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# The Influence of Monetary Incentives, Teacher Competence, and Principal Leadership Style on Teacher Performance

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**ABSTRACT**

Teacher performance is a critical determinant of educational quality, particularly in private schools that emphasize institutional effectiveness and accountability. This study aims to examine the effect of monetary incentives, teacher competence, and principal leadership style on teacher performance. A quantitative approach was employed using a causal research design to test the hypothesized relationships among variables. The study involved 60 teachers selected through a saturated sampling technique. Data were collected using structured questionnaires and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS version 4. The results indicate that monetary incentives have a positive but not significant effect on teacher performance, while teacher competence and principal leadership style have positive and significant effects on teacher performance. Furthermore, the three variables simultaneously exert a significant influence on teacher performance. These findings imply that improving teacher performance should prioritize the enhancement of teacher competence and effective leadership practices rather than relying solely on financial incentives, thereby providing important insights for educational management and policy development in private educational institutions.

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## INTRODUCTION

Education plays a fundamental role in shaping human development and societal progress, as access to quality education enhances individual capacity, productivity, and social mobility. In the context of global competition, education is no longer viewed merely as a means of knowledge transmission but as a strategic instrument for preparing competent and adaptive human resources (Dewi & Manshur, 2026; Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah & Rozi, 2025). UNESCO (2022) emphasizes that education for sustainable development equips individuals with essential knowledge, skills, values, attitudes, and

behaviors required to make responsible decisions and contribute to societal well-being. The success of educational systems is therefore closely linked to the quality of learning processes delivered in schools. Teachers occupy a central position in this process, as they directly influence students' academic achievement, character formation, and readiness to face future challenges (Hikmah & Mudarris, 2026; Kusumawati, 2025; Syafiih, 2025). Consequently, improving teacher performance is not only an institutional concern but also a societal necessity. Ensuring high teacher performance contributes to the creation of competent generations capable of supporting sustainable social and economic development, making this issue highly relevant for society at large.

Despite the recognized importance of education, many educational institutions continue to face challenges in maintaining consistent teaching quality. Rapid technological advancement, changing labor market demands, and increasing expectations from parents and stakeholders place significant pressure on schools to improve performance outcomes. Industry 5.0 introduces a human-centered paradigm in which technology and humans collaborate harmoniously rather than prioritizing efficiency alone (Ghobakhloo et al., 2023). In this context, education systems are required to respond to global demands by integrating advanced technologies such as artificial intelligence, virtual reality, and robotics into learning processes (Aini et al., 2025; Maisuroh & Aisyah, 2024; Safitri, 2024; Sanjani, 2024). However, not all teachers are adequately prepared to adapt to these changes. Education 5.0 further emphasizes the role of teachers in developing globally competitive learners, highlighting the urgent need to strengthen teacher competence and performance. When teacher performance fails to meet expectations, the quality of education is compromised, potentially reducing students' competitiveness and limiting broader societal development.

In practice, declining teacher performance has become a recurring concern in many private educational institutions. Teacher performance is influenced by various interrelated factors, including individual capabilities, leadership practices, and institutional policies. Armstrong (1998) classifies performance determinants into individual factors such as competence, leadership factors such as managerial style, and system factors such as incentive mechanisms. Teachers are expected to demonstrate pedagogical, professional, personal, and social competencies in line with regulatory standards (Badriyah, 2025; Rodliyah & Khusnuridlo, 2024). However, field observations indicate that performance evaluation results often reveal inconsistencies between expected and actual performance outcomes. Increasing complaints related to teaching quality, classroom management, and professional commitment over recent years suggest that existing performance management systems may not be fully effective. Regular performance evaluation is essential to ensure continuous improvement

and accountability (Wahyuni et al., 2022). These phenomena indicate the need for empirical investigation to identify key factors that significantly influence teacher performance.

Previous studies have widely examined the relationship between human resource management practices and organizational performance. Human resource management literature consistently reports a positive association between effective HR practices and performance outcomes (Hasanah et al., 2024; Maisuroh & Jamil, 2024). In educational settings, teacher competence has been identified as a critical determinant of teaching effectiveness and student achievement. Professional teacher competence emphasizes continuous learning, adaptability, and innovation in response to changing educational demands (Hariyanti et al., 2024). Innovative behavior enables teachers to design engaging learning experiences aligned with 21st-century educational needs. Furthermore, leadership style has been recognized as a key factor influencing teacher motivation, commitment, and performance. Effective school leadership provides direction, support, and a conducive environment for professional growth. However, the magnitude and consistency of these influences vary across contexts, indicating the need for further empirical clarification.

Although extensive research has explored teacher performance determinants, empirical findings remain inconclusive, particularly regarding leadership style and incentive systems. Some studies report that leadership style has a significant positive effect on teacher performance, while others find weak or insignificant relationships (Sudarnice et al., 2023). Similarly, monetary incentives are often assumed to enhance performance through motivation, yet empirical evidence suggests that financial rewards do not always lead to improved teaching outcomes. Sarpiati (2019) emphasizes the importance of systematic performance evaluation through teacher performance reports; however, persistent performance-related complaints indicate potential gaps between evaluation mechanisms and actual performance improvement. These inconsistencies highlight a research gap concerning the combined influence of monetary incentives, teacher competence, and principal leadership style on teacher performance. Addressing this gap is crucial to provide clearer empirical evidence that can guide effective educational management and policy decisions.

The novelty of this study lies in its integrative approach to examining teacher performance by simultaneously analyzing individual, leadership, and system factors within a single empirical model. Unlike previous studies that often focus on isolated variables, this research adopts a comprehensive perspective aligned with contemporary educational and human resource management frameworks. By incorporating monetary incentives, teacher competence, and principal leadership style as joint predictors, this study responds to the

complexity of performance dynamics in modern educational institutions. Moreover, the study is positioned within the context of Industry 5.0 and Education 5.0, emphasizing human-centered development and technological adaptation. This perspective strengthens the relevance of the research, as it connects traditional performance determinants with current global educational transformations. The findings are expected to contribute to the refinement of performance management strategies that prioritize sustainable teacher development rather than short-term performance gains.

Based on the identified issues and research gap, this study seeks to answer the question of how monetary incentives, teacher competence, and principal leadership style influence teacher performance. The central argument of this research is that teacher competence and effective leadership practices play a more substantial role in enhancing performance than financial incentives alone. While monetary incentives may contribute to motivation, sustainable performance improvement is more likely achieved through competence development and supportive leadership. This study provides empirical evidence to support this argument and contributes to the literature by clarifying the relative influence of key performance determinants. Practically, the findings offer valuable insights for educational managers and policymakers in designing performance improvement strategies that emphasize professional development and leadership effectiveness, thereby supporting long-term educational quality and institutional sustainability.

## RESEACH METHOD

This study adopts a quantitative research design, which emphasizes objective measurement and statistical analysis to examine causal relationships among variables (Pratama, 2025). A quantitative approach was chosen because the research aims to test hypotheses and measure the magnitude of influence between monetary incentives, teacher competence, principal leadership style, and teacher performance (Gul, 2023; Sardana et al., 2023). This design allows for systematic data collection and analysis using numerical indicators, ensuring objectivity and replicability. Moreover, quantitative methods are considered appropriate for evaluating relationships among multiple variables within an organizational and educational context, particularly when the research seeks to generalize findings within similar institutional settings.

The research was conducted at a private elementary school operating under a foundation-based management system in an industrial and urbanized area. This location was selected due to its competitive educational environment and its structured performance management system, which includes formal teacher performance evaluations. Additionally, the institution has experienced

fluctuations in teacher performance outcomes over recent years, making it a relevant context for examining factors that influence teacher performance. The availability of complete data and access to all teachers further supported the selection of this research site.

Primary data were collected using an online questionnaire distributed to all teachers through Google Forms. The questionnaire items were developed based on the operationalization of research variables derived from established theoretical and regulatory frameworks. Teacher performance was measured using six indicators: quality, quantity, timeliness, effectiveness, independence, and work commitment (Ghanad, 2023). Monetary incentives were measured using expectancy theory indicators, namely expectancy, instrumentality, and valence (Vroom, 1964). Teacher competence indicators were based on the Indonesian Directorate General Regulation No. 2626/B/HK.04.01/2023, while principal leadership style was measured using transformational and transactional leadership dimensions (Bass & Riggio, 2006). Secondary data were collected through documentation studies, including institutional reports and relevant supporting documents (Sugiyono, 2020).

This study employed descriptive and inferential statistical analyses. Descriptive analysis was used to describe the characteristics and tendencies of each research variable. For hypothesis testing, data were analyzed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach with SmartPLS version 4 software. Referring to Hair et al. (2018), the PLS analysis process includes the PLS Algorithm, Bootstrapping, and Blindfolding procedures. The outer model (measurement model) was evaluated through convergent validity, discriminant validity, and reliability testing. The inner model (structural model) was assessed using $R^2$, $Q^2$ Predict, $F^2$ effect size, PLS Predict, and hypothesis testing to examine the relationships among variables.

Data validity and reliability were ensured through rigorous measurement model evaluation. Convergent validity was assessed by examining factor loadings and Average Variance Extracted (AVE) values to ensure that indicators adequately represented their respective constructs (Mahfud et al., 2021). Discriminant validity was tested to confirm that each construct was empirically distinct from other constructs. Reliability testing was conducted using Cronbach's Alpha and Composite Reliability values to evaluate the internal consistency of the measurement instruments. These procedures ensured that the data were valid, reliable, and suitable for further structural model analysis.

## RESULT AND DISCUSSION

### Descriptive Analysis

The findings indicate that teachers perceive monetary incentives, teacher competence, leadership style, and teacher performance at SDIT Annur as generally high with an average value of 3,97-4,06. Leadership style demonstrates the strongest influence on teacher performance, followed by teacher competence, while monetary incentives show the weakest effect.

### SemPLS Analysis

This study employs the Partial Least Squares (PLS) method with the assistance of SmartPLS software to evaluate teachers' performance at SDIT Annur. The structural model in this study illustrates the relationships between Monetary Incentives (X1), Teacher Competence (X2), and Leadership Style (X3) on Teacher Performance (Y).

### Convergent Validity Test

Convergent validity testing in PLS analysis indicates that a set of indicators represents a single latent variable and underlies the construct being measured. According to Ferdinand (2006), indicators with loading values ranging from 0.40 to 0.70 are still considered acceptable and valid to be retained, particularly when the indicators have strong theoretical justification or when their removal may negatively affect the overall construct validity.

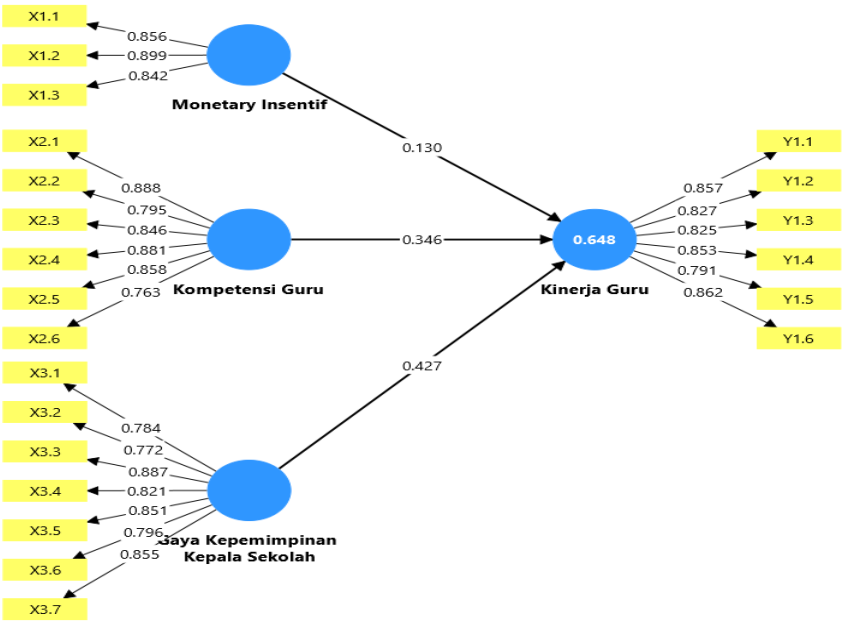


**Figure 1. PLS Algorithm Output**

**Predictive Power (R-Square)**

The R-square value obtained is 0.629, indicating that the combined effects of Monetary Incentives, Teacher Competence, and Leadership Style explain 62.9% of the variance in Teacher Performance. The remaining 37.1% is explained by other factors outside this research model.

**Effect Size ($f^2$)**

The $f^2$ results indicate that leadership style has the largest contribution to teacher performance, with an $f^2$ value of 0.241. Teacher competence ranks second, with an $f^2$ value of 0.148. Meanwhile, monetary incentives have a very small effect, as indicated by an $f^2$ value of 0.028.

**Model Quality (Goodness of Fit)**

The Standardized Root Mean Square Residual (SRMR) value is 0.071, which is below the recommended threshold of 0.080, indicating that the model demonstrates a good fit with the empirical data. Therefore, the findings of this study can be considered valid for drawing conclusions.

**Summary of Outer Model Analysis**

The results of the discriminant validity test show that the correlation values of the indicators with their associated constructs are higher than their correlations with other constructs. This indicates that the model demonstrates good and acceptable discriminant validity.

**Reliability of Teacher Performance Variable**

The Teacher Performance (Y) variable is measured using six reflective indicators. Based on the analysis, this variable exhibits strong reliability, with a Composite Reliability value of 0.933 and a Rho_A value of 0.918, both of which exceed the recommended threshold of 0.70.

Table 1 presents the results of the Teacher Performance indicators along with the $Q^2$ Predict values.

**Table 1. Results of Teacher Performance Indicators and $Q^2$ Predict (Y)**

| Indicator | Loading Factor | Mean | SD | $Q^2$predict | Summary |
|---|---|---|---|---|---|
| Quality (Y1.1) | >0,70 | 4,15 | 0,93 | 0,424 | Valid & Reliable |
| Quantity(Y1.2) | >0,70 | 4,08 | 0,78 | 0,257 | Valid & Reliable |
| Timeliness (Y1.3) | >0,70 | 3,92 | 0,91 | 0,354 | |

| | | | | | |
|---|---|---|---|---|---|
| Effectiveness(Y1.4) | >0,70 | 4,05 | 0,89 | 0,541 | Valid & Reliable |
| Independence(Y1.5) | >0,70 | 3,93 | 0,98 | 0,360 | Valid & Reliable |
| Commitment (Y1.6) | >0,70 | 3,95 | 1,03 | 0,478 | Valid & Reliable |

The main finding of Indicator Y1.6 (Commitment) shows that it provides the largest contribution to teacher performance. Overall, the Teacher Performance variable demonstrates good predictive power, with the highest $Q^2$ Predict value observed in Indicator Y4 (0.541).

**Table 2 : Direct Hypothesis Testing**

| Indicator | Original Sample (O) | T- Statistics | P- Values | Summary |
|---|---|---|---|---|
| *Monetary* Incentive-> Teacher Performance | 0,130 | 1.371 | 0,171 | Hypothesis is rejected |
| Teacher Competence-> Teacher Performance | 0,346 | 3.418 | 0,001 | Hypothesis is accepted |
| Principal's Leadership Style -> Teacher Performance | 0,427 | 4.807 | 0,000 | Hypothesis is accepted |

This model evaluates the effects of Monetary Incentives (X1), Teacher Competence (X2), and Leadership Style (X3) on Teacher Performance (Y). Based on the results presented in Table 2, it can be concluded that monetary incentives do not have a significant effect on teacher performance, whereas teacher competence and the principal's leadership style have significant positive effects on teacher performance.

Teacher performance at SDIT Annur is more dominantly influenced by leadership style and teacher competence, while monetary incentives, although positive, do not constitute the main driving factor in a statistical sense.

## DISCUSSION

The findings of this study provide empirical evidence regarding the factors influencing teacher performance within private educational institutions. The descriptive analysis indicates that teachers perceive monetary incentives, teacher competence, principal leadership style, and teacher performance at a relatively high level (Ndirangu & Mungai, 2024; Veletić et al., 2023) . However, despite positive perceptions, the SEM-PLS results reveal meaningful differences in the strength and significance of each variable's influence on teacher performance. Leadership style emerges as the most dominant factor, followed by teacher competence, while monetary incentives demonstrate the weakest and statistically insignificant effect. These findings confirm that teacher performance is shaped not only by material rewards but also by leadership practices and professional capacity development.

The insignificant effect of monetary incentives on teacher performance suggests that financial rewards alone are insufficient to drive sustainable performance improvement. Although monetary incentives show a positive direction, the effect size ($f^2 = 0.028$) indicates a minimal contribution. This finding supports expectancy theory (Vroom, 1964), which posits that motivation depends not only on rewards but also on individuals' perceptions of effort–performance and performance–outcome relationships. In educational settings, teachers may prioritise intrinsic motivation, professional commitment, and moral responsibility over financial incentives. This result aligns with previous studies indicating that monetary incentives do not consistently translate into improved teacher performance, particularly when professional values and educational ethics play a dominant role.

Teacher competence demonstrates a positive and significant influence on teacher performance, confirming its central role in educational effectiveness. With an $f^2$ value of 0.148, teacher competence contributes meaningfully to performance outcomes. This finding reinforces the view that pedagogical, professional, personal, and social competencies are essential foundations for effective teaching performance (Hariyanti et al., 2024). Competent teachers are more capable of designing meaningful learning experiences, adapting to technological advancements, and meeting institutional standards. In the context of Education 5.0, continuous professional development becomes a strategic necessity, as teachers are expected to integrate innovation, creativity, and technology into learning processes. The results indicate that strengthening

teacher competence yields a direct and measurable impact on performance.

Principal leadership style is identified as the most influential factor affecting teacher performance, with the largest effect size ($f^2 = 0.241$). This finding highlights the critical role of school leadership in shaping teachers' motivation, commitment, and work behavior. Transformational and transactional leadership practices, as proposed by Bass and Riggio (2006), enable principals to provide clear direction, inspiration, and performance-based support. Effective leadership fosters a positive organizational climate, encourages professional growth, and enhances teachers' sense of responsibility. This result supports Armstrong's (1998) framework, which emphasizes leadership as a key determinant of employee performance. Furthermore, it addresses the research gap identified by Sudarnice et al. (2023) by providing empirical evidence that leadership style significantly influences teacher performance when examined alongside competence and incentive systems.

The model's explanatory power, indicated by an $R^2$ value of 0.629, demonstrates that monetary incentives, teacher competence, and leadership style collectively explain a substantial proportion of variance in teacher performance. This suggests that teacher performance is a multidimensional construct influenced by the interaction of individual, managerial, and system factors. The remaining unexplained variance indicates the potential influence of other factors, such as organizational culture, workload, job satisfaction, or intrinsic motivation, which may be explored in future studies. Additionally, the SRMR value confirms that the model fits the empirical data well, strengthening the robustness of the findings.

Overall, this study contributes to the literature by emphasizing that improving teacher performance requires a strategic focus on leadership effectiveness and competence development rather than relying predominantly on monetary incentives. Practically, the findings suggest that educational institutions should prioritize leadership capacity building and continuous professional development programs to achieve sustainable performance improvement. From a theoretical perspective, the study enriches human resource management and educational leadership research by clarifying the relative influence of key performance determinants within the contemporary educational context.

## CONCLUSION

This study demonstrates that teacher performance is primarily influenced by principal leadership style and teacher competence, while monetary incentives, although positively related, do not have a statistically significant effect. The most important lesson drawn from this research is that sustainable teacher

performance improvement cannot rely solely on financial rewards but must be supported by effective leadership and continuous competence development. Leadership practices that provide direction, motivation, and professional support play a crucial role in shaping teachers' commitment and work behavior. Similarly, strengthening pedagogical, professional, personal, and social competencies enables teachers to adapt to contemporary educational demands and deliver higher-quality learning outcomes.

From a scholarly perspective, this study contributes to the literature on educational management and human resource management by integrating individual, leadership, and system factors into a single empirical model using SEM-PLS. The findings clarify inconsistent results in previous studies regarding the impact of leadership style and monetary incentives on teacher performance, thereby enriching theoretical understanding and empirical evidence in educational leadership research. However, this study is limited by its focus on a single institutional context and a relatively small sample size, which may restrict the generalizability of the findings. Future research is encouraged to include larger and more diverse samples, incorporate additional variables such as organizational culture, job satisfaction, and intrinsic motivation, and apply longitudinal or mixed-method approaches to gain deeper insights into the dynamics of teacher performance over time.

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