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Work Related Stress Management and Academic Staff Performance of State Colleges of Education in South East Nigeria

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Abstract

Work-related stress is a response an individual has when job demands exceed their ability to cope. While numerous studies have focused on the general impact of stress and excess workload on academic staff, there is a scarcity of empirical research that specifically assesses the effectiveness of stress management strategies on the performance of lecturers in State Colleges of Education in South-East Nigeria. Work-related stress has become a pervasive issue affecting the well-being and productivity of academic staff in State Colleges of Education in Southeast Nigeria. The academic environment is inherently demanding, with staff facing multiple responsibilities, including teaching, supervision of student projects, and the pressure to publish research, often referred to as "publish or perish. The main objective of this study is to assess the impact of work-related stress management on the academic staff performance of State Colleges of Education in South-East Nigeria. This study adopted descriptive survey research design with the use of questionnaires in data collection. The population for the study was 705 academic staff in the five states Colleges of Education in the South-East Nigeria. And the sample size stood at 255 after applying Taro Yammene formular. The findings suggest that higher workload, poorer physiological/psychological status are the most significant factor resulting to work related stress. The implications are that academic institutions should address excess workload and improve staff well-being to enhance performance. More than half of the respondents feel their workload hinders their performance, pointing to a need to examine workload distribution, resource allocation, and strategies to foster innovation and effectiveness. Many more feels emotionally exhausted from doing their work. It is highly recommended that College authorities implement measures to reduce workload, as this has the strongest negative impact on performance. It is also recommended that management provide resources and support to improve the physiological and psychological status of academic staff, which in turn can boost performance.

Keywords: Work Related, Stress, Management, And Academic Staff, Performance.

Introduction

In recent times, stress has become a major issue that has seriously affected academic staff in tertiary institutions all over the world. Work-related stress is a response an individual has when job demands exceed their ability to cope (Monfared et al., 2021). It is a universal phenomenon experienced by people regardless of their cultural background or occupation, and a consequence of recurrent or dynamic routine tasks (Yusuf & Abubakar, 2021). While a certain level of pressure can be a positive motivator for an employee, this can become destructive when the limit is exceeded, leading to higher stress levels and burnout, which impedes performance (Akindele & Adebisi, 2023).

In the context of the modern workplace, stress has become a significant and growing problem. It is an unpleasant condition at work that negatively affects an individual's overall

well-being and performance (Ikechukwu & Nwafor, 2023). The causes of stress are varied and can include poor working conditions, high job demands, role overload, and a lack of control over one's work (Olayiwola & Ayeni, 2021; Okonkwo & Amadi, 2023). Specifically, excess workload, referred to as the total energy output of a person performing a strenuous task (Ifelunni, 2017), is a major source of stress for academic staff. This can manifest as a heavy teaching schedule, a large number of courses, or pressure to work for longer hours (Agbo, 2017). The demand placed on lecturers in Nigerian institutions has particularly increased the level of stress, making it an inevitable part of the job (Okwara & Ogbonna, 2022).

Excess workload also has severe implications for academic staff's physical, psychological, and mental health. The experience of chronic stress is a serious concern, as it is strongly linked to a range of illnesses and diseases (Ayeni, 2021). Research shows that long-term exposure to stress can lead to medical conditions such as hypertension and diabetes (Chukwu, 2022). A recent study by Nwokedi and Anozie (2022) found that excessive workload is a significant predictor of poor physical health outcomes and a decline in psychological well-being. A study by Oluwagbemiga and Olakunle (2020) also found that academic staff with high levels of workload are more likely to experience mental health problems, including depression and anxiety disorders.

As such, stress management is a critical factor in ensuring that employees can comfortably produce the desired quality required by the job (Warraich et al., 2020). Given these factors, it is justifiable to conclude that work-related stress, particularly from excess workload, negatively affects the performance of academic staff of the State Colleges of Education in South-East Nigeria.

Statement of the Problem

Work-related stress has become a pervasive issue affecting the well-being and productivity of academic staff in State Colleges of Education in Southeast Nigeria. The academic environment is inherently demanding, with staff facing multiple responsibilities, including teaching, supervision of student projects, and the pressure to publish research, often referred to as "publish or perish." Furthermore, the unique challenges faced by State Colleges of Education in Southeast Nigeria, such as inadequate funding, poor infrastructure, and limited resources, exacerbate work-related stress levels. These stressors seem to negatively impact the performance of academic staff, manifesting as decreased productivity, job dissatisfaction, and health issues. Existing studies often focus on universities, leaving a critical gap in understanding how lecturers in colleges of education cope with their unique challenges, hence this studies.

Objective of the Study

The main objective of this study is to assess the impact of work-related stress management on the academic staff performance of State Colleges of Education in South-East Nigeria.

The specific objectives of this study are to:

1. Ascertain to what extent does excess workload impact on academic staff performance of state college of Education in South-East Nigeria.
2. Ascertain to what extent does physiological and psychological status impact on academic staff performance of state college of Education in South-East Nigeria.

Research Questions

This study was guided by the following research questions:

i. To what extent does excess workload impact on the academic staff performance of State Colleges of Education in South-East Nigeria?
ii. To what extent does physiological and psychological status impact on the academic staff performance of State Colleges of Education in South-East Nigeria?

Hypotheses

The following null hypotheses (Ho) guided the study:

Ho_1: There is no significant impact of excess workload impact on the academic staff performance of State Colleges of Education in South-East Nigeria.

Ho_2: There is no significant impact of physiological and psychological status impact on the academic staff performance of State Colleges of Education in South-East Nigeria.

Job Performance

Job performance is a multidimensional concept that refers to the degree to which a combination of duties is performed by an individual. In the context of academic staff, job performance is a function of core responsibilities, including teaching, research, and community service. Okocha (2022) defines it as the effective execution of an academic's duties, which contributes to the overall success of the institution. It is a critical metric for evaluating productivity and is directly linked to factors like motivation, skill, and the working environment.

Excess Workload Impede Performance

Excess workload, which refers to the quantity and intensity of a job performed by an individual, has been identified as a major factor impeding academic staff performance. In the academic context, a workload includes all activities directly or indirectly linked to teaching, research, and institutional commitment. The impact of excessive workload on academic staff well-being cannot be overstated, as chronic stress and anxiety can lead to burnout—a state of emotional, mental, and physical exhaustion (Maslach & Leiter, 2017).

Excess workload has severe implications for academic staff's physical and mental health. A study by Ayeni (2021) found a high prevalence of stress-related physiological conditions, such as hypertension and metabolic syndrome, linked to the pressures of academic workload. Additionally, Eze and Nwankwo (2023) observed that the increasing demand for administrative tasks, accreditation, and assessment leaves academic staff with limited time for teaching and research, while Udo and Ekwueme (2021) found that this workload directly decreases an academic's job satisfaction and autonomy.

Physiological and Psychological Effect of Excess Workload

The physiological and psychological effects of work-related stress are significant and directly compromise performance. Chukwu (2022) found that prolonged academic stress significantly increased the risk of both mental health issues and physical conditions such as cardiovascular problems among lecturers. This is supported by Oluwagbemiga and Olakunle (2020), who found that academic staff with high levels of workload are more likely to experience mental health problems, including depression and anxiety. Furthermore, the psychological strain often manifests physiologically through sleep disturbances like insomnia and daytime fatigue (Salo et al., 2019), which severely compromises cognitive function, attention, and overall effectiveness.

Methodology

Design of the Study

This work adopted descriptive survey design. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attribute of the population. This definition is in line with Nworgu cited in Okocha (2022) who defined descriptive surveys as those studies concerned with collecting data on, and describing in a systematic manner, the characteristic features or facts about a given population. Thus, the researcher deems it necessary to adopt descriptive survey design in carrying out this research work as it would help to illustrate the Impact of work related stress on Academic Staff Performance of State Colleges of Education in South East Nigeria. That is, it investigates already established situation and no variable was manipulated in the course of this research.

Population for the Study

The population for this study is seven hundred and five (705) academic staff in State Colleges of Education in South East Nigeria. According to statistics, there were 705 academic staff comprising of 358 males and 347 females academic staff (Student Affairs Unit, Provost, Deans, HODs, etc.) in State Colleges of Education in South East Nigeria. These figures were based on available records of academic staff as provided by the personnel unit of the five States Colleges of Education in South East Nigeria (Source: Personnel Unit of the Five States Colleges of Education in South East Nigeria).

Sample and Sampling Techniques

The sample for the study is 255 respondents made up of 129 males and 126 females academic staff. The above sample was arrived at using Taro Yamane formular for finite population.

Taro Yamane Statistical Formula

Taro Yamane Formula for Finite Population

$$n = \frac{N}{1+N\,(e)^2}$$

$$= \frac{705}{1+705 \times (0.05)^2}$$

$$= \frac{}{1+1.7625}$$

$$= \frac{}{2.7625}$$

$$= 255$$

Below are the breakdown.

Population Distribution of Academic Staff and the Institutions

GENDER	EBSCOEI	ESCET	ABSCOE	IMSCOE	NOCOE	TOTAL
Male:	134	53	45	33	93	358
Female:	32	86	27	33	169	347
Total:	166	139	72	66	262	705

Sample population drawn from different Institution

EBSCOEI = $\frac{166}{705} \times \frac{255}{1}$ = 60 respondents

ESCET = $\frac{705}{705} \times \frac{1}{1}$ = 50 respondents

ABSCOE = $\frac{705}{705} \times \frac{1}{1}$ = 26 respondents

IMSCOE = $\frac{705}{705} \times \frac{1}{1}$ = 24 respondents

NOCOE = $\frac{705}{705} \times \frac{1}{1}$ = 95 respondent

TOTAL = 255 respondents

The instrument for data collection was researcher developed questionnaires titled: Work Related Stress Management and Academic Staff Performance of State Colleges of Education in South East Nigeria (WRSMASPSCOESEN). The questionnaire has two sections (A & B). Section A deals on personal data of the respondents while Section B contains twenty-seven (27) items structured to deal on Work Related Stress Management and Academic Staff Performance of State Colleges of Education in South East Nigeria. This section has three (3) clusters A, B, and C. Cluster A, borders on the extent that excess work load impact on Academic Staff performance of State Colleges of Education in South East Nigeria. Cluster B, borders on the extent physiological and psychological status impact on Academic Staff Performance of State Colleges of Education in the South-East Nigeria. Structured questionnaire was used to collect data from the respondents.

This is presented on a 4-point Rating Scale of Very High Extent (VHE) (4 point), High Extent (HE) (3 points). Low Extent (LE) (2 points) and Very Low Extent (VLE) (1 point) for all research items. The data collected was analyzed using descriptive and inferential statistics with the aid of the Statistical Package for the Social Sciences (SPSS) version 27. This statistical tool is a powerful tool for data analysis and are widely used in fields such as social sciences,

management sciences, and marketing. It offers a range of statistical tests, data management features, and sophisticated data manipulation capabilities.

Validation of the Instrument

The instrument was face validated by three (3) experts: two experts in the Department of Business Education and one expert in the Department of Science Education (Measurement and Evaluation) all from Ebonyi State College of Education, Ikwo. These experts were requested to review the items in terms of their clarity, the appropriateness of the language and expression to ensure unambiguity and the relevance of the items to the problem under investigation. The experts made corrections and the corrections shaped the modification of the instrument into the final copy.

Reliability of the Instrument

The instrument was trial tested with thirty (30) academic staff in Cross Rivers State College of Education Akamkpa, which is not part of the study area to ensure its non-interaction of the instrument with subjects of the main study. To ascertain the internal consistency of the instrument Cronbach's Alpha technique is used for its analysis. The overall reliability coefficient was r = 0.96. This is because according to Ogbazi and Okpala (2015), if the correlation coefficient obtained of an instrument is up to 0.60 and above, the instrument should be considered good enough to be used for the study.

Procedure for Data Collection

The instrument was administered and retrieved by the researcher with the help of five (5) research assistants who were briefed on modalities of administering and retrieval of the questionnaires. The total of two hundred and fifty-five (255) copies of the questionnaires was administered to academic staff of the Five (5) State Colleges of Education in South East Nigeria.

Method of Data Analysis

The data collected was analyzed using descriptive and inferential statistics with the aid of the Statistical Package for the Social Sciences (SPSS) version 27. This statistical tool is a powerful tool for data analysis and are widely used in fields such as social sciences, management sciences, and marketing. It offers a range of statistical tests, data management features, and sophisticated data manipulation capabilities. The researcher performs frequency, descriptive statistics, and Pearson correlation. Pearson correlation was used because it is the best technique that predicts the relationship between dependent and independent variables.

Data Presentation

Frequency and Percentage Distribution of the questions and responses:

Academic Staff Excess Workload

Table 1: I believe the current workload distribution policy is fair and equitable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	8.2	8.2	8.2
	Disagree	38	16.5	16.5	24.7
	Neutral	14	6.1	6.1	30.7
	Agree	91	39.4	39.4	70.1
	Strongly agree	69	29.9	29.9	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The frequency distribution shows a strong positive perception of the workload distribution policy, with 69.3% of respondents agreeing or strongly agreeing that it is fair and equitable. The most frequent response was "Agree" (39.4%), indicating general support, while "Strongly agree" (29.9%) shows substantial support. However, a notable portion of respondents remain neutral (6.1%) or disagree (24.7%), suggesting some dissatisfaction or lack of clarity for a minority of the workforce.

Table 2: Administrative duties interfere significantly with my primary academic responsibilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	43	18.6	18.6	18.6
	Disagree	30	13.0	13.0	31.6
	Neutral	24	10.4	10.4	42.0
	Agree	76	32.9	32.9	74.9
	Strongly agree	58	25.1	25.1	100.0
	Total	231	100.0	100.0	

The table show that most respondents (58.0%) agree or strongly agree that administrative duties interfere significantly with their primary academic responsibilities, with 32.9% agreeing and 25.1% strongly agreeing, indicating a majority sentiment of hindrance. The largest single group of respondents, 18.6%, "Strongly disagree" that duties interfere, while a substantial portion (43.0%) also disagreed or were neutral. A clear majority of the 231 respondents (58.0%) feel that administrative duties significantly impact their academic responsibilities.

Table 3: The amount of time I spend marking scripts is excessive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	54	23.4	23.4	23.4
	Disagree	59	25.5	25.5	48.9
	Neutral	13	5.6	5.6	54.5
	Agree	50	21.6	21.6	76.2
	Strongly agree	55	23.8	23.8	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The table's frequency distribution shows a generally mixed reaction to the statement "The amount of time I spend marking scripts is excessive," with the highest number of respondents in the Disagree category (25.5%) and almost equal strong positive (Strongly Agree: 23.8%) and negative (Strongly Disagree: 23.4%) views, indicating no single dominant stance. The majority (76.2%) of respondents agree to some extent that marking time is excessive, while a smaller portion (23.4%) strongly disagree. While there is a substantial number of people who disagree that the time spent on marking scripts is excessive (totaling 48.9% with "Strongly Disagree" and "Disagree"), the overwhelming majority (76.2%) feel that the time spent is either somewhat or excessively long.

Table 4: I spend too much time on tasks related to lesson planning and delivery.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	49	21.2	21.2	21.2
	Disagree	59	25.5	25.5	46.8
	Neutral	10	4.3	4.3	51.1
	Agree	50	21.6	21.6	72.7
	Strongly agree	62	26.8	26.8	99.6
	11	1	.4	.4	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The frequency distribution shows that the highest proportion of respondents, 26.8%, strongly agree they spend too much time on lesson planning and delivery, followed closely by 25.5% who disagree. There's a substantial group that agrees (21.6%), and a significant portion that strongly disagrees (21.2%), suggesting a polarized view on the issue, with a smaller number expressing neutral sentiment. The frequency distribution highlights a significant concern among respondents regarding the amount of time spent on lesson planning and delivery. While a notable portion disagrees with the sentiment, the combined "agree" and "strongly agree" responses indicate a widely shared feeling of being overwhelmed by these tasks.

Table 5: Assignments take up asignificant amount of my time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	56	24.2	24.2	24.2
	Disagree	52	22.5	22.5	46.8
	Neutral	19	8.2	8.2	55.0
	Agree	51	22.1	22.1	77.1
	Strongly agree	53	22.9	22.9	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

Physiological and Psychological Status and Academic Staff

Table 6: I often experience frequent headaches while doing my work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	51	22.1	22.1	22.1
	Disagree	105	45.5	45.5	67.5
	Neutral	13	5.6	5.6	73.2
	Agree	42	18.2	18.2	91.3
	Strongly agree	20	8.7	8.7	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The table shows that the majority of people surveyed disagree with the statement "I often experience frequent headaches while doing my work," with 45.5% selecting this option. Cumulatively, 67.5% of respondents disagree or strongly disagree, and only 26.9% agree or strongly agree, suggesting work-related headaches are not a widespread issue in this group. The data suggest that the statement "I often experience frequent headaches while doing my work" does not reflect the experience of most respondents. The majority of individuals surveyed disagree with this statement.

Table 7: I often feel emotionally exhausted from my work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	53	22.9	22.9	22.9
	Disagree	97	42.0	42.0	64.9
	Neutral	1	.4	.4	65.4
	Agree	60	26.0	26.0	91.3
	Strongly agree	20	8.7	8.7	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The table reveals that the majority of the 231 respondents (64.9%) either "Disagree" or "Strongly disagree" with the statement "I often feel emotionally exhausted from my work," suggesting a general lack of reported emotional exhaustion. Only a small percentage expressed "Neutral" (0.4%) or "Agree" and "Strongly agree" (34.7%).This frequency distribution indicates that, for this sample, the experience of emotional exhaustion from work is not prevalent. The large number of respondents in the disagreement categories suggests that the feeling of emotional exhaustion is not a common experience for this group.

Table 8: I feel overwhelmed by my workload.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	63	27.3	27.3	27.3
	Disagree	82	35.5	35.5	62.8
	Neutral	22	9.5	9.5	72.3
	Agree	32	13.9	13.9	86.1
	Strongly agree	32	13.9	13.9	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The provided table shows that the most frequent responses to "I feel overwhelmed by my workload" are Disagree (35.5%) and Strongly Disagree (27.3%), indicating that a majority of respondents do not feel overwhelmed. Only a combined 27.8% of people (13.9% agree + 13.9% strongly agree) feel overwhelmed, suggesting a generally positive sentiment about workload management. The "agree" responses bring the cumulative percentage to 86.1%, showing that a substantial majority does not feel overwhelmed.

Table 9: I get enough sleep at night.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	63	27.3	27.3	27.3
	Disagree	84	36.4	36.4	63.6
	Neutral	14	6.1	6.1	69.7
	Agree	34	14.7	14.7	84.4
	Strongly agree	36	15.6	15.6	100.0
	Total	231	100.0	100.0	

Source: Field survey, 2025

The frequency distribution for "I get enough sleep at night" shows a general trend of dissatisfaction, with the highest percentage of respondents (36.4%) disagreeing with the statement, followed by a significant portion (27.3%) strongly disagreeing. While there are neutral (6.1%), agreeing (14.7%), and strongly agreeing (15.6%) responses, the combined "Strongly Disagree" and "Disagree" categories account for over 63% of the total responses, indicating that a majority of the participants do not feel they get enough sleep.

Table 10: Descriptive Statistics of all the Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Total Excess Workload	231	6.00	25.00	16.0390	5.19726	-.105	.160	-1.049	.319
Total Physiological and Psychological	231	6.00	22.00	12.5152	4.21369	.424	.160	-.720	.319
Total Academic Staff Performance	231	6.00	25.00	16.8312	4.73030	-.210	.160	-.929	.319
Valid N (listwise)	231								

Source: Field survey, 2025

The provided table shows descriptive statistics for four variables from a sample of 231 participants: Total Excess Workload, Total Physiological and Psychological (stress), and Total Academic Staff Performance. The "Total Academic Staff Performance" variable had the highest average (16.83) and the widest range from minimum to maximum (6 to 25), while "Total Physiological and Psychological" had the lowest mean (12.52) and a narrower range. The skewness and kurtosis values suggest some asymmetry and peakedness in the distributions, with Total Physiological and Psychological showing positive skewness and all variables displaying negative kurtosis, indicating thinner or flatter tails than a normal distribution. In summary, the table reveals that Academic Staff Performance and Excess Workload were generally higher among the participants, while Physiological and Psychological factors were lower. The variability in scores was greater for Academic Staff Performance and Excess Workload. The distributions are somewhat asymmetric, with flatter-than-normal tails.

Data Analysis

Pearson Correlation: The correlation coefficient (r), ranging from -1 to +1, measures the strength and direction of a linear relationship between two variables. A positive sign indicates that variables increase or decrease together. A negative sign indicates that one variable increases as the other decreases. A value of 1 or -1 represents a perfect positive or negative correlation, respectively. A value of 0 indicates no linear relationship. And a p-value less than 0.05 is generally considered statistically significant. An asterisk indicates statistical significance. In this table, "**" signifies significance at the 0.01 level.

Correlations

		1	2	4	4
1. Academic Staff Excess Workload	Pearson Correlation	1			
	Sig. (2-tailed)		.		
	N	231			
2. Physiological and Psychological Status	Pearson Correlation	.216**	1		
	Sig. (2-tailed)	.001			
	N	231	231		
3. Academic Staff Performance	Pearson Correlation	-.922**	-.252**	.335**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	231	231	231	231

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey, 2025

Discussion

The frequency table indicates that male respondents constitute the overwhelming majority of the sample, representing 82.7% of the total 231 respondents, while female respondents make up the remaining 17.3%. The age distribution is unimodal, with a peak in the

30-40 age range. The distribution is skewed towards younger and middle-aged individuals, with the 51+ age group being the least represented. MSc. is the highest qualification for the majority of respondents, with 128 people (55.4%) holding this degree.

This table shows significant correlations between Academic Staff Excess Workload, Physiological and Psychological Status, and Academic Staff Performance in a sample of 231 participants. Key findings include a strong positive correlation between excess workload and performance (r=-.922), indicating that higher workload is associated with decreased performance. Academic Staff Excess Workload and Academic Staff Performance (r = -.922): This is a very strong, negative, and highly significant correlation ($p < 0.001$). A very strong negative correlation (r=-.922) with a p-value of .000 indicates a highly significant inverse relationship, meaning higher excess workload is strongly linked to lower academic staff performance. The implication is that as academic staff workload increases, their performance tends to decrease significantly. This study support the theory of Meijman and Mulder (1998) posits that prolong effort expenditure (due to excess workload) can lead to strain and decrease performance if not balance with sufficient recovery opportunities.

The correlation between the effects of excess workload and the academic staff performance of State Colleges of Education in South-East Nigeria was examined using the Pearson product-moment correlation coefficient. It was found that there was a strong positive correlation between the two variables (r = -.600, n = 211, $p < .000$).

Physiological and Psychological Status and Academic Staff Performance (r = -.252): This is a weak or small, negative, and significant correlation ($p < 0.001$).A weak negative correlation (r=-.252) with a p-value of .000 indicates a significant negative relationship, where a better physiological and psychological status is associated with improved performance. This implies that a poor physiological and psychological status is associated with a reduction in staff performance.

The finding of this study corroborate the theory of Robert Karasek (1979), this theory posits that job strain, or stress, is a function of the interaction between two factors: job demands and the level of control an employee has over their work. A high-strain job—one with high demands and low control—is likely to result in significant psychological and physiological stress.

Findings

The correlation table shows that Academic Staff Excess Workload, Physiological and Psychological Status, all have significant, negative linear relationships with Academic Staff Performance, while Excess Workload has a very strong, negative association with performance (r = -.922) and a moderate, positive association with the other two variables. These findings suggest that higher workload, poorer physiological/psychological status, are associated with lower staff performance, with excess workload being the most significant factor.

The implications are that academic institutions should address excess workload and improve staff well-being and to enhance performance. More than half of the respondents feel

their workload hinders their performance, pointing to a need to examine workload distribution, resource allocation, and strategies to foster innovation and effectiveness. Many more feel emotionally exhausted from doing their work.

Recommendations

1. **Reduce Excess Workload**: It is highly recommended that College authorities implement measures to reduce workload, as this has the strongest negative impact on performance.
2. **Promote Staff Well-being**: It is recommended that management provide resources and support to improve the physiological and psychological status of academic staff, which in turn can boost performance.

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