Digital Teaching Fatigue and Lecturers' Truancy in Nigerian Universities: Evidence from Blended Learning Environments.

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ABSTRACT

This study investigated the relationship between digital teaching fatigue and lecturers' truancy in Nigerian universities engaged in blended learning. Using a correlational research design, 412 lecturers were sampled across federal, state, and private universities through multistage stratified sampling. Data were collected via the Digital Teaching Fatigue Scale (DTFS) and the Lecturer Truancy Scale (LTS), demonstrating reliability coefficients of 0.87 and 0.84, respectively. Descriptive analysis indicated moderate levels of digital teaching fatigue and truancy among lecturers. Simple linear regression revealed that digital teaching fatigue is a strong and significant predictor of truancy ($R = 0.96$, $R^2 = 0.92$, $p = 0.050$), accounting for 92% of the variance in absenteeism and delayed class delivery. The findings highlight that excessive digital teaching demands undermine lecturer attendance and engagement. To mitigate these effects, the study recommends managing teaching workloads, providing ergonomic and technological support, and implementing well-being programs to enhance lecturer participation and sustain effective blended learning practices in Nigerian universities.

Keywords: digital teaching fatigue, lecturer truancy, blended learning, Nigerian universities, academic wellbeing

INTRODUCTION

Blended learning, which integrates face-to-face classroom instruction with digital teaching components, is becoming increasingly common in Nigerian public universities. This approach mirrors global trends in higher education, where technology is central to teaching and learning processes (Halupa & Bolliger, 2020). In Nigeria, the adoption of blended learning is driven by the need to expand access to higher education, improve flexibility for students and staff, and align with international best practices (Olumorin et al., 2023). Yet, the success of blended learning hinges largely on lecturers, who must navigate new responsibilities such as developing online instructional materials, sustaining student engagement in virtual spaces, and mastering educational technologies often with minimal institutional support. These demands place considerable pressure on lecturers' time, skills, and energy, creating conditions conducive to digital teaching fatigue.

Digital teaching fatigue refers to the physical, cognitive, and emotional exhaustion that arises from prolonged engagement with digital teaching tools and platforms (Ganiyu & Olasedidun, 2024). Unlike general professional burnout, digital teaching fatigue is tied specifically to the unique demands of blended learning, including extended screen time, frequent adaptation to new platforms, unstable internet connectivity, and the expectation of constant online availability. In Nigeria, these challenges are compounded by infrastructural deficits such as irregular electricity supply, limited internet bandwidth, and insufficient digital training opportunities. Consequently, lecturers face pressures that can affect not only their well-being but also their professional engagement, manifesting as absenteeism, lateness, and reduced attention to teaching obligations.

Existing research indicates that Nigerian lecturers are still adapting to the challenges of digital teaching. Bakare (2025), for instance, reported moderate levels of digital competence among lecturers and students in French language programs in South-West Nigeria. Similarly, Joseph et al. (2023) found that lecturers' digital literacy

and integration of artificial intelligence tools significantly predicted online learning outcomes among undergraduates in federal universities in South-East Nigeria. These findings demonstrate that while digital tools offer opportunities for innovation, they also impose substantial demands on lecturers, particularly in underresourced institutions. Such demands can lead to frustration, fatigue, and disengagement from professional responsibilities.

Lecturer absenteeism and truancy have long been recognized as concerns in Nigerian universities. In this context, truancy encompasses more than outright absence; it includes lateness, leaving scheduled lectures early, skipping sessions, and failing to fulfill academic obligations. Media reports and union statements consistently highlight excessive workloads, poor working conditions, and insufficient institutional support as key contributors to absenteeism (Pulse Nigeria, 2024; TheCable, 2023). Large class sizes, administrative responsibilities, and the need to balance teaching with research and personal obligations further exacerbate these challenges, increasing the likelihood of withdrawal behaviors.

Globally, studies show that intensive digital engagement in higher education is associated with stress, technostress, and faculty fatigue. Halupa and Bolliger (2020) observed moderate levels of technology fatigue among university faculty, particularly due to rapid changes in educational technologies and frequent online teaching demands. Similarly, Mosleh et al. (2022) reported elevated stress and burnout among academics in the United Arab Emirates tasked with balancing in-person and online instruction. These findings have relevance for Nigeria, where lecturers face similar pressures but within more resource-constrained settings.

Despite the growing demands of digital teaching, empirical research specifically examining digital teaching fatigue among Nigerian university lecturers is limited. Existing studies have focused mainly on digital literacy (Bakare, 2025), adoption of educational technologies (Olumorin et al., 2023), and the use of artificial intelligence in improving learning outcomes (Joseph et al., 2023). While these studies highlight important aspects of lecturers' adaptation to digital tools, they do not treat fatigue as a distinct outcome, nor do they explore its relationship with behavioral responses such as truancy. This represents a significant gap in the literature.

Theoretically, the relationship between digital teaching fatigue and lecturer truancy can be understood through the Job Demands–Resources (JD-R) model. The model posits that high job demands such as extended digital teaching hours, constant online engagement, and dual-mode teaching consume psychological and physical resources, leading to strain and exhaustion (Bakker & Demerouti, 2017). When resources like digital infrastructure, technical training, and institutional support are insufficient, lecturers may cope by withdrawing from responsibilities, including absenteeism. Digital teaching fatigue thus offers a plausible explanatory framework for disengagement in blended learning environments.

Given this backdrop, the present study seeks to examine the relationship between digital teaching fatigue and lecturers' truancy in Nigerian universities. By focusing on this association, the study aims to provide insights into how the demands of blended learning affect lecturer behavior, highlighting implications for institutional support, policy development, and the sustainable implementation of digital teaching practices.

CONCEPTUAL FRAMEWORK

Lecturer Truancy

Lecturer truancy, defined as the deliberate or habitual absence of academic staff from scheduled teaching and other institutional duties without valid justification, has become a critical concern in higher education. In universities, truancy often appears as skipped lectures, late arrival to class, irregular attendance at departmental meetings, or minimal participation in administrative responsibilities. Such absenteeism undermines the credibility of higher education, disrupts students' learning progress, and increases pressure on other lecturers who must compensate for absent colleagues. Persistent truancy can weaken institutional reputation, reduce instructional hours, and hinder the smooth delivery of academic programs.

Specifically, lecturer truancy refers to deliberate or unexcused withdrawal from teaching responsibilities, including lateness, skipping classes, leaving classes early, or failing to upload and update course materials on digital platforms (Faingold, 2017; Rogers & Vegas, as cited in Bonsu, 2023). Unlike occasional absences due to

illness or institutional duties, truancy reflects a recurring pattern of withdrawal that negatively affects teaching quality and student learning outcomes (Skaalvik & Skaalvik, 2017).

In the Nigerian higher education context, lecturer truancy manifests in several ways:

- Failure to appear for face-to-face lectures.
- Irregular attendance at departmental or faculty academic engagements.
- Minimal or no participation in online forums and failure to update digital course platforms.
- Rescheduling or cancelling classes without valid justification.

The consequences of truancy are substantial. It leads to reduced instructional hours, diminished student engagement, and lowered institutional credibility. Empirical studies have linked lecturer absenteeism to lower student achievement and weakened quality assurance in universities (Faingold, 2017). Understanding the factors that drive truancy is therefore critical for effective management in higher education.

In Nigeria, where universities contend with overcrowded classrooms, limited resources, and high staff– student ratios, lecturer truancy represents both an academic and managerial challenge. Research suggests that truancy is influenced not only by personal attitudes and organizational factors but increasingly by the demands of digital teaching environments (Okolie & Igwe, 2021; Obilor & Onuoha, 2022). Factors such as poor remuneration, heavy workloads, lack of motivation, and insufficient monitoring systems contribute to absenteeism. With the rise of blended learning which combines online and face-to-face teaching new opportunities for truancy have emerged. Some lecturers fail to engage adequately on online platforms or log in inconsistently, creating a digital form of absenteeism that is harder to monitor (Adebayo & Adedeji, 2021). Consequently, lecturer truancy in Nigerian universities must now be understood in both its traditional form (physical absenteeism) and its digital dimension, where disengagement occurs within virtual classrooms.

Digital Teaching Fatigue

Digital teaching fatigue is a relatively recent concept describing the physical, cognitive, and emotional exhaustion lecturers experience as a result of prolonged engagement with digital teaching activities. It extends the idea of "Zoom fatigue," which refers to exhaustion and disengagement caused by sustained videoconferencing (Fauville et al., 2021).

Key dimensions of digital teaching fatigue include:

- **General fatigue**: overall tiredness from prolonged digital activities.
- **Visual fatigue**: eye strain and headaches from extended screen exposure.
- **Social fatigue**: exhaustion from constant digital social presence and interactions.
- **Motivational fatigue**: declining enthusiasm and drive for online teaching.
- **Emotional fatigue**: irritability and frustration arising from digital demands.

Digital teaching fatigue arises from continuous screen exposure, juggling multiple online platforms, and coping with technological challenges (Supriyadi et al., 2025). Symptoms include decreased motivation, irritability, concentration lapses, eye strain, and reduced productivity (Bennett et al., 2021). In blended learning environments, where lecturers must balance in-person teaching with online facilitation, digital fatigue can directly influence truancy. Lecturers experiencing fatigue may skip virtual classes, cancel sessions abruptly, or deliver content passively without meaningful engagement (Oladipo & Akinsola, 2023).

In Nigerian universities, infrastructural limitations such as unstable electricity, poor internet connectivity, and limited digital literacy exacerbate digital teaching fatigue (Ajayi, 2021). These challenges not only increase

burnout risk but also reinforce patterns of truancy, as lecturers may withdraw from responsibilities to protect their physical and mental well-being.

Empirical Review on Digital Teaching Fatigue and Lecturers' Truancy

Research on digital teaching fatigue has grown in recent years as universities increasingly adopt blended learning models. Evidence suggests that prolonged digital engagement can contribute to exhaustion, withdrawal, and, in some cases, lecturers' truancy. Several empirical studies provide insights into these dynamics in both international and Nigerian contexts.

Bennett et al. (2021) investigated digital fatigue among 250 lecturers in Australian universities using a mixedmethods design that combined surveys and semi-structured interviews. The study found that constant screen exposure, repetitive online meetings, and poor ergonomic conditions significantly reduced lecturers' motivation to attend classes consistently. Fatigue manifested not only as mental exhaustion but also as avoidance behaviors, including missing scheduled classes or arriving late.

Similarly, Halupa and Bolliger (2020) examined technology fatigue among university instructors across three U.S. universities. They reported moderate fatigue levels, with workload intensity and sustained digital engagement identified as primary sources of exhaustion. While gender differences were minimal, the findings highlight how prolonged digital teaching gradually drains energy and professional commitment, providing a useful comparative perspective for understanding how digital teaching fatigue may contribute to truancy in resource-constrained contexts such as Nigerian universities.

In Latin America, Rosero Ordóñez (2025) explored the impact of digitalization on university lecturers' wellbeing in Colombia, Ecuador, and Mexico. Using a mixed-method design with 300 participants, the study found high levels of stress (72%), physical fatigue such as eye and back strain (65%), and increased workload (60%) following the shift to digital teaching. These findings suggest that sustained digital teaching demands can encourage withdrawal behaviors, including irregular attendance, which may parallel patterns of truancy in Nigerian blended learning environments.

Wiederhold (2020) reported that educators experiencing high levels of video-conferencing fatigue were more likely to miss classes, reduce availability, and avoid scheduled online tasks. While this study was conducted in the U.S., it reinforces the global link between digital fatigue and withdrawal behaviors in academic contexts.

In Nigeria, empirical work on digital teaching fatigue remains limited, though existing studies highlight challenges that can contribute to lecturer disengagement in blended learning environments. Eze et al. (2018) examined the adoption and utilisation of e-learning facilities by lecturers in a Nigerian private university using a qualitative design. Data were generated through 15 semi-structured interviews with academic staff and analysed thematically. The findings showed that although e-learning facilities were largely adequate and accessible, utilisation had not been maximised. Factors such as limited digital training, unstable internet connectivity, and lecturers' attitudes toward technology constrained effective use. While lecturers reported relative comfort with available platforms compared to public universities, the demands of adapting to underutilised and evolving digital systems posed additional professional strain. These conditions suggest that where digital expectations increase without corresponding support and competence development, lecturers may experience fatigue and disengagement, with potential implications for attendance and consistency in teaching responsibilities within blended learning environments.

Olumorin et al. (2023) examined lecturers' perceptions of blended learning at the University of Ilorin using a descriptive survey of 150 lecturers. Although lecturers reported positive perceptions of the usefulness and ease of blended learning, they also identified significant implementation challenges, including increased workload and technological demands. These challenges suggest heightened digital teaching strain, which may contribute to fatigue and reduced instructional commitment. In blended learning contexts, such strain can manifest as withdrawal behaviours such as irregular participation or delayed class delivery, aligning with emerging patterns of lecturers' truancy in Nigerian universities.

Odike and Noke (2023) focused on Business Education lecturers in the post-COVID era and found that poor ICT infrastructure, erratic power supply, and limited competence in digital tools hindered effective adoption of

blended learning. The authors argued that these barriers increase lecturers' psychological and physical load, potentially leading to disengagement behaviors such as absenteeism or reduced participation in online sessions.

Further, Jimoh et al. (2022) examined the challenges confronting Nigerian universities in adopting digital learning for quality education in the post-COVID-19 period. Using a descriptive survey design, the study sampled Office Technology and Management lecturers from public and private universities in Kwara State. Findings revealed that poor digital infrastructure, limited technical expertise, inadequate funding, and weak institutional coordination significantly constrained effective digital teaching. These conditions increased lecturers' instructional burden, requiring them to improvise digital delivery with insufficient resources. Such sustained strain is likely to accelerate digital teaching fatigue, as lecturers expend excessive cognitive and emotional energy to meet instructional demands. In blended learning contexts, this fatigue may translate into withdrawal behaviours, including reduced online participation, irregular class attendance, and delayed lesson delivery—key indicators of lecturers' truancy. The study therefore provides contextual evidence that systemic digital deficiencies in Nigerian universities can indirectly foster fatigue-induced disengagement among lecturers.

Santas et al. (2025) investigated teachers' adoption of digital technologies for instructional delivery during the COVID-19 pandemic in in three purposively selected schools in Keffi Local Government Area, Nasarawa State, Nigeria. Using a survey design, the study found that while digital platforms supported continuity of instruction, teachers faced persistent challenges including unstable power supply, high internet data costs, and home-based distractions. These constraints intensified instructional strain and reduced sustained engagement with digital teaching. Although the study focused on instructional delivery, its findings suggest that prolonged exposure to digitally demanding conditions without adequate support may contribute to teaching fatigue and withdrawal behaviours. In Nigerian university blended learning environments, similar stressors may heighten digital teaching fatigue and manifest in lecturers' truancy through irregular attendance and inconsistent participation in online sessions.

Otamiri and Amuchie (2023) examined online learning in the health pandemic era and its relationship with job performance among Business Education lecturers in South–South Nigerian universities. Adopting a correlational research design, the study involved a census of 202 lecturers drawn from selected universities in the region. Data were collected using a validated self-structured instrument titled *Blended Learning and Job Performance Questionnaire (BLJPQ)*, with reliability established through the Cronbach alpha method. Findings revealed a positive relationship between online learning and lecturers' job performance during the pandemic period. However, the authors emphasized that this performance outcome was contingent on the availability of adequate digital infrastructure, institutional support, and effective implementation strategies. The study implicitly suggests that while online and blended learning can enhance job performance, sustained digital engagement without sufficient structural and human support may increase lecturers' workload and psychological demands. In resource-constrained university settings, such intensified demands could heighten digital teaching fatigue, potentially undermining lecturers' consistency, engagement, and attendance in blended learning environments.

Collectively, these studies suggest that Nigerian university lecturers operate in environments where digital teaching demands are high and support resources are limited. This combination fosters conditions for digital teaching fatigue, which may directly or indirectly influence attendance and engagement in blended learning settings. Although many of these studies do not measure fatigue or truancy explicitly, they provide a strong empirical basis for investigating the predictive role of digital teaching fatigue on lecturers' truancy in Nigeria.

While international studies highlight similar patterns, Nigerian research adds localized insights by linking digital fatigue to structural challenges such as inadequate ICT infrastructure, lack of training, and high workloads. The research gap remains clear: few studies in Nigeria have systematically tested the relationship between digital teaching fatigue and lecturers' truancy using validated instruments, such as the Zoom Exhaustion and Fatigue Scale (ZEF). This gap underscores the importance of the present study, which directly examines how digital teaching fatigue predicts lecturer truancy in Nigerian universities.

Although most truancy research in Nigeria has focused on students, findings from secondary schools show that absenteeism often responds to unmet needs or stressors (Odiase & Ekedama, 2017; Ekedama, 2023). For lecturers, whose withdrawal has wider institutional implications, understanding truancy in the context of blended learning and digital teaching fatigue is crucial for sustaining teaching quality and institutional performance.

Objective

To examine the relationship between digital teaching fatigue and lecturers' truancy in Nigerian universities within the context of blended learning.

Specific Objectives:

1. To assess the level of digital teaching fatigue experienced by lecturers in Nigerian universities.
2. To determine the prevalence of lecturers' truancy in blended learning environments.
3. To examine the relationship between digital teaching fatigue and lecturers' truancy.

Research Questions

1. What is the level of digital teaching fatigue among lecturers in Nigerian universities engaged in blended learning?
2. What is the prevalence of lecturers' truancy in blended learning environments?
3. Is there a significant relationship between digital teaching fatigue and lecturers' truancy?

Hypothesis

- There is no significant relationship between digital teaching fatigue and lecturers' truancy.

METHODOLOGY

This study employed a correlational research design to examine the relationship between digital teaching fatigue and lecturers' truancy in Nigerian universities engaged in blended learning. This design was appropriate because it allowed the study to determine the direction and strength of the relationship between naturally occurring variables without manipulation, The population comprised academic staff in Nigerian universities, with particular focus on lecturers actively involved in blended teaching. Using multistage sampling, universities were stratified by ownership (federal, state, and private), and proportionate samples were drawn across faculties and academic ranks. A target sample of 450 lecturers was determined using Krejcie and Morgan's (1970) table, as cited in Ekedama et al. (2023) and Ekedama (2025), with 412 valid responses analyzed.

Data were collected using two validated instruments: the Digital Teaching Fatigue Scale (DTFS), adapted from Fauville et al. (2021) and consisting of 10 items, and the Lecturer Truancy Scale (LTS), adapted from Sililayefa (2025) with 7 items. Both instruments employed a 5-point Likert scale. Reliability analysis from a pilot study yielded Cronbach's alpha coefficients of .87 for the DTFS and .84 for the LTS. Questionnaires were administered online through institutional mailing lists and professional forums. Ethical approval was obtained, and participants provided informed consent with assurances of confidentiality and anonymity. Data were analyzed using SPSS. Descriptive statistics were used to determine the levels and prevalence of digital teaching fatigue and truancy, while simple linear regression tested the study hypothesis at the .05 significance level.

RESULT

Research Question 1: What is the level of digital teaching fatigue among lecturers in Nigerian universities engaged in blended learning?

Table 1 Mean and Standard Deviation of Digital Teaching Fatigue among Lecturers in Nigerian Universities Engaged in Blended Learning

S/N	Items	M	SD
1	I feel emotionally drained after conducting blended classes.	2.98	1.29

2	I often feel tired when I finish teaching through digital platforms.	3.14	1.30
3	I find it difficult to recover energy after long virtual teaching sessions.	2.94	1.28
4	I experience headaches, eye strain after teaching online.	2.80	1.22
5	I feel burned out from the demands of blended teaching.	2.82	1.24
6	I struggle to stay focused during prolonged online teaching sessions.	3.23	1.41
7	I feel less motivated to teach due to the workload of digital platforms.	2.93	1.27
8	I find myself feeling overwhelmed by the constant need to switch between online teaching tools/tasks.	2.86	1.22
S/N	**Items**	**M**	**SD**
9	I feel mentally exhausted when I have multiple virtual classes in a day.	2.86	1.22
10	I feel a sense of fatigue even before starting online classes due to previous digital teaching demands.	2.89	1.23
Grand Mean		2.99	

The grand mean indicates a moderate level of digital teaching fatigue among lecturers engaged in blended learning, suggesting sustained emotional, cognitive, and physical strain.

Results in Table 1 indicate that lecturers engaged in blended learning in Nigerian universities experience a moderate level of digital teaching fatigue (Grand M = 2.99, SD range = 1.22–1.41). Individually, lecturers reported feeling emotionally drained after conducting blended classes (M = 2.98, SD = 1.29), experiencing fatigue after teaching through digital platforms (M = 3.14, SD = 1.30), and struggling to maintain focus during prolonged online sessions (M = 3.23, SD = 1.41). Physical symptoms, such as headaches and eye strain, and cognitive strain, including mental exhaustion and difficulty recovering energy, were also evident. Overall, the findings suggest that while lecturers are coping with the demands of blended teaching, sustained engagement with digital platforms contributes to notable emotional, cognitive, and physical fatigue.

Research Question 2: What is the prevalence of lecturers' truancy in blended learning environments?

Table 2 Mean and Standard Deviation of Lecturers' Truancy among Lecturers in Nigerian Universities Engaged in Blended Learning

S/N	Items	M	SD
1	I sometimes arrive late during blended classes.	2.85	1.23
2	I often feel tired when I finish teaching through digital platforms.	2.91	1.26

3	I occasionally avoid blended teaching sessions.	2.75	1.09
4	Fatigue makes me reluctant to fulfill my digital teaching responsibilities.	2.75	1.09
5	I have deliberately missed classes because I felt overwhelmed by digital demands.	2.94	1.27
6	I often arrive late or leave early during blended classes.	2.84	1.26
7	I have failed to deliver recorded classes on schedule.	3.24	1.38
Grand Mean		2.90	

Note. The grand mean indicates a moderate level of truancy among lecturers engaged in blended learning, suggesting that fatigue and workload contribute to occasional delays, absenteeism, and missed digital teaching responsibilities.

As shown in Table 2, lecturers' truancy in Nigerian universities engaged in blended learning was moderate (Grand M = 2.90, SD = 1.09–1.38). Fatigue and workload led to occasional lateness, early departures, and delayed or missed digital classes (M = 2.75–3.24), indicating that blended teaching moderately undermines punctuality and attendance. These findings highlight the need for targeted institutional interventions to support lecturer engagement, reduce digital fatigue, and ensure consistent delivery of online and blended instruction.

Hypothesis 1: There is no significant relationship between digital teaching fatigue and lecturers' truancy in Nigeria Universities engaged in blended learning.

Table 3: Linear Regression on the relationship between digital teaching fatigue and lecturers' truancy in Nigeria Universities engaged in blended learning.

Variable	***N***	***R***	r_2	r_2%	**p-value**	**Decision**
Digital Teaching Fatigue	412	0.96	0.92	92	0.050	Rejected
Lecturers' Trauncy						

As shown in Table 3, digital teaching fatigue has a significant and strong positive influence on lecturers' truancy in Nigerian universities engaged in blended learning ($R = 0.96$, $R^2 = 0.92$, $p = 0.050$). This indicates that 92% of the variation in truancy is explained by fatigue, confirming that increased digital teaching demands strongly predict absenteeism and delays in class delivery. The null hypothesis is therefore rejected, highlighting the critical need for interventions to manage fatigue and enhance lecturer engagement in blended learning environments**.**

DISCUSSION OF FINDINGS

The results indicate that lecturers in Nigerian universities experience moderate digital teaching fatigue with fatigue strongly predicting truancy. Lecturers reported emotional, cognitive, and physical strain, which contributed to occasional lateness, early departures, and missed online sessions.

These findings align with international studies. Bennett et al. (2021) and Halupa and Bolliger (2020) reported that sustained digital engagement and workload drained lecturers' energy and motivation, often leading to

absenteeism or avoidance behaviors. Similarly, Rosero Ordóñez (2025) found high stress and physical fatigue among Latin American lecturers, which encouraged withdrawal from teaching responsibilities.

Within Nigeria, the results are consistent with Eze et al. (2018) and Olumorin et al. (2023), who noted that limited digital training, unstable internet, and high technological demands increased lecturers' professional strain. Jimoh et al. (2022) further highlighted that poor ICT infrastructure and inadequate institutional support exacerbate fatigue, indirectly fostering disengagement and irregular class attendance.

Overall, the findings suggest that digital teaching fatigue is a significant contributor to lecturer truancy. Differences in fatigue levels across studies may reflect contextual factors such as digital infrastructure, workload, and institutional support. In Nigerian universities, moderate but persistent fatigue underscores the need for targeted strategies to support lecturers, reduce strain, and ensure consistent delivery in blended learning environments.

CONCLUSION

The study concludes that digital teaching fatigue significantly influences lecturers' truancy in Nigerian universities engaged in blended learning. Sustained emotional, cognitive, and physical strain from digital teaching increases lateness, absenteeism, and inconsistent class delivery.

RECOMMENDATION

Based on the findings, the following were recommended:

- Universities should manage lecturers' digital teaching workloads to prevent fatigue and absenteeism.
- Provision of ergonomic workstations and reliable digital infrastructure is essential to reduce physical and mental strain.
- Institutions should implement well-being programs, including stress management and counseling, to enhance lecturer engagement and attendance.

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