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Analysis of Job Demands for Private University Lecturers in Makassar City

A. Nur Asri Ainun
Faculty of Digital Economics and Business, Megarezky University
e-mail:andinurasriainun11@gmail.com

Abstract

Lecturer performance must be optimized in an effort to improve the quality of higher education. The aim of this research is to evaluate the job needs of lecturers at private universities in Makassar City. In this situation, work demands include various elements, such as work overload, time pressure, and clarity of tasks assigned (Role Ambiguity). Quantitative methods were used in this research. Questionnaires were distributed to lecturers at various private universities in Makassar City. The data collected was analyzed using the SPSS version 26 analysis program. The research results showed that what had a significant influence on lecturer performance was role ambiguity. Workoverload and time pressure have a positive but not significant effect. In addition, this research found that lecturers with more experience tend to be better at managing job demands compared to teachers with less experience.

Keywords:*work overload, time pressure, role ambiguity, performance*

BACKGROUND

Lecturers as educational staff have an important role in higher education and carry out tasks that are not easy because they have to improve their performance through four aspects, namely carrying out education and teaching, research, community service and supporting elements for lecturer activities. Apart from that, lecturers are also required to carry out responsibility, cooperation, loyalty, leadership and so on(Amang, 2011).Study conducted by(Winarno & Hermana, 2019)on private lecturers in Indonesia shows that lecturers' research performance is still low. Based on data from the Science and Technology Index (SINTA), more than a third of lecturers registered in the database of the Indonesian Institute of Sciences (LIPI) and the Ministry of Education and Culture have not made scientific publications.(Pritama, 2020).

Private universities in Makassar City face the challenge of improving the quality of education and academic results in the era of globalization and intense educational competition. As a center for teaching, research and community service, lecturers play an important role in achieving this goal. However, the various job demands of lecturers

often hinder improving their performance. In this case, important factors that need to be considered are job demand variables such as work overload, time demands, and role ambiguity. *Job demands*defined as characteristics of work that have the potential to generate tension in employees if the work exceeds the employee's adaptability (Bakker, et al., 2007). Job demands in the work environment can be in the form of time pressure, work pressure, poor work environment, role ambiguity in work, and workload (Bakker and Demerouti, 2007). Based on research conducted byDiana & Frianto (2020);Ivan et al. (2023)found the results that job demand has a negative effect on performance, which means that the greater the job demand for employees, the lower their performance will be.

Lecturers at private universities are expected to teach a large number of courses, conduct research, and be responsible for administrative activities, so they often experience work pressure. Because lecturers have little time to focus on each task efficiently, this excessive workload can reduce teaching effectiveness and hinder research productivity. Cognitive Load Theory, popularized by Sweller (1988), states that individuals have limited cognitive capacity to process information. When workload exceeds an individual's cognitive capacity, this can reduce performance efficiency and effectiveness. Excessive cognitive load can cause mental fatigue and reduce an individual's ability to complete tasks well.Goh. et.al (2015) in their research found that high workload is one of the main stressors in the workplace that contributes to serious health problems, including cardiovascular disease. Excessive workload is associated with increased levels of burnout and reduced employee performance. According to Lai et.al (2022) Work stress, including excessive workload, was found to have a significant negative impact on employee performance through decreased mental health. This research highlights the importance of mental health as a mediator in the relationship between workload and employee performance.

In addition, lecturers face time challenges. Limited time to complete academic and administrative tasks often causes stress and fatigue. This has an impact on the quality of lecturers' work in addition to their physical and mental health. Without adequate resources, lecturers often have to balance their time between teaching, research, and administrative responsibilities. Time pressure is a situation where individuals feel that they have limited time to complete assigned tasks. This pressure can significantly influence employee performance, both in positive and negative contexts. The job stress theory developed by Lazarus and Folkman (1984) states that work stress, including time pressure, arises when individuals feel that work demands exceed the resources they have to cope with them. Time pressure can increase stress levels, which in turn can reduce employee performance due to the energy and time used to deal with the stress. Motivation theory, as explained by Robbins (2005), suggests that time pressure can act as a motivational factor that forces individuals to work faster and more efficiently. However, this effect only occurs to a certain extent. If time pressure is too high, it can lead to burnout and decreased performance. Baethge's (2015) research shows that continuous time pressure can result in decreased performance due to the accumulation of distractions that cause fatigue and burnout.

This research emphasizes the importance of effective time management strategies and organizational interventions to reduce the negative impact of time pressure. The study (McClenahan & Mallet (2007) shows that the impact of time pressure on performance can be described as an inverted U-shaped relationship. At low to moderate levels of time pressure, performance can increase because pressure functions as a motivator. However, at very high levels of time pressure , performance tends to decrease due to excessive stress and fatigue.

Role ambiguity, also known as role ambiguity, is another problem frequently encountered in academic environments. Lecturers may not know what is expected of them in terms of expected teaching and research outcomes. This uncertainty can cause them stress and lack of enthusiasm, which negatively impacts their performance.

The aim of this research is to find out how the performance of lecturers at private universities in Makassar City is influenced by excessive workload, time demands, and unclear roles as job demand variables. By knowing this relationship, higher education institutions can develop strategies to optimize lecturers' workloads and clarify their roles, so that they can improve overall performance and achieve higher educational standards.

METHOD

This research uses a quantitative approach and conducts explanatory research. The aim of this methodology is to evaluate how the variables involved relate to each other, as well as to confirm or refute existing theories. For six months, this research was conducted at a private university in Makassar. A total of 150 questionnaires were distributed and only 100 were returned. Permanent non-PNS lecturers who actively implement the Tridharma of Higher Education are the criteria for purposive sampling. To measure research variables, questionnaires were used to collect primary data; then, the data is processed and analyzed using statistical techniques to test the proposed hypothesis.

RESULTS AND DISCUSSION

Characteristics of Respondents

Table 1 Gender

gender	frequency	percentage
man	35	40.7%
Woman	51	59.3%

Based on Table 1, the majority of respondents are women, covering almost 60% of the sample.

Table 2 Age

age	frequency	percentage
25-30	29	33.7%
31-36	31	36%
37-42	15	17.4%

> 42	11	12.8%

The largest age group among respondents was 31-36 years, followed by the 25-30 year age group. This indicates a relatively young demographic in this sample.

Table 3 Respondents' Work Period

Years of service	frequency	percentage
1-5 years	47	57.4 %
6-10 years	21	24.4 %
> 10 years	18	20.9 %

Based on table 3The majority of respondents have a work experience of 1-5 years, which shows that the workforce is relatively young and inexperienced.

Table 4 Functional Positions

Functional	frequency	Percentage
Expert Assistant	58	67.4%
Lector	24	27.9%
Associate Professor	4	4.7%
Professor	0	0

Based on table 4, the majority of respondents occupy the position of Expert Assistant, with a small number in positionshigher academic institutions such as Associate Professor. None of the respondents were at the Professor level.

Correlation and Determination Analysis

Correlation and determination analysis results are shown in Table 9.

Table 5. Correlation and Determination Analysis Results

R	R^2	Adjusted R^2	Std. Error	F	Sig. F	Durbin-Watson
0.7512	0.262	0.235	4,661	9,710	0,000	1,614

Predictors:(Constant), work overload, time pressure, role ambiguity. Dependent Variable: performance

Table 5 shows the results of the correlation and determination analysis between the independent variables (work overload, time pressure, role ambiguity) and the dependent variable (performance). The R value of 0.7512 shows a strong relationship between the independent variables and lecturer performance. The R2 value of 0.262 indicates that the independent variable studied can explain around 26.2% of the variation in lecturer performance. The adjusted estimate of R2 of 0.235 indicates that the estimate is more conservative after considering the number of predictors. The degree of deviation between the predicted value and the actual observed value is shown by a standard error estimate of 4.661. As shown by the F value of 9.710 and a significance value of 0.000, the regression model has a significant overall value, which

means that all independent variables influence performance significantly. There is no autocorrelation problem in this model, according to the Durbin-Watson value of 1.614.

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 10.

Table 6. 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 10 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 X 3 X3 is role uncertainty.

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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