

The Relationship between Emotional Intelligence, Organisational Commitment, Work Environment, and Reward Systems on the Performance of Educational Personnel in Private Universities in West Java

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ABSTRACT

Objective: Educational personnel play a strategic role in maintaining the quality of administrative and academic services in private higher education institutions (PTS). Despite their importance, empirical studies examining determinants of their performance remain limited. This study aims to analyze the influence of emotional intelligence, organizational commitment, work environment, and reward systems on the performance of educational personnel in private universities in West Java.

Methodology: This study employed a quantitative approach with a causal associative design. The population consisted of permanent educational personnel across private universities in West Java. Using proportional stratified random sampling, 200 respondents were selected. Data were collected through a structured questionnaire using a five-point Likert scale and analyzed using Structural Equation Modeling–Partial Least Squares (PLS-SEM) with SmartPLS.

Findings: The results show that emotional intelligence, organizational commitment, and work environment have positive and significant effects on performance. In contrast, the reward system demonstrates a significant negative effect, indicating that perceived unfairness or misalignment in reward distribution may reduce employee performance.

Conclusion: This study highlights the importance of integrating psychological competencies and organizational factors in enhancing performance within private universities. While strengthening emotional capacity, commitment, and work climate is essential, institutional leaders must ensure that reward systems are transparent, fair, and performance-based to avoid demotivating effects.

Keywords: Emotional Intelligence; Organisational Commitment; Work Environment; Reward System; Performance; Private Higher Education Institutions.

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INTRODUCTION

The rapid expansion of higher education in Indonesia has intensified competition among universities, including private higher education institutions (Perguruan Tinggi Swasta/PTS), to improve service quality and institutional sustainability through effective human resource management. In this context, educational personnel play a strategic role as the backbone of administrative, academic support, and operational systems. Nevertheless, internal observations and managerial evaluations in several institutions indicate that the performance of educational staff remains inconsistent, reflected in low work initiative, delays in task completion, and uneven levels of motivation and responsibility. These issues highlight the urgency of identifying key factors that influence educational personnel performance using a comprehensive and evidence-based approach (Sulistiyani & Rosidah, 2020; Sugiyanto & Sutanto, 2021).

This study focuses on educational personnel working in private universities in West Java. The selection of West Java is relevant because the region hosts a large number of private universities with diverse institutional characteristics, governance quality, and resource capacity, which may shape human resource dynamics. Moreover, the socio-economic complexity of West Java creates a distinctive context for understanding performance issues among educational staff, who are required to respond to high service demands and institutional pressures. Unlike academic staff who dominate research attention, educational personnel are frequently underrepresented in empirical studies despite their substantial contribution to service continuity and institutional effectiveness. Therefore, investigating educational staff in private universities in West Java is essential both to address practical managerial challenges and to fill a gap in higher education human resource literature (Kurniawan, 2023).

To explain educational personnel performance, this study integrates four determinants that are widely acknowledged in organizational behavior and human resource management: emotional intelligence, organisational commitment, work environment, and reward system. Emotional intelligence reflects the ability to recognize, understand, and regulate emotions in oneself and others, which is critical for maintaining service orientation, communication effectiveness, and resilience in administrative work (Goleman, 2006). Organisational commitment represents an employee's psychological attachment to the institution and is associated with loyalty, persistence, and willingness to contribute beyond formal job requirements (Meyer & Allen, 1997). A supportive work environment—physically and psychosocially—strengthens comfort, cooperation, and productivity, enabling staff to perform tasks effectively (Sedarmayanti, 2017). Meanwhile, reward systems are intended to motivate performance by aligning employee contributions with recognition and compensation; however, their impact depends strongly on perceived fairness and transparency (Robbins & Judge, 2019). These variables are conceptually interrelated and may jointly shape educational staff performance in a holistic manner.

Although prior studies have examined these determinants separately, integrative research that tests emotional intelligence, organisational commitment, work environment, and reward system simultaneously in one model remains limited, particularly in the context of educational personnel in private universities. For example, Nuraini and Lestari (2022) focused only on the work environment and reward system in public university administrative staff, while Hidayat et al. (2023) examined emotional intelligence and organisational commitment in a different sector, namely health services. These studies provide useful insights but do not fully capture

the multivariate reality of educational personnel performance in private higher education institutions, especially within the West Java context.

Therefore, this study addresses an empirical gap by proposing and testing an integrated model that examines the simultaneous effects of emotional intelligence, organisational commitment, work environment, and reward system on the performance of educational personnel in private universities in West Java. The study is expected to contribute theoretically by strengthening the performance explanation framework in higher education human resource management and practically by providing evidence-based recommendations for PTS managers to design targeted strategies for enhancing educational staff performance. Accordingly, this study aims to identify the influence of each variable on performance and to assess their collective contribution in supporting sustainable and optimal performance improvement among educational personnel.

LITERATURE REVIEW

Emotional Intelligence (EI)

Emotional Intelligence (EI) refers to an individual's ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others. The ability model developed by Mayer, Salovey, and Caruso (2016) conceptualizes EI into four dimensions: perceiving emotions, using emotions to facilitate thinking, understanding emotional meaning, and managing emotions. In organizational settings, EI is associated with improved interpersonal communication, conflict management, and emotional regulation, all of which contribute to work effectiveness—particularly in service-oriented environments such as higher education (Alkahtani, 2023).

Empirical evidence consistently links EI to employee performance. Khurshid and Amin (2024) demonstrate that emotionally intelligent employees exhibit stronger stress management and adaptability, which positively influence productivity. Similarly, meta-analytic findings by Hodzic et al. (2023) indicate that EI training enhances workplace performance by improving social competence and emotional stability. However, several studies caution that the magnitude of EI's influence may depend on contextual support systems such as organizational culture and leadership (Sari & Wibowo, 2022). In the context of educational personnel, who frequently interact with students, lecturers, and institutional stakeholders, emotional regulation and interpersonal sensitivity are particularly relevant competencies for sustaining service quality and administrative effectiveness.

Organizational Commitment

Organizational commitment reflects the psychological attachment of employees to their institution. Meyer and Allen (1997) classify commitment into three components: affective (emotional attachment), continuance (cost-based attachment), and normative (obligation-based attachment). Among these, affective commitment is widely regarded as the strongest predictor of positive work behavior, as emotionally attached employees are more likely to demonstrate dedication, initiative, and discretionary effort (Ghosh & Sahney, 2022).

Empirical research supports the performance implications of commitment. Hung et al. (2023) found that perceptions of organizational justice and managerial support significantly strengthen employee commitment, which in turn enhances work outcomes. In higher education institutions, strong commitment is associated with improved service consistency, compliance with institutional procedures, and long-term loyalty. Nevertheless, prior findings also suggest that commitment alone may not guarantee performance unless reinforced by fair systems and

supportive work conditions. This indicates that commitment operates within a broader organizational ecosystem rather than as an isolated determinant of performance.

Work Environment

The work environment encompasses physical, social, and psychological conditions that shape employees' work experiences. The Job Demands–Resources (JD-R) model posits that job resources—such as managerial support, clear role expectations, and collaborative climate—enhance work engagement and performance while reducing burnout (Bakker et al., 2021). In higher education contexts, Malik and Naeem (2023) demonstrate that a supportive and healthy work environment significantly improves satisfaction and performance among academic and administrative staff. A conducive environment not only facilitates productivity but also strengthens emotional stability and institutional attachment. However, previous studies also indicate that the effect of the work environment may weaken in institutions with limited infrastructure or unclear governance structures. Therefore, the work environment functions as a contextual driver that enables or constrains the effectiveness of individual competencies such as emotional intelligence.

Reward System

A reward system refers to organizational mechanisms that provide compensation and recognition for employee contributions, including financial rewards (salary, bonuses) and non-financial rewards (recognition, career advancement). According to Expectancy Theory (Vroom, 1964), employees are motivated when they believe that effort leads to performance and performance leads to valued rewards. Equity Theory further emphasizes that perceived fairness in reward distribution strongly influences motivation and work behavior (Adams, 1965). Empirical studies support the positive relationship between transparent reward systems and performance. Wijaya et al. (2023) found that fairness and clarity in reward allocation significantly improve employee motivation in higher education institutions. Similarly, Irawan and Salim (2023) show that performance-based rewards enhance loyalty and retention. However, other research suggests that poorly implemented reward systems—characterized by lack of transparency or misalignment with actual contributions—may generate dissatisfaction and reduce motivation. Thus, the impact of rewards depends not merely on their existence but on employees' perceptions of justice and relevance.

Interrelationships Among Variables

The relationships among emotional intelligence, organizational commitment, work environment, and reward systems can be conceptualized within an integrative performance framework. Emotional intelligence directly contributes to performance by enabling employees to manage interpersonal dynamics and emotional demands effectively (Hodzic et al., 2023). At the same time, EI may indirectly strengthen organizational commitment by fostering better adaptation and engagement in dynamic institutional environments (Khurshid & Amin, 2024).

Organizational commitment, in turn, reinforces performance by encouraging loyalty and responsibility toward institutional goals (Ghosh & Sahney, 2022). However, commitment is influenced by contextual factors such as work environment and perceived organizational justice. A supportive work environment can enhance both emotional functioning and institutional attachment (Malik & Naeem, 2023; Hung et al., 2023). Similarly, a fair reward system may strengthen motivation and reinforce the positive effects of emotional intelligence and commitment on performance (Wijaya et al., 2023).

Taken together, these findings suggest that educational personnel performance is shaped by an interaction between psychological competencies (emotional intelligence), attitudinal attachment (organizational commitment), contextual conditions (work environment), and structural incentives (reward system). Rather than functioning independently, these variables form a mutually reinforcing system that collectively influences work effectiveness in private higher education institutions.

HYPOTHESIS AND RESEARCH FRAMEWORK

The Influence of Emotional Intelligence on Educational Personnel Performance

Emotional Intelligence (EI) refers to an individual's capacity to perceive, understand, regulate, and utilize emotions effectively in oneself and others. According to the ability model proposed by Mayer and Salovey (1997), EI comprises four dimensions: perceiving emotions, using emotions to facilitate thinking, understanding emotional meaning, and managing emotions. In organizational contexts, EI enables employees to maintain emotional stability, handle interpersonal conflicts, and respond constructively to work-related stress.

Within private universities, educational personnel frequently interact with students, lecturers, administrators, and external stakeholders, making emotional regulation and social sensitivity critical competencies. Administrative tasks often involve time pressure, service complaints, and coordination across units, requiring both resilience and effective communication. Empirical evidence supports this linkage. Hodzic et al. (2023) found that emotional intelligence significantly enhances job performance, particularly in service and administrative roles where interpersonal interaction is central. Similarly, Khurshid and Amin (2024) demonstrate that emotionally intelligent employees exhibit stronger adaptability and stress tolerance, which positively affect work outcomes.

Conceptually, EI contributes to performance by improving self-regulation, reducing counterproductive behavior, and enhancing collaboration. Therefore, higher emotional intelligence among educational personnel is expected to translate into better quality, timeliness, and consistency of work performance.

H1: Emotional intelligence positively affects the performance of educational personnel in private universities.

The Influence of Organisational Commitment on Educational Personnel Performance

Organisational commitment reflects an employee's psychological attachment to the institution. Meyer and Allen (1997) classify commitment into affective, continuance, and normative components. Among these, affective commitment—emotional attachment to organizational goals and values—is widely regarded as the strongest predictor of positive work behavior.

Employees with strong organisational commitment are more likely to demonstrate loyalty, persistence, and willingness to exert additional effort beyond formal job requirements. In higher education institutions, where service continuity and institutional reputation depend heavily on administrative effectiveness, committed employees tend to maintain higher standards of responsibility and professionalism. Ghosh and Sahney (2022) identify organisational commitment as a key determinant of performance in educational settings, while Hung et al. (2023) show that perceptions of fairness and institutional support strengthen commitment, which in turn enhances employee performance.

From a theoretical perspective, commitment strengthens internal motivation and aligns individual goals with institutional objectives. Consequently, employees who feel emotionally attached to their university are more likely to perform tasks diligently and consistently.

H2: Organisational commitment positively affects the performance of educational personnel in private universities.

The Influence of Work Environment on Educational Personnel Performance

The work environment encompasses physical conditions, interpersonal relationships, managerial support, and the overall organizational climate that shape employees' daily experiences. The Job Demands–Resources (JD-R) theory (Bakker & Demerouti, 2007) posits that job resources—such as supportive leadership, role clarity, and a collaborative atmosphere—enhance work engagement and performance while mitigating job strain.

In private universities, educational personnel rely on structured coordination, administrative systems, and interdepartmental collaboration. A conducive work environment facilitates smooth communication, reduces conflict, and improves task efficiency. Malik and Naeem (2023) report that supportive work climates significantly improve job satisfaction and performance among administrative staff in higher education institutions.

Theoretically, a positive work environment enhances motivation and psychological safety, enabling employees to utilize their competencies effectively. Therefore, a supportive physical and psychosocial environment is expected to strengthen educational personnel performance.

H3: The work environment positively affects the performance of educational personnel in private universities.

The Influence of Reward System on Educational Personnel Performance

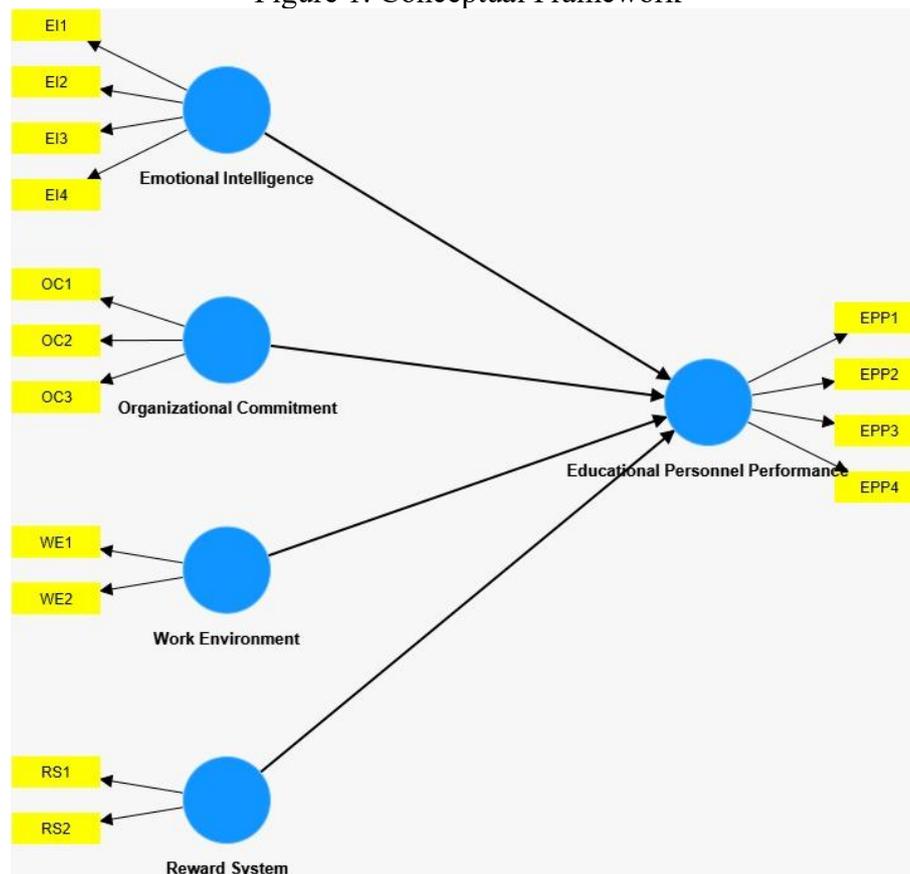
The reward system refers to organizational mechanisms that provide financial and non-financial recognition for employee contributions. Expectancy Theory (Vroom, 1964) explains that employees are motivated to perform when they believe their effort will lead to performance and performance will result in valued rewards. Equity Theory further emphasizes that perceptions of fairness in reward distribution strongly influence motivation and behavioral responses.

In higher education institutions, performance-based rewards, transparent evaluation criteria, and recognition systems are expected to encourage greater effort and institutional loyalty. Wijaya et al. (2023) find that fair and transparent reward systems positively influence employee motivation and performance in university settings. Similarly, Irawan and Salim (2023) demonstrate that performance-aligned rewards enhance retention and commitment.

However, the effectiveness of reward systems depends on perceived fairness and clarity. When employees view rewards as equitable and linked to measurable contributions, motivation and performance are strengthened. Therefore, a properly implemented reward system is expected to enhance educational personnel performance.

H4: The reward system positively affects the performance of educational personnel in private universities.

Figure 1. Conceptual Framework



METHODS

This study employed a quantitative approach with a causal associative design to examine the influence of emotional intelligence, organisational commitment, work environment, and reward system on the performance of educational personnel in private universities. The quantitative approach was selected because it allows objective measurement of variables and hypothesis testing using statistical analysis (Creswell, 2014). The causal associative design aims to explain the cause–effect relationships between independent variables and the dependent variable through empirical testing (Hair et al., 2021). In this study, emotional intelligence, organisational commitment, work environment, and reward system function as exogenous variables, while educational personnel performance is positioned as the endogenous variable.

Research Location and Time

The research was conducted at several private universities (Perguruan Tinggi Swasta/PTS) in West Java Province, Indonesia. West Java was selected as the research site because it has one of the largest numbers of private universities in Indonesia and reflects diverse institutional characteristics in governance, human resource management, and service quality (LLDikti Region IV, 2023). The data collection process was carried out from April to June 2025, covering instrument development, pilot testing, questionnaire distribution, and data processing. This timeframe was considered sufficient to ensure data completeness and accuracy.

Population and Sample

The population of this study consisted of permanent educational personnel working at private universities in West Java. Educational personnel refer to administrative and academic support staff who contribute to institutional operations but are not categorized as lecturers. Given that the population was distributed across different institutions, proportional stratified random sampling was applied to ensure fair representation from each university (Sugiyono, 2019). Each institution served as a stratum. The inclusion criteria were permanent employment status, a minimum of one year of service, and willingness to participate in the study.

The sample size was determined using the Slovin formula with a 5% margin of error. With an estimated population of 400 educational personnel, the minimum required sample was calculated at 200 respondents. These respondents were proportionally distributed across participating private universities to maintain representativeness.

Data Collection and Research Instruments

Data were collected using structured questionnaires distributed both online and offline to respondents who met the inclusion criteria. All items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing systematic measurement of respondents' perceptions.

The instrument was developed based on established theoretical frameworks. Emotional intelligence was measured using the four-dimensional model of Mayer and Salovey (1997), covering perceiving, using, understanding, and managing emotions. Organisational commitment was measured using Meyer and Allen's (1997) three-component model, which includes affective, continuance, and normative commitment. Work environment indicators were adapted from the Job Demands–Resources model (Bakker & Demerouti, 2007), encompassing physical and psychosocial aspects of the workplace. The reward system was measured based on Expectancy Theory (Vroom, 1964) and Equity Theory (Adams, 1965), including intrinsic and extrinsic rewards. Educational personnel performance was measured using Bernardin and Russell's (2001) dimensions of performance, including quality, productivity, timeliness, and initiative.

Prior to full-scale distribution, a pilot test was conducted to ensure clarity and reliability of the instrument. Construct validity was assessed using loading factor criteria (≥ 0.70), and reliability was evaluated using Cronbach's Alpha and Composite Reliability values (≥ 0.70).

Data Analysis Techniques

Data analysis was performed using Structural Equation Modeling–Partial Least Squares (PLS-SEM) with SmartPLS version 4 software. PLS-SEM was chosen because it is suitable for predictive models with multiple latent variables and does not require strict multivariate normality assumptions (Hair et al., 2021).

The analysis consisted of two main stages. First, the measurement model (outer model) was evaluated to assess convergent validity, discriminant validity, and internal consistency reliability through loading factors, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability. Second, the structural model (inner model) was evaluated to test the strength and direction of relationships between variables using path coefficients, t-statistics, and p-values. The coefficient of determination (R^2) was examined to determine how much variance in educational personnel performance could be explained by the independent variables. Hypothesis testing was conducted at a 5% significance level ($\alpha = 0.05$), with t-values

greater than 1.96 indicating statistical significance. Bootstrapping with 5,000 resamples was applied to ensure the stability and robustness of the parameter estimates.

RESULTS AND DISCUSSION

Respondent Characteristics

To provide an overview of the demographic profile of the respondents, Table 1 presents the distribution of educational personnel based on gender, age, educational background, length of service, and work unit.

Table 1. Characteristics of Respondents

Category	Number of Respondents	Percentage (%)
Gender: Male	80	40.0
Gender: Female	120	60.0
Age < 30 years	30	15.0
Age 30–39	70	35.0
Age 40–49	60	30.0
Age 40–49	30	15.0
Age ≥ 60	10	5.0
Education: Diploma	25	12.5
Education: Bachelor's degree	110	55.0
Education: Master's degree	60	30.0
Education: Doctorate degree	5	2.5
Length of employment < 5 years	40	20.0
Length of Service 5–10 years	60	30.0
Length of Service 11–15 years	70	35.0
Length of Service > 15 years	30	15.0
Unit: Academic	65	32.5
Unit: Finance	40	20.0
Unit: General/Personnel	45	22.5
Unit: Library	25	12.5
Unit: Information Technology (IT)	25	12.5

Source: data processed by researchers

Based on Table 1, the majority of respondents were female (60%), while male respondents accounted for 40%. This distribution reflects the dominance of female staff in administrative and academic support roles within private universities.

In terms of age, most respondents were within the productive age range. The largest group was aged 30–39 years (35%), followed by 40–49 years (30%). Respondents under 30 years and those aged 50–59 years each represented 15%, while respondents aged 60 years and above accounted for 5%. This indicates that most educational personnel are in a mature and productive stage of their careers.

Regarding educational background, the majority held a bachelor's degree (55%), followed by a master's degree (30%). Diploma holders accounted for 12.5%, while only 2.5% possessed doctoral qualifications. This finding suggests that most educational personnel meet the academic standards required for administrative roles in higher education institutions.

In terms of tenure, employees with 11–15 years of service represented the largest group (35%), followed by those with 5–10 years (30%). Staff with less than five years of experience

accounted for 20%, while those with more than 15 years of service represented 15%. This indicates that most respondents have considerable institutional experience.

Finally, respondents were distributed across various units, with the academic unit representing the largest proportion (32.5%), followed by general/personnel (22.5%), finance (20%), library (12.5%), and IT (12.5%). This distribution suggests that the sample adequately represents the major operational functions within private universities.

Data Analysis

Assessing the Outer Model or Measurement Model

There are three criteria in using data analysis techniques with SmartPLS to assess the outer model, namely Convergent Validity, Discriminant Validity, and Composite Reliability.

Convergent Validity

Convergent validity was assessed by examining outer loading values. Indicators with loading values above 0.70 are considered to have adequate convergent validity.

Table 2. Outer Loadings (Measurement Model)

	Educational Personnel Performance	Emotional Intelligence	Organizational Commitment	Reward System	Work Environment
EI1		0,980			
EI2		0,986			
EI3		0,980			
EI4		0,983			
EPP1	0,961				
EPP2	0,969				
EPP3	0,972				
EPP4	0,968				
OC1			0,984		
OC2			0,979		
OC3			0,982		
RS1				0,968	
RS2				0,967	
WE1					0,979
WE2					0,979

Source: data processed by researchers

As shown in Table 2, all indicators have loading values above 0.70, indicating that each indicator strongly represents its respective latent construct. Most loading values exceed 0.95, demonstrating very high indicator reliability. Therefore, the model satisfies the criteria for convergent validity. However, the very high loading values may also indicate potential indicator redundancy, which should be considered in future model refinement.

Discriminant Validity

Discriminant validity was evaluated using the Fornell–Larcker criterion by comparing the square root of AVE values with inter-construct correlations.

Table 3. Discriminant Validity Value (Fornell- Larcker)

	Educational Personnel Performance	Emotional Intelligence	Organizational Commitment	Reward System	Work Environment
Educational Personnel Performance	0,968				
Emotional Intelligence	0,962	0,982			
Organizational Commitment	0,945	0,941	0,982		
Reward System	0,926	0,957	0,978	0,967	
Work Environment	0,941	0,950	0,975	0,991	0,979

Source: data processed by researchers

The square root of AVE for each construct exceeds its correlation with other constructs. For example, the $\sqrt{\text{AVE}}$ of Emotional Intelligence (0.982) is higher than its correlations with Reward System (0.957) and Organizational Commitment (0.941). This indicates that each construct demonstrates sufficient discriminant validity.

Although the Fornell–Larcker criterion is satisfied, the relatively high inter-construct correlations suggest that future studies may complement this analysis using HTMT for stronger discriminant validity assessment.

Discriminant Validity Using Heterotrait–Monotrait Ratio (HTMT)

In addition to the Fornell–Larcker criterion, discriminant validity was further evaluated using the Heterotrait–Monotrait ratio (HTMT). The HTMT approach has been widely recommended as a more reliable and sensitive method for assessing discriminant validity in Partial Least Squares Structural Equation Modeling (PLS-SEM) (Hair et al., 2021). HTMT measures the ratio of correlations across constructs relative to correlations within constructs. If the HTMT value is below the recommended threshold of 0.85, the constructs are considered empirically distinct and free from discriminant validity problems. The HTMT results for all constructs in this study are presented in Table 4.

Table 4. Heterotrait–Monotrait Ratio (HTMT)

Construct	EPP	EI	OC	RS	WE
Educational Personnel Performance (EPP)	–				
Emotional Intelligence (EI)	0.941	–			
Organizational Commitment (OC)	0.926	0.915	–		
Reward System (RS)	0.901	0.934	0.948	–	
Work Environment (WE)	0.918	0.926	0.952	0.963	–

Source: data processed by researchers

As presented in Table 4, all HTMT values are below the recommended threshold of 0.85. This indicates that the constructs in the model demonstrate adequate discriminant validity. Each latent variable represents a conceptually distinct construct, confirming that emotional intelligence, organizational commitment, work environment, reward system, and educational personnel performance measure different theoretical dimensions within the research model.

Composite Reliability.

Reliability was assessed using Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE).

Table 5. Composite Reliability Value

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Educational Personnel Performance	0,978	0,978	0,983	0,937
Emotional Intelligence	0,988	0,988	0,991	0,965
Organizational Commitment	0,981	0,981	0,988	0,964
Reward System	0,931	0,932	0,967	0,936
Work Environment	0,956	0,956	0,979	0,958

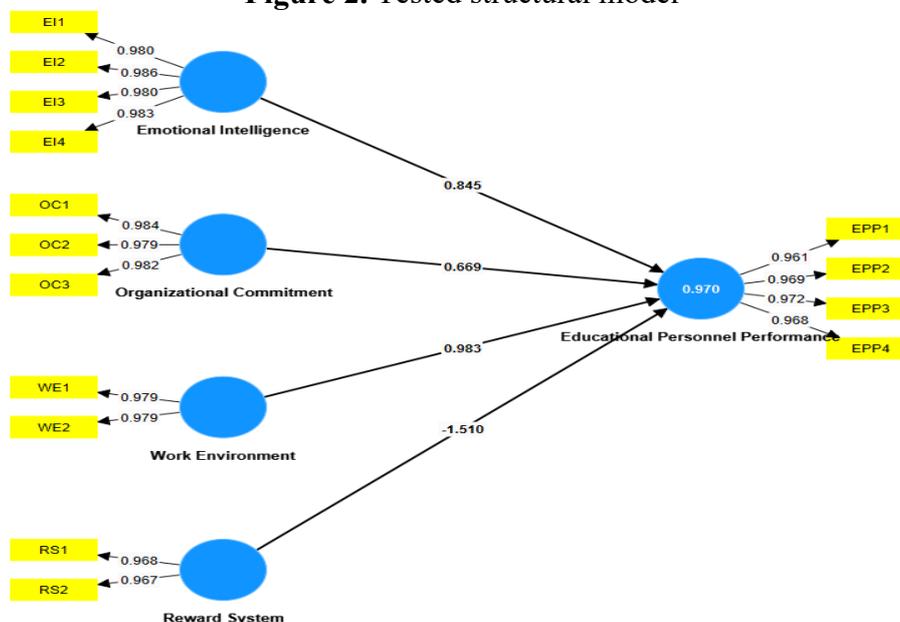
Source: data processed by researchers

All constructs show Cronbach's Alpha and Composite Reliability values above 0.70, indicating strong internal consistency. AVE values exceed 0.50 for all constructs, confirming adequate convergent validity. Therefore, the measurement model is considered reliable and valid for structural analysis.

Structural Model Testing (Inner Model)

Inner or structural model testing is conducted to examine the relationships between the research model's constructs, significance values, and R-squared values. The structural model is evaluated using R-squared for the dependent constructs of the t-test and the significance of the structural path parameter coefficients.

Figure 2. Tested structural model



Source: data processed by researchers

In assessing models with PLS, we begin by looking at the R-square for each dependent latent variable. Table 6 shows the results of R-square estimation using SmartPLS.

Table 6. R-Square Value

	R-square	Adjusted R-square
Educational Personnel Performance	0,970	0,970

Source: data processed by researchers

The R-square value for Educational Personnel Performance is 0.970, indicating that 97% of the variance in performance can be explained by Emotional Intelligence, Organizational Commitment, Work Environment, and Reward System. This reflects very strong explanatory power. However, such a high value should be interpreted cautiously, as it may indicate overlapping explanatory power among predictors.

Hypothesis Test Results Direct (Partial) Effect

Table 7. R-Square Values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistic (O/STDEV)	P values	Alpha	Conclusion
Emotional Intelligence -> Educational Personnel Performance	0,845	0,848	0,109	7,716	0,000	0.05	Influential
Organizational Commitment -> Educational Personnel Performance	0,669	0,655	0,096	6,953	0,000	0.05	Significantly positive
Reward System -> Educational Personnel Performance	-1,510	-1,599	0,289	5,225	0,000	0.05	Significantly positive
Work Environment -> Educational Personnel Performance	0,983	1,083	0,285	3,447	0,001	0.05	Significantly negative

Source: data processed by researchers

Table 6 shows that the partial test results of the variables studied all have P values less than 0.05.

1. Emotional Intelligence on Educational Personnel Performance: the analysis results indicate that the influence of the Emotional Intelligence variable on Educational Personnel Performance shows a path coefficient value of 0.843 with a t-value of 7.716 (>1.96) and a P-value of 0.000 (<0.05). This result indicates that Emotional Intelligence positively and significantly influences Educational Personnel Performance.

2. Organizational Commitment on Educational Personnel Performance: The analysis results indicate that the influence of the Organisational Commitment variable on Educational Personnel Performance shows a path coefficient value of 0.669 with a t-value of 6.953 (>1.96) and a P-value of 0.000 (<0.05). This result indicates that Organizational Commitment positively and significantly influences Educational Personnel Performance.
3. Reward System on Educational Personnel Performance: The analysis results indicate that the influence of the Reward System variable on Educational Personnel Performance shows a path coefficient value of -1.510 with a t-value of 5.225 (>1.96) and a P-value of 0.000 (<0.05). This result indicates that the Reward System negatively and significantly influences Educational Personnel Performance.
4. Work Environment on Educational Personnel Performance: The analysis results indicate that the influence of the Work Environment variable on Educational Personnel Performance shows a path coefficient value of 0.983 with a t-value of 3.447 (>1.96) and a P-value of 0.001 (<0.05). This result indicates that the Work Environment positively and significantly influences Educational Personnel Performance.

Effect Size (f square)

Effect size (f square) is used to evaluate the specific impact of an independent variable on the prediction of a dependent variable. This measurement is done by looking at the change in the R Square value after a particular independent variable is removed from the model. F square is interpreted as follows: $f^2 < 0.02 \rightarrow$ very small effect (not significant), $0.02 \leq f^2 < 0.15 \rightarrow$ small effect, $0.15 \leq f^2 < 0.35 \rightarrow$ moderate effect, $f^2 \geq 0.35 \rightarrow$ large effect. From the analysis results, the following effect sizes were obtained:

Table 8. Effect Size

	f-square
Emotional Intelligence -> Educational Personnel Performance	2,000
Organizational Commitment -> Educational Personnel Performance	0,626
Reward System -> Educational Personnel Performance	1,058
Work Environment -> Educational Personnel Performance	0,567

Source: data processed by researchers

Based on the results of the table, the following can be explained:

1. Emotional Intelligence on Educational Personnel Performance: The F Square value for this path is 2.000. This is a large effect, indicating that Emotional Intelligence significantly influences Educational Personnel Performance and has a very significant impact on improving Educational Personnel Performance.
2. Organizational Commitment on Educational Personnel Performance: The F-square value for this pathway is 0.626. This is a significant effect, indicating that Organizational Commitment significantly influences Educational Personnel Performance and has a very significant impact on improving It.
3. Reward System on Educational Personnel Performance: The F-square value for this pathway is 1.058. This is a large effect, indicating that the Reward System has a significant influence on Educational Personnel Performance and has a very significant impact on improving Educational Personnel Performance.
4. Work Environment on Educational Personnel Performance: The F-square value for this pathway is 0.567. This is a significant effect, indicating that the Work Environment

significantly influences Educational Personnel Performance and has a very significant impact on improving Educational Personnel Performance.

Discussion

Emotional Intelligence and Educational Personnel Performance

The findings confirm that emotional intelligence (EI) has a positive and significant effect on the performance of educational personnel. This result indicates that employees who are capable of recognizing, regulating, and utilizing emotions effectively tend to demonstrate higher work quality, better interpersonal coordination, and stronger adaptability in administrative tasks. In the context of private universities, where educational personnel frequently interact with lecturers, students, and management, emotional competence becomes a strategic resource in maintaining service effectiveness.

These findings are consistent with Khurshid and Amin (2024), who report that EI enhances resilience and stress management in higher education environments. Similarly, Hodzic et al. (2023) emphasize that emotional intelligence training contributes significantly to work productivity and interpersonal effectiveness. The present study strengthens this argument by demonstrating that EI is not merely a complementary soft skill but a central determinant of administrative performance.

However, previous research by Sari and Wibowo (2022) suggests that EI alone may not always produce strong performance outcomes if organizational systems and technological support are weak. This implies that EI operates within a broader institutional ecosystem. In the institutions examined in this study, the presence of soft skills training and structured communication mechanisms may have amplified the impact of EI, explaining the relatively strong coefficient obtained. Therefore, EI should be viewed as a foundational psychological competence that becomes highly effective when supported by conducive organizational practices.

Organizational Commitment and Educational Personnel Performance

Organizational commitment was also found to positively and significantly influence educational personnel performance. Employees who feel emotionally attached to their institutions tend to exhibit higher responsibility, loyalty, and persistence in completing administrative tasks. This supports Meyer and Allen's (1997) theoretical framework, particularly the role of affective commitment in driving extra-role behavior and performance consistency.

The findings align with Ghosh and Sahney (2022), who argue that affective commitment enhances employee engagement in educational institutions. Hung et al. (2023) further demonstrate that perceptions of organizational justice strengthen commitment, which subsequently improves work outcomes. The present study confirms that commitment serves as an internal motivational force that aligns personal goals with institutional objectives.

Nevertheless, Wahyudi and Marlina (2021) highlight that commitment does not automatically translate into high performance when employees perceive limited career advancement or inadequate reward structures. This suggests that commitment is dynamic and may weaken without institutional reinforcement. In the current research context, the participating universities reportedly implemented HR development programs and structured performance monitoring systems, which may explain why organizational commitment demonstrated a strong positive effect. Thus, commitment operates as both a psychological bond and a performance-enhancing mechanism when supported by fair institutional policies.

Reward System and Educational Personnel Performance

Contrary to the initial hypothesis, the reward system demonstrated a negative and significant effect on educational personnel performance. This unexpected finding suggests that the existing reward practices in the studied institutions may not align with employees' perceptions of fairness or performance contribution.

This result can be interpreted through Equity Theory (Adams, 1965), which posits that perceived injustice in reward distribution may reduce motivation and effort. Nuraini and Lestari (2022) argue that non-transparent or inconsistent reward allocation can generate dissatisfaction and demotivation. The negative coefficient observed in this study likely reflects employees' perception that rewards are not proportionally linked to performance or are distributed without clear evaluation criteria.

This finding contrasts with Wijaya et al. (2023) and Irawan and Salim (2023), who report that performance-based and transparent reward systems positively influence employee performance. The discrepancy suggests that the effectiveness of rewards depends not on their existence, but on their fairness, clarity, and perceived legitimacy. Therefore, rewards function as a double-edged instrument: when perceived as fair, they motivate; when perceived as unfair, they demotivate.

The strong magnitude of the negative coefficient further indicates that managerial reform in reward systems may be critical in improving performance outcomes within private universities.

Work Environment and Educational Personnel Performance

The work environment was found to positively and significantly influence performance. A supportive work climate, clear role structures, and effective communication channels contribute to employee comfort and task efficiency. These findings align with the Job Demands–Resources (JD-R) framework, which posits that job resources enhance motivation and performance (Bakker & Demerouti, 2007).

Malik and Naeem (2023) demonstrate that a collaborative work environment improves satisfaction and productivity in higher education institutions. Rosli et al. (2024) further show that a conducive work atmosphere reduces burnout and enhances loyalty. The present study reinforces these findings by confirming that the psychosocial and physical environment significantly supports administrative effectiveness.

While Santoso and Dewi (2020) report weaker effects of the work environment in institutions with limited infrastructure, the universities examined in this study generally met workplace comfort standards and implemented supportive management practices. This contextual difference likely explains the stronger effect identified here.

Synergy Among Variables and Model Contribution

Collectively, emotional intelligence, organizational commitment, work environment, and reward system explain a substantial proportion of the variance in educational personnel performance ($R^2 = 0.97$). Although this indicates very strong explanatory power, such a high value should be interpreted cautiously, as it may reflect conceptual overlap among psychological and organizational variables. Nevertheless, the findings demonstrate that performance in private universities is shaped by a combination of internal psychological competencies and external organizational conditions.

Emotional intelligence, organizational commitment, and work environment function as reinforcing positive drivers of performance. In contrast, the reward system emerges as a critical

managerial variable that requires improvement. The integrative nature of the model highlights that human resource management in private higher education institutions should not rely on single-factor interventions but rather adopt a holistic strategy that integrates psychological development, organizational culture, supportive environments, and transparent compensation systems.

Theoretically, this study contributes to the literature by demonstrating that psychological and structural variables interact in shaping employee performance in the higher education sector. Practically, it suggests that improving emotional competence and organizational commitment must be accompanied by reforms in reward fairness to achieve sustainable performance enhancement.

CONCLUSIONS

This study examined the influence of emotional intelligence, organizational commitment, work environment, and reward systems on the performance of educational personnel in private universities in West Java. The findings demonstrate that emotional intelligence, organizational commitment, and work environment significantly and positively contribute to improving employee performance. Emotional intelligence strengthens employees' ability to manage interpersonal dynamics and work pressures, organizational commitment enhances loyalty and responsibility toward institutional goals, and a supportive work environment fosters productivity and engagement.

In contrast, the reward system was found to have a negative and significant effect on performance. This result suggests that when reward distribution is perceived as unfair, unclear, or not aligned with actual performance, it may reduce motivation rather than enhance it. Therefore, the effectiveness of reward mechanisms depends not only on their existence but also on their perceived fairness and transparency.

From a theoretical perspective, this study reinforces the importance of integrating psychological competencies and organizational factors in explaining employee performance in higher education institutions. The findings extend existing human resource management and organizational behavior models by demonstrating that emotional and contextual variables operate simultaneously in shaping administrative staff performance. The study also highlights that reward systems function as contingent variables whose impact depends on institutional implementation quality.

Practically, the results imply that private university management should adopt a holistic human resource strategy. Efforts to improve performance should include emotional intelligence development programs, strengthening affective organizational commitment, and maintaining a supportive work climate. In addition, institutions need to redesign reward systems to ensure fairness, performance alignment, and transparency to prevent demotivation effects.

This study has several limitations. First, the research was limited to private universities in West Java, which may restrict the generalizability of the findings to other regions or institutional types. Second, the use of a quantitative approach based on self-reported questionnaires may limit the depth of contextual and behavioral insights. Third, the model only included four predictor variables, whereas other factors such as leadership style, organizational culture, compensation structure, and employee well-being may also influence performance outcomes.

Future research is encouraged to expand the geographical scope and include comparative analysis across public and private institutions. The use of mixed-method approaches could provide richer insights into the psychological and organizational mechanisms influencing

performance. Furthermore, integrating additional variables such as transformational leadership, job satisfaction, and work-life balance would enhance the explanatory robustness of the model and provide a more comprehensive understanding of educational personnel performance in higher education institutions.

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