

The Effect of Leadership, Organizational Culture, Emotional Intelligence, and Job Satisfaction on Performance

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Article Info

Article history:

Received Dec 30, 2015

Revised Feb 23, 2016

Accepted May 13, 2016

Keyword:

Emotional quotation

Job satisfaction

Leadership

Organizational culture

Performance

ABSTRACT

This research aimed to study the influence of Leadership, Organizational Culture, Emotional Quotation, and Job Satisfaction to Teacher Performance of Senior High School at Palopo Municipality South Sulawesi. There were 78 teachers participated in this research. The results were: (1) Leadership directly affects teacher performance; (2) Emotional quotation directly influences teacher performance; (3) Job Satisfaction directly effects teacher performance; (4) Leadership directly effects job satisfaction; (5) Organizational Culture directly effects job satisfaction; (6) Emotional Quotation directly effects job satisfaction. Based on this research, the factors of Leadership, Organizational Culture, Emotional Quotation, and Job Satisfaction to Teacher Performance should be developed by Central and Local Government either Palopo or South Sulawesi, Indonesia.

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1. INTRODUCTION

The era of globalization and modernization effect on various aspects of life of every nation and every country in the world, an era that no longer borders between countries (borderless) and the development of the very latest technology conducted as part of the settlement system (reinventing) life of the nation, state, and society. Therefore, the Indonesian nation must be able to survive with the peculiarities of their own culture and the thing that must be done is the development of human resources (HR) and high competitiveness. The non-negotiable Development, especially in the education sector as a civilizing character of strength and excellence, as well as a supplier of human resources and supporting high competitiveness, for this reason, it need to obtain responses (responsiveness) seriously from the Government as the main actor implementing the National Education System (NES). Role of the makers and implementers of the SPN program to the development of education at whole region shifted to the role of steering and empowering through a series of policies. The influence of this policy has born the education order on a world education that essence. On the other hand, this influence is also becoming a threat to the cultural dimension of Indonesia today. In the era of this borderless and reinventing, all education stakeholders, namely: government, private institutions, education observer, principals, teachers, educators, parents of learners, learners themselves will inevitably of influence of education paradigm changes in this era.

Education in the region requires qualified human resources and high competitiveness, which is one important aspect in anticipation of the impact of the above, in order to achieve the success of a development

that aspired. Human resource development is absolutely done in educational institutions (schools) in the area, both public schools and private schools, particularly in Palopo. Coaching to increase the added value management and stakeholders of school-based quality assurance system (QAS), a curriculum-based approach to science, such as governance administration, process and learning outcomes, teacher performance, school leadership, organizational culture, emotional intelligence, job satisfaction, teacher competence and student competency. High School (SMA) is one of the educational levels that are within the ranks of the Department of Education as an executive element of education in the area. SMA is entitled and obliged to carry out education for every citizen according to Law Number 20 Year 2003 on National Education System.

The principal task of teachers at high school organizes the educational process, in particular the task of the teacher is to educate, teach, guide, direct, train, assess, and evaluate. This task, carried out based on teacher performance quality criteria stated in the Regulation of the Minister of National Education Republic of Indonesia Number

The quality of the performance of a high school teacher in Palopo is not satisfy. Still finding teachers strike studying, teaching not on time, competence is not complex, the work ethic in the profession is not high, not enough teaching hours as a condition of certification, ignoring appeals superiors, fear was sent on race outstanding teachers, less capable of writing and researching, less opportunity to develop or continue their education to a higher level, there is a synergy between employer and school supervisors who walk alone partially, still there are teachers who are absent teaching in the classroom, the teacher is not proficient in computer technology in the learning process, the protests of teachers who wants his boss to be replaced, the teachers authoritarian always castrating criticality of students, teachers are less active digging through scientific activities are only collected certificates instantly, teachers who give priority to entrepreneurship, teachers who are reluctant to bring in students into the laboratory practice, to teachers who are less active in writing and examines the implications for students.

Achievement of the performance of a high school teacher is not optimal appear on the survey results performance achievements of teachers in educational standards in Palopo City in 2011 and the its comparison with the performance of teachers nationwide with indicator 8 National Education Standards, the standards of education as an aspect of the performance of teachers nationwide, has a variety of standards includes content standards, process standards, curriculum standards, standard of PTK, sarpras standards, management standards, financial standards and assessment standards. Based on the above phenomenon, the role of school stakeholders, especially high school teachers in Palopo, it becomes very important (urgent). Therefore, the study of efforts to empower high school teachers to perform effective and superior, as one determinant in regional development, is also a figure or manager that determines the effectiveness of the achievement of the goals of education conducted scientific research (research) to scale the top priority on leadership, organizational culture, emotional intelligence, job satisfaction, and performance.

2. RESEARCH METHOD

This research was conducted at the high school in Palopo, South Sulawesi Province from August 2011 to December 2011. The population in this research is all high school teachers in Palopo. While the target population are all teachers of 6 (six) state high school Palopo as many as 351 people, and is used as a sampling frame. This research uses a quantitative approach with survey method. This type of research aims to find the position of instantaneous variables (status quo variable) based on the data available at that time (the status quo data) and the relationship between the variables studied, it can then be determined and taken conclusion. It means that based on the data, facts and information obtained, and can explain the condition of each variable studied, in order to know the effect of one variable to another variable. This study was to investigate the effect of exogenous variables (leadership, organizational culture, emotional intelligence, and job satisfaction) of the endogenous variable (performance).

This research generally aims to answer some of the problems that have been formulated in the previous section to reveal the significance of the research model (constellation) on the effect of exogenous variables (exogenous variable), the leadership given the symbol X_1 , organizational culture given the symbol X_2 , emotional intelligence given the symbol X_3 ; and Intermediate variable, which is given the symbol X_4 job satisfaction; as well as endogenous variables, the performance given the symbol Y . The specific objectives of this study were to: (1) determine the direct effect of leadership toward performance; (2) determine the direct effect of emotional intelligence toward performance; (3) determine the direct effect of job satisfaction toward performance; (4) determine the direct effect of leadership toward job satisfaction; (5) determine the direct effect of organizational culture toward job satisfaction; (6) the effect of direct emotional intelligence toward job satisfaction. The hypothesis model of this research is performed in Figure 1.

The data required in this research include primary data and secondary data. The primary data include: (1) leadership, (2) organizational culture, (3), emotional intelligence, (4) job satisfaction, and (5)

performance. Procedures for implementing the test instrument are (a) determining the respondents' trials; (b) the implementation of the trial; and (c) the analysis instrument. Instrument development process starts with determining the respondent then proceed with drafting instrument refers to indicators in each variable, then the next stage of his concept of the instruments are matched with conceptual definitions and grating instruments with the theories currently used to address these variables. Instruments tested on teacher high schools in Palopo the number of respondents as many as 30 people.

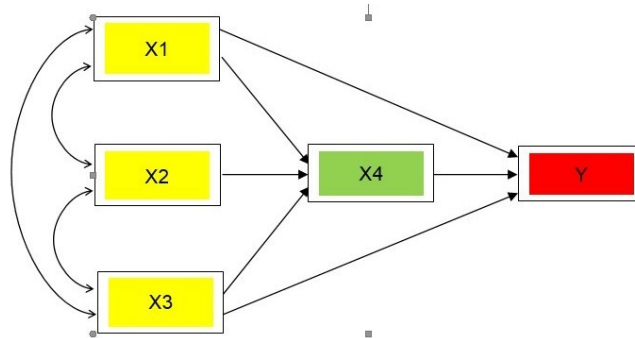


Figure 1. Research Hypothesis Model

3. RESULTS AND ANALYSIS

Before performing path analysis to test the hypothesis, first performed some statistical tests as requirements analysis. The statistical tests were conducted: (1) Test of linearity regression equation, (2) normality test error estimates. In addition, the test was also conducted univariate and multivariate normality as confirmation, given in the testing process path analysis using LISREL software full version 8.80 and confirmed also by SPSS.

3.1. Test for Estimation Error Normality

Test for estimation error normality used Lilliefors test. The hypothesis tested is:

H_0 : Data come from populations is normally distributed

H_1 : Data come from one population is not normally distributed Test for estimation error normality include Y on X_1 , Y on X_3 , Y on X_4 , X_4 on X_1 , X_4 on X_2 , X_4 on X_3 . Test for normality using Lilliefors test by Microsoft excel.

Testing criteria:

$$L_{hit} < L_{tab}, \text{ Accepted } H_0 (n=78, \alpha=0,05; L_{tab}=0.114)$$

Based on the calculation of the normality of the data, obtained the test results as follows:

1. Regression $\hat{Y}=95.64 + 0.41X_1$, $L_{hit}(0.064) < L_t(0.100)$ Then H_0 accepted, data is normally distributed
2. Regression $\hat{Y}=122.66 + 1.34X_3$, $L_{hit}(0.061) < L_t(0.100)$ Then H_0 accepted, data is normally distributed
3. Regression $\hat{Y}=74.39 + 0.53X_4$, $L_{hit}(0.093) < L_t(0.100)$ Then H_0 accepted, data is normally distributed
4. Regression $\hat{X}_4=86.78 + 0.41X_1$, $L_{hit}(0.063) < L_t(0.100)$ Then H_0 accepted data is normally distributed
5. Regression $\hat{X}_4=67.61 + 0.64X_2$, $L_{hit}(0.092) < L_t(0.100)$ Then H_0 accepted data is normally distributed
6. Regression $\hat{X}_4=116.59 + 1.21X_3$, $L_{hit}(0.056) < L_t(0.100)$ Then H_0 accepted data is normally distributed

Thus we can conclude that the error estimates for the regression equation of Y on X_1 , Y on X_3 , Y on X_4 , X_4 on X_1 , X_4 on X_2 , X_4 on X_3 that is $Y=a + bX_i$, $i=1, 2, 3, 4$, normally distributed. In addition, comparison of L_{hit} or L_t presented with L_{tab} presented in Table 1, below the result summary.

Given the path coefficient calculation process testing using software lisrel 8.80 Full Version, which requires univariate and multivariate normality tests, then as additional information complements the error normality test results above estimates can be explained the test results referred to as presented in Appendix 6. Based on univariate normality test results X_1 , X_2 , X_3 , X_4 , Y indicates that the data is normally distributed univariate probability shown by Chi square at the skewness and kurtosis ($P > 0.05$). Based on these test results, the testing requirements have met the structural equation multivariate normality assumption.

Table 1. Summary of Test for Estimation Error Normality Result

Regression	L _{hit}	L _{tab} 0,05	Conclusion	Explanation
Y on X ₁	0.064	0.100	H ₀ accepted	Normal
Y on X ₃	0.061	0.100	H ₀ accepted	Normal
Y on X ₄	0.093	0.100	H ₀ accepted	Normal
X ₄ on X ₁	0.063	0.100	H ₀ accepted	Normal
X ₄ on X ₂	0.092	0.100	H ₀ accepted	Normal
X ₄ on X ₃	0.056	0.100	H ₀ accepted	Normal

3.2. Test for Linearity and Significance of Regression

3.2.1. Regression Y on X₁

- Regression equation for performance and leadership ($\hat{Y} = a + bX_1$) is $\hat{Y} = 95.64 + 0.41X_1$. From the calculation obtained $F_{hit} = 9.13$ and significance level $\alpha = 0.05$ obtained $F_{tab} = 3.96$ thus $F_{hit} = 9.13 > F_{tab} = 3.96$; then the regression equation is very significance.
- Linearity test for performance and leadership can be seen in the rable below, obtained $F_{hit} = 0.78$ whereas significance level $\alpha = 0.05$ (33; 43) obtained $F_{tab} = 1.65$; then $F_{hit} < F_{tab}$, linear regression.

3.2.2. Regression Y on X₃

- Regression equation for performance and emotional intelligence ($\hat{Y} = a + bX_3$) is $\hat{Y} = 122.66 + 1.34X_3$. From the calculation obtained $F_{hit} = 8.08$ and significance level $\alpha = 0.05$ obtained $F_{tab} = 3.96$ thus $F_{hit} = 8.08 > F_{tab} = 3.96$; then the regression equation is very significance.
- Linearity test for performance and emotional intelligence can be seen in the table below, obtained $F_{hit} = 1.13$. Whereas significance level $\alpha = 0.05$ (24; 52) obtained $F_{tab} = 1.72$; then $F_{hit} < F_{tab}$, linear regression.

3.2.3. Regression Y on X₄

- Regression equation for performance and emotional intelligence ($\hat{Y} = a + bX_4$) is $\hat{Y} = 74.39 + 0.53X_4$. From the calculation obtained $F_{hit} = 26.88$ and significance level $\alpha = 0.05$ obtained $F_{tab} = 3.96$ thus $F_{hit} = 26.88 > F_{tab} = 3.96$; then the regression equation is very significance.
- Linearity test for performance and emotional intelligence can be seen in the table below, obtained $F_{hit} = 0.15$. Whereas significance level $\alpha = 0.05$ (36; 40) obtained $F_{tab} = 1.68$; Then $F_{hit} < F_{tab}$, linear regression.

3.2.4. Regression X₄ on X₁

- Regression equation for job satisfaction dan leadership ($\hat{X}_4 = a + bX_1$) is $\hat{X}_4 = 86.78 + 0.41X_1$. From the calculation obtained $F_{hit} = 10.08$ and significance level $\alpha = 0.05$ obtained $F_{tab} = 3.96$ thus $F_{hit} = 10.08 > F_{tab} = 3.96$; then the regression equation is very significance.
- Linearity test for job satisfaction and leadership can be seen in the table below, obtained $F_{hit} = 0.51$ whereas significance level $\alpha = 0.05$ (33; 43) obtained $F_{tab} = 1.65$; Then $F_{hit} < F_{tab}$, linear regression.

3.2.5. Regression X₄ on X₂

- Regression equation for job satisfaction dan leadership ($\hat{X}_4 = a + bX_2$) is $\hat{X}_4 = 67.61 + 0.64X_2$. From the calculation obtained $F_{hit} = 18.86$ and significance level $\alpha = 0.05$ obtained $F_{tab} = 3.96$ thus $F_{hit} = 18.86 > F_{tab} = 3.96$; then the regression equation is very significance.
- Linearity test for job satisfaction and organizational culture can be seen in the table below, obtained $F_{hit} = 0.99$ whereas significance level $\alpha = 0.05$ (26; 50) obtained $F_{tab} = 1.67$; Then $F_{hit} < F_{tab}$, linear model accepted.

3.2.6. Regression X₄ on X₃

- Regression equation for job satisfaction and emotional intelligence ($\hat{X}_4 = a + bX_3$) is $\hat{X}_4 = 116.59 + 1.21X_3$. From the calculation obtained $F_{hit} = 7.01$ and significance level $\alpha = 0.05$ obtained $F_{tab} = 3.96$ thus $F_{hit} = 7.01 > F_{tab} = 3.96$; then the regression equation is very significance.
- Linearity test for job satisfaction and emotional intelligence can be seen in the Table 2, obtained $F_{hit} = 1.22$ whereas significance level $\alpha = 0.05$.

Table 2. Summary of Significance and Regression Linearity Test Result

Regression	Significance Test		Linearity Test		Explanation
	F _{hit}	F _{tab}	F _{hit}	F _{tab}	
Y on X ₁	9.13	3.96	0.78	1.65	R.E.M $\hat{Y} = 95.64 + 0.41X_1$ Significant dan Linear
Y on X ₃	8.08	3.96	1.13	1.72	R.E.M $\hat{Y} = 122.6 + 1.34X_3$ Significant dan Linear
Y on X ₄	26.88	3.96	0.15	1.68	R.E.M $\hat{Y} = 74.39 + 0.53X_4$ Significant dan Linear
X ₄ on X ₁	10.08	3.96	0.51	1.65	R.E.M $\hat{X}_4 = 86.78 + 0.41X_1$ Significant dan Linear
X ₄ on X ₂	18.86	3.96	0.99	1.67	R.E.M $\hat{X}_4 = 67.61 + 0.64X_2$ Significant dan Linear
X ₄ on X ₃	7.01	3.96	1.22	1.72	R.E.M $\hat{X}_4 = 166.59 + 1.21X_3$ Significant dan Linear

3.3. Hypothesis Testing

The hypothesis testing was done based on linearity and significance of regression test, the normality of the data. Before testing the first hypothesis testing based on structural equation models (SEM) that have been built. Table 3 shows the summary of hypothesis test result employed SEM.

Table 3. Summary of Hypothesis Test Result for Structural Equation Model 1

Model	Unstandardized Coefficients		Standardized Coeff	t	Sig.
	B	Std. Error			
Constant	29.502	14.988		1.968	0.002
X ₁	0.248	0.123	0.198	1.968	0.002
X ₃	0.728	0.207	0.207	3.511	0.001
X ₄	0.319	0.107	0.306	2.982	0.004

The structural equations are as follows:

Structural Equation one:

$$Y = \beta_{Y1}X_1 + \beta_{Y3}X_3 + \beta_{Y4}X_4 +$$

Structural Equation two:

$$X_4 = \beta_{41}X_1 + \beta_{42}X_2 + \beta_{43}X_3 +$$

3.4. Discussion

Study on the performance does not stand alone and is always associated with leadership, emotional intelligence and job satisfaction. Various theories have been suggested by experts as Lyli Spencer and Signe Spencer, Colquit, Ivancevich, Gibson stated that leadership, emotional intelligence, and job satisfaction affect performance [1]-[3]. Field findings in this study also produce the same facts as stated by the theorists above. The findings of this study stated determinant of 0.45 indicates that the contribution of leadership, emotional intelligence and job satisfaction toward the performance of 45%. That is the variability of the performance can be explained by 45% by the three variables above. Thus what has been proposed by Lyli Spencer and Signe Spencer, Colquit, Ivancevich, Gibson has been proven empirically [1]-[3].

Newstrom and Davis stated that leadership is an attempt to influence and encourage every employee to enthusiastically willing to work to achieve the goals set by members of the organization, because without leadership, an organization will experience confusion and all members of the organization are not able to work. Newstrom and Davis [4] statement implies that influenced performance leadership. This is in accordance with the findings of studies that claim there is a direct positive effect of the leadership toward performance.

Findings the direct positive effect of leadership toward performance was also supported by the argument Gibson stressed that the performance of the employee's duties are determined by the manager (leader) who routinely supervise individual through the evaluation process (performance), especially in the context of determining the salary increase, promotion, and remuneration of other available within the organization. Lyle Spencer and Signe Spencer in Kessler says the same thing with Gibson that the system performance is largely determined by factors of leadership that includes the task of monitoring and directing: (1) work plan, responsibilities and expectations of the work, objectives or goals periodic (2) to manage feedback and support, strengthening performance throughout the period and (3) the performance appraisal, formal performance evaluation at the end of the period.

The research findings show that emotional intelligence has a direct positive effect toward performance. This is in accordance with the Law and Glover statement: “emotional literacy, emotional fitness, emotional depth, and emotional alchemy” is a cornerstone model empat can make a person who is performing [5]. That is a performer will generate ideas that have a good work ethic, also has the ability to adapt to environmental conditions with the team, is useful to improve the inner workings of everyday life which includes emotional and social skills. Emotional intelligence is the ability to read themselves and others so that they can put themselves in the situation of others and also be able to control himself, so as to regulate every action and reaction are controlled by (1) self-control, (2) the spirit, (3) persistence, (4) a good personality and polite that led to success in the running of daily life or in the workplace. Then, be able to apply his/her skill to manage the work. This shows that emotional intelligence positively affects performance.

According to Ginanjar emotional intelligence as a set of skills, competence, and obscenity when non cognitive affects one's ability to succeed in carrying out the task. Cope with environmental demands and pressures, adapt to people around in order to achieve the goal. The researchs findings stated that job satisfaction has direct positive effects toward performance. This finding is supported by the opinion of Jasson A. Colquit which states that job satisfaction has a strong influence on the performance [1]. Job satisfaction is focused on employee attitudes toward their jobs.

Job satisfaction is reflected in the attitude of a person and produced based on the perception of a person through self-actualization or business needs to maximize the capability, skills and potential as well as to adapt themselves to the work environment. Job satisfaction has a three-dimensional generally accepted by Gibson, et al. (1996), namely: (1) job satisfaction is an emotional response to the work situation [3]. With demi-growing, job satisfaction can be viewed and predictable; (2) job satisfaction is often determined by how well the results achieved or exceeded expectations; and (3) job satisfaction represents several related attitudes. Gibson's [6] opinion shows that job satisfaction has a direct impact on performance.

Furthermore, Gibson stated that there are five dimensions that have been formulated and used to measure job satisfaction, namely: (1) the job itself. In the case where is the work gives an interesting task, opportunities for learning, and the opportunity to accept responsibility; (2) salary. This means amount of wages received and the degree to which this can be seen as it is considered appropriate compared to others in the organization; (3) promotion opportunities [3]. The opportunity to advance within the organization; (4) monitoring. This means the ability of the supervisor to provide technical assistance and support behavior; and (5) co-workers. It means the degree to which coworkers technically proficient and socially supportive. The fifth dimension of job satisfaction as described above implies a strong influence on the formation of performance. Porter and Lawler in Veithzal and Deddy, emphasizes that high employee performance is determined by how much the award is given, the welfare system, and their full value obtained is an indicator of job satisfaction. Thus the findings of research are confirming the positive direct effect on the performance of job satisfaction has a theoretical basis, as suggested by experts above.

Studies on job satisfaction have been carried out and the results stated that job satisfaction is influenced by several factors namely leadership, organizational culture, and emotional intelligence. The findings of this research of job satisfaction indicate that the variability explained by three variables over the remaining 36% is explained by other variable by 64%. The findings of this study stated that the positive direct effect of leadership toward job satisfaction. This has according to the theory proposed by Hersey and Blanchard that the success of the organization can be seen from the effectiveness of leadership and leadership dynamics within meme-influenced and directed his followers or any individual in the organization. Several factors mempe at influencing and directing is to create a comfortable working atmosphere, developing a welfare system that is in line with expectations of employees, enhance the dignity of employees, and reward employee performance. Through these factors then automatically leadership will affect the degree of job satisfaction of employees or teachers.

Gibson stated that job satisfaction is an emotional response to the employment situation arising from a process-pinan kepehim that meet the expectations of the employee or employees [3]. Thus, job satisfaction is influenced by leadership applied. Alderfer states that when the leadership within an organization can meet the needs of individual employees can then automatically build the self-satisfaction of the employees themselves. Thus, the leadership affect job satisfaction.

The research findings stated that organizational culture has positive direct effect toward job satisfaction. This is consistent with the theory put forward by Denison which states that organizational culture affects the satisfaction of its members' satisfaction towards the work being done in the organization. Kirk L. cavity stated that the culture of the organization providing guidance to employees to perceive karak-teristik organization's shared values, values which are needed employees in the work, interact with the group, Adiministrasi system, and interact with his boss. Kirk implications of this statement indicate that organizational culture affects job satisfaction. Positive attitude towards work is

awakened from the values which are built into the organization of work it self. The findings of the research state that emotional intelligence has a direct positive effect toward job satisfaction. This is consistent with the theory put forward Schein that through the ability to perceive the value, expressing emotions, feelings access or move as needed can increase satisfaction with the work performed.

According Newstrom [6], that job satisfaction is one's personal attitudes that are special because of job satisfaction part of life satisfaction. Locke in Luthans provide a comprehensive definition, that job satisfaction is a reaction or attitude of cognitive, affective, and evaluative and stated that job satisfaction is "an emotional state that is happy or positive emotions derived from the assessment of a person's job or work experience. Thus it can be knotted-kan that emotional intelligence has an influence toward job satisfaction.

4. CONCLUSION

The findings of the study is as follows:

1. There is a direct positive effect of the leadership toward performance. That is, the good/conducive leadership to direct subordinate tasks, run the power / responsibilities equitably, creating conditions of fair competition, respect the opinion and objectively carry out oversight will improve the performance of high school teachers in Palopo.
2. There is a direct positive effect of the emotional intelligence toward performance. Those is, high emotional intelligence of teacher regarding the ability to recognize, manage emotions and understand the feelings of others, and establish a good relationship of one's teacher and doing work activities in a controlled manner will improve the performance of high school teachers in Palopo.
3. There is a direct positive effect of the job satisfaction toward performance. That is, the job satisfaction of teachers managed and organized, and there is no guarantee continuity, kerhamonisan, a good challenge; there is support for the boss and coworkers in synergism; and there is appreciation for the activities and work appropri- ate, can improve the performance aspects of high school teachers in Palopo.
4. There is a direct positive effect of leadership toward job satisfaction. That is, the leadership directing the subordinate tasks, run the power/responsibilities equitably, creating conditions of fair competition, respect opinions, and to implement object-ment supervision-tif, it can lead to increased job satisfaction aspect of his high school teachers in Palopo.
5. There is a direct positive effect of organizational culture toward job satisfaction. That is, the culture of the organization that organized, regulated, managed and created a harmonious interaction, high encouragement to overcome the problem of organization, innovation that is valued, shared decision making intensive participatory and conducive, can lead to increased job satisfaction aspects.
6. There is a direct positive effect of emotional intelligence toward job satisfaction. That is, the emotional intel- ligence of teachers who administered the ability to recognize, manage emotions and understand the feelings of others, and establish a good relationship of one's teacher and doing work activities in a controlled, can lead to increased satisfaction aspects kerjaguru high schools in Palopo.

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