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Cognitive influence of work-overload and role-conflict on technical education university lecturer's satisfaction and performance in South-West Nigeria

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ABSTRACT

The productivity of any business is heavily relied on its personnel and their well-being which may influence how satisfied and productive they are. Hence, this study investigated cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction and performance in South-west Nigeria. Descriptive survey research design was adopted for the study. The study was guided by three research questions and two hypotheses. Adapted scales were employed for data collection with an overall reliability coefficient of .90. population for the study comprised all technical education university lecturers in Nigeria. Data was analyzed using mean and standard deviation, Correlation matrix (Pearson Product Moment Correlation), and multiple regression. Findings revealed that there is no significant relationship among work-overload, role-conflict, job satisfaction and performance of technical education university lecturers. Study also revealed significant influence of work-overload and role-conflict on job satisfaction ($\beta = .101$; $\beta = -.134$; $p > 0.05$) and performance ($\beta = -.107$; $\beta = .076$; $p > 0.05$) among technical education university lecturers. It was concluded and recommended that work-overload and role conflict are significant factors that contributes immensely in affecting satisfaction and overall performance of lecturers on their job. Therefore, efficient training on task management and scheduling should be regularly given to lecturers to alleviate job-strain.

1. Introduction

In every human society, education is a vital instrument for advancement, empowerment, and human growth. This shows that a country that doesn't have a strong educational system and philosophy runs the risk of collapsing, but a country that cares more about the advancement of education is sure to succeed greatly. Education also provides the means of eradicating or significantly reducing poverty, along with being the key to economic success. Therefore, the key to growing many aspects of any nation is the empowerment of its citizen through education (NPE 2014). Like most countries in the world, Nigeria tertiary institution is the highest and apex of all educational institutions in the country handling post-secondary education programs. These establishments consist of polytechnics, colleges of education and universities, that offers a range of courses that

could provide students the skills they need to be employable or self-employed. Education at this level is designed to give students the knowledge and abilities they need to succeed in their career. Some of the courses that are being offered at this level of education includes mathematics, creative art, home economics, entrepreneurship education, technical education among others.

Technical education is a program that is geared towards skill acquisition and basic scientific knowledge Osam (2013). According to Umunadi (2013), technical education is the kind of education intended to train engineers and technologists for higher management at the university level as well as intermediate-level personnel (technicians, middle management) at the upper secondary and lower tertiary levels. This program is expected to be taught by lecturers who has professional knowledge and experience on the course in order to equip the students with necessary skills required for the world of work (Ugwu 2016). In the same vein they are also expected to carry out other duties apart from their main job demand. Some of this may include been appointed as committee member, representing their department or the university both within and outside the university environment on a particular matter among others. All these activities usually lead to work overload which in doubt will sponsor role-conflict. Invariably, lecturers who experienced this have high tendency of becoming dissatisfied, less effective and experience reduction in their degree of productivity of the job.

In addition, lecturers in the field of technical education, like those in other disciplines, are probably under pressure due to the yearly rise in enrollments and staffing shortages. The academic staff has continuously been burdened with excessive work and responsibilities as a result of this predicament. The welfare of the majority of lecturers in technical education professional practice, however, is at risk if this condition is not addressed or checked, which could further reduce their productivity and effectiveness at work. Additionally, this might make the health conditions of Technical Education lecturers worse, multiply the casualty rate, and lead to more lecturers quitting their jobs. It on this basis that this study investigates the cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction and performance in South-west Nigeria.

2. Statement of the Problem

Any business, organization, or entity that wants to get better result has to rely heavily on its personnel to make that happen. Significantly, the workforce's influence can be linked to effective organization's output. Lecturers are an essential part of the workforce and stakeholders in the educational system, particularly at higher education institutions around the nation such as university. Therefore, physically and psychologically balanced lecturers will be more productive at work. Also, lecturers satisfaction and performance is heavily influenced by their well-being especially when working in a relaxed and comfortable atmosphere which has high tendency to make them feel very motivated, and at ease, on their work.

Sadly, academic staff members in higher education institutions typically have a heavy workload, which appears to have an impact on their performance and degree of engagement. Numerous of these lecturers instruct big classes of students in environments that are not optimal for learning activities. The demand for lecturers is particularly high in the areas of teaching and supervising graduate and undergraduate students, including administrative responsibilities. It appears that the issue has significantly lowered their necessary and appropriate productivity standards in their specialized fields. Given the potential harm to the instructors and the quality of their work, this study shows that the independent variable significantly influences the dependent variables, with an emphasis on the cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction and performance in South-West Nigeria.

3. Purpose of the Study

The purpose of the study is to determine the cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction and performance in South-West Nigeria. Specifically, the study will determine the:

- 1) Level of technical education university lecturer's work-overload in South-West Nigeria
- 2) Level of technical education university lecturer's role-conflict in South-West Nigeria
- 3) Level of technical education university lecturer's satisfaction in South-West Nigeria
- 4) Level of technical education university lecturer's performance in South-West Nigeria

4. Research Questions

The following questions will guide the study:

- 1) What is the level of technical education university lecturer's work-overload in South-West Nigeria
- 2) What is the level of technical education university lecturer's role-conflict in South-West Nigeria
- 3) What is the level of technical education university lecturer's satisfaction in South-West Nigeria
- 4) What is the level of technical education university lecturer's performance in South-West Nigeria

5. Hypotheses

The following hypotheses would guide the study:

- 1) There is no significant relationship among work-overload, role-conflict, job satisfaction and job performance of technical education university lecturer's in South-West Nigeria.
- 2) There is no significant cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction in South-West Nigeria.
- 3) There is no significant cognitive influences of work-overload and role-conflict on technical education university lecturer's performance in South-West Nigeria

6. Literature Review

6.1. Technical Education

Technical education program is a hands-on course designed to help students develop the skills they need to become self-sufficient. According to the National Policy of Education (2013), the goal of the technical education program is to establish the necessary value orientation for both individual and societal survival through acquisition, development, and inculcation. This will lead to self-reliance and national growth. Along with the acquisition of both intellectual and physical abilities that will help them grow into valuable members of society, it also entails the development of an individual's intellectual capacities to comprehend and appreciate their surroundings. Various specializations available in technical education programs, includes automobile, woodwork, metalwork electrical/electronics, and building technology (Onyemaechi, Nnennaya & Anyatonwu 2014). Lecturers are the individuals in charge of instructing this program, including its specialization.

6.2. Lecturer

A lecturer is a specialist in academia who instructs students at the university level. They are the main participants in higher education, such as the university community, whose main duties include conducting top-tier research and teaching (Osaat & Ekechukwu, 2017). Lecturers and associated personnel are expected to carry out their academic duties both inside and outside of their institution. These duties include creating course materials, instructing, marking scripts, administering exams, supervising projects, computing and considering results, and planning seminars for graduate and undergraduate students enrolled in either full- or part-time programs. In addition to this, lecturers are expected to do relevant and additional administrative tasks within their departments. These occasionally include working as an exam officer, directors, department leaders, deans, and program provosts, among other positions. Technical education university lecturers are required to do more than just teach basic courses. They also have to supervise student projects, supervise the Student Industrial Work Experience Scheme (SIWES) or Industrial Training (IT), which requires them to travel long distances while not worrying about traffic hazards, and organize practical classes for students in their various institutions' workshops based on their areas of specialization. Technical education instructors frequently experience pressure to satisfy these demands, which can lead to job overload and have a detrimental impact on their level of dedication to their jobs and productivity. Hence, lecturers with much job demands may experience work-overload.

6.3. Work-overload

When there are numerous tasks to complete in a constrained amount of time, people often feel overburdened. Work overload happens when employees at in any establishment are required to complete more tasks than what is allotted, which leads to role pressure and role conflict (Shah, 2014). Work overload was defined by Duxbury, Higgins, and Lyons (2010) as when a person has too many role statuses, such as parent, worker, spouse, student, child, friend, and community leader, and finds it challenging to fulfill the demands of each status to the satisfaction of all role partners and oneself. In the context of this study workload in this study refers to the amount of time lecturers spend carrying out duties related to their employment, such as teaching and community service research (Rahman and Avan (2016). University lecturers frequently have a lot of work to complete in a short amount of time. Some of these tasks are extracurricular, but they all need to be done for the benefit of the university where they work. Examples of these tasks include co-curricular activities and representing the university in both internal and external programs. High levels of work overload could affect anybody irrespective of nature of work which lecturing job is not an exception. As a result, this could lower lecturers' job effectiveness, efficiency, and productivity. When a person's resources aren't enough to meet the degree of demand, job overload is bound to contribute to role conflict (Clement & Adedara 2020). Thus, a heavy workload and time constraints for lecturers might cause role conflicts in the honorable profession.

6.4. Role Conflict

A role is the set of duties assigned to an employee that are intended to be completed in accordance with an organization policy in order to meet organizational objectives. The term "role conflict" refers to a type of internal conflict wherein commitments related to family roles and work demands conflict to some extent, making it challenging to satisfy requirements in one area while still having to meet needs in the other (Zainal & Wan, 2021). Most establishment's role conflict arises from a lack of clarity regarding the responsibilities of a particular role. This is typically the result of ambiguous instructions from superiors or poor job duty communication. Role conflict may occur at work and at home.. Role conflict may likely occur when technical education lecturers have a lot of work to do in the office and at the same time, they urgently need to attend to family matters, dividing time between job and family (multiple roles) may lead to delaying one demands for the other (Del Pino et al., 2021). As a result, the requirements of one duty are met at the expense of the expectations of other roles. The stress of family obligations may interfere with one's capacity to perform employment duties if they take precedence over work obligations (Gul et al., 2021). Moreover, one of the things that could cause professors to leave their jobs is role conflict. Failure to manage work and family responsibilities equally can also lead to role conflict (Yousaf et al., 2020). Consequently, it is likely that role conflict will result in negative outcomes, such tension and discontent, and hinder one's capacity to meet responsibilities to one's family or job (Baranik and Eby, 2016). In contrast, lecturers will find their work more pleasurable, romantic, and attractive if there is no role conflict, which is likely to boost their level of involvement and job satisfaction.

6.5. Satisfaction

The positive emotions or values that people have for a certain thing may be a sign of the satisfaction they get from it. Work satisfaction may be defined as an individual's sense of achievement and success at work, and it can be directly related to both the individual's performance and well-being (Manali & Richa 2021). In a same spirit, instructors who are happy with their profession will give it their all. Their level of devotion to their work may be demonstrated by their involvement in community service, teaching, project management, attending seminars and conferences, and other work-related responsibilities. Consequently, lecturer's level of pleasure or satisfaction on their job may be determined by how well and how happy they are in relation to how they perform their responsibilities. Mohammed (2015) also suggests that factors in the workplace, including as pay packages, opportunities for growth, development, working conditions, and work groups, may influence how satisfied one is with their employment. Squires et al. (2015), on the other hand, expressed the opinion that while unhappy employees might not resign from their job, their

feelings of discontent can still affect them, their coworkers, and the quality of work and services they provide because these individuals often act hostilely toward one another. Invariably, technical education lecturers who are dissatisfied with their jobs in any of the following areas pay, personnel development, recognition of efforts, working environment, and facilities for instruction, among others are bound to feel some degree of dissatisfaction, which could lead to anxiety, the decision to leave their job, or a decline in their level of performance (Malik & Noreen, 2015).

6.6. Productivity

Productivity serves as an indicator of the caliber of work being done by employees or services provided in every establishment. According to Faiza and Nazir (2015), performance is defined as an employee's answers in the form of behaviors that represent the knowledge and training they have received. It also includes the result of their mental and psychological talents. Job performance is important for both the individual and the company because it improves organizational processes generally, especially in terms of productivity and efficiency (Abualoush, Bataineh & Alrowwad 2018). A number of significant issues, such as job burnout, discontent, a lack of infrastructure and teaching materials, incompetence, and an unfavorable working environment, may have an impact on lecturers' productivity or performance at work. Performance, then, is the result of a lecturer's ability and effort to meet objectives. However, under difficult circumstances that are out of their control, lecturers' performance may decline or consistently decline (Pawirosumarto, Sarjana & Muchtar 2017).

7. Methodology

The study employed a descriptive survey research design. The study was carried out in South-West Nigeria. Six (6) universities offering Technical Education programme in the region were involved in the study. Population for the study involved all the fifty-four (54) Technical Education universities lecturers in South-West Nigeria. Modified adapted instruments were used for the collection data. The questionnaire on work overload and role conflict has 8 and 17 items while job satisfaction and performance questionnaires have 22 and 24 items respectively. The instruments were validated by three experts in the Department of Industrial Technical Education Department, Tai Solarin University of Education, Nigeria. The overall internal consistency of the items was determined using Cronbach Alpha reliability technique with a reliability coefficient of 0.91. Data collected for the study was analyzed and interpreted by the application of descriptive statistics of mean and standard deviation (SD), Correlation matrix (Pearson Product Moment Correlation, PPMC), and Multiple regression analysis. Null hypotheses with p-value that are less than or equal to 0.05 was rejected while null hypotheses with p-values that are greater than 0.05 was accepted. The decision for correlations was based on both the strength and direction of the relationship.

8. Data Analysis and Results

Hypothesis 1: There is no significant relationship among work-overload, role-conflict, job satisfaction and job performance of technical education university lecturer's in South-West Nigeria.

Variables	1	2	3	4
1. Work-Overload	1			
2. Role conflict	.47	1		
3. Job Satisfaction	.47	.17	1	
4. Performance	-.42	-.34	-.28	1

** . Correlation is significant at the 0.01 level (2-tailed).

The table above show the relationship among work-overload role-conflict, job satisfaction and performance of technical education university lecturers in South-West Nigeria. None of the six correlations are statistically significant at the 0.05 level. Three of the correlation are positive and ranged from (0.17 to 0.47) while three of the correlations are also negative and ranged from (-0.28 to -0.42). The results from the table revealed a moderate, and positive correlation between Work-overload and Role-conflict ($r=0.47$; $p > .05$) of the lecturers. Also, low and positive ($r=0.17$ $p > .05$)

correlations was established between role-conflict and Job satisfaction of lecturers while low and negative ($r=-0.28$ $p < .05$) correlation exist between job satisfaction and performance of the lecturers. Based on the results, the null hypothesis 1 was accepted. Therefore, is no significant relationship among work-overload, role-conflict, job satisfaction and performance of technical education university lecturers in South-West Nigeria.

Hypothesis 2: There is no significant cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction in South-West Nigeria.

Table 2. Regression analysis showing cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction in South-West Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	162.244	22.082		.268	.000
Work-overload	.703	.139	.101	1.099	.322
Role Conflict	-.262	3.433	-.134	-.076	.342

Dependent Variable: Satisfaction

Table 2 presents the cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction. The table shows that work-overload has positive and strong influence ($\beta = .101$), while role conflict has a negative and weak influence ($\beta = -.134$) on Technical Education university lecturer's satisfaction. However, the level of cognitive influences of work-overload and role-conflict on technical education university lecturer's satisfaction is significant ($p > 0.05$). Thus, null hypothesis 2 was rejected. Hence, there is a significant cognitive influence of work-overload and role-conflict on technical education university lecturer's satisfaction.

Hypothesis 3: There is no significant cognitive influences of work-overload and role-conflict on technical education university lecturer's performance in South-West Nigeria

Table 3: Regression analysis showing cognitive influences of work-overload and role-conflict on technical education university lecturer's performance in South-West Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	224.414	10.866		2.470	.000
Work-overload	-.152	.152	-.107	-.998	.164
Role Conflict	.135	.117	.076	.165	.275

Dependent Variable: Performance

Table 3 presents the cognitive influences of work-overload and role-conflict on technical education university lecturer's performance. The table shows that work-overload has negative positive and strong influence ($\beta = -.107$), while role conflict has a positive and weak influence ($\beta = .076$) on Technical Education lecturer's performance. However, the level of cognitive influences of work-overload and role-conflict on technical education university lecturer's performance is significant ($p > 0.05$). Thus, null hypothesis 3 was rejected. Hence, there is a significant cognitive influence of work-overload and role-conflict on technical education university lecturer's performance.

9. Discussion of Findings

The study found that is no significant relationship among work-overload, role-conflict, job satisfaction and performance of technical education university lecturer's in South-West Nigeria. This supports the findings of Paktinat & Rafeei (2012), who claimed that occupational stress brought on by things like work overload, a lack of job security, and interactions with coworkers at work had a negative correlation with job satisfaction. Similarly, Zhou et al. (2014) claim that role conflict and

burnout have a detrimental impact on employees' performance and are strongly connected. Additionally, Yofandi's (2017) research revealed a high positive correlation between role conflict and worker performance.

Furthermore, the study discovered that role conflict and job overload had a significant cognitive impact on the performance and happiness of technical education university lecturers. This bolsters the findings of Sobia & Yasir (2014), who found that work overload causes subpar performance in workers, which consistently appears to have an impact on workers' job discontent. In a similar spirit, it concurs with Alftaf & Atif (2011) that work overload is the primary factor contributing to a variety of job-related attitudes, such as stress and anxiety, which in turn lead to subpar work and job discontent. The data also supports Malik & Waheed's (2010) claim that role conflicts have an impact on workers' job satisfaction levels. Similarly, role conflict is likely to have negative consequences, such as stress and discontent, and to make it more difficult to meet responsibilities to family and job, according to Mohsin et al. (2021). Additionally, Naseem et al. (2020) contended that when role conflict impacts an employee's job responsibilities, it may interfere with their personal success and happiness, or their personal lives may interfere with their professional success and contentment.

The study also discovered that role conflict and job overload had no significant cognitive influences on the performance of technical education university lecturers. This is consistent with the view held by Wei-Gang & Vandenberghe (2021) that psychological strain resulting from role overload has an adverse effect on work performance. Muhammad et al. (2016) demonstrated that the workload variable has a substantial impact on workers' performance because workers feel overworked and burdened by their activities, which is caused by excessive workloads and inappropriate benefits. Furthermore, the results corroborate Yasa's (2017) assertion that role conflict lowers worker performance. In a similar vein, Solatiah and Muhammad (2019) asserted that disagreement significantly improves worker performance.

10. Conclusion

This study shows that the independent variable significantly influences the dependent variables, with an emphasis on the cognitive impacts of work-overload and role conflict on technical education lecturers' satisfaction and performance in Nigerian universities. This only outlines the detrimental effects that instructors of technical education face when they operate under extreme stress. This suggests that over time, there may be serious risks to lecturers' well-being as well as their anticipated productivity and effectiveness at work. It appears from this study that role conflict minimization and harmful work overload have an impact on lecturers' overall job happiness. Those who are dedicated lecturers may naturally have shorter lives, and those who are unable to handle the pressure may be obliged to leave the field.

Based on the findings of the study, it recommended that:

- 1) Technical education instructors' well-being should be given top priority by university administration teams across the nation as well as significant players in the education sector. This can be achieved by implementing policies and work practices that could lessen workload, role conflict and generally lower the levels of stress experienced at work.
- 2) To lessen the excessive workload that currently occupies university lecturers, more experts must be hired into the teaching profession.
- 3) Efficient training on task management and scheduling should be regularly given to lecturers in order to potentially alleviate job strain and frustration
- 4) Enough incentives and other benefits should be given to technical education professors to motivate them to keep gradually carrying out all of their allocated responsibilities inside the university system.

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