The Influence of Emotional Intelligence, Social Support and Competency on Lecturer Performance Mediated by Job Stress

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Abstract:

ITEKES Bali has an average workload of 18 credits per semester, up to 15 hours per week. This phenomenon found shows that there are advantages to lecturers' teaching beyond the policies of the institution. The purpose of this study is to determine the Effect of Emotional Intelligence, Social Support and Competence on Lecturer Performance Mediated by Work Stress. The type of data used in this study is quantitative data. The number of samples used in this study was 87 people, using a purposive sampling technique with inclusion criteria, namely lecturers who already have a functional position of at least Expert Assistant (AA). Data were collected by distributing questionnaires via Google form with an interval scale of 1-10. Data analysis using the Equation Modelling structure was carried out using the Part Lease Square approach. The results of this study indicate that emotional intelligence, work support, ability have a negative effect on work stress and emotional intelligence, social support, competence have a positive effect and are mediated by work stress. Managing stress in the world of work is an important point that employees themselves need to pay attention to increase performance effectiveness and productivity in increasing personal competence.

Keywords: *Emotional Intelligence, Social Support, Competency, Performance, Job Stress*

1. Introduction

An organization can carry out its activities to achieve the desired goals, with good management, especially human resources, because human resources are the main capital in planning, organizing, directing and mobilizing other resources in an organization. Human resource management is part of organizational management that focuses on the human resource element. Success or failure in an organization is closely related to the actors in the organization, or in other words, human resources have a very important (strategic) role as a determinant of the success or failure of performance achievement in an organization.

In higher education institutions, in order to achieve the stated goals, educational institutions must be able to apply policies to their lecturers to implement the Tridharma of Higher Education, in which lecturers are required to carry out educational and teaching activities, research and development, and community service. Every form and purpose in the field of education and teaching is intended to produce educated people who have abilities, knowledge and attitudes, meaning that

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through educational and teaching activities it is hoped that they can produce graduates who are knowledgeable and have good morals and have good skills and abilities in their fields (Ali, 2021). One of the efforts to realize this society is to establish a development mission in the field of education, namely by maintaining and improving quality, equitable education services and involving community participation. So that the development mission in the field of education can be carried out effectively and efficiently, a development strategy in the field of education is prepared, namely by improving the quality of human resources in education by increasing work performance and productivity for educators according to Suhardan in (Sarpiati, 2022).

In Bali, there are many state and private universities, one of which is the Bali Institute of Technology and Health (ITEKES) which is one of the technology and health universities in Bali that operates in the field of services and education services for the people of Bali. ITEKES Bali provides education services to the community at a cost that is affordable for all levels of society, both the lower and middle to upper economic classes, regardless of the ability or social status of the community. ITEKES Bali has seven study programs consisting of Bachelor of Nursing, Bachelor of Midwifery, Bachelor of Clinical and Community Pharmacy, Bachelor of Applied Nursing Anesthesiology, Bachelor of Applied Acupuncture, Bachelor of Food Technology and Master of Nursing.

ITEKES Bali has qualified teaching staff seen from their educational background and experience. Lecturers in carrying out their roles are required to implement the Tridharma of Higher Education. Guidelines for lecturer workload and implementation of the Tridharma of Higher Education, in semester credit units in Article 16 paragraph (2) of the Regulation of the Minister of Education and Culture of Indonesia No. 3 of 2020 in each semester, one credit unit in a period of 16 (sixteen) effective weeks.(Minister of Education and Culture of the Republic of Indonesia, 2020). The ITEKES Bali policy stipulates that the workload of regular lecturers is a maximum of 16 Semester Credit Units (SKS) per semester and has 8 teaching hours per week.

Based on the results of a preliminary study through interviews that have been conducted, ITEKES Bali lecturers have an average workload of 18 credits per semester up to 15 hours per week. This phenomenon found shows that there is an excess of teaching by lecturers beyond the policy of the institution. The majority of the excess workload experienced by lecturers was found in the implementation of PKL guidance which is mandatory at the health campus. PKL guidance activities are carried out at least 2 times a week, with PKL locations that are quite far away such as Jembrana and Buleleng, it is considered to be one of the stressors that affect the workload. When associated with the excess teaching hours of lecturers at ITEKES Bali, more is spent on material delivery sessions in class. There is an imbalance between the duties and responsibilities of a lecturer as mandated in the Tridharma of Higher Education so that the field of research and community service activities are slightly neglected due to more face-to-face sessions in class. The impact of this imbalance makes lecturers feel stressed at work and on the one hand the lecturer's obligation is to provide time to guide students who are conducting research, as well as the obligation to accompany students who are practicing in hospitals.

One aspect that can support the success of a lecturer in achieving work success is low and not excessive work stress. According toAli (2021)stress is defined as a condition of tension that affects a person's emotions, thought processes and condition. There is a direct relationship between stress and performance because when a lecturer has a high level of stress, then a lecturer will not be able to teach well and optimally this will have an impact on his performance. According to Robbins (2016), work stress is part of the problem of the organization. The stress can be due to a large workload or having to work longer because of changes in the system in the organization. According to Sophiah, work stress is an adaptive response to a situation that is felt to be challenging or threatening to a person's health.(Kohari & Pujiani, 2019). In organizational life, work stress will have a negative impact on performance. The higher the work stress felt by a lecturer, the worse the performance produced, but if a lecturer is able to minimize work stress, it is expected that his performance will also increase. Work stress experienced by lecturers can be influenced by various factors, both internal and external, such as emotional intelligence, social support and competence.

Emotional intelligence is a person's ability to manage their emotional life with intelligence, maintaining the appropriateness of emotion and its expression through self-awareness, self-control, self-motivation, empathy, and social skills. Emotional intelligence is highly influenced by the environment, it is not permanent and can change at any time. Emotional intelligence is an emotional skill that enables individuals to develop their emotions by controlling themselves, having enthusiasm and perseverance, being able to show empathy so that they are able to relate to others well, because all of that will result in outstanding performance at work.(Wahab et al., 2018). An employee with high emotional intelligence is able to respond appropriately to emotional behavior and work stress.

Lecturer performance and results are largely determined by individual psychological factors, namely emotional intelligence. Based on the facts in the field, it shows that a lecturer who has a high IQ does not guarantee success in his/her learning, but a lecturer who has a moderate IQ but high EQ has a greater chance of success in learning activities. This is in accordance with the opinion of (Ali, 2021) which explains that Intelligence (IQ) and Emotional Intelligence (EQ) are factors that influence a person's performance, but emotional intelligence plays a greater role in producing brilliant performance.

To handle tasks that have a heavy workload, support from various elements is needed. Social support is a social togetherness in which individuals are in it, which provides some support such as real assistance, information support, and emotional support so that individuals feel comfortable. The sources of social support can be obtained from family, coworkers, superiors, or life partners. Social support from family can be in the form of emotional support in the form of encouragement, giving expressions of appreciation, material support and providing information that can provide a solution to the problems faced. While social support from coworkers can be in the form of friendship, creating a situation of mutual help and pleasant cooperation(Erwin Musyaddat & Saufi, 2019).

A lecturer is required to master various technical and non-technical skills ranging from designing, implementing to evaluating teaching and learning activities. Competence has a close relationship with education, the higher the level of education, the higher the competence of a lecturer is expected to increase, because they have a high level of education, experience and good dedication so that they can improve performance.(Ali, 2021). According to Revelation (2019)Lecturer competence is the ability/skill of a lecturer to do the work assigned to him/her according to his/her expertise, skills and supported by work attitude. Competence can influence work stress. Competence plays a very important role in the implementation of stress management and improving employee performance in the work environment.(Ciptomulyono et al., 2017). High competence will reduce the level of work stress, conversely low competence can increase work stress.

The performance of educators, especially lecturers as the spearhead of educational services in the field, is a very important issue to be studied in order to maintain and improve the quality of educational services. Good lecturer performance is one of the answers to improving and maintaining the quality of educational services provided to the community. The main key to improving the quality of educational services is lecturers who have high competence and performance.

The performance of lecturers cannot be separated from the factors that influence it, as expressed by Gibson inThe Invisible Woman (2021)which explains that there are three groups of variables that influence work behavior, which then have an effect on lecturer performance, namely: individual, psychological and organizational variables. According to Wibowo inPangestu et al. (2022)factors that affect a person's performance are supervision, work environment, behavior, management, job design, feedback, and payroll administration. A person's performance will be better depending on their competence, there are several factors that can affect a person's competence, namely: knowledge, skills, abilities, beliefs, experience, personal characteristics, motivation, intellectual abilities, and organizational culture. Performance can also be interpreted as work achievement or work implementation or performance results.

The results of research conducted byThe Last Supper (2019)found a positive and significant influence of emotional intelligence on the performance of lecturers at UPN Veteran East Java. Similar research results were obtained byMukaroh & Nani (2021)found that emotional intelligence has a significant positive effect on employee performance. However, the research results obtained byMillah et al. (2023)shows that emotional intelligence has a negative and insignificant effect on employee performance.Karambut & Noormijati (2021)in his research stated that emotional intelligence has a significant negative influence on work stress, because the higher the emotional intelligence, the lower the work stress will be, conversely, the lower the emotional intelligence, the higher the work stress will be. However, the research results obtained byQamaria et al. (2020)shows that emotional intelligence has a positive effect on work stress.

Research result(2018)mentioned that work stress is one of the factors that can affect employee performance. Stress problems are usually experienced by employees, so they can have negative consequences that can interfere with a job. However, research

conducted byAnniversary (2022)shows that work stress has a positive but not significant effect on employee performance.

Research resultThe Last Supper (2017)stated that social support has a positive effect on the performance of nurses at Sanglah General Hospital, Denpasar. However, the research results obtained byThe Last Supper (2020)shows that social support does not have a significant effect on employee performance. Research ResultsErwin Musyaddat & Saufi (2019)stated that social support has a negative and significant influence on the Work Stress of Nurses at Mutiara Sukma Mental Hospital, NTB Province. However, the results of the study fromWerenfridus et al. (2023)shows that social support has a positive effect on teacher work stress. Research results fromThe Story of a Young Woman (2019)social support moderates the effect of work stress on employee performance in the distribution and trade sector of PT. PLN (Persero) UID Jatim. With the existence of social support obtained from both superiors and co-workers, it greatly helps employees in maintaining work stress so that it is not high or reducing existing stress so that it can help improve employee performance.

Research conducted byYuliani et al (2024)stated that lecturer competence can affect lecturer performance. Quality lecturer performance is very much needed by higher education institutions in order to improve academic quality. The results of the studyOctarina (2021) shows that there is a positive influence of lecturer competence on lecturer performance. Meanwhile, the results of research fromSusanna (2023)stated that competence has a negative and significant effect on educator performance. Research on Construction companies in East Java, Indonesia byAdi (2018)found a negative and significant influence, that high employee competence will reduce the level of work stress.Ciptomulyono, et al (2017)found that competence has a positive and significant effect on work stress, employees will find it easy to manage stress if they have good competence, and can produce maximum performance.

Based on the results of previous studies that have been explained above, there are still inconsistencies in the results of the study on each variable, namely some stating a positive effect and vice versa. In addition, during the researcher's search in various databases, no research has been found that combines Emotional Intelligence, Social Support, Competence, Work Stress on Performance. Therefore, researchers are interested in exploring more comprehensively the influence of emotional intelligence, social support and competence on the performance of lecturers at the Bali Institute of Technology and Health mediated by work stress.

2. Theoretical Background

Performance: Performance appraisal is an organized and formal system used to measure, evaluate, and influence aspects related to work, behavior, and results. Therefore, performance appraisal reflects the results of an individual's work in the context of his or her responsibilities. The performance of a lecturer at a university shows the real actions taken by the lecturer as a result of the tasks they carry out according to their position. The existence of clear standards is needed to determine the quality of lecturer performance according to The (Muflihin, 2019) said that

performance is the key to educational success and is considered as a person who plays an important role in achieving educational goals and reflects the quality of education. In carrying out his duties and obligations, he is not free from the influence of internal and external factors that affect changes in performance. Lecturer performance is very important to achieve the goals of the university. Every university is very much needed in a competitive and global world. At the same time, as the spearhead of a university, lecturers need feedback from the institution on their work so that they can act better in the future.

Emotional Intelligence: Emotional intelligence is a series of personal, emotional, and social abilities that influence an individual's ability to deal with demands and pressures from the environment well. Robbins (2016) mentions emotional intelligence, which refers to various abilities, abilities, and cognitive abilities that influence a person's ability to successfully cope with environmental pressures and demands. Cognitive intelligence is related to emotional intelligence at the conceptual and real levels. Based on the definition above, emotional intelligence is a person's ability to regulate their emotions wisely and balance them with self-awareness skills, self-control, self-motivation, empathy, and social skills.
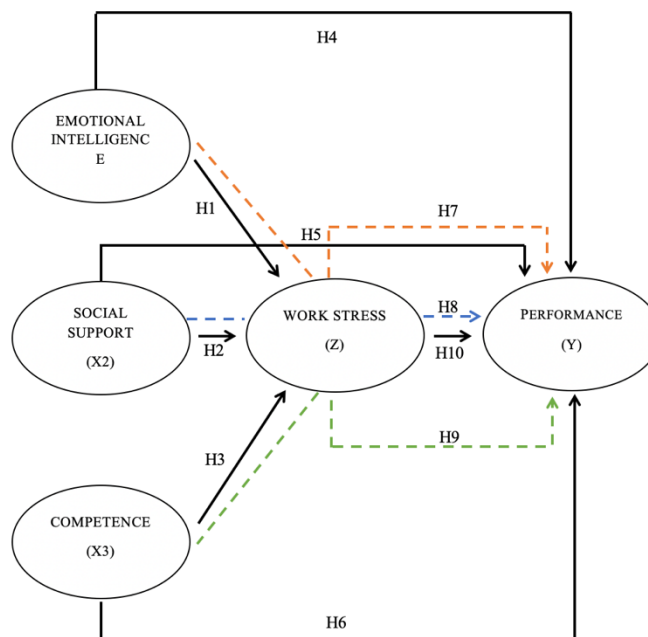
Social Support: Social support is a sense of comfort and attention given to everyone, both individuals and groups, Sarafino in (Muthmainah, 2022). Social support is the availability of someone who is helpful and has a special value and feeling for the person who receives it. It is also known as feedback or information that has a sense from others that shows a network of communication and reciprocal obligations. Meanwhile, (Nurrohmi, 2020) said that "Social support can be in the form of actions that are helpful involving emotions, providing information, instrumental assistance, and positive assessments of individuals in dealing with their problems", and that social support is a person's perception of the potential for support from their environment. Social support is a function of social ties, which make someone with environmental support will make things easier, and social support shows that interpersonal relationships can protect a person from negative effects, such as stress (Zain et al., 2020).

Competence: Lecturer competence is a combination of knowledge, skills, and behaviors that must be possessed, experienced, and mastered by lecturers in carrying out professional duties with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the field of education. Lecturer competence is also defined as a collection of abilities, skills, and behaviors required by lecturers to carry out professional duties in an intelligent and responsible manner. (Ali, 2021).

Work Stress: Employees in a company act as planners, implementers, and controllers actively in achieving company goals. Employees play a role in achieving goals and have desires that can influence the way they view their work. With this perspective, he will be very dedicated and love the work given to him. To prevent problems that are detrimental to the company, employee stress must be addressed. Employees who

experience stress experience long-term anxiety and worry (Syaifuddin, 2017). (Sumawati & Anindita, 2023) state that stress is an adaptive response to differences caused by actions, situations, or events from a person's environment that cause excessive physical and psychological stress. Stress is also referred to as an emotional and psychological state that affects a person's health and emotions (Pattiwael et al., 2023). It is very important to pay attention to how to improve the quality of human resources because the stress experienced by employees will have a major impact on the company. Because stress is a physical and psychological reaction to any demands, it can cause tension and disrupt the stability of daily life, thus threatening a person's ability to cope with their environment.

Conceptual Framework

Research Hypothesis

H1: Emotional Intelligence has a negative effect on Work Stress
H2: Social Support has a negative effect on Work Stress
H3: Competence has a negative effect on Work Stress
H4: Emotional Intelligence has a positive effect on Performance
H5: Social Support has a positive effect on Performance
H6: Competence has a positive effect on performance
H7: Job Stress Mediates the Effect of Emotional Intelligence on Performance
H8: Work Stress Mediates the Effect of Social Support on Performance
H9: Job Stress Mediates the Effect of Competence on Performance
H10: Work stress has a negative effect on performance

3. Methodology

This study was conducted at the ITEKES Bali Campus. ITEKES Bali is one of the largest private campuses in Bali. The number of samples used in this study was 87 people, using a purposive sampling technique with inclusion criteria, namely lecturers who already have a functional position of at least Expert Assistant (AA). The method used was purposive sampling with inclusion criteria, namely lecturers who already had a functional position of at least an expert assistant. The type of data used in this study was quantitative data. To collect data, questionnaires were distributed on a scale via the Google Forms form interval 1-10. Data analysis utilized Structural Equition Modeling (SEM) using the Part Lease Square method and the SmartPLS 3.2 program.

4. Empirical Findings/Result

Characteristics According to Gender
There were 87 respondents, when viewed from gender, the data obtained was as shown in Table 1.

Table 1. Respondent Characteristics Based on Gender

Gender	Amount (person)	Percent (%)
Man	22	25.3
Woman	65	74.7
Total	87	100

Source: Processed data, 2024

According to the data in table 1. above, it is explained that most respondents were female, namely 65 people or 74.7%, while 22 people or 25.3% were male.

Characteristics Based on Education Level
The respondents numbered 87 people, when viewed from the age characteristics, the data obtained were as shown in Table 2.

Table 1. Respondent Characteristics Based on Level Education

Age (year)	Amount (person)	Percent (%)
Master	84	96.6
Doctor	3	3.4
Total	87	100

Source: Processed data, 2024

According to the data in table 2. above, it is explained that most respondents are at Masters (S2) level, namely 84 people (96.6%) and Doctoral (S3) level, namely 3 people (3.4%).

Characteristics According to Academic Position
The respondents numbered 87 people when viewed from their academic positions, then the data obtained were as shown in Table 3.

Table 3. Respondent Characteristics Based on Education Level

Level of education	Number of people)	Percent (%)
Expert Assistant	37	42.5
Lecturer	48	55.2
Associate Professor	2	2.3
Total	87	100

Source: Processed data, 2024

According to table 3 above, it is explained that the majority of respondents have the academic position of Lecturer, namely 48 people (55.2%), then Assistant Experts as many as 37 people (42.5%) and Senior Lecturers as many as 2 people (2.3%).

Measurement Model Testing (Outer Model)

*Outer model*intended to find out how latent variables and indicators relate to each other forming a latent construct. Testing of the measurement model is done through validity and reliability testing.

Reliability testing is carried out to prove that the instrument can measure the structure with accuracy, consistency and precision (Latan, H., & Ghozali, 2017). In relation to this research using a reflective structure, the outer model begins by observing the reliability indicator value, this is in accordance with (Latan, H., & Ghozali, 2017). To measure the reliability of a construct with reflective indicators, there are two methods that can be used: composite reliability (known as Dillon Goldstein's) and Cronbach's alpha (Latan, H., & Ghozali, 2017). Regarding the use of To measure construct reliability, Cronbach's alpha will produce a lower value, so it is recommended to use composite reliability (Latan, H., & Ghozali, 2017). The general rule is used to evaluate construct reliability, which means the composite confidence value should be greater than 0.7 for confirmatory research. Values around 0.6 to 0.7 are still acceptable for research that provides explanations (Hair et al., 2017).

Meanwhile (Latan, H., & Ghozali, 2017)said the size used to measure the reliability of the indicator in addition to using composite reliability also by looking at the loading factor value of each construct indicator. The general rule for the value of the additional factor is that it must exceed 0.7. Exceptions if the stage of construct growth and based on the scale of measurement or development of research instruments, the loading value of 0.4-0.5 is considered sufficient (Hair et al., 2017). The results of the validity and reliability tests are shown in Table 4.

Table 2. Construct Validity and Reliability Testing Results

Variables	Item Code/Indicator	Loading Factor	AVE	Composite Reliability (CR)	Cronbach's alpha
	X1.1	0.699*	0.515	0.940	0.934
	X1.2	0.420*			
	X1.3	0.702			
	X1.4	0.502*			
	X1.5	0.590*			
	X1.6	0.746			

Variables	Item Code/Indicator	*Loading Factor*	*AVE*	*Composite Reliability (CR)*	*Cronbach's alpha*
Intelligence Emotional	X1.7	0.599*			
	X1.8	0.761			
	X1.9	0.693*			
	X1.10	0.569*			
	X1.11	0.763			
	X1.12	0.580*			
	X1.13	0.817			
	X1.14	0.861			
	X1.15	0.823			
Support Social	X2.1	0.328*	0.753	0.972	0.966
	X2.2	0.900			
	X2.3	0.862			
	X2.4	0.914			
	X2.5	0.855			
	X2.6	0.928			
	X2.7	0.898			
	X2.8	0.979			
	X2.9	0.903			
	X2.10	0.895			
	X2.11	0.895			
	X2.12	0.876			
Competence	X3.1	0.779	0.788	0.976	0.972
	X3.2	0.663*			
	X3.3	0.916			
	X3.4	0.860			
	X3.5	0.904			
	X3.6	0.935			
	X3.7	0.949			
	X3.8	0.924			
	X3.9	0.937			
	X3.10	0.891			
	X3.11	0.959			
Stres Work	Z.1	0.872	0.727	0.967	0.957
	Z.2	0.977			
	Z.3	0.912			
	Z.4	0.984			
	Z.5	0.927			
	Z.6	0.910			
	Z.7	0.881			
	Z.8	0.921			
	Z.9	0.895			
	Z.10	0.966			

Variables	Item Code/Indicator	Loading Factor	AVE	Composite Reliability (CR)	Cronbach's alpha
	Z.11	0.245*			
	Z.12	0.312*			
Performance	Y	1,000	1,000	1,000	1,000

Note: * < 0.70

Source: Processed data, 2024

Table 4 explains that there are indicators that have a loading factor value of less than 0.70, namely the emotional intelligence variable item/indicator code X1.1 of (0.699), X1.2 of (0.420), X1.4 of (0.502), X1.5 of (0.590), X1.7 of (0.599), X1.9 of (0.693), X1.10 of (0.569) and X1.12 of (0.580). The social support variable item/indicator code X2.1 is (0.328), the competency variable item/indicator X3.2 is (0.663). While for the work stress variable there are two indicators, namely item/indicator Z.11 of (0.245) and Z12 of (0.312). All indicators that show a loading factor value of less than 0.70 are then removed. The results of the validity and reliability tests after removing the indicators are shown in Table 5.

Table 5. Results of Validity and Reliability Testing of Constructs After Indicators Were Deleted

Variables	Item Code/Indicator	Loading Factor	AVE	Composite Reliability (CR)	Cronbach's alpha
	X1.3	0.937	0.842	0.974	0.968
	X1.6	0.946			
Intelligence Emotional	X1.8	0.972			
	X1.11	0.861			
	X1.13	0.940			
	X1.14	0.830			
	X1.15	0.928			
	X2.2	0.859	0.801	0.978	0.975
	X2.3	0.932			
	X2.4	0.923			
Support Social	X2.5	0.928			
	X2.6	0.901			
	X2.7	0.899			
	X2.8	0.880			
	X2.9	0.924			
	X2.10	0.853			
	X2.11	0.814			
	X2.12	0.924			
	X3.1	0.889	0.871	0.985	0.983
	X3.3	0.954			
Competence	X3.4	0.872			
	X3.5	0.960			

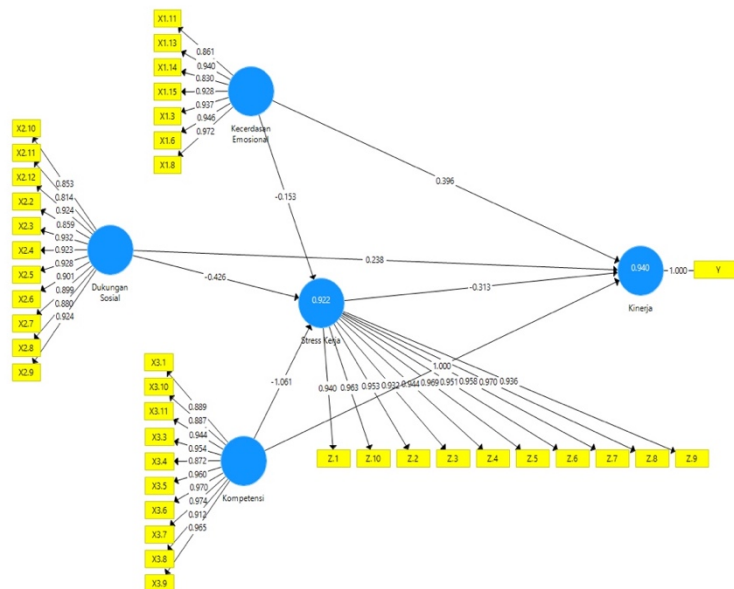|					
	X3.6	0.970			
	X3.7	0.974			
	X3.8	0.912			
	X3.9	0.965			
	X3.10	0.887			
	X3.11	0.944			
	Z.1	0.940	0.906	0.990	0.988
	Z.2	0.953			
	Z.3	0.932			
	Z.4	0.944			
Stres	Z.5	0.969			
Work	Z.6	0.951			
	Z.7	0.958			
	Z.8	0.970			
	Z.9	0.936			
	Z.10	0.963			
Performance	**Y**	**1,000**	**1,000**	**1,000**	**1,000**

Source: Processed data, 2024

Table 5 explains the loading factor value of each measure > 0.70, so it can be said that the reliability of each dimension has been met. Table 4.5 also shows the composite reliability for all constructs > 0.70, thus the consistency and accuracy of the instrument measurement in this study are proven.

Inner Model Testing

Inner model analysis using SmartPLS 3.0 follows (Sholihin, M., & Ratmono, 2021)by using a step-wise approach in its testing. The structural model testing consists of three phases, including, the first stage of testing the structural mode of performance mediating the influence of emotional intelligence and social support in dealing with work stress. The second step is to estimate the indirect effect simultaneously using the PLS-SEM triangle model, namely the effect of emotional intelligence on work stress through performance, and the effect of social support on stress caused by work through performance. The third stage tests the direct effect of emotional intelligence on work stress and tests the direct impact of social support by work stress.

a) **Inner Model Testing Phase I**

The first stage of testing the structural model of work stress (Z) mediates the influence of emotional intelligence (X1), social support (X2) and competence (X3) on performance (Y). Model testing for the structure was carried out using SmartPLS 3.0, the output results are shown in Figure 1.

Figure 1 SmartPLS 3.0 Output Structural Model Testing Phase I
Source: Processed data, 2024

Structural model analysis follows (Latan, H., & Ghozali, 2017) which begins by looking at the coefficient of determination calculated using R-square. R-square shows what percentage of the endogenous structure variance can be explained by the exogenous structure or predictor. Next, look at the Q2 predictive relevance value, also called the use of predictive samples. Q2 predictive relevance is used to see the consistency of predictions or how endogenous and exogenous variables affect each other. Table 6 presents the R-Square and Q-Squared scores.

Table 3. R-Squared Value

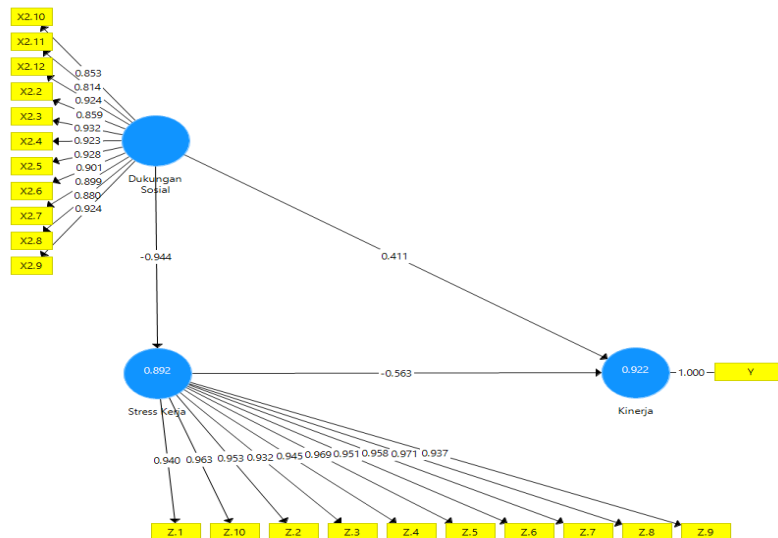| Variables	R-Squared
Job stress (Z)	0.922
Performance (Y)	0.940

Source: Processed data, 2024

Table 6 explains the R-square score of the work stress variable of 0.922 and the performance variable of 0.940. The higher the R-square score, the better the structural equation because the endogenous variables can explain more exogenous variables. In addition to using R-Square, a good fit of the structural model is also measured by Q-Square predictive relevance this measures how well the observation values generated by the model and its parameter estimates. A Q-Square value greater than 0 indicates that the model has predictive relevance, while a lower Q-Square value indicates that the model has less predictive relevance. This formula is used to calculate Q-Square:

$$Q2 = 1 - (1-R1^2)(1-R22)$$
$$= 1- (1- 0.922)(1- 0.940)$$
$$= 1- (0.078)(0.060)$$
$$= 1 - 0.0047$$
$$= 0.9953$$

The value shown in the calculation results of Q Square Predictive Relevance (Q2) 0.9953 in other words, the model shows very good findings, where 99.53% of the model can explain the relationship between variables, while the rest (0.47%) are error elements, or other elements that are not included in the research model.

b) Inner Model Testing Phase II

The second stage of structural model testing was conducted to evaluate the indirect impact of social support on performance through work stress. Structural model analysis was conducted using SmartPLS 3.0, the output results are as shown in Figure 2.

Figure 2. SmartPLS 3.0 Output Structural Model Testing Phase II
Source: Data processed 2024

Structural model analysis follows (Latan, H., & Ghozali, 2017) which begins by looking at the coefficient of determination calculated with the R square which shows what percentage of the endogenous construct variance can be explained by the exogenous construct or predictor. Next, looking at the Q2 prediction relevance value, also known as the use of prediction samples, is used to evaluate the validity of the prediction or relevance of the exogenous latent variable on the endogenous variable. Table 7 presents the R-Square and Q-Squared values.

Table 7. R-Squared Value

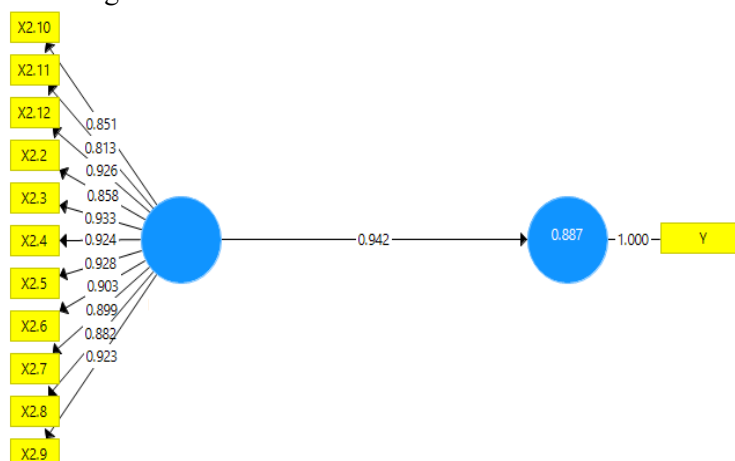| Variables	R2 value
Job stress (Z)	0.892
Performance (Y)	0.922

Source: Data processed, 2024

Table 7. shows that the performance variable has an R square value of 0.892 and the work stress variable has an R square value of 0.922. There is a positive correlation between the R square value and the ability of endogenous variables to explain exogenous variables. As a result, the structural equation becomes better. For the structural model, the Q-Square relevance prediction is also used to measure the suitability of the model. A Q-Square value > 0 indicates that the model has a relevance prediction, while a Q-Square value = 0 indicates that the model has a lower relevance prediction. This formula is used to calculate Q-Square:

$$Q2 = 1 - (1\text{-}R1^2)(1\text{-}R22)$$
$$= 1\text{-} (1\text{-} 0.892)(1\text{-} 0.922)$$
$$= 1\text{-} (0.108)(0.078)$$
$$= 1 - 0.0084$$
$$= 0.9916$$

The results of the internal evaluation of the model conducted based on the Q Square Predictive Relevance (Q2) above show that the model produces good findings: 99.16% of the relationship between variables can be explained by the model, and the remaining 0.9916 is an error factor or other factors that are not included in the research model.

c) Inner Model Testing Phase III

The third stage of inner model testing is conducted to evaluate the direct influence of social support (X2) on performance (Y). Using SmartPLS 3.0, structural or inner model analysis is conducted. The intended SmartPLS 3.0 output for the relationship model is shown in Figure 3.

Figure 3. SmartPLS 3.0 Output Structural Model Testing Phase III
Source: Processed data, 2024

Analysis of the structural model or inner model, the direct influence of social support (X2) on performance (Y), following the opinion (Latan, H., & Ghozali, 2017). The analysis begins by looking at the R-Square value that explains the predictive power of the structural model for latent variables, which shows the percentage of variance that can be explained by the hypothesized endogenous variables. Then, look at the R-Square value used to assess the predictive validity or relevance of the exogenous latent variables on the endogenous variables. Table 8 presents the R-Square value.

Table 8. R-Squared Value

Variables	R2 value
Performance(Y)	0.887

Source: Processed data, 2024

Table 8 explains the R-Squared (R2) score of the performance variable (Y) of 0.887 (88.7%). The R2 value of performance (Y) of 88.7% means that social support is able to explain performance by 88.7%. The final step of testing the Structural Model is used to evaluate the significance value of the "p" value. The goal is to determine the influence between variables based on the hypothesis that has been built. A two-tailed significance value with a p-value of 0.05 is used (significance level 5%). Table 9 presents the path coefficient of the direct influence of social support on work stress.

Table 9.Coefficient Value, T-Statistics and P-Value

Track	Mark*Coefficients*	T-Statistics	P-Value
X2 -> Y	0.942	47,437	**0.000**

Source: Processed data, 2024

Table 9 shows the path of influence of social support (X2) on performance (Y) has an effectiveness score of 0.942 and a p-value of 0.000 less than 5%, meaning it is significant at 5%.

Testing the Mediation Effect

Mediation testing was conducted to determine how emotional intelligence, social support, and competence affect performance through work stress. The test was conducted using the SmartPLS 3.0 program. SmartPLS has advantages because it can provide indirect effect coefficients and direct significance. In this study, the testing process to identify the presence of mediation effects begins with the stages of (Hair et al., 2017); And (Kock, Ned, 2016) as follows:

1. The first step, the results of the estimation of the direct influence of emotional intelligence on performance are 0.853 and significant at a significance level of 5%, the direct influence of competence on performance is 0.961 and significant at a significance level of 5 percent. The direct influence of social support on performance is also 0.942 and significant at a significance level of 5 percent.
2. The second step, the estimated results of the indirect effect of emotional intelligence on performance are 0.144 and not significant at 5%, emotional intelligence on work stress is -0.858 significant at 5% and work stress on performance is -0.827 and significant at 5%. The estimated results of the effect of social support on performance are 0.411 and significant at 5%, the effect of social support on work stress is -0.944 and significant at 5% and the effect of

work stress on performance is -0.563 and not significant at 5%. The estimated results of the effect of competence on performance are 0.613 and not significant at 5%, the effect of competence on stress is -0.957 and significant at 5%, and the effect of work stress on performance is -0.364 and not significant at 5%.

3. The estimation result of the direct effect of emotional intelligence on performance is 0.853, which is significant at 5%. The estimation result of the indirect effect of emotional intelligence on performance is 0.144, which is not significant. The results of this test indicate that the full mediation model shows that the emotional intelligence variable cannot directly affect the performance variable when work stress is high in employees.

4. The estimation result of the direct effect of social support on performance is 0.942, which is significant at 5%. Meanwhile, the estimation result of the indirect effect of social support on performance is 0.411, which is not significant. The results of this test indicate a full mediation model. This model shows that the social support variable cannot directly affect the performance variable if work stress is high in employees.

The estimation result of the direct effect of competence on performance is 0.961 and significant at 5%. The estimation result of the indirect effect of competence on performance decreases to 0.613 and becomes insignificant. The result of this test shows a form of full mediation. The form of full mediation shows that the competence variable is unable to directly influence the performance variable if employee work stress is high.

Hypothesis Testing
Hypothesis testing was conducted to find answers to the research questions. In this study, ten hypotheses were tested. Structural Equation Modeling (SEM), which was used with the SmartPLS version 3.0 program, was used to test the hypotheses. The test results for each hypothesis are presented in table 10.

Table 10. Summary of Research Hypothesis Testing Results

Hypothesis	Test Results	Conclusion
First hypothesis (H1): Emotional Intelligence has a negative effect on Work Stress	Coefficient -0.153, P value = 0.018 < 0.05	Accepted
Second hypothesis (H2): Social Support has a negative effect on Work Stress	Coefficient -0.426, P value = 0.021 < 0.05	Accepted
The third hypothesis (H3): Competence has a negative effect on work stress	Coefficient -1.061, P value = 0.000 < 0.05	Accepted
The fourth hypothesis (H4): Emotional Intelligence has a positive effect on Performance	Coefficient 0.396, P value = 0.007 < 0.05	Accepted
The fifth hypothesis (H5): Social Support has a positive effect on Performance	Coefficient 0.238, P value = 0.027 < 0.05	Accepted

Hypothesis	Test Results	Conclusion
The sixth hypothesis (H6): Competence has a positive effect on performance	Coefficient 1.000, P value = 0.015 < 0.05	Accepted
The seventh hypothesis (H7): Job Stress Mediates the Effect of Emotional Intelligence on Performance	The direct effect of emotional intelligence on performance is 0.853 and significant. The indirect effect on performance is estimated to decrease to 0.144 and is not significant.	Accepted
The eighth hypothesis (H8): Job Stress Mediates the Effect of Social Support on Performance	The direct effect of social support on performance is 0.942, which is considered significant. The indirect effect of social support on performance is estimated to decrease to 0.411, which is considered insignificant.	Accepted
The ninth hypothesis (H9): Job Stress Mediates the Effect of Competence on Performance	The direct influence of competence on performance is 0.961, which is a significant value. The indirect influence of competence on performance is also estimated to be significant, decreasing to 0.613 and becoming insignificant.	Accepted
The tenth hypothesis (H10): Work Stress has a negative effect on Performance	Coefficient -0.313, P Score = 0.034 < 0.05	Accepted

Source: Processed data, 2024.

5. Discussion

The first hypothesis (H1) which states that emotional intelligence has a negative effect on work stress is in line with (Karambut & Noormijati, 2021) in his research stated

that emotional intelligence has a significant negative effect on work stress, because the higher the emotional intelligence, the lower the work stress will be, conversely, the lower the emotional intelligence, the higher the work stress will be. Work stress is an adaptive response, linked by the characteristics and/or psychological processes of an individual which is a consequence of any external action, situation or event that places special psychological and/or physical demands on a person. Stress is usually considered a negative term, stress is considered to occur because it is caused by something bad but it does not always mean that because the stress in question is work stress which means a form of individual interaction with their environment. Stress has positive or negative impacts. The positive impact of stress at low to moderate levels is functional in the sense that it acts as a driver of increased employee performance while the negative impact of stress at high levels is a drastic decrease in employee performance.

The second hypothesis (H2) which states that social support has a negative effect on work stress is in line with (Adawiyah & Amelia, 2021) which states that social support is a social togetherness, where individuals are in it, which provides some support such as real assistance, information support, and emotional support so that individuals feel comfortable. The sources of social support can be obtained from family, coworkers, superiors, or life partners according to Isnovijanti in. Social support from the family can be in the form of emotional support in the form of encouragement, giving expressions of appreciation, material support and providing information that can provide a solution to the problems faced. While social support from coworkers can be in the form of friendship, creating a situation of mutual assistance, and pleasant cooperation (Erwin Musyaddat & Saufi, 2019). Study (Erwin Musyaddat & Saufi, 2019)stated that social support has a negative and significant influence on Work Stress of Nurses at Mutiara Sukma Mental Hospital, NTB Province.

The third hypothesis (H3) states that competence has a negative effect on work stress in line with (Ciptomulyono et al., 2017)which states that Competence is related to behavior, knowledge, and skills needed in carrying out tasks and positions. Competence is one part of the internal causes of someone experiencing work stress or known as dispositional attribution (Pradnyani & Rahyuda, 2022). Research conducted by (Pramesthi et al., 2020) And (Sahir et al., 2019) stated that stress has a negative effect on competence.

The fourth hypothesis (H4) which states that emotional intelligence has a positive effect on performance is in line with Goleman's(Ridhawati, 2016) In his book, he once said that to achieve success in the world of work, not only cognitive intelligence is needed but also emotional intelligence. This is in accordance with what Mayer expressed in(Ridhawati, 2016)that emotional intelligence is a factor that is as important as the combination of technical and analytical skills to produce optimal performance. Emotional intelligence contains very important aspects that are needed in working. The results of research by(Mukaroh & Nani, 2021) found that emotional intelligence has a significant positive effect on employee performance.

The fifth hypothesis (H5) states that social support has a positive effect on performance in line with(Faradisi & Makki, 2022) which states that social support is a capacity of a social community that includes emotional support that can stimulate

the emergence of expressions of feelings, ideas, advice, notifications, assistance and morale. Research Results(Adnyaswari & Adnyani, 2017) mentioned that social support has a positive effect on the performance of nurses at Sanglah General Hospital, Denpasar. Therefore, employees who work in a company certainly need support from the people around them, be it self-support in an organization, support from coworkers, or family.

The sixth hypothesis (H6) states that competence has a positive effect on performance in line with (Ciptomulyono et al., 2017) namely To achieve optimal performance requires employees who are competent in knowledge, have work experience, and good self-skills. It can be said that the more employees have competence, the more it will encourage increased performance from the employees themselves, in other words, competence has a significant relationship to employee performance.(Oktarina, 2021)And (Sunarsi et al., 2020)states that competence has a positive and significant influence on performance.(Kartini et al., 2020) also found that competence has a significant influence on educator performance.

The seventh hypothesis (H7) which states that work stress mediates the influence of emotional intelligence on performance is in line with Siagian in (Setiyo, 2019) namely stress is a condition of tension that affects the emotions, thought processes, and physical conditions of employees. The unevenness of the work conditions faced certainly requires skilled emotional management, so that every emotion that arises does not reduce work productivity but makes it a work spirit that can improve its performance. Research (Sawitri, 2019) mentions that emotional intelligence has an influence on serving student behavior and lecturer performance.

The eighth hypothesis (H8) which states that work stress mediates the influence of social support on performance is in line with (Mamatha & Prasad, 2018) namely Work stress regularly affects employees in the workplace, wherever every employee will experience at least once in their workplace. Social support is support obtained from superiors, co-workers and family, people around who will come to help voluntarily if they have serious and unexpected problems (Atmaja & Chusairi, 2022). Study (Cahyani & Frianto, 2019) stated that social support moderates the influence of work stress on employee performance in the distribution and trade sector of PT. PLN (Persero) UID Jatim. With the existence of social support obtained from both superiors and co-workers, it greatly helps employees in maintaining work stress so that it is not high or reducing existing stress so that it can help improve employee performance.

The ninth hypothesis (H9) states that work stress mediates the influence of competence on performance in line with (Cahyaningrat et al., 2016) found a significant and positive influence of competence on employee performance. While(Lauda et al., 2019) And (Diputra & Surya, 2018) stated that stress has a negative and significant effect on competence.(S. T. Adi et al., 2018) found that high employee competence will improve performance, and competence can influence employee performance and work stress and work stress can also influence performance. Research results (Pramesthi et al., 2020) shows that work stress can mediate the influence of competence on employee performance. This result also

means that competence has an indirect influence on employee performance through work stress.

The tenth hypothesis (H10) which states that work stress has a negative effect on performance is in line with Siagian in (Setiyo, 2019) stress is a condition of tension that affects the emotions, thought processes, and physical condition of employees. Stress that is not managed properly usually results in a person's inability to interact positively with the surrounding environment. Research results (Hidayati et al., 2018) stated that work stress is one of the factors that can affect employee performance.

6. Conclusions

The results of the above study lead to the following conclusions, Emotional intelligence has a negative effect on work stress. In other words, the more emotional intelligence a person has, the less work stress he or she experiences. Social support has a negative effect on work stress. In other words, the more social support received, the less work stress. Ability has a negative effect on work stress. This means that the more ability a person has, the lower his or her work stress. Emotional intelligence has a positive effect on performance. This means that a person who has higher emotional intelligence has better performance.

Performance is positively influenced by social support. In other words, social support is considered important for employees to succeed, because it is closely related to employee performance. Competence has a positive effect on performance. This means that the higher the competence possessed by employees, the higher the performance they can achieve. The effect of emotional intelligence on performance is offset by work stress. This means that the ability to manage and understand emotional intelligence plays a role in facing challenges in their work and affects the extent to which they can deliver optimal performance. Work stress mediates the effect of social support on performance. This means that with social support provided by superiors and coworkers, employees can more easily manage or reduce the level of work stress they experience.

The effect of competence on performance is mediated by job stress. This means that competence not only affects performance directly, but also affects it indirectly through a mediating variable called job stress. Effective job stress management can improve performance because job stress has a negative impact on performance. is the key to improving employee performance.

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