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AGE, GENDER AND ACADEMIC ATTAINMENT AS PREDICTORS OF BURNOUT TENDENCY AMONG LECTURERS' IN TERTIARY INSTITUTIONS IN LAGOS STATE

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ABSTRACT

Burnout has been identified in careers that involve human interaction with others. It is also a feeling of exhaustion in addition to distrust and reduced job performance which comes from extreme work demands, limited job resources and lack of motivation. This could easily occur in tertiary institutions in Nigeria due to the conditions on which the lecturers are currently working. This research examined age, gender, and academic attainment as predictors of burnout tendency among lecturers in tertiary institutions in Lagos state, Nigeria. 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, work related stress due to daily interaction with students, age factor, gender issues and academic attainment that may trigger burnout tendency. To achieve the objectives of this study five research questions were formulated with four null hypotheses tested at 0.05 level of significance. A correlational design was used in 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, and the sample for the study was 1371 lecturers selected through proportionate stratified random sampling technique in three public federal tertiary institutions. Fifty percent of the lecturers in each of the three federal tertiary institutions in Lagos state was selected. A standardized instrument, Teacher Burnout Inventory (TBI) was used for data collection. Aggregate scores and Multiple regression analysis were carried out. The result showed that all the variables jointly predict burnout tendency among lecturers. Academic attainment (14%) was statistically strong predictors. Age, was (5.4%) with (P-value 0.061> 0.05) and gender (-2.1%) with (P-value 0.0463 > 0.05). Very few of the lecturers 10 (0.8%) have high burnout tendency. This finding recommends that since very few of the lecturers have high burnout tendency, government and institution authorities should enact policies that will help to maintain the resilience of the lecturers in various tertiary institutions in Nigeria to sustain their burnout tendency levels. Burnout tendency has been found to exist in varying levels in both previous and present research therefore there is need to eliminate stress and burnout tendency which has a positive and significant effect on work performance irrespective of age, gender, and academic attainment.

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Keywords: Academic attainment, Age, Burnout tendency, Gender, Predictor and Tertiary institutions.

Introduction

The effect of globalization in the education system has caused changes in instructional transformation with the fast development in the information and communication. 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, socializing, 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, and 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. 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). Burnout is caused by excessive and prolonged stress and it is also a state of emotional, physical, and mental exhaustion which may occur when lecturers feel overwhelmed, emotionally drained, and unable to meet continuous demand in the workplace (Bakker, Demerouti, and Vergel 2014). Burnout may disrupt a lecturer's life and the symptoms can change from person to person. Lecturers are overwhelmed in their willingness to give meaningful services to both psychological and personal growth of students. They also engage in a lot of academic and consultation services both in the institution and the community at large. The need to continue in this rigorous service among lecturers without tendency to burnout is essential for optimum productivity in tertiary institutions.

The problem due to high prevalence of burnout syndrome in certain professions has generated occupational illness among workers which has created loopholes in organizational wellbeing. Salami (2011) pointed out that one of the challenges in tertiary institutions generally is the lecture mode of teaching large number in classes with little room for interactions among students and professors. Moreover, the work of lecturers in tertiary institution can be conceptualise into three areas namely,

research, teaching and service. The choice for lecturers in balancing their workload in these three domains can lead to a mixed signal on how best to utilize their energies to achieve work goals (Pajares, 2019). In addition, lack of time to complete the magnitude of academic tasks before lecturers and pressure from competing group such as students, colleagues and outside agencies is alarming. The fact that research tends to be valued over teaching and service in many tertiary educations put the lecturers on their heel to research and publish their result. The pressure of 'publish or perish or publish or prosper' is still trending till today among academia and it accounts for rewards such as promotion and professional standing (Hermmings and Kay 2009). Lecturers need investment or support in terms of funding for their teaching and research work which will enhance economic development but when these resources are not available or inadequate the tendency to burnout due to stress becomes inevitable.

Moreover, many factors that may affect lecturer's tendency to burnout in tertiary institutions includes desire to attend conferences, write a paper, organize or attend a workshop. These could be very tasking and demanding leading to stress among lecturers so, lecturers may not escape the effect of stress on job engagement and its tendency to burnout because they may have to do more work faster with fewer resources. 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, 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).

Teaching is one of the most stressful occupations because the education system encompasses many factors that are associated with stress. These include; increased interaction with students, parents and colleagues, vice-chancellors and the community, government policies, continuous evaluation of its process and outcomes according to (Jamaluddin and You 2019). These authors asserted that stress among teachers has been increasing from year to year due to the introduction of various new teaching programs such as the use of virtual learning and an electronic system for record purposes in the institution. Therefore, increase in enrolment and the varying degree of the student population in their different programs and levels annually may be pushing

many lecturers towards burnout tendency due to increase in workload.

Anderer (2020) pointed out that chronic stress associated with burnout diminishes the brain's executive function, making it harder to plan therefore lecturers may be faced with the challenge of meeting deed lines such as in the submission of examination questions, students score, and reports of the different assignment. In the same vain, superiors are in constant lookout for updates for submission of assigned responsibilities coupled with several interval meetings for feedback. These activities could be very challenging, tasking, and stressful leading to potential tendency to burnout in the workplace, hence the words of Watts and Robertson (2011) that burnout is prominently common among staff in human service sectors. Maslach and Leiter ((2015) also noted that the tendency to burnout can be triggered as a result of too much work and insufficient resources such as finance to embark on individual or personal research.

Burnout can also result from a mismatch between the individual and the work environment (Demerouti, Bakker, Jonge, Janssen, and Schaufeli, 2011). Burnout could be linked with some negative workplace attitude like low morale, poor communication attitude to students and others, partial quality services, and constant lateness to work. Individuals with such tendencies are likely to be experiencing burnout tendency. Ross (2021) opined that economic values of lecturers' include education, training intelligence and skills acquired and most lecturers' due to accumulation of these human capital seek opportunities outside their immediate environment and embark on part-time jobs and do consultancy services in other institutions outside their main core duties. These engagements may affect lecturers due to stress factor.

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., 2020). Carmona, Marin and Aguayo (2018) reported teachers as one of the occupational groups that present the highest level of sick leave due to stress in workplace which is as a result of burnout syndrome.

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. The assertion of Mogapi and Movrad (2020) on burnout reveals that if the effect of stress among teachers is not well managed, it may become a threat to the teacher not minding the type of teacher (primary, secondary or tertiary teachers). Empirically, teaching profession has been reported to be susceptible to burnout. For instance, Teles, Valle, Rodriguez, Pineriro and Regueiro (2020) confirmed that university teachers are prone to stress due to job demand and as a result are susceptible to burnout syndrome.

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. 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.

Antoniou, Polychroni and Vlachakis (2006) opined that younger teachers experience higher levels of burnout in terms

of emotional exhaustion and disengagement from the profession. Age has an effect on the way teachers experience their job difficulties. The younger and those relatively new in the teaching profession have higher levels of burnout due to stress.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. 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).

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.

There is limited knowledge about the level to which workers' age and gender are influenced by burnout (Marchard, Blanch, and Beauregard, 2018). Xhelilaj, Petani and Ntalla (2021) studied the relationship between teacher burnout, occupational stress, coping, gender and age among primary education teachers in public schools in Albania. Age difference was found in emotional exhaustion. For instance older teachers indicate more emotional exhaustion than the younger ones, male teachers between 31-40 years and those more than 50 years had higher depersonalisation than the female teachers of the same age bracket. Female teachers of 41-50 years also show higher depersonalisation than the male teachers of the same age range.

Gender differences may affect job roles and engagement and may be another factor that has the likelihood to influence burnout syndrome due to individual's tolerance to stress. Gender is not an antidote to burnout tendency though both male and female engage a lot in personal development to have current knowledge for dissemination of information to their students. Lecturers' are also competent communicators, knowing how, when and what to communicate and all these activities takes time, effort, study and practice. The urge to fulfil these roles and the communication demand for each role may trigger burnout tendency among these academics irrespective of gender differences.

Job burnout tendency is a situation where a lecturer gradually and constantly feels fatigued or exhausted, weary, tired, discouraged, uncomfortable and disengaged in his or her daily routine.

Gender difference has been noted in three dimension of burnout among staff experiencing burnout syndrome in the workplace. With the dual responsibilities of both male and female gender in the society, professional stress might not be ruled out in the workplace. Studies have shown that differences exist between male and female gender in feeling of burnout (Adekola, 2010).

Female staff had reduced personal accomplishment due to burnout syndrome and this was attributed to inequality in gender treatment in the university system. The negative effect of burnout could be alarming on both individual and his job irrespective of gender. Moreover due to reduced personal accomplishment experienced by female gender the study recommendation was that women should be assisted in family chores to boost their career development as this will help them to cope better with burnout as time elapses. This present study assumes that gender differences will play a vital role in lecturer's feeling of burnout tendency in tertiary institutions.

Artz, Keya and Kaya (2020) also confirmed that women spend more time on childcare and household chores which tend to lessen the time allocated to relaxation and leisure. This probably may affect individual's wellbeing. Gender gap in job burnout is common in the literature but the mechanism is yet to be thoroughly understood. Furthermore, the role expectation of families and work are intertwined and complicated which may likely be the outcome of burnout tendency. This condition may likely reduce job and life situation among genders.

The work of Marchard, Blaanc and Beauregad (2018) showed that young men and women are more susceptible to burnout so they should be targeted for programs to reduce the risk of burnout. This limited knowledge about the level at which age and gender influenced burnout requires further research. LaFaver (2018) identified differences in burnout, career satisfaction, and well-being in neurologists' by age and sex. He pointed out that emotional exhaustion in neurologists increased with age initially and then decrease as they got older. Sex was not an independent predictive factor of burnout, fatigue, or overall quality of life after controlling for age. So other factors affect burnout rather than sex among neurologists.

Academic attainment and job roles have a link in job description and this is also influenced by level of academic attainment of persons in the work environment from the researcher's point of view. Empirical studies show that there are different cadres among lecturers. Jamaludin and You (2018) noted that educators of both genders, irrespective of academic attainment demonstrated high levels of emotional exhaustion.

Furthermore, the academic attainment of lecturers is not a boost to prevent some factors that can induce burnout tendency because managing and supervising other staff in the department or taking on the role of head of department at the senior level may be stressful and affect lecturers' burnout tendency in tertiary institutions. The tendency to burnout among lecturers may likely emanate as a result of limited job resources, inadequate infrastructures in the institutions, little time frame to complete a task, too many students to cater for, unethical work or conflicting work goals, cheating, favouritism, disrespect, and conflict with co-workers. All these work-related factors tend to make the lecturing profession very tedious, demanding and would likely raise the risk of burnout tendency among lecturers irrespective of their academic attainment.

Jamaludin and You (2019) examined the burnout levels among Dutch educators in Malaysia. Participants were 31 educators.

The result from the analysis showed significant levels exist in relation to the educational levels of the educators. A higher tendency in emotional exhaustion was recorded among Educators with Bachelors, Masters and PhD holders but Diploma holders did not show any sign of emotional exhaustion. Master's degree holders were troubled with personal accomplishment due to feeling of poor sense of personal accomplishments. Generally, from this study educators with Diploma did not face burnout dimension in the three characteristics. The findings indicated a high level of burnout among educators of other degrees. There is no enough empirical literature on the academic attainment construct as a predictor of lecturers' burnout tendency.

Therefore, the researchers' interest to embark on this study; to investigate age, gender and academic attainment 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, gender and academic attainment as predictors of lecturer's burnout tendency in tertiary institutions in Lagos state. Specifically the study examined:

1. Burnout tendency scores of lecturers in tertiary institutions in Lagos state
2. Age as a predictor of lecturers' burnout tendency in tertiary institutions in Lagos state
3. Gender as a predictor of lecturers burnout tendency in tertiary institutions in Lagos state
4. Lecturers' academic attainment as a predictor of lecturer's burnout tendency in tertiary institutions in Lagos state.
5. Age, gender and academic attainment, 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 burnout tendency scores of lecturers in tertiary institutions in Lagos state?
2. How does age of lecturers in tertiary institutions in Lagos state predict their burnout tendency?
3. How does gender of lecturers in tertiary institutions in Lagos state predict their burnout tendency?
4. To what extent does lecturer's academic attainment predict their burnout tendency in tertiary institutions in Lagos state?
5. To what extent do lecturers' age, gender and academic attainment, 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. Gender of lecturers in tertiary institutions in Lagos state is not a significant predictor of their burnout tendency scores.
3. Academic attainment of lecturers in tertiary institutions in Lagos state are not a significant predictor of their burnout tendency scores
4. Lecturers' age, gender and academic attainment jointly are not significant predictors of their burnout tendency scores in tertiary institutions in Lagos state.

Research Method

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, gender, and academic attainment 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: One instrument was adopted for the study. 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 structured on a four point scale responses, ranging from strongly agree 4, agree 3, disagree 2 and strongly disagree 1. Higher scores 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: 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: 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 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 burnout tendency scores of lecturers in tertiary institutions in Lagos state?

Table 1: 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 1 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-Sumali (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 (2017) 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.

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 2: 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 2: 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 2 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) reported inverse relationship between age and burnout among psychologist. 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. Anderer (2020) similarly reported no significant difference for different age ranges and Gomer-Urquza (2016) agreed that relationship between age and burnout has been without significant. Though Stowe (2016) reported that 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 3: How does gender of lecturers in tertiary institutions in Lagos state predict their burnout tendency scores?

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

Table 3: Regression analysis on how gender 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
-0.021	0.000	0.000	0.00	-0.021	1190	-0.734	0.463	NS

Table 3 indicates that gender of lecturers in tertiary institutions in Lagos state had Beta of -0.021. This indicates that gender of lecturers in tertiary institutions in Lagos state contributed -2.1 percent to their burnout tendency scores. Again, at 1190df and 0.05 level of significant, the calculated t-0.734 with P-value 0.463 which is greater than the 0.05, the second null hypothesis is accepted. Therefore, gender of lecturers in tertiary institutions in Lagos state is not a significant predictor of their burnout tendency scores. Gender of lecturers in tertiary institutions in Lagos State from the findings is not a significant predictor of burnout tendency having contributed only -2.1 percent to their burnout tendency. This is in agreement with the assertion of Attwood, Geisler and Buratti

(2020) which reported that gender differences in burnout have not been conclusive in some research work. Some authors also reported more burnout in women than men and vice versa (Kim et.al 2018). Dagar and Mathur (2016) reported that male and female school teachers' burnout levels differ significantly. This study is not in agreement with assertion that the negative effect of burnout could be alarming on both individual and their jobs irrespective of gender. The findings of gender not being a predictor of burnout tendency among lecturers in tertiary institution in Lagos state could be attributed to the uniqueness of their educational attainment which could be a mechanism to quench the effect of burnout tendency in tertiary institutions. This non-significance of gender could mean that women were not susceptible to burnout tendency despite work and family variable which could have been a factor and men also were not affected by their masculine responsibilities. This condition may likely increase job and life situation among genders in teaching profession. The finding is not in agreement with the report of Artz et.al (2020) which stated that gender gap in burnout is common but the mechanism is yet to be thoroughly understood. This study found that mechanism to be high self-efficacy found among lecturers in Lagos state tertiary institutions. Therefore, as far as self-efficacy is high the lower will be the burnout tendency of both genders.

Research Question 4: To what extent does lecturer's academic attainment predict their burnout tendency in tertiary institutions in Lagos state?

Null Hypothesis 3: Academic attainments of lecturers in tertiary institutions in Lagos state are not significant predictor of their burnout tendency scores.

Table 4: Regression analysis on how academic attainments 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
0.140	0.020	0.019	1.9	0.140	1190	4.891	0.000	S

In table 4, it was observed that academic attainments of lecturers in tertiary institutions in Lagos state had Beta of 0.140. This indicates that academic attainments of lecturers in tertiary institutions in Lagos state contributed 14.0 percent to their burnout tendency scores. Again, at 1190df and 0.05 level of significant, the calculated t 4.891 with P.value 0.000 which is less than the 0.05, the third null hypothesis is not accepted. Therefore, academic attainment of lecturers in tertiary institutions in Lagos state is a significant predictor of their burnout tendency scores. The result of this hypothesis showed that academic attainment of lecturers is a significant predictor of lecturers' burnout tendency in tertiary institutions in Lagos State having contributed 14.0% to their burnout tendency. This could mean that human capital investment theory has impacted on them. Its speculation is that accumulation of human capital by workers

will increase their value in the labour market, bringing more expertise and effectiveness in their job role. Moreover when academic attainment creates more work in a stressful environment, and salary and reward are not commensurate then the tendency to burnout will be high. This is in contrast with the research finding of Kim et al., (2018) which found no relationship between burnout and academic qualification though Al-Mehasi and Al-Sumaili (2016) found differences in burnout among Bachelor degree holders in all Saudi universities. Academic attainment and job roles have a link to lecturer's job description meaning that those with higher qualification must have invested much in academic training and with many responsibilities. On this fact, constant demand for salary increment and other incentives which are not commensurate to the investment and income received may spur stress and burnout tendency among lecturers. Jamaludin and You (2019) reported that educators of both genders, irrespective of academic attainment demonstrated high levels of emotional exhaustion. Therefore, this study has found out that academic attainment of lecturers is a significant predictor of lecturers' burnout tendency in public tertiary institutions in Lagos state. This finding is also in accordance with Anderer (2020) findings which stated that work-related factors tend to make lecturing profession very tedious, demanding and would likely raise the risk of burnout tendency among lecturers irrespective of their academic attainment. The work related factors may have contributed to academic attainment of lecturers being a significant predictor of their burnout tendency. Lecturers' engagement in varying degree of professional duties and other job commitment could lead to their working long hours which could trigger burnout tendency irrespective of their academic attainment. There could be less stress and burnout tendency when investment made in human capital receive adequate financial returns in tertiary institutions.

Research Question 5: To what extent does lecturers' age, gender and academic attainment jointly predict their burnout tendency in tertiary institutions in Lagos state?

Null Hypothesis 4: Lecturers' age, gender and academic attainment, jointly are not significant predictors of their burnout tendency in tertiary institutions in Lagos state.

Table 5: Regression analysis on Age, gender and academic attainment 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
0.308	0.095	0.091	9.1	1188	24.802	0.000	S

In table 5 it was observed that Lecturers' age, gender and academic attainment had R^2 adjusted of 0.091. This indicates that Lecturers' age, gender and academic

attainment contributed 9.1 percent of their burnout tendency. Also at 3df numerator, 1188df denominator and 0.05 level of significant, the calculated F24.802 with P-value 0.000 which is less than the 0.05, the fourth null hypothesis is not accepted. Therefore, Lecturers' age, gender and academic attainment significantly predict their burnout tendency. The result showed that lecturers' age, gender and academic attainment significantly predict their burnout tendency in tertiary institutions in Lagos state. From the findings, it implies that age, gender and academic attainment are predictors of burnout tendency among lecturers in Lagos state. The findings of this study is in agreement with that of Al-Mehasi 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 is consistent with Xhelilaji et al., (2021) which identified a correlation between burnout, occupational stress and coping strategies; they explore the differences in these according to age, educational attainment and gender. 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, gender, and academic attainment as predictors of burnout tendency with insights on academic attainment as highest predictors of burnout tendency among lecturers.

Recommendations

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

1. 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.
2. Lecturers should be encouraged in all ramifications, irrespective of age, gender and academic attainment through training, provision of incentives and research support. This is the entire responsibility of the government and all stake holders.

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