98-113.
- Zhang, J., Huang, R., Chen, Q., & Zhao, G. (2023). The relationships between supervisor-subordinate guanxi, perceived supervisor autonomy support, autonomous motivation, and employee job satisfaction: Evidence from international hotel chains in China. *International Journal of Hospitality Management*, 108, 103354.