

The Influence of Self-Confidence, Motivation, and Commitment on Female Leadership in East Lombok: A Perspective of Educational Management

Hary Murcahyanto^{1*}

^{1*}Post Graduate, Universitas Hamzanwadi, Indonesia

*Corresponding Author e-mail: harymurcahyanto@gmail.com

Abstract: This study aims to analyze the influence of self-confidence, motivation, and commitment on female leadership in the Selong District of East Lombok. The research method employed is a descriptive quantitative approach using ex post facto design. The sample consisted of 100 female leaders in East Lombok, selected using Purposive Sampling. Data were collected through a questionnaire utilizing a Likert scale of 1-5. The results of the multiple linear regression analysis show that commitment has the most dominant influence on the quality of female leadership, with a beta coefficient of 0.188. Motivation also has a significant influence with a beta coefficient of 0.56, while self-confidence has a positive influence, though its beta coefficient is smaller (0.008). The partial test using the t-test revealed that all three factors significantly affect female leadership, with significance values for each factor less than 0.05. Simultaneously, these three factors explain 56.7% of the variation in the quality of female leadership, indicating that the combination of self-confidence, motivation, and commitment significantly contributes to leadership capabilities. This study provides implications for the development of leadership education and training programs focused on enhancing these three factors as part of empowering women in rural areas.

Article History

Received: 27-06-2025

Revised: 06-07-2025

Published: 16-07-2025

Key Words :

Female leadership, self-confidence, motivation, commitment, multiple linear regression, women empowerment.

How to Cite: Murcahyanto, H. (2025). The Influence of Self-Confidence, Motivation, and Commitment on Female Leadership in East Lombok: A Perspective of Educational Management. *IJE : Interdisciplinary Journal of Education*, 3(2), 168–177. <https://doi.org/10.61277/ije.v3i2.217>

 <https://doi.org/10.61277/ije.v3i2.217>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Educational management plays a crucial role in shaping individuals who can become effective leaders, particularly for women across various sectors, including educational leadership (Al-Ababneh & Alrhaimi, 2020; Fahrurrozi et al., 2021). The role of female leadership at the local level, especially in rural areas such as East Lombok, is essential for creating social and economic change. Female leaders often face unique challenges, including gender stereotypes, limited access to resources, and structural barriers that prevent them from reaching their full potential in leadership roles (Fitriani, Annisa, 2018; Hamidy, 2022). Oleh Therefore, understanding the factors that influence the quality of female leadership is critical for designing policies and educational programs that can empower them. Ideally, women should have equal opportunities to develop their leadership skills and play a significant role in various fields, including education. It is expected that factors such as self-

confidence, motivation, and commitment will strengthen their ability to lead effectively. With advancements in entrepreneurship education and self-development, women in rural areas, such as East Lombok, should have more opportunities to attain leadership positions and make a positive impact on their communities.

However, the reality often differs. In many rural areas, women still face significant barriers in achieving leadership positions. The lack of access to higher education, leadership training, and other resources hinders their ability to fully develop their potential. Additionally, cultural factors that prioritize traditional gender roles and stereotypes that consider women unsuitable for leadership positions further exacerbate this situation. In the context of East Lombok, female leaders face additional challenges related to unequal access to educational opportunities and adequate training.

Although many studies have examined the factors influencing female leadership, especially in developed countries, research focusing on female leaders in rural areas is still limited. This gap highlights the importance of research that can identify local factors affecting female leadership in East Lombok, Indonesia. According to research by Aggarwal & Johal, (2021), most studies on female entrepreneurship have focused more on urban contexts or developed countries, with little attention given to women in rural areas. Therefore, there is an urgent need for research that focuses on factors such as self-confidence, motivation, and commitment, which can influence the quality of female leadership in rural contexts.

Previous studies indicate that factors such as self-confidence, motivation, and commitment play important roles in female leadership. For example, Hilal et al., (2024), in their study of female leadership in the Arab world's education sector highlighted the importance of social and cultural factors in shaping the perceptions and success of female leaders. Similarly, Beks et al., (2021), found that female leadership in rural areas can be greatly influenced by limited access to leadership training and educational resources, which often hinder their empowerment in such roles. Additionally, Nurhilaliati, (2019) found that female school leadership in Islamic boarding schools showed good quality, with seven out of nine leadership indicators appearing in all subjects, and there was no significant rejection of female leaders as long as they possessed the necessary skills. These studies emphasize that challenges to female leadership are not only individual but also significantly influenced by broader external factors, such as social and cultural policies.

This study offers a unique contribution by focusing on self-confidence, motivation, and commitment as key elements influencing female leadership in East Lombok, which has rarely been explored in previous research, especially within the context of rural Indonesia. By integrating a more holistic approach to the internal and external factors affecting the quality of female leadership, this study aims to provide new insights for educational management and women's empowerment policies in rural areas. Additionally, this research seeks to bridge the gap between leadership theory and its implementation in a more specific local context, with the hope of generating more targeted recommendations for developing women's leadership capacity in areas like East Lombok.

a. Female Leadership

Female leadership plays a significant role in social development, especially in rural areas. The main challenges faced include gender stereotypes, limited access to training, and structural

barriers (Kimbu et al., 2021; Shen & Joseph, 2021). In a study in Brazil, representations of female leadership were associated with social empathy, relationships with schools, as well as internal motivation and socio-emotional skills (de Almeida Bizarria et al., 2022). Another study in Australia indicated that women-only business networks can enhance self-confidence and reduce social isolation in rural contexts (Saavedra, 2024).

b. Employee Self-Confidence

Self-confidence is a key component in effective leadership. Research in South Africa shows that women-focused leadership programs can significantly improve self-confidence and communication skills (Chen & Barcus, 2024). Internal factors such as self-efficacy have also been found to be strong drivers of female leadership development in education (Lubguban, 2020).

c. Employee Motivation

Employee motivation in the education sector is heavily influenced by the leadership style of the school principal. Transformational leadership styles have been shown to increase teacher motivation, especially in rural settings (Jabeen et al., 2021). Additionally, intrinsic motivation and personal values, such as the desire to contribute to the community, are key motivators for women to take on leadership roles (Adhikari, 2023).

d. Employee Commitment

Employee commitment is strongly correlated with leadership quality and workplace well-being. Research from Pakistan indicates that female lecturers with more stable social status (higher education and married) show higher levels of commitment to their institutions (Jabeen et al., 2021). Meanwhile, in South Africa, leaders' involvement in listening to and supporting teachers has been proven to enhance their commitment to the school (Shula, 2023).

Research Method

This study uses a descriptive quantitative approach with an ex post facto research design. Descriptive research aims to describe or provide information about existing phenomena, while the ex post facto method is used to examine the relationship between variables that occur after certain events or conditions. In this case, the study aims to identify the influence of employee self-confidence, employee motivation, and employee commitment on female leadership in East Lombok, without manipulating these variables.

The population in this study consists of all female leaders in East Lombok. Female leaders, in the context of this research, refer to women holding leadership roles in various sectors, including government, educational institutions, and other fields in the region. The sample size for this study is 100 respondents, carefully selected to represent the existing population. The sampling technique used in this study is Purposive Sampling. Purposive sampling is a technique in which samples are selected based on specific characteristics or criteria that are relevant to the research objectives. This technique was chosen because the researcher aims to collect data from individuals who have knowledge and experience that align with the focus of the study, specifically women in leadership positions in East Lombok. By selecting samples that meet certain criteria, the researcher hopes to gather more representative and relevant data to achieve the research objectives.

To collect the required data, the author uses a questionnaire as the primary instrument. The questionnaire contains closed-ended questions designed to gather information on the three main factors affecting female leadership: self-confidence (X1), motivation (X2), and commitment (X3). Respondents are asked to choose one answer provided on a Likert scale of 1-5, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

The Likert scale is used to measure the intensity or level of agreement of respondents with the statements in the questionnaire, which will then be used to analyze the relationships between the variables in this study. This study employs multiple linear regression analysis to test the influence of three independent variables on one dependent variable. The independent variables analyzed are: Self-Confidence (X1), Motivation (X2), and Commitment (X3). The dependent variable to be analyzed is female leadership (Y). Multiple linear regression is chosen because it can describe the simultaneous effect of several independent variables on the dependent variable being measured. With multiple linear regression, the researcher can determine the extent to which self-confidence, motivation, and commitment contribute to the overall quality of female leadership. By using this method, the researcher can measure the contribution of each factor to improving the quality of female leadership and understand the relationship between these factors and female leadership in East Lombok.

Result and Discussion

Result

The results of the calculation for the commitment (X3) variable show a beta coefficient of 0.188, which is higher compared to self-confidence (X1) at 0.008 and motivation (X2) at 0.56. This indicates that the commitment factor has a more dominant influence on female leadership in the Selong District, East Lombok.

Partial Testing

Based on the t-test calculation results, the following explanations can be made: Self-Confidence (X1): The t-value for self-confidence is 0.066, with a significance level of 0.024, which is smaller than the predetermined significance level (0.05). This indicates that self-confidence has a significant influence on female leadership in the Selong District, East Lombok. This finding is in line with research by Nurhilaliati, (2019), which shows that self-confidence has a positive and significant effect on leadership quality. In other words, the higher the self-confidence of female leaders, the better their leadership capabilities.

Motivation(X2): The t-value for motivation is 0.058, with a significance level of 0.030, which is also smaller than 0.05. This suggests that motivation significantly influences the quality of female leadership. These results align with the research by Nurhilaliati, (2019) indicating that the higher the intrinsic motivation of female leaders, the better their leadership performance.

Commitment (X3): The t-value for commitment is 1.702, with a significance level of 0.035, which is smaller than 0.05. This shows that commitment has a significant influence on female leadership. The study by Beks et al., (2021) found that commitment is a crucial factor in influencing leadership. The higher the level of a woman's commitment to her role and responsibilities, the better the quality of leadership she exhibits.

Simultaneous Testing

Based on the calculation results, the F-significance level is 0.044 with a probability of 0.05. Since the significance value is smaller than 0.05, it can be concluded that self-confidence (X1), motivation (X2), and commitment (X3) simultaneously influence female leadership (Y). These results support hypothesis H4, which states that all three factors together significantly influence the quality of female leadership.

Determination Test

From the determination test calculation, the R-square value is 0.567 or 56.7%. This means that 56.7% of the variation in female leadership quality in the Selong District can be explained by the factors of self-confidence, motivation, and commitment. Meanwhile, the remaining 43.3% can be explained by other factors not investigated in this study.

Table 1. Beta Regression Coefficient, t-Test, and Influence on Women's Leadership

Factor	Coefficient β	t-count	Sig	Influence on Women's Leadership
Self-Confidence (X1)	0,008	0,066	0,024	Positive and significant, the better the self-confidence the better the leadership.
Motivation (X2)	0,56	0,058	0,030	Positive and significant, the higher the motivation the better the leadership
Commitment (X3)	0,188	1,702	0,035	Positive and significant, the higher the commitment the better the leadership.
Simultant (X1, X2, X3)	-	-	0,044	All factors simultaneously influence women's leadership
Determination test (R^2)	-	-	-	56.7% of the variation in leadership quality is explained by X1, X2, and X3

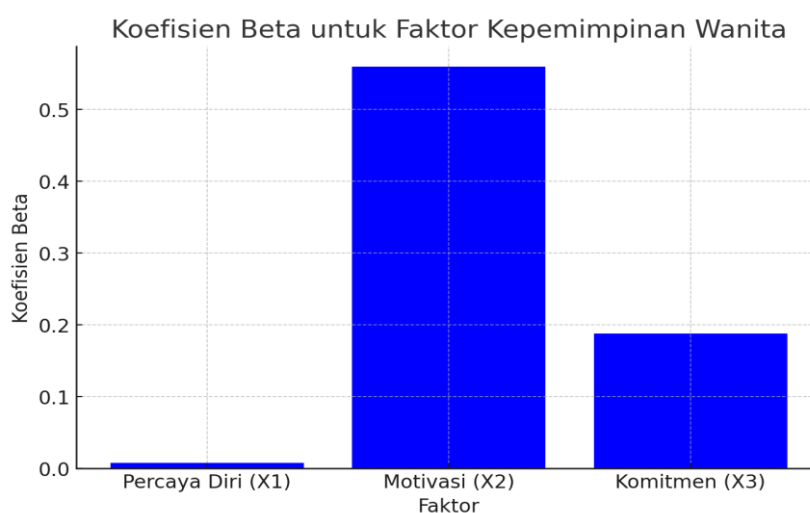


Fig.1. Beta coefficient graphic for female leadership factor

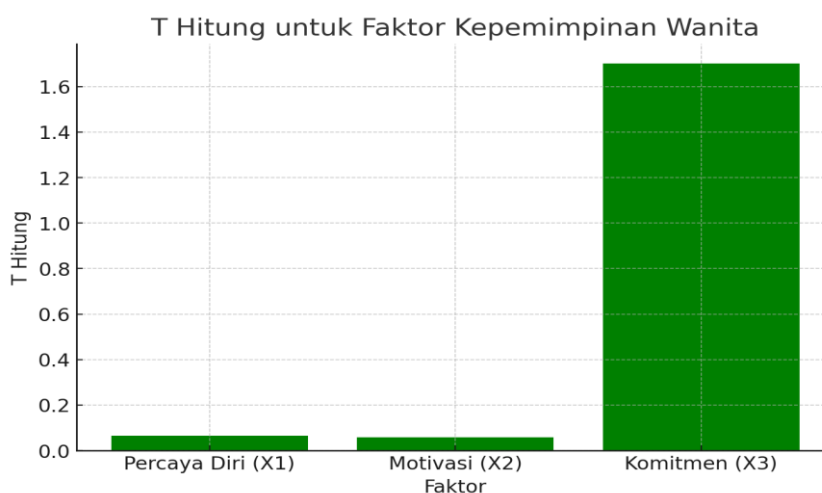


Fig.2. T-count graphic for women's leadership factor
 Signifikansi untuk Faktor Kepemimpinan Wanita

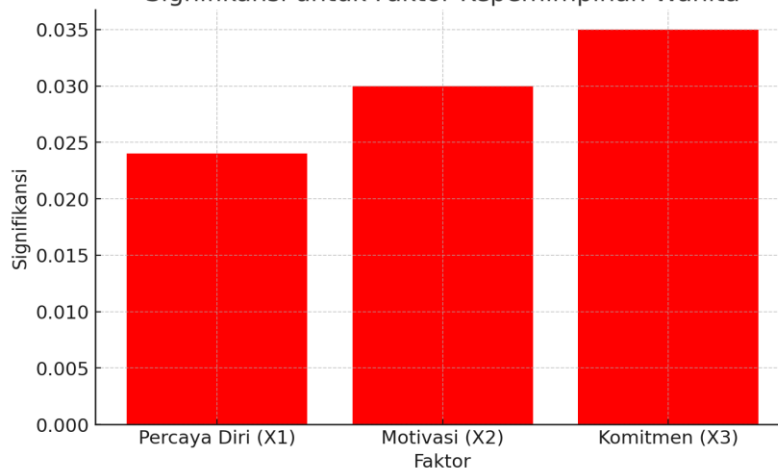


Fig.3. Significance graphic for female leadership factor

Discussion

This study aims to identify the influence of self-confidence, motivation, and commitment on female leadership in the Selong District of East Lombok. Based on the results of the multiple linear regression calculations, it was found that these three factors significantly affect the quality of female leadership. The following is a more detailed discussion of the results and their relation to relevant theories.

Self-Confidence (X1): The results show that the self-confidence factor (X1) has a beta coefficient of 0.008, with a positive parameter, indicating that the higher the self-confidence of female leaders, the better their leadership quality. The t-value of 0.066 with a significance level of 0.024, which is smaller than 0.05, confirms that self-confidence significantly influences female leadership in East Lombok.

The Self-Efficacy theory developed by Albert Bandura strongly supports this finding. Bandura (2004) states that self-efficacy, or belief in one's abilities, plays a key role as an

important predictor of successful behavior. Women with higher self-confidence are more likely to manage leadership tasks and challenges effectively, ultimately contributing to their leadership quality. Previous research also suggests that higher self-confidence can increase motivation and performance in leadership roles, which aligns with this study's findings (Baker, 2021).

Motivation (X2): The linear regression results show that the motivation factor (X2) has a beta coefficient of 0.56, meaning that the higher the intrinsic motivation of a woman, the better her leadership performance. The t-value of 0.058 with a significance level of 0.030 indicates that motivation also has a significant influence on female leadership. Motivation is a crucial aspect in the Self-Determination Theory (SDT) developed by Deci and Ryan (1985). According to SDT, intrinsic motivation tends to produce better, more sustainable performance and improved well-being. In this context, women who have intrinsic motivation to become leaders are more likely to commit to their roles and achieve success in their leadership tasks. This finding supports research indicating that strong motivation is linked to better performance in leadership positions (Rigby & Ryan, 2018).

Commitment (X3): The commitment factor (X3) has a beta coefficient of 0.188, which is higher than both self-confidence and motivation, indicating that commitment has a more dominant influence on the quality of female leadership in East Lombok. The t-value of 1.702 with a significance level of 0.035 also shows that commitment significantly affects female leadership. The Organizational Commitment Theory explained by Meyer and Allen (1991) is relevant to this finding. Organizational commitment, which includes affective (identification with the organization), normative (a sense of obligation to stay), and continuance (cost considerations of leaving) components, is closely related to effective leadership behavior (Murcahyanto et al., 2018; Novitasari, 2020). Women who have a strong commitment to their leadership roles are more persistent in facing challenges and more willing to maintain their leadership positions. Previous research also supports the idea that commitment to work and organization is crucial in improving leadership quality (Jabeen et al., 2021).

Simultaneous Testing: Based on the F-test results with a significance level of 0.044, which is smaller than 0.05, it can be concluded that self-confidence (X1), motivation (X2), and commitment (X3) simultaneously influence female leadership (Y). This shows that no single factor stands alone in influencing leadership; rather, the combination of all three plays an important role in enhancing female leadership quality. This finding is consistent with Transformational Leadership Theory, which emphasizes the importance of psychological qualities such as commitment and motivation in creating effective leaders who can inspire others (Novitasari, 2020; Widagdo & Roz, 2020).

Determination Test: From the calculation of the determination test, the R-square value is 0.567 or 56.7%. This means that the factors studied self-confidence, motivation, and commitment can explain 56.7% of the variation in the quality of female leadership. The remaining 43.3% can be explained by other factors not investigated in this study. This suggests that although the studied factors play a significant role, other elements, such as social, cultural, and educational policies, may also affect female leadership, enriching our understanding of female leadership in rural areas. **Implications for Education Management:** Based on these findings, educational and training programs focusing on enhancing self-confidence,

motivation, and commitment for women are crucial. These programs can be implemented through various activities that support women's empowerment, including leadership training that integrates psychological and social factors. Support from family, communities, and organizations is also essential in creating an environment that fosters the growth and success of women as leaders.

Conclusion

Based on the results of this study, it can be concluded that self-confidence, motivation, and commitment have a significant impact on female leadership in the Selong District of East Lombok. Among these three factors, commitment has been found to have the most dominant influence on leadership quality, followed by motivation and self-confidence. Partial testing shows that all three factors contribute significantly to women's ability to perform their leadership roles. Simultaneously, these factors explain more than half of the variation in the quality of female leadership, emphasizing the importance of developing psychological and motivational factors in training and empowerment programs for women in rural areas.

Recommendation

Based on the findings of this study, it is recommended that policymakers, education practitioners, and women empowerment institutions in East Lombok Regency design leadership training programs that specifically focus on enhancing women's self-confidence, intrinsic motivation, and commitment. Furthermore, local governments and educational institutions are encouraged to expand access to advanced education, leadership development programs, and continuous mentoring that align with the local context. Future researchers are also advised to conduct further studies by incorporating additional variables, such as family support, organizational culture, and socio-cultural factors, to gain a more comprehensive understanding of the determinants influencing the quality of female leadership in rural areas.

Acknowledgment

The author wishes to express sincere gratitude to all female leaders in East Lombok Regency who generously contributed their time and valuable insights, which were instrumental to the success of this research. Special appreciation is also extended to Universitas Hamzanwadi for the academic support and research facilities provided. The author further acknowledges the constructive feedback and guidance from academic supervisors and colleagues who have greatly assisted in the preparation of this article.

References

- Adhikari, K. P. (2023). Women's Motivation for Joining the Maoist Movement in Nepal: A Study of Ex-PLA Participants in Janaki Rural Municipality, Kailali. *Academia Research Journal*, 2(2). <https://doi.org/10.3126/academia.v2i2.56979>
- Aggarwal, M., & Johal, R. K. (2021). Rural women entrepreneurship: a systematic literature review and beyond. In *World Journal of Science, Technology and Sustainable Development* (Vol. 18, Issue 4). <https://doi.org/10.1108/WJSTSD-04-2021-0039>

- Al-Ababneh, H. A., & Alrhaimi, S. A. S. (2020). Modern approaches to education management to ensure the quality of educational services. *TEM Journal*, 9(2). <https://doi.org/10.18421/TEM92-46>
- Baker, K. (2021). Commentary: The creation of a confidence scale: the confidence in managing challenging situations scale. In *Journal of Research in Nursing* (Vol. 26, Issue 6). <https://doi.org/10.1177/1744987120979709>
- Beks, H., Walsh, S. M., Binder, M. J., Jones, M., & Versace, V. L. (2021). Contribution of nurse leaders to rural and remote health research in Australia: A non-systematic scoping review. In *Collegian* (Vol. 28, Issue 6). <https://doi.org/10.1016/j.colegn.2021.10.005>
- Chen, Z., & Barcus, H. R. (2024). The rise of home-returning women's entrepreneurship in China's rural development: Producing the enterprising self through empowerment, cooperation, and networking. *Journal of Rural Studies*, 105. <https://doi.org/10.1016/j.jrurstud.2023.103156>
- De Almeida Bizarria, F. P., Barbosa, F. L. S., Araujo Silva, A. R. de, da Silva, R. T., & Ferreira da Silva, G. (2022). Social Representations of Women Leaders from the Perspective of Plural Leadership. *International Journal of Humanities, Social Sciences and Education*, 9(8). <https://doi.org/10.20431/2349-0381.0908009>
- Fahrurrozi, M., Haritani, H., Zainul Majdi, M., Murcahyanto, H., Nasution, M. H., & Sururuddin, M. (2021). Human-Resource Management Education: it Challenges and Alternatives for Teacher Economics Quality Development. *Review of International Geographical Education Online*, 11(9).
- Fitriani, Annisa. (2018). Gaya Kepemimpinan Perempuan. *Jurnal TAPIS*, No.2 VOL.
- Hamidy, W. W. H. M. M. M. A. M. J. R. R. (2022). Kepemimpinan dan Kinerja Pimpinan Perempuan. *Journal Of Administration and Educational Management (ALIGNMENT)*, Vol 5 No 1 (2022): *Alignment: Journal of Administration and Educational Management*, 1–17. <https://doi.org/10.31539/alignment.v5i1.2572>
- Hilal, Y. Y., Mifsud, D., & Hammad, W. (2024). Female educational leadership in the Arab world: a systematic review of published research literature. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2024.2316655>
- Jabeen, A., Luqman, M. S., Zia-ul-Islam, S., Khan, M. A., & Manzoor, M. (2021). Demographic prediction towards leadership and teachers' commitment and motivation in the educational sector. *Humanities & Social Sciences Reviews*, 9(3). <https://doi.org/10.18510/hssr.2021.9380>
- Kimbu, A. N., de Jong, A., Adam, I., Ribeiro, M. A., Afenyo-Agbe, E., Adeola, O., & Figueroa-Domecq, C. (2021). Recontextualising gender in entrepreneurial leadership. *Annals of Tourism Research*, 88. <https://doi.org/10.1016/j.annals.2021.103176>
- Lubguban, M. G. B. (2020). Leadership proficiency and emotional competence of women school administrators. *Journal of Critical Reviews*, 7(11). <https://doi.org/10.31838/jcr.07.11.47>
- Murcahyanto, H., Asmawi, M., & Madhakomala, R. (2018). The Effect Of Democratic Leadership Style, Organizational Culture Commitment On Organization And Self-Confidence On Lecturers'performance Of STKIP Hamzanwadi Selong Lombok.

- Journal of Education Research in Administration and Management (JERAM)* 2 (1
<https://doi.org/10.29061/jeram.v2i1.86>
- Novitasari, D. (2020). Improving Job Satisfaction and Organizational Commitment: Analysis of the Effects of the Principal Transformational Leadership. *Dinamika Pendidikan*, 15(2). <https://doi.org/10.15294/dp.v15i2.25111>
- Nurhilaliati, N. (2019). Kualitas kepemimpinan kepala madrasah perempuan di lingkungan pondok pesantren. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 17(1). <https://doi.org/10.32729/edukasi.v17i1.541>
- Rigby, C. S., & Ryan, R. M. (2018). Self-Determination Theory in Human Resource Development: New Directions and Practical Considerations. *Advances in Developing Human Resources*, 20(2). <https://doi.org/10.1177/1523422318756954>
- Saavedra, A. (2024). The role of female-only business networks in rural development: Evidence from NSW, Australia. *Journal of Rural Studies*, 106. <https://doi.org/10.1016/j.jrurstud.2024.103236>
- Shen, W., & Joseph, D. L. (2021). Gender and leadership: A criterion-focused review and research agenda. *Human Resource Management Review*, 31(2). <https://doi.org/10.1016/j.hrmr.2020.100765>
- Shula, M. (2023). Principals' servant leadership practices and teacher motivation: Perspectives from South African rural schools' context. *Perspectives in Education*, 41(4). <https://doi.org/10.38140/pie.v41i4.7196>
- Widagdo, B., & Roz, K. (2020). The Effect of Transformational Leadership Style, Motivation, and Organizational Culture on Organizational Commitments Mediated by Work Satisfaction At Muhammadiyah Malang University. *European Journal of Business and Management*. <https://doi.org/10.7176/ejbm/12-12-08>