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Original Research

Emotional Intelligence, Organisational Citizenship Behaviour (OCB) and Work Motivation as Determinants of Employee Performance in Health Education Institutions

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ABSTRACT

Background: *Employee performance in health education institutions is influenced by various individual and organisational factors that support effective and productive work behaviour. This study aims to analyse the relationship between emotional intelligence, Organisational Citizenship Behaviour (OCB) and work motivation with employee performance at the Surakarta Ministry of Health Polytechnic.*

Methods: *The study employed a quantitative design with a cross-sectional approach, conducted between March and May 2026. The study population comprised 59 employees, all of whom were included as the sample using total sampling. Data were collected using a five-point Likert scale questionnaire measuring emotional intelligence, OCB, work motivation and employee performance, and were subsequently analysed using multiple linear regression.*

Results: *The results indicate that emotional intelligence is significantly associated with employee performance ($B=0.328$; $\beta = 0.312$; $p = 0.004$), as do OCB ($B = 0.276$; $\beta = 0.289$; $p = 0.007$) and work motivation ($B = 0.391$; $\beta = 0.356$; $p = 0.001$). All three variables together are also significantly associated with employee performance ($F(3,55) = 28.910$; $p<0.001$), with an adjusted R^2 of 0.591. Work motivation shows the largest relative contribution to the model based on the standardised beta coefficient values.*

Conclusion: *These findings indicate that employee performance in health education institutions is associated with the ability to manage emotions, voluntary work behaviour that supports the organisation, and the drive to achieve work goals. Strengthening emotional intelligence, fostering a collaborative work culture, providing recognition, and developing competencies and careers can form part of a human resource management strategy to support a healthy and productive working environment.*

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INTRODUCTION

Human resources are a strategic asset that determines an organisation's success in achieving its set objectives. In an increasingly dynamic competitive era, organisations are required to manage human resources effectively to ensure optimal competence, productivity, and performance. Employee performance is one of the key indicators in assessing organisational success, such as the quality of Organisational Citizenship Behaviour (OCB), the effectiveness of task execution, and the achievement of organisational targets are significantly influenced by the contribution of each individual. Consequently, improving employee performance is a key priority for every organisation, including higher education institutions in the health sector (Malahayati et al., 2020; Yuwono et al., 2023).

Employee performance in health education institutions is not only determined by technical skills but is also influenced by various psychological and work-related behavioural factors. One factor that has received significant attention in human resource management studies is emotional intelligence (Maria Ulfa et al., 2022; Simanjorang et al., 2025). Emotional intelligence is an individual's ability to recognise, understand, control and manage their own emotions as well as those of others (Malahayati et al., 2020). Individuals with high emotional intelligence tend to be better able to cope with work-related pressure, build harmonious working relationships, resolve conflicts constructively, and adapt to changes in the work environment (Kusumawardani et al., 2021). These factors ultimately have the potential to enhance the quality of work performance and achieve better outcomes.

Organisational Citizenship Behaviour (OCB) also plays a crucial role in supporting organisational effectiveness. OCB refers to voluntary behaviour exhibited by employees beyond their formal duties as defined by the organisation, such as assisting colleagues, maintaining a conducive working environment, actively participating in organisational activities, and making positive contributions towards achieving shared goals. Although such behaviour is not always directly rewarded, the presence of OCB can improve work efficiency, strengthen teamwork, and create a more productive working environment (Maria Ulfa et al., 2022; Wijaya et al., 2023).

On the other hand, work motivation is also a key factor influencing employees' performance levels. Work motivation serves as a driving force for individuals to devote their abilities, time and energy to completing their work to the best of their ability. Highly motivated employees generally demonstrate greater enthusiasm, responsibility, discipline and commitment in carrying out their duties. Conversely, suboptimal motivation can dampen enthusiasm for work, potentially reducing the effectiveness of achieving organisational goals (Amanah & Al Banin, 2024).

Various previous studies (Kao et al., 2023; Yuwono et al., 2023) have shown that emotional intelligence, OCB and work motivation are associated with employee performance. However, the research findings remain inconsistent, thereby presenting an opportunity for further research. Some studies (Malahayati et al., 2020) have found that emotional intelligence has a positive and significant effect on employee performance, as the ability to manage emotions can improve the quality of interactions, decision-making and task completion. However, studies (Amanah & Al Banin, 2024; Kusumawardani et al., 2021) suggest that emotional intelligence does not have a significant effect on performance, particularly in organisations that place greater emphasis on technical competencies and standardised work systems.

These differing results suggest that the impact of emotional intelligence on performance still requires testing across a range of different organisational characteristics. Research on OCB has also yielded results that are not entirely consistent. Some studies conclude that OCB has a positive effect on performance improvement as it fosters better cooperation and enhances organisational effectiveness (Kusumawardani et al., 2021; Ng et al., 2020). However, other studies have found that the effect of OCB on performance is not significant, particularly when extra-role behaviour has not yet become part of the organisational culture or is not supported by an adequate management system. These differing findings highlight a research gap that warrants further investigation (Ng et al., 2020).

Most studies state that work motivation has a positive effect on employee performance as it enhances enthusiasm and commitment to work (Amanah & Al Banin, 2024). However, there are also studies indicating that work motivation does not always have a significant impact on performance when influenced by other factors such as organisational culture, leadership, the working environment, or reward systems. The inconsistency in these research findings suggests that the relationship between work motivation and performance still needs to be tested across various organisational contexts (Amanah & Al Banin, 2024). In addition to this research gap, this study is also based on empirical phenomena that are common within public sector organisations, including higher education institutions.

Technological developments, increasing demand for the quality of OCB, the digitisation of administration, and changing stakeholder needs require every employee to be able to adapt to these changes. These conditions require the ability to manage emotions, a willingness to contribute beyond formal duties, and strong work motivation to ensure that work continues to be carried out effectively. Therefore, organisations require scientific information regarding the factors that contribute to improved performance as a basis for formulating human resource development policies (Khatami et al., 2025; Wonda, 2024).

Based on the above, there remains a research gap regarding the influence of emotional intelligence, OCB, and work motivation on employee performance. Furthermore, the increasingly dynamic changes in the work environment require organisations to continually understand the factors capable of enhancing the quality of human resources. Consequently, this study aims to analyse the influence of emotional intelligence, OCB, and work motivation on employee performance, making it essential to conduct this research. The findings of this study are expected to contribute to the development of human resource management theory whilst also serving as a basis for organisations to formulate strategies for improving employee performance.

MATERIALS AND METHOD

Research Design

This study employed a quantitative design using a cross-sectional approach. This design was chosen because the measurement of emotional intelligence, OCB, work motivation and employee performance was conducted during the same period, thereby enabling the depiction of the interrelationships between variables at a single point in time. This approach is suitable for identifying factors related to employee performance in health education institutions without the need for longitudinal observation. The selection of the Surakarta Ministry of Health Polytechnic (Poltekkes Kemenkes Surakarta) as the research location was not based on the existence of organisational problems, but rather because

this institution is one of the vocational health higher education institutions with a complex organisational system involving both educational support staff and teaching staff in supporting the delivery of education. Data collection was conducted from January to June 2026.

Population and Sample

The study population comprised all 59 employees of the Surakarta Ministry of Health Polytechnic. Given the relatively small population size, this study employed total sampling, whereby all members of the population meeting the study criteria were included as respondents. Consequently, the target sample size for this study was 59 employees. Total sampling was chosen to ensure that all available members of the population are represented in the study, and to avoid the need to select a subset of the population based on a specific proportion.

The inclusion criteria for this study comprised employees who were officially employed at the Surakarta Ministry of Health Polytechnic during the data collection period, including academic staff (lecturers), administrative staff, and other supporting personnel; had been employed at the institution for at least six months to ensure adequate familiarity with the organisational environment, work culture, and job responsibilities; were actively involved in institutional activities and performed their assigned duties; had sufficient cognitive and language abilities to understand the research information and independently complete the questionnaire; and were willing to participate voluntarily by providing informed consent after receiving an explanation of the study objectives, procedures, and confidentiality of their responses. The exclusion criteria included employees who were on annual leave, extended leave, study leave, or other forms of leave during the data collection period, as well as those who were unable to participate due to illness, external work assignments, or other circumstances that prevented questionnaire completion. Employees who submitted incomplete questionnaires or did not provide responses to the essential study variables were excluded from the final analysis.

Research Variables

The independent variables in this study were emotional intelligence, OCB, and work motivation, while the dependent variable was employee performance. Emotional intelligence was operationally defined as an employee's ability to recognise, understand, and manage their own emotions and those of others. It was measured through five dimensions: self-awareness, self-regulation, self-motivation, empathy, and social skills. OCB was operationally defined as employees' voluntary behaviours beyond their formal job requirements, measured through five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

Work motivation was operationally defined as the internal and external driving forces that encourage employees to perform their duties and achieve organisational goals. It was measured through five dimensions: physiological needs, safety needs, social needs, esteem needs, and self-actualisation needs. Employee performance was operationally defined as employees' achievement in fulfilling their assigned duties and responsibilities. It was measured through four dimensions: work quality, work quantity, reliability, and work attitude. All variables were assessed using structured questionnaires.

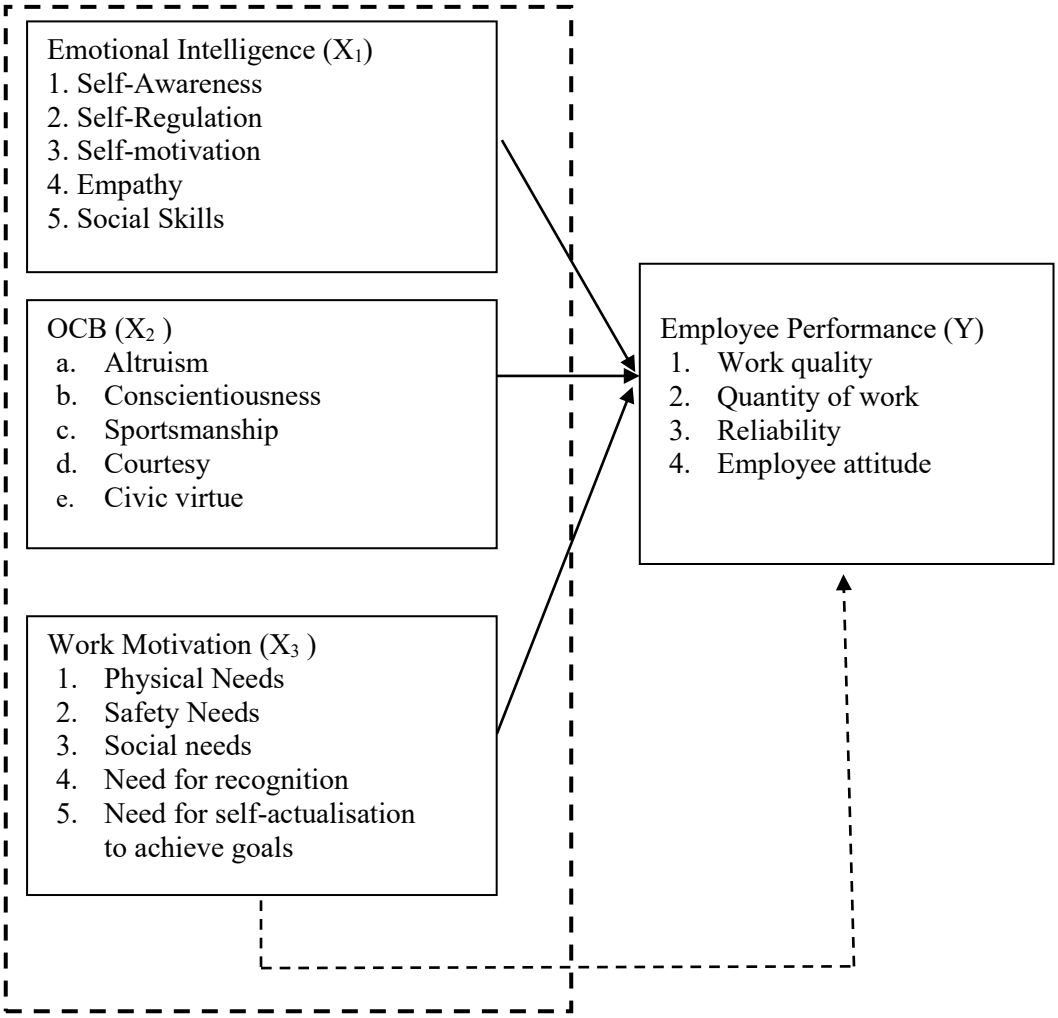


Figure 1. Research Conceptual Framework

Data Collection

Research data were collected using a structured questionnaire and documentation. The questionnaire was administered in person to respondents who met the research criteria. Each statement in the questionnaire used a five-point Likert scale: 'strongly disagree' (score 1), disagree' (score 2), neutral' (score 3), 'agree' (score 4), and 'strongly agree' (score 5). The higher the score obtained, the higher the level of emotional intelligence, organisational citizenship behaviour, work motivation, or employee performance, depending on the variable being measured. Documentation was used as supporting data for the research, primarily to obtain information relating to the characteristics and general conditions of the research subjects.

The questionnaire was distributed directly to employees who met the inclusion criteria. Before completing the questionnaire, respondents received an explanation of the study objectives, procedures, and confidentiality of the data and provided informed consent. Respondents completed the questionnaire independently, and the researcher collected the complete questionnaires and checked them for completeness.

Documentation was also used to obtain supporting data on employee characteristics and the general organisational profile of the research institution. Data collection was conducted from January to June 2026.

Before being used in the main analysis, the research instrument was tested for validity and reliability. Validity testing was carried out to determine the ability of each statement item to measure the construct under investigation. A statement item is deemed valid if the item-total correlation meets the established criteria and the significance level is less than 0.05. Reliability tests are carried out to determine the internal consistency of the instrument using Cronbach's Alpha. The instrument is deemed to have adequate reliability if Cronbach's Alpha reaches at least 0.70.

Research Hypotheses

The research hypotheses consist of partial and simultaneous hypotheses. The partial hypotheses state that emotional intelligence, organisational citizenship behaviour, and work motivation are each significantly related to employee performance at the Surakarta Ministry of Health Polytechnic (Poltekkes Kemenkes Surakarta). The simultaneous hypothesis states that emotional intelligence, organisational citizenship behaviour, and work motivation, taken together, are significantly associated with employee performance. Furthermore, the study examines the relative contributions of the three independent variables to identify which variable makes the greatest contribution to employee performance.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics software, version 24. Descriptive analysis was carried out to describe the characteristics of the respondents and the distribution of each research variable. Categorical data were presented in the form of frequencies and percentages, whilst numerical data were presented using appropriate measures of central tendency and dispersion.

Before the regression analysis was carried out, the data were first tested against the necessary assumptions, including tests for normality, linearity, multicollinearity and heteroscedasticity. The classical assumption tests included the Kolmogorov–Smirnov test for normality, the linearity test to assess the relationship between independent and dependent variables, tolerance and Variance Inflation Factor (VIF) values to assess multicollinearity, and the Glejser test to detect heteroscedasticity. The results showed that the regression model met all classical assumptions, with normally distributed residuals ($p > 0.05$), linear relationships between variables ($p < 0.05$ for linearity), no multicollinearity (tolerance > 0.10 and VIF < 10), and no evidence of heteroscedasticity ($p > 0.05$). Therefore, the data were considered suitable for multiple linear regression analysis.

Subsequently, multiple linear regression analysis was used to determine the contribution of emotional intelligence, organisational citizenship behaviour and work motivation to employee performance. The regression model used is $Y = \alpha + \beta1X1 + \beta2X2 + \beta3X3 + \varepsilon$, where Y represents employee performance, α is the constant, $\beta1$, $\beta2$ and $\beta3$ are the regression coefficients, X1 represents emotional intelligence, X2 represents organisational citizenship behaviour, X3 represents work motivation, and ε represents the error term.

The t-test was used to determine the contribution of each independent variable to employee performance, whilst the F-test was used to assess the significance of the regression model as a whole. The statistical significance level was set at $p < 0.05$. The

model's ability to explain the variation in employee performance was assessed using the adjusted R^2. The relative contributions of each independent variable were compared based on the standardised beta coefficient values, thereby identifying the variable that made the largest relative contribution to employee performance.

Research Ethics

The research was conducted in accordance with the ethical principles governing research involving human subjects. Participation by respondents was voluntary, and each respondent was provided with an explanation of the objectives, procedures, benefits, potential discomfort, data confidentiality, and their right to refuse or withdraw from the study without any consequences for their employment status. Informed consent was obtained from each respondent prior to completing the questionnaire. Respondents' identities were not recorded in the research data, and the information obtained was used solely for research purposes. As the research was conducted amongst employees within a single institution, the confidentiality of individual responses was maintained to minimise any potential pressure or concerns respondents might have regarding their employment relationships.

RESULTS

Table 1. Respondent Characteristics by Gender, Age, Education and Length of Service (n = 59)

Characteristics	n	%
Gender		
Male	22	37.3
Female	37	62.7
Age		
<30 years	8	13.6
30–40 years	18	30.5
41–50 years	21	35.6
>50 years	12	20.3
Highest level of education		
Secondary school/equivalent	9	15.3
Diploma	9	15.2
Bachelor's degree (S1)	27	45.8
Master's degree (S2)	14	23.7
Length of service		
<5 years	11	18.6
5–10 years	16	27.1
11–20 years	21	35.6
>20 years	11	18.7

Table 1 shows the distribution of the characteristics of the 59 respondents by gender, age, highest level of education and length of service. Female respondents constituted the largest group (62.7 per cent), whilst males accounted for 37.3 per cent. By age, the 41–50 age group had the largest proportion (35.6 per cent), followed by the 30–

40 age group (30.5 per cent). In terms of highest level of education, the majority of respondents held a bachelor's degree (45.8 per cent), whilst in terms of length of service, the largest proportion was in the 11–20 years group (35.6 per cent). These characteristics indicate that the study's respondents comprised employees with diverse demographic backgrounds and work experience.

Table 2. Results of the Validity and Reliability Tests for the Research Instrument (n = 59)

Variable	Number of items	Item correlation range	Cronbach's alpha	Notes
Emotional intelligence	5	0.632–0.756	0.742	Valid and reliable
Organisational Citizenship Behaviour (OCB)	5	0.671–0.782	0.781	Valid and reliable
Work motivation	5	0.683–0.764	0.769	Valid and reliable
Employee performance	5	0.672–0.779	0.756	Valid and reliable

Table 2 shows that all items across the four variables have item-total correlations above the critical value of 0.256, thus meeting the validity criteria. The range of item correlations was 0.632–0.756 for emotional intelligence, 0.671–0.782 for OCB, 0.683–0.764 for work motivation, and 0.672–0.779 for employee performance. 's alpha values ranged from 0.742 to 0.781, indicating adequate internal consistency across all instruments. Consequently, all instruments were deemed to meet the validity and reliability requirements for use in the research analysis.

Table 3. Results of Multiple Linear Regression Analysis of Emotional Intelligence, OCB and Work Motivation on Employee Performance (n = 59)

Predictor variables	B	SE	B	T	p
Constant	8.742	3,215	–	2.718	0.009
Emotional intelligence	0.328	0.109	0.312	3.009	0.004
Organisational Citizenship Behaviour (OCB)	0.276	0.098	0.289	2.816	0.007
Work motivation	0.391	0.112	0.356	3.491	0.001

Table 3 presents the results of the multiple linear regression analysis to identify the contributions of emotional intelligence, OCB and work motivation to employee performance. All three predictors have positive regression coefficients and demonstrate a statistically significant relationship with employee performance, namely emotional intelligence (B = 0.328; β = 0.312; p = 0.004), OCB (B = 0.276; β = 0.289; p = 0.007), and work motivation (B = 0.391; β = 0.356; p = 0.001). The largest standardised beta value was found for work motivation (β = 0.356), followed by emotional intelligence (β = 0.312) and OCB (β = 0.289), indicating that work motivation makes the largest relative contribution to the model. The regression equation obtained is $Y = 8.742 + 0.328X1 + 0.276X2 + 0.391X3$.

Table 4. Summary of the Multiple Linear Regression Model (n = 57)

Parameters	Value
R	0.782
R^2	0.612
Adjusted R^2	0.591
Standard error of the estimate	2.146
F	28.910
df1	3
df2	55
p	<0.001

*Notes: R = multiple correlation coefficient; R^2 = coefficient of determination; Adjusted R^2 = adjusted coefficient of determination; F = F-test value; df1 = numerator degrees of freedom; df2 = denominator degrees of freedom; p = statistical significance value

Table 4 shows the performance of the regression model incorporating emotional intelligence, OCB and work motivation as predictors of employee performance. An R value of 0.782 and an R^2 value of 0.612 indicate that the model explains 61.2 per cent of the variation in employee performance. After adjusting for the number of predictors and sample size, the adjusted R^2 value of 0.591 indicates that 59.1 per cent of the variation in employee performance can be explained by the three predictors in the model, whilst the remaining 40.9 per cent lies outside the model. The simultaneous test showed that the regression model as a whole was statistically significant, $F(3,55) = 28.910$; $p < 0.001$.

DISCUSSION

Emotional Intelligence and Employee Performance

The results of the study indicate that emotional intelligence has a positive and statistically significant relationship with employee performance, with a B value of 0.328, a β value of 0.312, and a p-value of 0.004. These findings suggest that employees who are adept at managing their emotions tend to demonstrate better performance in carrying out their work duties. Emotional intelligence helps staff recognise their own emotional states, control their responses to pressure, understand the feelings of others, and build good working relationships. These abilities are particularly important within the context of a healthcare education institution, as staff interact with students, lecturers, educational support staff, management, and various other parties with differing needs. These findings are consistent with research reporting a positive and significant relationship between emotional intelligence and employee performance (Abo-Elenein Abdallah & Abdel-Mongy Mostafa, 2021; Laili et al., 2025; Santa et al., 2023).

Emotional intelligence can help staff maintain appropriate work behaviour when facing job demands and interpersonal issues. Staff who are able to manage their emotions can complete tasks in a more focused manner without allowing emotional pressure to disrupt the work process. The ability to understand others' emotions can also support more effective communication in the delivery of administrative services and academic activities. These conditions can foster more constructive workplace interactions between staff and service users within the Poltekkes Kemenkes Surakarta environment. Consequently, the development of emotional intelligence can serve as one approach to enhancing staff performance (Al-Oweidat et al., 2023; Audan & Bandiola, 2024).

Organisational Citizenship Behaviour and Employee Performance in Health Education Institutions

The research findings indicate that OCB has a positive and statistically significant relationship with employee performance, with B = 0.276, β = 0.289, and p = 0.007. These findings suggest that voluntary behaviour that supports the organisation's interests is associated with employees' performance in carrying out their job responsibilities. OCB can be observed through a willingness to assist colleagues, safeguard the organisation's interests, respect others, and fulfil responsibilities beyond the formal demands of the job. Such behaviour can support the smooth coordination and completion of tasks within an organisation that undertakes both academic and healthcare service activities simultaneously.

The working environment in health education institutions requires coordination amongst staff, as service delivery processes involve various units and work groups. Staff who are willing to assist colleagues can support the completion of tasks when there is an increase in workload or unexpected service demands. Mutual assistance can also reduce barriers to coordination and foster a more cooperative working environment. OCB becomes increasingly relevant when staff must complete tasks that require cross-departmental collaboration and ongoing communication. Therefore, organisations can create an environment that fosters the emergence of organisational citizenship behaviour through communication, recognition and effective cooperation (Fatmawati & Azizah, 2022; Kao et al., 2023; Prasad et al., 2024; Wonda, 2024).

Work Motivation and Employee Performance

The research findings indicate that work motivation has a positive and statistically significant relationship with employee performance, with B = 0.391, β = 0.356, and p = 0.001. This standardised beta value is the highest compared to emotional intelligence and OCB, meaning that work motivation makes the largest relative contribution to the research model. Work motivation can encourage employees to direct their efforts, maintain perseverance, and complete tasks in line with the organisation's objectives. Motivation can stem from employees' internal drives or from external conditions that provide rewards, support, security, and opportunities for development (Hikmah & Lukito, 2021).

Good work motivation can help employees remain engaged in completing tasks even when the work involves varying demands. Organisations can strengthen employee motivation through clear work objectives, recognition of achievements, opportunities for skills development, and a supportive working environment. Such support can help staff understand the relationship between individual tasks and the achievement of institutional goals. Motivation can also help staff maintain consistency in providing services to students, lecturers, and other parties requiring the institution's services. These findings indicate that motivational aspects require attention in efforts to develop staff performance within health education institutions (Amanah & Al Banin, 2024; Kao et al., 2023).

Emotional Intelligence, OCB, Work Motivation, and Staff Performance

The research results indicate that emotional intelligence, OCB, and work motivation are simultaneously and significantly associated with staff performance, with an F-value of F (3,55) = 28.910 and $p < 0.001$. The research model has an adjusted R^2 value of 0.591, indicating that these three variables account for 59.1 per cent of the

variation in staff performance. These results indicate that employee performance is not only related to the ability to manage emotions or the drive to work, but also to voluntary behaviour that supports the organisation. A combination of personal abilities, motivation, and social behaviour can create working conditions that support the more effective execution of tasks. These findings suggest that approaches to employee performance development need to be considered both individual and behavioural aspects within the organisation simultaneously.

Work motivation makes the largest relative contribution to the model; however, this result does not imply that emotional intelligence and OCB play no role in employee performance. All three variables exhibit positive coefficients and significant p-values, meaning that each provides distinct insights into explaining variations in performance (Luthfi et al., 2022). Emotional intelligence relates to the ability to manage oneself and interpersonal relationships, whilst OCB relates to voluntary behaviour that supports organisational functions. Work motivation relates to the drive that directs and sustains employees' efforts in completing their work. The integration of these three aspects can serve as a basis for institutional development to develop more comprehensive performance improvement strategies (R.J. Singh et al., 2024; Simanjorang et al., 2025; Wonda, 2024).

Implications for Health

The research findings have implications for organisational health, as employees' emotional states, motivation and social behaviour may be linked to the quality of the working environment. Managing emotional intelligence can help employees cope with work-related stress and maintain healthy communication within the workplace. Strengthening OCB can foster cooperation amongst staff, enabling workloads to be managed through mutual support. Increased work motivation can help staff maintain engagement and productivity when providing services to students and the academic community. Such an approach can support the creation of a psychosocially healthy working environment and has the potential to enhance the quality of service provided by health education institutions.

Health implications can also be addressed through human resource development programmes that prioritise staff psychological wellbeing. Institutions can provide training in emotional regulation, interpersonal communication, conflict resolution and stress management as part of staff competency development. Institutions can also establish transparent systems of recognition and workplace support to sustain staff motivation. These activities can be combined with workload assessments and regular communication between staff and management. An integrated approach can help create a working environment that supports psychosocial health and staff performance.

Strengths and Limitations of the Study

This study has the strength of using total sampling, meaning that all staff members meeting the criteria within the study population were included as respondents. The use of the entire population enables the study to provide a more comprehensive picture of staff conditions at the institution where the research was conducted. The study also utilised instruments that met the criteria for validity and reliability, ensuring the data could be used in statistical analysis. Multiple linear regression analysis enabled the study to assess the contribution of three predictor variables, both individually and simultaneously, to employee performance. The inclusion of several psychological and organisational

behavioural variables also provided a more comprehensive picture of the factors associated with employee performance.

This study has limitations as it was conducted at a single institution with a relatively small number of respondents, namely 59 employees. This limits the generalisation of the study's findings to other health or educational institutions with different organisational characteristics. The cross-sectional design also means that the study only describes the relationships between variables at a single point in time, so changes in these relationships over time cannot be determined. The use of a questionnaire as a data source may give rise to response bias, as respondents provide assessments based on their personal perceptions. Furthermore, this study has not yet incorporated other factors—such as workload, leadership, job satisfaction, organisational culture, the working environment, and psychological well-being—which may be related to employee performance.

Recommendations for Further Research

Future research could involve several health education institutions or healthcare facilities to obtain a larger sample size and a more diverse range of organisational characteristics. A longitudinal study design could be used to observe changes in emotional intelligence, OCB, work motivation, and employee performance over time. Future researchers may also include other variables such as leadership, workload, job satisfaction, organisational culture, working environment and psychological well-being. The use of mixed-methods research may help to explain the reasons and experiences of employees that underline the relationship between individual factors, organisational behaviour and performance. Further research could also develop interventions to enhance emotional intelligence and work motivation and subsequently evaluate changes in employee performance objectively.

CONCLUSION

This study demonstrates that emotional intelligence, OCB, and work motivation are positively and significantly associated with the performance of employees at the Poltekkes Kemenkes Surakarta, both individually and collectively. Work motivation showed the largest relative contribution compared to emotional intelligence and OCB in the research model. These findings suggest that staff performance in health education institutions is linked to the ability to manage emotions, the willingness to make a positive contribution to the organisation, and the drive to perform work to the best of one's ability. The research results have implications for health education institutions in developing human resource management programmes through the enhancement of emotional intelligence, the strengthening of a collaborative work culture, the provision of appropriate support and recognition, and the provision of opportunities for competence and career development. These efforts can support the creation of a healthy and productive working environment and strengthen the quality of education, service delivery, and health support functions within the institution.

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