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An Analysis of Administrative Staff Performance At Universitas Negeri Manado

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ABSTRACT

This study aims to analyze the influence of the work environment, work engagement, and quality of work life on employee performance at Manado State University. The study employs a quantitative approach using multiple regression analyses to examine both partial and simultaneous effects of the variables. The results indicate that the work environment and work engagement have a positive and significant effect on employee performance, with work engagement emerging as the most dominant factor. Meanwhile, quality of work life also shows a positive effect, although its contribution is relatively small. Simultaneously, all three variables significantly influence employee performance; however, in the partial analysis, only the work environment and work engagement remain significant. These findings suggest that improvements in employee performance are more strongly influenced by the level of work engagement and a conducive work environment. Therefore, organizations should prioritize strategies that enhance employee engagement and foster a supportive work environment to achieve optimal performance.

Keywords: employee performance, quality of work life, work engagement, work environment.

INTRODUCTION

A nation's progress is measured by indicators of its development success. To achieve progress, a nation needs to improve its human resources. Human resources are individuals who are ready, willing, and able to contribute to the nation's development goals. Human resources are all individuals involved in an organization's efforts to realize its goals. Therefore, human resources are a vital asset for an organization, and their sustainability must be maintained and nurtured to achieve effective and efficient performance. Universities play a strategic role in the development of science

and human resources. As public service organizations in higher education, universities are required to produce competent and globally competitive graduates. To achieve this goal, sound organizational management is necessary, with human resources being the most dominant factor determining the institution's success. Structurally, human resources within a university are divided into two main groups: academic staff, consisting of lecturers, and educational staff, which encompasses various support personnel and academic operations. Although educational staff are often viewed as a support group, their presence is crucial in ensuring the smooth operation of the Tri Dharma of Higher Education, which encompasses education, research, and community service. University administrative staff have diverse and complex responsibilities, including managing academic administration, maintaining learning facilities, managing library services, operating information technology systems, preparing laboratory equipment, and carrying out various other supporting tasks that enable optimal learning and research processes. These various responsibilities require high-performing, professional, and responsible administrative staff. However, the reality on the ground shows that many performance issues remain for administrative staff at universities in Indonesia, particularly at Manado State University. Manado State University, as one of the state universities in North Sulawesi with a vision to become a superior and competitive university, certainly requires adequate human resource support, including optimally performing administrative staff.

Based on initial observations, several issues at Manado State University relate to the performance of its administrative staff, including a lack of responsiveness in academic administration services to students and lecturers, suboptimal operation of the information technology system supporting academic activities, and the involvement of administrative staff in work that is not fully aligned with their primary duties and functions. These conditions not only reflect individual issues but also indicate issues related to the work environment, such as the availability of facilities and infrastructure, workspace comfort, and communication and coordination patterns between units. Furthermore, the quality of work life for administrative staff is not yet optimal and has the potential to impact overall performance. Empirically, the performance of administrative staff at Manado State University demonstrates a gap between the institution's expected performance standards and the reality of implementation on the ground. Although Manado State University envisions itself as a superior and competitive university, observations indicate that human resource support, particularly for administrative staff, is not yet at the optimal level required to achieve this vision. The performance of the educational staff at Manado State University is reflected in, first, the responsiveness of administrative services. It was found that the educational staff still shows a tendency to be slow in responding to the administrative needs of students and lecturers, such as processing letters, inputting grades, and other academic services. Empirically, this phenomenon reflects the low dimensions of service orientation and task performance, which should be the main indicators in the performance of the public education service sector. Delays and lack of accuracy of these services have the potential to reduce user satisfaction and hinder the effectiveness of the academic process as a whole. Second, in terms of information technology utilization, there are indications that the system provided by the institution has not been optimally utilized. This is evident in the persistence of manual or semi-digital work practices and dependence on certain individuals to operate the system. Systematically, this condition indicates a digital competency gap (digital skills gap) among educational staff, as well as unequal training and mastery of academic information systems. As a result, work efficiency is low and the potential for administrative errors is increased. Third, in terms of the suitability of work with main duties and functions (tupoksi), it was found that some educational staff are involved in work that does not fully align with formal job descriptions. This phenomenon indicates role ambiguity and role overload, which organizational behavior literature has shown can reduce

individual performance. This mismatch also reflects a suboptimal Human Resources management system, particularly in terms of division of labor, employee placement, and performance monitoring. In this context, educational staff performance is understood not only as individual work output, but as the result of a complex interaction between individual, job, and organizational environmental factors that influence each other simultaneously. Performance is the result of a person's work to achieve organizational goals. Furthermore, according to Stoner (in Priyono, 2010), performance is the quantity and quality of work produced by an individual, group, or organization.

Employee performance is the real behavior displayed by each person in accordance with the tasks that have been given to him based on the ability, competence, motivation and interests to produce work with quality and quantity in achieving goals in the organization. The performance referred to in this study is operational performance, organizational administrative performance and strategic performance. Where these three types of performance are certainly present in every organization as well as in university organizations. The performance studied in campus or university organizations related to employees at the university is based on the opinion of Campbell (in Koopmans, 2014) who mentions aspects of performance, namely (1) Task performance is the ability of individuals to carry out substantive and technical tasks that are important for their work; (2) Contextual performance, is behavior that supports the organizational environment, social and psychological environment so that work can function well; (3) Adaptive performance is the extent to which individuals can adapt to changes in work or the environment and (4) Counterproductive work behavior, is behavior that can endanger the welfare of the organization. Therefore, performance in this study is understood as work behavior and work results shown by individuals in carrying out their duties. This means that performance is a real manifestation of work activities that can be observed and measured. To achieve optimal performance, support from various factors is needed, especially related to human resource management, considering that human resources have a very important role, educational personnel are needed who not only master the field of work and technology, but also have innovation and creativity. In managing human resources to achieve organizational goals, namely effective and efficient performance, a good work environment is needed, high employee job involvement and the fulfillment of employee quality of work life. Employee performance becomes efficient and effective inseparable from the work environment. The work environment is one of the elements that can directly or indirectly influence employee performance and work life. The work environment is everything or elements that can directly or indirectly influence an organization or company that will have a good or bad impact on employee performance and job satisfaction (Soetjipto, 2008). Based on a search in ScienceDirect from 2017 to January 2024, there were 41,318 articles examining the work environment and performance. In Google Scholar, there were 225,000 studies on the work environment and performance. Meanwhile, in GARUDA (digital reference garda) there were 296 articles on the work environment and performance. Research by Saidi et al. (2019) showed that the work environment has a relationship with performance.

Several studies conducted in Indonesia have shown a relationship or influence between the work environment and performance. One example is Lestari and Harmon (2017), which showed a positive relationship between the work environment and employee performance, or in other words, the work environment influences employee performance. Aslia's (2019) study showed that the work environment has a positive and significant influence. Rosminah's (2021) study showed that the work environment influences employee performance. Humairoh's (2020) study showed that the work environment has a positive and significant relationship with employee performance. While there is extensive research on the work environment and performance, research conducted on employees in educational or university settings has been lacking, which is one reason why researchers have considered the work environment as one aspect supporting employee performance

at universities. A good work environment supports employee performance, and employees are expected to have work engagement. Job engagement indicates how interested an individual is in their tasks or work. This not only reflects an individual's happiness or satisfaction with their work but also reflects the responsibility they have for the work assigned to them (Steers & Porter, 1991). In sciencedirect from 2017 to January 2024 there were 27,210 articles researching job involvement with performance, in Google Scholar there were 41,200 studies on job involvement with performance, while in GARUDA (digital reference garda) there were 21 articles on job involvement with performance. Several studies in Indonesia showed a positive and significant relationship between job involvement and performance. Job involvement is a person's activeness, interest or involvement in their work by placing themselves in physical, cognitive and emotional roles during work so that they feel satisfied and responsible for their work. In this study, the job involvement referred to is based on the opinion of Lodahl and Kejner (in Cohen, 2003), namely (1) Performance self-esteem contingency, an aspect that reflects a person's level of self-esteem that is influenced by work performance. This also includes how far performance influences a person's self-esteem; (2) Psychological identification, encompassing the extent to which a person can identify their work as having a significant psychological impact. In other words, a person considers their work to be highly significant and highly involved in their work.

Research on job involvement among administrative or educational staff at universities is still rare. According to Mathis and Jackson (2006), employees with high job involvement are those who spend time working, have a high level of concern, feel job satisfaction, are highly committed to their profession, career, and organization, strive for their best for the organization, have low levels of turnover and absenteeism, and are highly motivated. In reality, not all employees or educational staff have high job involvement. However, high levels of job involvement among educational staff lead to more effective and efficient performance, which in turn impacts the quality of work life. In the context of research at Manado State University, a state university that continuously strives to improve the quality of governance and academic services, low levels of job involvement among educational staff indicate structural and organizational problems. The work environment, which is not yet fully supportive, such as limited work facilities and infrastructure, as well as suboptimal communication and coordination patterns between work units, and unequal distribution of workloads, is suspected to also influence the level of work engagement of educational staff. Furthermore, the quality of work life of educational staff at Manado State University, which includes aspects of comfort, balance between work demands and personal life, sense of security in the workplace, and perceptions of fairness and organizational support, also has the potential to be less than optimal. This condition not only impacts work engagement but also has implications for the effectiveness of educational staff performance in supporting the implementation of university governance.

Quality of work life is a crucial concept in human resource management, reflecting how an organization views people, their work, and their work environment as a whole. Quality of work life is not only related to the physical condition of the workplace but also encompasses educational staff's perceptions of their mental and emotional well-being while performing their work. The level of quality of work life reflects the extent to which employees feel satisfied with their jobs. Educational staff who feel satisfied and whose work needs are met tend to have a high quality of work life, while educational staff who feel unhappy, dissatisfied, or experience a mismatch between expectations and work reality will perceive a low quality of work life. Therefore, quality of work life is an important indicator in understanding educational staff attitudes, behaviors, and responses to their work, and has direct implications for work engagement, performance, and organizational sustainability.

Based on the above description, it can be concluded that the work environment, job involvement, and quality of work life are strategic factors that play an important role in supporting the improvement of educational staff performance, especially in the context of Manado State University, which is undergoing a governance transformation from a work unit (Satker) to a Public Service Agency. This change requires the readiness of human resources who are not only technically competent, but also supported by a conducive work environment, a high level of work involvement, and a positive perception of the quality of work life. However, the condition of the work environment is not fully supportive, the perceived quality of work life is not optimal, and variations in the level of work involvement of educational staff indicate the existence of problems that are oriented to hinder the improvement of performance and service quality. On the other hand, the limitations of comprehensive empirical studies examining the relationship between the work environment, job involvement, and quality of work life and educational staff performance at Manado State University indicate a research gap that needs to be studied. Therefore, this research is crucial and relevant to gain a deeper understanding of the role of the work environment, work engagement, and quality of work life on the performance of educational staff, as a basis for formulating effective, adaptive, and sustainable human resource management policies at Manado State University.

Universities are strategic institutions with a fundamental role in producing superior, adaptive, and globally competitive human resources. In the context of modern higher education governance, institutional success is determined not only by the academic quality of lecturers but also by the effective management of non-academic human resources, particularly educational staff. Although often positioned as a support system, educational staff make a significant contribution to ensuring the smooth implementation of the Tri Dharma of Higher Education through academic administration services, information technology management, and institutional operational support. Several empirical findings indicate that educational staff performance is still not at an optimal level. This condition is reflected in low service responsiveness, limited optimization of digital work systems, and a mismatch between primary duties and functions (tupoksi) and actual work implementation in the field. This phenomenon indicates that performance problems are multidimensional, which not only originate from individual aspects, but also from work systems, organizational environments and the quality of work life.

Conceptually, employee performance is defined as the behavior displayed by individuals in carrying out organizational tasks, encompassing the dimensions of task performance, contextual performance, adaptive performance, and counterproductive work behavior (Koopmans et al., 2014). This concept emphasizes that performance is a multidimensional construct that reflects not only work results but also work behaviors that support or hinder the achievement of organizational goals. Within the theoretical framework, this study integrates three main variables consistently defined in the organizational behavior literature as determinants of performance: work environment, job involvement, and quality of work life. First, the work environment is understood as the physical, psychological, and social conditions surrounding individuals within an organization that can directly or indirectly influence work effectiveness. In this study, the measurement of the work environment refers to the Work Environment towards Quality of Work Life construct developed by Razak, Ma'amor, and Hassan (2016). This construct consists of two main dimensions: organizational social support and work environment conditions. Second, job involvement is defined as the level of psychological attachment of an individual to his/her work, reflected through cognitive, affective, and behavioral dimensions. The instrument used in this study refers to the job involvement scale developed by Lodahl and Kejner (1965), and has been expanded through contributions from Saleh and Hosek (1976) and Reeve and Smith (2001) and developed by researchers so that this scale includes four main dimensions: psychological identification, central

life interest, affective-motivational, and normative belief, which represent the level of internalization of an individual towards work as part of self-identity and personal value system. Third, quality of work life is an employee's subjective perception of the level of fulfillment of personal and professional needs through balanced work experiences in order to achieve organizational goals. This variable is measured using the Quality of Work Life Scale developed by Swamy et al. (2016), which includes nine main dimensions: work environment, organizational culture and climate, relationships and cooperation, training and development, compensation and rewards, work facilities, job satisfaction and security, job autonomy, and resource adequacy. This construct emphasizes that the quality of work life is a multidimensional concept that is oriented towards employee welfare holistically.

Meanwhile, performance, as the dependent variable, was measured using the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2014). This instrument classifies performance into three main dimensions: task performance, contextual performance, and counterproductive work behavior. This approach allows for comprehensive performance measurement, encompassing both productive and non-productive aspects. Empirically, various studies have shown that a conducive work environment positively contributes to improved employee performance by increasing comfort, motivation, and work effectiveness. Similarly, work engagement has been shown to have a significant relationship with increased responsibility, initiative, and individual work quality. Furthermore, quality of work life has also been reported to have a positive influence on job satisfaction, organizational engagement, and reduced work stress. However, most of these empirical studies are still dominated by the industrial sector and for-profit organizations, while studies in the higher education sector, particularly education personnel in Indonesia, are relatively limited.

This research gap becomes increasingly relevant in the context of the transformation of higher education governance, which demands increased professionalism in services, digitalization of work systems, and improvements in the quality of academic services. At Manado State University, there are indications of a gap between expected work standards and actual conditions, which is suspected to be influenced by a suboptimal work environment, varying levels of work engagement, and an unmet quality of work life. Thus, this state-of-the-art research confirms that educational staff performance cannot be understood in isolation, but rather as the result of a systematic interaction between the work environment, work engagement, and quality of work life. However, the integration of these three variables into a comprehensive empirical model in the context of higher education in Indonesia, particularly Manado State University, is still very limited. Therefore, this research provides theoretical and empirical contributions in developing a more holistic, contextual, and modern organizational behavior-based model for improving educational staff performance.

METHOD

Type of Research

This research used a quantitative method with a cross-sectional approach. According to Sugiyono (2017), a survey method is used to obtain data from a specific, natural (not artificial) setting. Survey research asks respondents about their beliefs, opinions, characteristics, and behaviors that have occurred or are currently occurring. Therefore, the researcher used a quantitative research method with a cross-sectional approach. According to Hidayat (2007), a cross-sectional research method is a research design that involves making measurements or observations simultaneously or at a single point in time.

Time and Location of the Research

The research was conducted at Manado State University, from May 2024 to August 2024.

Population and Sample

1) Population

According to Sugiyono (2017), a population is a generalization consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study was 235 educational staff at Manado State University.

2) Sample

According to Arikunto (2013), a research sample is a portion or representative of the population being studied. The sampling technique used was proportionate stratified random sampling, which divides the population into random and balanced portions. The population in this study was 235 education personnel. The sampling technique used the Slovin formula with a 95% confidence level and a 5% margin of error. Therefore, the total sample size for this study was 148 education personnel.

Data Collection Techniques

1) Field Observation

According to Sugiyono (2017), observation is a data collection technique for observing human behavior, work processes, natural phenomena, and respondents. In this study, the researcher conducted direct observations to discover facts in the field. The instrument used was unstructured non-participant observation. The non-standard nature of the instrument made it easier for the researcher to gather information related to the work environment, work engagement, and quality of work life on the performance of educational staff at Manado State University.

2) Literature Review

This study was used as a comparison or to support information related to the research problem. This technique was used to supplement the data in order to analyze the problem being studied. Literature review was conducted to obtain input in the form of concepts, principles, theories, and regulations related to the research.

3) Scale/Questionnaire

This study used a questionnaire to collect data from a predetermined sample. According to Sekaran (2007), a questionnaire is a list of questions formulated in advance by the researcher to be answered by respondents. A questionnaire was used to collect data from predetermined respondents. In this study, the research instrument used was a questionnaire with a Likert scale. According to Sugiyono (2017), a Likert scale is used to measure the attitudes, opinions, and perceptions of an individual or group of people regarding social phenomena. There are four types of Likert scales used in this study: the world environment scale, the job involvement scale, the quality of work life scale, and the job performance scale. Respondents were asked to fill in each question by checking the appropriate column (√). In this research scale, four answer choices were used: very appropriate (SS), appropriate (S), inappropriate (TS), and very inappropriate (STS).

RESULTS AND DISCUSSION

Classical Assumption Test

In research using regression analysis, the classical assumption test plays a crucial role in ensuring that the regression model is suitable for use and that its estimation results are reliable. With the classical assumption test, researchers can determine whether the regression model meets

the basic requirements of the Ordinary Least Squares (OLS) method, resulting in the Best Linear Unbiased Estimator (BLUE) estimate. This results in more accurate, unbiased analysis results, and can serve as a solid basis for decision-making. The classical assumption test also serves to prevent bias in the interpretation of results. The normality test ensures that residuals are normally distributed for valid significance tests; the multicollinearity test prevents high correlations between independent variables that could compromise the accuracy of the coefficients; the heteroscedasticity test ensures that residual variance remains constant, ensuring statistical test results are unbiased; and the autocorrelation test is used to detect relationships between residuals in time series data. By conducting the classical assumption test, researchers can increase the reliability of hypothesis testing results and select the regression model that best fits the research data (Gujarati & Potter, 2009; Wooldridge, 2006; Ghozali, 2018).

Normality Test

The normality test in classical assumption testing serves to ensure that the residuals or prediction errors in a regression model are normally distributed. The normal distribution of residuals is crucial because it forms the basis for the validity of statistical tests, such as the t-test and F-test, which are used to test the significance of variables in the model. If the residuals are not normally distributed, the estimated regression coefficients can be biased and the research conclusions can be misleading. Therefore, conducting a normality test helps improve the reliability of the regression model and ensures that the analysis results are scientifically credible (Gujarati & Poter, 2009; Ghozali, 2018). This study used the Kolmogorov-Smirnov normality test. The decision-making criteria are: if the significance value (Asymp. Sig. 2-tailed) > 0.05, then H0 is accepted and H1 is rejected, indicating a normal distribution of the residuals. If the significance value (Asymp. Sig. 2-tailed) < 0.05, then H0 is rejected and H1 is accepted, indicating a non-normal distribution of the residuals. The results of the normality test are shown in Table 1.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		148
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	5,67372489
Most Extreme Differences	Absolute	0,072
	Positive	0,050
	Negative	-0,072
Test Statistic		0,072
Asymp. Sig. (2-tailed)		.058[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on Table 1, the results of the Kolmogorov-Smirnov (K-S) test show an Asym. Sig. (2-tailed) value of 0.058, which is greater than the 0.05 significance level. Therefore, it can be concluded that the residuals are normally distributed. Thus, the normality assumption in the regression model has been met, making the model suitable for further analysis (Gujarati & Poter, 2009; Ghozali, 2018).

The results of the normality test can also be seen in the normal P-P plot. In this graph, the data points are spread along the diagonal line, indicating that the residual distribution approaches

a normal distribution pattern. The closer the P-P plot is to the diagonal line, the greater the indication that the data does not experience significant deviations from the normality assumption. See Figure 1.

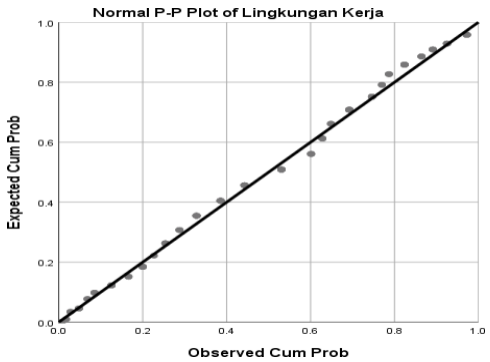

Figure 1. PP Plots for Work Environment Variables

Figure 1 shows a normal probability-probability (P-P) plot for the work environment variable. It can be seen that the points (observed cumulative probability) are spread very closely along the diagonal line (expected cumulative probability). This pattern indicates that the data distribution approximates the theoretical normal line. Therefore, it is concluded that the residual distribution of the work environment variable is normal and there are no significant deviations from the assumption of normality. Therefore, the data are suitable for use in regression analysis because they meet the classical assumption of residual normality.

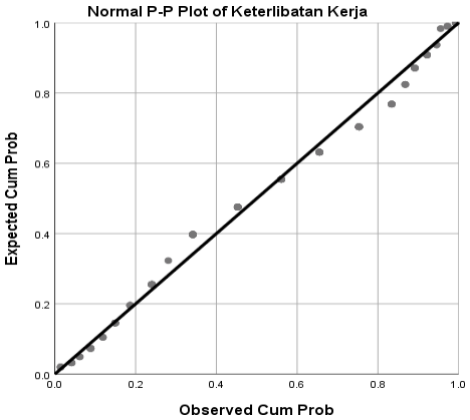

Figure 2. P-P Plots for the Job Engagement Variable

In Figure 2, the normal P-P plot shows that the residual data points are distributed close to the diagonal line. This distribution pattern follows the direction of the normal line, both at the beginning, middle, and end of the plot. This condition indicates that the residual distribution of the job engagement variable is normal. Therefore, it can be concluded that the assumption of normality is met, making the job engagement variable suitable for use in regression analysis.

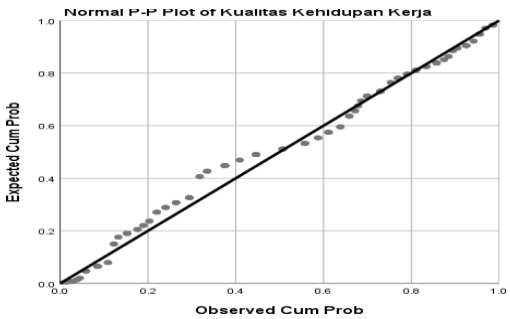

Figure 3. P-P Plots for Quality of Work Life Variable

In Figure 3, the normal P-P plot shows that the data points also appear to follow the diagonal line. Although there are slight deviations in the middle and beginning of the curve, the pattern is still within acceptable limits. In general, the distribution of the points is consistent and approximates the theoretical normal line. Therefore, it can be concluded that the residuals for the quality of work life variable are normally distributed, and the assumption of normality for this variable has been met.

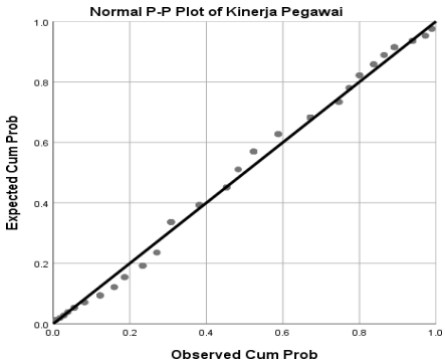

Figure 4. PP Plots of Employee Performance Variables

In Figure 4, the normal P-P plot graph shows that the residual points are spread very closely along the diagonal line. Almost all points lie on the normal line, indicating a symmetrical distribution pattern that does not deviate significantly. This indicates that the residuals of the employee performance variable are normally distributed. Therefore, the regression model used meets one of the important classical assumptions, namely residual normality.

Multicollinearity Test

The multicollinearity test in classical assumption testing serves to determine whether there is a high correlation between the independent variables in the regression model. Through this test, researchers can ensure that each independent variable used in the model has a unique contribution and does not overlap with other variables. In other words, the multicollinearity test serves to maintain the reliability and validity of the regression estimation results, so that the constructed model accurately represents the relationships between variables. Multicollinearity testing is typically performed using the Variance Inflation Factor (VIF) and Tolerance values. A model is considered free of multicollinearity if the VIF is <10 and the Tolerance value is >10 (Gujarati & Poter, 2009; Hair et al., 2010; Ghozali, 2018). The results of the multicollinearity test are presented in Table 2.

Table 2. Multicollinearity Test Results
Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	16,404	3,968		4,134	0,000		
	Work Environment	0,189	0,072	0,215	2,634	0,009	0,749	1,334
	Job Engagement	0,625	0,102	0,469	6,124	0,000	0,848	1,179
	Quality of Work Life	-0,031	0,030	-0,087	-1,034	0,303	0,702	1,424

a. Dependent Variable: Kinerja Pegawai

Based on Table 2, it can be concluded that the Tolerance value for the work environment variable is 0.749, work engagement is 0.848, and quality of work life is 0.702, all of which are greater than 0.10. Meanwhile, the Variance Inflation Factor (VIF) for the three variables, work environment, 1.334, work engagement, 1.179, and quality of work life, is 1.424. Each of these variables has a value less than 10 (VIF < 10). Therefore, it can be concluded that the regression model used does not contain multicollinearity issues. Each independent variable can be analyzed separately and still makes a valid contribution to the dependent variable.

Heteroscedasticity Test

In regression analysis, the heteroscedasticity test is included in the classical assumption tests, which functions to test whether the residual variance is constant or varies from one observation to another. Through the heteroscedasticity test, researchers can determine whether the residual variance in a regression model is similar across observations or whether there is an inequality of variance that could affect the model's validity. This study used the Glejser heteroscedasticity test, a method for detecting the presence or absence of heteroscedasticity in a regression model. Heteroscedasticity occurs when the residual variance (error) is not constant from one observation to the next. This condition makes the estimation results inefficient and invalidates the t-test and F-test. The Glejser method was developed by Herbert Glejser by regressing the absolute value of the residual against the independent variables in the model. The decision-making criteria are if the Sig. value is >0.05, indicating no heteroscedasticity (the model is feasible), and if the Sig. value is <0.05, there is evidence of heteroscedasticity (non-constant error variance). The results of the heteroscedasticity test are shown in Table 3.

Table 3. Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,512	2,134		1,646	0,102
	Work Environment	0,026	0,039	0,066	0,684	0,495
	Job Engagement	-0,004	0,055	-0,006	-0,072	0,943
	Quality of Work Life	0,003	0,016	0,019	0,194	0,846

a. Dependent Variable: ABS

Based on the table above, the results of the heteroscedasticity test using the Glejser method, displayed in the Coefficients table, show that the significance value for the work environment

variable is 0.459, the work engagement variable is 0.943, and the quality of work life variable is 0.846, all of which are greater than 0.05. This indicates that the three independent variables do not significantly influence the absolute residual value (ABS) in the regression model. Therefore, it can be concluded that the regression model used is free from heteroscedasticity.

Hypothesis Testing

The Effect of the Work Environment on Employee Performance

A simple regression analysis was conducted to determine the extent of the work environment's influence on employee performance. The results of the regression test provide information on the regression coefficient value, the calculated t-test value, and the significance value (Sig.). If the significance value is less than 0.05, it can be concluded that the work environment has a significant effect on performance. Furthermore, the coefficient value indicates the direction of the relationship, whether positive or negative, and indicates the predicted increase in performance when the work environment increases by one unit. See Table 4.

Table 4. Results of the Work Environment Determination Coefficient Test

Model Summary

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.305[a]	0,093	0,087	6,400

a. Predictors: (Constant), Work environment

Based on data processing, the determination test results obtained an R value of 0.305, indicating a positive but weak relationship between work environment variables and employee performance. An R-squared value of 0.093 indicates that the work environment explains 9.3% of the variation in employee performance, while the remaining 90.7% is influenced by other variables outside this study. The adjusted R-squared value of 0.087 indicates the accuracy of the adjusted model, and these results are consistent with the fact that the work environment contributes relatively little to performance. The standard error of the estimate, 6.400, indicates that the model's prediction error is still relatively large. See Table 5.

Table 5. Results of the Work Environment Regression Equation Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,384	2,746		11,794	0,000
	Work environment	0,269	0,069	0,305	3,874	0,000

a. Dependent Variable: Employee Performance

Based on tables 4 and 5, the coefficients calculation results show that the constant value is 32.384, while the regression coefficient for the work environment variable is 0.269. Thus, the resulting regression equation is: Y = 32.384 + 0.269X. This means that every one-unit increase in the work environment will increase employee performance by 0.269 units. A positive coefficient indicates that a better work environment tends to improve employee performance.

Based on the t-test (Partial Test), the calculated t-value for the work environment variable is 3.874 with a significance value (Sig.) of 0.000. Because the significance value is less than 0.05 (0.000

< 0.05), the regression coefficient is declared statistically significant. This means that the work environment variable has a significant impact on employee performance. Furthermore, the constant value (Constant) of 32.384, with a t-test of 11.794 and a significance level of 0.000, indicates that when the work environment variable is set at zero, the baseline employee performance score is 32.384. These results indicate that the work environment has a positive and significant effect on employee performance, with a regression coefficient of 0.269 and a significance level of 0.000 (<0.05). This means that the better the work environment perceived by employees, the higher their performance will be. A beta value of 0.305 indicates that the influence of the work environment is moderate. See Table 6.

Table 6. Results of the Work Environment F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	614,781	1	614,781	15,008	.000[b]
	Residual	5980,651	146	40,963		
	Total	6595,432	147			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Work environment

Based on the ANOVA test results, the calculated F value was 15.008 and the F table was 3.91, obtained based on the Fisher distribution F table. The F table formula is as follows: F table = F (α; df1; df2). Where: α: 5% significance level (0.05) df1 (numerator): number of independent variables = 1 (work engagement) df2 (denominator): n – k -1 = 147 -1 -1 = 145. F table = F (0.05; 1; 145) = 3.91.

The comparison of the calculated F and F table can be concluded that the calculated F > F table, in other words, 15.008 > 3.91. The significance value is 0.000 < 0.05, so it can be concluded that the hypothesis H0: the work environment has no effect on employee performance is rejected and H1: the work environment has a significant effect on employee performance is accepted. These results indicate that the regression model used in this study is statistically significant, thus concluding that work environment variables simultaneously influence employee performance. It can be concluded that the work environment has a positive and significant influence on employee performance, although its contribution is still relatively small.

The Effect of Job Engagement on Employee Performance

This study aimed to determine the effect of job engagement on employee performance. Based on a simple regression analysis, the results are shown in Table 7.

Table 7. Results of the Test of the Determination Coefficient of Job Engagement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.498[a]	0,248	0,243	5,829

a. Predictors: (Constant), Job Engagement

The analysis results showed an R value of 0.498, indicating a positive, moderate relationship between job engagement and employee performance. An R-squared value of 0.248 indicates that job engagement explains 24.8% of the variation in employee performance changes. This indicates that job engagement significantly contributes to improving employee performance, although 75.2% of other factors influencing performance remain unaccounted for in the model.

The Adjusted R-squared value of 0.243 also confirms that the contribution of the job engagement variable remains stable even when adjusted for sample size. Meanwhile, the Std. Error of the Estimate value of 5.829 indicates that the model's prediction error is relatively moderate. This means the model's prediction accuracy is moderate; in other words, it is not very accurate, but not too bad either.

Table 8. Results of the F-Test for Job Engagement

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1634,958	1	1634,958	48,121	.000[b]
	Residual	4960,475	146	33,976		
	Total	6595,432	147			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Job Engagement

Based on Table 8, the calculated F value is 48.121 and the F table value is 3.91, obtained based on the Fisher distribution F table. The F table formula is as follows: F table = F (α; df1; df2). Where: α: 5% significance level (0.05) df1 (regression): number of independent variables = 1 (job engagement) df2 (residual): n – k -1 = 147 -1 -1 = 146. F table = F (0.05; 1; 146) = 3.91.

The comparison of the calculated F and F table can be concluded that the calculated F is greater than the F table; in other words, 48.121 > 3.91. The significance value is 0.000 < 0.05, so it can be concluded that the hypothesis H0: work engagement has no effect on employee performance is rejected and H1: work engagement has a significant effect on employee performance is accepted.

These results indicate that the overall regression model is significant, thus concluding that job engagement has a simultaneous effect on employee performance. In other words, job engagement has been shown to be a significant factor statistically predicting employee performance levels.

Table 9. Results of the Job Engagement Regression Equation Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,751	3,503		5,353	0,000
	Job Engagement	0,663	0,096	0,498	6,937	0,000

a. Dependent Variable: Employee Performance

Based on the results of the simple regression analysis presented in Table 9, the coefficients obtained were a constant value (a) of 18.751 and a regression coefficient for the work engagement variable (b) of 0.663. With a significance level of 0.000, these results can be used to construct the following regression equation: Y = 18.751 + 0.663X.

This equation illustrates that the work engagement variable significantly contributes to explaining changes in employee performance. The constant value of 18.751 indicates that if the work engagement value is zero, or no work engagement at all, the predicted employee performance remains at 18.751. This indicates that employees already have a minimum or baseline level of performance that they can achieve even if their work engagement is low or not taken into account.

The t-test result was 6.937 with a significance value of 0.000 (<0.05). This means the regression coefficient is statistically significant. Furthermore, the standardized beta value of 0.498 indicates that work engagement has a significant influence. A beta value approaching 0.5 indicates that this variable has a substantial contribution to the model. Therefore, it can be concluded that work engagement has a significant influence on employee performance and is a valid predictor in explaining performance variation in the regression model tested.

The Influence of Quality of Work Life on Employee Performance

The results of this analysis aim to explain the influence of quality of work life on employee performance. The results of the data analysis are presented in Table 10.

Table 10. Results of the Quality of Work Life Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.193[a]	0,037	0,030	6,595

a. Predictors: (Constant), Quality of Work Life

The Model Summary output shows that the coefficient (R) between quality of work life and employee performance is 0.193. This value indicates that the relationship between the two variables is low or weak, but still indicates a positive relationship. This means that the better the quality of work life, the higher the employee performance tends to be, although the effect is not particularly strong.

The R-square value of 0.037 indicates that 3.7% of the variation in employee performance can be explained by quality of work life. The remaining 96.3% is explained by other factors. The Adjusted R-square of 0.030 indicates that after adjusting for sample size, the model has low predictive ability but is statistically sound. The Std. Error of Estimate value of 6.595 indicates the model's error rate in predicting employee performance.

Table 11. Results of the F-Test for Quality of Work Life

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	244,416	1	244,416	5,619	.019[b]
	Residual	6351,016	146	43,500		
	Total	6595,432	147			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Quality of Work Life

The test results in Table 11 show an F-count of 5.619 and an F-table of 3.91, obtained based on the Fisher distribution F-table. The F-table formula is as follows: F-table = F (α; df1; df2). Where: α: 5% significance level (0.05), df1 (regression): number of independent variables = 1 (quality of work life), df2 (residual): n – k -1 = 147 -1 -1 = 146. F-table = F (0.05; 1; 146) = 3.91.

Comparing the F-count and F-table, it can be concluded that F-count is greater than F-table, in other words, 5.619 > 3.91. The significance value (Sig.) is 0.019. Since the significance value is <0.05, it can be concluded that the simultaneous regression model is significant. Based on the comparative results of F-calculation and F-table, as well as the significance values, it is concluded that the hypothesis H0: quality of work life has no effect on employee performance is rejected, and H1: quality of work life has a significant effect on employee performance is accepted. This means

that the quality of work life variable, together with the constant, has significant ability to explain variations in employee performance. In other words, this simple regression model is suitable for use in research, and there is a significant effect of quality of work life on employee performance. See Table 12.

Table 12. Results of the Quality of Work Life Regression Equation Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	34,824	3,418		10,187	0,000
	Quality of Work Life	0,069	0,029	0,193	2,370	0,019

a. Dependent Variable: Employee Performance

Based on the results of a simple linear regression analysis, the quality of work life variable demonstrates a positive and significant influence on employee performance. This is evident from the regression coefficient of 0.069, with a t-value of 2.370 and a significance level of 0.019 (<0.05). These results indicate that the better the quality of work life perceived by employees, the higher the level of performance they can achieve.

The resulting regression equation model is: Y = 34.824 + 0.069X. This equation illustrates that an increase in the quality of work life will be followed by an increase in employee performance. The regression coefficient of 0.069 indicates that each unit increase in the quality of work life will increase employee performance by 0.069 units. Although the coefficient is relatively small, the effect is statistically significant, as demonstrated by the t-value of 2.370 with a significance level of 0.019 (<0.05). Therefore, the quality of work life has been shown to have a partial positive contribution to employee performance.

The Influence of Work Environment, Job Engagement, and Quality of Work Life on Employee Performance

This study aims to explain the influence of the work environment, job engagement, and quality of work life on employee performance. Based on data analysis, the results are shown in Table 13.

Table 13. Results of the Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532[a]	0,283	0,268	5,733

Predictors: (Constant), Quality of Work Life, Job Engagement, Work Environment

Based on the results of the multiple regression analysis shown in the Model Summary table, a correlation coefficient (R) of 0.532 was obtained. This value indicates a fairly strong and positive relationship between the variables of quality of work life, work engagement, and work environment, simultaneously, and employee performance. Therefore, it can be said that the better the quality of work life, the higher the level of work engagement, and the more conducive the work environment, the more likely it is to lead to improved employee performance.

Furthermore, the R-square value of 0.283 indicates that the three independent variables explain 28.3% of the variation in changes in employee performance. This means that the combined contribution of quality of work life, work engagement, and work environment in influencing employee performance is 28.3%. Meanwhile, the remaining 71.7% is influenced by other factors outside this research model, such as work motivation, leadership style, workload, organizational culture, and other variables. The Adjusted R-square value of 0.268 indicates a slightly lower result than the R-square. This decrease is reasonable because the Adjusted R Square takes into account the number of variables in the model, providing a more objective estimate of the model's predictive ability. This value of 26.7% reinforces the finding that although the three independent variables influence performance, their influence is still in the low-medium category because most of the performance variation is determined by other factors not examined.

Furthermore, the Std. Error of the Estimate value of 5.733 indicates the model's level of prediction error in estimating employee performance scores. This value indicates that there is an average difference of approximately 5.7 points between the model's predicted performance scores and the actual performance scores. The smaller this error value, the better the model's prediction performance. In this study, this value indicates that the model has an acceptable level of prediction error, but not optimal. See Table 14.

Table 14. F-Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1863,333	3	621,111	18,901	.000[b]
	Residual	4732,100	144	32,862		
	Total	6595,432	147			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Quality of Work Life, Job Engagement, Work Environment

The F-test is used to determine whether all independent variables in the regression model simultaneously have a significant effect on the dependent variable.

Based on Table 14 of the ANOVA, the calculated F-value is 18.901, indicating a sufficiently large F-value indicating that the regression model has good ability to predict the dependent variable when all three independent variables are entered together. The F-value is 2.67, obtained based on the Fisher distribution F-table. The F-table formula is as follows: F-table = F(α; df1; df2) Where: α: 5% significance level (0.05) df1: degrees of freedom in the numerator (number of independent variables = K) df2: degrees of freedom in the denominator (number of samples – k – 1).

The results of the hypothesis test data analysis by comparing the calculated F-value and F-table values are based on the rule: if calculated F-value > F-value, the regression model is significant, meaning the independent variables (X) simultaneously influence the dependent variable (Y). Conversely, if calculated F-value < F-value, the model is insignificant. In this study, the calculated F value was 18.901 and the F table value was 2.67, meaning 18.901 > 2.67. These results indicate that H0 is rejected and H1 is accepted. A significance value (Sig.) of 0.000 < 0.05 indicates that the overall regression model is significant, meaning that the work environment, job engagement, and quality of work life simultaneously have a significant effect on employee performance. Therefore, based on the F test, the hypotheses are:

H0: There is no simultaneous effect of the work environment, job engagement, and quality of work life on employee performance.

H1: There is a simultaneous effect of these three variables on employee performance. In this study, all three independent variables have a significance value of 0.000 < 0.05, meaning that H0 is rejected and H1 is accepted. This means that all three independent variables have a significant effect on employee performance. See Table 15.

Table 15. Multiple Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16,404	3,968		4,134	0,000
	Work Environment	0,189	0,072	0,215	2,634	0,009
	Job Engagement	0,625	0,102	0,469	6,124	0,000
	Quality of Work Life	-0,031	0,030	-0,087	-1,034	0,303

a. Dependent Variable: Employee Performance

Based on Table 15, the results of the multiple regression analysis (unstandardized coefficients) reveal the following equation model: Y = 16.404 + 0.189 X1 + 0.625 X2 – 0.031 X3. Where: Y = Employee Performance, X1 = Work Environment, X2 = Job Engagement, X3 = Quality of Work Life.

Based on the results of the multiple regression equation, it can be explained that the constant value of 16.404 indicates that if all three independent variables are equal to 0, the employee's baseline performance score is 16.404. This means that even if the work environment, job engagement, and quality of work life do not contribute (value = 0), the employee still has a baseline performance level of 16.404 performance points.

The work environment coefficient (B) value of 0.189 indicates that every 1-unit increase in the work environment will increase employee performance by 0.189 points. The significance value is 0.009 (<0.05), indicating that this variable has a statistically significant effect. This means that the work environment has a positive and meaningful contribution to improving employee performance.

Job engagement has a coefficient (B) of 0.625, indicating that every 1-unit increase in job engagement increases performance by 0.625 points, with a significance value of 0.000 (<0.05), indicating a highly statistically significant effect. The largest coefficient indicates that job engagement is the most dominant variable influencing employee performance in this study.

Quality of work life has a coefficient (B) of -0.031, indicating that every 1-unit increase in quality of work life actually decreases employee performance by 0.031 points, with a significance value of 0.303 (>0.05), indicating statistically insignificant. These results indicate that the influence of quality of work life has not been proven to affect employee performance.

The Work Environment on Educational Personnel Performance

This study aims to analyze the influence of the work environment on educational personnel performance. Based on the results of a simple regression analysis, the equation Y = 32.384 + 0.269X was obtained, indicating that every one-unit increase in work environment quality will be followed by a 0.269-unit increase in educational personnel performance. A positive coefficient indicates a directional relationship between the two variables, thus interpreting that the better the work environment perceived by educational personnel, the higher their performance. Statistically, this effect was proven significant with a t-value of 3.874 and a significance level of 0.000 (<0.05), thus supporting the research hypothesis. Although the coefficient of determination (R2) of 0.093

indicates that the work environment only explains 9.3% of the variation in educational staff performance, the remaining 90.7% is influenced by other factors not included in the research model. This finding indicates that while the work environment has a significant influence, its contribution is relatively limited in explaining overall educational staff performance.

The results of this study align with the human resource management perspective proposed by Robbins and Judge (2017), who assert that the work environment, both physical and non-physical, is a contextual factor that plays a role in influencing work behavior, satisfaction, and individual productivity within an organization. This finding is also consistent with the concept of work environment towards quality of work life developed by Razak et al. (2016), which states that the quality of work life is not only determined by the work environment but also by the organizational social support. In this concept, a conducive work environment, accompanied by adequate organizational social support, contributes to creating psychological conditions that support individuals in carrying out their tasks effectively and efficiently. Thus, from a modern human resource management perspective, the work environment is understood not as a stand-alone factor, but as part of a system that is integrated with organizational social support in improving the performance of educational staff.

This finding can be explained through Herzberg's Two-Factor Theory (Herzberg et al., 1959), which classifies factors influencing work behavior into two categories: motivator factors and hygiene factors. In the context of this research, the work environment falls into the hygiene factor category, which serves to prevent job dissatisfaction. This means that an inadequate work environment has the potential to lead to dissatisfaction, which can lead to decreased performance, while a good work environment can create comfortable working conditions that enable educational staff to perform optimally. Considering the second aspect of Herzberg's theory, namely motivator factors, changes or improvements in the work environment do not directly increase the intrinsic motivation of educational staff to work. This explains why the work environment has a significant influence on performance, but its contribution is relatively small.

This finding can also be understood through a multifactorial performance approach, which states that individual performance is the result of the interaction of various multidimensional factors, and is not determined by a single factor. Mangkunegara (2017) explains that performance is not determined by a single factor, but by a combination of various internal and external factors. This aligns with the opinion of Gibson et al. (2012), who stated that educational staff performance is influenced by ability, motivation, and the work environment. Therefore, the relatively small R2 value in this study indicates that the work environment is only one determinant of performance.

More comprehensively, the results of this study can also be strengthened through the perspective of a High-Performance Work System (HPWS) or Performance-Based Work System (PBWS) (Appelbaum et al., 2000; Huselid, 1995), which emphasizes that educational staff performance is the result of an integrated human resource management system. Within this framework, the work environment is viewed as one of the structural components that supports the effectiveness of the overall work system, along with other management practices such as training and development, job design, and the system as a foundation that enables the optimization of educational staff potential, but is not strong enough to independently determine performance levels.

At the higher education institution of Manado State University, a conducive work environment is a crucial factor in supporting the performance of educational staff. The demands of administrative work, including managing academic data, preparing institutional documents, and providing administrative services to students and lecturers, require a high level of concentration, accuracy, and coordination. A physically adequate work environment allows for improved educational staff performance, including the availability of facilities that support information

technology to improve work efficiency. Likewise, non-physical aspects of the work environment, such as harmonious interpersonal relationships and effective communication, contribute significantly to the smooth execution of tasks between educational staff and their superiors and colleagues. Conversely, if the work environment is not managed properly, the potential of educational staff developed through education, training, and work experience cannot be optimally utilized, resulting in low organizational performance. This is in line with the opinion of Razak et al. (2016) who stated that the work environment is a crucial factor because it is the primary place for educational staff to carry out work activities, thus significantly determining work effectiveness and productivity. The work environment encompasses not only physical aspects but also organizational structure, work systems, teamwork, and organizational culture that support performance.

Based on these findings, the work environment has a significant positive influence on the performance of educational staff in higher education, particularly Manado State University. In this study, the work environment plays a supporting role in the human resource management system, explaining educational staff performance. Therefore, educational staff performance cannot simply focus on improving the work environment; it also needs to be supported by strengthening other factors such as motivation, competence, leadership, and a comprehensive performance management system.

Job Engagement on Educational Staff Performance

This study aims to determine the effect of job engagement on the performance of educational staff at Manado State University through simple regression analysis. The results indicate that job engagement significantly influences educational staff performance, as indicated by a calculated t-value greater than the t-table and a significance value below 0.05. Empirically, this finding confirms that increasing levels of job engagement correlate with improved individual performance. In other words, educational staff who are more engaged in their work tend to display higher quality and interactive performance compared to those with lower levels of engagement. In the context of higher education organizations, particularly for educational staff at UNIMA, job engagement is a crucial aspect given the nature of work that requires not only the completion of administrative tasks but also support for academic processes, student services, and coordination across work units. Therefore, job engagement is not simply defined as formal participation, but as a form of psychological attachment to an institutional role.

Theoretically, according to Job Involvement Theory, job involvement is understood as the level of an individual's psychological identification with their work, reflected in the extent to which work becomes an important part of their self-concept. Individuals with high job involvement not only perform tasks as a formal obligation but also integrate work as part of their personal responsibility. This condition is logically related to increased focus, persistence, and attention to the quality of work results, which ultimately contribute to performance.

This study confirms that the empirical model used is a direct regression approach without including mediating or moderating variables. Therefore, the results of this study explain a direct relationship (direct effect) between job involvement and performance without empirically testing the underlying mechanistic pathways. Therefore, any explanation of how and why job involvement affects performance in this study is viewed from a theoretical inference perspective, not as a causal finding that can be directly tested.

Theoretical inference in this study is used to explain the hypothesis regarding a positive influence between job involvement and educational staff performance. Conceptually, job involvement is understood not only as the level of individual participation in work but also as a

multidimensional construct encompassing psychological identification, central life interest, affective-motivational, and normative belief aspects.

The psychological identification dimension indicates the extent to which an individual identifies with their work, such that work becomes part of their self-concept. This condition encourages individuals to demonstrate more optimal performance because work success is perceived as personal success. Furthermore, central life interest describes the position of work as the center of an individual's life, which increases priority and commitment to work tasks.

From an affective-motivational perspective, work engagement reflects an emotional attachment and intrinsic drive to work, which aligns with Self-Determination Theory, where intrinsic motivation plays a crucial role in improving the quality and intensity of performance. Meanwhile, normative belief relates to an individual's belief in a moral obligation to perform optimally, thereby strengthening responsibility and consistency in achieving performance.

Conceptually, research findings indicate that the performance of educational personnel is influenced by work engagement, which encompasses psychological identification, central life interest, affective-motivational, and normative beliefs. These four dimensions are conceptually assumed to play a role in the psychological processes that guide work behavior, thus theoretically enabling individuals to optimize their capacity to produce performance. The integration of cognitive, emotional, and normative aspects strengthens an individual's attachment to work, ultimately leading to increased intensity and quality of work effort. Thus, theoretically, work engagement is suspected to have a positive effect on educational staff performance through this psychological mechanism, although this mechanism has not been empirically tested in this study. This theoretical explanation can be deepened through the perspective of Gary S. Becker (1964) in Human Capital Theory, which states that performance is the result of utilizing individual capacities in the form of knowledge, skills, and experience. However, this theory also assumes the existence of a process of activating these capacities. Within this framework, work engagement can be conceptually interpreted as a condition that has the potential to increase the utilization rate of human capital. Victor H. Vroom's (1964) perspective states that work behavior is influenced by the components of expectancy, instrumentality, and valence. Individuals with high work engagement theoretically tend to have a stronger belief that their efforts will result in good performance, that this performance will produce the desired consequences, and that these outcomes have significant value for them. The combination of these three components provides a conceptual basis for understanding why more engaged individuals tend to demonstrate more intense and directed work effort, although this was not tested in this study.

The findings of this study indicate that work engagement has a significant relationship with the performance of educational staff at Manado State University. The main contribution of this study lies in affirming the role of work engagement not only as a work attitude variable but also as a construct that conceptually has the potential to link individual capacity to performance through psychological processes. However, because the model used only tests a direct relationship, the underlying mechanisms of this relationship remain at the level of theoretical inference.

Quality of Work Life on Educational Staff Performance

The results of this study indicate that quality of work life has a positive and significant effect on the performance of educational staff at Manado State University, although its contribution is relatively small. This is evident from the regression coefficient of 0.069 with a t-test of 2.370 and a significance value of 0.019 (<0.05). In other words, every one-unit increase in quality of work life will increase educational staff performance by 0.069 units. The R^2 value of 0.037 indicates that quality of work life explains approximately 3.7% of the variation in educational staff performance, with the remainder influenced by other factors.

Conceptually, this finding aligns with the view of Swamy et al. (2015), who stated that quality of work life reflects the degree to which individual needs are met at work through participation, work-life balance, and achievement of organizational goals. In the context of higher education staff, particularly at Manado State University, quality of work life is not only related to physical aspects, but also encompasses social and psychological aspects such as work relationships, organizational support, and opportunities to contribute to academic services and educational administration.

The quality of work life for Manado State University staff can be understood through various interrelated aspects: the work environment, organizational culture and climate, relationships and cooperation, training and development, compensation and rewards, work facilities, job satisfaction and job security, job autonomy, and the adequacy of resources. In practice, UNIMA staff who work in a comfortable environment, are supported by adequate facilities, and have harmonious working relationships tend to be more capable of carrying out their duties effectively. Furthermore, training and development relevant to administrative and academic service needs can help improve work competency, while reward systems and job security guarantees have the potential to strengthen staff motivation and commitment. Autonomy in carrying out tasks and adequate work resources can also support the smooth execution of daily work.

From a Human Resource Management (HRM) perspective, these findings can be understood through the integration of the Job Demands-Resources Model and the Ability–Motivation–Opportunity (AMO) approach, which this study uses as a conceptual explanatory framework. Within the JD-R framework, quality of work life can be positioned as part of job resources, namely job resources that include organizational support, comfortable working conditions, harmonious social relationships, and a balance between work and personal life demands. These resources conceptually assist education personnel in dealing with job demands and support motivational processes related to work engagement and energy.

Meanwhile, within the AMO approach, quality of work life is understood as a contextual factor that contributes to strengthening education personnel's motivation and opportunities to participate in work. Supportive working conditions, participation in the organization, and a fair reward system can conceptually increase work motivation and enable education personnel to express their abilities more optimally.

By integrating these two perspectives, quality of work life can be understood as a factor that can play a role in creating working conditions that support psychological processes and positive work behaviors among educational staff at Manado State University. However, the relatively small coefficient of determination (R^2) indicates that quality of work life is only one of several factors influencing performance, and therefore cannot be considered the primary determinant in this study. Therefore, improving the performance of educational staff at Manado State University requires a more comprehensive approach that considers other factors such as competence, motivation, leadership, and organizational culture.

Although quality of work life shows a relatively small contribution to the performance of educational staff at Manado State University, this factor still needs to be maintained and addressed on an ongoing basis. This low contribution is understandable because the performance of educational staff at universities is influenced by various factors more directly related to task performance, such as work competence, workload, leadership systems, intrinsic motivation, work discipline, and organizational culture. In the context of administrative work and academic services, educational staff tend to operate based on operational standards, institutional regulations, and clear task requirements. Therefore, the influence of quality of work life on performance improvement is not always dominant in the short term.

However, quality of work life remains a crucial factor in maintaining psychological stability, job satisfaction, and sustainable productivity among educational staff. Safe working conditions,

harmonious social relationships, opportunities for self-development, and the presence of organizational recognition and support can help prevent burnout, job stress, interpersonal conflict, and decreased job satisfaction, which in the long term can potentially degrade the quality of academic and administrative services. In other words, despite its relatively low statistical impact, quality of work life serves as a foundation supporting the creation of a healthy and conducive work environment.

Furthermore, the low contribution value in this study may indicate that some aspects of quality of work life at Manado State University are relatively good and stable, so that their impact on performance is not significant. In such situations, quality of work life is no longer the primary differentiating factor in employee performance, but rather serves as a maintenance factor that maintains consistent, optimal performance. Therefore, quality of work life must be maintained through organizational policies that support employee well-being, competency development, harmonious working relationships, and the provision of adequate work facilities so that education personnel can continue to work effectively, healthily, and sustainably.

Work Environment, Job Engagement, and Quality of Work Life on Educational Staff Performance

The results of this study indicate that the work environment, job engagement, and quality of work life simultaneously significantly influence the performance of educational staff at Manado State University. This finding is supported by the F-value of 18.901 with a significance level of 0.000 (<0.05), confirming the model's feasibility in explaining educational staff performance. Theoretically, these results are consistent with the strategic Human Resource Management perspective proposed by Fombrun, Tichy, and Devanna (1984) and reinforced by Jiang et al. (2012), who stated that performance is the result of an integrated system of HR practices. However, compared to previous research, the contribution of the model in this study is moderate ($R^2 = 0.283$). Several previous studies have shown higher coefficients of determination, especially when including psychological variables such as work motivation, transformational leadership, or organizational culture. This indicates an empirical gap, where models relying solely on structural and partially psychological variables are insufficient to comprehensively explain performance. Thus, this study reinforces John P. Campbell's (1990) finding that performance is a multidimensional construct influenced by various interacting factors.

Partially, the results of the study indicate that the work environment has a positive and significant effect on the performance of educational staff. This finding is consistent with various previous studies that found that a conducive work environment can increase productivity and work effectiveness. From a theoretical perspective, this aligns with the Job Demands-Resources Model developed by Demerouti et al. (2001) and Bakker and Demerouti (2007), which positions the work environment as a job resource. However, the results of this study indicate that the magnitude of the work environment's influence is relatively small compared to other variables.

Previous research has tended to position the work environment as a dominant factor, particularly in the context of public sector organizations. However, the results of this study indicate that the work environment plays a more supporting role, rather than a primary determinant. This finding also reinforces Frederick Herzberg's (1966) view that the work environment is a hygiene factor that prevents dissatisfaction, but does not directly drive significant performance improvements.

Job engagement has been shown to be the most dominant variable influencing the performance of educational staff. This finding is consistent with numerous empirical studies showing a strong relationship between job engagement and individual performance. From a theoretical perspective, this is supported by William A. Kahn's (1990) concept of personal

engagement, which states that individuals who are physically, cognitively, and emotionally engaged in their work will demonstrate higher performance.

The contribution of this study lies in confirming that, within the context of higher education organizations, work engagement is not only significant but also the most dominant factor compared to other structural variables. This indicates a significant shift from traditional approaches that emphasize structural aspects to a psychological approach in HRM. Thus, this study extends previous findings by providing more contextual empirical evidence within the higher education sector in Indonesia, particularly in Eastern Indonesia.

Quality of work life did not significantly influence the performance of educational staff. These results indicate that quality of work life likely acts more as an indirect variable, influencing performance through work engagement. Differences in organizational context may also be a differentiating factor. While most previous research has been conducted in the industrial or private sectors, this study focuses on the higher education sector, which has distinct characteristics, such as a nonprofit orientation, bureaucratic structure, and a relatively stable work system.

This finding contrasts with most previous research, which generally found a positive relationship between quality of work life and performance, as suggested by Richard E. Walton (in Sabonete et al., 2021). Several recent empirical studies also show that quality of work life has a positive and significant effect on the performance of educational staff.

However, these findings align with several studies that found that quality of work life has no significant effect on performance, as reported by Dewi et al. (2020). Furthermore, other studies indicate that the influence of quality of work life on performance is not always direct, but can occur through mediating variables such as well-being or job satisfaction.

Based on the Job Characteristics Model perspective of Hackman and Oldham (in Zhao et al., 2024), the influence of working conditions on performance is not direct, but rather through critical psychological conditions such as work meaning, responsibility, and knowledge of work outcomes. Therefore, the insignificance of quality of work life in this study actually provides a novel contribution by demonstrating that the relationship between quality of work life and performance is not linear and direct, but rather more complex.

Overall, this research makes an important contribution to the development of HRM by confirming that educational staff performance is more influenced by internal psychological factors than structural factors. This finding is in line with the paradigm shift in HR from hard HRM to soft HRM, as stated by David E. Guest (in Boon et al., 2024), which emphasizes the importance of involvement, commitment, and psychological aspects in improving performance.

Based on the analysis and discussion outlined above, this study contributes to the development of the state of the art in human resource management, particularly in explaining the determinants of educational staff performance. In the literature, the state of the art suggests that educational staff performance is generally explained by various factors, such as work engagement, work environment, and quality of work life, which are often positioned as independent variables with a direct relationship to performance. However, this approach tends to be partial and fails to fully place these variables within a more integrated framework.

In line with the findings of this study, job engagement has been shown to have a positive and significant influence on educational staff performance. This finding strengthens the position of job engagement as an important determinant in improving performance, particularly from a psychological perspective that emphasizes the role of individual identification with work. However, in this study, this influence was tested as a direct effect, thus not implying the existence of complex causal mechanisms beyond the model used. Furthermore, this study shows that the work environment also has a positive and significant influence on educational staff performance, albeit with a relatively limited contribution, as reflected in the low coefficient of determination.

This indicates that the work environment is more appropriately understood as a contextual factor that supports work performance, rather than as the primary determinant of performance. This interpretation is consistent with the systems approach to human resource management, which positions the work environment as part of a broader system.

On the other hand, the findings of this study indicate that quality of work life does not significantly influence the performance of educational staff. This result differs from most previous studies, which tend to find a positive relationship between the two variables. This difference indicates an inconsistency in empirical findings and suggests that the relationship between quality of work life and performance is not always direct and may be influenced by other factors not included in this research model.

Based on the analysis and discussion described, this study contributes to the development of the state of the art in human resource management, particularly in explaining the determinants of educational staff performance in the context of higher education institutions. In the existing literature, the state of the art indicates that educational staff performance is generally explained by various factors such as work engagement, work environment, and quality of work life, which are often positioned as independent variables with a direct relationship to performance. However, this approach tends to be partial and does not fully consider the specific organizational context.

In the empirical context of the educational staff at Manado State University (UNIMA), the results of this study indicate that work engagement has a positive and significant influence on staff performance. Empirically, this condition is reflected in the tendency of staff with high levels of work engagement, characterized by attention to tasks, a sense of responsibility, and seriousness in completing work, to demonstrate better performance in carrying out administrative tasks. This finding strengthens the role of work engagement as a significant determinant of performance, particularly in jobs that require precision, consistency, and an orientation toward academic service.

Furthermore, the work environment was also shown to have a positive and significant influence on the performance of UNIMA's educational staff, albeit with a relatively limited contribution. Empirically, this suggests that although environmental conditions, such as work facilities, spatial layout, and interpersonal relationships among staff, are quite supportive of task performance, these factors are not yet the primary determinants of performance. The low coefficient of determination indicates that the work environment only explains a small portion of the variation in educational staff performance, and therefore is more appropriately positioned as a supporting factor within the work system.

On the other hand, quality of work life in this study did not show a significant influence on the performance of educational staff. In the empirical context of UNIMA, this finding indicates that aspects related to work-life balance, general job satisfaction, or work well-being have not directly translated into improved educational staff performance. This may be due to the characteristics of educational staff's jobs, which are more oriented towards routine administrative tasks, so performance is more influenced by factors of direct involvement in the work than by general perceptions of quality of work life.

However, it should be emphasized that this contribution is based on the results of a direct regression analysis without including mediating or moderating variables. Therefore, this study does not empirically test the mechanisms of the relationship between the variables, but only confirms the direct relationship that exists. Therefore, any explanation of the processes or mechanisms underlying this relationship is considered a theoretical interpretation, not a verified causal finding. This finding aligns with various previous studies showing that employee and organizational performance are influenced by the work environment, job engagement, and quality of work life. Research by Lenny L. Evinita (2023) emphasizes the importance of organizational support, service quality, and human resource development in improving organizational performance.

Furthermore, research by Herry Sumual (2025), Christo J. R. Masinambow (2025), and Deicy Paath (2025) shows that a conducive work environment, technological support, training, work facilities, good communication, and active employee involvement in work can improve the motivation, effectiveness, and quality of educational staff performance. These findings are reinforced by research by Prisilia Mariono (2022), which shows that the condition of the work environment directly influences work effectiveness, and research by Ruth Sriana Umbase and Meike Imbar (2021), which confirms that the quality of the work environment, facilities, organizational support, and human resource competence significantly determine the optimization of service performance. Therefore, a good work environment, high work engagement, and an adequate quality of work life are important factors in improving educational staff performance.

These research findings align with various previous studies showing that organizational and employee performance are influenced by organizational and psychological factors, as well as the quality of the work environment. Research conducted by Lenny L. Evinita et al. (2023) confirms that organizational performance is influenced by work processes, organizational learning and growth, service quality, organizational support, and human resource development. Similarly, Herry Sumual et al. (2025) found that the quality of teaching staff performance is strongly influenced by the work environment, involvement in the work process, and organizational support. A conducive work environment, such as the availability of learning facilities, digital media, laboratories, good communication, and a positive academic atmosphere, has been shown to help lecturers carry out their duties professionally and effectively. Furthermore, work engagement is evident in lecturers' active participation in the learning process, academic guidance, the use of learning innovations, and intensive interaction with students, which improves the quality of educational services. This study also shows that quality of work life, such as institutional support, appreciation for professionalism, competency development, and a good evaluation and communication system, influence lecturers' motivation and responsibility in their work. Thus, this study strengthens the assumption that a supportive work environment, high work engagement, and a good quality of work life will have a positive impact on improving the performance of educational staff and teaching staff in higher education institutions. Based on the research results of Christo J. R. Masinambow et al. (2025), the application of digital technology can create a more effective and efficient work environment and support the improvement of educational staff performance. The use of school management information systems, digital learning platforms, and technology-based communication helps simplify administrative work, increase access to information, accelerate decision-making, and improve coordination between employees. These conditions can improve the comfort and quality of work life of educational staff because work becomes more structured and efficient. In addition, digital innovation also encourages employee work engagement through active participation in the use of technology, development of digital competencies, and collaboration in the educational process. However, this study also shows that limited infrastructure, low digital literacy, and lack of training can hinder employee work effectiveness. Therefore, a supportive work environment, high work engagement, and a good quality of work life through technological support, training, and adequate facilities will have a positive impact on improving educational staff performance. In addition, research by Deicy Paath et al. (2025) shows that employee performance is influenced by work environment conditions, job satisfaction, and competency development through education and training. A supportive work environment, adequate facilities, superior support, and career clarity have been shown to increase employee satisfaction and effectiveness. Furthermore, training and education encourage employee engagement by enhancing their skills, sense of responsibility, and participation in their work. In the context of education personnel, quality of work life, such as job satisfaction, recognition, development opportunities, and positive working relationships, will increase employee motivation and commitment to their duties.

Therefore, this study reinforces the assumption that a conducive work environment, high work engagement, and a good quality of work life will positively influence the performance of educational staff. This finding is reinforced by research by Prisilia Mariono et al. (2022) that states that work environment conditions have a direct influence on the level of work performance and effectiveness. In the study, changes in environmental temperature affect turbine performance and efficiency, illustrating that a suboptimal work environment can reduce the quality of work results. Analogously, for educational staff, a comfortable, safe, and supportive work environment, both physically and psychologically, will increase concentration, productivity, and the quality of employee performance. Furthermore, educational staff's work engagement in organizational tasks and responsibilities will encourage higher work commitment, while quality of work life such as work comfort, facilities, welfare, and organizational support can increase motivation and work effectiveness. Thus, this study reinforces the assumption that the work environment and the quality of working conditions are important factors in improving educational staff performance. Furthermore, research by Ruth Sriana Umbase and Meike Imbar (2021) shows that the performance of women's and children's protection service institutions is influenced by the quality of the work environment, the availability of facilities, funding support, human resource competence, and the involvement of staff in providing services. Limited facilities, organizational support, and victim rehabilitation contribute to suboptimal service performance, thus ensuring a good quality of work life and work environment are necessary to improve the effectiveness of service personnel.

Based on these overall findings, this study makes the following theoretical contributions. First, it strengthens the role of work engagement as a primary determinant of educational staff performance in the empirical context of higher education. Second, it repositions the work environment as a supporting factor that plays a role in creating conducive working conditions, but is not strong enough to be the primary determinant of performance. Third, it critiques the assumption of a direct relationship between quality of work life and performance, demonstrating that this relationship is not always significant in certain contexts, particularly for educational staff.

As a further implication, this study opens up space for the development of a more comprehensive research model that considers the contextual characteristics of the organization, such as the university's work culture, administrative bureaucracy, and leadership style. It is recommended that future research include mediating and moderating variables, such as work motivation, work engagement, job satisfaction, or organizational support, to explain the relationship mechanisms between these variables in greater depth and context. Thus, this study not only provides an empirical contribution in explaining the performance of UNIMA's educational staff, but also provides a conceptual contribution in clarifying the relative position of work engagement, work environment, and quality of work life within a more integrated human resource management framework.

CONCLUSION

The test results show that the work environment has a positive and significant effect on the performance of educational staff at Manado State University. This finding indicates that the better the work environment, both in terms of physical and non-physical aspects, the employee performance tends to increase. However, the relatively limited contribution indicates that the work environment is not a dominant factor in explaining performance variations. Job engagement is proven to have a positive and significant effect on performance, and is the most dominant variable compared to other variables. This indicates that the level of psychological attachment of employees to their work has a stronger role in driving performance improvement. Thus, the performance of

educational staff in the context of this study is more determined by individual internal factors related to job involvement. The test results show that the quality of work life does not have a significant effect on employee performance partially, although the direction of the relationship is positive. This finding indicates that the quality of work life is not directly a primary determinant of performance, so there may be other factors that mediate or moderate the relationship that were not tested in this study. Simultaneously, the work environment, job engagement, and quality of work life together have a significant effect on educational staff performance. This indicates that employee performance is the result of the interaction of several interrelated factors, although in partial analysis not all variables show a significant influence. In general, it can be concluded that the performance of educational staff at Manado State University is more influenced by work engagement as a dominant factor, which is supported by the conditions of the work environment, while the quality of work life has not shown a significant direct influence in this research model.

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