



## Role of social support in weakening the negative influence of job stress on life satisfaction and professional commitment

**Shainima ISLAM**

ORCID: 0009-0004-5136-7301

*Universitas Jenderal Soedirman, Purwokerto, Indonesia*

**Wiwiek RABIATUL ADAWIYAH**

ORCID: 0000-0002-8201-1947

*Universitas Jenderal Soedirman, Purwokerto, Indonesia*

**Daryono DARYONO**

*Universitas Jenderal Soedirman, Purwokerto, Indonesia*

**Abstract.** *Purpose.* Despite the increased focus of modern scholars on professional commitment, academicians' social and personal life status was not considered much in the job stress research on higher education; only outcomes like performance, satisfaction, and intention were noticeably examined. This study aims to understand the effects of job stress on academics' life satisfaction and professional commitment, with social support as a moderator. *Approach.* The "Social Exchange Theory" and the "Person — Job Fit Theory" were chosen by the study to construct its research model. The study followed a convenient sampling technique to select the sample. Questionnaires were used to collect data from 228 lecturers at Indonesian Public Universities, while PLS-SEM was employed to examine the structural equation model analysis. *Findings.* As per findings, job stress significantly influences life satisfaction ( $\beta = -0.312$ ;  $p < 0.01$ ) and insignificant professional commitment ( $\beta = 0.059$ ;  $p > 0.01$ ). Life satisfaction also insignificantly influences professional commitment ( $\beta = 0.150$ ;  $p > 0.01$ ). Besides, social support does not moderate the relationship between job stress and professional commitment ( $\beta = -0.016$ ;  $p > 0.01$ ), but between job stress and life satisfaction ( $\beta = -0.120$ ;  $p < 0.01$ ). *Research limitations.* The research is limited within one country and specifically public universities which cannot be generalized with the findings of the results. These results suggest a broader investigation into the factors influencing academics' professional commitment and the need for increased social support to reduce work-related stress and improve overall well-being. *Value of the results.* By integrating into how extensive work-life issues influence people's personal life satisfaction and professional commitments, as well as factors that deal with one's professional dedication, this research advances the social exchange theory and person-job fit theory. Besides, the study uniquely contributes to behavioral science by examining the role of societal support from the internal organization and external environment and how it moderates the relationship between job stress with professional commitment and life satisfaction.

**Keywords:** job stress; professional commitment; social support; lecturer; Indonesia; life satisfaction.

## Introduction

Nowadays, regulating job stress has become a major concern for management, staff, and stakeholders in the organization; the higher education sector is not an exception. When job stress (JS) is high and complex, a challenging issue in the area of professional commitment arises for the individual. Past researchers indicate that job demands lead to job stress, influencing workers' emotional and physical well-being and their ability to cope with stress, as productivity outpaced resources (Westman, Etzion, 2001). Academicians' jobs stress videlicet estate, which causes impediments to lecturers' research function and teaching in higher education. (Salami, 2011; Luzipho et al., 2020). This seems a common problem as workplace stress increases teacher turnover intentions, indicating a decline in professional commitment and job satisfaction, ultimately affecting their commitment negatively (Shahab, Ali, 2013; Dehal, 2021; 2022). Professional commitment (PC) involves an individual's belief in goals, values, and commitment to their profession, encompassing aspects like identity, networking, satisfaction, morality, advancement, and job engagement, with three categories: affective, normative, and continuance. (Lachman, 1986; Meyer et al., 2002). Affective professional commitment (AC) refers to emotional attachment to the profession, normative professional commitment (NC) refers to obligation towards profession, and continuance professional commitment (CC) refers to cost associated with changing professions (Meyer et al., 1993). Academicians with a strong sense of professional devotion feel they belong to the team and the institution, which empowers them to serve without reservation and offer their total effort (Mas'ud, 2016; Becker et al., 2018). Though it is becoming a source of excellence for higher educational institutions, however some study limitations should be acknowledged regarding research availability in investigating job stress effects on all three categories (AC, NC, CC) of professional commitment. The lack of study regarding the relationship between job stress and professional commitment motivated us to dive deeply into this relationship. Research on retaining lecturers in the profession is limited, but studies show workload, role conflicts, and job stress negatively impact their professional commitments, life satisfaction, and well-being (Aduma et al., 2022; Saadeh, Suifan, 2020). In the last few years, many researchers have dived into investigating academicians' work-related stress on institutional performance and claimed for broader investigation across different countries (Usoro et al., 2016; Jawabri et al., 2019). Nevertheless, only a few have focused on academicians' professionalism and general well-being.

In addition, preliminary studies relied on the negative effects of workplace stress on one's ability to function at work and overall life satisfaction (LS) including feelings of anxiousness and dissatisfaction. Stressed-out people are more inclined to express their discontent in both personal and professional settings (Karina, 2023). Life satisfaction is a cognitive component defining subjective well-being, encompassing happiness, health, relationships, friendship, and collaboration, and is a changeable state of mind and attitude toward life (Dimec et al., 2008; Kashyapa Shilpy et al., 2016). Job contentment and personal life satisfaction are frequently lower among employees who struggle to balance work and personal obligations (Daly, 2019; Fitriyanto et al., 2020). On the other hand, Life satisfaction is linked to increased job satisfaction, as individuals who feel fulfilled in their personal lives bring positivity to their professional work, leading to improved performance and engagement. Research and teaching duties may be more engaged and committed when lecturers have a fulfilling personal life, indicating a direct relationship between personal well-being and professional efficacy (Gradišek, 2019).

Another promising line of research claimed that, to maintain personal and professional life balance, individuals need social support (SS) that provides acceptance, warmth, and understanding, satisfying psychological needs. It indirectly influences individuals' feelings and connections, fulfilling social requirements and enhancing their emotional well-being (Liang et al., 2011). Social support has been categorized as "emotional, instrumental / tangible, informational and appraisal" that

connects individuals to create a sense of beliefs, respect, love, sharing and understanding (Bidart, Lavenu, 2005; Cobb, 1976; Wachter et al., 2022). It significantly impacts psychological well-being, stress experiences, job attitudes, and professional dedication. Collegiality, institutional culture, and resources enhance commitment, enabling teachers to manage challenges and positively view career progress (Ingarianti et al., 2022; Somech, Bogler, 2002). Social support from friends, family, and communities is crucial for career development, fostering self-efficacy, navigating transitions, and making informed decisions, thereby enhancing career outcomes (Jemini-Gashi et al., 2021; Wang et al., 2023). However, understanding social support's interaction and functions outside the workplace remains limited in academic literature (Jolly et al., 2021). Although social support is beneficial in the higher education sector thus far, it still needs to be more pervasive in many spheres of life, including development, revolution, and attitude and adjustment (Cottam, 2020; Nesje, 2017; Zhang et al., 2022). Integrating the sociological approach in organizational behavior research, providing social support, managerial sensitivity, and responsibility helps academics develop careers and feel more appreciated, valued, and motivated (Kasraie et al., 2014; Md Aris Safree, Mariam Adawiah, 2012). Most of the social support research focuses on the stress experienced by women, victims of racial discrimination, students, children, patients with chronic diseases, and social workers. (Cooke, Hastings, 2023; Bogler, Somech, 2004; Nuwamanya et al., 2023; Andleeb et al., 2023). Once more, concerning the teaching profession, most researchers investigate how well instructors in schools and colleges use social support (Bakchich et al., 2023; Symeonidis et al., 2023). Since earlier research has demonstrated the changing roles, organizational culture, work kinds, research, and cooperation issues for this profession — particularly in Indonesia — this study aims to incorporate social support into the literature of higher education professionals (Hernowo, Pamungkas, 2023). The study highlights the impact of third-party relationships on career behaviors and well-being, highlighting the role of job stress in influencing professional conduct and personal life situations within organizations.

A still unsolved and unaddressed critical fact is how job stress influences career commitment across every category is the prime concern of this research. Thus, this study attempted to develop a model that included the professional commitment of a lecturer's life in three categories (AC, NC, and CC) as well as a personal facet for the first time. Much research on lecturers' organizational commitment, work satisfaction, organizational citizenship behavior, work-life balance, job satisfaction, and stress has been done in the past (Fikri Zaidan, Juariyah, 2020; Obinna-Akakuru et al., 2022; Purba et al., 2022; Ismail et al., 2014). Still, few have examined professional commitment — a debatable topic of particular interest to organizational behavior experts (Bogler, Somech, 2004). To close knowledge gaps and advance the field of study on professional commitment, this study examines how social and organizational elements influence academicians' lifestyles and career success. The study asserts its contribution to strengthening the commitment literature, particularly in the higher education sector, by including aspects of professional commitment (AC, NC, CC) that have not been addressed in prior studies. Once more, social support is chosen as a moderating variable due to limited research on how academicians' commitment to their work and quality of life is influenced by internal organizational support and externals (families, friends, society members). This practice is significant for the academic profession, as it has been applied in various fields like business economics, psychology, sociology, nursing, and political science (Caesens et al., 2020; Vigoda-Gadot, Talmud, 2010; Tseng, 2023).

## **Theoretical framework and hypothesis development**

According to the Social Exchange Theory, members' commitment develops from organizational interactions (Blau, 1964). However, the degree to which the organization satisfies its members' expectations determines how positive or unfavorable the member perceives the outcome. According

to J. Meyer with colleagues, a person's emotional professional commitment depends on how much they identify with the objectives of their profession and how willing they are to help it achieve those objectives (Meyer et al., 1993). People get identified with the organization due to internal procedures, including skill-specific training and grading employees according to their credentials, which groups them into a "community" inside the organization (Marks, Scholarios, 2007). From a different lens, in an organization, "social support," especially supervisory support and coworker support, has also been evidenced in decreasing workload and burnout (Khan et al., 2019). It influences an individual's career thoughts, job performance, and professional commitment, fostering confidence in a chosen career path and shaping other career-related outcomes (Su et al., 2021).

Person — job fit theory refers to the degree of congruence between individuals and their jobs. (Wong, Tetrick, 2017). As a form of organizational psychology, this theory demonstrates individual's personality traits where the right personality matches with the right job increases work engagement, contextual performance and reduces employee turnover intention (Boon. Biron, 2016; Cai et al., 2018; Han et al., 2015; Huang et al., 2019). When employees feel the job characteristics satisfy their psychological needs, they become more engaged in the organization and contribute to organizational competitive advantage (Vance, 2006). Moreover, job involvement increases when individuals find that their skills, abilities, knowledge, and desires are aligned with the organization (Akeuchi, Takeuchi, 2013). Many researchers have claimed that job involvement positively influences career commitment, as when employees engage with a job, they expect it will lead them to achieve successful career outcomes and career progress (Goulet, Singh, 2002). Job satisfaction, in the first place, satisfies individuals' salient needs. Consequently, employees become attached to career goals, are involved, and identify career purpose, including personal goals, more intrinsically (Culibrk et al., 2018).

As per Indonesian law number 20 of 2003, lecturers in Indonesia must possess strong competency under the 'tridarma' principle. They are expected to serve as professional employees and scholars, contributing to developing scientific research knowledge and actively engaging in community services (Kamma, 2020; Setyaningsih et al., 2019). Though professional commitment motivates someone to use their skills, abilities, and beliefs in line with their chosen field to develop institutional outcomes and self-positioning, lecturers in Indonesia still need to gain this commitment, impeding the education sector's progress. Numerous recent studies on Indonesian lecturers revealed a need for more dedication, aptitude, drive, and unfulfilling professional obligations (Suryani et al., 2021; Setyaningsih et al., 2019).

## **Research hypotheses**

### ***Job stress relationship to life satisfaction***

Though job involvement, job satisfaction, and job stress influenced employees' life satisfaction in earlier studies, many strongly argued that employees at any level could face life satisfaction difficulties when there is job stress (Aruldoss, 2020; Lambert, Frank, 2021; Zhao et al., 2020). More specifically, life satisfaction is generally understood to be a psychologically influenced state of mind and attitude toward life that is malleable in both good and negative ways (Kashyapa Shilpy et al., 2016). University faculty members' life satisfaction is significantly impacted by job stress, which includes pressures related to research, teaching, and administration. This relationship is made worse by emotional exhaustion, which lowers enjoyment (Xu, Wang, 2023). Research continuously demonstrates a strong inverse association between life satisfaction and job stress. Life satisfaction tends to decline with increased job stress, underscoring the negative consequences of workplace pressures on individual well-being (Khan et al., 2014; Lambert, Frank, 2021).

*Hypothesis 1: Job stress has a negative relationship to life satisfaction.*



### ***Job stress relationship to professional commitment***

The parts of commitment that are affective, normative, and continuous have an impact on how employees connect with their employers and the profession. According to, a teacher's intention to leave the profession is adversely correlated with their professional commitment (Ware, Kitsantas, 2007). Once more, the researchers investigated the relationship between teacher stress and commitment and discovered a substantial inverse relationship (Jepson, Forrest 2006). They concluded that teachers who experience high levels of job stress have lower levels of job satisfaction, less occupational commitment, and a stronger desire to leave the teaching profession. One important component impacting occupational commitment may be teaching stress. The academic landscape is becoming increasingly challenging for early career researchers, leading to increased job stress and potential diminishment of career commitment (Johnson, Weivoda, 2021). A study in Bangladesh found that stress overshadows work motivation, causing faculty to prioritize alleviating stress over enhancing engagement (Rahman et al., 2023). Following the dilemma between job stress and career commitment in previous studies (Blau, 2007; Blau, Lunz, 1998; Heijden van der et al., 2009). V. Wickramasinghe concluded that difficulties in finding empirical research support on the influence of job stress and career commitment and suggested how job conditions, working environment, and factors could create dissatisfaction which may affect employee's decision regarding profession continuance (Wickramasinghe, 2016). Thus, based on the job stress concept, we are assuming that,

*Hypothesis 2: Job stress has a negative relationship to professional commitment.*

*Hypothesis 2a: Job stress has a negative relationship to affective professional commitment.*

*Hypothesis 2b: Job stress has a negative relationship to normative professional commitment.*

*Hypothesis 2c: Job stress has a positive relationship to continuance professional commitment.*

### ***Life satisfaction relationship to professional commitment***

A person's total well-being and ability to succeed in their career are greatly impacted by two interrelated concepts: life satisfaction and career commitment. According to R. A. Emmons, greater satisfaction from achieving one's self-identified goals will presumably result in a more substantial commitment to one's career goals (Emmons, 2003). Career commitment is implied by the fact that people tend to enjoy the careers they choose for themselves. The development of meaningful career identity for employees is influenced by an upbeat attitude, a positive emotional state, and access to psycho-social resources like security, confidence, accomplishment, and self-fulfillment (Cicek et al., 2016). A pharmacy study found faculty members are less likely to stay in academics due to dissatisfaction with work-life balance indicators (Barnett et al., 2022). Also, a study in India found that employees who cultivate hope, efficacy, resilience, and optimism experience higher life satisfaction, positive affect, and decreased negative affect, thereby promoting career commitment and employment retention (Singhal, Rastogi, 2018).

Life purpose is achieved through contentment, leading to better professional decisions aligned with goals and values. This satisfaction results in increased motivation and dedication to one's chosen profession when self-worth and aspirations are integrated into both personal and professional lives (Parola et al., 2022). People who are highly satisfied with their lives typically have a more positive retention mindset, which makes them less inclined to quit their work. Buddhism places a strong emphasis on the interconnectedness of all beings, which challenges professionals to think about how their activities may affect others more broadly and to develop a feeling of duty toward their coworkers and the community. This encourages the development of more cooperative and socially conscious professional practices (Holt, Cottone, 2014). The Buddhist perspective encourages resilience and sustained commitment to one's profession by emphasizing the journey rather than merely the results. It promotes appreciation for one's chosen profession's advancement and progress

(Spurk et al., 2019; Layton, 2015). Similarly, empirical results showed that teachers with higher life happiness, for example, also showed higher levels of professional dedication and fewer inclinations to leave their jobs (Souza et al., 2023). Alternatively, if someone has an ambitious personality, they will keep learning and developing professionally, which may influence their choice to change careers. The desire to change careers is motivated by factors such as job happiness, financial security, and current life circumstances, which give people the confidence to take the risks involved in changing careers (Duong et al., 2023). Moreover, one's pursuit of meaningful work that is consistent with their personal values and their level of life happiness can inspire them to explore new areas of interest or launch profitable businesses (Hiltz-Hymes et al., 2015; Silver, 2010).

Firstly, we may assume that those who are content with their lives will better balance their personal and professional lives and develop a close bond with their careers just like they would with other aspects of their lives. Secondly, a person's life satisfaction and mindfulness practices influence how they view their profession and its obligations, and how they make moral decisions by considering others before themselves. Alternatively, regarding the last prediction, we can state that fulfilled individuals have a strong sense of self-worth and are willing to take chances and challenge themselves by changing occupations when they find a more meaningful life that aligns with their personal beliefs and purpose.

Thus, based on the earlier study findings, we draw a hypothesis for this section as

*Hypothesis 3: Life satisfaction has a positive relationship to professional commitment.*

*Hypothesis 3a: Life satisfaction has a positive relationship to affective professional commitment.*

*Hypothesis 3b: Life satisfaction has a positive relationship to normative professional commitment.*

*Hypothesis 3c: Life satisfaction has a negative relationship to continuance professional commitment.*

### **Role of social support between job stress and life satisfaction**

Job stress and environmental effects are common across different professions, and social support can reduce job stress and improve life satisfaction (Nam, Nam, 2022). Employees need to balance workplace difficulties with personal stability, and social engagement is crucial for coping. The goal is to maintain harmony between work and non-work, and employees may feel happier and more motivated if their employer positively impacts their lives outside of work (Mauno et al., 2015; Wu et al., 2022). In East China, academics' perception of social support significantly impacts their life satisfaction, with higher levels indicating that supportive work environments can enhance well-being, thereby mitigating the negative effects of job stress (Xu, Wang, 2023). Similarly, A. W. Nguyen with colleagues integrating the findings of R. S. Lazarus and S. Folkman, demonstrate that social support helps people respond appropriately to stressful situations by assessing their psychological and social resources and mobilizing them as needed (Lazarus, Folkman, 2017; Nguyen et al., 2016). Thus, based on the discussion, the hypothesis could be proposed as follows:

*Hypothesis 4: Social support moderates the relationship between job stress and life satisfaction.*

### **Role of social support between job stress and professional commitment**

Social support has a major impact on people's decisions about switching professions by reducing the negative consequences of job stress. Previous studies in Education sector claimed that faculty members' intentions to remain in their professions are highly influenced by their perception of organizational support. This goal is directly impacted by elements like commitment and job satisfaction, but it is also indirectly impacted by social support, which reduces work-related stress. Creating a positive work atmosphere is essential to increasing teacher commitment and lowering attrition. Social support can increase life happiness and lessen the stress that workers feel from their jobs (Hemmati et al., 2018; Myint et al., 2024). Besides, maintaining a commitment to one's

career and lowering stress levels require family support. It enhances job satisfaction and confidence by assisting people in comprehending and adapting to the demands of their careers. Resilience and confidence in one's professional career can be strengthened by emotional support from family members (Sukismanto et al., 2023; Neo et al., 2022). Encouragement can also aid in sustaining commitment during challenging times. When people feel respected and encouraged to pursue their goals, positive family dynamics frequently result in higher levels of professional dedication. Besides, studies showed that ongoing professional development improves a teacher's ability to teach and fortifies their bond with their chosen career path, which raises the possibility that they will stick with it in the face of difficulties (Villavicencio et al., 2024; Loseva, 2019). Effective social exchanges can create a supportive work environment, reducing turnover intentions by making employees feel connected and appreciated in their current roles (Tehreem et al., 2022).

Alternatively, when individuals receive little support and face many obstacles in terms of bureaucracy, lack of resources, and a supportive attitude, they feel bad regarding their professional experience and feel burdened about their professional roles (Khan et al., 2019; Kim et al., 2008). Additionally, In the absence of social support, stress can result in long-term discontent, which drives people to look for chances for a more fulfilling career or a better work-life balance (Semerci, 2016).

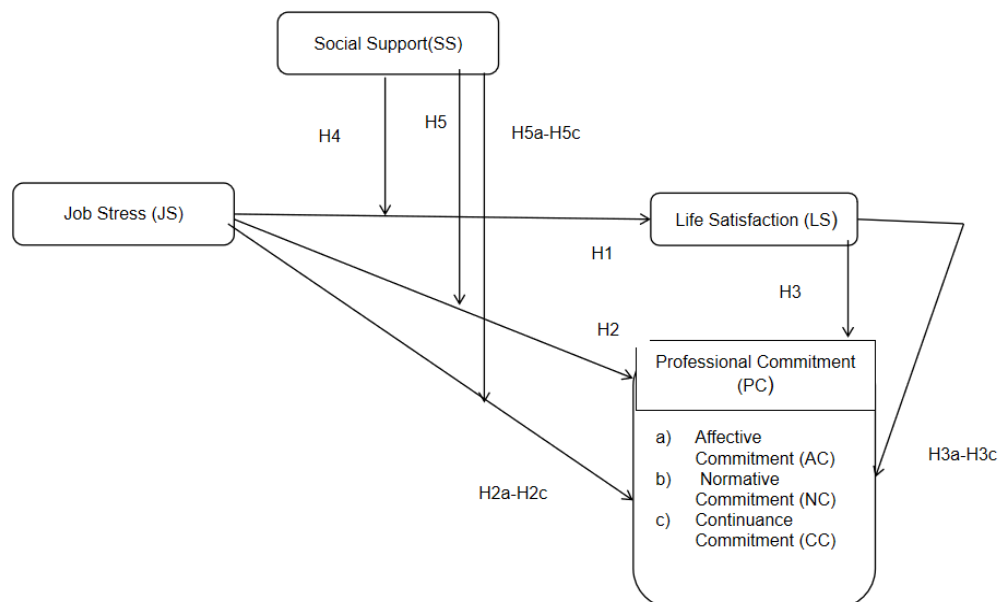


Figure 1. Proposed conceptual framework

Thus, social support, networking, teamwork, and encouragement from peers, family, and colleagues enable people to manage work-related stressors and view their careers favorably, forging bonds with them in the process. Furthermore, when an organization provides adequate career development and growth support, as well as a sense of appreciation and respect for its employees, it fosters a sense of commitment among those individuals to pursue their profession. Finally, having sufficient social support allows employees to pursue their careers with enthusiasm and a positive attitude rather than weighing the costs and disadvantages of switching to a different line of work and making a decision to change.

*Hypothesis 5: Social support moderates the relationship between job stress and professional commitment.*

*Hypothesis 5a: Social support moderates the relationship between job stress and affective professional commitment.*

*Hypothesis 5b: Social support moderates the relationship between job stress and normative professional commitment.*

*Hypothesis 5c: Social support moderates the relationship between job stress and continuance professional commitment.*

## Research method

### Data collection and sample profile

The data were collected from 10 universities located in Central Java, Indonesia from January 2024 until March 2024. The reason for choosing this location is that the 2023 Uni rank announced a University Ranking of 52 — Central Java Higher-Education Institution and share similar activities, vision, purpose, and challenges in meeting “Tri dharma” requirements and implementing Indonesian government policies. A total of 228 data sets were collected, and participants responded to all the answers without missing any information. By accounting for the 99% confidence level, the 0.5 standard deviations, and the  $\pm 1\%$  margin of error, this sample size satisfies the requirement for the required sample size of 205 respondents. Furthermore, J. C. Westland demonstrated that the necessary sample size is not a linear relationship merely of indicator count by refuting the widely accepted criteria to estimate the minimum sample size by utilizing ten replies per indicator (Westland, 2010; p. 476). According to demographic data, (53.09%) of respondents were male, and (46.01%) were female. Besides, (61.00%) reported 6-8 working hours per day; (29.00%) reported 9-10 working hours and (9.00%) above 10- hours. Regarding Job roles, (74.6%) reported the position as only a lecturer, and (28.01%) reported the role of both lecturers and researchers.

### Instrument

The Job Stress Scale was developed by D. Parker and T. DeCottis in 1983, and it has two dimensions: “Time stress (feelings of being under constant pressure)” and “Anxiety (job-related feelings of anxiety.” It includes 13 items scored on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. This instrument, used widely across the globe, demonstrated high internal consistency reliability ranging from .74 to .89 across different occupational groups and cultures (Parker, DeCottis, 1983).

Social support has been measured following the “**Social Provision Scale, SPS**” by C. Cutrona and D. W. Russell, which evaluates an individual’s perception of his or her social relationship to various dimensions of social support, the number of supportive individuals, the assumption is that better outcomes are associated with the number of support sources. A confirmatory factor analysis of the instrument’s responses was done to assess the Social Provisions Scale’s factor structure. Each item accurately reflects the construct it intended to measure, as shown by the statistical significance and considerable magnitude of all the loadings on the corresponding factors, ranging from .387 to .791. Their study evidenced correlations between the variables. These inter-factor correlations had large magnitudes, ranging from 549 to 990, as was to be predicted. (Bentler, Bonett, 1980; Cutrona, Russell, 1987). Besides, C. Cutrona and D. W. Russell claimed that the Social Provisions Scale is an accurate and trustworthy indicator of the social provisions mentioned. The instrument appears to have sufficient reliability for use in research contexts for each of the six social requirements (attachment, social integration, reassurance of worth, reliable alliance, guidance, opportunity for nurturance) it assesses.

Life satisfaction was measured using The “Satisfaction With Life Scale, SWLS,” a five-item scale developed by E. D. Diener, R. A. Emmons, and S. Griffin (Diener et al., 1985). They used this scale in research conducted among American college students, the geriatric population, and elderly persons and reported that the scale has favorable psychometric properties. Following this, another study in the Netherlands among adult medical outpatients reported that, based on the factor and internal



consistency analyses findings, each SWLS item's corrected item-total correlation was very significant. i.e., greater than +0.50 (Arrindell et al., 1999).

Professional commitment was measured based on the 18-item ***“Scale to Measure Teachers’ Professional Commitment”*** developed by J. Tansakul with colleagues. They reported corrected item correlation for 18 items ranging between 0.5 and 0.7 range. Also, the exploratory factor analysis results showed rotated factor loading results supported by the “Keiser Criterion” and the theory (Tansakul et al., 2017). The questionnaire was developed primarily by (Meyer et al., 1993) which aims to measure organizational commitment.

## Findings

### Evaluation of reflective measurement models

Firstly, in the measurement model, we assessed convergent validity through factor loading, composite reliability (CR), average variance extracted (AVE), and Cronbach's Alpha. In the results of Table (1), many of the items exceed the standard value of 0.6 (Chin et al., 2008). The results of composite reliability show perfection in latent construct prediction, was higher than the recommended value of 0.7. Some items have been excluded as Cronbach's Alpha value is lower and we are not considering the items for further analysis running. Again, The AVE measured the total variance in the indicators that the latent construct accounts for, which was mostly greater than the suggested value of 0.5. (Hair et al., 2013). The next evaluation was discriminant validity which explains the range to which the measures do not reflect certain other variables; that is symptomatic by the low correlation between the “Measure of Interest and Measure of other Constructs”. The recommended value is below 0.90. If the HTMT result is below 0.90 for variable pairs, then the validity of discrimination is achieved. Table (2) demonstrates that every construct's square root of the AVE (diagonal values) is higher than its corresponding correlation coefficient, claiming accurate discriminant validity status (Fornell, Larcker, 1981).

Table 1. Measurement model results

Variable	Indicators	Outer loading	$\alpha$
Life Satisfaction (LS)			
LS1	In most ways my life is close to my ideal.	.745	.851
LS2	The conditions of my life are excellent	.876	
LS3	I am satisfied with my life	.810	
LS5	If I could live my life over, I would change almost nothing	.848	
<b>Professional commitment (PC)</b>			.801
<b>Affective commitment (AC)</b>			.857
<b>Normative commitment (NC)</b>			.286
<b>Continuance commitment (CC)</b>			.818
AC1	I believe Lecturer profession is very important for human development	.773	.833
AC2	I believe and respect in profession as a Lecturer.	.840	
AC4	I have attended the Lecturer profession-related activities such as training courses or seminars	.833	
AC5	I have developed myself by reading books, journals, and doing classroom research.	.818	
AC6	I am proud to be a Lecturer	.722	
NC13	I think the Lecturer profession fits me the most.	.742	
NC15	I have no choice. That is why I am a Lecturer	.635	.713
NC16	I think I still choose to be a Lecturer even though there are many other professions	.776	
CC7	I have used the highest ability to work in my profession as a Lecturer.	.869	
CC8	I have worked very hard to help my students to be successful	.784	.784
CC9	I am aware of Lecturer's ethic.		
CC11	I have developed myself by reading books, journals, and doing the classroom research.		

<b>Job stress</b>		.928
JS1	here makes it hard to spend enough time with my family.	.667
JS3	I spend so much time at work	.732
JS4	Working here leaves little time for other activities	.689
JS5	I frequently get the feeling I am married to the company	.675
JS6	I have too much work and too little time to do it in.	.794
JS7	I sometimes dread the telephone ringing at home because the call might be job related.	.803
JS8	I feel like I never have a day off	.774
JS9	I have felt fidgety or nervous as a result of my job	.785
JS10	My job gets to me more than I should.	.794
JS11	There are lots of times when my job drives me right up the wall.	.778
JS12	Sometimes when I think about my job I get a tight feeling in my chest.	.752
JS13	I feel guilty when I take time off from my job	.698
<b>Social support (SS)</b>		1.000
RW4	If I needed financial assistance, there are people who would help me out	.561

Table 2. Validity of discrimination

Variable	Affective commitment	Continuance commitment	Job stress	Life satisfaction	Normative commitment	Professional commitment	Social support
Affective commitment	.799						
Continuance commitment	.537	.857					
Job stress	-.085	.022	.747				
Life satisfaction	.324	.169	-.372	.832			
Normative commitment	.487	.547	-.163	.390	.603		
Professional commitment	.869	-.811	-.095	.363	.786	.607	
Social support	.316	.006	.288	-.255	-.124	-.210	1,000

### Structural model evaluation

The structural model coefficients for relationships between constructs are derived from estimating a series of regression equations. Before assessing the structure of the relationship, collinearity should be checked to ensure it does not refract the regression of the results. This process is similar to assessing a formative measurement model, but the latent score of the predictor construct variable in partial regression is used to calculate the VIF value. A VIF value above 5 indicates the possibility of a collinearity problem between the two predictor constructs, but a collinearity problem can also occur at a lower VIF value of 3–5 (Mason, Perreault, 1991). Ideally, the VIF value should be close to 3 and lower. If collinearity is an issue, a frequently used option is to create a higher-level model that can be supported by theory (Hair et al., 2016). Upsilon V is a moderation test is 0.005 (low), 0.01 (moderate), 0.025 (high).

Table 3. Hypothesis testing via structural model evaluation

Hypotesis	Path coefficient	P-value	97.5 % Trust Lower Limit	Path coefficient Upper Limit	Test results. Sig	VIF	Upsilon-V
<b>Direct influence</b>							
1. JS → LS	-.325	.000	-.466	-.209	Supported	1.091	.116
2. JS → PC	.070	.563	-.073	.213	Not Supported	1,213	.004
2a. JS → AC	.209	.121	-.042	.241	Not Supported	1,211	.012
2b. JS → NC	-.061	.372	-.195	.077	Not Supported	1,211	.004
2c. JS → CC	.090	.309	-.172	.155	Not Supported	1,211	.007
3. LS → PC	.312	.027	-.000	.000	Supported	1,000	.044
3a: LS → AC	.289	.000	.169	.409	Supported	1,191	.137
3b: LS → NC	.394	.000	.289	.514	Supported	1,191	.159
3c: LS → CC	.253	.001	.098	.397	Supported	1,191	.057

**Indirect influence**

4: JS → SS → LS	-.046	.052	-.098	-.007	Not Supported
5: JS → SS → PC	-.039	.028	-.086	-.011	Supported
5a:JS → SS → AC	-.088	.001	-.148	-.048	Supported
5b:JS → SS → NC	-.004	.842	-.036	.036	Not Supported
5c:JS → SS → CC	-.008	.732	-.054	.041	Not Supported

Based on the results of the hypothesis test above in Table 3, it is known as follows:

1. (H1) is supported, i.e. there is a significant influence of job stress on life satisfaction with job stress significantly influences life satisfaction ( $\beta = -0.325$ ;  $p < 0.000$ ). Meanwhile, the value of  $\epsilon$  has a high influence on  $0,116 > 0,025$ .

2. (H2) is not supported, i.e., there is no significant influence of job stress on professional commitment with ( $\beta = -0.070$ ;  $p > 0.563$ ). Meanwhile, the value of  $\epsilon$  has a low influence at  $0,004 < 0,005$ .

3. (H2a) is not supported, i.e. there is no significant influence of job stress on professional affective commitment with ( $\beta = -0.209$ ;  $p > 0.121$ ). Meanwhile, the value of  $\epsilon$  has a moderate influence at  $0,012 < 0,005$ .

4. (H2b) is not supported, i.e. there is no significant influence of job stress on professional normative commitment with ( $\beta = -0.061$ ;  $p > 0.372$ ). Meanwhile, the value of  $\epsilon$  has a low influence at  $0,004 < 0,005$ .

5. (H2c) is not supported, i.e. there is no significant influence of job stress on professional continuance commitment with ( $\beta = 0.090$ ;  $p > 0.309$ ). Meanwhile, the value of  $\epsilon$  has a moderate influence at  $0,012 < 0,01$ .

6. (H3) is Asupported there is significant influence of life satisfaction relationship to professional commitment with ( $\beta = 0.312$ ;  $p < 0.027$ ). Meanwhile, the value of  $\epsilon$  has a high influence at  $0,044 > 0,025$ .

7. (H3a) is supported there is significant influence of life satisfaction relationship to professional affective commitment with ( $\beta = 0.289$ ;  $p < 0.000$ ). Meanwhile, the value of  $\epsilon$  has a high influence at  $0,137 > 0,025$ .

8. (H3b) is supported there is significant influence of life satisfaction relationship to professional normative commitment with ( $\beta = 0.394$ ;  $p < 0.000$ ). Meanwhile, the value of  $\epsilon$  has a high influence at  $0,159 > 0,025$ .

9. (H3c) is supported there is significant influence of life satisfaction has a negative relationship to continuance professional commitment with ( $\beta = 0.253$ ;  $p < 0.001$ ). Meanwhile, the value of  $\epsilon$  has a high influence at  $0,057 > 0,025$ .

10. (H4) not supported, social support does not moderate the relationship between job stress and life satisfaction with ( $\beta = -0.046$ ;  $p > 0.052$ ).

11. (H5) supported, social support moderate the relationship between job stress and professional commitment with ( $\beta = -0.039$ ;  $p < 0.028$ ).

12. (H5a) supported, social support moderate the relationship between job stress and professional affective commitment with ( $\beta = -0.088$ ;  $p < 0.001$ ).

13. (H5b) not supported, social support does not moderate the relationship between job stress and professional normative commitment with ( $\beta = -0.004$ ;  $p > 0.842$ ).

14. (H5c) supported, social support does not moderate the relationship between job stress and professional Affective commitment with ( $\beta = -0.008$ ;  $p > 0.732$ ).

PLS is a variant-based SEM analysis with the aim of testing model theory that focuses on prediction studies. Therefore, several measurement models were developed to declare the proposed model acceptable. Some models such as  $R^2$ ,  $Q^2$ , SRMR, and PLS Predict and can add endogenousness and heterogeneity of model samples with FIMIX PLS (Hair et al., 2019).

Table 4. Model goodness and fit evaluation ( $R^2$ )

	$R^2$	$R^2$ Adjusted
AC	.803	.801
CC	.648	.645
LS	.161	.154
NC	.558	.554
PC	.176	.165
SS	.081	.077

The statistical measure  $R$  in Table 4 describes the magnitude of the variation in endogenous variables that exogenous variables in the model are capable of. The qualitative value of  $R^2$  interpretation is 0.19 (low influence), 0.33 (moderate influence), and 0.66 (high influence) (Chin et al., 2008). Based on the results of the above data processing, it can be interpreted that the magnitude of the joint influence of stress job on life satisfaction is 16.1% and stress job on professional commitment is 17.6% that the joint influence of stress job on social support is 0.81%.

$Q^2$  describes a measure of prediction accuracy, i.e., how well each change in an exogenous/endogenous variable can predict an endogenous variable. According to Hair, the qualitative interpretation value of  $Q^2$  is 0 (low influence), 0.25 (moderate influence), and 0.50 (high influence). Based on the results of the above data processing, it can be taken that the  $Q^2$  interpretation can be taken that stress job on life satisfaction is  $0.161 < 0.25$  (low influence) and stress job on professional commitment is  $0.176 < 0.25$  (low influence) and stress job on social support is  $0.081 < 0.25$  (low influence).

Again, as per the results of the path analysis test that has been carried out previously, it can be concluded as follow Figure 2.

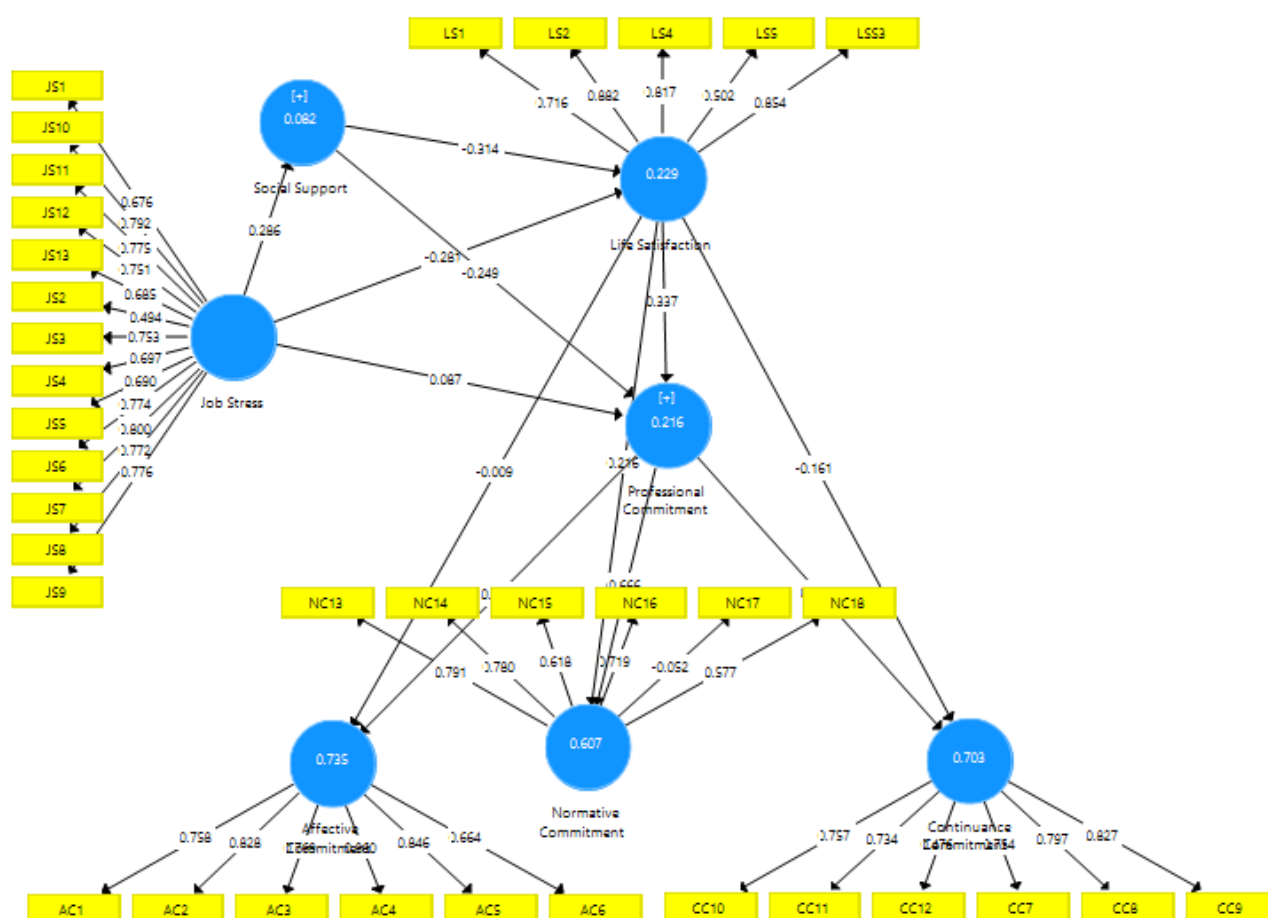


Figure 2. SEM PLS evaluation



## Discussion

The study's findings contribute to the body of knowledge by providing concrete evidence from the real world demonstrating the impact of job stress on life happiness and by providing a new perspective on the conditions surrounding professional commitment. The three categories of employees' professional commitment — affective, normative, and continuance — have not been the subject of much research. However, contemporary scholars continue to critically examine the sustainability of organizational commitment, professional commitment, and multi-factorial commitment at the same level. Our study sheds a new light on the relationships between job stress and life satisfaction and employees' professional dedication at all three levels (affective, normative, and continuance).

Firstly, the lecturer's life satisfaction is negatively influenced by their job stress as per study assumptions. Planned comparisons revealed that High job stress can lead to a negative outlook on life, resulting in decreased life satisfaction and a pessimistic view of personal circumstances (Mukherjee et al., 2014). Individuals' difficulties in maintaining professional obligations and personal commitment lead to dissatisfaction in both parts of life. In their personal lives, they feel resentment and frustration if interrupted by long working hours and an inability to manage family time (Sathyanarayana Rao, Indla, 2010).

Secondly, the relationship between job stress and professional commitment is insignificant, as high stress doesn't lead to less professional commitment. Previous studies showed that teachers lack affection for and interest in the teaching profession when they are often faced with high levels of job stress, demands on their time, and gaps in their interactions with students which contradicts our findings. (Nudrat et al., 2019; Loseva, 2019). Since dissatisfied or unfulfilled roles increase the likelihood of disengaging from obligations, low work satisfaction strongly predicts reduced commitment among employees (Baylor, 2010). A study among bank employees showed that employees may continue the profession due to external pressure rather than genuine commitment (Lanka, 2013). Also, study in Anambra State, Nigeria found that teachers tend to stay in their current positions due to perceived cost and lack of alternatives. However, a critical meta-analysis found that continuance commitment is less favorable than affective commitment in terms of employee outcomes like turnover intentions and job satisfaction. Additionally, employees may continue due to stress related to switching professions, which does not necessarily lead to a positive workplace experience.

Thirdly, from the results, a high level of life satisfaction helps lessen the detrimental effects of job stress on occupational commitment. As per the study results, lecturers' acceptance of life status and satisfaction influences their affective, normative and continuance professional commitment. According to the previous studies, an individual's emotional connection to their profession is strengthened when they find greater purpose in their work, which is common among satisfied individuals (Tan et al., 2024). Their commitment to their tasks and obligations may increase because of this sense of purpose (Blau, Miller, 2020). People who have high levels of psychological health, social support, and emotional well-being are better able to handle job failures and take measured chances in the face of uncertainty (Asif et al., 2024). Individuals that possess a positive outlook on life and drive for high professional aspirations, frequently taking calculated risks. This validates our research results, which show that life satisfaction has a negligible impact on continuous commitment but a considerable impact on affective and normative commitment.

Fourthly, our results showed that social support doesn't moderate the relationship between job stress and life satisfaction. In a common psychological and sociological concept, a network of family, friends, peers, and colleagues can offer the support and encouragement needed to manage one's personal and professional obligations successfully. Social support allows people to converse with

each other about their experiences and challenges, leading to a shared solution and feelings of safety and life satisfaction (Alleyne, 2016). But, according to a third viewpoint, even if there is genuine and empathic social support, it may not be sufficient to reduce job-related stress. Furthermore, when the sources and forms of assistance (pragmatic, emotional, or informational) are not appropriate for the individual's needs or situation, they may not have the desired positive effects. Once more, a person's coping mechanism, personality, level of stress at work, and social environment all affect how effective social support is (Spooner-Lane, 2004; Riaz et al., 2021). Even though our study considered all forms of support from friends, family, and coworkers, these findings open an alternative path for investigating why social support is ineffective in reducing the detrimental effects of job stress on life satisfaction from a more integrative cultural, personal, and societal perspective.

Lastly, the study showed that social support overall moderately reduces negative influence of job stress to professional commitment. According to previous studies, organizations can reduce job stress by prioritizing employee well-being, fostering open communication, sharing challenges, and providing resources, tools, technology, and training to help manage work-related stress. (Kumar, Professor, 2023; Hoeve ten et al., 2020). Besides, families, friends, and other social networks act as vital support system in an individual's professional decision-making process, boosting confidence and providing emotional support when facing significant career decisions (Workman, 2015). A study among teachers claimed social support functions as a coping strategy since they use social support networks have high career intent and are rarely concerned about stressful jobs (Ferguson et al., 2017). Affective professional commitment enhances emotional support in a more robust way when there is a cooperative work environment which supports the findings here. Supportive settings are more beneficial to employees who have a prosocial value orientation when there is agreement among group members regarding common objectives (Bogaert et al., 2012). It was found that lecturers with Type A personalities, who are extraverted and conscientious, often put in more effort to complete their work, potentially risking their health that shows high responsible mindset in the profession (Salami, 2011). Social support from family, friends, and coworkers can help reduce emotional stress, boost self-esteem, and improve problem-solving abilities, potentially enabling them to manage their specific job-related difficulties.

## Conclusion

### Theoretical implication

The study spans all subcategories of professional commitment, including emotional, normative, and continuation, and it reflects a distinctive model that offers novel insights on the intricate interactions of behavioral, organizational, social, and personal elements. It further integrates professional commitment into the Person's Job Fit and Social Exchange theories, enhancing the understanding of the beneficial coping function of social support in reducing job stress's negative effects on professional commitment. It does, however, pose a further inquiry of what might be the contributing variables and causes if social support is unable to lessen the detrimental effects of job stress in any context? The research model also includes social support as a facilitating variable, a rare feature in previous studies. The study contributes to the body of prior studies by demonstrating how stressful life circumstances can influence an employee's well-being when social support is present. However, the study acknowledges that dedication to an organization and profession may be challenging in some specialized fields, and other factors may influence the outcome.

### Practical implications

The purpose of this study is to provide information to Indonesian policymakers about innovation and human integration with technology in the higher education sector. Given that academicians'

experiences and well-being are directly influenced by job discontent, it highlights the need to focus on sources and categories of social support in establishing roles and conditions for academicians in the workplace. The study also emphasizes how external support networks influence an individual's philosophy, positive conduct, and level of life happiness which impact their professional commitment. It implies that organizational characteristics and external support may influence professional psychology, such as the use of the person job fit theory can increase academics' commitment to their work. This study adds to the body of knowledge on human integration with technology and innovation in academic and research settings.

Finally, if organizational features and external support (family, friends) among higher educators do not bring life satisfaction and reduce the negative influence of job stress, then they need an investigation that genuinely strengthens academicians' satisfaction in their life from philosophical views and radical empirical investigation. This study presents a fresh investigation into the application of the person job fit theory.

### Limitations and future direction

The study on job stress, professional commitment, social support, and life satisfaction in lecturers has limitations. It is not enough to fully understand an individual's life condition and satisfaction status, as life satisfaction is related to many other dimensions of life. A longitudinal study is needed to understand these factors from a trifocal angle. Self-report bias increases response bias, and future qualitative research among different Higher Education Institutions could add new insights into the teaching profession composition. The study was at the individual level, but as high education professionals, lecturers are responsible for collaboration and coordination activities, which may change their job environment and perception of job stress. Future studies should analyze job stress factors and their consequences in the workplace and overall lecturer's life substance from group-level outcomes.

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# Роль социальной поддержки в ослаблении негативного влияния рабочего стресса на удовлетворённость жизнью и профессиональную приверженность

ИСЛАМ Шайнима

ORCID: 0009-0004-5136-7301

Университет генерала Содермана, Пурвокерто, Индонезия

АДАВИЯ Вивик Рабиатул

ORCID: 0000-0002-8201-1947

Университет генерала Содермана, Пурвокерто, Индонезия

ДАРЬЁНО Дарёно

Университет генерала Содермана, Пурвокерто, Индонезия

**Аннотация.** Цель. Несмотря на повышенное внимание современных исследователей к профессиональной приверженности, социальный и личный жизненный статус преподавателей не учитывался при изучении рабочего стресса в сфере высшего образования. Хорошо изучены на сегодня только последствия, такие как продуктивность, удовлетворённость и намерение. Целью данного исследования является изучение влияния рабочего стресса на удовлетворённость жизнью и профессиональную приверженность преподавателей, при этом рассматривая социальную поддержку в качестве модератора. *Подход.* Для построения теоретической модели в исследовании были выбраны «Теория социального обмена» и «Теория соответствия между человеком и работой». В исследовании использовался метод удобной выборки. Для сбора данных у 228 преподавателей индонезийских государственных университетов использовались анкеты, а для анализа эмпирических данных использовался метод моделирования структурными уравнениями (PLS-SEM). *Результаты.* Согласно полученным результатам, рабочий стресс значительно обуславливает удовлетворённость жизнью ( $\beta = -0,312$ ;  $p < 0,01$ ) и незначительно связан с профессиональной приверженностью ( $\beta = 0,059$ ;  $p > 0,01$ ). Удовлетворённость жизнью также незначительно предсказывает профессиональную приверженность ( $\beta = 0,150$ ;  $p > 0,01$ ). Кроме того, социальная поддержка не смягчает связь между рабочим стрессом и профессиональной приверженностью ( $\beta = -0,016$ ;  $p > 0,01$ ), но обуславливает связь между рабочим стрессом и удовлетворённостью жизнью ( $\beta = -0,120$ ;  $p < 0,01$ ). Ограничения исследования. Исследование ограничено одной страной и, в частности, только государственными университетами, которые не могут быть обобщены. Полученные результаты требуют более широкого исследования факторов, влияющих на профессиональную приверженность преподавателей, и свидетельствуют о необходимости усиления социальной поддержки для снижения стресса, связанного с работой, и улучшения общего благополучия работников высшего образования. *Ценность результатов.* Интегрируя то, как многочисленные проблемы работы и личной жизни влияют на личную удовлетворённость людей жизнью и профессиональными обязательствами, а также факторы, которые связаны с профессиональной приверженностью, это исследование развивает теорию социального обмена и теорию соответствия между человеком и работой. Кроме того, исследование вносит уникальный вклад в поведенческую науку, изучая роль социальной поддержки со стороны внутренней организации и внешней среды и то, как такая поддержка смягчает связь между рабочим стрессом, с одной стороны, и профессиональной приверженностью и удовлетворённостью жизнью, с другой стороны.

**Ключевые слова:** рабочий стресс; профессиональная приверженность; социальная поддержка; преподаватель; удовлетворённость жизнью; Индонезия.