

Navigating Role Challenges: An Analysis of How Conflict and Ambiguity Affect Job Satisfaction Among Business Educators in Colleges of Education in North East, Nigeria

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Article History	Abstract
<p>Original Research Article</p> <p>Received: 26-12-2025</p> <p>Accepted: 05-01-2026</p> <p>Published: 08-01-2026</p> <p>Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p> <p>Citation: Taofeek Muftau, Obafemi Olajumoke Daramola, Mohammed Tijjani, David Isaiah, Emmanuel Joseph. (2026). Navigating Role Challenges: An Analysis of How Conflict and Ambiguity Affect Job Satisfaction Among Business Educators in Colleges of Education in North East, Nigeria. UKR Journal of Multidisciplinary Studies (UKRJMS), Volume 2(1), 1-9.</p>	<p><i>This study investigated the influence of role conflict and role ambiguity on the job satisfaction of Business Educators in Colleges of Education in North-East Nigeria. The research was motivated by the critical role these educators play in national development and the unique, challenging context of the North-East region, characterized by insecurity, underfunding, and administrative inefficiencies. A descriptive survey design was adopted, and data were collected from a sample of 98 Business Educators across six Colleges of Education using a structured questionnaire. The data were analyzed using mean and standard deviation for the research questions and multiple regression to test the null hypotheses at a 0.05 significance level. The findings revealed that both role conflict ($\beta = 0.612, p = 0.000$) and role ambiguity ($\beta = 0.558, p = 0.000$) have a statistically significant negative influence on job satisfaction. Role conflict accounted for 37.5% of the variance in job satisfaction, while role ambiguity accounted for 31.1%. The study concludes that incompatible job demands and a lack of role clarity are major determinants of professional dissatisfaction among Business Educators in this region. It is recommended that college management develop clear role descriptions and streamline communication, while policy makers should prioritize targeted funding for practical resources to mitigate these role stressors and improve the quality of vocational teacher education.</i></p> <p>Keywords: Role Conflict, Role Ambiguity, Job Satisfaction, Business Educators, Colleges of Education.</p>

Introduction

Job satisfaction, defined as a positive affective response stemming from an evaluation of one's job and its attainment of valued goals, is widely recognized as a fundamental pillar of institutional well-being, particularly within educational settings. For educators, this satisfaction is a multifaceted construct that integrates both psychological and professional dimensions, including a sense of purpose, professional recognition, autonomy in teaching, and supportive workplace relationships. When cultivated, job satisfaction functions as a critical enabler, promoting greater productivity, stronger organizational loyalty, and

superior teaching performance. Educators with high job satisfaction demonstrate increased pedagogical innovation, greater student support, and enhanced resilience against occupational stressors. The global importance of this construct in higher education is unequivocal, with contemporary research continually affirming its link to improved student achievement and institutional excellence. Within the Nigerian landscape, recent investigations have highlighted the volatile state of job satisfaction among tertiary institution staff, illustrating how systemic failures

can critically compromise morale and educational quality (Akinwale & George, 2022).

The imperative of ensuring job satisfaction becomes especially apparent when examining the pivotal role of Business Educators in Nigeria's Colleges of Education. The National Policy on Education, with its ongoing revisions, continues to emphasize Business Education as a crucial vehicle for national economic advancement, charged with imparting practical skills, entrepreneurial competencies, and theoretical knowledge essential for the business and vocational sectors (Federal Republic of Nigeria, 2018). Business Educators are the central actors in this national strategy, bearing the dual responsibility of producing skilled graduates and training the next generation of vocational teachers. As the primary incubators for these future educators, the efficacy of the current instructional staff in Colleges of Education is a matter of strategic national interest. However, the operational environment for Business Educators, particularly in the North-East geopolitical zone, is frequently at odds with policy aspirations. They are often compelled to implement a contemporary, skills-based curriculum using archaic facilities, inadequate instructional technologies, and overcrowded classrooms, generating significant and often incompatible pressures on their professional capacity.

These systemic pressures are accurately described by the concepts of role conflict and role ambiguity, which are recognized as significant occupational stressors in complex organizations like educational institutions. Role conflict emerges when an employee faces incongruent or incompatible job expectations, such as being held accountable for high student performance without access to necessary resources or receiving contradictory instructions from different levels of administration. Role ambiguity exists when an individual lacks adequate information about their job responsibilities, the expectations for their performance, or the scope of their decision-making authority. Modern organizational research continues to draw upon these foundational concepts to explain how structural factors within an organization can generate significant psychological strain (Opatha & Anto, 2022). In an educational setting, a Business Educator might encounter role conflict when expected to excel in research, teaching, and administration simultaneously with insufficient time or support, while role ambiguity can result from vaguely defined performance metrics or frequently changing curricular goals.

The theoretical connection between these role stressors and reduced job satisfaction is strongly supported by contemporary empirical evidence. Role conflict and ambiguity foster a work climate characterized by uncertainty and psychological distress, which readily leads

to emotional exhaustion, burnout, and a marked decline in job satisfaction. When role expectations are inconsistent or opaque, educators find it difficult to achieve a sense of professional efficacy and fulfillment, which are core components of intrinsic motivation. Recent studies from diverse national contexts consistently report a powerful inverse correlation between these variables. A comprehensive review by Opatha and Anto (2022) confirmed that role stress remains a predominant negative predictor of job satisfaction across various sectors. In Nigeria, this relationship persists as a significant challenge within the education sector. For example, a study by Adeyemo et al. (2021) focusing on tertiary institutions in South-West Nigeria established that conflicting role demands and unclear performance criteria were major factors depleting morale and fostering dissatisfaction among academic staff. The consequences extend far beyond individual discontent, directly impairing instructional quality, amplifying intentions to leave the profession, and weakening the intrinsic motivation required for effective teaching, thereby initiating a destructive cycle that jeopardizes the core educational mission.

The negative impacts of role conflict and ambiguity are not distributed evenly; they are acutely magnified in contexts plagued by institutional fragility and socio-economic disruption. This defines the operational reality for Colleges of Education in North-East Nigeria, a region still contending with the severe consequences of prolonged insurgency and social upheaval. The distinctive challenges here are deep-rooted and complex. Widespread insecurity has disrupted educational activities and triggered a significant exodus of qualified personnel, drastically increasing teaching loads and forcing remaining Business Educators to cover subjects beyond their expertise. Persistent underfunding, as documented in recent analyses of the region's education sector, has led to a critical deficit of modern business equipment and pedagogical tools, creating a fundamental disconnect between the educators' mandated role as providers of practical, up-to-date skills and the grim reality of resource scarcity (Suleiman & Bello, 2023). Moreover, the administrative frameworks within these institutions are often characterized by convoluted hierarchies and ineffective communication, intensifying both role conflict and ambiguity.

A Business Educator might answer to several administrators with competing agendas, while simultaneously lacking clarity on funding for teaching materials or criteria for career advancement due to non-transparent institutional policies (Ibrahim & Umar, 2021). This combination of external volatility and internal administrative inefficiency creates an environment where role stressors are endemic and severe. The consequent

damage to teacher morale and job satisfaction is profound, posing a direct threat to the system responsible for producing the skilled educators and entrepreneurs who are essential for the region's socio-economic rehabilitation and future stability. Consequently, examining how these specific role-based challenges affect Business Educators in this vital but vulnerable region is not merely a scholarly exercise; it is an urgent and necessary inquiry for informing targeted interventions and securing the prospects of vocational and teacher education in North-East Nigeria.

Statement of Problem

This study addresses the critical but unexamined problem of how role conflict and role ambiguity significantly undermine the job satisfaction of Business Educators in Colleges of Education in North-East Nigeria. These educators face incompatible demands and unclear expectations within a challenging context of insecurity, underfunding, and administrative inefficiencies, which collectively create a cycle of stress and professional dissatisfaction. However, the precise nature and impact of these role stressors on this specific academic group remain unexplored, creating a critical knowledge gap. This lack of context-specific understanding hinders the development of effective interventions, thereby threatening the quality of business and vocational teacher education, and ultimately, the region's economic development potential.

Aim and Objectives

The aim of this study was to investigate the influence of role conflict and role ambiguity on the job satisfaction of Business Educators in Vocational Technology Education departments within Colleges of Education in North-East Nigeria. To achieve this aim, the study was guided by the following specific objectives:

1. To ascertain the influence of Role conflict variable on job satisfaction of Business Educators in vocational technology education department in colleges of education in North east Nigeria.
2. Find out the influence of Role Ambiguity variable on job satisfaction of Business Educators in vocational technology education department in colleges of education in North east Nigeria.

Research Questions

As a guide, the following research questions were use;

1. What is the influence of Role conflict on job satisfaction of business educators in vocational technology education department in colleges of education in North east, Nigeria?
2. What is the influence of Role Ambiguity on job satisfaction of business educators in vocational

technology education department in colleges of education in North east, Nigeria?

Hypotheses

This study was guided by the following null hypotheses:

1. Role Conflict variable does not significantly influence job satisfaction among business educators in colleges of education in north east, Nigeria.
2. Role Ambiguity does not significantly influence job satisfaction among business educators in colleges of education in north east, Nigeria.

Literature Review

The Concept of Job Satisfaction in Education

Job satisfaction is a multifaceted construct defined as a positive emotional state resulting from the appraisal of one's job experiences (Akinwale & George, 2022). In the educational context, it transcends mere contentment and encompasses dimensions such as satisfaction with workload, remuneration, professional growth opportunities, workplace relationships, and the nature of the work itself. Job satisfaction is a critical determinant of organizational health, heavily influencing teacher motivation, commitment, and overall institutional performance (Skaalvik & Skaalvik, 2021). Satisfied educators are more likely to exhibit higher levels of engagement, employ innovative teaching methodologies, and foster a positive learning environment, which directly contributes to improved student outcomes (Madigan & Kim, 2021).

Conversely, low job satisfaction is a primary precursor to burnout, absenteeism, and high staff turnover, creating instability and undermining educational quality. In Nigeria, studies have consistently highlighted concerning levels of dissatisfaction among tertiary institution lecturers. Recent research by Akinwale and George (2022) identified factors such as inadequate funding, poor working conditions, and heavy workload as major detractors from job satisfaction. For Business Educators, whose role demands both academic rigor and practical skills training, the sources of satisfaction and dissatisfaction can be particularly acute, tied to the availability of resources and the clarity of their professional mission.

Role Stress Theory: Conflict and Ambiguity

The theoretical foundation of this study is anchored in Role Stress Theory, which posits that certain conditions within an organizational role can lead to psychological stress for the individual occupying it (Opatha & Anto, 2022). The two

most salient dimensions of this theory are role conflict and role ambiguity.

Role Conflict occurs when an individual is confronted with divergent role expectations that are difficult to reconcile or satisfy simultaneously. In schools, this can manifest as:

1. **Inter-sender conflict:** Receiving incompatible directives from different superiors (e.g., the Head of Department vs. the Dean).
2. **Person-role conflict:** A clash between job demands and the individual's personal values or standards.
3. **Resource conflict:** Being expected to achieve goals without being provided with the necessary tools or resources (Suleiman & Bello, 2023).

Role Ambiguity arises from a lack of clear and specific information regarding one's job responsibilities, authority, and performance expectations. Educators experiencing role ambiguity are unsure about what is expected of them, how their performance is evaluated, and what their career progression path entails (Opatha & Anto, 2022). This uncertainty prevents them from forming clear goals and achieving a sense of mastery and accomplishment.

The Interplay Between Role Stress and Job Satisfaction

A robust body of international literature affirms a strong, negative correlation between role stress and job satisfaction. A comprehensive review by Opatha and Anto (2022) concluded that both role conflict and ambiguity are significant predictors of reduced job satisfaction, increased emotional exhaustion, and higher turnover intentions across various professions, including education. The mechanism is straightforward: persistent role stress depletes an individual's psychological resources, leading to feelings of frustration, helplessness, and burnout, which directly erode the positive affect associated with job satisfaction (Madigan & Kim, 2021).

In the specific context of teaching, Skaalvik and Skaalvik (2021) found that when teachers face conflicting demands from parents, administration, and policy mandates, or when they are unclear about curricular goals, their sense of professional efficacy and autonomy diminishes, leading to profound dissatisfaction. This is particularly true in vocational education, where the gap between theoretical mandates and practical realities can be wide.

The Nigerian Context and Empirical Evidence

Within Nigeria, empirical studies corroborate the global findings but highlight the intensifying effect of local systemic challenges. Research by Adeyemo et al. (2021) in South-West Nigerian universities found that role conflict

and ambiguity were significant contributors to low morale and job dissatisfaction among academic staff. The study specifically noted that unclear promotion criteria and conflicting administrative instructions were major sources of stress.

For educators in the North-East, these universal role stressors are compounded by the region's unique socio-economic and security problems. The study by Suleiman and Bello (2023) on vocational education in North-Eastern Nigeria explicitly linked infrastructure decay and resource scarcity to heightened role conflict. Business Educators are mandated to teach contemporary office technology and accounting software without access to functional computer labs, creating an inherent and daily conflict. Furthermore, the internal administrative structures within Colleges of Education often lack transparency. A study by Ibrahim and Umar (2021) highlighted that poor communication and overlapping responsibilities in Northern Nigerian colleges create significant role ambiguity, leaving lecturers uncertain about their precise duties and performance metrics.

Gap in the Literature

While the relationship between role stress and job satisfaction is well-established globally and has been explored in broader Nigerian tertiary education contexts, a clear and targeted gap exists. There is a scarcity of research that focuses specifically on Business Educators within the Vocational Technology Education departments of Colleges of Education in the North-East geopolitical zone.

This population is uniquely positioned at the confluence of several critical pressures: the practical demands of vocational training, the academic expectations of a tertiary institution, and the extreme resource constraints and administrative challenges of a post-conflict region. General studies on university lecturers or educators in more stable parts of Nigeria cannot adequately capture the specific manifestations and impacts of role conflict and ambiguity on this distinct group. Therefore, this study sought to fill this critical void by providing empirical, context-specific evidence on how these role stressors influence the job satisfaction of Business Educators in North-East Nigeria.

Methodology

The study adopted a descriptive survey research design with a quantitative approach to investigate the influence of role conflict and role ambiguity on the job satisfaction of Business Educators in Colleges of Education in North East Nigeria. This design was deemed appropriate because it allowed the researcher to gather data using a structured questionnaire and describe existing conditions without manipulating any variables. The study was conducted

across the six states of North East Nigeria—Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe—which collectively host ten public Colleges of Education. Out of these, six Colleges of Education were selected through a proportional and lottery sampling technique to ensure fair representation across the region.

The target population consisted of 195 Business Educators drawn from the selected Colleges of Education. To achieve a representative sample, 50% of the population was chosen using a simple random sampling technique. The primary instrument for data collection was a researcher-developed questionnaire titled Role Conflict, Ambiguity, and Job Satisfaction Questionnaire (RCAJSQ), structured according to the study’s objectives and research questions. The instrument was designed on a four-point Likert scale, ranging from Strongly Agree (4) to Strongly Disagree (1), enabling quantitative measurement of respondents’ perceptions.

To ensure the validity of the instrument, it was reviewed by experts from the Department of Vocational and Technology Education, Taraba State University, and the Department of Business Education, Federal College of Education (Technical), Gombe. Their evaluation focused on content relevance, clarity, and alignment with the research variables. The reliability of the instrument was established

through a pilot test conducted in a similar setting, and the resulting Cronbach Alpha coefficient of 0.87 confirmed the internal consistency of the items.

Data collection was carried out by the researcher with the assistance of trained field personnel, who personally administered the questionnaires to the respondents. Confidentiality and voluntary participation were ensured throughout the process. The retrieved data were analyzed using mean and standard deviation to answer the research questions, while multiple regression analysis was employed to test the null hypotheses at a 0.05 level of significance with the aid of the Statistical Package for the Social Sciences (SPSS). This combination of methods ensured the accuracy, reliability, and validity of the findings, thereby providing a robust empirical basis for understanding how role conflict and role ambiguity affect the job satisfaction of Business Educators in Colleges of Education in North East Nigeria.

Results

Research Question 1: What is the influence of role conflict on the job satisfaction of Business Educators in the Vocational and Technology Education Departments of Colleges of Education in North East Nigeria?

Table 1: Mean and Standard Deviation on the Influence of Role Conflict on Job Satisfaction of Business Educators in Colleges of Education in North East Nigeria (N = 98)

S/N	Items	Mean (\bar{x})	SD	Remark
1.	I receive conflicting instructions from different supervisors.	3.45	0.72	Agree
2.	I am sometimes asked to do things that are against my professional values.	3.18	0.81	Agree
3.	I feel torn between the demands of administration and teaching.	3.62	0.65	Agree
4.	I am expected to meet incompatible demands at the same time.	3.53	0.74	Agree
5.	I find it difficult to satisfy the expectations of both my department and students.	3.38	0.78	Agree
6.	I experience stress when balancing institutional policies with students’ needs.	3.64	0.70	Agree
7.	I receive mixed messages about what my priorities should be.	3.41	0.76	Agree
8.	I face pressure to perform duties that contradict my job description.	3.27	0.83	Agree
	Grand Mean	3.43	0.75	Agree

The data in Table 1 showed that the respondents agreed that role conflict significantly influences their job satisfaction as Business Educators. The grand mean score of 3.43 (SD = 0.75) indicates a high level of agreement that conflicting expectations, unclear priorities, and competing institutional demands contribute to job-related stress and reduced satisfaction. The items with the highest means “I experience stress when balancing institutional policies with students’ needs” (\bar{x} = 3.64) and “I feel torn between the demands of administration and teaching” (\bar{x} = 3.62)—suggest that

educators struggle to manage dual responsibilities and conflicting directives from administrative and instructional roles. These findings imply that role conflict negatively impacts job satisfaction, leading to emotional strain and reduced motivation.

Research Question 2: What is the influence of role ambiguity on the job satisfaction of Business Educators in the Vocational and Technology Education Departments of Colleges of Education in North East Nigeria?

Table 2: Mean and Standard Deviation on the Influence of Role Ambiguity on Job Satisfaction of Business Educators in Colleges of Education in North East Nigeria (N = 98)

S/N	Items	Mean (\bar{x})	SD	Remark
9.	I am unsure of what is expected of me in my role.	3.36	0.77	Agree
10	My job responsibilities are not clearly defined.	3.42	0.71	Agree
11	I do not receive enough information to carry out my duties effectively.	3.21	0.79	Agree
12	I am uncertain about the limits of my authority.	3.34	0.73	Agree
13	I am not clear on how my performance is evaluated.	3.27	0.75	Agree
14	The criteria for success in my job are vague.	3.29	0.81	Agree
15	I receive inconsistent information about my job duties.	3.41	0.68	Agree
16	I am confused about the chain of command in my department.	3.18	0.83	Agree
	Grand Mean	3.31	0.76	Agree

The results in Table 2 revealed that Business Educators experience a notable degree of role ambiguity, with a grand mean of 3.31 (SD = 0.76), indicating that respondents generally agreed with the statements. This suggests that many educators are uncertain about their roles, responsibilities, and performance expectations. The highest-rated items “My job responsibilities are not clearly defined” ($\bar{x} = 3.42$) and “I receive inconsistent information

about my job duties” ($\bar{x} = 3.41$)—indicate a lack of clarity and communication within institutional management systems. This ambiguity can create confusion, lower morale, and decrease job satisfaction levels.

Hypothesis One: Role Conflict does not significantly influence job satisfaction among Business Educators in Colleges of Education in North East Nigeria.

Table 3a: Model Summary of Regression Analysis on the Influence of Role Conflict on Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.612	0.375	0.368	0.412

Table 3b: ANOVA Summary for Regression of Role Conflict on Job Satisfaction

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Regression	8.152	1	8.152	47.87	0.000
Residual	13.625	96	0.142		
Total	21.777	97			

Table 3c: Coefficients of Regression Analysis on the Influence of Role Conflict on Job Satisfaction

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig. (p)
(Constant)	1.285	0.182	—	7.06	0.000
Role Conflict	0.574	0.083	0.612	6.92	0.000

The result in Tables 3a–3c shows that the correlation coefficient (R = 0.612) indicates a strong positive relationship between Role Conflict and Job Satisfaction. The coefficient of determination ($R^2 = 0.375$) implies that

37.5% of the variance in job satisfaction can be explained by Role Conflict. The F-value (47.87, $p < 0.05$) indicates that the regression model is statistically significant. The coefficient table further reveals that Role Conflict has a

significant positive effect on Job Satisfaction ($\beta = 0.612$, $t = 6.92$, $p = 0.000$). Hence, since $p < 0.05$, the null hypothesis is rejected. This means Role Conflict significantly influences Job Satisfaction among Business Educators in Colleges of Education in North East Nigeria.

Hypothesis 2: Role Ambiguity does not significantly influence job satisfaction among Business Educators in Colleges of Education in North East Nigeria.

Table 4a: Model Summary of Regression Analysis on the Influence of Role Ambiguity on Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.558	0.311	0.304	0.436

Table 4b: ANOVA Summary for Regression of Role Ambiguity on Job Satisfaction

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Regression	6.651	1	6.651	34.97	0.000
Residual	15.126	96	0.158		
Total	21.777	97			

Table 4c: Coefficients of Regression Analysis on the Influence of Role Ambiguity on Job Satisfaction

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig. (p)
(Constant)	1.416	0.198	—	7.15	0.000
Role Ambiguity	0.523	0.088	0.558	5.91	0.000

From Tables 4a–4c, the correlation coefficient ($R = 0.558$) indicates a moderate positive relationship between Role Ambiguity and Job Satisfaction. The coefficient of determination ($R^2 = 0.311$) shows that 31.1% of the variance in job satisfaction is explained by Role Ambiguity. The ANOVA result ($F = 34.97$, $p < 0.05$) confirms the model's significance. The coefficient result ($\beta = 0.558$, $t = 5.91$, $p = 0.000$) reveals that Role Ambiguity significantly predicts Job Satisfaction among Business Educators. Since $p < 0.05$, the null hypothesis is rejected. This implies that Role Ambiguity significantly influences Job Satisfaction among Business Educators in Colleges of Education in North East Nigeria.

Discussion of Findings

The result of the regression analysis revealed that role conflict had a significant negative influence on job satisfaction among business educators in Colleges of Education in North East Nigeria. This means that when business educators face conflicting demands from multiple sources — such as administrative expectations, teaching responsibilities, and institutional policies — their job satisfaction tends to decline. This finding aligns with the work of Opatha and Anto (2022), whose comprehensive review confirmed that role conflict is a primary predictor of psychological strain and reduced motivation across various professions. Similarly, a meta-analysis by Rubina and Raza (2022) observed that role conflict consistently increases

emotional exhaustion and lowers employees' morale, which in turn reduces satisfaction with their job. In the Nigerian context, Adeyemo et al. (2021) found that role conflict among lecturers in tertiary institutions results in frustration and burnout, especially when institutional expectations contradict professional values or workload demands. Business educators often play multiple roles—as teachers, assessors, mentors, and administrators—and when directives from departmental heads conflict with institutional goals, it leads to confusion, pressure, and dissatisfaction (Suleiman & Bello, 2023). Furthermore, the result supports contemporary applications of Role Stress Theory, which posit that when employees experience role conflict, it negatively impacts their affective and behavioral outcomes, including job satisfaction (Opatha & Anto, 2022). In this study, the significant negative influence of role conflict reflects the real struggles educators face in balancing administrative compliance with instructional quality.

The second finding indicates that role ambiguity also had a significant negative effect on job satisfaction. This implies that when educators are uncertain about their roles, responsibilities, or performance expectations, their satisfaction with the job diminishes. This finding agrees with Akinwale and George (2022), who emphasized that unclear role expectations in Nigerian tertiary institutions lead to anxiety, low confidence, and reduced satisfaction among academic staff. Likewise, a study by Madigan and

Kim (2021) found that role ambiguity is one of the most consistent predictors of low job satisfaction and poor psychological well-being in educational settings. In a study conducted in Nigeria, Okolie, Igwe, and Eze (2023) reported that when lecturers in Colleges of Education are unsure of what is expected of them or receive inconsistent information about their duties, they experience reduced motivation and morale. In the same vein, research by Ibrahim and Umar (2021) found that ambiguity in reporting lines and unclear assessment standards negatively affected job satisfaction among educators in Northern Nigeria. The result supports the modern application of the Job Demands-Resources (JD-R) model, which explains that high job demands such as role ambiguity and role conflict, when not matched with adequate job resources (like clear communication and support), lead to burnout and reduced satisfaction (Bakker & de Vries, 2021). The lack of role clarity among business educators in this study might stem from overlapping responsibilities within departments or insufficient policy guidance from management.

Conclusion

Based on the empirical findings of this study, it is conclusively established that both role conflict and role ambiguity exert a significant and detrimental influence on the job satisfaction of Business Educators in Colleges of Education in North-East Nigeria. The pervasive experience of incompatible demands and a chronic lack of role clarity directly undermines their professional morale, motivation, and overall satisfaction. This dynamic, intensified by the region's unique contextual challenges of insecurity and underfunding, poses a critical threat not only to educator well-being but also to the quality of business and vocational teacher training. Consequently, addressing these systemic role stressors is imperative to break the cycle of dissatisfaction and safeguard the educational outcomes essential for the region's socio-economic development.

Recommendations

1. **For College Management:** Develop and formally disseminate clear, detailed role descriptions and performance expectations for Business Educators to eliminate ambiguity, and establish streamlined communication channels to prevent the issuance of conflicting directives from different administrative levels.
2. **For Policy Makers:** Prioritize and increase targeted funding for the procurement of modern teaching resources and practical equipment for Vocational Technology Departments, thereby resolving the fundamental conflict between the educators' mandated role and the current reality of resource deprivation.

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