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AGE AND SELF-EFFICACY AS PREDICTORS OF BURNOUT TENDENCY AMONG LECTURERS IN TERTIARY INSTITUTIONS IN LAGOS STATE

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ABSTRACT

The study examined age and self-efficacy as predictors of burnout tendency among lecturers in tertiary institutions in Lagos state. The problem statement lies on the fact that burnout is recognized by onlookers rather than its victims, coupled with inadequate investment in Nigerian tertiary education, lack of motivation and commitment by government, work related stress due to daily interaction with students, age and self-efficacy beliefs that may trigger burnout tendency. To achieve the objectives of this study five research questions were formulated with three null hypotheses tested at 0.05 level of significance. A correlational research design was adopted for the study. The study population was 2742 lecturers in the federal tertiary institutions in Lagos State. A proportionate stratified random sampling technique was employed to select lecturers in three public federal tertiary institutions. Fifty percent of the lecturers in each of the three federal tertiary institutions in Lagos state was selected. This yielded the following; federal university, 853 lecturers, federal polytechnic, 398 lecturers and federal college of education, 120 lecturers, giving a total of 1371 lecturers which formed the sample of the study. Instruments used for data collection were self-efficacy Scale (SES) and Teacher Burnout Inventory (TBI). Aggregate scores and Multiple regression analysis were used for the analysis. The result showed that all the variables jointly predict burnout tendency among lecturers. Self-efficacy contributed 17% and age contributed 5.4% to lecturers' burnout tendency. Majority of the lecturers 909 (76.3%) have high self-efficacy while very few of the lecturers 10 (0.8%) have high burnout tendency. This signifies that self-efficacy is a booster in curbing incidence of burnout tendency among lecturers, therefore aligning with other findings that the higher the lecturers self-efficacy the lower the burnout tendency. This finding recommends that since majority of lecturers have high self-efficacy, government and institution authorities should enact policies that will help to build and sustain self-efficacy among lecturers by providing incentives, educational infrastructures and training.

Keywords: Age, Burnout, Predictor and Self-efficacy.

Introduction

Global report on burnout is on the rise due to constant demand and increase in work load among many human service professionals. Burnout tendency due to workloads could be attributed to lecturers' work engagement as a

controller, pedagogical manager, supporter, evaluator, disciplinarian, expert, communicator, socializer, researcher and change agent. Najim (2017) reported that lecturers in developing countries like ours face many challenges such as inadequate infrastructure, extreme number of students and inadequate finances which are conceptualized as stress factor that may affect burnout syndrome. The tendency to burnout could be attributed to prolonged work-related stress with a mix of exhaustion, cynicism, and ineffectiveness. Lecturers with tendency to burnout may be affected by uncertainties with associated misconduct such as poor performance, missing deadlines and work goals, habitual complaining, isolation, the dread of work, bitterness, maltreatment by the government and lack of motivation. Moreover, if job demand remains persistently high, a lecturer may experience burnout tendency which could result to chronic fatigue and even distancing self psychologically from his work schedule. (Smith, Segal, and Robinson, 2019).

Burnout is the state of mind that occurs with long-term, unresolved stress that can negatively affect your work and your life (Calmer, 2020). Burnout has been identified in careers that involve interaction with others. It is also a feeling of exhaustion in addition to distrust and reduced job performance which comes from extreme work demands and limited job resources (Gerencer, 2019).

Sighting the case of U.S. in 1960, when their economy shifted from industry to service they contended with the challenge of having more work to do with fewer resources (Gernencer, 2019). Similarly, this may be the case with the lecturers in the present education industry in Lagos state, due to large populations of students with fewer resources to carter for them. The symptoms of burnout tendency can result to physical or mental collapse caused by overwork, stress, or other conflicting job demands which could be triggered by some organizational or personal variables such as role conflict, role ambiguity, decision making, age, gender, academic qualification, low self-efficacy and marital/family status. Given this, one can point out that many factors lead to burnout tendency and these factors may apply to lecturers as well. Other factors that can cause burnout tendency among lecturers are issues like an increase in students' negative behaviour, students' indifference, overcrowding in the class, increasing administrative responsibilities, inadequate infrastructural support, and impact of public's negative opinion (Jamaludin and You, 2019). The profession of a lecturer is associated with the responsibility for the success and academic progress of students who have diverse personality makeups and traits as well as different learning abilities and study habits. Dealing with those different categories of students could be tasking and demanding if not frustrating and stressful. Lecturers' job therefore is not only physically, but emotionally exhausting, involving a lot of mental activities such as developing courses and course materials, reading academic journals, and so on. The trend of these challenges is still alarming till date.

This burnout tendency is a gradual process, occurring slowly and if unchecked may affect someone towards feeling of dislike, discontent and poor caring attitude. Therefore, Lecturers who are committed, caring, dedicated and competent

communicators begin to withdraw due to the effect of stress and burnout tendency. Consequently, this same trend may be applicable to Nigerian lecturers who may be experiencing communication overloads with continued job stress over a long period of time. Lecturers stress may emanate from high pressure to publish, hence the words of Wang that academic staff from different countries has a great level of job stress over time (Wang et al., 2019).

Burnout which is referred to as a syndrome that occurs due to chronic workplace stress is characterized by feeling of energy depletion, depersonalisation and reduced personal accomplishment (World Health Organization, 2019). However this commitment can be jeopardised due to a number of factors. The likelihood in the researchers' opinion that, a lecturer may feel burnout tendency due to stress and could be linked to their quest to provide content expertise, care passionately about their students and very committed to knowledge dissemination irrespective of discipline, age, gender or academic attainment and self-efficacy. In this study, the researchers are interested in the issue of age and self-efficacy of the lecturers and burnout tendency.

The fact on aging effect on lecturers are crucial in this study due to the fact that lecturers likely may face more barriers and stressors at work as a result of physical strength, limitations, health challenges, issues in using new technology, engagement in work and so on (Hsu, 2018). Hsu asserted that aging is not necessary to be a barrier but barriers about aging depend on the job characteristics. Poff (2017) pointed out that lecturers are also faced with students that are distracted having challenges like short attention spans, such students labelled as Instagram generation by Poff are scattered in their focus and often digressive in their questions and comments, always surfing the internet and chatting with friends on different social media. The stress of coping with this group of students in today's world is more challenging and tasking and may prompt burnout tendency among academicians in varying ways due to their age. Olorunsola (2013) in his study noted a high level of burnout among university lecturers in Ekiti state, Nigeria with a significant difference between burnout scores across the ages of lecturers'. Kagawa (2021) pointed out that some lecturers and professors in tertiary institutions are yet to embrace technology fully and this may affect their work performance and tendency to burnout especially with the present day digital learners. Starcevic (2019) lamented that many professors today fail to understand that they teach Millennial and Z generation who are completely different from former generation. However, similar situation, perhaps exist among lecturers' in Lagos state tertiary institutions as they face students who want interaction and respect from professors, who also prefer a digital approach to teaching. Therefore they call such professors and lecturers old fashioned simply because they cannot operate in their level of technology This becomes a challenge and unpleasant situation to the institutions as it crates stress and lack of job satisfaction among such lecturers.

Previous research that examines the link between age and burnout has shown a negative correlation between emotional exhaustion and depersonalization. It was observed that younger ones who suffered

from emotional exhaustion or depersonalization left their jobs due to ill-health or new employment. The older ones he said were able to cope with the incidence of burnout. There is limited knowledge about the level to which workers' age and gender are influenced by burnout (Marchard, Blanch, and Beauregard, 2018).

Burnout age was first named in 1974. The issue about ageing may seem logically true that the older you are the more tendencies to feel burnout at work. However, this logic may not be realistic because burnout syndrome or its tendency may be the same for workers of nearly every age. The relationship between age and burnout has been reported without any specific age limit (Gomer-Urquiza et al., 2016). Research has shown that burnout occurs differently among different age groups. Some empirical report on relationship of age indicated a significant decrease in the scores of the three dimensions of burnout as the sampled age increased (Akkus, karacan, Goker and Aksu, 2010). Study in a tertiary institution in South Africa on the relationship between chronic fatigue syndrome, burnout, job satisfaction, social support and age among academicians reported that age did not yield any significant relationship with any of the constructs. So there are contradictory reports on the role of age in experience of burnout as the study could not find any relationship when correlating burnout, chronic fatigue and age with one another (Coetzee et al., 2019). This similar situation may exist among lecturers in Nigeria due to individual difference and tolerance in work related stress.

Age was found to be a weak, non-significant predictor of burnout and chronic fatigue syndrome. Obviously, chronic fatigue syndrome and burnout experienced by academicians are two separate and distinguished constructs. This scenario may be applicable to lecturers in Nigeria. Vredenburgh, Cartozzi and Stein (2007) reported inverse relationship between age and burnout among psychologist. In Ahola et al., (2006) burnout was associated with age in three dimension syndrome. They concluded that age does not generally protect against burnout. Some studies reported lower burnout levels in nurses under the age of 30 in comparison to those over 30 (Iglesias, Vallejo and Fuentes cited in Gomez, 2016).

Jaworek and Gylag (2015) further asserted that age and its relation to burnout are inconsistent and varied. Some research result reported younger individuals tending to burnout than older ones (Stowe, 2016). For instance, Stowe noted that registered nurses in the Midwestern United States, under the age of thirty have a much higher likelihood to burnout than their older counterparts. In a recent study, Xhelilaji (2021) identified a correlation that exist between burnout, occupational stress and coping strategies and explore that there are difference in these constructs according to age and gender. They also pointed out that with successful work mastery, burnout may start declining with age due to workers adaptation to work ethics especially among younger workers but for older workers adaptation to stress tends to decline increasing the risk of burnout. Conclusion was that age followed a non-linear relationship with burnout. These contradicting results make it difficult for researchers to know whether age is a risk factor for burnout among human service professionals. Empirical report on relationship between age and burnout

tendency among lecturers in Nigeria is also scarce and need to be investigated.

Alidosti, Delaram, Dehgani, and Moghadam (2016) researched on the relationship between self-efficacy and burnout among Nurses in Behbahan City, Iran. The findings showed no significant relationship between age and the three dimensions of Burnout.

A correlational study by Coetzee, Maree and Smat (2019) found no significant relationship between age and burnout while examining the relationship between burnout situations of academics in a tertiary institution in South Africa. Age as a construct had dissimilar relationship with burnout and chronic fatigue syndrome. Age has an effect on the way teachers experience their job difficulties.

Empirically, burnout is reported to be highly prevalent in the teaching professor therefor it becomes imperative to identify protective measures against chronic stress that can result to burnout tendency among lecturers and one of such measures could be self-efficacy. The level of lecturer's self-efficacy matters a lot in his discharge of duties because it serves as a booster to burnout syndrome.

Smetackova (2019) has explored burnout syndrome among teachers in Czech grammar schools in Czech Republic. Finding revealed a negative correlation between burnout and self-efficacy, thus teachers who scored high in the self-efficacy had low burnout symptoms while those who scored low in the self-efficacy have high burnout symptoms. In all the hierarchical regression analyses, result showed that in all three models, total self-efficacy was significantly related to burnout level. This result supports the idea that professional self-efficacy can prevent burnout syndrome though school bodies should know that some negative educational characteristics such as overcrowded lecture halls are clearly dangerous and can affect burnout tendency even if teachers put on a smiling face.

Sevas, Bozgeyik and Eser (2015) studied the relationship between teacher self-efficacy and burnout among teachers in various primary and secondary state schools in Gaziantep, Turkey. Result found significant, medium and negative correlation between teacher self-efficacy and burnout levels of the respondent. Teacher self-efficacy predicted burnout negatively; therefore it becomes necessary to find out those personal beliefs which protect teachers from negative effects of burnout. The challenges teachers encounter in educational settings can manifest in feeling of job burnout but it is impossible to claim that all teachers experience this syndrome.

Self-efficacy has some implications' on individual, for instance feeling of being able to overcome a task may arouse the feeling of accomplishing such a task but low self-efficacy can lead to negative feelings like stress and anxiety. These feelings may affect lecturer's burnout tendency. The study pointed out that increasing teacher self-efficacy is ideal for making schools more effective and teachers should be provided opportunities to increase their knowledge and skills.

Brouwers and Walkotomic (2016) researched on job-demands, job control, social support, self-efficacy, and burnout of staff of residential children's homes in the Netherlands. The results revealed that job demands were significantly related to

emotional exhaustion and depersonalization so the heavier they perceive their job demands, the higher the burnout level. Self-efficacy beliefs were significantly related to diminishing personal accomplishment.

Gunduz (2012) examined the relationship between burnout and self-efficacy among school counsellors in Mersin. The burnout and self-efficacy level were also investigated in terms of social support, task perception, and the number of students. From the study, self-efficacy predicted depersonalization and the personal accomplishment dimension of burnout among school counsellors. Therefore, the researchers' interest to embark on this study; that investigated age and self-efficacy as predictors of burnout tendency among lecturers in tertiary institutions in Lagos state.

Purpose of the Study

The main purpose of this study is to examine age and self-efficacy as predictors of lecturers' burnout tendency in tertiary institutions in Lagos state. Specifically the study examined:

1. Self-efficacy scores of lecturers in tertiary institutions in Lagos state
2. Burnout tendency scores of lecturers in tertiary institutions in Lagos state
3. Age as a predictor of lecturers' burnout tendency in tertiary institutions in Lagos state
4. Age and self-efficacy jointly as predictors of lecturers' burnout tendency in tertiary institutions in Lagos state.

Research Questions

The following research questions guided the study.

1. What are the self-efficacy scores of lecturers in tertiary institutions in Lagos state?
2. What are the burnout tendency scores of lecturers in tertiary institutions in Lagos state?
3. How does age of lecturers in tertiary institutions in Lagos state predict their burnout tendency?
4. To what extent do lecturers' age and self-efficcay jointly predict their burnout tendency in tertiary institutions in Lagos state?

Null Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Age of lecturers in tertiary institutions in Lagos state is not a significant predictor of their burnout tendency scores.
2. Lecturers' age and self-efficacy jointly are not significant predictors of their burnout tendency scores in tertiary institutions in Lagos state.

Research Method

Research Design: Research design for this study was Correlational design. This design was adopted for the study as it measures the relationship that exists between two or more variables without the researcher controlling any of them. The information was used to determine the relationship. Nworgu (2015) noted that correlation survey design is most appropriate as the researchers collected data that enabled them to indicate systematically the direction and magnitude relationship that exist between the variables; age and self-efficacy on lecturers' burnout tendency.

Population of the Study: The population of this study comprised of all the 2,742 lecturers' in federal public tertiary institutions in Lagos state. The population distribution is as follows: federal university, 1707 lecturers, federal polytechnic, 795 lecturers and federal college of education, 240 lecturers.

Sample and Sampling Technique: The sample for the study was 1371 lecturers. A proportionate stratified random sampling technique was employed to select lecturers in three public federal tertiary institutions. Fifty percent of the lecturers in each of the three federal tertiary institutions in Lagos state was selected. This yielded the following; federal university, 853 lecturers, federal polytechnic, 398 lecturers and federal college of education, 120 lecturers, giving a total of 1371 lecturers which formed the sample of the study.

Instruments for Data Collection: Two instruments were adopted for the study. They are as follows: **Self-Efficacy Scale (SES)** The Self-Efficacy Scale was developed by Sherer et al (1982) who provided the original psychometric properties for American samples but Ayodele (1988) provided the properties for Nigerian samples. The adopted SES was standardized to enhance its suitability and relevance for Nigerian professional. The purpose is to measure self-perceived competence and effectiveness in work performance and also efficacy in handling social relationship. The instrument contains thirty (30) items. It was on a five point scale ranging from agreed strongly (5), agree moderately (4), neither agree nor disagree (3), disagree moderately (2) and disagree strongly (1). The corresponding weighted values are the attached numbers 5, 4, 3, 2 and 1 respectively. Scoring is by direct and reverse scoring of the items while insert items should not be scored, to get the total score is to add together the result of the direct and the reverse score items. The final score will be based on means score of 78.97 and this is the basis for interpreting the scores. Scores higher than the mean score will indicate high social self-efficacy while scores lower than the mean score will indicate poor self-efficacy. The instrument was adopted for this study because it measures the social component of self-efficacy and was also adopted for the use of professionals in Nigeria with good psychometric properties.

Teacher Burnout Inventory (TBI)

The instrument Teacher Burnout Inventory (TBI) was used to assess the burnout tendency of lecturers. It was developed from Maslach Burnout Inventory (MBI), a sound standardized inventory designed to measure three dimensions of burnout syndrome namely: Emotional exhaustion (EE), depersonalisation (DP) and reduced personal accomplishment (PA). It has two parts; Parts A and B. Part A covered the demographic variable while Part B has a 24 item questionnaire designed on a four point scale responses, ranging from strongly agree 4, agree 3, disagree 2 and strongly disagree 1. Lecturers will respond to each item based on this rating scale from 1-4. Higher score will show great frequency of the particular experience and items score for each scale for the respondents ranged from 24 to 96.

Validation of the Instrument: The instruments' for the study was Self-efficacy Scale and Teacher Burnout Inventory. Self-efficacy scale (SES) was validated by Ayodele in 1998 with a concurrent validity coefficient of .73. He also provided the

properties for Nigerian samples. Teacher Burnout Inventory (TBI) is a standardized instrument and was adopted for this study. It is a sound standardized inventory designed to measure three dimensions of burnout syndrome.

Reliability of the Instrument: Self-efficacy Scale yielded Cronbach alpha internal consistency reliability coefficient of .86. The reliability of the instrument Teacher Burnout Inventory (TBI) was established using internal consistency estimate and a Cronbach Coefficient alpha 0.934 obtained in Nigeria in 2015.

Method for Data Collection: The instrument was distributed and collected with the help of six research assistants by direct delivery approach. A total of 1192 out of 1371 copies of the questionnaire were completed well, returned and used for the analysis.

Method of Data Analysis: The data relating to research questions and research hypotheses were analysed using aggregate scores and regression analysis where applicable. For the Self-Efficacy Scale Inventory for lecturers; the norm is 79.78. Scores higher than the mean score indicated high self-efficacy while scores lower than the mean score indicated low self-efficacy.

For the Teacher Burnout Inventory; total score was grouped into range of three intervals of Low, Moderate and High Burnout tendency. Ranges of score from 24-59.76 was considered as Low, 60-83.76 was considered as Moderate and 84-96 range of scores was considered as High burnout tendency respectively. All hypotheses were tested at 0.05 level of significance in order to accept or reject the null hypotheses.

Presentation of Results

Research Question 1: What are the self-efficacy scores of lecturers in tertiary institutions in Lagos state?

Table 1: Range of self-efficacy scores of lecturers in tertiary institutions in Lagos state (Norm 78.97)

Range of Scores	N	%	Remark
30 – 78.97	283	23.7	Low self-efficacy
79 – 150	909	76.3	High self-efficacy

In table 1, it was observed that with scores ranging from 79 to 150, 909 (76.3%) lecturers in tertiary institutions in Lagos state have high self-efficacy, while 283(23.7%) others whose scores ranged from 30 to 78.97 have low self-efficacy.

The findings from research question one show that 909 (76.3%) lecturers in Lagos State tertiary institutions have high self-efficacy. This implies that many of the lecturers have acquired professional skills such as pedagogical practices, like how to teach large number of students and disciplinary measures in handling them as well as some personal belief attitudes, abilities and cognitive skills to reduce stress. This means they have what it takes to achieve their set goals and self-esteem to manage challenges. The lecturers have what it takes to manoeuvre environmental variables to

perform their job and carry out different educational responsibilities. This finding was also reported by Smetackova (2019) that the level of lecturer's self-efficacy matters a lot in the discharge of their duties serving as a booster to burnout tendency. Self-efficacy of lecturers in Lagos state is effective for predicting burnout tendency among lecturer in tertiary institutions.

This finding is consistent with Smetackova (2019) which pointed out that the knowledge of self-efficacy values will help to curb negative effect of burnout tendency on lecturers. A strong relationship exists between teachers' self-efficacy and burnout as Skaalvik and Skaalvik (2010) reported that teachers with low score in self-efficacy have high degree of burnout while those who scored high in self-efficacy had low degree of burnout. In this study only 10 (0.8%) lecturers recorded high burnout tendency. One possible reason for this similarity with these authors could be attributed to this high self-efficacy scores which must have served as a booster to curb the incidence of high burnout tendency among lecturers in Lagos state tertiary institutions.

This present study supports the assertion by Smetackova (2019) that professional self-efficacy can prevent burnout tendency among university lecturers, however, university management should know that some silent factors such as inadequate infrastructural facilities and many other stressors can trigger burnout tendency in tertiary institutions. This is why higher institution management should provide adequate infrastructures, conducive environment, good salary structures and incentives with other vital issues like training in order to sustain lecturers' self-efficacy to avoid them being overwhelmed and emotionally drained at the long run.

In a nutshell, these lecturers with greater self-efficacy score will definitely have a higher degree of professional competence and may likely have greater desire for lecturing and have the chance to continue in the lecturing profession unlike their counter parts with low self-efficacy score. This study show that self-efficacy was a major predictor of burnout tendency among lecturers similar to Bami et al., (2019) which stated that lecturers with high self-efficacy think strategically to solve difficulties and are in control of stressors in their work place. As a result of this, they are not easily stressed or depressed, so self-efficacy became a key construct in determining lecturers' accomplishment at work.

Research Question 2: What are the burnout tendency scores of lecturers in tertiary institutions in Lagos state?

Table 2: Range of burnout tendency scores of lecturers in tertiary institutions in Lagos state

Range for scores	N	%	Remark
25 - 59.76	651	54.6	Low burnout tendency
60 - 83.76	531	44.6	Moderate burnout tendency
84 – 96	10	0.8	High burnout tendency

Table 2 reveals that with scores ranging from 84 to 96, 10(0.8%) lecturers in tertiary institutions in Lagos state have high burnout tendency, 531(44.6%) lecturers who scored between 60 and 83.76 have moderate burnout tendency, while 651(54.6%) whose scores ranged from 25 to 59.76 have low burnout tendency.

The findings from this study showed that lecturers in Lagos state experienced burnout differently, 651 lecturers experienced low burnout tendency, 531 experienced moderate burnout tendency while only 10 lecturers experienced high burnout tendency. The findings is consistent with the findings from the study of Al-Mehassi and Al-Sumaili (2016) which confirmed that most scholars suffer from various levels of burnout. Also, Kirby (2020) reported that emotional exhaustion which is the effect of chronic stress varies from person to person for a long time. The findings of Stowe (2016) confirmed that employees like lecturers can experience burnout in the institutional setting though it differs among them.

Moreover, the findings from this study is consistent with the previous study of Oppong (2019) which stated that lecturers may experience burnout differently which could be as a result of overload, lack of development or neglect of one's life. This could mean that most Lagos state lecturers seem likely to have this trend of work overload with unclear job description. This is an indication that most of the lecturers may have been experiencing lifestyle which causes burnout such as working all the time without enough socializing or relaxing with too much engagement without helpers and insufficient sleep. Kuckoglu (2013) confirmed this by reporting symptoms of burnout to include exhaustion, neglecting of one's own needs, working long hours and giving much attention to students and so on.

The finding of this study is consistent with Smetackova (2019) which reported that burnout is highly prevalent in the teaching profession. This study recorded varying degree of high 84-96 (0.8%), moderate 25-59.76 (54.6%) and low 60-83.76 (44.6%) burnout tendency. This finding supports the findings of Gerada (2020) which showed the consequences of burnout, its intensity and duration differ in person and across time in the same individual.

Smetackova (2019) emphasized on the need to identify protective measures against chronic stress that can result to burnout syndrome. This study therefore found high self-efficacy as one of the protective measures that can curb the incidence of burnout tendency among lecturers in tertiary institutions in Lagos state. Therefore, high self-efficacy of lecturers in this study could be attributed to the reason for having only ten lecturers with high burnout tendency. The study also supports Kokkinos (2017) who noted that personal accomplishment is characterized by feeling of competence, high-self-efficacy and a sense of achievement. The findings here entails that lecturers were able to mitigate stress factors which means that institutions perhaps may have played a vital role in supporting or promoting lecturers' development plans and goals. This could equally be that they were able to create conducive environment and provide adequate resources such as essential amenities, standard lecture halls and offices in the

workplace for a worthwhile sense of accomplishment.

The finding from this study is in contrast with the findings of Byrne (2021) who reported that burnout is on the rise and professionals are mentally exhausted like never before. Though it exists in this present study but not as high as in Byrne's report since findings here has only few lecturers with high burnout tendency.

Research Question 3: How do ages of lecturers in tertiary institutions in Lagos state predict their burnout tendency scores?

Null Hypothesis 1: Age of lecturers in tertiary institutions in Lagos state is not a significant predictor of their burnout tendency scores.

Table 3: Regression analysis on how age of lecturers in tertiary institutions in Lagos state predict their burnout tendency scores

R	R Square	Adjusted R Square	%	Beta	df	Cal. t	P<0.05	Remark
0.054	0.003	0.002	0.20	0.054	1190	1.874	0.061	NS

Table 3 shows that age of lecturers in tertiary institutions in Lagos state had Beta of 0.054. This indicates that age of lecturers in tertiary institutions in Lagos state contributed 5.4 percent to their burnout tendency scores.

Also at 1190df and 0.05 level of significant, the calculated t 1.874 with P-value 0.061 which is greater than the 0.05, the first null hypothesis is accepted. Therefore, age of lecturers in tertiary institutions in Lagos state is not a significant predictor of their burnout tendency scores.

The findings from the data analysed in this study showed that age is not a significant predictor of lecturers' burnout tendency in tertiary institutions in Lagos state. This finding is consistent with previous researchers that asserted that age and its relation to burnout is inconsistent and varied (Jaworek and Gylag 2015) though Vredenburgh et al., (2007) reported inverse relationship between age and burnout among psychologist. Guedes and Gaspar (2020) also reported that teachers at the age of 50 and above showed burnout than their counterparts' less than 30 years. Coetzee et al., (2019) in their work found no significant relationship between age and burnout among academics in tertiary institutions. This study indicated that age of lecturers in tertiary institutions in Lagos state contributed only 5.4 percent to their burnout tendency which is very insignificant. The reason could be attributed to activity theory of aging which states that there is positive relationship between activity and life satisfaction of an individual. Lecturers irrespective of their age range must have engaged in a lot of activities because of the acquired abilities and skills which made their burnout tendency to be minimal. Gomer-Urquiza et al, (2016) agreed that relationship between age and burnout has been without significant. Contrary to findings

in this work (Mefor, 2018) found that burnout levels reduced with increasing age in men and women though Stowe (2016) reported younger individuals tend to burnout than older ones similar to Anderer (2020) who reported that average workers experience career burnout at the age of 32.

Research Question 4: To what extent does lecturers' self-efficacy predict their burnout tendency in tertiary institutions in Lagos state?

Null Hypothesis 2: Self-efficacy of lecturers in tertiary institutions in Lagos state is not significant predictor of their burnout tendency scores.

Table 2: Regression analysis on how self-efficacy of lecturers in tertiary institutions in Lagos state predict their burnout tendency scores

R	R Square	Adjusted R Square	%	Beta	df	Cal. t	P<0.05	Remark
0.170	0.029	0.028	2.8 0	0.170	1190	5.945	0.000	S

In table 4, it was observed that self-efficacy of lecturers in tertiary institutions in Lagos state had Beta of 0.170. This indicates that self-efficacy of lecturers in tertiary institutions in Lagos state contributed 17.0 percent to their burnout tendency scores.

Again, at 1190df and 0.05 level of significant, the calculated t5.945 with P.value 0.000 which is less than the 0.05, the second null hypothesis is not accepted. Therefore, self-efficacy of lecturers in tertiary institutions in Lagos state is significant predictor of their burnout tendency scores.

Another finding from this study showed that self-efficacy of lecturers in tertiary institutions in Lagos state is significant in predicting their burnout tendency. This means that the level of self-efficacy of lecturers in Lagos state in a given task may have likely influence the level of burnout tendency of a good number of them. It implies also that these lecturers may have adopted some measures which has contributed in sustaining their self-efficacy in higher dimension so self-efficacy gained served as mutually supportive measure suggested by Ackerman (2019). Such linkage through intuitional association and membership helps for mentorship which can boost self-efficacy of lecturers. This aspect of social modelling in self-efficacy theory could have been a contributing factor and its second aspect entails that they were able to select small related goals whose success becomes a roadmap to achieve more goals without stress. The finding of this study is consistent with the findings of these authors (Smetackove, 2019 and Sevas et.al, 2015) which revealed that self-efficacy has a positive and significant effect on job satisfaction and increases a high level of confidence in the ability to take more responsibilities. Smetackova (2019) found that teachers who scored high in self-efficacy had low burnout symptoms while those with low self-efficacy had high burnout symptoms. This could also be the reason why those with high burnout tendency in this study were very few, only ten (10) lecturers. Savas et.al (2015) also emphasized

significant medium and negative correlation between teacher self-efficacy and burnout levels of teachers. Alidosti et.al (2016) reported that there was a significant difference between the self-efficacy of nurses and those nurses who reported lower burnout had the highest self-efficacy. This present study showed that the number of lecturers with high self-efficacy score was very high while those with high burnout tendency was very low, hence the confirmation of the assertion that, the higher the self-efficacy level of any individual the lower the burnout level of such a person.

This work also proved that self-efficacy is a strong predictor of burnout tendency among lecturers in tertiary institutions in Lagos state which is consistent with findings of some authors (Alidosti et.al 2016, Atomzeal and Anna, 2018; Cheery, 2019). It was clear that self-efficacy has a positive and significant effect on work satisfaction. The findings from this work could be that lecturers who showed high self-efficacy score may have demonstrated a positive attitude towards their profession. Consequently, the higher the self-efficacy the lower the burnout tendency, this trend was also proven among lecturers in the present study. Moreover, only ten (10) lecturers experienced high burnout tendency, five hundred and thirty one (531) experienced moderate burnout tendencies while six hundred and fifty one (651) had low burnout tendency. To maintain this trend lecturer should maintain the most powerful source of self-efficacy which can be developed through past successful accomplishment. It is important to note that the greater the efficacies of a lecturer the higher the degree of professional competence showing that majority of the lecturers in Lagos state have this quality. This implies that Self-efficacy is a strong predictor of the performance outcomes across academic environment which is an evidence of greater achievement as in the case of lecturers in Lagos state tertiary institutions. This is in contrast with Yoa et al., (2018) which reported that the relationship between self-efficacy and job-related burnout is still not clear and that professional efficacy was significantly associated with gender, mental status, age, job title and length of service. They equally reported that though self-efficacy of a lecturer may have impact on his ability to achieve work target yet much is not known about its propensity to predict burnout tendency. The findings of this work showed that there is need to maintain high level of self-efficacy among lecturers to boost their job performance in tertiary institutions.

Research Question 5

To what extent do lecturers' age and self-efficacy jointly predict their burnout tendency in tertiary institutions in Lagos state?

Null Hypothesis 3

Lecturers' age and self-efficacy jointly are not significant predictors of their burnout tendency in tertiary institutions in Lagos state.

Table 5: Regression analysis on Age and self-efficacy of lecturers in tertiary institutions in Lagos state joint prediction of their burnout tendency

R	R Square	Adjusted R Square	%	df	Cal. F	P<0.05	Remark
0.180	0.032	0.031	3.1	1189	19.97	0.000	S

In table 5 it was observed that Lecturers' age and self-efficacy had R^2 adjusted of 0.031. This indicates that Lecturers' age and self-efficacy contributed 3.1 percent of their burnout tendency.

Also at 2df numerator, 1189df denominator and 0.05 level of significant, the calculated F19.97 with P.value 0.000 which is less than the 0.05, the third null hypothesis is not accepted. Therefore, Lecturers' age and self-efficacy significantly predict their burnout tendency.

The result of the null hypothesis 3 showed that lecturers' age and self-efficacy significantly predict their burnout tendency in tertiary institutions in Lagos state. From the findings, it implies that age and self-efficacy are predictors of burnout tendency among lecturers in Lagos state. The findings of this study is in agreement with that of Al-Mehassi and Al-Sumaili (2016) which revealed that most scholars suffer from various levels of burnout and that there are statistically significant differences in burnout among scholars as a result of age, gender and academic qualification. Though, Jaworek and Gylag (2015) reported that age was not a predictor in two dimension of burnout while age difference was found in one dimension. The findings of study was in contrast with the findings of Olorunsola (2013) which revealed that there was a high level of burnout among lecturers with a significant of burnout scores across the ages of lecturers. The findings of this study affirmed to the report of Jaworek and Gylag (2015) on the inconsistency and variations of age in relation to burnout in different research studies. Age therefore was found to be a weak and non-significant predictor of burnout tendency among lecturers in tertiary institutions in Lagos state, contributing only 5.4% to their burnout tendency score.

This implies that with successful job mastery, lecturer's burnout tendency may start declining with age due to their adaption to professional work ethics especially among young lecturers. However, for older lecturers adaptation to stress tends to decline thereby increasing the risk of burnout tendency.

Conclusion

This study successfully investigated age and self-efficacy as predictors of burnout tendency and conclude that they are significant predictors of lecturers burnout tendency in tertiary institutions in Lagos state.

Recommendations

Based on the findings of this study, the following recommendations can be made.

1. Lecturers should maintain and acquire more skills to sustain their self-efficacy to enable lecturers overcome stressful situations that triggers burnout tendency in tertiary institutions.
2. Government and its agencies should make the entire tertiary institutions a

worthwhile pleasant and comfortable learning environment by providing all the necessary infrastructures' thereby cubing burnout tendencies.

3. Lecturers should be encouraged in all ramifications, irrespective of age and self-efficacy through training, provision of incentives and research support. This is the entire responsibility of the government and all stake holders.

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