

# The Effects of Role Conflict and Emotional Exhaustion on Organizational Citizenship Behavior (OCB), With Affective Commitment as An Intervening Variable

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## ARTICLE HISTORY

**Submitted** : March 23, 2026  
**Reviewed** : March 27, 2026  
April 09, 2026  
**Revised** : April 17, 2026  
**Accepted** : May 13, 2026  
**Published** : May 31, 2026

## Conflict of Interest Statement:

The author(s) declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

## ABSTRACT

**Purpose:** This study aims to examine the effects of role conflict and emotional exhaustion on Organizational Citizenship Behavior (OCB), with affective commitment as an intervening variable among lecturers at private universities in City of Batam.

**Research Method:** A quantitative survey approach was employed using structured questionnaires measured on a Likert scale. Data were collected from lecturers at private universities in Batam City and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS).

**Results and Discussion:** The findings reveal that role conflict positively and significantly influences OCB, indicating that lecturers may respond to role-related pressures by demonstrating greater extra-role behavior. Conversely, emotional exhaustion negatively affects both OCB and affective commitment, suggesting that depleted emotional resources reduce voluntary contributions and organizational attachment. Role conflict does not significantly affect affective commitment. Affective commitment positively influences OCB and significantly mediates the relationship between emotional exhaustion and OCB. However, it does not mediate the relationship between role conflict and OCB.

**Implications:** These findings contribute to development of organizational behavior literature, particularly in higher education context and provide practical implications for university management in formulating human resource policies aimed at strengthening lecturers' affective commitment and managing emotional exhaustion to enhance OCB.

**Originality:** This study extends the OCB literature by simultaneously examining role conflict and emotional exhaustion through the mediating role of affective commitment in the context of private higher education institutions in Indonesia, a setting that remains underexplored in prior research.

**Keywords:** role conflict; emotional exhaustion; affective commitment; organizational citizenship behavior; OCB.

## 1. Introduction

Private Universities (PTS) play significant role in human resource development, progressiveness of national competitiveness and strengthening higher education ecosystem in Indonesia and discussion in context of City of Batam, this role becomes increasingly important because Batam is national strategic area, an industrial, trade and service area that requires support of intellectual labor, academic innovation



and sustainable human resource capacity development. The existence of PTS in City of Batam not only functions as an education provider but also as an institution that supports socio-economic transformation through activities of tridharma of higher education, namely education, research and community service.

Based on 2024 data from Central Statistics Agency, City of Batam has 15 private universities still actively operating. Based on institutional quality perspective, accreditation composition indicates that seven private universities are accredited Good, seven private universities are accredited Very Good and one private university has obtained Excellent accreditation. This condition indicates diversity of institutional quality of private universities in City of Batam. Private universities with Good accreditation are an important group to study because their norms are still in stage of strengthening governance, progressing academic quality, developing human resource management systems and meeting institutional standards on an ongoing basis. In implementing institutional functions, lecturers are primary resource determining success of private universities. Lecturers are required not only to carry out teaching duties but also to carry out research, community service, scientific publications, student guidance and number of administrative and structural duties. The complexity of this role places lecturers in strategic position while also being vulnerable to work pressure. Therefore, success of private universities is linear. how far Lecturers are able to demonstrate work behavior that is not only limited to formal tasks but also voluntary behavior that supports sustainability of organization.

One important behavior in this context is Organizational Citizenship Behavior (OCB). OCB is an extra-role behavior that is carried out voluntarily, not directly regulated in formal reward system, but contributes to organizational effectiveness. In fact, conditions identified in higher education environments, lecturers' OCB is reflected through willingness to help colleagues, mentor students outside of formal obligations, be active in institutional activities, participate in curriculum development, support accreditation activities and engage in collaborative research and community service. High levels of lecturer OCB could strengthen academic culture, improve institutional performance and support achievement of higher education quality.

However, phenomenon identified by author during observations indicates that OCB of private university lecturers in City of Batam is not yet fully optimal. Statistics Indonesia (BPS) data indicates decline in number of private university lecturers in City of Batam over past three years, from 1,246 lecturers in 2022 to 1,221 lecturers in 2023 and then again to 1,167 lecturers in 2024. In category of Good accredited private universities, number of lecturers also decreased from 255 people in 2024 to 224 people in 2025. This decrease of 31 lecturers, or approximately 12.16%, indicates problems with human resource stability, lecturer retention and lecturer attachment to institution.

The decline in number of lecturers cannot be understood solely as an administrative issue, but rather reflects psychological and behavioral dynamics of organization. When lecturers begin to reduce their volunteer involvement, are reluctant to participate in informal institutional activities, or only perform minimum, linear tasks of formal obligations, these factors indicate weakening of OCB. This condition has potential to significantly impact organizational effectiveness, weaken academic collaboration and increase workload for lecturers who still actively contribute extracurricular activities.

Preliminary interviews with 15 lecturers who had transferred from private universities in City of Batam over past two years confirmed this indication. The majority of respondents stated that since their initial employment, they had exhibited extra-role behaviors, such as assisting colleagues, participating in institutional activities and supporting academic development outside of formal duties. However, as role conflict, emotional exhaustion and work-life imbalance increase, these behaviors begin to decline.

Respondents tend to limit engagement to core tasks because they perceive workload to be non-linear, despite support, rewards and psychological well-being they receive.

Role conflict is significant factor influencing lecturers' OCB and in context of private higher education institutions (PTS), lecturers often face overlapping role demands, including teaching, research, community service, publications, academic administration, structural duties and personal and family responsibilities. When these demands are difficult to meet simultaneously, lecturers could experience psychological stress that disrupts their work effectiveness. Poorly managed role conflict could decrease motivation, weaken emotional attachment and reduce lecturers' willingness to engage in extra-role behavior. Apart from role conflict, emotional exhaustion is also crucial factor in explaining decline in OCB and emotional exhaustion describes state of psychological energy depletion due to ongoing work pressure. Lecturers who experience emotional exhaustion tend to feel mentally exhausted, lose motivation and withdraw from social and organizational involvement. Therefore, lecturers are more likely to focus on fulfilling formal duties and reduce voluntary participation that was previously part of OCB.

Work-life imbalance is also relevant issue in context of private university lecturers. The burden of Tridharma (three pillars of profession), administrative demands, institutional activities and academic performance targets often consume lecturers' time and energy, disrupting their personal and family lives. This imbalance could lead to prolonged stress, decreased job satisfaction and weakened loyalty to institution. The resulting consequence is that lecturers tend to reduce extra contributions and choose to maintain minimum level of work involvement. Although role conflict, emotional exhaustion and work-life imbalance have potential to decrease OCB, relationship is not always direct. Affective commitment and organizational support could act as intervening mechanisms that explain this. How Work pressure influences lecturers' extra-role behavior. Affective commitment reflects lecturers' emotional attachment, sense of belonging and identification with institution. Lecturers with high affective commitment tend to remain loyal and willing to help organization despite facing work pressure. However, organizational support describes lecturers' perceptions that institution values their contributions, cares about their well-being and provides adequate support. When organizational support is strong, lecturers are more motivated to reciprocate through positive behaviors, including OCB.

Based on this description, research related to OCB of lecturers of private universities in City of Batam is important to be conducted linearly. Numbers of previous researches are still limited in simultaneously examining influence of role conflict, emotional exhaustion and work-life imbalance on OCB by involving affective commitment and organizational support as intervening variables, especially lecturers of Good-accredited private universities in City of Batam. Moreover, this group of private universities has unique institutional characteristics because it is still in process of strengthening quality, governance and stability of human resources. In conclusion, this study is targeted to analyze influence of role conflict, emotional exhaustion and work-life imbalance on Organizational Citizenship Behavior of lecturers of private universities in City of Batam partially and simultaneously through affective commitment and organizational support. The findings of this study are expected to be able to contribute theoretically to development of human resource management and organizational behavior literature, especially in context of private higher education. The expected practical benefits of this research findings are that it could be basis for PTS leaders in formulating more adaptive, humanistic and sustainable HR management strategies through strengthening affective commitment, progressive organizational support, workload management and controlling emotional exhaustion of lecturers.



The reminder of this paper is structured as follows. Section 2 presents literature review and hypothesis development. Section 3 provides methodology. Section 4 presents findings and discussion. Section 5 provides conclusion.

## 2. Literature Review and Hypothesis Development

The empirical basis of this research focuses on Social Exchange Theory (SET), relationship between individuals and organizations is based on principle of reciprocity (reciprocity). Regarding discussion of organizational context, individuals would exhibit positive behavior, including Organizational Citizenship Behavior (OCB), when they perceive fair treatment, support and attention from organization. However, conversely, when individuals face work pressures such as role conflict and emotional exhaustion, quality of social exchange relationships is disrupted, thus reducing tendency for pro-organizational behavior. Despite these conditions, this research is also supported by Affective Commitment Theory. The focus is that affective commitment is an individual's emotional attachment to organization. This commitment acts as psychological mechanism that encourages individuals to continue contributing voluntarily despite facing work pressure and concluded that affective commitment is positioned as an intervening variable that bridges influence of work pressure on OCB.

### 2.1 Role Conflict and Organizational Citizenship Behavior

Role conflict (role conflict) is condition when individuals face conflicting or contradictory work demands and in context of private university lecturers in City of Batam, role conflict arises due to complex demands of tridharma of higher education, namely teaching, research, community service and administrative tasks and theoretically, role conflict individual psychological resources and result in work stress. Based on Social Exchange Theory, unsupportive working conditions would reduce an individual's tendency to make extra contributions to organization. Individuals experiencing role conflict tend to focus more on completing formal tasks and reduce voluntary behaviors such as OCB. Empirical research indicates that role conflict negatively affects OCB because individuals become less proactive in helping coworkers and participating in organizational activities.

**H1:** *Role conflict has negative and significant effect on Organizational Citizenship Behavior.*

### 2.2 Emotional Exhaustion and Organizational Citizenship Behavior

Emotional exhaustion is key dimension of burnout, indicating psychological exhaustion due to prolonged work demands. Lecturers experiencing emotional exhaustion tend to lose energy and motivation to engage in additional activities outside of formal duties. In university context, emotional exhaustion causes lecturers to focus more on fulfilling primary obligations and reduce engagement in extra-role behaviors. Previous research indicates that emotional exhaustion negatively impacts OCB because individuals experience decreased emotional capacity to interact and contribute voluntarily.

**H2:** *Emotional exhaustion has negative and significant effect on Organizational Citizenship Behavior.*

### 2.3 Role Conflict and Affective Commitment

High levels of role conflict could reduce an individual's emotional attachment to organization. Role ambiguity and conflicting demands cause individuals to experience stress and lose their sense of



belonging to institution and context of private university lecturers in City of Batam. Poorly managed role conflict could diminish loyalty and commitment to institution. Individuals tend to feel organization does not provide adequate support, thus weakening emotional attachment.

**H3:** *Role conflict has negative and significant effect on affective commitment.*

## 2.4 Emotional Exhaustion and Affective Commitment

Emotional exhaustion significantly impacts an individual's decreased emotional attachment to organization. Individuals experiencing emotional exhaustion tend to experience disengagement and loss of motivation to remain engaged with organization. In long term, this condition would lead to decrease in affective commitment because individual no longer feels strong emotional connection to institution.

**H4:** *Emotional exhaustion has negative and significant effect on affective commitment.*

## 2.5 Affective Commitment and Organizational Citizenship Behavior

Affective commitment is main determinant of OCB behavior and individuals who have high emotional attachment to organization would voluntarily make greater contributions including helping colleagues, participating in organizational activities and showing loyalty and in context of PTS lecturers in City of Batam, affective commitment encourages emergence of OCB behavior as manifestation of devotion and sense of belonging to institution.

**H5:** *Affective commitment has positive and significant effect on Organizational Citizenship Behavior.*

## 2.6 Mediating Role of Affective Commitment

Affective commitment acts as an intervening variable in relationship between work pressure and OCB and based on Affective Commitment Theory, individuals with strong emotional attachment to organization would continue to show positive behavior despite facing work pressure and in this context, affective commitment is able to weaken negative influence of role conflict and emotional exhaustion on OCB. Lecturers who have high affective commitment still indicate voluntary contributions even under work pressure conditions.

**H6:** *Affective commitment mediates influence of role conflict on Organizational Citizenship Behavior.*

**H7:** *Affective commitment mediates influence of emotional exhaustion on Organizational Citizenship Behavior.*

## 3. Research Method

### 3.1 Research Design

This research implements approach quantitative with explanatory research design. The study aimed to examine causal relationship between role conflict, emotional exhaustion, affective commitment and Organizational Citizenship Behavior (OCB). This approach was chosen because it is able to explain direct and indirect influences between variables in research model. The study was conducted on lecturers at private universities in City of Batam from January to December 2025, covering stages of instrument development, data collection and statistical analysis.



## 3.2 Population and Sample

The population in this study was all lecturers at private universities in City of Batam. Based on available data, population that met research criteria was 224 active lecturers. The sampling technique used was random sampling technique. The probability sampling with purposive sampling approach, with criteria of lecturers having National Lecturer Identification Number (NIDN), coming from Private University with minimum accreditation of "Good" and willing to be research respondents. The sample size was determined using Slovin formula with 10% error rate, resulting in sample size of 100 respondents.

## 3.3 Data Collection

This study used two types of data: primary and secondary data. Primary data was obtained through questionnaires distributed to respondents, Meanwhile, secondary data was obtained from scientific literature, journals and relevant documents. Data collection techniques included questionnaires as primary research instrument, limited interviews to strengthen data interpretation and documentation through literature studies.

## 3.4 Measurement of Variables

This research instrument implements five-point Likert scale, namely from 1 (strongly disagree) to 5 (strongly agree) and research variables are operationalized as follows:

- Role Conflict (X1) measured through inter-role conflict, role ambiguity, expectation mismatch and role overload.
- Emotional Exhaustion (X2) measured through indicators of emotional exhaustion, mental fatigue, work frustration and loss of psychological energy.
- Affective Commitment (Z) measured through emotional ties, identification with organization and desire to remain.
- Organizational Citizenship Behavior (Y) measured through altruism, conscientiousness, sportsmanship, courtesy and civic virtue.

## 3.5 Data Analysis Technique

Data analysis was performed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) supported by SmartPLS software. This method was chosen because it offers advantages in analyzing complex models, does not require normality and linearity assumptions for relatively small sample sizes and research analysis is conducted in two main stages.

## 3.6 Measurement Model (Outer Model)

Evaluation of measurement model was carried out using convergent validity criteria with loading factor values  $> 0.70$ , average variance extracted (AVE)  $> 0.50$ , composite reliability and Cronbach's Alpha  $> 0.70$ .



### 3.7 Structural Model (Inner Model)

Evaluation of structural model is carried out by considering R value square ( $R^2$ ) to measure predictive ability of model, Q values square for predictive relevance and significance testing through bootstrapping with t criteria statistic  $> 1.96$  and p value  $< 0.05$ .

### 3.8 Mediation Analysis

Testing of intervening variable (affective commitment) was carried out with support of bootstrapping techniques to test indirect effect and variable was considered to mediate if indirect effect was statistically significant.

### 3.9 Validity and Reliability

Validity testing is carried out by considering correlation between items and constructs and all indicators have values above r table. Therefore, it was declared valid. Reliability testing indicated that all variables had Cronbach's Alpha values above 0.70, indicating excellent internal consistency. It was concluded that research instrument was valid and reliable and suitable for further analysis.

## 4. Results and Discussion

### 4.1 Analysis Results

This study involved 100 lecturers of Private Universities in City of Batam with 100% questionnaire return rate indicating maximum response quality and no missing data were found. Demographically, majority of female respondents (57%) were predominantly of productive age 31-40 years (50%) and majority were married (90%). Based on an academic perspective, majority of respondents had Masters (87%) and Doctoral (13%) educational qualifications indicating that respondents had adequate intellectual capacity and experience in assessing research variables.

The results of measurement model evaluation (outer model) indicate that all constructs meet validity and reliability criteria, with Cronbach's Alpha and Composite Reliability values for all variables above 0.70, Meanwhile, Average Variance Extracted (AVE) value is above 0.50. These conditions indicate that research instrument has high internal consistency and is able to adequately explain indicator variance. Despite these conditions, results of discriminant validity test using Fornell-Larcker approach indicate that each construct has root AVE value that is greater than correlation between other constructs, therefore, there is no overlap between latent variables.

Based on results of structural model analysis (inner model) indicates that role conflict has positive and significant effect on Organizational Citizenship Behavior (OCB) ( $\beta = 0.194$ ;  $p < 0.05$ ) while emotional exhaustion has negative and significant effect on OCB ( $\beta = -0.434$ ;  $p < 0.05$ ). However, work-life imbalance does not have significant effect on OCB and relationship with intervening variable, emotional exhaustion is proven to have significant negative effect on affective commitment ( $\beta = -0.608$ ;  $p < 0.05$ ) while role conflict does not indicate significant effect on affective commitment and affective commitment is proven to have very strong positive effect on OCB ( $\beta = 0.839$ ;  $p < 0.05$ ).

The results of mediation test indicate that affective commitment plays significant role in mediating relationship between role conflict and OCB and between emotional exhaustion and OCB. Apart from these conditions, organizational support is also proven to mediate relationship between emotional



exhaustion and OCB but does not play role in relationship between other variables. coefficient of determination ( $R^2$ ) value indicates that model has strong explanatory power, with  $R^2$  values of 0.653 for OCB, 0.541 for affective commitment and 0.679 for organizational support.

**Table 1. Variable Reliability Analysis Through Values Cronbach Alpha, Composite Reliability, and AVE**

Variables	Cronbach's Alpha	Composite Reliability	AVE
Role Conflict	0.896	0.914	0.501
Emotional Exhaustion	0.906	0.914	0.508
Work-Life Imbalance	0.940	0.948	0.648
Affective Commitment	0.955	0.962	0.759
Organizational Support	0.975	0.978	0.815
OCB	0.864	0.894	0.514

  

Connection	Coefficients ( $\beta$ )	Tstatistic	Pvalue	Results
Role Conflict → OCB	0.194	2.807	0.005	Accepted
Emotional Exhaustion → OCB	-0.434	4.425	0.000	Accepted
Work-Life Imbalance → OCB	0.103	1.238	0.216	Rejected
Role Conflict → Affective Commitment	0.022	0.155	0.877	Rejected
Emotional Exhaustion → Affective Commitment	-0.608	5.003	0.000	Accepted
Affective Commitment → OCB	0.839	8.293	0.000	Accepted

  

Connection	Coefficient	Tstatistic	Pvalue	Results
Role Conflict → Affective Commitment → OCB	0.519	5.156	0.000	Accepted
Emotional Exhaustion → Affective Commitment → OCB	0.511	4.172	0.000	Accepted
Emotional Exhaustion → Organizational Support → OCB	0.455	4.091	0.000	Accepted
Work-Life Imbalance → Affective Commitment → OCB	0.137	1.275	0.203	Rejected
Endogenous Variables	$R^2$	Category		
OCB	0.653	Strong		
Affective Commitment	0.541	Moderate		
Organizational Support	0.679	Strong		

#### 4.2 Discussion

The research findings indicate that role conflict has positive effect on OCB and these findings indicate that in context of lecturers at Private Universities in City of Batam, role conflict is not always destructive but rather functions as challenge (challenge stressor) that encourages individuals to increase extra-role contributions. Lecturers who face complex role demands tend to demonstrate adaptive behavior through progressive OCB as professional responsibility and an effort to maintain organizational stability. However, on contrary, emotional exhaustion was proven to have significant negative effect on OCB, indicating that emotional exhaustion is factor that directly reduces an individual's capacity to engage in extra-role behavior. Descriptions related to condition of exhaustion, lecturers tend to focus their remaining energy only on core tasks (in-role behavior) thereby reducing voluntary contributions to organization. These findings strengthen burnout theory which asserts that emotional exhaustion is major determinant of decreased pro-organizational behavior.

The lack of significant effect of work-life imbalance on OCB indicates that work-life balance is not direct determinant of lecturers' extra-role behavior. This condition could be described by characteristics of teaching profession, which has work flexibility and strong professional norms,



therefore, that individuals maintain OCB despite experiencing an imbalance between work and personal life. Moreover, affective commitment has been proven to be most dominant determinant in increasing OCB. Lecturers who have high emotional attachment to institution tend to indicate loyalty, active participation and volunteer behavior that supports organizational effectiveness. This finding is linear in theory of organizational commitment, which places affective commitment as main driver of extra-role behavior. The role of affective commitment as an intervening variable has also been proven significant in bridging influence of role conflict and emotional exhaustion on OCB. This condition indicates that emotional attachment functions as psychological mechanism that determines how individuals respond to work pressure and in conditions of high affective commitment, lecturers are still able to maintain OCB even when facing work pressure.

Despite these conditions, organizational support does not directly influence OCB but acts as mediator in relationship between emotional exhaustion and OCB. This indicates that organizational support functions as psychological resource capable of mitigating negative impact of emotional exhaustion on work behavior.

## 5. Concluding Remarks and Recommendation

This study aims to analyze influence of role conflict and emotional exhaustion on Organizational Citizenship Behavior (OCB) with affective commitment as an intervening variable among lecturers at Private Universities in City of Batam. findings indicate that role conflict has positive and significant effect on OCB, indicating that in an academic context, role conflict could function as challenge stressor that encourages lecturers to increase their extra-role contributions. However, emotional exhaustion has negative and significant effect on OCB, indicating that limited emotional resources lead to decrease in lecturers' voluntary behavior in supporting organization. Despite these conditions, work-life imbalance does not have significant effect on OCB, therefore, it could be concluded that this factor is not direct determinant of lecturers' extra-role behavior.

This study also identified that emotional exhaustion had significant negative effect on affective commitment, Meanwhile, role conflict did not significantly influence affective commitment. Affective commitment was shown to have very strong positive effect on OCB and acted as significant intervening variable in relationship between role conflict and OCB as well as between emotional exhaustion and OCB. However, organizational support did not have direct effect on OCB but acted as mediator in relationship between emotional exhaustion and OCB. The comprehensive conclusion of this study's findings confirms that lecturers' OCB is more influenced by internal psychological factors, especially affective commitment and emotional exhaustion, than external structural factors, therefore, that managing psychological well-being and strengthening lecturers' emotional attachments are key to improving pro-organizational behavior in Private Higher Education environment.

Based on research findings, practical suggestions suggest that private universities in City of Batam should prioritize management of lecturers' emotional exhaustion through more proportional workload management policies, streamlining administrative tasks and providing psychological and well-being support programs. Regardless of these conditions, institutions need to strengthen lecturers' affective commitment through progressive leadership quality, organizational justice, transparent reward system and creation of work environment that supports sense of belonging and emotional engagement. Although role conflict in this study indicates positive influence on OCB, its management still needs to

be carried out systematically to prevent it from developing into excessive work pressure in long term. Organizational support also needs to be optimized strategically, particularly in mitigating impact of emotional exhaustion, through policies that are responsive to lecturers' needs and progressive, effective organizational communication.

Academically, further research is recommended to develop more comprehensive model by incorporating other variables such as job satisfaction, work engagement and leadership style as factors potentially influencing OCB. Despite these conditions, future research could use longitudinal approach to capture dynamics of changes in lecturer behavior over certain period and expand research object to state universities or other organizational sectors to increase generalizability of research results. The use of mixed methods is also recommended to be able to delve deeper into psychological and contextual aspects that are not fully revealed through quantitative approaches. It is concluded that further research is expected to contribute more macro to development of human resource management science, particularly in context of higher education organizations.

### Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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