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Article

EXPLORING EDUCATOR WELL-BEING THROUGH EMOTIONAL INTELLIGENCE: THE MEDIATING ROLES OF JOB PERFORMANCE AND JOB SATISFACTION

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Abstract: The study analyzes the direct impact of Emotional Intelligence on educator well-being and its indirect influence through the mediating roles of job performance and job satisfaction. This study seeks to investigate the limited research on the dual mediating effects in educational settings, particularly among educators of self-financing colleges across Kerala, India. A quantitative cross-sectional design was utilized, employing standardized instruments to measure the four study constructs, Emotional intelligence, Well-being, job Performance and Job Satisfaction. Data was gathered through purposive sampling technique from 459 educators working with self-financing colleges across Kerala. The proposed model was examined using Partial Least Squares Structural Equation Modeling (PLS-SEM) through SmartPLS 4 by assessing both measurement and structural relationships. The findings demonstrate that emotional intelligence exerts a significant positive influence on job performance, job satisfaction, and overall well-being among educators. Both job performance and job satisfaction were identified as mediating the connection between emotional intelligence and well-being, suggesting a partial mediation model. The results indicate that emotionally intelligent educators tend to demonstrate superior performance, increased satisfaction and improved well-being. By concurrently analyzing job performance and job satisfaction as mediating factors in the association between emotional intelligence and educator well-being, the study adds to the body of prior research. It offers empirical data based on the theories of Affective Events and Job Demands-Resources (JD-R), with important implications for institutional design and training for educators to improve well-being in self-financing higher education settings...

Keywords: Emotional Intelligence; Educator Well-Being; Job Performance; Job Satisfaction; Higher Education; Self-Financing Colleges

1. INTRODUCTION

The well-being (WB) of educators is increasingly recognized as a vital element of an effective educational system, impacting student outcomes, institutional efficacy and societal development. Educators' WB reflects the presence of positive emotions and professional fulfillment; however, contemporary educators often face stressors such

as heavy workloads, emotional exhaustion, and limited institutional support that threaten their WB and may lead to burnout and turnover (1).

This study utilizes the Job Demands-Resources framework (2) and Affective Events Theory (3) to conceptualize emotional intelligence as a crucial personal resource that influences educators' emotional experiences at work and their ability to handle occupational demands. The JD-R framework explains that personal resources help individuals manage their job demands while also supporting motivation and positive work related behaviors (2).

Emotional intelligence (EI) refers to an individual's capacity to recognize, understand and manage emotions in oneself and others (4). Existing research emphasizes the role of EI in educational settings, showing its association with reduced stress, greater resilience, and improved mental health, while also indicating that its influence on WB may operate indirectly through job performance and job satisfaction (5), (6).

Job performance (JP), including task efficiency, adaptability, and contextual behavior, is enhanced among educators with higher EI (7), (8). Simultaneously, EI has been linked to higher job satisfaction (JS) by facilitating emotional regulation, reducing workplace conflicts and improving interpersonal relationships (9), (10). Recent studies have begun to explore these mediating relationships concurrently which demonstrated that EI enhances WB through improved work engagement and also indicated that JP and JS mediate the relationship between EI and educator outcomes (11), (12). Despite these advancements, studies investigating JP and JS as simultaneous mediators between EI and WB, particularly within educational settings is very limited.

In response to this research gap, the study explores how EI influences educator WB, considering both its direct effects and its indirect effects through the mediating roles of JP and JS.

2. CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

Emotional intelligence and educator well-being

EI has become a crucial competency in emotionally demanding professions, particularly in the education sector, enabling individuals to manage interpersonal relationships effectively and empathetically (4). Evidence indicates that emotionally intelligent educators manage stress better, cultivate collaborative classrooms, and maintain motivation in the face of adversity (13). Furthermore, educators with higher EI demonstrate greater happiness and resilience and show a reduced turnover intention, while also serving as a safeguard against burnout and emotional fatigue (14), (15).

H1: Emotional intelligence is positively associated with educator well-being.

Emotional intelligence and job performance

JP in educational settings involves effective task execution, interpersonal competence, and adaptability, and is commonly conceptualized across three dimensions viz., task, contextual, and adaptive performance. (7). Task performance encompasses the core responsibilities of a job such as lesson planning, classroom instruction, student assessment, and curriculum delivery. Contextual performance includes behaviors that support the institutional environment such as collaboration with colleagues, participation in academic committees, and mentoring students. Adaptive performance reflects the ability of educators to respond effectively to changes such as new teaching technologies, diverse student needs, and evolving curriculum requirements. A meta-analytic review indicated that EI is significantly and positively associated with all three dimensions of JP (8). Educators with higher EI demonstrate patience under pressure, empathy toward students, and professionalism during conflicts, while also promoting reflective teaching practices that support learning from experience and continuous improvement (16).

H2: Emotional intelligence is positively associated with job performance

Emotional intelligence and job satisfaction

JS is a positive evaluation of one's job and work environment and, for educators, is influenced by student interactions, collegial cooperation, institutional support, and opportunities for professional development. Prior studies show that educators with higher EI manage organizational pressures more effectively and maintain emotional composure, thereby improving JS (12). EI enables educators to manage emotionally complex situations positively, reducing frustration, strengthening intrinsic motivation, and helping them find meaning in their work while aligning with institutional objectives (17). Overall, EI contributes to greater emotional fulfilment and professional coherence in educational environments.

H3: Emotional intelligence is positively associated with job satisfaction.

Job performance and well-being

JP is closely associated with educators' sense of competence, purpose, and professional identity, as effective performers receive positive feedback, face fewer classroom management challenges, and perceive themselves as more capable in their roles. Empirical evidence shows that strong performance enhances job efficacy, reduces emotional exhaustion, and promotes resilience when educators confront institutional challenges (18). Moreover, prior findings indicate that JP act as a mediator between EI and WB, suggesting that emotionally intelligent educators tend to perform well, which subsequently enhances their psychological state and overall WB (11).

H4: Job performance is positively associated with educator well-being

Job satisfaction and well-being

JS is a crucial element in fostering long term psychological and mental WB, particularly in teaching profession as it highly requires emotional investment and align with personal values. Emotionally rewarding experiences in the workplace boost self-esteem and minimize the likelihood of psychological distress (19). Research findings implies that JS act as a mediating link between EI and WB, with educators possessing higher EI reporting greater JS, increasing empowerment, and lower levels of stress and burnout (12), (20). These findings align with the Affective Events Theory, which claims that the emotional quality of daily work experiences has a cumulative effect on long term WB (3).

H5: Job satisfaction is positively associated with educators' well-being.

Mediating role of job performance and job satisfaction

While earlier studies have looked at the connection between EI, JP, and JS, limited studies have explored how these variables simultaneously mediate the relationship between EI and WB. Prior studies indicate that JP and JS function not only as outcomes of EI but also as pathways through which EI enhances educators' subjective WB (8), (21). Additionally, it has been proposed that EI initially enhances self-efficacy, which subsequently accelerates engagement and satisfaction, resulting in improved WB (22). Examining JP and JS simultaneously provides a clearer understanding of educator WB, particularly in emotionally demanding educational contexts where emotionally intelligent educators demonstrate better performance and greater satisfaction that support overall WB.

H6a: Job performance mediates the relationship between emotional intelligence and educator well-being

H6b: Job satisfaction mediates the relationship between emotional intelligence and educator well-being.

Figure 1 shows the suggested conceptual model that exhibits the anticipated connections among the study variables based on these theoretical and empirical discoveries.

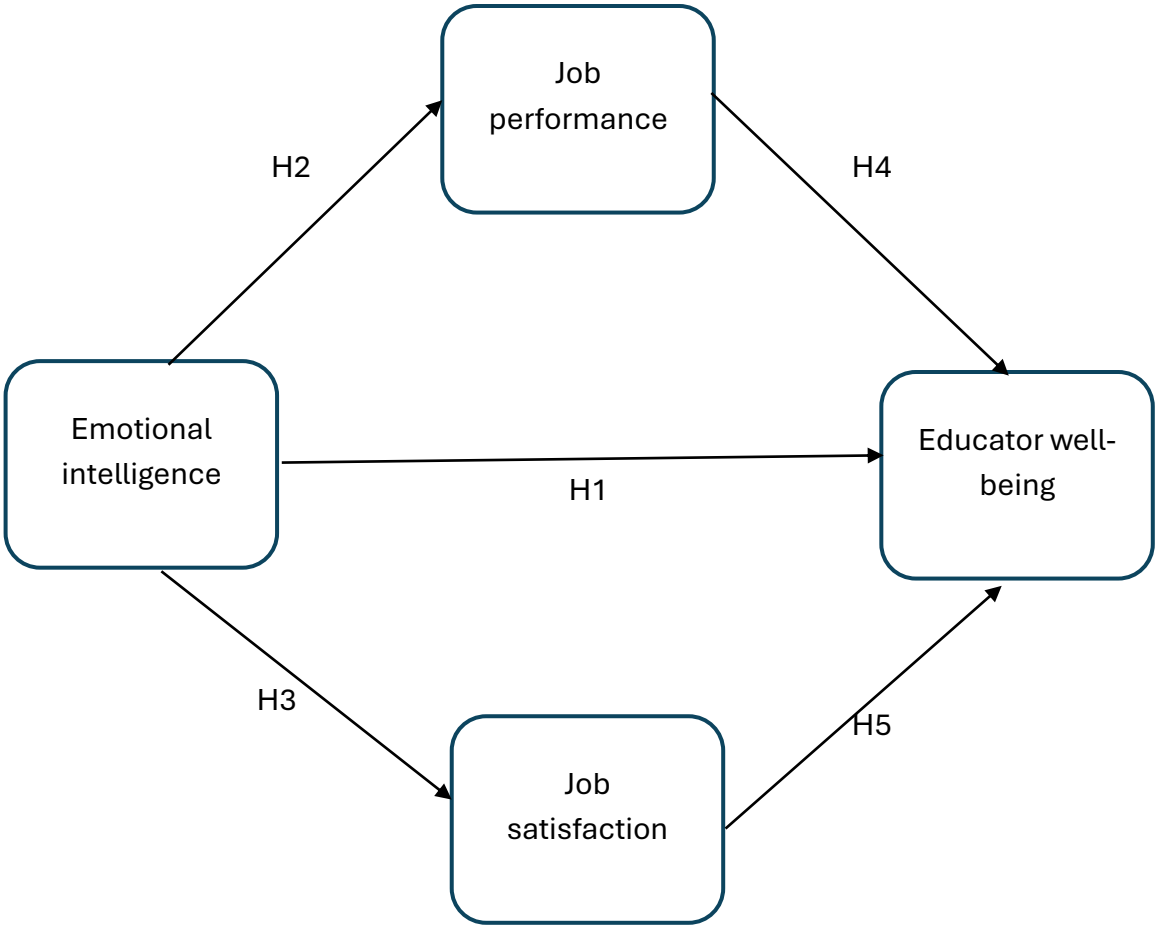

Figure 1: Conceptual Framework

Source: Developed by the authors based on Affective Events Theory (3), Job Demands–Resources Theory (2), and relevant literature.

3. METHODS

Research design

The influence of EI on educators and the mediating roles of JP and JS were investigated using a quantitative cross-sectional survey design. This approach enabled the analysis of intricate connections between several variables while making it easier to gather uniform data from a wide range of college educators. The research employed Partial Least Square Structural Equation Modeling (PLS-SEM) to assess the proposed model and confirm the hypothesized relationships. PLS-SEM was selected because of the predictive focus of the study and the presence of multiple mediating relationships in the proposed model. Unlike covariance-based SEM, which is primarily theory confirmation, PLS-SEM is considered appropriate for complex models aimed at theory extension and prediction. Furthermore, it remains robust in the presence of deviations from multivariate normality and appropriate for examining indirect effects in mediation analysis.

Participants and sampling

The participants of this study were educators from self-financing colleges across Kerala, a demographic that often faces challenges like heavy workloads, lower job security and limited institutional resources. Due to these factors, their WB is considered significantly crucial and may also be impacted by emotional and professional factors. Teachers with at least one year of experience in higher education programs were chosen using a purposive sample technique. Faculty members with teaching experience less than one year were not included. Visiting faculty, part-time

instructors and personnel primarily engaged in administrative roles without regular teaching responsibilities were not included to ensure homogeneity in job role characteristics. A total of 459 valid survey responses were collected from educators between December 2025 and March 2026.

Instruments

Standardized instruments with established reliability and validity in prior research were employed to assess the four study variables. The independent variable, EI was assessed using a 25-item instrument comprising five dimensions (23). The dimensions measured were self-awareness, self-regulation, motivation, empathy and social skills. One of the mediating variables, JP was measured using the 15-item scale comprising three dimensions which are task, contextual and adaptive performance (7). The other mediating variable, JS was assessed utilizing the Job Satisfaction Survey (JSS), which consists of 36 items across nine dimensions (19). The JSS measures satisfaction regarding jobs with reference to compensation, advancement, supervision, fringe benefits, contingent rewards, working conditions, coworkers, type of job, and communication. The dependent variable, educator WB was evaluated using a validated WB scale encompassing psychological WB, social WB and professional WB (24). A 5-point Likert scale was used to evaluate each item under the instruments.

Data analysis

Partial Least Squares Structural Equation Modeling (PLS-SEM) in SmartPLS 4 was used for data analysis in order to assess the measurement and structural models. Since the study constructs were considered of as higher-order constructs, the higher-order measurement model was estimated to be using a two-stage PLS-SEM technique, in which latent variable scores obtained from first-order dimensions functioned as indicators of the corresponding higher-order constructs. Internal consistency reliability and construct validity were then assessed for the measuring model. While Cronbach's alpha and composite reliability were used to analyze internal consistency, outer loadings were used to evaluate indicator reliability. Average Variance Extracted (AVE) was used to test convergent validity, whereas cross loadings, Fornell-Larcker's Criterion, and the Heterotrait-Monotrait (HTMT) ratio were used to assess discriminant validity. After establishing the validity of the measurement model, the structural model was examined to assess the proposed relationships among EI, JP, JS, and educator WB. The strength and direction of the associations were evaluated using path coefficients, and the coefficient of determination (R^2) was used to determine how much of the variance in the dependent variable was explained. To ascertain each exogenous construct's proportionate contribution to the endogenous variables, effect sizes (f2) were computed. The PLSpredict approach was utilized to evaluate predictive relevance and out-of-sample predictive power. The model's out-of-sample predictive capability was evaluated using Q^2predict values. The Standardized Root Mean Square Residual (SRMR) was used to assess model fit. 5,000 resamples were used in a bootstrapping approach to determine the importance of direct and indirect effects. To get reliable estimates of mediation effects, bias-corrected confidence intervals were used.

4. RESULTS

Demographic profile

The demographic profile of the respondents exhibited a heterogeneous group of self-financing college educators across Kerala, India. In line with the gender distribution frequently seen in the regional education sector, the majority of participants were female. According to the profile, the majority of respondents were between the ages of 25 and 30, followed by those between the ages of 31 and 35, demonstrating a predominantly youthful workforce in self-financing colleges of Kerala. The majority of respondents possessed a Postgraduate degree along with NET qualification, signifying a highly qualified group aligned with University Grant Commission (UGC) teaching eligibility standards. In terms of teaching experience, most participants had 5–10 years of experience, indicating that they were in the early to mid-career stage. This demographic profile offers valuable insights into the perspectives of relatively young and professionally qualified educators in self-financing institutions.

Measurement model assessment

The variables in this study were treated as higher-order constructs consisting of multiple dimensions. EI was specified as a higher-order construct represented by five factors: self-awareness, self-regulation, motivation, empathy, and social skills. Similarly, JP was represented by task performance, contextual performance, and adaptive performance, while JS consisted of nine dimensions reflecting various facets of workplace satisfaction. Educator WB was represented through psychological, social, and professional WB. Accordingly, the measurement model evaluation was conducted using these dimensions as indicators of their respective higher-order constructs.

Initially, the constructs were assessed to determine their validity and reliability within the measuring model. The outer loadings of the construct dimensions on their corresponding constructs are shown in Figure 2.

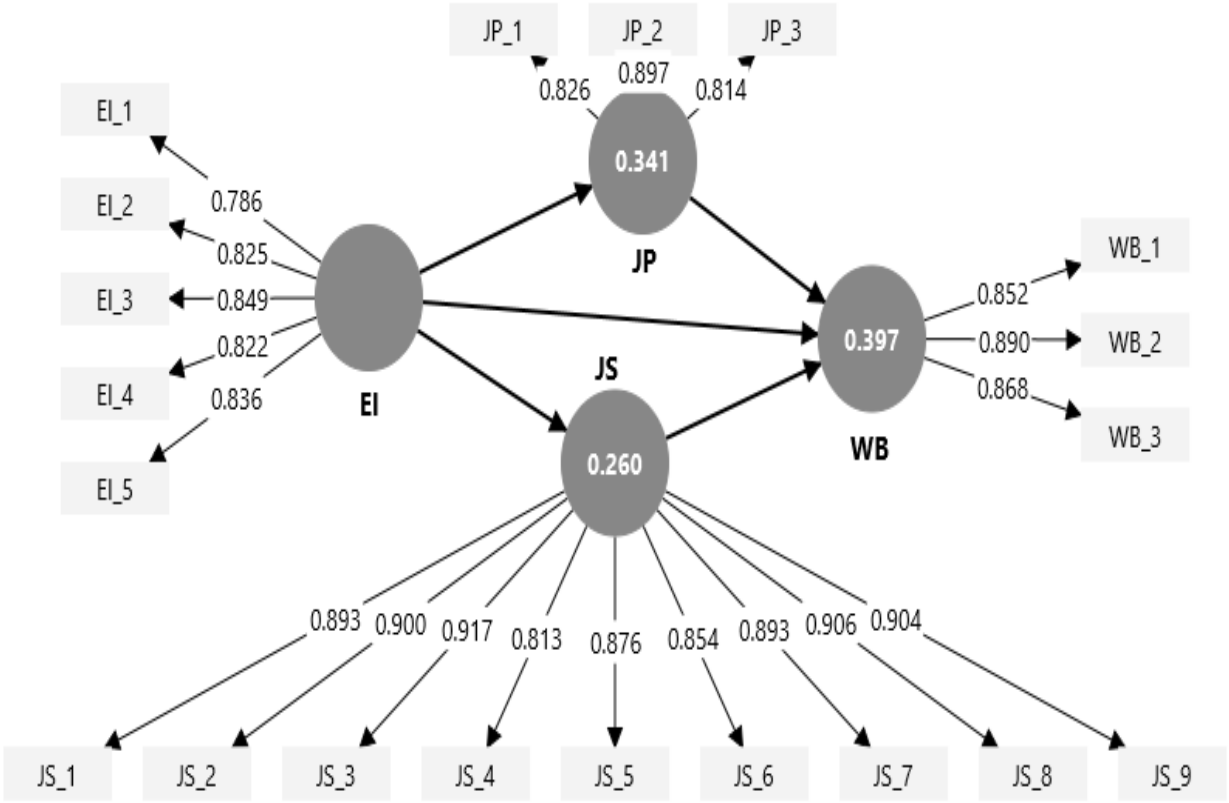

Figure 2: Outer Model Display

Source: Authors' SmartPLS output based on primary survey data.

Every item had acceptable loadings that were higher than the suggested cutoff of 0.70. Strong indicator reliability is demonstrated by this, showing that each item significantly contributes to the underlying concept.

The measuring model's validity and reliability were evaluated using Cronbach's alpha, composite reliability (CR), and Average Variance Extracted (AVE). With Cronbach's alpha values above the suggested cutoff of 0.70, Table 1 shows that every construct exhibits good internal consistency. Internal consistency was further supported by the rho A values exceeding 0.70 for all constructs, which offer a more accurate indication of construct dependability under situations of partial measurement invariance. Additionally, Composite Reliability (rho C) ratings for all constructs were higher than the suggested cutoff of 0.70, providing additional evidence of the measurement items' stability and dependability.

Table 1: Reliability and Convergent Validity of the Constructs

	Cronbach's alpha	**Composite reliability (rho_a)**	**Composite reliability (rho_c)**	**Average variance extracted (AVE)**
EI	0.882	0.885	0.913	0.679
JP	0.802	0.819	0.883	0.717
JS	0.965	0.967	0.97	0.783
WB	0.84	0.841	0.904	0.757

Note: EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction, WB= Well-Being

Source: Authors' calculations based on primary survey data collected from educators of self-financing colleges in Kerala.

Average Variance Extracted (AVE) values were used to evaluate convergent validity. Since all constructs had AVE values above 0.50, the relevant latent constructs account for most of the variance in the observed items rather than measurement error. When taken as a whole, these results show the measurement model's convergent validity and internal consistency reliability, indicating that the items reliably measure the intended constructs and that the model is suitable for further structural study.

Cross-loadings were employed as a preliminary discriminant validity test. Each item's loading on its respective latent variable was compared with its loadings on other constructs to verify distinctiveness.

Table 2: Cross-Loadings of Construct Dimensions

	EI	**JP**	**JS**	**WB**
EI_1	0.786	0.424	0.367	0.396
EI_2	0.825	0.514	0.448	0.461
EI_3	0.849	0.518	0.462	0.441
EI_4	0.822	0.476	0.422	0.428
EI_5	0.836	0.464	0.389	0.417
JP_1	0.437	0.826	0.379	0.398
JP_2	0.563	0.897	0.495	0.486
JP_3	0.473	0.814	0.398	0.375
JS_1	0.482	0.486	0.893	0.514
JS_2	0.45	0.441	0.9	0.469
JS_3	0.467	0.454	0.917	0.484
JS_4	0.418	0.438	0.813	0.429
JS_5	0.391	0.445	0.876	0.435
JS_6	0.433	0.405	0.854	0.449
JS_7	0.462	0.427	0.893	0.506
JS_8	0.47	0.452	0.906	0.502
JS_9	0.474	0.472	0.904	0.498
WB_1	0.447	0.448	0.441	0.852
WB_2	0.454	0.442	0.507	0.89
WB_3	0.461	0.416	0.46	0.868

Note: EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction, WB= Well-Being

Source: Authors' calculations based on primary survey data collected from educators of self-financing colleges in Kerala.

Table 2 demonstrates that each item displayed the highest loadings on its specific construct, while exhibiting lower loadings on alternative constructs. This confirms item level discriminant validity by demonstrating that the indicators have a significant correlation with their respective latent variable rather than with exogenous constructs.

The Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio, which provide construct-level evidence of differentiation among the latent variables, were analyzed to further evaluate discriminant validity. According to the Fornell-Larcker criterion, discriminant validity is verified when each construct's square root of AVE is greater than its correlation with other constructs. According to the values presented in table 3, this criterion is met by each construct of the study.

Table 3: Fornell-Larcker Criterion and HTMT Ratio

	EI	**JP**	**JS**	**WB**
EI	0.824			
JP	0.584	0.847		
JS	0.509	0.505	0.885	
WB	0.522	0.5	0.54	0.87
	EI	**JP**	**JS**	**WB**
EI				
JP	0.687			
JS	0.548	0.569		
WB	0.605	0.604	0.598	

Note: EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction, WB= Well-Being

Source: Authors' calculations based on primary survey data collected from educators of self-financing colleges in Kerala.

The HTMT ratio, regarded as a more reliable method is also presented in table 3. The values shown in the table satisfy the threshold value of HTMT, which is proposed to be below 0.85 to establish sufficient discriminant validity. Together, the findings provide solid evidence of the measurement model's discriminant validity and confirm that the constructs are conceptually and statistically distinct.

Structural model assessment

The structural model was assessed using bootstrapping to ascertain whether the suggested relationship between the constructs is statistically significant once the measurement model's validity and reliability were established. The structural model is shown in Figure 3, where the standardized path coefficients are displayed with the appropriate p values and R-square values.

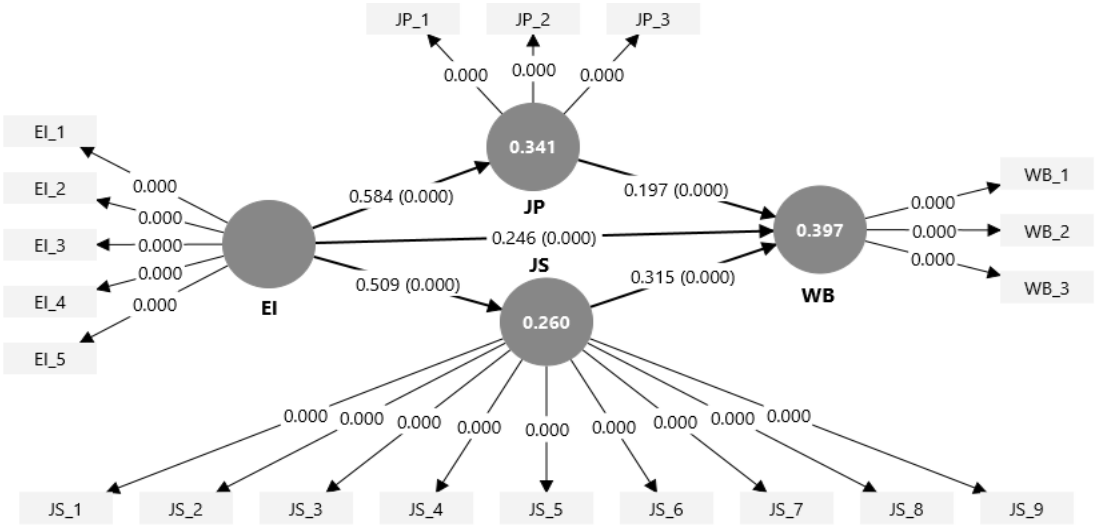

Figure 3: Structural Model Display

Source: Authors' SmartPLS output based on primary survey data

The path coefficients and the accompanying t-statistics and p-values are shown in Table 4. A threshold of $t > 1.96$ and $p < 0.05$ was used to define statistical significance at the 5% level. The findings show that EI significantly improves JP ($t=19.33$, $p<0.001$) and JS ($t=15.08$, $p<0.001$), indicating that teachers with higher EI likely to perform better and have higher JS.

Table 4: Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
EI -> JP	0.584	0.587	0.03	19.33	0.000
EI -> JS	0.509	0.511	0.034	15.082	0.000
EI -> WB	0.246	0.246	0.047	5.202	0.000
JP -> WB	0.197	0.197	0.049	4.028	0.000
JS -> WB	0.315	0.315	0.043	7.277	0.000

Note: EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction, WB= Well-Being

Source: Authors' calculations based on primary survey data collected from educators of self-financing colleges in Kerala.

EI has a significant direct impact on WB ($t=5.20$, $p<0.001$), indicating that educators' WB is improved by higher EI. Furthermore, it is clear that JS ($t=7.28$, $p<0.001$) and JP ($t=4.03$, $p<0.001$) are outcomes impacted by EI and are significant predictors of WB. The suggested direct linkages in the structural model are strongly supported by the statistical significance of all path coefficients.

The R-square values for the model's endogenous variables are shown in Table 5. The percentage of the dependent variable's variance that can be accounted for by its predictors is shown by the R-square value, also known as the coefficient of determination. According to the data, JP has a modest level of explanatory power, with an R-square value of 0.341, meaning that EI accounts for 34.1% of its variance.

Table 5: Coefficient of Determination

	R-square	R-square adjusted
JP	0.341	0.34
JS	0.26	0.258
WB	0.397	0.393

Note: EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction, WB= Well-Being

Source: Authors' calculations based on primary survey data collected from educators of self-financing colleges in Kerala.

EI accounts for 26% of the variance in JS, which is likewise classified as moderate, according to JS's R-square of 0.260. With an R-square value of 0.397 for WB, the combined effect of EI, JP, and JS explains about 40% of the variance in WB, indicating a moderate degree of predictive power. Although these R^2 values indicate moderate explanatory power, the findings suggest that educator WB may also be influenced by additional contextual factors beyond the variables examined in this study. Future research may incorporate variables such as workload, leadership support, and institutional climate to further enhance the explanatory capacity of the model.

EI has a significant impact on JP ($f^2 = 0.518$) and JS ($f^2 = 0.350$), according to effect size (f^2) study. Conversely, EI has a negligible impact on WB ($f^2 = 0.060$). In a similar vein, JS and JP both show a minor impact on WB ($f^2 =$

0.111 and 0.039, respectively). These results imply that while EI's direct contribution to WB is rather limited, it has a major role in explaining variance in performance and satisfaction outcomes.

The PLSpredict method was used to assess predictive significance. All endogenous constructs had Q^2 predict values above zero, ranging from 0.146 to 0.313, demonstrating the model's sufficient predictive relevance.

The Standardized Root Mean Square Residual (SRMR) was used to evaluate the model's fit. An adequate model fit was indicated by the estimated model's SRMR value of 0.070, which is less than the suggested cutoff of 0.08.

Table 6 displays the findings of a bootstrapped mediation study utilizing 5000 resamples. A criterion of $t > 1.96$ and $p < 0.05$, which corresponds to the 5% significance level, was used in this research to establish statistical significance.

Table 6: Mediation Analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
EI -> JS -> WB	0.161	0.161	0.025	6.453	0.000
EI -> JP -> WB	0.115	0.116	0.029	3.921	0.000

Note: EI= Emotional Intelligence, JP= Job Performance, JS= Job Satisfaction, WB= Well-Being

Source: Authors' calculations based on primary survey data collected from educators of self-financing colleges in Kerala.

The findings show that the connection between EI and WB is considerably mediated by JS ($t=6.453$, $p<0.001$). Additionally, JP significantly mediates the connection between EI and WB ($t=3.921$, $p<0.001$).The results provide evidence of parallel mediation, explaining that both JS and JP function as significant pathways through which EI enhances wellbeing among educators. Furthermore, as the direct impact of EI on WB remains significant alongside these indirect effects, the results suggest a model of partial mediation rather than full mediation.

5. DISCUSSION

Emotional intelligence and well-being

The research identified a substantial direct relationship between EI and WB, thereby validating hypothesis 1 (H1). Educators with higher EI tend to experience better psychological balance, personal satisfaction, and resilience in their professional lives. The relationship reflects a moderate level of influence, indicating that emotional competencies contribute meaningfully to educators' ability to manage occupational stress and maintain emotional stability. In practical terms, this suggests that strengthening EI among educators can enhance their capacity to cope with workplace challenges and sustain long-term WB. These findings corroborate with earlier research showing that those with high EI are better at handling stress, maintaining optimism, and taking care of themselves (25), (26). Recent studies have supported the influence of EI in augmenting favorable affect and diminishing emotional exhaustion among educators (20), (27). This study demonstrated that EI functions as a psychological resource that supports educators in balancing their professional demands and personal WB. According to the Affective Events Theory and the Job Demands-Resources (JD-R) theory, EI functions as a personal resource that promotes happy workplace experiences and efficient emotion regulation, which in turn improves WB.

Emotional intelligence and job performance

The study found a strong positive relationship between JP and EI, showing that teachers with greater EI are probably going to do better in their academic duties. The relationship reflects a moderate level of influence, indicating that emotional competencies play an important role in shaping educators' effectiveness in professional tasks such as classroom management, collaboration with colleagues, and adaptation to changing teaching demands. In practical terms, this suggests that developing EI among educators can contribute to improved instructional quality and overall academic performance within educational institutions. This result validates hypothesis 2 (H2) and is in line with earlier studies showing that emotional management and awareness improve worker performance in occupations focused on success (16). Moreover, EI has been shown to improve decision-making, problem-solving, and relationship

management, all of which are essential for academic effectiveness (15), (28). The results highlight that EI improves work efficiency, especially in high pressure settings, which are common in self-financing institutions.

Emotional intelligence and job satisfaction

It was found that EI significantly improved JS, which supports hypothesis 3 (H3). Educators with higher EI tend to experience greater satisfaction in their professional roles as they are better able to regulate emotions, resolve interpersonal conflicts, and maintain positive workplace relationships. The relationship demonstrates a moderate level of influence, indicating that emotional competencies contribute meaningfully to educators' perceptions of workplace fulfillment and professional contentment. In practical terms, this suggests that strengthening EI among educators can foster a more supportive and satisfying work environment, thereby enhancing motivation and commitment within educational institutions. Previous studies highlighted that individuals with high EI encounter less frustration and greater fulfillment at work (29), (30). It is also evident that EI promotes workplace positivity and mitigates burnout risk thus improving satisfaction (20), (31).

Job performance and well-being

Hypothesis 4 (H4) was supported by the analysis, which revealed that JP significantly enhances WB. Educators who reported higher levels of performance also demonstrated greater WB, likely due to increased self-efficacy, professional accomplishment, and recognition associated with effective performance. The relationship reflects a moderate level of influence, suggesting that performing effectively in professional roles contributes to educators' psychological balance and emotional satisfaction. In practical terms, this indicates that institutions that encourage performance through supportive leadership, recognition systems, and opportunities for professional growth may indirectly enhance educators' overall WB. This aligns with prior research indicating that productive employees encounter reduced stress and enhanced psychological balance (2). Work achievement has also been shown to foster personal development and professional fulfillment (21). Additionally, performance-driven recognition is associated with improved mental health among educators (32), (33).

Job satisfaction and well-being

The results demonstrated that JS significantly contributes to WB, thereby supporting hypothesis 5 (H5). The relationship reflects a moderate level of influence, suggesting that satisfaction with workplace conditions and professional experiences plays an important role in shaping educators' psychological and emotional WB. Educators who reported higher levels of JS exhibited greater emotional stability and overall psychological health. In practical terms, this indicates that improving workplace conditions, supportive leadership, and opportunities for professional development can positively influence educators' WB. This result supports the key findings of prior research that JS is a significant predictor of overall life satisfaction (34), (35). Furthermore, satisfied educators exhibit higher engagement, emotional stability, and an enhanced capacity, to manage occupational stressors (36), (37).

Mediating roles of job performance and job satisfaction

According to the mediation study, JP and JS strongly mediated the link between EI and WB, supporting hypotheses 6a (H6a) and 6b (H6b). These findings suggests that emotionally intelligent educators are more prone to experience WB, attributable to their emotional competencies, which improves JP and JS, which in turn results in higher WB. EI enhances adaptation to professional demands, fosters positive workplace attitudes, serving as a pathway for improved WB. The significant indirect effects indicate that although EI directly affects WB, its impact is also mediated by the job related outcomes of performance and satisfaction, illustrating a model of complementary partial mediation. This finding aligns with prior studies showing that emotionally intelligent individuals tend to attain greater success in the workplace, thereby boosting their sense of fulfillment and psychological WB (20), (38). Recent studies have highlighted that these mediating mechanisms are crucial for comprehending the broader impact of EI, as it indirectly enhances mental health and resilience through job engagement, satisfaction, and efficacy(39). For self-financing college educators, who often face high work-family demands and insufficient institutional support, these mediating paths are particularly significant, as they demonstrate how EI reduces stress and enhances WB both directly and indirectly through improved job outcomes.

6. CONCLUSION

The study explored the relationship between EI and WB among educators of self-financing institutions in Kerala, considering JP and JS as mediating factors. The findings indicate that EI enhances educators' WB both directly and indirectly through its significant influence on JP and JS. These findings emphasize the important role of emotional

competencies in helping educators effectively manage work-related challenges, maintain a positive outlook, and achieve professional satisfaction. This study contributes to the literature by providing empirical evidence that emotional intelligence functions as a personal and professional asset, enhancing educators' ability to navigate role-related challenges in self-financing colleges, which often experience significant work-family conflict and limited structural support. These results underscore the necessity for higher education institutions to recognize and endorse emotional intelligence as an essential element in promoting both corporate and individual well-being.

Despite its contribution, the study has certain limitations. The data were collected using a cross-sectional design, which limits the ability to establish causal relationships among the study variables. The sole dependence on self-reported measures may also have generated response biases, including social desirability bias. Further research may address these constraints by employing longitudinal or experimental designs to ascertain causality, broadening the focus to encompass varied geographical and institutional contexts and including multi-source or objective data for greater validity. This study offers important implications for institutional policymakers and administrators, indicating that focused interventions and training programs aimed at developing EI among educators could enhance JS, performance and WB, ultimately benefiting educators, students, and higher education institutions.

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Author Contribution

Nufaila K.: Conceptualization, literature review, research design, data collection, data analysis, interpretation of results, manuscript drafting, and corresponding author responsibilities.

R. Angayarkanni: Conceptualization, methodology development, supervision, critical review of the manuscript, and overall guidance of the research work.

Shahanas Beegum P. P.: Data collection, validation of data, interpretation of findings, and review of the manuscript.

Sirajudheen K. C.: Data collection, literature support, validation of data and review of the manuscript.

Saleena E. C.: Data collection, literature support, validation of results, and manuscript review and editing.

Anil Puthanazhi: Data collection, verification of findings, manuscript review, and final approval of the manuscript.

All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript.

Ethics Approval

The study adhered to ethical research standards. Participation in the survey was voluntary, and informed consent was obtained from all respondents prior to data collection.

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