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Impact of workload, role conflict, role ambiguity on lecturer performance: A case study in Vietnam

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Abstract: Lecturers' performance is crucial both within universities and for the broader society. This study aims to explore the influence of social support on moderating the effects of job stress on lecturers' performance, thus enhancing their overall work effectiveness. Utilizing a survey adapted from prior research, data was gathered from 397 lecturers working in Hanoi. Hypotheses and a research framework were established, and the collected data underwent analysis using SPSS and SMART-PLS. The findings indicate that job stress, encompassing workload, role conflict, and role ambiguity, significantly affects lecturers' performance. Moreover, social support, including co-worker support and supervisor support, are the moderating factors in the relationship between job stress and lecturers' performance.

Keywords: Workload, role conflict, role ambiguity, job performance

1. INTRODUCTION

Identifying the factors that determine the work performance of lecturers and thereby understanding the factors that affect the work performance of university lecturers is important in proposing policies to provide solutions to improve lecturers' work efficiency. Previous studies have identified factors that affect lecturers' job performance.

Research by Hwang and Park (Hwang & Park, 2022) related to factors affecting job performance indicates that job satisfaction, self-efficacy, emotional intelligence, rules expression, job autonomy, social support, and work stress. The hypothesized model is based on Grandey's model of emotion regulation and is based on a literature review of emotional labor, job satisfaction, and job performance (Hwang & Park, 2022). The results resulted in 424 responses and were analyzed by the two authors using AMOS 23 to explore the relationships between constructs.

Khan and colleagues' research (Khan et al., 2022) reveals that organizational politics is the primary source of stress among workers, exerting a significant positive influence on both psychological and organizational stress levels. Moreover, the study highlights how both organizational politics and work-related stress impede worker performance. These findings offer critical insights for company management regarding the detrimental impact of politics, particularly on psychological and organizational stress and, subsequently, job performance—especially within the Pakistani context. Additionally, the study proposes strategies to mitigate this issue and enhance worker performance. Furthermore, it sheds light on the extent of involvement of management versus employees in organizational politics.

Research by Ha Quynh Hoa and colleagues (2022) analyzes the effects of working from home on work efficiency during online teaching of lecturers at public universities in Vietnam during the Covid pandemic. -19 took place, the study built a questionnaire and investigated a sample with 296 observations. EFA, CFA and SEM analyzes on the collected data show that working from home has a positive impact on work efficiency, increases work-life balance, and positively affects work performance. work motivation, reduce work stress. For lecturers' work efficiency when working at home, there are 4 influencing factors, of which the factor "working at home" has the strongest impact and this factor acts as the key or driving force. work opportunities to increase labor productivity.

Among these factors, impact of job stress on job performance is argumented. Therefore, the main purpose of this study in to investigate the impact of job stress on lecturer' performance and measure if this is negative or positive impact.

II. LITERATURE REVIEW

2.1 Lecturer's performance

Currently, there are many different perspectives on work performance, including two main approaches. In the first approach, researchers view work performance as the result of a certain activity or position (Brown et al. (2002); Lee et al. (2011); Bal & De Lange (2014). According to this approach, work performance is the completion of assigned work, measured based on pre-established standards such as output volume, cost, time, from there. Evaluate the level of job completion. This perspective emphasizes the outcome and de-emphasizes the behavior that leads to the outcome.

This approach helps managers, workers and organizations easily measure and evaluate individual work performance. Based on available standards, employees can also accurately determine their level of completion, which is the basis for the remaining activities of human resource management, such as policies, compensation, and benefits. salaries, bonuses, other benefits, promotions and training, etc. At the same time, with this approach, the organization also identifies employees who are effective at work, and evaluates the level of achievement of goals. organization's goals.

Another approach to job performance advocates a behavioral focus. Accordingly, employee job performance results are a collection of behaviors aimed at achieving organizational goals (Murphy, 1989). According to research by Borman & Motowidlo (1993), job performance results include assigned job performance results and contextual (arising) job performance results. In particular, these two components are two different behaviors at work, independently contributing to an individual's job performance results, which are evaluated by the organization from different perspectives. The results of performing assigned work often vary between different jobs. Meanwhile, the results of job performance are used for many or all jobs.

2.2 Job stress

2.2.1 Workload

Work overload is one aspect of role stress. According to (Budiasih, 2017), work overload is a situation where a person has too much work but does not exceed his or her ability and available time. (Setianingsih, 2017) defines work overload as multiple tasks that employees must complete within a certain period of time and is a result of workload and time norms. (Fieyatiwi et al., 2019) concluded that work overload is a situation where workers have too much work and must complete it in a limited time. According to (Mahendrawan and Indrawati, 2015), too heavy a workload or weak physical strength will prevent workers from working. The capacity of the job must be adjusted according to the number of people working on it. Excessive workload can reduce the quality of work.

2.2.2 Role conflict

Gullahorn (1956) defined role conflict as a situation that arises when needs and expectations from a role are incompatible. According to Kahn and colleagues' (1964) role theory, role conflict involves facing two or more role pressures from a variety of sources. In classical organizational theory, there is no tolerance for role conflict in an effective organization. Instead, organizations often have a clear structure and clearly defined roles (Rizzo et al., 1970; Katz & Kahn, 1978). However, in modern organizations, adapting to changing environments is essential. Role conflict can arise not only in organizational contexts but also in human relationships (Nicholson & Goh, 1983).

Role conflict in organizations is studied in many different forms, including internal conflict between members of a role group, conflict between roles, and conflict between people and roles. A typical example is when there is inconsistency between instructions from different managers regarding the same specific task. Role involvement conflict occurs when an individual takes on two or more roles with inconsistent expectations (Sieber, 1974). Person-role conflict stems from inconsistency between the requirements of the role and the values, needs, skills, and personality of the person occupying the role. For example, an employee with strong ethical values may have difficulty carrying out an instruction that they consider unethical but necessary.

2.2.3 Role Ambiguity

Role ambiguity occurs when employees do not feel clear about the information needed to perform their role fully, or are uncertain about the expectations placed on their role (Walker, Churchill Jr, & Ford, 1975). This uncertainty may arise from factors related to the task or the social environment. When employees cannot be assured of job requirements or how to achieve success, they

may face task ambiguity. Similarly, social and emotional issues can also cause ambiguity when the outcomes of informal behaviors cannot be predicted (King & King, 1990).

Formal job descriptions often help clarify roles effectively. However, the actual role is often not completely reflected in the job description. Informal and humanistic factors also contribute to role formation. Even when job descriptions are very detailed, expectations about a position can vary significantly (Rogers & Molnar, 1976). Role ambiguity can arise from organizational or individual factors. Organizational factors include unclear definition of roles and poor communication of roles to role owners. Frequent changes in organizational structure and environment and inadequate communication can trigger role ambiguity (Kahn et al., 1964). Personal factors relate to the consciousness of the person taking on the role. If the person is not aware of the requirements of the role, they will not be able to perform that role effectively. Consistency between the assigned role and the owner role is necessary (Bible & McComas, 1963; Greene & Organ, 1973).

2.3 Social support

Social support for individuals during work performance is understood as support through social relationships with other individuals, groups and the larger community. (Johnson & Hall, 1988) (Snyder, et al., 2008) (Lin, et al., 2009). Thus, previous studies confirm that social support includes support from colleagues, managers, subordinates, family and other organizations. For university lecturers, there is also social interaction with students and with businesses that support and are affiliated with the university. At the same time, within the scope of research on work stress, the researcher proposed to remove the factor of family support from the table measuring social support for lecturers' job performance. At the same time, for this thesis topic, the author proposes that student support and business support are constituent elements of social support.

Demirtas, Ozdevecioglu, and Capar (2015) highlight the significance of social support as a vital coping strategy, crucial for stress reduction. Wallace et al. (2009) discovered a positive coping mechanism that bolsters employee role-based performance while counteracting the adverse effects of stress. Buch, Dysvik, Kuvaas, and Nerstad (2015) underscored the pivotal role of social support as a coping mechanism in both mitigating and exacerbating stress, thereby influencing employee performance within the industry. Sarson and Sarson (2005) stress the indispensability of social support, emphasizing its necessity in everyday life and particularly during periods of pressure and stress. Individuals lacking adequate social support may encounter difficulties in their daily work and social interactions, potentially leading to psychological distress.

Brannon, Dick, and Wagner (2001) identify workload as a primary source of physical stress, while highlighting how support from supervisors and colleagues can alleviate its negative impact, with social support acting as a moderator in stress management. Roques and Roger (2004) elaborate on the pivotal role of social support as a mediator between stress and stressors across various contexts, particularly in enhancing job performance. Their research underscores social support as a key source of positive coping mechanisms. Erkoc et al. (2018) demonstrate that social support serves as a beneficial mediator between work environment and work-related stress. Similarly, Ditzen et al. (2008) observe that social support can mitigate psychological reactions to stress. Previous research findings on predictors of job stress, the mediating role of social support, and criteria for job performance yield diverse results, highlighting the multifaceted nature of social support's mediation. Numerous studies corroborate social support's mediating role between predictors and criteria. Proactive coping, a facet of problem-oriented coping, advocates for preemptive development of strategies to confront future stressors.

Folkman and Moskowitz (2004) unearthed that positive coping entails employing strategies aimed at problem-solving. Direct action is imperative to mitigate stress and alleviate its repercussions. Rowe (2000) demonstrated that individuals utilizing proactive coping methods effectively manage stressors, leading to heightened personal accomplishment and reduced mental fatigue. Studies indicate that employing positive coping mechanisms can mitigate the severity of depression and its consequences (Updegraff & Taylor, 2000). Social support is a ubiquitous phenomenon in daily life, with support groups providing conducive environments for individuals to address various challenges. Within such settings, individuals can find solace and assistance from peers encountering similar difficulties. These support groups are widely recognized in the United States (Davison, Pennebaker, & Dickerson, 2000).

3. METHODOLOGY

The author conducted the research following De Vaus's (2013) suggestions for questionnaire surveys in sociological research. De Vaus (2013) suggests there are 4 stages of questionnaire research, including stage 1: General research; Stage 2: Data collection; Stage 3: Set up data for analysis; and stage 4: Data analysis and report writing.

The measurement scale for each variable in the model is selected from foundational theories and previous studies. The questionnaire was designed based on available scales and translated from English to Vietnamese, with adjustments to suit the survey subjects who are lecturers. The questionnaire was posted on Google form to send it to lecturers and receive results easily. The questionnaire was then used for a pilot survey with 10 lecturers and adjusted to be reasonable and clear so that respondents could obtain the most accurate answers.

Table 1: Mearsuement

Variable Measurement	Sources
Workload	Mahendrawan và Indrawati, 2015
Role conflict	Rizzo House and Lirtzman 1970
Role Ambiguity	Rizzo House and Lirtzman 1970
Task performance	Borman & Motowidlo, 1997
Contextual Performance	Borman & Motowidlo, 1997
Co-worker support	Johnson & Hall, 1988
Supervisor support	Johnson & Hall, 1988
Student support	Adapted from co-worker support
Partner support	Adapted from co-worker support

Table 1 shows the sources of the measurement scale. Because the questionnaire was collected from many research sources and translated from English to Vietnamese, the terms and implications of the questions were made clearer and accompanied by a description of the purpose of the questionnaire. After receiving feedback from the first lecturers on the questionnaire

After being adjusted, the questionnaire was collected based on a convenient survey method to obtain data quickly and randomly. Lecturers who receive the questionnaire will answer and send it to other lecturers. The process collected 397 valid answer sheets to include in step 3.

The received answers are coded and processed for missing data, exploratory factor analysis, and validation factor analysis. The minimum sample size for exploratory factor analysis is 5 times the number of observations than the number of variables; more appropriate is 10 times, and even better is 20 times. Because the number of variables of the intended model is 9 variables, the number of votes Collect a minimum of 45 valid votes, preferably 90 votes and preferably 180 valid votes. The result of the data was 397 responses, ensuring a sufficient number for exploratory factor analysis, validation factor analysis, and model regression.

The tools used to conduct the analysis are SPSS 24 and Smart-PLS

Step 4: Analyze data and write reports.

The data results collected were coded, and SPSS 24 and Smart-PLS software were used to conduct data analysis.

4. RESULTS AND DISCUSSION

Frequency

Descriptive statistical analysis aims to provide an overview of the study sample in terms of numbers and percentages. Descriptive statistics applied to the analysis of the sample's personal information include the following information.

Table 2. Sample Demographic

Gender	Number	Percentage
Male	169	42.57%
Female	228	57.43%
Total	397	100%

Table 2 indicates the demographic characteristics of respondents. Among 397 respondents, there are 169 males accounted for 42.57% and 228 Female accounted for 57.43%

Table 3. Education Level of respondents

Education Level	Number	Percentage
Undergraduate	0	0%
Master	252	63.48%
PhD	145	36.52%
Total	397	100%

Table 3 shows the result of the descriptative indicated that there are 252 lecturers accounting for 63.48% who has master's degrees and 145 lecturers who have PhD accounting for 36.52%

Table 4. Experiences

Experiences	Number	Percentage
Under 1 year	0	0%
From 1 year to under 5 years	17	4.3%
From 5 years to under 10 years	187	47.1%
From 10 years and above	193	48.6%
Total	397	100%

Table 4 shows the answer to questions about the experience of lecturers; almost lecturers have 10 years and above which accounted for 193 lecturers- 48.6% ,followed by the number of lecturer who has from 5 years to under 10 years and from 1 year to under 5 years experiences accounted for 187 lecturers- 47.1% and 17 lecturers- 4.3%

Table 5 Reliability test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
CP	0.954	0.956	0.959	0.663
RA	0.944	0.948	0.955	0.782
RC	0.922	0.951	0.935	0.644
SS1	0.917	0.936	0.941	0.800
SS2	0.909	0.913	0.932	0.734
SS3	0.918	0.988	0.939	0.794
SS4	0.927	0.937	0.954	0.873

TP	0.961	0.965	0.969	0.838
WL	0.903	0.917	0.932	0.773

The data collected input in SPSS, and the reliability result indicated that all the variables ranging from 0.903 to 0.961 are accepted by the Cronbach alpha higher than 0.7. Table 5 shows the detail.

Table 6 shows the results of the KMO and Bartlett's test that the KMO index = 0.764 is greater than 0.5 and Sig of the Bartlett test = 0.000 < 0.05; this proves that the application of factor analysis techniques in this case completely matches the data set.

Table 6 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.764
Bartlett's Test of Sphericity	Approx. Chi-Square	28449.206
	df	1326
	Sig.	.000

Hypothesis testing

The data inputs in Smart-PLS to test the Hypothesis. Table 7 indicates the results of Path analysis.

Table 7 Path analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
RA -> CP	0.195	0.199	0.073	2.649	0.008
RA -> TP	0.251	0.254	0.073	3.434	0.001
RC -> CP	0.107	0.112	0.042	2.553	0.011
RC -> TP	0.147	0.149	0.060	2.426	0.015
WL -> CP	0.382	0.379	0.071	5.353	0.000
WL -> TP	0.207	0.205	0.074	2.802	0.005

The results shown in Table 7 indicate the level of impact of job stress on a lecturer's performance. For details, Workload has a positive impact on job performance by task with a path coefficient of 0.207 and a p-value of 0.005. At the same time, the workload has a positive impact on Contextual Performance with a path coefficient of 0.382 and a p-value of 0.000.

Role Conflict has a positive impact on both Task Performance and Contextual Performance with path coefficients of 0.147 and 0.107 with p-values of 0.015 and 0.011, respectively.

Role Ambiguity has a positive impact on Task Performance and Contextual Performance with path coefficients of 0.251 and 0.195, respectively, with p-values of 0.001 and 0.008, respectively.

Therefore, the Hypothesis 1 is accepted.

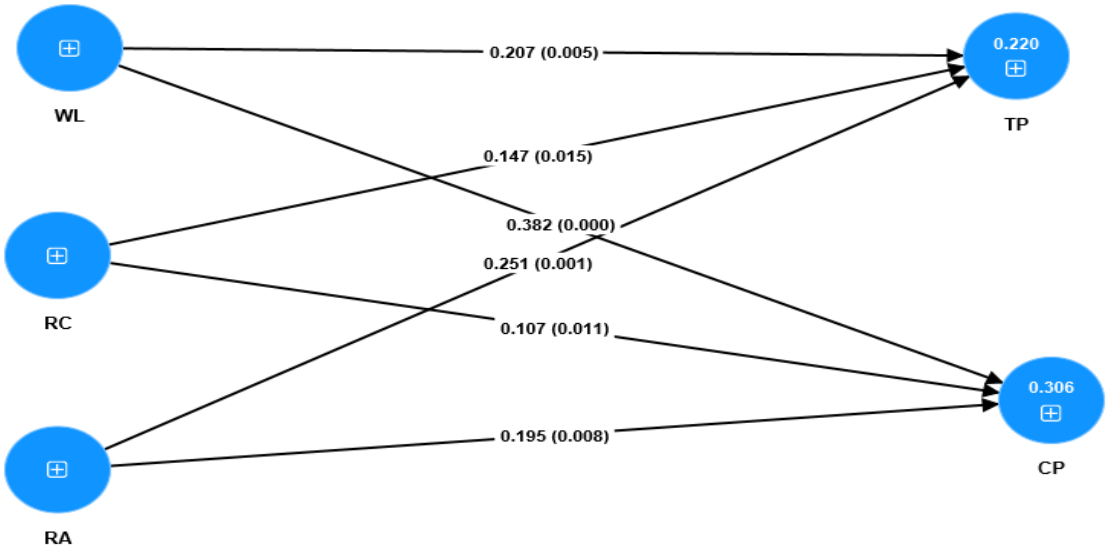

Table 8 shows the results of hypothesis 2, testing the role of social support on the impact of job stress on job performance. For detail:

Table 8: The role of social support on the impact of job stress on job performance

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
SS2 x ST -> WP	0.124	0.120	0.045	2.739	0.006
SS3 x ST -> WP	0.056	0.054	0.046	1.213	0.225
SS4 x ST -> WP	-0.037	-0.046	0.064	0.571	0.568
SS1 x ST -> WP	0.114	0.113	0.056	2.045	0.041

Social support, including co-worker support, supervisor support, student support, and partner support, were tested as a moderating variable in the impact of job stress on job performance. Table 8 indicates that co-worker support and supervisor support act as two variables moderating the impact of job stress on lecturer' performance with the path coefficient of 0.114 and 0.124 with p-value are 0.041 and 0.006.

Meanwhile, support from students and support from partners have no role in influencing the impact of Job Stress on Job Performance because the p-values are 0.225 and 0.568, respectively, greater than 0.05.

The job performance of lecturers is one of the top factors of concern for lecturers as well as management teams in specialized departments and the Board of Directors. The summary of the lecturer's performance results is the overall result of each lecturer. Therefore, if the managers want to improve organizational efficiency, they need to improve the professional performance of each lecturer.

The author proposes the hypothesis that job stress has an impact on lecturers' work performance. Analysis results have shown that factors of work stress, including load, role conflict, and role ambiguity, all have a positive impact on components of job performance, including task performance results. and contextual work performance.

Among the work stress factors that impact job performance according to tasks, stress due to role ambiguity has the strongest impact with a path index of 0.251, followed by work overload. with a path coefficient of 2.207 and finally stress due to role conflict with a path coefficient of 0.147.

Thus, when lecturers clearly understand their job duties, rights and responsibilities, their work performance will be better. Lecturers clearly understand their tasks that need to be performed, know how to divide large tasks into small tasks, and clearly

understand responsibilities and criteria for evaluating job completion, which will help lecturers perform their job duties. mine is better. From there, improve the performance of tasks according to tasks.

At the same time, when lecturers are in a situation where the time to complete work is tight, they will strive to complete the job better. Even when the workload is large and requires lecturers to work hard and quickly, it will help lecturers focus on performing the assigned work according to their tasks and complete it better.

Besides, allowing lecturers to do the same work but in different ways will help lecturers be creative and have many new ways to carry out the work. With assigned tasks but insufficient resources, lecturers will make use of all available resources to perform the work. At the same time, when assigned diverse tasks with many requirements and related to many subjects, it will help lecturers improve the efficiency of planning and resource allocation and progress of work implementation. my job. At the same time, improve the efficiency of coordinating work with colleagues and other departments.

For contextual work performance, lecturers perform other tasks beyond job requirements, seize other opportunities and challenges at work, actively improve work efficiency and perfect your knowledge and skills. This contextual work performance also receives a positive impact from stress factors at work.

Among the components of work stress, workload has the strongest impact on contextual work performance with a path coefficient of 0.382, followed by stress due to role ambiguity and role conflict. game with path coefficients of 0.195 and 0.107, respectively.

When the workload is large and the implementation time is tight, lecturers will find ways to improve their knowledge and skills to perform the work faster and more effectively. At the same time, requiring lecturers to work harder and faster will make lecturers proactively grasp new jobs and find ways to overcome their difficult situations.

When lecturers clearly understand their roles and job authorities and know how to divide their time to perform many different tasks, it will help lecturers to undertake many different jobs and improve their knowledge and skills. job skills, thereby opening up opportunities for lecturers.

Regarding stress due to role conflict, demonstrating that lecturers perform their work in the context of diverse working methods, receiving many different tasks with different working methods and limited resources will help Lecturers improve contextual work performance. Lecturers have the ability to take on new jobs, proactively update new knowledge and skills, proactively seize opportunities and be ready to face challenges at work.

The results of analyzing the role of social support on the impact of work stress and job performance results show that only support from leaders and colleagues has a moderating role, the remaining Student and partner support had no impact.

Support from colleagues has a positive moderating role in the impact of work stress on lecturers' work performance with a path coefficient of 0.114, p-value of 0.041. This shows that when lecturers work in an environment with support from colleagues, there is no conflict between colleagues, and colleagues are always ready to help, it will promote the positive effects of stress at work. . Through the professional support of colleagues, work coordination, and emotional support, lecturers can better manage work plans and be able to set clear and proactive goals. take on new and challenging work tasks.

Leadership support includes good relationships with leaders, listening to leaders, fair evaluation, adequate information for teachers about the tasks they perform, along with help in job. This support from leaders helps lecturers clearly understand the work they need to do and plan their work more effectively. From there, proactively improve knowledge and skills as well as seize new job opportunities, not afraid to face challenges at work.

The proposed student support, including paying attention and listening to lectures and being proactive in studying, does not have a role in moderating the impact of work stress on work performance. Lecturers are responsible for imparting knowledge and skills to learners. Regardless of whether students actively grasp knowledge and are interested in the lecture, the lecturer's requirement is still to meet the student's output standards.

Support from partner organizations includes support for practical business information, support in teaching and scientific research. However, research results show that support from partner organizations has no role in the impact of work stress on job performance. The main tasks of lecturers today are teaching and scientific research, training and union activities, however, coordination with partner organizations helps students gain more practical knowledge. and has not been included in the mandatory requirements for all subjects. At the same time, coordination with partner organizations is currently not effective.

V. LIMITATION

The new study only collected 397 answer sheets, a small sample compared to all lecturers working at universities in Hanoi. Future research could collect more response sheets to get better survey results.

New research only explores how work stress affects lecturers' job performance. Further research can expand other factors that affect lecturers' work performance to have a comprehensive assessment and provide appropriate solutions.

The study evaluated the moderating role of social support on the impact of work stress on job performance, but student support and support from partner organizations did not play a role. what game. However, in the context of internationalization of education, the role of partner businesses is increasingly important. Future studies need to evaluate the role of partner businesses directly on work performance results.

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