

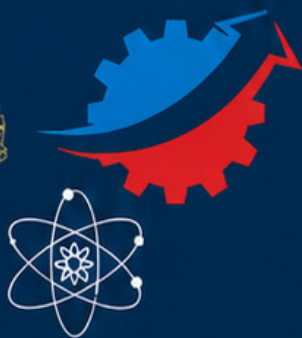
MUHANDISLIK

& IQTISODIYOT

ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal

2026-YIL

IYUL/7-SON, III-QISM



Milliy nashrlar

OAK: <https://oak.uz/pages/4802>

05.00.00 – Texnika fanlari

08.00.00 – Iqtisodiyot fanlar



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ISSN
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INTERNATIONAL CENTRE

OpenAIRE



ISSN: 3060-463X

РЭУ.РФ
РОССИЙСКИЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ
ИМЕНИ Г.В. ПЛЕХАНОВА
ФИЛИАЛ В Г. ТАШКЕНТЕ



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- 05.01.00 – Axborot texnologiyalari, boshqaruv va kompyuter grafikasi
- 05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari
- 05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash
- 05.01.03 – Informatikaning nazariy asoslari
- 05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
- 05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
- 05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari
- 05.01.07 – Matematik modellash
- 05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
- 05.02.00 – Mashinasozlik va mashinashunoslik
- 05.02.08 – Yer usti majmualari va uchish apparatlari
- 05.03.02 – Metrologiya va metrologiya ta'minoti
- 05.04.01 – Telekommunikatsiya va kompyuter tizimlari, telekommunikatsiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
- 05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi
- 05.05.05 – Issiqlik texnikasining nazariy asoslari
- 05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari
- 05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
- 05.08.03 – Temir yo'l transportini ishlatish
- 05.08.06 – "G'ildirakli va gusenisali mashinalar va ularni ishlatish" (texnika fanlari)
- 05.09.01 – Qurilish konstruksiyalari, bino va inshootlar
- 05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari
- 10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik
- 10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti
- 08.00.01 – Iqtisodiyot nazariyasi
- 08.00.02 – Makroiqtisodiyot
- 08.00.03 – Sanoat iqtisodiyoti
- 08.00.04 – Qishloq xo'jaligi iqtisodiyoti
- 08.00.05 – Xizmat ko'rsatish tarmoqlari iqtisodiyoti
- 08.00.06 – Ekonometrika va statistika
- 08.00.07 – Moliya, pul muomalasi va kredit
- 08.00.08 – Buxgalteriya hisobi, iqtisodiy tahlil va audit
- 08.00.09 – Jahon iqtisodiyoti
- 08.00.10 – Demografiya. Mehnat iqtisodiyoti
- 08.00.11 – Marketing
- 08.00.12 – Mintaqaviy iqtisodiyot
- 08.00.13 – Menejment
- 08.00.14 – Iqtisodiyotda axborot tizimlari va texnologiyalari
- 08.00.15 – Tadbirkorlik va kichik biznes iqtisodiyoti
- 08.00.16 – Raqamli iqtisodiyot va xalqaro raqamli integratsiya
- 08.00.17 – Turizm va mehmonxona faoliyati

Ma'lumot uchun, OAK

Rayosatining 2024-yil 28-avgustdagi 360/5-son qarori bilan "Dissertatsiyalar asosiy ilmiy natijalarini chop etishga tavsiya etilgan milliy ilmiy nashrlar ro'yxati"ga texnika va iqtisodiyot fanlari bo'yicha "Muhandislik va iqtisodiyot" jurnali ro'yxatga kiritilgan.

Muassis: "Tadbirkor va ishbilarmon" MChJ

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WORKLOAD MANAGEMENT AS A MECHANISM FOR ENHANCING ACADEMIC STAFF PERFORMANCE IN HIGHER EDUCATION

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Abstract. Workload management is becoming an increasingly important element of higher education management as academic staff undertake a diverse range of teaching, research, administrative and service-related responsibilities. The growing diversity of academic activities highlights the importance of comprehensive workload systems capable of reflecting academic work beyond teaching hours alone. This article examines workload management as an institutional mechanism for enhancing academic staff performance and explores how the allocation, measurement and organisation of academic work can create favourable conditions for the effective fulfilment of professional responsibilities. The study adopts a qualitative analytical approach based on a review and synthesis of published academic research and international evidence concerning academic workload in higher education. The analysis demonstrates that effective workload management depends not only on the overall volume of work but also on the balanced distribution and appropriate recognition of teaching, research, administrative and service responsibilities. Existing evidence highlights the value of workload models that provide sufficient opportunities for research, ensure effective coordination of administrative responsibilities and align institutional performance expectations with the resources available to academic staff. Studies of workload allocation in Australia, the United States and European higher education systems further emphasise the importance of transparency, staff participation, realistic time estimation and differentiation of academic roles. Recent evidence also demonstrates that administrative activities directly related to teaching and research constitute an important component of academic workload. The article therefore emphasises the value of moving from simple workload calculation towards a comprehensive management system that connects workload allocation with institutional strategy, performance expectations, resource planning and staff participation. The study concludes that appropriately designed workload management can enhance academic performance by ensuring that professional responsibilities are realistic, transparent, balanced and aligned with the core functions and strategic objectives of higher education institutions.

Keywords: academic workload; workload management; academic staff; higher education; faculty performance; workload allocation; academic productivity; teaching workload; administrative workload; workload balance.

Annotatsiya. Oliy ta'lim tizimida ish yuklamasini boshqarish tobora muhim boshqaruv yo'nalishiga aylanib bormoqda, chunki akademik xodimlar o'qitish, ilmiy-tadqiqot, ma'muriy va boshqa institutsional vazifalarning keng doirasini bajaradilar. Akademik faoliyatning kengayishi va diversifikatsiyalashuvi akademik mehnatni faqat o'qitish soatlari bilan emas, balki uning barcha asosiy tarkibiy qismlarini qamrab olgan holda baholash imkonini beruvchi kompleks yuklama tizimlarining ahamiyatini oshirmoqda. Mazkur maqolada ish yuklamasini boshqarish akademik xodimlar faoliyati samaradorligini oshirishga xizmat qiluvchi institutsional mexanizm sifatida o'rganiladi hamda akademik ishni taqsimlash, o'lchash va tashkil etish kasbiy vazifalarni samarali bajarish uchun qanday qulay shart-sharoitlar yaratishi tahlil qilinadi. Tadqiqot oliy ta'limdagi akademik yuklama masalasiga bag'ishlangan ilmiy tadqiqotlar va xalqaro dalillarni tahlil qilish hamda umumlashtirishga asoslangan sifat yondashuvini qo'llaydi. Tahlil natijalari ish yuklamasini samarali boshqarish nafaqat ishning umumiy hajmiga, balki o'qitish, ilmiy-tadqiqot, ma'muriy va boshqa vazifalarning muvozanatli taqsimlanishi va munosib hisobga olinishiga ham bog'liqligini ko'rsatadi. Mavjud tadqiqotlar ilmiy faoliyat uchun yetarli imkoniyat yarata-digan, ma'muriy vazifalarni samarali muvofiqlashtiradigan hamda akademik xodimlardan kutilayotgan natijalarni mavjud resurslar bilan uyg'unlashtiradigan yuklama modellarining ahamiyatini ko'rsatadi. Avstraliya, AQSh va Yevropa oliy ta'lim tizimlaridagi tadqiqotlar shaffoflik, xodimlarning ishtiroki, vaqtni real baholash va akademik rollarni differensiallashtirish muhimligini ta'kidlaydi. Zamonaviy tadqiqotlar o'qitish va ilmiy faoliyat bilan bevosita bog'liq ma'muriy vazifalar ham akademik yuklamaning muhim tarkibiy qismi ekanini ko'rsatmoqda. Maqolada ish yuklamasini oddiy hisoblashdan uni univer-sitet strategiyasi, faoliyat natijalari, resurslarni rejalashtirish va xodimlarning ishtiroki bilan bog'lovchi kompleks boshqaruv

tizimiga o'tishning ahamiyati asoslanadi. Tadqiqot xulosasiga ko'ra, samarali tashkil etilgan ish yuklamasini boshqarish akademik xodimlarning vazifalarini real, shaffof, muvozanatli va institutsional maqsadlarga uyg'un tarzda taqsimlash orqali ularning faoliyat samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: akademik yuklama; ish yuklamasini boshqarish; akademik xodimlar; oliy ta'lim; professor-o'qituvchilar samaradorligi; yuklamani taqsimlash; akademik samaradorlik; o'qitish yuklamasi; ma'muriy yuklama; ish yuklamasi muvozanati.

Аннотация. Управление рабочей нагрузкой становится всё более важным элементом управления в системе высшего образования, поскольку академические сотрудники выполняют широкий спектр преподавательских, научно-исследовательских, административных и иных институциональных обязанностей. Расширение и диверсификация академической деятельности подчёркивают значимость комплексных систем управления нагрузкой, способных учитывать академический труд не только через количество преподавательских часов. В статье исследуется управление рабочей нагрузкой как институциональный механизм повышения эффективности деятельности академического персонала и рассматривается, каким образом распределение, измерение и организация академической работы могут формировать благоприятные условия для эффективного выполнения профессиональных обязанностей. Исследование основано на качественном аналитическом подходе, включающем обзор и обобщение опубликованных научных исследований и международных данных по вопросам академической нагрузки в высшем образовании. Проведённый анализ показывает, что эффективное управление рабочей нагрузкой определяется не только общим объёмом работы, но и сбалансированным распределением и соответствующим учётом преподавательской, научной, административной и иной деятельности. Существующие исследования подчёркивают значение таких моделей распределения нагрузки, которые обеспечивают достаточные возможности для научной деятельности, способствуют эффективной организации административных обязанностей и согласуют ожидаемые результаты деятельности с ресурсами, доступными академическим сотрудникам. Исследования моделей распределения нагрузки в Австралии, США и европейских системах высшего образования также подчёркивают важность прозрачности, участия сотрудников, реалистичной оценки времени и дифференциации академических ролей. Современные исследования показывают, что административные задачи, непосредственно связанные с преподаванием и научной деятельностью, являются значимым компонентом академической нагрузки. В статье обосновывается целесообразность перехода от простого расчёта нагрузки к комплексной системе управления, связывающей распределение обязанностей со стратегией университета, ожидаемыми результатами деятельности, ресурсным планированием и участием сотрудников. Сделан вывод о том, что эффективно организованное управление рабочей нагрузкой способствует повышению результативности академического персонала посредством реалистичного, прозрачного, сбалансированного и стратегически согласованного распределения профессиональных обязанностей.

Ключевые слова: академическая нагрузка; управление рабочей нагрузкой; академический персонал; высшее образование; эффективность преподавателей; распределение нагрузки; академическая производительность; преподавательская нагрузка; административная нагрузка; баланс рабочей нагрузки.

INTRODUCTION

Higher education institutions are experiencing substantial changes in the organisation of academic work. Universities are increasingly expected to provide high-quality teaching, generate research outputs, support student development, participate in international collaboration and respond effectively to evolving administrative and regulatory requirements. These developments have expanded the range of activities performed by academic staff and have increased the importance of effective working-time organisation as an institutional management priority. Academic employees are now engaged in a broad spectrum of responsibilities that extends beyond classroom teaching and research to include curriculum development, assessment, student advising, postgraduate supervision, research administration, committee participation, project management, quality assurance, professional development and other institutional activities.

The growing complexity and diversity of academic work create important opportunities for further developing workload management approaches. In many institutions, formal teaching hours continue to serve as an important reference point for workload allocation, while teaching itself also encompasses preparation, assessment, consultation and other activities undertaken beyond classroom contact hours. Research similarly includes a wide range of activities that may be reflected through both quantitative and qualitative indicators. Administrative responsibilities can also be integrated into teaching and research processes rather than being represented solely as separate activities. Accordingly, comprehensive workload models that capture the full range of academic responsibilities can provide a more accurate and balanced representation of the time required for effective academic performance.

International evidence further highlights the importance of this issue. The OECD review of academic careers identifies workload and work-life balance as significant dimensions of academic employment in higher education systems. It also notes that contemporary academic careers increasingly involve multiple expectations



related to teaching, research, administration and other forms of institutional contribution.

Academic workload should therefore be understood not only in terms of the total number of hours worked but also in terms of how working time is distributed among different professional activities and how effectively that distribution supports the achievement of institutional objectives. A workload model may be formally expressed through proportions allocated to teaching, research and administration, while a more detailed consideration of the actual time requirements of academic activities can further improve its accuracy. Miller (2019), for example, demonstrated through an Australian university case study that the conventional model of 40 per cent teaching, 40 per cent research and 20 per cent administration can be further refined by taking into account the actual time demands associated with different academic responsibilities.

This issue has important implications for academic performance. When staff perform multiple professional functions simultaneously, effective allocation of working time can strengthen their capacity to conduct research, prepare high-quality teaching, support students and participate in institutional activities. Griffith and Altinay (2020) showed that the organisation of multiple course preparations and teaching assignments is closely related to the time available for research productivity, highlighting the importance of balanced workload allocation in supporting overall academic performance.

The purpose of this article is to examine workload management as a mechanism for enhancing academic staff performance in higher education. Rather than viewing workload solely as an administrative measure, the article considers it as an important element of institutional management that connects human resources, academic responsibilities, performance expectations and organisational priorities. Such an approach enables workload management to support both individual academic effectiveness and the long-term strategic development of higher education institutions.

LITERATURE REVIEW

Academic workload has been examined from several perspectives, and a common theme across the literature is that academic work is multidimensional and is most effectively assessed through a combination of indicators. Teaching, research, administration and service activities require different amounts of time and involve varying levels of complexity. This diversity highlights the importance of developing workload allocation systems that are fair, transparent and responsive to the different dimensions of academic work.

Kenny and Fluck (2014) argue that the expanding range of academic responsibilities has increased the importance of effective mechanisms for allocating academic work. Their study of academic workload models highlights transparency, fairness and staff participation as key principles of successful workload management. According to their findings, workload allocation becomes more credible and sustainable when academic employees are involved in the development and implementation of the system and when workload policies are applied consistently across the institution.

This finding is important because workload allocation extends beyond technical calculation and also reflects institutional recognition of academic contribution. When different forms of academic activity are clearly identified and appropriately acknowledged, employees are more likely to understand how their contributions are evaluated within the institution. Transparent workload criteria can therefore strengthen perceptions of fairness and improve clarity regarding the relationship between responsibilities and institutional expectations.

Research has also demonstrated the value of estimating the actual time required for academic activities. The development of the Academic Workload Estimation Tool in Australian universities represents an important attempt to associate different teaching, research and service activities with realistic time values. The research underlying the tool emphasises that academic workload estimation benefits from accounting for the full range of activities undertaken by academic employees rather than relying solely on classroom contact hours.

The relationship between workload allocation and research productivity has received particular attention. Griffith and Altinay (2020) argue that institutional administrators can influence research productivity through the organisation of teaching and service assignments. Their framework demonstrates that a balanced distribution of course preparation and teaching responsibilities can help preserve sufficient time for research activity. This is particularly relevant in institutions where academic progression and professional recognition are closely connected with research outputs.

Miller's (2019) case study of an academic working under a conventional 40:40:20 workload model further illustrates the importance of aligning formal workload proportions with the actual time requirements of academic activities. The study shows that teaching, research and administrative responsibilities are closely interconnected and that routine academic activities can benefit from more detailed recognition within formal workload models. This suggests that workload percentages are most useful when complemented by realistic estimates of the time required for specific academic tasks.

Another important aspect of workload management is administrative activity. Academic employees frequently perform administrative tasks that are directly associated with teaching and research responsibilities. These activities may include assessment administration, reporting, research compliance, supervision documentation, meetings, correspondence and academic project management. Recognising these activities more explicitly within workload systems can provide a more comprehensive representation of academic work.

Recent evidence from Australian universities further highlights the importance of this area. A 2025 nationwide study involving 350 academic staff from 37 Australian universities found that administrative activities were closely connected with core teaching and research functions. Participants identified teaching-related administration, research-related administration and formal meetings as important components of academic working time. The study also indicates that the effectiveness of administrative centralisation and automation depends substantially on how these systems are designed and integrated into existing academic processes.

This finding has important implications for the use of digital technologies in workload management. Digitalisation can create substantial opportunities to simplify administrative procedures, improve coordination and reduce duplication. The greatest benefits are likely to emerge when digital systems are designed around process optimisation, user convenience and integration across institutional platforms. In this context, digital workload management can contribute not only to more accurate workload measurement but also to more efficient organisation of academic responsibilities.

Evidence from European higher education systems also illustrates the significant role of administrative and management activities within academic work. Research on Czech universities found that academics worked an average of 43.6 hours per week, with considerable proportions of working time devoted to teaching, research, administration and management. The study reported that administrative and management tasks accounted for more than one-third of working time in the examined sample, highlighting the importance of recognising these functions within comprehensive workload models.

The OECD provides a broader international perspective by distinguishing teaching, research, administration, service and other academic activities when examining how academics use their working time. OECD evidence also identifies a trend towards greater specialisation of academic roles in some higher education systems, with some employees focusing more strongly on teaching and others on research. Such differentiation can provide institutions with additional flexibility to align workload structures with institutional missions, academic priorities and individual professional responsibilities.

The literature therefore indicates that effective workload management extends beyond the allocation of formal hours. It involves identifying the actual activities performed by academic staff, estimating the time required for these activities, establishing transparent allocation principles and aligning workload expectations with performance objectives. Kenny and Fluck (2014) specifically emphasise that workload allocation can be more effective when it is integrated with institutional resource planning and performance expectations rather than treated as a separate administrative procedure.

Workload management is also most effective when understood as the balanced organisation of academic responsibilities. Universities require academic staff to contribute to teaching, research and institutional activities, and the relative importance of these functions may vary across roles and institutional contexts. Effective workload systems therefore seek an appropriate distribution of responsibilities that enables staff to perform their roles successfully while reflecting differences in academic profiles and institutional priorities.

The literature further suggests that workload management has important implications for organisational performance. When academic responsibilities are clearly defined, appropriately recognised and realistically allocated, academic staff are better positioned to devote sufficient attention to teaching preparation, research, student engagement and institutional development. Workload management therefore represents an important connection between human resource management, academic performance and the strategic objectives of higher education institutions.

RESEARCH METHODOLOGY

This article adopts a qualitative analytical research approach based on a structured review and synthesis of published academic research and international institutional evidence concerning workload management in higher education. The analysis focuses specifically on studies addressing academic workload allocation, workload measurement, teaching and research responsibilities, administrative activities, academic performance and institutional workload policies.

Academic publications were examined to identify recurring patterns, effective practices and key mechanisms related to the organisation and distribution of academic work. Particular attention was given to empirical studies from Australia, the United States and European higher education systems, as well as



international evidence provided by the OECD. These sources were selected because they offer practical insights into academic working conditions and institutional workload practices and therefore provide a strong evidence base for the analysis.

The findings of the selected studies were compared and synthesised to identify common patterns, effective workload-management mechanisms and institutional practices that can support academic staff performance. The analysis is designed to provide an evidence-based understanding of how workload management can contribute to the effective organisation of academic responsibilities and to identify practical management implications relevant to higher education institutions.

ANALYSIS AND RESULTS

The analysis of the selected evidence demonstrates that academic workload extends substantially beyond formal teaching responsibilities. Across the literature, academic staff are shown to perform interconnected activities involving teaching, preparation, assessment, research, supervision, administration, meetings, institutional service and professional development. This multidimensional character highlights the importance of comprehensive workload systems capable of reflecting the full range of academic responsibilities through a balanced combination of indicators.

One of the clearest findings is that formal workload allocations can be further strengthened by incorporating the actual time requirements of academic activities. Miller's (2019) case study demonstrates that formally defined workload distributions become more accurate when routine academic activities are assessed according to their real time demands. A more detailed recognition of teaching and administrative responsibilities can therefore help institutions preserve appropriate time for research and improve the alignment between formal workload models and actual academic practice.

The evidence concerning research productivity provides a second important finding. Griffith and Altinay (2020) show that the organisation of teaching assignments and multiple course preparations is closely associated with the time available for research. This suggests that institutions can strengthen research productivity by considering how teaching and service responsibilities are distributed alongside research activities. Workload management is therefore directly relevant to research performance because the allocation of responsibilities creates the temporal and organisational conditions within which research can develop effectively.

The literature also demonstrates the importance of recognising the cumulative contribution of administrative activities within academic workload. Recent Australian evidence shows that administrative responsibilities directly connected with teaching and research constitute a significant component of academic working time. The study involving academic staff across 37 Australian universities identified teaching-related and research-related administration as important elements of the overall academic workload.

This finding broadens the understanding of administrative workload. In addition to formal administrative positions and committee assignments, workload models can benefit from recognising administrative components embedded within teaching and research. Grade management, reporting, research compliance, correspondence, supervision documentation and meeting preparation each contribute to the effective organisation of academic work and, when considered collectively, represent an important part of academic working time.

The evidence further suggests that effective organisation of administrative responsibilities can contribute positively to academic performance by preserving sufficient time and concentration for core academic activities. When administrative processes are clearly structured, efficiently coordinated and appropriately integrated into workload models, academic staff are better positioned to devote meaningful attention to research, course development, student interaction and professional learning. This highlights the value of distinguishing between essential administrative activities that directly support academic work and processes that can be further streamlined through organisational or digital improvement.

Another important finding concerns transparency and participation. Research on academic workload allocation models indicates that employees are more likely to view workload systems as credible and supportive when they are actively involved in their development and implementation. Kenny and Fluck (2014) found that staff participation, transparency and institutional consistency are important characteristics of effective workload allocation.

This suggests that workload management can be most effective when treated as a participatory management process. Academic staff possess valuable practical knowledge of the time required for particular activities and can provide insights into workload components that may be less visible at the administrative level. Their participation can therefore improve the accuracy and relevance of workload models while also strengthening shared understanding of how workload decisions are made.

The analysis also indicates that workload structures can be more effective when they reflect differences in academic roles and responsibilities. Academic positions vary considerably in their functional profiles. A researcher responsible for externally funded projects may require a substantial allocation of research time, whereas a programme coordinator may devote a larger share of working time to administrative and organisational responsibilities. A teaching-focused academic may have a greater teaching allocation accompanied by a correspondingly differentiated research profile. The OECD has identified a broader trend toward greater specialisation of academic roles in some higher education systems, suggesting that differentiated workload structures can help align individual responsibilities with institutional missions and different forms of academic contribution.

The effectiveness of such differentiation is further strengthened by transparency. Clearly defined institutional criteria can help employees understand why workload profiles vary and how each category of responsibility contributes to broader institutional objectives. A differentiated workload model can therefore combine flexibility with consistency by explaining the rationale for particular allocations and recognising the value of diverse academic roles.

The evidence also highlights the growing potential of digital technologies in workload management. Digitalisation can create important opportunities to simplify workload processes, integrate information, improve coordination and reduce repetitive tasks. Recent Australian evidence suggests that the benefits of automation are greatest when digital solutions are designed around process simplification and user needs. In this context, digital transformation can further enhance the efficiency of workload management by making administrative processes more integrated and responsive.

Accordingly, universities can achieve stronger results by reviewing administrative processes before digitalising them. The key consideration is not only whether an existing process can be transferred to a digital platform, but also how that process can be streamlined, integrated and made more efficient. Digital HR systems can be especially effective when they reduce duplication, consolidate information and provide managers with reliable data on actual workload distribution.

International evidence also indicates that academic workload is closely connected with broader patterns of working time. OECD evidence highlights workload as an important dimension of academic careers, while research from Czech universities demonstrates the substantial amount of time devoted to teaching, research, administration and management activities. These findings reinforce the value of workload management systems that consider both formal responsibilities and the actual time required to perform them effectively.

Taken together, the evidence indicates that effective workload management is best understood as a comprehensive and dynamic management process rather than solely as a mechanism for allocating formal hours. Such a process can recognise the full range of academic activities, apply realistic estimates of the time required to complete them, differentiate between academic roles, involve staff in workload decisions and regularly review the alignment between formal allocations and actual responsibilities.

Workload management can therefore be viewed as an important mechanism through which universities align human resources with institutional objectives. If an institution seeks to strengthen research performance, workload allocation can provide sufficient and clearly recognised time for research. If teaching quality is a major strategic priority, preparation, assessment and student support can be appropriately reflected in workload structures. If administrative efficiency is an institutional objective, administrative procedures can be designed to facilitate and support academic work. In this way, workload management can contribute simultaneously to staff effectiveness, organisational clarity and long-term institutional development.

CONCLUSION AND SUGGESTIONS

The analysis demonstrates that workload management is an important organisational mechanism for creating favourable conditions in which academic staff can perform their professional responsibilities effectively. Academic workload is multidimensional and extends well beyond formal teaching hours. Research, preparation, assessment, supervision, administration, meetings, institutional service and professional development all require appropriate time allocation and should therefore be considered within comprehensive workload planning.

The existing evidence indicates that conventional workload models can be further strengthened by incorporating the actual time requirements of academic activities. Research productivity benefits when teaching, service and administrative responsibilities are realistically reflected in workload structures, while a more comprehensive recognition of academic activities can help institutions create stronger conditions for balanced professional performance.

The analysis also confirms that transparency and staff participation are important characteristics of



effective and credible workload management systems. Academic employees can make a valuable contribution to workload planning because they possess practical knowledge of the time, complexity and organisational requirements associated with different academic activities. Their participation can therefore improve the accuracy, relevance and institutional acceptance of workload allocation systems.

Another important conclusion is that workload management is best understood as a mechanism for achieving an appropriate balance among the core functions of higher education. Teaching, research and institutional service are all central to university missions. Effective workload management helps establish a realistic and supportive relationship between professional responsibilities, available working time and expected performance.

Overall, effective workload management is supported by realistic workload estimation, differentiated allocation, recognition of administrative activities, staff participation, regular review and appropriate use of digital technologies. Such an approach enables institutions to align academic working time more closely with strategic priorities and to provide staff with favourable conditions for contributing effectively to teaching, research, student support and institutional development.

Higher education institutions can further strengthen workload management by adopting systems that recognise the full range of academic activities alongside teaching contact hours. The time required for preparation, assessment, student support, research, supervision, administration and institutional service can be incorporated into workload planning so that formal allocations provide a comprehensive representation of professional responsibilities.

Workload allocation can also be differentiated according to academic roles and institutional priorities. Universities with strong research objectives may provide appropriately protected research time for academics whose responsibilities include substantial research activity, while teaching-oriented roles can be supported through adequate allocation for teaching preparation, assessment and student engagement. Transparent and clearly established institutional criteria can ensure that such differentiation is consistent, understandable and aligned with organisational objectives.

Universities can further enhance workload efficiency through regular review and improvement of administrative procedures associated with academic work. Particular attention can be given to administrative activities embedded within teaching and research so that these contributions are appropriately recognised in workload models. Streamlined reporting, integrated information systems and improved coordination between administrative units can create additional time and organisational capacity for core academic activities.

Digitalisation can play an important role in strengthening workload management when it is designed around process simplification, integration and user convenience. Before introducing new digital procedures, institutions can assess how existing information can be reused, how processes can be streamlined and how digital systems can contribute to more efficient academic and administrative workflows.

Academic employees can also be actively involved in the design and periodic refinement of workload allocation systems. Their participation can improve the realism of workload estimates, strengthen shared understanding of institutional decisions and help identify newly emerging academic activities that should be reflected in future workload models.

Finally, workload management can be closely integrated with institutional performance management and resource planning. Aligning performance expectations with available time, organisational support and professional resources creates stronger conditions for achieving high-quality outcomes in teaching, research, student supervision and institutional service. In this way, workload management can function as a strategic mechanism for supporting academic productivity, institutional effectiveness and sustainable professional development.

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muhandislik **& iqtisodiyot**

ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal

Ingliz tili muharriri: Feruz Hakimov

Musahhih: Zokir Alibekov

Sahifalovchi va dizayner: Abdurahmon Qurbonov

2026. № 7

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"Muhandislik va iqtisodiyot" jurnali 26.06.2023-yildan
O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan
№S-5669245 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
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