VOL. 08 NO. 6,
MAY, 2025
E-ISSN 3027-1401
P-ISSN 3026-9148

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Arts and Sociological Research (JASR)

Can Role Ambiguity and Role Conflict Affect Employee's Job Performance in Christian Faith-based University in Nigeria

[1]Joseph A. Dada, Ph.D; [2]Stella Adesina; [3]Bukola E. Obaseki; [4]Grace O. Dada; & [5]Jude A. Adesina

[1,2]Department of Business Administration, College of Management Sciences, Joseph Ayo Babalola University, Ikeji Arakeji, Osun State, Nigeria. [3]Department of Entrepreneurship, College of Management Sciences, Joseph Ayo Babalola University, Ikeji Arakeji, Osun State, Nigeria. [4]Department of Accounting, College of Management Sciences, Joseph Ayo Babalola University, Ikeji Arakeji, Osun State, Nigeria. [5]Department of International Human Resources Management, Coventry Business School, United Kingdom.

Corresponding Author: jadada@jabu.edu.ng

DOI: https://doi.org/10.70382/ajasr.v8i6.033

Abstract

The study investigated the effect of role ambiguity and role conflict on the employee job performance of Christian faith-based university in Nigeria. Descriptive survey research design was adopted using a structured questionnaire with a total reliability coefficient of 0.759. Primary data were obtained from 143 respondents, through the census sampling technique. The data obtained were descriptively analysed and interpreted, while the hypotheses of the study were tested using Chi-Square, ANOVA, and Multiple Linear Regression Analysis, at 0.05 level of significance. The findings concluded that role conflict does not significantly influence academic employees' performance in the university (B=0.334, t =1.099, p= 0.274, p> 0.05). Similarly, role conflict significantly influenced academic employees' performance in the university (B = 1.387, t = 7.181, p= 0.000, p< 0.05). Consequently, the study concluded that role ambiguity and role conflict significantly influenced the performance of academic employees in faith-based university in Nigeria. The study recommended that role

ambiguity and role conflict should be avoided when assigning roles to employees of Christian faith-based university in Nigeria.

Keywords: Role ambiguity, role conflict, employee job performance, Cooper and Palmer's Model of Work Stress

Introduction

Background to the Study

Stress is a complex and dynamic concept and it affects the overall performance of employees in the organisation. When employees who are the most important asset of the organisation face stressful situation, it elicits some negative work behaviour such as absenteeism, lateness to work and generally low productivity (Igbokwe & Itoya, 2020). Hence, stress management is getting to an ever-increasing extent of consideration nowadays, especially in the tertiary institutions owned by faith-based organisations. Stress may be physical, biological, emotional or psychological and can be found everywhere (including at home, work and in a social environment). Nonetheless, even though stress is unavoidable, its effect can either be beneficial or harmful to an individual. Scholars such as: Chowdary and Kumar (2019), Ashipala and Shilunga (2020) and Walkowiak (2021) have revealed that the harmful nature of stress affects two-thirds of the number of people who visit doctors. It has also been disclosed that seven of the top leading causes of death are directly linked to stress. This is because no one is immune to stress since it occurs in every occupation (Breitenbach, 2021). Among the dimensions of work stress are role ambiguity and role conflict which hinder employee job performance in many organisations.Role ambiguity, characterized by a lack of clarity regarding job expectations, responsibilities, and performance criteria, continues to be a significant organisational issue, especially in educational institutions. In Christian faith-based universities, the integration of spiritual values and academic responsibilities may further complicate role expectations, particularly for faculty and administrative staff navigating dual commitments to religious and professional duties (Miller & Ewest, 2023). Research indicates that unresolved role ambiguity can lead to decreased job satisfaction, increased stress, and reduced organisational commitment (Abdullah et al., 2022). In faith-based institutions, where roles often include both ministerial and academic dimensions, the absence of clear guidelines can result in internal conflict and identity tension among staff (Garzon et al., 2021). Moreover, the expectations to embody institutional faith values while fulfilling academic roles may cause confusion and role conflict, particularly among newly appointed employees or those from diverse theological

backgrounds (Zigarelli & Wubbolding, 2022).

In the same vein, role conflict is defined as the psychological tension arising from incompatible demands within one's role or between multiple roles (Katz & Kahn, 1978), is particularly prevalent in faith-based institutions where individuals may be expected to uphold specific religious tenets while simultaneously fulfilling professional responsibilities that may not align with those beliefs (Schwehn & Bass, 2021). Christian faith-based universities are unique academic environments where institutional missions are deeply rooted in religious values, shaping their educational practices, administrative policies, and community expectations. These dual commitments to academic excellence and spiritual formation often result in role conflict among faculty, staff, and students, especially when institutional religious values intersect with secular academic demands or diverse personal beliefs (Langford & Allen, 2022). Faculty, for instance, may struggle to balance scholarly freedom with theological orthodoxy, while students may experience identity dissonance when personal values clash with institutional expectations (Smith & Emerson, 2023). As Christian universities increasingly seek academic accreditation and societal relevance, navigating these internal tensions becomes essential for institutional integrity and stakeholder well-being. Recent studies highlight the need for robust support systems and dialogic policies that mitigate role stress and foster a culture of mutual respect and inclusivity (Johnson & Thomas, 2024).

Statement of the Research Problem

Christian faith-based universities occupy a unique space in the global higher education landscape, where academic excellence is intertwined with spiritual development and moral formation. While these institutions aim to offer holistic education rooted in Christian values, they face growing tensions in maintaining their religious identity amid increasing demands for academic competitiveness, inclusivity, and accreditation requirements (Benne, 2022; Dockery, 2020). This tension is particularly pronounced in the context of globalization and cultural pluralism, which challenge the integration of faith and learning across curricula and campus life. Moreover, student and faculty diversity in Christian universities often brings varying interpretations of Christian doctrines, raising questions about institutional coherence, governance, and community life (Jacobsen & Jacobsen, 2021). Despite a growing body of literature on faith-based education, empirical research remains limited on how Christian universities navigate these complex dynamics while maintaining their theological mission in practice.

Role ambiguity and role conflict are persistent organisational challenges that have been shown to negatively impact employee performance across various sectors, including higher education (Keller et al., 2020). In the context of Christian faith-based universities, these challenges are often compounded by the integration of religious values and spiritual expectations with professional responsibilities. Employees may face uncertainty regarding

expectations from multiple stakeholders, including administrators, faculty leadership, and religious authorities, which can result in confusion about job roles and expectations. Such ambiguity not only affects their ability to perform efficiently but also impacts morale and organisational commitment (Aboobaker & Zakkariya, 2022).

Role conflict arises when employees are subjected to incompatible demands from different aspects of their roles, leading to psychological stress and reduced job performance (Kim & Beehr, 2021). In a faith-based academic environment, staff and faculty are expected to balance institutional academic standards with spiritual mandates, which may at times appear misaligned or competing. This dual expectation can create tension, especially when the values promoted in faith-based education conflict with broader academic or professional norms. Furthermore, in Christian institutions where moral integrity, service, and religious observance are emphasised, employees may struggle to reconcile personal beliefs with organisational directives, thus exacerbating role-related stress and diminishing work effectiveness (Osei et al., 2023).

Despite the growing body of literature on role stressors (role ambiguity and role conflict) and employee job performance, there remains a paucity of empirical studies examining how these dynamics operate in the unique context of Christian faith-based universities, particularly in developing countries. Most existing research focuses on secular institutions, leaving a gap in understanding how spiritual mission-driven goals intersect with professional demands. In the light of the above, this study seeks to address this gap by investigating how role ambiguity and role conflict affect employee job performance in a Christian faith-based university in Nigeria. The findings aim to inform human resource policies and leadership strategies tailored to faith-based institutions, ensuring alignment between organisational mission and employee well-being.

Objectives of the Study

The main objective of the study was to investigate the relationship between work stress and employee performance in Nigeria. The specific objectives were to:

i. examine the effect of role ambiguity on employee job performance in Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State
ii. ascertain the effect of role conflict on employee job performance in Joseph Ayo Babalola University, Ikeji- Arakeji, Osun State

LITERATURE REVIEW

Concept of Role Ambiguity

Role ambiguity refers to the uncertainty individuals experience regarding expectations, responsibilities, and the scope of their job roles, often resulting in stress, decreased job satisfaction, and reduced organizational effectiveness (Khan et al., 2023). In faith-based universities, this ambiguity is further complicated by the integration of spiritual, academic,

and administrative expectations. Faculty and staff are often expected to adhere not only to professional standards but also to religious doctrines, which may not always be clearly defined or uniformly interpreted (Adegbite et al., 2022). This dual expectation can create tension between institutional religious identity and academic freedom, especially when guidelines for behavior, teaching content, or institutional policies lack clarity or consistent enforcement. Moreover, non-clerical staff or employees from diverse faith backgrounds may struggle to reconcile personal beliefs with institutional expectations, leading to further confusion and dissonance (Onuoha & Ajayi, 2021). Role ambiguity in such contexts can hinder collaboration, weaken morale, and impede the effective execution of duties. To address this, clear communication of institutional values, inclusive onboarding practices, and structured job descriptions that reflect both faith-based and professional expectations are crucial (Eze & Olatunji, 2024). Ultimately, reducing role ambiguity within faith-based universities is essential for fostering a supportive work environment that aligns spiritual identity with academic purpose.

Concept of Role Conflict

Role conflict in faith-based universities emerges when individuals (particularly faculty and staff) experience tension between their professional duties and the religious or moral expectations imposed by the institution's faith identity. This phenomenon often stems from the dual expectations to uphold academic freedom while aligning with institutional doctrinal values, which can be particularly pronounced in areas such as teaching controversial topics, conducting research, or supporting student diversity. For instance, faculty may face dilemmas when their scholarly conclusions or pedagogical approaches contradict the institution’s religious tenets (Hughes, 2021). Similarly, administrative staff and students may encounter conflicting demands when navigating institutional policies on gender, sexuality, or interfaith engagement (James & Evans, 2023). These tensions are exacerbated in pluralistic societies, where inclusivity and academic autonomy are emphasized. The resulting role conflict can impact job satisfaction, institutional loyalty, and overall organizational climate. While some institutions strive to resolve these tensions through clear contractual expectations or dialogue-based policy frameworks, others may struggle with ambiguity, leading to ethical and operational challenges (Taylor & Richardson, 2022). As such, understanding role conflict in faith-based universities is crucial for promoting a balanced integration of religious identity with academic integrity and inclusivity.

Concept of Employee Job Performance

Employee job performance in faith-based universities encompasses the effectiveness and efficiency with which academic and non-academic staff fulfill their responsibilities in alignment with institutional goals and values rooted in religious doctrines. In these

institutions, performance extends beyond routine duties to include moral conduct, spiritual commitment, and the embodiment of institutional mission statements (Osei et al., 2023). The integration of faith and work is a defining feature, where employees are expected to demonstrate behaviors consistent with the ethical and spiritual values promoted by the university (Adegbite & Ogundele, 2022). Key dimensions of job performance in this context include task performance, contextual performance, and value-driven behaviors such as service, integrity, and collegiality. Moreover, leadership support, organizational justice, and a shared sense of calling significantly influence job performance in faith-based settings (Mutonyi & Otenyo, 2024). Employees are thus not only evaluated on their professional competencies but also on their contributions to a faith-centered work culture that nurtures holistic development in students and aligns with institutional spiritual objectives. As such, employee performance in faith-based universities must be viewed through a dual lens of professional capability and spiritual fidelity, fostering a unique institutional identity that differentiates them from secular counterparts (Nwankwo & Uche, 2023).

Cooper and Palmer's Model of Work Stress.

This model emphasises the importance of individual perceptions of environmental factors and takes into account the potential effects of various stressors. The model recognizes the distinct symptoms of excessive workplace stress, such as increased sick leave, deterioration of staff morale and performance, and the creation of a toxic work environment that exacerbates existing stressors (Goodspeed & Delucia, 2014). If left unaddressed, workplace stress can lead to higher turnover rates and decreased productivity (International Labour Organisation, 2016).

This model differs from other stress theories in its unique approach to examining the long-term consequences of these symptoms. The manifestations of stress have varying outcomes, but they all impact health and productivity (Goodspeed & Delucia, 2014). At the individual level, the effects of stress are comparable to those of tertiary allostasis, such as cardiovascular disease and mental health issues. At the organisational level, stress-related effects include increased overhead costs associated with hiring and training new staff, lower profitability, a rise in workplace accidents, and a greater risk of litigation (Goodspeed & Delucia, 2014). The model's strength lies in its recognition of the distinct workplace symptoms of excessive stress and its emphasis on the importance of individual perceptions of environmental factors. By acknowledging the potential effects of various stressors, the model provides a comprehensive framework for understanding the complex interplay between workplace stress, individual well-being, and organisational performance.

Previous studies have extensively explored the relationship between workplace stress and organisational performance. Quick (2016) found that workplace stress affected employee

productivity and organisational effectiveness, aligning with the findings of the International Labour Organisation (ILO, 2016). The ILO's study revealed that work-related stress was associated with subpar work performance among over 680,000 workers across 250 firms worldwide. Furthermore, Goodspeed and Delucia (2014) examined the workplace stress model as a work-related stress that can influence individuals in physiological, mental, and behavioural manners. These influences may result in poor levels of motivation, self-worth, and job satisfaction, further impacting organisational performance. Hence, the relevance of this model in premising this study because of its significant effect of role ambiguity and role conflict on employees' job performance of Christian faith-based university in Nigeria; Joseph Ayo Babalola University, Ikeji-Arakeji, Osun.

Empirical Review

The effects of role ambiguity and role conflict on employee performance have no doubt attracted considerable research interests. Bhatti, Naheem and Ghafoor (2025) explored impact of role ambiguity and role conflict on project success with moderating role of top management support in the context of AEC industry in Pakistan from project sites of twin cities. 300 questionnaires were circulated, 61% online and 89% physically responded leading to overall 75% feedback. It was concluded that Role conflict has a significant negative impact on the project success while top management support has a positive significant impact on the project success. Role ambiguity did not have a significant impact on the project success in AEC industry of Pakistan. It was mainly due to organized and specific designated roles through job descriptions and human resource management practices. Based on the analysis it was concluded, top management support moderated the impact of role conflict on the project success but failed to establish any significant relationship to moderate between project success and role ambiguity as later was unable to impact project success.

Sakali and Senel (2025) focused on the associations among PE teachers' perceptions of marginalisation, perceived mattering, and role stress factors. We recruited 208 PE teachers from various regions of Turkey, with a mean age of 36.67 ± 8.18 and a mean teaching experience of 11.34 ± 8.22 years. The data were collected using the Physical Education – Marginalisation and Isolation Scale, the Perceived Mattering Questionnaire – Physical Education, and the Teacher Role Stressors Survey. The findings indicate that role stress factors do not directly predict perceived mattering but exacerbate feelings of marginalisation, which, in turn, negatively predict perceived mattering. The results shed light on the intricate relationships among various factors contributing to marginalisation and suggest potential avenues for improvement. Our findings demonstrate that role stress factors positively and directly predict marginalisation, which, in turn, is negatively related to both teacher mattering and PE mattering. The results also reveal that role stress factors

significantly and indirectly predict perceived mattering through the mediating role of marginalisation.

Ahmad, Zahid, Wahid and Ali (2021) assessed the moderating effect of Islamic work ethics, role ambiguity, role conflict and also examined the mediating effect of job stress between role ambiguity, role conflict and job satisfaction. The questionnaire was used for data collection. 200 questionnaires were distributed among respondent out of which 175 were used for data analysis statistically descriptive statistics correlation and regression analysis were used for testing hypothesis. The finding of this study revealed that the role conflict has a negative relationship with job satisfaction and job stress has an insignificant relationship with the job satisfaction. This study also revealed that the role stressor should be controlled so that an increase in job satisfaction. When both role ambiguity and role conflict increased job stress also increased and the Islamic work ethics has a negative impact on job stress. Job stress significantly partially mediated the relationship between role conflict and job satisfaction.

Üngüren and Arslan (2021) explored the mediating effect of job satisfaction on the relationship between role conflict, role ambiguity, and job performance. The data was collected through fully structured questionnaires from employees working in 3-, 4- and 5-star hotels in Alanya, one of the leading tourism destinations in Turkey. The data was analyzed via structural equation modeling. The results revealed that both role conflict and role ambiguity have direct negative influences on job performance and job satisfaction for hotel employees. Moreover, it was also proved that job satisfaction mediates the effect of role conflict and role ambiguity on job performance. In line with the findings, theoretical and managerial implications, contributions, limitations, and future research directions were discussed. It was implied that role stress factors must be addressed seriously by hotel managers in order to increase job performance

METHODOLOGY

Research Design: The descriptive survey research design was used in this study because it was successful in gathering data from a subset of the whole population.

Population of the Study: The population of this research consists of all the academic staff members of the selected institution with the population of one hundred and fifty-two (152) which was obtained from the University's Personnel Unit.

Table 1: Population distribution of selected Colleges in the University

S/N	Colleges	Population size
1	Environmental Sciences	29
2	Agricultural and Natural Sciences	48
3	Management Sciences	36
4	Law	13
5	Health Sciences	19
6	Post-Graduate Studies	2
7	Library Sciences	5
Total		**152**

Source: Personnel Department, 2024.

Sample Size and Sampling Techniques: Using a census sampling technique, the study narrowed its emphasis to all academic teaching staff of the University from the population. Data on the factors under study were gathered from the respondents using a structured questionnaire. Sampling is the process of choosing a portion of a population to minimize error and gather data for generalizing about the larger group. Taro Yamane (1967) was utilized in the study to get the 143 as sample size. Techniques for simple random and stratified sampling were applied. Seven (7) significant academic functional areas were selected in the university because they have concentration of academic staff members in those department and colleges.

Methods of Data Collection: A total of 152 copies of the questionnaire were issued to the respondents; 143 of those copies were validly returned, given a response rate of 94.07%. Nine (9) copies of questionnaire were rejected due to improper filling. There were three pieces to it. The respondents' demographic variables were recorded in Section A. The variables like role ambiguity, role conflict and employee's performance of Christian faith-based university in Nigeria using Joseph Ayo Babalola University as a study were covered in Section B and C. A five-point Likert Scale was used in the questionnaire's design. In order to guarantee representation among the academic staff members, stratified sampling was employed.

Sources of Data: This study used qualitative method of gathering data from the respondents who are basically academic members of staff of Christian faith-based University in Nigeria through distributed copies of questionnaire. Other sources of data gathered were secondary papers from online journals from Google scholars, Web of Science, Scopus depository, textbooks, and university-based publications.

Method of Data Analysis: Tabular presentation and both descriptive and inferential statistics were used in the data analysis process. In general, percentages and frequencies were utilized for data analysis, and the research hypotheses were tested using Pearson Product Moment Correlation. Version 26 of the Statistical Packages for Social Sciences (SPSS) made data analysis easier.

Validity and Reliability of Data: In a same spirit, academic experts in the field of strategic management, organisation behaviour and human resource management in the Department of Business Administration of the University examined the survey's face and content validity. The study instrument's reliability was assessed using the internal consistency approach. Chrobach's Alpha was employed to assess the survey's reliability at 0.86.

RESULTS AND DISCUSSIONS OF FINDINGS

Descriptive and Inferential Statistics

Interpretation: Table 1 provides a comprehensive overview of the socio-economic information of the respondents in the study. The table indicates that 39.9% of the

respondents are male, while 60.1% are female. This distribution provides insight into the gender composition of the study participants. The age distribution reveals that the majority of respondents fall within the age groups of 30 - 39 years (38.5%). This information gives a sense of the age demographics of individuals involved in sampled Christian faith-based university in Nigeria. The educational background of the respondents varies, with the highest percentage having completed HND or BSc (39.2%). This sheds light on the level of education among individuals engaged in the sampled Christian faith-based university in Nigeria. The data on marital status indicates that a significant portion of the respondents are either single (35.0%) or married (65.0%). This information is relevant for understanding the personal circumstances of individuals involved in the sampled Christian faith-based university in Nigeria. The distribution of work experience shows that more than half (67.2%) of the respondents are between the ages of 6–15 years. This information provides context regarding the academic cum professional background of individuals in the sampled Christian faith-based university in Nigeria.

Table 2: Demographic Characteristics of the Respondents

Demographic Characteristics	Frequencies	Percentages
Gender		
Male	57	39.9
Female	86	60.1
Total	**143**	**100%**
Age		
20 years – 29 years	21	14.6
30 years – 39 years	55	38.5
40 years – 49 years	50	35.0
50 years – above	17	11.9
Total	**143**	**100%**
Marital Status		
Single	50	35
Married	93	65
Total	**143**	**100%**
Educational Qualification		
HND/B.SC/B.Ed./B.A	56	39.2
M.Sc/M.A/M.Ed	54	37.8
Ph.D/	33	23.0
Total	**143**	**100%**
	Work Experience	
0 -5 years	28	19.6
6-10 years	51	35.7
11 -15 years	45	31.5
16 - 19 years	19	13.3
20 years – above	00	00.0
Total	**143**	**100%**

Source: Field Computation (2025)

Analysis of Respondents' Responses

With regards to all the five (5) items in Table 3 (considering the mean rating less than 2) the respondents strongly disagreed that role of ambiguity affected their performance to a high extent. Indeed, the mean ratings for each of the five (5) items with regarded between 1.89 and 1.92 affirmed this strongly disagreed. Specifically, the respondents did not agree with each the items, an implication that they are always clear about the planned goals and objectives of their job, have divided their time properly know what their responsibilities at work are, and what exactly is expected of their work, whom tasks are not explained clearly. The overall grand mean of 2.30 is a further confirmation of respondents disagreed that role ambiguity influences their performance to a high extent. Thus, to a low extent, role ambiguity was perceived to influence their performance at work and this is significant (M=2.30, SD=0.711, χ^2=117.59, p=0.000).

Table 3: Role Ambiguity and Employee Performance

S/N	Statement	Min	Max	Mean	Std.Dev	decision
1.	I am not always clear about my planned goal and objectives of my job	1	5	1.89	1.193	Strongly Disagree
2.	I am not always sure that, I have divided my time properly	1	5	1.92	1.062	Strongly Disagree
3.	I do not know what my responsibilities at work are	1	5	1.92	1.245	Strongly Disagree
4.	I do not know what exactly is expected of my work	1	5	1.92	1.034	Strongly Disagree
5.	It is explained clearly, what tasks have to be done	1	5	1.91	1.268	Strongly Disagree
Grand mean (RAM)		1.00	4.20	230	.711	Disagree
In the whole the c at for all variable is 0.759						

Source: Field Survey, 2024

Table 4 presented the effect of role conflict as a source of job stress on employee performance was evaluated by the means of descriptive statistics and chi-square. The mean ratings of respondents' responses provided the bases for the evaluation of the perceived effect of this construct on employee performance. Accordingly, all the mean ratings of respondents' responses in the five (5) items deployed to evaluate role conflicts impact were above 3.0, and in fact ranged from 3.92 to 4.26. This indicates that respondents agreed with each of the five (5) items of role conflict, as a source of job stress that have impacted on their performance in the Christian faith-based institution. Respondents agreed that lack of effective organisation planning and coordination leads to stress, which negatively affects performance (M=3.92, SD=1.084). Similarly, the

following items of role conflict were agreed by the respondents to have impacted on their performance to a high extent. Irreconcilable role requirements of an employee (M=3.97, SD=0.864), when an employee takes many contradictory job assignments (M=4.26, SD=0.729), performing different role that conflicting demands of the stakeholders in the organisation (M=3.99, SD=0.813). The grand mean of the responses of 4.02 attest to the fact that to a great extent, role of conflict as a source of job stress impacted on employee job performance in the Christian faith-based university in Nigeria.

Table 4: Role Conflict and Employee Performance

S/N	Statement	N	Min	Max	Mean	Std Dev	Decision
1	Lack of effective organisational planning and coordination leads to stress which negatively affects performance.	143	1	5	3.92	1.084	Agreed
2	When role requirements of an employee are irreconcilable, it creates a conflict which causes stress to the employee.	143	1	5	3.97	0.864	Agreed
3	When an employee faces many contradictory job assignments, it becomes a serious source of job stress.	143	1	5	4.26	0.729	Agreed
4	When an employee performs different roles that conflict with one another, performance diminishes.	143	1	5	3.96	0.934	Agreed
5	Conflicting demands of the three key stakeholders in the organisation (employer, employee and customer) can cause stress.	143	1	5	3.99	0.813	Agreed
Grand Mean (RCT) χ^2 =114.727, p=0.000, p<0.05		143	2	4.80	4.02	.5412	Agreed

Source: Field Survey, 2024.

Test of Research Hypotheses

Ho_1: Role ambiguity has no significant effect on employee job performance of Christian Faith-based University in Nigeria

Table 5: Regression Estimates (Coefficients[a)] of the Effect of Role Ambiguity on Job Employee Performance of Christian Faith-based University in Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.614	0.141		25.704	0.000
	I am not always clear about my planned goals and job objectives	0.000	0.055	0.000	-0.002	0.998
	I am not always sure that I have divided my time properly	-0.095	0.055	-0.243	-1.732	0.085
	I do not know what exactly is expected of me	-0.085	0.071	-0.212	-1.192	0.235
	Job tasks are clearly explained	0.037	0.042	0.113	0.889	0.375
	RAM	0.194	0.177	0.334	1.099	0.274
a.	Dependent Variable: EMP					
	Standard error of the estimate: 0.40739					

$R=0.257$, $R^2=0.066$, Adj. $R^2= 0.032$
F Statistic: 1.939; p-value= 0.092

The estimates of R^2 and Adj R^2 suggest that all variables in the model collectively account for only about 6.7% of the variation in employee performance (Table 5). The F-ratio of 1.939 (f=1.939, p=0.092) was not significant at the 5% (0.05). The R-value of 0.257 (R=0.259), further indicates that role ambiguity has a low correlation with employee performance in this study. The regression sum of squares is of 1.609 is small compared with residual sum of squares of 22.738. It was also discovered that all the five items impacted to measure the effect of role ambiguity on employee performance did not show any significant influence on the dependent variable at the 5% level of significance (Table 5). Similarly, the regression coefficient of the influence of role ambiguity on employee performance further show that role ambiguity does not significantly affect performance of the employees (β=0.334, t=1.099, p=0.274 & p>0.05). Hence, the null hypothesis as stated above is accepted whilst the alternative hypothesis is rejected. However, all other items of workload had no significant effect on performance. Not surprisingly, the overall effect of these findings is that, workload does not significantly affect employee performance in the university. Therefore, the null hypothesis one, as stated above is accepted, while the alternative is rejected at the 0.5% level of significance (β=0.548, t=1.763, p=0.080 & p>0.05).

Ho_2: Role conflict does not have a significant effect on employee performance of Christian faith-based University in Nigeria

Table 6: Regression estimates (Coefficients[a)] of the effect of role conflict on employee performance in Christian faith-based University in Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.958	0.234		12.648	0.000
	Irreconcilable role requirements create conflict related stress for employees	-0.134	0.050	-0.279	-2.666	0.009
	When an employee faces many contradictory job assignments, it becomes a source of serious job stress	-0.218	0.053	-0.384	-4.121	0.000
	Performance of different conflicting roles diminishes performance	-0.270	0.055	-0.609	-4.870	0.000
	Conflicting demands of key stakeholders can cause stress	-0.209	0.047	-0.410	-4.431	0.000
	RCL	1.061	0.148	1.387	7.181	0.000

a. Dependent Variable: EMP

Residual standard error: .34873; R= .562; R^2= 0.316; Adj. R^2= .291

F-statistics: 12.638, p= 0.000

From the results of the regression analysis in Table 6, the explanatory variables jointly explained 31.6% of the variations in the performance of accordance employee in the university. It is also shown that the f statistic value of 12.638 was significant at the 0.000 level which is less than the 5% level of significance (f=12.638, p=0.000, p<0.05). the R-value of 0.562 (R=0.562) suggests a moderate correlation between role conflict and employee performance in the institution. Furthermore, the small values of both the regression and residual sums of squares of 7.685, and 16.66, respectively indicates that the model fits the data used in the study.

A further examination of the regression estimated in table 4.3.4 showed that irreconcilable role requirements (β= -0.279, t= -2.66, p=0.009). On employee focus many contradictory job assignments ((β= -0.384 t= -4.121, p=0.000) performance of different conflicting roles (β= -0.689, t= 4.870, p=0.000), and conflicting demands of key stakeholders (p= 410, t= 4.431, p=0.000) are sources of role conflict, which significantly affected academic employees' performance in the university of the conventional 5% level. The finding of the study rejected the null hypothesis, and considered alternate which said that role conflict has a significant effect on employee job performance in Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State, Nigeria.

Discussions of Findings

Role ambiguity (RAM) is a major cause of role conflicts in organisations. It occurs when there is a lack of clarity about one's expected behaviour from a job, when people face uncertain and unclear expectations within a given role in their workplace; or the definition of a worker's role is ambiguous, ill-defined or unclear (Demerouti & Bakker, 2011). The findings in this study did not affirm role ambiguity as a major source of work stress that impacted negatively on employee performance. In furtherance of this result, the null hypothesis formulated to test the significant effect of role ambiguity on employee performance was accepted, and the alternate rejected at the 5% level of significance. However, this result submitted to the findings from Purnomo, Lustono and Tatik (2021) who found that role ambiguity had a significant and negative influence on employee performance and that, any increase in role ambiguity would invariably reduce employee's job performance in the Christian faith-based university in Nigeria.

Role conflict is a disagreement or clash between two or more people working together due to differences (Erliana & Hadi, 2020), or disputes between demands of statuses and social roles, causing discomfort to an employee (Anand & Vohra, 2020). An employee's inability to meet the demands of various life roles, making it difficult to fulfill them equally (Asfahani, 2021; Gul *et al.*, 2021) is a major source of work stress consequent upon which the effect of role conflict (RCL) on employee performance was examined in the study. Consequently, role conflict was affirmed as source of stress in the performance of academic employees in the university. Furthermore, the null hypothesis formulated to test the significant effect of role conflict on employee performance was rejected, and the alternative accepted at the 5% level of significance. The result concluded that role conflict significantly influenced employees' job performance in the Christian faith-based university in Nigeria ($B = 1.387$, $t = 7.181$, $p = .000$, $p < .05$). This finding is in tandem with Igbokwe and Itoya (2020) and Üngüren and Arslan (2021).

CONCLUSION AND RECOMMENDATIONS

The findings in this study did not affirm role ambiguity as a major source of work stress that impacted negatively on employee performance. This result is attested by the overall low mean rating of 2.30 ($M = 2.30$, $SD = 0.71162$) obtained for role ambiguity, which was significant at $p < 0.05$ ($\chi^2 = 117.587$, $p = 0.000$). This result further indicated that role ambiguity did not impact employee performance to a great extent, but to a low extent in the university. Indeed, respondents disagreed with three of the listed role ambiguity items, as indicated by their very low mean ratings. In furtherance of this result, the null hypothesis formulated to test the significant effect of role ambiguity on employee performance was accepted, and the alternative rejected at the 5% level of significance. The result concluded that role conflict does not significantly influence academic employees' performance in the university ($B = 0.334$, $t = 1.099$, $p = 0.274$, $p > 0.05$).

Similarly, role conflict influenced employee performance to a high extent, and this is affirmed by the grand mean rating of 4.02 (M=4.02, SD = 0.5412), which was significant ($\chi^2 = 114.727$, $p < 0.05$). Consequently, role conflict was affirmed as source of stress in the performance of academic employees in the university. Furthermore, the null hypothesis formulated to test the significant effect of role conflict on employee performance was rejected, and the alternate accepted at the 5% level of significance. The result concluded that role conflict significantly influenced academic employees' performance in the university (B = 1.387, t = 7.181, p= 0.000, p< 0.05).

Based on the findings of this study, with regard to effect of each of the independent constructs that is role ambiguity and role conflict on employee's performance of Christian faith-based university in Nigeria, the following recommendations (though limited) are made for possible implementation:

i. The Christian faith-based university should endeavour to always assign tasks that their employees' capabilities can adequately cope with to avoid situations that lead to work stress. In other words, assigning more tasks that cannot be coped with should be avoided since it is always counterproductive.

ii. Exposure of employees to too many deadlines which are too difficult to meet should be addressed by Christian faith-based university.

Suggestions for further studies

Similarly, other relevant dimensions of work stress like poor working conditions, risks and danger, new technology, shift work, work under-load, economic stress, emotional stress, and psychological factors of work stress were not investigated. There is a need for further research to unravel the influence of work stress on other private and public tertiary institutions. Undoubtedly, the findings of such studies can provide holistic empirical evidence to demonstrate the causality between work stress and performance of academic employees in a more comprehensive context.

REFERENCES

Abdullah, N. H., Wahab, E., & Yusof, H. (2022). Role ambiguity and role conflict: A systematic review of its impact on job performance. *International Journal of Academic Research in Business and Social Sciences*, 12(3), 547–561. https://doi.org/10.6007/IJARBSS/v12-i3/12345

Aboobaker, N., & Zakkariya, K. A. (2022). Role clarity and employee performance: Mediating role of psychological empowerment. *Management Research Review*, *45*(1), 67–84. https://doi.org/10.1108/MRR-04-2021-0242

Adegbite, T., & Ogundele, M. (2022). *Faith and workplace ethics: A study of Christian universities in Nigeria*. African Journal of Management Studies, 14(3), 45–58.

Adegbite, R., Yusuf, M. O., & Okon, P. (2022). *Institutional identity and academic freedom in religious universities*. Journal of Faith and Higher Education, 8(2), 135–149.

Ahmad, J., Zahid, S., Wahid, F. F., & Ali, S. (2021). Impact of role conflict and role ambiguity on job satisfaction the mediating effect of job stress and moderating effect of Islamic work ethics. *European Journal of Business and Management Research*, *6*(4), 41-50.

Anand, A., & Vohra, V. (2020). The impact of organisation work environment on job satisfaction, affective commitment, work-family conflict and intention to leave: a study of SMEs in India. *Int. J. Entrepreneur and Small Businesses*. 41(1), 173–196. doi: 10.1504/IJESB.2020.109931

Asfahani, A. M. (2021). Work-Life balance and role conflict among academic staff in the Middle East: A Review of Literature. *International Journal of Higher Education*, 10(5), 82-87. https://doi.org/10.5430/ijhe.v10n5p1

Ashipala, D. O., & Shilunga, A. P. (2020). Stress: An overview. In S. Taukeni (Ed.), *Biopsychosocial Perspectives and Practices for Addressing Communicable and Non-Communicable Diseases* (pp. 135-150). IGI Global. https://doi.org/10.4018/978-1-7998-2139-7.ch008.

Awan, F. H., Dunnan, L., Jamil, K., Gul, R. F., Anwar, A., Idrees, M., & Guangyu, Q. (2021). *Impact of role conflict on intention to leave job with the moderating role of job embeddedness in banking sector employees*. front. *Psychology*. 12, 1-13. doi: 10.3389/fpsyg.2021.719449

Benne, R. (2022). *Quality with Soul: How Six Premier Colleges and Universities Keep Faith with Their Religious Traditions* (2nd ed.). Wm. B. Eerdmans Publishing Co.

Bhatti, A. D. O. S., Naeem, A. S., & Ghafoor, A. M. (2025). Impact of role ambiguity and role conflict on project success with moderating role of top management support in construction industry projects of Pakistan. *Journal of Management & Social Science*, *2*(2), 173-165.

Breitenbach, M. C., Ngobeni, V., & Aye, G. C. (2021). Global healthcare resource efficiency in the management of COVID-19 death and infection prevalence rates. *Frontiers in Public Health*, *9*, 638481.

Chowdary, M. D., & Kumar, K. A. (2018). Study on stress management at BHEL, Hyderabad Limited. *Journal of Science and Technology* (JST), 3(4), 52-66.

Demerouti, E., & Bakker, A. B. (2011). The job demands-resources model: Challenges for future research. *SA Journal of Industrial Psychology*, *37*(2), 01-09.

Dockery, D. S. (2020). *Renewing Christian Higher Education: Academic Calling and the Mission of the Christian University*. Crossway.

Erliana, Z., & Hadi, M. A. (2020). Pengaruh Stres Kerja, Konflik Kerja dan Kepuasan Kerja terhadap Kinerja Karyawan pada Pt. Delimax Konstruksi Indonesia Batam. *Jurnal BENING*, 17-30.

Eze, M. I., & Olatunji, T. (2024). *Managing role conflict and ambiguity in Nigerian faith-based institutions*. African Journal of Educational Management, 15(1), 21–34.

Garzon, F. L., Hall, M. E. L., & Worthington, E. L. (2021). Integrating faith and learning in Christian higher education: A model for role clarity and faculty development. *Christian Higher Education*, 20(2), 85–103. https://doi.org/10.1080/15363759.2020.1859432

Goodspeed, R. B., & DeLucia, A. G. (1990). Stress reduction at the worksite: An evaluation of two methods. *American Journal of Health Promotion*, 4(5), 333–337. https://doi.org/10.4278/0890-1171-4.5.333.

Gul, R. F., Liu, D., Jamil, K., Baig, S. A., Awan, F. H., & Liu, M. (2021). Linkages between market orientation and brand performance with positioning strategies of significant fashion apparels in Pakistan. *Fashion Textiles,* 8, 1–19. doi: 10.1186/s40691-021-00254-9.

Hughes, M. (2021). *Academic freedom and religious constraints: Negotiating identity in faith-based institutions*. Journal of Higher Education Policy, 34(2), 143–158.

Igbokwe, I. C., Itoya, J., & Eziuzo, G. O. (2020). Long hours of work and employee performance in Nigerian Universities. *European Journal of Human Resource Management Studies*, *4*(2).

ILO. (2016). Work place stress. Turin: International labour Organisation.

Jacobsen, D., & Jacobsen, R. H. (2021). *No Longer Invisible: Religion in University Education*. Oxford University Press.

James, L., & Evans, T. (2023). *Role negotiation in religiously affiliated universities: Faith, inclusion, and professional ethics*. Higher Education Review, 47(1), 56–74.

Johnson, R. & Thomas, E. (2024). *Faith and Function: Role Conflict in Religious Higher Education*. Journal of Religious Education and Leadership, 32(1), 45–60.

Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organisations* (2nd ed.). Wiley.

Keller, A. C., Meier, L. L., Elfering, A., & Semmer, N. K. (2020). Please don't interrupt me! Examining the effect of task interruptions on employee job performance and well-being. *Work & Stress*, *34*(1), 20–37. https://doi.org/10.1080/02678373.2019.1577316

Khan, N., Liu, Y., & Wang, H. (2023). *Role ambiguity and job performance: A meta-analytic review*. Human Resource Management Review, 33(2), 100871.

Kim, M., & Beehr, T. A. (2021). The power of empowering leadership: Allowing and encouraging followers to take charge of their own jobs. *The International Journal of Human Resource Management*, *32*(22), 4711–4734. https://doi.org/10.1080/09585192.2020.1844902

Langford, M. & Allen, T. (2022). Navigating dual allegiances: role strain in faith-based universities. *Christian Higher Education*, 21(3), 203–221.

Miller, D. W., & Ewest, T. (2023). Faith and work in higher education: Developing spiritually integrated leadership in Christian universities. *Journal of Biblical Integration in Business*, 26(1), 33–45.

Mutonyi, R., & Otenyo, E. (2024). *Calling and commitment in religious academic institutions*. Journal of Higher Education Ethics, 10(1), 23–40.

Nwankwo, A. & Uche, P. (2023). *Employee behavior and institutional identity in faith-based universities*. Journal of Religious Education and Leadership, 17(2), 65–78.

Onuoha, C. G., & Ajayi, K. (2021). *The paradox of faith and professionalism in tertiary education*. International Journal of Educational Policy, 10(3), 45–59.

Osei, F., Mensah, J., & Boateng, D. (2023). *Performance management in religiously affiliated higher education institutions*. International Journal of Organizational Behavior, 28(4), 112–129.

Osei, H. V., Boateng, G. O., & Frimpong, M. (2023). Spirituality, work environment, and employee job satisfaction: Evidence from faith-based institutions. *Journal of Organisational Psychology*, *23*(1), 45–58.

Purnomo, K. S. H., Lustono, L., & Tatik, Y. (2021). The effect of role conflict, role ambiguity and job stress on employee performance. *Economic Education Analysis Journal*, *10*(3), 532-542.

Sakallı, D., & Şenel, E. (2025). The role of marginalisation and role stressors in physical education teachers' perceived mattering. *European Physical Education Review*, *31*(1), 3-17.

Saleem, F., Malik, M. I., & Qureshi, S. S. (2021). Work stress hampering employee performance during COVID-19: is safety culture needed? *Frontiers in Psychology*, 12, 1–13. https://doi.org/10.3389/fpsyg.2021.655839.

Schwehn, M. R., & Bass, D. C. (2021). *Leading Lives That Matter: What We Should Do and Who We Should Be*. Eerdmans.

Smith, J. & Emerson, A. (2023). Faith, identity, and academic life: student experiences in evangelical institutions. *Journal of College Student Development*, 64(2), 118–134.

Taylor, B., & Richardson, S. (2022). *Faith and function: Institutional identity and staff experience in Christian universities*. Educational Management Administration & Leadership, 50(4), 567–582.

Üngüren, E., & Arslan, S. (2021). The effect of role ambiguity and role conflict on job performance in the hotel industry: The mediating effect of job satisfaction. *Tourism & Management Studies*, *17*(1), 45-58.

Walkowiak, E. (2021). Job keeper: The Australian short-time work program. *Australian Journal of Public Administration*, *80*(4), 1046-1053.

Zigarelli, M., & Wubbolding, G. (2022). Navigating spiritual expectations and professional demands in faith-based institutions. *Journal of Research on Christian Education*, 31(1), 12–27. https://doi.org/10.1080/10656219.2022.2033548