

Demographic Factors Influencing Job Burnout among Academic Staff in Private Universities in Kwara State: Implication for Human Resource Management in Nigeria

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Abstract

Demographic factors influencing job burnout among academic staff in private universities in Kwara State was investigated. Descriptive research method was used and one hundred purposively selected academics from the two private universities in Kwara State were the participants of this study. Four null hypotheses were tested at 0.05 critical region. Oldenburg Burnout Inventory ($r = 0.82$ and 0.83) was used. The findings indicated that there were significant differences in the job burnout of the participants on the bases of gender, age, marital status and academic qualifications. Recommendations, as well as the implication of the findings for human resource management were highlighted.

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1.0 INTRODUCTION

The acknowledgment, by different regimes of government in Nigeria, of education as the spring-board to sustainable development has mandated them to make provision for quantitative and qualitative education improvement. It could not be an overemphasis to note that this has led to the deregulation of education in this country especially university education. Prior to the proliferation of private universities in Nigeria, university education had several challenges. These include but are not limited to the erratic and epileptic academic system and the inability of the system to accommodate many intending seekers of university education. Owoye (2012) reported that before the emergence of private universities in Nigeria, existing federal and state universities could hardly admit 25% of the prospective candidates. The situation has witnessed tremendous improvement as a greater percentage of intending seekers of university education are continually admitted by both privately and publicly owned universities. The involvement of the private sector in

university education in Nigeria has served as the panacea to some impasse bedevilling the university education system in the country. Private participation has, according to Omomia, Omomia and Babalola (2014), brought about

an improvement in the funding of universities; given prospective students and their parents the opportunities to choose; ensured provision of the conducive learning environment and adequate facilities on the campus; guaranteed stable academic programme, to mention just a few. Despite these laudable contributions, some anomalies can constitute a stumbling block to the quest of private universities to contribute their quota to the sustainable development of the country. The inadequate motivation of staff especially the academic staff is one of these problems. This could be in the form of underpayment of staff. The owners of private universities are sometimes more interested in the desire to make a profit and jettison staff welfare. Staff are said not to be well paid in most cases (Omomia, et.al. 2014). High staff turnover in private universities due to relative job insecurity is another anomaly. Omomia, et. al. (2014) observed that most private universities, at the least provocation will "fire" any staff, sometimes without consideration for due process. This affects the teaching and learning process and makes the staff easily seek "greener pastures". All these have negative implications on the job performance of the academic staff in private universities.

In the past university academic responsibilities was believed to be less upsetting (Norlund, Reuterwall,

Höög, Lindahl, Janlert & Birgander, 2010) on the grounds that universities furnished a decent workplace with scholastic opportunity and bountiful assets (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010). In any case, because of the twenty first century worldwide changes the universities have gone through a progress (McCaffery, 2018), which has made the work space inside them to be exceptionally requesting. The aggregate impacts of academic related requests followed by shortage of assets and the absence of reasonable adapting limits in the end lead to burnout (Fernet, Guay, Senécal, & Austin, 2012). Burnout is portrayed by passion and mental depletion, joined by the sensations of misery, contrary self-idea, helpless self-adequacy and negativity towards individuals (Brackett et al., 2010; Moczyłowska, 2016). The burnout shows up as physical and mental medical issues among the representatives who are as fit as a fiddle. . These medical conditions eventually cause non-appearance, work misfortune and reduced efficiency (Schnall, Dobson, Roskam & Elling, 2018).

Higher salaries and allowances as well as improved conditions of services to raise the morale of lecturers are instances of motivational strategies that are capable of enhancing dedication and commitment to duty (Yusuf, Mustapha, Katibi& Olajide, 2021) and reduce job burnout among workers. There is a course to believe that job burnout is high among university academic staff in Nigeria because of poor condition of service they are in. A number of researchers such as Daudu and Mohammed (2012); Raza, Qazi and Yousufi (2020) and Tella and Ibinaiye (2020) confirmed the assertion by reporting that poor conditions of service have always been the major complaints of lecturers in Nigeria.

The idea of burnout has gotten less consideration when contrasted with stress (Kyriacou, 2001) in light of challenges in its operationalization and non attendance of hypothetical systems. The absence of comprehension about the idea of burnout has pulled in the specialists (Maslach, Leiter, & Schaufeli, 2009). Notwithstanding of existing writing on the idea of burnout among college educators, a portion of the parts of burnout are as yet neglected. Therefore, past researchers like, e.g., (Byrne, Chughtai, Flood, Murphy, and Willis, 2013; Gonçalves, Fontes, Simões, & Gomes, 2019; Zhang & Feng, 2011) suggested that future researchers should zero in on distinguishing the assorted causes and resulting impacts of burnout in scholarly community. Hence, there is a degree for future examination on the idea of burnout in college arrangement. As such, demographic factors influencing the job burnout of academic staff in private universities in Kwara State was investigated.

2.0 LITERATURE REVIEW

Job burnout is an internationally perceived issue. Burnout is experienced by academicians whenever they are presented with the combined negative impacts of work requests that surpass their accessible adapting limits. Burnout influences the wellbeing and working execution of academicians, and at last lessens their profitability. In spite of the broad pervasiveness of Burnout, it has not been generally concentrated in showing calling, especially at college level. Hence, a methodical audit of the writing was done to grasp the sources and unfriendly impacts of burnout among academicians working in colleges (Khan, Din & Anwar, 2012)

Burnout is characterized as a mental reaction to work pressure. Changes in what an individual needs and what he/she ought to do as well as critical disharmonies between work nature and 'employer's tendency lead to burnout (Maslach & Leiter, 2015). As a representation, burnout focuses to the extinguishing of a candle or a fire; if the fire doesn't get satisfactory assets, it will be extinguished sooner or later (Schaufeli, Leiter & Maslach, 2009). A great deal of attention has been devoted to the problem of work-burnout and its social consequences for the individual. (Schaufeli & Enzman, 1998). Burke and Greenglass (1995) also defined burnout as a multidimensional construct of emotional exhaustion, depersonalization, also decreased individual achievement that can happen among people who work extensively with others under considerable time pressures.

Maslach and Leiter (2015) posited that burnout aspects include emotional exhaustion which implies energy release and utilization of enthusiastic assets. This measurement can be considered as the foundation of occupation burnout. Another viewpoint is depersonalization isolates laborers from others and makes sceptical associates, clients and association. This component of occupation burnout is predominant among those staff who routinely speak with different people (like instructors, understudies, clients, patients). Diminished personal accomplishment is another aspect and denotes the one which makes a worker come to a negative self-evaluation.

Maslach and Leiter (2015) identified two groups of factors that rule the individual before burnout. The primary gathering is called situational indicators which incorporate six predecessors: (1) responsibility, (2) control, (3) grant, (4) interpersonal organization, (5) work reasonableness, and (6) values. The subsequent gathering is relevant which incorporates singular predecessors like

age, sexual orientation, conjugal status and experience. Cordes et al. (1997) arranged burnout-related variables into three gatherings: (1) work and job qualities, (2) authoritative attributes and (3) individual attributes.

There is a cause to believe that burnout among academicians could be physical, psychological and social. Cam (2011) posited that physical cum psychological and social burnout could be explained as the one caused by the cumulative effect of the stressful working environment, that exceeds the coping capacity of the staff, that is a state, which forces the employee to become introverted.

Ozdemir (2006) opined that until 1970, the scientific community and public had little or no awareness of the concept of 'burnout' and from this date, extensive research were begun on the construct. These studies looked at absenteeism, turnover, job dissatisfaction, having lower productivity and reduced organisational commitments as correlates of job burnout (Cano-García, Padilla-Muñoz & Carrasco-Ortiz, 2015; Maslach, 2003). Academician Burnout is related to separation from co-workers and disconnection with students. It became explicit in a study that found academician burnout was concerned with lesser expectations of students' achievement both in special or regular education (Tournaki & Powell, 2015). In line with this, Winefield, Boyd, Saebel and Pignata (2008) observed that both individual and organizational burnouts lead to decreasing power, energy and resources. Evidence from the previous findings shows that job burnout has a negative effect on the employee's well-being as well as the organisation by reducing the organisational performance (Bakker, Demerouti & Verbeke, 2014; Maslach, Schaufeli & Leiter, 2011), it diminishes the productivity and increases rates of turnover (Jung & Kim, 2012; Rahim & Cosby, 2016)). Burnout among teachers cannot be overemphasised (Okwaraji & Aguwa, 2014). It is disclosed that burnout among teachers can have a negative effect on job performance by reducing the quality and quantity of teaching-learning interaction (Blandford, 2012).

A study was reported to have explored stress among university staff by concentrating on five key areas: Experience and level of stress, causes, consequences, moderators, and recommendations for stress reduction. The stressors identified as causing most distress were insufficient funding and resources, work overload, poor management practice, job insecurities and insufficient reward, and recognition (Gillespie, Walsh, Winefield, Dua & Stough, 2011).

Cordes and Dougherty (1993) observed that burnout results can arise in different sorts like responsibility moderation, increment in non-appearance

and turnover, profitability decline, assurance decrease, and abatement in human thought. A study expounded burnout consequences in two perspectives - job performance and health. As far as occupation execution, burnout goes with work withdrawal, non-appearance, aim to leave and turnover. Those individuals who keep their work notwithstanding their burnout are confronted with efficiency and adequacy decline. Likewise, burnout goes with work fulfilment decline just as work or hierarchical responsibility relief. As far as wellbeing, burnout can cause mental dysfunctions which lead to nervousness, sadness and confidence decline. (Maslach et al. 2011).

The studies involving contextual factors and job burnout have been extensively reported. Maslach et al. (2011) detailed that as far as age, the pace of more youthful workers' burnout is more prominent than those representatives who are in their 30s or 40s. It is seen that enthusiastic depletion and depersonalization among youthful educators is more prominent than more seasoned ones. In different explores, more established educators' work burnout is more noteworthy than more youthful ones and the other way around (Goswami, 2013).

It has been demonstrated that gender did not significantly predict job burnout. In some investigations, job burnout is higher among females, while others it is prevalent among males. Yet some researchers concluded that there was no significant gender difference. Investigations had reported higher scores for female than male on emotional exhaustion and higher scores for males than female on pessimism (Khan, Rasli, Mdvusoff and Ahmed, 2015; Maslach et al., 2011).

Khan, et.al. (2015) reported that marital status influenced job burnout among academicians. Singles particularly men are more susceptible to burnout than wedded people. It appears to be that solitary people have more burnout than divorced (Maslach et al., 2011). A study reported that married employees' job burnout was higher than singles' (Russell, et al., 1997).

An investigation demonstrated that individuals with higher instructive levels endure more occupation burnout. Maybe, they are more presented to burnout because of their heavier obligations or in view of their better standards (Maslach et al., 2011).

Williams and Dike (2015) investigated the connection between personal factors and burnout among medical attendants and instructors. Analysts like Cordes and Dougherty (1997) reported that the pace of burnout among wedded representatives is not exactly single ones, and specialists like Tarcan, Tarcan and Top (2017) have discovered huge contrasts among workers' burnout as far as sex, age and marital status are concerned. A few

specialists have not revealed a critical connection between personal factors and burnout (Farshi&Fariba, 2014; Tooker, 2011). Overall, a kind of remarkable disharmony is observed regarding the relationship between contextual factors and burnout, in academic research (Tarcán, et. al., 2017). This indicates that studies on this phenomenon should not be discontinued at least for now. Continually beaming research light on job burnout among academicians could help human resource professionals and personnel psychologists to construct more unbiased and preventive intends to decrease work burnout.

There is a dearth of studies on the influence of contextual factors on the job burnout of university academic staff, especially in the Nigerian context. Many of the reported studies are foreign. The need to domesticate the finding of these international studies is the basis of this study.

The main objective of this study is to investigate the influence of contextual factors on the job burnout of academic staff in selected universities in Kwara State. Specifically, the study intended to:

- A. establish the influence of gender on the job burnout of academic staff in selected private universities in Kwara State;
- B. determine the influence of age on the job burnout of academic staff in selected private universities in Kwara State;
- C. explore the influence of marital status on the job burnout of academic staff in selected private universities in Kwara State; and
- D. examine the influence of academic qualifications on the job burnout of academic staff in selected private universities in Kwara State.

Based on the above objectives, the following are the research hypotheses of the study.

- A. There is no significant difference in the job burnout of male and female academic staff in private universities in Kwara State.
- B. There is no significant difference in the job burnout of young and older academic staff in private universities in Kwara State.
- C. There is no significant difference in the job burnout of married and unmarried academic staff in private universities in Kwara State.

- D. There is no significant difference in the job burnout of academic staff who are Ph. D and non-Ph. D holders.

3.0 METHOD AND MATERIAL

A descriptive research design was adopted for this study. The research design explains the act of collecting research data from a set of respondents in their natural environment without manipulation of any variable. The research data of this study were collected from the academic staff of the two universities adopted for this study (Al-Hikmah University, Ilorin and Landmark University, Omu Aran).

The population of this study consisted of all academicians in two out of four private universities in Kwara State. These are Al-Hikmah University, Ilorin and Landmark University, Omu Aran. This design was used by Lasisi, Olaifa and Alabi (2021) among other researchers.

The purposive sampling technique, which means selecting the people who are willing and able to participate in a study, was used to select 50 academic staff from various faculties of each of the selected universities. 100 academic staff purposively selected from the two universities are the respondents of this study. They consisted of 33 female and 67 male academic staff. The ages of the respondents range from 27 years to 56 years with a mean age of 32.56 years and a standard deviation of ages as 10.62.

The only scale used for this study is the Oldenburg Burnout Inventory (OLDI). The inventory contains 16 items, 8 of which are on emotional exhaustion and the other 8 on disengagement. The inventory also has positively and negatively worded items. The reliability of each of the two aspects of the inventory according to Demerouti et al. (2011) and Demerouti et al. (2003) are 0.82 and 0.83 Cronbach's alpha. The reliability of the inventory was also confirmed by Bakker et al. (2014) which reported reliability coefficients of 0.75 and 0.81 Cronbach's alpha.

The researcher visited campuses of the universities and administered the research instrument to the participants who are willing and ready to participate in the study. Copies of the instrument were administered in different faculties of each of the universities. The administration of the questionnaire took the researcher up to a week before completion in each of the universities.

Student t. test statistical procedure was employed to analyse the generated data. The method is employed because it is amenable in testing the significant difference

in hypotheses testing two variables at maximum. However, the data must be from a continuous scale (interval or ratio) and not from a discrete scale (nominal or ordinal). Each of the hypotheses of the study has two variables each and is stated in 'difference' form, hence the necessity for employing this statistical procedure.

4.0 RESULTS AND DISCUSSION

Table I Description of the Participant based on the Contextual

	Factors	
	No	%
Gender:		
Male	33	33%
Female	67	67%
Age:		
Older (≥ 45 yrs)	57	57%
Younger (< 45 yrs.)	43	43%
Marital Status:		
Married	72	72%
Unmarried	28	28%
Qualification:		
Less than Ph. D	36	36%
Ph. D. Holders	64	64%

Table I describes the participants based on the contextual factors. Gender of the participants shows that 33 of the participants are male and account for 33% while 67 are female and account for 67%. The ages of the participants shows that 57 participants (57%) were 45 years and above, while 43 participants (43%) were less than 45 years. On the basis of marital status, 72 participants which account for 72% were married, while 28 participants which accounts for 28% were unmarried. Lastly, on the basis of Academic qualification, 36 participants which accounts for 36% do not have Ph. D degree, while 64 participants which accounts for 64% were Ph. D. degree holders

Hypothesis One

There is no significant difference in the job burnout between male and female academic staff in private universities in Kwara State

Table II: Table Showing Mean, Standard Deviation and t. Test Scores of Job Burnout of Male and Female Academic Staff in Private University

Var.	N	Mean	St. Dev.	Df	t. cal.	t. cric	Pr
Male	67	42.65	12.34	98	3.18	1.96	**
Fem.	33	35.56	11.73				

** (Significant at 0.05 critical region)

Table 2 shows the results obtained from testing hypothesis 1. From the table, t. calculated = 3.18, degree of freedom = 98 and t. critical = 1.96. Since t. calculated

(3.18) is greater than t. critical (1.96), the hypothesis is rejected. Thus, there is significant difference in the job burnout between male and female academic staff in private universities in Kwara State

Hypothesis Two

There is no significant difference in the job burnout between older and younger academic staff in private universities in Kwara State.

Table III Table Showing Mean, Standard Deviation and t. Test Scores of Job Burnout of Older (≥ 45 Years) and Younger (< 45 years) Participants

Variable	No	Mean	St. Dev.	Df	t. cal.	t. cric	Pr.
Older	57	41.25	11.64	98	3.48	1.96	**
Younger	43	48.35	10.17				

** (Significant at 0.05 critical region)

Table 3 shows the results obtained from testing hypothesis 2. From the table, t. calculated = 3.48, degree of freedom = 98 and t. critical = 1.96. Since t. calculated (3.48) is greater than t. critical (1.96), the hypothesis is rejected. Thus, there is significant difference in the job burnout between older and younger academic staff in private universities in Kwara State.

Hypothesis Three

There is no significant difference in the job burnout between married and unmarried academic staff in private universities in Kwara State.

Table IV: Table Showing Mean, Standard Deviation and T. Test Scores of Job Burnout of Married and Unmarried Academic Staff in Private Universities in Kwara State

Var	N	Mean	St. Dev.	Df	t. cal.	t. cric	Pr.
Married	72	45.45	12.29	98	3.74	1.96	**
Unmarried	28	37.56	12.07				

** (Significant at 0.05 critical region)

Table IV shows the results obtained from testing hypothesis 3. From the table, t. calculated = 3.74, degree of freedom = 98 and t. critical = 1.96. Since t. calculated (3.74) is greater than t. critical (1.96), the hypothesis is rejected. Thus, there is significant difference in the job burnout between married and unmarried academic staff in private universities in Kwara State

Hypothesis Four

There is no significant difference between the job burnout of academic staff with Ph. D and those who do not have Ph. D

Table V: Table Showing Mean, Standard Deviation and t. Test Scores of Job Burnout of Academic Staff with Ph. D and Those Who have not.

Var	N	Mean	St. Dev	Df	t. cal.	t. Crit.	Pr
Ph. D Holders	64	44.55	12.34	98	3.08	1.96	**
Non Ph. D Holders	36	40.37	11.27				

** (Significant at 0.05 critical region)

Table 5 shows the results obtained from testing hypothesis four. From the table, t. calculated is 3.08, degree of freedom is 98 and t. critical is 1.96. Since t. calculated (3.08) is greater than t. critical (1.96), the null hypothesis is rejected. Thus, there is a significant difference in the job burnout between academic staff with Ph. D and those who do not .

5.0 CONCLUSION & RECOMMENDATION

The first finding of the study shows that there was a significant difference in the job burnout between male and female academic staff in private universities in Kwara State. This means that job burnout among male academic staff was observed to be significantly different from their female counterparts. The implication of this is that gender exerts a significant influence on job burnout among academic staff in private universities in Kwara State. This finding supports the previous finding of Tarcan, et al. (2017). This study found a significant difference in the job burnout of the investigated academicians on the basis of gender. However, the finding contradicts the previous finding of Khan, Rasli, Mdvusoff and Ahmad (2015) which concluded that there was no significant gender influence on the job burnout among academicians.

The finding from the second hypothesis shows that there was a significant difference in the job burnout between older and younger academic staff in private universities in Kwara State. In other words,, the job burnout of older academic staff was significantly different from their younger colleagues. This implies that the ages of respondents significantly influenced their job burnout. This finding supports the previous finding of Khan, et. al. (2015) which, reported a significant age difference in the job burnout of the investigated academicians.

The finding from the third hypothesis shows that there was a significant difference in the job burnout between the married and unmarried academic staff in private universities in Kwara State. In other words, the job burnout among married academic staff was observed to be significantly different from the unmarried contemporaries. This finding implies that the marital status of the respondents significantly influenced their job burnout. This finding is in line with the previous finding of Khan, et.al. (2015) which posited that the marital status of their respondents significantly influenced the observed job burnout among them.

The finding from the fourth hypothesis shows that there was a significant difference in the job burnout between academic staff in private universities in Kwara State who are Ph. D holders and those who are not. The Ph. D holders had job burnout that was significantly different from their colleagues that do not have a Ph.D. This implies that the educational qualification of the participants significantly influenced their job burnout. The reason for this may be connected with the fact that pursuance of a Ph. D. degree is an enormous stress-inducing endeavour. If this is added with the stress relating to being an academic staff, then it becomes a gargantuan impasse.

The study concluded that the job burnout among academic staff in private universities in Kwara State is influenced by gender, age, marital status and educational qualification. These contextual factors are in a vantage position to ensure a better understanding of job burnout among academic staff in private universities. Attempts to address the issue of job burnout among academicians in private universities should not relegate the importance of these contextual factors.

The owners and the administrators of private universities should come out with proactive measures for addressing the menace of job burnout among the academic staff. A number of incentives and improved working conditions should be given to the academic staff to enhance their ability to withstand the pressure of job burnout in their campuses.

Academic staff can also help themselves in reducing the pressure of job burnout by adequately preparing to face the challenges of this anomaly. The academicians should not easily allow job burnout to weigh them down. Things that can induce job burnout should be avoided if possible or reduced so that the pressure of the job burnout will be decreased if not eliminated.

Another antidote to the issue of job burnout is having fully equipped counselling centres with qualified professional counselling psychologists. These centers can

help in diagnosing and remediating job burnout among academicians before the problem gets out of hand. Professional counselling psychologists possess relevant skills and competencies to address this issue.

The human resource management is needed to ensure effective management strategies are observed in places of work so that the menace of stress emanating from job burnout of workers will be adequately dealt with. The management should ensure that stress inducing policies are not allowed in the workplace.

It is expected that some of these recommendations can help to address the imbroglio of job burnout among academic staff of private universities, in particular, and other staff in general. There is bound to be an improvement in job burnout among academicians if the recommendations are given the desired consideration.

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