

Systematic Literature Review (SLR): Related to Education Level and Work Environment on Work Performance in Institutions

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ABSTRACT

This study aims to analyze the influence of education level, work environment, and work experience on work performance. Through a systematic literature review, the study found that all three factors significantly affect work performance, albeit with different complexities and nuances. The level of education, both formal and non-formal, provides an important cognitive foundation and practical skills, but its relevance varies depending on the individual's employment context and demographics. The work environment, with its physical and non-physical dimensions, creates conditions that support or hinder productivity, in which organizational structure, culture, and relationships between employees play a key role. The psychosocial environment, including job satisfaction, support, and stress management, has also proven crucial in influencing employee well-being and performance. Work experience, with its accumulation of knowledge and practical expertise, is a strong predictor of performance, especially in complex jobs. Therefore, organizations need to consider the complex interactions between these factors in designing effective human resource development policies. Further research is needed to explore the contextual factors that moderate these relationships and develop a more comprehensive model to improve work performance.

Keywords: *Level of Education, Environment, Performance Institutions, SLR, Education Level*

1. INTRODUCTION

Work performance is one of the crucial factors in determining the effectiveness and efficiency of an organization, including educational institutions. In the context of educational institutions, the work performance of educators and education personnel has a direct impact on the quality of education provided to students [1] Therefore, understanding the factors that affect work performance in the educational environment is very important.

Two factors that are often associated with work performance are education level and work environment. The level of education is considered one of the indicators of a person's competence and ability to carry out their duties [2] Meanwhile, a conducive work environment is expected to create an atmosphere that supports productivity and work motivation [3]

However, the relationship between education level and work environment on work performance is not always linear and can be influenced by various contextual factors [4] In educational institutions, the unique characteristics of the work environment and the demands of the profession can moderate the influence of these two factors. Therefore, a comprehensive study is needed to understand how education level and work environment contribute to work performance in educational institutions.

This research is a literature study with the method used, namely *Systematic Review (SR)* or generally called *Systematic Literature Review (SLR)* is a systematic technique to collect, critically test, integrate and collect the results of various research studies on research questions or topics to be explored. The research begins by finding articles related to research topics that will later be researched.

Systematic review is a method of reviewing a particular problem by identifying, evaluating, and selecting a specific problem and asking questions that are clearly resolved based on pre-

established criteria. This follows previous research that is of good quality and relevant to the research question.

This study aims to conduct a systematic literature *review* (SLR) of empirical studies that examine the relationship between education level and the work environment on work performance in educational institutions. Through SLR, it is hoped that a clearer picture of existing research findings can be obtained, identify research gaps, and provide recommendations for future research.

2. LITERATURE REVIEW

The systematic review aims to identify the data from each article and analyze it to reach relevant conclusions. In presenting the findings of each article, a systematic review includes the author of the article, the results obtained from the analysis of the article, and the details of the research. Articles are presented systematically with the year of publication, starting with the oldest and ending with the most recent publication. The results show his publications and findings from 1975 to 2025, and each article is provided with details of his research, including the sample used for the research article

2.1 *First Literature - M. Salaran (2009)*

There is a significant relationship between the dimensions of social capital and work performance, although the strength varies depending on the dimensions of social capital (structural, relational, and cognitive). Entrepreneurial orientation also shows a significant relationship with work performance, with variations depending on the dimensions of entrepreneurial orientation (autonomy, innovation, risk-taking, proactive aggressiveness, and competitiveness).

2.2 *Second Literature - Y. Absah (2019)*

The results of the study show that QMP has a significant positive role in organizational performance. In addition, human-oriented elements and work environments serve as moderation variables that reinforce the positive relationship between QMP and organizational performance.

2.3 *Third Literature - S. Kakar (1998)*

The results showed that officers with a partial college education and a bachelor's degree reported themselves performing better on several performance categories than officers without a college education. Even when work experience in law enforcement departments was controlled, officers with higher education reported performing much better than their counterparts with lower education

2.4 *Fourth Literature - S. Keef (1991)*

The results of the study show that accounting education at the school level has a positive effect on student performance at the university. These findings support the idea that an understanding of accounting concepts acquired in school, rather than just the ability to calculate numbers, contributes to success at the university level. This study used covariance analysis (ANCOVA) and included academic ability variables as covariates to reduce bias.

2.5 *Fifth Literature - Asnawati (2021)*

This study shows that teaching experience, education level, and workload have an important role in determining teacher performance at SMAN Makassar, with the level of education indirectly affected by workload.

2.6 Sixth Literature - T. Toni (2025)

The main recommendation of the Indonesian Air Force is to increase support for the development of education, personal relationships, stress management, and officer welfare to improve overall work performance.

2.7 Seventh Literature - C.M. Chang (2020)

The study concluded that both individual suitability to the work environment and organizational support play an important role in improving the performance of PJ teachers at university, but organizational support does not strengthen the relationship between individual suitability and work performance.

2.8 Eighth Literature - D. Shaffer (2004)

This article focuses on one important scientific issue: the development of global performance appraisals. This assessment is a standard mechanism for measuring individual skills and abilities, which can be used to evaluate alternative educational interventions. In conclusion, the development of a global performance appraisal system requires close collaboration between physicians and educators who have innovative thinking about performance and expertise.

2.9 Ninth Literature - N.R. Alsalhi (2023)

The results of the study show that the quality of education, faculty competence, and an effective learning environment have a positive relationship with community satisfaction with student performance. In addition, the higher education system has been shown to significantly moderate the relationship between educational quality, learning environment, and community satisfaction.

2.10 Tenth Literature - N.S. Cantú (2023)

Research found that only the "organizational structure of the work environment" significantly affected staff performance. Job satisfaction, organizational commitment, and support do not indicate a contribution to performance. The main conclusion is that an effective organizational structure is essential to improving employee performance, and this should be a key focus in human resource management practices.

2.11 Eleventh Literature - A. Tarazi (2023)

This study aims to understand the role of online teaching platforms in improving learning from the perspective of undergraduate students majoring in English in Palestine. The study highlights the challenges and dissatisfaction that Palestinian students experience in online learning, and emphasizes the need to improve online teaching design and strategies to improve student experience and engagement.

2.12 Twelfth Literature - L.S. Tattao (2019)

The study found that levels of job satisfaction, organizational respect for employees, and employer attention were high, but the rate of work disruption to personal life was moderate. There are significant differences in workplace well-being when grouped by workload. The organization's respect for employees and related performance levels is significant. The provision of excessive workload is seen as a form of appreciation for lecturers.

2.13 Thirteenth Literature - H. Karadag (2017)

Research found that the education level of SME owners/managers had a strong positive correlation with financial management performance. The higher the education,

the better the financial performance. The age of an SME company affects financial performance. SMEs aged five years and above show significant differences in financial management performance compared to younger ones.

2.14 Fourteenth Literature - J. Ryan (2021)

The results showed that performance on the HVLT-R components (experiments 1-3, total, learning, delayed withdrawal, delayed recognition, retention percentage, and recognition discrimination index [RDI]) differed based on demographic variables. Specifically female gender, younger age, and higher education levels were significantly associated with better total withdrawals, better delayed withdrawals, and better RDI across ethnic-racial groups.

2.15 Fifteenth Literature - F.M. Nafukho (2003)

Studies have found that driver experience and hours worked have a significant relationship with traffic accident rates. However, education, training, salary, and average speed did not show a significant relationship with accident rates. In conclusion, in this context, experience and working hours are the main predictors of driver performance in reducing accidents.

2.16 Sixteenth Literature - F.M. M.A. Khan Dr.(2011)

The main conclusion is that a strong organizational culture, which includes dimensions such as mission, adaptability, consistency, and engagement, has a significant influence on organizational performance. Employee education plays an important role in improving organizational performance, especially in the corporate environment. There is a significant positive relationship between organizational culture and organizational performance, with significant performance improvements related to organizational culture.

2.17 Seventeenth Literature - E.d.S. Lopes (2018)

This study aims to analyze the influence of age and education level on the performance of forest operators during training using a harvester virtual reality simulator (HVRS). The results showed that younger individuals performed better in the variables studied, as they were better able to absorb techniques and develop faster. In conclusion, age is an important factor in identifying the ideal profile of a prospective harvester operator.

2.18 Eighteenth Literature - A. Katebi (2025)

Education level and income moderate the relationship between effective factors and work performance. In particular, education and income moderate the relationship between feedback and competence, job identity and job performance, autonomy and competence, and affective commitment and work performance. In summary, the study shows that demographic factors such as education and income influence how employment factors affect supervisory engineers' performance in construction projects, and that competency and affective commitment play an important role in the relationship.

2.19 Nineteenth Literature - R. Sanjeev (2019)

This study found that blended learning has a positive impact on student performance. Blended learning increases student engagement rates. Increased student engagement, in turn, improves student performance. In summary, the study concludes

that blended learning is an effective strategy to improve student performance in Indian higher education, mainly due to its ability to increase student engagement

2.20 *Twentieth Literature - S.E. Kassab (2024)*

This study found several important points, namely the Educational Environment Affects Student Engagement, and then Involvement Affects Academic Achievement. In summary, a positive educational environment encourages student engagement, especially cognitive and behavioral engagement, and ultimately improves academic achievement.

2.21 *Twenty-First Literature - V.O. Ajegbomogun (2022)*

Research has found that motivation and physical work environment have a significant positive influence on the performance of library employees. This study recommends that college management maintain and improve motivational strategies and physical work environment facilities to improve the performance of library employees.

2.22 *Twenty-Second Literature - H. Yusuf (2021)*

This study found that experience, education and training, and work environment significantly affect the performance of village midwives. This study shows that these three factors play an important role in improving the performance of village midwives in the region.

2.23 *Twenty-third Literature - B.F. Giannetti (2021)*

The results show that the happiest and most academically accomplished students tend to be less or less environmentally friendly. These findings contradict expectations from sustainability-focused universities, suggesting that external factors such as cultural values and extreme weather conditions may be more likely to influence students' sustainability behaviour.

2.24 *Twenty-Fourth Literature - J. Wakaisuka-Isingoma (2016)*

This study aims to analyze the relationship between corporate governance, company characteristics, external environment, and the performance of financial institutions in Uganda. In essence, this study looks at how these factors affect financial performance and provides guidance for various stakeholders.

2.25 *Twenty-Fifth Literature - S. Farooq (2022)*

Research has found that business environmental factors such as ease of credit, minority investor protection, and tax payments significantly affect the financial performance of these institutions. In conclusion, microfinance institutions need to pay attention and adjust their policies to be more effective in dealing with challenges from the external business environment.

2.26 *Twenty-Sixth Literature - T. Gbandi (2021)*

This study analyzes the influence of the macroeconomic and macroinstitutional environment on the performance of microfinance institutions (MFIs) in West African Economic and Monetary Union (WAEMU) countries for the period 2004-2014. The main conclusion of this study is that improving macro institutional conditions actually reduces the financial performance of MFIs. This shows the complexity of the influence of the institutional environment on the microfinance sector.

2.27 *Twenty-Seventh Literature - F. Barjak (2016)*

This study analyzes how the national and regional environment affects the performance of knowledge and technology transfer (Summit) from universities and public research institutions in Europe. In summary, the study highlights that the performance of technology transfer in European public institutions is influenced by institutional factors and the economic environment, with an emphasis on the role of the manufacturing industry and government funding.

3. METHODS

3.1 Diagram Alur

The literature review process follows the PRISMA protocol, which consists of four main sections developed by (Moher et al., 2009) (Figure 1). The first part of the protocol involves identifying review articles from various academic sources. The second part involves filtering the articles identified in the first section. Screening consists of analyzing the identified articles to identify articles that meet review standards and excluding articles that are inadequate for the review process. The next step involves filtering the remaining articles to qualify for their intended purpose. The last section deals with analyzing the article to get relevant findings that answer the research questions.

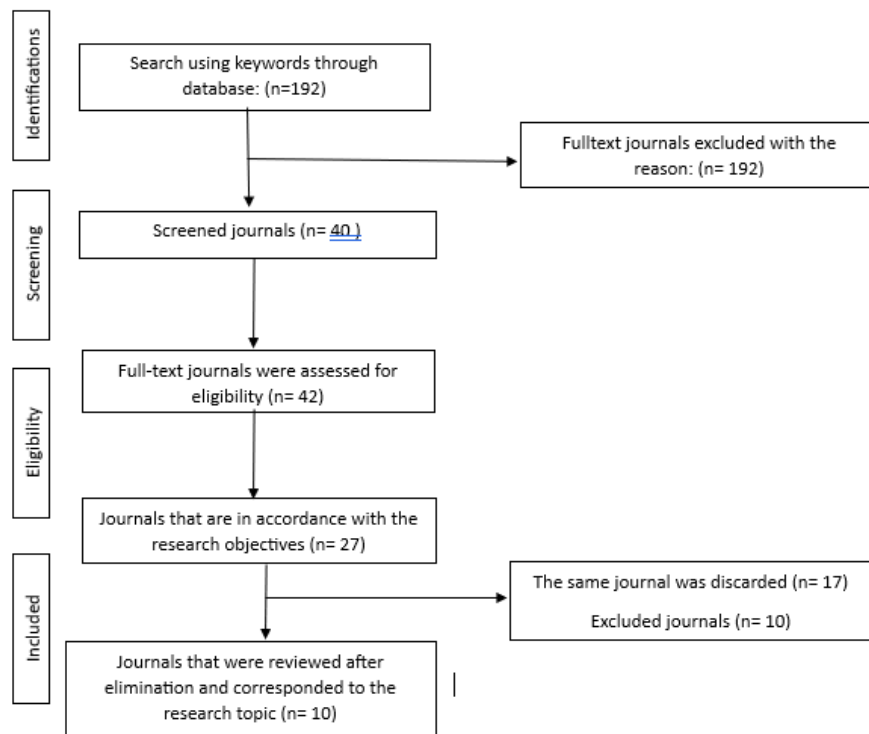


Figure 1: Literature Review Process Following the PRISMA Protocol

4. RESULTS AND DISCUSSION

The review has used twenty seven articles that were included after conducting a feasibility test that ensured that their information directly addressed the topic being discussed. Only articles that fall within the level of education and work environment on work performance were considered in analyzing the findings in the previous table that contained the results of the analysis (Table 1).

Table 1. Examples of Articles Reviewed

No	Classification of Education and Environment Levels Kerja On Work Performance	The impact according to the article ID	
		Positive	Negative or Neutral
1	<i>Formal education</i>	M1, M2, M3, M4, M5, M6, M8, M9, M10, M11, M12, M13, M14, M16, M17, M18, M19, M20, M21, M22, M24, M25, M27	M7, M15, M23, M26
2	<i>Non-formal education</i>		
3	<i>Work Experience</i>		
4	<i>Physical work environment</i>		
5	<i>Non-physical work environment</i>		
6	<i>Psychosocial work environment</i>		

Source: Patrik [Sixdio](#).

This section summarizes the articles presented with their IDs and is organized according to the influence of variables on work performance performance. This qualifies the hypothesis that education level and work environment affect employee performance, which is based on education and experience levels, as well as the organization's ability to provide social services to underserved populations of society.

From a systematic review of the findings of various articles, many articles show a positive relationship between education level and work environment factors that affect work performance support this hypothesis. These articles explain that improving these variables tends to improve work performance. Poor performance of a variable will automatically lead to poor performance or failure of an agency. Therefore, the management of an agency must always ensure that variables are continuously checked and maintained at the most optimal conditions to encourage the organization to achieve its goals and add value to the community. However, some articles have a negative, albeit insignificant, impact. This is mainly related to the fact that the work environment has no effect on work performance, as well as the level of education that has no effect on work performance, and the two variables are not well correlated.

4.1 How Formal Education and Non-Formal Education Affect Job Performance

Based on a review of the literature from various studies, it can be concluded that the level of education, both formal and non-formal, has a significant influence on work performance, albeit in different contexts. Research by [5], [6] shows that higher formal education, such as a bachelor's degree, is positively correlated with better job performance, especially in tasks that are complex and require high cognitive abilities. Similarly, [7] emphasized the importance of a strong educational foundation, such as accounting education, in supporting success at the higher education level, which ultimately contributes to job readiness. On the other hand, the research of [8], [9] highlights the important role of non-formal education and work experience in improving work performance, especially in jobs that require practical skills and field experience. Asnawati found that teaching experience and workload affected teacher performance, while Nafukho showed that driver experience and working hours correlated with traffic accident rates. In addition, research by [10], [11] shows that the quality of education and the level of education of SME owners/managers have a positive impact on public satisfaction with student performance and SME financial management performance. [12] adds a moderation dimension, where education level and income affect how job factors affect the performance of supervising engineers. However, [13] found that it was age, not education level, that influenced the performance of forest operators in simulator training. This suggests that certain demographic factors may be more relevant in the context of a particular job. Overall, this review confirms that education, both formal and non-formal, plays an important role in shaping work performance. However, the effects can vary depending on the type of job, industry context, and individual demographic factors. Therefore, organizations need to consider these various factors in designing human resource development policies and training programs to improve employee work performance.

4.2 How Physical and Non-Physical Work Environments Affect Work Performance

Based on various studies that have been studied, it can be concluded that the work environment, both physical and non-physical, has a crucial role in influencing work performance. Non-physical work environments, which include aspects such as social capital [14], organizational culture [15], and relationships between employees [16], have been shown to have a significant relationship with work performance. Social capital, with its structural, relational, and cognitive dimensions, as well as a strong organizational culture, contributes to improved performance. In addition, human-oriented elements and non-physical work environments serve as moderation variables that strengthen the positive relationship between QMP and organizational performance [17]. On the other hand, the physical work environment also has an equally important impact. [18]research shows that the organizational structure of the work environment significantly affects staff performance, confirming the importance of designing a physical work environment that supports productivity. In addition, [19]research found that the work environment significantly affects the performance of village midwives, emphasizing the relevance of a conducive work environment in various sectors. However, the influence of the work environment is not always direct. [20] research shows that external factors such as cultural values and extreme weather conditions can influence students' sustainability behavior, which in turn can affect their academic performance. In addition, research by [21], [22] shows that business and macroeconomic environmental factors can also affect the performance of microfinance institutions. Overall, these findings underscore the importance for organizations to pay attention to both physical and non-physical work environments in an effort to improve work performance. Investments in creating a conducive work environment, including an effective organizational structure, a positive organizational culture, and harmonious relationships between employees, can have a significant positive impact on employee performance and the organization as a whole.

4.3 How Psychosocial Work Environment Affects Work Performance

Based on a review of the literature from various studies, it can be concluded that the psychosocial work environment has a significant influence on work performance. [16] shows that job satisfaction and organizational respect for employees are positively correlated with performance. Support for educational development, interpersonal relationships, stress management, and employee well-being, as recommended by [23], has also been shown to improve work performance. However, [16] research also highlights the existence of moderate work disruption to personal life, which can negatively impact well-being and work performance. Excessive workload, as found in the research of [8], [16], can affect performance indirectly through education and welfare levels. In addition, external factors such as cultural values and extreme weather conditions, as shown by [20], can also affect work behavior and performance. Overall, these studies emphasize the importance of creating a positive psychosocial work environment, which includes support, rewards, work-life balance, and effective stress management, to improve employee work performance.

4.4 How Work Experience Affects Job Performance

Based on a review of several studies, work experience consistently emerges as an important factor that affects work performance. [8] showed that teaching experience plays an important role in determining teacher performance, while [9] found that driver experience significantly affects the rate of traffic accidents. [19] also emphasized that experience is one of the factors that affect the performance of village midwives. These findings indicate that the accumulation of practical knowledge and skills gained through work experience is relevant in a wide range of work contexts, from education to transportation and health. Work experience allows individuals to develop specialized skills, improve efficiency, and make better decisions based on the situation at hand. While other factors such as education and training are also important, work experience is often a major predictor of performance, especially in jobs that require practical skills and complex problem-solving

CONCLUSION

Based on a comprehensive analysis of various studies, it can be concluded that education level, work environment (physical, non-physical, and psychosocial), and work experience, significantly affect work performance, albeit with different nuances and complexities. Education, both formal and non-formal, provides an important cognitive foundation and practical skills, but its relevance varies depending on the individual's employment context and demographics. The work environment, with its physical and non-physical dimensions, creates conditions that support or hinder productivity, in which organizational structure, culture, and relationships between employees play a key role. The psychosocial environment, including job satisfaction, support, and stress management, has also proven crucial in influencing employee well-being and performance. Finally, work experience, with its accumulation of knowledge and practical expertise, becomes a strong predictor of performance, especially in complex jobs. Therefore, organizations need to consider the complex interactions between these factors in designing effective human resource development policies. Further research is needed to explore the contextual factors that moderate these relationships and develop a more comprehensive model to improve work performance.

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