

# The Effect of Emotional Intelligence on the Team Performance of Hospital Officers in South Sulawesi and Central Sulawesi Province

*by* Lukman Setiawan

---

**Submission date:** 01-Dec-2022 08:21PM (UTC+0700)

**Submission ID:** 1968219250

**File name:** tal\_Officers\_in\_South\_Sulawesi\_and\_Central\_Sulawesi\_Province.pdf (453.12K)

**Word count:** 5137

**Character count:** 29394

Article

# The Effect of Emotional Intelligence on the Team Performance of Hospital Officers in South Sulawesi and Central Sulawesi Province, Indonesia

Lukman S.<sup>1\*</sup>

<sup>1</sup> Faculty of Economics, Bosowa University; lukman.s@universitasbosowa.ac.id

\* Correspondence: lukman.s@universitasbosowa.ac.id; Tel.: +62811-4410-379 (L.S.)

Received: date; Accepted: date; Published: date

**Abstract:** The aim of study is to explore the relationship between knowledge sharing factors, emotional intelligence, and team conflict on the team performance during the inter-institutionalized collaboration work process. This study was conducted in South Sulawesi and Central Sulawesi Province's hospitals. The study lasted for 6 (six) months in 2017. The sampling was done by using cluster method and stratified random sampling, which was based on Hospital Type, level of Health Officers. Data analysis approach used in this study was Partial Least Square (PLS) using WarpPLS software. These characteristics were considered to have represented quite heterogeneous information about the characteristics of health workers. Based on the results of data analysis can be concluded that there is a significant direct influence between Emotional Intelligence to Knowledge Management, Emotional Intelligence to Team Conflict, and Emotional Intelligence to Team Performance. In addition, the relationship between endogenous variables found a significant influence between Knowledge Management against Team Performance, and Team Conflict against Team Performance. In the test of indirect effect there is a significant indirect influence between Emotional Intelligence to Team Performance through Knowledge Sharing (mediation), and Emotional Intelligence to Team Performance through Team Conflict variable (mediation).

**Keywords:** emotional intelligence; team performance; hospital office

## 1. Introduction

Hospitals as one of the service industries with a very complex business process certainly have a quite large potential for optimization and efficiency improvements. The public demands for better health services, indirectly requires the hospital to develop continuously. In order to improve the quality of health services to the customer, the work should be done effectively and efficiently, and it requires continuous improvement with as small as possible level of resistance. In the last decade, in particular, hospitals and technical services at health care in Indonesia had 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 cause unprepared human resources who can threaten the quality of health services. The level of knowledge can affect the quality of health services and the results of hospital officers' performance. In order to integrate the existing resources, the employees' performance must be maximized. A series of hospital operational policies and operational standards require the collaboration of every part of hospital's department so that it is proposed between the hospital departments to create the greatest benefit for health services from limited resources.

The quality of the collaboration and performance of these interdepartmental teams heavily depends on the knowledge sharing function within the collaboration team (Louis, 2006; Mohammadi,

Yeganeh, & Rad, 2010). Team performance also reflects the attitude of cooperation, competence, and culture behind each participating institution and team members. Like any other professional community, team conflicts somehow will exist in the participating institutions and even among the members of the hospital's high-status sections. Such team conflicts, like competitions and varieties, usually have a damaging effect on the quality of interaction and achievement collaboration (Jehn & Chatman, 2000). In addition, the participants' emotional intelligence is the team performance's important dominating factor during the growth process (Birx, Lasala, & Edd, 2011).

Based on the theoretical knowledge and combined with previous practical observations on the Knowledge Management and the performance of the health workers team to analyze and evaluate the performance of healthcare services, thus it is offered an analysis model of "Knowledge Management Studies on the performance of health workers teams", and it becomes the novelty in this study. Cooperation done by a team is more effective than individual work. Many studies have proved that teamwork leads to greater efficiency and effectiveness (Jen-Her and Tsai, 2006; Ansari, et al., 2012; Rathee, 2013). This is very different from the work done by individuals.

In addition, cooperation also stimulates a person to give contribution in the group, as stated by Davis (in Dewi, 2006) that cooperation is the mental and emotional involvement of people in group situations that encourage them to contribute and take responsibility in achieving the group's goals. Based on this background, the main purpose of this study is to explore the relationship between knowledge sharing factors, emotional intelligence, and team conflict on the team performance during the inter-institutionalized collaboration work process.

Some previous researches that have been done are Hasanyl, et al. (2015); Othman (2010), Sathitsemakul (2005), Nóra. Obermayer-Kovács (2014), Troth (2009); Leung (2010); Luca and Tarricone (2001). The novelty of this research is on the effort to see the mediation of knowledge sharing, team conflict and structure mechanism to other variables developed in the research model. The research location is in South Sulawesi and Central Sulawesi Province, Indonesia. It is expected to see the research result applied to location with different characteristic and condition compared to the countries in America and Europe continent.

## 2. Materials and Methods

This research employing explanatory pattern, it intends to explain the position of the variables studied and the relationship between one variable with other variables. This study was conducted in South Sulawesi and Central Sulawesi Province's hospitals. The study lasted for 6 (six) months in 2017. The sampling was done by using cluster method and stratified random sampling, which was based on Hospital Type, level of Health Officers. These characteristics were considered to have represented quite heterogeneous information about the characteristics of health workers. Data analysis approach used in this study was Partial Least Square (PLS) using WarpPLS software. The research framework is illustrated in Figure 1 below.

## 3. Results

### 3.1. Validity and Reliability Testing

This research employed questionnaires to obtain the data. Some parts of the questionnaire were perceptions with Likert scale. Therefore, a test was required to determine whether the questionnaire has been valid and reliable. The instrument validity test used Pearson Correlation analysis tool. If the Pearson Correlation value ( $r$ ) is greater than 0.30, it indicates that the item is valid and eligible for exclusion at a later stage. On the other hand, if the Pearson Correlation value ( $r$ ) is less than 0.30, it indicates that the item is invalid. Meanwhile, the instrument reliability was tested with Cronbach's alpha analysis tool. If the value of Cronbach's alpha coefficient is above 0.60, it indicates a reliable instrument, otherwise if the value of Cronbach's alpha coefficient is below 0.60, it indicates the instrument is not reliable. The Table 1 below presents the validity and reliability test.

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		
Knowledge Sharing (Y1)	Y11	0.454	Valid	0.753	Reliable
	Y12	0.456	Valid		
	Y13	0.402	Valid		
Team Conflict (Y2)	Y21	0.43	Valid	0.737	Reliable
	Y22	0.404	Valid		
	Y23	0.435	Valid		
	Y24	0.391	Valid		
Team Performance (Y3)	Y31	0.626	Valid	0.774	Reliable
	Y32	0.702	Valid		
	Y33	0.664	Valid		
	Y34	0.612	Valid		
	Y35	0.620	Valid		
	Y36	0.597	Valid		
	Y37	0.479	Valid		
Y38	0.612	Valid			

Based on table 1, all indicators on each variable have a correlation value greater than 0.30 therefore the research instrument is 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 also reliable.

### 3.2. Goodness of Fit Test

The Goodness of Fit test used predictive-relevance (Q<sup>2</sup>) values. The calculation result showed a predictive-relevance value of 0.787 or 78.7%, therefore it can be said that the model has relevant predictive value. The predictive relevance value of 78.7% indicates that the diversity of data that can be explained by the model is 78.7%. In other words the information contained in the data can be explained by 78.7% through the model. Meanwhile the remaining 21.3% is explained by other variables (which are not in the model) and error. Hair Ringle (2011) states that the value of Q<sup>2</sup> > 75% indicates a very good model, and can be interpreted for further hypothesis testing.

### 3.3. Partial Least Square Analysis Result

Inner model testing (structural model) essentially tested the hypothesis of the research. Hypothesis testing was done by t-test (TStatistic) on each partial direct effect path. The results of the complete analysis is contained in the results of WarpPLS analysis, can be seen in Appendix 3. The following table presents the results of hypothesis testing.

**Table 1.** Inner model result in WarpPLS: Direct Effect

Relationship	Path Coefficient	p-value	Information
Emotional Intelligence (X1) → Knowledge Sharing (Y1)	0.296	<0.001	Significant

Emotional Intelligence (X1) → Team Conflict (Y2)	0.668	<0.001	Signifikan
Emotional Intelligence (X1) → Team Performance (Y3)	0.138	>0.050	Signifikan
Knowledge Sharing (Y1) → Team Performance (Y3)	0.270	<0.001	Signifikan
Team Conflict (Y2) → Team Performance (Y3)	0.384	<0.001	Signifikan

Graphically, the WarpPLS Inner Model test result is as follows:

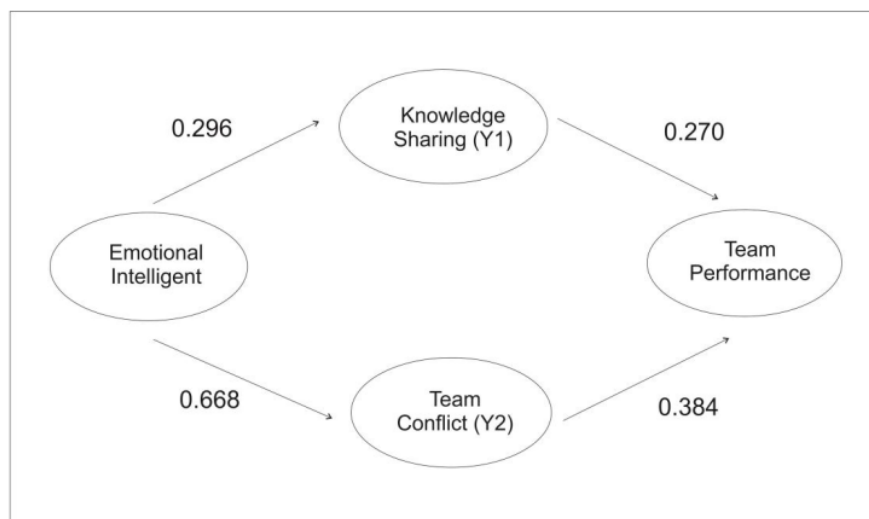


Figure 2. Hypothesis Testing Result in WarpPLS Inner Model

According to the WarpPLS analysis testing on tables and graphs, from the direct effect testing on Emotional Intelligence to Knowledge Sharing, it was obtained path coefficient value of 0.296, with  $p\text{-value} < 0.001$ . Because  $p\text{-value} < 0.05$ , there was a significant direct effect on Emotional Intelligence to Knowledge Sharing. Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Emotional Intelligence, the higher the Knowledge Sharing will be.

In direct effect testing on Emotional Intelligence to Team Conflict, it was obtained path coefficient value of 0.668, with  $p\text{-value} < 0.001$ . Since  $p\text{-value} < 0.05$ , there was a significant direct effect on Emotional Intelligence to Team Conflict. Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Emotional Intelligence, the higher the Team Conflict will be.

In direct effect testing on Emotional Intelligence to Team Performance, it was obtained the path coefficient value of 0.138, with  $p\text{-value}$  of 0.050. Since  $p\text{-value}$  was equal to 0.05, there was a significant direct effect on Emotional Intelligence to Team Performance. Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Emotional Intelligence, the higher the Team Performance will be.

In direct effect testing on Knowledge Sharing (Y1) to Team Performance (Y3), the path coefficient value was 0.270, with p-value <0.001. Because p-value <0.05, there was a significant direct effect between Knowledge Sharing (Y1) and Team Performance (Y3). Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Knowledge Sharing, the higher the Team Performance will be.

In direct effect testing on Knowledge Sharing (Y1) to Team Performance (Y3), the path coefficient value was 0.270, with p-value <0.001. Because p-value <0.05, there was a significant direct effect between Knowledge Sharing (Y1) and Team Performance (Y3). Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Knowledge Sharing, the higher the Team Performance will be.

Indirect effect testing was also found in PLS analysis with WarpPLS. The result of indirect effect testing using Sobel Test is shown in Table 5 below:

Mediation	Relationship	Coefficient	CR	p-value	Information
	Emotional				
Knowledge Sharing (Y1)	Intelligence (X1) to Team Performance (Y3)	0.080	2.477	0.013	Significant
	Emotional				
Team Conflict (Y2)	Intelligence (X1) to Team Performance (Y3)	0.257	4.280	>0.001	Significant

Table 5 shows that the indirect effect of Emotional Intelligence (X1) to Team Performance (Y3) through Knowledge Sharing (Y1) has a coefficient value of 0.106 with pvalue of 0.038. Because p-value (0.038) <0.05, the effect of Knowledge Sharing mediation is significant. Given the value of positive coefficient, it means the higher the value of Knowledge Sharing, the greater the effect of Emotional Intelligence to Team Performance. Thus, Knowledge Sharing is a mediation variable between Emotional Intelligence and Team Performance.

3.4. Effect of Team Conflict Mediation (Y2) on Emotional Intelligence (X1) to Team Performance (Y3)

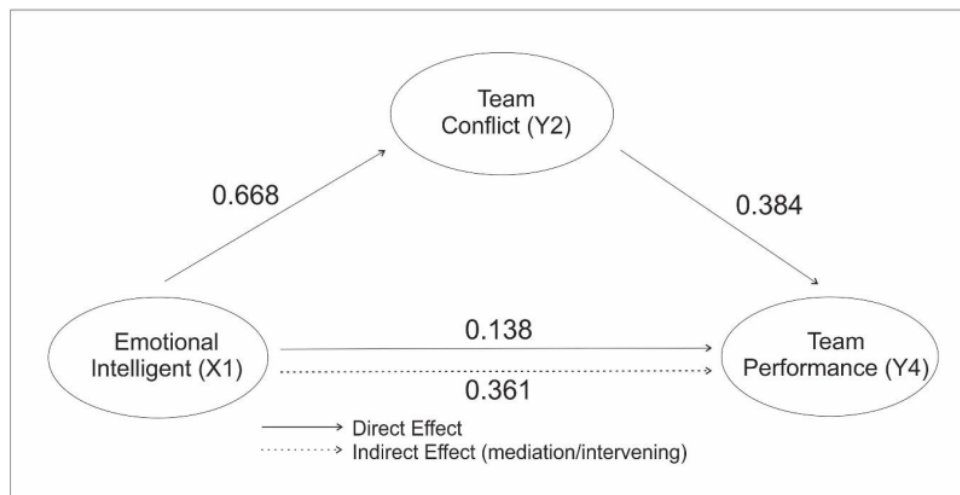


Figure 3. Indirect Effect of Emotional Intelligence (X1) on Team Performance (Y3) through Team Conflict (Y2)



Table 5 shows that the indirect effect of Emotional Intelligence (X1) on Team Performance (Y3) through Team Conflict (Y2) has a coefficient value of 0.361 with p-value of <0.001. Because p-value (<0.001) <0.05, the effect of Team Conflict mediation is significant. Given the value of positive coefficient, it means the higher the value of Team Conflict, the greater the effect of Emotional Intelligence to the Performance Team. Thus, Team Conflict is a mediating variable between Emotional Intelligence and Team Performance.

#### 4. Discussion

##### 4.1. Emotional Intelligence to Team Performance

Referring to the research data, emotional intelligence variable empirically has significant effect to the team performance. In the direct effect testing between Emotional Intelligence and Team Performance, it was obtained the path coefficient value of 0.138, with p-value of 0.050. Since p-value was equal to 0.05, there was a significant direct effect between Emotional Intelligence and Team Performance. Given a path coefficient marked positive, indicating that the relationship was positive.

This finding indicates that the higher the Emotional Intelligence, the higher the Team Performance. It is in line with Beam (2012) who stated that as someone's Total EQ Score increases, so does his/her team cohesion assessment. Michael (2007) said the finding shows that team's emotional intelligence predicts stronger positive performance in heterogeneous groups than in homogeneous groups. The result is discussed with respect to the implications of group construction and for the study of work group diversity.

Other facts also suggest creating a factor (shown by vector) that moves the employee toward 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 lack of attention for long-term human factors (Eilam & Shamir, 2005). This research found that the team leader's emotional intelligence had an impact on the team performance through the mediation effect of the team's emotional level and the creativity of team members, Ya Ti Hsu (2016). It is also supported by Brown's findings (2002) that transactional / transformational leadership style acts as a strong predictor of leadership effectiveness and ability. In addition, transactional and transformational leadership styles seem to have a symbiotic relationship with emotional intelligence in the domain leadership style.

However, another fact stated by Hansenne (2008), said that the EI is assessed using a modified version of the Schutte Emotional Intelligence Scale and the cohesiveness with Group Cohesiveness Scale. Finally, the performance of the nurse team was measured at four different levels: job satisfaction. The results showed that health care quality correlated positively with emotional regulation. Emotional regulation was also positively correlated with group cohesion. It is surprising that emotional assessment was negatively correlated with the quality of health care provided by the team. This result indicates that EI and, more specifically, the Emotional Regulation can provide a new way which is interesting to improve team cohesion.

##### 4.2. The Effect of Emotional Intelligence to Knowledge Sharing

Referring to the research data, emotional intelligence variable empirically has a significant effect on knowledge sharing. It was obtained path coefficient value of 0.296, with p-value <0.001. Because p-value <0.05, there was a significant direct effect between Emotional Intelligence and Knowledge Sharing. Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Emotional Intelligence, the higher the Knowledge Sharing will be. These finding indicates that the higher the Emotional Intelligence, the higher the Knowledge Sharing. It means empirically emotional intelligence has implications for knowledge sharing to the Provincial Hospital of South Sulawesi and Central Sulawesi.

This finding is in line with Hasanul (2015) that Emotional Intelligence provides insight into the moderate effects of sharing knowledge from organizational support. This is also in line with Sutton's (2006) findings that Knowledge provides context for people, ideas and experiences and, therefore, transferred knowledge must be internalized before it can be used. Experience creates space for

experiments, work in multidisciplinary, multicultural, and develop innovation and idea management processes. Emotional intelligence extends our possibilities to personal impact. The effect is contagious, creating inspiration and energy. Emotional intelligence is not new, but there are many studies showing that this ability is important for success.

Sthutsemakul (2005) stated that Commitment affects employees to practice Knowledge Management (KM). KM cannot proceed without sharing knowledge. Emotional Intelligence is one of the main factors that cause individuals to share their knowledge and the relationship between emotional intelligence and knowledge-sharing commitment that affects the practice of sustainable knowledge management, emotional intelligence, commitment, and management practices.

Lin (2007) also stated that sharing knowledge is part of organizational behavior that captures the general trend of people anticipating good consequences not only for themselves but also for their colleagues and organizations (Brief & Motowidlo, 1986). KS is a voluntary behavior and above also beyond what is defined by the job description. Employees are required to have extraordinary virtues that encourage them to engage in satisfactory and voluntary behavior - in this case, TKS.

Empirical facts according to Barrick's finding (2005) says that emotional Intelligence has a strong relationship with knowledge sharing. In addition, Lazovic (2012) said that there is a relationship between emotional intelligence and knowledge management.

The relationship between emotional intelligence and knowledge sharing contextually has a correlation. It is in line with Jr.et.al's finding (2001) that emotional intelligence of contextual performance has a correlation that varies among knowledge sharing, team conflict and team work.

#### *4.3. The Effect of Emotional Intelligence to Team Conflict*

Referring to the research data, emotional intelligence variable empirically and significantly affects the team conflict. In direct effect testing between Emotional Intelligence and Team Conflict, it was obtained the path coefficient value of 0.668, with p-value equal to <0.001. Since p-value <0.05, there is a significant direct effect between Emotional Intelligence on the Team Conflict. Given a path coefficient marked positive, indicating that the relationship was positive. It means the higher the Emotional Intelligence, the higher the Team Conflict.

This finding is in line with Ashlea's (2009) research that in all approaches to conflict management, the emotional intelligence of service staff, their level of concern for others and the attention of customers to others is important factor for successful conflict resolution and prevention. Customer satisfaction is the goal of all customer service, regardless of how it is achieved. Based on this finding, emotional intelligence can create self-management against workplace conflict. This is also supported by Fred Mc.Grath's findings (2013). The result of the research is to document the changes produced by meditation over time in the gray matter of the brain. "Although the practice of meditation is associated with a sense of peace and physical relaxation, practitioners have long claimed that meditation also provides cognitive and psychological benefits that continue throughout the day". It is also stated by El Melita (2003) that emotional intelligence, leadership, effectiveness and team outcomes are related to one another, but emotional intelligence is dominant in individual stress handling.

"This study shows that changes in brain structure can underlie some of these reported improvements and that people not only feel better because they spend time relaxing." The result of Naseer's findings (2011) showed that emotional intelligence positively affects team performance. This study suggested that experimental studies can be done to compare team performance before and after given training on emotional intelligence so that a clear picture can emerge. Pooya (2013) said that emotional intelligence is negatively associated with problem-solving and bargaining strategies. However, there is no significant relationship between emotional intelligence and control strategies. Because the style of conflict management is influenced by various predecessors, further research is needed to investigate the influence of other factors such as personal characteristics, innovation etc. It is also necessary to investigate this research between managers and subordinates simultaneously to compare the results. It was also suggested by Gamero (2008) that conflict relationship fully mediates the relationship between task conflict and influential teams. Team member interaction on team issues



moderates the relationship of task conflict and relationship conflict, thus when team member interaction is low, relationships increase, and team member interactions are high.

#### 4.4. The Effect of Emotional Intelligence to Structure Mechanism

Referring to the data of this research, empirical emotional intelligence variable significantly affected the structure mechanism. In the direct effect testing on Emotional Intelligence to Structure Mechanism, it was obtained path coefficient value of 0.298, with p-value equal to <0.001. Because p-value <0.05, there was a significant direct effect between Emotional Intelligence and Structure Mechanism. Given a path coefficient marked positive, indicating that the relationship was positive.

This finding indicates that the higher the Emotional Intelligence, the higher the Structure Mechanism. It is in line with Chen, Y (2014) who said that knowledge-sharing creates a positive effect on team performance. On the other hand, team conflict causes a negative effect on team performance. Emotional intelligence has no significant direct effect on team performance but plays a moderate role. This is also demonstrated by Virginia (2012) that Emotional Intelligence is the driver of team viability, and that the quality of communication serves as a mechanism by which this influence exists. The result of Stephane's research (2007) reveal that group emotional intelligence can be combined with other group constructs to predict performance.

Another fact is stated by Eleanor O'Higgins (2015), showing that transformational leadership style of managers fully mediates the relationship between the manager's emotional intelligence and team performance, team communication and conflict management. However, there is no mediation effect of managerial transformational leadership on the relationship between the manager's emotional intelligence and team cohesion.

#### 4.5. The Effect of Knowledge Sharing to Team Performance

Referring to the data of this research, knowledge sharing variable empirically and significantly affected the team performance. In the direct effect testing between Knowledge Sharing (Y1) and Performance Team (Y4), the value of path coefficient was 0.270, with p-value <0.001. Because p-value <0.05, there was a significant direct effect of Knowledge Sharing (Y1) on Team Performance (Y4). Given a path coefficient marked positive, indicating that the relationship was positive.

This finding indicated that the higher the Knowledge Sharing, the higher the Team Performance will be. This is in line with the research result conducted by Kannaiah (2015) that emotional intelligence and life balance work together to create organizational success and develop competitive advantage for the organization. Emotional intelligence is attributed to every performance point in the workplace and it is very important nowadays. Therefore, to be successful in life, emotional intelligence plays an important role. In addition, Elizabeth's finding (2007) suggested that team leaders of emotional intelligence are significantly related to the presence of emotionally competent group norms in the team they lead, and emotionally competent group norms associated with team performance

#### 4.6. The Effect of Knowledge Sharing to Team Performance

Referring to the data of this research, team conflict variable empirically and significantly affected the team performance. In the direct effect testing between Team Conflict (Y2) and Team Performance (Y4), the path coefficient value was 0.384, with p-value <0.001. Since p-value <0.05, there was a significant direct effect of Team Conflict (Y2) on the Team Performance (Y4). Given a path coefficient marked positive, indicating that the relationship was positive.

This finding indicates that the higher the Team Conflict, the higher the Team Performance will be. This is in line with Schilderman's findings (2011), saying that process conflict has a linear relationship with perceived team performance, team elaboration level, team satisfaction, and self-creativity. It suggests that, in addition to task conflicts, process conflict has potential beneficial effects on the team performance.

Carsten (2003) stated that the result showed a strong and negative correlation among relationship conflict, team performance, and team member satisfaction. In contrast to what has been suggested in academic research and introductory textbooks, the result shows strong and negative correlations (not positive predictions) among task conflicts, team performance, and team member satisfaction. As expected, conflicts have stronger negative relationships with complex team performance (decision-making, projects, and mixtures) rather than task (production). Conflicts task is less negatively related to team performance when conflict task and weak relationship conflict (not strong) correlated. Anit Somtech's research result (2008) showed that at a high level of team identity, task interdependence is positively associated with the conflict management co-operative style, which in turn encourages team performance. Although there is a negative relationship between competitive style and team performance, the team's conflict management style does not mediate the interactive effects of task interdependence and team identity on team performance.

Espedalen (2016) suggested that when tested separately, both the relationship conflict and team cohesion were mediated by the negative effects of team size on team performance. When the mediators were tested in the same model, only team cohesion mediated the impact of team size on the performance team. The finding indicated that team cohesion is a key driver of two mediators in explaining the negative effect of team size on team performance. Although relationship conflicts engage in size performance associations, increased relationship conflict is most likely an effect of decreasing team cohesion, which in turn triggers a negative spiral between two mediators.

#### 4.7. The Effect of Structure Mechanism to Team Performance

Referring to the data of this research, the variable structure mechanism empirically and significantly affected the performance team. In the direct effect testing between Structure Mechanism (Y3) and Team Performance (Y4), the path coefficient value was 0.361, with  $p\text{-value} < 0.001$ . Because  $p\text{-value} < 0.05$ , there was a significant direct effect of Structure Mechanism (Y3) on Performance Team (Y4). Given a path coefficient marked positive, indicating that the relationship was positive.

This finding indicates that the higher Structure Mechanism, the higher the Team Performance will be. In line with Chung's (2011) findings, the leader's positive mood not only directly improves team performance, but also indirectly leads to create improved team performance through explicit mediation processes (namely transformational leadership) and implicit mediation processes (namely affective tones .. positive group). The theoretical and practical implications are the discussion. Morgeson (2011) also stated that this inclusive and integrated leadership view, the 15 team leadership functions that help the team meet their critical needs and manage their behavior in serving the achievement of goals. This integrative view of team leadership allows for summarization of the past researches and identification of the promising future research area.

Another fact also suggested by Greer (2014) stating the process of power over time and how team's strength structure shapes the team's behavioral interactions to ensure proper performance. One of the most potentially important dynamic processes to understand in terms of the structure and outcome of team strength is the battle of team strength. Meanwhile preliminary research indicated that intra team power struggles, or related status conflicts, is generally negative for team functions, including disrupting effective conflict resolution and team performance.

#### 4.6. Conclusions

Based on the result of data analysis, it can be concluded that there is a significant direct effect of Emotional Intelligence to Knowledge Management, Emotional Intelligence to Team Conflict, and Emotional Intelligence to Team Performance. In addition, in the relationship between endogenous variables, it is found a significant effect of Knowledge Management to Team Performance, and Team Conflict to Team Performance. In the indirect effect testing, there is a significant indirect effect on Emotional Intelligence to Team Performance through Knowledge Sharing (mediation), and Emotional Intelligence to Team Performance variable through Team Conflict (mediation). Thus, it can be concluded that the higher the value of Knowledge Sharing or Team Conflict, the higher the effect of Emotional Intelligence on Team Performance.

Emotional intelligence gives a real impact on team performance. However, a continuous and comprehensive handling is still needed to all health officers in the hospital. Knowledge sharing, team conflict and structure mechanism in this research proved to strengthen the effect of emotional intelligence on team performance. New processes and ideas, continuous innovation, application of expertise, cognition, role, 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 the research, will be able to show good team performance. Therefore, institutions should also ensure that these indicators are included in every employee development activity at the institutions.

**Author Contributions:** For research articles with several authors, a short paragraph specifying their individual contributions must be provided. The following statements should be used “conceptualization, X.X. and Y.Y.; methodology, X.X.; software, X.X.; validation, X.X., Y.Y. and Z.Z.; formal analysis, X.X.; investigation, X.X.;

**Acknowledgments:** In this section you can acknowledge any support given which is not covered by the author contribution or funding sections. This may include administrative and technical support, or donations in kind (e.g., materials used for experiments).

**Conflicts of Interest:** Declare conflicts of interest or state “The authors declare no conflict of interest.” Authors must identify and declare any personal circumstances or interest that may be perceived as inappropriately influencing the representation or interpretation of reported research results. Any role of the funders in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript, or in the decision to publish the results must be declared in this section. If there is no role, please state “The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results”.

## References

# The Effect of Emotional Intelligence on the Team Performance of Hospital Officers in South Sulawesi and Central Sulawesi Province

---

## ORIGINALITY REPORT

---

18%

SIMILARITY INDEX

18%

INTERNET SOURCES

10%

PUBLICATIONS

10%

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

2%

★ [researchmap.jp](#)

Internet Source

---

Exclude quotes  On

Exclude bibliography  On

Exclude assignment  Off  
template

Exclude matches  < 1%