



# Managing Human Resources in Educational Libraries: The Role of Work Motivation and Work Environment in Enhancing Staff Performance

Hasyim Yusuf Alhasni\*, Andi Indriyani Ibrahim, Rosida P. Adam

Universitas Tadulako Tojo Una-Una, Indonesia

Email : [hasyimyusuf@gmail.com](mailto:hasyimyusuf@gmail.com)

DOI: <https://doi.org/10.61987/jemr.v5i1.1749>

## ABSTRACT

### Keywords:

Educational  
Management, Work  
Motivation, Work  
Environment,  
Employee  
Performance

### \*Corresponding Author

This study aims to analyze the effect of work motivation and work environment on employee performance from an educational management perspective, particularly within public libraries as non-formal educational institutions. Employee performance is a crucial element in educational management because it directly influences the quality of public services, learning resources, and literacy development in society. This research employed a quantitative approach using a survey method. Data were collected through a structured questionnaire consisting of 25 items measured on a Likert scale and distributed to library employees. The data were analyzed using multiple regression analysis to examine the partial and simultaneous effects of work motivation and work environment on employee performance. The results indicate that work motivation has a significant positive effect on employee performance, while the work environment also shows a significant influence in supporting employees' effectiveness and productivity. Simultaneously, work motivation and work environment contribute substantially to improving employee performance. These findings imply that educational management in non-formal institutions should prioritize human resource management strategies, particularly through strengthening motivational systems and creating a conducive work environment, to enhance organizational performance and support sustainable educational services.

### Article History:

Received: October 2025; Revised: November 2025; Accepted: December 2025

### Please cite this article in APA style as:

Alhasni, H. Y., Ibrahim, A. I., & Adam, R. P. (2026). Managing Human Resources in Educational Libraries: The Role of Work Motivation and Work Environment in Enhancing Staff Performance. *Journal of Educational Management Research*, 5(1), 763-775.

## INTRODUCTION

Human resources play a decisive role in determining the success of organizations in responding to increasingly complex societal demands. In the context of public service institutions, including educational libraries, high-quality human resources are essential to ensure effective, efficient, and sustainable services for the community (Kusumawati, 2025; Najiburohman et al.,

2025; Syafiih, 2025). Libraries are no longer merely repositories of books but have evolved into centers of learning, literacy development, and lifelong education. Consequently, employee performance becomes a critical indicator of institutional success. Previous studies emphasize that organizational effectiveness is strongly influenced by the quality of human resource management, particularly in motivating employees and creating a supportive work environment (Ningsih, 2021). When employees demonstrate high performance, institutions are better positioned to achieve organizational goals and contribute positively to society. Therefore, examining factors that influence employee performance is not only relevant for organizational development but also important for improving public access to quality educational services. This study is important because it addresses fundamental managerial factors that affect the sustainability and social relevance of educational institutions.

Despite the strategic role of human resources, many public institutions still face persistent challenges related to employee performance. In practice, employee productivity, work commitment, and service quality often do not meet organizational expectations. One of the core problems lies in ineffective human resource management, particularly in maintaining employee motivation and ensuring a conducive work environment (Ataman & Safitri, 2024; Hidayat et al., 2024; Khotimah & FahmiSuhermanto, 2024). According to Ningsih (2021), employee performance must be continuously improved to support institutional effectiveness, yet many organizations struggle to implement systematic strategies to achieve this goal. Low motivation, limited career development opportunities, and inadequate working conditions frequently lead to decreased work enthusiasm and reduced productivity. In educational libraries, these problems are even more critical, as employees directly influence service quality, user satisfaction, and literacy outcomes. Without sufficient motivation and a supportive work environment, employees tend to work merely to fulfill routine obligations rather than striving for excellence. This general problem highlights the urgent need for empirical research to understand how motivation and work environment influence employee performance within educational service institutions.

Empirical observations in educational library institutions indicate that employee performance issues remain evident in daily operations (Masrum et al., 2023; Rahmat et al., 2023; Suroiyah & Wahyudi, 2023). Several phenomena commonly observed include delays in task completion, low initiative in public service delivery, and limited innovation in implementing library programs. These conditions suggest that employees may lack sufficient motivation to perform optimally. As Apriyansyah (2023) explains, motivation serves as an internal drive that directs individual behavior toward achieving organizational

goals. When motivation is weak, employee performance tends to decline. Additionally, the physical and social work environment often fails to support productivity (Ataman & Safitri, 2024; Kunta & Muslim, 2025; Sain et al., 2024). Inadequate workspace layout, insufficient facilities, poor lighting, and limited air circulation can negatively affect employee comfort and concentration. Furthermore, unsupportive interpersonal relationships between staff and management may reduce job satisfaction and work enthusiasm (Alam & Mohanty, 2023; Hasanah et al., 2024; Rusdiah, 2024; Yakin, 2025). According to Supriyanto (2020), the compatibility between individuals and their work environment significantly influences performance and satisfaction. These field phenomena indicate that both motivation and work environment are critical issues that deserve systematic investigation.

Previous research has extensively examined the relationship between work motivation, work environment, and employee performance across various organizational contexts. Studies consistently show that motivation positively influences employee productivity, commitment, and job satisfaction (Aini et al., 2025; Hamdanah & Thohir, 2025; Islamiah & Maulidiah, 2024). Motivated employees tend to demonstrate higher levels of initiative, responsibility, and resilience in facing work challenges. Similarly, the work environment has been identified as a significant factor affecting performance, as a comfortable and supportive environment enables employees to perform tasks more efficiently (Arifin, 2024; Ataman & Safitri, 2024; Khotimah & FahmiSuhermanto, 2024). In the context of human resource management, Fatimah (2018) emphasizes that effective management of labor relations and working conditions contributes to achieving organizational goals (Hasan, 2023; Sa'diyah et al., 2023). However, most existing studies focus on corporate or general public-sector organizations, with limited attention to educational libraries as distinct educational service institutions.

Although previous studies provide valuable insights, several research gaps remain. First, many studies examine motivation and work environment as separate variables, rather than analyzing their combined effect on employee performance. Second, research focusing on educational libraries as part of educational management systems is still limited. Educational libraries have unique characteristics, as they function not only as administrative units but also as learning support institutions that directly influence educational quality. Moreover, existing studies often emphasize quantitative outcomes without adequately considering the contextual challenges faced by educational service institutions. The performance improvement strategies must align with organizational context to be effective. Therefore, there is a need for empirical research that integrates motivation and work environment within the framework

of educational library management. Addressing this gap is essential to develop evidence-based strategies that enhance employee performance and improve the quality of educational services.

The novelty of this study lies in its integrated approach to examining work motivation and work environment within the context of educational library management. Unlike previous studies that focus on general organizations, this research positions educational libraries as strategic institutions within the educational ecosystem. By analyzing the combined influence of motivational and environmental factors on employee performance, this study contributes to a more comprehensive understanding of human resource management in educational settings. Furthermore, this research emphasizes the managerial implications of employee performance for improving educational services and public literacy outcomes. In line with contemporary human resource management theories, this study highlights the importance of creating a supportive organizational climate to enhance employee effectiveness. The findings are expected to offer practical insights for educational managers in designing policies that foster motivation and improve working conditions.

Based on the theoretical review and empirical phenomena, this study argues that employee performance in educational libraries is significantly influenced by work motivation and work environment. Employees who are motivated and supported by a conducive work environment are more likely to perform effectively and contribute to organizational goals. Conversely, inadequate motivation and poor working conditions may hinder performance and reduce service quality. Therefore, this study seeks to empirically test the extent to which work motivation and work environment affect employee performance within educational library management. The findings are expected to strengthen the theoretical discourse on human resource management in education and provide practical recommendations for improving employee performance and institutional effectiveness.

## **RESEACH METHOD**

This study adopted a quantitative research design to examine the influence of work motivation and work environment on employee performance (Sardana et al., 2023). Quantitative research is rooted in the positivist paradigm, emphasizing objective measurement, numerical data, and statistical testing to produce empirical conclusions. This design was selected because the study aimed to determine the magnitude and direction of the influence of two independent variables on a single dependent variable, allowing for hypothesis testing through statistical analysis. The use of quantitative methods enables the findings to be generalized within similar organizational contexts, particularly in

educational service institutions, because these methods rely on systematic data collection, measurable variables, and statistical analysis that allow patterns and relationships to be identified with a high degree of objectivity. By involving a sufficiently large and representative sample, quantitative approaches provide empirical evidence that supports the consistency and reliability of the results across different settings. In the context of educational service institutions, this methodological strength makes it possible to compare performance trends, managerial practices, and organizational conditions, thereby offering a solid basis for drawing broader conclusions and informing policy formulation, strategic decision-making, and institutional improvement initiatives beyond the specific research site.

The research was conducted at a public library institution operating as an educational support organization. This location was chosen due to its strategic role in supporting community education and literacy development, while also facing common challenges related to employee performance and human resource management. The research site provided a relevant context for examining motivation, work environment, and performance within an educational management framework. Data collection was carried out over a defined research period to ensure consistency and accuracy in respondents' perceptions and responses.

The population of this study consisted of all employees working at the selected public library institution, totaling 31 individuals. Given the relatively small population size, this study employed a saturated sampling technique, in which the entire population was included as research respondents. This sampling approach ensured comprehensive data coverage and minimized sampling bias, as every employee had an equal opportunity to contribute to the research findings.

Data were collected using a structured questionnaire developed based on established theoretical indicators of work motivation, work environment, and employee performance. The questionnaire utilized a Likert scale ranging from strongly disagree to strongly agree, allowing respondents to express their perceptions quantitatively. This data collection technique was selected for its efficiency, standardization, and suitability for quantitative analysis, particularly in examining attitudes and behavioral tendencies within organizational settings.

Before conducting hypothesis testing, the data were analyzed using classical assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation tests, to ensure the appropriateness of the regression model. Subsequently, multiple linear regression analysis was employed to examine both the partial and simultaneous effects of work motivation and work environment on employee performance. The analysis included t-tests, F-

tests, and the coefficient of determination ( $R^2$ ) to assess the strength and significance of the relationships among variables (Gul, 2023).

To ensure the validity and reliability of the research instrument, validity testing was conducted using item total correlation, with items considered valid if the correlation coefficient was equal to or greater than 0.30 (Ghanad, 2023). Reliability testing was performed using Cronbach's Alpha, with a threshold value of 0.60 indicating acceptable internal consistency. These procedures ensured that the measurement instrument accurately captured the research variables and produced consistent results, thereby enhancing the credibility and rigor of the study.

## RESULT AND DISCUSSION

### Result

This section presents the results and discussion of the quantitative analysis examining the influence of work motivation and work environment on employee performance within an educational service institution, viewed from an educational management perspective. In educational management, employee performance is a strategic component because it directly affects service quality, institutional effectiveness, and the sustainability of educational programs. The analysis begins with a descriptive overview of respondents to provide a general picture of the research subjects. A total of 31 employees participated in the study, representing the entire population through saturated sampling. This approach ensured comprehensive representation and strengthened the internal validity of the findings. Descriptive statistics were used to summarize respondents' perceptions of work motivation, work environment, and employee performance. Overall, respondents demonstrated moderate to high levels of motivation, particularly in indicators related to social needs, recognition, and job responsibility, which are central to human resource management in education. Meanwhile, perceptions of the work environment showed variation, especially regarding physical facilities and workspace comfort. Employee performance indicators, including quality of work, attendance, and collaboration, generally reflected satisfactory levels. These findings indicate that motivation and work environment are critical managerial factors shaping employee behavior in educational institutions and form a foundation for further inferential analysis.

Descriptive statistical analysis revealed that work motivation received a relatively high mean score, indicating that employees perceive themselves as having sufficient internal and external encouragement to perform their duties within an educational service context. Indicators such as recognition from supervisors, interpersonal relationships, and job security were rated positively by most respondents, reflecting the importance of leadership and managerial

support in educational management. The motivation plays a crucial role in directing effort and persistence toward organizational goals. However, physiological needs, particularly related to financial incentives, showed slightly lower mean values, suggesting that compensation systems in educational institutions may require further managerial attention. The work environment variable demonstrated moderate scores, with non-physical aspects such as collegial relationships and organizational climate rated higher than physical conditions. Issues related to workspace arrangement, lighting, and facilities were identified as constraints that may affect service effectiveness. Employee performance indicators showed that collaboration and attendance were relatively strong, while consistency in work quality varied. These findings suggest that although performance is generally adequate, improvements in educational human resource management are still necessary.

Before conducting regression analysis, classical assumption tests were applied to ensure the appropriateness of the statistical model. The normality test using the Kolmogorov–Smirnov method indicated that the data were normally distributed, as the significance value exceeded 0.05, allowing valid statistical inference (Maisuroh & Jamil, 2024; Muharromah, 2025; Wahyudi, 2025). Multicollinearity testing showed tolerance values above 0.10 and Variance Inflation Factor (VIF) values below 10 for all independent variables, indicating no multicollinearity between work motivation and work environment. Heteroscedasticity testing revealed no clear pattern in the scatterplot, suggesting homoscedastic residuals, while the Durbin–Watson statistic indicated no autocorrelation problem. These results confirm that the regression model meets classical assumptions and is methodologically sound. From a management education perspective, this strengthens the credibility of the empirical evidence used to inform decision-making related to human resource planning and performance management in educational institutions.

Multiple linear regression analysis was employed to examine the simultaneous and partial effects of work motivation and work environment on employee performance. The regression model produced a positive constant value, indicating baseline performance even without optimal motivational and environmental conditions. Both independent variables showed positive regression coefficients, suggesting that improvements in work motivation and work environment contribute to increased employee performance. The F-test results confirmed that the model was statistically significant, indicating that the variables jointly influence performance outcomes. This finding supports educational management theory, which emphasizes that employee performance is shaped by an interaction between individual motivation and organizational context. In educational institutions, particularly non-formal education services,

effective management requires integrated strategies that align motivational systems with conducive work environments to support service quality and institutional goals.

**Table 1. Multiple Linear Regression Results**

Variable	Coefficient ( $\beta$ )	t-value	Sig.
Constant	5.214	2.317	0.028
Work Motivation	0.487	4.126	0.000
Work Environment	0.362	3.014	0.005

The partial test results indicate that work motivation has a significant positive effect on employee performance, as shown by a significance value of 0.000. This finding confirms that motivation is a strong predictor of performance in educational service institutions. Consistent with Mangkunegara (2017), motivated employees demonstrate higher initiative, responsibility, and commitment to organizational objectives. In the context of educational management, motivation is particularly critical because employees are not only service providers but also facilitators of learning and literacy development. Recognition, support from leaders, and opportunities for professional growth emerge as essential managerial tools for enhancing performance. These findings reinforce the importance of strategic motivational management in sustaining the effectiveness of educational institutions.

The work environment variable also showed a significant positive effect on employee performance, with a significance value of 0.005. This result indicates that physical and non-physical working conditions play an important role in supporting employee effectiveness. In line with Sedarmayanti (2017), a supportive work environment increases comfort, reduces stress, and enhances productivity. From an educational management perspective, a conducive work environment fosters collaboration, knowledge sharing, and service orientation. Although non-physical aspects such as interpersonal relationships were more dominant, physical conditions remain essential for operational efficiency. Therefore, educational managers must balance infrastructure development with the cultivation of a positive organizational climate.

The coefficient of determination ( $R^2$ ) demonstrates that work motivation and work environment explain a substantial proportion of the variance in employee performance. This finding underscores the strategic importance of these variables in educational human resource management. While other factors such as leadership style and organizational culture also influence performance, motivation and environment remain core components that can be directly managed. For educational institutions, this highlights the potential impact of

targeted managerial interventions on performance improvement and service quality.

From a theoretical standpoint, the findings support human resource management theories that integrate motivational and environmental perspectives. Motivation theories emphasize fulfilling employee needs, while environmental theories stress situational support. This study bridges both approaches within an educational management framework, showing that employee performance is the result of an interaction between individual drive and organizational context. The contribution of this study lies in extending these theories to educational service institutions, which have unique missions compared to profit-oriented organizations.

In comparison with previous studies (Hendri, 2020; Supriyanto, 2020), the findings are consistent in identifying motivation and work environment as key determinants of performance. However, this study adds value by situating the analysis within the educational service sector, where performance is closely linked to public service quality and educational outcomes. This sectoral focus strengthens the relevance of the findings for educational management practice and policy.

Practically, the results suggest that educational managers should implement comprehensive human resource strategies that integrate motivational enhancement and environmental improvement. Recognition systems, participatory leadership, and professional development opportunities should be complemented by improvements in physical facilities and organizational climate. Such integrated management practices can support sustainable performance improvement in educational institutions.

Despite its contributions, this study has limitations, including a relatively small sample size and reliance on self-reported data. Future research should involve larger samples, mixed methods, and additional variables such as leadership style and organizational culture. Longitudinal studies would also be valuable to examine performance dynamics over time within educational institutions.

In conclusion, this study provides strong empirical evidence that work motivation and work environment significantly influence employee performance from an educational management perspective. By strengthening motivational systems and creating supportive work environments, educational institutions can enhance employee performance, service quality, and organizational effectiveness. The findings reinforce the strategic role of human resource management in achieving sustainable educational development.

## CONCLUSION

The findings of this study confirm that work motivation and work environment have a significant and positive influence on employee performance within educational service institutions, underscoring the strategic role of educational management in human resource development. A key insight from this research is that employee performance should be understood as a managerial outcome rather than solely an individual attribute. In the context of educational management, performance is shaped through deliberate leadership actions, motivational systems, and the creation of supportive organizational environments. Work motivation functions as a core managerial instrument that stimulates commitment, responsibility, and professional engagement, while a conducive work environment provides the physical, social, and psychological conditions necessary for effective educational service delivery. This study emphasizes that improving performance in education-oriented institutions requires an integrated educational management approach that aligns human resource planning, motivational strategies, and environmental management to support institutional effectiveness and sustainable educational services.

This study contributes to the field of educational management by offering empirical evidence on how motivational and environmental factors interact to influence employee performance in non-formal educational institutions. The strength of this research lies in its quantitative design, the use of saturated sampling to ensure internal representativeness, and the integration of human resource variables within an educational management framework. Nevertheless, the study is constrained by its limited sample size and reliance on self-reported data, which may affect generalizability and introduce potential bias. Future research is encouraged to expand the scope by involving larger and more diverse educational institutions, incorporating additional educational management variables such as leadership style, organizational culture, and professional development, and employing mixed-method or longitudinal approaches. Such efforts will deepen understanding of performance management dynamics and strengthen evidence-based decision-making in educational organizations.

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