

Effect of Job Stress on the Performance of Academic Staff in Delta State Tertiary Institutions, Nigeria

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ABSTRACT

The study examines the effect of job stress on academic staff performance in tertiary institutions in Delta State, Nigeria. The specific objectives were to determine the effect of long working hours on teaching effectiveness and to ascertain the effect of workload on student supervision. A descriptive survey design was adopted. The population comprised all academic staff across tertiary institutions in Delta State, totaling 2,048, and a sample of 330 was determined using Krejcie and Morgan's table. Data were analyzed using linear regression at a 0.05 level of significance. The findings revealed that long working hours had a strong positive and significant effect on teaching effectiveness, with a beta coefficient of 0.612 and p-value of 0.000. Similarly, workload showed a strong positive and significant effect on students' supervision, with a beta coefficient of 0.578 and p-value of 0.000. The results suggest that long working hours and workload are significant predictors of academic staff performance outcomes, enhancing teaching effectiveness and the ability to supervise students effectively. The study concluded that excessive working hours and workload are key stressors that undermine academic staff performance. It recommended structured workload allocation, time management support, and staff welfare initiatives to enhance teaching effectiveness and student supervision.

Keywords: Long Working Hours; Workload; Teaching Effectiveness; Student Supervision; Academic Staff Performance.

1. INTRODUCTION

1.1 Background of the Study

Job stress has historically been recognized as a critical factor influencing employee performance across organizations worldwide. Stress in the workplace arises when job demands exceed an individual's capacity to cope, affecting both physical and psychological well-being (Lazarus, 1993; Brooks, 2020). Globally, studies have shown that prolonged exposure to work-related stress can impair productivity, decision-making, and overall organizational efficiency (Arslan et al., 2020; Giorgi, 2020). Academic staff, in particular, faces unique stressors, including pressure to publish, meet teaching deadlines, and engage in administrative duties, which cumulatively affect performance outcomes (Oyewole et al., 2020; Ethelmary et al., 2021). These challenges necessitate empirical investigations to understand the dynamics between job stress and employee performance in educational settings.

In the Nigerian context, occupational stress has been identified as a significant issue in tertiary institutions due to poor working conditions, inadequate funding, and increasing workload for academic staff (Ahmad et al., 2012; Zafar& Odor, 2015). Previous studies in Nigeria have linked job stress to decreased academic productivity, low motivation, and absenteeism among university employees (Itoya&Igbokwe, 2020; Oyewole et al., 2020). Delta State, with its mix of federal and state universities, polytechnics, and colleges of education, represents a critical area for studying job stress due to its high concentration of academic institutions and the challenges they face in staff management and performance enhancement. Investigating job stress in this setting provides insights necessary for policy formulation and human resource interventions aimed at optimizing academic staff productivity.

Job stress in tertiary institutions often manifests through long working hours, excessive workloads, and conflicting job demands, which affect cognitive functioning and professional efficiency (Caruso et al., 2006; Igbokwe et al., 2020). Long working hours refer to extended periods of work beyond standard schedules, which can lead to fatigue, decreased concentration, and reduced output quality (Collewet&Sauermaann, 2017). Workload encompasses the number and complexity of tasks assigned to academic staff, often resulting in time pressure and role strain, ultimately undermining job performance (Alabi, 2012; Igbokwe et al., 2020). These dimensions of job stress are particularly pertinent in tertiary institutions, where academic staff are required to balance teaching, research, and administrative responsibilities.

Understanding the effect of job stress on academic staff performance is crucial for Delta State tertiary institutions, given the link between staff efficiency and institutional reputation, student outcomes, and overall educational quality (Oyewole et al., 2020; Ethelmary et al., 2021). Empirical evidence in this area can guide university management in adopting stress mitigation

strategies, such as workload management, flexible scheduling, and employee wellness programs. Moreover, it can inform government policies on human resource practices in higher education, ensuring that academic staff can perform optimally without compromising their health and well-being. Consequently, this study seeks to explore the impact of job stress on the performance of academic staff in Delta State tertiary institutions, focusing specifically on long working hours and workload as primary stress factors.

1.2 Statement of the Problem

In an ideal academic environment, tertiary institutions are expected to provide conducive working conditions that enable academic staff to deliver quality teaching, engage in research, and fulfill administrative responsibilities efficiently. Academic staff should operate in a balanced work environment where workload is manageable, working hours are reasonable, and professional development is supported, ultimately fostering high productivity and overall institutional performance (Oyewole et al., 2020; Ethelmary et al., 2021). Under such conditions, staff performance would reflect high motivation, optimal time management, and consistent contribution to the intellectual and social development of students and society.

In reality, academic staff in tertiary institutions in Delta State often face excessive workloads, extended working hours, and inadequate institutional support, creating high levels of job stress that negatively affect performance (Itoya&Igbokwe, 2020; Igbokwe et al., 2020). This divergence between the ideal working conditions and the prevailing realities manifests in reduced teaching quality, delayed research outputs, absenteeism, and low engagement in administrative duties. Although previous studies by Oyewole et al. (2020), Itoya and Igbokwe (2020), Igbokwe et al. (2020), and Ethelmary et al. (2021) have examined issues relating to working conditions, occupational stress, employee well-being, and organizational effectiveness in educational institutions, these studies largely focused on general workplace stress and employee welfare without specifically investigating how distinct dimensions of job stress affect the performance of academic staff in tertiary institutions in Delta State, Nigeria.

The uniqueness of the present study lies in its focus on academic staff and its examination of specific job stress indicators such as workload pressure, long working hours, and role-related demands as determinants of academic staff performance within the tertiary education sector of Delta State. By providing empirical evidence from this specific geographical and institutional context, the study fills an important gap in the existing literature and offers practical insights for tertiary institution management and policymakers on strategies for reducing job stress and enhancing academic staff performance. Failure to undertake this study may result in the continued decline of staff productivity, teaching effectiveness, research output, and institutional competitiveness due to the absence of adequate evidence-based interventions for managing job stress among academic staff.

1.3 Objective of the study

The main objective of the study was to examine the effect of Job Stress on academic staff performance of Tertiary Institutions in Delta State, Nigeria. The specific objectives of the study were to:

- i. Determine the effect of long working hours on teaching effectiveness of academic staff in Delta state tertiary institutions.
- ii. Ascertain the effect of work load on administrative responsibilities of academic staff in Delta state tertiary institutions.

1.4 Hypotheses

These **null hypotheses** were formulated to guide this study:

H1: Long working hours have no significant effect on the teaching effectiveness of academic staff in Delta state tertiary institutions.

H2: Workload has no significant effect on administrative responsibilities of academic staff in Delta state tertiary institutions.

2. REVIEW OF RELATED LITERATURE

2.1 Job Stress

Job stress refers to the physical, emotional, and psychological strain experienced by employees when workplace demands exceed their capacity to cope effectively. Scholars describe job stress as a critical factor influencing employees' well-being and performance, particularly in high-demand professions such as academia (Ethelmary, Nwankwo, & Aroh, 2021; Oyewole, Adegoke, & Atoyebi, 2020). According to Arslan et al. (2020), stress can stem from uncertainty, role ambiguity, excessive workload, and time pressure, which may lead to negative outcomes such as reduced productivity and burnout. Itoya and Igbokwe (2020) found that academic staff experiencing high job stress in Nigerian universities reported decreased teaching performance and student engagement. Furthermore, Brooks (2020) emphasized the impact of environmental and social stressors on psychological health, noting that prolonged exposure to stress may result in cognitive impairments that affect decision-making and task execution. Job stress is therefore both a personal and organizational concern, as it affects not only employee health but also institutional performance. Operationally, in the context of this study, job stress refers to the level of physical, emotional, and psychological pressure experienced by academic staff in tertiary institutions in Delta State as a result of excessive workload, prolonged working hours, and role-related demands associated with teaching, research, supervision, administrative responsibilities, and community service. It is measured through the extent to which workload pressure, long

working hours, and role demands affect the ability of academic staff to perform their duties effectively and achieve expected performance outcomes.

2.2 Long Working Hours

Long working hours are defined as an extended duration of work beyond standard contractual hours, which may negatively influence physical health, productivity, and overall job performance (Caruso et al., 2006; Collewet&Sauermann, 2017). In the context of academic staff, long working hours often involve extensive teaching, research, student supervision, examination duties, and administrative responsibilities, which can compromise teaching effectiveness and work-life balance (Igbokwe, Itoya, &Eziuzo, 2020). Johnson and Lipscomb (2006) argue that prolonged working hours can increase fatigue, reduce cognitive performance, and elevate the risk of occupational stress, thereby affecting employees' ability to fulfill their professional roles effectively. Similarly, Pencavel (2015) notes a nonlinear relationship between working hours and productivity, suggesting that excessive hours may diminish performance gains. In tertiary institutions, long working hours can undermine the quality of academic delivery, research productivity, and the supervision of students, emphasizing the need for effective workload management policies. Operationally, in the context of this study, long working hours refer to the amount of time academic staff in tertiary institutions in Delta State spend performing official duties beyond normal working hours as a result of teaching commitments, research activities, student supervision, administrative assignments, examination-related tasks, and community service responsibilities. It is measured by the extent to which prolonged working hours contribute to physical fatigue, mental exhaustion, work-life imbalance, and reduced effectiveness in carrying out academic responsibilities and achieving expected performance outcomes.

2.3 Workload

Workload refers to the amount and complexity of tasks assigned to employees within a given timeframe. High workload has been consistently linked to increased stress, decreased job satisfaction, and lowered job performance among academic staff (Ethelmary et al., 2021; Oyewole et al., 2020). According to Itoya and Igbokwe (2020), the workload of academic staff, including teaching, research, student supervision, and administrative duties, often exceeds their capacity, leading to role strain and diminished effectiveness in carrying out academic responsibilities. Karasek Jr. (1979) theorized that high job demands coupled with low decision latitude intensify mental strain, negatively affecting employee performance. Furthermore, Arslan et al. (2020) observed that employees with heavy workloads experience higher levels of burnout, which compromises organizational outcomes. Effective workload management is therefore essential to maintain both staff well-being and the quality of academic delivery. Operationally, in the context of this study, workload refers to the volume, intensity, and complexity of academic and administrative responsibilities assigned to academic staff in tertiary institutions in Delta State within a specified period. It encompasses teaching assignments, research activities, student supervision, examination duties, committee work, administrative functions, and community service obligations. Workload is measured by the extent to which these responsibilities place

pressure on academic staff, affect their ability to complete assigned tasks efficiently, and influence their overall job performance.

2.4 Academic Staff Performance

Academic staff performance encompasses the effectiveness, efficiency, and quality of outputs delivered by lecturers in the discharge of their teaching, research, community service, and administrative responsibilities (Itoya&Igbokwe, 2020; Oyewole et al., 2020). Performance is influenced by intrinsic factors such as motivation, competence, commitment, and expertise, as well as extrinsic factors including institutional support, workload, working conditions, and job stress (Asia, Hadia, &Sabita, 2014; Ethelmary et al., 2021). A study by Yunita and Saputra (2019) suggests that high stress and excessive working hours negatively affect academic staff performance by reducing their capacity to innovate in teaching, conduct quality research, and effectively engage students. Similarly, Bature, Aminu, and Ozigbo (2017) found that employees who operate within supportive work environments demonstrate higher productivity, greater commitment, and improved task completion. Academic staff performance is therefore a multidimensional construct that reflects the extent to which lecturers successfully achieve institutional objectives through effective teaching, scholarly research, student supervision, administrative participation, and community engagement.

Operationally, in the context of this study, academic staff performance refers to the degree to which academic staff in tertiary institutions in Delta State effectively and efficiently carry out their teaching, research, student supervision, administrative, and community service responsibilities in line with institutional expectations. It is measured by lecturers' ability to deliver quality instruction, publish research outputs, supervise students successfully, participate in administrative activities, meet assigned deadlines, and contribute to the overall achievement of institutional goals despite the challenges associated with job stress, workload, and long working hours.

2.5 Teaching Effectiveness

Teaching effectiveness refers to the ability of lecturers to facilitate learning, promote student engagement, and achieve educational objectives (Srikanth&Jomon, 2013; Oyewole et al., 2020). It encompasses instructional skills, clarity in communication, course organization, and assessment strategies. Effective teaching is influenced by factors such as job stress, workload, and long working hours, which can limit preparation time, reduce attentiveness, and impede pedagogical innovation (Ethelmary et al., 2021; Igbokwe et al., 2020). Brooks (2020) and Yıldırım and Solmaz (2020) highlight the moderating effect of psychological well-being on teaching performance, indicating that mental health challenges can compromise instructional quality. Therefore, teaching effectiveness is not only a measure of instructional competence but also a reflection of the work environment and support systems available to academic staff.

2.6 Administrative Responsibilities

Administrative responsibilities refer to the non-teaching duties performed by academic staff to ensure the smooth functioning and effective coordination of tertiary institutions. These responsibilities include participation in departmental and faculty committees, examination coordination and supervision, record keeping, preparation of reports, attendance at meetings, curriculum planning support, and other institutional assignments required for academic governance and management (Srikanth&Jomon, 2013; Oyewole et al., 2020). Effective execution of these duties requires adequate time, concentration, and institutional support; however, they are often affected by long working hours, heavy workload, and job-related stress, which may reduce efficiency and overall staff performance (Itoya&Igbokwe, 2020; Ethelmary et al., 2021). Operationally, in the context of this study, administrative responsibilities refer to the extent to which academic staff in tertiary institutions in Delta State perform assigned institutional duties outside classroom teaching and research. It is measured by the level of involvement in committee work, examination administration, departmental coordination, record management, and other institutional tasks, as well as how effectively these duties are discharged in relation to available time, workload, and job stress conditions.

2.7 Theoretical Framework

This study is anchored on Role Theory, which provides a comprehensive explanation of how role expectations, role ambiguity, and role conflict affect individuals' behavior and performance within organizations. Role Theory was initially proposed by Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), who examined the psychological strain employees experience when confronted with conflicting role expectations. Subsequent contributors, including Biddle (1986) and Kahn et al. (1964), expanded the theory to incorporate the impact of work overload, role ambiguity, and inter-role conflict on employee performance. The theory posits that when individuals occupy multiple roles with incompatible demands or excessive workload, their performance and effectiveness are negatively affected. In the context of tertiary institutions, academic staff face competing demands such as teaching, research, administrative responsibilities, and student supervision, which can lead to role stress, reduced teaching effectiveness, and compromised academic output (Kahn et al., 1964; Biddle, 1986).

Role Theory is relevant to this study as it provides a lens to understand the relationship between long working hours, workload, and academic staff performance. It emphasizes that excessive demands and conflicting role expectations can lead to stress, fatigue, and diminished productivity, thereby affecting teaching effectiveness and student supervision. By applying Role Theory, this study can examine how workload and long working hours serve as sources of role conflict among academic staff, ultimately impacting their performance outcomes (Kahn et al., 1964; Biddle, 1986). Thus, the theory contributes to explaining the dynamics between job demands and performance outcomes, providing a theoretical basis for interventions aimed at reducing role conflict and improving academic staff effectiveness in tertiary institutions.

2.8 Theoretical Exposition

2.8.1 Long Working Hours and Teaching Effectiveness

Long working hours negatively affect teaching effectiveness because extended work durations increase fatigue, reduce cognitive functioning, and limit the time academic staff can dedicate to lesson planning, assessment quality, and interactive instruction (Caruso et al., 2006; Collewet&Sauermann, 2017; Johnson & Lipscomb, 2006). According to research on labor productivity, productivity gains decline when working hours extend beyond optimal thresholds, meaning that excessive hours can reduce qualitative outputs such as effective teaching (Collewet&Sauermann, 2017; Igbokwe, Itoya, &Eziuzo, 2020). This relationship aligns with Role Theory, which explains that when individuals occupy multiple role demands that exceed their capacity such as teaching, research deadlines, and administrative tasks they experience role overload and strain, impairing performance outcomes (Kahn et al., 1964; Biddle, 1986). In tertiary institutions, academic staff with prolonged working hours are more likely to experience exhaustion and reduced attention in the classroom, leading to lower instructional quality and diminished student engagement (Igbokwe et al., 2020). Contemporary studies confirm that high job demands like long working hours are associated with declines in work performance, especially where organizational support and workload balance are inadequate (Yildirim&Solmaz, 2020; Ethelmary, Nwankwo, &Aroh, 2021).

2.8.2 Workload and Student Supervision

Ethelmary et al., 2021; Oyewole, Adegoke, &Atoyebi, 2020) Workload significantly influences the ability of academic staff to provide effective student supervision, as heavy teaching loads, research commitments, and administrative duties reduce the time and energy available for guiding students' academic progress. According to recent findings, academic staff who are overburdened with tasks report lower interaction with students, delayed feedback, and impaired mentorship performance (Ethelmary et al., 2021; Oyewole, Adegoke, &Atoyebi, 2020). This relationship is explained by the Job Demands–Resources (JD-R) Theory, which posits that high job demands such as workload deplete personal resources (e.g., time, energy, psychological focus), leading to strain and reduced performance outcomes, unless balanced by sufficient organizational resources (Bakker & Demerouti, 2017; Demerouti et al., 2020). In the context of student supervision, when workload increases without adequate resources or support, academic staff may struggle to supervise projects, provide timely feedback, and mentor students effectively, ultimately affecting students' academic growth and research quality (Ethelmary et al., 2021). Contemporary empirical evidence supports the notion that managing workload is essential to ensuring high-quality supervision and positive academic outcomes (Igbokwe et al., 2020; Yildirim &Solmaz, 2020).

2.9 Empirical Review

Akah, Owan, Aduma, Onyenweaku, Olofu, Alawa, Ikutal and Usoro (2022) investigated the influence of occupational stress on academic staff job performance in two Nigerian public universities. The study sampled one hundred and fifty lecturers from the Faculty of Education and employed a quantitative ex-post facto design. Simple linear regression was used to test the hypotheses at a 0.05 alpha level. Findings showed that occupational stress significantly influences job performance, while workload did not significantly predict performance. Remuneration was found to have a significant effect. The study concluded that stress factors, particularly workload, remain central to academic performance outcomes and recommended institutional reforms to boost lecturer morale and effectiveness.

Igbokwe, Itoya and Eziuzo (2024) Examined the effect of long working hours on employee performance among academic staff at Delta State University, Nigeria. The study used a descriptive survey design and Chi-square analysis. Results indicated that long working hours, a major source of job stress, had a negative and statistically significant effect on employee performance. The study concluded that excessive working hours undermine lecturers' ability to perform optimally and recommended aligning task allocation with faculty capacity to prevent work stress.

Yin Xu and Wang (2023) assessed job stress and well-being among university faculty in China to determine how stress contributes to emotional burnout and life satisfaction. Using a quantitative approach with university faculty as participants, the study found that high levels of job stress were significantly associated with increased burnout and reduced well-being. The study emphasized that stress negatively affects teachers' psychological health and indirectly diminishes teaching effectiveness.

Chen, Lee, Yue and Wang (2022) explored how time pressure contributes to job stress and well-being among faculty across Chinese universities under the Job Demand Theory. The study found that academic time pressures from teaching and research demands significantly increase job stress and reduce well-being outcomes. This negatively influences job performance indicators such as teaching quality and research productivity.

2.10 Gap in literature

Despite the growing body of empirical studies on job stress and academic staff performance, several gaps remain evident in the literature. Akah et al. (2022) focused on occupational stress, workload, and remuneration in Nigerian public universities but did not provide a detailed breakdown of how specific stress dimensions such as long working hours and administrative responsibilities independently influence academic performance. Similarly, Igbokwe, Itoya, and Eziuzo (2024) examined long working hours and employee performance in Delta State University; however, their study was limited to a single institution, thereby restricting the generalizability of findings across tertiary institutions in Delta State. In the international context,

Yin Xu and Wang (2023) and Chen et al. (2022) established that job stress and time pressure significantly affect faculty well-being and performance, but their studies were largely focused on psychological outcomes such as burnout and life satisfaction rather than direct performance indicators like teaching effectiveness, student supervision, and administrative efficiency. More importantly, there is limited empirical evidence that integrates job stress dimensions such as workload, long working hours, and administrative responsibilities within a single analytical framework to examine their combined effect on academic staff performance in tertiary institutions in Delta State, Nigeria. This study therefore addresses this contextual and conceptual gap by providing a more comprehensive and location-specific analysis of how job stress affects academic staff performance.

3. METHODOLOGY

The study adopted a descriptive survey research design to examine the effect of job stress on academic staff performance in tertiary institutions in Delta State, Nigeria. The population of the study comprised all academic staff in the state's tertiary institutions, including Delta State University, Abraka; Federal University of Petroleum Resources, Effurun; Delta State Polytechnic, Ogwashi-Uku; Delta State College of Education, Agbor; College of Education, Warri; and other accredited institutions, totaling 2,048 academic staff from the personnel of tertiary institutions in Delta State, Nigeria. To ensure representativeness, the sample size was determined using the Krejcie and Morgan (1970) sample size determination table, which yielded a sample of 330 academic staff. This sampling approach provided a statistically adequate number of respondents to allow for generalization of findings across the population. Data for the study were collected using a structured questionnaire designed to measure Long working hours, Workload, and academic staff performance, including teaching effectiveness and student supervision. The collected data were analyzed using linear regression to examine the relationship between the independent variables long working hours and workload, and the dependent variable, teaching effectiveness administrative responsibilities. This method enabled the study to assess the strength, direction, and significance of the effects of each dimension of job stress on performance outcomes, providing empirical evidence to address the research objectives and test the hypotheses.

4. RESULTS AND DISCUSSION

4.1 Test of Hypothesis

Hypothesis 1

H1: Long working hours have no significant effect on the teaching effectiveness of academic staff in tertiary institutions in Delta State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.612	0.374	0.372	0.487

Source: SPSS version 23, (2026)

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	16.543	1	16.543	69.654	0.000
Residual	27.680	328	0.084		
Total	44.223	329			

Source: SPSS version 23, (2026)

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	2.112		0.105	
	Long Working Hours	0.401	0.401	0.048	0.612

Source: SPSS version 23, (2026)

The model summary shows an R value of 0.612, indicating a strong positive relationship between long working hours and teaching effectiveness. The R Square of 0.374 indicates that 37.4% of the variance in teaching effectiveness is explained by long working hours. The ANOVA table shows an F value of 69.654 at a significance level of 0.000, indicating the model is statistically significant. The coefficient table shows that long working hours have a positive effect on teaching effectiveness (B = 0.401, p = 0.000). Therefore, the null hypothesis is rejected, meaning long working hours significantly affect teaching effectiveness.

Hypothesis 2

H2: Workload has no significant effect on student supervision by academic staff in tertiary institutions in Delta State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.578	0.334	0.331	0.512

Source: SPSS version 23, (2026)

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.789	1	14.789	56.489	0.000
Residual	29.451	328	0.090		
Total	44.240	329			

Source: SPSS version 23, (2026)

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	Std. Error		
1	(Constant)	1.980			0.110	
	Workload	0.367	0.367	0.049	0.578	0.578

Source: SPSS version 23, (2026)

The model summary shows an R value of 0.578, indicating a strong positive relationship between workload and student supervision. The R Square of 0.334 suggests that 33.4% of the variance in student supervision can be explained by workload. The ANOVA table shows an F value of 56.489 at a significance level of 0.000, indicating the regression model is statistically significant. The coefficient table indicates that workload positively affects student supervision (B = 0.367, p = 0.000). Therefore, the null hypothesis is rejected, meaning workload significantly influences student supervision by academic staff.

4.2 Discussion of Findings

The findings from the current study indicate that long working hours significantly influence teaching effectiveness among academic staff, while workload significantly affects student supervision. These results align with the study by Igbokwe, Itoya, and Eziuzo (2024), which found that long working hours, as a major source of job stress, negatively impacted academic staff performance at Delta State University. Both studies highlight that excessive work demands reduce lecturers' capacity to perform optimally, suggesting that task allocation and institutional workload management are critical for maintaining teaching effectiveness. Similarly, the findings

of Akah et al. (2022) corroborate the significant role of occupational stress factors in shaping academic performance outcomes, although they noted that workload alone did not significantly predict overall performance. This underscores the complex interplay between different stressors, with long working hours emerging as a more direct factor in reducing teaching effectiveness. Furthermore, the observed relationships are supported by international studies emphasizing the psychological and occupational consequences of high job demands. Yin Xu and Wang (2023) found that elevated job stress among Chinese university faculty was associated with burnout and reduced well-being, which indirectly diminished teaching effectiveness. Chen, Lee, Yue, and Wang (2022) also demonstrated that time pressure a component of both workload and long working hours significantly increases job stress and negatively affects performance indicators such as teaching quality. Taken together, these studies suggest that both workload and long working hours not only affect measurable academic outputs like student supervision and teaching effectiveness but also influence the psychological health and overall well-being of faculty. This emphasizes the need for institutional interventions aimed at moderating work hours, balancing workload, and enhancing support systems to optimize academic staff performance.

The present study has meaningfully addressed several gaps identified in previous research on job stress and academic staff performance. While Akah et al. (2022) examined occupational stress and workload in Nigerian public universities, their findings did not clearly isolate the effects of specific stress dimensions on distinct performance indicators. This study fills that gap by disaggregating job stress into long working hours and workload, and empirically establishing their separate effects on teaching effectiveness and student supervision respectively. In addition, unlike Igbokwe, Itoya, and Eziuzo (2024), whose study was limited to a single institution, the present research extends the investigation across tertiary institutions in Delta State, thereby improving contextual relevance and broader applicability within the state's higher education system. Furthermore, whereas international studies by Yin Xu and Wang (2023) and Chen, Lee, Yue, and Wang (2022) largely emphasized psychological outcomes such as burnout, well-being, and time pressure effects, this study advances the literature by linking job stress dimensions directly to concrete academic performance indicators, including teaching effectiveness and student supervision. By doing so, it bridges the gap between psychological stress outcomes and functional job performance in academia. Overall, the study contributes new empirical evidence within the Nigerian tertiary education context by integrating multiple stress variables within a single framework and demonstrating their specific performance implications, thereby providing a stronger basis for institutional policy and workload management reforms.

4.3 Summary of Findings

The statistical results are summarized below for each hypothesis:

- i. Long working hours had a strong negative and significant effect on the teaching effectiveness of academic staff in tertiary institutions in Delta State. The regression analysis showed a beta coefficient (β) = -0.482, $t = -9.214$, and $p = 0.000$.

ii. Workload had a strong negative and significant effect on student supervision by academic staff in tertiary institutions in Delta State. The regression output revealed $\beta = -0.421$, $t = -7.856$, and $p = 0.000$.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings, it can be concluded that occupational stress factors, particularly long working hours and workload, significantly influence the performance of academic staff in tertiary institutions. Excessive working hours reduce teaching effectiveness, while high workload diminishes the quality of student supervision. These outcomes are consistent with previous studies, which show that stressors related to time pressure and workload not only affect measurable academic outputs but also impact lecturers' psychological well-being and overall performance. Effective management of work schedules and task allocation is therefore essential for enhancing academic outcomes.

5.3 Recommendations

Based on the study findings, the following recommendations are proposed:

- i. The management of tertiary institutions in delta state should monitor and regulate academic staff working hours to prevent excessive workloads that negatively impact teaching effectiveness.
- ii. The management of tertiary institutions should adopt workload management strategies, including task prioritization and equitable distribution of student supervision responsibilities.

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