

Excess Workload and Academic Staff Job Performance in Universities: The Mediating Role of Management Intervention

Bakare Akeem Adewale¹; Adegoroye Abayomi Adedibu²; Akinbode James Olalekan³; Tanko Danjuma Bwese⁴; Isah Friday Iyaji⁵; Aduku Augustine Enebi⁶, Oyelude Opeyemi⁷, James Anusiem Oji⁸

^{1,4,5,6,8} Department of Business Administration, Nile University of Nigeria, FCT-Abuja, Nigeria.

²Department of Business Administration, Ladoke Akintola University of Technology, Ogbomosho, Nigeria.

^{3,7}Department of Business Administration, Bowen University, Iwo, Osun State, Nigeria.

HOW TO CITE:

Bakare Akeem Adewale, Adegoroye Abayomi Adedibu, Akinbode James Olalekan, Tanko Danjuma Bwese, Isah Friday Iyaji, Aduku Augustine Enebi, Oyelude Opeyemi, James Anusiem Oji (2026). Excess Workload and Academic Staff Job Performance in Universities: The Mediating Role of Management Intervention. International Journal of Special Education, 41(7s), 1154-1168

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

Significant differences in academic staff job performance in universities have been a concern to university regulators and other relevant stakeholders. A notable concern has been the increasing work demands. This study investigated excess workload and its effect on academic staff job performance in Nigeria. A survey research design was adopted for this study in State-owned universities operating in Southwest Nigeria. The total population of academic staff in the selected universities was 3475, and 514 were sampled, and a structured questionnaire was used to collect data. Data analysis was carried out with specific inferential means. The results from the regression analysis revealed that excess workload had a significant relationship with research output ($P=0.858$) and teaching effectiveness ($P=1.062$). Furthermore, management intervention mediates the relationship between excess workload and research outputs ($P=0.648$), while management intervention mediates the relationship between excess workload and teaching effectiveness ($P=0.322$). The study concluded that excess workload had a significant effect on academic staff job performance. At the same time, management intervention ameliorated the negative effect of excess workload on academic staff job performance in the studied area. The study recommended that university regulators and administrators should intervene and support programs that will reduce excess workload and keep to an ideal lecturer-student ratio, as well as teaching workload, to give room for research and increase research outputs in Nigerian Universities.

Keywords: Excess workload, Management intervention, Teaching effectiveness, Research output, Universities.

1. Introduction

Globally, the citadel of learning is anchored on the role academic staff played in making it one.

The activities of research, teaching, and community service continuously place this category of staff under intense pressure due to increasing job demands, while some experience

excess workload (Chen & Fellenz, 2020). Excess workload is an additional responsibility placed on employees beyond their carrying capacity. Nwinyokpugi (2018) described it as having too much work, insufficient time to perform required tasks, and insufficient resources to do the work well. In the opinions of Sjöberg et al. (2020) and Ashraf et al. (2015), excess workload impedes employees' active participation in organisations, leading to inefficiency.

The Nigerian citadel of learning has reported abysmal performance over the years. For instance, the studies of (Ezekwe & Ani, 2023; Okiki, 2013) established that the performance of academic staff is poor and constitutes one of the reasons for the low ranking of Nigerian Universities in the world. Several factors can be advanced for this, and empirical evidence has revealed that multiple tasks and the number of students are major factors (Ezekwe & Ani, 2023; Bakare, 2022). Ezekwe and Ani (2023) attributed this to the wide gap between the academic staff and students' ratio in Nigerian universities, while Okiki (2013) highlighted the growing multiple tasks of Nigerian universities' teaching staff, who now add administrative tasks to the research, teaching, and community service. This makes this study essential for empirical investigation to examine the effect of excess workload on academic staff performance in Nigerian universities.

However, the regulatory body and management in Nigerian universities are indeed making frantic efforts to address the effects of excess workload on academic staff performance. Introducing management intervention as a mediating variable between excess workload and academic staff performance could make a difference in existing results. Aside from this, the proxies of academic staff performance are separated in this study into research output and teaching effectiveness using multiple regression to determine the effect on each based on excess workload. Through empirical investigation and analysis, the study seeks to provide valuable insights into the role of management intervention in reshaping the

trajectory of academic staff performance via excess workload in Nigerian universities.

Workload refers to the intensity of job assignments to employees. Osaat and Ekechukwu (2017) defined workload as the duties or all the tasks carried out by workers during their activities in their workplace. In a similar position, Inegbedion et al. (2020) described workload as the amount of work assigned to a worker in a specified period. Pieces of evidence from various scholars have identified the excess workload as one of the prime factors affecting academic staff in universities (Kahraman & Çelik, 2018; Kennell, 2021).

Academic staff is a set of employees responsible for the teaching of students, involvement in research work, and activities cum community services predicated on the values system of a certain society. Academic staff job performance is the institutional bottom line activity with the following indicators of impact-based research and reports as postulated by (Babatunde et al., 2020), producing employable graduates and putting up commendations to enhance practice and value creation outside the organisation (Adesola & Ekundayo, 2022). The performance of the academic staff has been categorised mainly into research output and teaching effectiveness (Falowo, 2022; Igbojekwe et al., 2015)

i. Teaching Effectiveness: Teaching can be defined as a process designed and implemented by instructors for face-to-face instruction intended to change students (Rüzgar, 2021). Effective teaching and teaching effectiveness can be complex and controversial. Studies from the literature, globally, have divergently described the effectiveness of teaching in tertiary institutions from lecturers', students', and technical perspectives. Martínez-Garrido and Murillo (2022) described teaching effectiveness as 'the set of actions that a teacher takes to promote the personal and academic development of all his/her students'. The early model of teaching, orchestrated and submitted by Carroll (1963), describes five aspects or models for teaching: the ability to understand,

perseverance, opportunity, and quality of instruction. By this submission, factors of the quality of teaching and time for learning opportunities are under the control of teachers. In contrast, attitude, ability to understand and perseverance to learn fall under the control of students, which invariably leads to difficulty in achieving the objectives of learning; these factors of educator's control and student's control must go hand in hand. Knowing the drawbacks of Carroll's submission, Ding and Sherman (2006) presented another prototype of effective teaching: the dynamic multi-level education model. This separates the features of effective teaching and the interaction of various factors. Ding and Sherman submitted student factors and the multiplicity of student attitudinal factors that improved effective teaching, and highlighted all stakeholders involved.

ii. Research Output: Auckland University (2019) defined research as an 'original independent' investigation undertaken to contribute to knowledge and understanding and cultural innovation or aesthetic refinement in some disciplines. The research includes work directly relevant to the specific needs of individuals, communities, government, industry, and commerce, while research outputs refer to textual outputs understood as systematic investigation undertaken that offers knowledge and advanced knowledge (Igbokwe et al., 2019). Peer evaluation of the research is a fundamental prerequisite of all recognised outputs and is the mechanism of ensuring and thus enhancing quality (Aboagye et al., 2021). In the description of Maisano et al. (2023), such research outputs encapsulate publications that are original research papers, case studies, short reports, reviewed articles, chapters in books, and datasets, among others. Mbachu and Unachukwu (2022), described original research article as the one published in the academic journal while reviewed

article is the summarised research within a field, short report is a summary of original research that are significantly less lengthy than academic articles;; case study is an in depth investigations of a particular person, place, group, or situation during a specified time period; book chapter is composed writeup within a book; dataset is research work which produce large amounts of data, among others. Therefore, research output is determined by publication outlets such as the ones indexed in renowned international databases (Ibrahim & Sheyindemi, 2019) as well as highly cited journals.

Management intervention is a tangible measure promoted by management to address abnormal situations to improve organisational performance (Siegel et al. 2005). Studies have mentioned numerous management interventions such as teleworking, teamwork, part-time work, flextime, job sharing, employee assistance programs (EAPs), earning an academic allowance, among others (Omondi & K'Obonyo, 2018; Haar, 2013). For instance, flextime allows different working alternatives for employees to start or end working at their own pace, where their working hours are identified and measured. Another intervention is the promotion of teamwork, such as co-teaching, co-supervision, and research collaboration. Ogar and Amanze (2019) defined teamwork as a collaborative process that enables ordinary people to achieve extraordinary results. Teamwork is a collaborative approach that promotes cooperation, complementarity, transition process, and process action, encouraging each other, interaction, mutual trust, and responsibility (Utami & Pranitasari, 2020). Of interest also is the earned academic allowance, which, according to Otohinoyi, Idris, and Adejo (2023), is an academic benefit for those who were engaged in excess workload. The model in Figure 1 represents the research framework.

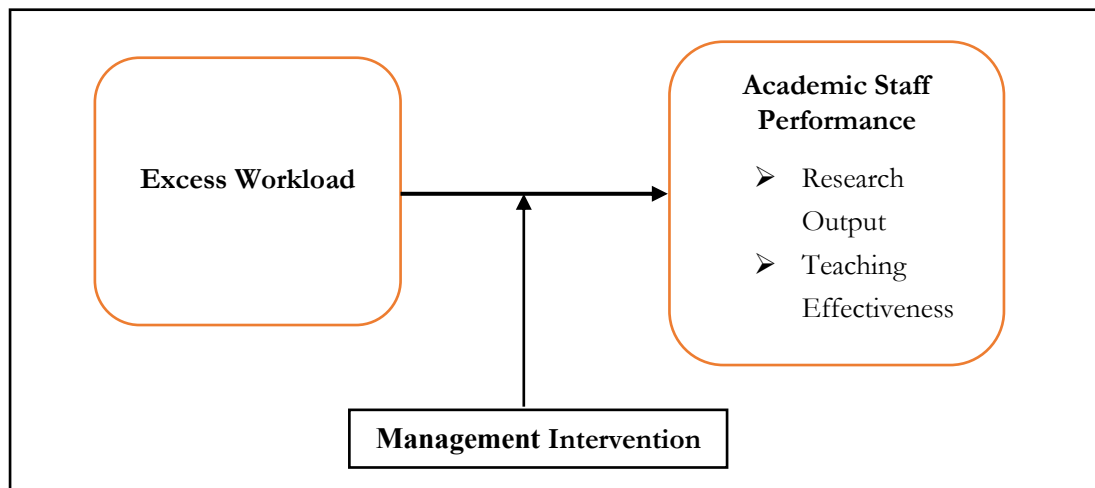


Figure 1: Researchers' Conceptual Framework (2025)

Figure 1 shows the interplay between excess workload (independent variable) and academic staff job performance (dependent variable) proxied by research output and teaching effectiveness. Also, the role of the mediating variable ‘management intervention’ in the relationship between the independent variable and the dependent variable.

The usable theory in this study is Wickens' (2008;1984) multiple resource theory. The theorist proposed that the human operator is engaged in multiple roles. Varieties of job tasks that are to be done simultaneously can be conflictive, thereby reducing efficiency on the job. Performance decrement can result from job holders' limited capability to combine these responsibilities effectively because cognitive resources are limited when supply and demand challenges exist. From the emergence of excess workload as aftermath of this, inefficiency or low performance in terms of research outputs, teaching ineffectiveness, and unimpressive community service engagement would result. It presupposes that workload and performance are related, and this is not to say that when workload decreases, performance increases or when workload increases, performance decreases. Of course, other variables can influence this direct relationship, as this study considered management intervention, like earned academic allowance, to determine the possible effect of excess workload on job performance. Drawing from this theory, traditionally, excess workload

decreases job performance while normal workload increases job performance. Therefore, management intervention is a useful tool that may serve as an intervention and could cushion the effect of excess workload on academic staff job performance.

Recent research (Cadena-Povea et al., 2025; Rodeles et al., 2025; Park et al., 2024) has delved into the connection between heavy workloads and job performance. For instance, Park et al. (2024) investigated how nursing workloads in emergency departments can be quantified, uncovering that a high workload significantly impacts job performance. This insight is particularly relevant in academia, where faculty members often face similar challenges. Supporting this idea, Cadena-Povea et al. (2025) conducted a study on the factors leading to burnout among university professors, finding that higher burnout levels are linked to increased workloads, which in turn negatively affect academic performance. Similarly, Smollan and Mooney (2024) explored the dual nature of performance expectations, revealing through qualitative analysis how these expectations relate to excessive workloads. Their findings showed that the stress from high workloads can lead to significant burnout.

Rodeles et al. (2025) carried out a narrative review that focused on how ongoing professional stress from excessive workloads results in exhaustion among physicians and medical students. Their research confirmed that heavy workloads are a

major contributor to burnout, emphasising the need for strategies to reduce these excessive demands. Additionally, a related study by Bartram et al. (2023) in the banking industry examined the interplay between wellbeing-focused human resource management, workload, burnout, thriving, and performance. They concluded that both workload and employee burnout have a detrimental effect on performance, highlighting the critical need for effective workload management to maintain optimal job performance. On the flip side, the study conducted by Koca et al. (2024) explored how healthcare workers perceive their workloads and the quality of their work life. The findings revealed a noteworthy positive correlation between total workload scores and quality of work life scores. This suggests that, when handled correctly, workloads can boost job performance.

The study by Siswadi et al. (2024) delved into how heavy workloads affect job satisfaction in a specific company environment. Their findings reveal that stress from work and mental workload significantly influence job satisfaction, which in turn impacts employee performance. This research highlights the importance for organisations to adopt proactive strategies for managing workloads to boost employee engagement and overall productivity. In a related study, Damayanti et al. (2023) examined the relationship between workload, organisational support, work environment, and employee performance among 146 remote workers in Jakarta, Indonesia. They utilised the Statistical Package for Social Science (SPSS) version 24.0 for their data analysis. The results showed a notable positive link between workload and work environment, as well as employee performance. However, there was no significant connection found between organisational support and employee performance. This suggests that management should take a closer look at their practices to find the best ways to support remote employees' needs. It's crucial for leaders and management to keep an eye on and assess how

organisational support is provided, as the results can offer valuable insights for improving employee support.

Salleh and Ali (2018) delved into how both situational and dispositional factors impact work-family conflict and job satisfaction, putting forward a framework to better understand these interactions. Their study zeroes in on whether these factors play a role in employee satisfaction. They present a conceptual model where situational factors are evaluated through aspects like role overload and role conflict, while core self-evaluations serve as the dispositional factor to gauge job satisfaction, all based on a thorough literature review. The results show that both situational and dispositional elements can heighten work-family conflict. In a related study, Rajan (2019) examined the resource-related challenges that contribute to the heavy workloads affecting employee performance in leading private multi-specialty hospitals in Tirunelveli city, Tamil Nadu, India. This research employed a survey method, distributing questionnaires to 80 sanitary workers using a convenience sampling technique, and analysed the data with a percentage method. The findings pointed to various resource-related problems, such as inadequate staffing, unexpected absences of coworkers, illness during work hours, lack of teamwork among coworkers and other employee groups, unfilled positions in the department, insufficient equipment, delays in machinery repairs, management's inaction on repair issues, absence of protective gear against hazards, and a lack of clear information about work processes and safety measures. All these factors were tied to their heavy workloads, which ultimately led to poor health and reduced learning performance.

Al-Alawi et al. (2021) explored how work-family conflict, family-work conflict, and work-life balance affect the performance of female teachers in Saudi Arabia's public education sector, with job satisfaction acting as a moderating factor. They used a survey research design, sending out questionnaires to Saudi

teachers via a snowball sampling method, and analysed the data with linear regression. The findings revealed a positive but insignificant link between work-life conflict and teachers' performance. The study also pointed out the harmful impact of family-work conflict on performance, while work-life balance was shown to have a positive effect on how well employees perform. Additionally, job satisfaction was found to positively influence work-life balance as a mediating variable. Similarly, Inegbedion (2017) investigated how academic workloads are planned in Open and Distance Learning Universities, specifically examining the experiences at the National Open University of Nigeria. This research also employed a survey approach, distributing 71 copies of the questionnaire to NOUN staff through a simple random sampling technique. The analysis of the collected data involved percentages, weighted means, and Analysis of Variance. The results highlighted that many academic staff members experience work overload, which leads to job dissatisfaction and a decline in job performance. Moreover, the uneven distribution of tasks negatively affects the quality of academic contributions.

Rajan (2018) delved into the effects of heavy workloads in a comparative study focusing on sanitary workers in India. This research utilised survey methods, sending copies of the questionnaire to 120 sanitary health workers in private hospitals throughout the country. The results showed that an excessive workload negatively impacts the health of these workers, leading to a recommendation for management to reconsider work shifts and ensure there are enough sanitary staff on hand. This highlights the need for universities to implement management strategies that effectively tackle the issue of heavy workloads.

Hosain (2016) examined the link between workload and performance among university educators in Bangladesh. The study employed survey research, distributing questionnaires to 250 teachers from 15 universities using a convenience sampling method. The data

collected were analysed through Pearson's correlation and regression analysis. The findings revealed that workload predictors generally have a detrimental effect on lecturers' job performance, except for time spent on teaching and the adoption of new technology and administrative tasks, which showed a negative correlation. Additionally, Amini-Philips and Okonmah (2020) investigated the relationship between lecturers' workload and productivity in universities in Delta State. This research also used survey methods, distributing structured questionnaires to 115 Heads of Departments from six public and private universities via a stratified random sampling approach. The analysis, which included multiple regression and ANOVA techniques, indicated a negative correlation between workload predictors and productivity in Delta State's universities.

In line with the literature reviewed, the study evolved these null hypotheses:

Ho₁: There is no significant relationship between excess workload and academic staff job performance.

Ho₂: Management intervention does not mediate between excess workload and academic staff job performance

2. Methodology

The survey method was found useful for generating data on the relationship between excess workload and the performance of the academic staff, with management intervention as a mediating variable in the study. The population of this study covers the state-owned universities in southwest Nigeria and covers lower cadres of academic staff (Assistant Lecturer, Lecturer II, and Lecturer I) to the upper cadre (Senior Lecturer, Associate Professor, and Professor) across the State-owned Universities with a population of 3475 (NUC, 2025). The sample size was 514 using the Cochran formula. One of the justifications for the Cochran formula is that it is used for large populations that are heterogeneous and gives actual precision with an appropriate confidence level, which is suitable for this study. Primary data were collected for this study

through a structured questionnaire. Section A: Demographic Profile of the Academic Staff, Section B comprises excess workload variable adopted with few modifications in the scale by Netenmeyer et al. (1996) and Hosain (2016) consisting of 5 items scale (Strongly agree, agree, Indifferent, disagree, strongly disagree), while Section C focused on items relating to Job Performance of Academic Staff Adopted five items scale (Strongly agree, agree, Indifferent, disagree, strongly disagree) of Job Performance of Academic Staff Scale (JPAS). Section D comprises the Management Intervention Scale (MIS), which adopts items used by Hill, Hawkins, Ferris, and Weitzman (2001) and modifies the Content-Based Initiatives Scale.

Model Specification

The study investigates the effect of excess workload and academic staff job performance in Nigerian universities: The mediating role of management interventions. The empirical model is stated functionally as:

$$ASJP_i = f(EW_i) \quad (1)$$

Where: ASJP denotes academic staff job performance; EW represents a column vector of excess workload, and *i* stands for surveyed academic employees. Restating equation (1) in an implicit form, the empirical model is rewritten as:

$$ASJP_i = \alpha + \beta EW_i \quad [\text{where } \alpha, \beta \text{ are parameters}] \quad (2)$$

Moreover, the study accounts for individual characteristics by incorporating the features into the model (equation 2) as control variables, as they influence the performance of every academic staff member in higher learning institutions. These factors are gender, academic cadre, educational qualification, and marital status. Introducing a disturbance term into the above equation (2) is imperative to represent the unexplained variations in academic staff job performance. In a stochastic form, equation (2) is restated as:

$$ASJP_i = \alpha + \beta EW_i + \rho CTV_i + \mu_i \quad (3)$$

Where: ASJP denotes academic staff job performance; EW represents a column vector of excess workload; CTV is control variables such as gender, academic cadre, educational qualification, and marital status, all in a row-vector form. These are parameters. I surveyed academic staff and μ is disturbance term. Putting the control variables in Equation (3), the empirical model becomes:

$$ASJP_i = \alpha + \beta WLC_i + \rho_1 GEN_i + \rho_2 ACDR_i + \rho_3 EDU_i + \rho_4 MS_i + \mu_i \quad (4)$$

Where: ASJP denotes academic staff job performance; EW represents a column vector of excess workload; GEN is the gender of respondents; ACDR is academic cadre; EDU is educational, beta S for marital status; α, β, ρ_1-4 are of the variables; *i* is surveyed academic staff; and μ is disturbance term. The above model stated in Equation (4) represents the hypothetical employed in testing the last four hypotheses in this study.

To ensure the robustness of the empirical results and for policy implications, the study considers three indicators of academic staff job performance. These are research outputs (RO), teaching effectiveness (TE), and overall employee performance (EP). The employee's performance (EP) will serve as the combination of all components (research outputs (RO), teaching effectiveness (TE)) that make up academic staff job performance, with each of the components (research outputs (RO) and teaching effectiveness (TE)) used to ascertain the variations in the effect of the proxies of work-life conflict.

They all enter the equation (5) in a column vector form as stated below:

$$ASJP_i = \begin{bmatrix} RO \\ TE \\ EP \end{bmatrix} \quad (5)$$

A priori Expectations from the Study

Ho₁: There is no significant relationship between excess workload and academic staff job performance.

Ho₂: Management intervention does not affect the mediation between excess workload and academic staff job performance

The hypothesis is formulated to evaluate the effects of excess workload on academic staff job performance in Nigerian universities. The model for this hypothesis is stated as:

$$ASJP_i = \phi_0 + \phi_1 EW_i + \gamma_1 GEN + \gamma_2 ACDR_i + \gamma_3 EDU_i + \gamma_4 MS_i + v_i \quad (6)$$

Where: ASJP denotes a column vector of academic staff job performance variables measured by research outcomes (RO) and teaching effectiveness (TE); EW represents excess workload; GEN is gender of respondents; ACDR is academic cadre; EDU is educational qualification; and MS denotes marital status. The parameters of the variables are represented by $\phi_0, \phi_1, \gamma_{1-4}$. Also, i denotes surveyed academic staff and v is disturbance term.

Explicitly, the estimated models based on each component of academic staff job performance,

i.e., research outputs (RO), teaching effectiveness (TE), and employee performance (EP) (combination of both research outputs and teaching effectiveness) as a function of excess workload, gender, academic cadre, educational attainment, and marital status are expressed as follows:

$$RO_i = \theta_0 + \theta_1 EW_i + \vartheta_1 GEN + \vartheta_2 ACDR_i + \vartheta_3 EDU_i + \vartheta_4 MS_i + v_{i1} \quad (7a)$$

$$TE_i = \varpi_0 + \varpi_1 EW_i + \sigma_1 GEN + \sigma_2 ACDR_i + \sigma_3 EDU_i + \sigma_4 MS_i + v_{i2} \quad (7b)$$

$$EP_i = \omega_0 + \omega_1 EW_i + \psi_1 GEN + \psi_2 ACDR_i + \psi_3 EDU_i + \psi_4 MS_i + v_{i3} \quad (7c)$$

The variables remained as earlier expressed, parameters are denoted by $\theta_0, \theta_1, \vartheta_{1-4}, \varpi_0, \varpi_1, \sigma_{1-4}, \omega_0, \omega_1, \psi_{1-4}$; whereas v_{i1}, v_{i2}, v_{i3} are error terms. The expected signs and a priori expectations of equations are presented in the Table below.

Table 1: A priori Expectation of excess workload

S/N	Explanatory variables	Dependent Variables					
		Research Output (RO)		Teaching Effectiveness (TE)		Employees Performance (EP)	
		Expected sign	A'priori	Expected sign	A'priori	Expected sign	A'priori
1.	Excess workload (EW)	–	$\theta_1 < 0$	–	$\varpi_1 < 0$	–	$\omega_1 < 0$
2.	Gender (GEN)	+	$\vartheta_1 > 0$	+	$\sigma_1 > 0$	+	$\psi_1 > 0$
3.	Academic cadre (ACDR)	+	$\vartheta_2 > 0$	+	$\sigma_2 > 0$	+	$\psi_2 > 0$
4.	Education qualification (EDU)	+	$\vartheta_3 > 0$	+	$\sigma_3 > 0$	+	$\psi_3 > 0$
5.	Marital status (MS)	+	$\vartheta_4 > 0$	+	$\sigma_4 > 0$	+	$\psi_4 > 0$

Note: $\theta_1, \vartheta_{1-4}, \varpi_1, \sigma_{1-4}, \omega_1, \psi_{1-4}$ are parameters.

Source: Authors (2025).

3. Results

Table 2: Regression Result of Excess Workload and Academic Staff Job Performance in Nigerian Universities

Variables	Dependent Variables		
	Employee Performance	Research Outcomes	Teaching Effectiveness
Excess workload	-1.343*** (0.109)	-0.858*** (0.083)	-1.062*** (0.082)
Constant	6.673*** (0.577)	4.252*** (0.412)	5.169*** (0.440)
Adj. R-squared	0.372	0.304	0.358
Fishers Test	24.14	20.80	23.25
(Probability (Fisher Test)	0.000	0.000	0.000
Observations	514	514	514

Note: Standard errors (robust) are reported in parentheses; *, **, and *** signify significance levels of 10%, 5%, and 1%, respectively.

Source: Computation from Field Survey (2025).

This result presents the empirical findings of the effects of excess workload on academic staff job performance in Nigeria. The multiple regression result is presented in Table 2. The table reports the coefficients, standard errors in parentheses, and their probability values at 1%, 5%, and 10%. The findings showed that excess workload negatively influenced academic staff performance and was also statistically significant at the conventional level. The table shows that excess workload affects teaching effectiveness more than research outcomes. This means that reduced academic staff job performance in terms of low research outcomes and poor teaching effectiveness resulted from the excess workload placed on academic staff in Nigerian universities. Thus, the negative consequence of excess workload is more severe in teaching effectiveness. On a magnitude basis, a one-unit increase in excess workload led to a decrease in research outcomes, teaching effectiveness, and overall employee performance by 0.858, 1.062, and 1.343, respectively. This further underscores the adverse effects of excessive workload on employees' job performance in the academic enterprise. Also, the deteriorating effects of excess workloads on academic staff job performance stemmed from low teaching effectiveness.

Further, Fisher's test verified the overall significance of the estimated coefficients for the models, which had a statistical significance of 5%. This implies that excess workload significantly impacts research outcomes, teaching effectiveness, and the job performance of academic staff in Nigerian universities. Also, the models have weak explanatory power, as indicated in the results of the Adjusted R-square. The coefficient of determination shows that excess workload explained about 30.4%, 35.8%, and 37.2% of the variation in research outcomes, teaching effectiveness, and overall employee performance, respectively.

As regards the interactive impact of management intervention and excess workload on employees' job performance, the results are presented in the tables below, as noted earlier. Specifically, the Table below presents the effects of the interactions of management intervention (content-based and procedural fairness) and excess workload on academic staff job performance in Nigerian universities. Our empirical findings showed that excess workload has an unconditional negative and significant impact on research outcomes, teaching effectiveness, and overall staff job performance. Similarly, the unqualified effects of content-based initiatives and overall management intervention

on research outcomes, teaching effectiveness, and overall staff job performance are negative and statistically significant at 5%. However, unconditional procedural fairness negatively influences research outcomes, teaching effectiveness, and overall staff job performance, albeit only found to be statistically significant at 10% for the research outputs model.

Table 3 below shows that the marginal effect of the interaction between content-based initiative and excess workload on research output, teaching effectiveness and employees' performance is positive and significant. The same result is derived for the coefficients of the interaction between general management intervention and

excess workload. It implies that management intervention (mainly through content-based initiatives) ameliorates the negative effects of excess workloads on academic staff job performance in Nigerian universities. Regarding the overall fitness of our empirical models, Fisher's test was found to be statistically significant at 5%, indicating that managerial intervention (content-based initiatives and excess workload jointly impacted research outcomes, teaching effectiveness, and overall academic staff job performance in Nigerian universities. Also, the coefficient determination revealed that managerial intervention and excess workload explained more than 30% of the total variation in employees' job performance.

Table 3: Regression Result of Management Intervention in Excess Workload and Staff Performance Nexus in Nigerian Universities

Variables	Dependent Variable		
	Employee Performance	Research Output	Teaching Effectiveness
	1	2	3
Excess workload(ew)	-3.809*** (0.563)	-2.723*** (0.476)	-2.761*** (0.425)
Content-based initiatives(cbi)	-3.204*** (0.607)	-2.282*** (0.498)	-2.262*** (0.443)
ew×cbi	0.779*** (0.165)	0.586*** (0.142)	0.538*** (0.124)
Constant	16.705*** (2.110)	11.42*** (1.681)	12.243*** (1.544)
Adj. R-squared	0.441	0.361	0.417
Fishers Test	24.91	19.64	25.38
Probability(F-Test)	0.000	0.000	0.000
Observations	514	514	514

Note: Standard errors (robust) are reported in parentheses; *, **, *** signify significance levels of 10%, 5%, and 1%, respectively.

Source: Computation from Field Survey (2025).

4. Discussion

Table 2 shows the first hypothesis and the empirical results of the multiple regression analysis of the relationship between excess workload and academic staff job performance in the universities. The hypothesis testing indicates

that excess workload had an adverse and significant impact on academic staff job performance in the universities. It means that the low performance of academic staff in Nigerian universities results from excess work demands. This corroborates the findings of Rodeles et al. (2025), Park et al. (2024), Amini-Philips and

Okonmah (2020), Inegbedion (2017), and Kenny (2016) that academic staff are occupied with many courses and a higher number of students, which eventually affects the employees' job performance negatively. The findings of this study further revealed that excess workload adversely affects research outputs and teaching effectiveness. Specifically, excess work demand's negative effects deteriorate research outcomes and effective teaching.

The finding further identified that the different components of research outputs and teaching effectiveness were negatively affected by excess work demand. As for low research outcomes, the demeaning effects of excess workload resulted in low-quality conference articles, poor collaborative research work, inadequate contributions of articles to existing knowledge, and low research-teaching skills. In the case of teaching effectiveness, excess workload causes poor lecture time, inadequate knowledge transfer to students, awards, and insufficient knowledge transfer among lecturers. These results substantiate the findings of Cadena-Povea et al. (2025), Ribeiro et al. (2023) and Inegbedion (2017), who viewed that academic staff with work overload demeaning job performance in terms of substandard publications or lower research outputs and quality of teaching, while Kenny (2016) found that it is difficult to achieve a high number of quality publications with excess academic workload, which negatively affects research-teaching skills.

The second hypothesis presents how management initiatives (content-based initiatives) ameliorate the direct effects of excess workload on academic staff job performance in universities. Before analysing the outcomes of this research hypothesis, the study established that management initiatives measured by content-based initiatives negatively affect research outcomes, teaching effectiveness, and employee performance. The findings of this research hypothesis show that content-based initiatives improve the relationship between excess workload and academic staff job performance in Nigerian universities. This means

that improving management intervention suppresses the negative effects of excess workload on teaching effectiveness, research output, and overall employees' performance in Nigerian universities. This study complements the works of (State Service Commission [SSC], 2014) that the regular payment benefits and bonuses be given to staff with extra-long work hours and Osaat and Ekechukwu (2017), Hosain (2016) and Amini-Philips and Okonmah (2020) that university management, academic researchers and trainers should formulate and implement an effective workload management system while Inegbedion (2017), Dobeles and Rundle-Thiele (2014) that each of the academic activities like teaching, research should be used and rewarded independently for promotion to avoid over-concentration on personal drives/publications.

5. Conclusion

Based on major findings, the study concludes that excess workload has significantly and directly contributed to the low performance of academic staff in the universities in southwest Nigeria. The study found that excess workload negatively and significantly impacts research outputs and teaching effectiveness. A major contributory factor to low academic staff performance in this study was excess workload among academic staff. The study perceived management interventions, such as payment earned academic allowance, to be vital tools that ameliorate the negative effect of all excess workload predictors and academic staff job performance in the universities.

The following recommendations were made to concerned stakeholders in the Nigerian educational industry:

- i. The workload of academic staff should be investigated in such a manner that it will be in line with the NUC standard in terms of the student-to-lecturer ratio. One of the ways to achieve this is to employ more academic staff.
- ii. Management of universities should ensure the elimination of excess workload to enhance staff job performance because this significantly.

iii. A critical review of existing management interventions, such as regular payment of Earned Academic Allowances (EAAs), internal promotion mechanisms/policy, co-teaching, collaborative research, encouraging staff with subscriptions to digital entertainment and insurance policy with a sense of fairness to address them, will be a good approach to reconciling the issues.

Acknowledgements

The authors sincerely appreciated all the participants in the study.

Author Declaration

The authors were professionally guided in the conduct of this research and fulfilled all forms of ethical conduct to guard against competing interests of any kind, including the originality of work. There are no conflicts of interest.

References

- Abd Razak, A. Z. A., Mohd-Nasurdin, A., & Yunus, N. K.Y. (2011). The impact of work overload and job involvement on work-family conflict among Malaysian doctors. *Labuan E-Journal of Muamalat and Society*, 5, 1–10.
- Aboagye, E., Jensen, I., Bergström, G., Björk Brämberg, E., Pico-Espinosa, O J., et al. (2021). Investigating the association between publication performance and the work environment of university research academics: a systematic review. *Scientometrics*, 126, 3283-3301
- Adams, L., Adegbola, E.A. & Ogbolime, U. (2022). Inter Role Conflict: A Systematic Review of Work-Life Balance Outcomes. *International Journal of Economics, Commerce & Management*, 10(8).
- Adesola, M. B., & Ekundayo, H. T. (2022). Institutional Factors and Academic Staff Job Performance in Public Universities in Southwest, Nigeria. *Journal of Education and Practice*, 6(5).
- Aghion, P., Bloom, N., Blundell, R., Griffith, R., & Howitt, P. (2015). Competition and Innovation: An Inverted-U Relationship. *The Quarterly Journal of Economics*, 120(2), 701–728.
- Ahmad, A., & Siti R. (2010). Physical Development from The Western and Islamic Perspectives. *Proceedings of the Regional Conference on Science, Technology, and Social*. Palgrave Macmillan, New York.
- Aigheyisi, O., & Obhiosa, O.B. (2014). An Empirical Investigation of the Functionality of Nigeria's Tertiary Education System. *JORIND*, 12 (1), 16.
- Al-Alawi, A. I., Saffar, E., AlmohammedSaleh, Z. H., Alotaibi, H. & Al-Alawi, E. I. (2021). A study of the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator. *Journal of International Women's Studies*, 22(1), 486-503. <https://vc.bridgew.edu/jiws/vol22/iss1/39>.
- Alblihed, M., & Alzghaibi, H.A. (2022). The Impact of Job Stress, Role Ambiguity and Work-Life Imbalance on Turnover Intention during COVID-19: A Case Study of Frontline Health Workers in Saudi Arabia. *International Journal of Environ Res Public Health*, 19(20): doi:10.3390/ijerph192013132.
- Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, 5(2), 278–308. doi:10.1037/1076-8998.5.2.278
- Ashraf, I., Ashraf, F., Saheed, I., Shah, K., Azah, N., & Anaam, W. (2015). Teachers' Performance Problems in Higher Education Institutions of Pakistan. *International Journal of Academic Research in Progressive Education and Development*, 4(3), 24-45. DOI:10.6007/IJARPED/v4-i3/1769.
- Babatunde, S. O., Olanipekun, W. D., Lateef, S. A., & Babalola, H. B. (2020). Work Life Balance and the Performance of Academic Staff at the Selected Tertiary Institutions in Kwara State, Nigeria. *Journal of Southwest Jiaotong University*, 55(6).
- Bakare, A. A (2021) Work-Life Conflict Management and Academic Staff Job Performance in State-Owned Universities in South-West Nigeria. Unpublished PhD Dissertation at Ladoke Akintola University of Technology, Ogbomoso, Nigeria.

-
- Bartram, T., Cooper, B., Cooke, F., & Wang, J. (2023). Thriving in the face of burnout? The effects of wellbeing-oriented HRM on the relationship between workload, burnout, thriving and performance. *Employee Relations: The International Journal*. <http://doi.org/10.1108/er-06-2022-0273>
- Cadena-Povea, H., Hernández-Martínez, M., Bastidas-Amador, G., & Torres-Andrade, H. (2025). What pushes University Professors to Burnout? A Systematic Review of Sociodemographic and Psychosocial Determinants. *International Journal of Environmental Research and Public Health*, 22. <http://doi.org/10.3390/ijerph22081214>
- Carroll, J. B. (1963). A model of school learning. *Teachers College Record*, 64(8), 723-733
- Chen, I.S. & Fellenz, M.R. (2020). Personal resources and personal demands for work engagement: Evidence from employees in the service industry. *Int J Hosp Manag*, 90:102600. doi: 10.1016/j.ijhm.2020.102600
- Damayanti, N., Rabialdy, F., & Poespowidjojo, D. A. L. (2023). The relationship between workload, organizational support, work environment, and employee performance during work from home. *Jurnal Manajemen Strategi Dan Aplikasi Bisnis*, 6(1), 109-122. <https://doi.org/10.36407/jmsab.v6i1.896>
- Ezekwe, E. A. & Ani, J. K. (2023). Tertiary Education Trust Fund Intervention in Academic Staff Training in Nigerian Universities. *Journal of Public Administration, Finance and Law*, 27.
- Falowo, O. (2022). Performance of Academic Staff in Universities in Southwestern Nigeria. *International Journal of Innovative Approaches in Education*, 6 (1): 01-10
- Gross, R. (2015). Measuring Organisational Performance: A New Approach to Triple Bottom Line Reporting and Stakeholder Engagement. *British Journal of Business and Management Research*, 2(1), 6980
- Hosain, M. S. (2016). Teaching Workload and Performance: An Empirical Analysis on Some Selected Private Universities of Bangladesh. *International Journal of English and Education*, 5 (3), 1-7.
- Ibrahim, A.U. & Sheyindemi, A.F. (2019). Does reward system affect employee's performance? A case study of faculty in Covenant University, Ota, Ogun State, Nigeria. *The International Journal of Business & Management*, 7(6), 220-228.
- Igbojekwe, P. A., Ugo-Okoro, C. P., & Agbonye, C. O. (2015). Performance Evaluation of Academic Staff in Universities and Colleges in Nigeria: The Missing Criteria. *International Journal of Education and Research*, 3(3).
- Igbokwe, J. C., Benson, O. V. & Enem, F. N. (2019). Determinants of the quality of research outputs by librarians in selected university libraries in Southeast Nigeria. *Journal of Information and Knowledge Management*, 10(1), 1-13.
- Ilies, R., Ryan, A. M., Huth, M., & Dimotakis, N. (2015). Explaining the links between workload, distress, and work-family conflict among school employees: physical, cognitive, and emotional fatigue. *Journal of Educational Psychology*, 107(4), 1136-1149. doi:10.1037/edu0000029
- Inegbedion J.O. (2017), Academic Workload Planning for Open and Distance Learning (ODL) Universities: The Experience of National Open University of Nigeria (NOUN). *Open Praxis*, 9(3), 313–333. ISSN 2304-070X. DOI: <https://doi.org/10.5944/openpraxis.9.3.498>
- Inegbedion, H., Inegbedion, E., Peter, A., & Harry, L. (2020). Perception of workload balance and employee job satisfaction in work organisations, *Heliyon*, 6(1): <https://doi.org/10.1016/j.heliyon.2020.e03160>
- Kahraman, K., & Çelik, O. T. (2018). The Relationship among Teachers' General Self-Efficacy Perceptions, Job Burnout, and Life Satisfaction. *Universal Journal of Educational Research*, 6(12), 2721 - 2729. DOI: 10.13189/ujer.2018.061204.
- Karamanis, K., & Gogos, C. (2020). The impact of flexible working at the firm level. Evidence from the Greek labor market. *Journal of International Studies*, 13(2), 9-24. doi:10.14254/2071-8330.2020/13-2/1
- Kennell, R. (2021). Too Much, Too Little: When Workload Affects Wellbeing (White Paper). *Invista*
- King, J. L. (2013). Research review: Work-family/family-work conflict. *International Journal of Leadership Studies*, 1(1), 102–105.
-

-
- Koca, M., Deniz, S., Inceoğlu, F., & Kılıç, A. (2024). The Effects of Workload Excess on Quality of Work Life in Third-Level Healthcare Workers: A Structural Equation Modeling Perspective. *Healthcare*, 12. <http://doi.org/10.3390/healthcare12060651>
- Maisano, D. A., Mastrogiacomo, L. & Franceschini, F. (2023). Empirical evidence on the relationship between research and teaching in academia. *Scientometrics*, 128, 4475–4507 <https://doi.org/10.1007/s11192-023-04770-0>
- Martínez-Garrido, C. & Murillo, F.J. (2022). Research on effective teaching. A multilevel study for Ibero-America. *Educación*, 31(61), 46-75.
- Mbachu, U.C. & Unachukwu, G.O. (2022). Comparative analysis of research outputs of academics in Private and Public Universities in South East Nigeria. *World Journal of Advanced Research and Reviews*, 13(1), 565–575.
- Miller, B.K., Wan, M., Carlson, D., Kacmar, K.M., & Thompson, M. (2022). Antecedents and outcomes of work-family conflict: A mega-meta path analysis. *PLoS One*, 17(2): doi: 10.1371/journal.pone.0263631
- Mordi, C., & Ojo, S. I. (2011). Work-life balance practices in the banking sector: Insights from Nigeria. *IFE Psychologia*, 19(2), 285-295. 10.4314/ife.v19i2.69546
- Nasurdin, A.M., & O'Driscoll, M.P. (2012). Work overload, parental demand, perceived organisational support, family support, and work-family conflict among New Zealand and Malaysian academics. *New Zealand Journal of Psychology*, 41(1), 38–48
- Nwinyokpugbi, P. (2018). Workload management strategies and employees' efficiency in the Nigerian banking sector. *Int. J. Innov. Res. Dev.*, 7(1):286–293
- Obrenovic, B., Jianguo, D., Khudaykulov, A., Khan, M.A.S. (2020). Work-Family Conflict Impact on Psychological Safety and Psychological Well-Being: A Job Performance Model. *Front Psycho*, 11:475. doi: 10.3389/fpsyg.2020.00475.
- Ogar, C. A., & Amanze, D. (2019). Work-Life-Balance: The Nigerian Organisational Experience (A Study of Selected Banks in Ebonyi State). *International Journal of Research and Innovation in Social Science (IJRISS)*, 3(3), 145–157.
- Okiki, O. C. (2013). Research productivity of teaching faculty members in Nigerian federal universities: An investigative study. *Chinese Librarianship: An International Electronic Journal*, 36, 99–118. URL: <http://www.iclc.us/cliej/cl36okiki.pdf>
- Osaat, D. S & Ekechukwu. R. (2017). Managing Workload of Academic Staff for Job Effectiveness in Nigerian Universities: A Study of University of Port Harcourt in South-South Geopolitical Zone of Nigeria" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(11), 102-108.
doi: <http://dx.doi.org/10.20431/2349-0381.0411013>
- Otohinoyi, S., Idris, M. & Adejo, O. (2023). An assessment of the earned academic allowances component of ASUU/FGN 2009 agreement on industrial harmony in the Nigerian federal universities. *Lapai International Journal of Administration*, 5(2), 25-37.
- Park, S., Yoo, J., Lee, Y., DeGuzman, P., Kang, M., Dykes, P.C., Shin, S., & Cha, W.C. (2024). Quantifying emergency department nursing workload at the task level using NASA-TLX: An exploratory descriptive study. *International emergency nursing*, 74, 101424. <http://doi.org/10.1016/j.ienj.2024.101424>
- Rajan, D. (2018). Negative impacts of heavy workload: a comparative study among sanitary workers. *Sociology Int Journal*; 2(6):465–474. DOI: 10.15406/sij.2018.02.00086.
- Rajan, D. (2019b). Lack of resources related factors causing heavy workload: An empirical study of sanitary workers. *QUEST: Journal of Management and Research*, 16(2), 1- 26.
- Rajan, D. (2020). Long working hours related factors causing heavy workload: an empirical study among sanitary workers. *Indian Journal of Applied Economics and Business* 2(2), 143-169
-

-
- Rodeles, S.C., Sánchez, F.J.M., & Martínez-Sellés, M. (2025). Physician and Medical Student Burnout, a Narrative Literature Review: Challenges, Strategies, and a Call to Action. *Journal of Clinical Medicine*, 14. <http://doi.org/10.3390/jcm14072263>
- Roopavathi, S. & Kishore, K. (2021). The Impact of Work-Life Balance on Employee Performance. *Journal of Interdisciplinary Cycle Research*, 12(10).
- Ruzgar, M. Emir. (2021). A Descriptive Analysis of Good Teaching and Good Teachers from the Perspective of Preservice Teachers. *Inquiry in Education*: 13 (2) <https://digitalcommons.nl.edu/ie/vol13/iss2/14>
- Siswadi, S., Muis, M., Thamrin, Y., Russeng, S., Naiem, F., & Manyullei, S. (2024). The Effects of Work Stress and Workload on Job Satisfaction With its Impact on Employee Performance at PT. Industrial Kapal Indonesia (Persero). *Journal of Law and Sustainable Development*. <http://doi.org/10.55908/sdgs.v12i1.3023>
- Sjöberg, A., Pettersson-Strömbäck, A., Sahlén, K.G., Lindholm, L., & Norström, F. (2020). The burden of high workload on the health-related quality of life among home care workers in Northern Sweden. *Int Arch Occup Environ Health*, 93(6):747-764. doi: 10.1007/s00420-020-01530-9
- Smollan, R.K., & Mooney, S.K. (2024). The bright side and dark side of performance expectations: the role of organizational culture and the impact on employee performance and wellbeing. *International Studies of Management & Organisation*, 54, 218-237. <http://doi.org/10.1080/00208825.2024.2320580>
- Susi, S.1., & Jawaharrani, K. (2011). Work-Life Balance: The key driver of employee engagement. *Asian Journal of Management Research*. 2 (1), 474-483. Online Open Access publishing platform for Management Research. ISSN 2229 – 3795.
- Utami, E. B., & Pranitasari, D. (2020). The effect of work-life balance and teamwork on employee motivation and employee satisfaction (Case Study of PT. Winn Gas). *Journal of STEI Indonesia*, February, 1–9
- Wickens, C.D. (1984). "Processing resources in attention", in R. Parasuraman & D.R. Davies (Eds.), *Varieties of attention*, (pp. 63–102). New York: Academic Press
- Wickens, C. D. (2008). Multiple resources and mental workload. *Hum. Factors* 50, 449–455. doi: 10.1518/001872008X288394
- World Health Organisation. (2001). *The World Health Report: 2001: Mental health: new understanding, new hope*. World Health Organization.
- Zhang, R.P. & Bowen, P. (2021). Work-family conflict (WFC) – Examining a model of the work-family interface of construction professionals. *Safety Science*, 144. <https://doi.org/10.1016/j.ssci.2021.105469>.
-