ROLE–BASED STRESS AND JOB SATISFACTION RELATION: THE MODERATING ROLE OF SELF-EFFICACY

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Abstract

This study investigated the moderating role of self-efficacy in role-based stress (role conflict and role overload) and job satisfaction (extrinsic and intrinsic) relations among academic staff of a University in South-east Nigeria. The objectives of the study were to determine whether self-efficacy will positively predict job satisfaction (intrinsic and extrinsic), to determine whether self-efficacy will weaken the negative relationship between role conflict and job satisfaction (intrinsic and extrinsic) and to determine whether self-efficacy will weaken the negative relationship between role overload and job satisfaction (intrinsic and extrinsic).Two hundred and fifty-six academic staff of Enugu State University of Science and Technology participated in the study. The ages of the participants ranged from 28–69 years (M=45.29, SD=8.98). The participants were drawn using multi stage (cluster and purposive) sampling technique from Enugu state University of Science and Technology. The study was a cross-sectional survey study and self-rated measures were used to collect data from participants. These measures include Role Overload Index, Role Conflict Scale, Minnesota Satisfaction Questionnaire and General Self-Efficacy Scale. Moderated hierarchal regression was used for data analysis. The results indicated thatSelf-efficacy significantly moderated the relationship between role conflict and extrinsic job satisfaction (β = -.19, t = -3.37, p< .001) but, did not moderate the relationship between role overload and extrinsic job satisfaction. Also, self-efficacy did not moderate the relationship between role-based stress (role conflict and role overload) and intrinsic job satisfaction. These findings were discussed in the light of existing theories and empirical studies.

Keyword: Role–based stress, Role conflict, Role overload, Job satisfaction relation, Moderating role, Self-Efficacy

Introduction

Effects of job stress on an organization's employees can be very damaging to the company (Cooper, 1998) and leads to lower rates of productivity, higher rates of absenteeism and turnover (CartWright& Cooper, 1997), increased human errors and accidents, as well as negatively affect employees' job satisfaction (Akinmayowa, 2009). For example, role conflict has a negative effect on group dynamics (Myers, 1990) when one role is disrupted by a contradictory role; if not properly handled by management or effectively controlled by victims often produce physical, psychological or behavioural responses (Mansell, Brough, & Cole, 2006); can also result to psychological symptoms such as fear, anxiety (phobias, obsessions), depression, tension, boredom, irritability, and job dissatisfaction as well as resulting to motor-behavioural symptoms that manifest in generalized changes in behaviour such as loss of appetite, sleeplessness, aggressiveness, committal of excessive errors, intolerance, despair, unorganized and decreased job satisfaction (Rivera-Torres &Araque-Padilla, 2013).

Idris, O'Driscoll, and Anderson (2011) reported that the economic implications of work related stress on universities academic work cannot be under estimated as it could lead to lowered productivity, dissatisfaction and poor physical health. Academics who experienced role-based stress were reported as showing withdrawal behaviors such as a cynicism toward work, lack of organizational commitment and intention to leave the university (Taris, Schreur, Silfhout, & Van Iersel-Van, 2001). Specifically, a higher level of role conflict and role overload among university lecturers may affect the quality of graduates, research and publications (Kinman& Jones, 2004). For example, lecturers being burdened with administrative and clerical work felt it was hard to focus on their core business which is teaching students (Ili Liyana, 2013). Besides, they are also engaged in administrative duties intrinsically that take a large portion of their time resulting in a decrease in their ability to focus on teaching, learning and research (Rutra, 2011). Sometimes lecturers are also asked to attend meetings and courses that are not related to their job and take them away from their classroom. The workload and challenges faced by university staff

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increase each day and to burden them with more work will not go down well especially with the examination period being around the corner (Rutra, 2011) which could lead to low level of satisfaction. The higher work stress experienced by the university lectures, the lower will be their satisfaction with their job (Bhatti, Hashimi, Raza, Shaikh, & Shafiq, 2011) because role overload and conflict, far from the optimum level, leads to lower productivity and a threat to the organizational competitiveness.

Stress in the work place can be sources of positive motivation in order to achieve success or it can hinder morale, relation and job satisfaction (Olatunji &Akinlabi, 2012). Extreme job stress tends to cause friction and frustration, but the effects can vary from employee to employee. While certain lecturers are simply more able to assume different roles and avoid friction when the roles overlap, others find these conflicts extremely stressful and can't assume their multiple responsibilities without tension or resentment (Elisabeth &Greenfeld, 2013). University lecturers experience stress due to environmental and organizational pressure and academics with a higher percentage of occupational stress may not be satisfied with their job and they will not feel happy working in the organization (Elisabeth &Greenfeld, 2013). Therefore, every lecturer must have the ability to cope up with the different kinds of pressures when job demands increase so as to be satisfied with the job. Studies have shown that personality traits such as self-efficacy enables individuals cope with pressures inherent in a job (Rivera-Torres, Araque-Padilla, & Montero-Simó, 2013), thus decreasing stress levels. Tschannen-Moran and Woolfolk-Hoy (2001) concluded that self-efficacy motivates university teachers to overcome various setbacks that arise in their job with greater intrinsic satisfaction.

The concept self-efficacy refers to individuals' beliefs about their capabilities to carry out a particular course of action successfully (Bandura, 1997) or manage responsibilities and to achieve specific results (Pajares, 1996). It is concerned with self-perceptions of how well a person can cope with situations as they arise – situation specific (Miner, 1988) and it also refers to a person's personal critique on his or her capabilities to organize and perform a specific behavior - talking about the faith in ourselves, (Staple, Hulland& Higgins, 1999). Therefore, it does not indicate the actual skills that a person may have, but the degree of his or her faith in them. Job self-efficacy which stems from the definition self-efficacy is an employee's view of

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his or her capacity to conduct the overall job well (Staple, Hulland& Higgins, 1999) and an individual's sense of self-efficacy operates to boost the confidence in his or her abilities to achieve his or her goals (Bandura,1986).

Self-efficacy has an influence on preparing action because self-related cognitions are a major ingredient in the motivation process and self-efficacy levels can enhance or impede intrinsic job satisfaction (Bandura, 1997). Employees with high self-efficacy choose to perform more challenging tasks (Bandura, 1997) and they set themselves higher goals and stick to them. Since actions are pre-shaped in thought, they anticipate either optimistic or pessimistic scenarios in line with their level of self-efficacy. High self-efficacy also allows individuals to select challenging settings, explore their environment, or create new ones. Some employees harbor self-doubts and cannot motivate themselves since they see little point in even setting a goal if they believe they do not have what it takes to succeed (Schwarzer & Schmitz, 2005). Extensive research supports the claim that self-efficacy is an important influence on human achievement in a variety of settings, including education (Bandura, 1997).

Self-efficacy makes a difference in how employees think, feel and act (Bandura, 1997). In terms of feeling, low self-efficacy is associated with depression, anxiety and helplessness while a strong sense of personal efficacy is related to better health, higher achievement and creativity, and better social integration (Bandura, 1997; Schwarzer, 1992) that produces intrinsic job satisfaction. Highly efficacious people are likely to possess greater confidence in their abilities to embark on challenging courses of action, and to persist in the face of obstacles which appear between them and their goal. The less efficacious individual, even when they may possess the necessary skills, will be less inclined to embark on a course of action which takes them into new and uncharted territory (Bandura, 1986); should they bring themselves to take steps along a challenging route, they will be more likely to give up when faced by an obstacle. Employees with low self-efficacy also have low esteem, harbour pessimistic thoughts about their accomplishments and personal development (Schwarzer & Schmitz, 2005).

The relation between teachers' self-efficacy and job satisfaction is very important (Bhatti, Hashimi, Raza, Shaikh, & Shafiq, 2011) and research shows that self-efficacy is positively related to university lecturer's job satisfaction (You, Kim, & Lim, 2015) as it influences their

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teaching behaviours and role achievement (Skaalvik&Skaalvik, 2007). Several studies have also proven that academics with high self-efficacy (those who feel capable of performing well in a situation) are more enthusiastic and intrinsically satisfied with their job (Caprara, Barbaranelli, Steca, & Malone, 2006). On the contrary, teachers with low self-efficacy experience greater difficulties in teaching, higher levels of role-based-related stress (Betoret, 2006), and lower levels of job satisfaction (Klassen, Bong, Usher, Chong, Huan, Wong, & Georgiou, 2009). Lecturers build up self-efficacy through achieving challenging tasks and those who feel comfortable with their working environment and are personally supported by the administration tend to have higher self-efficacy and intrinsic job satisfaction (Leithwood&Jantzi, 2005).

Teaching in the 21st century poses many challenges for teachers, and thus, they need to take on more roles in their schools to meet the expectations of students, school community and the government. Hence, university lecturers with high self-efficacy are likely to be creative and also perform more challenging tasks with great satisfaction. High self-efficacy may also allow these academics to select challenging settings, explore their work environment or create new ones in order to adequately disseminate information resources to their students (Schwarzer & Schmitz, 2005). Lecturers with a strong sense of personal competence in a domain approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided. In addition, they have greater intrinsic interest in activities, set challenging goals and maintain strong commitment to them, heighten their efforts in the face of failure due to role conflict and role overload, more easily recover their confidence after failure or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring (Lucas & Cooper, 2006).

Teaching can be a very stressful occupation and stressors in the workplace appears to have increased in recent decades (Kyriacou, 2001) because teaching today's young people is not only difficult a work, but can be dangerously stressful (Mehta, 2013) yet, university lecturers have to cope with their task to give knowledge as well as to educate students to be good citizens. However, Farrell and Stamm (1988) drew the conclusion that high employee self-efficacy will reduce employees' stress of role conflict and role overload, and improve employees' satisfaction with life, hence the focus of this study on the moderating role of self-efficacy in role conflict and

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role overload as predictors of job satisfaction.

Statement of the problem

A good number of organizations today are suffering dueto low employee job satisfaction and output resulting from role-based related stress of role conflict and role overload (Khurshid, Butt & Malik, 2011) and given the ever increasing global nature of the service sector, the competitiveness of the knowledge era, key players such as university lecturers are constantly working under pressure (Sorcinelli& Gregory, 2006) as a result of heavy workload, take home works interface, role ambiguity, conflicting job demands, striving for publication, insufficiency of funds, inappropriate curricula, industrial conflicts and administrative inefficiencies. Several researchers (e.g.Agulanna, 2007) have provided evidence that role conflict and role overload experienced by university lecturers particularly in Nigeria often lower their job satisfaction but their self-efficacy may help mitigate experiences of job related stressors among university lecturers. Consequently, (Torres, Padilla, & Montero-Simo, 2013) posited that the perceived ability of individual teacher (self-efficacy) that bring in social support, coping skills and individual difference will serve as a moderator in reducing the range of job stress thus decreasing stress levels. For example, Tschannen-Moran and Woolfolk-Hoy (2001) stated that teachers' self-efficacy motivates school teachers to overcome various setbacks that arise in their job with great intrinsic satisfaction, hence the interest of this study in providing answers to the following problems:

1. Will self-efficacy positively predict job satisfaction (intrinsic and extrinsic)?
2. Will self-efficacy weaken the negative relationship between role conflict and job satisfaction (intrinsic and extrinsic)?
3. Will self-efficacy weaken the negative relationship between role overload and job satisfaction (intrinsic and extrinsic)?

Objectives of the Study

1. To determine whether self-efficacy will positively predict job satisfaction (intrinsic and extrinsic).
2. To determine whether self-efficacy will weaken the negative relationship between role conflict and job satisfaction (intrinsic and extrinsic).

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3. To determine whether self-efficacy will weaken the negative relationship between role overload and job satisfaction (intrinsic and extrinsic).

Research Hypotheses

Ho: Self-efficacy will positively predict job satisfaction (intrinsic and extrinsic).

Ho: Self-efficacy will weaken the negative relationship between role conflict and job satisfaction (intrinsic and extrinsic).

Ho: Self-efficacy will weaken the negative relationship between role overload and job satisfaction (intrinsic and extrinsic).

LITERATURE REVIEW

Theoretical Review

The following theories were reviewed in this section in order to explain the link between the study variables:

Social Cognitive Theory (Bandura, 1989)

Social cognitive theory is based on the basis that expectations, beliefs, self- perceptions, goals and intentions give shape and direction to behavior (Bandura, 1989) and that what people think, believe, and feel, affects how they behave (Bandura, 1986). The theory posited that the capacity to exercise self-influence by personal challenge and evaluative reaction to one's own attainments provides a major cognitive mechanism of motivation and self-directedness, a motivation which is based on aspirational standards involving a cognitive comparison process between internal standards and personal attainments (Bandura, 1989). The motivational effects according to Bandura, do not stem from the standards themselves, but rather from several self-reactive influences which include affective self-evaluation of one's attainments, perceived self-efficacy to fulfill one's standards, and adjustment of personal standards to keep them within attainable bounds (Bandura, 1988). This places self-efficacy as one of the core concepts in the social cognitive theory of Albert Bandura. Perceived self- efficacy, a cognitive factor plays an influential role in the exercise of personal control over motivation in that whether negative discrepancies between internal standards and attainments are motivating or discouraging is partly determined by people's beliefs that they can attain the goals they set for themselves, making

those who harbour self-doubts about their capabilities to be easily dissuaded by failure (Bandura, 1989).

It can be stated in this way that those academics who are assured of their capabilities to handle extra loads and deal with any work situation will definitely intensify their efforts when they feel an overload or a conflicting job roles and persist until they succeed and achieve what they seek to achieve. The standards people set for themselves at the outset of an endeavor are likely to change, depending on the progress they are making in that they may maintain their original standard, lower their sights, or adopt an even more challenging standard (Bandura, 1989) depending on their perception of whether they can or cannot. Self-efficacy help to exert selective influence over which of many activities will be actively pursued.

According to Bandura, people display enduring interest in activities at which they feel self-efficacious and from which they derive self-satisfaction. This implies that even with challenging job conditions such as conflict and overload, if an academic staff feel self-efficacious, the same can transcend and still be satisfied with his/her job. Challenging standards enlist sustained involvement in tasks needed to build competencies that foster interest such that when people aim for and master valued levels of performance, they experience a sense of satisfaction and such satisfactions derived from goal attainments build intrinsic interest (Bandura, 1989).

Core Self-Evaluations Model (Judge, Locke & Durham, 1997)

The core self-evaluation model consists of four traits that stand as fundamental indications of how people evaluate themselves based on competence, and capability, self-worth (worthiness) and causal beliefs. The four traits or concepts identified by this model are locus of control, self-esteem, general self-efficacy and neuroticism (emotional stability).

Judge, Locke and Durham (1997) argued that these four Core Self-evaluations determine one's disposition towards job satisfaction. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction; having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) and lower levels of neuroticism lead to higher job satisfaction (Pandimeenal, 2014).

The general self-efficacy trait of the core self-evaluations according to Locke, McClear and Knight (1996) is an appraisal of how well an individual can handle his/her life's general and specific challenges. People who appraise themselves positively in this regard are healthier and will exhibit more satisfaction with life in general and work in particular. Employing this in the explanation of workplace satisfaction for academic staff of universities will depict that an individual who has a high self-efficacy will be more satisfied with their job even in the presence of conflicting roles and/or state of overload. Such individual were more likely to think positively of themselves, be confident in their own abilities in handling work responsibilities (including even surmounting overarching work pressure or conflicting work roles), perceive their jobs as interesting (even in the presence of the stresses) and be more satisfied than individuals with low self-efficacy. For instance, academic staff who are high on self-efficacy will in the presence of role overload or role conflict perceive themselves as able and competent to handle the situation leading to satisfaction with the job, while those with low self-efficacy will otherwise see themselves as incapable and unable to handle the situation which will lead to dissatisfaction with the job.

Empirical Review

The relevant empirical studies were reviewed under this section.

Elfering, Keller, Berset, Meier, Grebner, Kälin, and Semmer, (2016) in a longitudinal study of 512 participants which were sampled before and at the end of a vocational training, the place of core self-evaluation (self-efficacy, self-esteem, locus of control and neuroticism) as an individual resource that predicts relative gain in job satisfaction and job resources was tested. Results of the study indicated that job satisfaction is affected by core self-evaluation (self-efficacy, self-esteem, locus of control and neuroticism) through the perception of resources inherent in a job such as autonomy.

Klassen and Chiu (2010) with a sample of 1,430 practicing teachers examined the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction using factor analysis, item response modeling, systems of equations, and a structural

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equation model. The results showed that (1) teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards (2) female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy (3) teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction (4) those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement, and (5) lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.

Caprara, Barbaranelli, Steca, and Malone (2006) surveyed 75 schools in Italy on the role of self-efficacy and collective efficacy on job satisfaction of teachers using SEM for their studies.They found a positive and significant relationship ($\beta = 0.74$, $p < 0.05$) between teachers' self-efficacy and job satisfaction. They concluded that teachers' self-efficacy contributes to teachers' job satisfaction.

Skaalvik and Skaalvik (2010) in their research among primary and middle school teachers in Norway found that teacher' job satisfaction and self-efficacy have a strong positive relationship. The study supported that teacher's autonomy, good interpersonal relations between teachers and parents and high time pressure were the most important factors that influence teachers' job satisfaction.

In a study by Klassen, Bong, Usher, Chong, Huan, Wong, and Georgiouet (2009) on the relationships between self-efficacy and job satisfaction for teachers from five North American and Asian countries, results from the study suggest that teachers' nationality and associated cultural beliefs can influence the relationships among job stress, job satisfaction, and teachers' efficacy

Akomolafe and Ogunmakin (2014) investigated the correlation between job satisfaction, emotional intelligence, occupational stress, and self-efficacy of 400 middle grades teachers and four validated instruments were used with independent and dependent variables. They combined measures to create a 116-item survey analyzed by Pearson's product moment correlation and

multiple regression to establish the independent variables with the dependent variable of job satisfaction. The study endeavors to load regression data surrounding job satisfaction with an instrument with a coefficient alpha of 0.80. Their findings indicated: (1) a significant positive relationship between self-efficacy and job satisfaction among teachers which ultimately determines how an individual behaves, thinks and becomes motivated to be involved in a particular task, (2) individuals with high self-efficacy tend to behave more positively, think more creatively, have the ability to effectively handle various tasks, obligations and challenges related to their professional role, (3) such teachers are relatively more satisfied with their jobs.

Jadhav (2013) carried out a study about self efficacy, role conflict and mental health of 600 Primary School Teachers from two districts; those are Belgaum and Dharwad districts of the Karnataka state. The objectives of this study as follows: (1) to study the significant difference in the occupational self-efficacy, role conflict and mental health of male and female primary school teachers working in public and private aided schools. (2) to study the correlation between occupational self-efficacy and role conflict of school teachers. (3) to find out the correlation between occupational self-efficacy and mental health of school teachers. The study reported that there is no significant difference in the occupational self–efficacy, role conflict and mental health of both female and male teachers working in schools. They revealed there was negative and significant correlation between occupational self-efficacy and role conflict of teachers. Again, the research also reported a positive and significant correlation between occupation self-efficacy and mental health of school teachers.

Whitehead (2011) in a study of occupational stress and burnout in New Zealand school teachers examined teacher's work-overloads and self-efficacy as stress management. The study found out that 82% of secondary school Principals reported moderate or high stress and stress management was positively associated with more work-overloads and role conflict; self-efficacy was also high and statistically independent of stress.

METHODOLOGY

Participants

Participants in this study comprised two hundred and fifty-six (256) male and female

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academic staff of the Enugu State University of Science and Technology (ESUT) drawn from the 592 academic staff population (440 males and 152 females) of the university (Records and Statistics Units in the Registrar's Office, ESUT January 16, 2019).

General Self-Efficacy Scale

Self-efficacy was measured using the 30-item general self-efficacy scale (section D) developed by Sherer, Maddux, Mercadante, Prentice-Dunn, Jacobs and Rogers (1982). This measure is a Likert format scale (examples of items include: "When I make plans, I am certain I can make them work", "I give up easily", "I am a self-reliant person", "I avoid facing difficulties"). The response format is a 5-point scale (1 = strongly disagree, 5 = strongly agree). The sum of item scores reflects a participant's general self-efficacy score. The higher the total score is, the more self-efficacious the respondent. The SGSES was primarily developed for clinical and personality research and was later used in organizational settings (Syed, 2007). Chen, Gully, and Eden, (2001) found internal consistency reliabilities of SGSES to be moderate to high (α = .76 to .89). Chen et al also found high test-retest reliability (r = .74 and .90). Working with Nigerian sample, Ayodele (1998) obtained a concurrent validity coefficient of .23 by correlating the scale with Mathematics Anxiety Scale Rating Scale- Revised (Plake& Parker, 1982). However, the researcher conducted a pilot study for the purpose of this study using a sample of academic staff from University of Nigeria, Enugu campus and Godfrey Okoye University, Enugu, and obtained a reliability coefficient of .78.

Procedure

The first step in the data collection process was the procurement of necessary approvals. Next, the Faculty Deans provided permission to use the full-time academic staff for the study.

The next step was to meet the Head of Departments (HODs) at each Faculty to present the research project and to obtain dates of scheduled departmental meetings. Building a rapport with the HODs was a key component to facilitate scheduling time for the Lecturers to complete the survey at the departmental meetings. At the meeting, each HOD received the research packet that included a letter of introduction, a cover letter, an informed consent, and survey tools and the survey questionnaire distributed to the lecturers. Lecturers, who did not attend the mandatory unit meeting along with others in some departments where meetings were not held but

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volunteered to participate, received a copy of the survey packet through the box at the HOD's office. Both the completed consent forms and the surveys were returned to the HODs and placed in sealed envelopes for the researcher's collection and data processing. All respondents who returned completed surveys out of the 500 copies distributed comprised the study sample.

Participation was an important factor in this research. Strategies to increase awareness such as pre-notifying participants, meeting face-to-face with participants, and conducting follow-up procedures (meeting lecturers individually those found in their offices, phone call, In-faculty whatsapp platform and text messages) encouraged high response rates (Creswell, 2007; Salkind, 2005). Creswell (2007) stressed the importance of high response rates from participants in a study because of higher response rates create greater confidence in generalizing the results to the population under study.

Design and Statistics

The study adopted a cross-sectional survey design as data were collected to make inference about the population of interest at one point in time (Hall, 2008). Moderated hierarchical regression using the SPSS version 23 software was used for the data analysis in order to determine the relationships, moderation as well as the direction or strength of the relation between the study variables.

Table 1: Conditional effects of role conflict on job satisfaction (extrinsic)

Self-Efficacy	R^2	R
Low Self-Efficacy	.132	.36
Moderate Self-Efficacy	.009	.09
High Self-Efficacy	.003	.05

As shown in figure 1, the relationship between role conflict and job satisfaction (extrinsic dimension) under low self-efficacy was r= .36 and the relationship continued to come down as self-efficacy increased to moderate (r= .09) and very weak when it rose to high (r= .05). The interaction shows that the positive relationship between role conflict and extrinsic job satisfaction is stronger when employees have high self-efficacy.
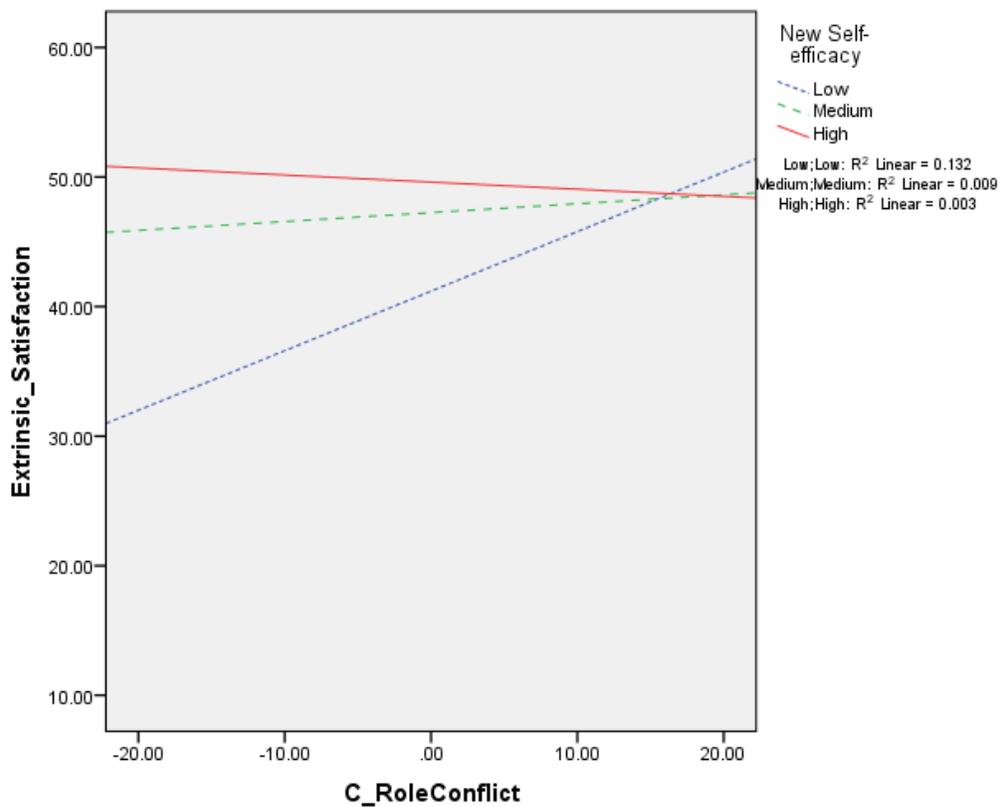
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Figure 1: Moderation plot of role conflict and self-efficacy on job satisfaction (extrinsic dimension)

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Table 2: Summary of moderated Hierarchical Multiple Regression Analysis for Variables Predicting Job satisfaction (Intrinsic dimension) (N=256)

	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5	
	β	T	β	T	B	T	β	T	β	T
Sex	-.04	-.58	-.05	-.84	-.05	-.81	-.04	-.75	-.04	-.59
Age	-.19	-2.04*	-.26	-2.86	-.26	-2.92	-.22	-2.48	-.23	-2.56
Marital Status	.25	3.21**	.18	2.35	.19	2.49	.16	2.09	.16	2.11
Qualification	-.15	-1.99*	-.14	-1.85	-.14	-1.87	-.13	-1.80	-.13	-1.74
Years Spent	-.01	-.17	-.02	-.29	-.002	-.03	.01	.17	.01	.11
Religion	.00	-.003	-.01	-.22	.00	.01	-.02	-.38	-.02	-.38
Rank	.26	2.56*	.23	2.35	.24	2.41	.20	2.08	.21	2.11
C_RoleConflict			.31	4.82***	.25	3.21	.23	3.02	.22	2.94
C_RoleOverload					.12	1.71	.09	1.32	.10	1.42
C_SelfEfficacy							.19	3.15**	.19	2.94
C_Conf X C_Effic									-.06	-.81
C_Over X C_Effic									-.003	-.05
R	.286		.401		.413		.450		.454	
R²	.082		.161		.171		.203		.206	
R²Δ	.082		.079		.010		.032		.003	
F Change	3.158**		23.186***		2.930		9.897**		.472	

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*Note: ***p<.001; **p<.01; *p<.05; Sex (1= male, 2= female); Marital Status (1= not supposed to marry, 2= single, 3= married, 4= divorced, 5= separated); Qualification =(1= Bachelor's degree, 2 = Masters, 3=Doctorate); Years spent in the University (1= less than 5, 2= 5-9, 3= 10-14, 4= 15-19, 5= 20 & above); Religion (1= Christian, 2= Muslin, 3= Traditionalist, 4= Others); Rank (1= graduate assistant, 2= assistant lecturer, 3= lecturer 2, 4= lecturer 1, 5= senior lecturer, 6= reader, 7= professor).*

Results of the hierarchical multiple regression for the test of the second factor of job satisfaction (intrinsic dimension) is shown in table 1. The variables were entered in stepwise models. The demographic variables (sex, age, marital status, qualification, years spent in the University, religion and rank) were entered in the Step 1 of the regression analysis and the variables jointly contributed 8.2% variance in predicting the intrinsic job satisfaction ($\Delta R^2 = .082$, $p <.01$). Age and qualification were significant negative predictors of intrinsic job satisfaction ($\beta = -.19$, $t = -2.04$, $p <.05$; $\beta = -1.15$, $t = -1.99$, $p <.05$) respectively while, marital status and rank made significant positive contribution as predictors of intrinsic job satisfaction ($\beta = .25$ $t = 3.21$, $p <.01$; $\beta = .26$, $t = 2.56$, $p <.05$). Sex, years spent in the University and religion did not make significant contribution in explaining the variance in intrinsic job satisfaction ($\beta = -.04$, $t = -.58$, $p >.05$; $\beta = -.01$, $t = -.17$, $p >.05$; $\beta = .00$, $t = -.003$, $p >.05$) respectively.

In step 2, role conflict was entered and the inclusion accounted for 7.9% significant variance in explaining intrinsic job satisfaction ($\Delta R^2 = .079$; $\beta = .31$, $t = 4.82$, $p <.001$) which imply that role conflict is a significant predictor of intrinsic job satisfaction.

In step 3, role overload was entered and the inclusion made 1.0% contribution in explaining the variance in intrinsic job satisfaction ($\Delta R^2 = .010$, $\beta = .12$, $t = 1.71$, $p >.05$). So role overload did not also predict intrinsic job satisfaction.

In step 4, self-efficacy was entered and the inclusion made a 3.2% significant contribution in explaining the variance in intrinsic job satisfaction ($\Delta R^2 = .032$; $\beta = .19$, $t = 3.15$, $p <.01$) which means that self-efficacy predicted intrinsic job satisfaction.

In step 5, the interaction term of the role-based stressors and self-efficacy were entered, of which self-efficacy did not moderate the relationship between any of the role-based stress

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(role conflict and role overload) and intrinsic job satisfaction (β = -.06, t = -.81, p> .05; β = -.003, t = -.05, p> .05). However, the contribution of the interaction terms in explaining the variance in intrinsic job satisfaction was 0.3% (ΔR^2 = .003, p> .05).

Discussion of Findings

The first hypothesis which stated that self-efficacy will positively predict job satisfaction (extrinsic and intrinsic) was supported. The result of the study showed that self-efficacy positively predicted both dimensions of job satisfaction. This finding suggests that the higher the self-efficacy of lecturers, the more satisfied they will become with their job (extrinsically and intrinsically). People who perceive themselves as efficacious, will definitely find useful ways to make their job experience interesting and then satisfying. The present findings on self-efficacy was supported by previous findings (e.g. Elfering, et al., 2016; Klassen & Chiu, 2010; Caprara, et al., 2006; Skaalvik&Skaalvik, 2010; Klassen, et al., 2009; Akomolafe&Ogunmakin, 2014) who found a positive link between self-efficacy and job satisfaction.

Just like Akomolafe and Ogunmakin (2014) opined in their findings, self-efficacy among teachers ultimately determines how an individual teacher behaves, thinks and becomes motivated to be involved in a particular task. Individuals with high self-efficacy according to them will tend to behave more positively, think more creatively, have the ability to effectively handle various tasks, obligations and challenges related to their professional role and as such are relatively more satisfied with their jobs.

The second hypothesiswhich stated that self-efficacy will weaken the relationship between role-based stress (overload and conflict) and extrinsic job satisfaction was partly supported. According to the result, self-efficacy moderated the relationship between role conflict and extrinsic job satisfaction but did not moderate the relationship between role overload and extrinsic job satisfaction. Akomolafe and Ogunmakin (2014) opined that high self-efficacy will tend to produce in people a more positive and creative thinking and the ability to effectively handle various tasks, obligations and challenges related to their professional role (this includes the challenge of role overload and role conflict) and in turn be relatively more satisfied with their jobs. The social cognitive theory, placing self-efficacy as one of the core cognitive concepts that plays an influential role in the exercise of personal control over situations posits that

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expectations, beliefs, self-perceptions, goals and intentions give shape and direction to behavior (Bandura, 1989). It further held that what people think, believe, and feel, (including the feeling of satisfaction and motivation) is partly determined by their beliefs that they can attain the goals they set for themselves, making those who harbor self-doubts about their capabilities (people with low self-efficacy) to be easily dissuaded by failure (Bandura, 1989), and those with high self-efficacy to be strong in the face of challenging work conditions (e.g. role conflicts and overloads).

The third hypothesiswhich stated that self-efficacy will weaken the relationship between role-based stress (overload and conflict) and intrinsic job satisfaction was not supported. According to the result, self-efficacy did not moderate the relationship between role conflict and intrinsic job satisfaction, and did not also moderate the relationship between role overload and intrinsic job satisfaction.

Summary of Findings

1. Self-efficacy was a significant predictor of extrinsic job satisfaction.
2. Self-efficacy significantly moderated the relationship between role conflict and extrinsic job satisfaction.
3. Self-efficacy did not moderate the relationship between role overload and extrinsic job satisfaction.
4. Self-efficacy was a significant predictor of intrinsic job satisfaction.
5. Self-efficacy did not moderate the relationship between role-based stress (role conflict and role overload) and intrinsic job satisfaction.

Implications of the findings

There are some implications emanating from the findings of the present study and inferences can be made that can benefit researchers and organizational psychologists.

The study also provides insight that awareness of personal resources such as self-efficacy serves as a motivation to do more and enables lecturers manage and balance work related stress caused by conflicting responsibilities and be satisfied. This finding will go a long way in making it possible for lecturers to see the need to develop positive self-evaluation of efficacy that will enable them function effectively, thus reducing strain arising from their roles in the workplace.

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Conclusion

Workplace stressors affect the health and productivity of employees, and ultimately will affect the bottom-line of the organization. Thus, the understanding of stressors and how they operate will enhance the institution of organization policies aimed at helping employees manage stress effects.

This study provided another perspective in the relationship between role-based stress and job satisfaction by exploring the role of self-efficacy as a moderator. From the findings of the study, Self-efficacy was also found to positively predict the two dimensions of job satisfaction.

Further findings revealed that if a lecturer has a high believe in his/her capabilities (high self-efficacy), even in the face of overburdening job roles (role overload), will experience high extrinsic job satisfaction.

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