



## Factors Affecting Teacher Performance in the Society 5.0 Era

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### ABSTRACT

#### Keywords:

Transformational Leadership; Self-Efficacy; Organizational Culture; Teacher Performance

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This study aims to examine the influence of transformational leadership, self-efficacy, entrepreneurial character, and organizational culture on teacher performance in the context of the Society 5.0 era. The study employed a literature review approach by systematically analyzing and synthesizing findings from 25 relevant scholarly articles obtained from reputable academic databases and publications. The reviewed literature was selected based on its relevance to teacher performance and the factors that contribute to educational effectiveness in a technology-driven environment. The findings indicate that transformational leadership plays a significant role in enhancing teachers' motivation, adaptability, and innovation in instructional practices. Self-efficacy contributes to teachers' confidence in managing learning activities and addressing educational challenges. Entrepreneurial character encourages creativity, initiative, and problem-solving skills, while a supportive organizational culture fosters collaboration, professionalism, and continuous improvement. Collectively, these factors contribute positively to improving teacher performance and readiness to meet the demands of modern education. The study implies that educational institutions should strengthen leadership practices, promote teacher self-efficacy, cultivate entrepreneurial values, and develop a positive organizational culture to enhance teacher performance and support sustainable educational development in the Society 5.0 era.

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## INTRODUCTION

The rapid development of digital technology has significantly transformed various aspects of human life, including communication patterns, economic activities, social interactions, and educational practices. This transformation became increasingly prominent following the introduction of the Society 5.0 concept by the Japanese government in 2016 as a strategic response to the challenges posed by the Fourth Industrial Revolution (Bernovskis et al., 2024). Society 5.0 emphasizes the integration of advanced technologies such as artificial

intelligence (AI), the Internet of Things (IoT), big data, and robotics to create a human-centered society that enhances quality of life and social welfare (Deguchi et al., 2020). As technology becomes deeply embedded in daily activities, the quality of human resources emerges as a critical determinant of societal progress. Educational institutions therefore play a central role in preparing individuals who can effectively adapt to technological change. Consequently, teacher performance becomes a key factor in ensuring that education remains relevant, innovative, and capable of producing future generations equipped with the competencies required in the Society 5.0 era (Bakator et al., 2024).

Despite the growing importance of teacher performance in the digital era, many educational systems continue to face substantial challenges in preparing teachers to meet emerging educational demands. Teachers are no longer expected merely to deliver knowledge but are required to act as facilitators, mentors, innovators, and technology integrators within dynamic learning environments (Hikmat, 2022). In addition to mastering subject content, teachers are expected to develop students' critical thinking, creativity, communication, collaboration, and problem-solving abilities, which are considered essential competencies in the twenty-first century (Buasuwan et al., 2022). However, these expectations are often accompanied by limited institutional support, insufficient professional development opportunities, and increasing workloads. Such conditions may reduce teachers' effectiveness in implementing innovative instructional approaches and adapting to rapid technological developments. Therefore, identifying factors that can strengthen teacher performance has become an important academic and practical concern, particularly in educational contexts undergoing continuous transformation due to technological advancement and changing societal expectations.

Various phenomena observed in educational practice indicate that teacher performance remains influenced by numerous contextual and individual factors. One significant issue is the unequal distribution of technological infrastructure and digital resources, which creates disparities in teachers' ability to implement technology-based learning effectively (Suharto, 2025). Furthermore, differences in teacher qualifications, digital competencies, and access to professional training programs continue to hinder educational quality improvement efforts (Dewi et al., 2024). Teachers are also required to continuously adjust to curriculum reforms, policy changes, and evolving educational priorities, which often create additional professional pressure (Finanda et al., 2024). At the same time, variations in students' academic backgrounds, learning characteristics, and socio-economic conditions increase the complexity of classroom management and instructional decision-making (Badan Pusat Statistik Indonesia, 2022). These realities suggest that improving teacher performance requires a comprehensive

understanding of both organizational and personal factors that may influence teachers' ability to perform effectively in contemporary educational environments.

Previous studies have emphasized the importance of transformational leadership in improving organizational effectiveness and educational outcomes. Transformational leadership encourages individuals to exceed expected performance through inspiration, intellectual stimulation, individualized consideration, and the development of a shared vision (Northouse, 2022). Within educational institutions, principals who adopt transformational leadership practices are more likely to foster innovation, collaboration, and professional commitment among teachers (Noviyanti, 2024). Empirical evidence has consistently demonstrated positive relationships between transformational leadership and teacher performance, organizational effectiveness, job satisfaction, and educational quality (Naveed et al., 2022; Gularso, 2022; Almutairi & Alenezi, 2021). Nevertheless, most previous studies have primarily examined transformational leadership as an independent predictor of performance without simultaneously considering the influence of personal psychological factors and organizational conditions that may strengthen or weaken its impact on teachers' professional effectiveness.

Beyond leadership factors, scholars have also highlighted the significance of self-efficacy, entrepreneurial character, and organizational culture in enhancing teacher performance. Self-efficacy influences teachers' confidence in managing instructional challenges and achieving desired educational outcomes (Alqassab & León, 2024). Entrepreneurial character has gained increasing attention because it promotes creativity, innovation, adaptability, leadership, and risk-taking behavior, all of which are highly relevant in technology-driven educational environments (Nitya Dewi et al., 2024). Similarly, a positive organizational culture contributes to teacher motivation, collaboration, and commitment to institutional goals (Hasibuan & Hadijaya, 2024). Although these variables have been examined separately in previous studies, limited research has integrated transformational leadership, self-efficacy, entrepreneurial character, and organizational culture into a comprehensive framework. Consequently, the combined influence of these variables on teacher performance within the context of Society 5.0 remains insufficiently explored, creating an important research gap that requires further investigation.

This study offers a novel perspective by positioning transformational leadership, self-efficacy, entrepreneurial character, and organizational culture within a single conceptual framework to explain teacher performance in the Society 5.0 era. Rather than focusing on isolated determinants, this study emphasizes the interconnected nature of leadership practices, psychological

beliefs, entrepreneurial competencies, and organizational environments in shaping teacher effectiveness. The integration of these four variables is expected to provide a more comprehensive understanding of how educational institutions can enhance teacher readiness, adaptability, and performance amid increasing technological complexity. This approach contributes to the development of a broader perspective on educational management and teacher development strategies that are responsive to contemporary educational challenges.

Based on the identified gaps and emerging educational demands, this study seeks to examine how transformational leadership, self-efficacy, entrepreneurial character, and organizational culture contribute to teacher performance in the Society 5.0 era. It is argued that teacher performance is not solely influenced by organizational leadership or individual competence, but rather by the interaction between supportive leadership, strong personal beliefs, entrepreneurial attitudes, and positive organizational values. Understanding these relationships is expected to provide both theoretical and practical contributions by enriching the literature on educational management and offering evidence-based recommendations for policymakers, school leaders, and educational practitioners in designing strategies to strengthen teacher performance and improve educational quality in the digital age.

## RESEARCH METHODS

This study employed a qualitative research design using a literature review approach. A literature review was selected because it enables researchers to systematically examine, evaluate, and synthesize existing scholarly knowledge related to transformational leadership, self-efficacy, entrepreneurial character, organizational culture, and teacher performance in the context of Society 5.0. Unlike empirical field studies, this approach focuses on published scientific literature as the primary source of data, allowing for a comprehensive understanding of theoretical perspectives and previous research findings. Therefore, no specific research location was determined, as the study relied entirely on secondary data obtained from academic publications. Relevant articles were collected from several reputable databases, including Google Scholar, ScienceDirect, SagePub, Emerald, and ResearchGate. The literature search focused on publications published between 2019 and 2025 using keywords such as “transformational leadership,” “self-efficacy,” “entrepreneurial character,” “organizational culture,” and “teacher performance.” Based on relevance to the research objectives, 25 articles were selected for further analysis.

The collected data were analyzed using an interactive qualitative data analysis framework adapted from the model proposed by Miles, Huberman, and Saldaña (2014). The analysis began with data condensation, in which relevant

information from the selected articles was identified, categorized, and reduced to focus on findings related to the research variables. The second stage involved data display through the organization of concepts, themes, and relationships among variables to facilitate interpretation and comparison across studies. Finally, data verification and conclusion drawing were conducted by synthesizing the findings, identifying recurring patterns, evaluating consistencies and discrepancies among previous studies, and formulating comprehensive conclusions regarding the contribution of transformational leadership, self-efficacy, entrepreneurial character, and organizational culture to teacher performance in the Society 5.0 era. This process ensured the credibility and rigor of the literature review findings.

## RESULTS AND DISCUSSION

Research related to the factors influencing teacher performance namely school principals transformational leadership, self efficacy, entrepreneurial character and organizational culture will be presented in the following table.

**Table 1. Factors Affecting Teacher Performance in the Society 5.0 Era**

Autor	Result
(Khorshid et al., 2023)	There is significant influence of transformational leadership in supporting entrepreneurial orientation in higher education institutions. Transformational leadership is considered suitable for promoting entrepreneurial orientation, as leaders who adopt this style foster innovation with enthusiasm and convey information through charismatic behavior
(Pennell, 2023)	Transformational leadership is a leadership concept that focuses on innovation, collaboration, and continuous improvement. This leadership approach is considered highly effective in the education sector, as leaders who apply transformational leadership promote a culture of learning, growth, collaboration, a sense of community, and shared responsibility among educators and learners.
(Lai et al., 2020b)	A leader who practices transformational leadership will influence subordinates' behavior in a positive direction, thereby enhancing the quality of the organization they lead. Such a leader is seen as a role model who motivates subordinates to perform their tasks and roles more effectively.
(Almaududi Ausat et al., 2022)	This demonstrates that transformational leadership has a significant influence on enhancing human resources within an organization, as leaders who adopt this leadership style are able to motivate subordinates and build strong relationships with them, thereby enabling the organization's vision and goals to be achieved and sustained in the face of challenges in a competitive era.
(Kilag et al., 2024)	Transformational leadership focuses on inspiring and motivating team members to transcend personal interests for the sake of collective goals, and it has a positive impact on teachers' job

	satisfaction and commitment. By providing a clear vision and meaningful objectives, transformational leaders can enhance teachers' engagement and dedication to the school and organizational goals.
(Sliwka et al., 2024)	Transformational leaders focus on renewal and innovation within the educational process, which includes the promotion of deeper learning. They encourage teachers and students to go beyond traditional, repetitive, or mechanical learning methods by creating space for critical thinking, creative exploration, and problem-based learning. Such leaders inspire schools to challenge conventional approaches and prioritize more holistic learning that fosters higher-order thinking skills in students.
(Saleh et al., 2021)	Transformational leaders tend to foster innovation and enhance the ability to adapt to technological changes, particularly in the field of information technology. By empowering teams to take initiative and innovate, organizations become more responsive to shifts in the technology sector and better prepared to face the challenges of the digital era. This is especially relevant in the Society 5.0 era, where digital technology and information systems serve as key pillars in improving organizational efficiency and competitiveness.
(Poturak et al., 2020)	Transformational leadership is effective in driving innovation and progress. Transformational leaders can inspire employees to innovate and take initiative. They create a vision that encourages higher achievement, foster creativity, and provide space for individuals to experiment with new ideas. An organizational culture that supports change and continuous improvement may strengthen the implementation of this leadership style and enhance its positive contribution to organizational development.
(Yu & Jang, 2024)	The application of transformational leadership can encourage teachers to become more motivated and actively engaged in their professional responsibilities. Support provided through this leadership approach may also assist teachers in improving their professional competencies and implementing more affective learning practices. These conditions can contribute to improved teacher performance, which may be reflected in learning quality, student satisfaction, and academic achievement.
(Gülsün et al., 2023)	Teachers' self-efficacy is closely related to how they determine goals and carry out professional responsibilities. High self-efficacy not only supports teachers' technical competencies but also influences the way learning objectives are established. Teachers with strong confidence in their abilities are generally more likely to set challenging goals for students and consistently maintain behaviors that support the achievement of learning objectives.
(Pan et al., 2024)	A higher level of self-efficacy is often associated with stronger work commitment and greater job satisfaction. Teachers who possess confidence in their professional abilities tend to show stronger dedication to their work because they believe they are capable of

	dealing with challenges and recognizing the positive outcomes of their teaching process.
(Kalinowski et al., 2024)	Teachers' self-efficacy is closely associated with burnout levels in the teaching profession. A strong sense of self-efficacy may help teachers manage workplace stress and cope more effectively with professional challenges. Teachers who have greater confidence in their abilities tend to be more capable of handling workloads and difficult situations, which can contribute to a lower risk of burnout.
(Xu et al., 2024)	Self-efficacy enables the acquisition of new skills. An individual's belief in their ability to learn plays a crucial role in achieving learning outcomes. Teachers and students with high self-efficacy tend to be more successful in mastering new skills because they feel more capable of facing challenges and are more motivated to work harder to achieve their learning goals.
(Ulfert-Blank & Schmidt, 2022)	Self-efficacy is significantly related to the autonomy support provided by teachers and students' ability in assessment literacy. When teachers give students the space to learn independently and make decisions, students' self-efficacy can increase, which in turn enhances their skills in understanding and using assessments.
(Yao & Wang, 2024)	Self-efficacy influences the adoption and utilization of technology. An individual's belief in their ability to use technology plays a crucial role in determining how effectively teachers can adopt and utilize technology. Teachers or students with high self-efficacy are more likely to leverage new technologies in their practices.
(Anton & Van Ryzin, 2024)	Teachers with lower levels of self-efficacy often show less confidence in their teaching abilities, which may influence the effectiveness of instructional practices and affect the quality of learning provided to students.
(Mok & Moore, 2019)	Teachers with strong self-efficacy generally show greater confidence in managing classroom activities, applying various teaching strategies, and providing appropriate guidance to students. These abilities may contribute to the development of a supportive learning environment that encourages student motivation and active participation in the learning process.
(Farrokhnia et al., 2022)	Entrepreneurship education programs contribute to the development of students' abilities in recognizing and responding to potential opportunities. Through various learning approaches and practical experiences, these programs help individuals develop competencies needed to address entrepreneurial challenges and respond to opportunities within the business environment.
(Gularso, 2022)	Entrepreneurship education is considered important in preparing students to face increasingly competitive employment demands. Competencies developed through entrepreneurship learning, including problem-solving, innovation, risk management, and decision-making, may support students in dealing with various challenges and complexities in the workplace.

(Ahmed et al., 2020)	One important aspect of an entrepreneurship program is teaching students how to identify opportunities in their environment and assess the feasibility of turning those opportunities into actionable steps. Students are trained to develop a critical mindset in evaluating how to manage the risks and challenges that arise.
(Zollet et al., 2024)	Entrepreneurship programs teach individuals to believe in their ability to manage and face existing challenges. By creating and running businesses, individuals in rural areas begin to experience an increase in self-efficacy—the belief that they can achieve success through their own efforts. Entrepreneurship also provides real-life experience in problem-solving, decision-making, and innovation, which further strengthens their self-efficacy.
(Naveed et al., 2022)	Helps build a work environment that supports collaboration, innovation, and professional development.
(Hasibuan & Hadijaya, 2024)	Helps build a work environment that supports collaboration, innovation, and professional development. Organizational culture has a positive influence, enabling teachers to become more skilled in applying various innovative and creative teaching methods, thereby improving student learning outcomes.
(Ahmad et al., 2019)	Organizational culture has a positive and significant influence on teacher performance due to innovation and the high level of teacher involvement in socializing the school’s vision and mission within the community.
(Almutairi & Alenezi, 2021)	Organizational culture has a positive and significant impact on leadership effectiveness. This means that the better the organizational culture within an institution, the better the leadership applied within it. Furthermore, leadership effectiveness cannot be separated from the environment and organizational culture in determining the success of leadership within an organization.

Based on the review of previous studies in table 1, the author identifies the important contribution of school principals’ leadership to teacher performance. Transformational leadership may encourage teachers to become more motivated in carrying out their professional responsibilities, promote collaboration, and support adaptation to technological development in education (Lai et al., 2020a). Several efforts may be implemented to support this process, including technology training, encouraging creativity, facilitating collaboration, and providing a clear direction for achieving educational goals (Fatur & Badriyah, 2024). Previous studies have also reported a positive relationship between transformational leadership and teacher performance (Saleh et al., 2021). Therefore, the implementation of transformational leadership by school principals is considered important in supporting teacher performance and helping teachers respond to the demands of the Society 5.0 era (Imtinan, 2021).

The second factor relates to self-efficacy, which is considered an important aspect influencing teacher performance, especially when teachers face professional challenges and changes in learning practices (Gale et al., 2021). Teachers with strong self-efficacy generally demonstrate greater confidence in classroom management, apply various teaching strategies, and show persistence in addressing learning difficulties (Woodcock et al., 2022). Strong self-efficacy may also strengthen teachers' commitment and increase job satisfaction, which can influence their motivation to continuously improve teaching practices and professional competencies (Lechuga Sancho et al., 2022). In addition, teachers who possess strong self-efficacy are generally more adaptable to curriculum changes and tend to find it easier to integrate technology into classroom instruction, making them more responsive to educational demands in the Society 5.0 era (Lechuga Sancho et al., 2022). On the other hand, teachers with lower levels of self-efficacy are more likely to experience stress, burnout, and difficulties in developing innovation during the learning process, which may affect educational quality (Kalinowski et al., 2024). Therefore, efforts may include providing technology-related training, professional support, and greater autonomy in teaching practices so that teachers are better prepared to adopt new technologies and innovative learning approaches to achieve more effective educational outcomes.

Entrepreneurial character is also considered important in improving teaching performance and effectiveness, particularly in responding to educational changes (Hassan et al., 2021). The development of entrepreneurial character may encourage teachers to become more innovative, proactive, and solution-oriented, enabling them to design learning approaches that better align with students' needs (Woraphiphat & Roopsuwankun, 2023). In addition, entrepreneurial character may encourage teachers to take initiative, address classroom challenges independently, and make better use of available resources to improve teaching quality. The development of entrepreneurial values in schools is not limited to business-related competencies but also includes leadership, communication, and the willingness to take risks, which may help teachers respond more effectively to changes in educational policies (Farrokhnia et al., 2022). Teachers with entrepreneurial character are also more likely to be open to technological developments in learning and demonstrate resilience when responding to ongoing educational changes. Therefore, teachers need to be supported through training opportunities, innovation programs, and encouragement to strengthen creativity and collaboration in educational practice.

Organizational culture in schools also contributes to the creation of a work environment that supports teacher performance improvement. A supportive organizational culture may encourage collaboration, innovation, and professionalism among teachers, which can influence the way teachers carry out their responsibilities (Hasibuan & Hadijaya, 2024). In addition, a positive organizational culture may strengthen teacher engagement and commitment to achieving school objectives, which may also improve responsibility and discipline in teaching activities (Kartiko et al., 2023). School principals hold an important role in fostering a healthy organizational culture through the promotion of cooperation, mutual respect, and opportunities for teachers to develop and implement innovative learning methods. An organizational culture that supports openness to change may also help schools adapt more effectively to educational developments in the Society 5.0 era, where technology integration and flexible learning approaches have become increasingly important (Suherman et al., 2024). Therefore, organizational culture contributes not only to improving teacher performance individually but also to supporting the development of a more effective and sustainable educational environment.

## CONCLUSION

This literature review highlights that teacher performance in the Society 5.0 era is shaped by the interaction of transformational leadership, self-efficacy, entrepreneurial character, and organizational culture. The most important insight gained from this study is that improving teacher performance requires not only technological readiness but also supportive leadership, strong personal confidence, innovative attitudes, and a positive organizational environment. These factors collectively enable teachers to adapt to educational changes, implement creative learning practices, and respond effectively to the demands of contemporary education. The strength of this study lies in its contribution to the educational management literature by integrating four key determinants of teacher performance into a single conceptual framework, thereby providing a more comprehensive perspective than studies that examine these variables separately. However, this study is limited by its reliance on secondary data from previously published literature, which restricts the ability to verify the relationships among variables in real educational settings. Therefore, future research is recommended to conduct empirical investigations using quantitative, qualitative, or mixed-method approaches, as well as advanced statistical techniques such as Structural Equation Modeling (SEM), to validate and expand the proposed conceptual relationships across different educational contexts.

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