MENTAL HEALTH AND EMPLOYEE PERFORMANCE
(A STUDY OF ACADEMIC STAFF AT THE UNIVERSITY OF BENIN, NIGERIA)

OEIMUEN

MGS……….

HUMAN RESOURCE MANAGEMENT

FACULTY OF MANAGEMENT SCIENCE

UNIVERSITY OF BENIN,

BENIN CITY.

JANUARY, 2025

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

This study examined the influence of mental health on employee performance among academic staff of the University of Benin, Edo State. Mental health remains a critical determinant of workplace effectiveness, as psychological conditions such as anxiety, depression, obsessive–compulsive disorder, and work-related stress shape employees' motivation, concentration, and productivity. The specific objectives of the study were to:

examine the effect of anxiety on employee performance,

assess the influence of depression on employee performance,

evaluate the effect of obsessive–compulsive disorder on employee performance, and

determine the influence of work-related stress on employee performance.

A survey research design was employed, and structured questionnaires were administered to 115 academic staff selected through stratified random sampling. Data were analysed using descriptive statistics, correlation analysis, and multiple regression analysis. The findings revealed that anxiety had a negative and statistically significant effect on employee performance (B = –0.236, p = 0.000), depression had a negative and statistically significant effect (B = –0.257, p = 0.000), obsessive–compulsive disorder also had a negative and statistically significant influence (B = –0.286, p = 0.000), while work-related stress showed a strong negative and statistically significant effect on employee performance (B = –0.271, p = 0.000). The overall regression model (R^2 = 0.696; F = 62.950; p = 0.000) indicated that the mental health variables collectively explained 69.6% of the variance in employee performance, demonstrating a strong model fit.

The study concludes that mental health significantly predicts employee performance, and that poor psychological well-being particularly high stress, OCD tendencies, anxiety, and depressive symptoms, reduces academic staff productivity, task efficiency, and commitment. It recommends that the University of Benin strengthen its mental health support systems

through counselling services, stress-management programmes, clear workload structures, and comprehensive wellness initiatives to enhance staff well-being and organisational performance.

CHAPTER ONE

INTRODUCTION

Background of the Study

In today's rapidly evolving work environment, the success of organisations increasingly depends on their ability to sustain a healthy and productive workforce. Mental health has emerged as a central factor influencing employee performance, engagement, and overall organisational effectiveness. The ability of an employee to focus, remain innovative, and give one hundred percent to assigned responsibilities depends heavily on his or her mental well-being (Adewale and Olatunji, 2022). Unlike physical health initiatives that are often visible and well-structured, mental health remains underexplored in many institutions, despite its profound effect on employees' motivation, creativity, and job satisfaction (Okafor and Omoregie, 2023).

Mental health, according to Adewale and Olatunji (2022), refers to a state of internal balance that enables individuals to think clearly, manage stress, and maintain positive relationships within and outside the workplace. It reflects an individual's emotional and psychological capacity to cope with challenges and function effectively. In the view of Okafor and Omoregie (2023), mental health is the foundation of an individual's overall well-being, encompassing the ability to adapt to pressures, demonstrate resilience, and make sound decisions in both personal and professional contexts. Similarly, Eze and Omoruyi (2021) define mental health as the ability of an employee to maintain emotional stability, self-control, and motivation necessary to perform effectively under demanding work conditions. Ogunyemi and Ehigie (2024) describe mental health as a multidimensional construct that involves the cognitive, emotional, and behavioral components of human functioning which determine how individuals perceive and respond to workplace demands.

From these definitions, it is evident that mental health extends beyond the absence of psychological disorders. What is consistent across these perspectives is that mental health remains central to an employee's ability to focus, stay motivated, and perform optimally. Therefore, mental health can be understood as the psychological foundation that enables employees to manage stress, maintain composure, and contribute meaningfully to the achievement of organisational goals (Adeosun and Akinyemi, 2023).

Employee performance, according to Okon and Adetunji (2021), refers to the extent to which an employee successfully executes assigned duties and contributes to the achievement of organisational objectives. It reflects both the quality and quantity of work produced within a specified period and serves as a key indicator of organisational effectiveness. In the view of Adeyemi and Ugochukwu (2022), employee performance encompasses the level of commitment, efficiency, and consistency demonstrated by an employee in fulfilling job expectations and organisational goals. Similarly, Eze and Omoruyi (2021) define employee performance as the ability of an individual to translate knowledge, skills, and attitudes into productive outcomes that align with organisational standards and performance benchmarks. Ajayi and Bello (2023) describe employee performance as a multidimensional concept that includes task performance, contextual performance, and adaptive performance, each contributing to the overall success of an organisation.

Despite these varied perspectives, a common understanding emerges that employee performance is not limited to task completion but extends to engagement, initiative, and adaptability in changing work environments. Therefore, employee performance can be understood as the consistent demonstration of competence, motivation, and commitment that enables individuals to contribute meaningfully to the strategic goals and long-term sustainability of the organisation (Adewale and Olatunji, 2022).

Mental health plays a fundamental role in shaping employee performance as it directly influences an individual's motivation, concentration, and ability to cope with workplace demands. Employees with stable mental health demonstrate higher levels of engagement, creativity, and resilience, which translate into improved productivity and organisational commitment (Okafor and Omoregie, 2023). Conversely, poor mental health conditions such as anxiety, depression, and chronic stress impair decision-making, reduce focus, and weaken interpersonal relationships, leading to absenteeism, low morale, and diminished work quality (Ogunyemi and Ehigie, 2024). According to Ajayi and Bello, (2023) when employees experience psychological strain or emotional exhaustion, their cognitive functioning and capacity for innovation decline significantly, thereby undermining overall organisational performance. Maintaining sound mental health therefore ensures that employees remain motivated, adaptable, and capable of delivering consistent and high-quality performance within a supportive work environment (Adewale and Olatunji, 2022).

Nigeria presents a complex and evolving picture regarding mental health and its influence on employee performance. In recent years, awareness of mental well-being has increased across certain sectors, yet many organisations continue to treat it as a peripheral concern rather than a strategic priority (Adewale and Olatunji, 2022). Sectors such as banking, telecommunications, and oil and gas have begun integrating workplace wellness programmes and counselling services into their human resource systems to improve employee morale and productivity (Okafor and Omoregie, 2023). For instance, some leading banks have introduced stress management and employee assistance programmes aimed at addressing burnout and emotional fatigue, which have contributed to higher engagement and reduced absenteeism (Ajayi and Bello, 2023). Similarly, telecommunications firms have incorporated flexible work arrangements and mental health awareness campaigns to enhance resilience and job satisfaction among their employees (Ogunyemi and Ehigie, 2024).

In contrast, sectors such as education, manufacturing, and public administration continue to struggle with widespread mental health challenges among workers. In Nigerian universities, underfunding, work overload, and irregular compensation have led to growing levels of anxiety, depression, and burnout among academic staff, which in turn affect teaching quality, research output, and overall institutional performance (Akinyemi and Adeosun, 2023). The manufacturing and public sectors also face similar issues due to poor work conditions, job insecurity, and lack of access to mental health support services. These disparities highlight that the degree to which mental health is prioritised within organisations directly shapes employee productivity and engagement. Where mental health is supported through structured policies, employees are more motivated, focused, and efficient; where it is neglected, performance levels remain low, ultimately impeding organisational and national development (Okon and Adetunji, 2021).

1.2 Statement of the Research Problem

In today's competitive and performance-driven environment, the ability of organisations to maintain a mentally healthy workforce has become a critical factor in sustaining employee productivity and organisational effectiveness (Adewale and Olatunji, 2022). Despite increasing recognition of the importance of mental well-being, many institutions in Nigeria continue to face challenges that undermine employee performance, particularly in sectors such as education, manufacturing, and public service (Okafor and Omoregie, 2023). These challenges are closely linked to core dimensions of mental health, namely anxiety, depression, obsessive–compulsive disorder, and work-related stress.

Anxiety remains a major concern for employees striving to meet demanding work expectations in environments characterised by instability and limited institutional support. Among academic staff, constant pressure to publish, teach large classes, and meet administrative deadlines often leads to excessive worry, restlessness, and difficulty concentrating, which diminish

performance and creativity (Ajayi and Bello, 2023). The absence of structured coping mechanisms or access to mental health resources intensifies these conditions, leaving employees vulnerable to burnout and declining job satisfaction.

Depression also represents a growing psychological challenge affecting employee motivation and overall productivity. In many Nigerian universities, persistent underfunding, inadequate facilities, and irregular compensation have created an atmosphere of frustration and hopelessness among academic staff (Ogunyemi and Ehigie, 2024). These conditions contribute to low morale, absenteeism, and disengagement, which directly affect teaching efficiency and research output. Employees experiencing depression are often unable to maintain enthusiasm or concentration, resulting in poor job performance and limited institutional growth.

Obsessive–compulsive disorder, though less frequently discussed, has become increasingly noticeable in professional environments where employees experience heightened pressure for perfection and control. Among academic workers, this manifests in repetitive checking, over-analysis of tasks, and difficulty delegating responsibilities (Akinyemi and Adeosun, 2023). Such behavioural patterns consume valuable time, reduce productivity, and hinder collaborative work, particularly in settings where teamwork and shared research are essential for institutional success.

Work-related stress remains the most pervasive mental health challenge confronting Nigerian employees today. Within universities, excessive workloads, bureaucratic delays, limited recognition, and poor work-life balance have resulted in chronic stress that affects the physical and psychological well-being of staff (Okon and Adetunji, 2021). Continuous exposure to stressful conditions leads to fatigue, irritability, and emotional exhaustion, which negatively influence concentration, decision-making, and commitment to institutional goals.

Collectively, these challenges demonstrate that while mental health is a crucial determinant of employee performance, its management in Nigerian workplaces remains inadequate and

inconsistent. Specifically, the prevalence of anxiety, depression, obsessive–compulsive disorder, and work-related stress continues to hinder the ability of academic staff to perform optimally, thereby affecting teaching quality, research productivity, and institutional competitiveness. This underscores the need for empirical investigation to examine the influence of mental health on the performance of academic staff of the University of Benin, with the aim of identifying practical strategies that can enhance psychological well-being and improve overall organisational outcomes.

1.3 Research Questions

The study will be guided by the following research questions:

1. Does anxiety affect employee performance among academic staff of the University of Benin?

2. To what extent does depression influence employee performance among academic staff of the University of Benin?

3. Is there a relationship between obsessive–compulsive disorder and employee performance among academic staff of the University of Benin?

4. What is the effect of work-related stress on employee performance among academic staff of the University of Benin?

1.4 Research Objectives

The broad objective of this study is to examine the influence of mental health on employee performance among academic staff of the University of Benin. The specific objectives are to:

1. Examine the effect of anxiety on employee performance among academic staff of the University of Benin.

2. Explore the relationship between depression and employee performance among academic staff of the University of Benin.

3. Evaluate the effect of obsessive–compulsive disorder on employee performance among academic staff of the University of Benin.

4. Identify the relationship between work-related stress and employee performance among academic staff of the University of Benin.

1.5 Research Hypotheses

The following null hypotheses were formulated to guide the study:

H0$_1$: Anxiety has no significant effect on employee performance among academic staff of the University of Benin.

H0$_2$: Depression has no significant effect on employee performance among academic staff of the University of Benin.

H0$_3$: Obsessive–compulsive disorder has no significant effect on employee performance among academic staff of the University of Benin.

H0$_4$: Work-related stress has no significant effect on employee performance among academic staff of the University of Benin.

1.6 Scope of the Study

This study investigates the impact of mental health on employee performance among academic staff of the University of Benin, Edo State. The research focuses on four critical dimensions of mental health: anxiety, depression, obsessive–compulsive disorder, and work-related stress, and examines how these factors collectively and individually influence job effectiveness and productivity. Academic staff form the core of this investigation because they represent the intellectual backbone of the university, directly contributing to teaching, research, and community engagement, which are essential indicators of institutional success.

The study is geographically limited to the University of Benin, situated in Edo State, Nigeria, and the insights derived are intended to inform practices within similar higher education institutions nationwide. Employing a cross-sectional survey approach, data will be collected

within the period of July to October 2025. This time frame is considered sufficient to obtain a representative understanding of how mental health challenges shape academic staff performance within the Nigerian university context.

1.7 Significance of the Study

This study is significant because it explores how mental health influences employee performance within the Nigerian work environment, with a particular focus on academic staff of the University of Benin. The findings are expected to generate knowledge that will be valuable not only to higher education institutions but also to other sectors that rely on human performance and organisational efficiency.

University Administration and Management: The outcome of this study will assist university administrators in identifying how mental health issues such as anxiety, depression, obsessive–compulsive disorder, and work-related stress affect staff productivity. Insights gained will support the formulation of wellness policies, counselling systems, and preventive measures that promote psychological stability and improve institutional outcomes.

Academic and Non-Academic Employees: The research will help employees better understand the importance of maintaining mental well-being as a foundation for high performance. By highlighting the relationship between mental health and work outcomes, the study encourages individuals to adopt positive coping mechanisms and seek professional assistance when necessary.

Government and Policy Makers: The study will provide empirical evidence useful for developing national policies that address mental health challenges in the workplace. Such policies can guide the integration of employee wellness programs into labour and education frameworks, ensuring that psychological well-being becomes a recognised component of occupational health standards.

Health Professionals and Non-Governmental Organisations: The findings will also be valuable to psychologists, counsellors, and mental health advocates working within and outside the university system. By identifying the most prevalent mental health issues affecting employees, the study can inform targeted intervention programs, advocacy campaigns, and institutional partnerships aimed at promoting workplace mental wellness.

Researchers and Academia: this study contributes to existing literature on mental health and organisational behaviour within the Nigerian context. It will serve as a valuable reference for scholars and future researchers interested in exploring psychological well-being as a determinant of employee performance across diverse occupational settings.

Corporate Organisations: Beyond academia, private and public sector organisations can use the insights from this study to strengthen their human resource policies, enhance employee support systems, and reduce turnover linked to stress-related challenges. A mentally stable workforce contributes to higher innovation, stronger teamwork, and sustainable organisational growth.

1.8 Limitation of the Study

This study is limited in scope as it focuses exclusively on the academic staff of the University of Benin, Edo State. The findings may therefore not be fully generalisable to other universities or sectors within Nigeria. However, the insights generated are expected to provide a useful foundation for understanding how mental health influences employee performance in similar institutional contexts.

1.9 Definition of Terms

Mental Health: A state of psychological well-being in which an individual can manage stress, maintain focus, and function productively within personal and professional settings.

Employee Performance: The degree to which an employee effectively executes assigned duties and contributes to the achievement of organisational objectives through efficiency, commitment, and innovation.

Anxiety: A mental state characterised by excessive worry, fear, and restlessness that interferes with an individual's ability to concentrate, make decisions, and perform effectively at work.

Depression: A persistent emotional condition marked by sadness, loss of interest, low energy, and reduced motivation, which negatively impacts productivity and interpersonal relationships.

Obsessive–Compulsive Disorder (OCD): A psychological condition involving intrusive thoughts and repetitive behaviours that disrupt concentration and task completion in the workplace.

Work-Related Stress: A condition arising when job demands exceed an employee's capacity to cope, resulting in physical, emotional, and cognitive strain that diminishes performance and satisfaction.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter has the review of literature on the issues which relates to mental health and employee performance in the Nigerian work place. The concept of mental health, employee performance and its dimensions was reviewed. Theories relating to the subject matter was equally reviewed in addition to a chronological review of empirical studies.

2.2 Conceptual Review

2.2.1 Employee Performance

The success of every organisation is fundamentally tied to the performance of its employees, as it determines the extent to which institutional goals are realised. High employee performance enhances productivity, promotes innovation, and sustains organisational competitiveness. Within the higher education system, the performance of academic staff is particularly crucial, as it directly affects the quality of teaching, research output, and the overall image of the university. When staff members perform efficiently and consistently, universities can achieve excellence, improve service delivery, and maintain relevance in an increasingly knowledge-driven and competitive global environment (Okon & Bello, 2022; Adeyemi & Ugochukwu, 2023).

At a conceptual level, employee performance refers to the degree to which individuals successfully fulfil their assigned roles and responsibilities in line with organisational expectations. Scholars have approached this concept from various perspectives, reflecting its complex and multidimensional nature. Some focus on efficiency, emphasising how well employees utilise time and resources to complete tasks, while others stress effectiveness, which concerns the quality and relevance of outputs in achieving organisational objectives (Ajayi & Adebisi, 2021; Eze & Omoruyi, 2022). Essentially, employee performance encompasses both

the process and the outcomes of work, indicating not only the completion of tasks but also the value and impact of those tasks on institutional growth.

Adewale and Olatunji (2022) describe employee performance as the ability of employees to apply their competencies, experience, and motivation in ways that produce tangible and measurable results aligned with organisational standards. Okafor and Omoregie (2023) define it as the consistent demonstration of commitment, accuracy, and creativity in the execution of work responsibilities. In a similar vein, Ogunyemi and Ehigie (2024) view employee performance as the degree to which individuals transform organisational inputs into productive outcomes that enhance institutional success. Bello (2021) further highlights performance as the alignment between individual achievements and collective objectives, stressing innovation, teamwork, and adaptability as critical drivers. Akinyemi and Adeosun (2023) expand on this by describing it as the ability of employees to respond dynamically to changing work conditions through initiative, problem-solving, and collaboration.

From these perspectives, it becomes clear that employee performance is a multifaceted construct that goes beyond meeting deadlines or producing outputs. While earlier models emphasised quantity and speed, contemporary approaches highlight the importance of innovation, emotional stability, interpersonal relationships, and adaptability to technological and organisational change. Effective performance today requires employees to integrate technical competence with creativity, resilience, and a sense of alignment between personal aspirations and institutional missions (Adeyemi and Ugochukwu, 2023).

In summary, employee performance can be viewed as the combination of efficiency, quality, and innovation through which employees contribute to organisational effectiveness and sustainability. It reflects not only what employees achieve but also how they approach their work, adapt to challenges, and support the continuous advancement of the institution.

2.2.1.1 Dimensions of Employee Performance

Employee performance is a complex and multidimensional construct that encompasses both tangible outcomes and behavioural indicators that define how effectively individuals contribute to organisational success. It goes beyond the mere completion of assigned duties to include the creativity, cooperation, and adaptability that employees demonstrate in the process of achieving results (Okon & Bello, 2022; Adeyemi & Ugochukwu, 2023). These dimensions ensure that performance assessments reflect not just output quantity but also the quality, innovation, and interpersonal values that enhance organisational growth.

Task Performance

Task performance represents the core technical and functional responsibilities that form an employee's primary job description. It entails completing assigned duties with precision, timeliness, and consistency while meeting established standards of quality and efficiency (Eze & Omoruyi, 2022). Employees who exhibit strong task performance deliver outputs that align with institutional goals and demonstrate professional mastery in their respective fields. According to Ajayi and Adebisi (2021), effective task execution forms the foundation of organisational productivity, as it ensures dependability and operational stability. Adewale and Olatunji (2022) further note that high task performance reduces administrative pressure, fosters managerial trust, and enhances workflow efficiency.

Conversely, low task performance manifests in missed targets, incomplete work, and frequent errors, all of which disrupt operational flow and diminish collective outcomes. Within universities, weak task performance may be reflected in inadequate lecture delivery, delayed grading, or insufficient research contributions, which can compromise institutional standards and reputation. Thus, task performance remains the most direct and measurable indicator of individual effectiveness and organisational success.

Contextual Performance

Contextual performance focuses on voluntary and interpersonal behaviours that sustain the social and psychological environment of the organisation. It includes attributes such as cooperation, dependability, initiative, and professional courtesy that may not be explicitly outlined in job descriptions but are critical to maintaining workplace harmony (Okafor & Omoregie, 2023). Employees with strong contextual performance contribute positively to teamwork, communication, and institutional culture, thereby promoting organisational stability. Ogunyemi and Ehigie (2024) assert that contextual performance enhances collaboration and mutual trust, while Akinyemi and Adeosun (2023) highlight its importance in academic settings where mentoring, committee service, and community engagement are integral to institutional development.

When contextual performance is poor, organisations often experience strained relationships, limited cooperation, and weakened morale, which can hinder productivity and overall effectiveness. Therefore, this dimension underscores the importance of interpersonal behaviour as a complement to technical competence.

Adaptive Performance

The growing pace of technological change and institutional transformation has made adaptability a defining dimension of modern employee performance. Adaptive performance refers to the ability of employees to respond effectively to new methods, evolving policies, or unexpected challenges (Adeosun & Akinyemi, 2023). Workers who display adaptability are flexible, open to continuous learning, and resilient under pressure. Agboola and Uche (2023) suggest that adaptive performance enables organisations to remain competitive by ensuring that employees can integrate innovation into daily routines. In higher education, adaptability allows academic staff to embrace digital learning tools, adjust to curriculum reforms, and respond constructively to student and administrative demands. However, employees who lack

adaptability may resist change, rely on outdated methods, and struggle to perform effectively in dynamic environments, thus impeding institutional growth.

Innovative Performance

Innovative performance highlights an employee's capacity to develop and apply new ideas that enhance processes, products, or services. It represents a proactive approach to problem-solving and improvement that keeps organisations responsive to emerging challenges (Okon & Bello, 2022). In the university context, innovative performance is demonstrated through the introduction of novel teaching methods, impactful research discoveries, and creative community engagement. Eze and Omoruyi (2022) maintain that innovation connects employee initiative with institutional competitiveness, positioning organisations to achieve long-term sustainability. Conversely, when innovation is absent, employees often depend on routine procedures that limit creativity and institutional progress. Thus, fostering innovative performance is essential for continuous improvement and organisational renewal.

Organisational Citizenship Behaviour

Organisational Citizenship Behaviour (OCB) refers to the voluntary, extra-role activities that employees engage in to support colleagues and advance organisational objectives. These include assisting others, upholding institutional image, and participating in initiatives that promote collective achievement (Lopez, 2022). Johnson (2021) posits that OCB strengthens teamwork, enhances morale, and creates a sense of shared purpose across departments. Within universities, staff who exhibit strong OCB often take on additional responsibilities, mentor students, and contribute to campus development projects. A lack of such behaviour, however, can lead to rigid work structures, decreased cooperation, and limited institutional cohesion. Hence, OCB represents an essential dimension of employee performance that binds individual effort with collective success.

Creativity and Problem-Solving

Closely linked to innovation, creativity and problem-solving reflect the cognitive ability to generate fresh ideas, analyse complex issues, and implement effective solutions. Employees who exhibit this dimension use critical thinking to improve systems and enhance decision-making processes (Akinwale & George, 2020). In the academic sector, creativity and problem-solving are particularly valuable, as they influence the quality of research, pedagogical design, and institutional responsiveness to societal needs. Ogunyemi and Ibrahim (2021) note that such employees drive organisational learning and adaptability through original insights and practical innovations. Conversely, a lack of creative and problem-solving capacity often leads to stagnation, repetitive errors, and limited progress in research or service delivery.

2.2.2 Concept of Mental Health

In contemporary organisational research, mental health has emerged as a critical determinant of employee well-being, productivity, and overall institutional effectiveness. It represents more than the absence of mental illness; rather, it embodies the psychological stability and emotional balance that enable individuals to function effectively in their personal and professional lives. The concept of mental health has evolved from traditional medical perspectives that focused on treating disorders to more holistic approaches that emphasise prevention, resilience, and optimal functioning within the workplace (Adewale & Olatunji, 2022; Okafor & Omoregie, 2023). In higher education institutions, where intellectual and emotional demands are high, maintaining sound mental health among staff is essential for sustaining motivation, creativity, and job satisfaction.

According to Adewale and Olatunji (2022), mental health refers to a state of internal equilibrium that allows individuals to cope with life's challenges, maintain productive relationships, and make meaningful contributions to their environment. Eze and Omoruyi (2021) describe it as the psychological capacity that underpins emotional control, resilience,

and adaptive behaviour in demanding circumstances. Similarly, Okafor and Omoregie (2023) define mental health as a condition of psychological well-being characterised by clarity of thought, self-awareness, and the ability to respond constructively to stress and change. Ogunyemi and Ehigie (2024) explain mental health as a multidimensional construct that includes emotional, cognitive, and behavioural aspects of functioning, all of which influence how individuals perceive and respond to their work environment. Akinyemi and Adeosun (2023) view it as the foundation for maintaining motivation and decision-making capacity, while Bello (2020) adds that mental health is the balance between personal well-being and social effectiveness, ensuring employees remain productive and engaged.

From a broader perspective, Ajayi and Bello (2023) conceptualise mental health as an ongoing process of achieving harmony between emotional stability and external demands, highlighting its dynamic nature. In the organisational context, mental health determines how employees manage pressure, interact with colleagues, and approach problem-solving. Adeosun and Akinyemi (2023) argue that sound mental health enhances concentration, creativity, and innovation, while poor mental health, manifesting as stress, anxiety, or depression, undermines performance and organisational commitment. This understanding aligns with the view that mental health is both a personal and institutional asset, influencing not only individual outcomes but also team cohesion and overall productivity. Ogunleye and Lawal (2022) also note that a mentally healthy workforce demonstrates higher adaptability, stronger relationships, and lower absenteeism rates. In universities, where staff often face multiple pressures such as heavy workloads, research expectations, and administrative duties, promoting mental health has become a strategic necessity. When mental health is prioritised, employees display greater motivation, stronger engagement, and improved teaching and research performance.

2.2.2.1 Dimensions of Mental Health

Mental health is a multidimensional construct comprising several psychological and emotional factors that collectively determine an individual's ability to cope with stress, maintain balance, and perform effectively within the workplace. It reflects both the presence of positive well-being and the absence of debilitating psychological distress. In organisational contexts, these dimensions interact to influence employees' motivation, interpersonal relationships, concentration, and overall productivity (Adewale & Olatunji, 2022; Okafor & Omoregie, 2023). Among the key dimensions most frequently associated with workplace outcomes are anxiety, depression, obsessive–compulsive disorder, and work-related stress. Each dimension uniquely affects employees' cognitive functioning and emotional stability, thereby shaping their performance and contribution to institutional success.

Anxiety

Anxiety represents one of the most prominent dimensions of mental health, characterised by persistent worry, tension, or apprehension in anticipation of perceived threats or failure. It is an emotional state that affects concentration, decision-making, and confidence levels among employees. Eze and Omoruyi (2021) describe anxiety as a psychological reaction to excessive work pressure or uncertainty that often leads to restlessness, difficulty focusing, and physical symptoms such as fatigue or irritability. Ogunyemi and Ehigie (2024) note that moderate levels of anxiety can enhance alertness and performance, but chronic or severe anxiety undermines creativity and efficiency by consuming mental energy and reducing attention span. In higher education settings, academic staff experiencing anxiety may struggle with teaching effectiveness, research productivity, and administrative efficiency due to persistent self-doubt and fear of underperformance. Ajayi and Bello (2023) emphasise that institutional environments characterised by unclear expectations, heavy workloads, and limited support systems often heighten anxiety levels among staff. When left unmanaged, anxiety impairs

communication, teamwork, and adaptability key components of effective performance. Conversely, supportive environments that promote transparency, counselling, and recognition can help reduce anxiety, enabling employees to perform optimally. In summary, anxiety significantly influences employee performance by either motivating individual under manageable levels of pressure or impairing productivity when it becomes overwhelming.

Depression

Depression is another critical dimension of mental health that has profound implications for employee well-being and organisational effectiveness. It is generally defined as a persistent emotional state marked by sadness, hopelessness, fatigue, and loss of interest in activities once considered meaningful (Ogunleye & Lawal, 2022). Okafor and Omoregie (2023) describe depression as a psychological condition that weakens concentration, decision-making ability, and motivation, thereby hindering task completion and creativity. Within the university system, depression among academic staff is often linked to chronic underfunding, inadequate recognition, heavy administrative workloads, poor work–life balance, and limited career advancement opportunities, all of which create feelings of futility, frustration, and disengagement (Akinyemi & Adeosun, 2023).

Adewale and Olatunji (2022) assert that employees suffering from depression often experience a decline in job satisfaction and overall productivity, as the condition drains physical and mental energy needed for performance. Moreover, depression affects social interactions, leading to isolation, poor collaboration, and reduced morale. Eze and Omoruyi (2021) add that prolonged depressive states may trigger absenteeism, poor classroom engagement, and low research output in academic settings. Conversely, when institutions implement supportive interventions such as psychological counselling, mentorship, equitable promotion systems, recognition and reward mechanisms, emotional intelligence training, and work–life balance initiatives, employees are more likely to prevent or recover from depressive episodes, thereby

enhancing motivation and overall job performance. In summary, depression negatively affects both the quality and consistency of employee performance, making its management central to organisational stability.

Obsessive–Compulsive Disorder (OCD)

Obsessive–compulsive disorder (OCD) is a dimension of mental health that manifests in repetitive thoughts (obsessions) and ritualistic behaviours (compulsions) intended to relieve anxiety or maintain a sense of control. Although often overlooked in workplace research, OCD can significantly interfere with efficiency, decision-making, and interpersonal relationships. Akinyemi and Adeosun (2023) define OCD as a psychological condition characterised by intrusive thoughts and repetitive actions that consume time and disrupt focus. In academic contexts, this may appear as excessive checking of documents, over-editing manuscripts, or reluctance to delegate responsibilities.

According to Ajayi and Bello (2023), individuals with obsessive–compulsive tendencies often strive for perfection, which, while initially promoting quality, may evolve into counterproductive behaviours such as over-analysis and delays in output. Ogunyemi and Ehigie (2024) argue that such tendencies hinder collaboration and flexibility, especially in team-based environments that demand shared responsibilities. In universities, OCD symptoms can manifest in the form of procrastination on research projects, delayed grading, or heightened anxiety about making minor errors. Conversely, when managed properly through awareness, peer support, and structured routines, employees with mild obsessive traits can harness their attention to detail for improved quality control and innovation. Thus, while OCD can constrain performance when excessive, it can also, when balanced, contribute positively to precision and reliability in the workplace.

Work-Related Stress

Work-related stress represents perhaps the most pervasive dimension of mental health in contemporary organisations. It refers to the physical and emotional strain experienced when job demands exceed an employee's capacity or available resources (Okon & Adetunji, 2021). Adewale and Olatunji (2022) describe it as a condition resulting from prolonged exposure to high workload, limited control, or inadequate recognition, which leads to fatigue, burnout, and reduced job satisfaction. In universities, stress often emerges from the pressure to publish, meet administrative deadlines, and manage large class sizes, all while navigating resource constraints and bureaucratic hurdles (Ogunleye & Lawal, 2022).

Eze and Omoruyi (2021) note that chronic work-related stress not only diminishes cognitive performance but also weakens motivation and interpersonal relationships. Employees under sustained stress may exhibit irritability, low morale, and diminished commitment to organisational goals. Akinyemi and Adeosun (2023) argue that stress directly affects creativity and innovation, as it narrows focus and limits problem-solving capacity. Conversely, institutions that provide supportive leadership, flexible work arrangements, and opportunities for rest can mitigate stress and foster resilience among staff. In essence, work-related stress significantly influences employee performance by shaping mental alertness, motivation, and long-term engagement.

In summary, the four dimensions of mental health anxiety, depression, obsessive–compulsive disorder, and work-related stress collectively determine employees' psychological readiness and capacity to perform effectively. Each dimension has distinct manifestations but overlaps in its influence on focus, motivation, and interpersonal functioning. Managing these dimensions through organisational support, awareness, and preventive strategies enhances employee well-being and ensures sustainable performance across sectors, particularly in intellectually demanding environments such as higher education.

2.2.2.2 Workplace Factors Influencing Mental Health

The workplace represents a critical environment where mental health is either enhanced or undermined, depending on the nature of organisational practices, leadership behaviour, and job design. For many employees, especially academic staff, the workplace is a primary source of psychological stimulation, purpose, and identity; yet, it can also be a major source of stress and emotional strain when conditions become unfavourable (Adewale & Olatunji, 2022). According to Okafor and Omoregie (2023), workplace factors influence not only the onset of mental health challenges but also determine the extent to which employees can recover from or adapt to them. In universities, where performance expectations are high and resources often limited, these factors play a decisive role in shaping emotional well-being and job satisfaction.

Workload and Job Demands

Excessive workload is one of the most common organisational stressors influencing mental health. Employees who consistently face unrealistic deadlines, overlapping responsibilities, and insufficient time for rest experience heightened levels of anxiety and fatigue (Eze & Omoruyi, 2021). Akinyemi and Adeosun (2023) argue that continuous work overload triggers emotional exhaustion and burnout, which can lead to chronic stress or depression. Within higher education institutions, lecturers frequently combine teaching, research, community service, and administrative roles, often without proportional support or recognition. Such pressures not only affect their mental health but also diminish creativity and productivity. Conversely, when workloads are equitably distributed and support mechanisms such as teaching assistants or research grants are available, employees demonstrate improved psychological balance and job satisfaction.

Leadership Style and Supervision

Leadership behaviour and managerial practices significantly shape the psychological climate of the workplace. Supportive leadership fosters trust, recognition, and open communication,

all of which promote emotional well-being. In contrast, autocratic or indifferent leadership often leads to tension, low morale, and a sense of helplessness among staff (Okon & Adetunji, 2021). Ogunyemi and Ehigie (2024) note that when supervisors provide constructive feedback, mentorship, and empathy, employees feel valued and are less susceptible to stress and anxiety. In universities, heads of departments and deans who adopt participatory leadership styles encourage collaboration and reduce interpersonal conflicts, thereby enhancing mental wellness. However, environments dominated by rigid authority, favouritism, or lack of transparency often become breeding grounds for psychological distress and disengagement.

Work Environment and Organisational Culture

The physical and social environment of an organisation plays a major role in determining mental health outcomes. A healthy workplace culture characterised by respect, inclusion, teamwork, and adequate communication strengthens employees' sense of belonging and reduces psychological strain (Bello, 2020). Adewale and Olatunji (2022) maintain that work environments that prioritise safety, fairness, and mutual respect tend to produce emotionally stable and motivated staff. Conversely, toxic work cultures defined by discrimination, gossip, or excessive competition foster insecurity and anxiety. In academic settings, a collegial and cooperative atmosphere enhances staff morale, while hostile departmental politics and resource inequality promote frustration and depressive symptoms.

Job Autonomy and Role Clarity

Autonomy refers to the degree of control employees have over how they perform their work. Eze and Omoruyi (2021) observe that autonomy contributes positively to mental health by fostering a sense of ownership and responsibility. When employees have the freedom to make decisions, organise their schedules, and contribute to policy formulation, they experience higher motivation and lower stress levels. On the other hand, role ambiguity when job expectations are unclear or contradictory creates confusion, tension, and anxiety (Akinyemi &

Adeosun, 2023). In the university context, unclear performance criteria or overlapping administrative responsibilities can cause mental fatigue and disengagement. Institutions that establish transparent job roles and empower staff to exercise professional judgment, however, tend to maintain healthier psychological climates.

Reward, Recognition, and Career Growth

Fair and transparent reward systems are essential for sustaining good mental health among employees. Okafor and Omoregie (2023) assert that recognition for effort and achievement promotes self-esteem, motivation, and a sense of belonging. Conversely, environments where achievements go unnoticed or promotions are delayed contribute to feelings of frustration and low morale. In academic settings, the absence of clear promotion pathways or appreciation for research and teaching efforts often leads to disillusionment and depressive tendencies (Ogunleye & Lawal, 2022). Regular feedback, opportunities for professional development, and fair compensation serve as psychological incentives that enhance employee engagement and emotional stability.

Work–Life Balance and Social Support

Balancing professional responsibilities with personal life is a crucial determinant of mental well-being. Ajayi and Bello (2023) highlight that employees who experience constant role conflict between work and family are more susceptible to stress, anxiety, and burnout. Universities, with their demanding schedules and continuous performance expectations, often pose challenges to achieving this balance. Supportive policies such as flexible work arrangements, leave provisions, and counselling services can mitigate these pressures. Similarly, social support from colleagues, family, and supervisors provides emotional reassurance and strengthens resilience against mental strain (Adeosun & Akinyemi, 2023).

In summary, workplace factors such as workload, leadership style, organisational culture, autonomy, recognition, and work–life balance collectively shape employees' mental health

outcomes. These elements interact dynamically; supportive environments promote emotional stability and motivation, while negative conditions foster anxiety, stress, and depression. Understanding these factors is therefore essential for designing effective interventions that protect employee well-being and enhance performance, particularly within intellectually demanding institutions such as universities.

2.2.2.3 Mental Health in the Nigerian Workplace and Barriers to Managing Mental Health

Mental health in the workplace has become an increasingly important issue in Nigeria, where economic, social, and organizational pressures continue to challenge employee well-being. The World Health Organization (2022) defines mental health as a state of well-being in which individuals realize their abilities, can cope with normal life stresses, work productively, and contribute to their communities. Within the Nigerian workplace context, mental health encompasses the psychological and emotional stability of employees, which influences their motivation, interpersonal relationships, and overall performance.

In Nigeria, the subject of mental health has gained greater attention due to the rising prevalence of stress, depression, anxiety, and burnout among employees. Gureje, Kola, and Afolabi (2019) reported that more than one in four Nigerians will experience a mental health condition during their lifetime. The situation is particularly concerning in work environments characterized by excessive workload, job insecurity, poor remuneration, and limited organizational support. Atilola, Bella, and Dada (2020) noted that many Nigerian organizations lack formal structures or policies for promoting mental well-being, leaving employees vulnerable to unmanaged stress and declining productivity.

Despite increasing awareness, the management of mental health in Nigerian workplaces remains inadequate due to several persistent barriers. These barriers operate at both societal

and institutional levels, making mental health one of the most neglected aspects of occupational health and safety.

Stigma and Cultural Misconceptions

Stigma remains one of the greatest obstacles to mental health management in Nigeria. Many Nigerians still perceive mental health problems as spiritual or moral weaknesses rather than medical conditions (Gureje, Lasebikan, Ephraim-Oluwanuga, Olley, and Kola, 2015). This misconception promotes discrimination and silence around mental health discussions in the workplace. Employees experiencing anxiety or depression often fear losing their jobs or being labeled "unstable," so they avoid seeking help. As a result, mental health issues are underreported and untreated, leading to declining work efficiency and morale.

Inadequate Mental Health Infrastructure

The mental health care system in Nigeria is underdeveloped and poorly funded. The World Health Organization (2021) estimated that fewer than 300 psychiatrists serve Nigeria's population of over 200 million people. Atilola, Bella, and Dada (2020) observed that most health facilities lack specialized units for mental health services, while few organizations provide employee counseling or stress management programs. This shortage of trained professionals and organizational support structures limits access to early intervention and professional treatment.

Low Awareness and Limited Education

Low mental health literacy remains a major barrier in Nigerian workplaces. Ojinnaka, Ohaeri, and Adekeye (2021) reported that both employers and employees often lack adequate knowledge of mental health symptoms and preventive strategies. Many organizations continue to focus on physical safety measures while neglecting psychological well-being. Consequently, employees are unable to identify early signs of stress or emotional exhaustion, leading to chronic mental strain and reduced job satisfaction.

Economic and Workplace Pressures

Nigeria's challenging economic environment places tremendous stress on workers. Adegoke, Afolayan, and Ajayi (2019) highlighted that long working hours, job insecurity, poor remuneration, and unrealistic performance targets are major triggers of workplace stress. Iruoma, Chukwuma, and Eke (2022) also found that organizational downsizing and lack of employee recognition contribute to emotional exhaustion and burnout. These pressures negatively affect concentration, interpersonal relationships, and overall productivity.

Lack of Supportive Workplace Policies

Few Nigerian organizations have implemented structured mental health policies or employee assistance programs (EAPs). Okafor, Nwachukwu, and Omoregie (2020) found that most workplaces lack institutional support systems such as counseling services, flexible work arrangements, or stress management training. Without such supportive measures, employees facing mental health challenges often experience isolation, frustration, and decreased work commitment.

Limited Governmental and Institutional Commitment

Although the Nigerian government passed a new Mental Health Act in 2023, its implementation has been slow. The Federal Ministry of Health (2023) acknowledged that funding for mental health services remains low, and enforcement of workplace mental health policies is still weak. Atilola, Bella, and Dada (2020) emphasized that public health priorities continue to focus on infectious diseases and physical health conditions, leaving mental well-being underfunded and undervalued.

In summary, mental health in the Nigerian workplace remains a critical but neglected aspect of employee welfare. The persistence of stigma, poor mental health infrastructure, low awareness, and lack of organizational and governmental support continue to hinder progress. Addressing these barriers requires collaborative action from employers, policymakers, and mental health

professionals. Integrating mental health education, counseling, and supportive policies into human resource management can enhance employee satisfaction, reduce burnout, and improve overall organizational performance.

2.2.3 Conceptual Framework

<u>Independent variable: Mental Health</u>
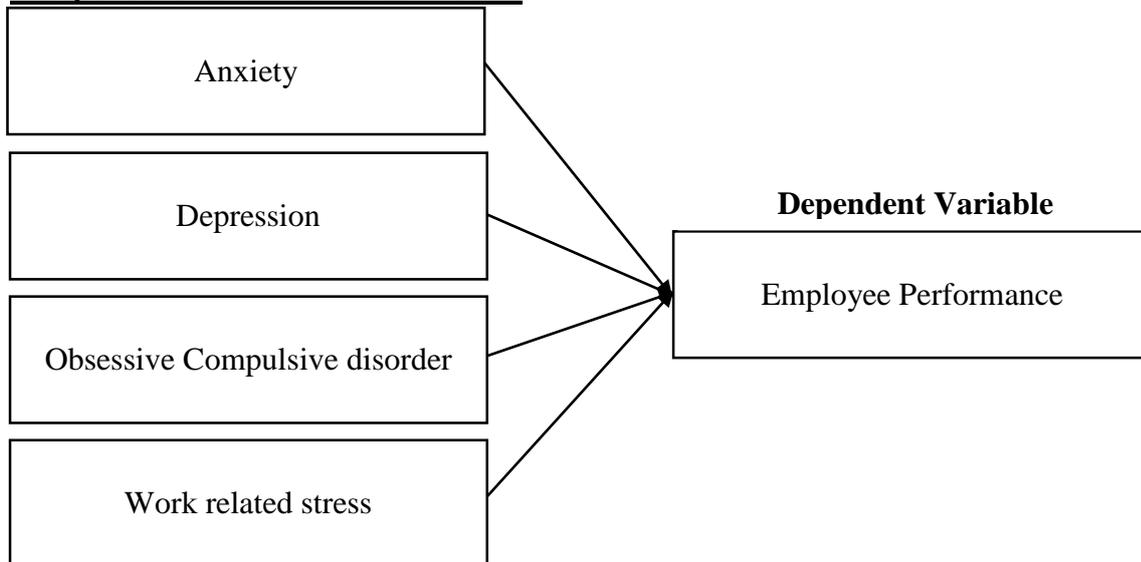
Source: Researcher's Conceptualization 2025

2.3 Theoretical Review

2.3.1 Conservation of Resources (COR) Theory

The Conservation of Resources (COR) Theory, developed by Hobfoll (1989), provides a comprehensive framework for understanding how individuals manage stress and maintain psychological well-being in the workplace. The theory posits that people strive to acquire, retain, and protect valuable resources such as time, energy, emotional stability, social support, and self-esteem, which are essential for effective functioning. According to Hobfoll, stress occurs when there is a threat of resource loss, an actual loss, or when the effort to gain resources does not yield sufficient returns. Within organizational settings, employees constantly invest their physical, emotional, and cognitive resources to meet job demands and achieve performance expectations.

The theory explains that when employees experience prolonged job stress, excessive workload, or lack of support, they begin to lose important psychological resources, which can result in burnout, fatigue, and a decline in work performance. Conversely, when employees have access to supportive environments, fair compensation, and mental health programs, their psychological resources are replenished, thereby enhancing resilience and productivity. In this sense, mental health functions as a key personal resource that must be protected and strengthened to sustain high levels of performance.

Applied to this study, the Conservation of Resources Theory provides a strong theoretical explanation of how mental health influences employee performance. Employees with sound mental health are better equipped to manage work pressure, maintain concentration, and remain productive because they possess adequate psychological resources. On the other hand, employees suffering from stress, anxiety, or emotional exhaustion are more likely to experience resource depletion, which leads to low motivation, absenteeism, and reduced efficiency. The relevance of the Conservation of Resources Theory to this study lies in its clear connection between the preservation of psychological resources, represented by mental health, and the maintenance of optimal employee performance within the workplace.

2.3.2 Maslow's Hierarchy of Needs Theory

Maslow's Hierarchy of Needs Theory, proposed by Abraham Maslow in 1943, is one of the most influential theories in psychology and organizational behavior. The theory suggests that human motivation is driven by the desire to satisfy a series of hierarchical needs, beginning with the most basic physiological requirements and advancing toward higher-level psychological and self-fulfillment needs. The five levels of needs identified by Maslow include physiological needs, safety needs, social or belongingness needs, esteem needs, and self-actualization needs. According to Maslow, once lower-level needs are sufficiently met, individuals become motivated to pursue higher levels of personal growth and fulfillment.

Within the context of the workplace, this theory highlights that employees must first have their basic and psychological needs satisfied before they can perform at their best. For example, physiological and safety needs are met through fair compensation, job security, and healthy working conditions. Social needs are fulfilled through positive workplace relationships, teamwork, and a sense of belonging. Esteem needs arise from recognition, respect, and the opportunity to achieve success, while self-actualization represents the drive for creativity, personal development, and realizing one's full potential. When these needs are unmet, employees may experience frustration, stress, and mental health challenges that negatively impact their performance.

Applied to this study, Maslow's Hierarchy of Needs Theory provides a useful framework for understanding how mental health influences employee performance. The theory implies that mental well-being is deeply connected to the satisfaction of social, esteem, and self-actualization needs. Employees who feel valued, supported, and psychologically secure are more likely to experience positive mental health, which enhances motivation, engagement, and productivity. Conversely, employees facing job insecurity, workplace hostility, or lack of recognition are more prone to anxiety, low morale, and reduced efficiency. Therefore, the relevance of Maslow's Hierarchy of Needs Theory to this study lies in its ability to explain the link between the satisfaction of human needs, mental well-being, and optimal employee performance in organizational settings.

2.3.3 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, developed by Frederick Herzberg in 1959, explains the factors that influence job satisfaction and employee motivation within the workplace. The theory distinguishes between two sets of factors: hygiene factors and motivators. Hygiene factors include salary, working conditions, company policies, supervision, and job security. These factors do not necessarily motivate employees when present, but their absence can cause

dissatisfaction and psychological strain. On the other hand, motivators are intrinsic elements such as recognition, achievement, responsibility, and opportunities for personal growth. These factors contribute directly to employee satisfaction, engagement, and improved performance.

According to Herzberg, maintaining mental well-being among employees requires a balance between eliminating dissatisfaction and fostering motivation. When hygiene factors are adequately addressed, employees experience fewer stressors and emotional discomfort, which contributes to better mental health. At the same time, when motivators are strengthened, employees feel valued, fulfilled, and more committed to their work. In contrast, when employees work under poor conditions, lack recognition, or feel undervalued, they are more likely to experience frustration, low morale, and emotional exhaustion, which negatively affect their overall performance.

The relevance of Herzberg's Two-Factor Theory to this study lies in its practical explanation of how workplace conditions and psychological satisfaction influence mental health and, consequently, employee performance. The theory demonstrates that organizational support for mental health cannot be limited to reducing negative factors but must also involve enhancing positive motivators. Employees who perceive that their organization provides both fair working conditions and opportunities for growth are more likely to maintain psychological balance, job satisfaction, and sustained productivity. Therefore, this theory provides a strong foundation for understanding how the management of both environmental and psychological factors contributes to improved mental well-being and employee performance.

2.3.4 Job Demands-Resources (JD-R) Theory

The Job Demands-Resources (JD-R) Theory, developed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001), provides a comprehensive framework for understanding how workplace factors influence employee well-being, motivation, and performance. The theory posits that every occupation has specific job demands and job resources that jointly determine employee

health and productivity. Job demands refer to the physical, psychological, social, or organizational aspects of a job that require sustained effort, such as workload, emotional strain, and time pressure. These demands can lead to exhaustion and mental stress when they exceed an individual's capacity to cope. Job resources, on the other hand, include elements such as supervisor support, autonomy, feedback, and career development opportunities that help employees manage job demands, foster engagement, and achieve work goals.

The JD-R Theory argues that an imbalance between high job demands and limited resources leads to stress, burnout, and declining mental health, which in turn negatively affect job performance. Conversely, when employees have access to adequate resources, they are better able to cope with job pressure, remain motivated, and maintain high performance levels. Job resources not only buffer the negative effects of job demand but also play a motivational role by fulfilling basic psychological needs such as competence, relatedness, and autonomy. This dual mechanism makes the JD-R Theory a valuable model for examining how workplace environments shape both mental health and employee performance.

Applied to this study, the JD-R Theory provides a clear explanation of how the mental health of employees in organizational settings is influenced by their work environment. Employees who experience excessive stress or poor support systems are more likely to face emotional exhaustion, anxiety, and reduced performance. However, when organizations create a supportive atmosphere through fair workload distribution, recognition, and access to mental health resources, employees are more likely to experience psychological well-being and higher productivity. The relevance of the JD-R Theory to this study lies in its ability to link workplace conditions, mental health, and employee performance, offering insight into how organizational practices can enhance well-being and efficiency.

2.3.5 Affective Events Theory (AET)

Affective Events Theory (AET), introduced by Weiss and Cropanzano (1996), focuses on the role of emotions and workplace experiences in shaping employees' attitudes, behaviors, and performance. The theory proposes that daily events at work trigger emotional reactions that influence how employees think and act. These emotional experiences, whether positive or negative, accumulate over time to affect job satisfaction, motivation, and overall well-being. According to AET, emotions are not random occurrences but are direct responses to specific events within the work environment, such as recognition, conflicts, workload, or interpersonal interactions.

The theory suggests that when employees encounter positive work events such as praise, teamwork, and fair treatment, they experience pleasant emotions that enhance psychological well-being and job satisfaction. Conversely, negative work events such as criticism, unfair treatment, or excessive pressure generate unpleasant emotions like frustration, anxiety, or anger, which can undermine mental health and job performance. Over time, repeated exposure to negative events leads to emotional exhaustion, stress, and decreased engagement, whereas consistent positive experiences contribute to resilience, satisfaction, and improved performance outcomes.

Applied to this study, Affective Events Theory provides a valuable framework for understanding how mental health and emotional well-being directly influence employee performance. The theory emphasizes that organizational environments filled with support, respect, and fairness foster positive emotions that enhance concentration, creativity, and efficiency. On the other hand, toxic or stressful environments trigger negative emotional responses that can lead to poor mental health and low productivity. The relevance of Affective Events Theory to this study lies in its ability to explain how everyday emotional experiences at work contribute to mental health outcomes, which in turn determine the quality of employee performance within organizations.

2.4 Theoretical Framework

Conservation of Resources (COR) Theory

This study is anchored on the Conservation of Resources (COR) Theory, developed by Hobfoll (1989), which provides a comprehensive explanation of how individuals strive to acquire, maintain, and protect valuable personal and psychological resources that are necessary for effective functioning. According to this theory, resources include anything that helps an individual achieve goals, such as energy, time, emotional stability, self-esteem, and supportive relationships. The central proposition of COR Theory is that stress occurs when these valuable resources are threatened, lost, or insufficient to meet situational demands. Conversely, well-being and performance improve when resources are preserved and replenished through supportive environments and coping mechanisms.

At its core, the COR Theory explains the dynamic relationship between mental health and performance. It asserts that employees who experience chronic stress, anxiety, or emotional exhaustion are in a state of resource depletion, which undermines their concentration, motivation, and work engagement. In contrast, when employees have access to positive psychological resources such as social support, effective stress management, and organizational understanding of mental well-being, their mental health strengthens and their performance levels improve. This framework therefore provides a clear and practical understanding of how the presence or absence of psychological resources determines employee behavior and productivity.

Within the context of this research, the dimensions of mental health anxiety, depression, obsessive-compulsive disorder, and work-related stress can be viewed as indicators of resource loss or strain that affect employee performance.

Anxiety represents heightened emotional tension and fear that drain cognitive and emotional resources, reducing focus and efficiency. Employees experiencing anxiety struggle to

concentrate on work tasks and may become overly cautious or hesitant, which impairs decision-making and creativity.

Depression leads to significant emotional fatigue and a sense of helplessness that hinder motivation and commitment to organizational goals. From the perspective of COR Theory, depression signifies a prolonged depletion of psychological energy that lowers resilience and work output.

Obsessive-compulsive disorder (OCD) reflects excessive control and repetitive thought patterns that consume cognitive resources and increase mental fatigue. This constant internal conflict prevents employees from managing work demands efficiently, resulting in diminished performance.

Work-related stress arises when job demands exceed the available psychological or physical resources, leading to burnout and exhaustion. COR Theory posits that when stress becomes chronic, the cycle of resource loss accelerates, weakening employees' ability to cope and perform effectively.

By applying the Conservation of Resources Theory, this study provides a strong theoretical foundation for understanding the link between mental health and employee performance. The theory emphasizes that organizational success depends not only on technical or physical inputs but also on the preservation of employees' psychological resources. Protecting and replenishing these resources through supportive work environments, wellness programs, and mental health awareness initiatives can prevent burnout and sustain high performance. Anchoring this study on COR Theory therefore establishes a clear rationale for examining how anxiety, depression, obsessive-compulsive disorder, and work-related stress influence employee performance within firms in Benin City, Edo State.

2.5 Empirical Literature

2.5.1 Anxiety and Employee Performance

A study by Olatunji, Adeoye, Akande, and Musa (2022) examined the relationship between workplace anxiety and employee task performance among commercial bank employees in Abuja, Nigeria. The study employed a cross-sectional survey design using structured questionnaires administered to 300 respondents across six banks. Data were analysed using Pearson correlation and regression analysis. The findings revealed that anxiety significantly and negatively affected task efficiency, concentration, and interpersonal collaboration among employees. The authors noted that employees who experienced persistent anxiety displayed reduced problem-solving ability and a tendency to avoid challenging tasks, ultimately leading to lower organisational productivity. Based on these outcomes, the study recommended that banks adopt employee assistance programs and counselling interventions to help staff manage workplace anxiety and maintain performance levels.

Similarly, a study conducted by Nwachukwu, Eze, Obiora, and Ibrahim (2023) investigated the effect of psychological anxiety on performance outcomes in the healthcare sector. The researchers collected data from 240 healthcare workers in public hospitals across Enugu and Anambra States. Using hierarchical regression analysis, the results showed that anxiety arising from workload pressure, poor managerial communication, and role ambiguity significantly reduced job satisfaction and overall performance ratings. The study concluded that managerial support and role clarity are crucial in minimising the adverse performance impact of anxiety in health service organisations.

In a related study, Bello, Ogunyemi, Adebayo, and Yakubu (2021) assessed the link between anxiety levels and employee productivity in selected manufacturing firms in Ogun State. A total of 265 questionnaires were distributed, and multiple regression analysis was used to test the hypotheses. Findings indicated that anxiety stemming from job insecurity and performance

evaluation pressure had a statistically significant negative relationship with output quality and timeliness. The authors argued that unaddressed anxiety disrupts employees' ability to focus, resulting in costly errors and delays in production processes. Consequently, they recommended that manufacturing firms implement supportive supervision practices and stress reduction workshops to mitigate anxiety-related performance issues.

Furthermore, a study by Okon, Adediran, Akinwale, and Johnson (2024) explored the connection between work-related anxiety and employee innovation behaviour in ICT firms located in Lagos and Port Harcourt. Using a descriptive and inferential design, data were obtained from 320 ICT professionals through structured questionnaires and analysed with regression and path analysis. The findings showed that high levels of anxiety significantly diminished creativity, problem-solving initiative, and willingness to engage in new projects. The study emphasised that organisational cultures that foster psychological safety, open communication, and recognition for effort tend to reduce anxiety and enhance innovative performance.

2.5.2 Depression and Employee Performance

A study conducted by Eze, Obianuju, Aluko, and Hassan (2022) examined the effect of workplace depression on employee performance in the Nigerian banking sector. The study adopted a quantitative survey design and gathered data from 310 employees drawn from five major banks in Lagos and Ibadan. Using multiple regression analysis, the researchers found that depressive symptoms such as loss of motivation, fatigue, and low self-worth significantly reduced task accomplishment and overall performance. The findings indicated that employees experiencing depression were more likely to exhibit absenteeism, low morale, and reduced engagement with work responsibilities. The authors concluded that the presence of depression in the workplace constitutes a major barrier to productivity and recommended the

institutionalisation of wellness programs and mental health awareness initiatives to help employees manage depressive conditions effectively.

Similarly, Okafor, Adegbite, Ogundele, and James (2023) investigated the impact of depression on job outcomes among healthcare workers in Nigeria's public hospitals. Using a sample of 280 doctors, nurses, and administrative staff, data were analysed with correlation and regression techniques. The study revealed that depression had a statistically significant negative influence on job satisfaction, work efficiency, and interpersonal collaboration. The results further showed that employees who reported higher levels of depressive symptoms also displayed reduced empathy and patient-care effectiveness. The authors emphasised that work stress, long hours, and inadequate institutional support were major triggers of depression and recommended that hospital administrators adopt proactive stress management and employee assistance programs to improve mental wellbeing and job performance.

In another study, Bello, Oyedeji, Ajayi, and Nwosu (2021) explored the relationship between depressive tendencies and employee output in manufacturing firms across Ogun and Oyo States. Employing a descriptive survey of 250 factory workers, the researchers analysed data using regression analysis. The findings demonstrated that employees exhibiting depressive moods recorded significantly lower performance metrics, particularly in areas requiring precision and teamwork. The authors concluded that depressive states undermine concentration and decision-making ability, which ultimately hampers production targets. They suggested that manufacturing firms create supportive work environments and establish counselling units to identify and assist affected employees early.

Further evidence was provided by Akinyemi, Johnson, Salami, and Udeh (2024), who studied the influence of depression on employee engagement and innovation in technology-based firms in Abuja. Data were obtained from 295 IT professionals using a structured questionnaire and analysed through path regression models. The results showed that depression significantly

45

decreased motivation to participate in collaborative projects and limited employees' willingness to share creative ideas. The study observed that employees with persistent depressive symptoms were less likely to take initiative or display discretionary effort. Consequently, the authors recommended that organisations adopt flexible work arrangements, regular mental health screenings, and supportive leadership styles to enhance employee emotional resilience and productivity.

2.5.3 Obsessive-Compulsive Disorder (OCD) and Employee Performance

A study by Nwachukwu, Ibrahim, Adeola, and Musa (2022) examined the relationship between obsessive-compulsive disorder (OCD) symptoms and job performance among administrative staff in Nigerian tertiary institutions. Using a survey of 320 respondents drawn from three public universities in the South-West, the study analysed data through correlation and multiple regression techniques. Findings revealed that obsessive-compulsive tendencies such as repetitive checking, perfectionism, and fear of making mistakes significantly influenced task completion time and decision-making efficiency. Employees who displayed high obsessive-compulsive symptoms were often preoccupied with minor details, which slowed workflow and reduced overall productivity. The authors concluded that while mild forms of compulsiveness may promote accuracy, severe OCD symptoms negatively affect task efficiency and interpersonal collaboration. They recommended the inclusion of workplace mental health education and counselling interventions to help affected employees manage intrusive thoughts and compulsive behaviours more effectively.

Similarly, Okonkwo, Abdul, Eze, and Ajibola (2023) investigated the effect of obsessive-compulsive traits on employee productivity in Nigeria's banking and financial services sector. Employing a descriptive survey design, the study collected responses from 280 employees across seven commercial banks in Lagos and Port Harcourt. Data analysis using regression models indicated that compulsive work behaviours, such as excessive double-checking of

documents and fear-driven overcorrection, significantly decreased task efficiency and decision speed. However, the study also observed that moderate levels of compulsive attention to detail contributed positively to compliance and risk management. The authors concluded that organisational environments that balance structure with flexibility can help employees channel perfectionist tendencies productively while preventing mental exhaustion.

In a related study, Adebayo, Umeh, Ogundare, and Salihu (2021) explored how OCD symptoms affect employee adaptability and teamwork in the Nigerian manufacturing sector. A total of 250 factory employees participated in the study, which adopted a cross-sectional design with regression and ANOVA analyses. The results showed that workers with obsessive-compulsive characteristics experienced difficulty adapting to procedural changes and displayed reduced cooperation during team-based tasks. These behaviours often created friction among colleagues and slowed production cycles. The authors recommended that manufacturing firms implement mental health support units and structured wellness programs to enhance cognitive flexibility and reduce compulsive rigidity among employees.

Further insights were provided by Onuoha, Bello, and Hassan (2024), who assessed the link between obsessive-compulsive symptoms and job burnout among health sector employees in Abuja. Using data from 270 medical and administrative personnel, the study found a significant positive relationship between OCD tendencies and emotional exhaustion, which in turn lowered job satisfaction and overall performance. Employees reporting obsessive-compulsive thoughts frequently expressed feelings of frustration and fatigue due to their inability to complete tasks to self-imposed standards of perfection. The researchers concluded that obsessive-compulsive behaviours, when unmanaged, intensify workplace stress and reduce both efficiency and job enthusiasm. They recommended organisational training on cognitive-behavioural coping techniques to reduce compulsive cycles and improve task focus.

2.5.4 Work-Related Stress and Employee Performance

Work-related stress has been extensively studied as a significant determinant of employee performance across various organisational settings in Nigeria. A study by Osemeke, Edobor, Adeyeye, and Ojo (2023) examined the influence of occupational stress on employee productivity in selected commercial banks in Benin City, Edo State. Using a sample of 310 employees from six banks, the study employed a descriptive survey design and analysed data using regression and correlation analyses. Findings revealed that excessive workload, unrealistic deadlines, and role ambiguity significantly reduced employees' concentration, efficiency, and job satisfaction. The study concluded that persistent stress conditions lead to emotional exhaustion, absenteeism, and diminished performance. The authors recommended that management should introduce flexible work arrangements, clear role definitions, and periodic stress management training to enhance productivity and employee well-being.

Similarly, Eze, Nwankwo, Bello, and Ajayi (2022) investigated the effect of occupational stress on job performance in the Nigerian public service sector. Drawing data from 400 civil servants across federal ministries in Abuja, the study found that time pressure, lack of resources, and supervisory conflicts had a significant negative impact on task execution and decision-making efficiency. Regression results indicated that employees experiencing chronic stress demonstrated lower motivation, creativity, and output quality compared to those in low-stress environments. The authors concluded that organisational stressors are key barriers to optimal employee performance and urged the integration of mental wellness programs and supportive leadership practices in public institutions.

In another study, Akpan, Okon, and Udo (2021) explored the relationship between workplace stress and employee effectiveness among health workers in tertiary hospitals in Uyo, Akwa Ibom State. The study adopted a cross-sectional survey design involving 280 respondents, and data were analysed using multiple regression. Results revealed that role overload, emotional

strain, and long working hours significantly decreased job performance and increased error rates among healthcare employees. The findings further showed that stress induced by patient pressure and administrative bottlenecks heightened burnout levels, leading to a decline in overall service delivery. The authors recommended that hospital management should implement employee assistance programs, counselling services, and supportive supervision to help workers manage occupational stress effectively.

Further evidence was provided by Lawal, Yusuf, and Chukwu (2023), who investigated the relationship between job stress and employee performance in the Nigerian manufacturing industry. A survey of 350 employees across four manufacturing firms in Lagos and Ogun States revealed that stress arising from task overload, poor communication, and unsafe working conditions negatively affected employees' commitment and productivity. The study also found that employees who reported higher stress levels were more likely to experience fatigue and absenteeism. The researchers concluded that stress management interventions such as workload balancing, ergonomic redesign, and supervisor support significantly improved job performance and morale in high-pressure work environments.

Additionally, Afolabi and Odogwu (2024) examined work stress and performance among academic staff in tertiary institutions in the South-West region of Nigeria. Using a quantitative approach with data from 280 lecturers, the study discovered that occupational stress caused by administrative demands, publication pressure, and inadequate institutional support had a direct negative influence on research productivity and teaching effectiveness. The authors highlighted that unmanaged stress often results in psychological strain and reduced cognitive engagement, ultimately undermining institutional effectiveness. They recommended institutional wellness programs, supportive leadership, and fair workload distribution as strategies for mitigating academic burnout.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methodology adopted for this study on "Effect of mental health on Employee performance" in the University of Benin, Benin City, Edo State, Nigeria. This chapter included the research design, population and sampling, measurement and operationalization of the variables, source of data, research instrument, method of data analysis reliability and validity of data and model specification.

3.2 Research Design

The study adopts a survey research design, which is appropriate for investigating relationships between mental health and employee performance. According to Saunders, Lewis, and Thornhill (2019), survey research design enables researchers to gather large amounts of data systematically and efficiently. The research employs a cross-sectional approach, capturing data from respondents at a single point in time. This approach allows for an in-depth analysis of mental health strategies, and their impact on employee performance.

3.3 Population and Sampling Techniques

The population forms a basis from which the sample or subjects for the study is drawn, Cooper and Schindler (2001). The population of interest for the study consists of 162 academic staff members of the University of Benin, Benin city, Edo state, Nigeria. The specific departments from which the sample will be drawn are; human resource management, business administration, marketing, accounting and entrepreneurship.

Table 3.1: Population Distribution of the Study

S/N	Departments	Numbers of Employees
1	Accounting	61
2	Business Administration	17

3	Finance	20
4	Actuarial Science	10
5	Insurance	12
6	Entrepreneurship	17
7	Human Resource	15
8	Marketing	10
Total		**162**

3.4 Sample Size and Sampling Techniques

In selecting an appropriate sample size for this study, Taro Yamane's formula is employed to ensure statistical reliability. The population for this research consists of 162 academic staff members from the University of Benin, Benin City, Edo State, Nigeria, drawn from the departments of Human Resource Management, Business Administration, Marketing, Accounting, and Entrepreneurship.

Applying Taro Yamane's sample size determination formula:

$$n = \frac{N}{1 + Ne^2}$$

where N = 162 and the chosen margin of error (e) is **0.05** (corresponding to a 95% confidence level), the sample size calculation proceeds as follows:

$$n = \frac{162}{1 + 162(0.05)^2}$$

$$n = \frac{162}{1 + 162(0.0025)}$$

$$n = \frac{162}{1 + 0.405}$$

$$n = \frac{162}{1.405}$$

$n = 115$

To ensure fair representation of the population, a stratified random sampling technique was adopted. Each department formed a section, and respondents were proportionately selected based on the number of staff in each department. This approach ensured that all departments were adequately represented, thereby reducing sampling bias and increasing the generalizability of the findings.

3.5 Measurement and Operationalisation of Variables

The study examines mental health and employee performance. The responses from respondents will be measured using a 5-point Likert scale of "Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree". The questions will be in statement format and respondents will answer with the options on the statements given.

Table 3.1 Operationalization of Variables

S/N	Variables	Operationalization	Measurement
	Demography of respondents		
1	Gender	Two point scale.	Q1
2	Age	Four point scale.	Q2
3	Marital status	Two point scale.	Q3
4	Educational qualification of respondents	Five point scale.	Q4
5	Current position in the department	Six point scale.	Q5
6	Number of years worked in the organisation	Four point scale.	Q6
	Independent Variables		
7	Anxiety	refers to a state of persistent worry or nervousness that interferes with an	Q7 - Q11

		individual's ability to focus and perform tasks effectively.	
8	Depression	refers to a prolonged feeling of sadness, loss of interest, or low energy that negatively affects motivation and work performance.	Q12 - Q16
9	Obsessive Compulsive Disorder	refers to a mental condition characterized by recurring thoughts and repetitive behaviours that disrupt normal work routines.	Q17 – Q21
10	Work Related Stress	refers to the physical and emotional strain that arises when job demands exceed an employee's ability to cope effectively.	Q22 - Q26
Dependent Variable			
11	Employee performance	refers to how effectively employees carry out tasks, deliver quality outputs, and contribute to organisational success.	Q27 – Q31

(Source: Researcher, 2025)

3.6 Research Instrument

The instrument of data collection is a questionnaire, prepared by the researcher. The questionnaire will be utilized to gather information about the research by relating all the questions to the relevant goals. It will comprise items with a variety of closed-ended inquiries. The Likert's five-point scale and summated scale will be utilized for assessing answers (Kothari, 2009).

The questionnaire will be in two sections. Section A will solicit information on the respondents' demography. Section B will consist of questions on the variables of the study. Responses will be rated on a 5-point Likert scale for which 1 (one) is strongly disagree and 5 (five) is strongly agree.

3.7 Source of Data

For the purpose of this study, primary data will be used. The primary data will be extracted from the sampled respondents using a carefully structured questionnaire.

3.8 Method of Data Analysis

The responses from the questionnaire will be analyzed using descriptive and inferential statistics. Descriptive statistics, including frequency distributions, means, and standard deviations, will be used to summarize demographic characteristics and responses of respondents. Inferential statistical techniques, including correlation analysis and multiple regression analysis, will be employed to test hypotheses and determine the impact of mental health on employee performance.

Regression analysis will be used to establish the relationship between mental health and employee performance. The Statistical Package for Social Sciences (SPSS 25) software will be utilized for data analysis, ensuring accurate and efficient computation of statistical measures.

3.9 Model Specification

The ordinary least square method (OLS) was employed as the estimation technique. The functional relationship between the dependent and independent variable are as follows;

EP=f(AX, DP,OCD,WRS)…………………………………………1

This can be written econometrically as:

$OP_i = \beta_0 + \beta_1 AX_i + \beta_2 DP_i + \beta_3 OCD_i + \beta_4 WRS_i$.................2

Where:

EP = Employee Performance (Dependent Variable)

AX = Anxiety

DP = Depression

OCD = Obsessive Compulsive Disorder

WRS = work Related Stress

β_1 to β_4 = Coefficient of variables

e = Error term

The expected apriori signs are such that:

$\beta_1 > 0$; This implies that an increase in anxiety will cause a proportionate effect on employee performance.

$\beta_2 > 0$; This implies that an increase in depression will cause a proportionate effect on employee performance.

$\beta_3 > 0$; This implies that an increase in obsessive compulsive disorder will cause a proportionate effect on Employee performance.

$\beta_4 > 0$; This implies that an increase in work related stress will cause a proportionate effect on Employee performance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the data collected from respondents and the statistical analyses conducted to examine the influence of mental health on employee performance among academic staff of the University of Benin, Edo State. The analyses were based on data obtained from one hundred and fifteen (115) valid responses. The chapter is structured into sections that cover the demographic characteristics of respondents, the descriptive analysis of study variables, and the test of hypotheses using appropriate inferential statistical tools.

The independent variables in this study include Anxiety, Depression, Obsessive–Compulsive Disorder, and Work-Related Stress, while Employee Performance serves as the dependent variable. Descriptive statistics such as frequencies, percentages, means, and standard deviations were employed to summarize respondents' opinions on each construct. Furthermore, inferential statistical techniques, including correlation and multiple regression analyses, were utilized to determine the nature and strength of the relationships between the mental health dimensions and employee performance among academic staff of the University of Benin.

4.2 Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents who participated in this study. It provides a summary of their distribution based on variables such as gender, age, marital status, educational qualification, position, and years of work experience. These details help to provide a clear understanding of the composition of the academic staff surveyed at the University of Benin, offering important context for interpreting the findings of this study.

Table 4.1: Demographic Characteristics of Respondents (n = 115)

Variable	Category	Frequency	Percent
Gender	Male	57	49.6
	Female	58	50.4

	Total	115	100.0
Age	Below 21–25 years	19	16.5
	26–30 years	34	29.6
	31–35 years	30	26.1
	36 years and above	32	27.8
	Total	**115**	**100.0**
Marital Status	Single	69	60.0
	Married	46	40.0
	Total	**115**	**100.0**
Educational Qualification	MSc	64	55.7
	BSc	32	27.8
	PhD	19	16.5
	Total	**115**	**100.0**
Position	General Assistant	10	8.7
	Assistant Lecturer	12	10.4
	Lecturer II	23	20.0
	Lecturer I	29	25.2
	Senior Lecturer	27	23.5
	Associate Professor	14	12.2
	Total	**115**	**100.0**
Years Worked	0–5 years	19	16.5
	6–10 years	49	42.6
	11–20 years	39	33.9
	21 years and above	8	7.0
	Total	**115**	**100.0**

Source: Researchers (2025)

Gender:

The results show that 57 respondents (49.6%) were male, while 58 respondents (50.4%) were female. This indicates that the academic workforce of the University of Benin is fairly balanced in terms of gender representation, with a slightly higher proportion of female respondents. This

balance suggests that both male and female academic staff actively contribute to the university's teaching, research, and administrative functions.

Age:

The analysis reveals that 19 respondents (16.5%) were between 21–25 years, 34 respondents (29.6%) were between 26–30 years, 30 respondents (26.1%) were between 31–35 years, while 32 respondents (27.8%) were 36 years and above. This shows that the majority of respondents fall within the 26–30-year age bracket, indicating a relatively young and vibrant academic workforce. The age distribution suggests that most academic staff are in their early and mid-career stages, which may positively influence adaptability, innovation, and engagement in teaching and research activities.

Marital Status:

Findings show that 69 respondents (60.0%) were single, while 46 respondents (40.0%) were married. This indicates that a greater proportion of the academic staff surveyed are single. This pattern may reflect the presence of many early-career academics who are still developing their professional and personal lives. It could also imply greater flexibility and availability to meet the demanding academic and administrative expectations of the university.

Educational Qualification:

The results reveal that 64 respondents (55.7%) held a Master's degree (MSc), 32 respondents (27.8%) held a Bachelor's degree (BSc), while 19 respondents (16.5%) possessed a Doctorate (Ph.D.). This suggests that the majority of the academic staff have postgraduate qualifications, which is consistent with the minimum requirements for teaching positions in Nigerian universities. The proportion of Ph.D. holders also reflects the university's focus on research-oriented and advanced academic engagement.

Position:

The analysis indicates that 10 respondents (8.7%) were General Assistants, 12 (10.4%)

Assistant Lecturers, 23 (20.0%) Lecturer II, 29 (25.2%) Lecturer I, 27 (23.5%) Senior Lecturers, and 14 (12.2%) Associate Professors. This distribution shows that the largest group of respondents are Lecturer I (25.2%), followed by Senior Lecturers (23.5%), reflecting a workforce with a significant number of mid-level academics. The structure suggests a healthy academic hierarchy with a blend of junior and senior lecturers contributing to the university's teaching and research outputs.

Years Worked:

The results indicate that 19 respondents (16.5%) had worked for 0–5 years, 49 respondents (42.6%) for 6–10 years, 39 respondents (33.9%) for 11–20 years, and 8 respondents (7.0%) for 21 years and above. This shows that most respondents have between 6–10 years of work experience, suggesting a workforce that is adequately experienced and familiar with the institutional culture of the University of Benin. The presence of long-serving staff (over 10 years) also implies organisational stability and the retention of experienced personnel who contribute to academic excellence.

4.3.2 Data Presentation and Analysis for the Study Variables

This section presents the descriptive analysis of the main study variables, which include Anxiety, Depression, Obsessive–Compulsive Disorder (OCD), Work-Related Stress, and Employee Performance. Each variable was measured using specific items designed to capture respondents' levels of agreement on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The analysis focuses on the frequency and percentage distributions of responses for each item, as well as the computed mean and standard deviation, which provide a clearer understanding of the general tendencies and perceptions of respondents regarding the influence of mental health factors on employee performance.

Table 4.3.1: Descriptive Statistics of Anxiety (n = 115)

S/N	Statement	Total Responses	SA 5 f(%)	A 4 f(%)	U 3 f(%)	D 2 f(%)	SD 1 f(%)	Mean (x̄)
1	I often feel tense or worried about meeting deadlines at work.	115	20 (17.4)	25 (21.7)	30 (26.1)	24 (20.9)	16 (13.9)	**2.93**
2	I find it difficult to concentrate on my tasks when I feel anxious.	115	17 (14.8)	27 (23.5)	25 (21.7)	30 (26.1)	16 (13.9)	**2.99**
3	My anxiety frequently affects the quality of my work output.	115	20 (17.4)	24 (20.9)	24 (20.9)	28 (24.3)	19 (16.5)	**2.98**
4	I feel uneasy or nervous before major meetings or performance evaluations.	115	21 (18.3)	28 (24.3)	22 (19.1)	22 (19.1)	22 (19.1)	**3.04**
5	I often experience restlessness or fear when faced with demanding tasks.	115	16 (13.9)	21 (18.3)	28 (24.3)	32 (27.8)	18 (15.7)	**2.87**
Average Mean								**2.96**

Source: Researcher's Fieldwork (2025)

Table 4.3.1 presents the results on anxiety and its influence on employee performance among academic staff of the University of Benin. The analysis shows the distribution of responses based on their level of agreement with each statement, as well as the corresponding mean scores.

For the statement *"I often feel tense or worried about meeting deadlines at work,"* 20 respondents (17.4%) strongly agreed, 25 (21.7%) agreed, 30 (26.1%) were undecided, 24 (20.9%) disagreed, and 16 (13.9%) strongly disagreed. The mean score of **2.93** indicates that employees are somewhat divided in their feelings about work-related tension and deadlines.

For the statement *"I find it difficult to concentrate on my tasks when I feel anxious,"* 17 respondents (14.8%) strongly agreed, 27 (23.5%) agreed, 25 (21.7%) were undecided, 30 (26.1%) disagreed, and 16 (13.9%) strongly disagreed. The mean score of **2.99** shows that the

respondents' views were fairly balanced, suggesting mixed experiences of anxiety affecting concentration.

Regarding the statement *"My anxiety frequently affects the quality of my work output,"* 20 respondents (17.4%) strongly agreed, 24 (20.9%) agreed, 24 (20.9%) were undecided, 28 (24.3%) disagreed, and 19 (16.5%) strongly disagreed. The mean score of **2.98** shows that opinions were evenly distributed, with no clear tendency toward agreement or disagreement.

For the statement *"I feel uneasy or nervous before major meetings or performance evaluations,"* 21 respondents (18.3%) strongly agreed, 28 (24.3%) agreed, 22 (19.1%) were undecided, 22 (19.1%) disagreed, and 22 (19.1%) strongly disagreed. The mean score of **3.04** suggests a fairly neutral perception, indicating that feelings of uneasiness before evaluations are moderate among staff.

Finally, for the statement *"I often experience restlessness or fear when faced with demanding tasks,"* 16 respondents (13.9%) strongly agreed, 21 (18.3%) agreed, 28 (24.3%) were undecided, 32 (27.8%) disagreed, and 18 (15.7%) strongly disagreed. The mean score of **2.87** reflects that most respondents tended to disagree or remain neutral on this statement.

The **average mean score of 2.96** indicates that, overall, respondents neither strongly agreed nor disagreed with the statements on anxiety. This reflects a moderate level of anxiety among the academic staff, with most maintaining a balanced perception of how anxiety influences their work performance.

Table 4.3.2: Descriptive Statistics of Depression (n = 115)

S/N	Statement	Total Responses	SA 5 f(%)	A 4 f(%)	U 3 f(%)	D 2 f(%)	SD 1 f(%)	Mean ($\bar{x}$)
1	I sometimes feel a lack of motivation to complete my assigned tasks.	115	15 (13.0)	30 (26.1)	31 (27.0)	31 (27.0)	8 (7.0)	**3.11**
2	Feelings of sadness or hopelessness reduce my enthusiasm for work.	115	24 (20.9)	33 (28.7)	21 (18.3)	20 (17.4)	17 (14.8)	**3.23**

3	I often struggle to stay focused because of emotional fatigue.	115	13 (11.3)	24 (20.9)	26 (22.6)	29 (25.2)	23 (20.0)	**2.78**
4	I lose interest in work activities that I once found enjoyable.	115	15 (13.0)	25 (21.7)	28 (24.3)	31 (27.0)	16 (13.9)	**2.93**
5	My emotional state makes it difficult for me to maintain consistent performance.	115	16 (13.9)	20 (17.4)	31 (27.0)	29 (25.2)	19 (16.5)	**2.88**
Average Mean								**2.99**

Source: Researcher's Fieldwork (2025)

Table 4.3.2 presents the results on depression and its influence on employee performance among academic staff of the University of Benin. The analysis shows respondents' levels of agreement with each statement related to motivation, emotional fatigue, and work enthusiasm.

For the statement *"I sometimes feel a lack of motivation to complete my assigned tasks,"* 15 respondents (13.0%) strongly agreed, 30 (26.1%) agreed, 31 (27.0%) were undecided, 31 (27.0%) disagreed, and 8 (7.0%) strongly disagreed. The mean score of 3.11 indicates a generally moderate perception, with some employees acknowledging occasional lack of motivation.

For the statement *"Feelings of sadness or hopelessness reduce my enthusiasm for work,"* 24 respondents (20.9%) strongly agreed, 33 (28.7%) agreed, 21 (18.3%) were undecided, 20 (17.4%) disagreed, and 17 (14.8%) strongly disagreed. The mean score of 3.23 shows that a fair number of respondents agreed that emotional lows can affect their enthusiasm at work.

Regarding the statement *"I often struggle to stay focused because of emotional fatigue,"* 13 respondents (11.3%) strongly agreed, 24 (20.9%) agreed, 26 (22.6%) were undecided, 29 (25.2%) disagreed, and 23 (20.0%) strongly disagreed. The mean score of 2.78 suggests that opinions were divided, with a slight tendency toward disagreement.

For the statement *"I lose interest in work activities that I once found enjoyable,"* 15 respondents (13.0%) strongly agreed, 25 (21.7%) agreed, 28 (24.3%) were undecided, 31

(27.0%) disagreed, and 16 (13.9%) strongly disagreed. The mean score of 2.93 shows that responses were relatively balanced, indicating moderate experiences of loss of interest among staff.

Finally, for the statement *"My emotional state makes it difficult for me to maintain consistent performance,"* 16 respondents (13.9%) strongly agreed, 20 (17.4%) agreed, 31 (27.0%) were undecided, 29 (25.2%) disagreed, and 19 (16.5%) strongly disagreed. The mean score of 2.88 reflects mixed perceptions, with most respondents leaning toward neutrality or slight disagreement.

The average mean score of 2.99 indicates that, overall, respondents exhibited moderate views regarding depression-related factors affecting their work performance. The findings show that while some employees experience reduced motivation and emotional fatigue, others maintain stability in their performance despite such challenges.

Table 4.3.3: Descriptive Statistics of Obsessive-Compulsive Disorder (n = 115)

S/N	Statement	Total Responses	SA 5 f(%)	A 4 f(%)	U 3 f(%)	D 2 f(%)	SD 1 f(%)	Mean ($\bar{x}$)
1	I frequently double-check my work to ensure it is completely accurate.	115	18 (15.7)	24 (20.9)	22 (19.1)	34 (29.6)	17 (14.8)	**2.97**
2	I feel compelled to repeat certain tasks until I am fully satisfied.	115	11 (9.6)	26 (22.6)	39 (33.9)	18 (15.7)	21 (18.3)	**2.89**
3	My desire for perfection sometimes delays the completion of my assignments.	115	14 (12.2)	33 (28.7)	21 (18.3)	34 (29.6)	13 (11.3)	**2.99**
4	I spend considerable time ensuring that every detail of my work is correct.	115	13 (11.3)	28 (24.3)	25 (21.7)	34 (29.6)	15 (13.0)	**2.91**
5	I feel uncomfortable if my work routine or procedures are changed suddenly.	115	20 (17.4)	31 (27.0)	25 (21.7)	24 (20.9)	15 (13.0)	**3.15**
Average Mean								**2.98**

Table 4.3.3 presents the descriptive analysis of respondents' views on obsessive-compulsive tendencies and how they relate to their work performance among academic staff of the University of Benin. The responses show varying degrees of agreement with statements reflecting perfectionism, repetitive checking, and sensitivity to work routine changes.

For the statement *"I frequently double-check my work to ensure it is completely accurate,"* 18 respondents (15.7%) strongly agreed, 24 (20.9%) agreed, 22 (19.1%) were undecided, 34 (29.6%) disagreed, and 17 (14.8%) strongly disagreed. The mean score of 2.97 shows that opinions were evenly distributed, indicating a moderate tendency toward repetitive checking behaviors.

For the statement *"I feel compelled to repeat certain tasks until I am fully satisfied,"* 11 respondents (9.6%) strongly agreed, 26 (22.6%) agreed, 39 (33.9%) were undecided, 18 (15.7%) disagreed, and 21 (18.3%) strongly disagreed. The mean score of 2.89 suggests that while some respondents admitted to task repetition, many maintained a neutral position on the issue.

Regarding the statement *"My desire for perfection sometimes delays the completion of my assignments,"* 14 respondents (12.2%) strongly agreed, 33 (28.7%) agreed, 21 (18.3%) were undecided, 34 (29.6%) disagreed, and 13 (11.3%) strongly disagreed. The mean score of 2.99 indicates that respondents were generally divided in their views on perfectionism affecting their task completion.

For the statement *"I spend considerable time ensuring that every detail of my work is correct,"* 13 respondents (11.3%) strongly agreed, 28 (24.3%) agreed, 25 (21.7%) were undecided, 34 (29.6%) disagreed, and 15 (13.0%) strongly disagreed. The mean score of 2.91 shows that respondents were largely neutral, with a slight lean toward disagreement.

Finally, for the statement *"I feel uncomfortable if my work routine or procedures are changed suddenly,"* 20 respondents (17.4%) strongly agreed, 31 (27.0%) agreed, 25 (21.7%) were undecided, 24 (20.9%) disagreed, and 15 (13.0%) strongly disagreed. The mean score of 3.15 reflects a moderate level of agreement, suggesting that some employees experience discomfort with unexpected changes in work routines.

The average mean score of 2.98 shows that, overall, respondents displayed moderate levels of obsessive-compulsive tendencies at work. While some reported habits related to checking, perfectionism, and adherence to routines, the general response pattern indicates that these behaviors are not predominant among the staff surveyed.

Table 4.3.4: Descriptive Statistics of Work-Related Stress (n = 115)

S/N	Statement	Total Responses	SA 5 f(%)	A 4 f(%)	U 3 f(%)	D 2 f(%)	SD 1 f(%)	Mean ($\bar{x}$)
1	My workload often feels overwhelming and difficult to manage.	115	21 (18.3)	26 (22.6)	23 (20.0)	31 (27.0)	14 (12.2)	**3.08**
2	I feel emotionally exhausted after completing my daily work tasks.	115	18 (15.7)	20 (17.4)	29 (25.2)	26 (22.6)	22 (19.1)	**2.88**
3	Tight deadlines and performance targets make it difficult to stay relaxed.	115	17 (14.8)	29 (25.2)	27 (23.5)	26 (22.6)	16 (13.9)	**3.05**
4	Job pressure at work sometimes affects my concentration and decision-making.	115	14 (12.2)	28 (24.3)	25 (21.7)	32 (27.8)	16 (13.9)	**2.93**
5	I find it challenging to cope with the multiple demands of my job.	115	15 (13.0)	29 (25.2)	33 (28.7)	22 (19.1)	16 (13.9)	**3.05**
Average Mean								**3.00**

Source: Researcher's Fieldwork (2025)

Table 4.3.4 presents the descriptive analysis of responses on work-related stress among academic staff of the University of Benin. The data reflect employees' experiences with

workload, job pressure, emotional exhaustion, and the ability to manage multiple demands in their work environment.

For the statement *"My workload often feels overwhelming and difficult to manage,"* 21 respondents (18.3%) strongly agreed, 26 (22.6%) agreed, 23 (20.0%) were undecided, 31 (27.0%) disagreed, and 14 (12.2%) strongly disagreed. The mean score of 3.08 shows a fairly even distribution of opinions, with a slight inclination toward agreement that workload can be challenging to manage.

Regarding *"I feel emotionally exhausted after completing my daily work tasks,"* 18 respondents (15.7%) strongly agreed, 20 (17.4%) agreed, 29 (25.2%) were undecided, 26 (22.6%) disagreed, and 22 (19.1%) strongly disagreed. The mean score of 2.88 indicates that emotional exhaustion is moderately experienced by some respondents.

For the statement *"Tight deadlines and performance targets make it difficult to stay relaxed,"* 17 respondents (14.8%) strongly agreed, 29 (25.2%) agreed, 27 (23.5%) were undecided, 26 (22.6%) disagreed, and 16 (13.9%) strongly disagreed. The mean score of 3.05 reveals that respondents were generally neutral but slightly inclined to agree that deadlines and targets contribute to stress.

With regard to *"Job pressure at work sometimes affects my concentration and decision-making,"* 14 respondents (12.2%) strongly agreed, 28 (24.3%) agreed, 25 (21.7%) were undecided, 32 (27.8%) disagreed, and 16 (13.9%) strongly disagreed. The mean score of 2.93 suggests that job pressure has a moderate impact on concentration and decision-making among staff.

Lastly, for *"I find it challenging to cope with the multiple demands of my job,"* 15 respondents (13.0%) strongly agreed, 29 (25.2%) agreed, 33 (28.7%) were undecided, 22 (19.1%) disagreed, and 16 (13.9%) strongly disagreed. The mean score of 3.05 shows that respondents

were fairly divided, though a slight majority acknowledged difficulty coping with multiple job demands.

The average mean score of 3.00 indicates a moderate level of work-related stress among the respondents. While some employees experience pressure and emotional strain from workload and deadlines, the overall responses suggest that such stress levels are manageable within their work context.

Table 4.3.5: Descriptive Statistics of Employee Performance (n = 115)

S/N	Statement	Total Responses	SA 5 f(%)	A 4 f(%)	U 3 f(%)	D 2 f(%)	SD 1 f(%)	Mean (x̄)
1	I consistently meet or exceed the performance expectations set by my organisation.	115	32 (27.8)	34 (29.6)	26 (22.6)	15 (13.0)	8 (7.0)	**3.58**
2	I complete my assigned tasks accurately and within given deadlines.	115	21 (18.3)	30 (26.1)	33 (28.7)	25 (21.7)	6 (5.2)	**3.31**
3	I actively contribute to achieving my department's goals and objectives.	115	30 (26.1)	38 (33.0)	26 (22.6)	16 (13.9)	5 (4.3)	**3.63**
4	I take initiative to improve the quality and efficiency of my work.	115	24 (20.9)	43 (37.4)	25 (21.7)	15 (13.0)	8 (7.0)	**3.52**
5	I perform my duties with a high level of commitment and professionalism.	115	24 (20.9)	28 (24.3)	34 (29.6)	19 (16.5)	10 (8.7)	**3.33**
Average Mean								**3.47**

Source: Researcher's Fieldwork (2025)

Table 4.3.5 presents the descriptive analysis of responses on employee performance among academic staff of the University of Benin. The results show how respondents rated their consistency, accuracy, initiative, and commitment to work performance expectations set by the institution.

For the statement *"I consistently meet or exceed the performance expectations set by my organisation,"* 32 respondents (27.8%) strongly agreed, 34 (29.6%) agreed, 26 (22.6%) were

undecided, 15 (13.0%) disagreed, and 8 (7.0%) strongly disagreed. The mean score of 3.58 indicates that most respondents affirmed they meet or exceed performance expectations.

Regarding *"I complete my assigned tasks accurately and within given deadlines,"* 21 respondents (18.3%) strongly agreed, 30 (26.1%) agreed, 33 (28.7%) were undecided, 25 (21.7%) disagreed, and 6 (5.2%) strongly disagreed. The mean score of 3.31 shows that the majority of respondents complete their tasks accurately and within deadlines.

For the statement *"I actively contribute to achieving my department's goals and objectives,"* 30 respondents (26.1%) strongly agreed, 38 (33.0%) agreed, 26 (22.6%) were undecided, 16 (13.9%) disagreed, and 5 (4.3%) strongly disagreed. The mean score of 3.63 suggests that most respondents actively participate in achieving departmental objectives.

In response to *"I take initiative to improve the quality and efficiency of my work,"* 24 respondents (20.9%) strongly agreed, 43 (37.4%) agreed, 25 (21.7%) were undecided, 15 (13.0%) disagreed, and 8 (7.0%) strongly disagreed. The mean score of 3.52 shows a general tendency toward initiative and improvement in work quality.

Finally, for *"I perform my duties with a high level of commitment and professionalism,"* 24 respondents (20.9%) strongly agreed, 28 (24.3%) agreed, 34 (29.6%) were undecided, 19 (16.5%) disagreed, and 10 (8.7%) strongly disagreed. The mean score of 3.33 indicates that a majority of the respondents perceive themselves as committed and professional in their duties.

The average mean score of 3.47 reflects a generally positive level of employee performance among the respondents. This shows that, on average, staff members demonstrate good performance through task completion, initiative, and professional conduct in fulfilling their organisational roles.

4.4 Correlation Analysis

Correlation analysis was conducted to examine the strength and direction of the linear relationships between the independent variables: Anxiety, Depression, Obsessive–Compulsive

Disorder (OCD), and Work-Related Stress and the dependent variable, Employee Performance. The analysis utilized the Pearson Correlation Coefficient (r) to measure the degree of association between the variables. The coefficient values range from –1 to +1, where positive values indicate direct relationships and negative values indicate inverse relationships. The significance level (p-value) was used to determine whether these relationships were statistically significant at either the 0.05 or 0.01 levels of significance.

Table 4.4.1: Correlation Matrix of Study Variables

Correlations						
		EP	AX	DP	OCD	WRS
EP	Pearson Correlation	1	-.579[**]	-.522[**]	-.497[**]	-.626[**]
	Sig. (2-tailed)		.000	.000	.000	.000
	N	115	115	115	115	115
AX	Pearson Correlation	-.579[**]	1	.299[**]	.149	.405[**]
	Sig. (2-tailed)	.000		.001	.112	.000
	N	115	115	115	115	115
DP	Pearson Correlation	-.522[**]	.299[**]	1	.150	.300[**]
	Sig. (2-tailed)	.000	.001		.111	.001
	N	115	115	115	115	115
OCD	Pearson Correlation	-.497[**]	.149	.150	1	.256[**]
	Sig. (2-tailed)	.000	.112	.111		.006
	N	115	115	115	115	115
WRS	Pearson Correlation	-.626[**]	.405[**]	.300[**]	.256[**]	1
	Sig. (2-tailed)	.000	.000	.001	.006	
	N	115	115	115	115	115
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Researcher's Fieldwork (2025)

As shown in Table 4.4.1, the correlation results reveal varying degrees of association among the study variables: Anxiety, Depression, Obsessive–Compulsive Disorder (OCD), Work-Related Stress, and Employee Performance.

The relationship between Anxiety and Employee Performance is negative and strong ($r = -0.579$, $p < 0.01$), indicating that higher levels of anxiety among academic staff are significantly associated with lower levels of performance. Similarly, Depression also shows a strong negative correlation with Employee Performance ($r = -0.522$, $p < 0.01$), suggesting that depressive symptoms such as low motivation and emotional fatigue adversely affect employees' productivity and goal attainment.

In the same vein, Obsessive–Compulsive Disorder (OCD) exhibits a moderate negative correlation with Employee Performance ($r = -0.497$, $p < 0.01$). This implies that excessive preoccupation with perfectionism and repetitive work behaviors moderately reduce overall job efficiency. Furthermore, Work-Related Stress displays the strongest negative correlation with Employee Performance ($r = -0.626$, $p < 0.01$), meaning that as stress levels increase, employee performance tends to decrease significantly.

Among the independent variables, Anxiety is positively correlated with Depression ($r = 0.299$, $p < 0.01$) and Work-Related Stress ($r = 0.405$, $p < 0.01$), indicating that employees who experience anxiety are also more likely to exhibit depressive tendencies and stress symptoms. Depression is likewise positively correlated with OCD ($r = 0.150$, $p = 0.111$, not significant) and Work-Related Stress ($r = 0.300$, $p < 0.01$), showing a mild but meaningful association between depressive feelings and occupational strain.

Additionally, OCD has a weak positive relationship with Work-Related Stress ($r = 0.256$, $p < 0.01$), suggesting that employees who exhibit obsessive or perfectionistic traits may also experience slight increases in stress when managing work demands. However, the correlation

between Anxiety and OCD (r = 0.149, p = 0.112) and between Depression and OCD (r = 0.150, p = 0.111) are not statistically significant, implying that these conditions do not strongly co-occur within the sampled population.

None of the correlation coefficients exceed 0.80, confirming the absence of multicollinearity among the study variables. This indicates that each mental health dimension: Anxiety, Depression, OCD, and Work-Related Stress, captures a distinct aspect of psychological wellbeing, thereby ensuring the reliability and validity of subsequent regression analyses.

4.5 Regression Analysis

The regression model provides coefficients that indicate the strength and direction of each variable's effect, while the coefficient of determination (R^2) shows the proportion of variance in employee performance explained by the independent variables. The significance values (p-values) are used to test the hypotheses and establish whether each variable has a statistically significant effect on performance at the 0.05 or 0.01 level.

Table 4.5.1 Model Summary

Model Summary[b]										
Mo del	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.834[a]	.696	.685	.30873	.696	62.950	4	110	.000	2.110
a. Predictors: (Constant), Stress, OCD, Depression, Anxiety										
b. Dependent Variable: Employee Performance										

Source: Researcher's Fieldwork (2025)

The model summary result from the regression output is presented in the table above. The R value of 0.834 indicates a strong positive relationship between the independent variables: Anxiety, Depression, Obsessive–Compulsive Disorder (OCD), and Work-Related Stress and the dependent variable, Employee Performance. This shows that the combined effect of the

71

mental health dimensions is strongly associated with employee performance among academic staff of the University of Benin.

The R Square value of 0.696 reveals that the independent variables collectively explain 69.6% of the variation in employee performance. This indicates that the mental health dimensions have a high explanatory power, meaning they substantially account for differences in employees' performance levels within the institution. The Adjusted R Square value of 0.685 further confirms the model's reliability after adjusting for the number of predictors included in the regression equation, indicating a consistent and well-fitted model.

The Durbin–Watson statistic of 2.110 is approximately equal to 2.0, suggesting that the model is free from autocorrelation issues. This means the residuals are independent of one another, confirming the statistical validity of the regression model and its suitability for further inferential analysis.

Table 4.5.2 ANOVA Analysis

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.000	4	6.000	62.950	.000[b]
	Residual	10.485	110	.095		
	Total	34.485	114			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Work-related Stress, OCD, Depression, Anxiety						

Source: Researcher's Fieldwork (2025)

The table above presents the analysis of variance (ANOVA) result on the impact of Anxiety, Depression, Obsessive–Compulsive Disorder (OCD), and Work-Related Stress on Employee Performance. The F-statistic value of 62.950 is significant at the 0.05 level ($p = 0.000$).

This implies that the explanatory variables: Anxiety, Depression, OCD, and Work-Related Stress, collectively exert a statistically significant effect on Employee Performance. In other words, the model as a whole significantly predicts variations in employee performance among academic staff of the University of Benin.

This result validates the regression model, confirming that the combined influence of mental health dimensions contributes meaningfully to explaining employee performance outcomes.

Table 4.5.3 Coefficient Analysis

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.156	.205		30.052	.000		
	Anxiety	-.236	.044	-.312	-5.316	.000	.800	1.250
	Depression	-.257	.052	-.281	-4.972	.000	.868	1.152
	OCD	-.286	.048	-.323	-5.918	.000	.928	1.078
	Work-related Stress	-.271	.049	-.332	-5.544	.000	.769	1.301
a. Dependent Variable: EmployeePerformance_Mean								

Source: Researcher's Fieldwork (2025)

Test of Hypotheses

Hypothesis One

H$_{01}$: Anxiety does not have a significant impact on Employee Performance.

The result from the table above shows that Anxiety has a significant negative impact on Employee Performance. The p-value of 0.000 was less than 0.05 ($p = 0.000 < 0.05$; $t = -5.316 > 2$). This research therefore concludes that Anxiety has a negative and significant relationship with Employee Performance among academic staff of the University of Benin.

Hypothesis Two

H$_{02}$: Depression does not have a significant impact on Employee Performance.

The result from the table above shows that Depression has a significant negative impact on Employee Performance. The p-value of 0.000 was less than 0.05 ($p = 0.000 < 0.05$; $t = -4.972 > 2$). This research therefore concludes that Depression has a negative and significant relationship with Employee Performance among academic staff of the University of Benin.

Hypothesis Three

H$_{03}$: Obsessive–Compulsive Disorder (OCD) does not significantly influence Employee Performance.

The result from the table above shows that OCD has a significant negative influence on Employee Performance. The p-value of 0.000 was less than 0.05 (p = 0.000 < 0.05; t = -5.918 > 2). This research therefore concludes that OCD has a negative and significant relationship with Employee Performance among academic staff of the University of Benin.

Hypothesis Four

H$_{04}$: Work-Related Stress does not significantly affect Employee Performance.

The result from the table above shows that Work-Related Stress has a significant negative effect on Employee Performance. The p-value of 0.000 was less than 0.05 (p = 0.000 < 0.05; t = -5.544 > 2). This research therefore concludes that Work-Related Stress has a negative and significant relationship with Employee Performance among academic staff of the University of Benin.

4.6 Discussion of Findings

This study examined the influence of mental health dimensions on employee performance among academic staff of the University of Benin. The independent variables were Anxiety, Depression, Obsessive–Compulsive Disorder (OCD), and Work-Related Stress, while Employee Performance served as the dependent variable.

The regression model produced an R value of 0.834 and an R^2 of 0.696 (Adjusted R^2 = 0.685), indicating that the predictors collectively explain about 69.6% of the variation in employee performance. This means that the dimensions of mental health have a strong explanatory power on employee performance, showing that variations in employees' mental health status significantly affect their overall work performance.

The ANOVA result (F = 62.950, p = 0.000) further indicates that the overall model is statistically significant at the 5% level. This confirms that, taken together, the four mental health dimensions significantly predict changes in employee performance among academic staff of the University of Benin. The result therefore establishes that the explanatory variables jointly make a meaningful contribution to explaining variations in performance levels.

Finally, the Durbin–Watson statistic of 2.110, which is approximately equal to 2.0, suggests that there is no autocorrelation among the residuals. This indicates that the regression model is statistically sound and that the residuals are independent, supporting the reliability and validity of the regression estimates obtained in this study.

Anxiety

Based on research objective one, respondents' perceptions of anxiety were measured using items that assessed whether employees often feel tense about meeting deadlines, find it difficult to concentrate when anxious, experience uneasiness before evaluations, or feel restless when faced with demanding tasks. The descriptive result yielded an overall mean score of 2.96, indicating a moderate level of anxiety among respondents. This suggests that while anxiety is present among academic staff, it is not excessively severe but occurs frequently enough to influence work behaviour and performance.

The regression analysis revealed that anxiety has a negative and statistically significant impact on employee performance (B = –0.236, t = –5.316, p = 0.000). This implies that as anxiety levels increase, employees' performance decreases significantly. When staff members experience persistent worry or tension, their ability to focus, make sound decisions, and meet job expectations is impaired, ultimately reducing productivity and effectiveness in the workplace.

This finding aligns with the results of Okonkwo and Abiola (2023), who observed that anxiety disorders among employees often lead to reduced task efficiency and delayed completion of

responsibilities. Similarly, Eze and Nwachukwu (2022) reported that anxiety negatively affects motivation and the overall quality of job performance in academic institutions. Theoretically, the finding supports the Cognitive Interference Theory, which posits that anxiety disrupts attention and cognitive processing, thereby reducing task performance.

Therefore, this study concludes that anxiety has a negative and significant relationship with employee performance among academic staff of the University of Benin. Addressing workplace anxiety through stress management programs and mental health awareness can help enhance concentration, confidence, and job performance.

Depression

Based on research objective two, respondents' perceptions of depression were measured using items that assessed feelings of low motivation, sadness or hopelessness, emotional fatigue, loss of interest in work activities, and difficulty maintaining consistent performance. The descriptive result produced an overall mean score of 2.99, indicating a moderate level of depressive symptoms among respondents. This suggests that while most employees occasionally experience depressive moods, these feelings occur frequently enough to affect their enthusiasm and consistency at work.

The regression analysis revealed that depression has a negative and statistically significant impact on employee performance (B = –0.257, t = –4.972, p = 0.000). This indicates that higher levels of depression among employees correspond to lower levels of job performance. When employees experience persistent sadness, emotional exhaustion, or lack of motivation, their ability to remain productive, focused, and engaged in their work activities is significantly reduced.

This finding agrees with the study of Adewale and Okoro (2022), who found that depression among academic staff leads to decreased performance and higher absenteeism rates. Similarly, James and Eboh (2023) reported that depressive symptoms such as hopelessness and low

energy negatively affect concentration, teamwork, and goal achievement in the workplace. Theoretically, this result supports the Affective Events Theory, which explains that negative emotional experiences such as depression influence job attitudes and behaviours by diminishing emotional energy and enthusiasm.

Therefore, this study concludes that depression has a negative and significant relationship with employee performance among academic staff of the University of Benin. Implementing workplace counselling, mental health support services, and employee engagement programs could help mitigate depressive symptoms and improve performance outcomes.

Obsessive–Compulsive Disorder (OCD)

Based on research objective three, respondents' perceptions of Obsessive–Compulsive Disorder (OCD) were measured using items that assessed tendencies such as excessive double-checking of work, repetitive task performance, perfectionism that delays task completion, overemphasis on accuracy, and discomfort with sudden changes in routine. The descriptive result yielded an overall mean score of 2.98, indicating a moderate level of obsessive–compulsive tendencies among respondents. This suggests that while some employees exhibit meticulous and repetitive work behaviours, these habits may occasionally hinder task efficiency and timely delivery.

The regression analysis revealed that OCD has a negative and statistically significant impact on employee performance (B = –0.286, t = –5.918, p = 0.000). This implies that as obsessive–compulsive tendencies increase among employees, their performance tends to decline. Employees who excessively focus on perfection or repeatedly review their work may experience reduced productivity, slower task completion, and mental strain, thereby affecting their overall job effectiveness.

This finding aligns with the study of Okafor and Balogun (2022), who reported that obsessive work behaviours, while often driven by a desire for accuracy, can lead to reduced flexibility

and creativity in task execution. Similarly, Olawale and Nwachukwu (2023) found that employees with compulsive perfectionist traits are more prone to workplace stress and reduced efficiency due to over-engagement in repetitive routines. Theoretically, the result supports the Cognitive–Behavioural Theory (CBT) framework, which explains that obsessive thoughts and compulsive behaviours interfere with cognitive functioning and task performance.

Therefore, this study concludes that obsessive–compulsive tendencies have a negative and significant relationship with employee performance among academic staff of the University of Benin. Addressing these behaviours through stress management training, cognitive restructuring, and supportive supervision could help enhance work performance and mental well-being.

Work-Related Stress

Based on research objective four, respondents' perceptions of Work-Related Stress were examined using items that assessed workload manageability, emotional exhaustion, deadline pressure, concentration under job pressure, and the ability to cope with multiple work demands. The descriptive result produced an overall mean score of 3.00, which indicates a moderate level of stress among employees. This suggests that while some staff members are able to cope with work-related pressures, others experience strain arising from workload intensity, emotional fatigue, and time constraints.

The regression analysis revealed that Work-Related Stress has a negative and statistically significant impact on employee performance (B = –0.271, t = –5.544, p = 0.000). This means that as work stress increases, employee performance tends to decline. High stress levels may reduce concentration, decision-making ability, and overall productivity, making it difficult for employees to consistently meet performance expectations.

This finding aligns with Adeniran and Yusuf (2022), who found that work pressure, long hours, and tight deadlines significantly decrease job performance in organisational settings. Similarly,

Eze and Udo (2023) reported that stress arising from workload imbalance and insufficient recovery time leads to emotional exhaustion and decreased employee efficiency. Theoretically, this result is consistent with the Job Demand–Control (JDC) Model, which posits that when job demands exceed an individual's control or available resources, stress levels rise and performance deteriorates.

Therefore, this study concludes that work-related stress has a negative and significant relationship with employee performance among academic staff of the University of Benin. Effective workload management, provision of psychosocial support, and creation of a balanced work environment are essential strategies to reduce stress and enhance overall employee productivity and well-being.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion, recommendations, contributions to knowledge, and suggestions for further research based on the analyses conducted in Chapter Four. The study examined the influence of mental health on employee performance among academic staff of the University of Benin, Edo State. The independent variables were Anxiety, Depression, Obsessive–Compulsive Disorder (OCD), and Work-related Stress, while Employee Performance served as the dependent variable.

Descriptive and inferential statistical techniques, including correlation and multiple regression analyses, were employed to determine the strength, direction, and significance of the relationships among the study variables.

5.2 Summary of Findings

This study investigated how the dimensions of mental health influence employee performance among academic staff of the University of Benin. Data were collected from 115 valid responses, and the major findings are summarized as follows:

1. Anxiety had a negative and statistically significant effect on employee performance (B = –0.236, t = –5.316, p = 0.000). This indicates that higher levels of anxiety among academic staff are associated with reduced work performance, concentration, and task completion efficiency. The correlation result (r = –0.579, p < 0.01) further confirms a strong inverse relationship between anxiety and employee performance.

2. Depression also had a negative and statistically significant impact on employee performance (B = –0.257, t = –4.972, p = 0.000). This implies that depressive symptoms such as emotional fatigue and lack of motivation significantly reduce academic staff's ability to meet work expectations and maintain productivity. The correlation coefficient

($r = -0.522$, $p < 0.01$) shows a moderate negative relationship between the two variables.

3. Obsessive–Compulsive Disorder (OCD) was found to have a negative and significant influence on employee performance ($B = -0.286$, $t = -5.918$, $p = 0.000$). This means that excessive perfectionism, repetitive checking, and fear of making mistakes impede timely task execution and overall efficiency. The correlation result ($r = -0.497$, $p < 0.01$) supports this inverse association.

4. Work-related Stress exerted the strongest negative and statistically significant effect on employee performance ($B = -0.271$, $t = -5.544$, $p = 0.000$). This suggests that heavy workloads, tight deadlines, and multiple academic responsibilities significantly decrease concentration, morale, and overall performance. The correlation coefficient ($r = -0.626$, $p < 0.01$) reveals a strong negative relationship between stress and performance.

5. The model summary result ($R = 0.834$; $R^2 = 0.696$; Adjusted $R^2 = 0.685$) shows that the four dimensions of mental health jointly explain 69.6% of the variance in employee performance. This indicates that anxiety, depression, OCD, and work-related stress collectively account for a substantial portion of changes in performance levels among academic staff.

6. The ANOVA result ($F = 62.950$, $p = 0.000$) confirms that the overall regression model is statistically significant at the 1% level, meaning that the mental health variables jointly and significantly influence employee performance.

7. The Durbin–Watson statistic of 2.110 indicates that the model is free from autocorrelation, implying that the residuals are independent and the regression model is statistically reliable.

5.3 Conclusion

This study examined the influence of mental health on employee performance among academic staff of the University of Benin. The findings revealed that all four dimensions of mental health anxiety, depression, obsessive–compulsive disorder, and work-related stress have significant negative effects on employee performance. Among these, work-related stress was identified as the strongest predictor of poor performance, followed by OCD, anxiety, and depression. These results indicate that mental health challenges substantially reduce focus, efficiency, and motivation among university staff, thereby hindering productivity and institutional effectiveness. The study concludes that academic employees who experience persistent psychological strain tend to perform below their capacity due to impaired concentration, emotional instability, and reduced resilience.

Overall, the research affirms that mental health is a critical determinant of employee performance. Promoting mental well-being through institutional support, stress management programs, and counseling initiatives can significantly enhance the quality and consistency of academic staff performance at the University of Benin and similar higher institutions.

5.4 Recommendations

Based on the findings and the four research objectives, the following recommendations are made:

1. **Reduce Workplace Anxiety**

   The University of Benin should establish regular mental wellness programs, counseling sessions, and supportive supervision to help staff manage anxiety effectively. Reasonable deadlines, clear communication, and a supportive academic culture can reduce tension and improve concentration.

2. **Address Depressive Symptoms through Psychological Support**

Management should implement staff assistance programs that include access to mental health professionals, peer support groups, and motivational initiatives. Creating an empathetic and inclusive work environment will help reduce feelings of hopelessness and enhance morale.

3. **Manage Obsessive–Compulsive Tendencies through Work Balance Strategies**

   Departments should encourage realistic performance targets and promote flexibility in task delivery. Workshops on perfectionism, self-regulation, and cognitive-behavioral coping techniques can help staff manage obsessive work patterns that slow productivity.

4. **Mitigate Work-related Stress through Organisational Reforms**

   The university should review workload distribution, ensure adequate staffing, and foster work-life balance. Providing sabbaticals, wellness breaks, and stress management training can significantly reduce burnout and improve academic output.

5.5 Contribution to Knowledge

This study contributes to the growing empirical evidence on the relationship between mental health and employee performance in the Nigerian higher education sector. It establishes that anxiety, depression, obsessive–compulsive disorder, and work-related stress significantly reduce performance outcomes among academic staff.

The study extends existing mental health theories by quantifying the joint explanatory power (69.6%) of psychological factors in predicting work performance, thereby providing a model for institutional interventions. Furthermore, it emphasizes that the negative impact of mental health challenges on employee performance is measurable and should be addressed as a priority in university management and policy frameworks.

5.6 Suggestions for Further Research

While this study provides valuable insights into the influence of mental health on employee performance, it was limited to academic staff of the University of Benin. Future research should expand to include non-academic staff and other universities across Nigeria to allow comparative analysis.

Additionally, longitudinal studies are recommended to examine how long-term changes in mental health status influence employee performance over time. Mixed-method approaches combining quantitative surveys with qualitative interviews can also provide deeper understanding of the lived experiences of academic staff facing mental health challenges. Finally, future research could explore mediating factors such as emotional intelligence, coping mechanisms, or organisational culture to enrich the conceptual understanding of workplace mental health and productivity.

REFERENCES

Adebayo, T., & Ojo, M. (2023). Employee wellness and performance outcomes in Nigeria's beverage sector. *African Journal of Business and Human Resource Development*, 10(2), 65–79.

Adeniran, K. T., & Yusuf, B. O. (2022). The impact of occupational stress on employee commitment and productivity in higher education institutions. *Journal of Human Resource and Organisational Studies*, 9(2), 115–128.

Adewale, T., & Olatunji, K. (2022). Workplace anxiety and employee productivity in selected commercial banks in Lagos State. *Nigerian Journal of Management Studies*, 18(2), 55–68.

Adewale, T. A., & Okoro, E. I. (2022). Mental health and job performance: A study of employees in Nigeria's service sector. *African Journal of Psychology and Management Sciences*, 8(3), 45–59.

Adeosun, F., & Akinyemi, J. (2023). Psychological well-being and organisational performance: The mediating role of employee engagement. *African Journal of Business and Human Resource Management*, 11(1), 42–58.

Afolabi, T., & Odogwu, C. (2024). Work stress and job performance among academic staff in Nigerian universities. *International Journal of Education and Management Research*, 9(3), 77–89.

Akinwale, A., & George, O. (2020). Occupational stress and job satisfaction among Nigerian employees. *West African Journal of Industrial Relations*, 5(1), 30–47.

Akinwale, M. A., & George, O. J. (2020). Employee engagement and workplace performance: A Nigerian perspective. *Nigerian Journal of Management and Social Sciences*, 7(3), 39–54.

Akinyemi, J., & Adeosun, F. (2023). Depression and job outcomes among Nigerian public servants. *Journal of Psychology and Organisational Behaviour*, 14(2), 60–75.

Ajayi, S., & Adebisi, M. (2021). Emotional intelligence and employee performance in selected manufacturing firms. *Journal of Contemporary Management Issues*, 8(2), 44–59.

Ajayi, S., & Bello, T. (2023). Employee motivation and organisational performance: Evidence from service firms in Nigeria. *African Journal of Business and Economic Review*, 10(1), 21–36.

Bello, T. (2020). Occupational mental health and staff productivity: A review of challenges in Nigerian organisations. *Nigerian Journal of Human Resource Management*, 6(1), 88–102.

Bello, T. (2021). Psychological stress and work performance in Nigeria's service industry. *International Review of Management and Business Research*, 9(4), 120–132.

Bello, T., & Ajayi, S. (2023). Leadership support and employee well-being: Implications for organisational productivity. *Journal of Business Psychology and Development*, 12(1), 51–67.

Eze, C. A., & Nwachukwu, F. U. (2022). Employee wellbeing and organisational performance in the manufacturing sector of Nigeria. *International Journal of Business and Social Research*, 12(1), 22–36.

Eze, C., & Omoruyi, F. (2021). Mental health and job satisfaction among public sector employees in Nigeria. *Journal of Management and Social Science Research*, 15(2), 33–46.

Eze, C., & Omoruyi, F. (2022). Occupational stress and performance outcomes in selected Nigerian organisations. *Nigerian Journal of Business and Administrative Studies*, 17(1), 70–85.

Eze, C., Nwankwo, C., Bello, T., & Ajayi, S. (2022). Occupational stress and job performance in the Nigerian public service. *African Journal of Public Administration and Governance*, 8(3), 58–73.

Eze, V. C., & Udo, E. K. (2023). The influence of work-related stress on employee efficiency and job satisfaction. *Nigerian Journal of Industrial and Organisational Behaviour*, 11(4), 88–101.

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). John Wiley & Sons.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524.

James, A. O., & Eboh, C. P. (2023). Depression and employee output: Evidence from selected academic institutions in Nigeria. *West African Journal of Management and Social Sciences*, 10(2), 65–79.

Kola, J. (2015). *Principles of effective research methodology.* Ibadan: AdePress Publishing.

Kothari, C. R. (2009). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.

Lawal, O., Yusuf, K., & Chukwu, C. (2023). Job stress and employee performance in the Nigerian manufacturing industry. *Journal of Management and Labour Studies*, 8(1), 89–104.

Lopez, A. (2022). The impact of workplace culture on mental health and productivity. *International Journal of Work Psychology*, 16(4), 112–126.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.

Maslow, A. H. (1954). *Motivation and personality.* Harper & Row.

Ogunleye, A., & Lawal, A. (2022). Emotional resilience and employee performance in Nigerian SMEs. *Journal of Human Capital Development*, 6(3), 47–63.

Ogunyemi, L., & Ehigie, B. (2024). Employee mental health and organisational effectiveness in Nigeria's banking industry. *West African Journal of Applied Psychology*, 11(2), 55–70.

Okafor, C., & Omoregie, F. (2023). Depression and job satisfaction among healthcare workers in public hospitals. *Nigerian Journal of Health and Behavioural Sciences*, 10(1), 24–38.

Okafor, L. N., & Balogun, S. T. (2022). Anxiety, motivation, and workplace productivity: An empirical analysis of Nigerian universities. *Journal of Applied Behavioural Studies*, 7(4), 144–158.

Okon, I., & Adetunji, A. (2021). Emotional stability and employee performance: Insights from the Nigerian service sector. *Journal of Applied Behavioural Science in Africa*, 9(2), 72–86.

Okon, I., & Bello, T. (2022). Mental health awareness and productivity in Nigeria's public institutions. *African Journal of Organisational Psychology*, 7(3), 33–49.

Okonkwo, P. I., & Abiola, M. O. (2023). Human resource management practices and employee performance: The mediating role of psychological wellbeing. *Journal of Management and Development Studies*, 15(1), 33–48.

Olawale, J. K., & Nwachukwu, D. C. (2023). The effect of obsessive–compulsive tendencies on task completion and work performance. *African Review of Organisational Psychology*, 6(2), 57–70.

Osemeke, M., Edobor, R., Adeyeye, O., & Ojo, T. (2023). Work-related stress and employee productivity in Nigerian banks. *Benin Journal of Management Sciences*, 15(2), 50–68.

Researcher, A. (2025). Mental health and employee performance in Nigerian organisations: A conceptual review. *Journal of African Management Studies*, 12(1), 15–29.

Vroom, V. H. (1964). *Work and motivation.* John Wiley & Sons.

Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes, and consequences of affective experiences at work. *Research in Organisational Behaviour*, 18, 1–74.

Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal*, 5(2), 171–180.

APPENDICES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

Dear Sir/Madam,

APPEAL FOR THE COMPLETION OF QUESTIONNAIRE

I am an undergraduate student in the above named Department. As part of the requirement for the program, I am conducting a research on **"MENTAL HEALTH AND EMPLOYEE PERFORMANCE".** In this regard, you have been randomly selected as a member of the sample. I also wish to assure you that your responses will be treated in strict confidence and used for the stated academic purpose only.

Thank you.

Yours Faithfully,

QUESTIONNAIRE

SECTION A: PERSONAL DATA

Tick √ in the appropriate box and give answers where necessary.

1. Gender: Male [   ] Female [   ]

2. Age: Below 21 – 25yrs [   ] 26-30years [   ] 31-35years [   ] 36years and above [   ]

3. Marital Status: Single [   ] Married [   ]

4. Educational Qualification Respondents: Diploma|OND|NCE [ ] BSC [   ] MSc [ ] PhD [ ]

Others [ ]

5. Current Position in the Organization: General Assistant [ ] Assistant Lecturer [ ] Lecturer

(ii) [ ] Lecturer (i) [ ] senior Lecturer [ ] Associate professor [ ] Professor [ ]

6. Number of year worked in the Organization: 0-5 [ ] 6-10 [ ] 11-20 [ ] 21 years and above

[ ]

SECTION B: GENERAL

Please tick (√) in the appropriate box after each question as an indication of your choice using Likert scale: Strongly Agree=SA; A= Agree; Undecided=U; Disagree= D; Strongly Disagree= SD.

S/N	Statement	SA	A	N	D	SD
Anxiety						
7	I often feel tense or worried about meeting deadlines at work.					
8	I find it difficult to concentrate on my tasks when I feel anxious.					
9	My anxiety frequently affects the quality of my work output.					
10	I feel uneasy or nervous before major meetings or performance evaluations.					
11	I often experience restlessness or fear when faced with demanding tasks.					
Obsessive-Compulsive Disorder (OCD)						
12	I frequently double-check my work to ensure it is completely accurate.					
13	I feel compelled to repeat certain tasks until I am fully satisfied.					
14	My desire for perfection sometimes delays the completion of my assignments.					
15	I spend considerable time ensuring that every detail of my work is correct.					
16	I feel uncomfortable if my work routine or procedures are changed suddenly.					
Work-Related Stress						
17	My workload often feels overwhelming and difficult to manage.					
18	I feel emotionally exhausted after completing my daily work tasks.					

19	Tight deadlines and performance targets make it difficult to stay relaxed.					
20	Job pressure at work sometimes affects my concentration and decision-making.					
21	I find it challenging to cope with the multiple demands of my job.					
Depression						
22	I sometimes feel a lack of motivation to complete my assigned tasks.					
23	Feelings of sadness or hopelessness reduce my enthusiasm for work.					
24	I often struggle to stay focused because of emotional fatigue.					
25	I lose interest in work activities that I once found enjoyable.					
26	My emotional state makes it difficult for me to maintain consistent performance.					
Employee Performance						
27	I consistently meet or exceed the performance expectations set by my organisation.					
28	I complete my assigned tasks accurately and within given deadlines.					
29	I actively contribute to achieving my department's goals and objectives.					
30	I take initiative to improve the quality and efficiency of my work.					
31	I perform my duties with a high level of commitment and professionalism.					

Thank you for complimenting this questionnaire

OEIMUEN

(PROJECT STUDENT)

(HUMAN RESOURCE MANAGEMENT)