The influence of workload on contextual performance

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Abstract: Each individual's work efficiency contributes to the results and effectiveness of the organization. Therefore, businesses find ways and change policies to improve the work efficiency of workers. Especially in the context of universities paying more attention to the work efficiency of lecturers. The objective of this study is to determine the role of work overload on the contextual work performance of university lecturers. At the same time, determine the role of support from leadership in the impact of work overload on work performance according to context. The study developed a questionnaire based on previous studies to collect data. The collected results are used SPSS and Smart-PLS software for analysis. Research results show that work overload has a positive impact on contextual work performance, in which leadership support has a positive role in this impact. The author also proposes some solutions for managers.

Keywords: workload, contextual performance, lecturer

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1. Introduction

Workload

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

Contextual performance

Contextual behaviors include behaviors that do not directly contribute to organizational effectiveness or individual performance but do support the organizational climate and organizational psychology. The results of these contextual behaviors are, therefore, not a formal part of the job description but rather contribute to facilitating task performance. According to Borman and Motowidlo (1993), there are five elements of contextual behavioral outcomes, including volunteering to participate in activities outside of formal job requirements, being persistent and enthusiastic when necessary to complete important tasks; supporting others; following regulatory rules and procedures; publicly defend the organization's goals. Lecturers self-assess their level of participation and display behaviors throughout the work process. By evaluating these behaviors, it helps lecturers understand the work of their colleagues, while also generating organizational citizenship behaviors.

Supervisor support

Social support for individuals during work performance is understood as support through social relationships with other individuals, groups and the larger community. (Johnson & Hall, 1988) (Snyder, et al., 2008) (Lin, et al., 2009). Thus, previous studies confirm that social support includes support from colleagues, managers, subordinates, family and other organizations. For university lecturers, the most important support is that the

support from line managers.

2. Literature review

Prasad and Vaidya (2018) studied factors affecting job performance by proposing a research model and conducting data collection using a structured questionnaire. Research results show that factors affecting work performance include: work overload, support from colleagues, support from subordinates, role ambiguity, role conflict. roles, psychological factors, and job control, but the direction of impact is different (Prasad & Vaidya, 2018).

Mathangi Vijayan (2017) investigated the influence of work factors on work performance at Aavin company based on the comparison of gender, age, and qualifications. Research has shown that workload is the main factor affecting work performance (Vijayan, 2017). The study also proposes factors that constitute and create stress at work in order to propose solutions for managers in human resource management activities to improve work performance (Vijayan, 2017).).

Sharmilee Bala Murali and colleagues (2017) pointed out that time pressure and ambiguity in organizational rules and regulations have a negative impact on employee performance.

When researching factors affecting the work efficiency of lecturers at Utara University, Malaysia, Ling and Bhatti (Ling & Bhatti, 2014) built a research model and collected data through a table. ask. Data were analyzed on SPSS software and showed that job control and social support have a positive impact on work performance. Besides, Role Conflict does not have an impact on work performance because employees are well trained and oriented to adapt to the working environment and gain more skills, thereby not affecting their performance. job performance At the same time, social support plays a positive moderating role in the impact of Role Conflict on work performance. When employees receive support from colleagues and superiors, employees understand their job roles and perform their jobs better (Ling & Bhatti, 2014).

Research by Anggraeny and colleagues (2024) on the impact of work overload, role conflict and work stress on the work efficiency of female lecturers at university Factors such as work overload, job stress, and role conflict all have an impact on work performance (Anggraeny, et al., 2024). Workload has a direct and indirect impact on job performance through job stress, while for dual role conflict variables including work-family conflict and work-family conflict Family does not have a direct impact but indirectly affects work performance through job stress (Anggraeny, et al., 2024). With a heavy workload, female lecturers need to pay more attention to their health status such as maintaining a diet and getting adequate rest (Anggraeny, et al., 2024). Future researchers are expected to examine other factors that may influence performance beyond workload and dual role conflict.

Gharib and colleagues (2016) conducted research to determine the level of stress at work of lecturers at Dhofar University, measure work efficiency and determine the impact of stress factors at work (block workload, role conflict, and role ambiguity) on job performance (Gharib, et al., 2016). The results show that the level of work stress of teaching staff is at an average level and sometimes at a low level, while work efficiency is somewhat high (Gharib, et al., 2016). Furthermore, the study results show that workload has a positive statistical impact on job performance. While role conflict has a negative statistical effect on job performance. Finally, role ambiguity does not significantly affect job performance (Gharib, et al., 2016).

Borman and Motowidlo's (1997) work performance model includes the results of performing assigned tasks - Task performance and the results of contextual behaviors - Contextual performance (Borman & Motowidlo, 1997).

Applying the job performance model of Borman and Motowidlo, research by Caliskan and Koroglu (2022) aims to build a job performance scale to measure employee job performance with a suitable measurement tool. High value and reliability based on scientific methods.

Research by Bergman and colleagues (2008) tested the job performance scale of Bormna and Motowidlo (1997) based on a survey of agents supporting agents selling financial and insurance products.

Research by Loan and Hung (2022) proposes a model to research and measure the impact of leadership style factors on the work performance of employees at small and medium-sized enterprises in Vietnam. The research team applied the job performance scale of Borman and Motowidlo (1997). The research results are based on a survey of 623 workers at small and medium-sized enterprises, of which 35 enterprises are in Hanoi and 21 enterprises are in Ho Chi Minh City.

Bilal and colleagues (Bilal, et al., 2015) measured the contextual job performance of 231 lecturers at private universities in Pakistan using Borman and Motowidlo's scale to determine the relationship between Faculty organizational commitment behavior and contextual job performance. Research has shown that there is a positive relationship between employee engagement and contextual job performance. This relationship between the independent and dependent variables was tested experimentally. The results showed a significant positive relationship between employee engagement and contextual job performance.

In the JDC model, Karasek proposed three factors: 1) Job requirements are understood as a source of stress for workers such as workload requirements and CV completion time; 2) Job control is understood as the employee's ability and level of job decision making; 3) Work stress is a factor that occurs when job requirements are high and workers' job control is low (Karasek, 1979).

Applying the Demand-Control-Social Support model at work, Pozo-Antunez and colleagues (2018) determined that social support for employees includes support from colleagues and colleagues. from the manager.

From the above theoretical basis, the author proposes research

H1: Work overload affects work performance according to context
H2: Support from superiors has a moderating role in the impact of work stress on job performance

3. Methodlogy

The research scale was built based on previous studies and translated from English to Vietnamese. Questions are sent online for instructors to answer. Specifically, the research scale is as follows:

Table 1. Research scales

Variable	Source
Workload	Rizzo House and Lirtzman (1970)
Contextual performance	Borman & Motowidlo (1997)
Supervisor support	Johnson and Hall (1988)

After being collected, data is entered into SPSS and Smart PLS software to analyze the reliability of the scale, test hypotheses and research models.

4. Results

Descriptive statistics are intended to provide a general description of the research sample and the survey results obtained. Based on the answer sheets obtained, the descriptive statistical results of the research sample are as follows:

Table 2. Descriptive statistics of the sample group

	Number	Percentage
Gender		
Male	169	42.57%
Female	228	57.43%

Education Level		
Undergradute	0	0%
Master	252	63.48%
PhD	145	36.52%
Working experience		
Under 1 year	0	0%
From 1 year to under 5 years	17	4.3%
From 5 years to under 10 years	187	47.1%
From 10 years and above	193	48.6%

Table 2 shows that out of a total of 397 valid answer sheets, there are 169 male lecturers accounting for 42.57% and 228 female lecturers accounting for 57.43%. The ratio of male and female lecturers is different with more female lecturers than male lecturers.

When looking at qualifications, there are no lecturers with university degrees. This is consistent with the requirement for university lecturers to have a master's degree or higher. Statistics show that there are 252 lecturers with master's degrees, accounting for 63.48% and 145 lecturers with PhD degrees, accounting for 36.52%. In order to meet the development requirements of universities, lecturers with master's degrees are required to train and improve their qualifications actively.

The aggregate results of the years of experience of lecturers participating in the survey show that there are no lecturers with less than 1 year of experience. The largest number of lecturers with experience of 10 years or more is 193 lecturers, accounting for 48.6%. Next, the number of lecturers with experience from 5 years to less than 10 years is 187 lecturers, accounting for 47.1% and the number of lecturers with years of experience from 1 to less than 5 years is 17 lecturers, accounting for 4.3%. This shows that the lecturers participating in the survey are knowledgeable about their subject and have experience in teaching.

Table 3. Cronbach's Alpha of Workload

Items	Cronbach' Alpha if delete item	Correlation with total variable
WL1	0.863	0.807
WL2	0.861	0.805
WL3	0.875	0.768
WL4	0.883	0.754

Work overload was measured by 4 questions and coded as WL1, WL2, WL3, WL4. The result of Cronbach's Alpha index of Work Overload shown in table 3 is 0.900, greater than 0.7 and the correlation coefficient with the total variable of each question in the range from 0.754 to 0.807 is greater than 0.3. At the same time, the

Table 4. Cronbach's Alpha of Contextual performance

Items	Cronbach' Alpha if delete item	Correlation with total variable
CP1	.948	.812
CP2	.951	.699
CP3	.950	.733
CP4	.948	.788
CP5	.948	.805

CP6	.950	.736
CP7	.949	.753
CP8	.949	.766
CP9	.948	.807
CP10	.946	.850
CP11	.947	.820
CP12	.950	.718

Cronbach's Alpha index when eliminating each variable ranges from 0.875 to 0.883, which is smaller than the variable's Cronbach's Alpha index of 0.900. This result satisfies all three conditions of scale reliability, showing that the Work Overload scale ensures reliability and is used for analytical measurement of the research model.

Contextual job performance was measured by 12 questions and coded as CP1, CP2, CP3, CP4, CP5, CP6, CP7, CP8, CP9, CP10, CP11, CP12. The results of Cronbach's Alpha index of contextual performance shown in table 4 are 0.953, greater than 0.7, and the correlation coefficient with the total variable of each question in the range from 0.699 to 0.850 is greater than 0.3. At the same time, the Cronbach's Alpha index when eliminating each variable ranges from 0.946 to 0.951, which is smaller than the variable's Cronbach's Alpha index of 0.953. This result satisfies all three conditions of scale reliability, showing that the contextual work performance scale ensures reliability and is used for analytical measurement of the research model.

Table 5. Cronh's Alpha of Supervisor support

Items	Cronbach' Alpha if delete item	Correlation with total variable
SS21	0.879	0.807
SS22	0.882	0.778
SS23	0.886	0.762
SS24	0.897	0.707
SS25	0.879	0.789

The scale of supervisor support is measured by 5 questions and is coded as SS21, SS22, SS23, SS24, and SS25. The result of Cronbach's Alpha index of Superior Support shown in table 5 is 0.905, greater than 0.7 and the correlation coefficient with the total variable of each question in the range from 0.707 to 0.807 is greater than 0.3. At the same time, the Cronbach's Alpha index when eliminating each variable ranges from 0.879 to 0.897, which is smaller than the variable's Cronbach's Alpha index of 0.905. This result satisfies all three conditions of scale reliability, showing that the Supervisor Support scale ensures reliability and is used for analytical measurement of the research model.

The KMO test results show that the value is 0.764 and the Sig index .000 < 0.05 ensures statistical validity for testing.

Hypothesis	Path	Original sample (O)	P values
H1	WL -> CP	0.382	0.000
H2	SS x WL -> CP	0.124	0.006

Hypothesis H1 proposes that Work overload has an impact on job performance according to context. Regression analysis results show that Work Overload has a positive impact on job performance according to context with a path coefficient of 0.382 and a p-value of 0.000, less than 0.05. The results of the analysis are statistically

significant. Hypothesis H1b is accepted.

Hypothesis H2 proposes the moderating role of support from superiors on the impact of work stress on lecturers' work performance. Analysis results show that support from superiors has a positive moderating role in the impact relationship of work stress on lecturers' work efficiency with a path coefficient of 0.124 and a p-value of - value is 0.006 < 0.05 which is meaningful. Hypothesis H2 is accepted.

5. Discussion and limitation

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

Thus, the results of the research analysis show similar results compared to previous studies on the impact of work stress on lecturers' job performance such as Ilonze's study (Ilonze, 2024) on Work Overload. work, affecting work efficiency. However, the direction of the impact of work stress on work efficiency is positive. This research result is in complete contrast to previous studies by Pradoto and colleagues (2022), Hwang and Park (2019), Hwang and Park (2022) and Mathangi Vijayan (2017). Previous studies differed in that the subjects were employees working in the fields of health, services, and finance.

Besides, the results of this study complement and agree with the research of Ling and Bhatti (2014) and Gharid and colleagues (Gharib, et al., 2016) when studying lecturers at a university in Oman. Thus, facing more stress at work due to work overload helps lecturers improve their work efficiency according to the context.

The results of analyzing the role of social support on the impact of work stress and work performance show that only support from leadership has a moderating role. Specifically, support from superiors includes good relationships with leaders, leaders' listening, fair evaluation, full information for lecturers about the tasks they perform, along with help with CV. This support from leaders helps lecturers clearly understand the work they need to do and plan their work more effectively. From there, proactively improve knowledge and skills as well as seize new job opportunities, not afraid to face challenges in your CV. This is similar to the research results of Foy et al. (2019), Kraimer et al. (2005).

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