



Research Article

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Determining the Effects of Incentive Provision and Work Commitment on School Principals in West Sumatera

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Abstract

Post-pandemic conditions are the phenomena requiring reconstruction in improving human resources in schools, due to the observation of various issues emanating from a lack of dedication to work, such as sloppy teaching, absences, failure to provide instructional materials, etc. This leads to the need for school administrators to intervene by providing incentives and support. Therefore, this study aims to determine the effects of incentives and job responsibilities on school administrators in West Sumatera, through several demographic factors, such as gender, previous education, and institution location. In this study, a total of 110 principals containing 86 males and 24 females were obtained from various West Sumatera schools as the experimental sample. This indicated that 31.8% and 68.2% of the sample had bachelor's and master's degrees regarding their educational backgrounds, respectively. The scales of rewards (21 items) and work commitment (32 items) were also implemented, with JASP software used to perform a descriptive analysis of the data. The results showed that 52.8% and 32.7% of the administrators moderately and highly provided teachers with incentives and work commitment, respectively. In this case, no principals had medium, low, or extremely low job commitments, demonstrating that being a school administrator required a high or very great level of dedication.

Keywords: Giving Incentives, Work Commitment, Gender, Last Education, Principal

1. Introduction

All parties involved in the world of education are expected to jointly carry out task performance toward the achievement of institutional vision and mission, including the government, parents, teachers, and the environment (Daharnis et al., 2019; Fauziah et al., 2021). In this context, the teacher is frequently at the forefront of conducting learning processes, specifically in providing knowledge to student (Zaim et

al., 2020). According to (Suyatno et al., 2019), the effectiveness and caliber of teachers, as learning process motivators, were crucial to the quality of education. This indicated that the consideration of instructor dedication was very important to the development of excellent human resources and the ability to compete in the global era. The consideration also needs to be continuously improved toward the resolution to future educational problems (Fauziah et al., 2021). Moreover, the psychological connection of an individual to a specific company is known as job commitment, according to (Allen & Meyer, 1990). This connection often emphasized the choice to stay or leave the organization.

Based on (Allen & Meyer, 1990), three subcategories of organizational commitment were observed. Firstly, an affective commitment was connected to the emotional association between staff members and the company. Secondly, financial repercussions were observed when various employees decide to leave an organization. Thirdly, the willingness to remain in the organization was considered a normative commitment, which emphasized the compliance with relevant rules and obligations (Allen & Meyer, 1990). (Mathis et al., 2016) also highlighted that organizational commitment encompassed the belief, ability, and desire of employees to accept company goals and remain dedicated. Furthermore, (Colquitt et al., 2017) described commitment as the desire of teachers to remain part of the organization. This was in line with (Armstrong, 2020), where the variable was defined as the emotional connection of an individual to an organization because of shared values.

Since teachers are accountable for carrying out the educational activities directly supporting departmental service delivery, their existence are often considered at the forefront of academic implementation (Situmorang et al., 2021). This is because teachers are able to forecast the progress of a nation by identifying its human resource qualities. However, some teachers are realistically not committed to their jobs due to considering the daily requirements at home. In this case, work-related stress are commonly experienced, leading to a negative impact on organizational commitment (Ngatimun et al., 2020). According to (Garg & Dhar, 2014), the elements affecting employee commitment levels and service qualities in India were analyzed. This demonstrated that organizational commitment was a potent mediator between service quality and job stress. In this case, commitment was negatively influenced due to stress, this can happen to female workers, especially pregnant women (Ildil et al., 2020). The association between job stress and leaving intention was also moderated by employment dedication (Garg & Dhar, 2014; Ildil et al., 2021). This was in line with (Anthony et al., 2021), where occupational pressures majorly impacted psychological well-being negatively especially causing psychological disorders that interfere with the mental health of individuals (Fadli et al., 2021; Rangka et al., 2018).

Based on the lack of recognition and job satisfaction, such as payment rewards or benefits, work commitment is a significant issue in the educational field (Rachmawati & Suyatno, 2021). This indicates that the affected teacher commonly arrive late, miss work, provide less for kids, and are less responsible for their jobs. In (Watung et al., 2021), the causes of work commitment included workplace negligence, firm leadership, employee relations, job happiness, compensation or earnings, incentives, etc. This proved that roughly 10-15% of employees frequently arrived late to work, with approximately 10% skipping responsibilities during working hours (Watung et al., 2021). Effectiveness and efficiency, authority and responsibility, discipline, and initiative were also other elements capable of affecting performance (Ong et al., 2021).

Employees are commonly provided with incentives to greatly and efficiently motivate their performance toward earning bigger and better rewards (Watung et al., 2021). In this case, various businesses need to understand the needs of all employees, to ensure their job satisfaction. According to (Nawawi, 2005), incentives were the sporadic benefits obtained by workers regarding organizational dedication. To improve loyalty and dedication, the provision of incentives to hard-working staff was very important. (Hasibuan, 2005) also stated that rewards were provided to some employees with achievements above and beyond expectations. This was due to the common implementation of rewards as support tools for justice in the form of restitution.

Incentives are responsible for boosting or encouraging employee productivity, to achieve maximum business production (Sirait, 2006). This shows that people with adequate work

performance are capable of obtaining substantial incentives. The idea that rewards encourage workers, lower turnover rates, and boost organizational engagement/loyalty, is also appropriately improved (Hasibuan, 2005). Based on several studies, approximately 55% of employee performance was influenced by work motivation (Dodi, 2016; Syarifuddin et al., 2022). The awards granted by the business for individual or group excellence were also considered incentives (Watum et al., 2021). Therefore, this study aims to determine the effects of incentives on the job dedication of school principals in West Sumatra. It also aims to explore the effects of socio-demographic factors, through gender, educational attainment, and school location.

Based on these explanations, the following hypotheses were considered and stated,

H₁ : Incentive provision significantly affects school principals in West Sumatera.

H₂ : Work commitment significantly influences school principals in West Sumatera.

H₃ : Incentive provision and work commitment significantly impacts school principals in West Sumatera.

H₆ : Incentive provision and work commitment do not significantly affect school principals in West Sumatera.

2. Literature Review

The provision of incentives is carried out as a remuneration system emphasizing the good performance provided in material and non-material forms. This provision is aimed at increasing motivation, enthusiasm, and staff or employee efficiency in achieving organizational goals (Wahyudi et al., 2021). It is also another form of direct compensation different from the salaries and wages encompassing fixed benefits, which is provided with another name pay for performance plan (Heri et al., 2021). In this case, incentives are provided to increase employee motivation toward exhibiting work enthusiasm in achieving the goals of the organization/company/agency (Wahyudi et al., 2021). Furthermore, incentives are important aspects related to the relationship between the institution and its employees (Zainudin et al., 2021). These compensations are often obtained by employees as rewards for their job performances (Permana et al., 2021). The appropriate management of these compensations also enhances the development of several institutions or organizations toward goal achievement and the ability to retain high-performing employees (Zainudin et al., 2021). In addition, incentives represent a human resource management function related to financial rewards issued to individuals for their performance in achieving organizational goals (Vizano et al., 2021). When provided appropriately and regularly, these compensations can significantly improve employee performance toward reaching organizational objectives (Zainudin et al., 2021). This is because incentives are considered the investment issued by institutions hoping to obtain better employee performance outcomes (Saluy et al., 2021).

From these descriptions, the leadership carried out by the principal influences school goals determination, teachers motivation to achieve objectives, cooperative relationships and group work maintenance, as well as the ability to obtain support and cooperation from people outside the organization (Heri et al., 2021). One of these factors is observed in the provision of incentives, to increase employee motivation. This indicates that the provision of appropriate incentives can enhance employee motivation toward obtaining awards for their abilities and performance against institutions/organizations (Wahyudi et al., 2021). Based on a previous study, incentives provision significantly affected and increased organizational and individual work commitments, respectively (El-Din, 2020). This proves that staff is capable of working enthusiastically and diligently when the school, as an institution, appropriately considers and meets their materialistic and non-materialistic needs (Heri et al., 2021). The spearhead of successful basic education management is also the responsibility of the school principal (Nurlina et al., 2023). In this case, the job performance produced by individuals greatly influences success in realizing organizational vision and mission (Riyanto, Endri, & Hamid, 2021; Riyanto, Endri, & Herlisha, 2021). Performance is also considered an achievement accomplished by employees in an organization, to increase productivity (Hanaysha & Majid, 2018). This shows that the

measure of performance success achieved by an individual cannot be equated with other employees (Virgiawan et al., 2021). Furthermore, organizational commitment is important for the principal to exhibit, due to its level frequently leading to the achievement of school goals (Nurlina et al., 2023). This was supported by a previous report, where individual commitment influenced leadership toward institutional/organizational goal achievement (Wahyudi et al., 2021). Based on these explanations, the provision of incentives and work commitments significantly impacts the leadership of the school principal, to achieve educational goals, especially school objectives.

3. Method

In this study, a descriptive method was combined with a quantitative approach, where 110 school principals in West Sumatra were sampled using the incidental sampling technique (non-probability sampling). This sample emphasized 86 males and 24 females, with 31.8% and 68.2% of the subjects having bachelor's and master's degrees, respectively. Data collection was also conducted using the initial incentive and work commitment scale instruments. The initial incentive scale had 21 items and was developed by (Milkovich & Newman, 2002). This scale measured three dimensions, namely income improvements, work-related benefits, and prizes. Three factors were also measured by using 3 (three) work commitment scales each containing 32 items, namely affective, continuation, and normative commitments (Allen & Meyer, 1990). According to one of the items, the following statement was observed, "I do my best for students that fail the exam".

The reliability of the scale for providing incentives was also assessed using the Rasch model, with a strong output (.97), indicating that the scale was very excellent. Moreover, the separation index on the scale of providing incentives had 6 groups, which were used to gauge the ability of a principal in producing rewards at various levels, from the lowest to the highest (Table 2). From this context, the raw variance value specified with a size of 35.4% was discovered by the unidimensional estimation through principal component analysis (PCA). This demonstrated that the unidimensional criterion of the instrument was met by more than 20% (Bond & Fox, 2015; Linacre, 2011). The 21 elements of the scale were also considered measurement representatives. In line with the quality on the work commitment scale, the reliability value was declared good for measurement purposes (.92). In addition, the separation index on the work commitment scale was grouped into three sets of parts, which were used to gauge the dedication capacity of a principal from low to high.

These two scales showed the suitability of the Fit items, as observed by the INFIT and OUTFIT MNSQ values of each item at +1.00 logit. This proved that 21 and 32 items were not misfit since the ideal fit was in the MNSQ OUTFIT between 0.5-1.5 logit (Bond & Fox, 2015; Marsinun et al., 2020; Sumintono & Widhiarso, 2015; Suranata & Ildil, 2020; Syahputra et al., 2019). In this case, the 21 and 32 items on the scale measured the provision of incentives and work commitment, respectively (Table 2).

The data were also analyzed by using descriptive analysis with JASP software (Goss-Sampson, 2019). From this context, several analyses were conducted, namely descriptive and categorization tests, as well as testing conditions for providing incentives and work commitments based on gender, previous education, and school location.

Table 1. Demographics of Research Respondents

Gender			Educational Background			School Location		
Code	n	%	Code	n	%	Code	n	%
Male (M)	86	78.1	Bachelor, S1 (1)	35	31.8	Pariaman (1)	8	7.2
Female (F)	24	21.9	Master, S2 (2)	75	68.2	Solok (2)	10	9
						Padang (3)	50	45
						Padang Panjang (4)	8	7.2
						Sawahlunto (5)	9	8.2
						Bukittinggi (6)	12	10.9
						Payakumbuh (7)	13	11.8

Table 2. Quality of Incentive Giving Instruments (21 items) and Work Commitment (32 items)

Estimation of Incentive Giving Scale	Values
Item Reliabilities	.97
Separation Index of Item	5.97
Mean Item	.00
Mean person	0.79
Mean INFIT MNSQ item	1.00
Mean INFIT MNSQ person	1.00
Mean OUTFIT MNSQ item	1.01
Mean OUTFIT MNSQ person	1.00
Estimation of Work Commitment Scale	Values
Item Reliabilities	.92
Separation Index of Item	3.67
Mean Item	.00
Mean person	-0.46
Mean INFIT MNSQ item	.98
Mean INFIT MNSQ person	1.01
Mean OUTFIT MNSQ item	1.00

4. Result

4.1 Descriptive Test of Incentives and Work Commitment

Based on the results, the descriptive test showed that the values of the central tendency in the incentives data were $M = 72.34$, $Md = 72$, and $Mode = 70$ (Table 3). Since the incentive score of the participants was at 70, the data distribution on the provision of rewards was then 7.43. The skewness value was also positive at 0.11, indicating that most of the data were skewed to the left side of the curve. Meanwhile, the descriptive test of work commitment proved that M , Md , and $Mode = 129.81$, 131, and 131, respectively (Table 3).

Table 3. Descriptive Results of Incentives and Work Commitments

	Incentives Giving	Commitment Work
Mode	70	131
Median	72	131
Mean	72.34	129.81
Std. Error of Mean	0.71	0.67
Std. Deviation	7.43	7.06
Variance	55.12	49.77
Skewness	0.11	-0.54
Std. Error of Skewness	0.23	0.23
Kurtosis	0.44	0.03
Std. Error of Kurtosis	0.46	0.46
Minimum	55	112
Maximum	94	144

From the results, the score and data distribution of work commitment were 131 and 7.06, respectively. The skewness also showed a negative value of 0.54, indicating that most of the data tilted to the right side of the curve. In this case, the principals providing incentives to teachers were in the moderate category at 52.8%. This proved that the participants responding to the scale of incentive provision were at a Moderate level (Table 4). Meanwhile, the work commitment of principals was in the High (67.3%) and Very High (32.7%) categories, confirming that all school administrators had a great job dedication (Table 4).

Table 4. Results of Categorization of Incentives and Work Commitments

Category		Interval Score	f	%
Incentives Giving	Very high	> 90	2	1.8
	High	73 – 89	49	44.5
	Moderate	56 – 72	58	52.8
	Low	39 - 55	1	0.9
	Very Low	< 38	0	0
Work Commitment	Very high	> 134	36	32.7
	High	108 – 133	74	67.3
	Moderate	82 – 107	0	0
	Low	56 – 81	0	0
	Very Low	< 55	0	0

Based on these results, a high or very high work commitment was required to become a principal. This was because no principal had medium, low, or very low commitment levels.

4.2 *Testing conditions for providing incentives and work commitments based on Gender and Recent Education*

Table 5. Descriptive Test Results of Incentives and Work Commitment Based on Gender

	Work Commitment		Incentives Giving	
	Male	Female	Male	Female
n	86	24	86	24
Mode	125	124	70	76
Median	130.5	132	71.5	72.5
Mean	129.2	132	72.59	71.42
Std. Error of Mean	0.80	1.01	0.85	1.11
Std. Deviation	7.44	4.97	7.9	5.43
Variance	55.41	24.70	62.41	29.47
Skewness	-0.46	-0.04	0.11	-0.59
Std. Error of Skewness	0.26	0.47	0.26	0.47
Kurtosis	-0.23	-0.57	0.24	-0.1
Std. Error of Kurtosis	0.51	0.92	0.51	0.92
Minimum	112	124	55	58
Maximum	144	141	94	80

According to Table 5, both incentive and work commitment scales showed that males (n = 86) were more dominant in filling out the scale than females (n = 24; table 5). This indicated that more men became school principals in West Sumatra. Regarding the provision of incentives, male principals (M = 72.59) were slightly considerate than females (M = 71.42). Compared to work commitment, female principals (M = 132) were slightly more committed than males (M = 129.2; Table 5). Figures 1 and 2 show the conditions for providing incentives and work commitments based on gender, respectively.

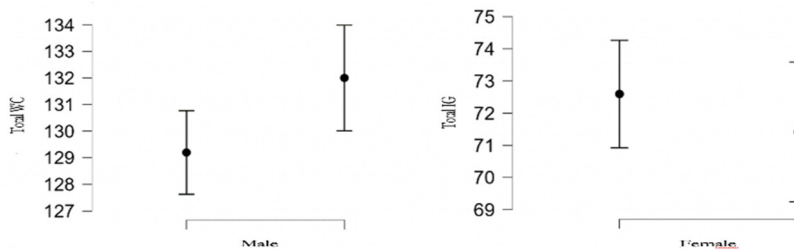


Figure 1. Plot Interval of Incentives and Work Commitment Based on Gender

According to Figure 1, male principals were marginally more likely to provide incentives than females. However, the females were dominant than the males regarding work commitment.

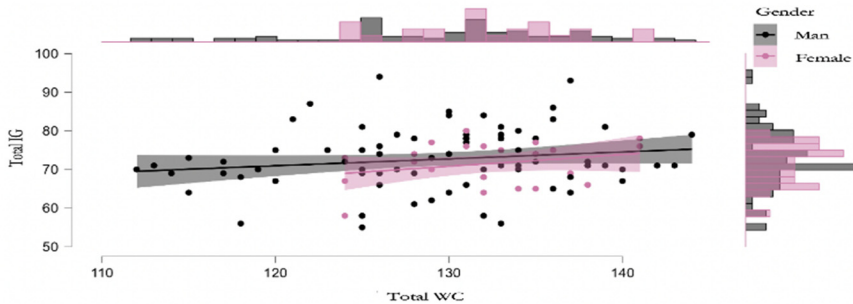


Figure 2. Scatter Plots of Providing Work Incentives-Commitment Based on Gender

Based on Figure 2, scatter plots showed the patterns by which the data of the principals were distributed regarding the scope of incentive provision and work commitment. This indicated that the information of male principals were higher than the females, regarding the data distribution of incentive provision, supporting Table 5 and Figure 2. Meanwhile, the data on the distribution of work commitment proved that the females were more prevalent than males. Table 6 presents the requirements for providing incentives and job commitments based on the most recent educational background.

Table 6. Descriptive Test Results of Incentives and Work Commitment Based on Last Education

	Work Commitment		Incentives Giving	
	S ₁	S ₂	S ₁	S ₂
n	35	75	35	75
Mode	125	131	72	70
Median	131	131	72	71
Mean	130.66	129.41	72.4	72.3
Std. Deviation	6.89	7.14	6.54	7.84
Skewness	-0.26	-0.66	-0.23	0.21
Std. Error of Skewness	0.40	0.28	0.40	0.28
Kurtosis	0.14	-0.05	-0.03	0.50
Std. Error of Kurtosis	0.78	0.59	0.78	0.55

Based on Table 6, the average score for providing incentives was almost the same (S₁, M = 72.4; S₂, M = 72.3), indicating that the rewards provided by the principals did not depend on their previous educational levels. However, work commitment showed that the principals with S₁ education were slightly more committed than those having S₂ education. This was in line with the plot interval diagram, where no difference was found in the last education of the Bachelor and Master principals. Meanwhile, Figure 3 showed that the principals with bachelor's education had more work commitments than those with master's education.

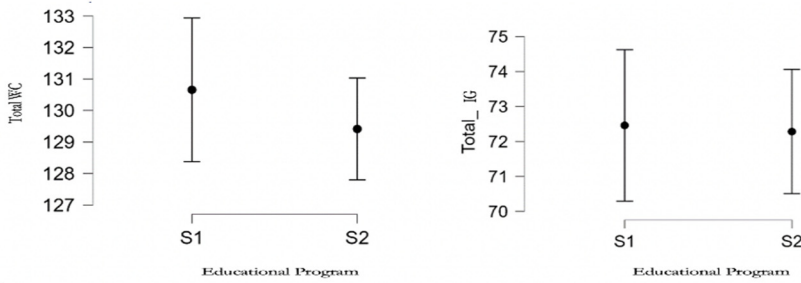


Figure 3. Plot Interval of Incentives and Job Commitment Based on Last Education

4.3 Testing conditions for providing incentives and work commitments with School Locations

Table 7. Descriptive Test Results of Incentives and Work Commitment Based on Location

Data	Location	n	Mode	Median	Mean	Std. Deviation	Skewness	Kurtosis
Work Commitment	Pariaman	8	125	129.5	128.13	7.83	-1.25	2.09
	Solok	10	124	128.5	128	4	-0.2	-1.69
	Padang	50	131	131	129.94	6.5	-0.83	0.71
	Padang Panjang	8	115	129.5	128.25	10.24	0.02	-1.62
	Sawahlunto	9	126	126	128	7.71	-0.73	0.20
	Bukittinggi	12	127	132	130.83	7.16	-0.81	0.66
	Payakumbuh	13	118	134	133	7.95	-0.57	-0.41
	Pariaman	8	68	71	71.75	4.86	0.89	0.59
Incentives Giving	Solok	10	58	72.5	71.6	9.4	-0.08	-0.55
	Padang	50	69	71.5	72.36	6.99	0.26	0.47
	Padang Panjang	8	56	67	65.88	7.12	-0.35	-0.82
	Sawahlunto	9	71	71	71.33	4.5	-0.28	-0.60
	Bukittinggi	12	70	78.5	78.08	7.32	0.81	0.50
	Payakumbuh	13	55	74	72.54	8.16	-0.53	0.44

Based on Table 7, the trend filling the PadangCity scale was exhibited (n = 50). From the mean score, the principals from Payakumbuh (M = 133) were more committed to work than other school locations. Compared to the provision of incentives, the principals from Bukittinggi City (M = 78.08) provided higher reward than other locations.

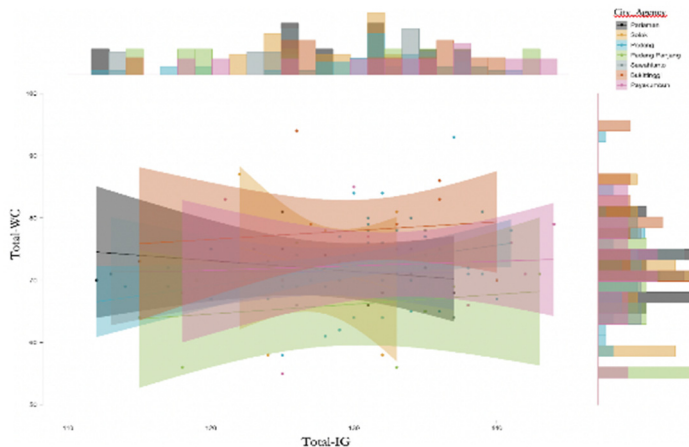


Figure 4. Scatter Plots of Incentive-Work Commitment Based on School Location

Based on Figure 4, the scatter plots demonstrated that Bukittinggi City had higher distribution of principals data, regarding the scale of incentives than other locations. In contrast to other cities, Payakumbuh was higher, concerning the distribution of work commitment data.

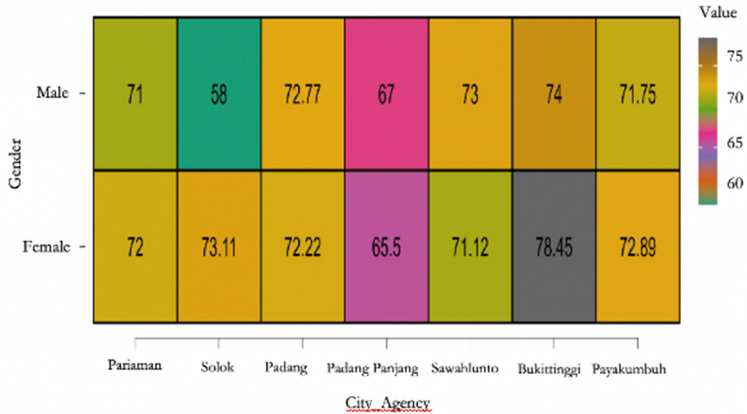


Figure 5. Condition of Incentives (Gender-School Location)

In Figure 5, the male principals from Bukittinggi City were the highest in providing incentives, compared to other school locations. This supported Tables 3 and 5, where the male principals from Bukittinggi highly considered the provision of incentives to teachers.

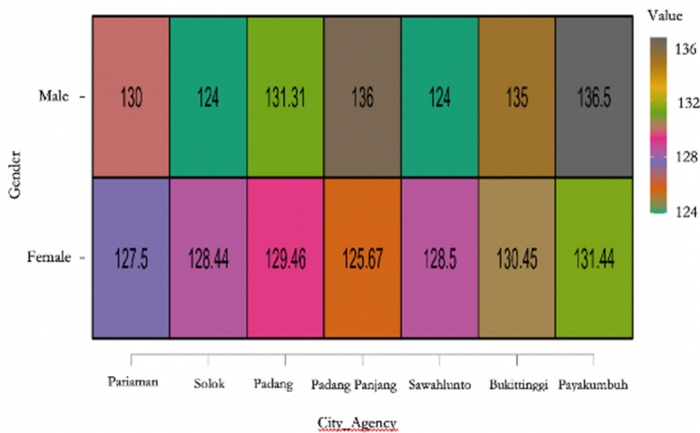


Figure 6. Condition of Work Commitment (Gender-School Location)

Based on Figure 6, the work commitment condition was displayed by women, with Payakumbuh City (M = 136.5) and Padang Panjang (M = 136) having highly dedicated principals than other school locations.

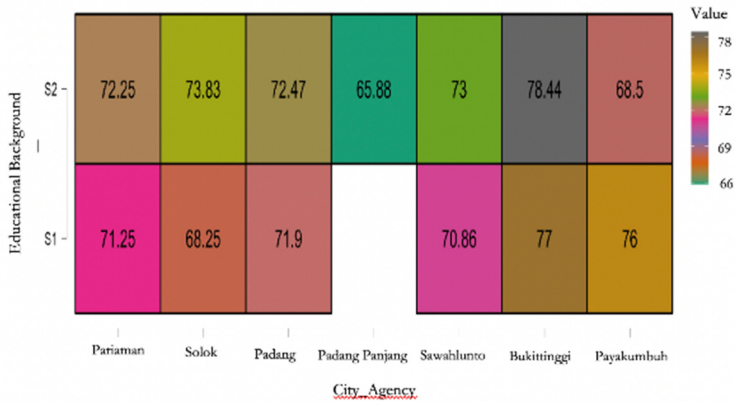


Figure 7. Conditions for Providing Incentives (Last Education-School Location)

Based on these results, the provision of highest incentives were displayed by the Bukittinggi City principals with recent Masters Education background, compared to other school locations ($M = 78.44$; Figure 6). This was not in line with Table 4, where the principal with the most recent Bachelor's Education was slightly higher than the those with Master's Education. In this case, a more in-depth analysis was needed regarding the provision of incentives with recent education.

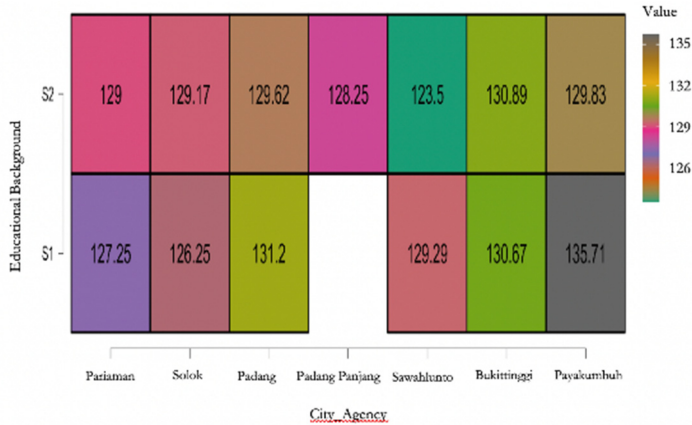


Figure 8. Condition of Work Commitment (Last Education-School Location)

The results also showed that the highest work commitment was displayed by the Payakumbuh City principals with a bachelor's degree, compared to other school locations ($M = 135.71$; Figure 6).

5. Discussion

Based on the results, the principals that provided incentives to teachers and committed to work were grouped in the moderate (52.8%) and extremely high (32.7%) categories, respectively. This indicated that male principals ($M = 72.59$) were slightly more considerate to the supply of rewards than the females ($M = 71.42$), regarding the provision of incentives. Meanwhile, the males ($M = 129.2$) were less

dedicated to their jobs than their feminine counterparts ($M = 132$) (Table 5). According to (Kumar & Krishnaraj, 2018), a participative leadership style positively influenced employee work commitment toward the achievement of great organizational goals, compared to the companies with governing administrative board. This condition was similar to the roles of the principals (Nellitawati, 2018). From this context, organizational development needs to be implemented by the school administrators to enhance the effectiveness of teachers (Nellitawati, 2019).

Work commitment was a major issue for various organizations, as employees were often expected to meet set objectives with high levels of job dedications. However, some teachers commonly arrived late, skipped work, do not provide learning materials, and had menial duties. These conditions were directly related to several elements, including workplace negligence, organizational leadership, employee relations, job happiness, compensation or earnings, incentives, etc. The work atmosphere and discipline policies was also influential on employees job happiness asides from the provision of incentives (Hutagalung & Ritonga, 2018). To control the conduct and operations of organizational members, discipline was considered a crucial component (Wiratama & Sintaasih, 2013). These regulations governing the behavioural patterns of employees during organizational duties, were observed as a collection of acceptable and applicable principles and standards. From this context, every school needs a competitive advantage for the improvement of their vision and mission. One of these advantages was the work environment, which influenced job performance patterns due to various factors, namely the workspace, amenities, cleanliness, illumination, tranquillity, and employees working relationships (Hafid & Hasanah, 2016). In achieving organizational objectives, the performance of workers often affected a pleasant and supportive atmosphere due to their job capacity.

The improvement of organizational performance was also predicted with job satisfaction. This was because various work-related attitudes and specific elements, such as pay, supervision, employment stability, security, promotion opportunity, fair work evaluation, workplace social interactions, and superior treatment, contributed to job satisfaction (Astitioni & Sintaasih, 2019; Prabowo & Romadlon, 2020). According to a subsequent study, discipline and job happiness favourably impacted the performance of the Bank Rakyat Indonesia workers (Arda, 2017). Another report proved that the performance of St. Carolus Summarecon Serpong was positively and significantly affected by work motivation, discipline, and leadership style (Pusporini Palupi, 2018). Work engagement and job satisfaction were also influenced by the approach of a leader toward business performance (Celdrana, 2020; Jumintono et al., 2018). This was in line with (Mahfouz et al., 2019), where job commitment was affected by the leadership strategy used to manage the organization. Furthermore, the managerial skills of a school principal determined the successfulness of implementing organizational management tactics (Rachmawati & Suyatno, 2021). To maximize the ability of teachers and employees toward accomplishing shared objectives, the principal should possess the necessary organizational management skills (Egboka et al., 2013). This was in line with a previous study, where the managerial abilities of school administrators significantly correlated with interpersonal skills, civic engagement, as well as institution environment and culture (Harahap, 2017; Sabancı et al., 2016). In this case, the job happiness of a teacher was impacted when the principal was successful in improving the climate and culture of the school (Maryati et al., 2019), leading to the indirect elevation of work commitment (Fu & Deshpande, 2014).

Based on these results, differences were observed in labor obligations between genders. This indicated that female principals were frequently more dedicated to their jobs than the males (Table 5). According to (Croson & Gneezy, 2009), women were more morally functional than men. This was supported by (Dreber & Johannesson, 2008), where men lie frequently than women to obtain financial benefits. These dishonest behaviours were more observed in both competitive and group behaviours (Conrads et al., 2014; Muehlheusser et al., 2015). However, male principals ($M = 72.59$) provided larger incentives than the females ($M = 71.42$). This was supported by (Andreoni & Vesterlund, 2001), where males were very kind and moral without experiencing financial jeopardy.

From these results, more men than women commonly became school principals, according to

the amount of participants (n = 86) that predominately filled out the scale compared to females (n = 24). This was in line with (Exley & Kessler, 2022), where women were less likely than men to self-promote for office. Electioneering sabotage was also capable of developing in a competitive climate, with the females less likely to engage in sabotaging other people than the males (Chowdhury & Gürtler, 2015; Dato & Nieken, 2020).

6. Limitation of Research

In this study, the limitation observed emphasized the performance of the analysis on the scale of West Sumatra Province. This indicated that future studies were needed for large-scale analysis at the national and international levels, for the broad generalization of the outcomes.

7. Conclusion

Based on the results, the principals that provided incentives to teachers and were committed to work were grouped into the medium (52.8%) and extremely high (32.7%) categories, respectively. This indicated that no principal had Medium, Low, or Extremely Low job commitments, with the requirements of being a school administrator emphasizing a High or Very High level of dedication. The provision of incentives was also unaffected by the most recent educational background of the principal. However, those with recent master's degrees were more likely to provide rewards, with the BukitTinggi City administrators producing the highest level of incentives than other school locations. For the strongest work commitment, the principals in Payakumbuh City and Padang Panjang were observed, where women with the most recent bachelor's degrees dominated the administrative positions. From these explanations, the provision of incentives and work commitment significantly affected the leadership carried out by school principals. This proved that better incentive provision and work commitments enhanced the abilities of the principal in achieving educational goals, especially school objectives.

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