



The Influence of Wages and Work Tenure on the Performance of Teachers and Staff at SMKN 6 Makassar

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Received: December 8, 2025 Accepted: January, 8 2026
Available online: January, 16, 2026

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	Abstract
<p>Keywords: Wages; tenure; performance; education staff</p> <p>Conflict of Interest Statement: The authors declare no conflict of interest regarding the publication of this paper, depending on the submission guidelines of your target journal. Would you like me to refine it further in that direction.</p> <p>Copyright © 2023 POVREMA. All rights reserved.</p>	<p>Purpose: this study investigates the effect of wages and work tenure on the performance of teachers and staff at SMKN 6 Makassar, examining both partial and simultaneous relationships.</p> <p>Research Design and Methodology: a quantitative associative approach was employed with 43 respondents determined using the Slovin formula. Data were collected through a Likert-scale questionnaire and analyzed using validity and reliability tests, multiple linear regression, t-tests, and F-tests with SPSS 23.</p> <p>Findings and Discussion: the results reveal that wages do not significantly affect performance, and work tenure also shows no significant influence. Simultaneously, wages and tenure together do not significantly impact performance. These findings highlight that teacher and staff performance is shaped more by non-financial aspects such as motivation, organizational culture, leadership, and the work environment.</p> <p>Implications: this study suggests that improving performance in educational institutions requires greater emphasis on non-financial drivers rather than solely focusing on compensation or tenure. Future research should explore the role of intrinsic motivation, leadership styles, and organizational support systems to provide a more comprehensive understanding of performance determinants.</p>

Introduction

Employee performance in educational institutions remains a fundamental aspect influencing overall institutional effectiveness, as it reflects work quality, professionalism, and dedication in completing teaching and administrative tasks (Kamaruddin et al., 2022). In human resource management theory, both compensation and work tenure are considered key determinants of performance outcomes. Compensation, in the form of financial rewards or salary, is recognized as a motivating factor that can improve productivity and job satisfaction, which in turn can enhance individual performance (Kamaruddin et al., 2022). Likewise, tenure or length of service provides employees with accumulated experience, job familiarity, and a deeper understanding of organizational practices, which are typically assumed to positively influence performance (Agata et al., 2024).

However, despite these theoretical expectations, the actual influence of standardized wages and tenure on performance within public education systems remains open to empirical investigation.

Recent research across educational contexts shows that compensation and tenure may influence performance in nuanced ways. Empirical findings from studies in senior and vocational schools indicate that direct compensation positively affects teacher productivity and work outcomes, particularly when compensation is aligned with job responsibilities and performance standards (Kamaruddin et al., 2022). Additionally, research on employee performance in organizational settings has identified that both tenure and education level significantly affect employee performance, suggesting that experience and accumulated skills help improve work effectiveness (Agata et al., 2024). Nevertheless, studies on the effects of tenure specifically in formal education settings – such as teacher productivity or instructional effectiveness – highlight mixed results, with some evidence suggesting that extended tenure does not always correspond with significantly higher performance once experience plateaus (Jones, 2013; Ng, 2024).

Recent empirical studies have demonstrated that information technology plays a significant role in improving employee performance within public sector organizations. Anggraini (2022) found that the use of information technology positively affects employee performance, particularly when supported by strong work motivation. Similarly, Telaumbanua et al. (2025) reported that effective IT utilization enhances efficiency and productivity among government employees, contributing to improved organizational outcomes.

The divergence in prior findings highlights a gap in understanding the relative importance of financial versus non-financial factors driving performance in public education institutions, especially vocational schools where wages are standardized and tenure varies widely. Few studies have focused specifically on vocational schools in Indonesia, despite the unique institutional contexts and workforce dynamics they embody. The present study addresses this gap by investigating the effects of wages and work tenure on the performance of teachers and staff at SMKN 6 Makassar. By analyzing both variables individually and simultaneously, this research aims to clarify their actual impact on employee performance, offering empirical evidence that contributes to a more nuanced understanding of performance determinants in vocational education settings.

Literature Review

Employee Performance in Education

Employee performance in educational settings, particularly among teachers and staff, is widely recognized as a key factor influencing institutional effectiveness and student outcomes. Performance encompasses not only instructional quality but also administrative responsibilities, professionalism, and organizational commitment. Empirical studies show that teacher performance is closely tied to both individual competencies and external factors such as organizational support and compensation structures (Muazza, 2021).

Compensation and Teacher Performance

Compensation or the broader set of financial rewards provided to educators is often examined as an important determinant of employee motivation and performance. In vocational high school contexts, studies indicate that compensation has a significant effect on teacher performance, suggesting that fair and adequate rewards may help improve both instructional quality and work outcomes (Windasari & Yahya, 2025). Further research also supports the idea that compensation influences teacher performance when aligned with motivation and professional development opportunities (Siswanto et al., 2023).

Work Tenure and Its Relationship with Performance

Work tenure, or length of service, has also been studied as a potential determinant of job performance. Research in organizational settings suggests that longer tenure can provide employees with accumulated experience, familiarity with organizational processes, and deeper task knowledge, all of which may enhance performance (Soebiantoro & Haryanti, 2025). However, evidence from

broader workforce research indicates that tenure does not always correlate linearly with performance, and in some cases, increased tenure may be unrelated or even negatively associated with performance if motivation declines over time or adaptability lessens (Ng, 2013). These mixed findings highlight the complexity of tenure's role in performance outcomes.

Competency and Non-Financial Determinants

Beyond financial rewards and tenure, professional competency is a key driver of performance in educational environments. Studies in various school contexts have demonstrated that teacher competency encompassing pedagogical, professional, and technical skills significantly influences instructional effectiveness and overall performance outcomes, sometimes independently of compensation levels (Madani, Jamaludin & Nandang, 2025). Additionally, non-financial factors such as work environment, motivation, and institutional support contribute significantly to performance, suggesting that a comprehensive understanding of employee performance must integrate both financial and non-financial dimensions (Muazza, 2021).

Research Design and Methodology

Research design

The research was conducted at SMKN 6 Makassar, located on Jl. Andi Djemma No. 132, Makassar. Preliminary observations were carried out in June 2024, while data collection and analysis were conducted over a two-month period, from July to August 2024. This study employed a quantitative explanatory research design to examine the effect of information technology utilization and employee competence on employee performance at the Department of Tourism and Culture of Sinjai Regency. The quantitative approach was selected to measure relationships among variables using numerical data and statistical analysis. The population comprised all employees of the department, totaling 50 employees. Due to the limited population size, a purposive sampling technique was applied, in which all eligible employees were included as respondents, resulting in a sample size of 50 respondents.

The population of this study consisted of all teachers and staff who were actively employed at SMKN 6 Makassar, totaling 100 individuals with fixed monthly income. Due to the limited population size, a saturated sampling technique (census) was applied, whereby the entire population was included as the research sample. The sample comprised 92 teachers and 8 administrative staff, ensuring that the data represented the overall population accurately.

Methodology

Data were collected primarily through a structured questionnaire containing closed-ended statements measured using a five-point Likert scale, ranging from *strongly disagree* (1) to *strongly agree* (5). The questionnaire items were developed based on relevant literature and aligned with the indicators of each research variable. In addition, documentation techniques were used to support the primary data, including school profiles, staffing records, and institutional reports relevant to the research context. The data collected were quantitative in nature, consisting of numerical responses suitable for statistical analysis. Prior to hypothesis testing, the research instrument was examined through validity and reliability tests. Item validity was assessed using correlation analysis, while instrument reliability was tested using Cronbach's Alpha, with a minimum acceptable value of 0.70, indicating that the instrument was reliable and consistent.

Data analysis was conducted using IBM SPSS version 23. Descriptive statistical analysis was used to describe the characteristics of respondents and the distribution of each variable through measures such as mean, minimum, maximum, and standard deviation. Inferential analysis was performed using multiple linear regression analysis to examine the simultaneous and partial effects of the independent variables on the dependent variable. The F-test was applied to assess the overall significance of the regression model, while the t-test was used to evaluate the individual effects of each independent variable. The coefficient of determination (R^2) was used to determine the proportion of variance in employee performance explained by wages and length of service. All statistical tests were conducted at a 5% significance level ($\alpha = 0.05$).

Findings and Discussion

Findings

This section presents the empirical results obtained from data analysis using IBM SPSS version 23. The findings are organized systematically, starting from respondent characteristics, instrument testing, and hypothesis testing. The respondents of this study consisted of 43 teachers and staff members of SMKN 6 Makassar. Their demographic profiles are summarized in Table 1.

Table 1. Respondent Characteristics

Variable	Measurement	n	%
Gender	Female	29	67.4
	Male	14	32.6
Education Level	Senior High School	2	4.6
	Bachelor's Degree	29	67.4
	Master's Degree	12	27.9
Work loenght (years)	<5	11	25.6
	5-10	9	20.9
	11-15	8	18.6
	15-20	3	7.0
	> 20	12	27.9

Source: Data processed by the author (2024).

The data indicate that the majority of respondents were female, held a bachelor's degree, and had more than 20 years of work experience.

Table 2. Descriptive Statistics of Research Variables

Variabel	Minimum	Maximum	Mean	Standar Deviation
Wages (X1)	10	25	20.06	4.33
Work Length (X2)	13	25	18.27	3.06
Performance (Y)	16	25	19.86	1.79

Source: Data processed by the author (2024).

The mean scores indicate that respondents generally perceived wages, work length, and performance at a relatively high level. Instrument testing showed that all questionnaire items had significance values below 0.05, indicating that all items were valid. Reliability testing using Cronbach's Alpha produced coefficients above 0.60 for all variables, indicating acceptable internal consistency.

Table 4. Validity and Reliability Results

Variabel	Minimum	Maximum
Wages (X1)	0.936	0.936
Work Length (X2)	0.677	0.677
Performance (Y)	0.644	0.644

Source: Data processed by the author (2024).

Hypothesis testing was conducted using multiple linear regression analysis. The partial test (t-test) results revealed that wages did not have a significant effect on performance ($t = 1.137$; Sig. = $0.262 > 0.05$), and work length also did not have a significant effect on performance ($t = 0.209$; Sig. = $0.836 > 0.05$). Furthermore, the simultaneous test (F-test) produced an F-value of 0.970 with a significance level of 0.380, which is greater than 0.05. This indicates that wages and work length together did not significantly influence teacher and staff performance. The coefficient of determination (R^2) was 0.046, meaning that only 4.6% of the variation in performance could be explained by wages and work length, while the remaining 95.4% was influenced by other factors not examined in this study.

Discussion

The findings of this study reveal that wages do not significantly affect the performance of teachers and staff at SMKN 6 Makassar, which aligns with empirical evidence showing that compensation alone may not be a decisive determinant of educator performance in settings where pay is standardized and not directly linked to performance outcomes. For example, research in a vocational education context found that while compensation is considered, its direct influence on teacher performance was not statistically significant when examined independently (Madani et al. 2025). This suggests that teachers and staff may instead be motivated by factors beyond basic financial remuneration, such as professional development opportunities, workplace recognition, and intrinsic motivation factors that are not captured solely by wage levels.

Furthermore, the non-significant effect of work tenure on performance reflects broader scholarly debate regarding the role of experience in educational effectiveness. Some studies indicate that years of teaching experience do not uniformly translate into higher levels of performance when professional learning and institutional support are absent (De Leon, 2021). Other research demonstrates that teaching experience may enhance performance under specific conditions such as in supportive environments and when combined with continuous professional development but is not an automatic driver of performance across all settings. This theoretical nuance helps explain why work length alone did not significantly influence teacher and staff performance in this study.

When wages and work tenure are examined simultaneously, the results confirm that together they explain only a small portion of variance in teacher and staff performance. This outcome emphasizes the importance of non-financial and organizational determinants such as leadership quality, work environment, job satisfaction, motivation, and opportunities for professional growth which are widely recognized as influential in shaping educator performance in the literature (Susanti & Abidin, 2024). These findings underscore the complexity of performance drivers in educational institutions and indicate that human resource practices should extend beyond compensation and tenure frameworks to include holistic strategies that foster motivation, professional competence, and supportive organizational cultures.

In contrast to the findings of this study, according to research by Dinillah (2023), compensation was found to have a positive but not statistically significant influence on teacher performance among primary school teachers in Bogor, which aligns with our conclusion that standardized wages alone may insufficiently motivate educators in similar institutional contexts. In that research, increased workload positively influenced performance, while compensation did not significantly mediate this relationship, suggesting that non-financial job characteristics and professional demands were stronger determinants of teacher effectiveness than basic pay alone. Similarly, research by Novitasari et al. (2025) showed that compensation did not significantly impact elementary teacher performance, whereas work environment factors and motivation played a more substantial role in explaining performance variance, reinforcing the idea that intrinsic and contextual variables can outweigh the effects of wages when salaries are relatively uniform and detached from individual outcomes.

Moreover, while our findings indicate that work tenure does not singularly influence performance, other studies reveal a more nuanced picture. According to Sasmi & Liana (2025), competency and compensation together significantly affected teacher performance, even if individual compensation effects were modest, highlighting the interactive influence of multiple human resource factors in educational settings. This suggests that the influence of tenure might emerge more clearly when considered alongside teachers' professional skills, motivation, and organizational support systems, rather than in isolation. Furthermore, research by Ilmi dan Juliana (2023) found that compensation and motivation jointly affected performance among primary school teachers in South Tangerang, indicating that contextual variations in institutional practices can yield different relationships between financial and non-financial determinants of performance

Conclusion

This study examined the influence of wages and work length on the performance of teachers and staff at SMKN 6 Makassar using a quantitative approach. The findings indicate that wages do not have a significant effect on performance, either partially or simultaneously with work length. Similarly, work length was found to have no significant influence on teacher and staff performance. The coefficient of determination shows that only a small proportion of performance variation can be explained by wages and work length, suggesting that other factors play a more dominant role in shaping performance in the educational context.

From both scientific and practical perspectives, this study contributes to the understanding of performance determinants in public vocational education institutions. The results highlight that financial compensation and tenure alone are insufficient to explain variations in teacher and staff performance. Practically, the findings suggest that school management and policymakers should place greater emphasis on non-financial factors such as leadership quality, professional development, work environment, and intrinsic motivation to enhance employee performance. The originality of this study lies in its focus on vocational education institutions, where performance dynamics may differ from those in private or profit-oriented organizations.

Despite these contributions, this study has several limitations. The research was conducted in a single institution with a relatively small number of respondents, which may limit the generalizability of the findings. In addition, the study only examined wages and work length, while other potential determinants of performance were not included. Future research is therefore encouraged to involve broader samples across multiple schools and incorporate additional variables such as job satisfaction, organizational culture, leadership style, and training effectiveness to provide a more comprehensive understanding of teacher and staff performance.

Acknowledgment

The authors would like to express their sincere gratitude to the management, teachers, and staff of SMKN 6 Makassar for their cooperation and willingness to participate in this research. Appreciation is also extended to all parties who provided support, valuable input, and constructive suggestions that contributed to the completion and improvement of this article.

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