

Impact of Excess Workload on Lecturers' Job Performance in the Management of Colleges of Education in Kaduna State, Nigeria

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Abstract: *This study investigated the effect of excess workload on lecturers' job performance in the management of Colleges of Education in Kaduna State, Nigeria. Two research questions and two corresponding hypotheses guided the study. A survey research design was employed. The population for the study consisted of 3,304 respondents, comprising 1,714 lecturers and 1,590 senior management staff from the three Colleges of Education in the state. Using an appropriate sampling technique, a total of 346 respondents, made up of 180 lecturers and 166 senior management staff, were selected for the study. Data were gathered using a structured questionnaire titled Excess Workload and Lecturers' Job Performance Questionnaire (EWOLJOPQ). The instrument was subjected to expert validation and a pilot study, after which its reliability was determined using the Cronbach Alpha technique, resulting in a reliability coefficient of 0.83. Collected data were coded and analyzed with the Statistical Package for Social Sciences (SPSS) version 21.0. Descriptive statistical tools such as frequency distribution, mean, and standard deviation were used to answer the research questions, while the hypotheses were tested using the t-test at the 0.05 level of significance. The results revealed that excessive teaching workload and administrative duties have significant effects on lecturers' job performance in Colleges of Education in Kaduna State. Consequently, it was recommended that college management should regularly assess and equitably distribute teaching and administrative responsibilities in line with lecturers' areas of specialization and workload capacity, and also promote periodic course rotation to reduce burnout and improve instructional effectiveness.*

Keywords— Excess Workload, Lecturers' Job Performance, College Management, Colleges of Education, Academic Productivity, Kaduna State Nigeria

1. INTRODUCTION

Across societies worldwide, education has consistently been regarded as a fundamental pathway to sustainable development and a secure future. Within this sector, Colleges of Education occupy a strategic position, as they are responsible for preparing teachers who will in turn shape subsequent generations. Central to the effectiveness of these institutions are lecturers, whose roles extend beyond classroom instruction to the transmission of knowledge, skills, and professional values. In recent times, however, increasing demands placed on lecturers in higher education institutions have raised serious concerns, particularly regarding the issue of excessive workload and its implications for job performance (Deepthi, Tiwari, Lourens, Raj, Reddy and Singla, 2023).

Workload refers to the array of duties or responsibilities assigned to employees in the execution of their professional roles. According to Osaat and Ekechukwu (2017), it encompasses all tasks that an employee is required to perform as part of their work activities. In the case of lecturers, workload extends beyond teaching to include administrative and non-teaching responsibilities associated with student instruction. Excessive workload arises when the responsibilities assigned to an employee exceed their capacity to complete them efficiently within the available time (Chinguwo, 2023). This often results from a mismatch between job demands and the resources provided, such as time, personnel, and support. Such imbalances are common in

many workplaces and can negatively affect both employees and organizational outcomes.

Job performance refers to the degree to which an individual effectively completes assigned tasks, ultimately influencing the success of an organization (Emikpe & Ileuma, 2024). In the educational setting, the performance of lecturers is essential for achieving institutional goals and promoting academic excellence. Lecturers in Colleges of Education are required to perform multiple interrelated responsibilities, including teaching, research, administrative assignments, supervision of students, and participation in community service. Although these duties are essential to the smooth functioning of academic institutions, the cumulative effect often results in workload pressure that exceeds lecturers' functional capacity. As institutional expectations continue to expand, lecturers are increasingly exposed to work-related stress, burnout, and job dissatisfaction, conditions that may adversely affect the quality of teaching, research output, and overall institutional effectiveness (Agbonna, Akeju, Yakubu and Fasola, 2022). The consequences of excessive workload manifest in several dimensions of lecturers' professional activities. High teaching loads, coupled with extensive administrative obligations and the supervision of numerous students' projects and co-curricular activities, significantly reduce the time available for research engagement and instructional innovation.

Effect of Excessive Teaching Load on Lecturers' Job Performance in Colleges of Education

Traditionally, teaching has been considered a low-stress profession, but over the last three decades, this perception has changed significantly. Izuegbu (2023) emphasized that numerous studies now identify teaching as one of the most stressful professions compared to other jobs. Current research on workplace stress highlights psychosocial factors that affect job performance, strain, and employee health. Teaching staff are primarily responsible for core academic functions such as research and instruction, which require adequate facilities and resources to ensure high satisfaction and effectiveness. However, in contemporary secondary schools and tertiary institutions, teachers' workloads have expanded beyond teaching and research to include significant administrative responsibilities.

Lecturers are central to the functioning of tertiary institutions, as they are primarily responsible for teaching and preparing students with the knowledge and skills necessary for both personal growth and societal development (Amie-Ogan & Fekarurhobo, 2021). The teaching profession demands dedication and consistent effort, including preparing lessons thoroughly, being punctual, delivering lectures regularly, assessing students through assignments, tests, and examinations, and marking scripts to generate results (Osaat & Ekechukwu, 2017). In addition to these core teaching duties, lecturers frequently handle supplementary responsibilities that may compete with their instructional roles. Such tasks include acting as examination officers, coordinating seminars, serving as heads of departments or deans, supervising undergraduate and graduate projects, attending academic conferences, and publishing research. Lecturers may also be assigned larger class sizes than recommended, sometimes exceeding the National Universities Commission (NUC) standard of 30 students per lecturer (Osaat & Ekechukwu, 2017; Amie-Ogan & Fekarurhobo, 2021). These additional demands can place significant pressure on lecturers, affecting their capacity to maintain high-quality teaching and overall job performance. According to Adeolu and Arinze (2018), teachers' workloads are influenced by factors such as class size, subject areas, service conditions, school policies, staff strength, and individual abilities. Amie-Ogan and Fekarurhobo (2021) cited a study by Scholastic and the Gates Foundation (2011) indicating that the average teacher works 53 hours per week. Additionally, 78% of teachers reported insufficient planning time to adequately prepare and deliver lessons due to the number of courses assigned each term or semester. This workload challenge is exacerbated in Nigerian tertiary institutions, where understaffing often leaves lecturers with excessive responsibilities.

Okodeso (2022) noted that teachers' workload is often measured by the number of lessons taught, weekly contact hours, or class size relative to recommended standards. A study by Siniscalco (2018) comparing Nigerian and European schools found that the recommended teaching load for

teachers is 28 hours per week, comprising 48 periods of 40 minutes each. However, structural imbalances and teacher shortages in some schools often prevent adherence to these standards. The World Bank recommends more efficient use of existing teachers through multi-subject teaching and shared assignments across schools. Excessive class sizes, particularly those exceeding 70 students, create challenges in classroom management, assessment, and individualized student monitoring, which can demotivate teachers and negatively affect student performance (Okodeso, 2022).

Lecturers in many Nigerian universities often teach five to six or more courses per week across various programmes, including pre-degree, part-time, postgraduate, and sandwich programmes (Richard, 2012). This heavy workload contributes to high stress levels, affecting health, sleep, and the quality of teaching. Lecturing involves teaching, examining students, supervising laboratory experiments, and overseeing research projects. Despite these responsibilities, lecturers are often assigned multiple courses simultaneously, including participation in continuing education programmes (Amie-Ogan & Fekarurhobo, 2021). Workload-induced frustration often arises from additional time demands that interfere with personal and family life, creating work-family conflict. Such frustration reduces effectiveness, increases burnout risk, and may provoke deviant behaviours such as absenteeism, lateness, poor decision-making, physical aggression, and emotional exhaustion. Excessive workload can also cause role conflict, restlessness, sleeplessness, cynicism, and reduced personal accomplishment all hallmark symptoms of burnout (Orluwene, 2013).

Effect of Excessive Administrative Responsibilities on Lecturers' Job Performance in Colleges of Education

Administration involves the arrangements and activities required for directing and controlling the operations of an organisation or planned activity (Amie-Ogan and Fekarurhobo, 2021). In recent years, academics across the globe have experienced a noticeable increase in administrative workload. In this regard, Osaat and Ekechukwu (2017) explained that administrative or service responsibilities undertaken by academic staff alongside teaching and research in tertiary institutions can be classified into two broad categories: service to the institution and service to the discipline. Service to the institution refers to leadership and administrative roles performed by academic staff at various levels, including the department, college, division, institute, campus, or university. Such responsibilities involve active participation in institutional committees that address policy issues and organisational directives. These roles may include chairing committees, serving as committee members on a regular basis, and contributing to institutional governance. In addition, senior academic staff are often expected to engage in formal mentoring of junior colleagues, while departmental and college citizenship remains a general expectation for all

faculty members. On the other hand, disciplinary service entails active involvement in professional and governmental organisations at local, state, regional, national, or international levels. This form of service may include holding executive positions in professional bodies, committee membership, conference planning, peer reviewing, media engagement, participation in external evaluation teams, jurying creative works, and providing professional expertise to relevant agencies (Amie-Ogan & Fekarurhobo, 2021).

Lecturers constitute a critical stakeholder group within the academic community, as they are primarily responsible for teaching and research functions in tertiary institutions. Teaching, in itself, is a demanding task that requires thorough preparation through extensive research, effective classroom delivery, and continuous assessment of students' learning outcomes (Osaat & Ekechukwu, 2017). Beyond these core responsibilities, lecturers are also expected to perform several additional duties within the institution, many of which are complex and, at times, conflict with their primary academic roles. According to Osaat and Ekechukwu (2017), such duties include serving as examination officers, course or chart coordinators, directors, heads of departments, deans, provosts, and supervisors of undergraduate and postgraduate projects, theses, and dissertations. Participation in conferences and engagement in academic publications also form part of these expectations. These additional responsibilities, when combined with teaching and research obligations, often result in an expanded workload for academic staff. Osaat and Ekechukwu (2017) noted that the accumulation of administrative tasks frequently exposes lecturers to work-related stress and associated health challenges, which may adversely affect their effectiveness and overall job performance. In a related argument, Deepthi et al. (2023) observed that the increasing assignment of administrative duties to educators has generated scholarly debate regarding its implications for productivity and resilience. While some researchers contend that excessive administrative workload undermines educators' productivity and contributes to burnout and reduced performance, others maintain that lecturers possess the resilience needed to cope with such demands without compromising teaching quality. Excessive workload among lecturers is a growing concern that significantly impacts their job performance, manifesting in reduced teaching quality, decreased research output, and diminished engagement in student mentoring. As higher education institutions demand more from lecturers in terms of

Methodology

The study employed a descriptive survey research design, which was considered suitable due to its efficiency and cost-effectiveness in gathering relevant information. The descriptive survey design enables the researcher to systematically describe the occurrence, distribution, and characteristics of variables within a defined population without manipulating them. The target population consisted

course preparation, grading, administrative duties, and research expectations, lecturers often find themselves stretched too thin to maintain the high standards expected of them. This overwhelming workload leads to burnout, which in turn negatively affects their ability to deliver effective lectures, innovate in their teaching methods, and provide the necessary support to students.

Moreover, the burden of excessive workload limits lecturers' capacity for scholarly research, a critical component of their professional responsibilities. When time and energy are disproportionately allocated to administrative tasks and heavy teaching loads, there is little room left for research activities, which are essential for academic advancement and the generation of new knowledge. This not only stifles individual career growth but also hinders the institution's overall research output and reputation, as well as the development of the academic discipline (Kanwal, Rafiq & Afzal, 2023).

Objectives of the study

1. assess the effect of excessive teaching load on lecturers' job performance in Colleges of Education in Kaduna State;
2. determine the effect of excessive administrative responsibilities on lecturers' job performance in Colleges of Education in Kaduna State;

Research Questions

1. To what extent does excessive teaching load affect lecturers' job performance in Colleges of Education in Kaduna State?
2. To what extent do excessive administrative duties affect lecturers' job performance in Colleges of Education in Kaduna State?

Research Hypotheses

H01: There is no significant difference in respondents' opinions regarding the effect of excessive teaching load on lecturers' job performance in Colleges of Education in Kaduna State.

H02: There is no significant difference in respondents' opinions regarding the effect of excessive administrative duties on lecturers' job performance in Colleges of Education in Kaduna State.

of 714 lecturers and 1,590 senior management staff. The study sampled a total of three hundred and forty-six (346) participants, consisting of 180 lecturers and 166 senior management staff. The sample size was determined using the Research Advisors (2006) sample size table. The main instrument used for data collection was a structured questionnaire. Descriptive statistics, including frequency counts and means, were used to answer the research questions. The t-test was employed to test the five null hypotheses at a 0.05 significance level.

RESULT AND DISCUSSION

Research Question One: What is the extent of impact of excess teaching load on lecturers' job performance in colleges of education in Kaduna State?

Table 1: Impact of Excess Teaching Load on Lecturers' Job Performance in Colleges of Education in Kaduna State, Nigeria

SN	Item Statements	Respondents	SA	A	U	D	SD	Mean	SD
1.	Preparation of lecture notes impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	50	87	8	27	8	3.200	1.135
		SMS	23	52	18	32	41	2.903	1.432
2.	Excess hours of classroom teaching impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	6	81	25	14	54	2.838	1.358
		SMS	16	58	23	17	52	3.813	1.438
3.	Provision of excess teaching feedback to student impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	60	68	22	15	15	3.205	1.226
		SMS	45	37	26	28	30	3.765	1.468
4.	Excess students' engagement impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	6	84	38	42	10	3.188	1.012
		SMS	13	69	31	37	16	3.156	1.149
5.	Excess continuous assessment preparation impacts on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	4	90	45	35	6	3.283	0.917
		SMS	4	64	45	27	26	3.957	1.130
6.	Management of excess classes impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	4	62	58	39	17	2.983	1.016
		SMS	14	49	48	46	9	3.921	1.061
7.	Organization and delivery of excessive courses impacts on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	-	80	35	59	6	3.050	0.952
		SMS	9	72	34	30	21	3.108	1.154
8.	Marking of students' scripts impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	31	82	19	29	19	3.572	1.246
		SMS	24	52	17	58	15	3.072	1.267
9.	Reporting of students' results impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	-	84	28	28	40	2.866	1.225
		SMS	7	75	29	24	31	3.018	1.233
10.	Invigilation of students' examinations impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	50	68	15	45	2	3.338	1.163
		SMS	44	46	26	41	9	3.548	1.267
Average Mean								3.28	1.19

Source: Fieldwork, 2025

Table 1: Presents the perceptions of lecturers and senior management staff regarding the impact of excess teaching load on lecturers' job performance in colleges of education in Kaduna State. The table shows an average response mean of 3.28, which exceeds the decision mean of 3.0. Most of the individual items also recorded means above the threshold,

indicating a clear consensus among respondents. These findings suggest that excess teaching load significantly affects lecturers' job performance in the colleges of education, highlighting the need for effective workload management to enhance teaching efficiency and overall performance.

4.2.2 Research Question Two: What is the extent of impact of excess administrative duties on lecturers' job performance in colleges of education in Kaduna State?

Table 2: Impact of excess administrative duties on lecturers' job performance in colleges of education in Kaduna State, Nigeria

SN	Item Statements	Respondents	SA	A	U	D	SD	Mean	SD
1.	Excess administrative duties impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	25	64	31	55	5	3.727	1.122
		SMS	22	56	24	48	16	3.879	1.239
2.	Organising students' excess files impact on lecturers' job performance in colleges of education in Kaduna State.	Lecturers	66	44	15	40	15	3.411	1.389
		SMS	30	45	17	18	56	3.849	1.563
3.	Registering of excess students affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	8	63	43	16	50	3.794	1.301
		SMS	1	90	47	19	9	3.331	0.890
4.	Scheduling appointment with students affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	46	34	26	63	11	3.772	1.327
		SMS	24	51	19	48	24	3.018	1.327
5.	Receiving and responding to students' academic complaints affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	5	64	43	29	39	3.816	1.212
		SMS	9	64	54	22	17	3.156	1.061
6.	Keeping track of students' attendance during lectures affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	55	40	35	-	50	3.444	1.192
		SMS	28	52	24	47	15	3.668	1.402
7.	Attending faculty and departmental meetings regularly affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	56	42	42	-	40	3.633	1.142
		SMS	41	58	22	30	15	3.518	1.287
8.	Handling students' records and documents affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	-	97	43	26	14	3.238	0.970
		SMS	18	69	29	24	26	3.174	1.264
9.	Participation in students' admissions and induction programmes affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	-	95	41	18	26	3.138	1.092
		SMS	19	58	29	33	27	3.054	1.289
10.	Involvement in school committees affect lecturers' job performance in colleges of education in Kaduna State.	Lecturers	21	100	11	21	27	3.188	1.552
		SMS	51	61	18	17	19	3.349	1.320
Average Mean								3.45	1.24

Source: Fieldwork, 2025

Table 2 presents the perceptions of lecturers and senior management staff regarding the effect of excess administrative duties on lecturers' job performance in colleges of education in Kaduna State. The table indicates an average response mean of 3.45, which is above the decision mean of 3.0. Most individual items also recorded means exceeding the threshold,

reflecting a strong consensus among respondents. These results suggest that excess administrative duties significantly affect lecturers' job performance, emphasizing the need for balanced administrative responsibilities to maintain efficiency and effectiveness in academic roles.

Hypothesis One: There is no significant difference in the opinions of respondents on impact of excess teaching loads on lecturers' job performance in colleges of education in Kaduna State.

The data collected through the administered questionnaire was analysed using t-test statistic. The summary of the analysis is presented in table 3

Table 3: Summary of independent sample t-test on the impact of excess teaching loads on lecturers' job performance in colleges of education in Kaduna State

Participants	N	Mean	SD	df	t-cal.	t-crit.	Sig. (2-tailed)	Decision
Lecturers	180	22.746	8.557					

				344	4.585	1.96	.002	Rejected
SMS	166	17.733	8.720					

Source: Fieldwork, 2025

Table 3 shows the t-test analysis of the opinions of lecturers and senior management staff regarding the impact of excess teaching loads on lecturers' job performance in colleges of education in Kaduna State. The results indicate a calculated t-value (t-cal.) of 4.585, a critical t-value (t-crit.) of 1.96, and a

p-value of 0.002 ($P < 0.05$). Since the p-value is less than 0.05, the null hypothesis is rejected, indicating a significant difference in the opinions of lecturers and senior management staff on the impact of excess teaching loads on lecturers' job performance.

Hypothesis Two: There is no significant difference in the opinions of respondents on impact of excess administrative duties on lecturers' job performance in colleges of education in Kaduna State.

The data collected through the administered questionnaire was analysed using t-test statistic. The summary of the analysis is presented in table 4.

Table 4: Summary of independent sample t-test on the impact of excess administrative duties on lecturers' job performance in colleges of education in Kaduna State

Participants	N	Mean	SD	df	t-cal.	t-crit.	Sig. (2-tailed)	Decision
Lecturers	180	14.123	7.289	344	13.231	1.96	.010	Rejected
SMS	166	20.141	8.115					

Source: Fieldwork, 2025

Table 4 presents the t-test analysis of lecturers' and senior management staff's opinions regarding the impact of excess administrative duties on lecturers' job performance in colleges of education in Kaduna State. The results show a calculated t-value (t-cal.) of 13.231, a critical t-value (t-crit.)

of 1.96, and a p-value of 0.010 ($P < 0.05$). Since the p-value is less than 0.05, the null hypothesis is rejected, indicating a significant difference in the opinions of lecturers and senior management staff on the effect of excess administrative duties on lecturers' job performance.

Findings

The study established the following major findings:

1. Excess teaching loads significantly impact lecturers' job performance in colleges of education in Kaduna State.
2. Excess administrative duties significantly impact lecturers' job performance in colleges of education in Kaduna State.

Discussion of Findings

The findings of this study indicated that excessive teaching loads have a significant effect on lecturers' job performance in Colleges of Education in Kaduna State. As a result, the null hypothesis stating no significant difference in respondents' opinions on this issue was rejected. This result is consistent with Osaat and Ekechukwu (2017), who observed that

lecturers often perceive their workload as heavy, and when it exceeds manageable levels, teaching efficiency and effectiveness decline. High teaching loads, especially when combined with other responsibilities, can increase stress, reduce focus, and lower overall performance. Orluwene (2013) further highlighted that work overload may contribute to negative outcomes such as absenteeism, poor decision-making, emotional exhaustion, and decreased personal accomplishment, which are common indicators of burnout.

The study further found that excess administrative duties significantly affect lecturers' job performance. Accordingly, the null hypothesis regarding administrative duties was rejected. This outcome corroborates Osaat and Ekechukwu (2017), who observed that additional administrative responsibilities often enlarge lecturers' workload, creating stress and associated health challenges that impair performance. Deepthi et al. (2023) also support this finding,

noting that administrative duties can reduce teachers' productivity and resilience, often resulting in burnout and lower overall performance. In the same vein, Bentley et al. (2013) found that lecturers overcommitted to non-academic tasks, including administrative work, experience declines in research output, which can hinder promotions, grants, and professional recognition, ultimately affecting their career progression.

Conclusion

Based on the findings of this study, it was concluded that excess workload significantly affects lecturers' job performance in Colleges of Education in Kaduna State. Excess teaching load was found to negatively impact lecturers' ability

to deliver quality instruction, engage in research activities, and effectively carry out other core academic responsibilities

Recommendation

1. The management of colleges in Kaduna State should assess and realign teaching assignments based on each lecturer's capacity and area of expertise, while also promoting regular rotation of courses to reduce burnout and improve teaching effectiveness.
2. The college management should also simplify administrative processes and explore automation where possible to reduce the burden on lecturers. This will enhance their efficient handling of administrative task

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