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Emotional Intelligence and Team Effectiveness: An Organizational Behavior Perspective in Public Hospitals

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Abstract

This study examines how emotional intelligence affects team performance in inter-institutional collaboration processes in government hospitals. Conducted across hospitals in South Sulawesi and Central Sulawesi Provinces over six months in 2017, the study used cluster and stratified random sampling based on hospital type and health officer level to ensure representation of diverse organizational contexts. Using partial least squares (PLS) analysis in WarpPLS, the findings showed that emotional intelligence positively and significantly influences team performance, with a path coefficient of 0.138 and a p-value of 0.050. These results highlight the critical role of emotional competencies in enhancing coordination, knowledge sharing, and collaborative effectiveness among healthcare teams in complex service environments. This study underscores the need for continuous capacity building and emotional skills development among health professionals, while recommending that future research explore additional organizational behavior variables that may further explain or strengthen the emotional intelligence–team performance relationship.

Keywords emotional intelligence, team performance, government hospital, organizational behavior.

1. Introduction

Hospitals are part of the service industry and have very complex business processes, with a large potential for optimization and efficiency improvements (Gray & Boshoff, n.d.). Public demand for better health services indirectly requires hospitals to continuously develop (Rhyne, 1988). To improve the quality of health services for the customer, the work should be done effectively and efficiently, and it requires continuous improvement with the least amount of resistance possible (Ghosh & Sallam, 1994). In the last decade, hospitals and technical services for healthcare in Indonesia have rapidly expanded; in 2012, the number of public hospitals was 1, 608, and by 2013, the number of hospitals was 1, 725 (Central Bureau of Statistics, 2015).

The rapid growth in health services may result in a lack of human resource preparation, which can threaten the quality of these services (Khatri et al., 2006). The level of knowledge can affect the quality of health services and the results of hospital officers' performance (Baker, 2011; Bate & Robert, 2002). To integrate existing resources, employee performance must be maximized (Bate & Robert, 2002). A series of hospital operational policies and standards require the collaboration of all hospital departments (Tang et al., 2013); thus, the proposal is to create the greatest benefit for health services from limited resources between the departments

e-ISSN: 3026-4499
Vol. 4
20-22 Oktober 2026

(Eriksen et al., 1999; Frank et al., 1992).

The quality of collaboration and performance of interdepartmental teams depends heavily on the knowledge-sharing function within the collaboration team (van Sluisveld et al., 2012). Team performance also reflects the attitude of cooperation, competence, and culture behind each participating institution and team member (Tang et al., 2013). Like any other professional community, team conflicts exist in the participating institutions and even among the members of the hospital's high-status sections (Davis et al., 2007). Team conflicts, such as competitions and varieties, usually have a damaging effect on the quality of interaction and collaborative achievement (Jehn & Chatman, 2000). In addition, the emotional intelligence of the participants is an important factor in team performance during the growth process (Birx et al., 2011).

2. Literature Review

Emotional intelligence (EI) refers to an individual's ability to recognize, understand, and manage emotions effectively in themselves and others. In organizational settings, EI is considered an important factor that supports communication, cooperation, and conflict management among employees. In hospital environments, where multidisciplinary collaboration is essential, emotional intelligence can facilitate better interpersonal relationships and improve the quality of teamwork (Birx et al., 2011).

Team performance reflects a team's ability to achieve its objectives through effective coordination, collaboration, and knowledge sharing. In healthcare organizations, successful team performance depends on the quality of interactions among team members as well as their ability to work together in complex service environments (Tang et al., 2013; van Sluisveld et al., 2012). Conflicts and poor communication among team members may hinder collaboration and reduce performance outcomes (Jehn & Chatman, 2000).

Previous studies have demonstrated a positive relationship between emotional intelligence and team outcomes. Melita Prati et al. (2003) found that emotional intelligence contributes to leadership effectiveness and improved team outcomes, while Rapisarda (2002) reported that emotional intelligence enhances team cohesiveness and performance. Therefore, employees with higher emotional intelligence are expected to contribute more effectively to team performance, particularly in collaborative healthcare settings.

3. Research Method

This research employs an explanatory pattern and intends to describe the position of the variables studied and the relationship between one variable and other variables (*Exploratory Research in the Social Sciences - Robert A. Stebbins - Google Books*, n.d.). This study was conducted in hospitals in South and Central Sulawesi Province. The study was conducted over six months in 2017. Sampling was done using the cluster method and stratified random sampling (Marshall, 1996), which was based on hospital type and the level of health officers. These characteristics were considered to represent highly heterogeneous information about the characteristics of health workers. The data analysis approach used in this study was partial least squares (PLS) (Abdi, n.d.), using WarpPLS software (Kock, 2018). The research framework is

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Vol. 4
20-22 Oktober 2026

shown in Figure 1.

To maintain consistency with the research framework and the data already collected, this study only tested the relationship between emotional intelligence and team performance. However, in the organizational behavior literature, there are other variables that could enrich the understanding of the mechanisms or conditions under which this relationship occurs, such as leadership style, team culture, motivation, and organizational climate. Some of these variables can act as mediators that explain how the effect occurs or as moderators that change the strength or direction of the relationship between the main variables. The distinction between these two roles is widely explained in research methodology; namely, a mediator explains the process of the relationship, while a moderator affects its strength or direction. Therefore, future research may add one or more of these organizational behavior variables, for example, as a moderator or mediator, to examine whether and how organizational context or leadership characteristics influence the effect of emotional intelligence on team performance, without altering the findings already obtained in this study.

4. Finding and Discussion

Validity and Reliability Testing. This study employed questionnaires to obtain data. Some parts of the questionnaire involved perceptions using a Likert scale. Therefore, a test was required to determine whether the questionnaire was valid and reliable. Pearson's correlation analysis was used to test the instrument validity. If the Pearson's correlation value (r) was greater than 0.30, it indicated that the item was valid and eligible for exclusion at a later stage. However, if the Pearson's correlation value (r) was less than 0.30, it indicated that the item was invalid. The instrument reliability was tested using Cronbach's alpha analysis. If the value of Cronbach's alpha coefficient was above 0.60, it indicated a reliable instrument; otherwise, if the value of Cronbach's alpha coefficient was below 0.60, it indicated that the instrument was not reliable. Table 1 presents the validity and reliability tests.

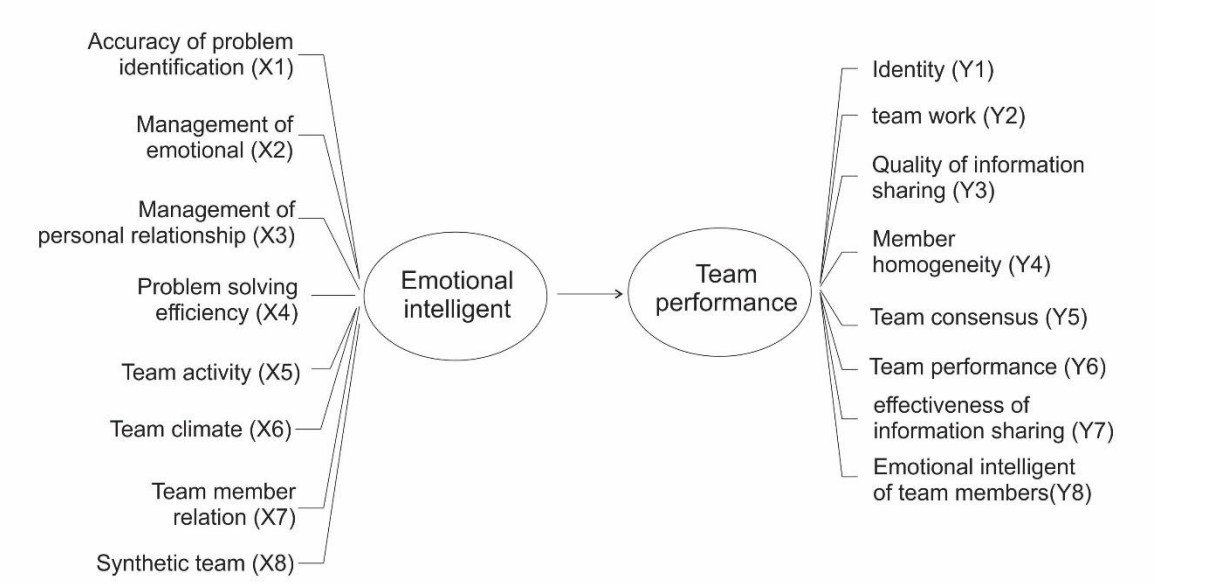
Tabel 1. Validity and Realibility of Indicators

Variables	Indicators	Validity		Reliability	
Emotional Intelligence (X1)	X11	0.421	Valid	0.702	Reliable
	X12	0.423	Valid		
	X13	0.472	Valid		
	X14	0.446	Valid		
	X15	0.422	Valid		
	X16	0.373	Valid		
	X17	0.509	Valid		
	X18	0.375	Valid		
Team Performance (Y3)	Y31	0.626	Valid	0.774	Reliable
	Y32	0.702	Valid		
	Y33	0.664	Valid		
	Y34	0.612	Valid		

FMI Jawa Timur XVIII 2026
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Vol. 4
20-22 Oktober 2026

	Y35	0.620	Valid		
	Y36	0.597	Valid		
	Y37	0.479	Valid		
	Y38	0.612	Valid		

Based on Table 1, all indicators for each variable had a correlation value greater than 0.30; therefore, the research instrument was declared valid. Meanwhile, the Cronbach's alpha value for all variables is greater than 0.60; thus, it can be said that the research instrument is reliable.



Goodness of Fit Test. The goodness-of-fit test used predictive relevance (Q2) values. The calculation result showed a predictive relevance value of 0.787 or 78.7%; therefore, it can be said that the model has a relevant predictive value. The predictive relevance value of 78.7% indicates that the diversity of data that can be explained by the model was 78.7%. In short, the information contained in the data can be explained by the model in 78.7 %. Meanwhile, the remaining 21.3% is explained by other variables (which are not in the model) and errors. Hair Ringle (2011) states that a value of Q2 > 75% indicates a very good model and can be interpreted for further hypothesis testing (Hair et al., 2012).

Partial Least Square Analysis Result. Inner model testing (structural model) essentially tests the research hypothesis. Hypothesis testing was performed using a t-test (TStatistic) on each partial direct effect path (Marcoulides, 1998). The results of the complete analysis are contained in the results of the WarpPLS analysis and are shown in Table 1. The following table presents the results of hypothesis testing.

e-ISSN: 3026-4499
Vol. 4
20-22 Oktober 2026

Table 2. Inner model result in WarpPLS: Direct Effect

Relationship	Path Coefficient	p-value	Information
Emotional Intelligence (X1) → Team Performance (Y3)	0.138	0.050	Signifikan

In direct effect testing on emotional intelligence as it relates to team performance, a path coefficient value of 0.138, with a p-value of 0.050, was obtained. Since the p-value was equal to 0.05, there was a significant direct effect of emotional intelligence on team performance (Table 2). Given that the path coefficient is positive, this indicates that the relationship is positive, meaning that the higher the emotional intelligence, the higher the team performance.

The analysis indicates that emotional intelligence has a statistically significant positive effect on team performance. Specifically, higher emotional intelligence scores were associated with better overall team performance outcomes in the sampled teams. These findings align with the expectation that emotional competencies support more effective interaction, communication, and coordination among team members, which, in turn, translates to higher performance.

Emotional Intelligence for Team Performance. Referring to the research data, emotional intelligence has an empirically significant effect on team performance. In the direct effect testing between emotional intelligence and team performance, a path coefficient value of 0.138, with a p-value of 0.050, was obtained. Since the p-value was 0.05, there was a significant direct effect between emotional intelligence and team performance. Given a positive path coefficient, this indicates that the relationship is positive. This finding indicates that the higher the emotional intelligence, the higher the team performance. This aligns with Beam (2012), who indicated that as an individual's total EQ score increases, so does the team cohesion assessment (Marshall & Beam, n.d.). According to Michael (2007), the findings show that a team's emotional intelligence predicts a stronger positive performance in heterogeneous groups than in homogeneous groups (Anger, 2005). The results are discussed in terms of the implications of group construction and the study of workgroup diversity. Other facts also suggest creating a factor (shown by the vector) that moves the employee towards the reception of the spectrum and repeats the sequence. Constantly monitoring employees' reactions is important because there is evidence that initiatives of change fail due to a lack of attention to long-term human factors (Shamir & Eilam, 2005). This study found that the team leader's emotional intelligence impacted team performance through the mediating effect of the team's emotional level and creativity of team members (Melita Prati et al., 2003). These results are also supported by Brown's (2002) findings that a transactional/transformational leadership style acts as a strong predictor of leadership effectiveness and ability (Spinelli, 2006). In addition, transactional and transformational leadership styles seem to have a symbiotic relationship with emotional intelligence in the leadership style domain (Hay, 2000). However, Hansenne (2008) stated that emotional intelligence (EI) is assessed using a modified version of the Schutte Emotional Intelligence Scale and cohesiveness with the Group Cohesiveness Scale (Mikolajczak et al., 2008). Finally, the performance of the nursing team was measured at four different levels: job satisfaction. The results showed a positive correlation between healthcare quality and emotional

FMI Jawa Timur XVIII 2026
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Vol. 4
20-22 Oktober 2026

regulation. Emotion regulation was positively correlated with group cohesion. Surprisingly, emotional assessment was negatively correlated with the quality of healthcare provided by the team. This result indicates that EI, and more specifically emotional regulation, can provide a new and interesting way to improve team cohesion (Rapisarda, 2002). The positive and significant relationship observed in this study suggests that emotional intelligence plays a meaningful role in enhancing team performance. This result is consistent with prior research showing that the emotional competencies of leaders or team members can bolster performance outcomes, especially when combined with supportive organizational conditions. For instance, Ye et al. (2024) reported that leader emotional intelligence is positively related to employee work performance and that the interaction with employees' emotional intelligence further strengthens outcomes, illustrating how interpersonal and contextual factors jointly matter. Building on this perspective, while this study focuses on the direct link between emotional intelligence and team performance, organizational behavior variables such as leadership style, team culture, and motivational climate may function as additional mechanisms or conditions that reinforce or shape these effects. Future research should examine whether such variables mediate the process through which emotional intelligence leads to improved performance or moderates the strength of this relationship in different organizational contexts. These extensions would deepen our understanding of the boundary conditions and pathways through which emotional intelligence operates in real-world workplace teams.

5. Conclusion

Based on the data analysis results, it can be concluded that there is a significant direct effect and real impact of emotional intelligence on team performance. However, continuous and comprehensive handling is still needed for all health officers in hospitals. Knowledge sharing, team conflict, and structural mechanisms in this study strengthened the effect of EI on team performance. New processes and ideas, continuous innovation, the application of expertise, cognition, roles, key ideas, interpersonal relationships, division of labor, hierarchy of authority, rights and obligation rules, and interpersonal relationships can influence team performance in the workplace. Employees who apply these values when working, in accordance with the results of this study, will be able to demonstrate good team performance. Therefore, institutions should ensure that these indicators are included in every employee development activity.

Significant Statement. This study found that the emotional intelligence of team leaders affects team performance. Emotional intelligence can be a mediating factor between the emotional level of team members and work team creativity. This can be beneficial for the head of the hospital and the Ministry of Health of the Republic of Indonesia to formulate strategic policies related to increasing human resources in government hospitals. This study will help researchers cover the critical areas of the relationship between emotional intelligence and team performance during the inter-institutionalized collaboration work process. Thus, a new theory on the effect of emotional intelligence on team performance was formulated.

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Conflict of Interest. The authors whose names are listed in this article state that they have no affiliation or involvement with any organization or entity with any financial interest. The author declares that this article is the author's original work, has not been published previously, and is not under consideration for publication elsewhere. This research has not been submitted for publication, nor has it been published in its entirety or in part.

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FMI Jawa Timur XVIII 2026
e-ISSN: 3026-4499
Vol. 4
20-22 Oktober 2026

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