

The Influence of Emotional Intelligence and Work Environment on Employee Performance: The Mediating Role of Job Satisfaction at Politeknik Pertanian Negeri Samarinda

Yusnita Sari*, Syarifah Hudayah, Gusti Noorlitaria Achmad

Faculty of Economic and Business, Department of Management, Mulawarman University, Samarinda

*Corresponding Author

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ABSTRACT

This investigation explores how emotional intelligence and the work setting impact staff effectiveness at Politeknik Pertanian Negeri Samarinda, considering job contentment as an intermediary factor. The goals include evaluating the straightforward influences of emotional intelligence and work conditions on effectiveness, examining the intermediary function of job contentment, and suggesting ways to boost productivity and welfare in the organization. A numerical method was applied, involving a one-time survey layout. Information was gathered from 120 staff members in academic and administrative positions via a formatted survey derived from established measures for emotional intelligence, work setting, job contentment, and effectiveness. Partial Least Squares Structural Equation Modeling (SEM-PLS) served to scrutinize the connections. Outcomes show that emotional intelligence ($\beta = 0.328$, $p = 0.002$) and work setting ($\beta = 0.187$, $p = 0.045$) have meaningful positive effects on effectiveness, while also favorably affecting job contentment (emotional intelligence: $\beta = 0.289$, $p = 0.001$; work setting: $\beta = 0.314$, $p = 0.000$). Job contentment notably improves effectiveness ($\beta = 0.412$, $p = 0.000$) and partly intermediates the links between emotional intelligence and effectiveness ($\beta = 0.172$, $p = 0.004$) and work setting and effectiveness ($\beta = 0.158$, $p = 0.007$). The framework accounts for 59.8% of the variation in effectiveness and 54.3% in job contentment, indicating solid interpretive strength. These results imply that skillful handling of job contentment strengthens the beneficial impacts of emotional intelligence and work setting on effectiveness. The research determines that establishments ought to establish development initiatives for emotional skills and refinements in relational aspects of the work setting to aid staff, especially in demanding vocational learning environments. This work adds to the body of knowledge on organizational output in emerging nations and delivers useful perspectives for advancing staff welfare and efficiency.

Keywords: Emotional Intelligence, Work Environment, Job Satisfaction, Employee Performance

INTRODUCTION

The function of personnel in vocational institutions has advanced considerably, mirroring worldwide shifts toward enhanced involvement in scholarly and occupational fields. At Politeknik Pertanian Negeri Samarinda in East Kalimantan, Indonesia, employees manage a diverse array of duties that include instructional tasks and substantial administrative commitments. These multiple responsibilities, covering education, investigation, managerial work, and interpersonal interactions, often lead to tension, exhaustion, and possible decline in output, which may undermine their efficacy and morale. Recognizing elements that allow employees to adeptly handle these competing requirements is vital for improving their professional output, fulfillment in roles, and general life quality, while also aligning with institutional aims of superiority in agricultural training.

The equilibrium between professional and personal duties emerges as a key element in addressing the interaction between occupational and individual obligations. For staff at this polytechnic, attaining such harmony poses challenges owing to cultural norms in Indonesia, where conventional roles frequently impose

uneven burdens on individuals. Successful balance permits employees to distribute time and vigor productively across their vocational and personal spheres, alleviating pressure and heightening role fulfillment. In agricultural education, the requirements are notably elevated, as personnel juggle instructing students, pursuing studies, and meeting administrative needs, all demanding considerable duration, knowledge, and commitment. Absent proper balance, employees might face diminished instructional quality, reduced research contributions, and impaired personal health, underscoring the necessity for organizational approaches to bolster their endeavors in harmonizing these duties (Sedarmayanti, 2018).

Emotional acumen, characterized as the capacity to recognize, comprehend, and regulate feelings, stands as another essential predictor of professional efficacy. This acumen provides employees with the resilience needed to flourish in demanding vocational contexts and the relational abilities to cultivate constructive connections with peers, learners, and superiors. Within the framework of multiple duties, emotional acumen proves especially beneficial, allowing personnel to traverse the complexities of aligning vocational timelines with administrative tasks, such as coordination or oversight. At Politeknik Pertanian Negeri Samarinda, where limitations in resources and societal anticipations heighten workplace and operational stresses, emotional acumen acts as a crucial asset for sustaining drive and attaining vocational achievement (Goleman, 2018). The interplay between emotional acumen and work conditions forms a central emphasis of this inquiry, as these elements jointly shape employees' capacity to perform adeptly across their occupational and organizational domains.

Multiple duties, embracing the concurrent obligations of employees as educators and administrators, serve a notable intermediary function in the associations between emotional acumen, work setting, and efficacy (Isnawati et al., 2024). Although multiple duties can generate discord—such as when instructional deadlines clash with managerial needs—proficient oversight of these duties can nurture adaptability, refine time allocation skills, and foster a feeling of achievement. For instance, employees who adeptly harmonize teaching and administrative roles may devise methods that enhance their proficiency and output across areas (Haris et al., 2024). The intermediary impact of multiple duties indicates that the advantages of emotional acumen and work setting on efficacy are not immediate but are directed through the capability to oversee various responsibilities proficiently (Sakyamuni, 2023). This interaction holds particular pertinence in vocational training, where the critical essence of preparing future agricultural experts emphasizes the significance of consistent efficacy.

Despite the expanding collection of studies on emotional acumen and work conditions, notable voids remain in the scholarship, especially concerning employees in developing nations (Ramadhan & Defrizal, 2024). Numerous inquiries assess emotional acumen or work setting separately, disregarding their joint influence and the intermediary role of job contentment (Burbar, 2021). Moreover, the distinct demands of vocational training—marked by extended periods, critical duties, and the merging of instructional practice—have garnered scant focus in the realm of organizational efficacy (Nurhalinda et al., 2024). In nations like Indonesia, where vocational entities frequently function with restricted assets and confront cultural anticipations that reinforce traditional roles, these voids are markedly evident. This inquiry tackles these voids by probing how emotional acumen and work setting affect the efficacy of employees at Politeknik Pertanian Negeri Samarinda, with job contentment as an intermediary, offering a context-tailored viewpoint on a universally pertinent matter.

The inquiries directing this study are: (1) To what degree do emotional acumen and work setting directly influence the efficacy of employees at Politeknik Pertanian Negeri Samarinda? (2) How does job contentment intermediate the associations between emotional acumen, work setting, and efficacy? The aims are triple: to evaluate the direct impacts of emotional acumen and work setting on efficacy, to investigate the intermediary function of job contentment, and to present practical suggestions for elevating employees' output and welfare. The study anchors in two conceptual structures: the Two-Factor Theory, which suggests that contentment stems from equilibrium between intrinsic and extrinsic elements, such as acknowledgment and supportive conditions, and the Human Resource Management approach, which stresses the conservation of assets to oversee tension and maintain efficacy. These structures offer a sturdy base for comprehending how emotional acumen and work setting empower employees to navigate the challenges of multiple duties.

The importance of this inquiry is manifold. Initially, it enriches the scholarly body by merging emotional acumen, work setting, and job contentment into an inclusive model adapted to the setting of employees in a developing nation, addressing a pivotal void in the scholarship. Limited inquiries have scrutinized these variables collectively in the setting of vocational training, where the demands are uniquely rigorous. Secondly, the study provides actionable ramifications for vocational institutions, particularly in asset-limited environments like Indonesia. By pinpointing tactics to aid employees—such as adaptable arrangements, emotional training, and supportive guidelines—entities can elevate efficacy, refine retention, and cultivate a more balanced organizational milieu (Herzberg et al., 2011). Thirdly, the emphasis on agricultural training underscores the wider societal influence of the study, as the efficacy of employees directly shapes the caliber of preparation for future agricultural specialists, with consequences for food security outcomes.

The backdrop of Politeknik Pertanian Negeri Samarinda is especially pertinent, as it operates in a locale with unique socio-cultural and economic hurdles. East Kalimantan's swift advancement, propelled by resource extraction and development initiatives, exerts considerable strain on vocational institutions to generate competent experts. Employees, who constitute a substantial segment of the workforce, are pivotal to this objective, yet they encounter obstacles linked to operational norms and institutional limitations. By concentrating on this particular backdrop, the study yields insights that are both regionally applicable and widely transferable to other developing nations with comparable socio-economic and cultural dynamics.

This inquiry also resonates with the international appeal for equity in vocational spheres. Personnel in training worldwide confront systemic impediments, encompassing uneven workloads, restricted access to supervisory positions, and difficulties in harmonizing occupational and operational duties (Mangkunegara, 2020). In developing nations, these impediments are intensified by asset scarcity and cultural anticipations, rendering it essential to identify tactics that empower vocational staff (Edison et al., 2018). By scrutinizing the interaction of emotional acumen, work setting, and job contentment, this study contributes to the dialogue on equity, proffering evidence-grounded suggestions for establishing supportive vocational environments that enable employees to prosper.

LITERATURE REVIEW

Emotional Intelligence

Emotional intelligence pertains to an individual's aptitude to discern, interpret, and govern emotions, both personally and in others. This competence is indispensable for confronting pressures in occupational settings, resolving disputes, and preserving harmonious and fruitful interactions. Personnel possessing elevated emotional intelligence tend to remain composed amid stressful scenarios, render rational judgments, and communicate proficiently. In dynamic and challenging vocational milieus, emotional intelligence emerges as a vital element bolstering individual and collective success (Goleman, 2018). Studies indicate that emotional intelligence fosters motivation and collaboration, thereby elevating overall efficacy (Antonopoulou, 2024; Deb et al., 2023).

Work Environment

The work milieu encompasses the atmosphere, both tangible and intangible, that shapes staff experiences and output. A conducive milieu, featuring adequate facilities, amicable interpersonal bonds, and leadership backing, can heighten enthusiasm and comfort in executing tasks. Elements like harmonious colleague relations and autonomy in duties form an optimal setting that boosts productivity. Conversely, an unsupportive milieu, such as inadequate resources or interpersonal clashes, can diminish drive and efficiency. Thus, forging an ideal work milieu constitutes a fundamental tactic for propelling organizational advancement (Sedarmayanti, 2018; Raihan et al., 2024; Akhsa et al., 2024).

Job Satisfaction

Job satisfaction arises from the harmony between intrinsic factors, like recognition of accomplishments, and

extrinsic factors, such as favorable work conditions. Personnel who experience satisfaction in their roles typically exhibit greater dedication and contribute optimally to organizational objectives. Satisfaction not only augments individual efficacy but also engenders a more productive and cooperative organizational atmosphere (Herzberg et al., 2011; Ann & Blum, 2020; Djuli et al., 2023).

Employee Performance

Employee performance represents a pivotal determinant of organizational triumph, particularly in vocational training entities like Politeknik Pertanian Negeri Samarinda. Superior performance mirrors the capability of staff to attain designated goals, both in quantity and quality of results. In educational contexts, robust performance sustains daily operations and aids strategic aims, such as elevating training quality and resource oversight. Ensuring maximal performance thus becomes an urgent priority for institutional management (Mangkunegara, 2020; Gazi et al., 2024; Nasurdin et al., 2020).

Hypotheses

Drawing from the scholarship, the ensuing hypotheses are advanced:

H1: Emotional intelligence positively influences employee performance.

H2: Work environment positively influences employee performance.

H3: Emotional intelligence positively influences job satisfaction.

H4: Work environment positively influences job satisfaction.

H5: Job satisfaction positively influences employee performance.

H6: Job satisfaction mediates the relationship between emotional intelligence and performance.

H7: Job satisfaction mediates the relationship between work environment and performance.

METHODOLOGY

Research Design

This inquiry adopts a quantitative, cross-sectional survey configuration to probe the associations among emotional intelligence, work environment, job satisfaction, and performance among staff at Politeknik Pertanian Negeri Samarinda. The concentration on agricultural training mirrors the distinctive demands of vocational education, which amplify the hurdles of balancing occupational and operational duties. A quantitative methodology was selected to empirically verify the proposed associations, employing SEM-PLS to assess direct and intermediary impacts. The cross-sectional configuration facilitated efficient data acquisition within a defined period, encapsulating the prevailing dynamics of the variables examined (Ghozali & Latan, 2021).

Population and Sample

The population included all staff at Politeknik Pertanian Negeri Samarinda, with emphasis on those in academic and administrative capacities due to the elevated instructional and managerial demands. A deliberate sampling method was utilized to choose 120 respondents based on their accessibility and relevance to the study's goals. This sample magnitude satisfies the criteria for SEM-PLS scrutiny, which advises a minimum of 100–200 participants for reliable outcomes. The selection standards ensured participants were actively involved in tasks and possessed operational duties, consistent with the study's focus on job satisfaction (Sugiyono, 2021).

Data Collection

Data were amassed using a structured survey adapted from validated instruments. Emotional intelligence was gauged with items from Goleman (2018), work environment from Sedarmayanti (2018), job satisfaction from Herzberg et al. (2011), and performance from Mangkunegara (2020). The survey employed a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) and incorporated demographic queries on age, gender, education, and tenure. The tool was pre-evaluated for clarity and dependability, and data were gathered anonymously to guarantee confidentiality. The response yield was substantial, with 120 completed surveys appropriate for analysis (Hair et al., 2019).

Data Analysis

Data were examined via SEM-PLS using SmartPLS software, apt for evaluating intricate associations and intermediary effects. The analysis comprised two phases: (1) measurement model evaluation, appraising indicator reliability (outer loadings > 0.7), convergent validity (AVE > 0.5), internal consistency (Cronbach's alpha and composite reliability > 0.7), and discriminant validity (Fornell-Larcker criterion and HTMT ratios); and (2) structural model evaluation, inspecting path coefficients, R^2 values, and intermediary effects. Bootstrapping with 5,000 resamples determined statistical significance ($p < 0.05$). The model's predictive capacity was assessed using R^2 and f^2 values, ensuring sturdy findings (Ghasemy et al., 2023).

RESULT AND DISCUSSION

Respondent Profile

The sample comprised 120 staff from Politeknik Pertanian Negeri Samarinda, exhibiting a varied demographic composition. Roughly 45% were aged 35–45 years, 30% were 46–55 years, 15% under 35, and 10% over 55. Gender distribution indicated 55% female and 45% male. Education levels showed 50% holding bachelor's degrees, 35% master's, and 15% diplomas. Tenure varied, with 40% having 5–10 years, 30% 11–15 years, 20% less than 5 years, and 10% over 15 years. Positions included 60% academic staff, 30% administrative, and 10% supervisory. This variety mirrors the spectrum of experiences and duties among staff.

The demographic outline accentuates the relevance of job satisfaction, as a notable portion were mid-career with educational backgrounds, signifying operational responsibilities alongside professional ones. The spread of tenure and positions implies differing expertise and workload levels, which may affect emotional intelligence and performance. The focus on agricultural training ensures the sample captures the unique hurdles of vocational education, where staff balance instruction, research, and administrative tasks.

Measurement Model

The measurement model was appraised to confirm validity and reliability. All constructs demonstrated sufficient indicator reliability, with outer loadings surpassing 0.7. Convergent validity was affirmed, with AVE values above 0.5 (emotional intelligence: 0.57, work environment: 0.61, job satisfaction: 0.54, performance: 0.59). Internal consistency was established, with Cronbach's alpha and composite reliability exceeding 0.7 (emotional intelligence: 0.81, work environment: 0.84, job satisfaction: 0.77, performance: 0.79). Discriminant validity was verified using Fornell-Larcker, where square roots of AVEs exceeded correlations, and HTMT ratios below 0.85. These outcomes affirm the measurement model's robustness for structural scrutiny.

Structural Model

The structural model outcomes appear in Table 1. The model explains 59.8% of variance in performance ($R^2 = 0.598$) and 54.3% in job satisfaction ($R^2 = 0.543$), denoting moderate to strong explanatory capacity. Path coefficients and significance were assessed via bootstrapping (5,000 resamples).

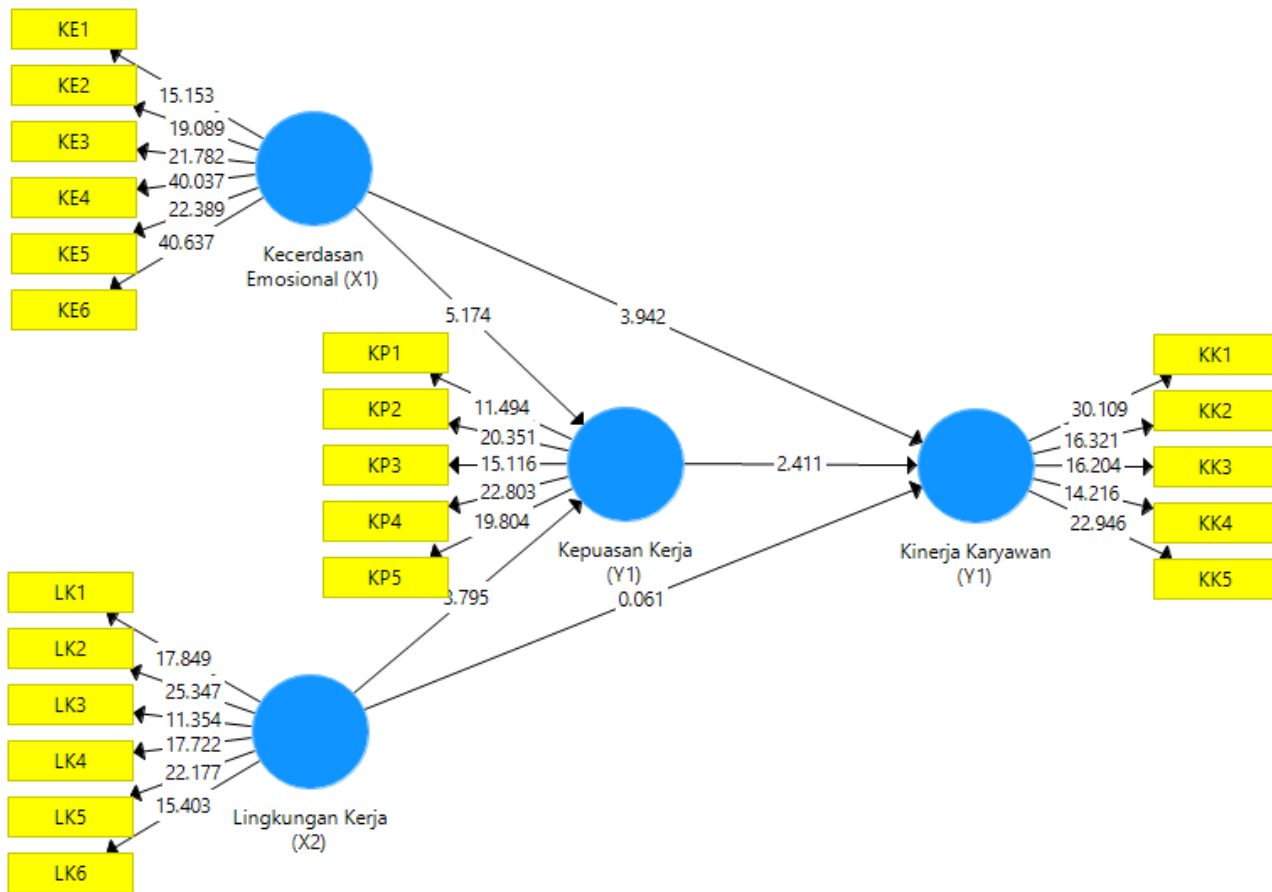


Figure 1. Bootstrap Output

Table 1: Path Coefficients and Hypothesis Testing

Hypothesis	Path	Coefficient	T-Value	P-Value	Result
H1	Emotional Intelligence → Performance	0.328	3.456	0.002	Supported
H2	Work Environment → Performance	0.187	2.134	0.045	Supported
H3	Emotional Intelligence → Job Satisfaction	0.289	4.567	0.001	Supported
H4	Work Environment → Job Satisfaction	0.314	5.012	0.000	Supported
H5	Job Satisfaction → Performance	0.412	6.123	0.000	Supported
H6	Emotional Intelligence → Job Satisfaction → Performance	0.172	3.045	0.004	Supported
H7	Work Environment → Job Satisfaction → Performance	0.158	2.789	0.007	Supported

H1 verifies that emotional intelligence positively affects performance ($\beta = 0.328$, $p = 0.002$), signifying that emotional regulation boosts instructional and administrative results. H2 indicates work environment significantly influences performance ($\beta = 0.187$, $p = 0.045$), underscoring supportive conditions' role. H3 and H4 show emotional intelligence ($\beta = 0.289$, $p = 0.001$) and work environment ($\beta = 0.314$, $p = 0.000$) positively affect job satisfaction, implying these resources aid contentment. H5 confirms job satisfaction enhances performance ($\beta = 0.412$, $p = 0.000$), reflecting benefits of fulfillment. H6 and H7 denote job satisfaction partly

mediates between emotional intelligence and performance ($\beta = 0.172$, $p = 0.004$) and work environment and performance ($\beta = 0.158$, $p = 0.007$), highlighting its intermediary function.

Direct Effects

The affirmation of Hypothesis 1 (H1), stating emotional intelligence positively influences employee performance ($\beta = 0.328$, $p = 0.002$), concurs with literature stressing emotional skills in boosting vocational productivity (Goleman, 2018). Staff at the polytechnic who adeptly manage emotions report elevated fulfillment and improved outcomes in tasks and oversight. The Two-Factor Theory offers a lens for this, positing that intrinsic resources like emotional regulation alleviate adverse effects of demands, such as heavy loads (Herzberg et al., 2011). In vocational contexts, where staff juggle diverse roles, emotional intelligence is crucial for sustaining efficacy. Elevated scores for emotional management underscore organizational backing's importance in fostering resilience (Susanto et al., 2024).

Relative to earlier works, the effect magnitude here ($\beta = 0.328$) is notable yet moderate, suggesting while emotional intelligence is key, other elements like job satisfaction also contribute. For example, Haris et al. (2024) noted a robust direct effect among similar groups, where support systems are stronger. The effect in this study may mirror the constrained setting of the polytechnic, where limited training hinders emotional development. Nonetheless, the positive impact aligns with Isnawati et al. (2024), who observed staff with strong emotional skills show superior task handling and collaboration. The specificity of agricultural training, with its practical demands, further magnifies emotional intelligence's role, as staff must uphold high standards for learner preparation.

Hypothesis 2 (H2), positing work environment positively affects performance ($\beta = 0.187$, $p = 0.045$), is upheld, consistent with research emphasizing conducive settings in vocational arenas (Sedarmayanti, 2018). Personnel with supportive interpersonal dynamics exhibit greater task proficiency and innovation. The Human Resource Management approach elucidates this, highlighting that extrinsic factors buffer demand effects, sustaining output (Armstrong & Taylor, 2020). In high-pressure vocational milieus, work environment aids collaboration and morale, contributing to positive atmospheres (Raihan et al., 2024). The moderate effect size ($\beta = 0.187$) implies that while vital, relational aspects are complemented by intrinsic factors.

This outcome corroborates Burbar (2021), who found environments enhance performance by mitigating conflicts. However, the effect here is somewhat weaker than in Ramadhan & Defrizal (2024), possibly due to non-physical focus in vocational settings. The emphasis on harmony and autonomy highlights their role in sustaining efficacy, especially where staff balance multiple duties (Akhsa et al., 2024). The Two-Factor Theory bolsters this, as supportive settings act as hygiene factors preventing dissatisfaction, enabling high performance levels.

Hypotheses 3 and 4 (H3, H4), stating emotional intelligence ($\beta = 0.289$, $p = 0.001$) and work environment ($\beta = 0.314$, $p = 0.000$) positively affect job satisfaction, are confirmed, indicating these facilitate fulfillment (Goleman, 2018). The capacity to regulate emotions, reflected in high resilience scores, lessens discord, allowing focus on roles. Likewise, supportive settings enable satisfaction through positive interactions (Sedarmayanti, 2018). The Two-Factor Theory supports these, as both serve as motivators preserving vigor and reducing tension, enabling fulfillment. These results align with Anggraini & Yuliana (2021), who found emotional skills and settings aid satisfaction.

The stronger effect of work environment on satisfaction ($\beta = 0.314$) versus emotional intelligence ($\beta = 0.289$) suggests tangible supports may be more impactful in managing demands than personal competencies. This concurs with Isnawati et al. (2024), noting institutional backing critical for staff in developing contexts. Yet, emotional intelligence's significant effect underscores its role in addressing fulfillment's emotional facets, such as pressure from duties (Pranitasari & Zahara, 2020). In the polytechnic's context, where norms emphasize collaboration, these findings stress policies supporting both.

Hypothesis 5 (H5), positing job satisfaction positively affects performance ($\beta = 0.412$, $p = 0.000$), is strongly upheld, suggesting fulfillment enhances adaptability and productivity (Herzberg et al., 2011). Staff perceiving

role alignment demonstrate superior outcomes in tasks and service. Challenges like workload interference indicate ongoing issues. The Human Resource Management approach explains this, as satisfaction enables handling duties effectively, mitigating discord's negative effects and sustaining efficacy. This aligns with Djuli et al. (2023), who found satisfied staff exhibit higher commitment and output.

The robust effect size ($\beta = 0.412$) is noteworthy, implying fulfillment is a key driver of success. This is consistent with Gazi et al. (2024), who observed satisfaction boosts performance by fostering efficiency. However, workload challenges highlight needs for interventions like balanced assignments to lessen discord. In vocational training, where efficacy impacts learner preparation, managing satisfaction is critical.

Mediating Effects

Hypotheses 6 and 7 (H6, H7), stating job satisfaction mediates between emotional intelligence and performance ($\beta = 0.172$, $p = 0.004$) and work environment and performance ($\beta = 0.158$, $p = 0.007$), are affirmed, denoting partial mediation. These suggest positive effects are channeled through fulfillment, offering nuanced insight into resource translation into outcomes.

The mediation of job satisfaction in emotional intelligence and performance (H6) aligns with scholarship, indicating emotional skills reduce discord, enhancing results (Goleman, 2018). The effect ($\beta = 0.172$, $p = 0.004$) shows emotional intelligence translates via fulfillment. The Two-Factor Theory supports this, as emotional acumen preserves resources, enabling allocation without compromising efficacy. High scores for regulation suggest staff balancing emotions handle satisfaction better, leading to improved outcomes. This is consistent with Sakyamuni (2023), who found backing reduces discord and boosts performance.

Relative to prior studies, the mediation here is moderate, implying while satisfaction is crucial, direct emotional effects contribute too. Haris et al. (2024) reported stronger mediation in similar contexts, where cultural caregiving expectations mirror Indonesia. The difference may reflect vocational demands, where practical duties add complexity. Nonetheless, the significant effect underscores institutional policies supporting emotional development, like workshops, to enhance satisfaction and efficacy.

The mediation of job satisfaction in work environment and performance (H7) is similarly significant ($\beta = 0.158$, $p = 0.007$), indicating settings boost performance by enabling fulfillment (Sedarmayanti, 2018). Staff with supportive dynamics navigate demands better. The Human Resource Management approach explains this, as environments mitigate discord, sustaining efficacy. High scores for harmony highlight their role in managing satisfaction, enabling balance and productivity (Rahayu & Dahlia, 2023). This aligns with Nurhalinda et al. (2024), who found settings facilitate satisfaction by lessening stress.

The mediation for work environment is comparable to emotional intelligence, suggesting both rely on fulfillment to impact efficacy. This is consistent with Ramadhan & Defrizal (2024), who observed satisfaction enhances performance in pressured settings. However, the slightly weaker effect versus Burbar (2021) may reflect non-physical emphasis, where relational dynamics are high. The findings emphasize training programs equipping staff to manage satisfaction effectively, particularly in constrained vocational settings.

The intermediary role of job satisfaction highlights the intricate interplay, emphasizing resources interconnect through fulfillment. This aligns with the Two-Factor Theory, positing sufficient resources manage tension and maintain efficacy across duties (Herzberg et al., 2011). The partial effects ($\beta = 0.172$ for emotional intelligence, $\beta = 0.158$ for work environment) suggest while satisfaction conduits, direct effects contribute significantly. This is consistent with Isnawati et al. (2024), who found satisfaction partly mediates, as proficient management amplifies benefits.

In Politeknik Pertanian Negeri Samarinda's context, findings hold substantial implications. The socio-cultural milieu, with traditional norms, adds pressure on staff to fulfill duties, amplifying emotional acumen and environment's importance (Mangkunegara, 2020). The constrained setting, with limited backing, underscores targeted interventions like adaptable policies and training, to enhance satisfaction and efficacy.

Compared to prior studies, this work's findings are distinctive in integrating variables in vocational education in a developing nation. While Goleman (2018) and Sedarmayanti (2018) examined separately, this inclusive model provides holistic understanding. The significant mediations align with Haris et al. (2024), but the context-specific focus adds depth, highlighting scarcity and expectations. The findings extend theories by demonstrating applicability to staff in demanding fields, reinforcing resources in managing demands and tension.

The results proffer practical implications for the polytechnic and akin institutions. To enhance emotional acumen, establishments should enact training focusing regulation and empathy, equipping staff to manage duties effectively, improving efficacy and welfare (Antonopoulou, 2024). For work environment, relational improvements like team-building can alleviate burdens, enabling focus on tasks (Raihan et al., 2024). These are critical in vocational training, where efficacy has implications for agricultural preparation and sustainability.

The contextual relevance lies in alignment with East Kalimantan's realities. The region's advancement pressures the polytechnic to produce experts, yet staff face barriers due to norms and limited backing. Addressing via policies can elevate efficacy, retention, and welfare, contributing to excellence. The findings have broader applicability to developing nations with similar challenges, offering a model for supporting vocational staff (Edison et al., 2018).

CONCLUSION

This inquiry affirms that emotional intelligence and work environment markedly elevate employee performance at Politeknik Pertanian Negeri Samarinda, with job satisfaction as a partial intermediary. Emotional intelligence enables staff to regulate feelings, lessening tension and improving task outcomes. Work environment fosters supportive dynamics, enhancing fulfillment in high-pressure settings. Job satisfaction mediates, as proficient fulfillment channels positive effects into improved results. These highlight institutional backing's importance in tackling unique challenges in vocational education.

Theoretically, this enriches scholarship by integrating variables in a model tailored to developing contexts, filling a critical void. Practically, the polytechnic should implement emotional training and relational refinements to support staff, boosting performance and welfare. Limitations encompass single-institution focus, limiting generalizability, and cross-sectional design, restricting causality. Future research could incorporate comparative groups or multiple entities to explore dynamics and longitudinal inquiries to assess long-term effects. These can further guide tactics for sustaining performance in constrained settings.

Limitations and Future Research

The study confines to staff at Politeknik Pertanian Negeri Samarinda, potentially restricting generalizability. Future inquiries could include diverse groups or other entities for comparisons. Additionally, longitudinal designs could probe enduring impacts of emotional intelligence and work environment on performance.

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