

# The Role of Institutional Incentive System as Mediator on Supervisory Confidence of School Principals In Relation To Teachers' Commitment in Privates

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**APA Citation and Referencing:** Olbes, J.L. (2026). The Role of Institutional Incentive System as Mediator on Supervisory Confidence of School Principals In Relation To Teachers' Commitment in Privates. *JENER Journal of Empirical and Non-Empirical Research*, 2(1), 216-217

ARTICLE INFORMATION	ABSTRACT
<p><b>Article history:</b>            Published on 21<sup>st</sup> Jan 2026</p> <p><b>Keywords:</b>            Institutional Incentive System            Supervisory Confidence            Teachers' Commitment</p>	<p>This research investigates the complex dynamics of private school administration by examining how an institutional incentive system acts as a mediating variable between the self-perceived supervisory confidence of school principals and the resulting organizational commitment of their teaching staff.</p>

## 1. Introduction

The private education sector is characterized by high competition and a constant need for faculty retention, making Teacher Commitment a primary pillar of institutional success. While existing literature suggests that a principal's Supervisory Confidence—their self-efficacy in providing instructional leadership and feedback—is a major driver of teacher performance, confidence alone may be insufficient in a profit-driven or resource-dependent private school setting. This study argues that the Institutional Incentive System (encompassing both extrinsic rewards like bonuses and intrinsic rewards like professional development) serves as the vital "bridge" or mediator. Without a structured system to back the principal's leadership, even the most confident supervisor may struggle to foster deep commitment among staff who feel undervalued.

## 2. Methods

To investigate these relationships, the study employs a Quantitative Descriptive-Correlational design utilizing Structural Equation Modeling (SEM) or Path Analysis to test the mediation effect. The researcher will gather data from a stratified sample of private school principals and teachers using three validated Likert-scale instruments: a Leadership Self-Efficacy Scale to measure Supervisory Confidence, a customized Institutional Incentive Inventory, and the Allen and Meyer Organizational Commitment Scale. Data collection will involve a dual-perspective approach where principals self-report their confidence levels while teachers evaluate both the existing incentive structures and their own levels of affective, normative, and continuance commitment. Statistical analysis will be conducted using the Sobel Test or Bootstrapping methods to determine if the indirect effect of the incentive system significantly carries the influence of the principal's confidence onto the teacher's commitment.

## 3. Results and Discussion

Preliminary analysis is expected to reveal a strong positive correlation ( $r$ ) between a principal's confidence and the presence of a robust incentive system, suggesting that confident leaders are more likely to advocate for or implement structured reward systems. Furthermore, while a direct path exists between supervisory confidence and teacher commitment, the introduction of the Incentive System as a mediator is expected to show a "partial" or "full" mediation effect, meaning that the principal's leadership most effectively translates into teacher loyalty when backed by tangible institutional support. Statistical tables will display the Beta coefficients ( $\beta$ ), showing that as the transparency and fairness of the incentive system increase, the positive impact of the principal's supervisory actions on teacher commitment also increases significantly.

The findings suggest that in the private school context, leadership behavior does not exist in a vacuum but is heavily reliant on the institutional "infrastructure" of rewards. If the mediation effect is significant, it implies that private school owners and boards cannot rely solely on the charismatic or confident leadership of their principals; they must also provide a competitive incentive framework to sustain faculty morale. This research contributes to the Social Exchange Theory by demonstrating that "confidence" is the spark, but the "incentive system" is the fuel that keeps teachers committed to the institution's long-term goals. Therefore, professional development for principals should be paired with institutional policy reforms regarding teacher compensation and recognition to ensure a stable and committed academic environment.

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