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# Analysis of Organizational Culture, Human Resource Quality, and Work Discipline on the Performance of Educational Support

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**Abstract:** Global competition in higher education demands optimal performance from all elements, including educational support staff as the operational backbone. This study aims to analyze the influence of organizational culture, human resource (HR) quality, and work discipline on the performance of educational support staff at Langlangbuana University (a private higher education institution in West Java). A quantitative approach with a survey method was used on 92 respondents (from a population of 118) selected through stratified random sampling. Data analysis included descriptive statistics, multiple linear regression, and path analysis. The simultaneous test results show that the three independent variables have a significant effect on performance. Partially, HR quality has the most dominant influence, followed by organizational culture. The novelty of this study is that work discipline does not have a significant direct effect on performance, indicating that in the context of a private higher education institution, work discipline functions as a supporting variable whose influence is mediated by competence and culture. Managerial implications: universities should prioritize sustainable competency development programs, strengthen a collaborative-innovative culture, and revitalize the work discipline approach from a rigid model to an integrated coaching model linked with the performance appraisal system.

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## INTRODUCTION

Global competition in the higher education sector demands that institutions focus not only on academic quality but also on operational optimization driven by educational support staff. In the era of the Industrial Revolution 4.0 and the Global Education Phenomenon (GEP), private higher education institutions (PTS) face disruptive innovation challenges that require professional institutional governance. Educational support staff play a role as the operational backbone supporting administrative and academic services, making their performance a key determinant of successful university management.

However, preliminary observations at Langlangbuana University indicate a performance gap. Despite having complete administrative procedures, several indicators suggest suboptimal performance among educational support staff, such as delays in document processing, repetitive errors in student data entry, and inconsistent service

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response times. Internal evaluation reports (2022–2023) show that only 65% of administrative service targets were achieved, falling below the university's expected standard of 85%. This empirical condition contradicts the theoretical assumption that adequate organizational culture, HR quality, and work discipline would directly drive high performance.

Furthermore, existing literature provides inconsistent findings. Some studies find that work discipline has a significant positive effect on employee performance (e.g., Sari & Setiawan, 2020; Lestari et al., 2021), while others report no direct effect, suggesting discipline acts as a moderating or mediating variable (e.g., Wijaya, 2019; Putra & Nugroho, 2022). This inconsistency indicates an empirical gap, particularly within the context of private higher education institutions in Indonesia, where research on educational support staff remains limited. Most studies focus on faculty performance rather than operational staff. Therefore, this study aims to address the gap by examining the simultaneous and partial effects of organizational culture, HR quality, and work discipline on the performance of educational support staff at Langlangbuana University, while also testing whether work discipline directly influences performance or functions indirectly through other variables.

Despite these theoretical foundations, a clear theoretical gap remains. First, existing performance management theories, such as Armstrong's (2021), largely originate from corporate or industrial settings and have not been adequately tested within the specific context of private higher education institutions (PTS) in developing countries, where bureaucratic culture and resource constraints differ significantly. Second, Schein's model of organizational culture assumes that strong normative mechanisms universally enhance performance, but it does not explain how culture interacts with work discipline—a variable that some theorists consider a prerequisite for performance, while others argue it is an outcome of culture. Third, previous studies (e.g., Hasibuan & Wulandari, 2017) have not explicitly examined whether work discipline directly affects performance or whether its influence is fully mediated by HR quality and organizational culture, as suggested by some recent findings (Wijaya, 2019). This lack of theoretical integration creates a gap: there is no comprehensive model that simultaneously tests the direct and indirect effects of culture, HR quality, and work discipline on the performance of educational support staff in a PTS context. Therefore, this study aims to fill this theoretical gap by proposing and empirically testing a conceptual model derived from the integration of contemporary performance management theory and organizational culture theory, while clarifying the ambiguous role of work discipline.

HR Quality becomes the next crucial factor, where Human Capital Theory asserts that investment in individuals' knowledge, skills, and intellectual abilities directly increases organizational productivity (Becker, 2021). This is relevant to conditions at the research location, where the educational background and technical competencies of support staff still require further standardization to support the institutional vision. Furthermore, Work Discipline, traditionally viewed through Reinforcement Theory (B.F. Skinner in Robbins, 2021), is now shifting towards preventive and corrective discipline that prioritizes responsibility over mere compliance with working hours.

Although the variables of culture, HR quality, and discipline have been widely researched, there is a significant research gap. Most previous studies focused more on the corporate sector or educators (lecturers), while studies on educational support staff in PTS environments with specific organizational backgrounds are still limited. The state of the art in this research lies in the simultaneous testing of these three variables in a single path analysis model to see which variable is most dominant. Initial findings indicate that in the PTS context, work discipline may not have a significant direct influence if not

supported by strong competencies and organizational culture, which constitutes the novelty of this study.

This research aims to analyze the influence of organizational culture, HR quality, and work discipline on the performance of educational support staff at Langlangbuana University, both partially and simultaneously. The results of this study are expected to provide practical contributions to university management in formulating competency-based sustainable HR development strategies and revitalizing a more collaborative and innovative organizational culture.

## LITERATURE REVIEW

Organizational culture is defined as a system of meaning, values, beliefs, and norms shared by members of an organization that distinguishes it from other organizations (Schein, 2010). In the context of education, a strong and positive organizational culture—such as a collaborative, service-oriented, and learning-supportive culture—significantly impacts performance.

Mechanism of Influence: A healthy culture creates a harmonious work environment, increases organizational commitment, and provides a shared sense of purpose. Robbins & Judge (2019) state that a culture emphasizing appreciation, teamwork, and open communication can increase employee motivation and productivity.

Context of Educational Staff: Research by Mangkunegara & Octoreyn (2019) at universities in Indonesia found that an innovative and adaptive organizational culture positively correlates with the performance of educational staff in providing services to students and lecturers. Conversely, a rigid bureaucratic culture tends to hinder initiative and responsiveness.

### Human Resource Quality and the Performance of Educational Staff

Human Resource (HR) Quality refers to the competencies, knowledge, skills, abilities, and other attributes possessed by the workforce that are relevant to job performance (Dessler, 2020). For educational staff, this includes technical competencies (administrative management, information technology), interpersonal competencies, and an understanding of the education system.

Improvement through Development: HR Quality is not a static factor. Training, continuous education, and career development programs significantly enhance the capabilities of educational staff. Human Capital Theory (Becker, 1964) asserts that investment in improving HR quality will lead to increased productivity.

Empirical Evidence: A study conducted by Sari and Wahyudi (2021) shows that educational staff who participated in competency-based training demonstrated improved performance in the accuracy of academic data processing and service response speed. High HR quality also enables adaptation to changes, such as the implementation of the latest information systems.

### Work Discipline and the Performance of Educational Staff

Work discipline is an attitude of awareness and willingness of an individual to comply with all organizational rules and applicable social norms (Hasibuan, 2017). Discipline encompasses attendance, punctuality, adherence to standard operating procedures (SOPs), and work ethics.

Control and Motivation Function: Work discipline functions as a behavioral control to ensure service consistency. Mathis & Jackson (2017) mention that discipline applied fairly and consequentially (not merely as punishment) can shape positive work behavior.

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Impact on Educational Services: In the educational environment, where administrative processes often form the operational backbone, high work discipline among educational staff ensures the smooth running of academic processes (e.g., registration, grade input, and financial management). Research by Priyatno and Ferdiansyah (2020) found that the discipline index has a strong relationship with performance appraisals by direct supervisors in a university service unit.

**Interaction and Synergistic Influence**

These three variables do not operate in isolation but interact and reinforce each other. Organizational Culture -> HR Quality: An organizational culture that values learning and development (learning organization) will encourage continuous improvement of HR quality (Senge, 1990). Organizational Culture -> Work Discipline: A culture with strong values of responsibility and integrity will foster intrinsic work discipline, where employees comply with rules not out of fear of punishment, but because these rules are internalized as personal values. HR Quality & Work Discipline -> Performance: High-quality educational staff without discipline will produce inconsistent performance. Conversely, high discipline without adequate competency can lead to ineffective blind compliance. The optimal combination of competency (ability) and discipline (motivation/will) is the key to the highest performance (Robbins & Judge, 2019). Integrated Influence on Performance: Path analysis from research by Nurhayati et al. (2022) confirms that organizational culture has a direct effect on performance and also an indirect effect through improving HR quality and work discipline. This means that building a positive culture is the foundation that then strengthens the other two variables to collectively boost performance.

**Literature Conclusion and Implications**

The literature synthesis, grounded in the aforementioned theories (Performance Management, Organizational Culture, Human Capital, and Work Discipline), confirms that Organizational Culture, HR Quality, and Work Discipline are significant and interrelated predictors of Educational Staff Performance. However, the theoretical framework reveals an unresolved ambiguity regarding the direct role of work discipline, particularly in the context of private higher education institutions in developing countries. This study addresses that gap by empirically testing all three direct paths simultaneously.

**Theoretical Implications:**

Confirming H1 and H2 would reinforce the applicability of Organizational Culture Theory and Human Capital Theory in educational support settings. Rejecting H3 (as suggested by the preliminary findings in the abstract, where $p = 0.309$) would challenge Work Discipline Theory's direct effect assumption, suggesting that discipline operates as a mediating or moderating variable rather than a direct predictor in knowledge-intensive organizations like universities.

The integrated model contributes to Contemporary Performance Management Theory by incorporating organizational culture and HR quality as core antecedents alongside discipline, while clarifying the boundary conditions of discipline's influence.

Practical Implications for Sustainable Performance Improvement are culture Strategy: Educational institutions need to actively shape and maintain an organizational culture that is collaborative, service-oriented, and supportive of self-development. This includes fostering innovation and risk-taking, which are often low in traditional educational environments. HR Strategy: Selective recruitment and continuous

competency development programs relevant to job demands are necessary. Given that HR quality was the most dominant predictor (β = 0.412 in the abstract findings), investment in training and development should be the top priority. Discipline Strategy: Implementation of a clear, consistent, and educational disciplinary system (forms of rewards and sanctions) to shape good work habits. However, if discipline does not have a significant direct effect (as indicated by preliminary results), institutions should redesign discipline as an integrated coaching model linked to culture reinforcement and competency development, rather than a rigid standalone mechanism.

Explore mediator or moderator variables (such as job satisfaction, work motivation, or transformational leadership) to better understand the indirect pathways of work discipline. Conduct comparative studies across types of educational institutions (schools vs. universities, public vs. private) to enrich contextual understanding. Test alternative models where work discipline mediates the relationship between organizational culture and performance, or where HR quality moderates the discipline–performance link.

## METHODS

This research uses descriptive and verificative methods with a quantitative approach. The quantitative approach was chosen because it suits the research objective of testing the influence of variables and describing the objective condition of the research variables. Furthermore, this approach allows for the generalization of findings within the context of the researched population.

The research design used is correlational research with a survey approach (cross-sectional survey). This design aims to test the causal relationship between independent variables (Organizational Culture, HR Quality, Work Discipline) and the dependent variable (Performance of Educational Support Staff). To strengthen the causal analysis and address the research gap regarding the mechanism of influence, this research also integrates path analysis to test not only direct influence but also the possibility of indirect influence between variables.

The research population is all educational support staff (non-lecturer/administrative staff) at Langlangbuana University who are active and have worked for at least 1 (one) year. Based on data from the Personnel Department, the population size is 118 people. The research sample was determined using Slovin's formula with a margin of error of 5%. In addition to statistical considerations, sample determination also used proportionate stratified random sampling to ensure representation from various work units (faculties, institutes, bureaus) within Langlangbuana University, thus making population characteristics more accessible.

Primary data was collected through closed questionnaires compiled using a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree). The questionnaire is divided into two parts:

Part A: Respondent demographic data (age, gender, length of service, work unit).

Part B: Statements to measure the four research variables, developed from the following operational indicators:

Organizational Culture (X1): Measured based on dimensions of innovation and risk-taking, attention to detail, results orientation, team orientation, and stability (adapted from O'Reilly, Chatman & Caldwell). Human Resource Quality (X2): Measured through competency indicators (knowledge, skills), work ability, work attitude, and self-development commitment. Work Discipline (X3): Measured through indicators of compliance with rules, punctuality, responsibility for work, and work ethic. Performance of Educational Support Staff (Y): Measured by adapting task performance and contextual performance indicators (Borman & Motowidlo), including: work quantity, work quality, punctuality, loyalty, and cooperation.

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Before being widely distributed, the questionnaire instrument was tested in two stages: Validity Test: Conducted through content validity testing via expert judgment (expert lecturers and practitioners) and construct validity testing with statistical analysis using Pearson Product-Moment on pilot data (30 respondents outside the sample). An item was declared valid if the calculated r-value > r-table. Reliability Test: Conducted with the Cronbach's Alpha statistical test. A variable was declared reliable if the Alpha coefficient > 0.70, indicating internal consistency among question items.

Data analysis was conducted in stages: Descriptive Statistical Analysis: To describe respondent characteristics and the profile of each variable (mean, median, mode, standard deviation). Classical Assumption Tests: Including normality test (Kolmogorov-Smirnov), multicollinearity test (VIF), heteroscedasticity test (Glejser), and autocorrelation test (Durbin-Watson) to ensure the data is suitable for use in regression analysis. Inferential Statistical Analysis: Multiple Linear Regression Analysis: Used to test the simultaneous and partial influence of independent variables on the dependent variable. Hypotheses were tested using the F-test (simultaneous) and t-test (partial) with a significance level of $\alpha = 0.05$. Coefficient of Determination Analysis ($R^2$): To determine how much the independent variables contribute to explaining the variation in the dependent variable. Path Analysis: (As a methodological novelty) To identify and measure the strength of indirect influence (mediation effect) between variables, for example, whether organizational culture influences performance through increased work discipline.

The entire data processing and analysis process was assisted by the Statistical Package for the Social Sciences (SPSS) software version 25. The developed methodology aims not only to verify relationships but also to provide a deeper map of the dynamics between variables, in line with efforts to address the research gap and produce findings with greater novelty value.

## RESULTS AND DISCUSSION

The descriptive analysis provides an overview of respondents' perceptions of the four research variables. The average scores were categorized using the following intervals are presented in Table 1.

**Table 1. Average Scores of Research Variables**

| Variable | Average Score | Category | Indicator with Highest Score | Indicator with Lowest Score |
|---|---|---|---|---|
| Organizational Culture (X1) | 3.25 | Fair | Team Orientation (3.55) | Innovation & Risk-Taking (2.95) |
| HR Quality (X2) | 3.30 | Fair | Work Attitude (3.60) | Self-Development Commitment (3.05) |
| Work Discipline (X3) | 3.28 | Fair | Responsibility (3.50) | Punctuality (3.05) |
| Performance of Educational Support Staff (Y) | 3.32 | Fair | Cooperation (3.65) | Work Quantity (3.10) |

Source: Processed data (2026)

Interpretation of descriptive findings:

All four variables fall into the "Fair" category, meaning they have not yet reached the "Good" level. This indicates significant room for improvement across all dimensions. Specifically: Organizational culture is perceived as weakest in encouraging innovation and risk-taking (2.95), while team orientation is relatively stronger (3.55). HR quality shows a gap in continuous self-development commitment (3.05), although work attitude is rated higher (3.60). Work discipline is weakest in punctuality (3.05), whereas responsibility is relatively better (3.50). Performance is lowest in work quantity (3.10), but cooperation is the highest-rated indicator (3.65). These findings suggest that managerial

interventions should focus on fostering innovation, promoting lifelong learning, improving punctuality, and increasing productivity. The organizational culture at Langlangbuana University, particularly strong in team orientation (average score 3.55 as shown in Table 1), creates a cooperative environment that supports collective performance. However, the low score on innovation and risk-taking (2.95) suggests a culture that may be too bureaucratic and less encouraging of process improvement, which could hinder long-term efficiency. This indicates that while culture positively affects performance, its current form is not yet optimal for fostering innovative work behaviors. The descriptive results in Table 1 support this interpretation, showing that work attitude (3.60) is rated relatively high, while self-development commitment (3.05) needs improvement. Thus, management should prioritize continuous competency development programs.

**Correlation Test**

Pearson correlation analysis was conducted to examine the bivariate relationships among variables. The results are presented in Table 2.

**Table 2. Pearson Correlation Coefficients Between Variables**

| Variable | Organizational Culture (X1) | HR Quality (X2) | Work Discipline (X3) | Performance (Y) |
|---|---|---|---|---|
| Organizational Culture (X1) | 1 | .685** | .632** | .720** |
| HR Quality (X2) | .685** | 1 | .710** | .755** |
| Work Discipline (X3) | .632** | .710** | 1 | .605** |
| Performance (Y) | .720** | .755** | .605** | 1 |

Note: ** Correlation is significant at the 0.01 level (2-tailed).**

Source: Processed data (2026)

Interpretation: All independent variables have a strong, positive, and significant correlation with performance (r ranging from 0.605 to 0.755). Additionally, the independent variables are strongly intercorrelated (r > 0.63), which suggests potential multicollinearity and indicates that indirect effects may exist. This justifies the use of path analysis in addition to multiple regression.

The strong intercorrelations among the independent variables shown in Table 2 (r between .632 and .710) support this mediation possibility. Second, contextual PTS factors play a role: in a private higher education institution like Langlangbuana University with limited resources, high workloads, and possibly non-ideal procedures, support staff may view formal discipline (e.g., absolute punctuality, which scored only 3.05 in Table 1) as a hindrance rather than a driver of productivity. They may develop adaptive work strategies that appear "less disciplined" formally but are effective for completing tasks. This interpretation is consistent with the finding that work quantity is the lowest-performing indicator (3.10 in Table 1), suggesting that rigid discipline alone does not translate into higher output.

**Simultaneous Hypothesis Test (F Test)**

To test H4 (organizational culture, HR quality, and work discipline simultaneously affect performance), an F test was conducted using multiple linear regression. Table 3 summarizes the results.

**Table 3. F Test Results (Simultaneous)**

| Model | F calculated | Sig. | R | $R^2$ | Adjusted $R^2$ |
|---|---|---|---|---|---|
| Regression | 45.278 | .000 | .788 | .621 | .608 |

Source: Processed data (2026)

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Interpretation: The F calculated value of 45.278 with a significance level of 0.000 ($p < 0.05$) indicates that the three independent variables simultaneously have a significant influence on the performance of educational support staff. Therefore, H4 is accepted. The $R^2$ value of 0.621 means that 62.1% of the variation in performance (Y) can be explained by variations in organizational culture (X1), HR quality (X2), and work discipline (X3). The remaining 37.9% is explained by other factors outside this research model.

Despite the non-significant partial effect of work discipline, the simultaneous test ($F = 45.278$; $p = 0.000$; $R^2 = 0.621$ in Table 5) proves that the three variables together significantly explain 62.1% of performance variation. This indicates interaction and synergy among the variables. Management cannot focus on only one aspect. For example, training programs (HR quality) will be more effective if supported by a learning-supportive organizational culture and followed by constructive discipline coaching—not merely punishment. The descriptive finding that cooperation (3.65) is rated higher than work quantity (3.10) further suggests that the contribution of support staff lies more in social system aspects, where culture and HR quality are more relevant as drivers than formal compliance.

**Partial Hypothesis Test and Path Analysis (t Test)**

Partial effects of each independent variable on performance were tested using t-tests within a multiple regression framework. The results, including path coefficients (standardized beta), t-values, significance levels, and hypothesis decisions, are presented in Table 4.

**Table 4. Partial Hypothesis Test Results (t Test)**

| Independent Variable | Path Coefficient (Beta) | t calculated | Sig. | Hypo thesis | Note on Direct Influence | Decision |
|---|---|---|---|---|---|---|
| (Constant) | - | 2.145 | .034 | - | - | - |
| Organizational Culture (X1) | 0.302 | 3.456 | .001 | H1 | Significant Positive | Accepted (Significant positive effect) |
| HR Quality (X2) | 0.415 | 4.781 | .000 | H2 | Significant Positive | Accepted (Significant positive effect; most dominant) |
| Work Discipline (X3) | 0.095 | 1.123 | .264 | H3 | Not Significant | Rejected (No significant direct effect) |

Source: Processed data (2026)

Referring to the partial hypothesis test results presented in Table 64 the finding that HR Quality (X2) has the largest path coefficient ($\beta = 0.415$; $p = 0.000$) and is the most dominant predictor of performance reinforces Human Capital Theory (Becker, 1964) and the Resource-Based View (Barney, 1991). At Langlangbuana University, the competency of educational support staff—encompassing knowledge, administrative, and technical skills, and proactive work attitudes—emerges as the most direct and tangible determinant of their work output. This reflects that in the context of specific educational support tasks; individual capability remains more crucial than systemic factors such as organizational culture or compliance with rigid rules. The significant influence of

Organizational Culture (X1) (β = 0.302; p = 0.001) aligns with Schein's (2021) theory that culture functions as a "social glue" and a behavior guide.

The most noteworthy finding, which constitutes the novelty of this research, is that Work Discipline (X3) does not have a significant direct influence on performance (β = 0.095; p = 0.264 > 0.05, as reported in Table 4). This result contradicts traditional management theory (Robbins & Judge, 2019) and several previous studies conducted in different contexts (e.g., Sari & Setiawan, 2020; Lestari et al., 2021), thereby filling an important research gap. Two possible interpretations can be offered. First, a full mediation effect may exist: work discipline might not have a direct impact, but its effect could be entirely channeled through increased HR quality and/or internalized within organizational culture. In other words, discipline is only effective in improving performance if accompanied by enhanced competency or if it becomes part of a lived cultural value. Compliance with rules without intrinsic understanding and commitment appears insufficient.

Detailed interpretation of partial results:
Organizational Culture (X1) → Performance (Y):

The path coefficient (β = 0.302) and significance level (p = 0.001 < 0.05) show that organizational culture has a positive and significant direct influence on performance. With other variables held constant, a one-unit increase in organizational culture is associated with a 0.302-unit increase in performance. H1 is accepted.

HR Quality (X2) → Performance (Y):

This variable has the largest path coefficient (β = 0.415) and the highest t-value (4.781), with p = 0.000 < 0.05. Thus, HR quality is the most dominant predictor of performance. The influence is positive and significant. H2 is accepted.

Work Discipline (X3) → Performance (Y):

The path coefficient is very small (β = 0.095), and the significance level (p = 0.264) exceeds 0.05. Therefore, work discipline does not have a statistically significant direct influence on performance. H3 is rejected.

Novelty of this finding:

The non-significant direct effect of work discipline is an unexpected result that contradicts traditional management theory (Robbins & Judge, 2019) and several previous studies (e.g., Sari & Setiawan, 2020). However, it aligns with more recent findings in private higher education contexts (e.g., Wijaya, 2019). This suggests that in the context of educational support staff at a PTS, work discipline may function as a supporting or mediating variable rather than a direct driver of performance. Its influence may be channeled through organizational culture and HR quality, as indicated by the strong intercorrelations among the independent variables. This point will be further discussed in the discussion section.

**Table 5. Summary of Hypothesis Testing Results**

| Hypothesis | Statement | Result |
|---|---|---|
| H1 | Organizational culture has a significant positive effect on performance | Accepted |
| H2 | HR quality has a significant positive effect on performance | Accepted (most dominant) |
| H3 | Work discipline has a significant positive effect on performance | Rejected |
| H4 | Organizational culture, HR quality, and work discipline simultaneously have a significant effect on performance. | Accepted |

Source: Processed data (2026)

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In comparison with the state of the art, the findings regarding the dominance of HR quality and organizational culture support existing literature that emphasizes soft infrastructure. However, the non-significant direct influence of work discipline provides a new nuance. This shows that in an increasingly dynamic higher education ecosystem, performance may be driven more by competency and a culture of innovation than by mere rule compliance. The measured performance, including contextual performance (cooperation) being higher than task performance (quantity), also confirms that the role of educational support staff is inherently relational and collaborative, where HR quality and organizational culture naturally outweigh rigid disciplinary enforcement.

## CONCLUSION

Based on the analysis results and discussion of the research on the influence of organizational culture, human resource quality, and work discipline on the performance of educational support staff at Langlangbuana University, it can be concluded that descriptively, all four variables fall into the "fair" category, indicating significant room for improvement, particularly in performance related to work quantity. Simultaneously, the three independent variables together have a significant and strong influence on performance, explaining 62.1% of its variation, which reinforces the importance of a holistic approach in human resource management. Partially, human resource quality emerges as the most dominant and significant factor in improving performance, followed by organizational culture, which also has a significant positive influence. In contrast, work discipline does not have a significant direct influence on performance, which constitutes the novelty of this research. This finding suggests that in the context of a private higher education institution (PTS) like Langlangbuana University, formal compliance-based discipline does not directly translate into improved performance output; rather, discipline is suspected to function as a supporting variable whose influence is mediated or synergized through improved HR quality and internalization of cultural values. Thus, this research fills a gap by providing empirical evidence that the model of organizational factor influence on performance in PTS environments has unique characteristics, contributing to the development of human resource management theory in the higher education sector, especially in resource-constrained institutions.

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