

Optimizing Educational Administrative Services: The Role of Physical Work Environment and Office Layout

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Abstract:

The quality of administrative services is essential to supporting the effectiveness and achievement of educational institutions' goals. This study aimed to analyze how the physical work environment and office layout influence the quality of administrative services in educational institutions. This research employed a quantitative associative approach. The population consisted of 40 educators and education personnel, and all members were selected as samples using a total sampling technique. Data were collected through questionnaires and documentation methods. The collected data were analyzed using multiple regression analysis with IBM SPSS Statistics Version 25. The results showed that the physical work environment and office layout had a positive and significant influence on administrative service quality. The significance value was 0.000, which was lower than 0.05, and the F-observed value of 23.755 was higher than the F-table value of 3.25. Furthermore, the coefficient of determination (R^2) indicated that the physical work environment and office layout explained 72.7% of service quality variation, while other factors accounted for 27.3%. This study implies that improving workplace conditions and office arrangement can enhance administrative service effectiveness. The findings also contribute to the SERVQUAL theory by highlighting the importance of physical environment factors in educational administrative services.

Key Words: Physical Work Environment, Office Layout, Administrative Service Quality

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INTRODUCTION

Administrative services are a fundamental component in ensuring the effectiveness of educational institutions (Achmad et al., 2025; Faiz et al., 2023; Hasan et al., 2025). These services involve not only routine activities such as managing documents, organizing data, and providing administrative information, but also supporting the continuity of academic and managerial processes (Mursid et al., 2026; Sharma et al., 2025; Suro & Anggraeni, 2024; Widat

et al., 2023). The quality of administrative support influences how stakeholders interact with institutions, including teachers, students, parents, and external parties. When administrative systems operate effectively, information can be delivered accurately, decisions can be made efficiently, and institutional activities can run smoothly. Conversely, inadequate administrative management may reduce stakeholder satisfaction and weaken institutional credibility. Previous research in service management has demonstrated that effective administrative practices contribute significantly to users' perceptions of service quality (Latupeirissa et al., 2024; Rudiana et al., 2026; Wahyudin et al., 2024). Therefore, improving administrative quality is an important concern for educational organizations (Lavoie - Gagne et al., 2025; Mao & Zhu, 2025).

The importance of administrative service quality becomes more evident in boarding schools because these institutions integrate educational, residential, and organizational functions within a single environment. The complexity of activities requires reliable administrative support to coordinate different units. According to the SERVQUAL theory, service quality is determined by five dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Ilyasin et al., 2025; Lam et al., 2024; Nuryani, 2024). Among these dimensions, tangibles emphasize the role of physical facilities, workplace conditions, and service environments in shaping user experiences. The physical setting where administrative activities take place can influence employee comfort, work efficiency, and the impression service users receive. Thus, the workplace environment should be seen not only as a supporting element but as a strategic factor that contributes to improving service quality.

Despite the importance of administrative quality, many educational institutions still experience challenges in creating effective administrative workplaces. These challenges are related not only to human resources but also to inadequate physical conditions and ineffective spatial arrangements. In several schools, administrative offices face problems such as limited facilities, poor document organization, uncomfortable workspaces, and inefficient equipment placement. These conditions may reduce employee productivity and affect the speed and accuracy of services provided to stakeholders. Previous studies have shown that workplace conditions, including lighting, spatial arrangement, and environmental comfort, influence employee behavior and service performance (Saleh et al., 2025; Soe, 2025). In educational settings, physical factors such as air quality and workplace facilities have also been linked to employee well-being, which contributes to service effectiveness (Asojo & Hazazi, 2025; Kapiki & Pappa, 2025). Therefore, identifying factors that influence administrative service quality remains necessary.

Previous studies have extensively examined the relationship between workplace conditions and employee performance across various sectors. Oyedepi and Lee (2025) explained that the physical work environment consists of three main aspects: spatial atmosphere, spatial layout, and spatial aesthetics. These

aspects improve concentration, support collaboration, and enhance the quality of services employees deliver. Furthermore, Oyedeji et al. (2025) found that lighting, workplace comfort, and spatial organization influence employee behavior in service delivery. In the educational context, Bahtiar et al. (2025) found that effective office layout is associated with improved administrative service quality in madrasah environments. However, most previous studies have focused on individual factors and have not examined the combined influence of physical workplace conditions and office arrangement on administrative service quality.

Based on the previous literature, several limitations remain that require further investigation. First, studies related to physical work environments are distributed across various fields, including organizational management, occupational psychology, and facility management, resulting in limited understanding of their application in educational administration. Second, most previous research has been conducted in corporate offices, universities, healthcare institutions, or general service organizations, while studies focusing on school administrative units, particularly boarding schools, are still limited. Third, research in Indonesian educational settings often analyzes office layout separately using descriptive or qualitative approaches. Empirical studies that examine the simultaneous influence of workplace conditions and spatial arrangement through statistical analysis remain scarce. This gap indicates the need for a more comprehensive investigation into how these factors interact to improve administrative service quality within educational institutions.

Building on these gaps, this study offers a novel approach by simultaneously analyzing the influence of the physical work environment and office layout on administrative service quality in a boarding school context. This research aims to answer how workplace conditions and spatial arrangements affect the effectiveness of administrative services. Initial observations identified several administrative challenges, including inconsistent staff attendance during office hours, heavy administrative workloads, disorganized documents, inadequate office conditions, and limited work facilities. Therefore, this study is expected to contribute theoretically to the development of SERVQUAL-based research and provide practical recommendations for educational managers to improve administrative service quality through better workplace design and facility management.

RESEARCH METHODS

This study employed a quantitative research design (Alford & Teater, 2025; Slater & Hasson, 2025) with an associative approach. This design was selected because the research aims to examine the relationship and influence between variables that can be measured numerically, namely the physical work environment, office layout, and administrative service quality. A quantitative approach is appropriate for testing theoretical relationships and identifying the

extent to which independent variables affect dependent variables through statistical analysis (Lim, 2025). Through this design, the study seeks to provide empirical evidence regarding the contribution of workplace conditions and spatial arrangements in improving administrative service quality.

The research was conducted at Pondok Pesantren Muhammadiyah Boarding School (MBS) Ahmad Dahlan Gobah, Kampar, Riau. This location was selected based on initial observations that identified several administrative challenges, including limited work facilities, document management issues, and less optimal office conditions. These conditions indicate that the school provides a relevant context for examining how the physical work environment and office layout influence administrative service quality. The research population consisted of all teaching and non-teaching staff, totaling 40 respondents. Because the population was relatively small, this study used a total sampling technique and included all population members as respondents.

Data were collected through questionnaires and documentation methods. The questionnaire was developed based on indicators representing each research variable, including the physical work environment, office layout, and administrative service quality. Before distribution, the instrument was tested to ensure validity and reliability. The study also used documentation to obtain supporting information on the research setting and the institution's administrative conditions.

The collected data were analyzed using multiple linear regression with IBM SPSS Statistics Version 25. Before regression analysis, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests, to ensure the regression model met statistical requirements. Furthermore, hypothesis testing was performed using partial analysis (t-test) to determine the individual effect of each independent variable and simultaneous analysis (F-test) to examine the combined influence of the physical work environment and office layout on administrative service quality. The coefficient of determination (R^2) was also analyzed to measure how much the independent variables explain variation in administrative service quality.

RESULTS AND DISCUSSION

Normality Test

The data normality test was conducted to determine whether the data follow a normal distribution. In this study, we conducted the normality analysis using IBM SPSS Statistics Version 25. The criteria for normality assessment are as follows: if $p > 0.05$, the data are considered normally distributed; if $p < 0.05$, the data are considered not normally distributed. Based on the results of the analysis using the one-sample Kolmogorov-Smirnov test, the following data were obtained:

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	3.03179160
Most Extreme Differences	Absolute	0.093
	Positive	0.093
	Negative	-0.058
Test Statistic		0.093
Asymp. Sig. (2-tailed)		0.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The results of the One-Sample Kolmogorov-Smirnov test indicate that the Asymp. Sig. (2-tailed) value was 0.200, exceeding the threshold value of 0.05. Therefore, the residual data are considered normally distributed. This finding confirms that the regression model satisfies the normality assumption, allowing further analysis using parametric statistical methods.

Multicollinearity Test

Multicollinearity occurs when there is a significant correlation or relationship between the independent variables in a linear regression model. In this study, multicollinearity analysis was conducted using IBM SPSS Statistics Version 25. The criteria for assessing multicollinearity are as follows: If the VIF value ≥ 10 , then multicollinearity is present. If the VIF value ≤ 10 , then there are no symptoms of multicollinearity.

Table 2. Multicollinearity Test

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Tolerance	VIF
1 (Constant)	11.714	5.609	-	2.088	0.044	-	-
Physical Work Environment	0.219	0.090	0.378	2.429	0.020	0.489	2.043
Office Layout	0.442	0.159	0.432	2.777	0.009	0.489	2.043

Based on the results presented in Table 2, the Variance Inflation Factor (VIF) value for both independent variables is 2.043, which is lower than the recommended threshold of 10. Therefore, the regression model does not have multicollinearity problems. This indicates that the physical work environment and office layout variables are not highly correlated and can be used simultaneously in the multiple linear regression analysis.

Heteroscedasticity Test

The heteroscedasticity test using a scatterplot graph involves looking at the pattern of the dots' spread to determine whether heteroscedasticity is present. Heteroscedasticity does not occur if there is no clear pattern and the dots spread out. On the other hand, if the scatterplot shows a clear pattern, such as dots forming a regular pattern, heteroscedasticity has occurred.

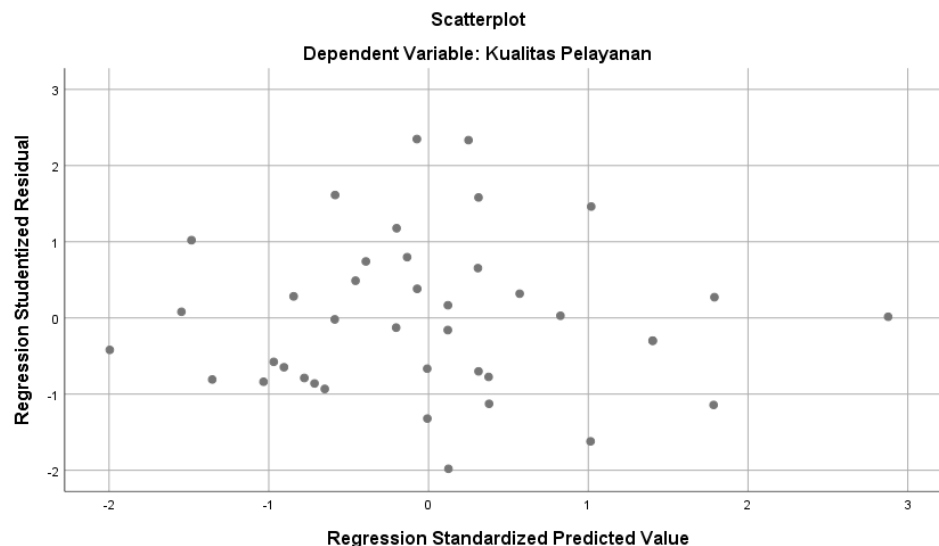


Figure 1. Heteroscedasticity Test

Figure 1 shows the results of the heteroscedasticity test using a scatterplot. The residual points are randomly spread above and below the zero (0) line on the Y-axis. Furthermore, the scatterplot shows no specific pattern, such as a funnel shape, wave pattern, or systematic distribution. Therefore, the regression model does not indicate heteroscedasticity, meaning the residual variance remains constant and the model meets the assumption of homoscedasticity.

Multiple Regression Analysis

Multiple regression measures the relationship between one dependent variable and two or more independent variables. The following are the results of multiple linear regression tests conducted with the help of IBM SPSS Statistics Version 25.

Table 3. Multiple Regression Analysis

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
1 (Constant)	11.714	5.609	-	2.088	0.044	-	-
Physical Work Environment	0.219	0.090	0.378	2.429	0.020	0.489	2.043
Office Layout	0.442	0.159	0.432	2.777	0.009	0.489	2.043

Table 3 presents the results of the multiple linear regression analysis. The physical work environment has a positive and significant effect on administrative service quality, with a significance value of 0.020 (< 0.05) and a regression coefficient of 0.219. Similarly, office layout has a positive and significant effect, with a significance value of 0.009 (< 0.05) and a regression coefficient of 0.442. These findings indicate that improvements in both variables contribute to higher administrative service quality. Additionally, the VIF value of 2.043 for each independent variable is below the 10 threshold, confirming that the regression model has no multicollinearity issues.

Based on the regression analysis, the multiple linear regression equation is formulated as follows:

$$Y = 11.714 + 0.219X_1 + 0.442X_2 + e$$

The regression equation shows that the constant value of 11.714 represents the estimated administrative service quality when both independent variables are zero. The coefficient of X_1 (physical work environment) is 0.219, indicating that a one-unit increase in X_1 improves administrative service quality by 0.219 units. Meanwhile, the coefficient of X_2 (office layout) is 0.442, meaning that a one-unit increase in X_2 improves administrative service quality by 0.442 units, assuming other variables remain constant. These findings confirm that both variables positively contribute to administrative service quality.

T Test (Partial)

To determine the effect of variable X on variable Y, it is done using a partial test or t test. Variable X has an effect on variable Y if the significance value <0.05 and the calculated T value > T table. The following are the results of the T test using the help of IBM SPSS Statistics Version 25.

Table 4. T Test (Partial)

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
1 (Constant)	11.714	5.609	-	2.088	0.044	-	-
Physical Work Environment	0.219	0.090	0.378	2.429	0.020	0.489	2.043
Office Layout	0.442	0.159	0.432	2.777	0.009	0.489	2.043

Table 4 shows the results of the partial t-test analysis for examining the individual effects of the independent variables on administrative service quality. The physical work environment variable has a significance value of 0.020 (< 0.05) and a t-value of 2.429, which is greater than the t-table value of 2.026. Therefore, H_0 is rejected, and H_1 is accepted, indicating that the physical work environment significantly affects administrative service quality. Similarly, the office layout

variable has a significance value of 0.009 (< 0.05) and a t-value of 2.777, which exceeds the t-table value of 2.026. Thus, H_0 is rejected, and H_2 is accepted, indicating that office layout significantly affects administrative service quality. These results confirm that both independent variables partially influence administrative service quality.

F Test (Simultaneous)

The F test is a significance test that determines how much the independent variables (X_1 , X_2) jointly affect the dependent variable (Y). X_1 and X_2 affect Y if the significance value is < 0.05 and the F value is greater than the F table value.

Table 5. F Test (Simultaneous)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	460.296	2	230.148	23.755	0.000 ^b
Residual	358.479	37	9.689	-	-
Total	818.775	39	-	-	-

Table 5 shows the results of the simultaneous F-test, indicating that the regression model is statistically significant. The analysis obtained a significance value of 0.000 (< 0.05) and an F-value of 23.755, which is greater than the F-table value of 3.25. Therefore, we reject H_0 and accept H_1 , indicating that the physical work environment and office layout simultaneously have a significant effect on administrative service quality. These findings show that both independent variables jointly explain variation in administrative service quality.

Coefficient of Determination

To find out how much influence the variables X_1 (Physical Work Environment) and X_2 (Office Layout) have on variable Y (Service Quality) using the coefficient of determination test (R Square). The following are the results of the coefficient of determination test, carried out using IBM SPSS Statistics Version 25.

Table 6. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.853 ^a	0.727	0.712	3.46007

Table 6 shows the coefficient of determination results from IBM SPSS Statistics Version 25. The R Square value of 0.727 indicates that the physical work environment and office layout variables jointly explain 72.7% of the variation in administrative service quality. The remaining 27.3% is explained by other factors outside the research model that this study did not examine. These results indicate that the two independent variables substantially explain changes in administrative service quality.

Discussion

Physical Work Environment and Administrative Service Quality

The results of the partial regression analysis indicate that the physical work environment (X1) has a positive and significant effect on administrative service quality (Y). This finding is supported by a significance value of 0.020 (< 0.05) and a t-value of 2.429, which exceeds the t-table value of 2.026. These findings indicate that better workplace conditions significantly improve the quality of administrative services staff deliver. Therefore, the physical environment where administrative activities are carried out is not merely a supporting facility but also an important factor influencing service effectiveness.

This finding is consistent with the research conducted by Oyedele et al. (2025) and Zehra et al. (2025), which found that the physical work environment significantly influences service quality. The result also supports the concept proposed by Indergård & Hansen (2025) which emphasizes that physical workplace conditions influence employee health, comfort, and office efficiency. A well-managed physical environment enables employees to perform their responsibilities more effectively, which ultimately affects the quality of services received by users.

However, this finding differs from the study by Muhula et al. (2025) and Prasad & Pasupathi (2025), which reported that the physical work environment did not significantly influence employee job satisfaction, a factor related to service performance. This difference suggests that the influence of workplace conditions may vary depending on organizational characteristics, work systems, and the presence of mediating factors such as job satisfaction and motivation. This significant influence may stem from the nature of administrative activities, which require ongoing interaction with workplace conditions, facilities, and service areas. Thus, improvements in lighting, temperature, cleanliness, safety, and workspace arrangement can directly support staff performance and service delivery.

Theoretically, this finding strengthens the SERVQUAL perspective, particularly the tangible dimension, by providing empirical evidence that physical conditions influence perceived service quality in educational administration. Practically, the results indicate that school management should prioritize improvements in workplace facilities and environmental conditions as part of efforts to enhance administrative service performance. Creating a comfortable and functional workspace can support staff productivity and improve the experience of administrative service users.

Office Layout and Administrative Service Quality

The results of the partial regression analysis show that office layout (X2) has a positive and significant influence on administrative service quality (Y). This result is indicated by a significance value of 0.009 (< 0.05) and a t-value of 2.777, which is higher than the t-table value of 2.026. These findings indicate that an

effective office arrangement contributes to improving administrative service quality by supporting employee comfort, workflow efficiency, and accessibility of work facilities.

The finding is consistent with Gustafsson's concept, as cited in Oyedele et al. (2025), which explains that appropriate office layout can improve work dynamics and operational efficiency. This result is also supported by Toscano et al. (2025), who found that office layout influences the quality of administrative services. Both studies emphasize that spatial organization is closely related to employee performance because an effective arrangement reduces unnecessary movement, improves coordination, and facilitates task completion.

Unlike approaches that view office layout only as an aesthetic aspect, this study highlights its functional role in administrative activities. An effective arrangement of workstations, document storage areas, and service spaces can reduce workflow obstacles and facilitate more efficient information exchange among administrative staff. This explains why office layout becomes an important determinant of administrative service quality. The findings also indicate that the effectiveness of spatial arrangement depends not only on physical appearance but also on its compatibility with daily administrative processes.

From a theoretical perspective, this research contributes to the development of service quality studies by demonstrating that tangible service factors, particularly office layout, have a measurable influence in educational administration settings. Practically, the findings provide guidance for school administrators to design workspaces based on administrative needs, including improving staff mobility, organizing service areas, and optimizing facility placement.

Integrated Effects of Workplace Conditions on Service Quality

The simultaneous regression analysis demonstrates that the physical work environment (X1) and office layout (X2) jointly have a significant effect on administrative service quality (Y). This is supported by the significance value of 0.000 (< 0.05) and an F-value of 23.755, which exceeds the F-table value of 3.25. Furthermore, the coefficient of determination (R^2) value of 0.727 indicates that both variables explain 72.7% of the variation in administrative service quality, while the remaining 27.3% is influenced by other factors not examined in this study.

These findings indicate that workplace conditions and spatial arrangements function as interconnected elements rather than independent factors in determining service quality. The results extend previous studies that generally examine physical work environment or office layout separately by demonstrating their combined contribution within an educational administrative context (Abdelfattah, 2025; Piras et al., 2025). This contribution is particularly

relevant because administrative units in boarding schools have unique characteristics, where academic, residential, and managerial activities require effective coordination and continuous administrative support.

The findings also provide theoretical implications by strengthening the SERVQUAL framework, especially the tangible dimension. This study demonstrates that tangible aspects of service quality can be operationalized through specific organizational factors, namely physical workplace conditions and office layout. Therefore, this research expands existing knowledge by showing how physical elements influence service quality beyond traditional service sectors and within the context of educational institutions.

From a practical perspective, the findings suggest that school leaders and administrative managers should consider workplace improvements as a strategic approach to enhance service performance. Efforts such as improving workspace comfort, reorganizing office facilities, optimizing document storage, and designing service areas according to workflow requirements can contribute to better administrative outcomes. However, because this research was conducted within a single institution with a relatively limited population, the findings should be interpreted within this specific context. Future studies may consider additional variables, such as leadership, organizational culture, motivation, and employee competence, to provide a broader understanding of factors influencing administrative service quality.

CONCLUSION

This study concludes that the physical work environment and office layout are significant factors influencing administrative service quality. The partial analysis confirms that the physical work environment has a significant effect ($p = 0.020$; $t = 2.429$), while office layout also contributes significantly to administrative service quality ($p = 0.009$; $t = 2.777$). Furthermore, the simultaneous analysis shows that both variables explain 72.7% of the variation in administrative service quality, indicating that workplace conditions and spatial arrangements are important elements in supporting effective administrative performance. Theoretically, this study contributes to service quality research by extending the SERVQUAL tangible dimension in the context of educational administration, showing that physical organizational factors can influence service outcomes. This study is limited by its small sample size of 40 respondents from a single institution; therefore, interpret the findings within this specific context. Future research may involve broader educational settings and examine additional factors, such as motivation, organizational culture, and leadership. The practical implication of this study is that school leaders and administrative managers should prioritize improvements in workplace facilities and office arrangements to create a more efficient, comfortable, and service-oriented administrative environment.

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CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that they used artificial intelligence (AI)-assisted technology, including ChatGPT and Grammarly, as a supporting tool during the preparation of this manuscript. ChatGPT assisted with language refinement, structuring, and idea development, while Grammarly was used for grammar checking and writing improvement. The authors remain fully responsible for the manuscript's accuracy, analysis, interpretation, and final content.

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