

DOES JOB SATISFACTION MEDIATE THE ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE? A STUDY ON MIDDLE-LEVEL MANAGERS IN FINANCIAL INSTITUTIONS

A SATISFAÇÃO NO TRABALHO MEDEIA A RELAÇÃO ENTRE INTELIGÊNCIA EMOCIONAL E DESEMPENHO PROFISSIONAL? UM ESTUDO SOBRE GERENTES DE NÍVEL MÉDIO EM INSTITUIÇÕES FINANCEIRAS

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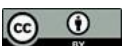
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Abstract

Purpose This study aims to examine the mediating influence of job satisfaction in the relationship between emotional intelligence (EI) and job performance among managers of financial institutions operating in a selected state of India. **Design/Methodology** This study follows a cross-sectional analysis focusing on a sample of 318 middle-level managers of financial institutions. Data were collected on emotional intelligence (EI), job satisfaction, and job performance dimensions, and analysis was performed by employing OLS-SEM to test the multiple mediation hypotheses. **Finding** The study's results reveal that job satisfaction mediates the relationship between emotional intelligence and job performance among managers. The findings indicate that the mediation is full. **Theoretical implications** The study emphasizes emotional intelligence (EI) as a pivotal element in organizational psychology, demonstrating its significant impact on job satisfaction, which mediates the relationship between EI and job performance. **Practical implications** The study recommends that organizations prioritize the development of employees' emotional intelligence (EI) to enhance both job satisfaction and performance. **Originality/Value** This study provides unique

Resumo

Objetivo Este estudo tem como objetivo examinar a influência mediadora da satisfação no trabalho na relação entre inteligência emocional (IE) e desempenho profissional entre gerentes de instituições financeiras que operam em um estado selecionado da Índia. **Desenho/Metodologia** Este estudo segue uma análise transversal com foco em uma amostra de 318 gerentes de nível médio de instituições financeiras. Foram coletados dados sobre as dimensões de inteligência emocional (IE), satisfação no trabalho e desempenho profissional, e a análise foi realizada empregando OLS-SEM para testar as hipóteses de mediação múltipla. **Resultados** Os resultados do estudo revelam que a satisfação no trabalho medeia a relação entre inteligência emocional e desempenho profissional entre gerentes. Os resultados indicam que a mediação é total. **Implicações teóricas** O estudo destaca a inteligência emocional (IE) como um elemento central na psicologia organizacional, demonstrando seu impacto significativo na satisfação no trabalho, que medeia a relação entre IE e desempenho profissional. **Implicações práticas** O estudo recomenda que as organizações priorizem o desenvolvimento da inteligência emocional (IE) dos funcionários



insights into the relationship between emotional intelligence, job satisfaction, and job performance among managers in financial institutions in Arunachal Pradesh. It highlights region-specific challenges, offering valuable implications for organizational practices and human resource management strategies.

Keywords: Mediation. Emotional Intelligence. Job Performance. Job Satisfaction. Financial Institutions.

para aumentar tanto a satisfação no trabalho quanto o desempenho. Originalidade/Valor Este estudo oferece insights únicos sobre a relação entre inteligência emocional, satisfação no trabalho e desempenho profissional entre gerentes de instituições financeiras em Arunachal Pradesh. Ele destaca desafios específicos da região, oferecendo implicações valiosas para práticas organizacionais e estratégias de gestão de recursos humanos.

Palavras-chave: *Mediação. Inteligência Emocional. Desempenho Profissional. Satisfação no Trabalho. Instituições Financeiras.*

1 INTRODUCTION

Emotional intelligence (EI) has become one of the most significant concepts introduced to organizational psychology and management in the last decade. It refers to a ‘set of interrelated skills and abilities possessed by an individual to reason with emotions and to use them to improve thought’ (Salovey & Mayer. 1990; Caruso et al.. 2015). Emotional intelligence (EI) has undergone extensive research by a variety of scholars in the domain of psychology. commerce and management. In view of the rising feeling-based transformation in interpersonal and workplace psychology. EI is regarded as a critical indicator of important workplace achievements. such as job satisfaction. (Barsade & Gibson. 2007). Rising evidence demonstrates that the abilities and traits associated with emotional intelligence (EI) greatly influence job satisfaction. Therefore. personnel managers should prioritize selecting staff for roles that require a high level of interpersonal engagement (Carmeli. Yitzhak-Halevy. & Weisberg. 2009).

The importance of emotional intelligence in human behaviour has been well-documented in organizational research. It has been recognized as a critical factor for success in fields like business. education. and healthcare since emotional intelligence encompasses the ability to recognize. comprehend. and effectively handle both one's own and others' emotions. In the domain of the workplace. emotional intelligence has been shown to have a positive influence on job performance and job satisfaction. In particular. studies have found that employees with elevated levels of emotional intelligence tend to

achieve greater success in their roles and report higher levels of job satisfaction. On the other hand, Kiran, A., & Khan, M. A. (2014) discussed the challenges faced by service-oriented sectors such as hospitals, hotels, banks, and other financial service providers due to poor management of employee emotions, which negatively impacts both individual and organizational performance. It is a well-known fact that strong financial institutions, such as banks, insurance corporations, etc., play a vital role in the economic advancement of a nation by channelizing the money flow necessary for performing various economic activities. In this context, the performance of managers within financial institutions is of utmost importance **and serves** as a vital element for their success.

Managers working in financial institutions in the dynamic geographical landscape of Arunachal Pradesh face various challenges encompassing limited infrastructure, low levels of financial literacy among customers, diverse cultures, connectivity issues, and the potential impact of natural disasters. Furthermore, handling challenges related to infrastructure and connectivity, natural disasters, financial inclusion, human resource management, competition, cultural sensitivity, and security concerns, all added to the multifaceted challenges faced by these managers in the study region. These challenges can significantly impact their job performance and the success of their organization in the region. In addition to these, as per Asiedu, E. (2015), a supportive work culture within an organization brings employee job commitment, which in turn influences employee performance. A supportive work culture significantly enhances emotional intelligence (EI) among employees, fostering a healthier organizational environment. Research indicates that developing EI can mitigate burnout and promote resilience (Balázs, 2020). While a supportive work culture is beneficial, it is essential to recognize that not all employees may thrive in such environments. Individual differences in adaptability and personal circumstances can influence how employees respond to organizational support and emotional intelligence initiatives (Arti & Kurniawati, 2024). However, those managers who possess strong emotional intelligence may be better prepared to overcome these challenges and achieve success in such a challenging environment. Emotional intelligence provides them with the capacity to understand, manage their personal feelings, and navigate interpersonal relationships effectively, which can be particularly valuable when working with diverse cultural backgrounds and in times of crisis. By fostering emotional resilience, adaptability, and effective communication, emotional

intelligence empowers financial managers not only to deal with these challenges but also to contribute to the growth and stability of financial institutions in the study area.

In light of the above, this study aims to examine how emotional intelligence impacts job performance and investigate whether job satisfaction mediates this relationship among managers in financial institutions in Arunachal Pradesh. By understanding the relationship between emotional intelligence, job performance, and job satisfaction among managers in financial institutions, this study aims to provide insights that can help financial institutions to develop effective strategies for enhancing the performance of their managers and ultimately contribute to their success.

Despite there being an expanding body of literature related to emotional intelligence and its impact on job performance and job satisfaction, limited studies have specifically examined the relationship between these factors among managers in financial institutions. Furthermore, there is a dearth of research examining the role of job satisfaction as a mediator variable between emotional intelligence and job performance among managers in financial institutions. Most of the studies existing in this domain have concentrated on the banking sector, leaving an observable gap in research specifically tailored to the unique dynamics and challenges faced by managers in other financial service providers. By keeping in view, the above gap in **the** literature, the present study was directed to gain a deeper understanding of the interplay between emotional intelligence, job performance, and job satisfaction among managers in financial institutions. It is expected that the study will fill this gap in the literature by investigating how emotional intelligence influences job performance and the potential mediating effect of job satisfaction. Moreover, the current study will enhance the academic literature on the impact of emotional intelligence on managers' job performance by exploring the crucial mediating role of career success. Investigating the mediating role adds considerable conceptual significance to **the** current theoretical framework for work behaviours, particularly inside the scope of industrial and organizational behaviour. The subsequent part of this paper presents an evaluation of the conceptual framework and empirical evidence concerning the relationship between emotional intelligence and job performance, highlighting the rationale for the mediating role of career success in this dynamic.

1.1 Conceptual/theoretical background

Emotional intelligence has gathered significant attention in organizational behaviour research for its potential impact on multiple facets of job performance. One important factor that has been explored in relation to emotional intelligence is job satisfaction, which is widely recognized as a key determinant of job performance. In recent years, researchers have begun to investigate the role of job satisfaction as a mediating factor between emotional intelligence and job performance. This conceptual framework aims to provide a theoretical foundation for understanding the nexus among emotional intelligence, job satisfaction, and job performance, as well as the mechanisms through which they interact.

1.1.1 Emotional intelligence and job performance

According to George & Brief (1996), job performance is shaped by employees' capacity to leverage emotions to boost their effectiveness, representing among the four fundamental facets of emotional intelligence. Employees can utilize both positive and negative emotions to enhance their performance. For instance, emotions like excitement and enthusiasm (positive **emotions**) can motivate employees to provide outstanding customer service, complete tasks more efficiently, and contribute significantly to the organization. **At the same time**, emotions such as anxiety can enhance employees' concentration on their assigned jobs. Employees with high emotional intelligence are generally better at managing their own emotions and those of others, facilitating positive interactions. This ability can lead to increased organizational citizenship behaviours, which enhance overall performance (Mossholder et al., 1981; Wong & Law, 2002).

1.1.2 Emotional intelligence and career success

Emotional intelligence (EI) plays a crucial role in career success, influencing various outcomes such as job satisfaction, leadership effectiveness, and resilience. Research indicates that EI not only enhances interpersonal relationships but also serves as a significant predictor of both objective and subjective career success. These include

notable educational achievements, effective administrative capabilities, high life satisfaction, and overall personal satisfaction. Be it in the workplace or in professional life, emotional intelligence is viewed as a significant indicator of professional success, mainly because it helps build good relationships and develop helpful coping skills. Employees with high emotional intelligence tend to be more successful at work than those with low emotional intelligence.

According to Rode et al. (2017), Emotional intelligence positively influences salary levels, with this impact being stronger at higher organizational levels than at lower ones, mediated in part by mentorship. According to Cherniss (1995), “emotion recognition ability”, or the skill to recognize another person's emotions through their facial expressions and voice, was directly linked to **an** employee's salary in a cross-sectional analysis.

The study conducted by Yousuf & Ahmad (2007) identified that individuals with strong emotional intelligence experience higher success in their **careers**, have greater job stability, supervise with greater impact, handle stressful situations more successfully, develop superior coping skills, and attain greater sales performance in contrast to those possessing low emotional intelligence. Stewart (2008) concludes that individuals characterized by emotional intelligence are capable of being proficient in choosing the right profession **that** matches their values, goals, and aspirations. Additionally, it is believed that individuals with high emotional intelligence will experience greater job satisfaction and organizational commitment, leading to increased success for both the individuals and the organizations. The study by Çekmecelioğlu et al. (2012), investigating the relationship between emotional intelligence and job satisfaction among call centre employees, shows a significant positive association between emotional intelligence and internal satisfaction. Specifically, these findings suggest that employees with strong emotional recognition tend to experience greater levels of internal job satisfaction.

1.1.3 Relationship between career success and job performance

Within the context of organizational behaviour, job satisfaction and job performance are regarded as key priorities for organizations. **Firms should give equal attention to both aspects**. Numerous studies and articles indicate that employee

satisfaction is one of the most significant indicators of sustained positive organizational performance. High job satisfaction is also correlated with performance, which, in consequence, is associated with increased profitability. Employees who feel happy and fulfilled in their roles are much more likely to tackle their tasks with enthusiasm and commitment. A significant amount of research has sought to determine whether a relationship **exists** between job satisfaction and job performance. Investigations related to the current research focus were assessed.

Brayfield and Crockett (1955) conducted a meta-analysis on the relationship between “job satisfaction” and “job performance”. The findings showed that there is a very low correlation between these two constructs. Among the nine studies that had been published by then, the analysis revealed that only a modest average correlation of 0.15 was established between job satisfaction and job performance.

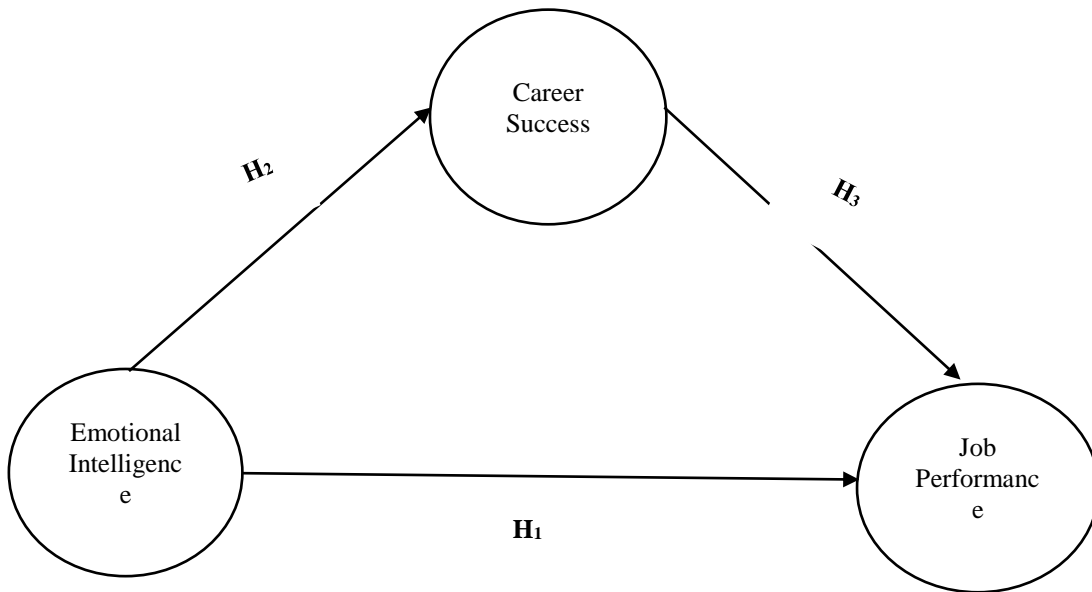
According to the findings of Iaffaldano and Muchinsky (1985), their extensive meta-analysis, which included 217 correlations from 74 research studies, suggested that there is considerable variation in the correlations between job satisfaction and job performance across different aspects of job satisfaction. For instance, the r-value (correlation value) for salary satisfaction was 0.6, while the correlation for overall job satisfaction was 0.29. When averaging the correlations between all aspects of job satisfaction and job performance, the overall correlation value was found to be 0.17.

In another study conducted in America by Judge et al. (2001) on the relationship between job satisfaction and job performance, involving a sample of 312 respondents, it was identified that the association between overall job satisfaction and job performance **was** estimated to have an R-value of 0.30. This suggests that there is a relationship between job satisfaction and job performance, indicating that if an employee is satisfied with their job, they are likely to be more productive.

Cook (2008) conducted a similar study on satisfaction and performance, **and** the findings indicated that the correlation between satisfaction and performance is partially inaccurate, which implies that partial correlation may be attributed to common factors influencing both satisfaction and performance rather than indicating a strong causal relationship between the two. About half of the association between job satisfaction and performance is partially inaccurate, highlighting the importance of considering individual differences in this commonly studied connection.

Another study by Adeyemi in the year 2011. studied job satisfaction among the school teachers in Nigeria by linking it with their job performance. **The study results reveal that teachers' job satisfaction is significantly associated with their performance in their jobs.** In light of the above extant literature. a conceptual model was proposed in the current study as shown in Figure-1.

Figure 1
Conceptual Model



2 METHODOLOGY

2.1 Sampling. Sample frame and data collection

For this present study. 400 (Four hundred) questionnaires were distributed. and out of 400. only 325 responses were received. out of which 318 questionnaires were found to be usable. i.e.. the response rate is 90.8%. and all the responses used effectively for further statistical analysis. which is almost close to the determined sample size. A stratified sampling approach was followed to reach the samples for data collection. Table 1 highlights the sampling frame for the study. **Of these 318 surveys. males comprise 78.6 %. whereas females comprise 21.4 %.** Altogether. 8.49 % were in the age group of 28-32. 27.35 per cent were 32-36 age group and 39.3 percent were 36-40 age group

and 20.44 percent were 40-44 age group and 4.4 percent were 44-48 age group. Most respondents were married i.e., 93.7 percent. In the case of educational qualification, 55.97 percent of respondents were graduated, 42.45 percent were post-graduate, and 1.5 percent had M.Phil. qualification.

Table 1

Sampling frame

Name of the Govt. Bank	Target group	No. of Branches in Arunachal Pradesh	Pop ulation	N (Sample Size)
Govt. Banks	Managers	210	415	244
Pvt. Banks		20	72	42
Insurance (PSU)		3	08	7
Insurance (Pvt)		7	17	11
NBFCs (Govt.)		4	09	6
NBFCs (Pvt)		3	5	4
Others (Brokerage house)		4	6	4
Total:				532
Percentage				59.77 %

2.1.1 Survey scales

Emotional Intelligence. A 16-item self-rated emotional intelligence scale, developed by Wong and Law (2002), was used to measure emotional intelligence. Self-reported emotional intelligence was measured by this scale in terms of self-emotional appraisal, others' emotional appraisal, regulation of emotions, use of emotions, awareness of emotions, and handling emotions in a job environment. Each item was assessed with a five-point Likert rating, from 1 (strongly disagree) to 5 (strongly agree). The overall scale had a Cronbach's α of 0.83.

Job satisfaction. A construct, job satisfaction, was evaluated by a five-item scale designed by Greenhaus et al. (1990) and adapted for this research. Each item was evaluated with a five-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). The scale demonstrated a Cronbach's α of 0.72.

Job performance. A nine-item scale (Rodwell, Kienzel & Shadur., 1998) was used to **describe** job performance in the research. Participants were required to provide their responses on a five-point Likert scale, with 1 indicating strongly disagree and 5 indicating strongly agree. The reliability for the scale was 0.74.

2.1.2 Analysis and interpretation

The collected data was analyzed by computing basic statistics, incorporating mean and standard deviation, followed by correlation analysis to assess the relationships among the constructs in the study. For the mediation test, a preliminary analysis was conducted to check for significant relationships among the variables. Following this, bootstrapping analyses with 95 percent bias-corrected confidence intervals, as suggested by Preacher and Hayes (2008), were performed. The rationale behind this method has been highlighted in the subsequent part of this research study. For mediation analysis, “Sobel’s normal theory tests” were employed to compare the mediation/indirect effects results.

2.1.3 Demographic profile

The demographic profiles of the respondents in the study area are summarized in Table 2 below.

Table 2

Demographic profile

Sl. no.	Variable	Category	n	%
1	Gender	Male	250	78.6
		Female	68	21.4
2	Age	28 - 32 years	27	8.5
		32 - 36 years	87	27.4
		36 - 40 years	125	39.3
		40 - 44 years	65	20.4
		44 - 48 years	14	4.4
3	Marital status	Married	298	93.7
		Un-Married	20	6.3
4	Educational qualification	Graduation	178	56.0
		Post-graduation	135	42.5
		Ph.D.	5	1.6
5	Organization type	Public	233	73.3
		Private	85	26.7

From the study, it was found that the majority of the participants were male, constituting 78.6%, while females accounted for 21.4%. Age distribution among the participants was diverse, with the highest percentage falling within the range of 36 to 40 years, representing 39.3% of the total sample. Other age groups included 32 - 36 years

(27.4%). 40 - 44 years (20.4%). and 28 - 32 years (8.5%). In terms of marital status. a majority of the respondents were married. making up 93.7% of the sample. while the remaining 6.3% were unmarried. Regarding **the** educational background of the respondents. it was found that most of the respondents had graduated (56.0%). followed by those with post-graduation degrees (42.5%) and Ph.D. qualifications (1.6%). Finally. concerning the type of organizations they were associated with. 73.3% of respondents are from public sector organizations. while 26.7% were employed in private sector organizations.

2.1.4 Measurement model

The measurement model consists of constructs. namely emotional intelligence. career success and job performance. In this study. Emotional intelligence was assessed by using four sub-constructs such as ‘self-emotion’. ‘others-emotion’. ‘use of emotions’ and ‘regulations of emotions. Each construct was measured by 4 items each. Career success was measured by construct. namely job satisfaction. which consists of five items. Whereas job performance was measured using 9 items. Confirmatory Factor Analysis was performed to check scale validity. The measurement model is given in the table no. 3 highlighting the AVE and CR of the construct.

Table 3

Measurement model

Construct	Items	Factor loading	AVE	CR
<i>Self-emotional appraisal</i>	EI2	0.723	0.34	0.73
	EI1	0.402		
<i>Other's emotional appraisal</i>	EI6	0.884	0.54	0.90
	EI7	0.541		
<i>Use of emotions</i>	EI11	0.690	0.47	0.78
	EI9	0.678		
<i>Regulation of emotion</i>	EI14	0.724	0.50	0.81
	EI13	0.688		
<i>Career success</i>	JS4	0.642	0.59	0.80
	JS1	0.875		
<i>Job performance</i>	JP13	0.825	0.79	0.90
	JP12	0.912		
	JP10	0.933		

According to Hair et al. (2006), it is suggested that the AVE estimates for each latent variable should be at least 0.40. The results showed that the AVE estimates for all latent variables (job satisfaction, EI, and job performance) exceeded this threshold, demonstrating evidence of convergent validity. However, AVE for the construct, namely 'Self-emotional appraisal', was found to be below 0.4, and the researcher had to drop the respective sub-construct. The CFA model for the study is shown in Figure No. 2 (Appendix-1).

2.1.5 Fit indices

The goodness of fit index values presented in Table 3 about the model that measures the impact of job satisfaction (exogenous variable) on job performance (endogenous variable). It was observed that the model fits the data well as per the standard model fit indicators. All the seven model fit parameters fulfil the criteria and meet its threshold value.

Table 4

Fit indices

Goodness of Fit Index	Observed values (Model-II)	Threshold values
Absolute Measure		
Chi-square value	64.511	
Degree of Freedom (<i>df</i>)	50	
CMIN/ <i>df</i>	1.29	Less than 3
GFI	0.96	Greater than 0.9
RMSEA	0.030	Less than 0.08
SRMR	0.016	Less than 0.05
Incremental Fit Measure		
NFI	0.95	≥ 0.90
CFI	0.98	≥ 0.95
Parsimony Measures		
AGFI	0.944	≥ 0.90

2.1.6 Convergent and discriminant validity tests

Examining convergent and discriminant validities for latent constructs is crucial to ensure that the survey measures accurately reflect the theoretical constructs they are

intended to measure and that these constructs are distinct from one another. Confirmatory factor analysis was employed on the constructs and their respective items using the AMOS v.22 statistical tool. The findings were derived by calculating the average variance extracted (AVE) measures for each latent construct. Based on Fornell and Larcker's criterion (1984), discriminant validity was assessed by AVE and correlations between the latent variables and then the square of those correlations. The results indicate that the discriminant validity for all latent constructs was adequate, as the AVE estimates were greater than the square of their correlation coefficient, as highlighted in Table 5 below.

Table 5

Mean, SD and correlations

Construct	M	SD	1	2	3
1 Emotional Intelligence	3.93	0.367	<i>0.83</i>		
2 Job satisfaction	3.76	0.642	.359**	<i>0.72</i>	
3 Job performance	4.10	0.641	.017	.128*	<i>0.74</i>

Notes: Cronbach's α values are italicized on the diagonal

** at 0.01 level (2-tailed).

* at 0.05 level (2-tailed).

3 RESULTS AND DISCUSSION

3.1 Mediation analysis

The mediation analysis was performed using AMOS version 21, where emotional intelligence was a predictor variable and job performance was a dependent variable mediated by career success. The mediating analysis followed the algorithm suggested by Zhao et al. (2012). By following the algorithm suggested by Zhao et al. (2012) for mediation analysis, we first analyze the interaction between the variables, i.e. emotional intelligence and career success. **Further**, the link between career success and job performance was also analyzed. To understand the nature of mediation, it is essential to check the direct association between the independent variable and the dependent variable. Figure 3 shows the path model for the mediation analysis.

Figure 3*Mediation path model*

3.2 Structural model

Table no. 6 shows the structural model for the mediation study. The model provides insights into the relationships between variables and their significance. The study result shows that the relationship between emotional intelligence and career success is significant and positive, with a path estimate of 0.460. This suggests that emotional intelligence has a strong positive effect on career success, which supports the study hypothesis.

The results also show that there is a significant and positive relationship between career success and job performance, with a path estimate of 0.137. This implies that career success has a positive effect on job performance, which supports the study hypothesis.

It was also found that the direct relationship between emotional intelligence and job performance was not significant, as indicated by the high p-value of 0.451. This suggests that emotional intelligence does not have a direct effect on job performance in this model and hence rejects the hypothesis. Moreover, the model explains only 2.1% of the variance in job performance. This indicates that the independent variable, i.e., emotional intelligence and job satisfaction in the model, collectively account for a relatively small portion of the variation observed in job performance.

Since there is a direct relationship between the independent variable and the dependent variable that was not significant, it is interpreted that the nature of mediation is full mediation, according to Zhao et al. (2012)

Table 6*Structural model*

Path	Estimates	S.E.	C.R (t-value)	P-value	Result	Inference
EMINT → JSAT	.460	.097	4.766	.000	<i>Supported</i>	
JSAT → JP	.137	.053	2.576	.010	<i>Supported</i>	<i>Full</i>
EMINT → JP	-.071	.095	-.754	.451	<i>Not supported</i>	<i>mediation</i>
R² Value	0.021 (2.1%)					

*JSAT-Job Satisfaction. JPERF- Job Performance. S.E = Std. error. C.R = Critical Ratio. **p-value* < 0.05

3.3 Discussions

The findings of this study give insight into several critical relationships within the structural model. Particularly, a significant and positive association between emotional intelligence (EI) and career success is established, affirming the study's initial hypothesis. This highlights the key role of EI in advancing one's career. Furthermore, the study reveals a significant and positive association between career success and job performance, emphasizing the importance of setting and attaining career goals for enhanced on-the-job effectiveness. However, the direct link between EI and job performance does not emerge as significant, suggesting that other factors may intervene in this relationship. The model's limited explanatory power, accounting for just 2.1% of job performance variance, highlights the complexity of job performance determinants. To reconcile this, the study interprets full mediation, indicating that career success serves as a critical intermediary between EI and job performance. This underscores the need to not only cultivate EI but actively pursue opportunities for career advancement. These findings collectively offer valuable insights into the dynamics of emotional intelligence, career success, and job performance, guiding both future research directions and practical applications in the field.

This study, which was conducted in financial institutions within the unique regional context of Arunachal Pradesh, with a sample consisting of managers, holds significant novelty. It contributes to unravelling the complex interactions among emotional intelligence (EI), career success, and job performance within the specific backdrop of financial institutions in this region. By affirming the pivotal role of EI in shaping career success among managers, this research underlines the relevance of EI in personal and professional growth within the financial sector. The identification of career

success as a mediating factor between EI and job performance takes on added significance in this context. shedding light on how career advancement plays a crucial role in influencing on-the-job effectiveness among managers in Arunachal Pradesh's financial institutions. Furthermore. acknowledging the complexity of the direct link between EI and job performance underscores the multifaceted nature of managerial performance in this specific setting. The practical relevance of these findings extends to talent management. leadership development. and HR practices tailored for financial institutions. Managers. too. can utilize this insight to navigate their career paths more effectively. aligning their EI development with career success. Overall. this study makes a valuable contribution to the field of emotional intelligence research. with its focus on financial institutions in Arunachal Pradesh. providing actionable insights that cater to the unique regional and managerial landscape.

4 IMPLICATIONS OF THE STUDY

This study enhances comprehension of the intervening mechanisms by which emotional intelligence (EI) influences employee performance and career success. specifically through job satisfaction. It adds significant theoretical insights to current models by highlighting the significance of individual differences in anticipating employee work behaviours.

This study holds significant practical implications that can positively influence the financial sector. The primary outcome of the study emphasizes the role of emotional intelligence (EI) and its impact on job performance through career success. By acknowledging that career success acts as the intermediary link between emotional intelligence and job performance. organizations can strategically design interventions. These may include targeted emotional intelligence training programs to enrich employees' interpersonal skills and self-awareness. ultimately supporting career progression. HR departments can also leverage emotional intelligence assessments during recruitment to identify candidates who are not only technically qualified but also possess the emotional intelligence necessary for effective job performance. Furthermore. leadership development initiatives can be improved to emphasize emotional intelligence as a critical element of impactful leadership. In essence. comprehending the mediating influence of

career success in the emotional intelligence-job performance relationship empowers organizations, HR practitioners, leaders, and individuals to optimize career trajectories and boost on-the-job effectiveness.

5 CONCLUSION

The present study attempts to analyze the mediating effect of career success on the relationship between emotional intelligence and job performance. From the result, it was found that career success has a mediating effect (full mediation) between emotional intelligence and job performance. It may be interpreted that emotional intelligence influences career success, and further career success impacts job performance. Emotional Intelligence plays a vital role in the workplace and significantly affects how employees interact with each other, handle stress and setbacks, perform their work and succeed in their careers. In conclusion, this study, **which was conducted** in financial institutions in Arunachal Pradesh, with managers as respondents, offers significant insights into the interplay between emotional intelligence (EI), career success, and job performance. The findings confirm the pivotal role of EI in shaping career success, emphasizing its importance for personal and professional growth within the financial sector of this region. The identification of career success as a mediating variable between EI and job performance highlights the critical role played by career advancement in enhancing on-the-job effectiveness among managers in financial institutions operating in the study region. While the study acknowledges the complexity of the direct relationship between EI and job performance, it emphasizes the multifaceted nature of managerial performance in this specific setting. These practical insights have implications for talent management, leadership development, and HR practices tailored to financial institutions. Managers, too, can benefit from this research by aligning their EI development with career success, and optimizing their career paths.

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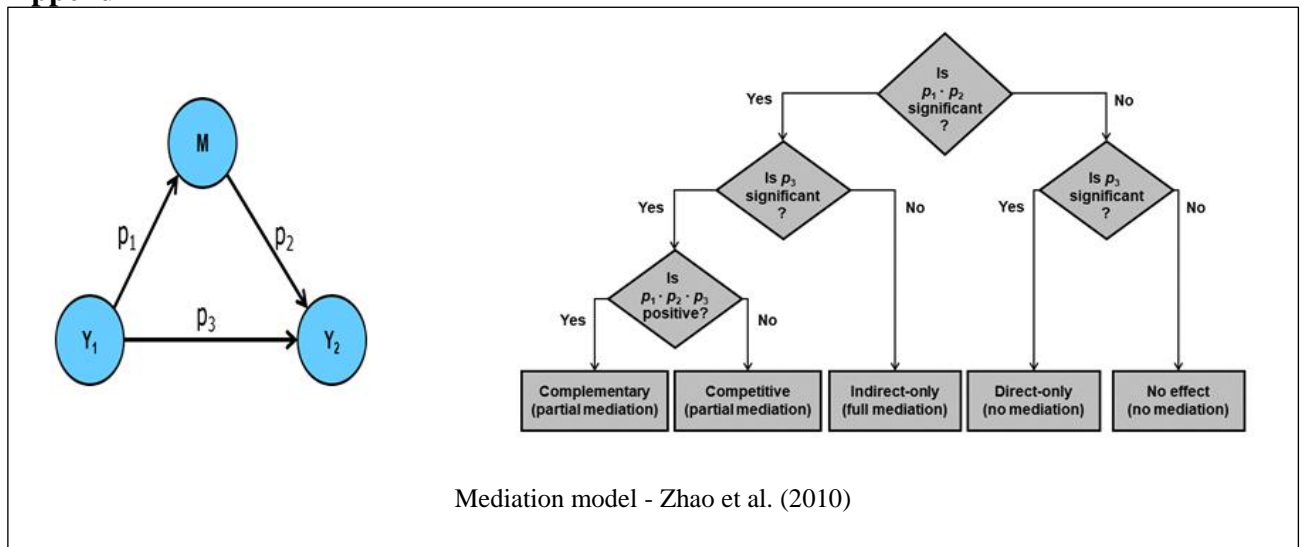
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APPENDIX

Appendix 1



Mediation model - Zhao et al. (2010)

Appendix 2

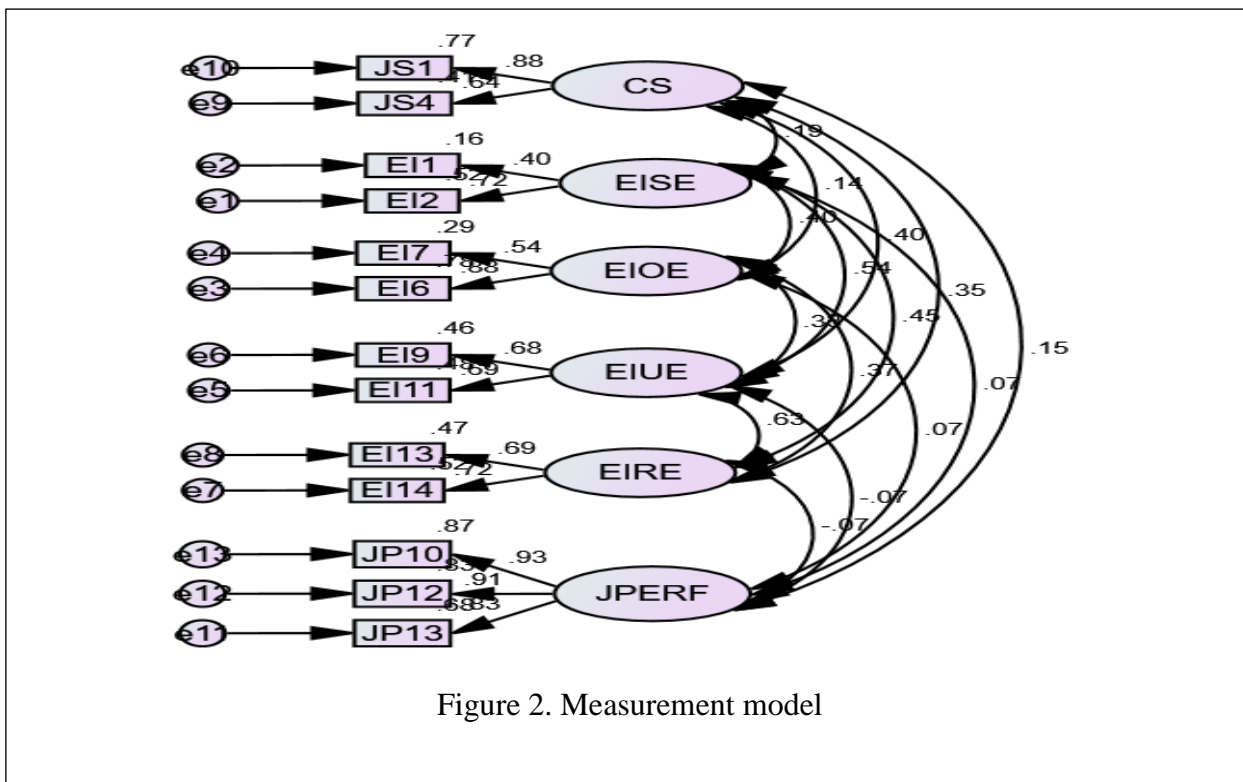


Figure 2. Measurement model

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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