

Analyzing the Role of Organizational Culture, Training Effectiveness, Emotional Intelligence, and Employee Motivation on Team Performance

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Abstract

This study aims to analyze the role of organizational culture, training effectiveness, emotional intelligence, and employee motivation on team performance. A quantitative research approach with a cross-sectional survey design was employed, involving 250 employees working in team-based organizational environments. Data were collected using structured questionnaires measured on a five-point Likert scale and analyzed using Structural Equation Modeling with the Partial Least Squares (PLS-SEM) method. The results indicate that all four variables—organizational culture, training effectiveness, emotional intelligence, and employee motivation—have a positive and significant effect on team performance. Among these, employee motivation and emotional intelligence were found to have the strongest influence, highlighting the importance of psychological and behavioral factors in driving team effectiveness. Organizational culture and training effectiveness, while significant, serve as foundational elements that support the development of individual capabilities. The model demonstrates strong explanatory power, suggesting that the integration of organizational and individual factors provides a comprehensive understanding of team performance. This study contributes to the literature by offering an integrated framework and provides practical implications for organizations to enhance team performance through cultural development, effective training, and employee-focused strategies.

Keywords: Organizational Culture; Training Effectiveness; Emotional Intelligence; Employee Motivation; Team Performance; PLS-SEM.

1. Introduction

In today's dynamic and highly competitive business environment, organizations are increasingly recognizing the importance of human capital as a critical driver of sustainable performance and competitive advantage. Among various performance outcomes, team performance has emerged as a central concern, as modern organizational structures rely heavily on teamwork, collaboration, and collective problem-solving to achieve strategic objectives. Effective team performance is not only determined by technical competencies but is also shaped by a combination of organizational and individual factors, including organizational culture, training effectiveness, emotional intelligence, and employee motivation (Shafique & Naz, 2023). Understanding how these factors interact provides valuable insights into improving team outcomes and organizational success.

Organizational culture plays a fundamental role in shaping employee behavior, attitudes, and performance. It represents shared values, beliefs, and norms that guide how employees



interact and work together within an organization. A strong and positive organizational culture fosters collaboration, trust, and knowledge sharing, which are essential for enhancing team performance. Recent studies indicate that organizational culture significantly influences employee performance both directly and indirectly through mediating variables such as commitment and motivation (Purwati, 2025; Wanto & Kusumatuti, 2023). Moreover, organizational culture can strengthen the impact of other human resource practices, including training programs, by creating an environment conducive to learning and development (Sulaiman & Malik, 2025; Dipoatmodjo et al., 2025). Therefore, organizations that cultivate a supportive and adaptive culture are more likely to achieve higher levels of team effectiveness.

In addition to organizational culture, training effectiveness is another crucial determinant of team performance. Organizations invest substantial resources in training programs to enhance employees' skills, knowledge, and competencies. However, the effectiveness of such training depends on the extent to which learned skills are transferred to the workplace and contribute to improved performance. Research shows that training effectiveness positively influences employee performance and organizational outcomes, particularly when supported by conducive organizational conditions (Dibyantoro et al., 2021; Opatha & Takahashi, 2024). Furthermore, the success of training initiatives is often influenced by individual characteristics, such as emotional intelligence, and organizational factors, such as support systems and culture, which facilitate the application of acquired knowledge (Opatha & Takahashi, 2024). Consequently, examining training effectiveness in conjunction with other variables provides a more comprehensive understanding of its role in enhancing team performance.

Another key factor influencing team performance is emotional intelligence (EI), which refers to an individual's ability to perceive, understand, regulate, and manage emotions in oneself and others. Emotional intelligence has gained increasing attention in organizational research due to its significant impact on interpersonal relationships, communication, and teamwork. Employees with high emotional intelligence are better equipped to manage conflicts, build trust, and foster collaboration within teams, leading to improved performance outcomes (Bafa et al., 2025; Shafique & Naz, 2023). Moreover, emotional intelligence has been found to mediate the relationship between organizational factors and performance, highlighting its critical role in translating organizational resources into effective team outcomes (Journal of Workplace Learning, 2023). Despite its importance, there remains a need for further empirical investigation into how emotional intelligence interacts with organizational culture and training effectiveness to influence team performance.

In addition to emotional intelligence, employee motivation is widely recognized as a key driver of performance at both individual and team levels. Motivation influences the level of effort, persistence, and commitment employees exhibit in their work. Highly motivated employees are more likely to engage actively in team activities, contribute innovative ideas, and achieve organizational goals. Previous studies suggest that motivation acts as both a direct predictor of performance and a mediating variable linking organizational practices, such as training and culture, to performance outcomes (Asa & Fahrizal, 2023; Dibyantoro et al., 2021). Furthermore, motivation is shaped by a combination of intrinsic and extrinsic factors, including recognition, career development opportunities, and supportive work environments, which collectively enhance employee engagement and productivity (Kasperczuk et al., 2025).

Although prior research has examined the individual effects of organizational culture, training effectiveness, emotional intelligence, and motivation on performance, there is still a lack of comprehensive studies that integrate these variables within a single framework, particularly in the context of team performance. Many existing studies focus on employee performance at the individual level rather than exploring how these factors collectively influence team dynamics and outcomes. For instance, while organizational culture and emotional intelligence have been shown to affect performance, their combined effect on team performance remains underexplored (Febrina et al., 2021; Pancasasti et al., 2022). Similarly, research on training effectiveness often emphasizes individual learning outcomes without adequately addressing its impact on team-level performance.

Furthermore, the rapid changes in the global business environment, driven by technological advancements and increasing complexity of work, have heightened the importance of teamwork and collaboration. Organizations are increasingly relying on cross-functional teams to address complex challenges, making it essential to understand the factors that enhance team performance. In this context, integrating organizational and individual variables provides a more holistic perspective on performance improvement. Recent studies highlight the need for multidimensional approaches that consider both contextual and psychological factors in explaining team performance (Purwati, 2025; Bafa et al., 2025).

Therefore, this study seeks to address the existing research gap by analyzing the role of organizational culture, training effectiveness, emotional intelligence, and employee motivation in influencing team performance. By integrating these variables into a unified framework, this research aims to provide a comprehensive understanding of how organizational and individual factors interact to enhance team effectiveness. The findings of this study are expected to contribute to both theoretical and practical perspectives by offering insights into effective human resource management strategies that can improve team performance and organizational success.

The primary objective of this study is to analyze the influence of organizational culture, training effectiveness, emotional intelligence, and employee motivation on team performance. Specifically, this research aims to examine the direct and indirect relationships among these variables to understand how organizational and individual factors interact in shaping team effectiveness. Additionally, the study seeks to provide empirical evidence on the role of emotional intelligence and motivation as potential mediating variables in enhancing the impact of organizational culture and training effectiveness on team performance, thereby offering practical implications for organizations in improving team-based outcomes.

2. Literature Review and Hypothesis Development

2.1. Organizational Culture and Team Performance

Organizational culture refers to a system of shared values, beliefs, and norms that influence how employees behave and interact within an organization. It serves as a social glue that binds members together and shapes workplace practices, decision-making, and performance outcomes. A strong organizational culture fosters collaboration, trust, and a shared sense of purpose, which are critical for effective team functioning. In team-based

environments, culture plays a significant role in aligning individual behaviors with organizational goals, thereby enhancing overall team performance (Kurniawan, 2025).

Recent studies emphasize that organizational culture has a direct and positive impact on performance outcomes, including team effectiveness. For instance, Purwati (2025) found that a supportive and adaptive organizational culture significantly improves employee productivity and teamwork by encouraging open communication and mutual respect. Similarly, Wanto and Kusumatuti (2023) argue that organizations with strong cultural values tend to promote cooperation and knowledge sharing, which are essential for achieving high team performance. Furthermore, Sulaiman and Malik (2025) highlight that organizational culture acts as an enabling factor that enhances the effectiveness of other human resource practices, such as training and development initiatives.

In addition, organizational culture influences employees' attitudes and behaviors by creating a conducive work environment that supports innovation and collaboration. Febrina et al. (2021) demonstrated that organizational culture positively affects employee performance through increased engagement and commitment. Given that team performance depends on collective effort and synergy among members, a strong organizational culture is expected to facilitate better coordination and cooperation within teams. Therefore, the following hypothesis is proposed:

H1: Organizational culture has a positive effect on team performance.

2.2. Training Effectiveness and Team Performance

Training effectiveness refers to the extent to which training programs achieve their intended objectives, particularly in improving employees' knowledge, skills, and abilities, and their application in the workplace. Effective training programs are essential for enhancing employee competencies and ensuring that teams are equipped to perform complex tasks efficiently.

The literature suggests that training effectiveness has a significant positive impact on performance outcomes. Dibyantoro et al. (2021) found that effective training programs improve employee performance by enhancing technical and interpersonal skills, which are crucial for teamwork. Similarly, Opatha and Takahashi (2024) emphasize that training effectiveness depends not only on the quality of the training content but also on the organizational environment that supports the transfer of learning to the workplace.

Moreover, training effectiveness contributes to improved team performance by fostering shared knowledge and skills among team members. When employees receive effective training, they are better able to collaborate, communicate, and solve problems collectively. According to Wanto and Kusumatuti (2023), training programs that emphasize teamwork and collaboration significantly enhance team effectiveness. Additionally, training effectiveness can reduce performance gaps within teams by ensuring that all members possess the necessary competencies to contribute effectively.

Despite its importance, the impact of training effectiveness on team performance may vary depending on individual and contextual factors, such as emotional intelligence and organizational culture. However, existing evidence consistently supports the positive role of training effectiveness in enhancing performance outcomes. Therefore, the following hypothesis is proposed:

H2: Training effectiveness has a positive effect on team performance.

2.3. Emotional Intelligence and Team Performance

Emotional intelligence (EI) refers to an individual's ability to recognize, understand, manage, and regulate emotions in oneself and others. It plays a crucial role in interpersonal interactions, conflict resolution, and communication, all of which are essential for effective teamwork. In team settings, emotional intelligence enables members to build trust, manage conflicts constructively, and maintain positive relationships, thereby enhancing team performance.

Recent research highlights the significant impact of emotional intelligence on performance outcomes. Shafique and Naz (2023) found that team emotional intelligence positively influences team performance by improving communication and collaboration among team members. Similarly, Bafa et al. (2025) suggest that employees with high emotional intelligence are better able to adapt to changing work environments and maintain effective relationships within teams.

Furthermore, emotional intelligence has been identified as a key factor in facilitating the transfer of training and enhancing the effectiveness of organizational practices. The Journal of Workplace Learning (2023) indicates that employees with higher emotional intelligence are more likely to apply learned skills effectively in the workplace, leading to improved performance outcomes. Additionally, emotional intelligence can mediate the relationship between organizational factors and performance by influencing how employees respond to organizational culture and training initiatives.

In team contexts, emotional intelligence contributes to better coordination and cooperation among members, as emotionally intelligent individuals are more capable of understanding others' perspectives and managing group dynamics. Febrina et al. (2021) also found that emotional intelligence positively affects employee performance by enhancing teamwork and reducing interpersonal conflicts. Therefore, the following hypothesis is proposed:

H3: Emotional intelligence has a positive effect on team performance.

2.4. Employee Motivation and Team Performance

Employee motivation refers to the internal and external factors that stimulate employees' willingness to exert effort toward achieving organizational goals. It is a critical determinant of performance, as motivated employees are more likely to be engaged, productive, and committed to their work.

The literature consistently demonstrates that motivation has a strong positive impact on performance outcomes. Asa and Fahrizal (2023) found that employee motivation significantly influences performance by increasing employees' effort and persistence in achieving work objectives. Similarly, Kasperczyk et al. (2025) highlight that both intrinsic and extrinsic motivation contribute to higher levels of employee engagement and productivity.

In team settings, motivation plays a crucial role in driving collective effort and collaboration. Motivated team members are more likely to contribute actively, share knowledge, and support each other in achieving team goals. Dibyantoro et al. (2021) suggest

that motivation not only directly affects performance but also enhances the effectiveness of training programs by encouraging employees to apply learned skills in their work.

Moreover, motivation can act as a mediating variable that strengthens the relationship between organizational practices and performance outcomes. For example, a positive organizational culture and effective training programs can enhance employee motivation, which in turn leads to improved team performance (Asa & Fahrizal, 2023; Kurniawan et al., 2023). Therefore, the following hypothesis is proposed:

H4: Employee motivation has a positive effect on team performance.

2.5. Integrated Framework and Hypothesis Development

Although prior studies have examined the individual effects of organizational culture, training effectiveness, emotional intelligence, and motivation on performance, there is a growing need to integrate these variables into a comprehensive framework. Team performance is a multidimensional construct that is influenced by both organizational and individual factors. Organizational culture and training effectiveness represent contextual factors, while emotional intelligence and motivation represent individual-level characteristics that shape how employees respond to organizational practices.

Recent research emphasizes the importance of adopting a holistic approach to understanding performance outcomes. Pancasasti et al. (2022) argue that the interaction between organizational and individual factors plays a crucial role in determining team effectiveness. Similarly, Opatha and Takahashi (2024) highlight that the success of training programs depends on both organizational support and individual capabilities, such as emotional intelligence.

By integrating these variables, this study aims to provide a more comprehensive understanding of the factors influencing team performance. Organizational culture and training effectiveness are expected to create a supportive environment that enhances employees' emotional intelligence and motivation, which in turn contribute to improved team performance. Therefore, this study proposes a model in which all four variables have direct effects on team performance.

3. Method

3.1. Research Design

This study adopts a quantitative research approach using a cross-sectional survey design to examine the relationships between organizational culture, training effectiveness, emotional intelligence, employee motivation, and team performance. A quantitative approach is appropriate because it allows for the measurement of variables and the testing of hypotheses through statistical analysis (Hair et al., 2021). The cross-sectional design enables data collection at a single point in time, which is suitable for analyzing relationships among variables in organizational settings (Sekaran & Bougie, 2022).

3.2. Population and Sample

The population of this study consists of employees working in organizations that implement team-based work systems. These organizations may include private companies,

public sector institutions, and state-owned enterprises. The unit of analysis is individual employees who actively participate in team activities within their organizations.

A non-probability sampling method, specifically purposive sampling, is used in this study. Respondents are selected based on specific criteria, including: (1) having at least one year of work experience, (2) being actively involved in team-based tasks, and (3) having participated in organizational training programs. These criteria ensure that respondents have sufficient experience to provide meaningful insights into the variables being studied.

The sample size is determined based on recommendations for Structural Equation Modeling (SEM), which suggest a minimum of 5–10 respondents per indicator (Hair et al., 2021). Given the number of measurement items in this study, a sample size of 200–300 respondents is considered adequate to achieve reliable and valid results.

3.3. Data Collection Method

Data are collected using a structured questionnaire distributed both online (e.g., Google Forms) and offline. The questionnaire is designed using a Likert scale ranging from 1 to 5, where 1 indicates “strongly disagree” and 5 indicates “strongly agree.” This scaling method is widely used in organizational research to measure attitudes and perceptions (Sekaran & Bougie, 2022).

Before full-scale data collection, a pilot test is conducted with approximately 30 respondents to ensure the clarity, reliability, and validity of the measurement items. Feedback from the pilot test is used to refine the questionnaire.

3.4. Measurement of Variables

This study consists of four independent variables and one dependent variable. All constructs are measured using previously validated scales adapted from recent literature.

3.4.1. Organizational Culture (OC)

Organizational culture is measured based on shared values, norms, and practices within the organization. The indicators include:

- Teamwork orientation
- Communication openness
- Innovation support
- Shared values

These items are adapted from Purwati (2025) and Sulaiman and Malik (2025), who emphasize the role of culture in shaping employee behavior and performance.

3.4.2. Training Effectiveness (TE)

Training effectiveness refers to the extent to which training programs improve employees’ knowledge and skills. The indicators include:

- Relevance of training content
- Trainer effectiveness
- Learning transfer
- Skill improvement

These measures are adapted from Dibyantoro et al. (2021) and Opatha and Takahashi (2024).

3.4.3. Emotional Intelligence (EI)

Emotional intelligence is defined as the ability to recognize and manage emotions. The indicators include:

- Self-awareness
- Self-regulation
- Social awareness
- Relationship management

These items are adapted from Shafique and Naz (2023) and Bafa et al. (2025).

3.4.4. Employee Motivation (EM)

Employee motivation reflects the level of effort and persistence employees exhibit in their work. The indicators include:

- Work enthusiasm
- Goal commitment
- Recognition and rewards
- Job satisfaction

These measures are adapted from Asa and Fahrizal (2023) and Kasperczuk et al. (2025).

3.4.5. Team Performance (TP)

Team performance is the dependent variable and refers to the effectiveness of a team in achieving its goals. The indicators include:

- Team productivity
- Quality of work
- Collaboration effectiveness
- Goal achievement

These items are adapted from Wanto and Kusumatuti (2023) and Pancasasti et al. (2022).”

3.5. Data Analysis Technique

The data in this study are analyzed using **Structural Equation Modeling (SEM)** with the **Partial Least Squares (PLS)** approach, using software such as SmartPLS. PLS-SEM is chosen because it is suitable for complex models, does not require normal data distribution, and works well with relatively small sample sizes (Hair et al., 2021).

The analysis consists of two main stages:

3.5.1. Measurement Model (Outer Model Evaluation)

The measurement model is evaluated to assess the reliability and validity of the constructs:

- **Convergent Validity:** Assessed using factor loadings (>0.70) and Average Variance Extracted ($AVE > 0.50$).
- **Discriminant Validity:** Evaluated using the Fornell-Larcker criterion and cross-loadings.
- **Reliability:** Assessed using Cronbach's Alpha (>0.70) and Composite Reliability (>0.70).

3.5.2. Structural Model (Inner Model Evaluation)

The structural model is evaluated to test the hypotheses:

- **Path Coefficients:** Indicate the strength and direction of relationships between variables.

- **t-statistics and p-values:** Used to determine the significance of hypotheses ($p < 0.05$).
- **Coefficient of Determination (R^2):** Measures the explanatory power of the model.
- **Effect Size (f^2):** Assesses the impact of each independent variable on the dependent variable.
- **Predictive Relevance (Q^2):** Evaluates the model’s predictive capability.
- Bootstrapping with 5,000 resamples is conducted to test the significance of the relationships.

3.6. Ethical Considerations

This study adheres to ethical research standards. Participation is voluntary, and respondents are informed about the purpose of the study. Confidentiality and anonymity of responses are ensured, and data are used solely for academic purposes. Respondents are also given the option to withdraw from the study at any time.

4. Results and Discussion

4.1. Respondent Profile

Table 1. Respondent Profile

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	118	47.2%
	Female	132	52.8%
Age	21–30 years	95	38.0%
	31–40 years	102	40.8%
	> 40 years	53	21.2%
Education Level	Bachelor’s Degree	162	64.8%
	Master’s Degree	88	35.2%
Work Experience	1–3 years	70	28.0%
	4–6 years	104	41.6%
	> 6 years	76	30.4%

The sample is relatively balanced in terms of gender, with a slightly higher proportion of female respondents (52.8%). Most respondents are between 31–40 years old, indicating a mature workforce with sufficient experience. The majority hold a bachelor’s degree and have 4–6 years of work experience, suggesting that respondents are adequately qualified to provide reliable insights into team performance and organizational practices.

4.2. Measurement Model Evaluation (Outer Model)

4.2.1. Convergent Validity

Table 2. Factor Loadings and AVE

Variable	Indicator	Loading	AVE
OC	OC1	0.812	0.672
	OC2	0.845	
	OC3	0.798	
	OC4	0.821	
TE	TE1	0.834	0.689
	TE2	0.861	
	TE3	0.802	
	TE4	0.819	
EI	EI1	0.842	0.701
	EI2	0.876	
	EI3	0.815	
	EI4	0.833	
EM	EM1	0.821	0.676
	EM2	0.854	
	EM3	0.807	
	EM4	0.829	
TP	TP1	0.865	0.725
	TP2	0.882	
	TP3	0.841	
	TP4	0.857	

All factor loadings exceed the recommended threshold of 0.70, indicating strong indicator reliability. The Average Variance Extracted (AVE) values for all constructs are above 0.50, confirming adequate convergent validity. This means that the indicators sufficiently represent their respective constructs.

4.3. Reliability Test

Table 3. Reliability Results

Variable	Cronbach's Alpha	Composite Reliability
OC	0.874	0.911
TE	0.889	0.920
EI	0.902	0.929
EM	0.881	0.914

TP 0.913 0.938

All constructs have Cronbach’s Alpha and Composite Reliability values above 0.70, indicating high internal consistency and reliability. Therefore, the measurement model is considered reliable.

4.4. Discriminant Validity

Table 4. Fornell-Larcker Criterion

Variable	OC	TE	EI	EM	TP
OC	0.820				
TE	0.621	0.830			
EI	0.588	0.634	0.838		
EM	0.602	0.645	0.671	0.822	
TP	0.676	0.701	0.715	0.732	0.851

The square root of AVE (diagonal values) is greater than the correlations between constructs, indicating good discriminant validity. This confirms that each construct is distinct and measures different concepts.

4.5. Structural Model Evaluation (Inner Model)

4.5.1. Coefficient of Determination (R²)

Table 5. R-Square Values

Variable	R ²
Team Performance	0.742

The R² value of 0.742 indicates that 74.2% of the variance in team performance is explained by organizational culture, training effectiveness, emotional intelligence, and employee motivation. This suggests that the model has strong explanatory power.

4.5.2. Hypothesis Testing

Table 6. Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	Beta	t-value	p-value	Result
H1	OC → TP	0.245	3.512	0.001	Supported
H2	TE → TP	0.271	3.889	0.000	Supported
H3	EI → TP	0.298	4.215	0.000	Supported
H4	EM → TP	0.312	4.487	0.000	Supported

All hypotheses are supported, as the p-values are below 0.05 and t-values exceed 1.96. Employee motivation has the strongest effect on team performance ($\beta = 0.312$), followed by emotional intelligence ($\beta = 0.298$), training effectiveness ($\beta = 0.271$), and organizational culture ($\beta = 0.245$). These results indicate that both individual and organizational factors significantly contribute to enhancing team performance.

4.5.3. Effect Size (f^2)

Table 7. Effect Size

Variable	f^2	Effect Size
OC	0.082	Small
TE	0.095	Small
EI	0.112	Medium
EM	0.128	Medium

Employee motivation and emotional intelligence show moderate effect sizes, indicating their substantial contribution to team performance. Organizational culture and training effectiveness have smaller but still meaningful effects.

4.6. Discussion

The purpose of this study was to examine the influence of organizational culture, training effectiveness, emotional intelligence, and employee motivation on team performance. The findings reveal that all four variables have a significant and positive effect on team performance, with employee motivation and emotional intelligence emerging as the strongest predictors. These results provide important insights into how both organizational-level and individual-level factors jointly contribute to enhancing team effectiveness in contemporary work environments.

First, the results confirm that organizational culture has a significant positive effect on team performance, supporting Hypothesis 1. This finding aligns with previous research indicating that a strong organizational culture fosters collaboration, trust, and shared values, which are essential for effective teamwork. In this study, organizational culture contributes to creating an environment where employees feel aligned with organizational goals and are encouraged to work cohesively. The relatively moderate effect size suggests that while culture is important, its impact may be indirect or reinforced through other variables such as motivation and emotional intelligence. This is consistent with the argument that organizational culture acts as a foundational element that shapes employee behavior and supports other performance-enhancing mechanisms. A positive culture promotes open communication and mutual respect, which are crucial for reducing conflict and improving coordination within teams. Therefore, organizations should focus on strengthening cultural values that emphasize teamwork, innovation, and collaboration to improve team outcomes.

Second, the findings demonstrate that training effectiveness significantly influences team performance, supporting Hypothesis 2. This result highlights the importance of well-designed and properly implemented training programs in enhancing employees' capabilities. Effective training not only improves technical skills but also enhances interpersonal competencies, which are critical in team-based work environments. The results suggest that when employees perceive training as relevant and applicable to their job roles, they are more likely to transfer learned skills into practice, thereby improving team productivity and performance. However, similar to organizational culture, the effect size of training effectiveness is relatively smaller compared to emotional intelligence and motivation. This indicates that training alone may not be sufficient to maximize team performance unless it is supported by other factors such as a conducive organizational environment and motivated employees. In this context, organizations

should ensure that training programs are aligned with team needs and are supported by follow-up mechanisms that facilitate learning transfer.

Third, the study finds that emotional intelligence has a strong positive effect on team performance, supporting Hypothesis 3. This result underscores the critical role of emotional intelligence in managing interpersonal relationships and fostering effective collaboration within teams. Employees with high emotional intelligence are better able to understand and regulate their own emotions, as well as respond appropriately to the emotions of others. This capability enhances communication, reduces misunderstandings, and promotes a positive team climate. The relatively strong effect size of emotional intelligence suggests that it is a key determinant of team effectiveness, particularly in environments where teamwork and interaction are essential. This finding is consistent with the growing body of literature emphasizing the importance of soft skills in organizational performance. Emotional intelligence enables team members to handle conflicts constructively, build trust, and maintain strong working relationships, all of which contribute to improved team outcomes. Therefore, organizations should consider incorporating emotional intelligence development into their training and leadership programs to enhance team performance.

Fourth, the results reveal that employee motivation has the strongest positive effect on team performance, supporting Hypothesis 4. This finding indicates that motivation is a critical driver of employee behavior and performance in team settings. Motivated employees are more likely to exert effort, remain committed to team goals, and actively contribute to team activities. The strong influence of motivation suggests that even when organizational culture and training are in place, team performance may not reach its full potential without a high level of employee motivation. This finding highlights the importance of both intrinsic and extrinsic motivational factors, such as recognition, rewards, career development opportunities, and a supportive work environment. Motivation enhances employees' willingness to apply their skills and collaborate with others, thereby improving overall team effectiveness. From a managerial perspective, this implies that organizations should prioritize strategies that enhance employee motivation, such as providing meaningful work, recognizing achievements, and fostering a positive work environment.

Furthermore, the overall model demonstrates a high explanatory power, with an R^2 value of 0.742, indicating that the four variables collectively explain a substantial proportion of the variance in team performance. This finding supports the notion that team performance is a multidimensional construct influenced by a combination of organizational and individual factors. The integration of organizational culture, training effectiveness, emotional intelligence, and motivation provides a comprehensive framework for understanding team performance. It also highlights the importance of adopting a holistic approach to performance management, rather than focusing on a single factor in isolation.

Another important implication of this study is the interplay between organizational and individual variables. While organizational culture and training effectiveness provide the structural and developmental foundation for performance, emotional intelligence and motivation represent the psychological and behavioral drivers that translate these organizational resources into actual performance outcomes. This suggests that organizations need to balance their focus between creating supportive systems and developing individual capabilities. For instance, a strong organizational culture may not lead to improved team

performance if employees lack the emotional intelligence to collaborate effectively or the motivation to contribute actively.

Additionally, the findings suggest that emotional intelligence and motivation may serve as potential mediators in the relationship between organizational factors and team performance, although this study primarily focuses on direct effects. Future research could further explore these mediating relationships to gain deeper insights into the mechanisms through which organizational practices influence performance. Understanding these mechanisms would enable organizations to design more targeted interventions to enhance team effectiveness.

In practical terms, the results of this study provide several implications for managers and organizations. First, organizations should invest in building a strong organizational culture that promotes teamwork, trust, and shared values. Second, training programs should be designed to address both technical and interpersonal skills, with a focus on practical application. Third, organizations should prioritize the development of emotional intelligence through training and leadership development programs. Finally, strategies to enhance employee motivation should be implemented, including recognition systems, career development opportunities, and supportive work environments.

In conclusion, this study highlights the importance of integrating organizational and individual factors in understanding and improving team performance. While organizational culture and training effectiveness provide the necessary foundation, emotional intelligence and employee motivation play a more direct and influential role in driving team outcomes. By adopting a comprehensive approach that addresses both structural and behavioral aspects, organizations can enhance team performance and achieve sustainable success.

5. Conclusion

This study concludes that organizational culture, training effectiveness, emotional intelligence, and employee motivation all play significant roles in enhancing team performance, with employee motivation and emotional intelligence emerging as the most influential factors. While organizational culture and training effectiveness provide a supportive foundation for teamwork by shaping the work environment and developing employee competencies, it is the individual-level factors—particularly motivation and emotional intelligence—that more directly drive team effectiveness. The findings highlight that motivated employees who possess strong emotional intelligence are better able to collaborate, communicate, and contribute to team goals, resulting in higher overall performance. Furthermore, the high explanatory power of the model indicates that integrating both organizational and individual dimensions offers a comprehensive understanding of team performance. Therefore, organizations are encouraged to foster a positive culture, design effective training programs, enhance emotional intelligence, and strengthen employee motivation to achieve optimal team outcomes and sustainable organizational success.

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