

Non-Physical Work Environment, Career Development, and Work Motivation on Employee Performance

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ABSTRACT: Employee performance (EP) is one of the supporting factors in improving the quality of tertiary institutions to support improving services to the academic community. The phenomena in this study are employee dissatisfaction triggered by inadequate non-physical work environment policies, unclear opportunities for career development, and low levels of work motivation which affect performance effectiveness. To what extent are non-physical work environment (NP), career development, and WM on EPer interrelated? A few researchers have explored such relation, especially in the scope of higher education, however, it is inadequate. This study uses different types of data, qualitative and quantitative, whereas the sample and the population comprised civil servants of echelon III and IV at Hasanuddin University with a total of 120 respondents. As for the data analyses method, a multiple linear regression is implemented. The findings showed that NP variables, career development, and WM have a significant effect on EPer. These indicate that career development has a dominant effect on EPer. The results of the study contribute to the development of theory and practice in the areas of work psychology and human resources management.

Keywords: Non-Physical Work Environment, Career Development, Motivation, and Employee Performance.



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INTRODUCTION

Employee performance is one of the supporting factors in improving the quality of tertiary institutions reflected by the improved services to the academic community. The phenomena in this study are related to employee dissatisfaction with inadequate NP policies, unclear opportunities for career development, and low levels of WM which can affect performance effectiveness. Organizations rely heavily on the quality of their human resources ([Agüero et al., 2021](#); [Dewi & Gentari, 2021](#); [Graczyk-Kucharska et al., 2022](#); [Puspito et al., 2020](#)). It is unlikely that organizational resources such as capital, methods, machines and other supporting equipment achieve the optimal results if they are not supported by well-performed human resources (HR) ([Sari et al., 2022](#); [Sulaiman, 2022a](#)). Organizations need individuals who work better to achieve

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organizational goals ([Andersson et al., 2019](#); [Khan et al., 2020](#); [Suhartini & Mada, 2020](#); [Sulaiman, 2022b](#)). Employees as one of the most crucial resources in an organization have energy, talent, creativity and passion to help improve the quality of the organization.

In addition, employee performance is the most important aspect in an organization since it is one of the determining factors from which the vision, mission and the organizational goals can be achieved ([Lee et al., 2018](#); [Sgarbossa et al., 2020](#); [Yuriev et al., 2018](#)). Experts on management emphasize that performance is measured by a number of efforts generated by employees ([Badar et al., 2023](#); [Patwary et al., 2023](#)). Performance is synonymous with achieving certain job requirements ([Yuriev et al., 2018](#)). Performance is also an important element every member of the organization should accomplish, among others are civil servants (Pegawai Negeri Sipil). As a part of the government institutions, universities have currently undergone some changes, one of which a shift in budgeting. The budgeting system in higher educational institutions have been transforming from traditional to performance-based budgeting. This performance-based approach is no longer input-oriented, but output-oriented. This change occurs in line with the importance of the learning process to use the limited government resources, yet the needs can still be met.

There are a number of both challenges and obstacles in improving EPer so that universities are able to provide the best solutions. In educational institutions, especially at Hasanuddin University, it is hoped that EPer becomes one of the supporting factors that improve the quality of higher education institutions, in which the HR management plays crucial role in supporting the improved services to the academic community. In a bid to realize its vision and mission to be a world class university, Hasanuddin University should improve not only the quality of lecturers, but also the quality of the staff, be it their competence, responsibilities and productivity in line with the campus goals. Thus, both employees (staff) and their leaders are required to be productive in accordance with the principles of effectiveness and efficiency through the utilization of all resources and facilities.

In relation to EPer, employees play a significant role in planning, implementing, evaluating and controlling the organizational development process which is largely determined by institutional factors, management, HR, apparatus, available facilities and infrastructure support. One of the successful performance of employees in tertiary institutions is determined by the capability of echelon III and IV leaders in managing the organizational resources effectively. In her study, ([Putri et al., 2014](#)) indicated that WM has a significant effect on performance. The research results in which an increase in the performance occurred, is triggered by high motivation of the employees ([Putri, 2013](#)). In addition, Noviansyah and Zunaidah stated in their research that performance is determined by employee motivation ([Noviansyah & Zunaidah, 2011](#)). This study aims to examine the influence of the NP on EPer; to analyze career development on EPer; and to investigate WM on EPer.

Non-Physical Work Environment. The factors that affect the work environment are non-physical conditions (work climate) because the employee's perceptions on the work environment is something that can not be touched or seen, rather, it is something felt ([Schilleci, 2022](#)). The work atmosphere can be created by leaders, which means that the leaders must be capable in shaping a

supporting work atmosphere. A good work atmosphere will also have a good influence on the quality of an individual work ([Herneoja et al., 2022](#)). The work atmosphere is related to individual attitudes and behavior in fostering work relationships ([Zagenczyk et al., 2008](#)). It includes the relation among employees or the relation between leaders and employees ([Alshurideh et al., 2023](#); [Ashkanasy et al., 2017](#); [Dlamini et al., 2022](#); [Grego-Planer, 2022](#); [McKay & Avery, 2015](#); [Prabhakar, 2016](#)).

The concept of the non-physical work environment is the Job Characteristics Model (JCM) developed by Hackman and Oldham in 1976. The JCM is grounded in the broader framework of job design and focuses on the psychological aspects of work that influence employee motivation, satisfaction, and performance. The Job Characteristics Model proposes that there are five core job characteristics that shape the non-physical work environment and impact employee outcomes. These characteristics refer to (1) Skills Variety: the degree to which a job requires an employee to use a range of different skills and abilities. Jobs with high skill variety provide opportunities for employees to utilize and develop diverse skills that will lead to an increased motivation and job satisfaction; (2) Task Identity: the extent to which a job requires an employee to perform a thorough and identifiable piece of work. When employees have a clear understanding of their contribution to a meaningful task or project, it enhances their sense of responsibility and ownership, thereby increasing job satisfaction and motivation; (3) Task Significance: the perceived impact and importance of a job on others or the organization as a whole. When employees recognize the significance of their work and its contribution to broader goals, it fosters a sense of purpose and motivation, resulting in higher job satisfaction and performance; (4) Autonomy: the degree of independence and discretion employees have in performing their tasks. When employees have the freedom to make decisions, to control over their work processes, and to determine their own methods, it enhances their sense of responsibility and self-direction, thus, an increased motivation and job satisfaction take place; (5) Feedback: the extent to which employees receive clear and timely information about their performance. Feedback plays a crucial role in helping employees understand how well they are performing and providing opportunities for learning and improvement. Regular feedback enhances employees' sense of competence, resulting in an increased motivation and job satisfaction ([Ali et al., 2014](#); [Anastasiou, 2020](#); [Citra, 2019](#); [Khuong & Tien, 2013](#); [Rajput et al., 2016](#)).

Career development. Careers do not require a person's role to be professional, to be stable in one job, or to be characterized by vertical mobility according to the traditional career view ([Guo et al., 2016](#)). These characteristics are no longer realistic with the changing world. This is in accordance with a study by ([Davis, 2015](#)) which states that careers emerge because of one's interaction with organizations and their social environment, therefore careers can be viewed from various disciplines, such as: organizational psychology, counseling, sociology, labor economics, management science and organization ([Hamzah et al., 2022](#); [Xie et al., 2023](#)). The concept of career development is the Career Construction Theory (CCT) proposed by Savickas in 1997. CCT is a person-centered theory that emphasizes the active role of individuals in constructing and managing their careers over their lifespan. According to Career Construction Theory, career development involves a process of self-construction, where individuals make sense of their past experiences, current circumstances, and future aspirations to create a meaningful and fulfilling career ([Rudolph](#)

[et al., 2019](#)). The theory posits that career development is influenced by various factors such as individual characteristics, social context, and the interaction between the two factors.

The key concepts within Career Construction Theory include: (1) Self-Concept: the individual's concept that relate to their values, interests, skills, and abilities, plays a significant role in career development. Individuals are more likely to pursue and succeed in careers that align with their self-concept and personal identity; (2) Career Adaptability: Career adaptability refers to an individual's capacity to navigate and adapt to changing career circumstances. It involves being proactive, flexible, and resilient in the face of career transitions, challenges, and opportunities. Career adaptability is essential for individuals to effectively manage their careers in an ever-changing work environment; (3) Life Themes: Life themes are central patterns or themes that individuals identify across their life experiences. These themes provide a sense of coherence and meaning to their career development. Understanding one's life themes can help individuals make informed career choices and create a sense of purpose and fulfillment in their work; (4) Social Context: the social context, including family, education, and work environments, plays a crucial role in shaping career development. Social factors such as social support, role models, cultural expectations, and organizational opportunities influence individuals' career choices, development, and success. Career Construction Theory highlights the importance of an engagement in a proactive and iterative career development process that involves self-reflection, exploration, and action. It suggests that individuals should actively construct their career narratives and adapt their career paths as their circumstances and aspirations evolve ([Rudolph et al., 2019](#)).

Work motivation. WM theory is a set of concepts and principles used to explain why individuals are driven to work and make efforts in the context of their work (Dipboye, 2018; Sulaiman, 2021). The theory of WM seeks to explain what factors influence a person's level of motivation, how motivation can be maintained or increased, and how motivation affects performance and job satisfaction ([Heimerl et al., 2020](#); [Larastrini & Adnyani, 2019](#); [Le et al., 2021](#); [Setia et al., 2022](#); [Yousef, 2017](#)). The concept of work motivation is the Self-Determination Theory (SDT) developed by Deci and Ryan in the 1980s. SDT is a macro-theory of human motivation that focuses on the inherent psychological needs which drive individuals to engage in certain behaviors and achieve desired outcomes ([Stanley & Schutte, 2023](#)).

According to Self-Determination Theory, individuals have three innate psychological needs that influence their motivation and well-being: (1) Autonomy: the need for autonomy refers to the desire to have a sense of control and choice over one's actions and decisions. When individuals perceive themselves as having autonomy, they experience a sense of ownership and are more motivated to engage in activities that align with their personal values and interests; (2) Competence: the need for competence relates to the desire to feel capable and effective in one's pursuits. When individuals have opportunities to develop and demonstrate their skills, receive feedback, and experience a sense of mastery, it enhances their motivation and confidence to perform well; (3) Relatedness: the need for relatedness refers to the desire to connect, belong, and have positive relationships with others. When individuals feel a sense of connection, support, and belongingness in their work environment, it enhances their motivation and satisfaction. Positive social interactions and a supportive work culture fulfill the need for relatedness.

Self-Determination Theory also distinguishes between different types of motivation along a continuum, ranging from autonomous motivation to controlled motivation ([Al-Zboon & Smadi, 2015](#); [Berhe & Gebresilassie, 2021](#); [Forner et al., 2020](#); [Stanley & Schutte, 2023](#)): (1) Autonomous Motivation: autonomous motivation occurs when individuals engage in activities willingly and intrinsically, driven by their personal interest, values, and enjoyment. It is characterized by a sense of choice, volition, and internal drive; (2) Controlled Motivation: controlled motivation refers to engaging in activities due to external pressures, rewards, or obligations. It involves a sense of coercion or external regulation, where individuals feel compelled to act based on external factors rather than their own interests or values.

Employee Performance. According to ([Robbins, 1998](#)), performance is human success in doing a job. Meanwhile, performance is a successful role achievement that is obtained by someone from his actions ([Kazlauskaite et al., 2011](#)). From the above understanding, it can be concluded that performance is the result achieved by a person according to the job standards (Spinks et al., 1999). Referring to this definition, performance in this context is the results that have been achieved by individuals in carrying out the tasks assigned to them ([Ahmad et al., 2015](#)).

METHOD

This type of research is a survey research with population samples and a questionnaire as a primary data collection tool. This survey research was used with the intention of explanation (explanatory research), that is, to provide an explanation of the causal relationship between variables through hypothesis testing. The population and sample in this study were all civil servants of echelon III and IV at Hasanuddin University with a total of 120 people. The total of samples is 100 people, as referred to by the Slovin formula. The importance of analysis is to collect the necessary data, to measure and interpret them so the data are more meaningful. The analysis technique used in this study is multiple linear regression analysis.

RESULTS AND DISCUSSIONS

As can be seen in table 1, the research instrument test explains that it has a corrected item, where the total correlation value is considered valid. Cronbach's alpha for all instruments (independent and dependent variables) shows a value greater than 0.60.

Table 1. Research instrument test

Variable	Indicators	<i>Corrected Item</i>	Decision	<i>Cronbach's Alpha</i>	Decision
NP	NP.1	0,622	Valid	0,863	Reliable
	NP.2	0,693			
	NP.3	0,764			
	NP.4	0,684			
	NP.5	0,650			

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Career Development	CD.1	0,435	Valid	0,698	Reliable
	CD.2	0,679			
	CD.3	0,534			
	CD.4	0,328			
WM	WM.1	0,363	Valid	0,683	Reliable
	WM.2	0,539			
	WM.3	0,566			
	WM.4	0,407			
EPer	EPer.1	0,563	Valid	0,809	Reliable
	EPer.2	0,396			
	EPer.3	0,568			
	EPer.4	0,721			
	EPer.5	0,452			
	EPer.6	0,499			
	EPer.7	0,643			

Multiple regression analysis aims to determine NP variables, career development, as well as WM on EPer. From the results of the multiple regression model, the estimated parameters with t-count values and the coefficient of determination (R square) are obtained, as described in table 2:

Table 2. Regression test

Mod.	Unst. Coeff.		Stand. Coeff.	Critical Ratio	Sig.
	B	S. E	B		
(Const.)	0,310	0,425		0,728	0,470
NP	0,287	0,103	0,258	2,778	0,008
Career Development	0,367	0,108	0,399	3,405	0,001
WM	0,304	0,101	0,340	3,002	0,004

The regression coefficient of the NP variable is 0.287. The coefficient indicates positive and there is a crucial impact between NP variables on EPer. This can be interpreted by improving the quality of the NP impacted on the improved EPer. The regression coefficient of the physical career development variable is 0.367. The coefficient indicates positive and important impact between career development variables on EPer. This can be interpreted that the increasing quality of career development will have an impact on improving EPer. The regression coefficient of the WM variable is 0.304, which indicates the positive and important impacts between WM variables on EPer. This can be detected that by increasing the quality of WM, it will have an impact on healing EPer. The probability value of the NP variable is 0.008, this value is smaller than $\alpha = 0.05$. This shows positive and important impacts between NP variables on EPer. Therefore, H1 is accepted. The probability value of the career development variable is 0.001, this value is smaller than $\alpha = 0.05$. This means that there is positive and important impact between career development variables on EPer. Thus, H2 is accepted. The probability value of the WM variable is 0.004, this value is

smaller than $\alpha = 0.05$. It is shown between positive and important impact of WM variables on EPer. Therefore, H3 is accepted.

Organizations are recognizing the significance of creating an optimal work environment that goes beyond the physical aspects. The non-physical work environment encompasses factors such as company culture, leadership style, team dynamics, and the overall employee experience. Additionally, career development and motivation play vital roles in shaping employee performance. The non-physical work environment has a profound influence on employee performance. A positive and supportive work culture fosters a sense of belonging, enhances employee morale, and promotes collaboration. When employees feel valued and respected, they are more likely to be engaged and motivated in their work. Furthermore, a healthy work culture cultivates open communication, encourages innovation, and enables employees to express their ideas freely. As a result, employees feel empowered, and this will lead to an increased productivity and overall performance.

Career development is a crucial aspect of employee performance. When organizations invest in the growth and advancement of their employees, it creates a sense of loyalty and commitment. Providing training and giving opportunities enable employees to acquire new skills, expand their knowledge, and stay abreast with the industry trends. As employees enhance their capabilities, they become more confident in their abilities, thus, an increased job satisfaction and performance is detected. Career development initiatives, such as mentoring programs, job rotations, and promotions, demonstrate to employees that their organization values their professional growth, motivating them to excel in their roles.

Motivation is crucial in driving employee performance. When employees are motivated, they are more likely to put in discretionary effort, go above and beyond their assigned tasks, and strive for excellence. Various theories of motivation, such as Maslow's hierarchy of needs and Herzberg's two-factor theory, highlight the importance of both intrinsic and extrinsic motivators. Intrinsic motivators, such as challenging work, recognition, and a sense of accomplishment, tap into employees' internal desires and aspirations. Extrinsic motivators, such as rewards, bonuses, and career advancement opportunities, provide external incentives that encourage high performance. A combination of intrinsic and extrinsic motivators tailored to individual needs can strongly fuel motivation and positively impact performance.

CONCLUSIONS

The influence of the NP on EPer indicates that the effect of the variables is stated to be in the same direction. The probability value of NP variables indicates positive and significant impacts between NP variables on EPer. There is a positive and crucial impact between the NP on EPer. This shows that the quality of the NP improves EPer.

The effect of career development on EPer shows that the influence of the variables is in the same direction. The probability value of the career development variable indicates that there is positive

and important impact between career development variables on EPer. This means that the quality of career development improves EPer.

The effect of WM on EPer shows that the influence of the variable is stated to be in the same direction. The probability value of the WM variable demonstrates positive and important impact between the WM variable on EPer. In other words, there is positive and important impact between WM on EPer. This shows that the quality of WM improves EPer.

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