Acman: Accounting and Management Journal
Vol 4, No. 2, December 2024, 174 – 185
ISSN Online: 2775-6866. DOI: https://doi.org/10.55208/aj

Intrinsic Motivation and Rewards on Affective Commitment (Study at Vocational High School Teachers in Bandung)

Imam Heryanto
Sekolah Tinggi Ilmu Ekonomi Mulia Darma Pratama, Palembang, Indonesia
Email: imamher2019@gmail.com

ABSTRACT

This study explores the influence of intrinsic motivation and rewards on affective commitment among vocational high school teachers in Bandung. The main issue addressed is how these two factors contribute to teachers' emotional attachment and commitment to their profession. The primary objective of this research is to analyze the relationship between intrinsic motivation, rewards, and affective commitment using a component-based Partial Least Squares (PLS) approach. A survey was conducted involving 83 vocational high school teachers in Bandung as participants. The research employed statistical analysis to evaluate the impact of intrinsic motivation and rewards on the teachers' affective commitment levels. The findings reveal a significant positive influence of both intrinsic motivation and rewards on affective commitment among the respondents. Specifically, intrinsic motivators such as personal fulfillment and passion for teaching, combined with external rewards, enhance teachers' emotional ties to their work and their willingness to remain committed to their institutions. The implications of this research suggest that fostering intrinsic motivation and implementing appropriate reward systems can play a crucial role in increasing teachers' affective commitment. Educational institutions are encouraged to develop strategies that enhance intrinsic motivation, alongside providing tangible rewards, to improve overall teacher satisfaction and retention. By understanding these dynamics, school administrators can create more supportive environments that bolster teachers' commitment and drive toward their professional responsibilities.

Keywords: Intrinsic Motivation, Rewards, Affective Commitment, Vocational High School

Acman: Accounting and Management Journal
Vol 4, No. 2, December 2024, 174 – 185
ISSN Online: 2775-6866. DOI: https://doi.org/10.55208/aj

INTRODUCTION

The main issue addressed in this research is how intrinsic motivation and rewards influence teachers' emotional attachment and commitment to their profession, specifically among vocational high school teachers. In the context of education, understanding the factors that enhance teacher commitment is crucial for fostering a positive learning environment and improving student outcomes. (Thien, Adams & Koh, 2021)

Intrinsic motivation plays a significant role in shaping teachers' attitudes towards their work. When teachers are internally motivated—driven by a passion for teaching, a desire to make a difference, and personal satisfaction—they are more likely to develop a deeper emotional attachment to their profession. This emotional connection greatly influences their commitment, leading to greater effort, enthusiasm, and resilience in the classroom. (Bukhari, Jamali, Larik & Chang, 2023)

On the other hand, external rewards, such as recognition, financial incentives, and professional development opportunities, also contribute to teachers' commitment. (Elrayah & Semlali, 2023) These rewards can affirm teachers' efforts and achievements, motivating them to remain engaged and dedicated to their roles. By understanding the balance between intrinsic motivation and external rewards, the research aims to identify how these factors collectively enhance affective commitment among vocational high school teachers. (Balakrishnan, Soundararajan & Parayitam, 2022)

In the context of education and its connection to improving teachers' quality of life, it is essential for the government to implement effective strategies for providing certification allowances or rewards to teachers that align with their workload. Compensation, particularly in the form of teacher certification allowances, serves as a crucial factor influencing the performance levels of employees, either directly or indirectly. (Sharif, Malik, Arooj & Albadry, 2024)

When teachers receive appropriate compensation that reflects their efforts and the demands of their roles, it acknowledges their professional value and contributions to the educational system. This recognition can boost teachers' morale and job satisfaction, which are essential components for fostering a motivated workforce. (Al-Refaei, Ali, Aldaba & Zumrah, 2024) A well-structured certification allowance demonstrates that the government values educators, leading to increased dedication to their teaching responsibilities.

Additionally, the effective allocation of these rewards can play a significant role in enhancing

teachers' motivation. When teachers perceive their efforts as being justly rewarded, they are more likely to commit themselves to their work, continuously seek to improve their teaching practices, and ultimately contribute to better student outcomes. (Balakrishnan, Soundararajan & Parayitam, 2022)

Therefore, special attention must be given to the provision of certification allowances and rewards for teachers. By ensuring that these compensation structures are not only equitable but also reflective of the teachers' workload and performance, the government can effectively motivate educators to achieve higher levels of productivity and engagement in their professions. (Singh, 2022) This, in turn, can lead to an overall enhancement in the quality of education and the well-being of teachers, benefiting the broader educational ecosystem.

Ultimately, this study seeks to provide insights into how fostering intrinsic motivation while simultaneously offering appropriate rewards can cultivate a stronger emotional bond and commitment to teaching. This knowledge is beneficial for educational stakeholders looking to improve teacher retention and enhance the overall quality of vocational education.

This research focuses on the intricate relationship between intrinsic motivation, rewards, and affective commitment among vocational high school teachers. Specifically, it seeks to answer how these two factors collectively influence teachers' emotional attachment to their profession and their overall commitment to their work.

The first question guiding this study examines the role of intrinsic motivation in enhancing vocational high school teachers' commitment. Intrinsic motivation, driven by personal satisfaction, a passion for teaching, and a desire to contribute positively to students' lives, is critical in shaping teachers' emotional connection to their roles. The research aims to explore how this internal drive impacts their willingness to invest effort and cultivate a strong bond with their profession.

The second question investigates the influence of external rewards on teachers' affective commitment. These rewards may include recognition from peers and administrators, financial incentives, or professional development opportunities. Understanding how these external factors can reinforce, or hinder teachers' emotional attachment is essential for creating an environment that promotes sustained commitment.

Finally, this study intends to evaluate the interplay between intrinsic motivation and rewards. By examining how these elements work together to foster a sense of belonging and commitment among vocational high school teachers, the research seeks to provide valuable insights for educational leaders and

policymakers. Ultimately, the goal is to identify strategies to enhance teacher satisfaction and retention in the vocational education sector.

METHOD

To test the proposed research model, the researcher employed a survey approach, a common method used in social research. This approach allows researchers to collect data directly from respondents, yielding more accurate and relevant information. In this study, the researcher examines the influence of intrinsic motivation on rewards and affective commitment. Intrinsic motivation, which refers to the internal drive of individuals to engage in an activity for the inherent satisfaction or value derived from it, is the primary focus of this research.

The respondents in this study comprised teachers from vocational high schools (SMK) in Bandung City and Bandung Regency. The selection of respondents was deliberate; the researcher utilized simple random sampling techniques to ensure that each teacher had an equal opportunity to participate in the study, enhancing the generalizability of the research findings. Out of the total population of SMK teachers in these areas, 83 respondents agreed to fill out the research questionnaire. This demonstrates a commendable level of participation, considering the significant role teachers play in the educational process and the development of students' competencies. By securing this data, the researcher aims to provide valuable insights into how intrinsic motivation and rewards can affect teachers' affective commitment, which could inform better practices in educational settings.

After collecting the questionnaire results, the researcher proceeded with data recapitulation. This process is crucial to ensure that the obtained data is accurate and ready for analysis. Subsequently, the researcher conducted a quality assessment of the data to verify the validity and reliability of the research instruments. Validity refers to how well the instrument measures what it is intended to measure, while reliability indicates the consistency of the measurement outcomes. In this study, the instrument consisted of 8 statement items for the intrinsic motivation variable, 4 items for the rewards variable, and 5 items for the affective commitment variable.

Once the researcher confirmed that the research instruments were valid and reliable, a predictive approach using Partial Least Squares (PLS) component-based methods was employed. PLS is particularly useful for analyzing complex data that does not meet normality assumptions. In the context of this research, PLS was utilized to test the significance of the study findings using the bootstrapping method. This approach allows the researcher to obtain more accurate estimates regarding the measured parameters and their significance levels. The use of PLS, along with the

Acman: Accounting and Management Journal
Vol 4, No. 2, December 2024, 174 – 185
ISSN Online: 2775-6866. DOI: https://doi.org/10.55208/aj

bootstrapping technique, provides a robust framework for analyzing the relationships between the variables, contributing to a more nuanced understanding of how intrinsic motivation and rewards influence affective commitment among teachers. This methodological rigor aligns with the standards outlined by Legate et al. (2023) and Sarstedt et al. (2023).

RESULTS and DISCUSSION

The study's respondents consisted of 83 vocational high school teachers who receive certification allowances. The majority of these teachers are based in Bandung City, while the remainder are from Bandung Regency. Prior to further analysis, the data collected from the respondents was recapitulated and subsequently tested for validity and reliability. This step is essential to ensure that the data accurately represents the constructs being measured and to verify the consistency of the research instruments used in the study. By confirming the validity and reliability of the data, the researcher can ensure a more robust and trustworthy basis for the subsequent analysis and findings.

Table 1. Outer loading, VIF, AVE, Cronbach alpha and Composite Reliability Value

	IM	VIF	Reward	VIF	AC	VIF
Im1	0.653	1.666				
Im2	0.727	4.293				
Im3	0.764	4.623				
Im4	0.770	1.903				
Im5	0.770	4.071				
Im6	0.690	1.756				
Im7	0.691	1.929				
Im8	0.801	4.766				
Re1			0.735	1.408		
Re2			0.707	1.227		
Re3			0.695	1.284		
Re4			0.696	1.211		
AC1					0.660	3.459
AC2					0.829	2.882
AC3					0.825	3.053
AC4					0.767	2.056
AC5					0.676	3.526
AVE	0.540		0.502		0.570	
CA	0.878		0.670		0.810	
CR	0.903		0.801		0.868	

Table 1 illustrates that the research instruments are valid and reliable, with no

Acman: Accounting and Management Journal
Vol 4, No. 2, December 2024, 174 – 185
ISSN Online: 2775-6866. DOI: https://doi.org/10.55208/aj

indications of multicollinearity, as evidenced by VIF values being less than 5. This demonstrates that the instruments effectively measure the intended constructs without overlapping among the variables. The validity of the instruments ensures that the data collected accurately reflects the participants' intrinsic motivation, rewards, and affective commitment, while the reliability confirms the consistency of the results across different instances of measurement. By confirming these statistical criteria, the researchers can proceed with confidence in the integrity of their data for further analysis.

Table 2. Discriminant Validity and HTMT Ratio Value

	Affective Commitment	Intrinsic Motivation	Rewards	HTMT
Affective Commitment	0.755			0.737
Intrinsic Motivation	0.426	0.735		0.577
Rewards	0.555	0.457	0.708	0.467

The results of the discriminant validity assessment, conducted by comparing the square root of the Average Variance Extracted (AVE) values, indicate that the criteria are met. Additionally, the computation of the Heterotrait-Monotrait (HTMT) Ratio shows no values exceeding 0.9. This suggests that the constructs measured by the instruments are distinct from one another. By fulfilling these validity criteria, the study ensures that the constructs can be understood as separate entities, thereby enhancing the robustness of the findings and supporting the overall conclusions drawn from the research.

Table 3. Model Fit Indice

	Coefficients	f-Square	T Stat	P Value	Decision
Intrinsic Motivation → Affective Commitment	0.218	0.057	2.108	0.035	Significant
Intrinsic Motivation → Rewards	0.457	0.265	5.845	0.000	Significant
Rewards → Affective Commitment	0.455	0.250	4.843	0.000	Significant
Intrinsic Motivation → Rewards →	0.208		3.400	0.001	Significant

Acman: Accounting and Management Journal
Vol 4, No. 2, December 2024, 174 – 185
ISSN Online: 2775-6866. DOI: https://doi.org/10.55208/aj

Affective Commitment					
	R2	R2 Square	Q2Predict	RMSE	MAE
Rewards	0.209	0.199	0.144	0.946	0.789
Affective Commitment	0.345	0.329	0.167	0.936	0.747

The testing of the research model presented in Table 3 indicates that the R^2 value falls within the moderate category, suggesting a reasonable fit of the model to the data. Additionally, the Q^2 Predict value is positive, accompanied by satisfactory RMSE (Root Mean Square Error) and MAE (Mean Absolute Error) values, which further supports the model's predictive capability. The results from the path coefficients reveal positive significance levels, indicating a substantial effect of the proposed research model. This demonstrates that intrinsic motivation and rewards significantly influence affective commitment among the vocational high school teachers surveyed, lending strong support to the validity of the study's hypotheses and overall framework.

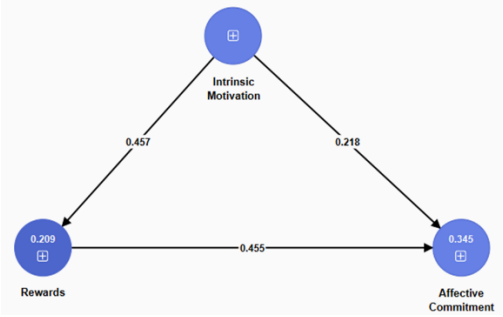

Figure 1. The Research Result

The finding that intrinsic motivation significantly influences affective commitment among teachers is crucial in understanding how educators engage with their roles and responsibilities. When teachers are intrinsically motivated, they find personal satisfaction and fulfillment in their work, which fosters a deeper emotional connection to their profession. This emotional bond, or affective commitment, leads teachers to invest more effort, take on challenges willingly, and remain dedicated to their students and the educational environment.

Support for this research result can be found in the study by Loor-Zambrano, Santos-Roldán, and Palacios-Florencio (2022), which highlights how intrinsic motivation serves as a significant predictor of teachers' emotional engagement. Their findings indicate that when educators feel a sense of purpose and passion for teaching, they are more likely to exhibit high levels of affective commitment, leading to improved job performance and student outcomes.

Similarly, the work of Alcover, Chambel, and Estreder (2020) reinforces the notion that intrinsic

motivation plays a critical role in enhancing affective commitment. Their research suggests that teachers who derive enjoyment and satisfaction from their teaching practices are more deeply committed to their profession, which ultimately contributes to a positive school climate and effective teaching.

The evidence presented by these studies underscores the importance of nurturing intrinsic motivation among teachers to foster affective commitment. By creating supportive environments where educators feel valued and passionate about their work, educational stakeholders can enhance both teacher satisfaction and overall school performance.

The finding that rewards significantly influence affective commitment is vital for understanding how external factors can impact teachers' emotional attachment to their profession. Rewards, which can take various forms such as financial bonuses, recognition, and professional development opportunities, serve to affirm teachers' contributions and motivate their continued dedication to their roles.

Supporting this finding, Alcover, Chambel, and Estreder (2020) illustrate how appropriate rewards can enhance teachers' emotional commitment. Their research indicates that when educators perceive their efforts are recognized and rewarded, their affective commitment increases, resulting in higher job satisfaction and engagement levels. This correlation suggests that a well-structured reward system not only motivates teachers but also fosters a sense of belonging within the educational environment.

Furthermore, the work of Abebe and Assemie (2023) corroborates this perspective by highlighting the impact of reward mechanisms on the commitment of educators. Their study points out that when teachers receive tangible rewards for their hard work, it leads to a greater emotional connection to their profession and promotes a supportive workplace culture. This emotional investment subsequently encourages teachers to prioritize their responsibilities and strive for excellence in their teaching practices.

Both studies reinforce the significance of rewards in shaping affective commitment among teachers. By ensuring that reward systems are fair and impactful, educational institutions can enhance teachers' emotional engagement, ultimately leading to improved morale, retention rates, and educational outcomes. Creating environments that offer thoughtful recognition and rewards is essential for fostering a committed teaching workforce.

The finding that both intrinsic motivation and rewards significantly influence affective commitment highlights the complex interplay between internal and external factors that shape teachers' emotional attachment to their profession. Intrinsic motivation refers to the inherent satisfaction and passion that educators derive from their work, while rewards encompass

external acknowledgments such as financial incentives, recognition, and professional development opportunities.

Research by Kim, Pak, and Son (2023) supports this finding by demonstrating that when teachers are intrinsically motivated, they are driven by personal satisfaction and a commitment to their students' success. This internal drive not only fuels their enthusiasm for teaching but also enhances their emotional investment in their roles. The study indicates that intrinsic motivation creates a foundational level of commitment that is crucial for educators to thrive in their profession.

Moreover, the work by Owan et al. (2022) emphasizes the importance of rewards in amplifying this affective commitment. Their research illustrates that when teachers receive recognition and tangible rewards for their efforts, it reinforces their intrinsic motivation and deepens their emotional connection to their work. The combination of feeling valued and experiencing personal fulfillment creates a powerful motivator that encourages educators to consistently strive for excellence.

In the context of intrinsic motivation, it is crucial to explore how various factors interact with the rewards received by teachers. For instance, a teacher with high intrinsic motivation may feel satisfied and driven to teach because they recognize the positive impact their teaching has on students. In this scenario, the rewards they receive—such as acknowledgment from colleagues, recognition from the school, or opportunities for career development—can serve to reinforce that motivation. Conversely, if the rewards do not align with the effort put in, intrinsic motivation can decline, subsequently affecting their affective commitment to their work. (Manik & Sidharta, 2017)

Affective commitment reflects an individual's emotional attachment to their organization or job. (Hadian et al., 2022; Cendrayani & Sidharta, 2020) In this research context, teachers' affective commitment can be influenced by how valued and recognized they feel in their roles. When teachers perceive that their contributions are appreciated, they are more likely to be committed and engaged in the teaching process. This dynamic illustrates a reciprocal relationship between intrinsic motivation, rewards, and affective commitment, which serves as the focal point of this study. By understanding these interactions, the research underscores the importance of creating a supportive environment that nurtures intrinsic motivation and adequately rewards teachers, ultimately fostering stronger emotional ties to their profession and enhancing their commitment to educational outcomes. The convergence of intrinsic motivation and rewards significantly enhances affective commitment among teachers. By fostering environments that nurture both internal passions and provide meaningful external recognition, educational institutions can cultivate a dedicated and emotionally engaged teaching

workforce. This holistic approach not only benefits educators but also contributes to improved student outcomes and a positive school culture.

CONCLUSION

The research reveals that both intrinsic motivation and rewards significantly influence affective commitment, emphasizing the intricate relationship between internal drives and external incentives in shaping teachers' emotional attachment to their profession. This finding underscores the importance of fostering environments that enhance both intrinsic motivation—through passion for teaching and personal fulfillment—and provide meaningful rewards to recognize and validate educators' efforts.

For future research, it is recommended to explore additional methodological approaches beyond surveys to gain deeper insights into this dynamic. Qualitative methods, such as interviews or focus groups, can provide richer, nuanced perspectives on how intrinsic motivation and rewards interact to affect teachers' commitment. Additionally, longitudinal studies could track these factors over time, offering a clearer understanding of how changes in motivation and reward systems impact teachers' affective commitment in the long run.

It is also important to address the limitation of relying solely on a survey approach with vocational high school teachers. This method may overlook critical contextual factors and the complexities of their experiences. By employing a mixed-methods approach, future studies can capture a more comprehensive understanding of the influences on teacher commitment, ultimately leading to more effective strategies for enhancing educators' engagement and satisfaction in their roles.

REFERENCES

Abebe, A., & Assemie, A. (2023). Quality of work life and organizational commitment of the academic staff in Ethiopian universities. Heliyon, 9(4).

Alcover, C. M., Chambel, M. J., & Estreder, Y. (2020). Monetary incentives, motivational orientation and affective commitment in contact centers. A multilevel mediation model. Journal of Economic Psychology, 81, 102307.

Al-Refaei, A. A. A. H., Ali, H. M., Aldaba, A. M., & Zumrah, A. R. (2024). Determinants of customer-perceived service quality in higher education: the roles of job satisfaction and organizational commitment. International Journal of Quality and Service Sciences, 16(1), 1-18.

Balakrishnan, S. R., Soundararajan, V., & Parayitam, S. (2022). Recognition and rewards as moderators in the relationships

between antecedents and performance of women teachers: evidence from India. International Journal of Educational Management, 36(6), 1002-1026.

Bukhari, S. G. A. S., Jamali, S. G., Larik, A. R., & Chang, M. S. (2023). Fostering intrinsic motivation among teachers: Importance of work environment and individual differences. International Journal of School & Educational Psychology, 11(1), 1-19.

Cendrayani, Y., & Sidharta, I. (2020). The Influence Of Organizational Culture On Affective And Normative Commitment To Employees In The Construction Sector In Bandung. Jurnal Ekonomi, Bisnis & Entrepreneurship (e-Journal), 14(1), 24-29.

Elrayah, M., & Semlali, Y. (2023). Sustainable total reward strategies for talented employees' sustainable performance, satisfaction, and motivation: Evidence from the educational sector. Sustainability, 15(2), 1605.

Hadian, D., Manik, E., Hardiyana, A., Yusup, M., Sidharta, I., & Coenraad, D. P. (2022). Perception of Justice and Commitment: Cross-Sectional Survey of Outsourcing Employees in Banking Sector, Bandung, Indonesia. Humanities and Social Sciences Letters, 10(4), 511-524.

Kim, S. S., Pak, J., & Son, S. Y. (2023). Do calling-oriented employees take charge in organizations? The role of supervisor close monitoring, intrinsic motivation, and organizational commitment. Journal of Vocational Behavior, 140, 103812.

Legate, A. E., Hair Jr, J. F., Chretien, J. L., & Risher, J. J. (2023). PLS-SEM: Prediction-oriented solutions for HRD researchers. Human Resource Development Quarterly, 34(1), 91-109.

Loor-Zambrano, H. Y., Santos-Roldán, L., & Palacios-Florencio, B. (2022). Relationship CSR and employee commitment: Mediating effects of internal motivation and trust. European research on management and business economics, 28(2), 100185.

Manik, E., & Sidharta, I. (2017). The impact of motivation, ability, role perception on employee performance and situational factor as moderating variable of public agency in Bandung, Indonesia. International Journal of Management Science and Business Administration, 3(4), 65-73.

Thien, L. M., Adams, D., & Koh, H. M. (2021). Nexus between distributed leadership, teacher academic optimism and teacher organisational commitment: a structural equation modelling analysis. International Journal of Educational Management, 35(4), 830-847.

Owan, V. J., Odigwe, F. N., Okon, A. E., Duruamaku-Dim, J. U., Ubi, I. O., Emanghe, E. E., ... & Bassey, B. A. (2022). Contributions of placement, retraining and

motivation to teachers' job commitment: structural equation modelling of the linkages. Heliyon, 8(4).

Sarstedt, M., Hair Jr, J. F., & Ringle, C. M. (2023). "PLS-SEM: indeed a silver bullet"–retrospective observations and recent advances. Journal of Marketing Theory and Practice, 31(3), 261-275.

Sharif, S., Malik, S. A., Arooj, N., & Albadry, O. M. (2024). Human resource management (HRM) practices and organizational commitment in higher educational institution (HEI): a mediating role for work engagement. Global Knowledge, Memory and Communication.

Singh, A. (2022). The mediating role of employee commitment between quality of work-life and job performance of the faculty. Industrial and Commercial Training, 54(2), 250-266.


© 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC Attribution-NonCommercial-ShareAlike 4.0) license (https://creativecommons.org/licenses/by-nc-sa/4.0/).