

## Mapping the Work Stressors and Organisational Commitment: An Empirical Study Using Structural Equation Modeling

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### Abstract:

**Objective:** The ecosystem of a competitive organizational culture serves as an instrumental aspect in gaining an edge over the competition. The sense of attachment and commitment for an organization is an equation of how employee well-being is taken care of (Kossek et al., 2011). Based on the domain of organizational behaviour and human resource management, the study aims to empirically test the construct of organizational commitment as dynamic construct. Authors emphasized the mediating and moderating roles of extended working hours, empowered work engagement, leadership support, and career enhancement as job-specific determinants and their relationship with organisational commitment.

**Research Design and Methods:** Self-administered questionnaire using an e-survey approach was used to collect data from academicians of selected universities in Rajasthan. Further, the analysis is focused on SEM and is designed and examined using SMART-PLS.

**Findings & Implications:** The findings reveal a significant and positive relationship between job-specific constructs and organizational commitment. Organizations seeking to build a committed workforce must adopt a holistic approach that focuses on creating meaningful jobs, promoting work-life balance, empowering employees, providing strong leadership support, and offering robust career enhancement opportunities. This integrated strategy is essential for cultivating a dedicated, engaged, and committed workforce that drives organizational success.

**Keywords:** Job Specific Constructs, Organizational Commitment, Academicians, Rajasthan

### Introduction

The dynamism of workplace demands managed equilibrium between professional tasks and personal well-being. Equality in both spectrum aids in bringing sound health also fosters organizational commitment. Work-life balance is characterized as how an individual effectively manages personal and professional roles that have emerged as key element of satisfaction and employee productivity (Greenhaus et al., 2003). Meyer & Allen, 1991 defined organisational commitment as largely reflection of employees' emotional bond, identity, engagement with organisation that influence employee retention and productivity.

Fast-paced work environment often demands loyal and motivated workforce. To create such culture, understanding the job-specific determinants that influence commitment is essential. Among these determinants, extended working hours, autonomy at work, leadership support, and career development opportunities have emerged as pivotal factors shaping employees' psychological attachment to their organizations (Vieira et al., 2023).

Job-specific determinants like extended working hours often associated with increased productivity. However, the same can lead to burnout and diminished affective commitment if not balanced with adequate support mechanisms (Beckers et al., 2008). Deci & Ryan, 2000; Morgeson & Humphrey, 2006 stated empowered work engagement as the degree of discretion employees have over their tasks and schedules tend to have higher intrinsic motivation and stronger loyalty to their organization. Empathetic leadership supports employees in managing work related stress and fosters employees' commitment (Avolio & Bass, 2004; Rhoades & Eisenberger, 2002).

Organisations invest in career development opportunities further reinforce organizational commitment. This reflects long-term investment in employees' growth and aligning individual aspirations with organizational goals (Wayne et al., 1997). Kraimer et al., 2011 examined that when employees perceive clear pathways for advancement and skill enhancement, they are more likely to reciprocate with loyalty and continued engagement, which in turn strengthens their commitment to the organization.

Extended working hours are closely linked with several job-related factors that influence work-life balance, including workload intensity, job autonomy, managerial support, and organizational culture (Kalliath & Brough, 2008). High workloads and limited control over schedules have been associated with increased role conflict and reduced time for personal life, ultimately affecting employee morale, engagement, and health outcomes (Beauregard & Henry, 2009). Moreover, leadership empathy and team-based support serve as organizational enablers that mediate the effects of job-related stressors on work-life balance (Kalliath & Brough, 2008; Beauregard & Henry, 2009).

Allen & Meyer 1990; Meyer & Allen 1991; Meyer & Allen 1997; Meyer & Herscovitch, 2001 suggested holistic framework to measure organisational commitment. This explained Affective Commitment (AC), Normative Commitment (NC), and Continuance Commitment (CC) as Three-Component Model (TCM) of Organizational Commitment. Allen and Meyer (1990) explained affective commitment as "the employee's emotional attachment to, identification with, and involvement in the organization". Meyer & Allen (1991) described continuance commitment in terms of costs associated with the end of an association with the organization which eventually relates to the continuation of the relationship. Randall and Cote (1991) explained normative commitment as the 'moral obligation' an employee grows as a result of efforts put in by him/her in the organization. For example, if an employee is granted a paid leave in his time of personal crisis may reciprocate the gesture by continuing the job. This is also termed the concept of reciprocity (Gouldner, 1960).

Employees who perceive their organization as supportive of personal well-being often exhibit greater loyalty and a stronger sense of belonging (Kossek et al., 2011). Furthermore, WLB initiatives such as flexible working hours, remote work policies, and wellness programs have been linked to reduced turnover intentions and enhanced job engagement (Butts et al., 2013).

This study aims to empirically investigate the relationship between job-specific determinant that are inclusive of extended working hours, empowered work engagement, leadership support, career enhancement and organizational commitment. By integrating theoretical insights with practical implications, the research seeks to contribute to a nuanced understanding of how workplace structures and managerial practices influence employee commitment in contemporary organizational settings.

## **Literature Review**

In order to boost overall employee performance, organizations should cultivate a supportive culture, according to Nur Saebah and Alit Merthayasa (2024), who identify organizational commitment as a mediating variable that improves the positive impact of organizational culture on employee performance. In addition to pointing out flaws in the theories put forth, Ghosh, S., & D R, S. (2014) critically examine the ideas that have developed in the field of organizational commitment, ranging from the side bet theory to the more modern multiple commitment approach.

By synthesizing previous research to highlight factors influencing these areas and identifying successful strategies for improvement, Behera, S. R. (2024) offers a thorough analysis of the conceptual frameworks, important determinants, and successful strategies associated with personnel engagement and retention in organizations. In her investigation of the connections among organizational culture, organizational commitment, and employee performance, Nafisah, R. (2024) highlights the critical role that these elements play in shaping employee behavior and productivity in a company. The paper analyses these links using both empirical research and theoretical methodologies. It is crucial to comprehend the job-specific factors that affect dedication in order to establish such a culture. Extended working hours, job autonomy, leadership

support, and career advancement chances are some of these elements that have been shown to be crucial in influencing employees' psychological attachment to their companies (Vieira et al., 2023).

In order to attain the required degree of competitiveness, Seema, D. (2022) highlights the necessity of identifying pertinent resources and competencies and incorporating them into organisational culture practices. This highlights the clear connection between organisational performance and culture. In organisations with high attrition rates, Beloor, V., Nanjundeswaraswamy, T. S., & Swamy, D. R. (2017) emphasise the value of employee engagement and work-life balance. It draws attention to the ways in which these elements affect productivity, absenteeism, retention rates, and employee performance. Organisational culture has a major influence on employee commitment and satisfaction, which are positively correlated with employee performance. Wambui, L. N. (2018) investigated organisational culture as a tool for managing, inspiring, and improving performance.

The intricate facets of employee well-being are examined by Murphy, K. A. (2024), who focusses on elements including leadership, organisational culture, job satisfaction, job quality, age and gender dynamics, and the effect of work-life balance on family-friendly practices. It emphasises how crucial involved leadership is to promoting worker performance and wellbeing. According to Khan, D. S. (2024), leadership styles play a significant role in forming organisational culture. To effectively manage change and improve employee engagement, leaders must embrace transformational and compassionate methods. It talks about how various leadership philosophies might affect employee happiness and workplace dynamics. According to research by Ali, A., Usman, I., & Kurniawati, M. (2024), job satisfaction often rises with time, but employee involvement tends to decrease during crises. In order to better understand employee experiences and the factors influencing retention and organisational success, the study highlights the need for mixed methodologies and longitudinal studies. It also suggests that future research should keep examining these dynamics in a variety of work situations.

According to Manekar, A. U. (2024), organizational culture plays a crucial role in determining HRM practices. They show how a positive culture can improve a number of HRM tasks, including hiring, training, performance management, and employee engagement. It emphasizes how trust, cooperation, and motivation—all of which are critical for organizational growth—are fostered by a supportive culture. The complex relationship between corporate culture and organizational performance is highlighted by Shrestha, P. S. (2024), who points out that although there is a large and varied body of literature on the topic, there aren't many empirical research looking at this relationship. It highlights how many cultural factors are still unknown, which makes the results of current study unclear.

### **Methodology**

The purpose of this study is to find out the level of organizational commitment among the female academicians working in private institutions in the state of Rajasthan. Furthermore, how factors associated with stress at work directly contribute to the organizational commitment is also evaluated. This study's methodology is quantitative in nature. The key focus of the study is on the causal relationship between the selected factors of work stressors (WS) and organizational commitment (OC). The data is collected using the e-survey approach. Lastly, the data analysis was done using the Partial Least Squares (PLS).

### **Participants**

The population of this study consists of academicians from private universities in Rajasthan. The final sample was collected using convenience sampling. The respondents were distributed among UGC approved universities across the state. To collect the data, a self-administered questionnaire was shared via Google Forms. A total of 209 responses were collected and further considered as final participants. Based on the data collected, the descriptive characteristics of the respondents are shown in Table I.

Table I. Participants

| <b>Demographics</b> | <b>Category</b> | <b>Frequency</b> |
|---------------------|-----------------|------------------|
| Age                 | 18-30           | 38               |
|                     | 31-40           | 109              |
|                     | 41-50           | 57               |
|                     | >50             | 5                |

| Demographics          | Category            | Frequency |
|-----------------------|---------------------|-----------|
| Highest Qualification | Post-Graduation     | 105       |
|                       | PhD                 | 81        |
|                       | M.Phil              | 14        |
|                       | Any Other           | 9         |
| Current Designation   | Professor           | 60        |
|                       | Associate Professor | 47        |
|                       | Assistant Professor | 86        |
|                       | Adjunct Faculty     | 16        |
| Total Experience      | Less than 5 Years   | 67        |
|                       | 5-10 Years          | 83        |
|                       | 10-15 Years         | 26        |
|                       | >15 Years           | 33        |

### Measures

The study includes two variables, namely “Work Stressors (WS)” and “Organizational Commitment (OC)”. The environmental variables at work that cause personal pressures, aversive reactions, and possibly hazardous reactions are known as work stressors (Beehr, 1995; Kahn and Byosiene, 1992). Role conflict and role ambiguity are two examples of "long-lasting" job stressors that are frequently studied (Vieira et al., 2023). Because they are regarded as continual by an employee, they are chronic. Work stressors use a twelve-item scale, which includes overtime prevalence, empowered work engagement, leadership empathy and team-based support and career enhancement. A scale based on the "three-component model" created by "Allen and Meyer (1990) has been used in the study to measure organizational commitment. This model has been widely utilized in other research projects conducted in the Indian context. The metric consists of eighteen statements that evaluate affective commitment, continuance commitment, and normative commitment—three different aspects of commitment.

In addition to being closely related to the notion of organizational commitment and acknowledging the distinct differences and similarities between the three types of commitment— affective, continuance, and normative—this particular scale was chosen because it is understandable in terms of the essential elements of organizational commitment (Allen and Meyer, 1990).

**Table II. Construct and measurements**

| Variables   | Indicators  |
|---|---|
| <b>Overtime Prevalence</b><br><br>(Kalliath & Brough, 2008)       | My employer expects me to work past regular business hours for me to get ahead in my career.                                      |
|   | Due to my long work schedule, I miss family and social occasions.   |
|   | At the end of the day, I don't have enough time to do the activities I want to do at home.  |
| <b>Empowered work-engagement</b><br><br>(Kalliath & Brough, 2008) | I am given sufficient freedom to do the things I need to complete the work.   |
|   | I participate in decisions on seminar planning, assignments, and exam administration, etc.  |
|   | Overall, I can manage my work to meet my personal expectations.   |
| <b>Leadership, empathy, and</b>                                   | I feel comfortable discussing my problems, between work-related and non-work-related concerns with my supervisors and co-workers. |

|   |   |
|---|---|
| <b>team-based support</b><br><br><b>(Kalliath &amp; Brough, 2008)</b> | My supervisors and co-workers are helpful, cooperative, and motivating for higher-quality and productive work.                            |
|   | If someone has a personal emergency and must arrive late or depart early, my supervisors and co-workers are understanding and helpful.    |
| <b>Career Enhancement</b><br><b>Kalliath &amp; Brough, 2008</b>       | I have ample time and opportunity to engage in developmental activities   |
|   | Promotions within this organization are fair and determined by merit and performance.   |
|   | Employees at my organization are encouraged to take part in various training programs in an effort to gain new skills and qualifications. |
| <b>Affective Commitment</b><br><b>Allen and Meyer (1990)</b>          | I would be very happy to spend the rest of my career in this organization.  |
|   | I really feel as if this organization's problems are my own.  |
|   | I do not feel like 'part of my family' at this organization.  |
|   | I do not feel 'emotionally attached' to this organization.  |
|   | This organization has a great deal of personal meaning for me.  |
|   | I do not feel a strong sense of belonging to this organization.   |
| <b>Continuance Commitment</b><br><b>Allen and Meyer (1990)</b>        | It would be very hard for me to leave my job at this organization right now even if I wanted to.  |
|   | Too much of my life would be disrupted if I leave my organization   |
|   | Right now, staying with my job at this organization is a matter of necessity as much as desire.   |
|   | I believe I have too few options to consider leaving this organization.   |
|   | One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere.     |
|   | One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.          |
| <b>Normative Commitment</b><br><b>Allen and Meyer (1990)</b>          | I do not feel any obligation to remain with my organization.  |
|   | Even if it were to my advantage, I do not feel it would be right to leave.  |
|   | I would feel guilty if I left this organization now.  |
|   | This organization deserves my loyalty.  |
|   | I would not leave my organization right now because of my sense of obligation to it.  |
|   | I owe a great deal to this organization.  |

## Results

### Measurement Models

The purpose of the research variable measurement model is to determine the accuracy of the indicators used to measure latent variables in the private universities of Rajasthan, including work stressors and organizational commitment. There are two methods for evaluating reliability in PLS: Cronbach's alpha and composite reliability. While composite reliability assesses a construct's overall reliability, Cronbach's alpha gauges a construct's dependability. According to Ghazali (2005),

a Composite Reliability value  $> 0.70$  is used to conduct the measurement test. The composite reliability value is more than 0.70 for each variable under study.

**Table III. Composite Reliability**

| Variable                                    | Cronbach's Alpha | Composite Reliability | Information |
|---|------------------|-----------------------|-------------|
| Overtime Prevalence                         | .859             | .859                  | Reliable    |
| Empowered work- engagement                  | .789             | .784                  | Reliable    |
| Leadership, empathy, and team-based support | .734             | .806                  | Reliable    |
| Career Enhancement                          | .701             | .825                  | Reliable    |
| Affective Commitment                        | .870             | .873                  | Reliable    |
| Continuance Commitment                      | .842             | .844                  | Reliable    |
| Normative Commitment                        | .835             | .877                  | Reliable    |

### Discriminant Validity

Discriminant validity is the degree to which the constructs are empirically different from one another. Additionally, it measures the degree of difference between the overlapping constructs (Hair et.al, 2014). The Fornell & Larcker criterion, the Heterotrait-Monotrait (HTMT) ratio of correlation, and cross-loading of the indicator can all be used to assess discriminant validity. When compared to the heterotrait-monotrait (HTMT) criterion, the Fornell and Larcker criterion, and the evaluation of the cross-loadings, are not sufficiently accurate for determining discriminant validity. To avoid a misleading interpretation of the causal effect in the modeling analysis, the HTMT criterion is employed for this purpose (Ab Hamid et al., 2017). According to Henseler et al. (2015), structural models with conceptually exceptionally comparable constructs should have a threshold value of 0.90. The value of each construct in the current study is below .90, which establishes the discriminant validity among the constructs.

**Table 4. Discriminant validity – HTMT Ratio**

|     | AC    | CC    | CE    | OP    | EWE   | NC    | LTS   | WS |
|-----|-------|-------|-------|-------|-------|-------|-------|----|
| AC  |       |       |       |       |       |       |       |    |
| CC  | 0.896 |       |       |       |       |       |       |    |
| CE  | 0.374 | 0.488 |       |       |       |       |       |    |
| OP  | 0.339 | 0.417 | 0.601 |       |       |       |       |    |
| EWE | 0.388 | 0.424 | 0.546 | 0.294 |       |       |       |    |
| NC  | 0.844 | 0.891 | 0.519 | 0.450 | 0.338 |       |       |    |
| LTS | 0.322 | 0.393 | 0.761 | 0.518 | 0.762 | 0.339 |       |    |
| WS  | 0.440 | 0.534 | 0.740 | 0.857 | 0.851 | 0.518 | 0.881 |    |

### Hypothesis Testing

Through various forms of work-stressors, the study investigates their effect on the overall commitment of the academicians. Hypothesis testing is done to verify ideas that have already been developed based on earlier theories and studies. The results of hypothesis testing are shown in Table 5.

**Table 5: Hypothesis Testing – Path Coefficients**

|           | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics ( O/STDEV ) | P values |
|-----------|---------------------|-----------------|----------------------------|--------------------------|----------|
| CE -> WS  | 0.367               | 0.365           | 0.025                      | 14.401                   | 0.000    |
| EWE -> WS | 0.200               | 0.198           | 0.029                      | 6.832                    | 0.000    |
| LTS -> WS | 0.302               | 0.301           | 0.023                      | 13.065                   | 0.000    |

|          |       |       |       |        |       |
|----------|-------|-------|-------|--------|-------|
| OP -> WS | 0.450 | 0.449 | 0.045 | 10.045 | 0.000 |
| WS -> AC | 0.388 | 0.396 | 0.051 | 7.552  | 0.000 |
| WS -> CC | 0.476 | 0.484 | 0.049 | 9.788  | 0.000 |
| WS -> NC | 0.479 | 0.487 | 0.049 | 9.830  | 0.000 |

The results of the hypothesis testing are shown in Table 5. It shows the original sample value, t-statistics, and p-value according to the data shown on the path coefficient mentioned. The original sample value, t-statistics, and p-value will be used as an indicator when determining whether to accept or reject the proposed hypothesis. The hypothesis is tested if the t-statistic is more than 1.96 or the p-value is less than 0.05. Table 5 shows that the p-value for each category of correlation between the study variables was 0.000. In other words, the value is less than 0.05. The conclusion that follows is that all of the study's hypotheses are valid. It is conceivable to conclude that organizational commitment and the selected work-stressor attributes have a significant and positive relationship.

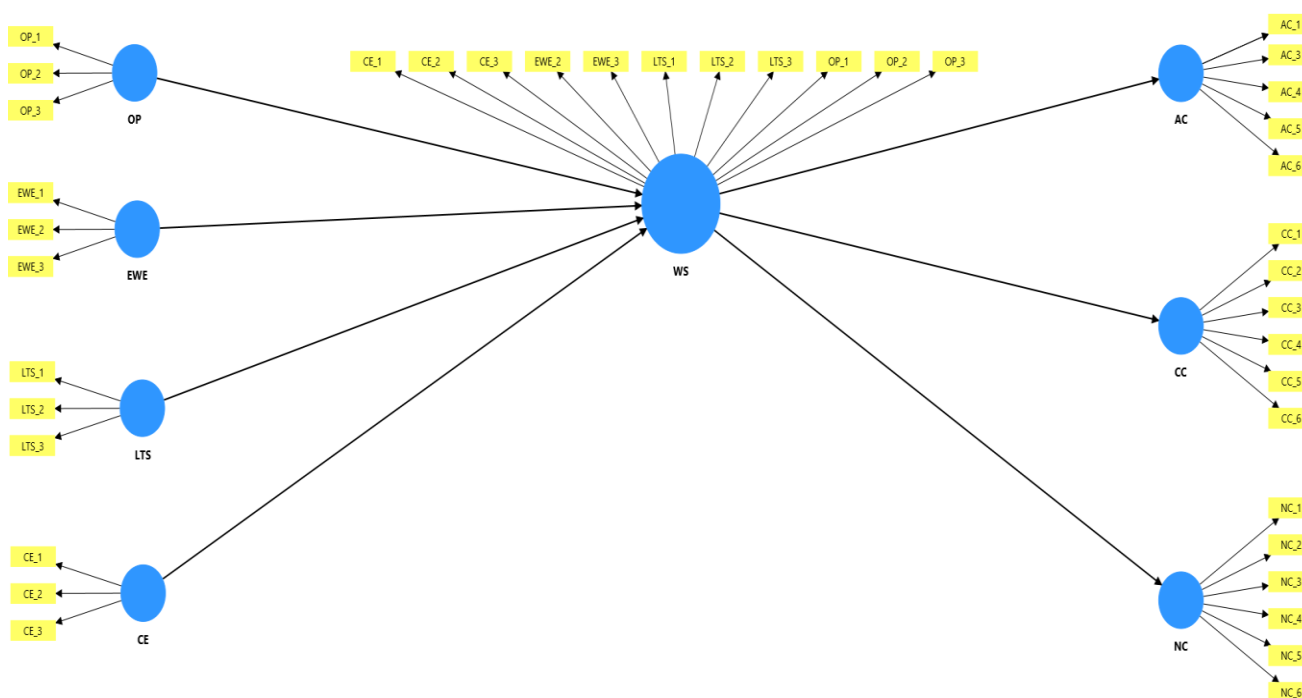


Fig 2: Structural Equation Model (Source: SMART-PLS)

**Discussion**

The higher education sector is vital to India’s overall education industry and plays a crucial role in society's growth and development. The higher education sector is vital because it creates entrepreneurs, cultivates skilled workers for industry, and empowers young people to undertake research and development (Punia & Kamboj, 2013).

Moreover, the most fundamental pillar of higher education—teachers—is responsible for developing young talent, which strengthens the nation's economic growth. They build a student's overall psyche and recognize the power of diversity. As a result, higher education professionals are extremely important to the growth and development of the entire country. The issues faced by academicians in meeting the industries' demands for competent and qualified labor are at an all-time high. Therefore, it is crucial to address the notion of work stressors and their subsequent effect on the overall commitment of the academicians. The higher education system in a rising nation like India is entirely dependent on qualified, experienced, and competent academicians because of their vital position in this cutting-edge economy. Academicians, therefore, require a friendly and productive work atmosphere, employment stability, the freedom to freely express their opinions, and respect (Punia & Kamboj, 2013).

According to the first objective, the study comprehensively examines the dimensions of work stressors and organizational commitment. In case of work stressors, overtime at work or extended work-hours was found to be the most contributing,

which indicates that long working hours have a direct association with stress at work and ultimately adds to the overall commitment of the employee. The study further highlights the importance of autonomy at work. It was found that academicians who feel recognized and involved in the crucial decisions of the organization tend to have more affective commitment. Interesting results were reflected in terms of affective commitment being relatively higher than the other two forms of commitment. It can be deduced that academicians feel a sense of emotional attachment towards the organizations.

As for the second objective of the study, the results show a significant association between work stressors and organizational commitment. However, the  $R^2$  value was found to highest for continuance commitment as  $R^2 = .220$ , which shows that academicians do feel committed towards the organization, but the commitment lies more in continuity rather than feeling attached or obligated, due to a lack of equal opportunities.

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