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The Correlation Between Job Demand and Performance: An Empirical Analysis in a Higher Education Work Environment

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Abstract: Enhancing lecturer performance is necessary to raise the standard of higher education. The purpose of this study is to assess the work requirements for instructors at Makassar City's private universities. Job demands in this scenario encompass a variety of factors, including task ambiguity, time pressure and work overload. In this study, quantitative methodologies were applied. Teachers at several private universities in Makassar City received questionnaires. The analysis tool SPSS version 26 was used to examine the data that had been gathered. The study's findings demonstrated that role ambiguity significantly affected lecturers' performance. Time constraints and work overload have a beneficial but insignificant impact. Furthermore, compared to academics with less experience, lecturers with more experience typically exhibit superior job demand management skills

Keywords: performance, role ambiguity, time constraints, and work overload

A. Introduction

Since they must enhance their performance in four areas—teaching and learning, research, community service, and providing support for lecturer activities—lecturers, as members of the educational staff, play a crucial role in higher education. In addition, lecturers must exhibit accountability, teamwork, loyalty, leadership,

and other qualities (Amang, 2011). A study on private instructors in Indonesia by Winarno & Hermana (2019) reveals that research performance among lecturers is still lacking. More than a third of professors listed in the databases of the Ministry of Education and Culture and the Indonesian Institute of Sciences (LIPI) have not published any scientific works,



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according to data from the Science and Technology Index (SINTA) (Pritama, 2020).

The challenge for private institutions in Makassar City in the age of globalization and fierce competition in education is to raise academic standards and performance. Lecturers are crucial to accomplishing this goal because they serve as a hub for teaching, research, and community involvement. But teachers' varied work responsibilities frequently prevent them from doing better. Job demand characteristics like work overload, time demands, and role ambiguity are crucial considerations in this situation. According to Bakker et al. (2007), job demands are features of work that have the potential to cause strain in employees if the workload exceeds their capacity for adaptation. Workplace job demands include workload, role uncertainty, unpleasant work environments, time constraints, and work pressure (Bakker and Demerouti, 2007). Drawing from study conducted by Diana & Frianto (2020), Ivan et al. (2023) discovered that work demand has a negative impact on performance. This implies that an employee's performance will decrease with an increase in job demand.

Private university lecturers frequently face job pressure because they are required to teach a lot of courses, do research, and handle administrative duties. The excessive workload of lecturers might limit research productivity and impair the efficacy of their instruction because they have insufficient time to devote to each activity correctly. According to the Cognitive Load Theory, which was made popular by Sweller in 1988, people's ability to handle information cognitively is restricted. When a person's workload surpasses their cognitive ability, performance effectiveness and efficiency may suffer. Overwhelming cognitive load can lead to mental exhaustion and impair one's capacity to finish tasks effectively. According to et al. (2015), one of the primary job stressors that leads to major health issues, such as

cardiovascular disease, is a high workload. Overwork is linked to higher burnout levels and worse performance from employees. Workplace stress, especially an excessive workload, has been shown to have a major detrimental impact on employee performance by lowering mental health, according to Lai et al. (2022). The significance of mental health as a mediator in the relationship between workload and worker performance is shown by this study.

Lecturers also have time constraints. Stress and exhaustion are sometimes caused by not having enough time to finish administrative and academic obligations. This affects lecturers' physical and mental well-being in addition to the caliber of their work. Professors frequently have to split their time between teaching, research, and administrative duties in the absence of sufficient resources. When people feel under pressure to finish duties they have been assigned, it is known as time pressure. Employee performance can be strongly impacted by this pressure in both favorable and unfavorable situations. According to Lazarus and Folkman's (1984) job stress hypothesis, people experience work stress—including time pressure—when they believe their ability to handle work-related demands is inadequate. Time constraints can raise stress levels, and as coping with stress requires energy and time, this can lower employee performance. According to Robbins' (2005) explanation of motivation theory, time constraint can serve as a driving force behind people's increased productivity. But this impact is limited in its occurrence. An excessive amount of time pressure can cause burnout and poor performance. According to Baethge's (2015) research, working under constant time pressure might lead to a decline in performance because of the accumulation of distractions that eventually lead to burnout and exhaustion. In order to lessen the detrimental effects of time pressure, this research highlights the significance of efficient time management techniques and organizational solutions. According to the study (McClenahan & Mallet, 2007), there is an inverted U-shaped link

between time pressure and performance. Because time constraint is a motivator, performance might rise under mild to moderate time pressure. However, due to extreme stress and exhaustion, performance tends to decline at very high time pressure levels.

Academic environments often face the issue of role ambiguity, commonly referred to as role ambiguity. It's possible that lecturers are unaware of the standards for their research and teaching outputs. Their performance may suffer as a result of their tension and lack of enthusiasm brought on by this uncertainty.

The purpose of this study is to determine the effects of excessive workload, time demands, and ambiguous roles as job demand variables on the performance of lecturers at private institutions in Makassar City. Higher education institutions can increase overall performance and meet higher educational requirements by using this relationship to inform methods that optimize lecturers' workloads and define their roles.

B. Materials and Methods

This study employs an explanatory research design and a quantitative methodology. This methodology aims to verify or disprove existing ideas while also assessing the relationship between the variables involved. This study was carried out at a private university in Makassar for six months. Out of the 150 surveys that were sent out, only 100 were returned. Purposive sampling requires permanent non-PNS lecturers who actively uphold the Higher Education Tridharma. Questionnaires were utilized to gather primary data for the purpose of measuring study variables. The data was then processed and analyzed using statistical techniques in order to evaluate the hypothesis that was put forth.

C. Result and Discussion

Regression Analysis

Regression analysis was used to determine the extent to which the independent variables (X)

influence the dependent variable (Y). The regression analysis results are shown in Table 1.

Table 1. Regression Analysis Results

Variables	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Constant	2,763	-	8,234	0,000
workload (X1)	0.409	0.123	1,049	0.297
Time pressure (X2)	0.270	0.186	1,693	0.094
Role ambiguity (X3)	0.288	0.389	3,772	0,000

The regression equation is: $Y = 2.763 + 0.409 (X1) + 0.270(X2) + 0.288(X3)$

Table 1 shows the results of the regression analysis:

When all independent variables (workload, time pressure, and role ambiguity) are zero, the performance value is shown by a constant coefficient of 2.763 and a p value (Sig.) 0.000.

Workoverload (X1):

The unstandardized regression coefficient of 0.409 indicates that, assuming other variables do not change, each one unit increase in work overload is expected to increase performance by 0.409 units. However, the effect of work overload on performance is not significant at the 0.05 significance level, according to the p value (Sig.) of 0.297. Excessive workload can reduce performance because individuals are unable to handle all assigned tasks effectively (Karasek, 1979). However, the results of this study show that work overload does not have a significant influence on lecturer performance. This may be due to lecturers' adaptation to high workloads or the existence of effective coping mechanisms that help them manage workload without reducing performance. These results are in line with Ainun's (2023) research; Ainun (2024) found that workload does not always have a negative impact on performance, in certain situations it

becomes a positive stressor for employees to improve their performance.

Time Pressure (X2):

The unstandardized regression coefficient of 0.270 indicates that, assuming other variables do not change, each one-unit increase in time pressure is expected to increase performance by 0.270 units. Time pressure is often considered a source of stress that can reduce performance (Lazarus & Folkman, 1984). Although the results of this study show that time pressure does not have a significant effect at the 0.05 significance level, it is close to the 0.10 significance level. This suggests that although time pressure may influence performance, the impact may not be as strong as expected or lecturers may have developed effective time management strategies. Sonnentag's (2002) research shows that time pressure can affect performance both positively and negatively depending on various factors such as the individual's ability to manage stress and task complexity. In situations where individuals have good time management skills, time pressure can increase focus and productivity. Conversely, if time pressure is excessive and time management skills are lacking, performance may suffer.

Pearsall (2009) suggests that support from supervisors can reduce the negative impact of time pressure on performance. Lecturers who receive more support from their superiors tend to have better coping strategies and show better performance even under high time pressure. Parker (2017) found that proactive individuals tend to be better at managing time pressure and maintaining high performance. Lecturers who proactively look for ways to manage their workload and find solutions to challenges they face tend to experience fewer negative impacts from time pressure.

Role ambiguity (X3):

The unstandardized regression coefficient of 0.288 indicates that, assuming other variables do not change, each one-unit increase in role ambiguity is expected to increase performance by 0.288 units. At a significance level of 0.05, the

effect of role ambiguity on performance is very significant, as shown by the p value (Sig.) of 0.000. Role ambiguity occurs when individuals do not have clear information regarding their role expectations, which can result in stress and job dissatisfaction (Kahn et al., 1964). The results of this research show that role ambiguity has a significant influence on lecturer performance, supporting the theory that role clarity is important for improving performance. When lecturers have a clear understanding of their responsibilities and expectations, they can work more effectively and efficiently, ultimately improving their performance.

Of the three independent variables tested, namely excessive workload, time pressure, and role uncertainty, only role ambiguity has a significant influence on the performance of lecturers in private universities in Makassar City. At a significance level of 0.05, work overload and time pressure do not have a significant impact. In contrast, the constant coefficient and role ambiguity coefficient have significant p values. This regression model can be written in the following equation:

$$Y = 2.763 + 0.409 (X 1) + 0.270 (X 2) + 0.288 (X 3).$$

Where Y is performance, X1 is work pressure, X2 is time pressure, and X3 is role uncertainty.

D. Conclusion

The conclusion from the results of the regression analysis shows that of the three independent variables tested (work overload, time pressure, and role ambiguity), only role ambiguity has a significant influence on the performance of lecturers in private universities in Makassar City. This can be explained through the Job theory approach Demands-Resources (JD-R), which states that role ambiguity can reduce performance because it creates uncertainty and stress that hinders productivity. In contrast, work overload and time pressure did not show a significant effect, which may indicate that lecturers are able to manage workload and time pressure well or that other variables such as organizational support and resources have a

greater role in moderating the negative impact of these job demands. Thus, to improve lecturer performance, universities need to focus on reducing role ambiguity by providing clear role descriptions and adequate support.

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