

Job Stress and its impact on Employee Motivation and Organizational Commitment

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Abstract:

Organizational scientists & practitioners from across the globe have been interested in the study of employee motivation & commitment. There is a lot of belief & evidence to prove the benefits of retaining a committed as well as motivated workforce (Locke et al., 1990). The research on motivation influencing commitment in the organizational psychology domain has independently emerged. Even though commitment has been explored by scholars & researchers & motivation has been explored by several other researchers, both the topics have not been discussed with the level of depth. Furthermore, there were numerous attempts made for combining both these topics; for understanding what effect one has on the other & how these concepts have an influence on human behavior.

A significant part of the success of the company is its employees. The company cannot be successful if employees are deprived of an adequate amount of motivation. The company often tries to fulfil employee's wishes as well as motivate them for attaining advantages of employee commitment. However, it has not been so simple for the companies in maintaining the motivation levels towards employees & retaining them as employees have different needs & want.

Some variables influence employee's motivation & their commitment & one such variable is Job Stress. Teachers do experience a tremendous amount of stress in their teaching career & teaching as an occupation is considered to be very stressful (Johnson et al., 2005; Liu & Cheung, 2015). Some of the stresses experienced by teachers are the stress to publish articles & research papers, stress to keep themselves abreast with the latest knowledge & maintaining a task role balance.

Job stress affects both the mental & physical health of employees. Also, it impacts the motivation of employee & employee success & ultimately impacts the performance of the employee. Besides, where some stress that teachers experience during their career is considered healthy, excessive stress might interfere with an individual mind & have an effect on emotional as well as physical health. Different people experience different kinds of stress & the level of stress also varies from person to person (Graca et al., 2020)

Keeping in view the effects of work stress & the importance of motivating employees in order to attain commitment, this study attempts to explore the Influence of Intrinsic & Extrinsic Motivation on Organisational commitment of Employees in Higher Education. The study also attempts to analyze the impact of stress on Motivation and Organisational Commitment.

Job Stress:

Salami (2010) defines "Job stress as the experience of unpleasant negative emotions such as tension, anxiety, frustration, anger, & depression resulting from aspects of work".

According to Anna Raja and Joseph (2007) "Work stress means the harmful physical & emotional responses that occur when the

requirements of a job do not match the capabilities, resources or needs of the worker".

Job stress occurs when the employee's needs are not met. If the requirements do not match the competency & skill sets of the worker, if there are no proper resources available & if the wants of the worker are not met, the result could be job stress. Job stress is not a very good sign & can lead to a lot of physical & emotional reactions &

responses & can also have an effect on the health of the employee.

Work-related stress can be a response to a demanding job, lack of knowledge in a particular field, role ambiguity, role conflict which challenges the ability of the employees to cope with the situation. Stress can occur at any stage of an employee's stay in the organisation & can increase if the employee does not have a strong support system within the organisation. Stress can also occur if the employee feels that he/she does not have much control over the work process.

Workplace pressure cannot be avoided most of the time because of the fast-changing work environment. Every individual faces pressure at work. But if the pressure is within the acceptable range, employees feel motivated; they are able to meet deadlines & learn from work & may remain committed. However, when that pressure starts mounting or becomes unmanageable it leads to stress. Stress can have an impact on employees' health & can hamper the performance of the business.

There are several causes of work stress. Stress can be caused when the employees are not given clear instructions on the job & when the job specifications are not very clear. Work-related stress can also be a result of a poor organizational system, poor work design where employees have very less control over work processes, lack of good management, poor working conditions, & no support from supervisors & colleagues.

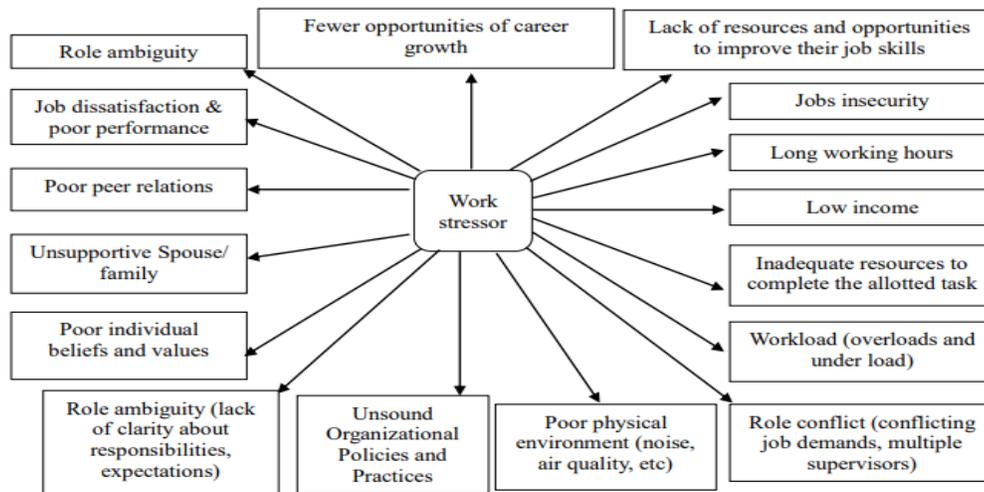
Organizations have to ensure that employee's demands are met to a large extent & while hiring employees, organisations should hire the right kind of employees whose skill sets & abilities match the work profile. Organisations should also involve employees in the process of decision making & let them take certain decisions on their own. They must give role clarity to the employees & not put too much pressure on them. All these factors can reduce job stress & increase the well-being of the employees.

Research says that employees can feel stress out irrespective of what levels or positions they are in or which occupation they belong to. The stress reaction can differ from person to person & situation to situation & sometimes a person may react quite differently to stress at different times.

Stressors-Types:

The stressors mentioned beneath are stressors that influence an employee in the work environment.

- **Job role:** This comes into the picture when the worker has ambiguity in the work task & is not very clear about his role. Stress can also occur when there is so much for an employee to do in a short span of time.
- **Underutilization:** If the employee does not have sufficient work to do, it could lead to demotivation. Organisations should strive for utilising employee's potential to the fullest extent.
- **Responsibility for others:** If an employee has been given too much responsibility which he is unable to handle, it could lead to stress at work. Employees at the top-level positions experience higher stress due to a lot of expectations from the management & the co-workers.
- **Poor working conditions:** If the employees are not provided with good working conditions such as seating facilities, too much noise, too crowded, excessive heat could lead to job stress.

Fig 1: Diagrammatic Representation of Major Work Stressors

Source: Burman Richa, 2015

Job Stress & Organisational Commitment:

The stress at job indicates any negative impact of the laden experience, which has been formed by imbalance amid demands of job & their capability of response towards workers. While the demands of the job are maximum for coping up with, stress reactions will be high. (Schaufeli & Enzmann, 1998). The stress related to the teaching profession has been determined primarily due to bad experiences encountered by the teacher, Difficulty in handling students, & a poor classroom environment.

Associated researches exhibited that people contributing in assisting professions, mainly educators, have been specifically prone towards stress & suffered maximal job stress levels than that of other professions (Winefield, 2001). Also, a sufficient amount of evidence recommended that academic staff from divergent countries have more than average job-stress levels (Yang & Chen, 2016).

OC depicts the identification of employees & involvement of employees that can match the organisation & its goals. Individuals share values, get associated with different membership groups, & exert efforts if they are committed & motivated to the organization (Porter et al., 1974)

Barkhuizen & Rothmann (2008) in their study on stress in the occupation observed that stress is linked with having low OC. The study is

supported by Siu (2004) which says that employees facing a tremendous amount of pressure will be less committal to their occupation.

Job stress is an antecedent of OC, but research indicates that understanding the relationship between work stress & OC has been both incomplete & inconsistent (Abdelmoteleb, 2019). Even though there are numerous studies which stated that job stress has a negative influence on (e.g., Judeh, 2011), other studies have not supported this link (Antón, 2009).

Literature Review on Job Stress:

Wang et al. (2020) Utilizing the Job Demands-Resources (JD-R) model as the theoretical framework, this study examines the relationship between job stress, job burnout, job satisfaction, & organizational commitment among 1,906 university teachers in China, & investigates teachers' differences across groups. The result of SEM indicates that job burnout & job satisfaction could play mediating roles between job stress & organizational commitment. The result of the multi-group analysis shows that for national university teachers, the positive effect of job stress on job burnout is the highest among three types of university teachers, the negative effect of job burnout on organizational commitment is lower compared with provincial university teachers & the negative effect of job burnout on job satisfaction is lower compared with provincial university teachers. Only for provincial university teachers, the job stress can

significantly positively predict organizational commitment, & the independent mediating effect of job burnout is significantly greater than job satisfaction. The practical advice to enhance Chinese university teachers' organizational commitment was provided in the end.

Kotherja (2019) The main purpose of this article is to give a clear view of the motivation concepts, Burnout syndrome & their influence on the teachers' job performance & the influence of the motivating factors in avoiding this phenomenon. The most motivating factors that appear in this article in teachers' motivation & in avoiding the Burnout syndrome are salary, security, social relationship, autonomy & self-actualization, age which affect directly the satisfaction, passion for the job, psychological & social welfare of the teachers, etc. according to the knowledge for these concepts & theories over them in this article are given some suggestions which help in the teachers' motivation & avoiding the Burnout effect by increasing in this way the teachers' performance & the educational development of the new generation. The teacher has to be motivated, to be stimulated in order to be more effective & productive in his profession of teaching & educating a generation to be able in the coming years.

Bhatti et al. (2016) The aim of this study is to check the impact of job stress on organizational commitment in the banking sector. For this purpose, 30 questionnaires were filled by the employees of 3 different banks. Results demonstrate the negative & significant relationship between job stress & organizational commitment. Results also show that stress is a major cause that decreases the employee's commitment towards the organization.

Ling *et al.* (2016) The purpose of this prospective longitudinal study was to investigate the moderating effects of intrinsic & extrinsic goals on stress & depressive symptoms in Chinese undergraduate students. Results of hierarchical linear modeling analyses indicated that undergraduate students with low levels of intrinsic goals reported greater depressive symptoms following the occurrence of social & academic hassles than did those with high levels of such goals. However, undergraduate students with high levels of extrinsic goals did not report

greater depressive symptoms following the occurrence of social & academic hassles than did those possessing low levels.

Sajid and Shaheen (2013) explored the Motivational factors which create high & low Motivation of academicians at the university level. The classroom environment was the main factor of Motivation of University academicians. The main factors of the classroom environment are; confidence, questions handling, student satisfaction, participation, communication, subject knowledge, device utilization, daily examples & character building. Other than that workload stress is also a factor that affects teachers Motivation, it includes workload stress, reduced workload, examination stress, academics responsible for their poor performance, students responsible for their poor performance.

Barkhuizen and Rothmann (2008) in their study on occupational stress reported that occupational stress is associated with low organizational commitment. This supports a study by Siu (2004) who found that those individuals experiencing high levels of occupational stress were less committed to their organizations

Research Gap:

- There are several antecedents of Organisational Commitment & one of them is Job Stress., however understanding what influence job stress can have on motivation & organizational commitment is not complete & not stable (Abdelmoteleb, 2019). Even though, a huge amount of research contributions have stated a negative influence of stress of job on the commitment of organization (Judeh, 2011; Jamal, 1990), while other research contributions have noted a positive influence of these factors. (Parasuraman & Alutto, 1984).
- Several researchers have contributed to the theory of work stress, which has resulted in reducing employees' satisfaction towards the job & commitment towards their work. (Yousef, 2002). The gap in the research makes it important to understand if Job stress has a positive or negative impact on Motivation & OC of Employees which is a conflict gap

- Wang et al. (2020) conducted a study among the teachers working in China in order to depict the commitment of these teachers. Interestingly, an increase in stress level enhanced organizational commitment. The study said that moderate stress levels are good for teachers working in the institutions. The study showed different results when compared to all other studies where stress at work had a negative influence on OC (Jepson & Forrest, 2006); but showed consistent results with another study by Kang & Liu, 2011). Cultural differences can bring about different views on OC which is a population gap.

Need for the Study:

- The teachers experience maximal stress at some point in their career, the stress levels of teachers working in various institutions are increasing day by day. While some stressors are good & will push employees to perform better, there are other stressors like having a huge pressure to publish, not able to maintain a balance between task-role can bring down the motivational levels of employees (Graça et al., 2020). Therefore, it becomes significant for examining how the stress of job moderates the relationship between motivation & Organisational Commitment.
- Being in teaching fraternity, the researcher wanted to understand what motivates a teacher to be committed to their institution & whether job stress has any influence on the Motivation & Organizational Commitment of Employees for personal benefit as well as organization & teaching fraternity on the whole.

Statement of Problem:

- Teaching is considered to be a noble profession. It is considered a noble profession because teachers impart knowledge & provide training to future leaders. Teacher's commitment is considered a very important aspect in teaching & learning process. It is the psychological recognition of the teacher with the institution & the subject which aids in attaining the goals & keen interest in

learning new things & working beyond the standards expected. However, A few studies have stated that the commitment decreases gradually with more experience & time. (Draper et al., 1998).

- Teacher commitment may change depending on certain factors such as the behavior of students, college policies, support received from college, etc. Reform policies across several countries state that teachers working conditions have deteriorated which has had a negative impact on some teachers & led to absenteeism, attrition, & a decrease in morale. (Tedesco, 1997).
- High Attrition rate due to lack of motivation is also one of the key issues faced by Higher Education Institutions. Recruiting faculties & motivating them to continue in their jobs poses a major educational challenge in India. (Task Force set up by GOI, 30th November 2012). The study also aims at finding out whether age, income & work experience moderates the relationship between motivation & OC in Higher Education.
- The problem of the present study is to analyze the influence of Intrinsic Motivation & Extrinsic Motivation on OC in Higher Education with stress acting as a moderator

Objectives of the Study:

- To determine the influence of Job stress on motivation & Organizational commitment
- To measure the effect of overall motivation on organizational commitment

Research Hypothesis:

- The hypothesis contains operationally defined variables that are in testable forms. It is an assumption that is drawn from knowledge & theory that is used as a guide to investigating other theories & facts that are yet unknown. The hypothesis for the present study is:
- H1: Motivation influences Organisational Commitment in Higher Education
- H2: Stress level moderates the relationship between Overall Motivation & Organisational Commitment

Collection of Data:

Data were collected from 28 degree colleges in Bangalore across North, South, East & West zones. For the current study, the data is collected 540 respondents from various educational Institutions from Bangalore across North, East, & West & South Zones. Participants were notified about the purpose of the study & informed consent was sent before collecting the responses. Participation in this study was voluntary & no incentives were provided to be a part of the study. The self-administered questionnaire in English was sent to 780 respondents electronically & the response rate was 70%. After data cleaning 540 responses are considered for data analysis.

First Stage: Stratified sampling has been used in this research for the classification of Colleges into zones namely North, South, East & West zones.

Second Stage: Simple Random Sampling has been done to select colleges from each of the Zones.

In the identified colleges all the teachers were given the questionnaire. Out of 302 degree colleges, 28 degree colleges were selected with the help of simple random sampling

The primary data has been gathered by utilizing a questionnaire approach

Another Questionnaire consisting of 9 items on Job Stress which is called the Job stress Scale was adopted from the shorter version questionnaire developed by Jamal & Baba (1992)

The OC Questionnaire consisting of 24 items measured on a 5point Likert scale. Allen, N.J. & J.P. Meyer (1990) was used for the study.

Another Questionnaire consisting of 30 items on Intrinsic & Extrinsic Motivation adapted from Work Preference Inventory. Work Preference Inventory (WPI): Amabile, T. M., Hill, K. G., Hennessey, B. A., & Tighe, E. M. (1994) was used for this study

Testing H1

Objective 1: To measure the effect of overall motivation on Organisational Commitment

H1: Motivation influences Organisational Commitment in Higher Education

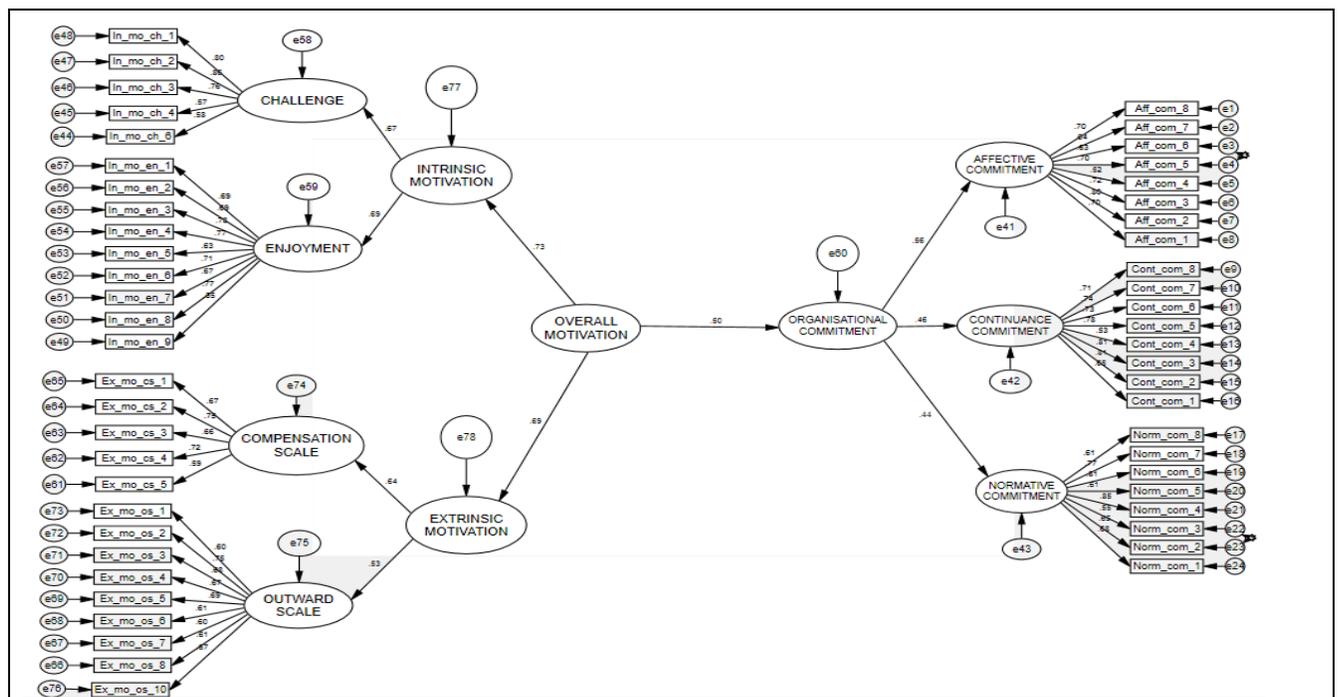


Figure 2: Direct relationship between Overall Motivation (both Intrinsic & Extrinsic combined) & Organizational Commitment

Table 1: Standardized Regression weights for direct relationship between Overall Motivation (both Intrinsic & Extrinsic combined) & OC

	Benchmark predictor	S.E.	C.R.	P
Commitment of Organisational <--- Overall Motivation	0.504	0.184	4.273	0.000*

* Significance Level-5%

Interpretation:

The outcome of regression has been represented in Table 4.24. It is found that Overall Motivation has a direct & positive significant ($\beta = 0.504$; CR = 4.273, $p < 0.05$) influence/impact on Organizational Commitment, (approximately half a time) increase in Organizational Commitment given other factors remain fixed or same. In other words, for every new 10 respondents rating, as agree or strongly agree for Overall Motivation dimension, one would

expect about five respondents ($\beta = 0.504$) are likely to give a rating of agree or strongly agree for OC dimension.

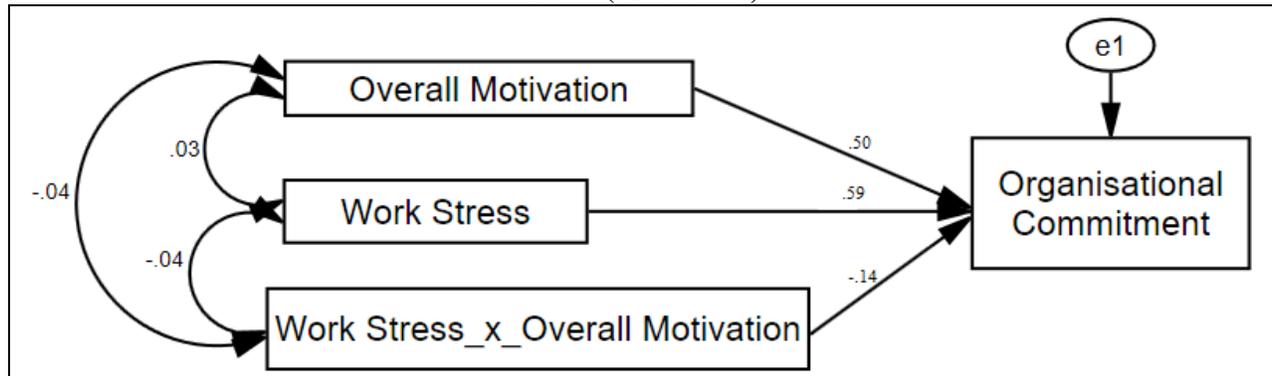
Result: H1 is accepted. Overall Motivation significantly influences Organisational Commitment in Higher Education

Testing H2

Objective 4: To measure the influence of Job Stress on Motivation & Organisational Commitment

H2: Stress level moderates the relationship between Overall Motivation & Organisational Commitment

Fig 3: AMOS output showing the regression path coefficients of Overall Motivation, OC & Work Stress (Moderator)



H2(a): Overall Motivation influences organizational commitment in Higher Education

Testing the causal effect of Overall Motivation on OC.

		Forecast	S.E	C.R	P value	Outcome
OC ←	Overall Motivation	0.504	0.038	12.288	0.000*	Significant

* Significant at 5 % level.

In the above case, the causal effect of Overall Motivation on OC is significant ($\beta = 0.504$, C.R = 12.288, $P < 0.05$)

H2(b): Job Stress influences Organisational Commitment in Higher Education

Testing the causal effect of Work Stress (in Yrs) on OC.

		Forecast	S.E	C.R	P value	Outcome
OC	← Work Stress	0.587	0.063	9.294	0.000*	Significant

* Significant at 5 % level.

We can see that the hypothesis that the casual effect of Work Stress on OC is significant ($\beta = 0.587$, C.R = 9.294, $P < 0.05$)

H2(c): Job Stress moderates the relationship between Overall Motivation & OC.

Testing the moderating effects of Work Stress* Overall Motivation on OC.

		Forecast	S.E	C.R	P value	Outcome
OC	← Overall_Mot * Work Stress	- 0.137	0.011	- 12.344	0.000*	Significant

* Significant at 5 % level.

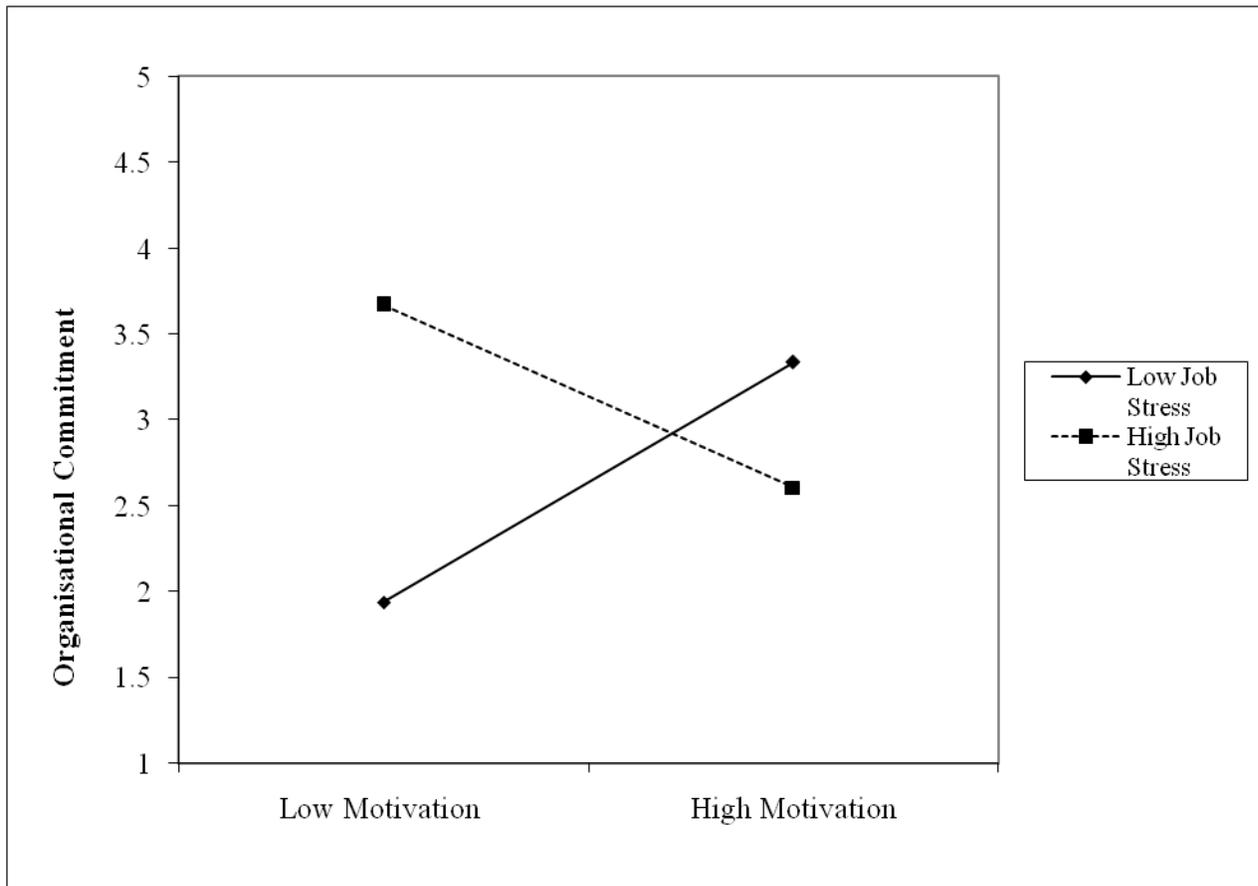


Fig 4: Graph showing the Moderation Analysis

Interpretation:

The above table & graph reveals that that the *stress level completely* moderates the relationship between overall motivation & OC ($\beta = -0.137$, C.R = -12.344, $P < 0.05$)

in such a way that the higher the stress level, the weaker is the relationship between overall motivation & OC of teachers working in the education sector.

Recommendations:

- Setting clear goals for employees can boost performance by motivating people to increase their effort, inducing stronger focus & helping them prioritize their work.
- Since the research states that work stress decreases Organisational commitment in employees, Institutions must take appropriate action through conducting a risk assessment which could lead to relevant actions to protect workers health.
- Institutions should focus on reducing job stress of the employees by encouraging workplace wellness programs, by giving role clarity, job autonomy, & developmental opportunities to employees

Conclusion:

The success of every organization relies on employees. Therefore, the commitment of employees towards the organization acts as a prominent aspect for the success of the organization. The present research examines the role of motivation on OC of faculty in Higher Education. The research also examines the role of Job stress as a moderator in determining the relationship between motivation & OC. An extensive Review of Literature has been done to understand the relationship between Motivation, OC as well as to understand the influence of job stress on Motivation & OC. All the hypothesized variables have been found significant & contributing towards OC of employees in Higher Education. The results of the study also confirm that Stress level completely moderates the relationship between overall motivation & OC in such a way that the higher the stress level, the weaker is the association amid overall motivation & OC of teachers working in the education sector. Hence institutions should

devise effective strategies to increase the motivation of employees & reduce job stress.

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