

Psychological Effects of Job Burnout on Technical Education Lecturer's Job Engagement and Performance in Nigeria Universities

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Abstract

Productivity in any organization is dependent on workers' performance. The wellbeing of workers in any organization is therefore very essential for effective performance. This study explores the psychological effects of job burnout on Technical Education lecturer's job engagement and performance in Nigeria universities. A descriptive survey research design was adopted for the study. The study was guided by three research questions and two hypotheses were tested. Adapted validated scales were employed for data collection in the study with an overall reliability coefficient of .90. The population for the study comprised all Technical Education university lecturers in Nigeria. Data collected in the study was analyzed using descriptive statistics of mean and standard deviation (SD), Correlation matrix (Pearson Product Moment Correlation, PPMC), and Multiple regression analysis. The study found a moderate and positive correlation between job burnout and job engagement ($r = 0.32$; $p > 0.05$), but a very low correlation between job engagement and performance ($r = .01$; $p < 0.05$) among the lecturers. Furthermore, the study found that job burnout ($\beta = .324$; $p > 0.05$) has a non-significant effect on lecturers' job engagement but a significantly negative psychological effect ($\beta = -.651$; $p < 0.05$) on their job performance. It was concluded that job burnout contributes in no small measure to stress of the lecturers which seemingly has undesired implications on their levels of job engagement and performance. It was

therefore recommended that university management teams across the country as well as important stakeholders in the education sector should pay rapt attention to Technical Education lecturers' wellbeing by introducing measures and work strategies which could reduce job burnout and relatively low stress experience at work.

Key words: *Job burnout, Job Engagement, Job Performance, Technical Education Lecturers.*

Introduction

Education, in every human community, is an indispensable instrument for human development, empowerment and progress. Any nation that lacks a sound educational culture and philosophy stands the risk of decay, whereas a nation that is more concern about the development of its citizens through qualitative education is bound to achieve great success. Apart from the position of the National Policy on Education in Nigeria, the quantitative and qualitative development of education in the country is largely due to the insatiable desires of the educational stakeholders. By all standard, individuals and Nigerian shared in the idea that education holds the key of any Nation economically, socially, politically, scientifically and technologically (NPE 2014).

In Nigeria, educational system is categorized into the three levels. These are: the primary, secondary and tertiary levels. The tertiary level of education is the highest and offers educational programmes which individuals can choose to specialize on in relation to preferred career practice after leaving the secondary level of education. Higher institutions in Nigeria where requisite career knowledge is educationally acquired include Colleges of Education, Polytechnics, and Universities with varieties of course programmes which could enhance entry into a profession after graduation. Some of the programme of study at this level of education, most especially in the Technical and Vocational Educational Training, includes Secretariat Administration, Business Education, Agricultural Science Education, and Industrial Technical Education among others.

Technical Education programme is a practical based course which is targeted towards skill development in the learners to make them self-reliant. The National Policy of Education (NPE 2013) stated that Technical Education programme aims to achieve self-reliance and national

development through the acquisition, development and inculcation of the proper value orientation for the survival of the individual and the society. Technical Education programme has different specialization such as Electrical/electronic Technology, Automobile Technology, woodwork Technology, building Technology, and Metal-Work Technology education. The people that are responsible for teaching at this level of educational programme are referred to as lecturer.

Lecturers are academic experts who are trained to teach and impart requisite career-based knowledge in the tertiary institutions. Academics are major stakeholders in the tertiary institutions such as the university community whose primary responsibilities is to provide extensive teaching and training of their students and also be engaged with research activities. Teaching is an herculean task as it involves adequate preparation of what is to be taught, employing appropriate methodology in ensuring knowledge transfer as well as providing qualitative evaluation of learning to ascertain achievement of stated instructional objectives (Osaat & Ekechukwu, 2017). Holistically, lecturers are involved in several related academic activities which includes preparation of course materials, teaching, students continuous assessment, marking of scripts, conduction of examination, project supervision, result computation and consideration, organizing seminars at undergraduate and postgraduate levels, engagement with who are either on fulltime or parttime program among others. Aside all these, lecturers are expected to be grossly involved in conducting researches, attending conferences and other career development trainings, publishing research findings in reputable journals and carrying out assigned administrative. The rigor of achieving these enormous tasks is sometimes unbearable as most of the tasks are running concurrently. Specifically, apart from the highly demanding job roles identified generally, lecturers in Technical Education university lecturers are to organize practical classes for students in their various institution's workshops based on their areas of specialization, they are engaged in students supervision of Student Industrial Work Experience Scheme (SIWES) or industrial training (IT) which requires that they travel long distances, supervision of practical project and involvement in supervising students on teaching practice among other respective duties. Oftentimes Technical Education lecturers feel challenged and pressured to meet up with these job demands, which sometimes leads to job burnout.

Burnout is usually created due to pressure that comes when a person's workload surpasses their capacity to complete the task at hand. Burnout is the state of feeling tired, exhausted, depressed or overwhelmed as a result of various issues related to an individual's responsibilities or given task (Ahmet & Mehmet 2014). Job burnout occurs at a much higher rate in most large organization that has high workload which must be met daily, such as companies and industries, educational institution like university among others. Due to level of job demand in the academic setting, Technical Education lecturer may likely experience a high level of job burnout which may leads to depression, and also reduce their level of commitment, involvement, and engagement on the job.

Organization effectiveness could be trace to the degree to which the workforce is engaged in any assign tasks. Engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption rather than a momentary and specific state. Nordin & Hamzah (2021) view work engagement as a concept that includes feelings, emotional and intellectual relationship, productivity and commitment that an employee has for the organization where he/she works. Invariably, the productivity and commitment of Technical Education lecturers to their job has a lot to do with the feelings they have about the job. This means that work engagement plays a vital role in any establishment. Therefore, negative feelings of Technical Education lecturers towards their work, could affect their health; reduce their responses to work and performances respectively.

Productivity in any establishment is a pointer to the level of performance on the activities or services rendered by the workforce. Performance can be described as responses in the form of behaviors reflecting what has been learned by the employee or the kind of training that the employee has acquired; it encompasses the outcome of the mental and psychological capabilities (Faiza & Nazir, 2015). Job performance is vital to both individual and the organization since it contributes to the overall betterment of the processes of the organization particularly in terms of efficiency and productivity (Abualoush, Bataineh, & Alrowwad 2018). This is the same for Technical Education lecturers' responses to their job and their respective institutions. Some of the major factors that may likely affect the level of lecturers' productivity or performance on their job includes: job burnout, dissatisfaction, lack of infrastructures and teaching resources,

incompetency, unconducive working environment, among others. Therefore, performance is the product of lecturer's capacity and effort towards achieving assigned goals. However, lecturer's performance may reduce or consistently decrease with challenging situations beyond their control (Pawirosumarto, Sarjana, & Muchtar 2017).

Furthermore, Technical Education lecturers like other across different fields of study are presumably being stretched owing to the annual increase in the number of enrollments with shortage of staff. This situation has consistently resulted in continuous over-bearing tasks and responsibilities for the academic staff. However, if this situation is remains unchecked or attended to, the wellbeing of most lecturers in technical education professional practice is at stake, which could further lower their job efficiency and effectiveness. This could also worsen Technical Education lecturers' health conditions, increase the rate of casualty and causes more lecturers to drop-out or quit the profession. It is due to these challenging experiences of technical education lecturers that this study examines the psychological effect of job burnout on their job engagement and performance in Nigeria universities.

Statement of the Problem

For any enterprise, organization, or establishment to improve, the workforce is the major contributor to the achievement of such improvement. Noticeably, the output of any organization can be traced to the impact of the workforce. Lecturers are important workforce and stakeholders in the educational system, most especially in the higher institution of any country. Hence, Lecturers who are physically fit and psychologically balanced will be effective and efficient on the job. The wellbeing of lecturers is very essential in the determination of their performance. Invariably, in a stress-free and conducive working environment, lecturers will be highly inspired, comfortable and satisfied while doing their jobs.

Unfortunately, academic staff in higher institutions is usually laden with high workload which seems to have effect on their level of engagement and performance. Many of these lecturers teaches large number of students in an atmosphere that is not suitable or ideal for learning activities. Most notably, lecturing job demand spans across teaching and supervising both undergraduate and postgraduate students including those who are on part-time status. The problem seems to have drastically reduced their required and acceptable standard of productivity in their respective area

of specialization. In view of the possible negative implications on the lecturers and their work output, this study examines the psychological effect of job burnout on technical education lecturer's job engagement and performance in Nigeria universities.

Purpose of the Study

The main purpose of the study is to determine the psychological effect of job burnout on Technical Education lecturer's job engagement and performance in Nigerian universities. Specifically, the study will determine the level of:

1. Job burnout among Technical Education lecturers in Nigerian universities.
2. Job engagement among Technical Education lecturers in Nigerian universities.
3. Job performance among Technical Education lecturers in Nigerian universities.

Research Questions

The following questions will guide the study:

1. What is the level of job burnout among Technical Education lecturers in Nigerian universities.
2. What is the level of job engagement among Technical Education lecturers in Nigerian universities.
3. What is the level of job performance among Technical Education lecturers in Nigerian universities.

Hypotheses

The following hypotheses would be tested in the study:

1. There is no significant relationship among job burnout, job engagement and job performance of Technical Education lecturers in Nigerian universities.
2. There is no significant psychological effect of job burnout on Technical Education lecturer's job engagement in Nigerian universities.
3. There is no significant psychological effect of job burnout on Technical Education lecturer's job performance in Nigerian universities.

Methodology

Descriptive survey research design was adopted for the study. The study was conducted in the South-Western region of Nigeria. Six (6) universities offering Technical Education programme in

the region were involved in the study. The population for the study comprised of all the fifty-four (54) Technical Education universities lecturers in the south western part of Nigeria. Modified adapted instruments were used for data collection in the study the questionnaire on job-burnout has 21 items while job engagement and performance questionnaires have 17 and 24 items respectively. The instruments were validated by three experts in the Department of Industrial Technical Education Department, Tai Solarin University of Education, Nigeria. The overall internal consistency of the items was determined using Cronbach Alpha reliability technique with a reliability coefficient of 0.90. Data collected for the study was analyzed and interpreted using descriptive statistics of mean and standard deviation (SD), Correlation matrix (Pearson Product Moment Correlation, PPMC), and Multiple regression analysis. Null hypotheses with p-value that are less than or equal to 0.05 was rejected while null hypotheses with p-values that are greater than 0.05 was accepted. The decision for correlations was based on both the strength and direction of the relationship.

Data Analysis and Results

Hypothesis 1: There is no significant relationship among job burnout, job engagement and performance of Technical Education lecturers in Nigeria universities.

Table 1: Relationship among Job Burnout, Job Engagement and Performance of Technical Education University Lecturers in Nigeria.

Variables	1	2	3
1. Job burnout	1		
2. Job engagement	.32	1	
3. Performance	-.65**	.01**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the relationship among job burnout, job engagement and job performance of Technical Education lecturer' in Nigeria universities. Two of the three correlations are statistically significant at the 0.05 level. Two of the correlations are positive ($r = 0.01$ and 0.32) while the last correlation is negative ($r = -0.65$). The results from the table revealed a moderate and positive correlation between job burnout and job engagement ($r = 0.32$; $p > .05$) of the lecturers. Also, a

significant but negative ($r = -.65$; $p < .05$) relationship was established between job burnout and job performance of lecturers while a very low but significantly positive relationship exist between job engagement and performance ($r = .01$; $p < .05$) of the lecturers. Based on the results, the null hypothesis 1 was not accepted. Therefore, there is a significant relationship among job burnout, job engagement and job performance Technical Education lecturers in Nigeria universities.

Hypothesis 2: There is no significant psychological effect of job burnout on Technical Education lecturer’s job engagement in Nigerian universities.

Table 2: Regression analysis showing psychological effect of job burnout on Technical Education lecturer’s job engagement in Nigeria universities.

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	226.622	13.099		17.300	.000
Job-burnout	.121	.091	.324	1.329	.204

Dependent Variable: Engagement

Table 2 presents the psychological effect of job burnout on Technical Education lecturer’s job engagement. The table shows that job burnout has positive effect ($\beta = .324$) on Technical Education lecturer’s job engagement. However, the level of psychological effect of job burnout on Technical Education lecturer’s performance is not significant ($p > 0.05$). Thus, null hypothesis 2 was accepted. Hence, there is no significant psychological effect of job burnout on Technical Education lecturer’s job engagement in Nigeria universities.

Hypothesis 3: There is no significant psychological effect of job burnout on Technical Education lecturer’s job performance in Nigerian universities.

Table 3: Regression analysis showing psychological effect of job burnout on Technical Education lecturer’s job performance in Nigeria universities.

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		

(Constant)	249.599	11.970		20.851	.000
Job-burnout	-.290	.078	-.651	-3.738	.001

Dependent Variable: Performance

Table 3 shows the psychological effect of job burnout on Technical Education university lecturer’s job performance. The table shows that job burnout has negative effect ($\beta = -.651$) on Technical Education university lecturers job performance. However, the level of psychological effect of job burnout on Technical Education lecturer’s performance is significant ($p > 0.05$). Thus, null hypothesis 3 was rejected. Hence, there is a significant psychological effect of job burnout on Technical Education lecturer’s job performance in Nigeria universities.

Discussion of findings

The study found correlation among the three variables of study. In addition, the findings in the study reveals that there is a moderate and positive correlation between job burnout and job engagement ($r = 0.32$) which is not significant. However, the findings of the study establish a very low, positive and significant relationship between job engagement and performance ($r=.010$). This agrees with the opinion of Al-Hamoodi, Al-Janabi, & Zaid (2019) who confirms that employees' performance has a significant direct relationship to occupational or job burnout. Moreover, the study found that there is a positive psychological effect of job burnout ($\beta= .324$) on Technical Education lecturer’s job engagement in Nigeria universities, but the level of the effect is not significant ($p > 0.05$). The study further agrees with Bakker and Demerouti (2017) who argued that job demands, depending on the psychological situation, can create or not a health-impairment process that can lead to burnout as illustrated in the Job Demands-Resource Theory. In the same vein it supports the view of Demerouti and Cropanzano (2010) who asserted that organizations need to put practices in place that will likely reduce burnout in addition to focusing on engagement.

Furthermore, the study found that there is a negative relationship between job burnout and job performance and also established psychological effect of job burnout ($\beta= -.651$) on Technical Education lecturer’s job performance in Nigeria universities at a level that is significant ($p > 0.05$). This supports the assertion of Malik and Noreen (2015) that mental health issues and emotional strains caused by work pressures can influence workers’ productivity and performance. In the same

vein De Leon et al., (2020) asserted that employees who are experiences burnout from their work may lack the concentration necessary to execute at a high level, which could explain why burnout is negatively associated with performance.

Conclusion

This study which focuses on psychological effects of job burnout on technical education lecturer's job engagement and performance in Nigeria universities establishes significant contributions of the independent variable to the dependent variables. This simply establishes the negative implications that are associated with working under unbearable stress for Technical Education lecturers. This is an indication that the wellbeing of lecturers along with their expected efficiency and effectiveness at work can be greatly jeopardized with time. This study seemingly concludes that there are destructive and job engagement-minimizing consequences of job burnout on lecturers' overall performance on the job. Invariably, the life span of committed lecturers may reduce while those that cannot cope may be forced to quit the profession.

Recommendations

Based on the findings of the study It was concluded and recommended that:

1. university management teams across the country as well as important stakeholders in the education sector should pay rapt attention to Technical Education lecturers' wellbeing by introducing measures and work strategies which could reduce job burnout and relatively low stress experience at work
2. More professionals should be recruited into the teaching profession to reduce the overwhelming workload of active lecturers in the university.
3. Lecturers should be provided with effective training on job tasks management and scheduling which may help in reducing their job pressure and frustration on the job
4. Technical education lecturers should be provided with enough motivations and other benefits that will encourage them to continue progressively in discharging all their assigned duties within the university system.

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Received on June 22, 2023

Accepted on Aug 24, 2023

Published on Oct 01, 2023