



# EFFECT OF STRESS FACTORS ON JOB PERFORMANCE OF ACADEMIC STAFF IN SELECTED PUBLIC TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA

## ABSTRACT

The study examined effect of stress factors on job performance of academic staff in selected public tertiary institutions in Adamawa State. This study adopted descriptive research design, the study was carried out in six (6) selected tertiary institutions in Adamawa Senatorial Zones. i.e. Adamawa State University, Mubi, Moddibo Adama University, Yola Federal Polytechnic, Mubi, Adamawa State Polytechnic, Yola, College of Health and Technology, Michika and

**ASSOCIATE PROF. ALIYU UMARU FUDAMU;  
FRANCIS MICHAEL; MUHAMMED NASIR**

Department of Business Administration, Faculty of Administration and Management Sciences, Adamawa State University, Mubi.

Corresponding Author: [ab14407@gmail.com](mailto:ab14407@gmail.com)

## INTRODUCTION

Across the globe, the academic profession is recognized for its demands, expectations, and pressures. Academic staff members, including lecturers, researchers, and administrative personnel, play a crucial role in shaping the educational landscape and knowledge dissemination. However, they are not immune to stressors associated with their roles and responsibilities. These stressors can originate from a myriad of sources, such as heavy workloads, administrative tasks, research expectations, student-related issues, and institutional policies, to name a few (Peker et, al., 2017).

The effect of stress on job performance is a universal concern. It has been observed that chronic stress can lead to a decline in productivity, increased absenteeism, decreased job satisfaction, and even burnout. Understanding how stress manifests and affects academic staff in Nigerian tertiary institutions is essential, as it can have far-reaching consequences on the quality of education and the overall well-being of educators (Hamza & Shaibu, (2019). This stress could



Adamawa State College of Agric, Ganye, Adamawa State, Nigeria. The sample size for this study was 326 respondents. In determination of the sample size, the researchers will adopt the use of Yamani (1964) formula and Convenient sampling will be use. Primary data was collected and open-ended questions was used in the questionnaire to obtain personal information. While, the data to be collected was organized and prepare for analysis by coding with the help of the Statistical Package for Social Sciences (SPSS) version 21.0. The hypotheses were tested using regression analysis. According to the finding workload has significant effect on academic staff job performance of public tertiary institutions in Adamawa State ( $\beta = 0.213$ ,  $T_{(308)} = 3.779$ ,  $P = 0.000$ ). In addition, the finding shows that time pressure has significantly affect academic job performance of public tertiary institutions in Adamawa State ( $\beta = 0.149$ ,  $T_{(308)} = 2.512$ ,  $P = 0.013$ ). Lastly, the finding revealed that role ambiguity has significant effect on academic staff job performance of public tertiary institutions in Adamawa State ( $\beta = 0.200$ ,  $T_{(308)} = 4.158$ ,  $P = 0.000$ ). The study therefore, recommend that public tertiary institutions in Adamawa State implement strategies to manage and balance the workload of academic staff effectively, time pressure and role ambiguity. The institutions should consider redistributing tasks, hiring additional staff, or integrating technology to streamline administrative duties, thereby allowing academic staff to focus more on teaching and research activities.

**Keywords:** Academic, Job, Factors, Performance, Stress Time Pressure and Workload.

be the result of the working hours or because of management behaviors towards the employees. Despite the fact that many avenues are provided by management of institutions to discuss how the manage employees stress, still some employees don't utilize the opportunities to discuss the problems they are facing and this results in the employees dissatisfaction, and dissatisfaction led to poor performance of the employees (Bayraktar, 2003).

The effect of workload on job performance is not uniform and can vary depending on individual and contextual factors. While some level of workload is necessary to stimulate performance, excessive workload without adequate resources and support can lead to negative outcomes. Effective management of workload and attention to employee well-being are essential for optimizing job performance (Van Den, et al., (2018). Numerous studies have shown that high workload can negatively affect job performance among academic staff. For example, a study by Peker et, al., (2017) found that workload was significantly associated with decreased job performance among university faculty



members. Similarly, a study by Afsar et al., (2018) found that high workload was a significant predictor of decreased job satisfaction and increased job stress among academic staff.

The effects of time pressure on job performance are complex and context-dependent. While some individuals may thrive under time pressure, excessive pressure can lead to negative outcomes. Employers should consider task characteristics, provide adequate support, and promote a balanced approach to time management to optimize job performance and employee well-being (Rook, et al., 2019). Time pressure has also been shown to negatively impact job performance. A study by Dahlin et al., (2018) found that time pressure was associated with decreased research performance among academic staff. In most emerging countries, time pressure is becoming a significant issue (Moore & Tenney, 2012). Time constraints may not have to be viewed or interpreted negatively.

Role ambiguity can have detrimental effects on job performance, including decreased job satisfaction, reduced motivation, increased stress and burnout, lower job performance, higher turnover intention, and negative impacts on team performance. These effects highlight the importance of clear role definitions and effective communication within organizations to enhance employee performance and well-being (Boswell, et al., 2020). Role ambiguity has also been shown to negatively impact job performance.

Moving to a more specific perspective, the study aims to investigate the effect of stress factors on job performance of academic staff in selected public tertiary institutions in Adamawa State, Nigeria. The study focused on academic staff members in these institutions and seek to understand the relationship between stress and job performance.

### **Problem statement**

Stress is a pervasive issue affecting individuals across various professions and industries worldwide. In the context of academic institutions, particularly public tertiary institutions in Adamawa State, Nigeria, academic staff members encounter a range of stress factors that can significantly impact their job performance and overall well-being. The study examined the effect of stress factors on job performance of academic staff in selected public tertiary institutions in Adamawa State. Many public tertiary institutions in Adamawa State may struggle with inadequate resources, outdated facilities, and limited access to research materials and equipment. These resource constraints contribute to increased stress among academic staff, hindering their ability to carry out research and deliver quality education (Boswell, et al., 2020; Rook, et al., 2019).

This is due to a variety of factors such as role in organization, career development, relationship at work, organization structure, climate, employment conflict, hard workload, job uncertainty, confrontations with colleagues or supervisor, lack of job stability, inadequate training in safety, low salary, lack of proper evaluation, monitoring of safety performance, unfair rewards, treatment for compliance to safety provisions,



new curricula, lecturers shortages, lecturers who are burdened with having to make a variety of modifications in their personal and professional lives, shortages of learning and teaching materials, congested timetable, the introduction of new learning areas which deskilled them, exhaustion from work, decreased motivation, dysfunctional attitude and behavior, and working night shifts (Ekienabor, 2016).

The research explored work-related stress factors including work overload, role conflict, role ambiguity, and physical working conditions. Simultaneously, the study assessed job performance dimensions such as job commitment, job loyalty, task accomplishment, and job discipline (Abu-Hussein, Abu-Salih, & Al Saket, 2016). The study's findings revealed a negative impact of job-related stress factors on the performance dimensions studied, aligning with the conclusions of Bashir & Ramay (2016) and Revenio Jalagat (2017). Despite the growing body of literature on the effect of stress on academic staff job performance, there is a paucity of research on this topic in Adamawa State. Furthermore, most of the existing studies have focused on the general effects of job stress on academic staff without considering the specific factors that contribute to job stress in the context of public tertiary institutions in Adamawa State. It is in this view that this study tends to examine the effect of stress factors on job performance of academic staff in public tertiary institutions in Adamawa State.

### **Objectives of the study**

The main objective of this study examined the effect of stress factors on job performance of academic staff in selected public tertiary institutions in Adamawa State. While the specific objectives are to:

- i. ascertain the effect of workload on academic staff job performance of public tertiary institutions in Adamawa State.
- ii. examine the effect of time pressure on academic staff job performance of public tertiary institutions in Adamawa State.
- iii. determine the effect of role ambiguity on academic staff job performance of public tertiary institutions in Adamawa State.

### **Hypotheses of the study**

The following hypotheses are formulated to guide the study:

- H<sub>01</sub>: Workload has no significant effect on academic staff job performance of public tertiary institutions in Adamawa State
- H<sub>02</sub>: Time pressure does not significantly affect academic job performance of public tertiary institutions in Adamawa State
- H<sub>03</sub>: Role ambiguity has no significant effect on academic staff job performance of public tertiary institutions in Adamawa State.



## Conceptual Issues

The concept of work stress factors is defined in several ways, because it covers a whole range of activities. As a result, different authors have come up with different definitions which reflect their special interest in the field.

### Concept of Stress Factors

In today's fast paced world, it is impossible to live without stress. The nature of work has undergone drastic changes with stress appearing almost automatically. It is a worldwide phenomenon that occurs in various forms in every workplace. In today's work life, employees are often required to work strenuously for over long period of time as their responsibilities keep rising. Stress is common in every type of job and people must face it in every facet of life. Stress have been defined in various ways over the years. According to (Konapske & Matteson, 2016) stress is scientifically described as that response of an individual to the outcomes of the external environmental conditions that place excessive psychological, behavioural, and physiological pressures on that individual. It involves how an individual respond to external pressures. Robbins (2016) defined as a dynamic condition in which an individual is confronted with an opportunity, constraints, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.

According to Kanfer and Ackerman (2016), stress is simply a reaction of an employee when certain demands, pressures and professional aspects which are to be faced at the work place do not match their knowledge levels which create or poses a challenge and threat to the capabilities of the employee which in turn would create a struggle for existence in terms of being employed in a place. This therefore implies that, stress exists when an environmental situation presents a demand threatening to surpass an employee's capabilities and resources. From the descriptions, it can therefore be contending that stress is an excessive demand that affect a person physically and psychologically. It has become a common experience among employees as they perform their day-to-day jobs.

### Workload

Workload is the amount of work an individual has to do. It is of note that the actual amount of work (workload) and the worker's perception of the workload are two different things. Workload can also be classified into quantitative (the amount of work to be done) or qualitative (the difficulty of the work). In an occupational setting, dealing with workload can be stressful and serve as a stressor for employees (Millward, 2005). In Onoh (2009), view, stress from work overload may involve unusual long hours of work, loss of sleep and relaxation. According to McQuillan (2008), initially pressures from demands on a person will yield an increase in performance up to a point. After the optimal point of performance however, additional demand pressures will bring a decline in that person's



performance. Workload refers to the amount of work that an individual, group, or organization has to perform in a given period. It can be measured in terms of the quantity and complexity of tasks, as well as the time and effort required to complete them.

Workload is an essential concept in occupational health and safety, as excessive workload can lead to physical and psychological stress, burnout, and reduced job performance. According to the National Institute for Occupational Safety and Health (NIOSH, 1999), workload is a critical factor in determining job stress and its impact on employee health and well-being. NIOSH defines workload as "the physical and mental effort required to accomplish a task or job" (NIOSH, 1999). Another prominent definition of workload is provided by the International Organization for Standardization (ISO). ISO defines workload as "the amount of work that an individual or organization has to do, typically measured in terms of time, effort, or resources required" (ISO, 2018).

### **Time Pressure**

Time is valuable, hence with the commitments people uphold from being a professional to domestic accountabilities, time pushes everyone to squeeze every second they could have (Perlow, 2009). Time pressure seemed to become increasingly a main issue of work in most developing countries (Moore, 2012). Time pressure refers to the perception that there is not enough time available to complete a task or reach a deadline (Baumeister & Showers, 1986). It is a subjective experience that arises when individuals believe that the time available to them is limited, and they need to work efficiently to meet their goals within that time frame. Time pressure can lead to increased stress, reduced task performance, and a greater likelihood of errors and accidents (Manganelli et al., 2020).

### **Role Ambiguity**

Rizzo (2000) well-defined 'role ambiguity' as a mirror of certainty on relationships, time allocation, power, tasks, clear guidance, policies and the aptitude to envisage authorisations as a result of attitude or performance (Tang & Chang, 2010). It is also associated with anxiety (Katz & Kahn, 2008). Role ambiguity ascends when certain parts become unclear, ambiguous and defined poorly and if these are not mentioned or discussed correctly, 'role ambiguity' certainly will arise (Srikanth & Jomon, 2013). Role ambiguity refers to a lack of clarity or uncertainty about the expectations, responsibilities, and objectives of an individual in a particular role or position within an organization. Role ambiguity can lead to job dissatisfaction, low motivation, and poor performance. One definition of role ambiguity is provided by Robbins and Judge (2019), who define it as "a lack of clarity about the expectations and responsibilities associated with a particular role or position." Similarly, Kreitner and Kinicki (2017) define role ambiguity as "the uncertainty that people have about what they are supposed to do or how they are supposed to do it





in their jobs." It is important for organizations to provide clear job descriptions, expectations, and objectives to reduce role ambiguity and improve job outcomes.

### **Job Performance**

Job performance refers to all of an employee's attitudes and behaviours that contribute to attaining the organisation's goals (Demirer, 2019). The idea of job performance, which describes to what extent the intended task is performed from an individual perspective, is the sum of the behaviours displayed by the employee to contribute to the organisation's efforts to achieve its objectives (Tekin & Deniz, 2019). According to Keshin and Gundogan (2019), job performance can be referred to as all employees' actions at work. Performance is linked to the quality of the approach that workers use to do their job. Employees who lack the necessary knowledge, skills, and competencies for the position will be more stressed, and their performance may decrease due to their loss of motivation (Altindag, 2020). Meydan et al (2018) described that employees' attempts to attain work related objectives are called job performance, a component of task and contextual performance.

### **Effect of Workload on Job Performance**

From the terms of employment of academic staff, a lecturer can be said to be job effective if he/she can: effectively impart knowledge; be proficient in research and contribute to society. Aregbeyen (2020) in a study on students' perceptions of effective teaching and effective lecturer characteristics at the Institution of Ibadan, Nigeria, ranked the first ten rated elements of effective teaching out of the thirty-five he listed. The order of ranking was: clear explanations, showing interest and concern in quality of teaching, knowing if the class is understanding or not, coming well prepared to class, having an interesting style of presentation, discussing recent developments in the field, respect for students as persons, identification of what is considered important in lectures, being careful and precise in answering questions and laying emphasis on conceptual understanding.

In the view of Joshua (2012), socially, a institution is expected to serve its immediate and adjoining communities in areas such as public enlightenment through public lectures, seminars, debates. Joshua expanded further that the academic staff can be involved as an individual, or as a staff of the relevant unit of the institution providing the service. Joshua stated further that in times of national assignments where expert knowledge and skills and high levels of responsibilities and integrity are required, like national elections supervision and monitoring of national examinations etc., institution academics are usually relied on to provide such community services. The current trend in developed nations is service learning in which community service is inbuilt into the institution curriculum.



### **Effect of Time Pressure on Job Performance**

In one unique experiment that was conducted, of how time pressure and completion of work impacts the existence of 'cognitive lockup', it was discovered that if most people would have completed their task the likelihood for cognitive lockup is to rise (Schreuder & Mioch, 2018). On the contrary if people execute their task for the second time the probability somehow decreases (Schreuder & Mioch, 2018). However, no effect was seen between time pressure and employees' performance (Schreuder & Mioch, 2018). Few researches e.g. (Van, 2009; Durham, 2000), shared the following concerns that lead time pressure at individual level: performance becomes faster due to the inconsideration of several options; poor quality of work due to inability of executing task in a systematic or effective manner; and more empirical processing of information and those results from refraining of providing adequate resolution or decision. It is obviously not ideal to take more time on all tasks because employees' concern is not only on one task but also about their output – getting the most executed within the limited time given (Kelly & Loving, 2004). Time pressure need not perceived or imply as negative. But in most cases, when employees' performance is impacted by time pressure, they are prone in making more mistakes (Moore et al, 2012).

### **Effect of Role Ambiguity on Job Performance**

According to Johns (2006) there is substantial evidence that role ambiguity can provoke stress. Lack of direction can prove stressful, especially for people who are low in their tolerance for such ambiguity. This arises when employees do not know what is expected of them at the workplace and how their work performances are evaluated. That is, employees do not know how and where they fit into the organization and they are not sure of any reward no matter how well they may perform. American Institute of Stress (2004) projected that the overall organisational cost for American businesses, due to 'job stress would cost more than US\$300 billion annually (Tang & Chang, 2010). Role ambiguity or role conflict occur when some of the processes conflicts or contradicts from the norm and value of the processes applied in the organisation (Ruyter, 2019). The consequences of suffering from harmful chronic stress are divided among three categories these are physiological, psychological and behavioral consequences. Some of the signs of physiological stress are blood pressure, elevated heart rate and headaches whereas the psychological symptoms are nervousness, unhappiness and bad temperedness all these emotions can lead to lack of concentration, indecisiveness and absenteeism. If individuals can't find solutions to their stressors they might end up feeling miserable, mad, and often refuse to believe in the fact that they are caught up in an imaginary life. The Behavioral consequences of persons exposed to chronic stress are greater alcohol consumption, disrespectful behaviors and restlessness (Bloisi et al, 2017).





## Theoretical Framework

### Psychological Job Control Theory

Job control theory has the perceptions of job control over work hours and perceived job autonomy. A key assumption of the literature on flexible work schedules is relating positively to employee perception of job control over scheduling and increased job autonomy. Control is a concept from the demand-control model of work stress. It is defined as the decision latitude employees have over their job tasks (Kossek & Michel, 2010). The demand control model posts positive relationship between worker job demands and the ability to control how and when one performs a job, such as when and how they carry out tasks. It is assumed that a job with high demands and low control will lead to stress. However, if an individual in the same high demand job perceives high control, he/she will experience lower strain. Flexible work schedules are an intervention that could enable greater resources to enhance well-being and improve on performance (Kossek, Valcour & Lirio, 2014).

For the purpose of this study, psychological job control theory was adopted, this is because among the various theory reviewed about psychological job control theory hinged on the relationship between workers job stress and effective stress management. i.e., this particular theory points the positive relationship between worker job demands and the ability to control how and when worker performs a job, such as when and how they carry out tasks without over stressing him/her self and at the same time reaching the targeted objectives and goals of the organization.

### Empirical Review

Adekale, et, al., (2022) carried out study on stress among university students in Osun state, Nigeria. The study used a cross-sectional survey to study 111 University students in Osun State with the aid of Google Form (an online data collection tool). Questionnaire was used to find out the level of stress among students using the Perceived Stress Scale (PSS) which is a ten-item questionnaire that measures the degree to which life situations are appraised as stressful. Findings suggest that majority of the students reported a moderate level of stress. The causes of social, academic, physical, and psychological stress showed that Social Stress (6.14) and Academic Stress (8.05) had higher mean score compared to Physical (5.08) and Psychological Stress (3.44). Stress among students can result in defective judgment, absenteeism self-medication, and addiction to substances like smoking cigarettes, and alcohol drinking. Persistent susceptibility to stressful situations leads to deterioration of academic performance, poor relationship with friends and family members, loss of memory, and severe health problems. To achieve an improved mental wellbeing, university decision makers should provide an enabling physiological, psychological, social, and academic environment coupled with counselling to reduce student's stress.



Deepa and Sultan (2022) conducted study on analysis of the effect of work stress on the work performance of employees. Multiple linear regression techniques was used to analyse the data. The results showed from the information received from respondents that job insecurity, over workload and poor working environment are the major causes that enhance the stress in employees at the workplace. Thus, it was suggested that employers should help the employees to reduce their work stress as a result of improving their work performance.

Ashraf and Shafik (2022) examine the impact of job stress on employee's performance at one of private banks in Egypt during COVID-19 Pandemic. Using survey questionnaire that was distributed among the employees of the bank in all departments and the collected responses were 51 respondents that were taken from a total population of 1,100 employees. The questionnaire is divided into two parts; the demographic profile and the questions related to variables under study. Descriptive statistics are used and the study revealed that the job stressors "role ambiguity and underutilization of skills" has no impact on employees' performance in the banking field in Egypt. However, it is found that work overload has an impact on employees' performance and even more in the covid-19 era.

Jose, et al., (2022) studied the levels of stress, anxiety, and depression in university students from Spain and Costa Rica during periods of confinement and virtual learning. Using Cronbach's alpha, and the effect size was analyzed using Cohen's *d*. The results indicated that levels of depression, anxiety, and stress were mild or moderate despite the confinement and virtual learning associated with the COVID-19 pandemic. Women had higher levels of anxiety than men, and singles had higher levels of anxiety than individuals in other family situations. Younger individuals had higher levels of stress and anxiety.

Nidhin and Clayton (2022) carried out study on job stress and its impact on employees in industries. Using a descriptive study design, to make valid judgments, statistical test were applied and the questionnaire was tested which resulted in 0.65 Cronbach's alpha. Analysis revealed that majority (62.0%) of the respondents has experienced high job stress, while half (50.0%) of the respondents have denoted low social support. The research also presented recommendations for reducing workplace stress based on the findings of the study.

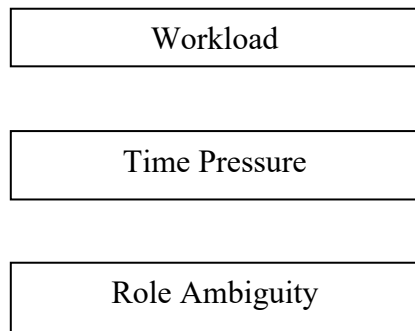
Anjum and Yan (2022) studied the Impact of stress on innovative work behaviour among medical healthcare professionals. The study used SPSS and AMOS for the analysis of the data and the investigation of the combined effects of the model. Exploratory (EFA) and Confirmatory Factor Analysis (CFA) were conducted to ensure the convergent and discriminant validity of the factors, while mediation analysis was done to check the mediating role of health. Results: It has been observed that there is partial mediation of health between eustress and innovative work behaviour whereas supervisor support does not moderate between eustress and health. Furthermore, the results indicate that



distress is negatively associated with innovative behaviour. In addition, health fully mediates between distress and innovative work behaviour. If distress increases negative effects on health, then supervisor support reduces the negative impact of distress on health. Furthermore, supervisor support also reduces the negative impact of health on innovative work behaviour. Conclusion: Our study outlines a hypothetical alternative situation that explains how the two emotions of eustress and distress are brought into play in the innovative work behaviour of the employees. In addition, supervisors play an important role in influencing the sustainable innovation work behaviour of their staff members

### Conceptual Framework

#### Independence Variables



#### Dependent Variable



**Source:** Researchers' Design, 2024

### METHODOLOGY

This study adopted descriptive research design, the population of the study comprised of academic staff of Adamawa State University Mubi, Modibbo Adama University, Yola and Adamawa State College of Agric. The population of Adamawa State University, Mubi consist of 269 academic staff, Modibbo Adama University consisting of 1013 academic staff, Federal Polytechnic, Mubi consisting 746, Adamawa State Polytechnic, (SPY) consisting of 89 academic staff, and Adamawa State College of Agric, Ganye (110) academic staff and College of Health and Technology, Michika consisting of 52 academic staff, totaling 2279 staff. While 340 sample size was determined using Taro Yemini formula. Primary data was be collected to obtained direct communication with the respondents. The data to be collected was organized and prepare for analysis by coding with the help of the Statistical Package for Social Sciences (SPSS) version 21.0. On the other hand, inferential analysis was used for making conclusions on the relationships between the independent (stress factors ) and dependent (job performance) variables.



### DATA PRESENTATION, ANALYSIS AND FINDINGS

The study administered a total of 340 Questionnaire out of which 309 were collected from the various institutions and 31 were not returned. This return constituted a response rate of 90.9% while the unreturned copies of questionnaire are about 9.1%.

#### Research Hypotheses

The following hypotheses are formulated to guide the study:

- H<sub>01</sub>: Workload has no significant effect on academic staff job performance of public tertiary institutions in Adamawa State
- H<sub>02</sub>: Time pressure does not significantly affect academic job performance of public tertiary institutions in Adamawa State
- H<sub>03</sub>: Role ambiguity has no significant effect on academic staff job performance of public tertiary institutions in Adamawa State.

#### Model summary of effect of stress factors on job performance

Variables	Coefficient	Std. Error	T-Values	P-Values	Hypotheses
1 (Constant)	6.716	5.496	1.222	0.003	
Workload	0.213	0.082	3.779	0.000	Rejected
Time pressure	0.149	0.047	2.512	0.013	Rejected
Role ambiguity	0.200	0.066	4.158	0.000	Rejected
R	0.593				
R <sup>2</sup>	0.351				
Adjusted R	0.339				
F-Stats	27.268				
WP					

Source: SPSS Output, (2024)

The result in table above shows that the summary of regression model on the effect stress factors on job performance. The result of Person correlation show that the bivariate relationship between dependent and independent variables are strong and positive ( $r = 0.59$ ). The values of the coefficient of determination (R-Square) extracted from the summary of the regression model shows that stress factors and job performance only explain about 35.1% variation in job performance while the about 64.9% are attributed to variables not included in the model of this study. The analysis of variance (ANOVA) results, which represent the goodness of fit of the model is statistically significant ( $F = 27.268$ ,  $P < 0.05$ ), implying that the variables in the model have jointly predicted the job performance. The regression coefficient for the individual contribution of the independent variables as represented by the unstandardized beta-value of 6.716 indicates that the one unit



increase in stress factor account for 6.716 units increase in the level of job performance, and this relationship between the significant at 1% level of significance. Hence the study concludes that stress factors has significant effect on job performance in public tertiary institutions in Adamawa State, Nigeria.

**H<sub>01</sub>: Workload has no significant effect on academic staff job performance of public tertiary institutions in Adamawa State**

This hypothesis estimates the effect of workload on job performance and the result of the regression model in table above revealed workload has effect on job performance ( $\beta = 0.213$ ,  $T_{(308)} = 3.779$ ,  $P = 0.000$ ). Hence, the null hypothesis was rejected and alternate hypothesis which states that workload has significant effect on academic staff job performance of public tertiary institutions in Adamawa State, was accepted.

**H<sub>02</sub>: Time pressure does not significantly affect academic job performance of public tertiary institutions in Adamawa State**

This hypothesis estimates the effect of time pressure on job performance and the result of the regression model in table above revealed time pressure has effect on job performance ( $\beta = 0.149$ ,  $T_{(308)} = 2.512$ ,  $P = 0.013$ ). Hence, the null hypothesis was rejected and alternate hypothesis which states that time pressure has significantly affect academic job performance of public tertiary institutions in Adamawa State was accepted.

**H<sub>03</sub>: Role ambiguity has no significant effect on academic staff job performance of public tertiary institutions in Adamawa State.**

This hypothesis estimates the effect of role ambiguity on job performance and the result of the regression model in table above revealed role ambiguity has effect on job performance ( $\beta = 0.200$ ,  $T_{(308)} = 4.158$ ,  $P = 0.000$ ). The null hypothesis was rejected and alternate hypothesis which states that role ambiguity has significant effect on academic staff job performance of public tertiary institutions in Adamawa State was accepted.

**Summary of Findings**

- i. The findings revealed that workload has significant effect on academic staff job performance of public tertiary institutions in Adamawa State ( $\beta = 0.213$ ,  $T_{(308)} = 3.779$ ,  $P = 0.000$ ).
- ii. In addition, the finding shows that time pressure has significantly affect academic job performance of public tertiary institutions in Adamawa State ( $\beta = 0.149$ ,  $T_{(308)} = 2.512$ ,  $P = 0.013$ ).



- iv. Lastly, the finding revealed that role ambiguity has significant effect on academic staff job performance of public tertiary institutions in Adamawa State ( $\beta = 0.200$ ,  $T_{(308)} = 4.158$ ,  $P = 0.000$ ).

## CONCLUSION

In conclusion, the study's findings demonstrate that workload significantly impacts the job performance of academic staff in public tertiary institutions in Adamawa State. The heavy demands placed on academic staff appear to influence their ability to effectively perform their duties, indicating a need for better workload management to enhance performance outcomes.

Furthermore, the study reveals that time pressure also plays a critical role in affecting academic job performance. The pressures associated with meeting deadlines and managing multiple tasks simultaneously may undermine the quality of work produced by academic staff, highlighting the importance of time management strategies and institutional support to alleviate these pressures.

Lastly, the findings show that role ambiguity significantly affects academic staff job performance. When academic roles and responsibilities are not clearly defined, it can lead to confusion and reduced effectiveness in job performance. This suggests that public tertiary institutions in Adamawa State should focus on providing clearer job descriptions and expectations to improve academic staff performance.

## Recommendations

- i. Based on the findings, it is recommended that public tertiary institutions in Adamawa State implement strategies to manage and balance the workload of academic staff effectively. Institutions should consider redistributing tasks, hiring additional staff, or integrating technology to streamline administrative duties, thereby allowing academic staff to focus more on teaching and research activities.
- ii. Furthermore, it is advisable for these institutions to introduce comprehensive time management training and provide tools that help academic staff efficiently manage their responsibilities. By offering workshops and resources on time management, institutions can help staff better cope with time pressures, reducing stress and enhancing productivity.
- iii. To address the issue of role ambiguity, institutions should take steps to clarify the roles and responsibilities of academic staff. This can be achieved by providing detailed job descriptions, regular role reviews, and clear communication channels for addressing any uncertainties about job expectations.

## REFERENCES

- Abdul Rahman, N. R. & Ibrahim, R. M. Z. (2020). Describing the impact of occupational stress on employees performances during covid-19 pandemic. *International of business society*. 4(6),68-73.
- Adam, J. & Kamuzora, F. (2008). *Research Methods for Business and Social Studies*. Morogoro: Mzumbe Book Project.





- Adekale, T., A., Oyebade, A., Adeleke, A. A. & Atolagbe, J. E. (2022). Stress Among University Students in Osun State, Nigeria. *International Journal of Health Sciences and Research*.12(7),8-25.
- Afsar, B., Kiani, U. F., & Shahjehan, A. (2018). Impact of workload on job satisfaction and job stress among university teachers in Pakistan. *Journal of Education and Work*, 31(1), 65-79.
- Altindag, O. (2020). Relationship Between Stress Management and Job Performance in Organizations. *International Journal of Research in Business and Social Science*, 9(2), 4349.
- Anjum, A. & Yan. Z. (2022). *The Impact of Stress on Innovative Work Behavior among Medical Healthcare Professionals*. 1-21.
- Aregbeyen, O. (2020). Students perceptions of effective teaching and effective lecturer characteristics at the institution of Ibadan, Nigeria. *Pakistan Journal of Social Sciences*, 7(2), 62-69.
- Ashraf, E. & Shafik, L. (2022). The Impact of Job Stress on Employee's Performance at one of Private Banks in Egypt during COVID-19 Pandemic. *International Business Research*. 15(2),24-40.
- Astin, J. A. (2007). Stress reduction through mindfulness meditation. Effects on psychological symptomatology, sense of control, and spiritual experiences. *Psychotherapy and Psychosomatics*, 66(2), 97-106.
- Baumeister, R. F., & Showers, C. J. (1986). A review of paradoxical performance effects: Choking under pressure in sports and mental tests. *European Journal of Social Psychology*, 16(4), 361-383.
- Bayraktar, C. A., Hancerliogullari, G., Cetinguc, B., & Calisir, F. (2017). Competitive strategies, innovation, and firm performance: an empirical study in a developing economy environment. *Technology Analysis & Strategic Management*, 29(1), 38-52.
- Bin, A. S. (2015). The Relationship between Job Satisfaction, Job Performance And Employee Engagement: An Explorative Study. *Issues in business management and economics*, 4(1), 1-8.
- Bloisi, W., Cook, C.W., & Hunsaker, P. L. (2017). *Management and Organizational Behaviour*. 2<sup>nd</sup> Edition. London. McGraw publication.
- Boswell, W. R., Shipp, A. J., Payne, S. C., & Culbertson, S. S. (2020). Changes in newcomer job satisfaction over time: Examining the pattern of honeymoons and hangovers. *Journal of Applied Psychology*, 89(2), 322-331.
- Cai, G. & Lin, D. (2006). Theory and Practice on Teacher Performance evaluation, *Frontier of Education in China*. 1(1), 29-39.
- Chi, X. C., Yang, Y. S., Wang, Y. H., Gao, J. C., Sui, N., Yang, H. G.Zhang, H. Z.,.(2015). Studying of photoluminescence characteristics of CdTe/ZnS QDs manipulated by TiO<sub>2</sub> inverse opal photonic crystals. *Optical Materials*, 4(6), 350-354.
- Dahlin, J., Blågestad, T., & Grøgaard, J. B. (2018). Time pressure and research performance in business schools. *Journal of Business Research*, 89, 354-361.
- Deepa, S. & Sultan, S. (2022). Analysis of the Effect of Work Stress on the Work Performance of Employees. *Research and Review: Human Resource and Labour Management*. 3(2),1-4.
- Dhruba, L. P. (2020). Work stress and employee performance: an assessment of impact of work stress. *International Research Journal of Human Resource and Social Sciences*. 7(5), 124-136.
- Ekienabor, E. E. (2016). Impact of Job Stress on Employees' Performance And Commitment. *International Journal for Research in Business, Management and Accounting*, 2(5),33-45.
- Evans, A. J. (2008). Occupational Stress in Organisations. *Journal of Management Research*. 8(3). 123-135.
- Hamza, B., & Shaibu, S. (2019). The impact of job stress on the emotional well-being and job performance of academic staff in Nigerian universities. *International Journal of Humanities and Social Science Research*, 1(1), 1-9.
- Isa, K. Q., Ibrahim, M. A., Abdul-Manan, H. H., Mohd-Salleh, Z. A. H., Abdul-Mumin, K. H., & Rahman, H. A. (2019). Strategies used to cope with stress by emergency and critical care nurses. *British Journal of Nursing*, 28(1), 38-42.
- Jose, G., P., Carmen, M., G., M., Khaled, M., G. & Emilio, J. L. S. (2022). *Levels of Stress, Anxiety, and Depression in University Students from Spain and Costa Rica during Periods of Confinement and Virtual Learning*. 1-12.
- Joshua, M. T. (2012). *Lecturing, research publications and community service: The desired balance*. Paper Delivered at Workshop on Professional Values and Empowerment for Academic Staff. By Centre for Teaching and Learning Excellence in collaboration with Dagracem Consult and Services, Institution of Calabar, Calabar.
- Kanfer, R. & Ackerman, P. L. (2016). Work competence: A Person-Oriented Perspective. New York: Handbook of Competence and Motivation. Guilford Publications, 6(3), 336-353.
- Konapske, R. & Matteson, M. (2016). *Organ Behave Manage* New York: McGraw Hill.
- Kreitner, R., & Kinicki, A. (2017). *Organizational behavior*. McGraw-Hill Education.
- Lee, H. (2012). Incentive Contracts and Time Pressure on Audit Judgment Performance. *Managerial Auditing Journal*, 27(3), 263-283.
- Ma, Y., Li, H., Wang, Y., & Li, X. (2021). Job stress and job satisfaction among employees in China: The moderating role of perceived organizational support. *Frontiers in Psychology*, 12, 639013.
- Manganelli, R. L., Masullo, M., & Riva, M. A. (2020). Time pressure and cognitive performance: A review and meta-analysis. *Psychonomic Bulletin & Review*, 27(6), 1075-1094.
- Mark, A. D. (2010). *Stress And Its Effects On Employees Performance – A Case Study Of Ghana Ports And Harbours Authority*, Takoradi, Institute of Distance Learning Kwame Nkrumah University of Science and Technology.
- Moore, D. A., and Tenney, E. R. (2012), "Time Pressure, Performance, and Performance", Neale, M.A. and Mannix, E.A. (Ed.) *Looking Back, Moving Forward: A Review of Group and Team-Based Research (Research on Managing Groups and Teams, Vol. 15)*, Emerald Group Publishing Limited, Bingley, pp. 305-326.
- National Institute for Occupational Safety and Health (1999). *Stress at work*. DHHS (NIOSH) Publication No. 99-101.



**AUGUST, 2024 EDITIONS. INTERNATIONAL JOURNAL OF:  
EDUCATIONAL RESEARCH & LIBRARY SCI. VOL. 5**

- Nidhin, K., G. & Clayton, M. F. (2022). Job Stress and its Impact on Employees in Industries. *Journal of academia and industrial research*, 11(1), 1-7.
- Peker, A., Alkan, C., & Demirtas, O. (2017). Impact of work overload on job performance and job satisfaction of university faculty members: empirical evidence from Turkey. *International Journal of Educational Management*, 31(6), 853-868.
- Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15(2), 150-163.
- Robbins, S. (2016). *Organizational Behavior*. (11th Edition.), India: Dorling Kindersley Publishing. Accessed 2nd January, <https://pdfs.semanticscholar.org/f436/6c05609c46242f050df36848265e918e28b.pdf>
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior*. Pearson.
- Rook, L., Zijlstra, F. R. H., & Oerlemans, W. G. M. (2019). The influence of time pressure and time adequacy on worker performance, well-being, and work-life balance. *European Journal of Work and Organizational Psychology*, 28(5), 678-691.
- Yuhong, M., Juan, W., Xuefeng, W., & Guoliang, Z. (2020). Job stress and academic performance of university teachers in China: The mediating effect of job satisfaction. *Frontiers in Psychology*, 1(1), 1-10.
- Zhang, F., & Parker, S. K. (2019). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review. *Journal of Organizational Behavior*, 40(2), 126-146.