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EMOTIONAL EXHAUSTION AS DETERMINANT OF ACADEMIC STAFFS JOB PERFORMANCE IN THE SELECTED PRIVATE UNIVERSITIES

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Abstract

Academics at Universities are going through a lot of stress in performing their statutory function in Nigeria, holding to variations trendy facilities available to their disposal. Given this, this study investigated emotional exhaustion as determinant of academic staffs' job performance in selected private universities. Descriptive survey research was adopted, the unit of analysis was the selected private universities and a simple random sampling technique was used to select respondents for the study from the target population. The underpinning theory is Conversation of Resources Theory.

The study found that emotional exhaustion significantly affects academic staffs' job performance and work relationships and it was recommended that universities should regulate the tasks for academic staff and enhance mentorship; workplace counselling should be encouraged to reduce work and occupational stress. Nigerian universities ought to develop and implement a comprehensive leaves and sabbaticals policies, specifying eligibility, duration, and application procedures that allow academic staff to take breaks for personal development, rest, or family commitments. Such a policy must be in the public domain for fairness and consistency.

Keywords: *emotional, exhaustion, performance, sabbaticals, workplace counselling*

JEL Codes: *I31, M51, M52,*

1. Introduction

Researchers have been on the desk for years as a result of the effect of overworked and obsessed productivities because of poorly managed work culture (World Health Organization [WHO] 2019), which has led to burnout and its antidote for years, there is something deeper about human nature: lack of exercising the human brain. Work has been an elemental constituent of human existence from time immemorial once an individual starts working, there is a possibility that such individuals will use up a great part of their years working (WHO, 2019). According to Janina *et al.* (2022), working as a lecturer is regarded to be sensitively challenging which has resulted in a comparably high number of lecturer agonies. It is an occupational phenomenon driven by a chronic imbalance between job demands (workload pressure, poor working environment), and job resources is characterised by extreme tiredness, reduced ability to regulate cognitive, emotional processes, and mental distancing (Aneke & Uzochukwu, 2024; Schaufeli, 2018). Teaching is often described as a stressful work environment with a large number of stressors, such as student misbehavior, workload, and time pressure (Abos *et al.*, 2019).

Emotional exhaustion occurs in the academic staff due to multiple tasks, inhuman targets which have severe consequences on lecturers' performance, and also affect students' performance and motivation (Klusmann *et al.*, 2021). The diversity in the work environment of the academic environment is becoming appropriate on account of the technological advancement in the workplace which

brings about stress experienced by the personnel in the academic work, academic staff is expected to be effective at work and stable in life, academics experience higher stress than those in the general public due to workloads, hours of work, and incompatible task management all of these amount to strain and develop gradually to emotional exhaustion when academia is worn out at work (Asturias *et al.*, 2021). Emotional exhaustion, arising from extended exposure to stressors, not only affects the well-being of teaching staff but also plays a pivotal role in determining their overall quality of service. The ability to manage and mitigate emotional exhaustion is crucial for sustaining motivation, performance, and the delivery of high-quality academic contributions and good interpersonal relationships. The level of interpersonal relationships and service quality added shape to the challenges of job performance for academicians (Aneke and Uzochukwu, 2024 ;Jimoh *et al.*, 2020).

Building positive relationships with students, colleagues, and administrators is vital to a thriving academic community. However, navigating diverse personalities, addressing conflicting expectations, and fostering a collaborative atmosphere are demanding, the quality of service in terms of academic advising, mentorship, and overall support for students and colleagues contributes significantly to the overall success and reputation of the university in the world has impacted positively on the academic performance of the academia (Jimoh, 2023). Quality performance varies and changes over time (Lalatendu, 2021) quality service is associated with the ability of employees to deliver good products at the right time respond to customer complaints, meet clients' requests with assigned goals, fulfil expectations, and achieve assigned goals for the organizations this has a direct impact on the organization's image (Latlatendu, 2021). Jimoh (2023), opined that effective emotional exhaustion management needs to plan continuous professional development, effective time management, and cultivation act of positive quality service by acknowledging and proactively addressing these challenges, universities can create an environment that supports academic staff in achieving excellence in their knowledge dissemination, research endeavors, and service to the academic community limits stress at workplace while Mushonga and Ukpere (2023) noted that one of the aftermath of downsizing is occupational stress which can be in form of exhaustion.

2. Literature Review

Emotional exhaustion signifies a feeling of being jammed at work and it is the key component of burnout characterised by cynicism and reduced efficacy (Schaufeli *et al.*, 2001). Maslach *et al.* (2001) stated that when employees are

burned out, it is a sign of emotional exhaustion. Studies have recognised a wide range of job demands and resources as an experience of burnout and job demands have been the most important links of emotional exhaustion (Bakker *et al.*, 2017). The JD-R model recommended that burnout hurts job performance, studies have provided more evidence to support the proposition that job demands predict employee performance through emotional exhaustion. Emotional exhaustion is the mood of being tired result of heavy workloads in the place of work (Zhang *et al.*, 2021). Emotional exhaustion happens when an individual is facing an overstretched load, time at work place (Labrague *et al.*, 2021).

Emotionally exhausted people will desire to reduce themselves from a depleted work place, creating a higher return intention and more intentions toward withdrawal from the organization. Studies have indicated the significant support of emotional exhaustion as a predictor of many critical outcome variables, for instance, turnover intentions (Catton, 2020; Mo *et al.*, 2020). The COVID-19 pandemic has increased the probability of emotional exhaustion in healthcare workers due to high stress and overload (Kang *et al.*, 2021). Emotional exhaustion refers to the situation in which people feel that they can no longer give more of themselves on an affective level, it is a situation of depletion of one's power or emotional assets (Marrau *et al.*, 2022). Moreover, emotional exhaustion develops from an acute to a chronic problem when faced with persistently stressful circumstances (Martínez-Líbano *et al.*, 2021).

Williams *et al.* (2018), stated that emotional exhaustion occurs in students since its detrimental imbalances between the effort and the rewards they receive in return for their studies while the consequences of emotional exhaustion in students are as complex as mental distress, related to smoking and alcohol consumption are unhealthy lifestyle (Tlili *et al.*, 2020). Emotional exhaustion can also lead to depression (Al-Alawi *et al.*, 2019) and (Farrell *et al.*, 2019) feelings of abandonment while life becomes unbearable in general (Salmela-aro, 2017). The more practical consequences such as dropping out of school are evident (Williams *et al.*, 2018). Potentially leading to sleep disorders, depression, suicidal thoughts, and ideation are found in the middle age (Martínez-Líbano *et al.*, 2021). According to Maslach (1982), emotional exhaustion is the soonest manifestation of burnout. Therefore, it requires substantial attention from researchers and managers alike. Emotional exhaustion leads to considerable tangible and intangible costs. The substitution of an emotionally exhausted academic with an inexperienced one is going to be one of the hugest expenses connected with emotional exhaustion (Karatepe & Aleshinloye, 2009).

Emotional Exhaustion and Job Performance Generally, it is perceived that burnout is related to diminished job performance. Wright and Cropanzano (1998) found that emotional exhaustion was associated with job performance among social welfare workers. Emotional exhaustion was found as the most significant predictor of job performance after controlling for positive and negative. Similarly, the findings of Singh et al. (1994) study have shown that burnout, including emotional exhaustion, resulted in a substantively significant but negative effect on job performance. Wright and Bonett (1997) in their 3-year study of human services personnel examined the relationship between burnout and job performance. A negative and significant relationship was established between emotional exhaustion and job performance. A negative significant impact of burnout on performance among salespersons in Australia has also been reported by Lo *et al.* (2001), Witt *et al.* (2004) examined the relationship between emotional exhaustion and service quality ratings among call centre customer service representatives of a financial services institution, the study found that low levels of emotional exhaustion consequence influence high performance among the representatives.

Student's performance can be badly affected by the various disturbing, behavioural, cognitive, and physiological reactions caused by emotional exhaustion (Galbraith et al., 2015). Álamo *et al.* (2020) reported that lecturers generally have emotional imbalance at work; Emotional exhaustion is a core component of job burnout while emotions are based on where they lie, numerous in magnitudes, such as valence, stimulation and negative activation (Diefendorff *et al.*, 2019). Buzzetti Bravo (2021) opined that approach-avoidance emotions are discrete and should, therefore, be considered separately as a unique experiential state this position was corroborated the works of Mushonga and Ukpere (2023). Lecturers' emotions are usually conceptualised as resulting from prolonged job-related stress and the unkind and negative emotion that results from various aspects of the teaching experiences (Williams *et al.*, 2018). Arising from the above, objectives and hypotheses are postulated:

The objectives of the study are;

1. Determined the effect of emotional exhaustion on service quality in the selected private Universities in South-West Nigeria
2. Explore the effect of emotional exhaustion on work relationships in the selected private Universities in South-West Nigeria.

Evolving from the objectives were the hypotheses formulated for the study

Ho₁: Emotional exhaustion does not have a significant influence on academic staff's service quality in the selected private Universities in South-West Nigeria

Ho₂: Emotional exhaustion does not have a significant influence on academic staff's work relationship in the selected private Universities in South-West Nigeria

2.1 Theoretical Review

The theories and frameworks used to examine emotional exhaustion as a determinant of academic staff's job performance in selected private Universities in south-west, Nigeria. Popular among them is the Role and Conversation of Resources Theory (COR). The prominent theoretical perspective that this study engages and picked as the underpinning theory is the COR which predicts that resource loss is the principal ingredient in the stress process. Resource gain, in turn is seen as importance in the context of loss. Since resources are also used to prevent resource loss, at each stage of the stress process people are increasingly vulnerable to negative stress howls that if on-going result is rapid and impactful loss spirals. COR theory is seen as an alternative to appraisal-based stress theories because it relies more centrally on the objective and culturally construed nature of the environment in determining the stress process, rather than the individual's personal construe. COR theory has been successfully employed in predicting a range of stress outcomes in organizational settings, health, education, and the service sector, following traumatic stress, and in the face of everyday stressors.

2.2 Empirical Review

The study reviewed literature relevant to the variables as discussed in the objectives. Firstly, Levi *et al.* (2022) researched Occupational stress and academic staff job performance in two Nigerian universities. The quantitative ex-post facto research design, questionnaire was used for data collection, and simple linear regression analysis was used. The prediction of workload was negatively non-significant on the job performance of academics. The provision of institutional amenities has a positive but non-significant prediction on academic staff job performance in the two public universities. It was concluded that occupational stress significantly influences the job performance of lecturers in universities. The study is found to be related dimensionally.

Furthermore, Adekunle (2022), researched Influence of personal and occupational stressors on the job performance of library staffs' in private

Universities in Oyo state, Nigeria. A survey research method and correlation type were adopted, and data collected was analysed using the table of frequency, percentage counts and mean analysis the result showed underachieving, financial problems, bitterness, job uncertainty, relationships, and health issues are stress stimulants that contribute to personal stress among library employees in private universities in Oyo State. Disregarding library users, pitiable working conditions, overtime, overload, and using their own resources to work constitute major work-related stressors for library staff, the stressors are significantly linked with absenteeism, low productivity, resignation, lateness, sleeplessness, and alcoholism.

Safeer (2023) studied Impact of occupational stress on productivity of University employees. The study adopted a descriptive research design; the study's target population was recruited from Shifa Tameer-e-Millat University departments. The sample size of $N = 125$ was calculated using Rao-software. A questionnaire was used to obtain quantitative data while the data was gathered through the survey research method and SPSS (Version 27) was used to analyse the data while the data was computed using Chi-square and percentage analysis, the findings indicated that occupational stress has a significant effect on employee productivity and there is a significant difference in the impact of job stress on male and female employees, it also indicated that more than 80% of the employees are experiencing occupational stress.

Chin-Hung Wang (2020) Relationships among workplace incivility, work engagement, and job performance. This empirical study explored how co-worker incivility and customer incivility affect the work engagement and job performance of frontline employees. The methodology is to investigate the incivility and characteristics of hospitality industry workplaces, this study recruited frontline employees from tourist hotels as study participants. Convenient sampling was employed, questionnaire was used for data collection. Findings indicate that co-worker incivility and customer incivility reduced work engagement and job performance. The effects of co-worker incivility on work engagement and job performance are greater than those of customer incivility. Furthermore, work engagement has a positive effect on the job performance.

Bouckenoghe et al. (2022) opined a curvilinear relationship between work engagement and job performance, the roles of feedback-seeking behaviour and personal resources. The study examines the curvilinear relationship between employees' work, engagement and job performance. Data gathered from 190 employees and their supervisors in Ukraine and from 171 employees and their supervisors in Pakistan reveal that although work engagement enhances job

performance, the effect occurs at a declining rate as work engagement increases. Feedback-seeking behaviour moderates this curvilinear relationship, so the decline in the rate at which work engagement enhances job performance is mitigated by higher levels of feedback-seeking behaviour. Furthermore, after controlling for the role of feedback-seeking behaviour, the curvilinear effect of work engagement on job performance is mediated by personal resources (i.e., self-efficacy, optimism, and resilience).

3. Methodology

The study utilized the cross-sectional survey research design to understand a particular population at a time and generate facts and information about the concept at hand (emotional exhaustion and job performance), cross-sectional survey research design was used as it allows a structured questionnaire and consequently obtain data for analyses, it also give the researcher the opportunities to determine the population for the study. The selected private Universities in the south-west were chosen as a unit of analysis, the Universities were chosen because of the longstanding uninterrupted academic calendar, National Universities Commission (NUC) accreditations, information communication technology (ICT) as a medium of teaching and communication. The population of the study comprises the academic staffs of the Universities as of (2023) stood at 1,276 (Registry unit of the universities) while stratified sampling was employed to ensure there is adequate representation of the population, using an online calculator (Rao software) the sample size is 296. a structured questionnaire was administered to 296 academic staffs. Likert scale of 1-5 (strongly disagree to strongly agree) was used, descriptive statistics and simple regression analyses was used to analyses the data generated from the questionnaire on the independent variable (Emotional Exhaustion) and dependent variable (Job Performance)

4. Results

For the study, 296 Questionnaires were distributed to the employees of the selected private Universities of south-west Nigeria. At the end of three weeks, a total of 275 copies of the questionnaire were retrieved. The response rate of 93% is presented in Table 1. The response rate can be adjudged as sufficiently okay for further statistical analysis and inference since it is above 70% although scholars disagree on an acceptable threshold the acceptable benchmarks range from 50% (acceptable) to 70% (very good) for analysis and publication (Ajibola, 2019; Babbie, 2016).

Table 1: Response Rate Distribution

Questionnaire	Frequency	(%)
Response	275	92.91%
Non-response	21	7.09%
Total	296	100%

4.1 Demographic Information of the Respondents

Table 2 indicates that both the Males and Females participated in the study. From the results, 228 respondents were male representing 82.9% of the respondents. The remaining 47 were of female gender reflecting 17.1% of the respondents under study. This indicated that more males participated in the research than female respondents. Table 2. Also indicated that the respondents whose ages were between 36 and 45 years constitute the majority, which is represented by 52.4% of the total respondents in the study. This group was followed by those whose ages were below 36 years with 29.5% of the respondents. Respondents whose ages were above 45 years constituted 12% of the total respondents in the study and constituted the minority respondents in the research. This shows that the younger lecturers participated more in the study than the older ones.

Table 2. Also indicates that the majority of the respondents were married which was over 53% of the total respondents that participated in the study. Of those who were single at the time of the study 18% divorces made up 28%, and separated were 0% The implication is that the married participated more in the study than the widow and single. Considering the work experience the result in Table 2 shows that the majority (67%) of the respondents had between 6-10 years of service. This was followed by those (23%) who served between 11 and 15 years. Only 9% of the respondents served up to 5 years and below. This implies that the majority of the respondents served more than 6 years, which gives credence to the distribution of the sample of this study because of the higher percentage therefore; they are considered suitable for the study, given their years of service.

The highest educational qualification of the respondents shows that 54% of the staff respondents hold a Master's degree, 22% have a Ph.D, and 23.3% have a Bachelor's Degree and Higher National Diploma (Technologist). Therefore, this indicates that Master's degree holders are the dominant survey. This indicated that the respondents had sufficient education to respond to the questionnaires making

them suitable for the study. This was in line with the position of (Delighted, 2023 & Ajibola, 2019) who opined that a higher rate is better. As evident from the above the respondents are suitable for the study and thus capable of providing relevant input to the questionnaire.

Table 1: Demographic Characteristics of Respondents

Variables	Characteristics	Frequency	Percentage (%)
Gender	Male	228	82.9
	Female	47	17.1
Age	35 years and below	81	29.5
	36 - 45 years	144	52.4
	46 - 54 years	33	12.0
	55 years and above	17	6.2
Marital Status	Single	50	18.2
	Married	147	53.5
	Divorced	78	28.4
Highest Educational Qualification	Ph. D.	62	22.5
	Master's Degree	149	54.2
	Bachelor's Degree/ HND	64	23.3
Work Experience	less than 5 years	26	9.5
	6 - 10 years	185	67.3
	11 - 15 years	64	23.3
	above 16 years	0	0
University	Afe Babalola University	41	14.9
	Caleb University	48	17.5
	Crescent University	62	22.5
	Achiever's University	48	17.5
	Joseph Ayo Babalola University	46	16.7
	Ajayi Crowther University	30	10.9

Table 3: Descriptive Statistics on Emotional Exhaustion

Statement		Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree	Total	Min	Max	Mean	SD
I feel emotionally drained from my work	N	9	38	133	95		275	2	5	4.14	0.772
	%	3.3	13.8	48.4	34.5		100				
I feel used up at the end of the work day	N	0	20	152	103		275	3	5	4.30	0.598
	%	0	7.3	55.3	37.5		100				
I feel tired when I get up in the morning and to face another day	N			78	197		275	4	5	4.72	0.452
	%				28.4	71.6	100				
I feel the task at work gives rise to my home conflict	N			6	97	172	275	3	5	4.60	0.533
	%			2.2	35.3	62.5	100				
I feel pain and tired at work	N				102	173	275	4	5	4.63	0.484
	%				37.1	62.9	100				

Table 3. Show the respondents' opinions on various issues about emotional exhaustion on academic staff's job performance in the selected private Universities in south-west Nigeria. The study found that, 3.3% of the respondents strongly agreed that they felt emotionally drained from their work, 13.8% were undecided, 48.4% disagreed, and 34.5% indicated that they strongly disagreed with the statement. The results show that over 82% disagreed that they felt emotionally drained from their work. This is attested to by the mean score of 4.14 which is closer to 5 than 1 and the standard deviation of 0.772 which is closer to 1 than 0. Also, 7.3% of the respondents were undecided on the statement that "I feel used up at the end of the work day", 55.3% disagreed and 37.5% strongly disagreed that they felt used up at the end of the work day. On average, the respondents disagreed

that they felt used up at the end of the workday (mean = 4.30, standard deviation = 0.598).

From the results, 28.4% of the respondents disagreed that they felt tired when they got up in the morning and faced another day, and the majority (71.6%) strongly disagreed. On average, the respondents disagreed that they felt tired when they got up in the morning to face another day, and the majority (mean = 4.72, standard deviation = 0.452). Further, a majority (62.5%) of the respondents strongly disagreed that they felt the task at work gave rise to their home conflict, 35.3% of the respondents disagreed and only 2.2% of the respondents were undecided. On average, most of the respondents disagreed with the statement that they felt the task at work gave rise to their home conflict (mean = 4.60, standard deviation = 0.533). This result implies that they disagree with the statement.

Similarly, the majority (62.9%) of the respondents strongly disagreed that they felt pain and tired at work, and 37.1% disagreed. Averagely, most of the respondents disagreed with the statement that they felt pain and tired at work (mean = 4.63, standard deviation = 0.484). The result points out that work does not give rise to their home conflict. The results indicated that emotional exhaustion does not affect academic staff's job performance in the selected private universities in the south-west. The finding of this study correlates with the findings of (Adekunle, 2022) and (Mohd *et al.*, 2022), who reported that employees recorded stress as a result of institutional factors and affected work performance negatively. However, the finding of this study was contrary to the findings of (Nugraha *et al.*, 2022), who submitted that having the right amount of stress aids work performance in their research.

Table 4: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328	.205	.208	.128
a. Predictors (Constant), Emotional Exhaustion.				

4.2 ANOVA Model of Emotional Exhaustion and Academic Staff's Job Performance

From Table 4 it is noticeable that the generated significance value is .032 which is greater than the critical value 0.05 at 95% confidence level. This implies that the model is statistically insignificant in predicting the outcome variable. The model also shows a calculated F-value of 5954.360 which is greater than the F-critical value of 3.90 and the level of significance is 0.032 which is greater than 0.05 thus showing that the model is statistically not significant in predicting the influence of emotional exhaustion on academic staff's job performance. This implies that the model is capable of measuring the variables.

Table 5: ANOVA Model of Emotional Exhaustion and Academic Staff's Job Performance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97.886	1	97.886	5954.360	.032 ^b
	Residual	4.488	273	.016		
	Total	102.374	274			
a. Dependent Variable: Academic staff Job Performance						
b. Predictors: (Constant), Emotional Exhaustion.						

Table 6: Regression Coefficients of Emotional Exhaustion and Academic Staff's Job Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.009	.069		-14.699	.032
	Emotional Exhaustion	-1.175	.015	.978	77.164	

Table 7: Descriptive Statistics on Work Relationships

Statement		Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree	Total	Min	Max	Mean	SD
I help others who have heavy workloads	N				62	213	275	4	5	4.77	0.419
	%				22.5	77.5	100				
I go out of my way to help a new employee	N		10	23	115	127	275	2	5	4.31	0.774
	%		3.6	8.4	41.8	46.2	100				
I get a personal interest in other employees	N		22	61	73	119	275	2	5	4.05	0.988
	%		8	22.2	26.5	43.3	100				
I pass relevant information to co-workers	N		30	53	71	121	275	2	5	4.03	1.035
	%		10.9	19.3	25.8	44	100				
I care less about other employees' concerns	N			33	105	137	275	3	5	4.38	0.691
	%			12	38.2	49.8	100				

Table 7 displays the respondents' perspectives on the influence of emotional exhaustion on academic staff's work relationships in the selected private universities in South-West Nigeria. These findings answer research question two and allow the researcher to meet goal number two of the study. The study found that respondents disagreed that, I help others who have heavy workloads (22.5%) disagreed and (77.5%) strongly disagreed with the statement. These results show that 100% disagreed that they help others who have heavy workloads. This is attested to the (mean score of 4.77 with standard deviation of 0.419). Moreover, (2.5%) of the respondents were undecided on the statement that I go out of my way to help a new employee, (46.2%) strongly disagreed, (8.4%) were undecided, (41.8%) disagreed and (3.6%) strongly disagreed that I go out of my way to help a new employee. On average, the respondents disagreed that I go out of my way to help a new employee (mean = 4.31, standard deviation = 0.774). The results show that the respondents strongly disagreed that I have a personal interest in other

employees 43.3%, strongly disagreed (22.2%) undecided, (26.5%) disagreed and 8% strongly agreed of the respondents. On average, the respondents disagreed that I have a personal interest in other employees (mean = 4.05, standard deviation = 0.988).

Further, a majority (44%) of the respondents strongly disagreed that I pass relevant information to co-workers (25.8%) of the respondents disagreed while 19.3% were undecided and (10.9%) strongly agreed. On average, most of the respondents disagreed with the statement that I pass relevant information to co-workers (mean = 4.03, standard deviation = 1.035). This result implies that they disagree with the statement that (I pass relevant information to co-workers). Similarly, a majority (49.8%) of the respondents strongly disagreed that I care less about other employees' concerns, (38.2%) of respondents disagreed and 12% were undecided. On average, most respondents disagreed with the statement that I care less about other employees' concerns, (mean = 4.38, standard deviation = 0.691). The result shows that they are careless about other employees' concerns. The result inferred that the participants disagreed with all the items on the proxy (Work Relationship) of job performance in the selected private universities in the south-west.

Table 8 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328	.205	.208	.128

a. Predictors (Constant), Emotional Exhaustion.

4.5 ANOVA Model of Emotional Exhaustion and Work Relationships

Table 9. it is noticeable that the generated significance value is .030 which is greater than the critical value 0.05 at 95% confidence level. This implies that the model is statistically not significant in predicting the outcome variable. The model also shows a calculated F-value of 5654.350 which is greater than the F-critical value of 3.90 and the level of significance is .030 which is greater than 0.05 thus showing that the model is statistically not significant in predicting the influence of emotional exhaustion on academic staff's Work Relationship. This implies that the model is good at measuring the variables.

Table 9 ANOVA Model of Emotional Exhaustion and Work Relationship

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97.886	1	97.886	5654.350	.030
	Residual	4.488	273	.016		
	Total	102.374	274			

a. Dependent Variable: Work Relationship

b. Predictors: (Constant), Emotional Exhaustion.

Regression Coefficients of Emotional Exhaustion and Work Relationship

Findings in Table 4 indicate that there is a strong negative correlation between emotional exhaustion and academic staff Work Relationship with $R = .328$, unstandardized beta coefficient values of $.328$, and standardised beta coefficient $B = -1.175$ in Table 6. Thus, for every unit increase in emotional exhaustion, academic staff's work relationship will decrease by 1.175 ($.328$ standardized coefficient beta) units. Also from Table 9 the coefficients were significant with p -value = $.030$ which was greater than the alpha level of 0.05 . Hence, the null hypothesis for this study is accepted and the study concluded that emotional exhaustion has no statistically significant influence on academic staff's work relationship in the selected private universities in South-West, Nigeria.

Table 4.6 Regression Coefficients of Emotional Exhaustion and Work Relationship

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.009	.069		-14.699	.030
	Emotional Exhaustion	-1.175	.015	.978	77.164	

5. Discussion of Findings

The study investigated emotional exhaustion as a determinant of academic staff's job performance of the selected private Universities in south-west, Nigeria. Specifically, the study found that emotional exhaustion contributed to academic staff's job performance and work relationships. Findings concluded that emotional

exhaustion has a statistically significant influence on academic staff's job performance in the selected private universities in South-West, Nigeria. The study findings are consistent with (Hussain et al., 2022) that a favourable impact of emotional exhaustion and work environment on job satisfaction can be utilized to enhance academic staff's job performance. The results were also in line with (Fay et al., 2021) who worked on emotional labour, emotional exhaustion, and job satisfaction in the hospitality industry and reported that surface acting and emotional exhaustion were positively associated with job performance.

Moreover, emotional exhaustion has a statistically significant influence on academic staff's work relationship in the selected private Universities in south-west, Nigeria. The study findings are consistent with Aneke and Uzochukwu (2024) studied the effect of work-life balance, burnout, and workload on employee performance at transportation service companies in Bandung city. Simultaneously, the results were also in line with researchers that opined an increase in work engagement does not necessarily lead to the continuous growth of job performance, which may reflect an inverted U-shaped relationship (Bouckenoghe *et al.*, 2022) However, academics proposed an increase in work engagement, employee emotional, cognitive and forward-looking behaviours will positively improve academic staff work relationship (Wang and Chen, 2020).

6. Conclusion and Recommendations

Based on its findings, this study concluded that emotional exhaustion is an emerging phenomenon that affects academic staff's job performance in the selected private universities in south-west, Nigeria. The conclusion drawn from the findings herewith, the following recommendations were made to enhance job performance in Nigerian universities. The study is limited to private universities in south-west Nigeria with two variables, and the methodology are limitations to the study. the study found that emotional exhaustion have a significant impact on academic staff's job performance and work relationships based on this finding, the study recommended that Universities should regulate the number of tasks to prevent stress which will later turn into an inability to accomplish a given task and mentorship should be in place to enhance work relationship, universities should integrate workplace counselling in to reduce work and occupational stress. Nigerian universities should develop and implement a comprehensive leaves, sabbaticals policies specifying eligibility, duration, and application procedures that allow academic staff to take extended breaks for personal development, rest, or family commitments. Such a policy must be in the public domain for employees'

access; these will ensure fairness and consistency. On the foregoing, it's suggested that further research should delve more into the variable, methodology, and the public and private across the six geopolitical zones to extend the study for a better broader view.

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