

The Effect of Emotional Intelligence on Career Outcomes, Mediated by Thriving at Work and Career Resilience

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ABSTRACT

Purpose: This study examines the effects of emotional intelligence on career outcomes among Generation Z civil servants, with career resilience and thriving at work as mediating variables. It hypothesizes that emotional intelligence improves career outcomes, both directly and indirectly through the two mediators.

Research Method: A quantitative, causal, and cross-sectional design was employed. Questionnaire data were collected from 337 Generation Z civil servants who graduated from the State College of Accounting and worked in four Indonesian government agencies. The relationships among emotional intelligence, career resilience, thriving at work, and career outcomes were analyzed using path analysis, while mediation effects were assessed using the Sobel test.

Results and Discussion: Emotional intelligence positively and significantly affected career outcomes, career resilience, and thriving at work. Thriving at work positively affected career outcomes, whereas career resilience had a significant negative effect. Both career resilience and thriving at work significantly mediated the relationship between emotional intelligence and career outcomes, with thriving at work demonstrating the stronger indirect effect.

Implications: Government agencies should integrate the development of emotional intelligence, continuous learning, coaching, psychosocial support, and merit-based talent management into employee development policies. Future studies should examine leadership quality and organizational decision-making.

Originality: This study reveals the contrasting mediating roles of career resilience and thriving at work in explaining the career outcomes of Generation Z civil servants within a rigid bureaucratic context.

Keywords: emotional intelligence; career resilience; thriving at work; career outcomes; Generation Z civil servants.

1. Introduction

The VUCA world forces organizations to shift, adapt, and change their sustainability strategies in order to continue operating and remain profitable (Barhate *et al.*, 2022). The business environment has become highly complex and unpredictable, with implications for industrialists, professionals, businesspeople, and workers (Chowdhury, 2024). The pace of change amid uncertainty makes workers' careers increasingly difficult and complex, amid turbulence and upheaval (Peeters *et al.*, 2022). This paradigm shift has rendered workers' expectations of a lifetime career guarantee unrealistic; indeed, no specific skills can be prepared in advance to guarantee employability (Shaffer & Zalewski, 2011). Failure



to acquire new competencies and skills leads to various challenges, ranging from career stagnation to the obsolescence of professions over time due to a diminished ability to adapt within the workplace (Kim *et al.*, 2023). Statistics from the Central Statistics Agency (BPS) indicate that 50% of the unemployed, or 7.2 million people, are young adults, the productive generation most severely impacted economically by shifting perceptions regarding careers, including careers in the technology industry, which is currently booming worldwide (Barhate & Dirani, 2021) and has laid off 552,000 people between 2022 and 2024 (Sayegh, 2024).

These changes also affect the careers of civil servants (PNS) in the government. Career stagnation within government agencies can result from various factors. Some of the causes are (1) a lack of promotion opportunities, (2) a system that is not merit-based, and (3) mismatched job classifications. Career stagnation occurs when higher-level positions are already filled; under regulations, an employee's position cannot be downgraded—this only occurs if there is a mechanism for severe disciplinary action in accordance with the Civil Service Law and Government Regulation No. 94 of 2021. Additionally, Ministerial Regulation No. 17 of 2021 issued by the Minister of State Apparatus Empowerment and Bureaucratic Reform regarding the Equivalence of Administrative Positions to Functional Positions has led to the transfer of positions from structural to functional roles, resulting in a backlog of functional positions across various government organizations. Based on the results of a competency test conducted by a government agency, 178 employees who passed were found eligible for promotion; however, 109 employees (61%) could not be appointed due to a lack of available positions.

Career perception is still regarded as a continuous, lifelong process that encompasses an individual's professional development and work experiences over time (Amira & Febrianti, 2022). Career outcomes can take the form of feelings of joy or happiness characterized by job satisfaction, career satisfaction, and a sense of participation (Chusna & Waskito, 2024) or be viewed as career success, achievements, and competence in resource management, including subjective perceptions such as personal satisfaction and perceptions of career satisfaction, as well as objective perceptions such as salary, promotions, and professional recognition (Bargsted, 2021). Career outcomes can also be negative (Chen *et al.*, 2020), and the resulting impacts, such as career satisfaction, burnout, and intention to leave one's career, cannot be ignored. In their study, Pirsoul *et al.*, (2023) found a substantial body of literature highlighting researchers' strong focus on emotional intelligence and career outcomes. Sharma & Tiwari (2024) state that emotional intelligence still requires further research because existing studies have not fully elucidated its true potential as a predictor or mediator in relation to other criteria or variables.

Individuals with high emotional intelligence are perceived as more resilient; they can overcome past negative experiences by managing their emotions more effectively in challenging situations, thereby maintaining a positive outlook (Rao *et al.*, 2024). Career resilience, as a catalyst for emotional intelligence, can shape career outcomes. Collado-Soler (2023) demonstrated that emotional intelligence and resilience are essential for individuals facing changes in adulthood; those who possess adequate mechanisms that serve as a protective shield against life's changes will become resilient. Resilience is believed to stem from high emotional intelligence; one case study involving healthcare professionals demonstrated that it can reduce burnout, increase job satisfaction, and ultimately lead to greater resilience and professionalism in their work (Hashmi *et al.*, 2024). For Generation Z to achieve a successful career, emotional intelligence must be complemented by career resilience as an essential competency.

Although these findings provide an initial understanding of the role of emotional intelligence in various outcomes, research specifically exploring the relationship between emotional intelligence and career outcomes, with “thriving at work” as a mediating variable, remains relatively limited. Furthermore, research on Generation Z, which exhibits unique characteristics in how it faces career challenges, has also been scarce. Therefore, this study proposes using thriving at work as a mediating variable in the relationship between emotional intelligence and career outcomes to address a gap in the existing literature and provide both theoretical and practical contributions to human resource development, particularly for the younger generation in the workforce.

The remainder of this paper is organized as follows. Section 2 provides a literature review and hypothesis development. Section 3 presents the research method and design. Section 4 provides the results and discussion. Section 5 presents Concluding Remarks and Recommendations.

2. Literature Review and Hypothesis Development

2.1 Emotional Intelligence

Emotional intelligence can be defined as an individual’s ability to accurately interpret, access, and express emotions, thereby facilitating thinking, self-awareness, and the reflective regulation of emotions to promote emotional and intellectual growth in communication with others (Mayer *et al.*, 2024). Furthermore, according to Goleman’s model of emotional intelligence, emotional intelligence is a set of competencies or skills related to self-control, enthusiasm, perseverance, motivation, the drive to control one’s behavior, self-restraint, mood regulation, and the ability to prevent emotions from influencing thinking processes, expectations, and motivation (Chaidi & Drigas, 2022). Meanwhile, based on Bar-On’s emotional intelligence model, emotional intelligence is defined as an individual’s emotional and social skills and competencies that enable one to cope with environmental pressures and expectations (Uçak & Yıldırım, 2020). Emotional intelligence has been identified as crucial in human interactions; consequently, its role in the workplace has received significant attention in recent years. Individuals with high emotional intelligence are believed to experience stress less frequently and demonstrate strong professional performance, including in managerial roles (Xue *et al.*, 2023).

2.2 Career Resilience

Career resilience can be defined as a person’s ability to cope with changing circumstances after they occur, as well as to remain proactive in achieving career goals and success (Peeters *et al.*, 2022). Career resilience is a key factor in a person’s ability to bounce back from setbacks and maintain a successful career path (Zhao, 2024). In London’s Career Motivation theory, career resilience is the ability to adapt to changing situations, including challenging or hindering conditions, and reflects an individual’s level of resilience. This resilience drives individuals to remain motivated in making progress. It provides the strength to face various career obstacles, such as job termination, job reassignment, work-related stress, or a decline in performance (Zhang & Jiang, 2023). Kong *et al.*, (2024) also state that career resilience is an individual’s ability to cope with career disruptions in a suboptimal work environment and to adapt to unfavorable circumstances. Barhate *et al* (2024) note that career resilience refers to an individual’s ability to adapt and thrive in their career despite facing challenges and setbacks. Furthermore, Savickas (2020) notes that career resilience is an individual’s capacity to adapt and succeed amid challenges and changes in the work environment.

2.3 Thriving at Work

The model defines “thriving at work” as a combination of the experience of vitality, that is, feelings of energy and aliveness, and learning, which involves the perception of the continuous development and application of knowledge and skills in the workplace (Huo, 2021). The literature on thriving at work, whether contextual, behavioral, or related to personality traits, is largely explained within Spreitzer’s social-embedded model of thriving (Liu *et al.*, 2021). “Thriving at work” is a positive psychological state derived from the word “to thrive,” which means to grow with enthusiasm, referring to an individual’s psychological growth in the work environment (Istiningtyas *et al.*, 2025). Additionally, thriving at work serves as a personal resource for engaging in positive organizational behavior (Okros & Vîrgă, 2023). Thriving is a crucial component in enhancing performance and well-being for talented employees facing increasingly intense competition in the workplace (Pfeffer, 2010); thus, thriving at work can be defined as a state in which individuals experience positive outcomes, including improved well-being and opportunities for growth (Blondel *et al.*, 2024).

2.4 Career Outcomes

According to Martini *et al.*, (2023), career outcomes are the impacts on an individual’s professional journey that occur after completing a learning opportunity. Meanwhile, according to Fryczynska & Plesniak (2024), career outcomes encompass objective career achievements and subjective perceptions of individual accomplishments, work-life balance, and career development. In other words, career outcomes can take the form of satisfaction with an individual’s achievements in their professional career journey, also known as career satisfaction. In line with this, Hussain *et al.* (2024) state that career outcomes focus on work commitment, career satisfaction, and overall well-being. It can therefore be concluded that career outcomes are the effects of an individual’s professional journey following the completion of their education, manifesting as individual career achievements, the ability to balance personal life and work, and personal development, which ultimately lead to career commitment, career satisfaction, and well-being. Career outcomes are the expected results or benefits that an individual anticipates from pursuing a particular career, including financial stability, job security, social status, and personal satisfaction (Najam & Ghazal, 2022).

2.5 The Influence of Emotional Intelligence on Career Outcomes

Pirsoul *et al.* (2023) found that emotional intelligence is significantly associated with various career outcomes. Barhate *et al.*, (2024) noted that emotional intelligence was positively related to career satisfaction, and that the relationship between emotional intelligence and burnout was significantly positive. In contrast, the relationship between emotional intelligence and intention to leave, although showing a direct positive correlation, was not statistically significant. According to Pirsoul *et al.*, (2023), emotional intelligence is an important antecedent influencing career outcomes, both objectively (promotions and salary) and subjectively (career satisfaction). Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H1: *There is a positive relationship between emotional intelligence and career outcomes*

2.6 The Influence of Emotional Intelligence on Career Resilience

Emotional intelligence has been identified as the strongest contributor to career resilience, surpassing other factors such as job satisfaction and mentoring support (Odedokun, 2024). Meanwhile, Fauzi &

Ardini (2024) state that there is a significant correlation between workplace emotional intelligence and work environments characterized by constant change, thereby enhancing career resilience. Hashmi *et al.*, (2024) note a strong correlation between emotional intelligence and resilience, indicating that individuals with emotional intelligence are more resilient when facing stress and challenges in their work environments. This highlights the importance of emotional intelligence and its positive correlation with career resilience in managing workplace challenges and maintaining career stability. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H2: *There is a positive relationship between emotional intelligence and career resilience*

2.7 The Influence of Career Resilience on Career Outcomes

Peeters *et al.*, (2022) state that career resilience is positively correlated with career outcomes such as career satisfaction and compensation, as individuals with high career resilience, such as those who exhibit adaptive behavior toward their environment, tend to achieve greater career success. Schultheiss *et al.* (2023) found a positive relationship between career resilience and career outcomes, career commitment, and self-efficacy. Research conducted by Han *et al.*, (2019) indicates that career resilience can positively impact overall career outcomes, highlighting the need to encourage practitioners to strengthen and motivate employees to develop their careers through a more proactive approach to career development. Career resilience is defined as a developmental process of persisting, adapting, or growing in one's career despite facing challenges, changes, and events over time; factors that serve as predictors of career success. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H3: *There is a negative relationship between career resilience and career outcomes*

2.8 The Influence of Emotional Intelligence on Thriving at Work

In their research, Kaur & Chauhan (2023) found that emotional intelligence, when appropriately developed, can improve interpersonal relationships in the workplace and employee performance, thereby enhancing thriving at work. This can be interpreted as the personal resources used to foster positive behavior within an organization. Meanwhile, Horta Reis Da Silva (2024) emphasizes that the modern workplace is now a key determinant of individual well-being and thriving, where emotional intelligence plays a dominant role in enhancing interpersonal relationships and fostering a sense of belonging and happiness. Wang *et al.*, (2023) found that emotional intelligence is a key enabling factor for thriving by unlocking potential and fostering employee engagement in agentic behavior, which, in turn, creates a comfortable work environment. An individual's capacity to act independently and their willingness to make their own decisions, including agentic behavior, are among the hallmarks of thriving at work. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H4: *There is a positive relationship between emotional intelligence and thriving at work*

2.9 The Influence of Thriving at Work on Career Outcomes

Kleine *et al.*, (2019) state that thriving at work is positively related to job satisfaction, because individuals who feel more energetic and enthusiastic about their work are more likely to be satisfied with their jobs. Meanwhile, Istiningtyas *et al.*, (2025) confirmed that thriving at work effectively reduces burnout and increases job satisfaction by improving how organizations manage thriving individuals' behavior. Naderi *et al.*, (2023) note that thriving and burnout can coexist simultaneously, as individuals facing significant

challenges may still thrive, a relationship that can be interpreted as either positive or negative depending on the context. Amira & Febrianti (2022) state that thriving at work is negatively correlated with the intention to leave, as it involves learning and vitality that enable individuals to perform their jobs while fostering their personal development, thereby reducing their intention to leave. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H5: *There is a positive relationship between thriving at work and career outcomes*

2.10 *The Influence of Career Resilience as a Mediator in the Effect of Emotional Intelligence on Career Outcomes*

Research conducted by Lyons & Schweitzer (2015) demonstrated that career resilience serves as an important mediator in the relationship between personality, career self-evaluation, and modern careers, emphasizing that the success of resilience stems from within the individual; when individuals attribute their own successes and failures to themselves, resilience in their careers is fostered. Career resilience acts as a partial mediator in the relationship between emotional intelligence and career success, indicating that while emotional intelligence has a direct influence on career achievement, the presence of resilience strengthens this relationship by equipping individuals with the ability to adapt to their environment and to develop themselves amid the ever-changing dynamics of the workplace (Sharma & Tiwari, 2024). Career resilience also mediates the relationship between emotional intelligence and career satisfaction, although its effect is small. This suggests that while emotional intelligence contributes to career success, career resilience helps reduce burnout and enhance satisfaction (Barhate *et al.*, 2024). The results of Mayer *et al.*'s (2024) study show that emotional intelligence directly influences career success and employee resilience. Furthermore, employee resilience was identified as a partial mediator of the relationships between all dimensions of emotional intelligence and career success. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H6: *Career resilience has a positive effect as a mediator in the relationship between emotional intelligence and career outcomes*

2.11 *The Influence of Thriving at Work as a Mediator in the Effect of Emotional Intelligence on Career Outcomes*

Wang *et al.*, (2023) state that emotional intelligence has the potential to foster employees' thriving at work; the study concludes that the indirect effect of thriving at work, as a mediator, is statistically significant. Amira & Febrianti (2022) note that thriving at work positively influences career satisfaction; in other words, a high level of thriving at work leads to significantly higher career outcomes. Thriving encourages individuals to set career goals and acquire skills aligned with their career growth. Components of thriving at work, such as a sense of learning and vitality, can help employees engage in their work and feel satisfied with their careers. Arti and Kurnawati (2024) suggest that individuals with high levels of emotional intelligence tend to perform better in the workplace, thereby reducing their likelihood of leaving their jobs. Additionally, the ability to thrive and adapt in the workplace is viewed as a more significant factor in reducing turnover intention. Therefore, based on this relationship, the hypothesis proposed in this study is as follows:

H7: *Thriving at Work has a positive effect as a mediator in the relationship between emotional intelligence and career outcomes*

3. Research Method

This study adopts a quantitative approach using a causal research design to examine cause-and-effect relationships among variables through hypothesis testing. Data collection was conducted at four ministries and government agencies, targeting civil servants who are graduates of the State College of Accounting (STAN) and have been employed for at least two years. This study will test the validity of four variables: emotional intelligence, career resilience, thriving at work, and career outcomes. In terms of its temporal dimension, this study is classified as cross-sectional, in which data are collected at a single point in time. Data were collected directly using a questionnaire. The unit of analysis in this study is individuals working in government agencies.

3.1 Respondent

The analysis of respondents' gender profiles revealed that the majority were women, totaling 185 (54.9%), while men numbered 152 (45.1%). Furthermore, the descriptive analysis of age in this study sample revealed two age groups: the majority of respondents were in the 25–30 age range, totaling 174 (51.63%), while those in the 20–24 age range numbered 163 (48.3%). Regarding the respondents' profiles, the majority held ranks or grades II/c–II/d, totaling 174 people (51.63%); followed by those with ranks III/a–III/b, totaling 162 people (48.07%); and one person with ranks III/c–III/d (0.3%). As for the respondents' educational backgrounds, those with a diploma dominated, numbering 174 people or 51.63%; second were those with a bachelor's degree, numbering 156 people or 46.29%; and those with a master's degree numbered 7 people or 2.08%.

Table 1. Demographic Profile of Respondents

Category	Description	Frequency	Percentage (%)
Gender	Male	152	45.1%
	Female	185	54.9%
Ages	20 – 24 Years	163	48.3%
	25 – 30 Years	174	51.63%
Rank/Grade	II/c – II/d	174	51.63%
	III/a – III/b	162	48.07%
	III/c – III/d	1	0.3%
Education	Diploma (D-I, D-II, D-III)	174	51.63%
	Strata I (D-IV, S-1)	156	46.29%
	Strata II (Magister/Master)	7	2.08%

Source: Data Processed, 2026.

4. Results and Discussion

4.1 Analysis Results

4.1.1 Validity Test

Validity testing is the assessment of whether the indicators measuring a variable measure what they are intended to measure, or, in other words, whether the indicators are valid. (Hair *et al.*, 2019). Furthermore, decision-making in validity testing requires factor loading values. The values of factor loadings are determined by the sample size used in a study. The following are the results of the validity test in this

study. Based on Table 2, the factor loadings for all indicators of each variable were obtained, with all values > 0.35, indicating that the validity of this study was met.

Table 2. Validity Test Results

Variable	Items	Factor Loadings
Emotional Intelligence	EI1	0.695
	EI2	0.674
	EI3	0.669
	EI4	0.663
	EI5	0.669
	EI6	0.627
	EI7	0.598
	EI8	0.620
	EI9	0.629
	EI10	0.746
	EI11	0.696
	EI12	0.584
	EI13	0.650
	EI14	0.739
	EI15	0.720
	EI16	0.684
Career Resilience	CR1	0.775
	CR2	0.448
	CR3	0.833
	CR4	0.793
	CR5	0.606
Thriving at Work	TW1	0.508
	TW2	0.719
	TW3	0.695
	TW4	0.638
	TW5	0.776
	TW6	0.791
	TW7	0.802
	TW8	0.774
	TW9	0.589
	TW10	0.776
Career Outcome	CO1	0.681
	CO2	0.757
	CO3	0.798
	CO4	0.826
	CO5	0.753
	CO6	0.803
	CO7	0.692
	CO8	0.744
	CO9	0.798
	CO10	0.710
	CO11	0.713
	CO12	0.601
	CO13	0.648
	CO14	0.773
	CO15	0.784
	CO16	0.824
	CO17	0.789
	CO18	0.580
	CO19	0.626

Source: Data Processed, 2026.

4.1.2 Reliability Test

This study uses a reliability test to assess the consistency of the questionnaire's results across repeated use. In conducting reliability testing, the desired Cronbach's alpha value must be more than 0.6, and the composite reliability value must be more than 0.7 (Hair *et al.*, 2019). The composite reliability value indicates how well a variable is measured, while Cronbach's alpha is the lowest reliability estimate for the variable. Based on Table 3, the Cronbach's alpha values for each latent variable are reported as all greater than 0.7, indicating that the reliability criterion in this study is met.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Info
Emotional Intelligence	0.916	Reliable
Career Resilience	0.696	Reliable
Thriving at Work	0.890	Reliable
Career Outcome	0.951	Reliable

Source: Data Processed, 2026.

4.1.3 Descriptive Statistics

Descriptive Statistical Tests can provide an overview of the data, including the minimum, maximum, average (mean), and standard deviation. The variables used in this study include transformational leadership, training and development, and job satisfaction as independent variables, and job performance as the dependent variable. These variables will be tested descriptively as shown in Table 4.

Table 4. Descriptive Statistics

Quality Consciousness	Mean	Min	Max	Std.Deviation
<i>Emotional Intelligence</i>				
E11	4.53	2	5	0.668
E12	4.49	2	5	0.720
E13	4.51	2	5	0.677
E14	4.63	2	5	0.637
E15	4.45	2	5	0.774
E16	4.37	2	5	0.785
E17	4.44	2	5	0.762
E18	4.36	2	5	0.809
E19	4.50	2	5	0.802
E110	4.46	2	5	0.771
E111	4.60	2	5	0.675
E112	4.69	2	5	0.540
E113	4.53	2	5	0.699
E114	4.44	2	5	0.750
E115	4.47	2	5	0.798
E116	4.50	2	5	0.732
Average Total	4.49			
<i>Career Resilience</i>				
CR1	4.73	3	5	0.537
CR2	4.27	3	5	0.933
CR3	4.67	3	5	0.590
CR4	4.53	3	5	0.672
CR5	4.58	2	5	0.749

Quality Consciousness	Mean	Min	Max	Std.Deviation
Average Total	4.55			
Thriving at Work				
TW1	4.73	2	5	0.578
TW2	4.60	2	5	0.615
TW3	4.63	2	5	0.558
TW4	4.75	2	5	0.510
TW5	4.59	2	5	0.662
TW6	4.56	2	5	0.713
TW7	4.52	3	5	0.728
TW8	4.52	2	5	0.798
TW9	4.48	2	5	0.690
TW10	4.63	2	5	0.708
Average Total	4.60			
Career Outcome				
CO1	4.15	3	5	1.030
CO2	4.22	3	5	0.929
CO3	4.22	2	5	0.979
CO4	4.35	2	5	0.846
CO5	4.44	2	5	0.844
CO6	1.51	1	4	0.787
CO7	1.53	1	4	0.707
CO8	1.64	1	4	0.795
CO9	1.43	1	4	0.725
CO10	1.42	1	4	0.664
CO11	1.45	1	4	0.680
CO12	1.57	1	4	0.853
CO13	1.33	1	4	0.600
CO14	4.37	2	5	0.839
CO15	4.34	3	5	0.858
CO16	4.34	2	5	0.873
CO17	4.51	2	5	0.728
CO18	4.67	2	5	0.578
CO19	4.71	2	5	0.629
Average Total	3.16			

Source: Data Processed, 2026.

Based on Table 4, the emotional intelligence variable had an average score of 4.49, falling into the "agree" category, with a highest score of 4.69. Next, the career resilience variable had an average score of 4.49, falling into the 'agree' category, with a highest score of 4.73. Similarly, the thriving at work variable had an average score of 4.60, also falling into the "agree" category, with a highest score of 4.75. Finally, the average score for the career outcome variable was 3.16, falling into the "undecided" category, with a maximum score of 4.71.

4.1.4 Hypothesis Test

From Table 5 of the hypothesis test results, each t-statistic and p-value is 0.000 for each hypothesis, indicating that all hypotheses in this study are accepted or supported. More details are provided in Table 5.

Table 5. Hypothesis Test Results

Hypothesis	Estimate	P Values
There is a positive relationship between emotional intelligence and career outcomes	0.962	0.000
There is a positive relationship between emotional intelligence and career resilience	0.615	0.000
There is a negative relationship between career resilience and career outcomes	-0.605	0.000
There is a positive relationship between emotional intelligence and thriving at work	0.912	0.000
There is a positive relationship between thriving at work and career outcomes	0.465	0.000
Career resilience has a positive effect as a mediator in the relationship between emotional intelligence and career outcomes	0.052	0.000
Thriving at Work has a positive effect as a mediator in the relationship between emotional intelligence and career outcomes	0.065	0.000

Source: Data Processed, 2026.

4.2 Discussion

The results of the test of Hypothesis 1 show that emotional intelligence has a coefficient of 0.962, meaning that the higher the perceived level of emotional intelligence, the greater the increase in perceived career outcomes, specifically by 0.962 units. Based on the test results above, a significance value of $0.000/2 = 0.000 < 0.05$ (alpha 5%) was obtained; therefore, H_0 is rejected, and H_1 is accepted, indicating that there is a statistically significant positive effect of emotional intelligence on career outcomes. This confirms previous research by Pirsoul *et al.*, (2023), which emphasized that emotional intelligence is significantly and positively correlated with various career outcomes. The higher the emotional intelligence of Generation Z civil servants, the more positive their perceptions of their career outcomes, as Mayer *et al.*, (2024) highlight in their study, which emphasizes the ability to adaptively recognize, understand, and manage emotions in the workplace, leading to positive outcomes. This can minimize emotional stress when facing career stagnation resulting from human resource management processes within each organization, underscoring the importance of emotional intelligence as an indicator of the quality of an organization's human resources.

Based on the results of Hypothesis 2 above, emotional intelligence has a coefficient of 0.615, indicating that for each 1-unit increase in perceived emotional intelligence, perceived career resilience increases by 0.615 units. Based on the test results above, a significance value of $0.000/2 = 0.000 < 0.05$ ($\alpha = 5\%$) was obtained; therefore, H_0 is rejected, and H_1 is accepted, indicating a statistically significant positive relationship between emotional intelligence and career resilience. These findings are consistent with those of previous studies conducted among healthcare professionals in the (United States Hashmi *et al.*, 2024), gig economy workers (Fauzi & Ardini, 2024), Generation Z in Central Kalimantan (Panjaitan & Mutiasari, 2024), and correctional officers in Nigeria (Odedokun, 2024). This study confirms the same findings among Generation Z civil servants in Indonesia. Within the theoretical framework, individuals with high emotional intelligence can manage tasks and emotions in difficult work situations, view challenges as opportunities for self-development rather than as threats and possess the ability to manage emotions or unfavorable situations, a capability particularly relevant for Generation Z members working as civil servants (ASN).

Based on the results of the test for Hypothesis 3, career resilience has a coefficient of -0.605, meaning that the higher the perceived level of career resilience, the greater the reduction in the perceived career outcome by 0.605 units. Based on the test results above, a significance value of $0.000/2$

= 0.000 < 0.05 ($\alpha = 5\%$) was obtained; therefore, H_0 is accepted, and H_1 is rejected. It can be concluded that there is a statistically significant negative relationship between career resilience and career outcomes. These findings are consistent with previous research that further analyzes the negative effects of career resilience, as seen in the study by Lyons & Schweitzer (2015), which states that career resilience may function differently from general psychological resilience because, in the context of an individual's career, it may involve the ability to protect oneself from the impact of career setbacks. Kodama also supports this. M, (2021), who found that the distinct roles and influences of certain elements of the career resilience variable have different implications for career development.

The results of the test for Hypothesis 4 show that emotional intelligence has a coefficient of 0.912, meaning that the higher the perceived level of emotional intelligence, the greater the increase in the perception of thriving at work by 0.912 units. Based on the test results above, a significance value of $0.000/2 = 0.000 < 0.05$ (alpha 5%) was obtained; therefore, H_0 is rejected, and H_1 is accepted, indicating that there is a statistically significant positive relationship between emotional intelligence and thriving at work. These results demonstrate that emotional intelligence enables individuals to manage their emotions during interactions with colleagues, facilitating communication that ultimately contributes to a supportive and engaging work environment. Wang *et al.*, (2023) confirmed these findings in a study of 131 commercial pilots, showing that emotional intelligence improved workplace safety performance. Organizational leaders should encourage the development of emotional intelligence as a key factor in fostering a positive work environment, thereby making employees more productive, capable, and loyal.

The results of Hypothesis 5 show that "thriving at work" has a coefficient of 0.465, meaning that the higher the perceived level of "thriving at work," the greater the increase in perceived career outcomes by 0.465 units. Based on the above test results, a significance value of $0.000/2 = 0.000 < 0.05$ ($\alpha = 5\%$) was obtained; therefore, H_0 is rejected, and H_1 is accepted, indicating that there is a statistically significant positive effect of thriving at work on career outcomes. The findings of this study are supported by those of Huo (2021), who found that thriving at work is positively correlated with career outcomes; the underlying reason is that workplace learning experiences help develop general self-confidence, which in turn fosters interest and engagement in their careers. For Gen Z civil servants, learning is essential to future career success. Every government organization must be open to providing training, thereby opening up opportunities to broaden professional knowledge, foster greater career commitment, minimize career regret, and ensure individual career success.

Based on the results of the statistical analysis, it was found that emotional intelligence affects career outcomes, mediated by career resilience, with a coefficient of 0.052; this means that the higher the perceived career resilience that mediates the relationship between emotional intelligence and career outcomes, the higher the perceived career outcomes by 0.052 units. The test results above show that the p-value is $0.00113139 < 0.05$ (alpha 5%), so H_a is accepted, and H_0 is rejected. At the 95% confidence level, it can be concluded that career resilience fully and significantly mediates the relationship between emotional intelligence and career outcomes. The findings of this study are consistent with previous research, specifically a study on healthcare professionals conducted by Hashmi *et al.*, (2024), which found that emotional intelligence is a critical factor, particularly in professions characterized by high-pressure work environments, frequent rapid decision-making, and active interaction with colleagues and service users. Therefore, government organizations must standardize emotional intelligence

training across their agencies to enhance individuals' service capabilities, whether toward colleagues or the public, and to serve as a foundation for ensuring clear career paths or talent development pathways.

Based on the statistical analysis, emotional intelligence affects career outcomes, mediated by "thriving at work," with a coefficient of 0.065. This means that the higher the perception of "thriving at work," which mediates the relationship between emotional intelligence and career outcomes, the higher the perceived career outcomes by 0.065 units. The test results above show that the p-value is $0.00006697 < 0.05$ (alpha 5%), so H_a is accepted, and H_o is rejected. At the 95% confidence level, it can be concluded that "thriving at work" fully and significantly mediates the relationship between emotional intelligence and career outcomes. This study yielded the same results as those previously reported by Wang *et al.*, (2023), who found that the indirect effect of "thriving at work" as a mediator was statistically significant.

5. Concluding Remarks and Recommendation

Based on the analysis of respondents belonging to Generation Z who work as civil servants in various government organizations, the majority of whom are women aged 25–30 with a diploma, holding ranks II/c–II/d, and having 1 to 5 years of service, the research findings indicate that emotional intelligence has a positive influence on career outcomes. Emotional intelligence also positively influences career resilience. Meanwhile, the influence of career resilience on career outcomes is negative. Furthermore, emotional intelligence positively influences thriving at work. Furthermore, "thriving at work" positively affects career outcomes. Meanwhile, career resilience mediates the positive effect of emotional intelligence on career outcomes. Finally, "thriving at work" also mediates the positive effect of emotional intelligence on career outcomes. The positive effect of emotional intelligence on career outcomes is more significant when mediated by "thriving at work" than when mediated by career resilience.

Based on the research findings, this study can provide insights for policymakers in government organizations, particularly on how to enhance career satisfaction, reduce the risk of burnout, and lower the intention to leave among Generation Z civil servants. Implications of this research include implementing leadership training programs, new employee orientation, or periodic training sessions. Furthermore, to foster a supportive work culture, it is necessary to establish spaces for continuous learning, such as knowledge-sharing sessions, senior coaching clinics, cross-departmental internal training, and cross-departmental work teams. It is also important to create a measured degree of freedom for Generation Z to explore their ability to contribute, such as by developing ideas or suggesting improvements to work procedures. Furthermore, this can be achieved by providing psychosocial support services for Generation Z employees working under high pressure, such as an Employee Assistance Program that offers access to psychology experts to consult on their well-being and help them manage work-related stress while performing their duties.

Based on the research findings, discussion, and limitations identified by the researchers, the following recommendations are proposed for future research: The role of leadership quality in achieving higher performance could be explored. The study conducted by Ji *et al.*, (2023) on Leader-Member Exchange theory can serve as a reference. 2. The role of decision-making at higher decision-making levels in creating a more thriving work environment could be explored, as discussed in Judgment and Behavioral Decision Making as a mediating variable.

Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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